32nd Annual International Human Rights Training Program

June 5 –24, 2011

Sainte-Anne-de-Bellevue, Québec
Canada

equitas
Centre international d'éducation aux droits humains
International Centre for Human Rights Education

The photograph on the cover was taken in Colombo, Sri Lanka, in November 2010. A symbol of unity and diversity, it shows the hands of participants who attended the South Asia Training of Trainers Evaluation Meeting. The photograph was taken by Paul McAdams.

Equitas – International Centre for Human Rights Education
666, Sherbrooke West, Suite 1100
Montréal, Québec
Canada, H3A 1E7

Tel.: 514.954.0382
Fax.: 514.954.0659
Email: info@equitas.org
Website: www.equitas.org

ISBN 978-2-923696-41-6

Legal deposit: 2nd trimester 2011
Bibliothèque et Archives nationales du Québec
© Equitas – International Centre for Human Rights Education, 2011

All portions of this manual may be reproduced for use in human rights education, provided acknowledgement of the source and notification of such use is given to Equitas.

The opinions expressed in this publication are those of the authors and do not represent the opinions or positions of the funders of this project.

Acknowledgments

This training manual is a product of three decades of experience delivering the International Human Rights Training Program (IHRTP) and is inspired by our ongoing reflection on the central role of human rights education in building a culture of human rights. It takes its inspiration from the values and principles articulated in the international human rights instruments such as the Universal Declaration of Human Rights and the international conventions and covenants that followed. These and other international norms and standards are as important today as they ever were. The training program outlined in this manual incorporates the many lessons Equitas has learned in Canada and around the world in over 40 years at the leading edge of the human rights education movement. It reflects our understanding of human rights education as a transformative process that leads to action which has the power to change the world.

Developing this program with our partners over the years continues to transform our lives. We hope that the human rights educators who will work through these pages will experience the same enthusiasm that we did in developing them. We trust that this manual will help all who use it to discover new and innovative approaches to make human rights a reality in communities around the world.

We appreciate the contributions of all those individuals and organizations that have assisted in this process over the years. We gratefully acknowledge, in particular, the Equitas education team who worked on the manual this year: Vincenza Nazzari, Amy Cooper, Daniel Roy, Paul McAdams, Cristina Galofre and Leigh Jaschke. We also thank all members of the staff and the Board of Directors who contribute to the thinking behind the program and the success of the IHRTP.

The preparation of this manual and the 2011 IHRTP are made possible through generous funding from the Canadian International Development Agency (CIDA). We wish to express our sincere appreciation for CIDA's long-term support of the IHRTP and many other Equitas programs over the years.

Dedication

As we commemorate the 32nd anniversary of the International Human Rights Training Program, we dedicate this manual to the thousands of alumni who, inspired by human rights values and invigorated by the experience of this program, have committed themselves to building a more equitable, just and peaceful world. Through a rigorous process of reflection, analysis, education and action they are working courageously and tirelessly to make human rights education a reality around the world.

Ian Hamilton
Executive Director

Preface

Human Rights Education

Human rights education is the *raison d'être* of Equitas – International Centre for Human Rights Education. The Universal Declaration of Human Rights, considered by many as the starting point of human rights education, is the document upon which Equitas was founded and it has guided our work in Canada and around the world for over 40 years. We view non-formal human rights education as an essential component in the process of building a global culture of human rights. The content of our human rights education programs centers on the knowledge, skills, values, attitudes and behaviours required for individuals to understand, assert and defend their human rights as well as the rights of others. Raising awareness of gender related issues and promoting equality between women and men are crosscutting themes in all our human rights education programs.

Our vision of human rights and our understanding of education are reflected in the way we carry out our work. Our human rights education programs are based on needs identified with our international and Canadian partners and are designed for particular target groups such as NGOs, public officials and human rights educators. Our partners look to Equitas for our expertise in program development, in human rights education, in human rights content and in instructional design. They also look to us for solidarity. To have a meaningful impact, our programs must respond to clearly defined needs and be targeted at an appropriate audience. Working closely with our partners is therefore essential in defining specific objectives, stakeholders and expected results. In our most successful programs, we work closely with our partners in the curriculum development, logistical preparations, facilitation, evaluation and follow-up.

Respect, inclusiveness and empathy are values which are fundamental to human rights education. These ideals do not remain at the theoretical level at Equitas. We strive to integrate them into every aspect of the design, development and delivery of our HRE programs. A participatory approach based on principles of adult experiential learning, which promote the sharing of personal knowledge and experience form the basis of our training materials design. Participants and facilitators commit themselves to engage in a process of mutual teaching and learning. The emphasis is on practical application and on the development of strategies for future action. Continual reflection and evaluation are central to the learning process.

In terms of developing and carrying out a human rights education event, the basic assumption is that much of the content will come from the participants and that the program will serve as the framework for drawing out this content. Participants bring their analyses and experiences to the program while we as educators bring our theoretical and practical knowledge of participatory education. The learning event provides the opportunity for rich exchange. The purpose or goal of human rights education is "empowerment" in order to bring about social change. The participatory

learning process serves as a means of achieving this goal and is in and of itself an expression of this empowerment.

In keeping with the concept of empowerment, we at Equitas strongly believe that the complete education process should be fully shared with the participants from the outset of the program rather than be revealed one piece at a time at the discretion of the facilitator. We feel that it is important for participants in our programs to know in advance, what activities are planned, their purpose and how they will be carried out. The preparation of detailed training manuals for all our training events, therefore, is considered as an essential element in the process of empowerment. Moreover, the manual also serves as a fairly accurate record of the activities that took place, which the participants can subsequently adapt for use in their own training events.

Feedback received from participants over the years is a testament to the effectiveness of our approach:

> "The materials in both manuals provide a sound basis for a training program on human rights in general – my commission with its broad mandate will hopefully benefit from them."
>
> "I am grateful to Equitas for availing the relevant materials. They helped to read ahead and understand and revise after class. We shall also use them in our work. Language was understandable and well written out."
>
> "Both the manuals are extremely good, and I will use them in the work of my organization."
>
> "The activities are made for reflections, but they are fun to do. So while taking the training very seriously, fun is always part of the equation."

The IHRTP is seen as the beginning of a learning that Equitas and the participants undertake together. It is expected that the sharing of experiences and mutual learning that takes place during the three weeks of this program will continue to be enriched through ongoing exchanges on the online Equitas Community and within other formal and informal networks that emerge as a result of this shared experience.

Goal

The overall goal of the International Human Rights Training Program (IHRTP) is to strengthen the capacity of human rights organizations and institutions to undertake human rights education efforts (e.g. training, awareness campaigns, information dissemination and advocacy) aimed at building a global culture of human rights.

Objectives

By the end of the IHRTP, participants should be able to:

- Use a framework based on internationally accepted human rights standards and principles to analyze the issues and situations encountered in the work of their organizations
- Identify ways in which human rights education can increase the effectiveness of their human rights work
- Indicate appropriate ways for putting their learning from the IHRTP into practice in the work of their organizations
- Explore networking opportunities essential for furthering the cause of human rights
- Determine strategies for promoting gender equality in their human rights education work
- Employ a basic evaluation process for assessing the results of their human rights education work

Table of Contents

STREAM 1: INTRODUCTIONS (1 DAY) 1-1

TABLE OF CONTENTS 1-3

ABOUT STREAM 1 1-5

OBJECTIVES 1-7

UNIT 1 GETTING TO KNOW PEOPLE 1-9

Activity 1 Wall of Fame 1-10

Activity 2 Questions about You 1-12

Activity 3 Building Effective Group Dynamics 1-16

Activity 4 Verifying Needs and Offers 1-24

UNIT 2 GETTING TO KNOW THE IHRTP 1-27

Activity 1 Introducing the Learning Spiral 1-28

Activity 2 The IHRTP Overall and the Learning Spiral 1-33

Activity 3 Presentation – "IHRTP – Overview of the Program Design" 1-35

End of Stream Evaluation/Debriefing 1-35

PARTICIPATORY TRAINING TECHNIQUES PRACTISED IN THIS STREAM 1-37

Brainstorming 1-38

Giving and Receiving Feedback 1-39

Instructional Diagrams 1-41

MATERIALS 1-42

Effective Group Dynamics – The Life Cycle of Groups 1-43

The Learning Path of the IHRTP and the Phases of the Learning Spiral 1-44

STREAM 2: STARTING FROM WHERE WE ARE (1 DAY) 2-1

TABLE OF CONTENTS 2-3

ABOUT STREAM 2 2-5

OBJECTIVES 2-7

UNIT 1 HUMAN RIGHTS IN YOUR SOCIETY, YOUR ORGANIZATION AND YOUR WORK 2-9

Activity 1 Human Rights in Your Society 2-10

UNIT 2 THE GLOBAL CONTEXT OF HUMAN RIGHTS 2-17

Activity 1 Analyzing the Global Context 2-18

Activity 2 Global Spheres of Influence *2-23*
End of Stream Evaluation/Debriefing *2-27*
PARTICIPATORY TRAINING TECHNIQUE PRACTISED IN THIS STREAM 2-29
Power Mapping *2-30*
MATERIALS 2-31
Pre-Training Assignment *2-32*
Globalization a Mixed Blessing for Human Rights *2-38*

STREAM 3: BUILDING A CULTURE OF HUMAN RIGHTS (2 ½ DAYS) 3-1
TABLE OF CONTENTS 3-3
ABOUT STREAM 3 3-5
OBJECTIVES 3-7
UNIT 1 HUMAN RIGHTS CONCEPTS AND PRINCIPLES 3-9
Activity 1 Thinking about Human Rights *3-9*
Activity 2 Underlying Principles of Human Rights *3-11*
Activity 3 Exploring Gender Equality *3-15*
UNIT 2 DEFINING A CULTURE OF HUMAN RIGHTS 3-21
Activity 1 What is a Culture of Human Rights? *3-21*
Activity 2 Mapping a Culture of Human Rights *3-23*
UNIT 3 HUMAN RIGHTS EDUCATION AND SOCIAL CHANGE 3-25
Activity 1 Thinking about Human Rights Education *3-27*
Activity 2 Situating Human Rights Education: A Systems Approach *3-30*
Activity 3 The UDHR and Human Rights Education *3-33*
Activity 4 The Role of Human Rights Education in the Process of Social Change *3-36*
Activity 5 Our Roles as Human Rights Educators and Activists *3-37*
End of Stream Evaluation/Debriefing *3-40*
PARTICIPATORY TRAINING TECHNIQUES PRACTISED IN THIS STREAM 3-41
Producing Definitions *3-42*
The Art of Flipcharting I *3-43*
Live Storyboard Technique *3-44*
Jigsaw Learning *3-45*
Concept Mapping *3-46*
Dinamicas *3-47*

MATERIALS 3-48

Definitions of Human Rights *3-49*

Definitions of a "Culture of Human Rights" *3-51*

Definitions of Human Rights Education *3-54*

STREAM 4 SEEKING COMMON GROUND (1 ½ DAY) 4-1

TABLE OF CONTENTS 4-3

ABOUT STREAM 4 4-5

OBJECTIVES 4-7

UNIT 1 WEBS OF CONNECTIONS/BARRIERS OF DIFFERENCE – EXAMINING PERSONAL NOTIONS OF HUMAN RIGHTS 4-9

Activity 1 Constructing Webs of Connection *4-12*

Activity 2 Analyzing the Web *4-15*

UNIT 2 HUMAN DIGNITY 4-19

Activity 1 Personally Held Beliefs and Discrimination *4-19*

Activity 2 The Fatal River Story *4-23*

Activity 3 Briefing for the Presentation "Exploring the Universality of Human Rights" *4-33*

Activity 4 Plenary Presentation "Exploring the Universality of Human Rights" *4-35*

Activity 5 Debriefing the Presentation "Exploring the Universality of Human Rights" *4-38*

End of Stream Evaluation/Debriefing *4-41*

PARTICIPATORY TRAINING TECHNIQUE PRACTISED IN THIS STREAM 4-43

The Art of Flipcharting II *4-44*

STREAM 5 APPLYING A RIGHTS-BASED APPROACH (4 DAYS) 5-1

TABLE OF CONTENTS 5-3

ABOUT STREAM 5 5-5

OBJECTIVES 5-7

UNIT 1 ACTIONS FOR CHANGE 5-9

Activity 1 A Systems Approach Revisited *5-11*

Activity 2 Briefing for the Plenary Presentation "Integrating Human Rights into Actions for Social Change" *5-14*

Activity 3 Plenary Presentation "Integrating Human Rights into Actions for Social Change" *5-19*

UNIT 2 INTERNATIONAL LEGAL SOURCES OF HUMAN RIGHTS PROTECTION 5-21

Activity 1 Briefing for the Presentation "The UN Human Rights System: Opportunities for Human Rights Educators" *5-21*

Activity 2 Plenary Presentation "The UN Human Rights System: Opportunities for Human Rights Educators" *5-22*

Activity 3 Debriefing of the Presentation "The UN Human Rights System: Opportunities for Human Rights Educators" *5-23*

Individual Plan for Putting My Learning into Action *5-24*

Activity 4 Barriers Faced by Human Rights Defenders *5-25*

Activity 5 Examining the Main Features of Five International Human Rights Instruments and Mechanisms *5-30*

Activity 6 Plenary Presentations – "Five Human Rights Instruments and Mechanisms" *5-36*

UNIT 3 WORKING WITH INTERNATIONAL HUMAN RIGHTS INSTRUMENTS 5-37

Activity 1 Working on a Human Rights Case Study *5-37*

Activity 2 Reflections on Using Case Studies in Human Rights Education *5-39*

End of Stream Evaluation/Debriefing *5-39*

PARTICIPATORY TRAINING TECHNIQUES PRACTISED IN THIS STREAM 5-41

Buzz Groups *5-42*

Effective Presentations *5-43*

Case Study *5-44*

MATERIALS 5-45

Overview of the Human Rights Council - Questions and Answers *5-46*

Protection of Human Rights through International Instruments – Primary Tasks for Human Rights Activists *5-49*

Summary of the Declaration on Human Rights Defenders *5-52*

Examples of Barriers to Human Rights Work *5-55*

Answer Key – Barriers to Human Rights Work *5-60*

International Covenant on Civil and Political Rights *5-61*

International Covenant on Economic, Social and Cultural Rights *5-67*

Convention on the Elimination of All Forms of Discrimination against Women *5-75*

Convention on the Rights of the Child *5-79*

Fact Sheet: Human Rights Council – Universal Periodic Review *5-83*

Case Study: The Anuk Minority *5-87*

PROVIDING OPEN SPACE OST (½ DAY) OST-1

TABLE OF CONTENTS OST-3

ABOUT THE SESSION OST-5

OBJECTIVES OST-7

OVERVIEW OF OPEN SPACE TECHNOLOGY OST-9

Why use OST? *OST-9*

When should OST be used? *OST-9*

What makes OST so successful? *OST-10*

Facilitators *OST-11*

STREAM 6 EDUCATIONAL EVALUATION IN HRE (1 DAY) 6-1

TABLE OF CONTENTS 6-3

ABOUT STREAM 6 6-5

OBJECTIVES 6-7

UNIT 1 TYPES OF EDUCATIONAL EVALUATION 6-9

Activity 1 Defining Educational Evaluation *6-9*

Activity 2 The Cycle of Continuous Improvement *6-12*

UNIT 2 MEASURING RESULTS IN HUMAN RIGHTS EDUCATION 6-17

Activity 1 Defining Results in HRE *6-18*

Activity 2 From Defining Results to Setting Objectives for HRE *6-24*

Activity 3 Indicators, Data Sources and Methods/ Techniques *6-29*

Individual Plan for Putting My Learning into Action *6-34*

End of Stream Evaluation/Debriefing *6-34*

MATERIALS 6-35

Evaluation Techniques *6-36*

Sample Indicators in Human Rights Education and Training *6-39*

Sample Techniques used in Human Rights Education and Training *6-42*

STREAM 7 PRACTISING SKILLS FOR ACTION (3 DAYS) 7-1

TABLE OF CONTENTS 7-3

ABOUT STREAM 7 7-5

OBJECTIVES 7-7

UNIT 1 A FRAMEWORK FOR HRE AND ACTION 7-9

Activity 1 Briefing for the Presentation – "Human Rights Education and Action for Social Change" *7-9*

Activity 2 "Human Rights Education and Action for Social Change" *7-10*

UNIT 2 MONITORING AND ADVOCACY 7-11

Activity 1 What Does Human Rights Monitoring Involve? *7-11*

Activity 2 Human Rights Advocacy *7-14*

Activity 3 Practising Monitoring and Advocacy Skills – UPR Follow Up *7-17*

Activity 4 Designing an Advocacy Campaign *7-23*

Activity 5 Creative Advocacy through Song *7-30*

UNIT 3 TOOLS FOR MOBILIZING SOCIAL CHANGE 7-31

Activity 1 Briefing for the Presentation – "Information and Communications Technologies (ICTs) and Social Change" *7-32*

Activity 2 Plenary Presentation – "Information and Communications Technologies (ICTs) and Social Change" *7-32*

Activity 3 Debriefing for the Presentation – "Information and Communications Technologies (ICTs) and Social Change" *7-33*

Activity 4 HRE Exchange *7-34*

End of Stream Evaluation/Debriefing *7-35*

PARTICIPATORY TRAINING TECHNIQUE PRACTISED IN THIS STREAM 7-36

Writing Protest Songs *7-37*

HRE Activities Exchange *7-39*

MATERIALS 7-41

Processes and Activities Monitoring – Answer Key *7-42*

The Monitoring Process *7-43*

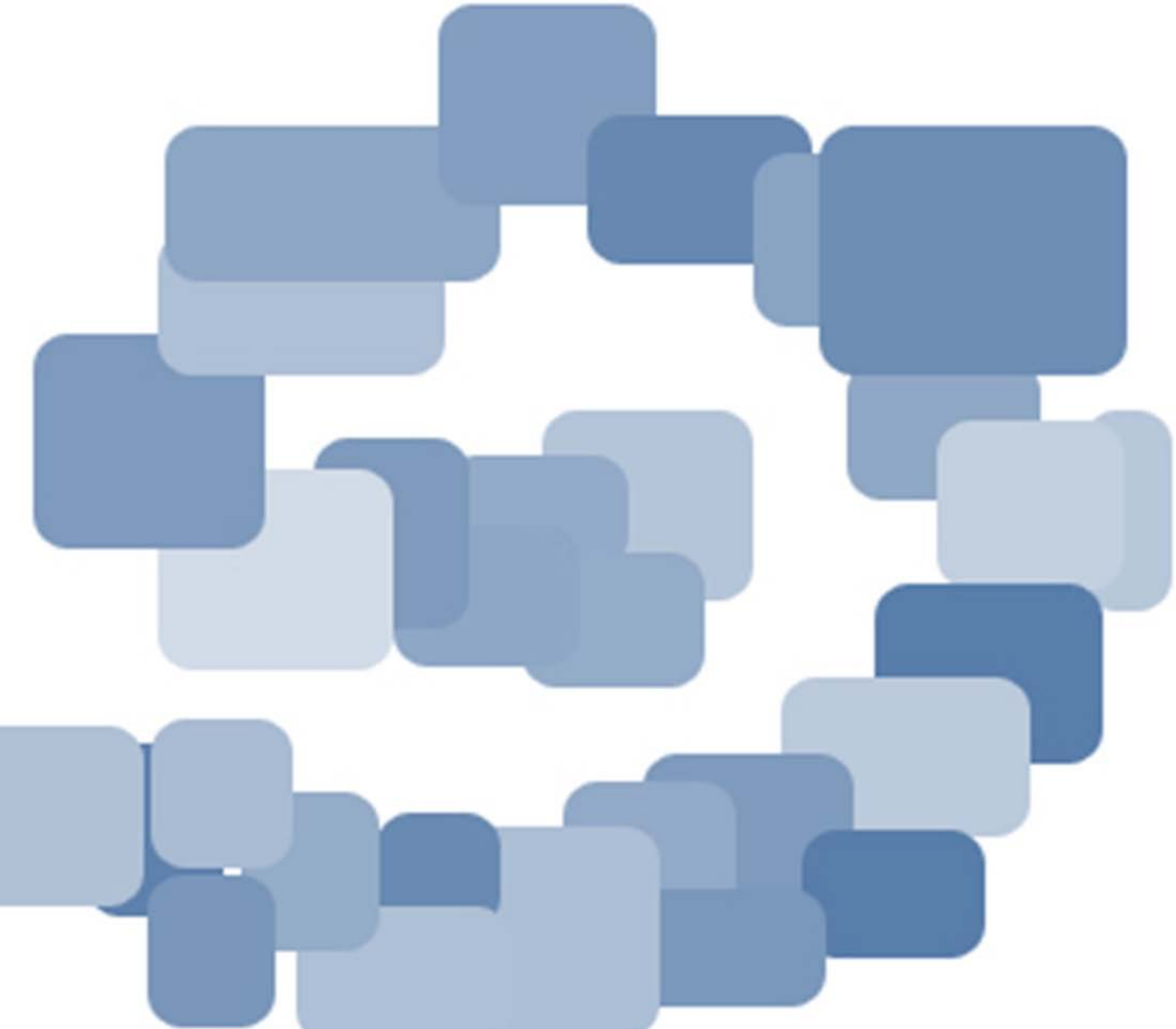
Fact-Finding Basics *7-44*

Interview Questions *7-46*

About Child Rights *7-49*

GLOSSARY Glossary-1

Stream 1
Introductions



Contents

About Stream 1 1-5

Objectives 1-7

Unit 1 Getting to Know People 1-9

Activity 1 Wall of Fame 1-10

Activity 2 Questions about You 1-12

Activity 3 Building Effective Group Dynamics 1-16

Activity 4 Verifying Needs and Offers 1-24

Unit 2 Getting to Know the IHRTP 1-27

Activity 1 Introducing the Learning Spiral 1-28

Activity 2 The IHRTP Overall and the Learning Spiral 1-33

Activity 3 Presentation – "IHRTP – Overview of the Program Design" 1-35

End of Stream Evaluation/Debriefing 1-35

Participatory Training Techniques Practised in This Stream 1-37

Brainstorming 1-38

Giving and Receiving Feedback 1-39

Instructional Diagrams 1-41

Materials 1-42

Effective Group Dynamics – The Life Cycle of Groups 1-43

The Learning Path of the IHRTP and the Phases of the Learning Spiral 1-44

About Stream 1

1 Day

The International Human Rights Training Program (IHRTP) is a participant-centered program. Therefore, our starting point is the needs and experiences of the participants. Building on these, our aim is to strengthen the capacity of the participants to carry out human rights work and to encourage critical reflection on the values and assumptions that they bring into their work.

This first Stream lays the foundations for the Program. It provides the opportunity for participants to clearly articulate their own needs and experiences at the personal, organizational and regional levels.

In this Stream, participants are introduced to the "Individual Plan for Putting My Learning into Action". The Individual Plan is designed to provide participants with a framework for developing a concrete plan for putting their learning into practice upon their return to their organizations. Participants will have the opportunity to work on their Individual Plan throughout the Program.

1

Objectives

By the end of Stream 1, participants should be able to:

- Describe the content and methodology of the International Human Rights Training Program
- Explain the learning spiral, the design model used to develop the Program
- Recognize the potential for conflict that exists in a human rights education context
- Develop a set of ground rules for working as a group
- Identify positive and negative ways of giving and receiving feedback

Participatory Training Techniques Practised in this Stream

- Brainstorming
- Giving and Receiving Feedback
- Instructional Diagrams

Unit 1 Getting to Know People

Facilitator Notes

Instructions for Activity 1 The "Wall of Fame"

Introduction

This activity will be carried out during the afternoon of the first day of the Program. In addition to allowing the participants to meet in an informal setting, this activity will set the tone for a participant-centered Program.

1. Signs with the names of the regions of the world that the participants come from (e.g., Africa, Asia, Central and Eastern Europe, the Americas...) will be posted on a prominent wall, i.e., Wall of Fame, in a high traffic common area of the Program location.
2. Enough copies of Parts A and B of Activity 1 from the Participant's Manual as well as copies of the Participant Information Card will be available to distribute to the participants.
3. A photograph of each participant and facilitator will be taken before this activity. The photographs will be sorted by working group and divided into pairs, within the same group. Pairs of photos will be placed in individual envelopes. The names of the two participants and the group number will be written on the envelope. Photographs of facilitators will be included.
4. A "reception desk" will be set up in the general area of the "Wall of Fame" and be identified with a sign as such.

Part A (15 min)

As the participants arrive for this first activity, (Stream 1, Unit 1, Activity 1) they are asked to identify themselves and are then given the photograph of the other member of the predetermined pair, along with the instructions for Part A of the activity.

Part B (45 min)

1. As participants return to the "reception desk" they will each be given a copy of the instructions for Part B.
2. Ask them to read the instructions for Part B and answer any questions they may have.
3. Then go into the Agora and sit with your working group. Once all the introductions have been made, take the participants to the Wall of Fame and have them place their cards on the appropriate section of the wall. Ensure that you have masking tape.

1

Activity 1 Wall of Fame

1 hr **Page 1-9**

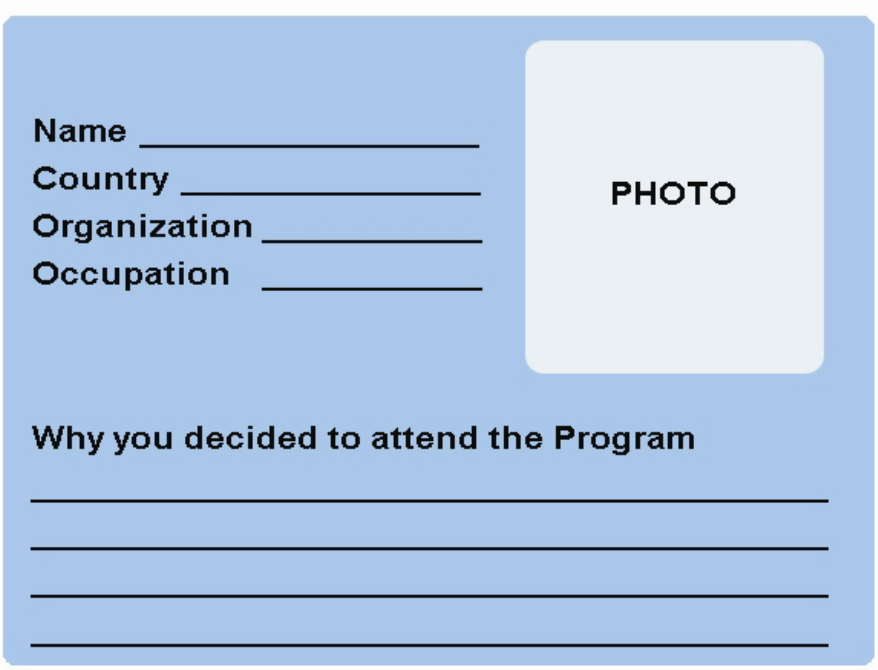
This activity is divided into two parts.

In **Part A**, you will interview a partner and he/she will interview you.

In **Part B**, you will be grouped with other individuals and you will introduce each other to the group.

15 min Part A Work with a Partner

1. An Equitas staff member will provide you with a photo of a participant or a facilitator attending the Program, and a **Participant Information Card**. (see next page).
2. Locate the person whose photo you have.
3. Introduce yourself to this person and ask him/her for the information to complete the card.
4. Print the information clearly on the card. Keep the completed card.
5. When you have finished interviewing each other, return to the "reception desk" where you were given the photo. An Equitas staff member will give you instructions for Part B.



45 min Part B Large Group Work

1. Go to the Agora and sit in the section labelled with your group number.
2. Once in your group, introduce your partner to the group using the information on the card.
3. Then go to the "Wall of Fame." Place your **Participant Information Card** and picture under your region of origin on the wall.

NOTE: If you do not wish to have your photo and information about yourself posted, please speak to a facilitator.

End of Activity ■

Facilitator Notes

Instructions for Activity 2 Questions about You

1. Supply participants with large cue cards and markers and have them write their "usual" first name and their country of origin on the card. The cards should be folded in two, lengthwise.
2. Go over the instructions and the questions with the participants.
3. Invite one participant to begin the activity by asking you a question.

■

1

Activity 2 Questions about You

30 min **Page 1-10**

Your facilitator will give you a card. Write your usual first name and your country of origin on the card and place it on your desk in front of you.

Each participant will in turn address one question to another participant in the working group. Some suggested questions are provided. Participants may choose to ask a question which is not listed below.

- Do you have a hobby or a talent you would like the group to know about?
- Would you like to tell the group something about your family?
- What do you like most about your country?
- What do you like to do in your leisure time?
- Is there something you consider interesting about yourself that you would like to tell the group about?

End of Activity ■

Facilitator Notes

Instructions for Activity 3 Building Effective Group Dynamics

Introduction

As a facilitator you will have to be particularly attentive to potential conflicts that may arise in your group, such as those based on religious, ethnic, racial, gender and political differences as well as conflicts arising because of different personality types. These differences can have an impact on a participant's ability to express an idea without being interrupted or feeling intimidated by other participants. It can also have an impact on people's ability to listen and hear what others are saying. If you are not attentive to these potential conflicts, the experience of the participants may be compromised. You will have to be particularly sensitive to the gender assumptions at work.

Therefore, it is important early on in a training session, to discuss the issue of conflict and introduce some strategies for conflict prevention. The strategies that you will discuss with participants in this activity are outlined below.

1. Acknowledging the potential for conflicts to arise, even within a human rights education setting, and having participants analyze their understanding of the term will help to create an environment of openness towards dialogue among members of the group.
2. Setting ground rules for the group provides an opportunity to prevent potential conflicts by establishing principles of mutual respect within the group. These principles apply to all group members regardless of their background. They can be used to address hierarchies that may impede group members from speaking or from being heard.
3. Developing skills in giving and receiving feedback will facilitate interactions among group members, particularly when differences of opinion arise.

Part A (25 min)

1. Go over the instructions for Part A with the participants.
2. Explain the technique of brainstorming to the group. See the Participatory Training Techniques at the end of this Stream.

1

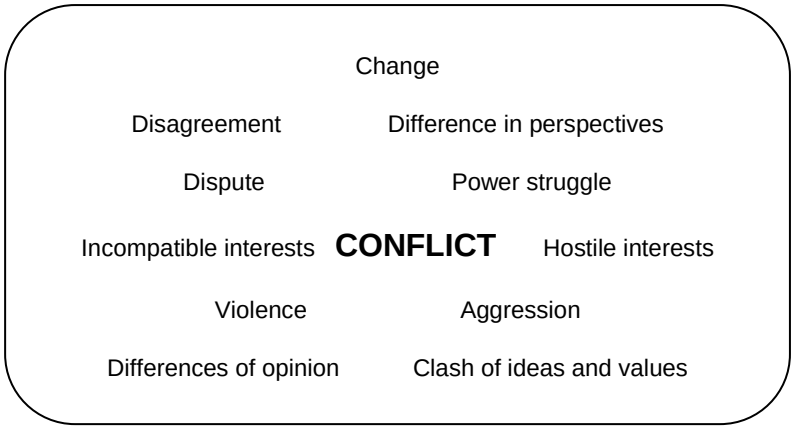
Facilitator Notes

Instructions for Activity 3 (continued)

3. Carry out the brainstorming activity as follows:

   - Write the word "conflict" at the centre of a flipchart sheet and ask participants to call out the words that come to mind when they think of the word "conflict". Examples can be: Dispute, change, violence, hostile attitudes, power struggle, disagreement, aggression, etc.

   - As participants call out the terms, write them exactly as they are said on the flipchart, around the word conflict. An example is provided below. (5 min)



4. Together with the participants, analyze the terms they provided. Briefly review the information on conflict provided in the "Understanding Conflict" and the "Dealing with Conflict in a Training Session" boxes on p. 1-18 and 1-19 (Part. Man. p.1-13 and 1-14). Also highlight points from the information on effective group dynamics provided in the Materials section of this Stream. Key points to include:

   - The four stages of group development

   - Dealing with conflicts in groups

   Point out that constructive conflict is a necessary component of change.

5. Have participants give examples of potential conflicts that may arise in the group.

6. Explain that in Parts B and C you will look at some strategies for addressing conflicts that may arise in a training session.

Facilitator Notes

Instructions for Activity 3 (continued)

Part B (15 min)

1. Go over the instructions for Part B with the participants.
2. Have participants agree on a number of rules for the group. It is important that all of the participants feel comfortable with the rules and commit to respecting them. As a facilitator you also have a voice in setting the rules, therefore you may add rules that you feel are important to promoting a healthy group dynamic.
3. Discuss with the group how these rules will help them work more effectively.
4. Go over the box "Including a Gender Perspective" on p. 1-21, (Part. Man. p.1-16) with participants. Ask participants whether the ground rules they have set reflect the different ways which men and women participate and communicate. Also ask them to reflect on the relationship between gender and power. Some guiding questions are provided below:
   - What is power?
   - How do men and women exercise power in a group?
   - What is the relationship between power and communication?
5. Record this part of the discussion on a flipchart so that you can refer back to it in Stream 2, Activity 1 "Human Rights in your Society" and in Stream 4, Unit 1, Activity 2 "Analyzing the Web of Connections".

Part C (20 min)

1. Go over the instructions for Part C with the participants. Explain the technique of giving and receiving feedback to the group. See the Participatory Training Techniques: Giving and Receiving Feedback at the end of the Stream.
2. Ask participants to identify ways they believe men and women participate and communicate differently and how this could affect giving and receiving feedback.

Tip from the Facilitators…

1. "Last time I carried out this activity, I linked the ground rules to human rights principles in the UDHR and other instruments. It sets the tone for the rest of the Program very well." Refer to Activity 2 - Underlying Principles of Human Rights", in Unit 1 of Stream 3.

►►►

1

Facilitator Notes

Instructions for Activity 3 (continued)

2. "When I did this activity with my group, I asked participants if they wanted to sign the ground rules. The group discussed it and decided it was a good idea. Group members felt that signing the ground rules would ensure greater commitment among group members to take responsibility for their words and their actions."
3. "While doing this activity with my group, I asked participants "do you see some potential for conflict within this group?" I then asked them the same question again during the activity on the webs of connection in Stream 4."

Activity 3 Building Effective Group Dynamics

1 hr **Page 1-11**

In a participatory learning process, participants must be prepared not only to take responsibility for their own learning but also for their interactions with other participants in the group. Understanding how groups function is crucial to achieving good participation by group members.

Groups can be powerful and productive when they function well. The performance and output of the group is likely to be greater than the sum of its individual members, or as expressed in an African proverb: "Cross a river in a crowd and the crocodile won't eat you" (PLA Notes, 1997, Issue 29, pp.92–94, IIED London).

This activity is divided into three parts.

In **Part A**, you will explore the potential for conflict in a human rights education context.

In **Part B**, you will determine ground rules for the effective functioning of the group.

In **Part C**, you will examine some techniques for giving and receiving feedback.

25 min

Part A Brainstorming – Your Understanding of the Term "Conflict"

1. The facilitator will lead the group in a brainstorming session to have you reflect on your understanding of the term "conflict". Use the chart below to take notes.

Participatory Technique
Brainstorming

2. You will then briefly discuss potential conflicts that may arise in a human rights training session. See the Materials section for more information on group dynamics.

Understanding Conflict
Conflict is:
Potential conflict in a HRE training session…

1

More about…
Understanding Conflict

There are numerous definitions of conflict. Below you will find a brief summary of some definitions.

Conflict refers to a confrontation between individuals or groups, resulting from opposite or incompatible ends or means.

Conflict is a natural, normal and inevitable part of life. This implies that conflict as a social and political phenomenon cannot be eliminated, prevented, or resolved. The challenge is to manage it in a constructive way that allows for the expression of discord and legitimate struggle without violence. One can, however, speak of the resolution and prevention of a specific conflict concerning a particular issue or set of issues.

Conflict management refers to addressing, containing, and limiting conflict in such a way that its escalation into a more violent mode is avoided.

Conflict resolution refers to addressing the causes of a particular conflict and resolving these so that the conflict comes to an end.

Conflict transformation is a process of engaging with and transforming the relationships, interests, discourses and if necessary, the very constitution of society that supports the continuation of violent conflict. Constructive conflict is seen as a vital agent or catalyst for change.

Source: Schmid, A., Thesaurus and Glossary of early warning and conflict prevention terms, PIOOM, Synthesis Foundation, Erasmus University, 2000.

More about…
Dealing with Conflict in a Training Session

Conflict is an inevitable part of working with groups of people who have different interests, backgrounds and experiences. Conflict need not be destructive if it is used constructively.

Even small conflicts should not be ignored by trainers as they may grow out of proportion and affect the entire group. There is no prescription for dealing with group conflict. It will depend on the people involved, ways of expressing dissent and disagreement which are determined by culture, and the style of the trainer.

Conflicts between individuals or groups in a training session may be due to:

- Institutional affiliations
- Ideological or political alliances
- Religious or ethnic identification
- Professional relations
- Personality differences
- Gender

Expressions of anger and conflict:

- Raised voices
- Tense, nervous body language
- Silence

While these expressions of conflict may be relatively easy to observe, the root cause of the conflict may be harder to discover.

Source: IIED. (1997). PLA Notes. Issue 29, pp. 92-94. London.

1

15 min Part B Large Group Work

In the article "Using Ground Rules to Negotiate Power in the Classroom," Briskin states that:

"The setting of ground rules provides an opportunity to raise the difficult issues of power. It puts on the agenda the discomfort that most students feel on entering a new classroom. It anticipates difficulties that the class might face and provides a collectively generated framework for responding to them." (Birskin, 1998, Centring on the Margins: The Evaded Curriculum. International Institute, Ottawa).

Together with your facilitator you will develop a number of ground rules for working together as a group. Refer back to the potential conflicts you identified in Part A to help you determine appropriate ground rules for your group.

Examples of helpful ground rules include:

1. Listen and "hear" what is being said
2. Avoid put-downs (of yourself or others)
3. Refrain from speaking too often or too long (give everyone a chance to speak)

Agree on a number of rules. Your facilitator will write them on flipchart and post them in the room for the remainder of the Program. It is important that all members of the group, including the facilitator, feel comfortable with the rules and commit to respecting them.

Ground rules for our group:

More about…
Including a Gender Perspective

What is gender?

Gender refers to the socially constructed roles and responsibilities of women and men. It includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity). These roles and expectations are learned, changeable over time and variable between cultures.

Gender is an integral component of every aspect of the economic, social, daily and private lives of individuals and societies, and of the different roles ascribed by society to men and women.

Gender relations are the social interactions and distribution of power between men and women. Gender relations are influenced by and intersect with other social relationships such as social class, ethnicity, sexuality, ability, etc. Such relations can simultaneously be relations of cooperation, support, connection and conflict, separation and competition, depending on the circumstances and context in which they are occurring.

Including a **gender perspective** means looking at the impact of gender on people's opportunities, social roles and interactions. For example, including a gender perspective in defining ground rules during a training activity could be to examine how and whether or not the ground rules set by the group account for the different ways that women and men participate and communicate.

Sources: IASTP III Gender Mainstreaming and Analysis Course Manuals; SICTP Gender Training Manuals 2005-2008; and Gender Analysis 9043 Study Guide 2007 Graduate Certificate in Gender Mainstreaming Policy and Analysis, Gender Consortium, Flinders University.

African National Congress (1997) The need for a gender perspective from the ANC and its cadres. Retrieved from: http://www.anc.org.za/ancdocs/discussion/gender.html.

1

20 min

Participatory Technique
Giving and Receiving Feedback

Part C Large Group Work

Appropriate and timely feedback by facilitators to participants, by participants to participants and by participants to facilitators is another essential element of a participatory learning process.

Feedback on ideas, performance and behaviour, when delivered and received through constructive dialogue, will enhance the learning experience of everyone involved.

1. Review the list of guidelines for giving and receiving feedback provided below.
2. Try to provide some examples of appropriate and inappropriate feedback to illustrate the strategies suggested by each guideline.
3. Write your examples in the space provided.

Guidelines for Giving and Receiving Feedback		
For Giving Feedback	**Appropriate**	**Inappropriate**
Give feedback when requested. Or Ask for permission to give feedback.	E.g., Would you like some feedback?	E.g., I think I need to give you some feedback.
Challenge ideas not people. Avoid stereotypes and gender-based criticism.	E.g., I don't share your ideas on the issue.	E.g., I don't agree with you. It's so typical of a man to think this way
Provide examples of observable behaviour. Do not pronounce judgments.		
Be specific. Overloading someone with information becomes overwhelming and confusing.		
Be aware of your non-verbal language: quite often, non-verbal actions speak louder than words.		
For Receiving Feedback	**Appropriate**	**Inappropriate**
Listen attentively: try to hear the words and see the gestures.	E.g., What I understand is…	E.g., Sorry, you're wrong. I don't agree with you.
Make sure you understand: ask questions to clarify a point or ask for an example.		
Providing an answer does not have to happen immediately: hear what the person is saying.		
Be firm but not defensive: clearly and calmly identify when you have understood the point.		

End of Activity ■

1

Facilitator Notes

Instructions for Activity 4 Verifying Needs and Offers

Post a "Needs and Offers" chart based on the written information provided by the group members in the pre-training assignment (this chart was prepared during the facilitators' training session) and verify/modify the chart to ensure that it is appropriate. Add names of people beside their offers. This chart will stay on the wall throughout the three weeks and will be referred to in order to ensure that participants' needs are met and their offers included.

Go over the objectives and the Program overview making reference to the participants' expectations. If there are expectations that cannot possibly be met in this Program, take a moment to talk about how they could be met in other ways. Ensure to indicate where in the Program the participants' resources can be used.

Facilitator Tip:

Encourage participants to meet with other members of the group who have complimentary needs and offers. Make a calendar of possible meeting times, such as lunch periods, morning and afternoon breaks, and ask participants to sign up for a meeting with a person in the group.

Activity 4 Verifying Needs and Offers

30 min **Page 1-19**

Based on your Pre-Training Assignments (PTAs), the facilitator has prepared a chart of the group's needs and offers. Take this opportunity to make sure your needs and offers are listed. You may ask the facilitator to alter them if necessary. This chart will be used throughout the Program to make sure needs are being met and resources used. In the chart below make a note of:

1. What you personally want to get out of this course, your personal needs
2. What you can contribute to this course, the resources that you can offer
3. The people who have resources that you really want to tap into. Make sure you get a chance to talk to them as soon as possible—the three weeks will go quickly!

Needs and offers	
My needs:	**What I can offer:**

End of Activity ■

Unit 2 Getting to Know the IHRTP

The aim of this unit is to have participants become familiar with the contents of the IHRTP and with the concept of the "Learning Spiral", the design model used in developing the Program.

Facilitator Notes

Instructions for Activity 1 Introducing the Learning Spiral

Refer to the "Learning Path of the IHRTP and the phases of the Learning Spiral" in the Materials section of this Stream to carry out this activity.

Part A (10 min)

1. Display "The Expert Model" and "The Learning Spiral" at the front of the room.
2. Explain that the diagrams represent two different design models or frameworks for designing educational materials. Inform participants that both diagrams appear in their manuals and they do not need to copy them.
3. Ask participants to determine how the two models differ. List their answers on the board or on flipchart. The main point to be made is that the "Expert Model" begins with the knowledge and experience of the experts in the teaching field, whereas the "Learning Spiral" begins with the experience of the participants.

Part B (5 min)

1. Explain that the "Learning Spiral" was the model used in designing the IHRTP.
2. Ask participants why they think this model was chosen for the IHRTP.
3. Write their answers on flipchart paper or on the board.
4. Explain to them the reasons listed below:

   - The spiral model values not only knowledge and experience of the outside expert, but also - and even more - the knowledge and experience of the participants.

   - In the spiral model everyone teaches and everyone learns in a collective process of creating knowledge rather than only the teacher teaching and the students learning as is the case with the "expert model".

   - The collective process of creating knowledge is about critical reflection on our own and others' experiences and personal learning.

►►►

Instructions for Activity 1 continued

- Most learning occurs when people practice what they have learned. (Refer to the Ways People Learn box on page 1-29, Part. Man. p. 1-22.) The spiral model ensures that participants have the opportunity to practice their skills in the learning context.

- In the spiral model, education leads to action for social change rather than the maintenance and reproduction of the status quo.

- This model allows for an open and democratic learning environment which reflects the human rights values and principles that we are striving towards in our work.

These reasons clearly point out why a program that teaches human rights would choose this development model.

5. Remind participants of what they identified during Activity 3 of Unit 1 as the different ways men and women participate and communicate.

Activity 1 Introducing the Learning Spiral

15 min **Page 1-21**

This activity is divided into two parts.

In **Part A**, you will compare two educational models.

In **Part B**, you will discuss why one of these models was selected as the development model for the IHRTP.

10 min Part A

Diagrams 1 and 2 on the following pages illustrate two models for the development of learning events. Your facilitator will discuss the models with you.

Questions to consider:

1. What is the most important difference between these two models?

2. Which of the two models are you most familiar with?

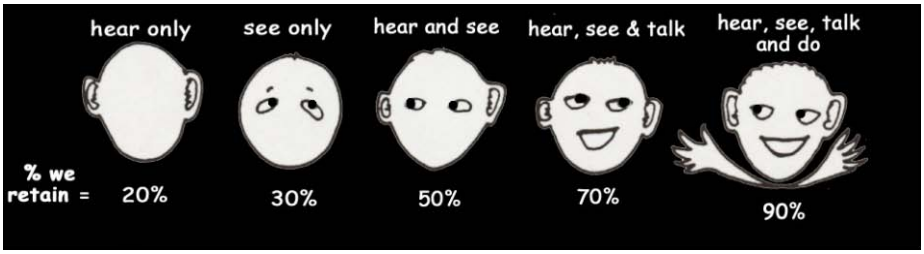
5 min

Part B

Why do you think the "Learning Spiral" was chosen as the development model for the IHRTP?

More about…
Ways People Learn

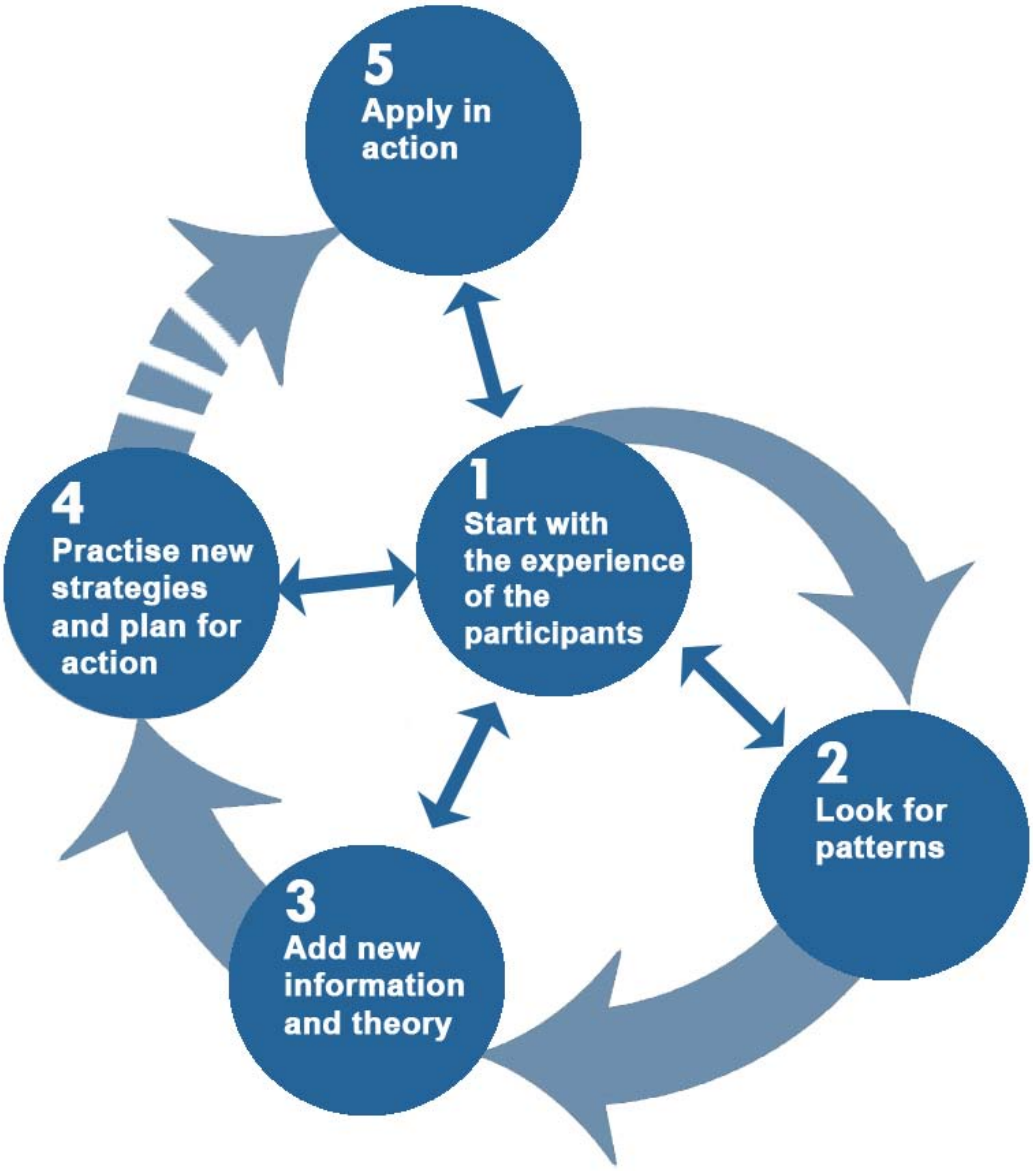
Learning heads demonstrate that people retain more of what they learn when they use more of their senses and can apply what they are learning.



Source: Arnold, R., et al. (1991). Educating for a Change. Doris Marshall Institute for Education and Action. Adapted with permission.

Diagram 1. The Expert Model

Diagram 2. The Learning Spiral



Source: Arnold, R., et al. (1991). Educating for a Change. Doris Marshall Institute for Education and Action. Adapted with permission.

End of Activity ■

1

Facilitator Notes

Instructions for Activity 2 The IHRTP Overall and the Learning Spiral

Part A (15 min)

1. Assign pairs and go over the instructions with the participants.
2. In general terms, explain how the IHRTP follows the "Learning Spiral", i.e., the Learning Spiral is a framework for designing educational events which stresses:

- Starting with participants' knowledge and experience
- Bringing that knowledge and experience into a collective framework
- Adding information and knowledge
- Practising skills and forming strategies for action (Refer to the 5 phases using Diagram 2, The "Learning Spiral")

3. Go over the Learning Path of the IHRTP using the large diagram produced on Bristol board.
4. Assign one Stream to each pair and refer them to the pertinent pages in their manuals.
   NOTE: The Streams should be assigned in random order. The same Stream can be assigned to more than one pair.
5. Once the participants have completed Part A, have each pair in turn explain their Stream. Encourage them to refer to the learning path and spiral diagrams at the front of the room. The other participants provide feedback according to the Tips for Giving and Receiving Feedback found at the end of the Stream. Provide feedback to participants on their explanations as well as on how they give feedback to each other.
6. A diagram of the learning path indicating the phases of the learning spiral the Streams fall into is provided in the Materials section of the Facilitator's Manual. It is important to point out that this is the structure envisioned by the Program developers, and that variations are possible.

Part B (15 min)

The aim of Part B is to have the participants, right from the beginning of the Program, think about how they will "apply in action" the skills and knowledge they will acquire once they return to their own countries or work. Mention to the participants that this reflection will be repeated throughout the Program as they work on their Individual Plans. One of the goals of the Individual Plan is to encourage participants to think about applying their knowledge and skills to their everyday work.

Activity 2 The IHRTP Overall and the Learning Spiral

15 min **Page 1-25**

This activity is divided into two parts.

In **Part A**, you will work with a partner to determine which phases of the learning spiral the individual Streams of the IHRTP fit into.

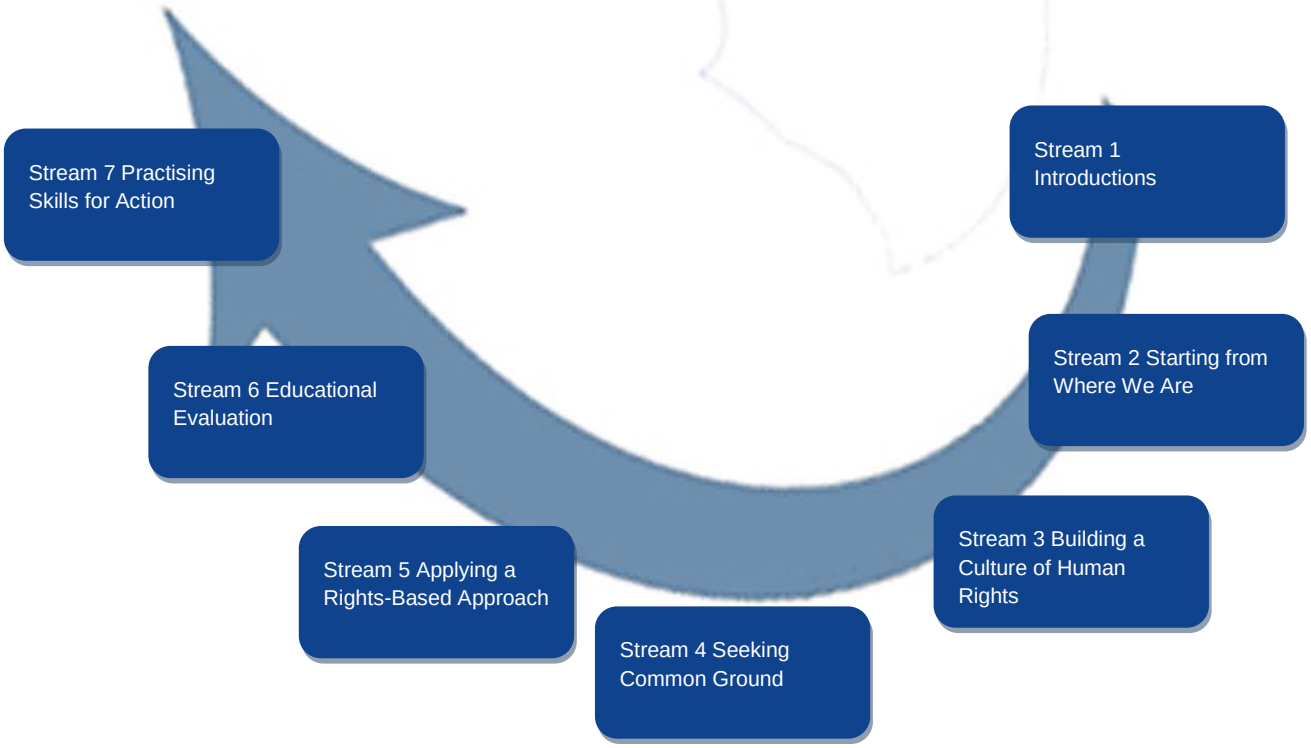
In **Part B**, you will describe how you will "apply in action" the skills and knowledge acquired during the Program.

15 min Part A

Participatory Technique
Instructional Diagrams

1. The facilitator will:

   - Explain how the IHRTP is organized according to the Learning Spiral
   - Present the Learning Path of the Program illustrated below (Note that all Streams of the IHRTP are treated with equal importance)



2. You and your partner will be assigned one Stream of the Program and you will prepare to explain to the group what phase of the "Learning Spiral" this Stream fits into. You will also explain your rationale in selecting the phase of the spiral. You will use the introduction and the learning objectives of the Stream to give you an idea of the contents. The facilitator will refer you to the appropriate pages in your manual for your Stream.

3. You and your partner will explain your Stream to the group. Refer to the "Needs and Offers" chart and try to connect your needs and offers to the Program Streams.

4. Your facilitator will provide feedback to the group. Listen attentively to the feedback provided because you will be required to provide feedback to each other throughout the Program.

15 min Part B

Think about how you might "apply in action" the skills and knowledge you will acquire during the three weeks, once you return to your home country or to your work. Share your thoughts with the group.

End of Activity ■

Facilitator Notes

Instructions for Activity 3 Presentation – "IHRTP Overview of the Program Design"

Introduction

The aim of this activity is to provide a more in depth explanation of the thought process that guided the design of the IHRTP. The presentation will also introduce a systems approach to human rights education as a means to situate the Program within the broader context of human rights work. This presentation should help participants better understand the content selection as well as the activities that were developed for the Program. It should also provide participants with insight as to their role in the process.

Two groups will be joined together for this presentation given by Equitas staff members. A question and answer period follows.

■

Activity 3 Presentation – "IHRTP – Overview of the Program Design"

1 hr 15 min **Page 1-26**

The aim of this presentation is to explain the design of the International Human Rights Training Program and to situate it within the broader context of human rights work. Equitas staff will give the presentation.

You will be joined with another working group for the presentation.

Question and Answer Period.

End of Activity ■

End of Stream Evaluation/Debriefing

30 min **Page 1-27**

After completing the End of Stream Evaluation, discuss as a group the benefits of the day's events if time permits.

Questions to keep in mind:

- How would you define your approach to teaching and learning? What examples from your work best illustrate your approach? Does the Learning Spiral reflect this approach?
- Have you tried any of the activities from this Stream before? What were the results?
- How can these activities be adapted to your own HRE needs?
- How can the day's events inform your human rights work?
- How can you encourage giving and receiving feedback in your work?
- In which ways have you explored the concept of gender in your HR work?

Participatory Training Techniques Practised in This Stream

1

- Brainstorming
- Tips on Giving and Receiving Feedback
- Instructional Diagrams

1

Brainstorming

Brainstorming is a technique used to generate a large number of ideas. It's a two-stage process. Stage one involves a creative, spontaneous flow of ideas without any intervention, judgment or evaluation of the ideas. Stage two involves more careful analysis to explore the ideas and evaluate their usability.

It is a highly effective tool for group problem solving. It can be used to identify problems, suggest causes for problems, and propose solutions. Brainstorming encourages a high degree of participation and it stimulates those involved to maximum creativity.

Guidelines for successful brainstorming session:

1. Have a moderator lead the brainstorming and one or two persons record the ideas.
2. Narrow or limit the issue or problem being addressed.
3. Encourage "quantity" of ideas. Out of quantity will come quality.
4. Each participant gives only ONE idea at a time.
5. Quickly and uncritically write down ideas on a board or flipchart.
6. Do not organize the words in any particular order.
7. Do not change words once they are written down.
8. Ideas can be presented through images, feelings, metaphors, events, or people.
9. Remember there are no wrong answers!

Source: Etington, J.E. (1996). The Winning Trainer, 3rd Ed. Houston: Texas, Gulf Publishing Company.

Giving and Receiving Feedback

Feedback is a way of communicating information about behaviour, performance, and conduct. "If done well, feedback helps participants recognize potential problems and correct them. It can improve performance and interpersonal communications. Occasions to exchange feedback arise frequently in a learning group." Below are some examples of when feedback is an appropriate form of communication during a training event:

- When you ask small groups to report. "How did you do as a group?"
- When you ask for comments on how a training event is progressing. "How do you like the way we are spending our time in the classroom?"
- When participants speak to each other. "Sally, when you got up to write the comments on the flipchart paper during the discussion, it helped us to get focused."
- When you offer feedback to an individual after a specific behaviour. "Thank you Janice, for bringing us back to the focus of our discussion, we drifted a bit off topic. Or "Mark, it's important to ensure that others answer the question as well, could you please wait to offer a solution until Sammy finishes his thought?"

Tips on Giving and Receiving Feedback

- **Talk in the first person**. Statements such as "I felt ... " or "Your idea about..." communicate personal responsibility for responses. They do not claim to speak for others.
- **Be specific**. Statements such as "When you said this, I..." or "Your idea about..." focus on the particular action or statement. Avoid general comments such as "You keep..." or "You always...".
- **Challenge the idea or action, not the person**. It doesn't help to draw attention to the pitch of someone's voice or a stutter. Focus on actions or behaviours that a person can modify (if they agree this would be useful).
- **Combine recognition of what worked with a challenge to improve**. Again, be as specific as possible. For example, if a person sounds preachy in a part of the presentation but engages people in a lively way in another part, refer to the positive side as a specific model of tone, strategy, and style.
- **Ask questions to clarify or probe reasons**. Questions such as "What did you take into account when you decided...?" or "What did you mean when you said ...?" credits the person

with selection and judgment. The questions also help avoid criticisms and suggestions that are irrelevant to what the person is trying to do.

- **Identify the bridges**. When you are giving critical feedback to a participant, remind her or him of what you have in common. Comments such as "I know that when we do X we tend to...", remind the person that you're on the same side. Sometimes a part of this same bridge may be to acknowledge differences. For example, "As a man, my experience is a bit different, but...".

- **Acknowledge how you connect to a problem**. Because people can learn as much from what goes badly as from what goes well, it helps to show how you have also experienced a similar problem. Statements such as "I've had this problem, myself, too" or "This is helpful for me/us to think about because..." emphasize that this is not just an academic exercise for you as facilitator.

- **Wherever possible, make suggestions for alternative approaches**. Questions such as "Have you considered...?" or "What would happen if we tried...?" open a range of possible different responses. The use of "we" suggests that the issue and its solution is of interest to the whole group. Encourage others to add to the generation of different options. This will make it clear that there is not just one other (and therefore better) way to do it.

- **Don't assume that a difference is political.** Check to see whether a conflict is based on different experience, different social identity, or a different role in the organization. The response may clarify the extent to which debate can change a person's view and ascertain how important a view is to that person's self-image.

Sources: Arnold, R., et al. (1991). Educating for a Change. Toronto: Between the Lines.

Renner, P. (1999). The Art of Teaching Adults – How to become an exceptional instructor & facilitator. Training Associates, Vancouver, pp. 105.

Instructional Diagrams

Diagrams are useful visual aids for thinking through and representing information. Diagrams are not assumed to be transparent learning resources with obvious meanings. Rather, they are potentially valuable resources that have to be used properly, with appropriate guidance or support.

When designing an instructional diagram we must determine:

- Who is the diagram for?
- What is the instructional purpose of the diagram?
- What is the situation in which the diagram will be used?

To be effective, a diagram must:

- Be well-suited to its purpose
- Be soundly constructed
- Incorporate general principles of effective diagram design
- Be appropriate for the intended users

Facilitator support to the learners includes:

- Preparing the learners for the diagram: What are they going to be shown and why?
- Guiding the learners through the interpretation: What do the learners need to do to build up appropriate meaning from the diagram?
- Helping to integrate the information in the diagram with the rest of the subject matter: What does the diagram contribute to the learners' overall understanding of the instructional topic?

An important goal in providing support is to give learners opportunities for high quality, mentally demanding interactions with the diagram and its content.

Source: Lowe, R. (1993). Successful Instructional Diagrams. London: Kogan Page Limited. Available from Cyberslang Instructional Diagrams, http://tecfa.unige.ch/staf/staf9698/mullerc/3/diagram/diagr.html.

1

Materials

- Effective Group Dynamics – The Life Cycle of Groups
- The Learning Path of the IHRTP and the Phases of the Learning Spiral

Effective Group Dynamics – The Life Cycle of Groups

Unit 1 Activity 3

Before a group of people can function well together in a training context, they have to pass through a series of stages (see below). The challenge for every good facilitator is to help their participants move through the various stages of group formation until they reach the final stage.

The Four Stages of Group Development

1. **Forming Stage**: the group is a collection of individuals, each with her/his own agenda and expertise and little or no shared experience. (i.e., at the beginning of a training session).
2. **Storming Stage**: individuals in a group become more familiar with one another, personal values and principles are challenged, roles and responsibilities are assumed and/or rejected, and the group's objectives and way of working together are defined.
3. **Norming Stage**: the group has settled down and developed a clear identity. Members have begun to understand their roles in relation to one another and establish a shared vision or goal. People know each other better; they have accepted the rules and probably developed little sub-groups.
4. **Performing Stage**: norms have been established and the group is ready to focus on output. It is in this phase that they work most effectively as a group. The confidence level of the group has reached the point where they are willing to take significant risks and try out new ideas on their own.

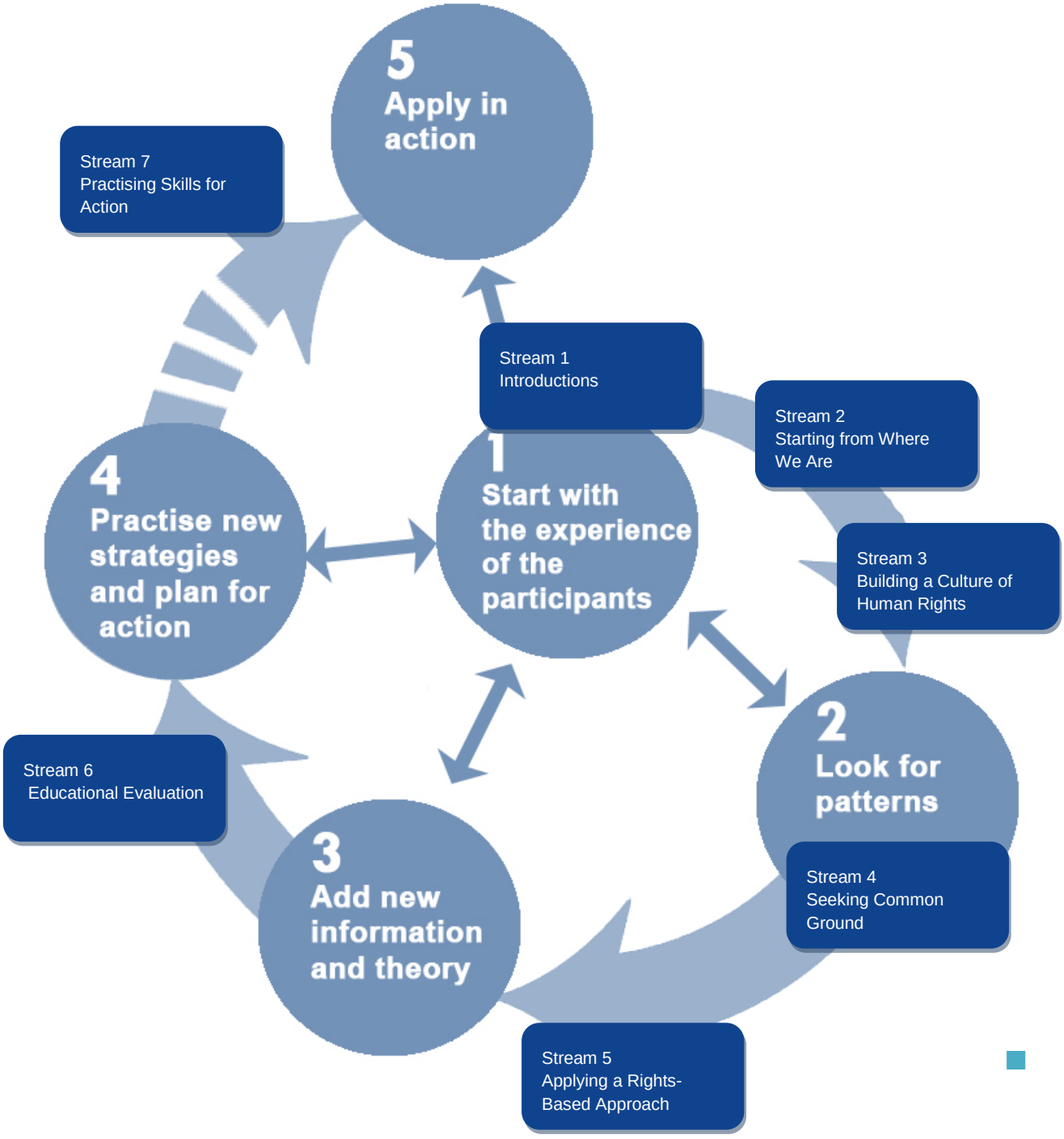
Source: IIED. (1997). PLA Notes. Issue 29, pp. 92-94. London.

1

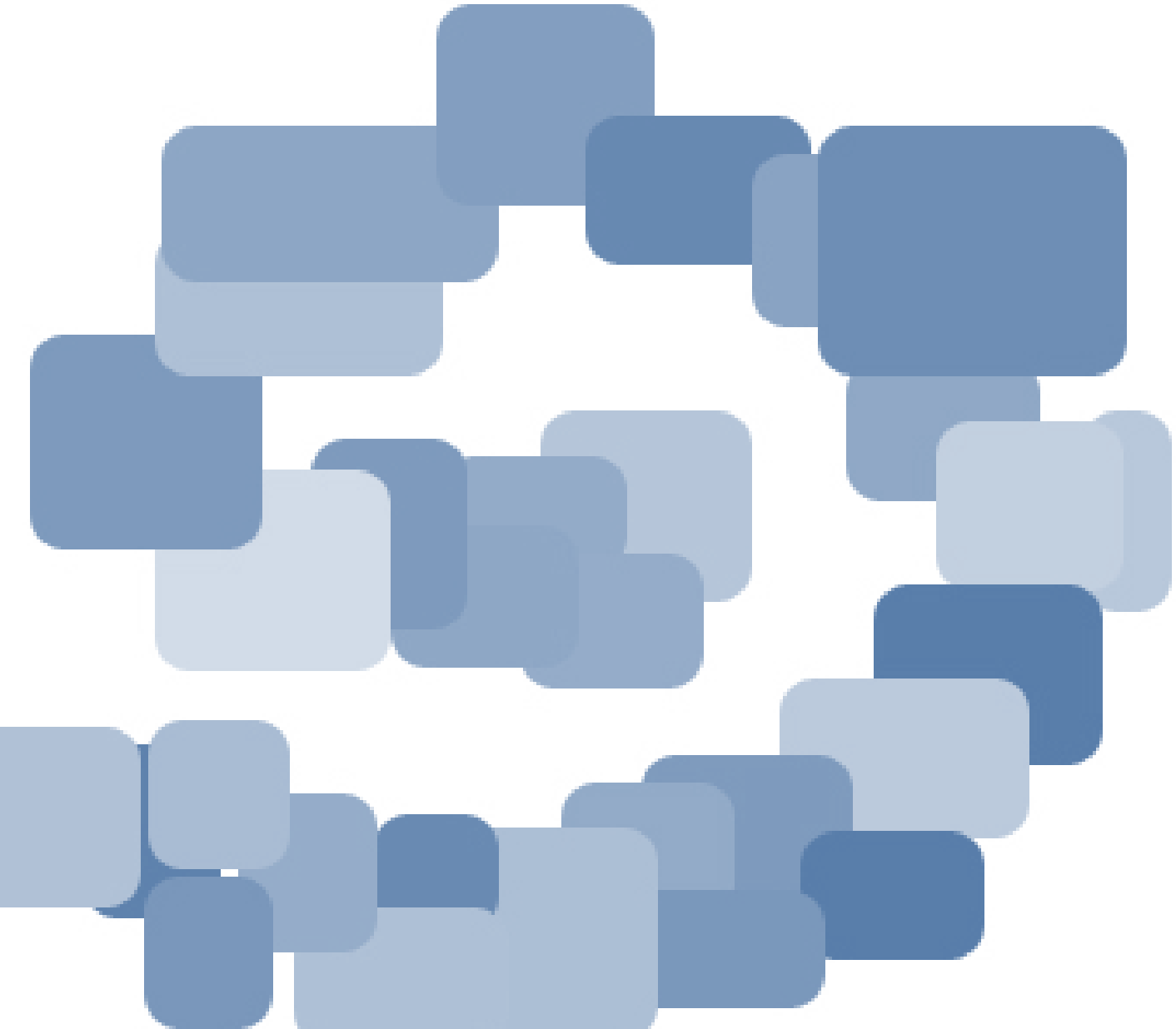
The Learning Path of the IHRTP and the Phases of the Learning Spiral

Unit 2 Activity 2

This diagram only appears in the Facilitator's Manual.



Stream 2
Starting from Where We Are



Contents

About Stream 2 2-5
Objectives 2-7
Unit 1 Human Rights in Your Society, Your Organization and Your Work 2-9
Activity 1 Human Rights in Your Society 2-10
Unit 2 The Global Context of Human Rights 2-17
Activity 1 Analyzing the Global Context 2-18
Activity 2 Global Spheres of Influence 2-23
End of Stream Evaluation/Debriefing 2-27
Participatory Training Technique Practised in This Stream 2-29
Power Mapping 2-30
Materials 2-31
Pre-Training Assignment 2-32
Globalization a Mixed Blessing for Human Rights 2-38

About Stream 2

1 Day

The purpose of the International Human Rights Training Program is to develop our capacity to protect and promote human rights. A critical step in developing this capacity is to understand the human rights situation in our communities and societies and how they are influenced by as well as how they influence the broader global context.

By sharing personal and professional human rights experiences, we gain a better understanding of the various contexts in which human rights work takes place in our different societies and how the human rights framework can serve as a unifying force.

Objectives

By the end of Stream 2, participants should be able to:

- Discuss the human rights situation in the countries represented by the members of their group
- Identify local and global factors that favour or that limit the protection and promotion of human rights in their communities and societies

Participatory Training Technique Practised in this Stream

- Power Mapping

Unit 1 Human Rights in Your Society, Your Organization and Your Work

Facilitator Notes

Instructions for Activity 1 Human Rights in Your Society

Introduction

The aim of this activity is to have participants share and analyze the human rights situation in their respective countries or communities and to reflect on the current impact of human rights education on this situation. You will need to provide participants with copies of the descriptions of the human rights situation in their countries that they completed before coming to the course (i.e., Part III of the Pre-Training Assignment). A blank copy of the assignment is also provided in the **Materials** section of their manuals.

Part A (1 hr)

1. Assign groups of four participants and go over the instructions with them.
2. Remind participants that human rights violations need not be direct and individual, such as rape or assault, but can take many forms (e.g., discrimination in economics, health, reproduction and sexuality, political life, religion, or education) and occur in many situations (e.g., the home, the work place, the refugee camp, the school).
3. Gender equality is a major point of focus throughout the IHRTP. Therefore, highlight to participants that when they share information about their HR context, it is important for them to also reflect on how women/girls and men/boys experience HR violations in their societies and how power relations affect the enjoyment of their rights. Briefly review the flipchart prepared in Stream 1, Unit 1, Activity 3 'Building Effective Group Dynamics' for participants' reflections on the relationship between gender identity and power relations.
4. In order for each participant has equal time to speak in the 60 minutes allotted, stress the importance of speaking approximately 10 minutes each. Also provide a few time cues such as "You should now be on your second description" or "At least three people should have spoken now."

►►►

Facilitator Notes

Instructions for Activity 1 continued

Part B (1 hr)

Reassemble the whole group and call on each reporter to summarize his/her group's discussion.

Urge the reporter to limit these reports to about 10 minutes mentioning only one case from each member of the group.

As each report is given, record the information on flipchart using a format like that of the Reporter's Page.

Part C (1 hr)

Lead a large group discussion on how human rights education can help address human rights violations. Also highlight how HRE can assist in resolving conflict but also contribute to conflict. Refer to the box "Human Rights Education and Conflict" on p. 2-15 (Par. Man. p.2-13). Use the questions provided to guide your discussion.

Activity 1 Human Rights in Your Society

3 hr **Page 2-9**

This activity is divided into three parts.

In **Part A**, you will work in a group and describe the human rights situation in your respective countries referring to the description you prepared as part of your Pre-Training Assignment.

In **Part B**, a reporter from each group will report back to the larger group.

In **Part C**, you will discuss how human rights education can help to address human rights violations.

60 min Part A Work in a Group

Describing the Human Rights Situation

Before you begin, look over the description of the human rights situation in your country or community that you prepared as part of your Pre-Training Assignment. See the Materials section for a blank copy of the Pre-Training Assignment.

1. Select a reporter who will record your discussion on "The Reporter's Page" on page 2-13 and report back to the whole group.

2. Each member of your group will in turn describe the human rights situation in his/her respective country. Reflect critically on the types of human rights problems and contributing factors. Also share your ideas on how power relations between women/girls and men/boys in your society affect the enjoyment of their rights.

3. Use the diagram "Your Human Rights Context" on the next page to help you provide information about the human rights system within which you work (not more than 10 minutes each).

Your Human Rights Context

Use the diagram and questions below in your discussion for Activity 1, Part A.

The Reporter's Page

For Activity 1, Part A, fill in your group's descriptions of their countries following the examples below.

	My Society		My Organization	My Work
Country	**Principal HR Problems**	**Main Contributing Factors**	**Issues Being Addressed**	**Contributions/ Constraints**
Example: **Canada**	Longstanding: Homelessness: 15% of the population does not have a domicile. Men and women are equally affected, but men are more visible on the street.	Government cuts in social programs	Promotion of ESC rights	Activist working with affected women and children/Lack of communication between similar NGOs
Example: **Canada**	Emerging: Child Poverty: 1 in 5 children in Canada lives in poverty, an increase of 21% since 1989.	Government deferred investment in social programs	Promotion of ESC rights	Activist working with Campaign 2000, a cross-Canada public education movement/Lack of awareness among Canadians

60 min Part B Group Reporter's Summary

Present a summary of your group's discussion to the larger group. Highlight in your presentation:

- Common human rights problems
- Contributing factors
- Notable differences
- Different experiences of women/girls and men/boys

Your report should not be longer than 10 minutes.

60 min Part C Large Group Discussion

The facilitator will lead a discussion on the role of human rights education in addressing human rights violations. Refer to your Pre-Training Assignment, Part III, questions 1 - 11 and the box "Human Rights Education and Conflict" on the next page for this part of the activity.

Some questions for discussion are provided below.

- How do different groups in your society influence human rights education? Provide some examples.
- How can human rights education be used to help address violations? Provide some examples from your HRE work.
- How can human rights education be used to address gender inequalities in your society? Provide some examples from your HRE work.
- How could human rights education help to resolve conflict? Provide some examples from your HRE work.
- How could human rights education contribute to conflict? Provide some examples from your HRE work.

End of Activity ■

More about…

Human Rights Education and Conflict

"In the real world,(…) you can't just spell out human rights principles and hope people will adopt them. You have to relate them to local cultures and how they will help to bring about greater tolerance, equality, and integrity among people of different backgrounds with different interests." "Human rights and conflict resolution are connected (…). In the short term, violent and destructive conflict can lead to human rights violations. In the long term, a sustained denial of human rights can lead to conflict. It is a direct relationship."

Human rights education must not be approached in a vacuum, but with direct application to the local environment. Human rights education does not work in communities fraught with conflict unless it is part of a comprehensive approach (…). In fact, such education can be counterproductive and lead to greater conflict if people become aware of rights which are not realized. In this respect, human rights education can increase the potential for conflict.

To be successful, human rights education must be part of a total program. It must not only focus on building people's knowledge about their rights, but also on enhancing their capacity, confidence and skills to exercise their rights. Moreover, it must include skills in conflict resolution, problem-solving and tolerance promotion.

"Through linking human rights education and [conflict resolution] (…) we can also work towards addressing structural causes of conflict and building relationships among parties. Experience with intra-state conflict in Africa indicates that both should be taken into account if we are to deal with conflict in an effective manner. It also is important (…) to develop local empowerment -- to help local communities realize what they can do themselves to solve their own problems and realize their rights."

Source: Pitts, D. (2001). Human Rights Education in Diverse, Developing Nations: A Case in Point - South Africa. Available online: http://usinfo.state.gov/journals/itdhr/0302/ijde/pitts1.htm. Washington, DC: US State Department.

Unit 2 The Global Context of Human Rights

Facilitator Notes

Instructions for Activity 1 Analyzing the Global Context

Introduction

The aim of the activity is to analyze the global context and identify the opportunities (factors favouring the promotion and protection of human rights) and the challenges (elements limiting the promotion and protection of human rights).

Part A (30 min)

1. Divide participants into two groups within the class and go over the instructions with them.
2. Participants should have read the article *Globalization a Mixed Blessing for Human Rights* found in the **Material** section at the end of this Stream in preparation for this activity. Based on this reading and on their own experience, ask participants to develop a list of factors that favour and limit the promotion and protection of human rights on a global scale and to list them on a flipchart paper.

Part B (30 min)

1. Participants work in the same groups as in Part A. and have them develop a list of the five most significant impacts/consequences of the factors identified in Part A on the human rights situation of their country or community.
2. Ask them to provide examples from their own countries of the social, cultural, economic as well as political ramifications of these factors of globalization on their human rights situation.

Part C (30 min)

1. Ask each group to briefly present the impacts they have identified.
2. Lead a discussion about these impacts based on the questions provided.

Activity 1 Analyzing the Global Context

1 hr 30 min **Page 2-15**

In this activity, you will identify the opportunities (factors favouring the promotion and protection of human rights) and the challenges (elements limiting the promotion and protection of human rights) and analyze the impacts of the global human rights context on the human rights situation of your society or community.

This activity is divided into three parts.

In **Part A**, you will work in a group to read and discuss an article on the global human rights context and identify the positive and negative factors that influence the promotion and protection of human rights.

In **Part B**, you will discuss how the factors influencing the promotion and protection of human rights impact your own societies or communities.

In **Part C**, you will discuss your work with the larger group.

30 min Part A Work in a Group

1. You will work in two groups.
2. Read and discuss the main ideas in the article *Globalization a Mixed Blessing for Human Rights* found in the **Material** section at the end of this Stream.
3. Based on your discussion of the article identify factors, structures or systems operating on a global scale that are having an impact on the human rights situation in your community or society.
   For each factor you identify, determine whether it favours, limits or could either favour or limit the protection and promotion of human rights. Record your answers in the appropriate columns of the chart provided on the next page. (15 min)
4. Share your ideas with the larger group. (15 min)

Global factors that FAVOUR human rights	Impact on human rights in your communities/societies	Global factors that LIMIT human rights	Impact on human rights in your communities/societies

30 min Part B Work in a Group

1. Work in the same two groups as in Part A.

   - **Group 1** will focus on the global factors favouring the protection and promotion of human rights identified in Part A
   - **Group 2** will focus on the global factors limiting the protection and promotion of human rights identified in Part A

2. Together with the members of your group, determine what you feel are the five most significant impacts on the human rights situation in your communities/societies of the factors assigned to your group. Also keep in mind the snapshot you prepared of the human rights problems in your communities/societies in Unit 1, Activity 1 of this Stream during your discussions.

3. Record the results of your discussion in the appropriate column of the chart in Part A.

30 min Part C Large Group Discussion

Present the results of your findings to the large group. Together with your facilitator look at the impacts each group identified and address the questions below.

- Were there any impacts identified by the group that you do not agree with?
- How do the impacts you identified positively and/or negatively affect the lives of men and women differently?
- What human rights strategies should you and your community adopt in order to resist, limit the negative impacts, and what strategies can help reinforce the positive ones?

End of Activity ■

Facilitator Notes

Instructions for Activity 2 Global Spheres of Influence

Part A (30 min)

1. Go over the instructions with the participants.
2. Prepare a flipchart version of the "Spheres of Influence" diagram on page 2-24 (Part. Man. p. 2-19).
3. Complete the diagram with the participants. Remind the participants that both positive and negative actors should be included to have a balanced picture of impacts the different actors have on shaping the global human rights context. Some examples are provided below for each "Sphere."

Globalized Economic Institutions

- World Bank
- International Monetary Fund
- Regional Development Banks
- Multilateral Trade Institutions (such as the WTO)

Transnational Corporations

- (Participants should name the ones operating in their countries)

National Governments

- World powers, e.g., The United States, China, Russia

Intergovernmental Institutions

- UN (ICC)
- ASEAN
- Council of Europe
- Organization of American States
- African Union
- Sub-regional entities e.g., Southern African Development Community (SADC), MERCOSUR (Latin America, includes Argentina, Uruguay, Brazil, Paraguay other.

Global Communications

- Internet
- CNN, BBC, Al Jazeera

Civil Society

- NGOs, CBOs, International NGOs

►►►

Facilitator Notes

Instructions for Activity 2 continued

- Donors
- Unions
- Faith institutions
- Social movements
- International Fora e.g., Porto Alegre
- Individuals

Part B (30 min)

The aim of this part of the activity is to have participants reflect on the different levels of influence of men and women on the globalization process in our society. Begin by sharing the following facts regarding the representation of women within each sphere.

- IMF (Global Economic Institution): At lower levels, women constitute between 80 and 90% of staff; at medium levels, the figure ranges from 30 to 50% across departments; while at higher levels women occupy between 10 and 20% of the positions in 2008. Also in 2008, 25% (5 out of 20) hired economists were women, the lowest annual figure between 2003 and 2008 (Source: IMF, Diversity Annual Report 2008).
- Shell (Transnational Company): In 2008, women made up 24.7% of staff in supervisory/professional positions, 15.3% in management positions, and 13.6% in senior leadership positions. With the exception of women in management positions (down from 17.7% in 2007), these are the highest figures the company has recorded in terms of women on staff (Source: Responsible Energy Sustainability Report, Shell Sustainability Report 2008).
- Parliaments (National Governments): World average: 18.9% of women (source: Inter-Parliamentary Union)
- UN (Intergovernmental Institution): At the lowest professional level category (P-1), women occupied 53.2% of positions in the UN system in 2008 and 50% in the UN secretariat in 2009. This figure systematically decreases in the higher levels, with 28.7% and 29% at the Director's level (D-1) and 22.5% and 24.4% at the highest level (Under-Secretary-General, Assistant-Secretary-General, etc.) (Source: United Nations, Office of the Special Adviser on Gender Issues and Advancement of Women).
- BBC (Global Communications): Female staff totaled 11,714 in 2007/08, amounting to 49% of all staff (Source: BBC Corporate Responsibility Report 2007/08).

Part C (30 min)

Lead a discussion using the suggested questions.

Activity 2 Global Spheres of Influence

60 min **Page 2-18**

If our work as human rights educators and activists has traditionally concentrated on the roles and responsibilities of the nation-states, it is evident today that we must also consider the roles and responsibilities of all other actors if want to affect changes in the human rights situations in our communities /societies.

An array of "actors" at the global level, some of which include intergovernmental institutions, multinational corporations, the communications industry, nation-states and individuals as well as civil society exert different degrees of influence on the human rights situation both at the local and global levels.

An understanding of power relations and structures at all levels of society (i.e., international, national and local) is essential for the protection of human rights and positive social change.

The aim of this activity is to reflect on the principal actors within different spheres of global influence, and analyze the manner in which they influence (individually and as a result of their relationships with each other) people's human rights situation around the world.

This activity is divided into two parts.

In **Part A**, you will discuss the main actors that are a significant influence on shaping the global human rights context.

In **Part B**, you will discuss the roles of these actors with respect to the impacts identified in Activity 1.

30 min Part A Large Group Work

Participatory Technique
Power Mapping

The facilitator will present the "Spheres of Influence" diagram on the next page, which maps out some of the main categories of actors who have an influence on shaping the current global human rights environment.

For each category:

- Determine who the principal "actors" are and their relationship with each other and with other actors in other spheres (e.g., power relations)
- Discuss the makeup of the decision makers within the actors identified, i.e., Are they mostly men or women, rich or poor, from developed or developing countries? Do these decision makers represent the majority of

the world's population or only a very small segment? What are the results of this situation?

The facilitator will record your answers on a flipchart version of the "Spheres of Influence" diagram.

30 min Part B Large Group Discussion

Once the diagram is complete, the facilitator will lead a large group discussion on the roles of these influential actors play in transforming the human rights context in a global world, and where we can , as human rights defenders, put pressure on the different Spheres of Influence to effect positive change. Some questions are provided below to guide your discussion.

- Are some of the actors you identified more accessible than others? If they are not easily accessible, what methods can be used to approach them?
- What strategies can be used to target these actors? Do the policies of these actors favour an equitable distribution of power, responsibilities, and resources between men and women?
- How is civil society being dominated by actions of the state (i.e., military, consumer, or security interests)? We must ensure to include non-State actors in the spheres of influence.
- How can human rights education be used as a tool in the global context? (E.g., access to information, secure social environments, democratic development, etc.)
- How can human rights education contribute to address the unequal division of power between men and women in society in the context of globalization?

End of Activity ■

End of Stream Evaluation/Debriefing

15 min **Page 2-21**

After completing the End of Stream Evaluation, discuss as a group the benefits of the day's events if time permits.

Questions to keep in mind:

- What is the role of human rights education in addressing human rights violations in your societies?
- How does the global human rights context influence the human rights situation in your society or community?
- What impact does our gender have on our capacity, as human rights educators, to address "gender equality" in our work?
- What issues discussed do you feel are most relevant for the work of your organization? How would you share your learning from this Stream with your colleagues?
- What were the different HRE methods and techniques used? Were they effective? How can they be adapted to your own HRE needs?

Participatory Training Technique Practised in This Stream

- Power Mapping

Power Mapping

Unit 2 Activity 2

As problem solvers, we can look at any problem situation and understand it more clearly by identifying the forces at work and their relative influence on the situation. The technique of power mapping involves creating a visual diagram of these forces and then determining whether they have a positive or negative impact on the situation.

Power mapping is a useful concept and technique for analysis that allows the user to better understand the status of a current phenomenon (problem, difficulty, area of concern) by identifying the underlying driving forces.

Source: Eitington, J.E. (1996). The Winning Trainer, 3rd Ed. Houston: Texas, Gulf Publishing Company.

Materials

- Pre-Training Assignment
- Globalization a Mixed Blessing for Human Rights

Pre-Training Assignment

Unit 1 Activity 1

2

Candidate Information

Last Name (as it appears on your passport):	First Name (as it appears on your passport):
Country:	Work Email: Personal Email:

Profile of Candidate's Organization

Date you began working for your organization

Month: Select from menu Year (yyyy):

Please indicate the type of organization you work for: Select your answer
If other (please specify):

Please indicate up to 3 (max.) **main groups** your organization currently works with:

- ☐ Academic institutions *(e.g. teachers, school personnel)*
- ☐ Community-Based Organizations
- ☐ Children/youth
- ☐ Community leaders
- ☐ Ethnic and/or religious minorities
- ☐ Faith-based communities
- ☐ General public
- ☐ Government
- ☐ Health professionals
- ☐ Human rights defenders
- ☐ Indigenous peoples
- ☐ Law officials (e.g. judges, lawyers)
- ☐ LGBT people
- ☐ Media (e.g. journalists, media professionals)
- ☐ Migrant workers
- ☐ National human rights institutions (e.g. Human rights commission, ombudsman)
- ☐ NGOs
- ☐ People affected by HIV/AIDS
- ☐ People living in poverty
- ☐ People with disabilities
- ☐ Police, military and/or security forces
- ☐ Prisoners / detainees
- ☐ Refugees / immigrants
- ☐ Trainers and facilitators
- ☐ Women
- ☐ Other, please specify

Please indicate up to three (max.) **main human rights issues** your organization currently addresses:

- ☐ All categories of rights
- ☐ Civil and political rights
- ☐ Economic, social and cultural rights

Specific categories of rights

- ☐ Citizenship and nationality rights
- ☐ Children rights
- ☐ Disability rights
- ☐ Environmental rights
- ☐ Indigenous Peoples' rights
- ☐ Freedom of opinion/information
- ☐ Freedom of religion/thought
- ☐ Freedom from torture/degrading treatment
- ☐ Housing rights
- ☐ Humanitarian law
- ☐ Labour rights
- ☐ Legal rights (*e.g., due process, arbitrary arrest*)
- ☐ LGBT rights
- ☐ Migrant workers rights
- ☐ Minority rights
- ☐ Prisoners' rights
- ☐ Refugee rights
- ☐ Right to development/poverty
- ☐ Right to education
- ☐ Right to food
- ☐ Right to health
- ☐ Rights of human rights defenders
- ☐ Right to life and security
- ☐ Women's rights
- ☐ Other, *please specify*

Please indicate up to three (max.) **main types of activities** your organization currently undertakes:

- ☐ Capacity building
- ☐ Community / economic development
- ☐ Conflict resolution / peace building
- ☐ Democracy, civic, and citizenship education
- ☐ Development of HR standards/ policies
- ☐ Human rights education/training
- ☐ Legal aid and/or assistance
- ☐ Monitoring
- ☐ Advocacy
- ☐ Research
- ☐ Publications
- ☐ Other, *please specify*

Part I: Your Familiarity with the International Human Rights System

1) International Human Rights Documents
Rate your familiarity with each of the documents listed below by selecting the appropriate response from the drop-down menu. Use the legend provided to guide you.

Note: The date each document was adopted or entered into force is indicated.

Legend:

1 = Not familiar = No experience with the document

2 = Somewhat familiar = Limited experience with the document

3 = Familiar = Work with the document occasionally

4 = Very Familiar = Work with the document regularly

a.	Universal Declaration of Human Rights (UDHR) 1948	Select from menu
b.	International Covenant on Civil and Political Rights (ICCPR) 1976	Select from menu
c.	International Covenant on Economic, Social and Cultural Rights (ICESCR) 1976	Select from menu
d.	Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) 1981	Select from menu
e.	Convention on the Rights of the Child (CRC) 1990	Select from menu
f.	Declaration on Human Rights Defenders 1998	Select from menu

2) Which of the international treaties listed above has your country ratified?

Check the state of ratification on UN website at http://www2.ohchr.org/english/law/docs/status.xls

3) Which of the documents listed in Question 1 above do you use most often in your work?

Please list them and briefly explain how you use them.

4) Do you use the UN human rights system in your work? E.g. Treaty bodies, Working Groups, Special Rapporteurs.

Briefly explain how.

2

5) Which **regional** or **national** human rights instruments and/or mechanisms do you use most often in your work **(**e.g., African Charter on Human and Peoples Rights, Asian Human Rights Charter)?

Please list them and briefly explain how you use them.

6) The Human Rights Council instituted the Universal Periodic Review (UPR) in 2006.

How familiar are you with the UPR? Select from menu

Has your country already undergone the review process? ☐ Yes ☐ No

If yes, please indicate when (*mm*, yyyy):

For countries which have undergone the UPR process, please review the UN Human Rights Council's main recommendations, focusing on the recommendations that have been accepted by your government. See http://www.ohchr.org/EN/HRBodies/UPR/Pages/Documentation.aspx , select your country, and access the section on conclusions and recommendations in the working group report.

List below the recommendations which are most pertinent to your human rights work. ***Please also bring a copy (electronic or paper) of your country's review with you to the IHRTP*** :

For general information about the UPR, see the following links:
http://www.ohchr.org/EN/HRBodies/UPR/Pages/UPRMain.aspx; http://www.upr-info.org/

Part II: Human Rights Education

1) Rate your ability to develop human rights education activities. Select from menu

Please explain your response.

2) Rate your skills in facilitating human rights education activities. Select from menu

Please explain your response.

3) Rate your ability to evaluate human rights education activities. Select from menu

Please explain your response.

4) Do you use a participatory approach in human rights education? ☐ Yes ☐ No

Please describe your understanding of the participatory approach.

5) Do you integrate the concept of gender equality in your human rights education work? ☐ Yes ☐ No

Please provide an example of how you integrate gender equality:

6) Do you use new media and/or information technologies in your HRE work? ☐ Yes ☐ No

Please explain your response.

Part III: Describing the Overall Human Rights Situation in Your Country or Community

Note: You will need to do some research to complete this part of the assignment. Some resources to consult: Human Rights Watch country reports at: http://www.hrw.org ; Amnesty International country reports at: http://www.amnesty.org/en/library; United Nations Development Program at: http://hdr.undp.org/en/countries/ International Federation of Human Rights Leagues at: http://www.fidh.org/-Human-Rights-News- .

Please indicate your response by selecting the appropriate response from the drop-down menu and provide the name of your country or community.

I am describing the overall situation in **Select from menu**
Specify the name of your country or community

1) What are the **principal** human rights problems? Indicate whether these are traditional/long-standing problems **or** newer/emerging problems.

2) What are the **principal factors** contributing to the human rights problems?

3) Please list the **actors** that violate human rights in your society. For example: government, companies, groups, individuals. Are they the most powerful? If they are, please briefly explain why.

4) Has the capacity of non-governmental and/or governmental organizations in your country/community to deal with **traditional/longstanding** human rights problems increased or decreased in the last 5 years? Please explain.

5) What is the capacity of non-governmental organizations and/or government in your country/community to deal with **newer/emerging** human rights problems? Please explain.

6) How are the human rights problems in your society experienced **differently** by women and men? Please give some examples.

7) What measures are in place to promote equality between men and women? Are they effective? Why or why not?

8) How is human rights education being used to address the human rights problems in your country/community? Please provide some examples.

2

9) Which actors influence human rights education in your country/community? For example: the government, companies, groups, individuals. Are they a positive or negative influence?

Please list the actors that influence human rights education in the shaded areas. Then indicate whether it is having a positive or negative influence. (See example below)

Actors that influence HRE:

Example: *National Human Rights Institution*

Positive

With human rights education programmes in rural areas

1) **Select from menu**

2) **Select from menu**

3) **Select from menu**

4) **Select from menu**

5) **Select from menu**

10) What is the impact of your organization's human rights education work on the situation of your country/community?

11) How can the impact of your organization's human rights education work be increased?

Part IV: Needs and Offers

1) Indicate, in the spaces provided below, **two (2)** of your **"learning needs"** (what do you expect to learn during the program) and **two (2) "offers"** (what you have to offer in terms of knowledge and experience).

Needs:	**Offers:**
1.	1.
2.	2.

2) Complete the following sentence: "From my participation in the International Human Rights Training Program I expect to gain…"

3) There will be opportunities throughout the 3 weeks of the IHRTP to address more, in-depth, human rights issues that are of particular importance to participants.

Is there **one** particular human rights issue that you would like to have the opportunity to discuss more in-depth? Please indicate it below.

Part V: Information and Communication Technology Access and Use

1) What type of access do you have to the Internet? Select from menu

2) Please specify where you **most often** connect to the Internet to do your work. Select from menu

3) How often do you access the Internet? Select from menu

4) What do you use the Internet for in your work? Please indicate your response(s) by placing an X in the appropriate box(es) below.

a) I do **not** access the Internet in my HRE work ☐

I use the Internet for:

b) Email ☐

c) Research ☐

d) Listservs ☐ I consult them ☐ I contribute to them ☐

Please name the Listservs you use most often.

e) Forums/Discussion groups ☐ I consult them ☐ I contribute to them ☐

Please name the forums/discussion groups use most often.

f) What are the main topics, linked to your HRE work that you most frequently research on the Internet?

g) Online course ☐ Please name the course(s) you have taken.

5) What other information and communication technology tools do you use? Please indicate your response(s) by placing an X in the appropriate box(es) below.

a) I do not use other information and communication technology tools ☐

I use the following internet-based tools :

b) Social networking (eg.Facebook, LinkedIn, Orkut, Badoo) Personal use ☐ In my HRE work ☐

c) Sharing digital media (eg. Flikr, Picasa, Youtube) Personal use ☐ In my HRE work ☐

d) Blogs Personal use ☐ In my HRE work ☐

e) Twitter Personal use ☐ In my HRE work ☐

f) Short Messaging System (SMS) Personal use ☐ In my HRE work ☐

FOR RESEARCH PURPOSES

Falling beyond the scope of this PTA, the information collected in the following question will be used for research purposes.

In your opinion, what are the three most important human rights challenges facing the globe today?

1.

2.

3.

Please explain your answer:

Globalization a Mixed Blessing for Human Rights

Unit 2 Activity 1

Globalization has been a mixed blessing for human rights around the world, undermining the economic power of national governments but strengthening a sense of world community, according to a new analysis from the United Nations University.

The Globalization of Human Rights, issued Dec. 10 to mark International Human Rights Day, says progress on social and economic human rights (such as the right to basic living standards or freedom from hunger, enshrined in the UN's 1966 Covenant on Economic, Social and Cultural Rights), is being undermined by the growing power of the global marketplace and the erosion of the ability of national governments to protect citizens from economic fluctuations.

At the same time, however, globalization is fostering a greater sense of world community and international solidarity, leading to, for example, unprecedented collective interventions in internal national conflicts on compassionate humanitarian grounds.

Many states moving to democratic systems have worked to improve civil and political rights such as the right to vote, free speech, and freedom of religion, the study says. The ambitions of those states to also improve social and economic rights, however, have been frustrated by the growing influence of global market forces dominated by the world's largest, wealthiest nations.

"International law has been very slow to adjust to the fact that in the (social and economic rights) realm, the implications of globalization are immense, seriously affecting the power of states to relieve the (social and economic) concerns of their populations", says Ruth Gavison, professor at Jerusalem's Hebrew University and one of the authors of the report.

Factors that undermine social and economic improvement in many countries include the mobility of industry, labor and capital, huge disparities in the cost of labor around the world and the vulnerability of developing world leaders and people created by dependence on Western technologies and capital.

The gulf in the size of national economies creates problems for developed and developing countries alike. Unskilled labor in the developed world cannot compete with wages in developing countries. Production moves elsewhere while immigrants arrive in industrialized countries willing to work in conditions that are no longer acceptable to natives.

Moreover, Gavison says, global economic decision-making is "conducted by international forums in which, quite often, the affluent classes of a number of countries decide on agreements that are good for them but bad for their countries as a whole."

Contributor Henry Shue, a senior research fellow in the department of politics and international relations at Merton College, Oxford, says international inequalities have become much worse as a result of globalization.

"Globalization has done more for the rich and powerful because it was designed, by the rich and powerful, to do precisely this," says Shue.

Perhaps the most positive impact of globalization on human rights has been the advent of a strengthened sense of world community, as evidenced by the UN Security Council's sanction of military intervention on humanitarian grounds, the study says.

Such intervention constitutes "a recognition that states" rights are not all that matter. In responding to the conflicts in ways that differed from the status quo, the Security Council, beyond trying to address the immediate demands generated by wars, also helped to shape and alter the future of the international system in ways more sensitive to individual rights.

The UNU analysis evaluates perceptions of the relative importance of political vs. economic rights, the role of regional institutions in promoting human rights, and the extent to which the international community feels a legal obligation, and not simply a moral one, to enforce rights beyond their individual borders.

"In the arena of human rights, globalization is producing the welcome development of a greater sense of international solidarity but also an unwelcome tendency towards diminishing diversity", says UNU Rector and UN Under Secretary-General Hans van Ginkel. "A key challenge for the future is to find ways to improve human rights for all but avoid the homogenization of cultures."

Says co-editor Jean-Marc Coicaud of UNU: "In the end, members of the international community have not yet shown a serious commitment towards human rights beyond their respective borders."

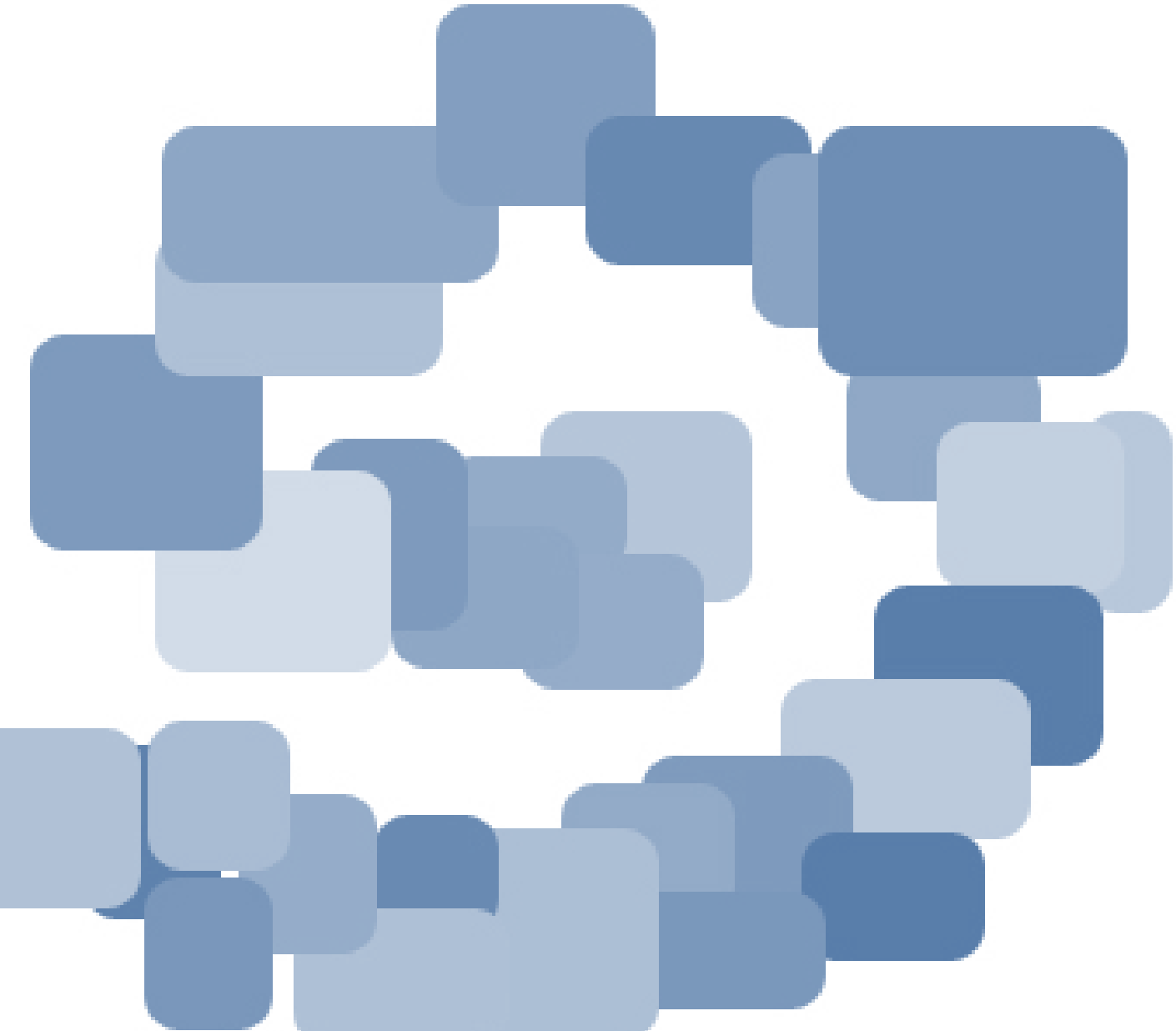
"Whenever member states have to choose between their national interest and the international interest, they tend to choose the national interest. The story of the 1990s in the area of humanitarian interventions serves as a case in point: while willing to get involved, member states were reluctant to take much risk to address crises not involving their immediate interest."

Co-editor Michael Doyle says the study illustrates a sad irony -- that the world has increasingly become unified in a shared understanding of basic human rights, but "that conceptual unity serves more to highlight shortcomings than inspire efforts to solve the challenging moral problems we face today."

"Whether we look at plenty and freedom in the midst of poverty and oppression, the steady toll of suffering in wars both civil and international, or diseases that could be cured or alleviated, we see that global interdependence and the recognition of a shared humanity have magnified moral responsibilities without enhancing the commitment or building the international institutions that could fulfil those responsibilities."

Source: News Release of "Globalization and Human Rights: The United-Nations in the 21st Century"(2010)

Stream 3
Building a Culture of Human Rights



Contents

About Stream 3 3-5
Objectives 3-7
Unit 1 Human Rights Concepts and Principles 3-9
Activity 1 Thinking about Human Rights 3-9
Activity 2 Underlying Principles of Human Rights 3-11
Activity 3 Exploring Gender Equality 3-15
Unit 2 Defining a Culture of Human Rights 3-21
Activity 1 What is a Culture of Human Rights? 3-21
Activity 2 Mapping a Culture of Human Rights 3-23
Unit 3 Human Rights Education and Social Change 3-25
Activity 1 Thinking about Human Rights Education 3-27
Activity 2 Situating Human Rights Education: A Systems Approach 3-30
Activity 3 The UDHR and Human Rights Education 3-33
Activity 4 The Role of Human Rights Education in the Process of Social Change 3-36
Activity 5 Our Roles as Human Rights Educators and Activists 3-37
End of Stream Evaluation/Debriefing 3-40
Participatory Training Techniques Practised in This Stream 3-41
Producing Definitions 3-42
The Art of Flipcharting I 3-43
Live Storyboard Technique 3-44
Jigsaw Learning 3-45
Concept Mapping 3-46
Dinamicas 3-47
Materials 3-48
Definitions of Human Rights 3-49
Definitions of a "Culture of Human Rights" 3-51
Definitions of Human Rights Education 3-54

About Stream 3

2 ½ Days

Education is central to the protection and promotion of human rights. An attitude of respect for the rights of others on the part of a majority of the population is the best guarantee that rights will be respected. The essence of the challenge in every region of the world is to embed a culture of human rights through human rights education. A critical aspect in this regard is addressing the most persistent form of inequality, discrimination against women and girls.

The United Nations World Plan of Action for the second phase (2010-2014) of the World Programme for Human Rights Education defines HRE as learning, education, training and information efforts aimed at building a universal culture of human rights. HRE involves not only learning about human rights and the mechanisms that protect them, but also the acquisition or reinforcement of skills needed to apply human rights in a practical way in daily life, the development of values, attitudes and behaviour which uphold human rights as well as taking action to defend and promote human rights.

It is important to stress that human rights education is one of a number of potential actions to address the current human rights situation in a particular country or community, which can lead to the desired social change. Moreover, any human rights training program or training session is quite often one of many human rights training programs or sessions that are being implemented to address similar human rights issues. Therefore, we must be aware of other human rights and human rights education work that is taking place so that we can better evaluate the contribution of our particular activities to the building culture of human rights.

A starting point for human rights education is the Universal Declaration of Human Rights (UDHR). The UDHR has symbolic, moral and practical significance as the constitution of the whole human rights movement, and its simplicity of language and vision are accessible to people of all ages and conditions.

While the need for education has long been recognized by human rights organizations, less attention has been paid to how this education should be carried out. Much more energy has been devoted to developing the content than the method. In human rights education, perhaps more than anywhere else, we must practice what we preach. A message of respect for others is often countered by educational methods that do not respect the learners. For this reason, the IHRTP

uses a participatory approach to education, which incorporates principles of adult experiential learning and popular education philosophy. It should be emphasized that before applying the approach to our efforts to educate others, we must first apply it to ourselves. Our own organizations must reflect respect for the rights of others that we hope to engender in the wider society.

Throughout the IHRTP, participants will explore the potential of human rights education (HRE) as a tool for global social change. They will also be asked to reflect on how human rights education can increase the effectiveness of their work.

The former Secretary General of the United Nations, Mr. Kofi Annan, in his message on the occasion of Human Rights Day, December 10, 2000 reiterated the importance of human rights education:

> *"Why is human rights education so important? Because, as it says in the constitution of UNESCO, 'since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed."*

Human rights education aims at building a culture of human rights in the minds of all people.

Objectives

By the end of Stream 3, participants should be able to:

- Compare their personal concepts of human rights with those of other members of their groups
- Describe the concept of gender equality and its applicability in their own society
- Discuss the role of the Universal Declaration of Human Rights in human rights education
- Describe the necessary elements for building a culture of human rights in their societies
- Determine the role of human rights education in the process of social change
- Analyze their complementary roles as human rights educators and human rights activists

Participatory Training Techniques Practised in this Stream

- Producing Definitions
- The Art of Flipcharting I
- Live Storyboard Technique
- Jigsaw Learning
- Concept Mapping
- Dinamicas

Unit 1 Human Rights Concepts and Principles

Facilitator Notes

Instructions for Activity 1 Thinking about Human Rights

Introduction

The aim of this activity is to have participants reflect on their personal notions of human rights.

Part A (5 min)

Go over the instructions with the participants.

Part B (25 min)

1. Facilitate a discussion using the questions provided as a guide. Write down the key ideas on a flipchart paper to serve as a reference.
2. Refer participants to definitions provided in the **Materials** section for additional information.

Activity 1 Thinking about Human Rights

30 min **Page 3-9**

This activity is divided into two parts.

In **Part A**, you will reflect on the meaning of human rights.

In **Part B**, you will share your ideas with the group.

5 min Part A Work Individually

Take a few moments to respond individually to the question below.

What do "human rights" mean to you? Give some examples. Write your ideas in the space below.

_____

_____

_____

25 min Part B Large Group Discussion

Share your ideas with the group. Consider some of these questions:

Participatory Technique
Producing Definitions

- Do you think that human rights are universal? Why or why not?
- Which of the rights contained in the Universal Declaration of Human Rights (UDHR) seem most important to you? Refer to the summary of the UDHR below.
- Do you feel that the group shares a common concept of human rights?

End of Activity ■

3

Summary of the Articles of the UDHR

1. Right to equality
2. Freedom from discrimination
3. Right to life, liberty, personal security
4. Freedom from slavery
5. Freedom from torture and degrading treatment
6. Right to recognition as a person before the law
7. Right to equality before the law
8. Right to remedy by competent tribunal
9. Freedom from arbitrary arrest, exile
10. Right to a fair public hearing
11. Right to be considered innocent until proven guilty
12. Freedom from interference with privacy, family, home, and correspondence
13. Right to free movement in and out of any country
14. Right to asylum in other countries from persecution
15. Right to a nationality and freedom to change it
16. Right to marriage and family
17. Right to own property
18. Freedom of belief and religion
19. Freedom of opinion and information
20. Right of peaceful assembly and association
21. Right to participate in government and free elections
22. Right to social security
23. Right to desirable work and to join trade unions
24. Right to rest and leisure
25. Right to adequate living standards
26. Right to education
27. Right to participate in cultural life and community
28. Right to social order assuring human rights
29. Community duties essential to free and full development
30. Freedom from state and personal interference in the above rights

Facilitator Notes

Instructions for Activity 2 Underlying Principles of Human Rights

Introduction

The aim of this activity is to reflect on the basic principles of the UDHR and to discuss its historical, cultural and philosophical foundations.

Part A (50 min)

1. Go over the instructions with the participants.
2. Divide the participants into four groups and assign two terms to each group.
3. Have the groups discuss their terms and then in turn present the information from their discussion to the larger group.
4. List the terms on flipchart for quick reference by the groups.

Part B (40 min)

1. Facilitate a discussion using the questions provided as a guide. Write down the key ideas on a flipchart paper to serve as a reference. The questions are meant to have participants provide examples from their own contexts.
2. Refer participants to the main uses of the flipchart, as an essential tool for the trainer/facilitator and the participant group. See the Participatory Training Technique: "The Art of Flipcharting 1".

Activity 2 Underlying Principles of Human Rights

1 hr 30 min **Page 3-11**

This activity is divided into two parts.

In **Part A**, you will work in a small group to reflect on some of the basic human rights principles which inform the Universal Declaration of Human Rights and then present the information to the larger group.

In **Part B**, you will address some questions as a large group.

50 min Part A Work in a Group

The facilitator will assign your group two of the human rights principles listed below.

Your group will give a 5-minute presentation on the principles you have been assigned.

Go over the descriptions of the principles provided on the next page and add your own ideas. Prepare to explain the terms to the larger group.

40 min

Part B Large Group Discussion

The facilitator will lead a large group discussion on the interpretations and applications of the terms.

Participatory Technique
The Art of Flipcharting I

Reflect on the information provided in Part A and address the following questions:

- What do these principles mean in your context? (e.g., equality of men and women)
- How are they applied? (e.g., policies on education for girls and boys)
- What are some barriers to their full application? (e.g., cultural or religious norms and practices)
- How do these human rights principles address individual values and needs and collective values and needs?
- How are the principles and values of human rights addressed in your own work and the work of your organizations?

End of Activity ■

Underlying Principles of Human Rights

Equality

The equality concept expresses the notion of respect for the inherent dignity of all human beings. As specified in Article 1 of the Universal Declaration of Human Rights, it is the basis of human rights: "All human beings are born free and equal in dignity and rights."

Non-discrimination

Non-discrimination is integral to the concept of equality. It ensures that no one is denied the protection of their human rights based on some external factors. Reference to some factors that contribute to discrimination contained in international human rights treaties include: race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status. The criteria identified in the treaties, however, are only examples; it does not mean that discrimination is allowed on other grounds.

Universality

Certain moral and ethical values are shared in all regions of the world, and governments and communities should recognize and uphold them. The universality of rights does not mean, however, that the rights cannot change or that they are experienced in the same manner by all people.

Human dignity

Human dignity affirms that all people deserve to be respected simply because they are human beings. Regardless of age, culture, religion, ethnic origin, colour, sex, sexual orientation, language, ability, social status, civil status or political convictions, all individuals deserve equal respect.

Indivisibility

Human rights should be addressed as an indivisible body, including civil, political, social, economic, cultural, and collective rights.

Interdependency

Human rights concerns appear in all spheres of life -- home, school, workplace, courts, markets -- everywhere! Human rights violations are interconnected; loss of one right detracts from other rights. Similarly, promotion of human rights in one area supports other human rights.

Inalienability

The rights that individuals have cannot be taken away, surrendered, or transferred.

Responsibility

Government responsibility: human rights are not gifts bestowed at the pleasure of governments. Nor should governments withhold them or apply them to some people but not to others. When they do so, they must be held accountable.

Individual responsibility: Every individual has a responsibility to teach human rights, to respect human rights, and to challenge institutions and individuals that abuse them.

Other responsible entities: Every organ of society, including corporations, non-governmental organizations, foundations, and educational institutions, also shares responsibility for the promotion and protection of human rights.

Sources:

Flowers, N. (2000). The Human Rights Education Handbook: Effective Practices For Learning, Action, And Change. Minneapolis, MN: University of Minnesota.

Ravindran, D. J. (1998). Human Rights Praxis: A Resource Book for Study, Action and Reflection. Bangkok, Thailand: The Asia Forum for Human Rights and Development.

Facilitator Notes

Instructions for Activity 3 Exploring Gender Equality

Introduction

The aim of this activity is to have participants explore the principle of equality between women/girls and men/boys, i.e., gender equality by examining the roles of women/girls and men/boys in their societies. The principle of inequality between women/girls and men/boys, is central to human rights discourse and stems primarily from unequal power relationships that give way to social, economic, political, and cultural discrimination on the ground of gender across all societies.

Part A (15 min)

1. Go over the instructions with the participants.
2. Begin by asking participants to reflect on the status of women in their societies by reviewing women's rights issues they discussed in Stream 2. Then carry out a brainstorming session on the notion of gender equality. Follow the same procedure as explained in Stream 1, Unit 1, Activity 3.
3. Record the participants' responses on flipchart.
4. Together with the participants analyze the ideas they provided. Refer back to the principle of equality as laid out in the UDHR (see Activity 2), i.e., Article 1 "All human beings are born free and equal in dignity and rights". Also highlight that the UDHR gives content to the principle of equality in Article 2 by prohibiting any distinction in the enjoyment of the rights in the UDHR on such grounds as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
5. Then briefly review the information provided in the "Gender Equality" box on page 3–18 (Part. Man., p. 3-15).

►►►

Facilitator Notes

Instructions for Activity 3 continued

Part B (35 min)

1. Go over the Live Storyboard technique with participants by referring to the Participatory Training Technique at the end of the Stream.
2. Divide participants into two groups.

   Group 1 will focus on gender equality in society

   Group 2 will focus on gender inequality in society
3. Ask each group to create and present one Live Storyboard that illustrates the roles of men and women in their society (e.g. at home, in school, at work, in health care, in government).
4. Lead a brief reflection about the Live Storyboards using the suggested questions.

Part C (40 min)

1. Lead a discussion on the factors that contribute to gender equality and gender inequality in society, using the questions provided as a guide. Refer to the "Gender Equality" box on page 3-18 (Part Man., p. 3-15) for a definition of gender equality.
2. Record the participants' responses on flipchart.

Activity 3 Exploring Gender Equality

1 hr 30 min **Page 3-13**

The aim of this activity is to explore the principle of equality between women/girls and men/boys, i.e., gender equality, by examining the roles of women/girls and men/boys in your society.

This activity is divided into three parts.

In **Part A**, you will brainstorm on the notion of gender equality.

In **Part B**, you will work in a group to create and present a Live Storyboard that illustrates the roles of men and women in your society.

In **Part C**, you will identify factors that affect gender equality in society.

15 min Part A Brainstorming – Your Understanding of "Gender Equality"

The facilitator will lead a large group discussion on your understanding of the notion of gender equality.

35 min Part B Work in a Group

3

Participatory Technique
Live Storyboard

Your facilitator will divide participants into two groups and will explain how to create a Live Storyboard.

Group 1 will focus on gender equality in society

Group 2 will focus on gender inequality in society

Drawing on the experience of the members of your group, identify a story that illustrates the roles of men and women in your society (e.g., at home, in school, at work, in health care, in government).

To help identify your story, think about the different social roles of women/girls and men/boys regarding for example, the division of labour in the home, access to and control of resources in the community.

Quickly create a Live Storyboard representing that story. Respect the perspective that was assigned to your group (i.e., gender equality or gender inequality).

As you watch the other group perform the Live Storyboard, try to identify what issue is being presented.

After both groups have presented, discuss the Live Storyboard scenarios by addressing the following questions:

- What are some of the main gender roles highlighted in the Live Storyboard scenarios? How do they compare with the actual situations in your countries?
- What factors contributed to gender equality in the Live Storyboards presented? What factors contributed to gender inequality?

40 min Large Group Discussion

Begin by reviewing the definition of Gender Equality in the box on page 3-18. The facilitator will lead a large group discussion on the factors that contribute to gender equality and gender inequality in society.

Consider the suggested questions:

- What factors have contributed to the advancement of gender equality in your country/region? (e.g., economic development, political struggles, women in development, feminist theory)
- What factors have sustained gender inequalities in your country/region? (e.g., cultural and traditional practices, religious beliefs, social attitudes, laws, exclusion from school)
- What are the effects of the power structures (e.g., religious institutions, cultural institutions and traditions, educational institutions, government) in women's and men's daily lives?
- How do gender relations affect your human rights work?
- Why is it important to integrate a gender perspective in your human rights work?

End of Activity ■

More about…

Gender Equality

What Is Gender Equality?

Equality between women and men (gender equality): refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration - recognizing the diversity of different groups of women and men. Gender equality is not a 'women's issue' but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.

Compounded forms of discrimination need to be taken into account based on age, race, ethnicity, educational and income level, residence, religion, marital, HIV or other status. (…) In essence, applying a gender equality perspective implies looking at ways to change gender relations by questioning and responding to the underlying values and factors for unequal status and treatment.

What is Gender Analysis?

Gender analysis centres on understanding the causes and consequences of gender discrimination and the unequal power relations between men and women in a specific context, whether rooted in prevailing social attitudes and customary practices or discriminatory laws and policies, among other factors.

Gender analysis also refers to the variety of methods used to understand the relationships between men and women, their access to resources, their activities, and the constraints they face relative to each other. Gender analysis provides information that recognizes that gender, and its relationship with race, ethnicity, culture, class, age, disability, and/or other status, is important in understanding the different patterns of involvement, behaviour and activities that women and men have in economic, social and legal structures.

Gender analysis is an essential element of socio-economic analysis. A comprehensive socio-economic analysis would take into account gender relations, as gender is a factor in all social and economic relations. An analysis of gender relations provides information on the different conditions that women and men face, and the different effects that policies and programs may have on them because of their situations. Such information can inform and improve policies and programs, and is essential in ensuring that the different needs of both women and men are met.

►►►

►►► More about…Gender equality

At the local level, gender analysis makes visible the varied roles women, men, girls and boys play in the family, in the community, and in economic, legal and political structures. Four essential questions to ask in doing gender analysis are:

- Who does what?
- Who has what?
- Who decides? How?
- Who wins? Who loses?

Sources: UNFPA (2007) Gender Mainstreaming Strategy. Retrieved from:

OSAGI (2001) Gender Mainstreaming .Retrieved from: http://www.un.org/womenwatch/osagi/conceptsandefinitions.htm.

Unit 2 Defining a Culture of Human Rights

Facilitator Notes

Instructions for Activity 1 What is a Culture of Human Rights?

Introduction

Participants will engage in a discussion on their understanding of a 'Culture of Human Rights' using as a starting point a number of definitions provided. (See **Materials** section of this Stream).

You will need to photocopy and cut up the definitions of a Culture of Human Rights provided in the **Materials** section of this stream to distribute to the different groups. Each group will receive ONLY the definition assigned to their group.

Part B (20 min)

1. Go over the instructions with the participants.
2. Divide participants into 7 small groups, and assign to each group 1 definition of a 'Culture of Human Rights'.
3. Have the participants review and discuss the definitions.

Part C (35 min)

1. Lead a discussion on the definition of a 'Culture of Human Rights'.
2. Begin by synthesizing the information gathered by participants from the different sources provided to them and record this information on a flipchart version of the chart. Then ask participants what ideas or concepts they do not agree with and why.
3. Based on the ideas presented by all the groups, have participants try to come to a common understanding of a 'Culture of Human Rights'. Inform participants that they will continue this discussion throughout the Program.

Activity 1 What is a Culture of Human Rights?

45 min **Page 3-17**

While the term 'culture of human rights' has become embedded in discourse throughout the human rights community there is no firm agreement on its definition. The term, in fact, tends to evoke many different meanings in different people.

In this activity, you will engage in a discussion on your understanding of a 'culture of human rights'.

This activity is divided into two parts.

In **Part A**, you will discuss a system's approach to human rights education.

In **Part B**, you will work in small groups to review definitions of a 'Culture of Human Rights'.

20 min

Part A Work in a Group

3

Participatory Technique
Jigsaw Learning

1. Review the definition of a 'Culture of Human Rights' assigned to your group.
2. Focus on the key ideas presented in the definition and whether or not you agree with these ideas. Then formulate your group's definition of a 'Culture of Human Rights'.
3. Record the results of your discussion in the chart provided on the next page and prepare to present your ideas to the other groups.

25 min

Part B Large Group Discussion

Share the results of your discussion with the larger group and try to come to a common understanding of the meaning of a 'Culture of Human Rights'.

Defining a culture of human rights	
Key ideas about a culture of human rights presented in the material	Ideas that you disagree with
The group's understanding of a culture of human rights	

End of Activity ■

Facilitator Notes

Instructions for Activity 2 Mapping a Culture of Human Rights

Participants will have 2 hours to work on this activity.

1. Go over the instructions with the participants.
2. Review the definitions of a Culture of Human Rights developed by participants in Unit 2, Activity 1.
3. Have participants complete the activity.
4. Explain that participants will have one week to reflect on and revise their concept map. They should review their concept map and expand/modify the content by:

- adding new ideas
- formalizing underdeveloped ideas
- reorganizing relationships between ideas

Note: Participants must complete their maps prior to the Open Space, when each group will add their concept map "branch" to the tree trunk.

As a facilitator, you are responsible for doing a synthesis of the concept map after of your group's the presentation.. Make links to the changes and what will be covered in stream 6 (evaluation, indicators, etc) and Stream 7 (actions for change.)

Activity 2 Mapping a Culture of Human Rights

2 hrs **Page 3-18**

In Unit 2, Activity 1 of this Stream we examined a number of definitions of a "Culture of Human Rights". We also asked you to share your ideas and develop your own definition.

Despite the lack of a formal definition, there seems to be consensus around the fact that building a 'Culture of Human Rights' involves a concerted and sustained effort by all sectors in society. Building a "Global Culture of Human Rights" requires a similar effort on a much broader scale.

Using the collaborative thinking tool called concept mapping you will now construct a visual representation of a 'Global Culture of Human Rights,' i.e., a 'Global Culture of Human Rights Tree' with at least nine branches. Each working group will be responsible for creating one branch of the tree.

Each of the eight working groups will be assigned one of the sectors of society listed below and will be provided with one tree branch. Each group is also asked

to consider the specific contribution of women, children and youth in the sector assigned to them.

Sectors of Society	
Family	International Organizations
Government	Education Institutions
Business	General Public
Media	Civil Society (e.g., NGOs, CBOs, unions)

3

Participatory Technique
Concept Mapping

Each group will create, on the tree branch provided to them, a concept map that outlines the role and responsibilities of the particular sector in building a global human rights culture

To begin, the facilitator will lead a discussion based on the following questions.

- What is the role of the sector in your society (country/region)?
- Who makes up this sector of your society? What are the specific contributions of women, children and youth in your sector?
- What privileges does this sector have? What are some of its disadvantages?
- How does this sector influence your HRE work?
- How does this sector contribute to a culture of human rights?

When you are ready to prepare the tree branch (groups are free to add extensions to the branch as they see necessary), please:

- Include on the concept map the names of the countries of origin of all the group members.
- Write a short paragraph explaining your concept map
- Highlight the specific contributions of women, children and youth in the sector assigned to your group

You will present your concept map "branch' at a later date in the program.

End of Activity ■

Unit 3 Human Rights Education and Social Change

Facilitator Notes

Instructions for Activity 1 Thinking about Human Rights Education

Introduction

The aim of this activity is to have participants reflect on their understanding of human rights education and its role in building a culture of human rights. They will begin by participating in a "dinamica" to elicit some initial thoughts regarding human rights education.

Part A (15 min)

1. Go over the instructions for Activity 1 with the participants.
2. Explain what a "dinamica" is. (See Participatory Training Technique: Dinamica, at the end of the Stream.
3. Explain to participants that they will indicate their response to each question or statement by placing themselves along an imaginary line or "continuum" extending from one side of the room to the other. The position they choose along the line will indicate their position with regard to the question. One side of the room will represent a strongly positive response; the other side will represent a strongly negative response while the middle of the room is for responses somewhere in between the two extremes.
4. Ask the participants to stand and do an example with them.

Example:

Question: How was breakfast this morning?

Answers: great—so-so—terrible

Then go through each of the following questions and statements. After each, ask various participants why they are standing where they are.

Question or Statement	Answers
How would you rate your knowledge of human rights education overall?	→ good—average—low
A good way to motivate people to respect human rights is to tell them it's better for them and their families in the long term.	→ agree—not sure—disagree

►►►

Facilitator Notes

Instructions for Activity 1 continued

A good way to motivate the military to respect human rights is to stress the sanctions against those who violate human rights. → agree—not sure—disagree

What motivates people to respect human rights is not important. The important thing is that rights are respected. → agree—not sure—disagree

Debriefing Part A

1. Ask the participants to comment on the type of 'dinamica' i.e., seeing where people stand between 2 extreme opinions.
2. Discuss the choice of example. (i.e. Why did we begin with such a banal question?)
3. Try to elicit from the participants the uses they see for this type of activity and list them on the board or flipchart.

Possible uses:

- To help the group warm-up by encouraging physical movement and quick thinking
- To give the facilitator a sense of where the participants see themselves in relation to the focus of the activity
- To act as an opener for a more in-depth discussion/analysis of opinions expressed
- To pair or group participants; e.g., put those who know a lot more with those who know a little and make groups of those who express similar or different opinions
- To test a change of attitude regarding the Stream by asking participants the same questions at the end of the Stream and asking them whether their position has changed.

Part B (5 min)

Go over the instructions with the participants.

Part C (25 min)

1. Facilitate a discussion using the questions provided as a guide. Write down the key ideas on flipchart.
2. Refer participants to definitions of HRE provided in the Materials section for additional information.

Facilitator Notes

Instructions for Activity 1 continued

Part D (15 min)

1. Go over the box "The Draft UN Declaration on Human Rights Education and Training" on page 3-29 (Par. Man. p. 3-23) with the participants. Emphasize that this is a draft declaration, so it will not be legally binding nor has it been adopted by the United Nations.
2. Allow participants to scan the summary of the Declaration and lead a discussion on the relevance of the Declaration for participants and how it could be used to support the work of human rights educators around the world.

Activity 1 Thinking about Human Rights Education

1 hr **Page 3-21**

This activity is divided into four parts.

In **Part A**, you will participate in a "Dinamica" exercise.

In **Part B**, you will reflect on your understanding of human rights education.

In **Part C**, you will share yours ideas with the larger group.

In **Part D**, you will discuss the draft UN Declaration on Human Rights Education and Training.

15 min Part A Dinamica

Participatory Technique
Dinamica

In this activity you will indicate your response to different questions by standing in a certain part of the room. Your facilitator will explain this activity further.

5 min

Part B Work Individually

Take a few moments to respond individually to the question below.

What do you understand by 'human rights education'? Write your ideas in the space below.

_____

_____

_____

25 min

Part C Large Group Discussion

Share your ideas with the group. Consider some of these questions.

- Do you feel the group shares a common understanding of human rights education?
- Government bodies, inter-governmental organizations, UN agencies, academics, educational thinkers, as well as NGOs all have developed different definitions of human rights education. What elements do you feel are key in any definition of human rights education?

15 min

Part D Large Group Discussion

Together with your facilitator discuss the summary of the draft UN Declaration on Human Rights Education and Training provided on the next page.

Questions to consider:

- Why is a Declaration on Human Rights Education and Training necessary?
- How will it impact on your work as human rights educators?

End of Activity ■

More about…

The Draft UN Declaration on Human Rights Education and Training

In 2007, the Human Rights Council requested the Council's Advisory Committee to prepare a draft declaration on human rights education and training. To this end the Council also requested the Advisory Committee to seek the views and inputs of Member States, relevant international and regional organizations, the Office of the United Nations High Commissioner for Human Rights, national human rights institutions as well as civil society organizations, including non-governmental organizations, on the possible elements of the content of the declaration. The draft declaration on human rights education and training includes **guiding principles** and **recommendations for implementation of human rights education at national and international levels**. The most recent draft declaration was submitted to the Council in January, 2011.

I. Definitions and Principles

Human rights education and training:

- Aims at promoting a universal culture of human rights. It is a fundamental right and an essential component of the right to education for all.
- Should be based on the principles of equality, particularly equality between girls and boys, women and men as well as the other principles of the UDHR and relevant instruments.
- Should take full account of vulnerable groups and the specific expectations of indigenous peoples as well as persons from national or ethnic, religious and linguistic minorities.
- Is an ongoing process that concerns all levels and all forms of education, training and learning.
- Contributes to the prevention of human rights violations and aims to eradicate domestic violence, particularly against women and girls.

II. Implementation Measures at the Country Level

- The State has primary responsibility to respect and progressively realize the right to HRE and training. The State must set a legal framework for action and provide ongoing assessment of its effectiveness and ensure its enjoyment by every person
- Human rights education and training should be supported by: strong political will, mobilization of human and financial resources, inter-ministerial coordination, national human rights institutions, civil society and the private sector.
- Human rights education and training should draw on the cultural and traditional riches of different countries and feature new technologies.

►►►

►►► **The Draft UN Declaration**

- Particular care must be taken to guarantee the freedoms and protection of educators/trainers.

III. Implementation Measures at the International Level

- Requires cooperation between international, regional, national and local efforts.
- The UN, international and regional organizations:
  - Should promote HRE and training for civil and military personnel
  - Should entail follow-up through: ratification of international instruments, recognition by treaty-monitoring bodies, and inclusion into the universal periodic review of the Human Rights Council.
  - Should establish a voluntary international fund and an international centre for the coordination and monitoring of HRE and training.

Source: UNHCR Advisory Committee – Advisory Committee - Draft Declaration on human rights education and training (2010) http://www2.ohchr.org/english/bodies/hrcouncil/advisorycommittee/HR_education_training.htm

Facilitator Notes

Instructions for Activity 2 Situating Human Rights Education: A systems Approach

1. Explain the Systems Approach diagram on page 3-32 (Par. Man. p.3-26) .
2. Facilitate a large group discussion using the questions provided.

Activity 2 Situating Human Rights Education: A System's Approach

1 hr **Page 3-24**

The realization of a 'culture of human rights' is the goal of all human rights work. Examining our human rights work, and in particular our human rights education efforts, through a systems approach can significantly increase the quality and effectiveness of our work as well as the efficient use of resources. It can also give us an appreciation of the challenges involved in assessing its contribution to social change that is in line with human rights values.

Human Rights Education (HRE) is one of a number of potential actions to address the current human rights situation in a particular country or community that can lead to desired socio-political change.

The diagram on following page illustrates a systems approach to human rights education. Your facilitator will discuss the approach with you.

A systems approach involves situating a HRE event within a broader context which includes:

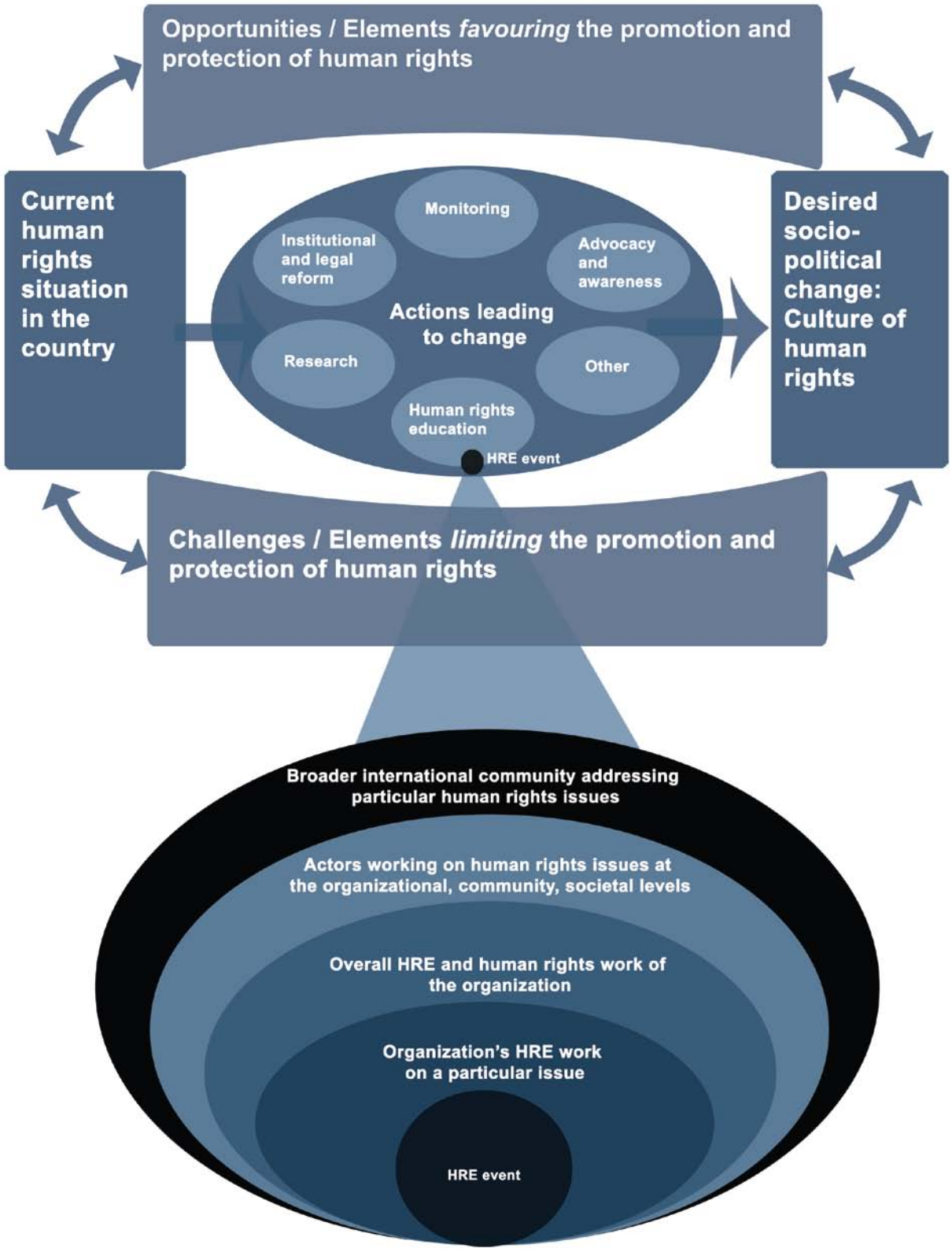
- Your organization's HRE work on a particular issue
- Your organization's overall HRE and HR work
- HR work on the same issue, being carried out by other actors in your society (e.g., other NGOs, government institutions)
- HR work on the same issue, being carried out by the broader international community
- The global HR environment which may be favourable or limiting towards the advancement a particular HR issue

Questions to consider:

- Why is a systems approach helpful to consider as human rights educators? What do you feel might be the challenges to using this type of approach?
- How could a systems approach to planning HRE work help you in measuring the broader societal impact of your HRE work?
- How does the IHRTP content reflect the main elements of the approach?

End of Activity ■

The Systems Approach



Facilitator Notes

Instructions for Activity 3 The UDHR and Human Rights Education

Introduction

The aim of this activity is to have participants reflect on the importance of the principles and values of the UDHR in human rights education and determine effective strategies for introducing these to different target groups.

Part A (40 min)

1. Go over the instructions with the participants.
2. Divide the participants into groups of two or three and have them randomly select a target group from the list provided during the facilitators' orientation. Alternatively, ask participants to choose one target group from among the ones the members of their small group work with.
3. Have the groups brainstorm an effective strategy to introduce the principles and values of the UDHR to their target group. Each group will have 5 minutes to identify a strategy. The time for this activity is intentionally restricted to encourage spontaneity and creativity.
4. Ask each group to share their strategy with the larger group. Record the strategies on a flipchart.

Part B (20 min)

Facilitate a discussion using the questions provided as a guide. Write down the key ideas on a flipchart paper to serve as a reference.

Activity 3 The UDHR and Human Rights Education

60 min **Page 3-27**

In **Part A**, you will work in small groups to identify strategies to introduce the principles and values of the UDHR to different target groups.

In **Part B**, you will discuss the role of the UDHR in human rights education.

40 min Part A Work in a Group

Together with the members of your group identity an effective strategy to introduce the principles and values of the UDHR to a specific target group.

Your group will have 5 minutes to brainstorm a strategy and then you will have 2 to 3 minutes to present it to the larger group.

20 min Part B Large Group Discussion

The facilitator will lead a large group discussion about the role of the UDHR in human rights education.

Also keep in mind the information provided in Activity 2 as you address the questions below.

- Do you agree that the UDHR should be the starting point for human rights education? Why or why not?
- Why do you feel it is important to teach about the values and principles of the UDHR?
- How can you connect the values underlying the articles of the UDHR to cultural values in your societies? Please provide examples.
- How do we move from learning about human rights to securing them at personal and community levels? What can we teach about the HR principles and values that will encourage their implementation?

More about…

Human Rights Education Activities and Human Rights Principles

"Human rights education activities should convey fundamental human rights principles such as equality and non-discrimination, while affirming their interdependency, indivisibility and universality. At the same time, activities should be practical – relating human rights to learners' real-life experience and enabling them to build on human rights principles found in their own cultural context. Through such activities, learners are empowered to identify and address their human rights needs and to seek solutions based on human rights values and standards. Both what is taught and the way in which it is taught, should reflect human rights values, encourage participation and foster a learning environment free from want and fear."

Source: United Nations General Assembly. (2005). Revised draft plan of action for the first phase (2005-2007) for the World Programme for Human Rights Education. [PDF document]. Retrieved from www.ohchr.org/english/issues/education/docs/A.59.525.Rev.1.pdf

End of Activity ■

Facilitator Notes

Instructions for Activity 4 The Role of Human Rights Education in the Process of Social Change

Introduction

The aim of this activity is to provide an overview of the role of HRE in the promotion and protection of human rights leading to social change.

For Part A, the whole group will be divided into three groups, two English and one French. Participants will return to their working groups for Part B and C.

Please ask 4 or 5 participants to bring their laptops to Part C of this activity.

Part A (60 min)

1. Equitas staff will facilitate this activity. They will ask participants to identify changes they hope to see within their assigned sector at the level of the individual and the organization/group as a result of HRE.
2. The resource persons will record the ideas from their group to be used in Part B and C.

Part B (45 min)

1. Each group will be responsible for sharing a summary of their discussion from Part A on the Equitas Community. A member of Equitas staff will be available to assist with this process.

Part C (60 min)

1. Ask participants to work in sector groups which most closely resemble their target group. Not all sectors may be represented by the members of your working group.
2. With the help of Equitas staff, each small group will access the Equitas Community to read the list of changes identified by participants worked on their sector in Part A and B.
3. Ask participants to discuss the list of changes for their sector and critically reflect on how their HRE work reflects the changes identified by others. Participants will share their comments and questions to the authors through the Equitas Community.
4. Allow enough time at the end of the activity for each group to share their impressions and reflections with the larger group.

Activity 4 The Role of Human Rights Education in the Process of Social Change

2 hr 45 min **Page 3-28**

The aim of this activity to provide an overview of the role of HRE in the promotion and protection of human rights leading to social change.

The session is divided into three parts.

In **Part A**, you will identify changes resulting from HRE.

In **Part B**, you will share this information on the Equitas Community.

In **Part C**, you will discuss how your HRE work contributes to the changes identified in Part A.

60 min Part A Plenary

An Equitas education specialist will provide an overview of the evolving context of HRE work and share his/her reflections on how HRE can contribute to positive social change.

He or she will work with you to identify specific changes resulting from HRE work within each sector of society.

45 min Part B Large Group Work

Each working group will return to their classrooms and share the results of their discussion in Part A on the Equitas Community. Equitas staff will be available to assist you in this process.

60 min Part C Small Group Work

Your facilitator will divide you in small groups based on which sector you work in. With the help of Equitas staff, you will access the Equitas Community to read the reflections and changes identified by other participants in Part A.

Discuss the changes identified and share your reflections through the Equitas Community.

End of Activity ■

Facilitator Notes

Instructions for Activity 5 Our Roles as Human Rights Educators and Activists

Introduction

The aim of this activity is for participants to examine how their own perspectives on human rights impact on the way they plan, design and implement an educational activity.

By examining how their dual roles as human rights educators and activists compare, participants will explore how to advance their cause and still follow principles of human rights education.

Part A (15 min)

Go over the instructions to complete the chart "Our Roles as Human Rights Educators and Activists" with the participants and have them fill it in individually. (See page p. 3-39, Part. Man. p. 3-31)

Part B (45 min)

1. Reconvene the group and ask participants to share some of their answers. Discuss the questions under Part B as a group.
2. Record the answers from the group on flipchart.

Activity 5 Our Roles as Human Rights Educators and Activists

1 hr **Page 3-30**

In order to be effective, human rights educators and activists alike must have a deeply felt commitment to human rights and the belief in their necessity for building a just and democratic society.

As human rights educators, we bring our particular knowledge, experience, and perspectives on human rights as well as our knowledge of human rights education to our training events.

It is important to reflect on our individual human rights concepts in order for us to better understand and respond to the needs of our participants.

This activity is divided into two parts.

In **Part A**, you will complete the chart "Our Roles as Human Rights Educators and Activists" individually.

In **Part B**, you will share your answers with the rest of the group and discuss some of the questions below.

15 min Part A Work Individually

Your facilitator will go over the instructions to complete the chart, "Our Roles as Human Rights Educators and Activists".

45 min Part B Large Group Discussion

Share your answers with the group and together, consider these questions:

- How do the roles of human rights 'activist' and human rights 'educator' compare?
- What aspects of our roles as human rights activists can improve our work as educators?
- What aspects of our roles as human rights educators can improve our work as activists?
- How do the interactions with others compare, depending on whether you are playing the role of educator or activist?

Our Roles as Human Rights Educators and Activists

As human rights workers who work in education, we hold two different, yet compatible roles. On the one hand, we are activists whose goal is to further our cause. On the other hand, we are educators who want to respect our participants' perspectives and give them room to learn. How do we manage these two roles?

Complete the chart below. Describe the main goal, responsibilities, skills, knowledge and personal characteristics desirable for each role.

	Human Rights Activist	Human Rights Educator/Trainer
Goal	Suggested Key • To promote social change through taking action	Suggested Key • To promote social change through education
Responsibilities	• To ensure defence of human rights • To monitor human rights violations • …	• To promote human rights through education • To develop educational programs and materials and deliver training • …
Knowledge & Skills	• Knowledge of international HR instruments • Understanding of political situation • Knowledge in specialized areas, e.g., forensics • Negotiation skills • Conflict resolution skills • …	• Knowledge of human rights theory • Knowledge of educational theory and techniques • Interpersonal skills • Facilitation skills • Instructional design skills • Conflict resolution skills • …
Personal Characteristics	• Single-minded in the pursuit of their goal • …	• Open to various perspectives • …

End of Activity ■

End of Stream Evaluation/Debriefing

30 min **Page 3-32**

After completing the End of Stream Evaluation, debrief the learning from this Stream. Questions to keep in mind:

Debrief Stream 3:

- How are the principles and values of human rights addressed in your own work and the work of your organizations?
- How would you discuss the topic of a culture of human rights among your colleagues? What impact do you think it would have on the work of your organization?
- What impact does our gender have on our capacity, as human rights educators, to address "gender equality" in our work?
- How is a participatory approach appropriate for our human rights education work?

Evaluate Stream 3:

- What issues discussed do you feel are most relevant for the work of your organization? How would you share your learning from this Stream with your colleagues?
- What were the different human rights education methods and techniques used? Were they effective? How can these activities be adapted to your own HRE needs?

Group Dynamics:

- Do you feel that your group working effectively together?
- Do you have any suggestions for your facilitator concerning the group or your learning?
- Do you have any suggestions for Equitas concerning this Stream?

Participatory Training Techniques Practised in This Stream

- Producing Definitions
- The Art of Flipcharting I
- Live Storyboard Technique
- Jigsaw Learning
- Concept Mapping
- Dinamicas

Producing Definitions

Unit 1 Activity 1

At one or more points in a training session, terms must be defined […] Although the trainer (HRE educator) can readily provide a definition, it is often more thought provoking for participants if they, individually and/or in small groups, create definitions based on their own understanding.

Of course, different individuals and different groups will produce different definitions. Part of the learning for participants is that they cannot take complex terms for granted.

Sometimes a particular term may not be acceptable to participants. For example, to describe someone who has suffered a number of human rights violations as a "victim" may be viewed by some human rights workers as disempowering. Therefore, you may ask the group to provide more acceptable terms.

Source: Etington, J.E. (1996). The Winning Trainer, 3rd Ed. Houston: Texas, Gulf Publishing Company.

The Art of Flipcharting I

Unit 1 Activity 2

Flipcharts, also referred to as newsprint, are essential tools for the trainer/facilitator and the participant group. It is even said to be one of a trainer's three MAIN tools (flipchart, felt markers, masking tape)!

Uses of flipcharts:

- To record information from group discussions and presentations.
- To encourage participation by providing an opportunity for participants to display their work before the entire group.
- To display information that participants will need to refer to throughout the training session. E.g., key terms and definitions, program objectives.
- To record progress. By posting the flipcharts in sequence the facilitator provides everyone with a record of what has been accomplished.
- To present information prepared by the facilitator before the session. (These should be kept to a minimum since used in this way flipcharts become didactic rather than participatory tools.)

Source: Eitington, J.E. (1996) The Winning Trainer, 3rd Ed. Houston: Texas, Gulf Publishing Company.

Live Storyboard Technique

Unit 1 Activity 3

Live Storyboard is a series of three 'frozen action' frames used to tell a story without words, sounds and movement. Live Storyboard relies on visual interpretation through statuesque presentation and stillness to tell the story. It is a technique adapted from Popular Education Theatre. It is a very useful alternative to verbal communication and a powerful technique for storytelling.

Creating Live Storyboard is very useful with children and youth, as well as with adult learners. Techniques from this form of popular education "are used to meet a multiplicity of learning needs and as an aid in helping people analyze and solve community problems."

Source: Reid A. Bates, (1996), Popular Theater: A Useful Process for Adult Educators, School of Vocational Education at Louisiana State University, Adult Education Quarterly, (Vol. 46, No. 4, 224-236

Jigsaw Learning

Unit 2 Activity 1

This technique involves having participants work individually or in groups to review different information from different sources on a common topic. Like a jigsaw puzzle, the objective is to put all the pieces of information together to create a complete picture of the available information on the topic.

Advantages of a jigsaw technique:

- A lot of information can be presented in a short amount of time
- Allows for the use of different media (e.g., information can presented in the form of a short text, a video clip, a newspaper article, an audio clip from a radio program, …)
- Can be particularly helpful with second-language speakers
- Allows for the presentation and discussion of different perspectives
- Encourages reading or listening for key points
- Provides practice in communicating critical points to others and in synthesizing information

Source: US Department of Education, University of Oregon. (2004). Training Methods for Adult Learners. Available from http://interact.uoregon.edu/wrrc/IEP/Methods.htm.

Concept Mapping

Unit 2 Activity 2

Concept mapping is a structured process that involves one or more people sharing their ideas on a topic and creating a picture of these ideas and the connections between them.

Concept mapping helps people to think more effectively as a group without losing their individuality. It helps groups manage complexity without trivializing or losing detail.

"Concept mapping", "mental mapping", "mind mapping", or "concept webbing" are all terms that have been used to describe this technique which results in the creation of a picture of someone's ideas.

Six steps in the concept mapping process:

1. **Plan the Task**: Determine the focus, the participants and the schedule.
2. **Generate Ideas**: Participants develop a large set of statements (i.e., words, symbols, images) that address the focus.
3. **Select, Rate, and Organize Ideas**: First, participants make a selection of the statements based on a relevant scale, which they determine. Second, participants organize the statements in preparation for mapping.
4. **Create** Map: Participants display the statements in map form.
5. **Interpret Map**: Participants develop a written explanation of their map.
6. **Use Map**: Participants use the map to help address the original focus.

Source: Trochim, W. (2000). Concept Mapping. Adapted from: http://trochim.human.cornell.edu/kb/conmap.html.

Dinamicas

Unit 3 Activity 1

"Dinamica" is a term used by Latin American popular educators for the type of training activity that generally involves moving around, expressing ourselves in different ways (often non-verbal) and taking initiative for solving problems. These sorts of activities generally increase the energy level of the group and put participants in a more creative frame of mind (by obliging them to think or react in a way in which they are not accustomed); dinamicas also serve to break down barriers among group members and prepare them to work together. As a result "dinamicas" are often used as introductions or starters for other activities. They should generally be followed by a reflection or debriefing in which the participants analyze the activity.

Materials

3

- Definitions of Human Rights
- Definitions of a “Culture of Human Rights”
- Definitions of Human Rights Education

Definitions of Human Rights

Unit 1 Activity 1

1. "Human rights are the rights and freedoms … that everybody had from the moment of birth, simply because they are human beings. They are not privileges, which need to be won, and they apply equally to everybody, regardless of age, sex, race, ethnicity, wealth or social standing. Because they are rights, they cannot be taken away from anyone by the government (although they can be limited and sometimes suspended during states of emergency).

It is very important to remember that these rights belong to everyone. This means that people have a responsibility to respect other people's human rights. Also, these rights do not replace the laws we already have, and so people must respect these laws as well. For example, the fact that I have a right to follow my own customs does not mean that I can do whatever I want. I must make sure in following my customs that I do not infringe anyone else's rights."

Source: Building a Culture of Human Rights Workshop Manual, South African Human Rights Commission British Council and Humanitas Educational.

2. "Human rights are commonly understood as being those rights which are inherent to the human being. The concept of human rights acknowledges that every single human being is entitled to enjoy his or her human rights without distinction as to race, colour, sex, language, religion, political or others opinion, national or social origin, property, birth or other status.

Human rights are legally guaranteed by human rights law, protecting individuals and groups against actions that interfere with the fundamental freedoms and human dignity."

Source: Human Rights: A Basic Handbook for UN Staff, OHCHR, UN Staff College Project 1999 p. 3.

3. "The concept of human rights springs from modern human thought about the nature of justice; it does not spring from an anthropologically based consensus about the values, needs, or desires of human beings. As Jack Donnelly puts it, the concept of human rights is best interpreted by constructivist theory:

> Human rights aim to establish and guarantee the conditions necessary for the development of the human person envisioned in …[one particular] underlying moral theory of human nature, thereby bringing into being that type of person…. The evolution of particular conceptions or lists of human rights is seen in the constructivist theory as the result of the

> reciprocal interactions of moral conceptions and material conditions of life, medicated through social institutions such as rights.

Human rights tend to be particularly characteristic of liberal and/or social democratic societies […].

Human rights adhere to the human being by virtue of being human, and for no other reason[…].

Human rights, then, are a particular expression of human dignity. In most societies, dignity does not imply human rights. There is very little cultural – let alone universal – foundation for the concept, as opposed to the content, of human rights. The society that actively protects rights both in law and in practice is a radical departure for most known human societies […]."

Source: Rhoda Howard, Dignity, Community and Human Rights In Abdullahi An-Na'in (ed.), Human Rights in Cross-Cultural Perspectives 81 (1992).

Definitions of a Culture of Human Rights

Unit 2 Activity 1

1. "Thus, a major objective of the world campaign is to build up a universal culture of human rights, one that clearly recognizes that human rights are inherent to the human person without any distinction as to race, colour, sex, language, religion, political or other opinion, natural or social origin, property, birth or other status (page 23)."

   Source: UN. (1989). World Public Information Campaign on Human Rights (UN document E/CN.4/1989/21).

2. "A culture of human rights is active practice and implementation of a shared core set of values regarding a way of life developed over a period of time which is inspired by the HR standards and norms that are translated into practice. In everything we have to look towards dynamism – about new tendencies in the culture of human rights – critical analysis and self-criticism are very important."

   Source: Mario Gomez, Professor of Law, University of Colombo, Sri Lanka.

3. "A culture of human rights is one in which people are not thought of as belonging to anyone, or any entity, other than themselves. This is usually taken to apply to family structures.... [P]eople in such a culture aren't seen as belonging to the state either, or to the ideology to which the state adheres, or even dedicates itself.... In a culture of human rights no one should be used as a means to someone else's, or to the state's ends, without their voluntary informed consent..."

   Source: Bernie Weintraub, Facing History and Ourselves (USA). Taken from: the Human Rights Education Association listserv discussion on defining a culture of human rights. Available from http://www.hrea.org.

4. " 'culture of human rights' seeks to cultivate a high level of consciousness and compassion for the inalienable rights of all beings. Such growing consciousness within communities around the world will form a universal lens through which we are able to inform our legal, political and moral decisions."

   Source: Donna Habsha, University of Windsor (Canada). Taken from: the Human Rights Education Association listserv discussion on defining a culture of human rights Available from http://www.hrea.org.

5. "[A] human rights culture is where we are free from fear and want. These freedoms [are] encoded by very specific and very detailed norms and standards translated into law on the international and national levels.... A human rights culture, as defined by a multitude of norms and standards, is a way of life, politically, morally and legally, a way of life guided by the human rights framework."

   Source: Shulamith Koenig, People's Movement for Human Rights Education (PDHRE) Taken from: the Human Rights Education Association listserv discussion on defining a culture of human rights. http://www.hrea.org.

6. "A universal culture of human rights" requires that people everywhere must learn this "common language of humanity" and realize it in their daily lives. Eleanor Roosevelt's appeal for education about the Universal Declaration of Human Rights (UDHR) is no less urgent decades later:

   "Where, after all, do universal rights begin? In small places, close to home....Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.

   But to uphold their rights, such concerned citizens need first to know them. "Progress in the larger world," must start with human rights education in just those "small places, close to home."

   Source: Flowers, N. (Ed.) (2002), Human Rights Resource Centre, Topic Book 4: Human Rights Education Handbook: University of Minnesota Available from: http://www1.umn.edu/humanrts/edumat/hreduseries/hrhandbook/toc.html.

7. "...[T]oday, public outrage over [violations or] injustices, is so apparent that no government would dare say that it is opposed to human rights, paving the way to develop what has become known as a "human rights culture".

   Such a culture is what I call a 'lived awareness' of the human rights principles, particularly, the Universal Declaration, but also its progeny."

   UDHR consists of four crucial notions:

   - Human dignity – Art. 1
   - Negative rights – Arts. 2-21: responsibility of Governments not to interfere with fundamental civil liberties; civil and political rights in particular.
   - Positive rights – Primarily Arts. 22-27: responsibility of Governments to intervene with and secure basic rights through promotion and protective measures.

- Solidarity rights – Arts 28-30: Addressing rights to development, self-determination, social justice, peace etc."

Source: J. Wronka. (1995). Creating a Human Rights Culture Implications for Peace, Peace and Conflict Studies, V 2 N 1 June 1995.

Definitions of Human Rights Education

Unit 3 Activity 1

1. Definition of HRE from the Draft Plan of Action for the First Phase (2005 – 2007) of the Proposed World Program for Human Rights Education, 59th Session, General Assembly, October 2004 (excerpt)

Introduction

"The World Conference on Human Rights considers human rights education, training and public information essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace" (Vienna Declaration and Programme of Action, Para. 78).

Context and definition of human rights education

The international community has increasingly expressed a consensus that human rights education constitutes a fundamental contribution to the realization of human rights. Human rights education aims at developing an understanding of everybody's common responsibility to make human rights a reality in each community and in the society at large. In this sense, it contributes to the long-term prevention of human rights abuses and violent conflicts, to the promotion of equality and sustainable development and the enhancement of people's participation in decision-making processes within democratic system, as stated in resolution 2004/71 of the Commission on Human Rights.

Provisions on human rights education have been incorporated in many international instruments, including the Universal Declaration of Human Rights (art. 26), the International Covenant on Economic, Social and Cultural Rights (art. 13), the Convention on the Rights of the Child (art. 29), the Convention on the Elimination of All Forms of Discrimination Against Women (art. 10), the International Convention on the Elimination of All Forms of Racial Discrimination (art. 7) and the Vienna Declaration and Programme of Action (Part I, par. 33-34 and Part II, par. 78 - 82), as well as the Declaration and Programme of Action of the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance held in Durban, South Africa, in 2001 (Declaration, par. 95-97 and Programme of Action, par. 129-139).

In accordance with these instruments, which provide elements of a definition of human rights education as agreed by the international community, human rights education can be defined as education, training and information aiming at building a universal culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes directed to:

- The strengthening of respect for human rights and fundamental freedoms;
- The full development of the human personality and the sense of its dignity;

- The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law;
- The building and maintenance of peace; and
- The promotion of people-centred sustainable development and social justice.

Source: United Nations General Assembly. (2004). Draft Plan of Action for the First Phase (2005-2007) of the Proposed World Programme for Human Rights Education. Available online: http://www.unescobkk.org/fileadmin/user_upload/appeal/human_rights/plan_of_action.pdf.

2. Equitas' Understanding of HRE

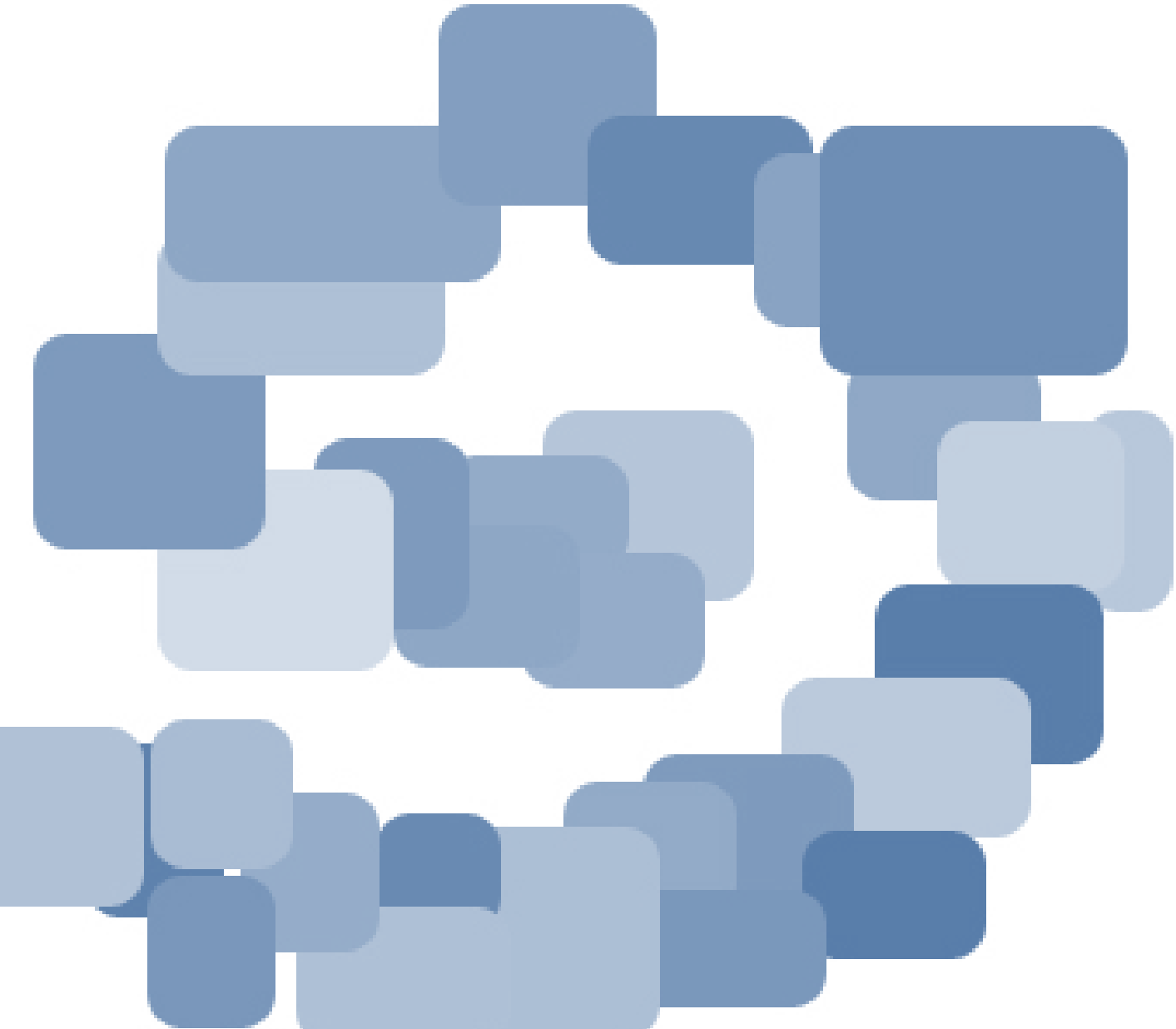
Human rights education is a process of social transformation that begins with the individual and branches out to encompass society at large.

The goal of human rights education is empowerment. The result is social change. Human rights education involves the exploration of human rights principles and instruments and the promotion of critical reflection and inquiry. Ultimately, human rights education inspires people to take control of their own lives and the decisions that affect their lives.

The role of human rights educators is to foster within each person an awareness of human rights and a sense of the individual's capacity to effect change. It is the responsibility of human rights educators to provide a supportive environment where people are free to define which issues are at the heart of their own human rights struggles.

The practice of human rights education is founded on mutual respect and reciprocal learning. A participatory approach that promotes the sharing of personal knowledge and experience is fundamental. The modes of communication are numerous (from brain- storming and discussion to street theatre and festivals), but the challenge lies in discovering how to truly communicate across different cultures, values and perceptions.

Stream 4
Seeking Common Ground



Contents

About Stream 4 4-5

Objectives 4-7

Unit 1 Webs of Connections/Barriers of Difference – Examining Personal Notions of Human Rights 4-9

Activity 1 Constructing Webs of Connection 4-12

Activity 2 Analyzing the Web 4-15

Unit 2 Human Dignity 4-19

Activity 1 Personally Held Beliefs and Discrimination 4-19

Activity 2 The Fatal River Story 4-23

Activity 3 Briefing for the Presentation "Exploring the Universality of Human Rights" 4-33

Activity 4 Plenary Presentation "Exploring the Universality of Human Rights" 4-35

Activity 5 Debriefing the Presentation "Exploring the Universality of Human Rights" 4-38

End of Stream Evaluation/Debriefing 4-41

Participatory Training Technique Practised in This Stream 4-43

The Art of Flipcharting II 4-44

4

About Stream 4

1 ½ Day

Each of us must recognize that our understanding of human rights is based on a personal value system, which reflects the culture and region from which we come, as well as our experience in the many different circles of identity, such as gender, class, religion, and family status, to which we belong.

If we are not aware of our own assumptions, we may presume that we can speak on behalf of everyone and by doing so infringe on the very people whose rights we wish to defend. If we are unaware of how diversity affects human interactions, we may fail both to appreciate its potential richness and anticipate its inherent problems.

Only by acknowledging our differences can we find common ground on which to work together for human rights. And only when we perceive human dignity as the foundation of all human rights can we fully understand their universality and interdependence.

Objectives

By the end of Stream 4, participants should be able to:

- Describe how personal values and deeply held assumptions about "right and wrong" influence the actions and reactions of individuals
- Explain the concept of universality of human rights
- Identify effective human rights education strategies for addressing universality of human rights in their work

Participatory Training Technique Practised in this Stream

- The Art of Flipcharting II

4

Unit 1 Webs of Connections/Barriers of Difference – Examining Personal Notions of Human Rights

The activities in this unit provide further opportunities for participants to get to know one another. Participants will also begin the process of recognizing invisible as well as obvious cultural differences and some of the ways diversity affects human interactions.

Facilitator Notes

Instructions for Activity 1 Constructing Webs of Connection

Introduction

Within any group there is as much invisible diversity as visible diversity. Differences, whether minute or great should be viewed as a resource rather than an obstacle. To know each other in our diversities requires a continuous effort on our part to learn about the significant "invisible" territory. The Web of Connections activity provides us with the opportunity to acknowledge the diversity within ourselves and others. It will provide us an opportunity to explore how to deal productively with diversity. The activity also invites participants to explore how their circles of identity can affect or inform their perspective or action in different situations.

Many of these topics could stimulate lengthy one-on-one conversations. Help the small groups move through the activity at more or less the same pace. When introducing the activity, make clear how much time is allotted for each part. Indicate time at intervals: (e.g., "You have five minutes left to finish up this part of the activity."). Remind the group that they can continue personal conversations during the breaks that follow the activities.

Part A (Personal Web of Connections, 10 min)

1. Go over the instructions for Activity 1 with the participants.
2. Ask participants to complete their "Personal Web of Connections". Explain that they may add as many extra circles as they wish. Complete a sample web for yourself on the board or flipchart as an example for the participants.

Part B (Group of Four Web of Connections, 20 min)

1. Assign groups of four participants and go over the instructions with them.
2. Emphasize the richness of the group's diversity, as well as the positive and negative potential of diversity.

►►►

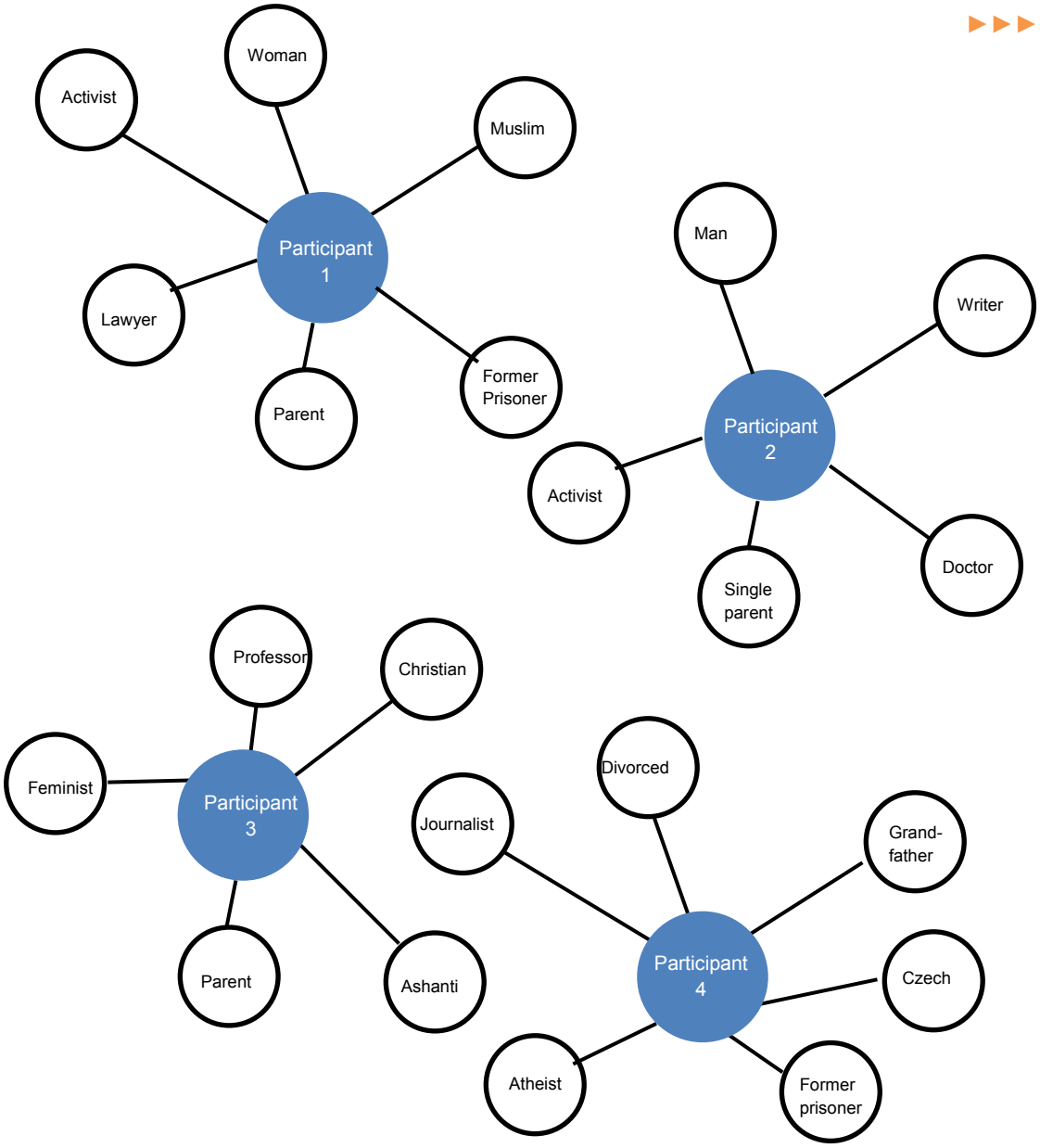
Facilitator Notes

Instructions for Activity 1 continued

3. Explain that if members of the group share a similar circle, they should sign their names in the other's matching circle. They should consider whether they mean the same thing by the same group name (e.g., does the group "lawyer" or "Muslim" mean the same to each)? Allow time to explore a few of these differences. Participants may wish to adjust their groups to make them coincide with each others (e.g., a self-designated "feminist" might agree that her definition includes the group "activist").

Sample diagram of "Group-of-Four Web"

Note: This sample only appears in the facilitator's manual.



Facilitator Notes

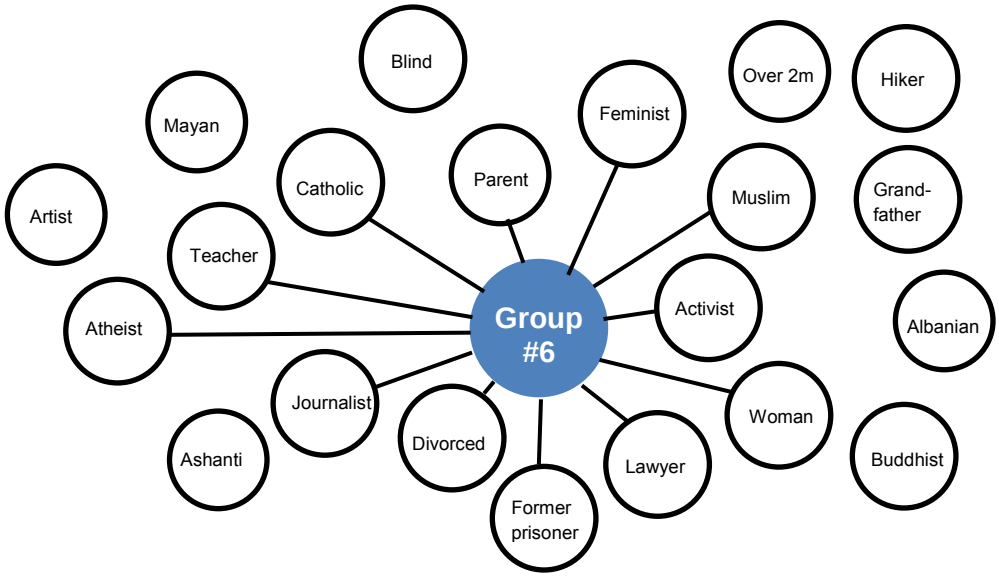
Instructions for Activity 1 continued

Part C (Whole-Group Web of Connections, 30 min)

1. Reassemble the whole group.
2. Explain to the participants that they will now explore what they have discovered about their similarities and differences by constructing a web for the whole class.
3. On large flipchart paper, make a Web Diagram. (See sample below.) Write the name of the group in the centre.
4. As you take up each question with the class, fill in the Web Diagram as indicated below. Begin by addressing the first question to one group of four.

Questions:

- **Which were the most commonly shared groups (circles) in your group of four?** Place circles with the names of these "common groups" near the centre with plenty of room inside the circle to add additional groups.
- **Are there other participants also belonging to any of these major groups?**
- **Ask for a show of hands and invite participants to call out their names for addition to that group, or have them sign their names themselves in the appropriate.**
- **Were there any circles with only two names?** Again write the names of these groups in circles, this time further out from the centre, and ask for the names of others who might belong to these minor groups.
- **Would you like to mention a group to which you alone belong?** These should be voluntary offerings. Add these new circles with group names on the outer edges of the chart without connecting lines. Again ask if there are people from other group who might belong in this circle and adds those names, if any.



Activity 1 Constructing Webs of Connection

1 hr **Page 4-9**

This activity is divided into three parts.

In **Part A**, you will work individually to determine groups with which you personally identify.

In **Part B**, you will compare this information in a group of four.

In **Part C**, you will repeat this process with the whole group.

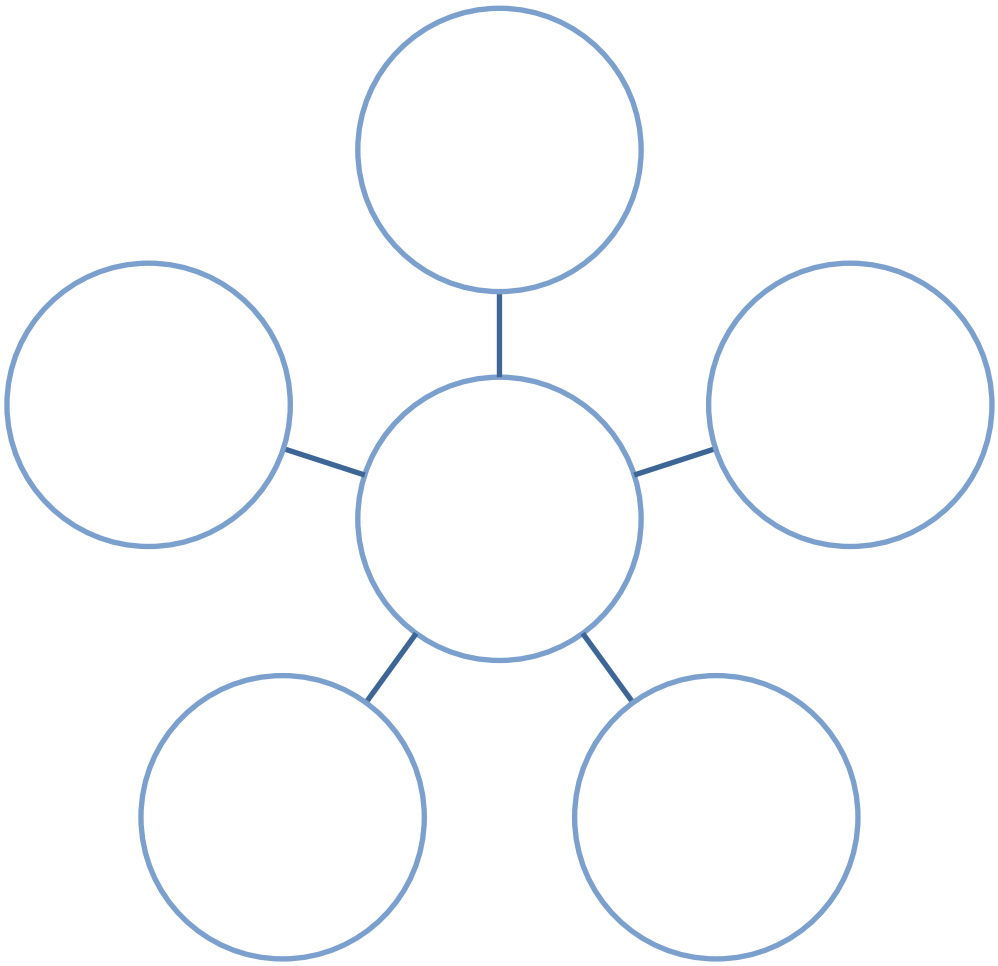
10 min Part A Work Individually (Personal Web of Connections)

Construct your "Personal Web of Connections" using the diagram provided on the next page.

Begin by writing your name in the centre circle.

In the small circles, write the names of 5 groups with which you personally identify. Refer to the list provided below the web diagram to help you. You may add extra circles if you wish.

Personal Web of Connections



Some types of groups might be:		
religion	hobbies	belief/ideology
ethnicity	community service	profession/occupation
workplace	family role	race
gender	financial status	physical appearance
social status	geographic location	sexual orientation
friendship	education	particular experience
age	political affiliation	state of health

Source: Style, E.J. (1995). In Our Own Hands: Diversity Literacy. The New Jersey Project Journal, Fall 1995. Adapted with permission.

20 min Part B Work in a Group (Group of Four Web of Connections)

Take turns describing your web diagram to the members of your group. You should address the questions below:

- Was there a time when you were very proud to be a member of a certain group (circle)?
- Was there a time when you felt marginalized or discriminated against because you belonged to a certain group (circle)?
- Have you felt both pride and discrimination because of your membership in any of these groups?
- What is one thing you wish people would never say about one of your groups?
- Can you think of factors within yourself or your society that might lead you to discriminate against others? To what extent are these factors within your control? To what extent are they embedded in society?
- What would you have to do to change society and/or yourself to change discriminatory behaviour, e.g., behaviour towards people living with HIV/AIDS?
- Do you and members of your group share a similar circle? If so, write your name in the other group member's or members' matching circle.

Ensure that you share a similar understanding of the meaning of the group you have in common.

You may also want to alter the name of a group that you have in common so that the names are the same.

Sharing your feelings about a group or groups you do not relate to may help to clarify any assumptions that you may have or had about them.

30 min Part C Large Group Discussion (Whole-Group Web of Connections)

Together with your facilitator, you will now explore what you have discovered about your similarities and differences by constructing a Web Diagram for the whole group.

You will address the following questions:

- Which were the most commonly shared circles in your group of four?
- Are there other participants who also belong to any of these major groups?
- Were there any circles with only two names?
- Would you like to mention a category to which you alone belong?

End of Activity ■

Facilitator Notes

Instructions for Activity 2 Analyzing the Web

1. Go over the instructions with the participants.
2. During the discussion, you might remind participants of the suggested list of groups that accompanied the "Personal Web of Connections".
3. Ensure you leave at least 5 minutes at the end of the discussion to go over the Personal Identities box on the next page with participants. Ask participants to reflect on how their own identity as presented in the Web of Connections influences their role as human rights workers.

■

Activity 2 Analyzing the Web

45 min **Page 4-12**

Large Group Discussion

Reflecting on the experience of the activity, consider the web your group has created by addressing some of the questions below.

Participatory Technique
The Art of Flipcharting II

- Were you surprised by the results of this activity? Were you uncomfortable or disappointed to find yourself in a "common" group or "unique" group?
- Was gender one of the circles of identity of participants? Why or why not?
- Do women identify themselves as women, mothers, feminists, and women's rights activists - why or why not?
- Did participants identify with groups that are in a dominant position in their societies? Why or why not?

- Why do we identify with certain groups and not with others? Do we tend to identify with groups that are not in a marginal position?
- Can you draw any conclusions about this group of participants on the basis of this activity?
- What would be the advantages or disadvantages to this course if almost everyone belonged to the same groups? If most groups contained only one or two names?
- How do you feel your identity is reflected in your role as a human rights educator?

End of Activity ■

More about…

Personal Identities and Our Knowledge of Human Rights

"One identity does not rule out other identities. In a study of personal and professional identities of British teachers from black and ethnic minority communities, one individual recounts her experiences and identity as a Muslim, particularly as a black Muslim woman. At other times she refers to the experience of growing up bilingual in Britain. At different times she stresses her role as a mother. At others she discusses what it means to her to have a management role in the education service. Although sometimes these roles and identities appear conflicting and contradictory, they are not exclusive of each other. It is not a question of either/or but of both/and.

Individuals need to be confident about their own identities before they can support others. This requires the development of certain values, skills, and attitudes, including, in particular, listening skills and empathy. As we recognize that individuals may develop multiple identities, and that the ability to make choices about identities is one of the purposes of education, so we also recognize that multiple identities are the norm rather than the exception. Only those who are self-confident in their own identity can celebrate all the groups they can associate themselves to.

There are close links between identities and the experience of human rights and citizenship. [We] are unlikely to be able to work effectively towards human rights and social justice in schools without basic knowledge of human rights principles. Such knowledge provides [us] with a starting point for teaching about justice and equality without undermining the identities of [our] students."

Source: Osler, A., & Starkey, H. (1996). Teacher Education and Human Rights: Ethnic Minority Teachers, Citizenship and Identity. London, David Fulton.

Unit 2 Human Dignity

The activities and discussions in this unit will help to clarify personal and cultural values and examine them in relation to the theme of human dignity.

Facilitator Notes

Instructions for Activity 1 Personally Held Beliefs and Discrimination

Introduction

The aim of this activity is to have participants reflect on how personally held values and beliefs affect our attitudes towards certain issues or groups of people. Mention to participants that although other issues could have been chosen, this activity focuses on gender equality because it is a complex matter affecting all regions of the world.

Part A (5 min)

Have participants fill in the table regarding personal attitudes towards gender equality issues. Remind them to record their first reaction and not to spend time reflecting on their responses.

Part B (40 min)

1. Explain to participants that the statements in the table deal with the following:

- Women's rights issues
- Gender equality

2. Facilitate a discussion by reviewing one statement at a time.
3. Ask participants to reflect on what their responses reveal about their own concept of human rights and gender equality issues.

NOTE: It should be made clear to participants that their answers reflect personal beliefs and thus should be respected.

Activity 1 Personally Held Beliefs and Discrimination

45 min **Page 4-15**

This activity is divided into two parts.

In **Part A**, you will respond to statements related to your personal attitudes towards gender equality issues.

In **Part B**, you will discuss your answers with the group.

5 min **Part A Work Individually**

Fill in the table on the following page according to the instructions provided. Remember to record your first reaction and not spend time reflecting on your responses.

40 min **Part B Large Group Discussion**

Your facilitator will review each statement with the group. Reflect on what your responses reveal about your own concept of human rights and gender equality issues.

Statements Regarding Personal Attitudes towards Gender Equality Issues

The statements below reflect some typical views held by individuals regarding equality between men and women. Read each statement and check off whether you agree or disagree. Use the "Comments" column to briefly explain your answer. Please base your responses on your immediate feeling as you read each statement. This is the best way to determine your personal feelings.

Statements	Agree	Disagree	Comments
a. Only women are discriminated against because of their sex.			
b. Women in the military should be able to engage in armed combat alongside men as front line soldiers.			
c. Flirtation in the workplace isn't sexual harassment. It's human nature.			
d. Female politicians do not receive the same media attention as male politicians.			
e. Same sex couples should have the right to marry and have access to the same social benefits (pension, inheritance, etc.) as heterosexual married couples.			
f. Everyone has a right to adopt children, both heterosexual and homosexual couples.			
g. In countries where it is legal for men to have more than one wife, it should also be legal for women to have more than one husband.			
h. Children with stay-at-home mothers are better off than those with both parents working full-time outside the home.			
i. Women with disabilities face similar challenges as men with disabilities in getting jobs.			
j. In most cases, men are the main income earners of their families; they therefore should be given priority access to jobs when the economy is in crisis.			
k. Responsible governments should provide teenage girls with explicit safe sex education to protect them from unwanted pregnancies and sexually transmitted diseases.			

End of Activity ■

Facilitator Notes

Instructions for Activity 2 The Fatal River Story

Introduction

This activity aims to clarify values and help participants focus on the bases, perhaps unconscious, of their moral judgments. It highlights the contrasts in individual value systems and raises issues of whether concepts such as justice, honesty, power, or honour have different meanings when applied to men or women.

This activity also leads directly into an examination of power structures in society and the discussion of human dignity as a basis for human rights.

Part A (15 min)

Go over the instructions with the participants. Have them read The Fatal River Story and write their individual answers into Section 1 of the chart on p. 4-26 (Part. Man. p. 4-20).

Part B (30 min)

1. Go over the instructions with the participants and have them choose a partner.
2. Have the pairs write their joint answers into Section 2 of the chart on p. 4-27 (Part. Man. p. 4-21). The aim is to reach a consensus.

Part C (45 min)

1. Go over the instructions with the participants and have each pair join another pair to form groups of four.
2. Have the groups write their joint answers into Section 3 of the chart on p. 4-28 (Part. Man. p. 4-22). The aim here again is to reach a consensus.

Part D (1 hr.)

Facilitate a discussion using the questions provided.

- Question 1 has the participants examine the experience of coming to a consensus and tries to elicit the issues that influenced their decisions. As participants give the reasons for their judgments, list on flipchart any value concepts like justice, honesty, or equality that occur in the discussion. Refer participants to the box "Conflict Transformation: What is Decision-Making by Consensus?" on page 4-29 (Part. Man. p. 4-23).
- Question 2 focuses more specifically on the gender dimension of the story and whether terms like justice, honesty, power, or honour have different meaning when applied to men or women. Refer participants to the box "Power Structures and Gender Relations" on page 4-31 (Part. Man. p. 25).
- Question 3 has the participants address the relationship between the value judgments made in this activity and the universality of human rights.

Activity 2 The Fatal River Story

2 hrs 30 min **Page 4-17**

This activity is divided into four parts.

In **Part A**, you will read The Fatal River Story and individually answer some questions.

In **Part B**, you will work with a partner and repeat the activity.

In **Part C**, you will join another pair and repeat the activity once more.

Finally, in **Part D** you will address the discussion questions as a group.

15 min Part A Work Individually (Your Personal Assessment of the Characters)

Read The Fatal River Story found on p. 4-25.

Determine:

- Who are the most and least honourable characters and why?
- Who are the most and least powerful characters why?

Indicate your answers by filling in "Section 1 – Personal Assessment" of the chart Assessment of the Characters in The Fatal River Story on p. 4-26.

30 min Part B Work with a Partner (Group of Two Assessment of the Characters)

Choose a partner and try to reach consensus about which characters in the story are most and least honourable and powerful. Record your answers in "Section 2 – Consensus of Two" of the chart.

45 min Part C Work with another Pair (Group of Four Assessment of the Characters)

Join another pair to form a group of four.

Repeat the process of trying to reach consensus and record your answers in "Section 3 – Consensus of Four" part of the chart. Remember that only what all four of you agree upon can be recorded as consensus.

60 min Part D Large Group Discussion

1. Discuss the experience of reaching consensus. Some questions are provided below to help you.

    - Did anyone find that they changed their minds as a result of discussion? Why?

    - Were any groups of four unable to reach consensus? What factors prevented consensus? Refer to the box "Conflict Transformation: What is Decisions-Making by Consensus?" on page 4-29.

    - What were the principal shared values that shaped consensus?

    - What were the principal differences of opinion that made consensus difficult or impossible?

2. Discuss the gender dimension of the story.

    - Would you change your opinion about who is honourable or powerful in the story if Leit were a man and Han and Roni were women? If yes, why?

    - Do terms like justice, honesty, power, or honour have different meanings when applied to men or women? Refer to the box "Power Structures and Gender Relations" on page 4-31.

3. Discuss how the differing assessments or value judgments that resulted from the discussions of the characters in "The Fatal River Story" and the issue of universality are closely connected.

    - Can concepts like human dignity and integrity serve to resolve conflicting value judgments?

    - Can human rights be truly universal when such differing values exist?

Case Study — The Fatal River Story

Once upon a time, a young woman named Leit and a young man named Han lived on either side of a great river that ran wide and swift and deep. They met when their villages came together for fairs and festivals, and soon they fell deeply in love and promised themselves to each other in marriage.

One night Leit received a message from Han's family "Come at once. Han is gravely ill and may not live. He is asking for you." However, that same night a terrible storm washed away the bridge that connected the two villages so that Leit could not cross.

Greatly upset, Leit went to ask Roni, who owned the only power boat in her village, to carry her across the river. He agreed but only on one condition: she must go to bed with him. She angrily refused.

Leit went to her friend Anik to explain her dilemma, but Anik did not want to be involved in her dilemma and would not offer her advice.

Desperate to reach Han, Leit felt her only choice was to accept Roni's terms. She fulfilled her part of the bargain with Roni, who then delivered her safely on the opposite shore that very night.

When Leit finally reached Han, she found his condition had greatly improved, and in a few days she was able to tell him about the hardships she experienced to reach him. When Han heard what Leit had done, he cast her aside, declaring he would never marry such a woman.

Heartbroken Leit returned to her village. She turned to her older brother Raon with the story, and in anger he gathered a group of her male cousins. They laid a trap for Han and beat him severely.

When she heard about the beating, Leit laughed.

Source: Adapted from versions of the story developed by: The American Arbitration Association and the Canadian Institute for Conflict Resolution).

Assessment of the Characters in the "Fatal River Story"

SECTION 1 — Personal Assessment		
Who in your opinion is:	**Character's Name**	**Reason(s)**
The most honourable character in this story? Why?		
The least honourable character in this story? Why?		
The most powerful character in this story? Why?		
The least powerful character in this story? Why?		

SECTION 2 — Consensus of Two			
Questions	**Agree?**	**Character's Name**	**Reason(s)**
Do you and your partner agree on who is the most honourable character? If yes, name the character and give the reasons for your choice.	Yes ☐ No ☐		
Do you and your partner agree on who is the least honourable character? If yes, name the character and give the reasons for your choice.	Yes ☐ No ☐		
Do you and your partner agree on who is the most powerful character? If yes, name the character and give the reasons for your choice.	Yes ☐ No ☐		
Do you and your partner agree on who is the least powerful character? If yes, name the character and give the reasons for your choice.	Yes ☐ No ☐		

SECTION 3 — Consensus of Four			
Questions	**Agree?**	**Character's Name**	**Reason(s)**
Do you and your partners agree on who is the most honourable character? If yes, name the character and give the reasons for your choice.	Yes ☐ No ☐		
Do you and your partners agree on who is the least honourable character? If yes, name the character and give the reasons for your choice.	Yes ☐ No ☐		
Do you and your partners agree on who is the most powerful character? If yes, name the character and give the reasons for your choice.	Yes ☐ No ☐		
Do you and your partners agree on who is the least powerful character? If yes, name the character and give the reasons for your choice.	Yes ☐ No ☐		

End of Activity ■

More about…

Conflict Transformation: What Is Decision-Making by Consensus?

Decision-making by consensus is a structured process conducted according to a well-defined framework of rules, used to help prevent or solve problems by cooperative rather than adversarial means.

A true consensus process has to fulfill six criteria:

1. It concerns an issue, problem or dispute that has arisen because of lack of integration between different ideas, needs, wishes or values.
2. Participants in the process are stakeholders who have an interest in solving a common problem. They take part in the process voluntarily and can represent organizations, general principles or sectors of society.
3. The process takes place in a series of meetings designed in such a way that all participants have an equal chance for proposing ideas, verifying information, developing options and agreeing on a final solution.
4. Discussions during the process lead to mutual education and improved understanding and more importantly to a radical change of motivation. Participants abandon preconceived positions and accept the reaching of consensus as a new goal. They do not abandon their principles, however, they discover a common purpose and common goals.
5. All decisions are made by consensus, i.e., unanimity.
6. The final step is an integrated decision, which can take many forms, e.g., a package of recommendations or a report; these may also include specific methods of implementation and monitoring.

Advantages:

- Flexible and efficient
- Fact-based rather than emotional
- Creative rather than rigid
- Founded on integration rather that divisiveness
- Highly democratic

A consensus process does not work when:

- Trying to address conflicts that affect basic principles which people feel very strongly about
- Participants are coerced into joining a consensus group
- Participants perceive that they are in a disadvantaged position entering the process

►►►

►►► **More about…Conflict Transformation**

- Extremely high pressure during the discussions forces participants to approve consensus decisions

Source: Hanson, J. (1995). Table Manners for Round Tables: A Practical Guide to Consensus, 5th edition. Summerland, British Columbia: The Green Group/Juergen Hansen.

More about…

Power Structures and Gender Relations

"Patriarchal social structures and institutions are sustained and strengthened by value-systems and cultural norms maintaining the notion of women's inferiority. Every culture has its examples of customs which reflect the lower value placed on women.

In many ways, patriarchal norms make women powerless convincing them of their own inferiority to men; by demanding that they conform to certain stereotyped 'appropriate' roles and behaviour. These different forms of control often strengthen each other, resulting in the exclusion and marginalization of women from social, economic and political processes. Women's subordination is reflected both in women's socio-economic condition (like their levels of health, income and education), as well as in their position, or degree of autonomy and control over their own lives".

"Recent years have seen notable progress on issues of gender and human rights in standard-setting […]. Some international and regional human rights bodies now go beyond just including 'women' in a list of 'vulnerable' groups, and have begun to incorporate women's experiences and perspectives into recommendations for structural changes needed to bring about full enjoyment of human rights by women and girls. In addition, recent years have seen the human rights of lesbian, gay, bisexual, transgender, and intersex people being taken up beyond the first human rights bodies that addressed them, and developments have taken place in standard-setting.

Despite this progress, many challenges remain. Violence against women continues at a staggering rate. Gender-based discrimination persists in the workplace, housing, education, disaster relief, health care, and countless other areas. Access to justice continues to be hindered by a range of obstacles. Religion, tradition, and culture continue to be used as a shield for violating women's rights. Same-sex conduct is still criminalized in scores of countries, and it carries the death penalty in seven states. The traditional human rights law paradigm, with its focus on the state, may be obsolete in dealing with human rights abuses by such diverse non-state actors as powerful militias and global corporations. [There are] opportunities and challenges to come for international human rights advocacy and gender issues." (Farrior, 2009)

Source:

Stephanie Farrior. (2009). Journal of Human Rights Practice. Human Rights Advocacy on Gender Issues: Challenges and Opportunities, Oxford University Press. Vol 1 | Number 1 | March 2009 | pp. 83–100

Facilitator Notes

Instructions for Activity 3 Briefing for the Presentation "Exploring the Universality of Human Rights"

Introduction

The aim of this activity is to have participants reflect on their personal understanding of culture, diversity and universality.

Part A (15 min)

Go over the instructions with the participants.

Part B (30 min)

1. Facilitate a discussion using the questions provided as a guide. Write down the key ideas on a flip chart paper to serve as a reference.
2. Refer participants to definitions provided in the box "Universality of Human Rights - Key ideas and Terms" on page 4-34-36 (Part. Man. p.4-28-30) for additional information.

Activity 3 Briefing for the Presentation "Exploring the Universality of Human Rights"

45 min **Page 4-26**

The debate on the universality of human rights has centered primarily around the nature of the relationship between culture and human rights. As Richard Falk[1] has aptly pointed out, this debate has been dominated by an "all or nothing" view of the relevance of culture. One position disregards culture in favour of universality, deriving "universalist" concepts either from existing international standards or within globally shared norms and values. The other position objects to universality on the grounds that it does not take into account different cultures and political systems and adheres to the idea that cultural specificity guides moral behaviour.

Abdullahi An-Na'im[2], well known for his studies on cultural relativism, advocates for seeking cultural legitimacy of human rights through the development and implementation of effective strategies to accommodate diversity in the realization of human rights standards. He recognizes that the notion of universally valid and applicable norms is problematic but not impossible as cultural relativists have concluded. He maintains that the universality of human rights should be seen as the product of a process rather that as established "given" concept.

To prepare for the upcoming presentation, it is important to reflect on our understanding of some key concepts underlying this issue.

This activity is divided into two parts.

In **Part A**, you will reflect on your understanding of culture, diversity, and universality.

In **Part B**, you will share your ideas with the group.

---

1 Falk, R. in Ravindran, D.J. Human Rights Praxis: A Resource Book for Study, Action and Reflection. Asian Forum for Human Rights and Development, Bangkok, Thailand, 1998.

2 Introduction: "Area Expressions" and the Universality of Human Rights: Mediating a Contingent Relationship, in David P. Forsythe and Patrice C. MacMahon, editors Human Rights and Diversity: Area Studies Revisited, University of Nebraska Press: Lincoln, 2003, pp. 1-21. Available online: http://people.law.emory.edu/~abduh46/pdfiles/area.pdf.

15 min Part A Work Individually

Take a few minutes to write down your understanding of the following concepts:

Concepts:
1. Culture
2. Diversity
3. Universality

30 min Part B Large Group Discussion

Share your ideas from Part A and consider the questions below:

- How does diversity affect our understanding of human rights?
- What space exists for the expression of cultural differences within the international human rights framework?

End of Activity ■

Activity 4 Plenary Presentation "Exploring the Universality of Human Rights"

1 hr 30 min **Page 4-28**

This presentation will explore the universality of human rights by addressing the following:

- Current trends in the debate
- The potential compatibility of the universality of human rights and their different geographical, cultural, political and/or thematic "area of expressions"
- A women's rights perspective on the issue
- Effective human rights education strategies for addressing the issue

The resource person will provide a brief overview of the principal issues surrounding the notion of universality from the perspective of a human rights educator. He or she will also explore strategies for dealing with the real contradictions that exist between human rights standards and a specific culture in a learning setting.

The resource person will consider the questions below:

- Does universality mean that all human beings are entitled to the exact same rights in precisely the same manner or is there room for a degree of variation? To what extent? Or on what grounds?
- Are different "area expressions" of human rights inconsistent with the universality of these rights? Or are such expressions legitimate ways of "adapting" general definitions of universal human rights to various local settings for practical implementation?
- How do we determine universally valid human rights standards that are acceptable to all societies regardless of cultural and contextual differences?

Question and Answer Period

End of Activity ■

More about…

Universality of Human Rights – Key Ideas and Terms

Comment on the universalist-relativist debate

One of the intense debates in the human rights movement involves the 'universal or relative' character of rights. The contest between the universal-relative is an old one.

The partisans of universality claim that international human rights like equal protection or physical security or freedom of speech, religion and association are and must be the same everywhere. This applies at least as to the substance of the rights. Even universalists must concede that many basic rights (such as the right to fair criminal trial) allow for culturally influenced forms of implementation or realization (i.e., not all states are required to use the jury in its Anglo-American form).

More about…Universality of Human Rights

Some advocates of cultural relativism claim that rights, and rules about morality are encoded in a cultural context and as a result depend on this cultural context. The term 'culture' is often used in a broad sense that may go beyond indigenous traditions and customary practices to include political and religious ideologies and institutional structures. Therefore the notions of right (and wrong) and moral rules necessarily differ throughout the world because the cultures in which these notions exist also differ. …

But the strong relativist position goes beyond arguing that there is an impressive diversity. It attaches an important consequence to this diversity, that is, that no ideas of right can be found or agreed on across cultures and therefore that no one culture (whether or not with the pretext of enforcing international human rights) is justified in attempting to impose on others what must be understood as its own ideas. In this strong form, cultural relativism necessarily contradicts a basic premise of the human rights movement.

(from Steiner, H., & Alston, P. (1996). International Human Rights in Context, p.192-193)

On the universality of human rights

The field of human rights is a normative field of study seeking to define and apply standards of justice to human affairs. Both as the subject of research and education, and as an arena for political debate and social action, human rights is thus determined by values. By values we mean concepts of what is good and worth striving for. The fundamental values that inform human rights, we claim, are universal. They are concepts of good that can be found in one form or another in most ethical and religious traditions. They are, as well, an integrated holistic system of ethical standards for all human relations, interrelated normative concepts that inform most notions of a good society, and an inspiration for much of the best reconstructionist education.

(from Betty Reardon's "Teaching for Human Dignity", p. 5)

►►►

►►►On the relation of human rights to human dignity

Human dignity and integrity are the symbiotic concepts at the centre of the ethical system comprising the social values that are the essence of human rights. Within this approach, dignity is defined as the fundamental innate worth of the human person. A good society honours the dignity of all persons and expects all its members to respect the dignity of others. Integrity refers to the wholeness of the physical, mental, aesthetic, and spiritual facets of the person. The good society provides for the expression and development of the multiple facets of the person and holds them to be inviolable. Good societies are built on the active recognition of individual and group rights and the fulfillment of individual and social responsibility.

(from Betty Reardon's "Teaching for Human Dignity," p. 5)

More about… Universality of Human Rights

On cultural relativism

The appreciation of our own ethnocentricity should lead us to respect the ethnocentricity of others. Enlightened ethnocentricity would therefore concede the right of others to be "different," whether as members of another society or as individuals within the same society. This perspective would uphold the equal human value and dignity of members of other societies and of dissidents within society. In sociological terms this orientation is commonly known as cultural relativism, that is to say, the acknowledgment of equal validity of diverse patterns of life. It stresses "the dignity inherent in every body of custom, and the need for tolerance of conventions though they may differ from one's own."

(from Abdullahi Ahmed An-Na'im's "Toward a Cross Cultural Approach to Defining International Standards of Human Rights")

On a holistic approach to human rights

A holistic approach [to human rights] is consistent with the principles of ecological or whole system thinking that are emerging as the paradigm most appropriate to the formation of planetary citizens. As applied to human rights education, holism interprets all rights and entitlements as interrelated and interdependent components of one central, generative principle: human dignity.

Indeed, recent feminist scholarship argues for a holistic approach to human rights that maintains that all human rights are integral one to the other, and cannot be separated or prioritized, as had been the practice in the industrialized nations of East and West. This argument was validated by the conclusions of the United Nations Human Rights Conference of 1993 that declared human rights to be universal and indivisible. Economic rights do not have priority over political rights nor political over economic rights as it has been argued by East and West respectively throughout the Cold War. Feminist scholars such as Riane Eisler and Charlotte Bunch argue that the standards of the public and private spheres should be informed by a fundamental respect for the dignity of all human

►►►

►►► More about… Universality of Human Rights

beings. The feminist argument asserts that the separation between private and public morality, as well as between the ethics applied to one's own group and those used in dealing with others, are a major cause of the violation of rights of ethnic minorities, women, and adversaries. Such an argument provides further rationale for a comprehensive conceptual approach devised to illuminate principles of human dignity.

(from Betty Reardon's Teaching for Human Dignity, p. 2)

Facilitator Notes

Instructions for Activity 5 Debriefing the Presentation — "Exploring the Universality of Human Rights"

The aim of this activity is to have participants explore effective human rights education strategies for addressing the universality of human rights in their work.

Part A (20 min)

1. Go over the instructions with the participants.
2. Divide the participants into three groups and assign one case study to each group.
3. Have the groups discuss their case-study and address the questions provided.

Part B (40 min)

1. Begin by having each group present the results of their discussions on their case-study.
2. Facilitate a large group discussion using the questions provided as a guide.

Activity 5 Debriefing the Presentation — "Exploring the Universality of Human Rights"

1 hr **Page 4-31**

Promoting universal human rights values and principles, particularly when dealing with culturally sensitive issues, is a major challenge for human rights educators. In this activity you will reflect on some of these challenges and identify possible strategies to address them.

This activity is divided into two parts.

In **Part A**, you will work in small groups to identify human rights education strategies for addressing the universality of human rights in practical situations.

In **Part B**, you will present the results of your group's discussions and discuss some of your ideas with the larger group.

20 min Part A Group Work

1. Together with the members of your group read and discuss the case study.
2. Then address the questions provided, drawing from reflections from the presentation as well as the experience of the members of your group.

40 min Part B Large Group Discussion

Each group will present their HRE strategies for promoting universality of human rights in the context of the case study assigned to your group.

The facilitator will then lead a large group discussion using the questions provided below:

- Was it easy to come up with HRE strategies to promote the universality of human rights in your case study? What challenges did you face?
- Can you provide examples that illustrate how human rights educators can promote respect for human rights without compromising respect for cultural diversity?
- How can rights be enjoyed differently by men and women, and remain universal?
- Why do you think that this reflection on the universality of human rights was placed in the Program?

Human Rights Education and Cultural Relativism Mini Case Studies

Case Study 1: Education for Girls versus the Role of Tradition

In the village of Tula, girls older than age 13 rarely attend school. Some parents forbid them to attend; others simply do not encourage their girls. Fewer than 10% of the graduates from secondary school in Tula are girls. Only one girl ever attended university, and when she came back to the village, no man would consider marrying her as it was assumed that she had lost her virginity while in the city. Girls in Tula are expected to marry young, to stay at home, and to bear many children – particularly sons.

You are a human rights educator working in the Tula community on children's rights.

- The right to education is a universal human right enshrined in the UDHR. What would your approach be to promoting the right to education for girls in Tula while showing respect for Tula cultural customs? What are some of the challenges you might face? How would you address them?

Source: Adapted from Mertus, Julie A & Nancy Flowers (2008) Local Action, Social Change. A Handbook on Women's Human Rights, Paradigm Publishers, London. P.249-250

Case Study 2: Human Rights Education and Non-Discrimination

Abdullah and Amed are homosexuals living in Djakarta, Indonesia. They are Muslims. They have been lovers for five years, but have always been discreet about their relationship.

Now, Abdullah and Amed have decided to live together. They found a room in a very pleasant neighbourhood. At first, Igbal, the landlord, presumed they were brothers and agreed to rent them the room. He was satisfied with them has tenants, as they were both polite and quiet, and paid their rent on time. Then the landlord heard through a mutual acquaintance that Abdullah and Amed might be homosexuals, and he became very angry and told them they could not have the room. He also told them they were a disgrace to Islam, and he would make sure they could not get a room anywhere in his neighbourhood.

You are a human rights educator working in Abdullah and Amed's neighbourhood.

- The right to equality and non-discrimination are universal human right enshrined in the UDHR. What could your approach be to promoting the right to equality and non-discrimination for homosexual men and women while showing respect for people's cultural customs and religious beliefs? What are some of the challenges you might face? How would you address them?

Source: Adapted from Rhoda Howard-Hassmann's Cultural Relativism and Human Rights: Human Rights Training Scenarios (2005)
http://www.wlu.ca/documents/6146/Human_Rights_and_Cultural_Relativism_Training_Scenarios.pdf

Case Study 3: Freedom of Expression

Narinder is a Hindu immigrant living in Canada. Since he moved to Canada, he has become interested in learning about Christianity. Narinder has learned about the Christian practice of Communion, in which believing Christians eat a wafer and drink some wine as part of the church service. The wafer represents the body of Christ, and the wine represents the blood of Christ. Some Christians believe that they are actually eating and drinking Christ's body.

Narinder thinks this is disgusting. He strongly believes that it means that Christianity is based on the idea of cannibalism. He has published a pamphlet, entitled *"Christianity=Cannibalism",* which is widely distributed on the Internet and which has received a great deal of media attention.

The population of Canada is 84 per cent Christian. An influential Christian group has demanded that Narinder's pamphlet be removed from the Internet server it is on. This group says Narinder's views are insulting to Christians and debase their religion. Narinder refuses to remove the pamphlet claiming he has a right to express his opinions.

You are a human rights educator working to promote freedom of expression.

- The right to freedom of expression is a universal human right enshrined in the UDHR. What would your approach be to promoting people's right to freedom of expression while maintaining respect for people's cultural and religious beliefs? What are some of the challenges you might face? How would you address them?

Source: Adapted from Rhoda Howard-Hassmann's Cultural Relativism and Human Rights: Human Rights Training Scenarios (2005)
http://www.wlu.ca/documents/6146/Human_Rights_and_Cultural_Relativism_Training_Scenarios.pdf

End of Activity ■

End of Stream Evaluation/Debriefing

15 min **Page 4-34**

After completing the End of Stream Evaluation, discuss as a group the benefits of the day's events if time permits.

Questions to keep in mind:

- Which HRE techniques have you used in your work to address different perceptions, values, or attitudes, as was the case of the Fatal River story? Did you notice change in people's perceptions? If so, how?
- Can you cite examples when you changed your perceptions concerning human rights issues? What made you change?
- How can you evaluate a change in perceptions, values, and attitudes in the short term and in the long term?
- As a human rights educator, how do you address conflicting perspectives regarding gender in your HRE work?
- What issues discussed do you feel are most relevant for the work of your organization?
- What were the different human rights education methods and techniques used? Were they effective?
- How can these activities be adapted to your own HRE needs?

Participatory Training Technique Practised in this Stream

- The Art of Flipcharting II

The Art of Flipcharting II

Unit 1 Activity 2

Where to Stand:

- Don't talk to the flipchart. Write, then turn around and continue interacting with participants.
- Don't block the view. If people can't see, move the flipchart or suggest participants relocate to where they can see.
- Pace yourself by letting participants have time to read, reflect, take notes and comment.
- Walk around the room to see your own work, self-assessment is very helpful.

Prepared Sheets:

- Prepare charts, models, lists, diagrams, and/or sheets of information in advance. If you will use them repeatedly in your trainings, consider having them laminated.
- Reveal these sheets only as you need to share them.

Recording Techniques:

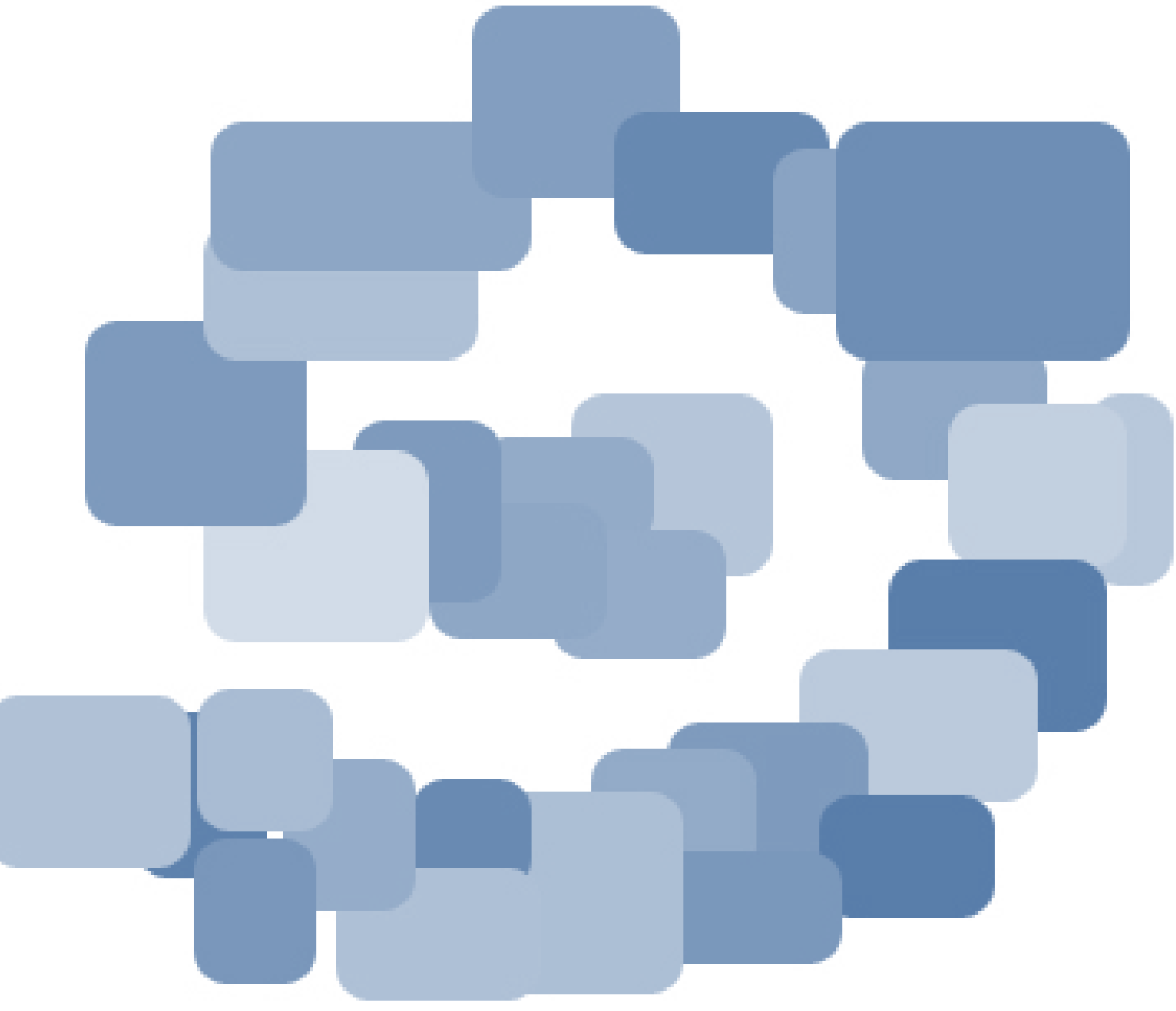
- Abbreviate/condense/summarize information.
- Print in block letters, over 1 inch tall or larger.
- Write a maximum of 8-12 lines per sheet.
- Write headings.
- Colour code your work.
- Ask if everyone can read it.

Display Techniques:

- Make sure flipcharts are above table height when placing them on the wall.
- Organize the placement of flipcharts on the wall for easy reference.

Source: Renner, P. (1999). The Art of Teaching Adults. Vancouver: Training Associates.

Stream 5
Applying a Rights-Based Approach



Contents

About Stream 5 5-5

Objectives 5-7

Unit 1 Actions for Change 5-9

Activity 1 A Systems Approach Revisited 5-11

Activity 2 Briefing for the Plenary Presentation — "Integrating Human Rights into Actions for Social Change" 5-14

Activity 3 Plenary Presentation — "Integrating Human Rights into Actions for Social Change" 5-19

Unit 2 International Legal Sources of Human Rights Protection 5-21

Activity 1 Briefing for the Presentation — "The UN Human Rights System: Opportunities for Human Rights Educators" 5-21

Activity 2 Plenary Presentation — "The UN Human Rights System: Opportunities for Human Rights Educators" 5-22

Activity 3 Debriefing of the Presentation – "The UN Human Rights System: Opportunities for Human Rights Educators" 5-23

Individual Plan for Putting My Learning into Action 5-24

Activity 4 Barriers Faced by Human Rights Defenders 5-25

Activity 5 Examining the Main Features of Five International Human Rights Instruments and Mechanisms 5-30

Activity 6 Plenary Presentations – "Five Human Rights Instruments and Mechanisms" 5-36

Unit 3 Working with International Human Rights Instruments 5-37

Activity 1 Working on a Human Rights Case Study 5-37

Activity 2 Reflections on Using Case Studies in Human Rights Education 5-39

End of Stream Evaluation/Debriefing 5-39

Participatory Training Techniques Practised in This Stream 5-41

Buzz Groups 5-42

Effective Presentations 5-43

Case Study 5-44

5

Materials 5-45
Overview of the Human Rights Council - Questions and Answers 5-46
Protection of Human Rights through International Instruments – Primary Tasks for Human Rights Activists 5-49
Summary of the Declaration on Human Rights Defenders 5-52
Examples of Barriers to Human Rights Work 5-55
Answer Key – Barriers to Human Rights Work 5-60
International Covenant on Civil and Political Rights 5-61
International Covenant on Economic, Social and Cultural Rights 5-67
Convention on the Elimination of All Forms of Discrimination against Women 5-75
Convention on the Rights of the Child 5-79
Fact Sheet: Human Rights Council – Universal Periodic Review 5-83
Case Study: The Anuk Minority 5-87

About Stream 5

4 Days

Starting in Stream 2, and continuing through Streams 3 and 4 we have been examining our human rights work through a systems approach. This has enabled us to situate our human rights education work within the broader context of human rights work and has helped us determine how HRE contributes to the realization of culture of human rights.

Building on our reflections in these 3 streams, in Stream 5 we will explore how integrating human rights principles and values into actions (i.e., adopting a rights-based approach) undertaken by governments, civil society and communities can help ensure these actions lead to positive social change and make a culture of human rights a reality in our societies.

Stream 5 also provides participants with an introduction to international human rights standards and mechanisms, and to the potential relevance of these to their human rights work. The value of such standards rests on their recognition and acceptance by a large number of States and can be seen as representing principles that are broadly accepted within the international community. [1]

Participants will explore the United Nations (UN) human rights system and analyze a number of international standard setting instruments and mechanisms. These include:

- International Covenant on Civil and Political Rights (ICCPR)
- International Covenant on Economic, Social and Cultural Rights (ICESCR)
- Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
- Convention on the Rights of the Child (CRC)

[1] Office of the High Commissioner for Human Rights. (2000). Human Rights Training: A Manual on Human Rights Training Methodology . Geneva. Available online: http://www.unhchr.ch/pdf/train6.pdf.

- The Universal Periodic Review (UPR)

Barriers to human rights work will be discussed within the framework of the Declaration on Human Rights Defenders.

The Stream is a combination of presentations, a case study and small group learning. Through these activities, participants will actively explore if and how international human rights can be made meaningful in the day-to-day human rights work of their organizations. Stream 5 is also meant to provide some insight on appropriate techniques to train others in the content and implementation of international human rights standards presented.

Objectives

By the end of Stream 5, participants should be able to:

- Describe their human rights education work through a systems approach
- Provide examples of how the UN human rights system can be used to protect and promote human rights
- Explain the main features of the following six human rights instruments:
  - International Declaration on Human Rights Defenders
  - International Covenant on Civil and Political Rights (ICCPR)
  - International Covenant on Economic Social and Cultural Rights (ICESCR)
  - Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
  - Convention on the Rights of the Child (CRC)
  - Universal Periodic Review (UPR)
- Apply human rights principles articulated in international instruments to particular situations (i.e., using a rights-based approach)

Participatory Training Techniques Practised in this Stream

- Buzz Groups
- Effective Presentations
- Case Study

Unit 1 Actions for Change

The aim of this unit is to explore how the integration of human rights principles and values can help ensure that actions undertaken by governments, civil society, and communities lead to positive social change.

Facilitator Notes

Instructions for Activity 1 A Systems Approach Revisited

Introduction

This aim of this activity is to illustrate how a system approach can be used to help participants situate their HRE activities within the broader context of human rights work. It is important to highlight that adopting a systems approach can significantly increase the quality and effectiveness of their HRE work as well as the efficient use of available resources. Failing to use a systems approach on the other hand is a frequent cause of limited or no impact of HRE work.

1. Prepare a flipchart version of the systems approach diagram in Stream 3, Unit 3, Activity 2 as a visual aid for your short presentation.
2. Begin by explaining the overall systems diagram and make reference to the Streams in the IHRTP where the different elements of the system were addressed. Some explanatory notes are provided below to guide you.

- Stream 2 - participants explored the human rights situation in their communities and societies and how these are influenced by and influence the broader global context. This represents the "current human rights context" in the systems diagram and also includes the opportunities/elements favouring the promotion and protection of human rights as well as the challenges or elements limiting the promotion and protection of human rights. You can review some of the key human rights issues discussed by the participants in Unit 1, Activity 1 and Unit 2, Activities 1 and 2 of Stream 2
- Stream 3 - participants described their understanding of a culture of human rights and explored necessary changes in different societal sectors and at different levels within these sectors for the realization of a culture of human rights. This represents the "desired socio-political change: a culture of human rights" in the systems diagram. You can review the definitions of social change and a culture of human rights provided below.
- Social Change leading to the realization of a culture of human rights is the ultimate goal of all human rights work. We define social change as follows:

►►►

Facilitator Notes

Instructions for Activity 1 continued

"Social change is a process of dialogue, debate and action that results in major shifts in social norms (i.e., standard patterns of behaviour considered normal in a society). Social change is generally characterized by the highlighting and legitimation of discordant or conflicting voices, particularly of those most marginalized in society."

- Culture of Human Rights: Key phrases of the definitions from Stream 3 for the participants to keep in mind. A culture of human rights:

  - is active practice and implementation of a shared core set of values regarding a way of life developed over a period of time which is inspired by human rights standards and norms that are translated into practice

  - is a 'lived awareness' of human rights principles

  - requires that people everywhere must learn the "common language of humanity" and realize it in their daily lives

- Stream 4 highlighted the importance of being conscious of how personally held values and beliefs affect people's attitudes towards certain issues or groups and how these may impact on the enjoyment of human rights.

3. Also review the various actions leading to a culture of human rights. Focus on how a systems approach to human rights education work compels us to take into account other human rights-related actions for change that are taking place at the same time as our own HRE work

   Encourage participants to think about how their HRE work, such as a particular training session, fits with the other work of their organizations, with HRE activities organized by other actors and within the broader system of human rights actions for social change.

4. Remind participants that throughout the IHRTP, they are being asked to reflect on the web of relationships among elements in the system.

   Systems Approach (covered in Stream 3)

   - It is important to stress that HRE is one of a number of potential actions to address the current human rights situation in a particular country or community, which can lead to the desired social change.
   - Moreover, any human rights training program or training session is quite often one of many human rights training programs or sessions that are being implemented to address similar human rights issues.

Facilitator Notes

Instructions for Activity 1 continued

- Therefore, we must be aware of other human rights and HRE work that is taking place so that we can better evaluate the contribution of our particular HRE activities to the achievement of the broader goals of social change leading to the to the realization of a culture of human rights.

5. Use an example from the participants' experience to illustrate the approach. E.g., human rights education on women's rights for community leaders
6. Assign buzz groups of 2s or 3s (see "Buzz Groups" in the section Participatory Techniques practised in this Stream). Participants should spend no more than 5 minutes identifying benefits of a systems approach in HRE.
7. Have participants share their ideas with the larger group.

Activity 1 A Systems Approach Revisited

5

🕒 30 min 🕮 Page 5-9

Participatory Technique
Buzz Groups

The aim of this activity is to examine human rights work and in particular HRE through a systems approach.

The facilitator will begin by making a brief presentation on a systems approach to human rights work using the systems approach diagram in Stream 3, Unit 3, Activity 2. (15 min)

You will then work in buzz groups to identify some of the benefits of using a systems approach in planning your HRE work and share your ideas with the larger group. (15 min)

End of Activity

Facilitator Notes

Instructions for Activity 2 Briefing for the Plenary Presentation — Integrating Human Rights into Actions for Social Change

Part A (30 min)

1. Go over the instructions for Part A with the participants.
2. Have them share their understanding of the difference between a need and a right.
3. Explain the elements of a rights-based approach drawing on the information provided on p. 5-15 (Part. Man. p. 5-10).

Facilitator Notes

Instructions for Activity 2 continued

Part B (30 min)

1. Present an example of a rights-based approach to the issue of poverty.
2. Begin by eliciting some examples of the Effects of Poverty on Individuals and Communities.
3. Together with the participants determine a possible rights-based response to the effects of poverty on individuals and communities .using the process outlined below.

- Remind participants that when applying a rights-based approach it is important to use as the foundation the basic principles, which include equality and equity, accountability, empowerment and participation.
- Then have participants discuss how to address the issue of poverty using a rights-based approach. For example:

  - Use human rights as a framework for poverty alleviation.
  - Assess and address the human rights implications of any policy, program or legislation aimed at poverty alleviation.
  - Make human rights an integral dimension of the design, implementation, monitoring and evaluation of poverty related policies and programs in all spheres including political, economic and social.

Effects of Poverty on Individuals and Communities include:	**A Rights-Based Response to Poverty should include:**
• Homelessness • Sense of powerlessness • Hunger • Ill health • Lack of schooling • Major cause of malnutrition • Drug & alcohol abuse • Physical and sexual abuse • Lack of child care	• Direct links to rights • Increased levels of Accountability • Move from dependency to Empowerment • Participation • Non-discrimination

- Take participants through the different elements in column two of the chart above and have them provides examples. Suggested answers are provided below.

Facilitator Notes

Instructions for Activity 2 continued

- A rights-based response to poverty involves: using the measures for protection laid out in international agreements covenants and declarations and incorporating them into plans, policies and programs with the overall aim to realize all human rights for all people.
  Source: 1st SADC Conference on Community Home Based Care 5th - 8th March 2001

4. Applying a rights-based approach to the issue poverty involves:

DIRECT LINKS TO RIGHTS

- Right of men and women and children to enjoy the full range of economic, social and cultural rights
- Establishing direct links to rights helps to ensure State obligations to ensure economic, social and cultural rights.

Increased levels of **ACCOUNTABILITY**

- State parties must ensure the fundamental right of everyone to adequate food, clothing and housing, and to the continuous improvement of living conditions.
- A rights-based approach increases accountability by identifying specific duties (actions) and those duty-bearers (actors). As a result, intervention is no longer based on organized aid, but on obligation enabling a more transparent monitoring process

Move from dependency to **EMPOWERMENT**

- The right to sustainable livelihood—food, shelter and clean water
- This approach eliminates the sense of powerlessness among people by enabling them to actively exercise their basic human rights.

PARTICIPATION

- The right to be heard — allowing people to organize, speaks out and take part in decisions that affect their lives.
- Sustainability of programs in communities depends on ownership and participation by the community and government institutions. by the community and government institutions.

NON-DISCRIMINATION

- The right to services—ensuring the provisions of health, education and other services are available to all.

►►►

Facilitator Notes

Instructions for Activity 2 continued

- Inherent dignity of every human being without distinction and equality between men and women are basic principles of human rights. Therefore a rights-based approach automatically ensures that everyone is a subject of rights regardless of age, sex, ethnicity, religion, political status, etc.

Source: Human Rights in Development: How do rights-based approaches differ and what is the value added? www.unhchr.ch/development/approaches-0.7.html

5. Go over the description of the presentation and the questions to consider with the participants. Strongly recommend to participants that they complete in advance the readings provided in the Resource Manual for Stream 5.

Activity 2 Briefing for the Plenary Presentation — "Integrating Human Rights into Actions for Social Change"

60 min **Page 5-9**

To prepare for the upcoming presentation it is important to reflect on our understanding of a rights-based approach and the implications for our work.

30 min Part A Discussion

The facilitator will lead a discussion on the meaning of a rights-based approach.

Concepts that will be addressed include:

- The difference between a right and a need
- Elements of a rights-based approach

30 min Part B Example of a Rights-Based Approach

The facilitator will present an example of implementing a rights-based approach to the issue of poverty alleviation.

You will then review the description of the presentation provided in Activity 3.

Rights-Based Approach

A human right is something everyone is entitled to simply because he or she is a human being. Human rights belong to every individual, man or woman, girl or boy, infant or elder simply because he or she is a human being. A human right is what enables me to live in dignity.

Once something is defined or identified as a right it means that:

- There is an obligation on the part of the government (duty-bearers) to respect, promote, protect, and fulfill many rights of all people within its territory as well as certain rights to particular groups of people: for example, the right to vote is only owed to citizens of a State. (rights-holders)
- The right can be enforced

A right is different from a need. A need is an aspiration. A need can be legitimate, however, it is not necessarily associated with a government obligation. Satisfying a need cannot be enforced. A right entails a government obligation and can be enforced. Rights are associated with "being". Needs are associated with "having".

Rights Approach	Needs Approach
• Rights are realized • Rights always imply duties and obligations • Rights are universal • Rights can only be realized by attention to both outcome and process • All rights are equally important • Rights empower individuals and groups • Rights entitle individuals to social welfare assistance • Rights focus on structural causes and their manifestations	• Needs are met or satisfied • Needs do not imply duties or obligations • Needs are not necessarily universal • Basic needs can be met by goal or outcome oriented strategies • Needs can be ranked in hierarchical priorities • Needs imply that individuals and groups are objects of social welfare interventions • Needs imply that individual needs are deserved • Needs focus on immediate causes of problems

The Rights-Based Approach (RBA):

- Is founded on the conviction that every human being, by virtue of being human, is a holder of rights.
- Assumes that all human beings, including children should have equal opportunity to realize their full developmental potential.
- Involves a process of empowering those who do not enjoy their rights to claim their rights. It does not involve charity or simple economic development.
- Integrates the norms, standards and principles of the international human rights system into the plans, policies and processes of development programs, social programs and other programs.
- Supports the concept that all people, regardless of age, gender, race, religion, ethnicity, social status or any other difference, have a basic right to life with dignity.
- Ensures that programs address all aspects of life (for example, from ensuring basic survival through meeting psychological needs). They are holistic and inclusive.

The key elements of a rights-based approach can guide the content and practice of your work. A human rights situational analysis should be based on accepted human rights principles.

These elements include:

1. Participation
   - Aims for a high degree of participation, from communities, civil society, minorities, indigenous peoples, women, children and others.
   - Sees youth and children as active participants in finding constructive solutions.
2. Increased levels of Accountability
   - Identifies rights-holders (and their entitlements) and corresponding duty-holders (and their obligations).
   - Identifies the positive obligations of duty-holders (to protect, promote and provide) and their negative obligations (to abstain from violations).
3. Non-discrimination
   - Gives particular attention to discrimination, equality, equity and marginalized groups. These groups may include women, minorities, indigenous peoples and prisoners. A rights-based

approach requires that the question of who is marginalized here and now be answered locally.

4. Move from dependency to Empowerment

   - Focuses on beneficiaries as the owners of rights and the directors of development instead of the objects of programs and actions to address their needs.

   - Gives people the power, capabilities and access needed to change their own lives, improve their own communities and influence their own destinies. Places a higher emphasis on the strengths of individuals and communities including children to play a more active part in the societies in which they live.

5. Direct Links to rights

   - Establishes direct links to international, regional and national human rights instruments.

   - Considers the full range of indivisible, interdependent and interrelated rights: civil, cultural, economic, political and social.

Rights-Holders and Duty-Bearers

A rights-based approach is a conceptual framework that sets the achievement of the full range of human rights as an objective of social actions. It is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It focuses on developing the capacities of duty-bearers to meet their obligations and to rights-holders to claim their rights.

In human rights language, a rights-holder:

- Is entitled to rights
- Is entitled to claim rights
- Is entitled to hold the duty-bearer accountable
- Has a responsibility to respect the rights of others

Consequently, those who have the obligation to respect, protect, and fulfill the rights of the rights-holders are duty-bearers.

The overall responsibility for meeting human rights obligations rests with the State. This responsibility includes all the organs of the State such as parliaments, ministries, local authorities, judges and justice authorities, police, teachers or extension workers. All these are legal duty-bearers.

Every rights-holder has the responsibility to respect the rights of others. In this sense you can say that every individual or institution that has the power to affect the lives of rights–holders is a moral

duty-bearer – the greater the power, the larger the obligation to fulfill and especially to respect and protect the human rights of others. In this sense private companies, local leaders, civil society organizations, international organizations, heads of households, and parents, and in principle every individual are moral duty-bearers. You should remember that the State as a legal duty-bearer also has a duty to regulate the actions of moral duty-bearers – e.g. parents, companies etc. – to ensure that they respect human rights.

Sources:

UNHCR website, http://www.unhchr.ch/development/approaches-04.html

The Danish Institute for Human Rights. (2007). Applying a Rights-Based Approach: An Inspirational Guide for Civil Society. Available online: http://www.humanrights.dk/files/pdf/Publikationer/applying%20a%20rights%20based%20approach.pdf.

Office of the High Commissioner for Human Rights Human Rights. A Basic Handbook for UN Staff. Available online: http://www.ohchr.org/Documents/Publications/HRhandbooken.pdf

End of Activity ■

Activity 3 Plenary Presentation — "Integrating Human Rights into Actions for Social Change"

1 hr 30 min **Page 5-14**

The aim of this presentation is to explore how integrating human rights values and principles into the actions of governments, civil society and communities can help ensure positive social change.

Some questions the resource person will address are listed below. Relevant examples from different regions of the world will be provided.

- What does adopting a human rights-based approach to actions for social change involve? (e.g., national development policies and programs, delivery of services, community mobilization)
- What are the benefits and challenges of using a rights-based approach?
- What are some proven strategies for addressing these challenges?
- What is the role human rights education in advancing social change in line with human rights values and principles?

End of Activity ■

Unit 2 International Legal Sources of Human Rights Protection

The aim of this unit is to provide an overview of the UN human rights system and of five main human rights protection instruments and mechanisms, i.e., ICCPR, ICESCR, CEDAW, CRC, and the UPR.

Facilitator Notes

Instructions for Plenary Presentation — "The UN Human Rights System: Opportunities for Human Rights Educators"

1. It is strongly recommended that the participants complete in advance the readings provided in the Resource Manual for Stream 5.
2. Go over with the participants the description of the presentation and of the "Overview of the Human Rights Council - Questions and Answers" document in the **Materials** Section.

Activity 1 Briefing for the Presentation — "The UN Human Rights System: Opportunities for Human Rights Educators"

30 min **Page 5-15**

1. Reflect on how you think the UN human rights system has an impact on the work of your organization.
2. Read the description of the presentation provided below and refer back to the document in the **Materials** Section entitled "Overview of the Human Rights Council - Questions and Answers".

End of Activity

Activity 2 Plenary Presentation — "The UN Human Rights System: Opportunities for Human Rights Educators"

1 hr **Page 5-15**

This presentation will provide a general overview of the UN Human Rights System. The presentation will focus primarily on the recently created Human Rights Council and will also broadly explore the role of NGOs in this new system.

To prepare you for this presentation, you should have read the following articles found in the **Materials** section of this Stream:

- Overview of the Human Rights Council – Questions and Answers.
- "Protection of Human Rights through International Instruments – Primary Tasks for Human Rights Activists" by I.A. Rehman
- Fact Sheet: Human Rights Council – Universal Periodic Review

The resource person will provide an overview of:

- The main objectives of the Human Rights Council, and in particular its relationship with the Office of the High Commissioner for Human Rights
- Where the Human Rights Council fits within the United Nations system
- The special mechanisms, i.e., independent experts, treaty bodies, and special rapporteurs, and their roles within the UN human rights system
- The Universal Periodic Review
- The role of NGOs in the work of the Human Rights Council
- Reflections on the implications of the reform of the UN human rights system on the work of NGOs

Question and Answer Period

End of Activity ■

Facilitator Notes

Instructions for Activity 3 Debriefing of the Presentation

The goal of Activity 3 is to provide an opportunity for participants to clarify topics that were addressed during the presentation 'The UN Human Rights System: Opportunities for Human Rights Educators'

Activity 3 Debriefing of the Presentation – "The UN Human Rights System: Opportunities for Human Rights Educators"

15 min **Page 5-16**

Briefly discuss the presentations you listened to on the "The UN Human Rights System."

Then discuss the suggested questions below:

- What did you learn from the presentation?
- Were your questions adequately addressed? If not, how can you find additional information?
- Have you yourself ever used the UN system before? If so, how? What was the impact of your actions?
- If you have not used the UN system before, how could you use it in your work? How could you use it for human rights education?
- What are the strengths and limitations of using the UN system?

End of Activity

Individual Plan for Putting My Learning into Action

1 hr **Page 5-17**

Continue working on your Individual Plan for the rest of the day.

Remember that your colleagues are oftentimes the best resources available for completing this project. Draw upon their knowledge, expertise and experience to help develop your work.

End of Activity ■

Facilitator Notes

Instructions for Activity 4 Barriers Faced by Human Rights Defenders

Please carefully read over the document "Who are Human Rights Defenders?" published by the UNHCHR (see the Resource Manual, Stream 5).

One of the main goals of the Declaration on Human Rights Defenders is to help eliminate significant barriers that human rights defenders face in their work. For this reason, participants are asked to reflect on the human rights violations and restrictions that they may be experiencing when carrying out their work as human rights defenders. Participants then relate these barriers to the articles contained in the Declaration. In the last part of the activity, participants are provided with an opportunity to reflect on how the Declaration could be used to support the work of human rights defenders (including human rights educators) around the world.

Part A (15 min)

1. Go over the introduction to the Declaration with the participants. Emphasize that this is a declaration and therefore is not legally binding.
2. Allow participants to scan the summary of the declaration included in the **Materials** section.
3. Ask participants what it means to them to be a human rights defender.

Part B (45 min)

1. Divide the participants into three groups.
2. Go over the instructions with the participants and review the examples provided in the **Materials** section. You will also find a key of suggested answers in the **Materials** section.
3. Emphasize that they are identifying barriers that are imposed on them because of the work that they do as human rights defenders.
4. Post flipchart sheets divided into three columns labelled: "Barriers to Human Rights Work", "Example", and "Article".

►►►

Facilitator Notes

Instructions for Activity 4 continued

5. Ask participants to fill in the first two columns.
6. Refer participants to the summary of the Declaration included in the **Materials** section.
7. Ask participants to fill in the third column on the flipchart.

Part C (15 min)

Have the groups post their flipcharts and allow time for participants to comment on the contents of the flipcharts.

Note: You could also mention that the Declaration has been interpreted at a national level in Somalia. In February 2003, 23 NGOs developed a declaration for human rights defenders in Somalia. The declaration was signed in the presence of the UN independent expert for Somalia.

From the Facilitators…

1. "I divided the group into regional groups of three participants each. Rather than use a columned flipchart, each group mapped the barriers that they face in carrying out their work, with specific examples from each of their experiences. In Part B, they added to their maps the remedies for those barriers, as they could be identified in the articles of the Declaration (referring to the "Examples of Barriers to Human Rights Work"). Groups then posted their maps on the wall and we had a "gallery walkabout" so that each group could view the others' maps. We then reflected upon our work as suggested in Part C, looking particularly at barriers that were not addressed in the Declaration, other barriers that might arise, and the role NGOs could play in implementation."
2. "I had participants use a 4-sheet "road map" where participants added their barriers according to a spectrum: 1) subtle to severe violations, and 2) frequency and severity of each barrier."

Activity 4 Barriers Faced by Human Rights Defenders

1 hr 15 min **Page 5-17**

The aim of this activity is for participants to assess the way in which the Declaration on Human Rights Defenders - formally known as the "Declaration of Rights and Responsibilities of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms" - is relevant to their work as human rights defenders.

This activity is divided into 3 parts.

In **Part A**, you will familiarize yourself with the Declaration.

In **Part B**, you will work in small groups to discuss barriers that human rights defenders face in carrying out their work and provide specific examples that you may have experienced from your own work. You will also relate these barriers to articles of the Declaration on Human Rights Defenders.

In **Part C**, you will share your ideas with the larger group.

15 min Part A Large Group Discussion

Together with your facilitator discuss the Introduction to the "Declaration on Human Rights Defenders" provided below. Question to consider:

- What does it mean to be a human rights defender?
- Scan through the articles of the Summary of the Declaration on Human Rights Defenders in the **Materials** section.
- Look back at your answers from "Our Roles as Human Rights Educators and Activists" (Stream 3, Unit 3, Activity 5).

More about…

Introduction to the Declaration on Human Rights Defenders

The Declaration on Human Rights Defenders, adopted by the UN General Assembly on December 9, 1998, is the first UN instrument that recognizes the importance of the work of human rights defenders as well as the need for better protection of those carrying out human rights activities. Because of their role in promoting human rights both nationally and internationally, many human rights defenders have found their own human rights violated by those who oppose their work. These violations range from gross human rights violations, such as physical violence, to other forms of restrictions, such as denial of freedom of movement and assembly, limiting their capacity to obtain and disseminate information and to obtain funding, as well as imposing lengthy and unnecessary administrative procedures on the operation of their organizations.

The Declaration contains provisions on the rights of human rights defenders, and the duties of States to guarantee these rights. In addition, the Declaration includes provisions dealing with the responsibilities of human rights defenders, and the responsibilities of those who can affect the enjoyment of human rights by others.

►►►

►►► More about…The Declaration of Human Rights Defenders

The Declaration on Human Rights Defenders was adopted by all 185 member States of the UN sitting at the General Assembly. As a Declaration, it does not have any legally binding effect upon States. However, it has a strong moral authority upon all UN member States because they all agreed to its terms by consensus. It reflects the norms that States intend to abide by even though they are not necessarily doing so yet.

Normally, a Declaration would evolve to become a Convention, which is a legally binding document that State parties officially sign and ratify. At that point, States actually undertake to implement the provisions contained in the Convention, as if they were signing a contract, rather than just expressing that they would like such norms to prevail. The Declaration on Human Rights Defenders will hopefully gain that status and become a Convention on Human Rights Defenders.

However, the mere existence of the Declaration today is extremely important. It shows that the States already accept international norms which should protect human rights defenders as such and that such norms should be law even though States have not yet signed or ratified a legally binding document such as a convention or a covenant. States are already morally bound to the Declaration even though their practice may not necessarily be consistent with its provisions.

45 min Part B Work in a Group

Barriers imposed on human right defenders can be placed on a continuum from gross human rights violations, such as physical violence, to more subtle restrictions, such as limiting their capacity to obtain funding.

1. The facilitator will begin by reviewing the "Examples of Barriers to Human Rights Work" provided in the **Materials** section.
2. Then, with the members of your group, provide examples of barriers that you have encountered in carrying out your human rights work.
3. Prepare a flipchart version of the chart on the next page to record the information from your discussion.
4. Relate the barriers that you identified in Step 2 with the human rights violations and restrictions specified in the articles of the Declaration. Refer to the copy of the Summary of the Declaration on Human Rights Defenders in the **Materials** section.
5. Record the information in the last column of the flipchart.

15 min Part C Large Group Discussion

With your facilitator, discuss the questions below. Refer to the examples you identified on the flipcharts during your discussion in Part A.

1. Are the barriers that you have experienced in your work as a human rights defender satisfactorily addressed in the Declaration? What about other potential barriers, restrictions or violations?

2. What role should NGOs play in promoting the implementation of this Declaration?

Barriers to Human Rights Work		
Barriers	**Example(s)**	**Article(s)**

End of Activity ■

Facilitator Notes

Instructions for Examining the Main Features of Five International Human Rights Instruments and Mechanisms

All participants attending the program will have been previously assigned, by a random method, to work on the preparation of a presentation on one of the five instruments, (about 20 participants in each group). They will then deliver the presentations in a plenary session (Activity 6). Facilitators will be assigned to each group and resource persons will move among the groups to answer questions that may arise.

1. Begin by explaining to participants that this activity is not meant to be an in-depth analysis of the instruments. Such an analysis is not feasible within the time available. The main aim is to provide participants with some methods and techniques on conducting training on the instruments. Participants will also have the opportunity to interact with resource persons who have expertise in using the different instruments.
2. Go over the instructions for Activities 5 and 6 with the participants.
3. Ensure that the participants have the relevant documents to prepare their presentations.
4. Participants have two hours to complete Activity 6. Encourage them to work efficiently. They can divide up into sub-groups and work on different parts of the presentation. They should spend no more that one hour researching and gathering the information. The rest of the time should be spent preparing the presentation.
5. Inform participants that the presentations will take place in the designated plenary rooms, i.e., the Agora for the English groups and a designated room for the French groups.

Activity 5 Examining the Main Features of Five International Human Rights Instruments and Mechanisms

1 hr 45 min **Page 5-21**

The aim of this activity is to enable you to gain a familiarity with the five international human rights instruments listed below, by having you study the instruments and then sharing your learning.

- International Covenant on Civil and Political Rights (ICCPR)
- International Covenant on Economic, Social and Cultural Rights (ICESCR)

- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
- Convention on the Rights of the Child (CRC)
- Universal Periodic Review (UPR)

Reminder: Review your "Pre-training assignment." See how you rated your understanding of UN instruments.

Work in Your Designated Group

Participants will work in their designated groups to prepare a presentation on one (1) of the instruments/mechanisms, according to the guidelines provided below.

Guidelines for Preparing Your Presentation

Participatory Technique
Effective Presentations

Prepare a 10-minute presentation on the instrument/mechanism assigned to your group. Use:

- The text of the instrument
- The relevant "Info Pack" in the **Materials** section.
- The experience of the members of the group

1. Review the suggested format for presentation in the table "Main Features of International Human Rights Instruments" on the next page.
2. Decide on how your group will proceed to prepare the presentation. You may want to divide into sub-groups and work on different aspects of the presentation or you may choose to work as a whole group.
3. Summarize the results of your discussion on a flipchart version of the table. Choose one or two spokespersons to deliver the presentation in plenary.
4. Other aspects to consider as you examine the instrument:
    - Differences between rights that address individuals or groups
    - Interpretation of the instrument in regional instruments, national legislations and constitutions
    - General Comments by the UN Human Rights Committees on certain rights

Main features of International Human Rights Instruments		
Name of Instrument:	**Date of Entry into Force:**	**Number of States Parties:**
1) Rights protected		
2) Obligations imposed on the State		
3) Limitations		
4) Duties/Responsibilities imposed on the public		
5) Mechanisms for monitoring compliance		
6) Optional protocol(s) and purpose		
7) Other special characteristics		

Main Features of the Universal Periodic Review (UPR)

1) What is the Universal Periodic Review (UPR)?

The UPR is a new human rights **monitoring mechanism** aiming at **improving the human rights situation** in all of the 192 UN Member States.

The UPR is a **state driven process** which provides the opportunity for each State to declare the actions taken to improve the human rights situations in their countries and to fulfill their human rights obligations. The UPR was created through the UN General Assembly on 15 March **2006** by resolution 60/251.

2) What are the objectives of the UPR?

- To address human rights violations all over the world
- To improve the human rights situation everywhere
- To encourage States to fulfill their human rights obligations and commitments
- To assess positive developments and challenges faced by States
- To enhance the State's capacity to ensure the enjoyment of human rights by all
- To provide technical assistance to States, when requested
- To share best practices between States and other stakeholders

3) How does the UPR process work?

- *UPR cycle of reviews and number of States reviewed each year*

  All UN Member States will be reviewed **every four years** with **48 States** reviewed each year. Around 16 States are reviewed during each session.

- *Who conducts the State review*

  The reviews are conducted by the UPR Working Group which consists of the 47 members of the Council. However any UN Member State can take part in the discussion/dialogue with the reviewed States. Each review is facilitated by groups of three States, known as "troikas", who serve as rapporteurs. The selection of the troikas is done through a drawing of lots prior for each Working Group session.

- *How the reviews are conducted*

  Reviews take place through an interactive discussion between the State under review and other UN Member States. This takes place during a meeting of the UPR Working Group. During this discussion any UN Member State can pose questions, comments and/or make recommendations to the States under review. The duration of the review will be three hours for each country in the Working Group.

- *Human rights obligations addressed by the review*

  The review assesses the extent to which States respect their human rights obligations contained in: (1) the UN Charter; (2) the Universal Declaration of Human Rights; (3) human rights instruments to

which the State is a party (covenants, conventions and other human rights treaties ratified by the State concerned); (4) voluntary pledges and commitments made by the State (e.g. national human rights policies and/or programs implemented); and, (5) applicable international humanitarian law.

- *Documents that form the basis for the review*

Three reports serve as a basis for each State review: (1) **State report**: information provided by the State under review; (2) **UN Summary Report**: information contained in the reports of independent human rights experts and groups, known as the Special Procedures, human rights treaty bodies, and other UN entities; (3) **Stakeholder Summary Report**: information from other stakeholders including non-governmental organizations and national human rights institutions.

4) What is the outcome of the review?

Following the State review by the Working Group a report is prepared by the troika with the involvement of the State under review and assistance from the OHCHR. This report, referred to as the "**outcome report**", provides a summary of the actual discussion. It consists of the questions, comments and recommendations made by States to the country under review, as well as the responses by the reviewed State.

5) What is the duty of the State regarding the outcome of the UPR?

States are responsible for **implementing** the conclusions, recommendations, voluntary pledges and commitments that are part of the outcome documents.

6) How can different stakeholders engage with the UPR mechanism? (i.e., NGOs, grassroots organizations and National Human Rights Institutions)

There are many opportunities to engage in the UPR process. Although the review process provides limited space for stakeholders participation, the work before and after the review is key to implement concrete recommendations of the "**outcome report**".

Below are some ways that NGOs can participate:

- Participate in the national consultation held by the State under Review.
- Send submissions to the Office of the High Commissioner before the Review for the "**Stakeholder Summary Report"**
- Lobby members of the Working Group
- Attend and participate in the plenary before the adoption of the outcome
- **Monitor** the implementation of the UPR recommendations by the State under review.

Sources:
Human Rights Project at the Urban Justice Centre. (2010). A Practical Guide to the United Nations' Universal Periodic Review (UPR). New York. Available online: http://www.hrpujc.org/documents/UPRtoolkit.pdf

Irish Council for Civil Liberties (ICCL) and UPR-info.org. Your Rights. Right Now. A Plain English Guide to the Universal Periodic Review. Available online: http://www.rightsnow.ie/assets/5/EBAA5041-D2DE-8672-55C9086A7A967DA7_document/UPR_web.pdf

Office of the High Commissioner for Human Rights. Fact Sheet: Human Rights Council – Universal Periodic Review. Available online www.ohchr.org/EN/HRBodies/UPR/Documents/UPRFactSheetFinal.pdf (Available in the Materials Section of IHRTP Manual - Stream 5)

Office of the High Commissioner for Human Rights. (2008). Working with the United Nations Human Rights Programme: A Handbook for Civil Society. Geneva. Available online: http://www.ohchr.org/EN/AboutUs/CivilSociety/Documents/Handbook_en.pdf

End of Activity ■

Activity 6 Plenary Presentations – "Five Human Rights Instruments and Mechanisms"

2 hr 30 min **Page 5-26**

All the groups will convene in the plenary room, and each group will in turn deliver their 10-minute presentation.

After each presentation, the resource person will comment and elaborate on the information provided. Presentations will follow the schedule below. The sessions in English will take place in the Agora and the sessions in French will be in the Boardroom.

Presentation Schedule		
English Session		
Time	**Instrument(s)**	**Resource Person**
2:00-2:30	UPR	Elena Ippoliti
2:30–3:30	ICCPR ICESCR	Alexa Leblanc
3:30 - 4:00	**Break**	
4:00-4:30	CRC	Claire Bernard
4:30-5:00	CEDAW	TBA
French Sessions		
Time	**Instrument(s)**	**Resource Person**
2:00–3:00	ICCPR ICESCR	Chryzogone Zougmoré
3:00-3:30	CEDAW	Anne Saris
3:30 - 4:00	**Break**	
4:00-4:30	CRC	Catherine Gauvreau
4:30-5:00	UPR	Cynthia Gervais

Unit 3 Working with International Human Rights Instruments

Facilitator Notes

Instructions for Activity 1 Working on a Human Rights Case Study

1. Carefully review the schedule that has been established for today in order for participants to work on each part of the case.
2. Two working groups will be paired together to work on the case. Ensure that you make the appropriate arrangements with the other facilitator.
3. Go over the instructions with the participants and ensure that they have all the necessary materials to work on the case study.

Activity 1 Working on a Human Rights Case Study

4 hr **Page 5-27**

You will now have the opportunity to practice using the five instruments and mechanisms by working on a two-part case study. Each part focuses on different human rights issues. These are:

- Housing rights and forced eviction
- Women and children's rights

Both parts are about the same group of evicted persons. There is a general overview of the situation, followed by the two parts. Although each part may lend itself to using particular instruments, you should consider the relevance of all instruments.

You will join with another working group to carry out this activity.

The schedule provided on the next page outlines how you should proceed to work on the parts of the case study. Each session lasts 2 hours. It is important to follow this schedule since there are resource persons who will visit the different groups to provide assistance and answer questions.

Refer to "Case Study: The Anuk Minority" on page 5-87 for the guidelines on how to proceed.

Overall Schedule for Working on Case Studies		
Session / Groups	Session 1 9:00-11:00	Session 2 11:30-12:30 2:00-3:00
Groups 1, 2 & 3	Housing rights and forced eviction	Women and children's rights
Groups 4, 5 & 6	Women and children's rights	Housing rights and forced eviction
Groups 7 & 8	Housing rights and forced eviction	Women and children's rights

Facilitator Notes

Instructions for Activity 2 Reflections on Using Case Studies in Human Rights Education

Introduction

The aim of this activity is to discuss the case study methodology.

Procedure

Discuss the questions below with the participants. On a flipchart, write down participants' reflections on what makes a good case study. Suggested answer key for Question 1:

- Facts are presented clearly, sequentially, and briefly.
- Multiple solutions are possible. There is no single best answer.
- The case study could be used again in other contexts.
- The case study includes conflict or friction points among the characters.

Activity 2 Reflections on Using Case Studies in Human Rights Education

60 min **Page 5-29**

Participatory Technique
Case Study

With your facilitator, discuss the questions below. Refer to the case studies you worked on in Activity 1 and Participatory Training Technique: Case Study at the end of the Stream.

1. What do you think makes a good case study? What would you add to the list provided in Participatory Training Technique: Case Study (authentic, concrete, narrative, and open-ended)?

2. What should you do to ensure that your case study is a high quality and effective learning tool?

End of Activity ■

End of Stream Evaluation/Debriefing

30 min **Page 5-29**

After completing the End of Stream Evaluation, discuss as a group the benefits of the Stream's events if time permits.

Questions to keep in mind:

- What is the most effective way to transfer the knowledge you acquired and reinforced during this Stream to your colleagues? What are some of the key points you would like your colleagues to retain?

- What issues discussed do you feel are most relevant for the work of your organization?

- What were the different human rights education methods and techniques used? Were they effective?

- Have you used case studies in the past to address human rights issues? How would the case study in this Stream be adapted to address human rights issues specific to your context?

- What are some examples of your organizations that effectively demonstrate equality between men and women? How would you promote substantive equality in your human rights education work?

Participatory Training Techniques Practised in This Stream

- Buzz Groups
- Effective Presentations
- Case Study

5

Buzz Groups

Unit 1 Activity 1

Buzz groups are subgroups of 2 or 3 participants that are used to generate fresh ideas on a topic or a problem. Buzz groups have a time limit – of about five minutes – to discuss a particular issue or question raised by the facilitator. This is done without any previous preparation or reflection about the issue. After the five-minute period, the members of each buzz group share the results of their reflection with the broader group.

The "buzz group" technique has many uses:

- to produce fresh ideas on a topic or a problem, in a quicker way than what can be done with brainstorming
- to consult all the members of a group on a precise question
- to settle a conflict between members of a group

In summary, working in buzz groups gets participants to think very spontaneously about a particular topic and generate a wide variety of ideas.

Source: http://www.scoutbase.org.uk/library/hqdocs/facts/pdfs/fs310506.pdf

Effective Presentations

Unit 1 Activity 1

Presentation Tips:

- Check out the room where you will be presenting in advance.
- Practice your presentation a number of times.
- Take along a bottle of water.
- Use a conversational tone.
- Convey your enthusiasm for the material and the audience.
- Maintain regular eye contact with the audience (i.e., the participants).
- Ask the audience periodically if they can hear and see everything.
- Move purposefully around the room, and use natural gestures. Avoid movements and gestures that may distract the audience.
- Interact with the participants to create positive rapport with them.

Using Visual Aids (blackboard, overheads, flipcharts or computer presentations)

- Use visual aids to stimulate and focus participants' attention.
- Check the equipment before the session to make sure it works and you know how to use it.
- Reveal visual information gradually rather than all at once.
- Make each visual count.
- Consider creating visual aids during the presentation.
- Encourage the participants to take notes.
- Provide handouts of computers presentations with space for additional notes.

Source: University of Waterloo, Teaching Resources and Continuing Education. (2002).Lecturing Interactively in the University Classroom. Available from: http://www.adm.uwaterloo.ca/infotrac/interactiveUclassroom.html.

Case Study

Unit 3 Activity 2

The case study is an ideal technique when a holistic, in-depth investigation is needed for an issue. It is designed to develop problem-solving and decision-making skills and to encourage multiple perspective-taking in an objective manner. The main features of a case study are:

- Authentic. This is not to say that cases must be literal accounts of actual incidents, though they might be; it means that the characters, situations and dilemmas described must seem true.
- Concrete. Concreteness helps create authenticity. It's the capacity of cases to represent the particulars of the situation/incident that makes them powerful in raising a variety of issues.
- Narrative. Cases engage our attention for some of the same reasons a piece of fiction does: we read to watch the action unfold, to find out what happens next, often identifying with the actors, feeling personally involved in their choices and playing out the consequences.
- Open-Ended. Complex and information-rich cases depict incidents that are deliberately open to interpretation - raising questions rather than answering them, encouraging problem solving, calling forth collective intelligence and varied perspectives, and promoting more reflective practice.

The case study focuses on the development of skills:

- In analysis and decision making rather than on the acquisition of knowledge
- In thinking of and appraising alternative courses of action, reaching a reasonable decision among them, and in planning to make the decisions effective
- In oral communication and persuasion
- In dealing with multi-dimensional issues, formulating appropriate action plans, and managing time

This technique does have some disadvantages. It does not actually provide real experience. Facts are presented; readers get little practice in seeking and recognizing facts and relationships; the situation may be oversimplified. As well, the case study doesn't convey many subtle but important overtones of human personality and conduct. In addition, it is incomplete, as it does not include the process of carrying out the decisions and checking on the results. The case study is not useful if the primary objective is to transmit facts and can be a waste of time and effort if not used properly.

Source: Etington, J.E. (1996). The Winning Trainer, 3rd Ed. Houston: Texas, Gulf Publishing Company.

Materials

- Overview of the Human Rights Council - Questions and Answers
- Protection of Human Rights through International Instruments – Primary Tasks for Human Rights Activists
- Summary of the Declaration on Human Rights Defenders
- Examples of Barriers to Human Rights Work
- Answer Key – Barriers to Human Rights Work
- International Covenant on Civil and Political Rights
- International Covenant on Economic, Social and Cultural Rights
- Convention on the Elimination of All Forms of Discrimination against Women
- Convention on the Rights of the Child
- Fact Sheet: Human Rights Council – Universal Periodic Review
- Case Study: The Anuk Minority

Overview of the Human Rights Council - Questions and Answers

Unit 2 Activity 1

What is the Human Rights Council?

The Human Rights Council is the body created by United Nations Member States to strengthen the promotion and protection of human rights around the world. The Council replaces the UN Commission on Human Rights.

What makes the Human Rights Council different from its predecessor?

The Commission on Human Rights had many proud accomplishments, particularly in setting global human rights standards. But many new features make the Council an even stronger body. For example, the Commission's members were really selected behind closed doors and then "elected" by acclamation. By contrast, the new members of the Council had to compete for seats, and successful candidates needed to win the support of a majority of all member states, in a secret ballot. For the first time ever, candidates gave voluntary commitments to promote and uphold human rights, and will be expected to meet them or else face possible suspension from the Council. The resolution establishing the Council also stresses the importance of ending double-standards, a problem that plagued the past Commission. Thus, the Council also has a new universal periodic review mechanism, which offer the Council - and the world - the opportunity to examine the records of all 191 member States of the United Nations. Unlike before, no country can escape scrutiny. This promises to be a very powerful tool for human rights advocates worldwide. In addition, the Council meets throughout the year, whereas the Commission's limited six-week schedule severely impaired its effectiveness and flexibility. With this precious additional time, the Council is able to undertake preventive initiatives to defuse simmering crises, and to respond quickly to emerging human rights crises.

Who sits in the new Council?

On 9 May, 2006, 47 countries were elected members of the Council. The distribution of seats is in accordance with equitable geographical representation (13 from the African Group; 13 from the Asian Group; 6 from the Eastern European Group; 8 from the Latin American and Caribbean Group; and 7 from the Western European and Other States Group). For a full list of members, see http://www2.ohchr.org/english/bodies/hrcouncil/membership.htm

If some members of the Council have less than perfect human rights records, won't the Council fall victim to the same problems that plagued the Commission?

The Council, the members of which are elected in genuine competitive elections, is meant to work on the basis of universality, impartiality, objectivity and non-selectivity. It is necessarily inclusive, as it has to conduct much of its work on the basis of dialogue and cooperation and that includes talking to and assisting countries that are seen to have specific rights problems. What is more, no

country has a perfect human rights record, and all States must be accountable for their shortcomings. The test is not membership, but accountability and the demonstrated willingness of countries to provide redress and make improvements. These are the aims of the new Council and its mechanisms.

Will a new bureaucracy really lead to an improvement in human rights around the world?

It is true that a purely institutional change is not enough. For there to be a real impact, the members of the new Council must be prepared to look beyond their immediate political interests and embrace the cause of protecting human rights worldwide. That will require political will and principled leadership from every one of them. It will also require the engagement of civil society and the public in ensuring members live up to their commitments.

Could a Member have its rights and privileges suspended in the Council?

The General Assembly has the right to suspend the rights and privileges of any Council Member that it decides has persistently committed gross and systematic violations of human rights during its term of membership. This process of suspension requires a two-thirds majority vote by the General Assembly.

How long are the terms of membership?

Members are elected for three year terms. They are not eligible for immediate re-election after serving two consecutive terms.

Where does the Human Rights Council fit in within the United Nations system?

The Human Rights Council is a subsidiary body of the General Assembly. This makes it directly accountable to the full membership of the United Nations. During a review in five years time, member States will consider, among other questions, whether to elevate the Council to the status of a principal organ.

Where and how often does the Council meet?

While the old Commission met only once per year in a single six-week session, the Human Rights Council will hold no fewer than three sessions per year (including a main session) for a total period of no less than ten weeks. The Geneva-based Council is also able to convene to deal with urgent situations, and to hold special sessions when necessary. Importantly, any Council member can call for a special session, and the support of only one-third of the Council membership is required to authorize the sitting.

Do non-governmental organizations and other observers participate in the proceedings of the Council as they did with the Commission on Human Rights?

Observers, including non-governmental organizations, intergovernmental organizations, national human rights institutions and specialized agencies participate in the Council through the same arrangements and practices that applied to the Commission.

How does the work of the special mechanisms of the Commission on Human Rights (independent experts and special rapporteurs) affect by the establishment of the Council?

The Council carries over all the Commission's mandates and responsibilities to ensure that there is not a protection gap.

What is the relationship between the United Nations High Commissioner for Human Rights and the Human Rights Council?

The Council assumes the same role and responsibilities of the Commission on Human Rights relating to the work of the Office of the High Commissioner. As such, the High Commissioner retains her independent role under her separate General Assembly mandate, and the Office of the High Commissioner provide the substantive secretariat for the Council, and cooperate closely with the Council in promoting and protecting human rights.

How would you summarize the main objectives of the Human Rights Council?

The Council is responsible for promoting universal respect for and protection of all human rights and fundamental freedoms for all. It addresses violations, promotes human rights assistance and education, helps develop international human rights law, reviews the human rights records of member States, works to prevent abuses, responds to emergencies, and serves as an international forum for dialogue on human rights issues.

Source:
http://www.un.org/apps/news/infocusRel.asp?infocusID=114&Body=human%20rights%20council&Body1

Protection of Human Rights through International Instruments – Primary Tasks for Human Rights Activists

Unit 2 Activity 2

Mr. I.A. Rehman

Mr. Rehman is Director of the Human Rights Commission of Pakistan (HRCP), the leading Pakistan NGO committed to the entire range of human rights. Mr. Rehman outlines ways in which NGOs can use the international standards at the national level to advance the case of human rights in their respective countries.

1. Awareness

Maximum benefit can be derived from International Instruments only when the entire population of your country is aware of them.

- Are the texts of these treaties and commentaries available in your country in the common people's language(s)?
- If not, get the texts translated into your language(s).
    - Organize readings in schools, trade unions, women's associations, professional groups, and teachers.
    - Use pictorial posters, songs, and theatre to spread awareness.
- Are human rights courses, especially relating to key treaties, taught in your educational institutions?
    - If not, agitate to have human rights courses introduced at all levels - especially at the primary and secondary levels.
    - Also agitate for inclusion of human rights courses in law schools and institutions for training of judges, police, and military.

2. Ratification

- Has your country ratified the key treaties? If not, agitate for ratification. You are likely to be told that ratifying a treaty does not automatically imply enforcement. The answer is that ratification starts a process within the state machinery. The state has to submit reports. All branches of administration have to examine their standards. Bureaucracy gets educated. Above all, human rights activists in particular and citizens in general acquire a terms of reference for their campaigns.

- If your country has ratified a treaty with reservations, hold debates on the merits of the reservations and persuade people to pressure the government for withdrawal of the reservation.

- If your country has ratified a treaty, its enforcement demands domestic legislation. Agitate for speedy legislation. Lobby with legislators. Sometimes legislation is done but mechanisms and the required forums are not established. Agitate for their establishment and monitor their functioning.

3. Monitoring

- Examine the reports your country submits to the UN bodies. If the submission of these reports is delayed, agitate for responses. States do not often publicize the reports they submit to UN bodies. Demand their dissemination at home. If government does not do that, get copies from the Internet and disseminate contents yourself. You may find half-truths and even lies in these reports.

- Some conventions require that states prepare their reports in consultation with NGOs. If this condition is not met, agitate for your right to be consulted. If your plea is rejected, protest, and seek ways of preparing alternative reports.

- Both CEDAW and CRC require that states indicate in their budgets allocations for women's and children's needs and devote at least one day to debate on such allocations. Agitate for respect for these obligations. Lobby with legislators, opposition parties will gladly join you.

- Special Rapporteurs ask governments to redress violations/grievances/complaints. States often do not reply or delay responses. Examine Rapporteurs' communications to your government and demand prompt replies/remedial action.

- Demand persistently that all agreements your country negotiates with foreign parties/IMF be made public.

4. Reporting

- While observing the state of human rights in your country, concentrate on the deprivation and exclusion of 1) women, 2) children, 3) working people, 4) minority groups.

- Take note whether denial/violation is sanctioned by law or whether the relevant laws are not honoured in practice. Concentrate on denial/violations affecting sizeable groups.

- Prepare reports on denial/violations on the pattern of case studies you have done. No report should be based on hearsay. All facts should be verified and be verifiable. Reports should be

complete – particulars of persons/groups affected the nature and extent of deprivation, status of redress mechanisms, and whether remedies at home have been tried.

- Send your reports to thematic Special Rapporteurs.
- If you wish to raise any issue before the UN Commission on Human Rights or the Committee on Human Rights, you can do so directly if your organization has consultative status with ECOSOC. If not, you may request any organization, national or international, to make a presentation on your behalf.

5. Alliances and Networking

In all areas of defence and promotion of human rights, seek your natural allies at home and abroad. You will find them amongst:

- Organizations at home and abroad that are concerned with your causes. Networking is always better than solo flights.
- Involve academics, bar associations, trade unions, and social groups in your campaigns.
- If you are harassed or attacked, do not close shop in silence. Let your peers know of your problems and form joint fronts to protest and resist.

Summary of the Declaration on Human Rights Defenders

Unit 2 Activity 4

1. Legal character

The Declaration is not, in itself, a legally binding instrument. However, it contains a series of principles and rights that are based on human rights standards enshrined in other international instruments that are legally binding – such as the International Covenant on Civil and Political Rights. Moreover, the Declaration was adopted by consensus by the General Assembly and therefore represents a very strong commitment by States to its implementation. States are increasingly considering adopting the Declaration as binding national legislation.

2. The Declaration's provisions

The Declaration provides for the support and protection of human rights defenders in the context of their work. It does not create new rights but instead articulates existing rights in a way that makes it easier to apply them to the practical role and situation of human rights defenders. It gives attention, for example, to access to funding by organizations of human rights defenders and to the gathering and exchange of information on human rights standards and their violation. The Declaration outlines some specific duties of States and the responsibilities of everyone with regard to defending human rights, in addition to explaining its relationship with national law. Most of the Declaration's provisions are summarized in the following paragraphs. It is important to reiterate that human rights defenders have an obligation under the Declaration to conduct peaceful activities.

(a) Rights and protections accorded to human rights defenders

Articles 1, 5, 6, 7, 8, 9, 11, 12 and 13 of the Declaration provide specific protections to human rights defenders, including the rights:

- To seek the protection and realization of human rights at the national and international levels; (Art. 1)
- To conduct human rights work individually and in association with others; (Art. 1)
- To form associations and non-governmental organizations; (Art. 5)
- To meet or assemble peacefully; (Art. 5)
- To seek, obtain, receive and hold information relating to human rights; (Art. 6)
- To develop and discuss new human rights ideas and principles and to advocate their acceptance; (Art. 7)

- To submit to governmental bodies and agencies and organizations concerned with public affairs criticism and proposals for improving their functioning and to draw attention to any aspect of their work that may impede the realization of human rights; (Art. 8)
- To make complaints about official policies and acts relating to human rights and to have such complaints reviewed; (Art. 9)
- To offer and provide professionally qualified legal assistance or other advice and assistance in defense of human rights; (Art. 9)
- To attend public hearings, proceedings and trials in order to assess their compliance with national law and international human rights obligations; (Art. 9)
- To unhindered access to and communication with non-governmental and intergovernmental organizations; (Art. 9)
- To benefit from an effective remedy; (Art. 9)
- To the lawful exercise of the occupation or profession of human rights defender; (Art. 11)
- To effective protection under national law in reacting against or opposing, through peaceful means, acts or omissions attributable to the State that result in violations of human rights; (Art. 12)
- To solicit, receive and utilize resources for the purpose of protecting human rights (including the receipt of funds from abroad). (Art. 13)

(b) The duties of States

States have a responsibility to implement and respect all the provisions of the Declaration. However, articles 2, 9, 12, 14 and 15 make particular reference to the role of States and indicate that each State has a responsibility and duty:

- To protect, promote and implement all human rights; (Art. 2)
- To ensure that all persons under its jurisdiction are able to enjoy all social, economic, political and other rights and freedoms in practice; (Art. 2)
- To adopt such legislative, administrative and other steps as may be necessary to ensure effective implementation of rights and freedoms; (Art. 2)
- To provide an effective remedy for persons who claim to have been victims of a human rights violation; (Art. 9)

- To conduct prompt and impartial investigations of alleged violations of human rights; (Art. 9)
- To take all necessary measures to ensure the protection of everyone against any violence, threats, retaliation, adverse discrimination, pressure or any other arbitrary action as a consequence of his or her legitimate exercise of the rights referred to in the Declaration; (Art. 12)
- To promote public understanding of civil, political, economic, social and cultural rights; (Art. 14)
- To ensure and support the creation and development of independent national institutions for the promotion and protection of human rights, such as ombudsmen or human rights commissions; (Art. 14)
- To promote and facilitate the teaching of human rights at all levels of formal education and professional training. (Art. 15)

(c) The responsibilities of everyone

The Declaration emphasizes that everyone has duties towards and within the community and encourages us all to be human rights defenders. Articles 10, 11 and 18 outline responsibilities for everyone to promote human rights, to safeguard democracy and its institutions and not to violate the human rights of others. Article 11 makes a special reference to the responsibilities of persons exercising professions that can affect the human rights of others, and is especially relevant for police officers, lawyers, judges, etc.

(d) The role of national law

Articles 3 and 4 outline the relationship of the Declaration to national and international law with a view to assuring the application of the highest possible legal standards of human rights.

Source: Office of the High Commission for Human Rights. Available online: http://www.ohchr.org/Documents/Publications/FactSheet29en.pdf

Examples of Barriers to Human Rights Work

Unit 2 Activity 4

Barriers to Human Rights Work	Examples
Unnecessary administrative obstacles	• Turkey "Teachers Union Threatened with Closure Because of Controversial Laws" (22/01/05) • http://www.nearinternational.org/alert-detail.asp?alertid=435 • USA "Unfair Advantage: Workers' Freedom of Association in the United States under International Human Rights Standards – Summary" (08/2000) http://www.hrw.org/reports/2000/uslabor/USLBR008-02.htm#P219_31072 • El Salvador "Deliberate Indifference: El Salvador's Failure to Protect Workers' Rights: IV. Freedom of Association Under Domestic Law" (12/2003) http://www.hrw.org/reports/2003/elsalvador1203/4.htm • Sudan "Continuing Human Rights Violations" (13/04/05) http://news.amnesty.org/index/ENGAFR540382005 [?] • Nigeria "New Bill Puts Human Rights Defenders of Sexual Rights at Risk" (07/04/06) http://www.fidh.org/article.php3?id_article=3237
Poor access to information from the State	• Angola "Some Transparency, No Accountability: The Use of Oil Revenue in Angola and its Impact on Human: VI Government Attempts to Restrict Information" (01/2003) http://www.hrw.org/reports/2004/angola0104/6.htm • Iraq "Iraq: State of the Evidence: III. The Documentary Evidence" (11/2004) http://www.hrw.org/reports/2004/iraq1104/3.htm • China: "Gates defends China's internet restrictions" (27/01/06), http://business.timesonline.co.uk/article/0,,19149-2012784,00.html
Problems in holding and disseminating human rights information	• China "Yahoo! implicated in third cyberdissident trial US company's collaboration with Chinese courts highlighted in Jiang Lijun case" (19/04/06), http://www.rsf.org/article.php3?id_article=17180 • Iran "Uighur Teacher Sentenced to Nine Years For Leaking 'State Secrets'" (04/08/04) http://web.amnesty.org/library/Index/ENGMDE130262006?open&of=ENG-346 • Egypt "Academic Freedom Threatened in Egypt" (09/06/05) http://www.nearinternational.org/alert-detail.asp?alertid=62

Barriers to Human Rights Work	Examples
Problems in holding and disseminating human rights information	• USA "USA: Education NGOs Launch Lawsuit Against US State Department Over Academics' Visa-Denial 'For Political Reasons'" (11/11/05) http://www.nearinternational.org/alert-detail.asp?alertid=18 • Cuba "Crackdown Against Dissidents in Cuba, Testimony of José Miguel Vivanco" (16/04/03) http://www.politics.ie/foreign-affairs/12441-human-rights-watch-cuba.html • Australia "Terror research under threat from Aust law" (11/09/06) http://www.abc.net.au/lateline/content/2006/s1738491.htm
Dissolution of NGOs	• Rwanda "Human Rights Organisation Forced to Close Down" (10/01/05) http://web.amnesty.org/library/Index/ENGAFR470012005?open&of=ENG-346 and "Parliament Seeks to Abolish Rights Group" (02/07/04) http://www.hrw.org/en/news/2004/07/02/rwanda-parliament-seeks-abolish-rights-group • Zimbabwe "NGO Act is an Outrageous Attack on Human Rights" (10/12/04) http://web.amnesty.org/library/Index/ENGAFR460392004?open&of=ENG-346 • Belarus "Belarus: End the Silencing of Human Rights Defenders: The Case of the Belarusian Helsinki Committee" (18/11/04) http://www.amnesty.org/en/library/info/EUR49/022/2004/en
Harassment and threats to human rights defenders	• D R Congo "Human rights workers receive death threats" (19/01/05) http://web.amnesty.org/library/Index/ENGAFR620012005 • Iran "Iran: Death threats against human rights defender Shirin Ebadi" (17/04/08) http://www.frontlinedefenders.org/node/1397 • Mexico "Human Rights Defenders in Chiapas" (01/04/06) http://web.amnesty.org/library/Index/ENGAMR410182006?open&of=ENG-346 • Belarus "Tightening the Screws on Dissent" (14/03/06) http://news.amnesty.org/index/ENGEUR490022006

Barriers to Human Rights Work	Examples
Harassment and threats to human rights defenders	• Russia "Human Rights Group Threatened by Security Forces" (20/01/05) http://web.amnesty.org/library/Index/ENGEUR460012005 • Sudan "Ongoing Harassment of Human Rights Defenders" (31/01/06) http://www.fidh.org/article.php3?id_article=3022 • Turkey "Human Rights Defenders Threatened With Death" (22/04/05) http://www.fidh.org/article.php3?id_article=2383
Arrest of human rights defenders	• Sudan "Leading human rights activist re-arrested" (24/01/05) http://web.amnesty.org/library/Index/ENGAFR540102005 • Mexico "Human rights defender arrested" (12/11/04) http://web.amnesty.org/library/Index/ENGAMR410442004?open&of=ENG-346 • Saudi Arabia "One Academic Released Others Still Incommunicado" (01/05/04) http://www.nearinternational.org/alert-detail.asp?alertid=414 • Bahrain "Bahrain rights activists charged after their arrests spark protests"(03/02/2007) http://www.bahrainrights.org/en/node/1020 • Vietnam "Authorities confirm arrest of two cyber-dissidents" (26/09/06) http://www.rsf.org/article.php3?id_article=18961
Theft of property belonging to human rights defenders	• Turkmenistan "Human rights defenders in Eurasia" (04/2006), http://asiapacific.amnesty.org/library/Index/ENGEUR610022005?open&of=ENG-TKM • Vietnam "Vietnam's new dissidents thrive via Internet" (29/10/06), http://www.boston.com/news/world/articles/2006/10/29/vietnams_new_dissidents_thrive_via_internet/
Detention of human rights defenders	• Nepal "Nepalese Denied the Right to Defend Their Rights" (24/4/06) http://www.frontlinedefenders.org/node/45 • Cambodia "New Activist Arrest as Government Pressures Courts" (05/01/06) http://news.amnesty.org/index/ENGASA230012006 • Cambodia "Profile: Aung San Suu Kyi" (25/05/06) http://news.bbc.co.uk/1/hi/world/asia-pacific/1950505.stm and "UN Security Council must step in to support Aung San Suu Kyi" (14/05/09) http://www.amnesty.org/en/news-and-updates/news/un-security-council-must-step-support-aung-san-suu-kyi-20090514

Barriers to Human Rights Work	Examples
	• Ethiopia "Prisoners of Conscience Prepare to Face 'Trial'" (22/02/06) http://news.amnesty.org/index/ENGAFR250052006 • Vietnam"Cyber-dissident pardoned and freed on eve of president's visit to United States" (11/06/07), http://www.rsf.org/article.php3?id_article=20455
Attack and/or torture of human rights defenders	• Russia "Professor and Human Rights Defender Brutally Killed in Russia" (2004) http://www.nearinternational.org/alert-detail.asp?alertid=283 • Nepal "Nepal: Ongoing attacks and threats against two women human rights defenders" (20/06/2007) http://www.frontlinedefenders.org/node/1033 • Sudan "Sudanese Students Beaten, Detained and Reportedly Tortured" (14/02/06 http://www.nearinternational.org/alert-detail.asp?alertid=121 • Nepal "Heads of Three Human Rights Organizations Call for Targeted Sanctions" (18/04/06) http://news.amnesty.org/index/ENGASA310192006 • Bangladesh "Impunity Encouraging Killings of Human Rights Defenders" (23/08/05) http://news.amnesty.org/index/ENGASA130062005 • Western Saharan "Concern for the safety of two Western Saharan human rights defenders " (26/01/07), http://www.frontlinedefenders.org/node/236
Disappearances and abductions of human rights defenders	• Kyrgyzstan "Alleged Enforced Disappearance " (25//11/04) http://www.fidh.org/article.php3?id_article=2060 • Nepal "Open letter condemning the abduction of human rights defenders and civilians by the Communist Party of Nepal (Maoist)" (02/08/04) http://web.amnesty.org/library/Index/ENGASA311512004?open&of=ENG-346 • Chechnya "Last Seen…: Continued "Disappearances" in Chechnya" (06/02) http://hrw.org/reports/2002/russchech02/ • North Korea "North Korea: "Disappearance"/fear of torture/fear of death penalty: Kang Gun (m)" (15/09/05), http://web.amnesty.org/library/Index/ENGASA240032005?open&of=ENG-PRK

Barriers to Human Rights Work	Examples
Killing and/or Extrajudicial or summary execution of human rights defenders	• Russian Federation "Brutal killing of human rights defender Nikolai Girenko" (22/06/04) http://www.amnesty.org/fr/library/info/EUR46/038/2004/en • Brazil "Three defenders of workers rights murdered!" (30/01/04) http://www.fidh.org/article.php3?id_article=502 • Ethiopia "Ethiopia's Educated Suffer Government Repression" (24/01/03) http://www.ethiopianreview.com/content/2002/08/ethiopias-educated-suffer-government-repression/ • Guatemala "Human Rights Defenders in Guatemala: The Case of Myrna Mack Chang" http://www.humanrightsfirst.org/defenders/hrd_guatemala/hrd_mack/hrd_mack.htm • China "Remembering Tiananmen Square "(07/06/04), http://writ.news.findlaw.com/mariner/20040607.html • DR Congo "Prominent Human Rights Defender Assassinated" (01/08/05), http://hrw.org/english/docs/2005/08/01/congo11549.htm
Harassment of family members of human rights defenders	• Vietnam "Vietnam Dissident's Kids Harassed" (1999), http://www.fva.org/0899/story09.htm • China "Acts of harassment against Mr. Gao Zhisheng's relatives" (24/11/06), http://www.omct.org/index.php?id=OBS&lang=eng&actualPageNumber=2&articleSet=Appeal&articleId=6623&PHPSESSID=3afe1f3c165c14c37c887269870e89c4 • Tunisia "Tunisia: End Harassment of Political Prisoners and Families" (08/12/06), http://hrw.org/english/docs/2006/12/08/tunisi14787.htm
Security / Terrorism concerns	• International "Defending Security: The Right to Defend Rights in an Age of Terrorism" http://www.humanrightsfirst.org/defenders/hrd_global/Defending_Security_Draft.pdf • International "Human Rights Defenders Face Intensified Security Risks and New Obstacles Post-9/11" (12/04/2004) http://www.humanrightsfirst.org/media/2004_alerts/0412.htm

Answer Key – Barriers to Human Rights Work

Unit 1 Activity 4

Obstacles	Articles
Unnecessary administrative obstacles	Art.2, Art. 10
Poor access to information from the State	Art.6, Art.13, Art.14
Problems associated with collecting, recording and disseminating information about human rights	Art.6, Art.6, Art.13
Dissolution of NGOs	Art.5, Art.14
Harassment and threats to human rights defenders	Art.1, Art.10, Art.12, Art.12
Arrest of human rights defenders	Art.1, Art.10, Art.12, Art.12
Theft or Property belonging to humain rights defenders	Art.6
Detention of human rights defenders	Art.1, Art.10, Art.12, Art.12
Attack and/or torture of human rights defenders	Art.1, Art.10, Art.12, Art.12
Disappearances and abductions of human rights defenders	Art.1, Art.10
Killing and/or Extrajudicial or summary execution of human rights defenders	Art.1, Art.10, Art.12
Harassment of family members of human rights defenders	Art.1, Art.2, Art.9, Art.12
Security/Terrorism concerns	Art.1, Art.7, Art.9

International Covenant on Civil and Political Rights

Unit 2 Activity 5

Note: Information from the Info-Packs on these instruments comes from Ravindran, D.J. Human Rights Praxis: A Resource Book for Study, Action and Reflection. Asian Forum for Human Rights and Development, Bangkok, Thailand, 1998.

Overview

The International Covenant on Civil and Political Rights (ICCPR) was adopted in 1966 and came into force in 1976. As of May 18, 2011, 167 States have become parties to the Covenant; The Covenant also contains two Optional Protocols.

Article 1 deals with the question of self-determination. Article 2, deals with the obligation of State parties to undertake necessary steps to respect and ensure to all individuals the enjoyment of rights recognized in the Covenant. The rights should be ensured to all individuals 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. Article 3 deals with the obligation of ensuring the equal rights of men and women. Article 4 deals with derogation principles. Article 5 deals with the obligation not to misrepresent any of the articles of the Covenant in such a manner to undermine the rights and freedoms recognized in the Covenant. Articles 6 to 27 deal with the following specific rights:

- The right to life (art.6)
- Prohibition against torture or cruel, inhuman or degrading treatment or punishment (art.7)
- Prohibition against slavery, slave trade, servitude and forced or compulsory labour (art.8)
- Prohibition against arbitrary arrest or detention (art.9)
- Obligation to treat with humanity all persons deprived of their liberty (art.10)
- Prohibition against imprisonment merely on the ground of inability to fulfil a contractual obligation (art.11)
- The right to freedom of movement and freedom to choose a residence (art.12)
- Limitations on the expulsion of aliens lawfully in the territory of a State party (art.13)
- Equality of all persons before the courts and tribunals and for guarantees for fair hearing in criminal and civil proceedings (art.14)
- Prohibition against use of retroactive penal laws (art.15)
- Right of everyone to be recognized as a person before the law (art.16)

- Prohibition against arbitrary or unlawful interference with an individual's privacy, family, home or correspondence and of unlawful attacks on his honour and reputation (art. 17).
- The rights to freedom of thought, conscience and religion (art.l8)
- Freedom of opinion and expression (art.l9)
- Prohibition by law of any propaganda for war and of any advocacy of national, racial or religious hatred (art.20)
- The right of peaceful assembly (art.21)
- The right to freedom of association (art. 22)
- The protection of the family (art. 23)
- The rights of children (art.24)
- The right of every citizen to take part in the conduct of public affairs, to vote and to be elected, and access to public service in his country (art. 25)
- Equality before the law and equal protection of the law (art.26)
- Protection of the rights of ethnic, religious and linguistic minorities (art.27)

Monitoring Mechanism

Under the International Covenant on Civil and Political Rights, a Human Rights Committee has been established to monitor the compliance of rights recognized under the Covenant. The Human Rights Committee consists of eighteen independent experts who are elected from the State parties to the Covenant.

The responsibilities of the Committee are;

(a) consideration of reports submitted by State parties;

(b) the preparation of general comments; and

(c) examining communications from individuals alleging violations of any of the rights contained in the Covenant, as provided by the first Optional Protocol to the Covenant.

The Committee decided in 1981 to prepare "General comments" on the rights and provisions contained in the Covenant with a view to assisting States parties in fulfilling their reporting obligations and to provide greater interpretative clarity as to the intent, meaning and content of the Covenant. There have been 33 General comments since 1981; the last one being in 2008 on the obligations of States parties under the optional protocol.

The General comments can be found on the UN's web site: http://www.ohchr.org/english/bodies/hrc/comments.htm.

Further information about the Human Rights Committee can be found at http://www.ohchr.org/english/bodies/hrc/

Provisions

ARTICLE 2: Obligation of State Parties

Article 2 deals with the obligation of State parties to undertake necessary steps to respect and ensure to all individuals the rights recognized in the Covenant.

The obligation under this article has two elements:

- Obligation of State parties to undertake necessary steps to respect and ensure to all individuals the rights recognized in the Covenant.
- The rights should be ensured to all individuals 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.

As for implementation at the national level, the Human Rights Committee has concluded that the implementation does no depend solely on constitutional or legislative provisions. They may not be sufficient by themselves.

The Committee has held that it is not merely the question of respecting the rights but the State parties have an obligation to ensure the enjoyment of these rights to all the individuals under their jurisdiction.

The obligation of State parties under the Covenant also includes development of special remedies, especially judicial remedies, for situations in which a right or freedom recognized in the Covenant is being violated (art.2 (3)).

The obligation under article 2 is of both a negative and a positive nature. The States parties have an obligation to respect the free exercise of the rights and freedoms set forth in the Covenant. They also have an obligation to create favourable condition for the full enjoyment of all rights and freedoms by all individuals under the jurisdiction of the State party.

The Committee has stressed that individuals should know their rights under the Covenant. It is also important that all administrative and judicial authorities are aware of the obligations that the State party has assumed under the Covenant.

The Committee has also emphasized that the rights set forth in the Covenant apply to everyone, irrespective of his or her nationality or statelessness. Thus, they should guarantee the rights to all individuals despite the fact whether they are citizen or aliens. However, some rights such as the right to political participation (art.25) are applicable only to citizens. On the other hand, limitation on the expulsion of aliens lawfully in the territory of a State party (art.l3) applies only to aliens. A State party may impose restrictions on the entry of aliens. However, once it allows an alien to enter its territory, a State party is obligated to respect all the rights enshrined in the Covenant.

ARTICLE 2 (1): Non- discrimination

Under article 2 (1), the rights enshrined in the Covenant should be ensured to all individuals 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. The Committee has stated that the term "discrimination" as used in the Covenant should be understood to imply any distinction, exclusion, restriction or preference which has the purpose or effect of nullifying or impairing the enjoyment or exercise by all persons, on an equal footing, of all rights and freedoms.

The non-discrimination clause should be discussed in conjunction with the right of equality before the law and equal protection of the law without any discrimination (art.26). Article 26 only entitles all persons to equality before the law and equal protection of the law. It 'prohibits any discrimination under the law and guarantees to all persons equal and effective protection against discrimination'. Both the principle of non-discrimination and equality before the law 'constitute a basic and general principle relating to the protection of human rights.

The fundamental nature of the principle of non-discrimination is reflected in article 3 that obligates each State party to ensure the equal right of men and women in the enjoyment of the rights enshrined in the Covenant. Moreover, article 4 allows for derogation of certain obligations by State parties during a public emergency does not involve discrimination solely on the ground of race, colour, sex, language, religion or social origin. Thus, a State party should protect the principle of non-discrimination even during a public emergency.

The Covenant also provides for States parties to prohibit, by law any advocacy of national, racial or religious hatred which is incitement to discrimination (art. 20 (2)).

The principle of non-discrimination and that of equality before the law and equal protection of the law are referred to in articles relating to particular categories of human rights. Article 14, paragraph 1, provides that all persons shall be equal before the courts and tribunals, and paragraph 3 of the same article provides that, in the determination of any criminal charge against him, everyone shall be entitled, in full equality, to the minimum guarantees. Similarly, article 25 provides for the equal participation in public life of all citizens, without any of the distinctions mentioned in article 2.

State parties are obliged to undertake specific legislative, administrative or other measures to guarantee the equality in the enjoyment of rights. The Committee has observed that the principle of

equality sometimes requires States parties to take affirmative action in order to diminish or eliminate conditions that cause or help to perpetuate discrimination prohibited by the Covenant.

ARTICLE 3: Obligation to Ensure the Equal Rights of Men and Women

This article deals with one of the grounds for discrimination identified in article 2(1). It addresses the importance to enable women to enjoy civil and political rights on an equal footing with men. The article requires that State parties undertake affirmative action to ensure the equality of men and women.

According to the Committee, simply enacting laws cannot do it. Therefore, the Committee has sought information regarding the role of women in practice to find out what measures, besides purely legislative measures of protection, have been or are being taken to give effect to the precise and positive obligations under article 3. The Committee has recommended that States parties give special attention to review laws or measures that inherently draw a distinction between men and women.

ARTICLE 4: Derogation of Rights at the Time of a Public Emergency

This article allows for State parties to derogate from a number of rights when a public emergency threatens the life of a nation. However, the article also specifies certain rights State parties should protect even during a public emergency.

No derogation is allowed regarding the following rights:

- The right to life (art.6)
- Prohibition against torture or cruel, inhuman or degrading treatment or punishment (art.7)
- No one shall be held in slavery; prohibition of slavery and slave trade; no one shall be held in servitude (art.8 (1) (2))
- Prohibition against imprisonment merely on the ground of inability to fulfill a contractual obligation (art 11)
- Prohibition against use of retroactive penal laws (art.15)
- Right of everyone to be recognized as a person before the law (art.16)
- The rights to freedom of thought, conscience and religion (art.18)

The Committee has stated that 'measures taken under article 4 are of an exceptional and temporary nature and may only last as long as the life of the nation concerned is threatened and that, in times of emergency, the protection of human rights becomes all the more important, particularly those right from which no derogation can be made.'

Optional Protocols

Under the first Optional Protocol to the International Covenant on Civil and Political Rights, the Human Rights Committee is authorized to receive complaints from individuals claiming to be victims of violations of rights contained in the Covenant. The Second Optional Protocol to the International Covenant on Civil and Political Rights aims at the abolition of the death penalty.

Source: http://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-4&chapter=4&lang=en

International Covenant on Economic, Social and Cultural Rights

Unit 2 Activity 5

Overview

The Covenant on Economic, Social and Cultural Rights (ICESCR) was adopted by UN General Assembly on December 16, 1966 and entered into force on January 3, 1976. As of April 29, 2011, 160 States have become parties to the Covenant (6 States are remaining signatories).

Unlike civil and political rights, economic, social and cultural rights are often viewed with 'suspicion, caution and scepticism'; at times even 'treated with an air of triviality'. In the human rights field, economic, social and cultural rights are most often accorded secondary status by governments and NGOs.

However, the economic, social and cultural rights are indivisible part of human rights. First, ESC rights have intrinsic value. They create the condition for enhancing a person's capability by eradicating deprivation. They expand the freedom to lead a life that we value. The potentialities of the human person may be expressed through civil and political rights but the unfolding of these potentialities requires adequate social and economic circumstances.

The concept of human dignity is the foundation for civil and political and economic, social and cultural rights. These rights can neither be given nor taken away. Human dignity is denied when civil and political rights and economic, social and cultural rights are not guaranteed. Two common elements mediate both sets of rights - security and equality. Security of the person includes socio-economic security and equality before law encompasses equality of opportunities.

The development of international human rights law has shown the indivisibility of the civil, political and economic, social and cultural rights. For example, the Convention on the Elimination of All Forms of Discriminations Against Women and the Convention on the Rights of the Child incorporate protection of both sets of rights.

Violations of Economic, Social and Cultural Rights

The notion of violation applied vigorously to civil and political rights is normally not used regarding economic, social and cultural rights. The Committee on Economic, Social and Cultural Rights has developed the concept of 'minimum core obligations'. The Committee developed this concept mainly to refute the argument that lack of resources hinders fulfillment of obligations. The Committee has stated that every State has a minimum core obligation to satisfy minimum essential levels of each of the right of the Covenant. The Committee has clarified that a State party 'in which any significant number of individuals is deprived of essential foodstuffs, of essential primary health care, of basic shelter and housing, or of the most basic forms of education is prima facie, failing to discharge its obligations under the Covenant'.

Thus, it can be construed that failure to fulfill minimum core obligations will be a violation of the rights enshrined in the Covenant. However, the notion of violation of economic, social and cultural rights needs to be further developed. A group of distinguished experts in international law have developed principles known as the Limburg Principles. These principles provide some basic framework to develop the notion of violation of economic, social and cultural rights. According to the Limburg Principles, 'A failure by a State party to comply with an obligation contained in the Covenant is, under international law, a violation of the Covenant.'

In determining what amounts to a failure to comply, it must be borne in mind that the Covenant affords to a State party a margin of discretion in selecting the means for carrying out its objects, and that factors beyond its reasonable control may adversely affect its capacity to implement particular rights.

A State party will be in violation of the Covenant, inter alia, if:

- It fails to take a step which it is required to take by the Covenant;
- It fails to remove promptly obstacles which it is under a duty to remove to permit the immediate fulfillment of a right;
- It fails to implement without delay a right which it is required by the Covenant to provide immediately;
- It wilfully fails to meet a generally accepted international minimum standard of achievement, which is within its powers to meet;
- It applies a limitation to a right recognized in the Covenant other than in accordance with the Covenant;
- It deliberately retards or halts the progressive realization of a right, unless it is acting within a limitation permitted by the Covenant or it does so due to a lack of available resources or force majeur;
- It fails to submit reports as required under the Covenant.'

Monitoring Mechanism

The Committee on Economic, Social and Cultural Rights was established in 1985 and is comprised of 18 members who are independent and serve in their personal capacity, not as representatives of Governments.

The primary function of the Committee is to monitor the implementation of the Covenant by States parties. Under articles 16 and 17 of the Covenant, States parties undertake to submit periodic reports to the Committee-within two years of the entry into force of the Covenant for a particular State party, and thereafter once every five years-outlining the legislative, judicial, policy and other measures which they have taken to ensure the enjoyment of the rights contained in the Covenant. States parties are also requested to provide detailed data on the degree to which the rights are implemented and areas where particular difficulties have been faced in this respect.

The Committee has assisted the reporting process by providing States parties with a detailed 22-page set of reporting guidelines specifying the types of information the Committee requires in order to monitor compliance with the Covenant effectively (available at the UN's web site: www.ohchr.org).

The Committee can also assist Governments in fulfilling their obligations under the Covenant by issuing specific legislative, policy and other suggestions and recommendations such that economic, social and cultural rights are more effectively secured.

The Committee decided in 1988 to prepare "General Comments" on the rights and provisions contained in the Covenant with a view to assisting States parties in fulfilling their reporting obligations and to provide greater interpretative clarity as to the intent, meaning and content of the Covenant. The General Comments, the most recent being General Comment No. 21 on the right to take part in cultural life, can be found on the UN's web site (http://www2.ohchr.org/english/bodies/cescr/comments.htm). In 2009, the Committee also published a general comment on non-discrimination in Economic, Social and Cultural Rights (art.2, para.2).

The Committee was the first treaty body to provide non-governmental organizations (NGOs) with the opportunity to submit written statements and make oral submissions dealing with issues relating to the enjoyment or non-enjoyment of the rights contained in the Covenant in specific countries.

Provisions

Articles 2(2) and 3: Non-discrimination

Article 2 (2) and Article 3 deal with the non-discrimination aspect. Article 2 (2) is similar to other instruments in stating that the rights should be enjoyed without discrimination on the grounds of 'race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.'

Article 3, on the other hand is more specific. It provides for the 'equal right of men and women to the enjoyment of rights…set forth in the Covenant.'

The concept of 'progressive realization' is not applicable to the non-discrimination clause and the obligation to ensure equal rights of men and women. The obligation is to ensure it immediately and not progressively.

The obligation to ensure the equal rights of men and women includes affirmative action to eliminate conditions that contribute to discrimination.

The Committee has followed the practice that discrimination is not restricted to those grounds identified under the Covenant and includes discrimination based on age, health status, or disability. The non-discriminatory clause of the Covenant covers discriminatory acts of both public authorities and private individuals.

Article 4: Limitations

Article 4, of the Covenant deals with the limitation clause. The ICESCR does not recognize any particular right to be non-derogable in the manner it is done under the ICCPR. However, Article 4, states that limitations imposed on the enjoyment of rights should be 'determined by law' and should be done solely for the purpose of 'promoting the general welfare in a democratic society.'

Article 2 (1): Obligation of States

Article 2 (1) of the Covenant deals with the obligation of States parties under the Covenant. According to the Committee on Economic, Social and Cultural Rights, 'Article 2 is of particular importance to a full understanding of the Covenant and must be seen as having a dynamic relationship with all of the other provisions of the Covenant. It describes the nature of the general legal obligations undertaken by States parties to the Covenant.'

Article 2 (1) of the Covenant states that,

'Each State party to the present Covenant undertakes to take steps, individually and through international assistance and co - operation, especially economic and technical, to the maximum of available resources, with a view to achieving progressively the full realization of the rights recognized in the present Covenant by all appropriate means, including particularly the adoption of legislative measures.'

Thus, obligations of States parties are expressed through the use of terms 'undertakes to take steps,' 'to the maximum available resources,' ' achieving progressively the full realization,' and 'by all appropriate means including particularly the adoption of legislative measures.'

In contrast, these terms are not used in the civil and political rights Covenant. The Article 2 (1) of the Covenant on Civil and Political Rights states that, 'Each State Party to the present Covenant undertakes to respect and to ensure to all individuals… the rights recognized in the present

Covenant….' It is normally argued that the Covenant on Economic, Social and Cultural Rights does not belong to the same genre as that of the civil and political rights. Hence, it is important to understand the meaning of terms used in Article 2(1) of the International Covenant on Economic, Social and Cultural Rights (ICESCR) to comprehend the obligations under the Covenant.

Obligation of Conduct and Obligation of Result

The Committee on Economic, Social and Cultural Rights has made it clear that the obligations of States parties include both obligation of conduct and obligation of result. The International Law Commission has formulated these two categories and the Committee has referred to it to elaborate on the obligations of States parties under the Covenant.

Obligation of conduct means that, a State has to undertake a specific step. For example, prohibiting forced labour is an act of conduct. Obligation of result means attaining a particular outcome through active implementation of policies and programmes. However, conduct and result cannot be separated. The concept of obligation of conduct and result provides an effective tool for monitoring the implementation of economic, social and cultural rights. It also shows that realization of economic, social and cultural rights is a dynamic process involving both immediate and long-term intervention.

Meaning of 'Undertakes to Take Steps'

The use of the term 'Each State Party . . . undertakes to take steps,' in Article 2 (1) of the ICESCR is normally construed as implying progressive implementation of the Covenant. However, it should be noted that a similar term is used in Article 2 (2) of the ICCPR and in Article 2 (1) of the Convention Against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment. Thus, the term cannot be construed to imply progressive implementation. In fact, the Committee on Economic, Social and Cultural Rights has clarified that, 'while the full realization of the relevant rights may be achieved progressively, steps towards that goal must be taken within a reasonably short time after the Covenant's entry into force for the States concerned. Such steps should be deliberate, concrete and targeted as clearly as possible towards meeting the obligations recognized in the Covenant.'

Meaning of 'By All Appropriate Means, Including Particularly the Adoption of Legislative Measures'

The Committee on Economic, Social and Cultural Rights has recognized that States must decide the appropriate means and it may depend on the right that is being implemented. However, the Committee has stated that, 'States parties reports should indicate not only the measures that have been taken but also the basis on which they are considered to be the most "appropriate" under the circumstances.'

It is clear from the interpretation given by the Committee that the term 'all appropriate means' is linked to both conduct and result. A State party cannot avoid its obligations by merely saying that its policies are aimed at economic development and poverty or illiteracy will be eradicated eventually.

As for the term 'adoption of legislative measures,' the Committee has stated that it by no means exhausts the obligation of State parties. A mere existence of laws is not sufficient to prove that a State party is carrying out its obligation under the Covenant. For example, while considering the Canadian report, a member of the Committee commented that, ' When reports focused too narrowly on legal aspects, the suspicion naturally arose that there might be some gap between law and practice.'

In addition to laws, the Committee has also stressed the need for 'provision of judicial remedies with respect to rights which may, in accordance with the national legal system, be considered justifiable.'

Meaning of 'Achieving Progressively'

It is normally assumed that due to the resources required for the realization of economic, social and cultural rights, they are incapable of immediate implementation. On the other hand, the Committee has stated that,

> 'The fact that realization over time, or in other words progressively, is foreseen under the Covenant should not be misinterpreted as depriving the obligation of all meaningful content. It is on the one hand a necessary flexibility device, reflecting the realities of the real world and the difficulties involved for any country in ensuring full realization of economic, social and cultural rights. On the other hand, the phrase must be read in the light of the overall objective, indeed the raison d'être, of the Covenant that is to establish clear obligations for States parties in respect of the full realization of the rights in question. It thus imposes an obligation to move as expeditiously and effectively as possible towards that goal.'

The Committee has made it clear that 'progressive realization' is not an escape clause. Such an interpretation provides activists an important conceptual perspective against the notion of 'gradualism' in economic policies. It means that ensuring social welfare is a gradual long - term process where the growth of the economy will percolate to everyone. However, most often growth becomes an end in itself whether it is socially desirable or not. The position of the Committee seems to be that the process of economic growth should be combined with the realization of human rights.

The Committee has also concluded that 'progressive realization' includes not only continuous improvement but also the obligation to ensure that there are no regressive developments. The Committee has stated that, ' any deliberately retrogressive measures . . . would require the most careful consideration and would need to be fully justified by reference to the totality of the rights provided for in the Covenant and in the context of the full use of the maximum of available resources.'

Meaning of 'To the Maximum of Its Available Resources'

The notion that economic resources are essential for the implementation of economic, social and cultural rights has been the major justification for considering it secondary to civil and political rights. The Committee has acknowledged the importance of resources in fulfilling the rights but does not consider that resource availability as an escape clause. For example, it has stated that 'in cases where significant numbers of people live in poverty and hunger, it is for the State to show that its failure to provide for the persons concerned was beyond its control.'

The Committee developed the idea of 'minimum core obligations' to refute the argument that lack of resources hinders fulfillment of obligations. The Committee has observed that every State has a minimum core obligation to satisfy minimum essential levels of each of the right of the Covenant. It has clarified that a State party 'in which a significant number of individuals is deprived of essential foodstuffs, of essential primary health care, of basic shelter and housing, or of the most basic forms of education is prima facie, failing to discharge its obligations under the Covenant. In order for a State party to be able to attribute its failure to meet at least its minimum core obligations to a lack of available resources it must demonstrate that every effort has been made to use all resources that are at its disposition in an effort to satisfy, as a matter of priority, those minimum obligations.'

The Committee has made it clear that, 'even where the available resources are demonstrably inadequate, the obligations remains for a State party to ensure the widest possible enjoyment of the relevant rights under the prevailing circumstances.' In addition, the Committee has also stated that, 'even in times of severe resource constraints . . . vulnerable members of society can and indeed must be protected by the adoption of relatively low-cost targeted programmes.

Optional Protocol

With regard to individual complaints, on 10 December 2008, the General Assembly unanimously adopted an Optional Protocol (GA resolution A/RES/63/117) to the International Covenant on Economic, Social and Cultural Rights which provides the Committee competence to receive and consider communications. The General Assembly took note of the adoption by the Human Rights Council by its resolution 8/2 of 18 June 2008, of the Optional Protocol. The Optional Protocol will be opened for signature at a signing ceremony in 2009. In addition to the Committee on Economic, Social and Cultural rights, other committees with competence can consider individual communications involving issues related to economic, social and cultural rights in the context of its treaty.

Rights Under the Covenant

- Article 6: The right to work
- Article 7: Just and favourable conditions of work
- Article 8: The right to form and join trade unions
- Article 9: The right to social security

- Article 10: Protection of the family
- Article 11: The right to an adequate standard of living (food, housing)
- Article 12: The right to health
- Article 13: The right to education

Source : http://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-3&chapter=4&lang=en

Convention on the Elimination of All Forms of Discrimination against Women

Unit 2 Activity 5

Overview

'The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) is perhaps best described as an international bill of rights for women as it sets out in detail both what is to be regarded as discrimination against women and the measures that have to be taken in order to eliminate this discrimination. Women's rights are conceptualized as human rights and a "non-discrimination" model is adopted, so that women's rights are seen to be violated if women are denied the same rights as men.'

The Convention was adopted by the General Assembly of the United Nations on 18 December 1979. It entered into force on September 3, 1981. As of May 2, 2011, 186 States have become parties to the Convention (one State remains signatory). The Convention has one Optional Protocol.

The preamble recalls that the elimination of discrimination against women and the promotion of equality between women and men are central principles of the United Nations Charter and constitute binding obligation under it. It further states that discrimination against women violates the principles of equality and obstructs women's participation, on equal terms with men, in the political, social, economic and cultural life of their countries.

Monitoring Mechanism

Article 17 of the Convention on the Elimination of All Forms of Discrimination against Women establishes the Committee on the Elimination of Discrimination against Women to oversee the implementation of its provisions. The Committee is composed of 23 experts and has since its inception, with only one exception, been composed entirely of women.

The Committee also makes recommendations on any issue affecting women to which it believes the States parties should devote more attention. For example, at the 1989 session, the Committee discussed the high incidence of violence against women, requesting information on this problem from all countries. In 1992, the Committee adopted on general recommendation 19, which requires national reports to the Committee to include statistical data on the incidence of violence against women, information on the provision of services for victims, and legislative and other measures taken to protect women against violence in their everyday lives such as harassment at the workplace, abuse in the family and sexual violence. As of May 2009, the Committee has made 26 general recommendations; the last one being in December of 2008 on women migrant workers.

The General comments can be found on the UN's web site:

http://www2.ohchr.org/english/bodies/cedaw/comments.htm

Further information about the Human Rights Committee can be found at:

http://www2.ohchr.org/english/bodies/cedaw/index.htm

Under article 18 of the Convention, States parties are required to submit reports every four years to the Secretary-General of the United Nations on legislative, judicial and other measures that they have taken in accordance with the provisions of the Convention. These reports are for consideration by the Committee. The Committee has developed two sets of general guidelines for reporting in an effort to provide practical technical assistance to States parties.

Provisions

The provisions of the Convention are divided in to six parts. The first four deal with substantive rights.

Part I

Articles 1- 6 include the definition of discrimination against women. In addition, they also include legal, administrative and other measures that should be taken by State parties under the Convention.

Part II

Articles 7 - 9 contain obligations of States regarding the protection of women's rights in political and public life.

Part III

Articles 10 -14 contain provisions regarding elimination of discrimination against women in the field of education, employment, health, and economic, social and cultural life. This part also includes obligation of States regarding special problems of rural women.

Part IV

Articles 15 -16 contains provisions regarding affording equality of women with men before the law, in the exercise of their legal rights, and in marriage and family law.

Part V

Articles 17 - 22 deals with the establishment of a Committee on the Elimination of Discrimination against Women to monitor the progress of the implementation of the Convention by State parties.

Part VI

Articles 23 - 30 deals with other procedural issues including provision for making reservation while ratifying or acceding to the Convention.

ARTICLE 1: Definition of Discrimination Against Women

Article 1 defines what constitutes "discrimination against women". The Convention defines discrimination against women broadly. Under the Convention "any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of hampering the enjoyment by women of their human rights. The rights enshrined in the Convention apply to all women, irrespective of their marital status. It prohibits discrimination in "political, economic, social, cultural, civil or any other" fields. More important, it covers discrimination in public and private ("or any other") actions. The Convention prohibits intentional and unintentional discrimination.

ARTICLE 2: Obligations of State Parties to the Convention

This article requires that State parties take appropriate constitutional, legal and administrative measures to guarantee equality. They also have an obligation to provide remedies and sanctions for public and private acts of discrimination and to repeal discriminatory laws. The States parties must take measures to eliminate practices that either risks threatening or actually threatens the enjoyments of the rights contained in the Convention.

ARTICLE 3: Obligation to Take Measures for Ensuring Equality between Men and Women

Article 3 provides for equality between men and women which is a precondition for women's full enjoyment of human rights. The obligations of States parties include development of appropriate programmes and measures to advance the status of women so that they can enjoy human rights on a basis of equality with men.

ARTICLE 4: Obligation to Take Positive Measures

Article 4 recognizes that State parties besides removing discriminatory practices should also take positive action to promote equality. Thus, it acknowledges that to ensure de facto equality, it may be necessary to take measures that discriminate in a positive way. The article also specifies that the adoption of special measures aiming at the protection of maternity shall not be considered discriminatory.

The Committee in its general recommendation no. 5, stated that, States parties make more use of temporary special measures such as positive action, preferential treatment or quota systems to advance women's integration into education, economy, politics and employment".

ARTICLE 5: Obligation to Take Measures for Elimination of Prejudices and Stereotyping of Sex Roles

The purpose of article 5 is to ensure that States parties take steps to modify social and cultural patterns of conduct elimination of prejudices based on the inferiority or superiority of either of the sexes and stereotyping of sex roles.

Article 5(b) recognizes that maternity has a social function. It states that men and women have a common responsibility in the upbringing of their children. The interest of the child should be fundamental in all actions taken by parents.

The Committee in its General Recommendation no. 3, stated that,

> The Committee based on the reports submitted by State parties has stated that the reports show existence of varying degrees of stereotyped conceptions of women. The Committee has urged, 'all States parties effectively to adopt education and public information programmes, which will help eliminate prejudices and current practices that hinder the full operation of principle of the social equality of women'.

ARTICLE 6: Suppression of All Forms of Trafficking and Exploitation of Women

This article obligates State parties to take measures to suppress all forms of trafficking in women. It also calls action against those who profit from the exploitation of women, including the exploitation of girls.

The Committee in its General Recommendation No. 19 dealing with violence against women has stated that poverty and unemployment increase opportunities for trafficking in women. The Committee has also stated that, 'in addition to established forms of trafficking there are new forms of sexual exploitation, such as sex tourism, the recruitment of domestic labour from developing countries to work in developed countries, and organized marriages between women from developing countries and foreign nationals. These practices are incompatible with the equal enjoyment of rights by women and with respect for their rights and dignity'.

5

Optional Protocol

Under the Optional Protocol to the Convention, the Committee on the Elimination of Discrimination against Women is authorized to receive complaints from individuals claiming to be victims of violations of rights contained in the Convention.

Source: http://www.un.org/womenwatch/daw/cedaw/states.htm

Convention on the Rights of the Child

Unit 2 Activity 5

Overview

The UN General Assembly adopted the Convention on the Rights of the Child (CRC) in 1989. The Convention came into force in 1990. An unprecedented number of States have ratified or acceded to the Convention. As of May 2, 2011, 193 States have become parties to the Convention (2 States are remaining signatories).

The Convention contains 54 articles and encompasses the whole range of human rights - civil, political, economic, social and cultural. The Convention recognizes the indivisibility of rights. The Convention provides for the enjoyment of rights by children without discrimination of any kind. The Convention recognizes the child as a subject and guarantees the freedom of expression and participation in making decisions affecting their rights. The Convention takes into account the situation of children of minority and indigenous groups and deals with children threatened by drug abuse and neglect.

Fundamental Principles of the Convention

The four guiding principles outlined here represent the underlying requirements for any and all rights of the Convention to be realized. These principles must be respected in order for children to enjoy their rights.

Respect for the View's of the Child

The corollary to children as subjects of rights is the principle that their opinion should be respected. It means that the child has the right to freedom of expression, freedom of thought, freedom of conscience and freedom of assembly.

Non-Discrimination and Equal Opportunity

The recognition that children have equal value as adults implies that each child has rights. The principle that all children should enjoy rights is fundamental to the Convention. The principle is based on the notion that children are subjects and not objects of the rights. Moreover, children should enjoy their rights without discrimination. It means that girls should be given the same opportunities as the boys. Similarly, disabled children and children of disadvantageous groups should enjoy the same rights as others.

Life, survival and development

Children have the right to life. Children must receive the care necessary to ensure their physical, mental, and emotional health as well as their intellectual, social and cultural development.

Best Interests of the Child

While children have equal value as grownups they also need the protection and support from the society for enjoying their childhood. The principle of best interests of the child addresses this need. This principle is most clearly stated in article 3 (1) of the Convention.

> 'In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.'

The interests of the child take precedent over the interests of parents or the state. The principle as stated in article 3 (1) applies to 'all actions concerning children' and not restricted to legal or administrative proceedings.

Monitoring Mechanism

The Convention sets up a Committee on the Rights of the Child to monitor the State parties' compliance of their obligations under the Convention. The Committee consists of eighteen independent experts. All State parties should submit a report within two years after the ratification or accession to the Convention. The initial report should be followed by reports every five years. The reports submitted by State parties are normally considered within a year of their submission. The Committee strives to achieve this deadline despite its enormous workload. State parties in preparing their reports are expected to follow the guidelines provided by the Committee. The Convention is the only treaty that accords a role for NGOs in assisting the Committee to monitor the compliance of State parties' obligations.

The Committee on the Rights of the Child publishes its interpretation of the content of human rights provisions, in the form of General Comments on thematic issues. There have been 12 General Comments since 2001; the most recent ones being in 2009 on the right of the child to be heard (No. 12) and indigenous children and their rights under the convention (No.11). Other comments issued by the Committee include children's rights in juvenile justice (No. 10) and the rights of children with disabilities (No. 9).

Provisions

Article 1

This article defines the child as a person below the age of 18 years. The article also allows for situations in which the age at majority is fixed lower than 18. However, the Convention by explicitly stating 18 provides a benchmark for defining the child.

Article 2

This article provides that the rights enshrined in the Convention apply to all children without any distinction. The grounds on which no discrimination should be practiced include disability. Under this article States parties are obligated to 'take all appropriate measures to ensure that the child is

protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.'

Article 3

This article ensures that the 'best interests' of the child is taken into account in all actions concerning the children. The interests of the child take precedent over the interests of parents or the state. The principle as stated in article 3 (1) applies to 'all actions concerning children' and not restricted to legal or administrative proceedings.

The principle of 'best interests' of the child plays a vital role in the interpretation and implementation of the Convention. It is important in clarifying the rights enshrined in the Convention. The principle is also vital in mediating and resolving conflicts that may arise in implementing the Convention. Finally, it is a useful tool for assessing the laws and practices of State parties in protecting the rights of the child.

Article 4

This article stipulates that State parties should undertake concrete steps for ensuring the enjoyment of rights recognized in the Convention. The article also stresses that State parties should undertake measures 'to the maximum extent of their available resources'. The implication of this provision is that State parties should give priority for children and they should invest maximum of available resources to ensure the economic, social and cultural rights of the child. Article 4 also provides that ensuring the rights of the child should be a priority for international cooperation.

Article 5

This article respects parental rights. The State should respect the responsibilities, rights and duties of parents or legal guardians to provide 'appropriate direction' in the exercise by the child of his or her rights. Parental guidance should be provided ' taking into account the evolving capacities of the child.' It means that the child should have more control with greater age and maturity.

Article 6

This article recognizes the inherent right to life of every child. Under article 6(2) States parties have an obligation to ensure the survival and development of the child. The States should ensure it to the maximum extent possible. The use of the term 'survival' is unusual for human rights treaties. Thus, the right to life assumes a dynamic aspect and the obligation of the State parties includes taking preventive action such as immunization. The term 'development' should be interpreted in a broad sense to include physical, mental, emotional, social and cultural development. The right to life guaranteed by article 6 creates the conditions for the enjoyment of other rights enshrined in the Convention.

Optional Protocols

There are two optional protocols under the Convention: The Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflicts, and the Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography.

Source: http://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-11&chapter=4&lang=en

Fact Sheet: Human Rights Council – Universal Periodic Review

Unit 2 Activity 5

The Universal Periodic Review (UPR) is a unique process which involves a review of the human rights records of all 192 UN Member States once every four years. The UPR is a State driven process, under the auspices of the Human Rights Council, which provides the opportunity for each State to declare what actions they have taken to improve the human rights situations in their countries and to fulfill their human rights obligations. As one of the main features of the Council, the UPR is designed to ensure equal treatment for every country when their human rights situations are assessed.

The UPR was created through the UN General Assembly on 15 March 2006 by resolution 60/251, which established the Human Rights Council itself. It is a cooperative process which, by 2011, will have reviewed the human rights records of every country. Currently, no other universal mechanism of this kind exists. The UPR is one of the key elements of the new Council which reminds States of their responsibility to fully respect and implement all human rights and fundamental freedoms. The ultimate aim of this new mechanism is to improve the human rights situation in all countries and address human rights violations wherever they occur.

Objectives…

- To address human rights violations all over the world
- To improve the human rights situation everywhere
- To encourage States to fulfill their human rights obligations and commitments
- To assess positive developments and challenges faced by States
- To enhance the State's capacity to ensure the enjoyment of human rights by all
- To provide technical assistance to States, when requested
- To share best practices between States and other stakeholders

How it works…

- All UN Member States will be reviewed every four years
- 48 States will be reviewed each year
- All Council members will be reviewed during their term of membership

- The reviews are carried out by the UPR Working Group composed of the 47 Council members
- The UPR Working Group will hold three two-week sessions per year
- The Working Group sessions take place at the UN Office at Geneva at the Palais des Nations
- Each review is facilitated by groups of three States, or "troikas", drawn by lot who act as rapporteurs

Schedule of review...

- On 21 September 2007, the Human Rights Council adopted a calendar detailing the order in which the 192 Member States of the United Nations will be considered during the first four-year cycle of the UPR
- The 1st and 2nd sessions of the UPR Working Group took place in April and May 2008, respectively.
- The 3 rd session will take place from 1 to 15 December 2008

Basis of review…

- Three reports serve as a basis for each State review and provide the following information:
  - Information from the State under review ("national report") including information on achievements and best practices, and challenges and constraints, as well as key national priorities in addressing shortcomings
  - Information contained in the reports of the independent human rights experts and groups, known as the Special Procedures, human rights treaty bodies and other UN entities
  - Information from nongovernmental organizations, national human rights institutions and "other stakeholders"
- The review should assess to what extent States respect their human rights obligations contained in:
- The United Nations Charter
  - The Universal Declaration of Human Rights
  - Human rights instruments (covenants, conventions and other treaties) to which the State is a party

- Voluntary pledges and commitments made by the State
- Applicable international humanitarian law

How the review will be conducted…

- An interactive dialogue between the State under review and the Council takes place in the Working Group
- The "troikas" may compile questions submitted in advance by other States to be shared with the State under review to ensure an effective interactive dialogue
- Any of the 192 UN Member States may participate in the reviews, including in the interactive dialogue. Other relevant stakeholders, such as NGOs or national human rights institutions, may attend the reviews in the Working Group
- The duration of the review is three hours for each country in the Working Group. An additional half hour is allocated for the adoption of the report of each country under review in the Working Group
- After the troika presents the report to the UPR Working Group the Working Group adopts the report

The adoption of the outcome…

- Time is allocated during the next regular session of the Human Rights Council following the State review in order to consider the outcome of each review (up to one hour per State)
- Member and observer States, as well as NGOs and other stakeholders, may participate in these plenary meetings to consider the UPR reviews
- The final outcome of the review is adopted by the entire membership of the Human Rights Council at this plenary session

Follow-up to the review…

- The outcome of the UPR should be implemented primarily by the State concerned and, as appropriate, by other stakeholders
- The follow-up review to take place during the 2nd cycle (2012-2015) should focus on the implementation of the recommendations of the previous review
- The international community will assist in implementing the recommendations and conclusions regarding capacity-building and technical assistance in consultation with, and with the consent of, the country concerned

- In considering the outcomes of the UPR, the Council will decide if and when any specific follow-up is necessary

Cooperation with the universal periodic review…

- The Council will address, as appropriate, any cases of persistent noncooperation with the UPR mechanism after exhausting all efforts to encourage a State to cooperate

Source: http://www.ohchr.org/EN/HRBodies/UPR/Documents/UPRFactSheetFinal.pdf , (OHCHR, November 2008)

Case Study: The Anuk Minority

Unit 3 Activity 1

The following case study is inspired by true events that minorities around the world have been subjected to under similar circumstances. The case study presents the situation of the Anuk, a minority living in two countries – Slatvia and Vanutaskan. Both countries have ratified all major international instruments and associated optional protocols without reservations. Both countries have also ratified the International Labour Organization's (ILO) Convention No. 169 concerning Indigenous and Tribal Peoples in Independent Countries. Note that the Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities adopted by the UN General Assembly in 1992 is not a legally-binding document. Both countries have signed the Declaration.

The case study is divided into three parts. First is a General Overview that presents the overall situation of the Anuk minority. Then there are two parts that highlight specific human rights issues:

- Case Study, Part 1 describes the forced eviction of two Anuk communities by the Slatvian government in order to make way for an oil company to develop Anuk land for their own purposes.
- Case Study, Part 2 looks at the case of a girl from one of the displaced Anuk communities who, as a result of economic hardship caused by the eviction, was forced to take a job as a domestic worker and was then raped by her employer.

Guidelines

Unit 3 Activity 1

1. Review the entire case study:
   - The Case Study: General Overview on page 5-89
   - The Fact sheets for both countries on pages 5-90 and 5-91
   - The Map on page 5-92
   - The Case Study Parts 1 and 2, starting on page 5-9393
2. Read the specific case scenario tasks:
   - For Part 1, go to the Task for Case Study, Part 1 on page 5-96
   - For Part 2, go to the Task for Case Study, Part 2 on page 5-101

   Depending on the nature of your case study, spend approximately 15-30 minutes reviewing important details. Make sure that everyone in your group has a common understanding of what happened, i.e., who was involved, the violations that took place, etc.
3. Decide on how your group will proceed in responding to the case study tasks. Budget your time accordingly in order to maximize your efficiency. You may want to divide into sub-groups and work on different aspects of the task or you may choose to work as a whole group.
4. The last 30 minutes of the session is devoted to a group summary. During this time, the resource person will comment and expand on the work presented.

Case Study: General Overview

Unit 3 Activity 1

The Anuk people represent a minority of the population in two neighbouring countries: Slatvia and Vanutaskan. In Slatvia, the Anuk make up 10% of the country's population of 22 million people; in Vanutaskan, the Anuk represent 5% of the country's 3 million people. The Anuk communities in both countries border each other. The Anuk used to have a nomadic lifestyle and sold goods and services as a way of life, but now most Anuk remain in the same communities their whole lives. The Anuk have lived in the same geographical area for over two hundred years. The governments of Slatvia and Vanutaskan do not consider the territory currently occupied by the Anuk as land these people traditionally own.

In general, Anuk communities are separate from non-Anuk communities. After the Cold War there was an increased segregation of Anuk from the rest of the populations in Slatvia and Vanutaskan. State-run media helped fuel public perception of racial, religious, and cultural differences between Anuk and the general population. Anuk were, and still are, portrayed as inferior, poorer, and unwilling to accept government assistance. Many politicians have built successful careers by inflaming anti-Anuk sentiment among the wider population.

Anuk have been subjected to arbitrary detentions by police officers (none of whom are of Anuk origin). These detentions along with the police force's ignorance of and refusal to address Anuk reports of theft, violence, or other human rights violations has made many Anuk wary of approaching police officers.

Paved roads end at the entrance of Anuk communities. Clean water and sanitation are absent; there exists no system for waste removal. Some health services are available to Anuk, but the cost is too high for the average Anuk to pay.

In Slatvia, the typical Anuk family can expect a monthly income of 20 US dollars, far below what the average Slatvian makes. Anuk in Vanutaskan are slightly better off: a family there averages the equivalent of 25 US dollars monthly.

As a result of poor wages combined with rampant unemployment, many Anuk parents are forced to either send their children to orphanages (which are overcrowded) or push their children onto the street to earn money. Boys wash windshields for money; girls often become prostitutes. For children who have the opportunity to stay in school, they are separated from non-Anuk children and are in classes with a student/teacher ratio of 100 to one. In Slatvia and Vanutaskan, the average student/teacher ratio in non-Anuk schools is approximately 40 to one.

Slatvia Fact Sheet

Unit 3 Activity 1

1. Human development index	General population	Anuk minority
Life expectancy at birth (years), 2008	69.8	61.2
Adult literacy rate (% age 15 and above), 2008	98.1	65.2
Combined primary, secondary and tertiary gross enrolment ratio (%), 1999	69	42.4
2. Human and income poverty		
Probability at birth of not surviving to age 40, 1998-2008	6.7	7.9
% of population not using improved drinking water sources (%), 2008	42	69
Underweight children under age-five (%), 1998-2008	6	8.5
Population below income poverty line (%), $2 a day (1993 US$), 1983-2008	27.5	37.8
3. Demographic trends		
Total population (millions), 2008	22	2.2
Population under age 15 (as % of total), 2008	18.3	20.5
Population over age 65 (as % of total), 2008	13.3	15.5
Total fertility rate (per woman), 1998-2008	1.3	1.4
4. Commitment to health: access, services and resources		
Population using adequate sanitation facilities (%), 2008	53	21
Population using improved water sources (%), 2008	58	26
5. Technology: diffusion and creation		
Telephone mainlines (per 1,000 people), 2008	175	52
Cellular mobile subscribers (per 1,000 people), 2008	112	12
Internet hosts (per 1,000 people), 2008	1.9	0.1
6. Gender-related development index		
Female life expectancy at birth (years), 2008	73.3	62.9
Male life expectancy at birth (years), 2008	66.5	56.3
Female adult literacy rate (% age 15 and above), 2008	97.3	59
Male adult literacy rate (% age 15 and above), 2008	99.0	69
7. Gender empowerment measure		
Seats in parliament held by women (as % of total)	9.3	0
Female legislators, senior officials and managers (as % of total)	26	0
Ratio of estimated female to male earned income	0.58	0.42

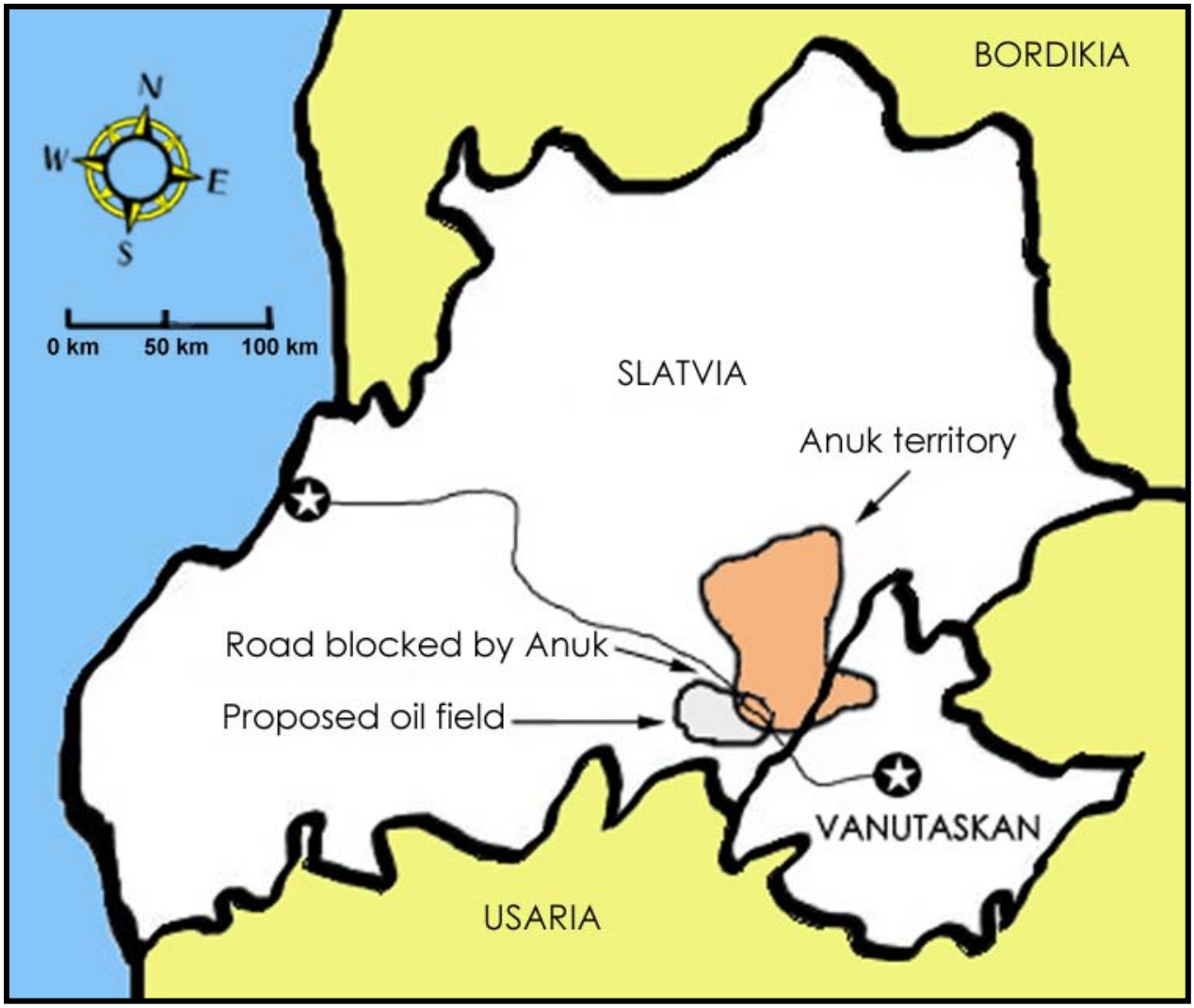
Vanutaskan Fact Sheet

Unit 2 Activity 1

1. Human development index	General population	Anuk minority
Life expectancy at birth (years), 2003	73.1	63.2
Adult literacy rate (% age 15 and above), 2003	94.0	69.2
Combined primary, secondary and tertiary gross enrolment ratio (%), 1999	70	49.3
2. Human and income poverty		
Probability at birth of not surviving to age 40, 1998-2003	4.1	6.5
% of population not using improved drinking water sources (%), 2003	NA	NA
Underweight children under age-five (%), 1998-2003	6	7.9
Population below income poverty line (%), $2 a day (1993 US$), 1983-2003	21.0	34.8
3. Demographic trends		
Total population (millions), 2003	3	0.157
Population under age 15 (as % of total), 2003	22	29.5
Population over age 65 (as % of total), 2003	10	17.7
Total fertility rate (per woman), 1998-2003	1.4	1.6
4. Commitment to health: access, services and resources		
Population using adequate sanitation facilities (%), 2003	NA	NA
Population using improved water sources (%), 2003	NA	NA
5. Technology: diffusion and creation		
Telephone mainlines (per 1,000 people), 2003	255	67
Cellular mobile subscribers (per 1,000 people), 2003	57	14
Internet hosts (per 1,000 people), 2003	0.8	0.1
6. Gender-related development index		
Female life expectancy at birth (years), 2003	75.3	69.9
Male life expectancy at birth (years), 2003	71.0	61.3
Female adult literacy rate (% age 15 and above), 2003	NA	NA
Male adult literacy rate (% age 15 and above), 2003	NA	NA
7. Gender empowerment measure		
Seats in parliament held by women (as % of total)	6.7	1
Female legislators, senior officials and managers (as % of total)	10.2	8.4
Ratio of estimated female to male earned income	0.612	0.521

Map of Slatvia and Vanutaskan

Unit 2 Activity 1



Case Study, Part 1: Housing Rights and Forced Eviction

Unit 3 Activity 1

In early 2004, the Slatvian government signed an agreement with a transnational oil company to develop oil fields in the southern part of the country. The oil company was to install oil drills over a large area that was partly in Anuk territory. The agreement between the Slatvian government and the oil company was signed without consultation with any Anuk community representatives. (There are no Anuk in Slatvian parliament; the decision to develop Anuk land went unchallenged at the political level.)

One result of the agreement was a forced eviction of the Anuk communities within a period of one year. The displaced population, approximately 10,000 people from two villages, would be forced to move northeast into existing, overcrowded, Anuk communities. The government and the oil company promised to compensate each displaced Anuk family the equivalent of six months' wages, as well as money for relocation and resettlement.

Complaints from Anuk community leaders to the Slatvian parliament were ignored. Several Anuk citizens from the two villages set up peaceful protest demonstrations in front of the parliament buildings, but police in riot gear ended the demonstrations with tear gas to disperse the crowd. Several Anuk suffered minor injuries and 21 of them were arrested for disturbing the peace.

By March 13, two weeks prior to the forced eviction of the Anuk from both villages, none of the Anuk had left their home. Government officials repeatedly informed community members that their houses would be razed by March 27. A small group of Anuk protesters decided to block the main highway from Slatvia to Vanutaskan situated near the two Anuk villages. In particular, they blocked a bridge near the two countries' common border. Using their own cars as a blockade and armed with semi-automatic rifles, the protesters successfully blocked the transport corridor and stopped the flow of goods such as food supplies between the two countries. The protesters threatened to blow up the bridge unless the government and the oil company agreed to withdraw from the area and leave the Anuk communities alone. A local NGO tried to resolve the dispute peacefully, but the protesters refused to talk to any members of the NGO.

Response from the government was quick. Local police forces attempted to control the situation by overtaking the protesters but underestimated the protesters' tenacity to hold their ground. Shots were fired (it was never determined who shot first, the police or the Anuk). The police forces retreated after one officer was shot.

A government mediator and oil company representative arrived on the scene within two days and requested a meeting with the protest leader, a young man whose family had been living in one of the Anuk villages for five generations and had a farm. Talks between the Anuk protest leader, the government mediator and the oil company representative ended in a stalemate. The protesters continued their blockade of the bridge.

By March 27, the day the oil company was to begin preparing the land for drilling, the government sent in the military to take over the police's position. Two weeks of blocking the bridge had hurt the economies of both Slatvia and Vanutaskan: trucks were forced to travel through other, less accessible routes. On April 3, the military received orders to remove all protesters from the bridge and open up access to the road. Fighting between the military and the protesters then took place, leaving one military personnel and four protesters dead. The military succeeded in removing the protesters by force and arrested them.

Unwilling to fight anymore, the people from the two Anuk villages gave in to the government's demands and moved northeastward, carrying their possessions and leaving their homes. They relocated next to a large non-Anuk community and squatted in temporary shelters on the outskirts of the community. The government gave each displaced Anuk family 6 months' wages, but did not provide any additional funds for relocation or for new housing as promised. The oil company began developing the land within two months of the Anuk's departure. After being detained for three months without trial, the protesters that blocked the bridge were tried and imprisoned for 10 years each.

One year later, most of the displaced Anuk are still living in their temporary shelters. They have no electricity, no access to drinking water, and share twenty toilets. Their children do not have access to any schooling.

The non-Anuk community was angered that the Anuk caused such a disruption over their relocation and have been resentful of their presence in shelters since their arrival.

Most non-Anuks in the community think the Anuk are "lazy and irresponsible" and find them pre-disposed to criminal behaviour. The non-Anuks also believe the Anuk should not be given jobs in the community since that would take away jobs normally meant for "locals." Some Anuks have found employment in the community, but mostly as street cleaners.

Case Study, Part 2: Women and Children's Rights

Unit 3 Activity 1

It is now 2006, two years later. Leticia is an eighteen-year old woman living in an Anuk community in Slatvia. The community is northeast of the new oil drills set up by the oil company. The government forcibly evicted her, along with other members of her community, two years ago. At that time, Leticia was a student at the local secondary school for Anuk children. She was in her first year of secondary school when she was forced to move into the new community that had no secondary school. Living with her family in the new community, she and the other members of her family were forced to find new ways to earn a living, since her family had owned and worked on a farm for five generations.

There were openings for positions as domestic helpers for the oil company employees who had set up residence in some of the homes of the evicted Anuk people. When the oil company initially displaced the Anuk, it had planned to raze all of their houses to prepare the land for oil development, but had reconsidered when it realized it needed housing for the oil company employees who were building the oil drills. As a result, the oil company employees set up residence in some of the nicer Anuk houses. Since these employees were well paid, they could afford domestic help and therefore went to the Anuk for labour. At the age of seventeen, Leticia became a domestic worker for one of the oil company's foremen.

Her work hours were usually from 8 am until 7 pm, five days a week. She was paid more than the average wage for an Anuk, but still below the national average for domestic workers. Every second Sunday she returned home to be with her family and shared her earnings with them. Her employer, however, was physically and verbally abusive to her. Within three months he raped her, and she became pregnant.

Her ex-employer who had raped her wanted nothing to do with her or her baby and threatened to have her arrested by the police if she told anyone she was raped. He fired her and she returned home. According to Slatvian law, if the father of a child cannot be identified, then the child is not entitled to Slatvian citizenship. Therefore, her baby, a girl, was not recognized by the state as a citizen. Leticia was unable to provide for the child's medical needs since she was out of a job and her family had disowned her.

Leticia sought refuge in a home for battered and abused women in the Anuk community. The home, run by a staff of two, was often overcrowded and could only provide shelter and a little food for a dozen women. The home relies on donations from women's groups in the community. Leticia managed to earn enough money to have her sick baby seen by a doctor. It was discovered that the child had contracted the HIV virus.

Task for Case Study, Part 1: Housing Rights and Forced Eviction

Unit 3 Activity 1

This task is divided into two parts.

In **Part A**, you will work in small groups to analyze the case study according to the guidelines provided and prepare to present your analysis to the larger group.

In **Part B**, a resource person will lead a discussion based on the group presentations.

60 min Part A Work in a Group

1. Analyze the events presented on the timeline using a rights-based approach. For each event indicated on the timeline, determine the specific rights issues, the victims and violators, the respective international instruments to address the issues and the corresponding government obligations. Record your answers in Table 1.

   Throughout your discussion, you should consider ways in which human rights can be protected, promoted, respected, and fulfilled through State obligations, and whether these rights are achieved through immediate implementation of strategies or through progressive realization.

2. What could have been done to prevent the conflict? Complete Table 2 on page 5-99 to help you in your analysis. Using a rights-based approach, identify the actions that could have been taken by different actors.

3. Synthesize your work and prepare to report your findings in Part B.

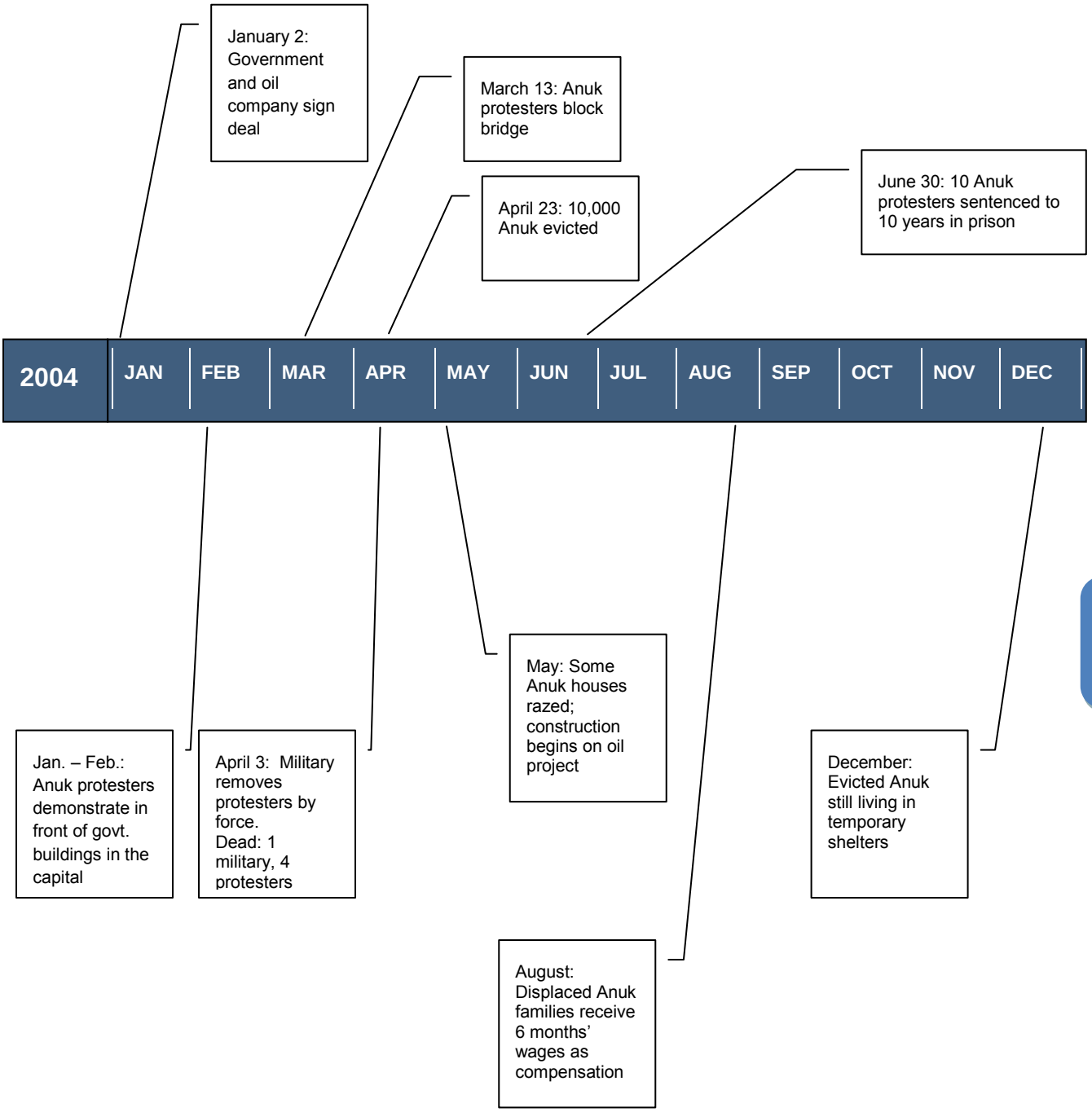

January 2: Government and oil company sign deal
March 13: Anuk protesters block bridge
April 23: 10,000 Anuk evicted
June 30: 10 Anuk protesters sentenced to 10 years in prison
2004
JAN
FEB
MAR
APR
MAY
JUN
JUL
AUG
SEP
OCT
NOV
DEC
Jan. – Feb.: Anuk protesters demonstrate in front of govt. buildings in the capital
April 3: Military removes protesters by force. Dead: 1 military, 4 protesters
May: Some Anuk houses razed; construction begins on oil project
August: Displaced Anuk families receive 6 months' wages as compensation
December: Evicted Anuk still living in temporary shelters

Table 1: Analysis of State Obligations (for Part A, Question 1)			
Specific Human Rights Issues	**Victim/Violator**	**Relevant International Instruments**	**State Obligations**
Example: Jan. – Feb.: Anuk protesters demonstrate in front of govt. buildings in the capital	Example: Anuk demonstrators/Police	Example: ICCPR	Example: Right to peaceful assembly
Example: December: Evicted Anuk still living in temporary shelters	Example: Anuk community/ Government	Example: ICESCR	Example: Compensation for eviction

Table 2: Preventative Measures (for Part A, Question 2)	
Actor **Who they are**	**Action** **What they should have done**
Oil company (a transnational corporation)	Answer key: Involve the community more beyond information (for example, the analysis of risks and benefits of the project).
Government	Examine the best interests of the people through consultation. Sensitize government officials and the police on issues of discrimination.
Anuk	Organize a more effective opposition. Identify community leaders to be spokespersons. Engage NGOs from the beginning of the process to work more closely on the issues and to come to a peaceful resolution.
NGOs or national human rights commission	Monitor the conflict and identify early warning signs of conflict. Assist in mediation process from the beginning by proposing and engaging the services of a neutral mediation team to work with all of the actors. Play a role as mediator, identifier of pressure groups and decision makers, objective analysis of facts and the situation. Conduct human rights education campaigns with the non-Anuk majority to reduce attitudes of discrimination against the Anuk minority.

60 min Part B Group Reporters' Summary

1. Each group reports their findings from Part A.
2. Based on these findings, the resource person leads a discussion on the various actions the actors could have taken to prevent the crisis.

Questions to consider:

- What were the early warning signs that violence/violations were going to result from this?
- Who held the power in this conflict? Please explain.
- How can the State be made accountable for its obligations to the Anuk?
- What can be done to prevent further discrimination against the Anuk?
- How do the events in this case study relate to situations in your country?

To find out more:

- Norms on the responsibilities of transnational corporations and other business enterprises with regard to human rights, http://www1.umn.edu/humanrts/links/norms-Aug2003.html
- Forced eviction, internally displaced persons, and housing rights: Centre for Housing Rights and Evictions, http://www.cohre.org/
- Habitat International Coalition, http://www.hic-net.org/aboutENG.asp.

Definition of Racial Discrimination:

Article 1 of CERD defines racial discrimination as follows: "In this Convention, the term racial discrimination shall mean any distinction, exclusion, restriction or preference, based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.

Task for Case Study, Part 2: Women's and Children's Rights

Unit 3 Activity 1

This task is divided into three parts.

In **Part A**, you will work in small groups to prepare a report on Leticia's case.

In **Part B**, you will identify actions and results based on your work in Part A and prepare to present your analysis to the larger group.

In **Part C**, a resource person will lead a discussion based on the group presentations.

35 min Part A Work in a Group

Assume you are a member of an NGO or national human rights commission that has been monitoring Leticia's situation and are preparing a report on the case.

Using Table 3 on the next page, write down the facts of this case for your report. The table is based on the UN complaint form to the Committee on the Elimination of Discrimination Against Women.

Questions to consider in your analysis:

- Who will you send the report to?
- What are the human rights that have been violated in this case study?
- What are the State's obligations to Leticia and her baby?
- Who are the other actors involved in this case?
- Are Leticia's rights different from when she was a child and an adult?

25 min Part B Work in a Group

1. Based on your discussion in Part A, propose actions to undertake and expected results of these actions. Use Table 4 to record your answers.

   Questions to consider in your analysis:

   - Given the provisions of the conventions, what type of action could be taken to denounce and redress the violations you have identified?
   - What are the expected results (short-term and long-term) of these actions?
   - What role could an NGO play in ensuring that the proposed actions take place?

2. Synthesize your work from Parts A and B and prepare to report your findings in Part C.

Table 3: Information for Your Report on Leticia's Case (for Part A)

Information for your report

1. Name of alleged victim ……

2. Information concerning the alleged victim

Name ……

Age and place of birth ……

Nationality/citizenship ……

Sex ……

Marital status/children ……

Profession ……

Ethnic background, religious affiliation, social group (if relevant) ……

Present address ……

3. Information on the State party concerned

Name of the State party (country) ……

4. Nature of the alleged violation(s)

Provide detailed information to substantiate your claim, including:

4.1 Description of alleged violation(s), alleged perpetrator(s), date(s) and place(s)

……

……

……

……

……

……

4.2 Provisions of the Convention on the Elimination of All Forms of Discrimination against Women or the Convention on the Rights of the Child that were allegedly violated. If the communication refers to more than one provision, describe each issue separately.

……

……

……

……

……

……

……

Table 4: Proposed Actions (for Part B)	
Proposed action	**Expected results**

60 min Part C Group Reporters' Summary

1. Each group reports their findings from Parts A and B.
2. Based on these findings, the resource person leads a discussion on the usefulness and impact of writing a report.

Questions to consider:

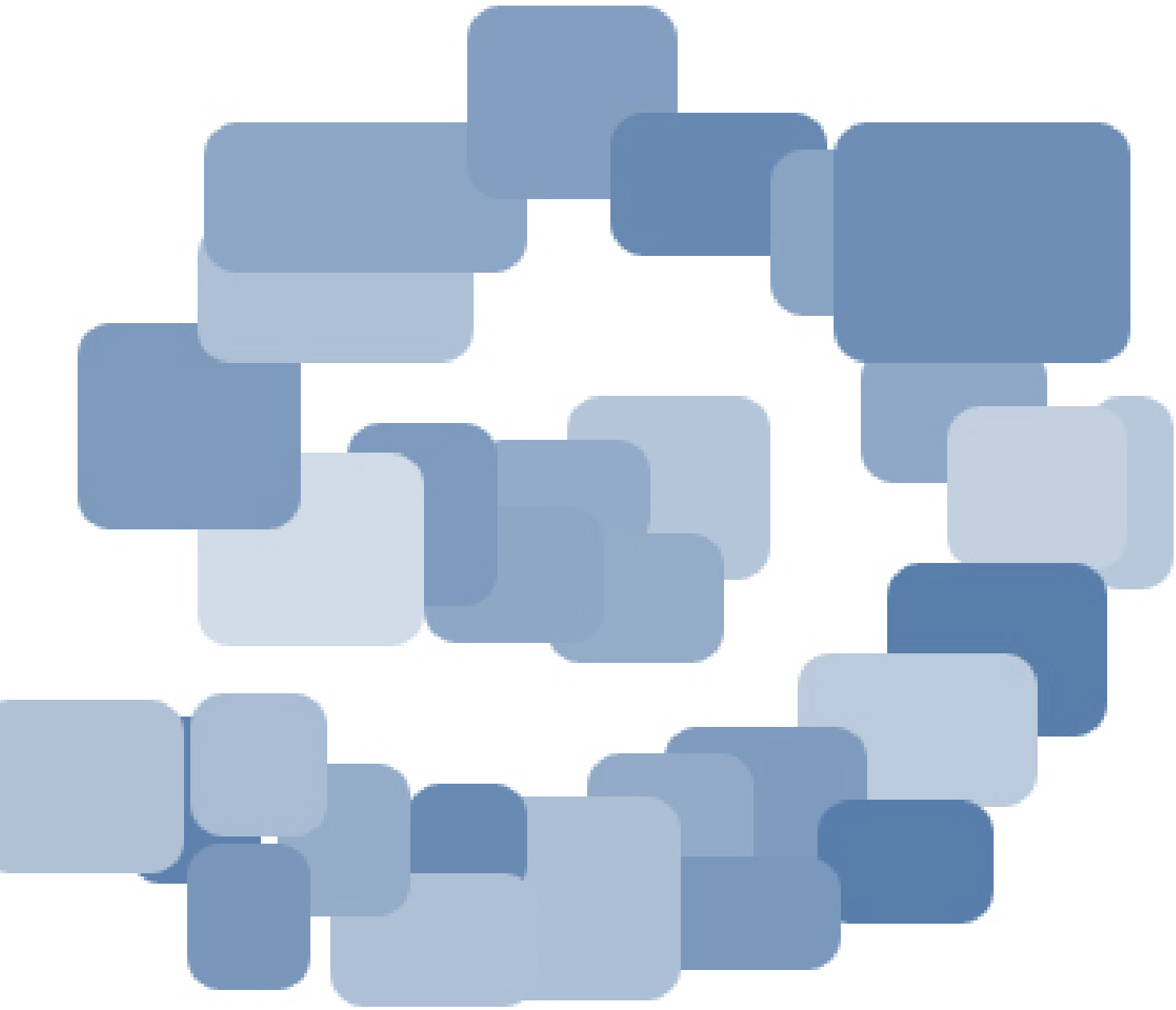
- Leticia is a victim of human rights violations on many fronts, some of which are as a child, a woman, a person belonging to a minority group, and a domestic worker. How can a human rights worker address all these different rights? Do some rights take precedence over others? Are some rights "more" or "less" relevant than others? What would be the most effective approach?
- What relevance does this case and its outcome have for situations in your country?

To find out more:

- How to Complain About Human Rights Treaty Violations: http://www.bayefsky.com/tree.php/area/complain
- Complaint for to the CEDAW Committee: http://www.bayefsky.com/complain/38_form_cedaw.php/pfriendly/1
- Human Rights Watch – Women's Human Rights: International Legal Standards, http://www.hrw.org/en/category/topic/women
- Human Rights Watch – Children's Rights: International Legal Standards, http://www.hrw.org/en/children

Providing Open Space

OST



Contents

About the Session OST-5
Objectives OST-7
Overview of Open Space Technology OST-9
Why use OST? OST-9
When should OST be used? OST-9
What makes OST so successful? OST-10
Facilitators OST-11

About the Session

1/2 day

In this Session, participants take part in networking and partnership activities essential to furthering the cause of human rights. This takes place in the form of participant-directed workshops based on "Open Space Technology". During this session, participants have the opportunity to discuss relevant issues and network with participants with similar interests. Participants will also have the opportunity to discuss in greater detail topics that were brought up in previous Streams.

Read the Overview of Open Space Technology in the Resource Manual the evening before.

Objectives

By the end of this session, participants should be able to:

- Explain the concept of Open Space Technology as a tool for addressing complex issues
- Determine how Open Space Technology can be used in their own contexts

Overview of Open Space Technology

Open Space Technology (OST) is an effective strategy for organizing and managing meetings of between 5 to 1000 participants for the purpose of addressing very complex issues.

A strong point of Open Space Technology is its ability to unite groups of enormous diversity in terms of education, ethnicity, economics, politics, culture, social position, or all of the above. An example of its multicultural power is a meeting sponsored by the Together Foundation that brought together 178 people from 28 countries speaking 17 languages to discuss global unity. Participants ranged from presidents of countries to ordinary citizens and in one hour created 82 workshops which they self-managed for the duration of the 5-day conference. There was no simultaneous translation, one facilitator, and preconference planning was limited exclusively to logistical details.

Why use OST?

While Open Space is known for its apparent lack of structure and welcoming of surprises, it turns out that the Open Space meeting is actually very structured — but that structure is so perfectly fit to the people and the work at hand, that it goes unnoticed in its proper role of supporting (not blocking) best work.

Open Space Technology meetings are:

- Easy to organize, thus requiring very little lead time
- Effective for small or large groups (20-500)
- Interactive
- Conducive for leadership to surface naturally
- Effective for existing organizations, coalitions, associations, or those that are newly formed
- Facilitated by only one or two facilitators, no matter how large the group
- Less expensive and less complicated than other large group methodologies.

When should OST be used?

Open Space works best when the work to be done is complex, the people and ideas involved are diverse, the passion for resolution (and potential for conflict) are high, and the time to get it done

was yesterday. It's been called "passion bounded by responsibility", the "energy of a good coffee break", "intentional self-organization", "spirit at work", and "chaos and creativity".

This methodology is used for almost any type of issue including:

- Strategic direction setting
- Envisioning the future
- Identifying the issues and opportunities to realize the desired future
- Conflict resolution
- Morale building
- Organizational transformation to a high performing and high learning organization.

Using this methodology will ensure that:

- All of the issues that are MOST important to the participants will be raised
- All of the issues raised will be addressed by those participants most qualified and capable of getting something done on each of them.

What makes OST so successful?

The success of the OST could be attributed to the Four Principles and One Law which guide behavior in Open Space.

The Four Principles are as follows:

1. **Whoever comes are the right people**. This reminds people in small groups that getting something done is not a matter of having 100,000 people and the chairperson of the board. The fundamental requirement is people who care to do something. And by showing up, that essential care is demonstrated.
2. **Whatever happens is the only thing that could have happened**. This keeps people focused on the here and now, and eliminates all of the could-have-beens, should-have-beens or might-have-beens. What is, is the only thing there is at the moment.
3. **Whenever it starts is the right time**. This alerts people to the fact that inspired performance and genuine creativity rarely, if ever, pay attention to the clock. They happen (or not) when they happen.

4. **When it's over it's over.** In a word, don't waste time. Do what you have to do, and when it's done, move on to something more useful.

The **Law of Mobility** which states simply that if at any time you find yourself in any situation where you are neither learning nor contributing – join another group more to your liking. No matter what, don't sit there feeling miserable.

One of the most profound impacts of the law is to make it clear who is responsible for the quality of a participant's learning. If any situation does not encourage learning, it is incumbent upon the individual participant to make it so. There is no point in blaming the organizing committee, for none exists. Responsibility resides with the individual.

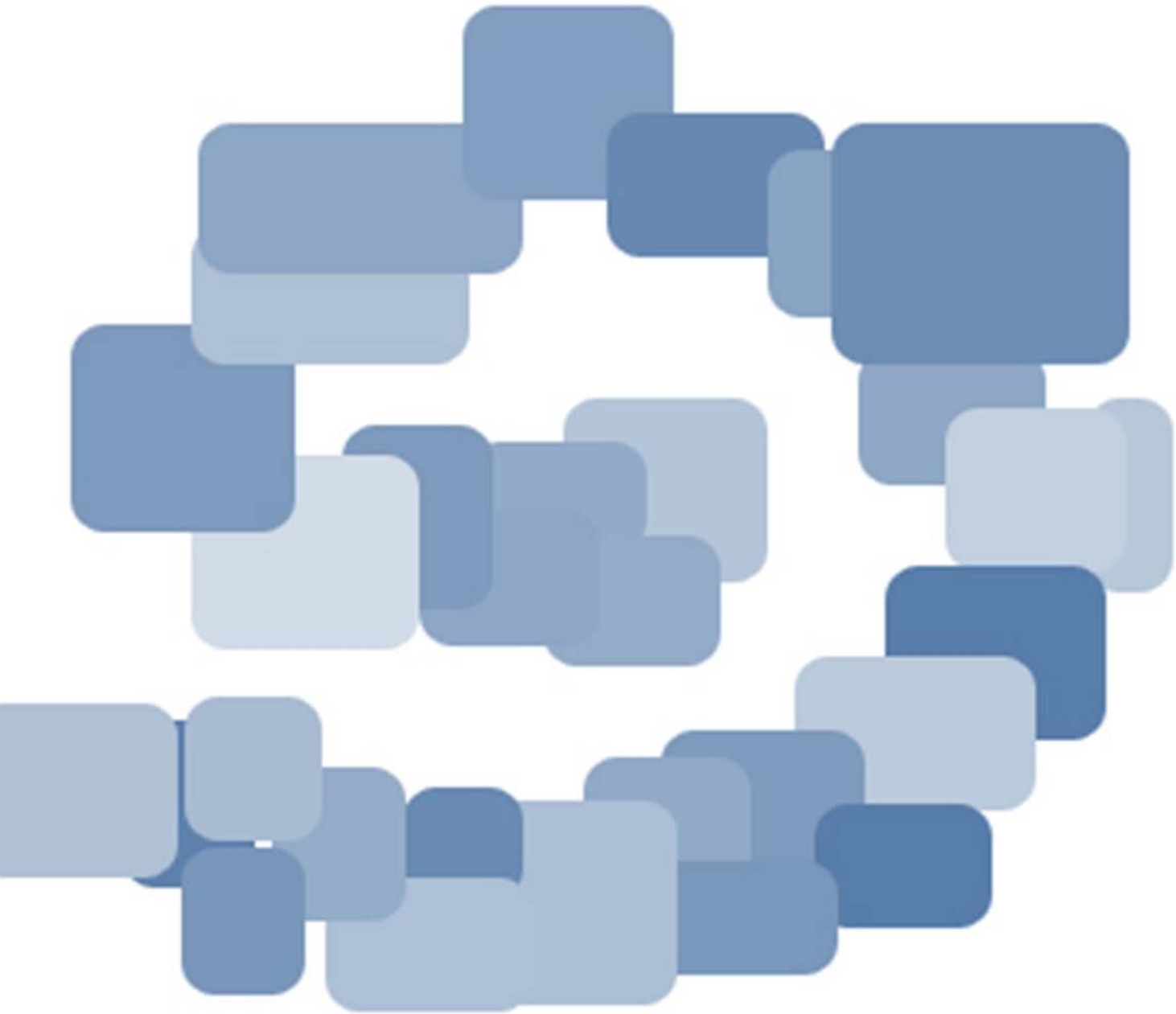
Facilitators

The role of the facilitator is to open the space and to maintain a safe environment.

Sources: Dalar International Consultancy. Dalar Open Space Technology Meetings. Available from: http://dalarinternational.com/mtg_open_space.html.

Open Space Institute. Worldwide Open Space. Available from: http://www.openspaceworld.org.

Stream 6
Educational Evaluation in HRE



Contents

About Stream 6 6-5
Objectives 6-7
Unit 1 Types of Educational Evaluation 6-9
Activity 1 Defining Educational Evaluation 6-9
Activity 2 The Cycle of Continuous Improvement 6-12
Unit 2 Measuring Results in Human Rights Education 6-17
Activity 1 Defining Results in HRE 6-18
Activity 2 From Defining Results to Setting Objectives for HRE 6-24
Activity 3 Indicators, Data Sources and Methods/ Techniques 6-29
Individual Plan for Putting My Learning into Action 6-34
End of Stream Evaluation/Debriefing 6-34
Materials 6-35
Evaluation Techniques 6-36
Sample Indicators in Human Rights Education and Training 6-39
Sample Techniques used in Human Rights Education and Training 6-42

About Stream 6

1 Day

To "evaluate" means to determine the value or worth of something. In the case of educational evaluation, it can include appraising many things such as, the outcome of a training program, the training program itself, the instructional materials used during the program delivery or the overall goals that the training intended to achieve.

Continuous improvement is the essence of evaluation. Evaluation will help us continuously refine and improve our programs. Continuous improvement depends largely on feedback or information we solicit which helps us to see where we are and what direction we should take. The main purpose of evaluation is to enable us, as educators, to make better decisions in our efforts to constantly improve the quality and impact of our programs.

HRE evaluation, when well planned and implemented, will also help us to look for and capture evidence of change at the level of the individual, organization, immediate community, and society. It will also enable us to demonstrate how our HRE work is contributing to social change in line with human rights.

Time spent conducting evaluation should be seen as a way to improve the results of our future work. Reflecting on successes as well as problems that occurred are useful in pinpointing the strengths and weaknesses of a program, making judgments regarding the reasons for the successes and failures much easier. More often than not, it is difficult and tedious to focus on evaluation. Few people enjoy hearing about inadequacies or ineffective work practices. Remember that evaluation means continuous improvement and feedback is an essential component to that.

The aim of this Stream is to examine evaluation as a tool to make our training more effective and useful.

Objectives

By the end of Stream 6, participants should be able to:

- Define educational evaluation in the context of human rights education
- Explain the "Cycle of Continuous Improvement" evaluation model
- Identify different types of results (i.e., immediate outcomes, intermediate outcomes, impacts) in human rights education activities
- Identify appropriate techniques and data sources to evaluate their human rights education activities

Unit 1 Types of Educational Evaluation

Facilitator Notes

Instructions for Activity 1 Defining Educational Evaluation

Evaluation means different things to different people. The aim of this activity is to have participants reflect on their personal notions about evaluation and compare them with a standard definition of the term.

Part A (15 min)

1. Go over the activity description with the participants.
2. Have the participants write down their ideas. Emphasize that this is not a knowledge test.

Part B (15 min)

1. Record the group's ideas on flipchart.
2. Share the definition of evaluation provided below and compare. Look for commonalities and emphasize key concepts.

Suggested definition of educational evaluation:

A systematic activity used to gather information in order to support decisions about how to improve educational events.

Suggested reasons why we evaluate:

To improve our training programs; to determine the effectiveness of our training programs; to plan future programs; to validate the work we do; to provide an account of actions and results.

Activity 1 Defining Educational Evaluation

30 min **Page 6-9**

This activity is divided into two parts.

In **Part A**, you will individually reflect on your understanding of educational evaluation and its purposes.

In **Part B**, you will share your ideas with the other members of the group.

15 min Part A Work Individually

What do you think about when you hear the term educational evaluation? Write the first things that come to mind.

Concepts:
When I hear the term "educational evaluation" I think about…
Why do we evaluate?

15 min Part B Large Group Work

Share some of your answers with the larger group.

End of Activity ■

Facilitator Notes

Instructions for Activity 2 The Cycle of Continuous Improvement

The aim of this activity is to explore the Cycle of Continuous Improvement (CCI), an effective model for HRE evaluation.

Part A (10 min)

1. Introduce the 'Cycle of Continuous Improvement'. Emphasize that evaluation is not a singular event, but rather an ongoing process that enables us to gather information systematically during all the different phases of a human rights training session.

a) What is it?

- A model of educational evaluation that involves evaluation throughout the training process.
- An essential tool for trainers.

b) Why do we use it?

- We use the model because it helps us to continuously refine and improve our programs.
- If we ask the right questions at the right times, we will get important feedback.
- This information can help us see where we are and what direction we should take next. It will make our programs more effective and useful for participants.

c) Using the table provided on page 6-14 (Part. Man. p.6-11), explain each phase of the cycle along with the examples from the IHRTP.

2. Ask participants to share any examples from their own experience with these types of evaluation. After going over the "Cycle of Continuous Improvement," explain to participants that the activities that follow will focus more on the Development and Implementation phases (formative and end-of-training summative types).

Part B (5 min)

1. Present the 5 stages of a basic evaluation process. Explain that in its simplest form an evaluation process can be broken down into 5 stages. That is,

- Define the purpose of the evaluation
- Determine and ask the right questions
- Get answers from the right sources
- Analyze and reflect on the data collected and draw appropriate conclusions
- Act on what you have learned from the evaluation

►►►

Facilitator Notes

Instructions for Activity 2 continued

Part C (30 min)

1. For the discussion on gender in evaluation begin by presenting the key ideas from the box "Gender in Evaluation" on page 6-15 (Part. Man. p. 6-12).
2. Then, divide participants into four small groups and assign to each group one phase of the Cycle of Continuous Improvement. Ask participants to think of examples of how to integrate a gender perspective into the phase assigned to their group. Ask participants to share their examples with the larger group.

Some suggested examples may include:

- Planning: When conducting a needs assessment, set up meetings with male and female representatives of the community, potential learners, etc. to find out the gender division of labour (who does what?), the specific issues important to men and women, the different wants and needs, etc.
- Development: When designing and developing the formative evaluation tools, make sure the strategy includes participation, communication opportunities (i.e., remember to collect sex-disaggregated data and use gender sensitive language when formulating the questions).and contributions from both men and women
- Implementation: When designing, developing and implementing the summative evaluation tools, have participants compare their personal perceptions and attitudes towards gender, and identify how the program addresses gender issues (i.e. What was your most significant learning about gender that you have gained from participating in the this training program?)
- Follow Up: When collecting information on transfer and impact of your training program, have participants consider what changes have occurred in their work with respect to gender (i.e., since your participation in the training program, how have you integrated a gender perspective into your HRE work?)

Activity 2 The Cycle of Continuous Improvement

45 min **Page 6-10**

This activity is divided into three parts.

In **Part A**, the facilitator will present the different types of evaluation in the "cycle of continuous improvement."

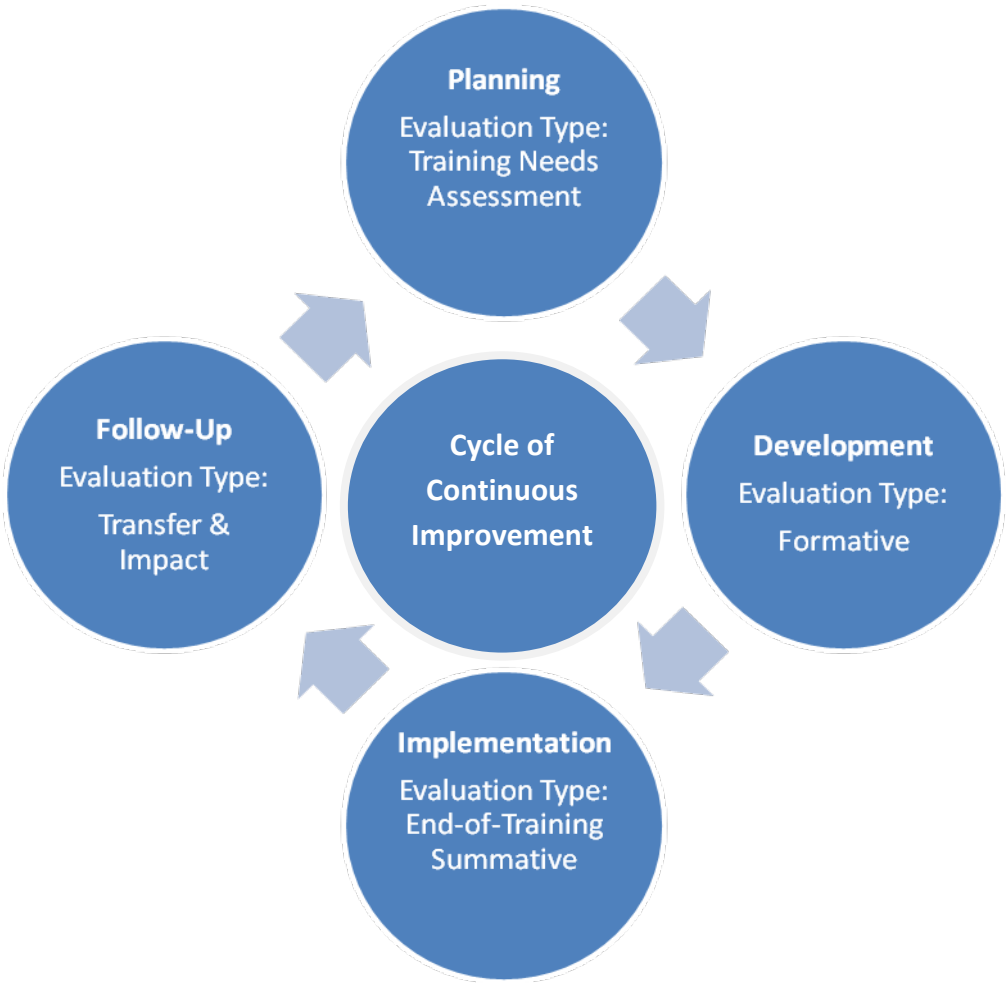
In **Part B**, the facilitator will present a basic process of evaluation.

In **Part C**, you will discuss gender in evaluation.

10 min Part A Presentation

The facilitator will provide a general overview of the different types of evaluation in the "cycle of continuous improvement". Refer to the diagram below and the examples in the table on the following page.

The Cycle of Continuous Improvement



Types of Evaluation	
Type	**Examples from the IHRTP**
Training Needs Assessment This type of evaluation is conducted before developing a training program to ensure that the program meets the needs of participants.	• Consulting with partner organizations, alumni of the IHRTP, Equitas Board members • Research of human rights issues
Formative Evaluation As the program is taking shape, formative evaluation is carried out to make sure the program is on the right track. This evaluation informs decisions about the ways to design the program.	• Collecting feedback from partner organizations, subject matter experts, resource persons, Equitas Programs Committee, participants, facilitators, Equitas staff members
End-of-Training Summative Evaluation After a program has been completed, summative evaluations are carried out to see if the objectives were met and if the program was effective and if it should be used again. Note: The distinction between formative and summative evaluation is largely arbitrary. In practice, all evaluation is formative because it generally leads to changes to a program.	• Collecting feedback from participants, facilitators, Equitas staff members
Transfer and Impact Evaluations These evaluations are conducted at a later stage and can help determine if transfer has occurred and whether or not, in the longer term, the program has an impact on the learners' work, on their organizations or groups, and on the broader community/society. Note: This is the most challenging type of evaluation, particularly in education.	• Collecting feedback from alumni • Following-up with work carried out by alumni (Individual Plans, etc.) • Regional meetings

5 min Part B Large Group Work

The facilitator will review the five stages of an evaluation process.

1. Define the purpose of the evaluation.
2. Determine and ask the right questions.
3. Get answers from the right sources.
4. Analyze and reflect on the data collected and draw appropriate conclusions.
5. Act on what you have learned from the evaluation.

30 min Part C Work in a Group

The facilitator will begin by presenting some key ideas on Gender in Evaluation. See box below.

You will then work in small groups to identify examples of how to integrate a gender perspective into the different phases of the evaluation cycle. Share your examples with the larger group.

End of Activity ■

6

More about…

Gender in Evaluation

Women and girls have common experiences that are often very different from those of men and boys; this includes the types of human rights abuses which are suffered by each and the ways in which each can enjoy their rights. Certainly regarding general access to information, resources, power and decision-making opportunities, women and girls are often unfairly discriminated against by virtue of their sex.

In human rights education, the application of a gender perspective to educational evaluation means assessing the differing implications for women, girls, men and boys at each step of the evaluation process. Ensuring gender equality does not mean that inputs or treatments need to be identical; rather equality is about ensuring that outcomes are identical.

►►►

►►► More about…Gender in Evaluation

In evaluation, questions and reflections that are gender-focused need to be included in order to help us integrate a gender perspective into our HRE work and to ensure that the results we seek to achieve benefit both men and women. Concretely, a gender perspective should inform everything from the questions that are developed for a needs assessment to the decision about the members of a focus group to the indicators that are developed for an impact assessment. The following are questions to keep in mind in order to ensure a gender perspective when conducting different types of evaluation in our HRE work:

Planning (Training Needs Assessment)

- How is the issue or problem experienced by women/girls and men/boys? What are the similarities and differences?
- What are the specific needs of the women/girls and of the men/boys?
- Do women/girls and men/boys have equal access to available resources and equal opportunities to human rights education or training?

Development (Formative Evaluation)

- What are the practical needs and strategic interests of women/girls? What opportunities are available to support both practical needs and strategic interests of women and girls?
- What will be the different impact of the initiative on women/girls and on men/boys? Will the consequences be different?
- Are the activities and energizers appropriate for both women/girls and men/boys?

Implementation (End-of-Training Summative Evaluation)

- Was the participation of women/girls and men/boys during the activity the same?
- What was the quality of interaction between the women/girls and men/boys?
- How does the evaluation data differ across women/girls and men/boys?

Follow-up (Transfer and Impact Evaluations)

- Was there an improvement and/or decline in the condition of women/girls and men/boys?
- Were there unexpected results for women/girls and/or men/boys?

Unit 2 Measuring Results in Human Rights Education

Facilitator Notes

Instructions for Defining Results in HRE

The aim of this activity is to have participants review the work done so far on identifying possible changes/results of HRE work and then having them define results for their Individual Plans.

Part A (15 min)

1. Go over the instructions with participants.
2. In reviewing the changes identified in Stream 3, Unit 1, Activity 3, also ask participants if their thinking regarding possible changes connected to their HRE work has evolved since the first week of the program.

Part B (15 min)

1. Use the Splash and Ripple image (see box p.6-20, Part. Man. p.6-18) to help participants visualize results over time connected with HR training. You may want to produce a flipchart version of the image for your presentation.
2. Then review the 'Logic Model' or 'Results Chain' presented in the box on p. 6-21 (Part. Man p. 6-19). Explain the evaluation terms used to express results, i.e., immediate outcomes, intermediate outcomes and impact.
3. Provide some concrete examples of results from the IHRTP. (See page 6-22, Part. Man. p.6-20).

Part C (30 min)

1. Divide participants into groups and instruct them to work together to develop 1 or 2 immediate outcomes and intermediate outcomes for their Individual Plans. They should work together to share ideas and information.
2. Ask groups to volunteer examples from their work and write them on flipchart. Ask other participants for feedback on the responses.

Activity 1 Defining Results in HRE

60 min **Page 6-15**

Evaluation of human rights education, when well planned and implemented, will help us to look for and capture evidence of change at the level of the individual, the organization/group, and the broader community/society. It will also enable us to demonstrate how our HRE work is contributing to social change in line with human rights.

This activity is divided into three parts.

In **Part A**, you will review the types of changes linked to HRE activities.

In **Part B**, the facilitator will give a brief presentation on results of HRE activities.

In **Part C**, you will develop results for your Individual Plan.

15 min Part A Large Group Discussion

The facilitator will lead a discussion on achieving results in human rights education activities. He/she will ask you to:

- Reflect on the definition of human rights education and its role in achieving social change. Refer to the suggested definition in the box Defining Results in Human Rights Education on page 6-19.
- Review the types of changes identified in Stream 3, Unit 1, Activity 3 and add any new ideas you may have.
- Share your thoughts on how the types of changes/results can be measured.

15 min Part B Presentation

The facilitator will explain:

- Splash and Ripple, a useful image for envisioning the change that can occur over times as a result of human rights education activities. (See page 6-20)
- He/she will also go over evaluation terms used for expressing results as well as some examples. (See pages 6-21-22)

Defining Results in Human Rights Education

Aims of HRE

Human Rights Education (HRE) is all learning that builds knowledge, skills as well as attitudes and behaviours of human rights. It is a process of empowerment that begins with the individual and branches out to encompass the community at large.

HRE aims towards developing an understanding of everyone's common responsibility to make human rights a reality in each community and in the society at large. HRE aims to empower individuals, i.e., women and men, girls and boys, and their communities to become positive actors of social change by seeking out solutions that are consistent with human rights values and standards. The social change envisioned involves among other things, changes in social structures, attitudes, beliefs, views and values, freedoms and rights, the quality of education, and effective governance.

Level	Types of Changes or Results Linked to HRE Activities
Individual	Changes in: • Awareness • Willingness or motivation • Knowledge • Skills • Attitudes, behaviour
Organization / Group)	Changes in: • Level of participation • Power relations (interest and influence) • Family relations • Access to resources • Access to information • Respect for and fulfillment of specific rights: education, health housing, etc. • Reported number human rights violations
Broader Community / Society	Changes in: • Laws, policies, legislation which reflect principles of human rights • Government services • Reported number human rights violations • Citizen and civil society participation and collaboration with government • Socio-economic progress • Cultural norms and practices that impact positively on human rights (for example, changing gender roles)

More about…

Splash and Ripple

A useful image for envisioning the change that can occur over times as a result of human rights education activities is the Splash and Ripple image.

The image involves a person standing over a pond holding a rock. The person deliberately drops the rock into the pond creating a splash and then ripples. Applying this analogy to a human rights training session:

Source: Splash and Ripple model. PLAN:NET (2003)

Person: the organizers of the human rights training session

Rock: the human rights training session

Splash: the immediate effects of the human rights training session on the learners (reactions and learning in the short term)

Ripples: the knowledge, skills, values and attitudes that learners transfer to others in their environment; it is the zone of ripples where real social changes starts to take place (medium-term results)

Waves at the shoreline: the impact over time of the human rights training session on the broader social environment; it is in the transformations observed on the shoreline that social change can be recognized. We must keep in mind, however, that other factors, in addition to the rock that we tossed into the pond are contributing to the waves at the shoreline which represent social change.

Source: Adapted from PLAN:NET. (2003) Splash and Ripple: Planning and Managing for Results. Alberta, Canada: PLAN: NET Limited. Retrieved from http://www.unssc.org/web1/programmes/rcs/cca_undaf_training_material/teamrcs/file.asp?ID=339

Results: Key Definitions

The Logic Model

The Logic Model (also known as a 'Results Chain', Log Frame or Logical Framework) summarizes a project or initiative and its context in a logical manner so that the connections or logical relationship between inputs, activities and expected results (generally described as immediate outcomes, intermediate outcomes and impacts) can be visualized. The Logic Model serves as a roadmap showing a logically linked chain of results connecting activities to final results and identifying the steps that would demonstrate progress towards the achievement of those results. It is a useful tool in helping us to articulate the changes that we envision connected to our human rights education activities.

This describes what you need and what you do to achieve the desired results of a project or initiative.			These are the actual CHANGES that take place, i.e., Results		
Inputs	**Activities**	**Outputs**	**Immediate Outcomes (change in learners)**	**Intermediate Outcomes (changes in learners' organizations/ immediate environment)**	**Impacts (sustained changes in the broader community/society)**
The financial, human, material and information resources used.	Actions taken or work performed through which inputs are used to produce outputs. (e.g. planning, designing the training session)	Direct products or services stemming from the activities (e.g. the actual training session delivered, the training materials produced)	Changes that are directly attributable to the outputs. They are usually short term and represent a change in skills, awareness, access, or ability among beneficiaries. (e.g., initial outcomes among the learners that participated in a training session)	Changes that are expected to logically occur once one or more immediate outcomes have been achieved. These are usually medium term but can also be short term. They constitute a change in behavior or practice among the beneficiaries. (e.g., outcomes for learners' organizations / immediate environment).	The highest level of changes that can be reasonable connected to an initiative and are the consequence of one or more intermediate outcomes. These take the form of sustained change of state or condition of beneficiaries and their broader community.

Examples of Results			
Example	**Immediate Outcomes** Short-term results that are the logical consequences of completed project activities.	**Intermediate Outcomes** Medium-term results that are the logical consequences of achieving a combination of outputs.	**Impacts** Longer-term result that is the logical consequence of achieving the outcomes.
The IHRTP Goal: To strengthen the capacity of human rights organizations and institutions to undertake HRE efforts aimed at building a global culture of human rights Objectives: By the end of the IHRTP, participants should be able to: • Use a framework based on internationally accepted human rights standards and principles to analyze the issues and situations encountered in the work of their organizations • Identify ways in which human rights education can increase the effectiveness of their human rights work • Indicate appropriate ways for putting their learning from the IHRTP into practice in the work of their organizations • Explore networking opportunities essential for furthering the cause of human rights • Determine strategies for promoting gender equality in their human rights education work • Employ a basic evaluation process for assessing the results of their human rights education work	• IHRTP participants better able to analyze human rights standards and issues • IHRTP participants better able to develop and deliver effective HRE activities • IHRTP participants develop an Individual Plan for transferring new knowledge and skills to their organizations • Opportunities for international, regional and/or national networks identified amongst the IHRTP participants	• Increased capacity of alumni organizations to undertake HRE activities using a participatory approach • IHRTP alumni collaborating in their HRE work	• Emergence of a culture of human rights leading to greater respect by states of their human rights obligations and prevention of human rights abuses

30 min

Part C Work in a Group

You will now define some results for your Individual Plan. Remember, your results statements describe what the change you are aiming for looks like.

Write 1 or 2 immediate outcomes and 1 or 2 intermediate outcomes for your Individual Plan. Share information and ideas with other members of your group.

Results
Immediate Outcomes
Intermediate Outcomes

End of Activity ■

Facilitator Notes

Instructions for Activity 2 From Defining Results to Setting Objectives for HRE

The aim of this activity is to enable participants to recognize the important link between results we want to achieve and the goal and objectives we set for our human rights education activities. Participants will then develop objectives for their Individual Plans.

Part A (15 min)

Use the reference box "From Defining Results to Setting a Goal for HRE" on page 6-26 (Part. Man. p.6-24) and go over the information in the "Developing Objectives" box on page 6-27 (Part. Man. p.6-25) to help participants prepare for writing learning objectives for their Individual Plans.

Part B (30 min)

1. Have participants work in their Individual Plan groups and instruct them to develop the goal and one or two learning objectives for their Individual Plans, based on their intended results. They should work together to share ideas and information.
2. Ask groups to volunteer examples from their work and write them on flipchart. Ask other participants for feedback on the responses.

6

Activity 2 From Defining Results to Setting Objectives for HRE

45 min | Page 6-22

This activity is divided into two parts.

In **Part A**, the facilitator will review developing goals and objectives.

In **Part B**, you will develop objectives for your Individual Plan.

15 min Part A Presentation

The facilitator will briefly explain how to write effective goals and objectives for human rights training. See the box "Defining Results to Setting a Goal for HRE", on page 6-26, and "Developing Objectives" on page 6-27.

30 min

Part B Work in a Group

You will now develop a goal and objectives for your Individual Plan based on the results you identified in Activity 1. Deciding on the goal and the objectives is a process that demands time. In this activity, the aim is not to have you formulate perfect goals and objectives, but to provide you with an opportunity to practise.

Results of Your Individual Plan	Goal
Refer back to Activity 1 Immediate Outcomes: Intermediate Outcomes:	

Objectives
Remember, objectives should be clear, concise, specific, realistic, measurable, and derived directly from the needs identified.

End of Activity ■

6

More about…

Defining Results to Setting a Goal for HRE

Defining desired results starts with developing a clear vision of what we want to achieve. It involves imagining a time after a successful training session has taken place and articulating what you see at this future time. What is the changed situation?

One simple way to articulate desired results is to complete the following sentence: *As a result of this training session, we see...*

Defining desired results enables us to set a clear goal from the beginning. There is a connection between the starting point and the end point, an alignment of vision that greatly increases the likelihood that desired results will eventually be achieved.

Some examples of results and goals are provided below:

1. Workshop for Police Officers on Gender Sensitization
   - *As a result of this training session, we see…Police officers integrating gender sensitive policies and practices into their work.*
   - *The goal of the training session is to increase the capacity of police officers to integrate gender sensitive practices into their work.*
2. Training of Trainers
   - *As a result of this training session, we see…Human rights educators developing and designing more effective training sessions using a participatory approach.*
   - *The goal of the training session is to increase the capacity of human rights educators to develop and design effective training sessions.*

More about…

Developing Objectives

Setting concrete objectives that align with the goal is like providing general signposts along a path toward results. These signposts or objectives indicate the key elements needed to achieve the desired results.

Tips on Learning Objectives

An objective is an outcome statement that captures specifically what we should expect to see following our action.

Objectives should be clear, concise, specific, realistic, measurable, and derived directly from the needs identified.

Avoid unnecessary words and jargon in writing objectives. For example, the following is not an effective objective.

- *By the end of the training learners will have profound awareness and a deep sense of the role of human rights values and principles in global social change.*

A more effective objective would be:

- *By the end of the training, learners should be able to explain fundamental human rights principles and their applicability in their own societies.*

Objectives should not express what you will do, but rather what the results will be for the beneficiary.

Effective learning objectives include:

- Who will change ⇢ target audience
- What will change ⇢ knowledge, skills, awareness , situation of beneficiaries
- When will it change ⇢ the expected timeframe for changes to occur (e.g., by the end of the action, after 6 months)
- How much change ⇢ the expected types of changes or level of change

Sources:

Teacher and Educational Development, 2005. Effective Use of Performance Objectives for Learning and Assessment. New Mexico: University of New Mexico School of Medicine

McKenzie, J.F., & Smeltzer, J.L. (2001). Planning, Implementing, and evaluating health promotion programs: A primer (Third Edition). Boston, MA: Allyn and Bacon.

Facilitator Notes

Instructions for Activity 3 Indicators, Data Sources and Methods/Techniques

The aim of this activity is to have participants develop performance indicators for their Individual Plans.

Part A (20 min)

1. Go over the definition of "indicator" with participants.
2. Go over the two types of indicators (quantitative and qualitative measures) and brainstorm some general examples of both using the IHRTP as an example. Also explain the box on Gender Sensitive Indicators on page. 6-31 (Part. Man. p. 6-28)

   Possible answers:
   Quantitative measures
   - Number of male and female participants who use the computer facilities
   - Frequency of men and women who are active on the on-line Equitas Community.
   - Percentage of participants who implement their Individual Plans
   - Ratio of male to female participants who feel there was enough attention paid to the issue of gender equality in the Program.

   Qualitative measures

   - Quality of curriculum (high, medium, low)
   - Extent of coverage on children's rights (high, medium, low)
   - Level of overall satisfaction with the Program (high, medium, low)
3. Refer participants to the table provided (p. 6-32, Part. Man. p. 6-29) for more examples of immediate outcomes, intermediate outcomes and indicators.
4. Ask participants to discuss the appropriateness of various evaluation methods/techniques and data sources for gathering different types of information. Refer to "Evaluation Techniques" on p. 6-36 (Part. Man. p.6-34) of the **Materials** section for ideas.

►►►

Facilitator Notes

Instructions for Activity 3 continued

Part B (30 min)

1. Using the table provided on p. 6-33 (Part. Man. p. 6-30), have participants work individually to develop performance indicators and to determine appropriate data sources, methods/techniques for evaluating the results of their Individual Plan.
2. Refer them to the **Materials** section for information on possible methods/techniques that they could use in their work.

Possible answers:

Data Sources

- Participants
- Facilitators, Resource Persons
- Community organizations working on the issue
- Learner action products (e.g., Individual Plan)

Methods/Techniques

- Questionnaires (during and after the Campaign
- Interviews
- Focus groups

Part C (30 min)

Have participants work in their Individual Plan groups to share some examples from their work.

6

Activity 3 Indicators, Data Sources and Methods/ Techniques

1 hr 20 min **Page 6-26**

This activity is divided into three parts.

In **Part A**, you will brainstorm some examples of quantitative and qualitative indicators for use in measuring results.

In **Part B**, you will work individually to develop indicators and determine data sources and methods/techniques for evaluating your Individual Plans.

In **Part C**, you will share your work with the larger group.

More about…

Indicators and Evaluation Techniques

Refer to the following sources for more information on indicators:

- "Indicators: Key Definitions" in **Materials** section.
- "Gender-sensitive Indicators" in **Materials** section.
- "Sample Indicators in Human Rights Education and Training" in **Materials** section.
- "Sample Techniques used in Human Rights Education and Training" in **Materials** section.

20 min

Part A Large Group Work

1. The facilitator will describe what indicators are and lead a brainstorming session on the different types of indicators.

"What is an indicator?"

An indicator is "evidence" that helps you to measure progress towards achieving results. An indicator is a means of measuring actual results against planned or expected results in terms of quality, quantity, and timeliness. Indicators must be directed to the result they are measuring.

Two types of indicators are:

Quantitative measures	Qualitative measures
Number of…	Presence of…
Frequency of…	Quality of…
Percentage of…	Extent of…
Ratio of…	Level of…

2. The facilitator will lead a discussion on the different types of data sources and methods/techniques used to evaluate the IHRTP. Questions to consider:

   - What are the advantages and disadvantages of the various data sources and techniques for identifying different types of information?
   - How are data sources and techniques linked to results and indicators?

Indicators: Key Definitions

Baseline data

The set of conditions existing at the outset of a program/project. Results will be measured or assessed against such baseline data. Another similar term used is benchmark: a point of reference from which measurements may be made.

Quantitative indicators

Measures of quantity, including statistical statements. Quantitative indicators have a numerical value. (e.g., the number of men and women in decision-making positions, percentage of boys and girls attending primary school or the level of income per year by sex as compared to a baseline level.)

Performance indicators

Specific performance measures chosen because they provide valid, useful, practical and comparable measures of progress towards achieving expected results.

Qualitative indicators

Judgments, opinions, perceptions and attitudes derived from subjective analysis. (e.g., changes in satisfaction; awareness; understanding; attitudes; quality; the perception of usefulness; the application of information or knowledge; the degree of openness; the quality of participation.)

Gender Sensitive Indicators

Gender-sensitive indicators have the special function of pointing out gender-related changes in society over time. Their usefulness lies in their ability to point to changes in the status and roles of women and men over time, and therefore to measure whether gender equity is being achieved. Because use of indicators and other relevant evaluation techniques will lead to a better understanding of how results can be achieved, using gender-sensitive indicators will also feed into more effective future planning and program delivery.

A gender indicator provides "direct evidence of the status of women, relative to some agreed normative standard or explicit reference group" (Johnston 1985). In other words, a statistic becomes an indicator when it has a reference point against which value judgments can be made. For example: "60% of women in community X are literate, as compared to 82% of men, and compared to 30% and 52% respectively five years ago." A gender indicator can be defined as using quantitative and qualitative measures to capture gender-related changes in society over time.

Sources: Guide to Gender Sensitive Indicators (1997) CIDA. Retrieved from: http://www.acdi-cida.gc.ca/inet/images.nsf/vLUImages/Policy/$file/WID-GUID-E.pdf

Results-Based Management in CIDA - Policy Statement. Available from: http://www.acdi-cida.gc.ca/.

Example: The IHRTP			
Type of Results	**Indicators**	**Data Sources**	**Methods/Techniques for Measuring Results**
Immediate Outcomes	• % of participants who express increased confidence in their ability to analyze human rights standards and issues • % of participants who express increased confidence in their ability to develop and deliver effective HRE activities • Number of Individual Plans which integrate learning from the Program	• Participants	• Pre-training assignments • End of stream and general evaluation questionnaires • Individual Plans • Observations • Interviews • Equitas Community
Intermediate Outcomes	• % of alumni who have integrated a participatory approach into their HRE work • % of alumni who have implemented their Individual Plans • % of alumni who indicate they have integrated their learning from the IHRTP into the work of their organization. • % of alumni who are collaborating with other IHRTP alumni in their HRE work • Number and relevance of "posts" and exchanges on the Equitas Community	• Alumni • Alumni organizations • Equitas Community	• 6-month and 24-month follow-up questionnaires • Regional alumni meetings • Analysis of the activity on the Equitas Community

30 min Part B Work Individually

1. Use the table on the next page to develop performance indicators (quantitative and/or qualitative) for the immediate outcomes and intermediate outcomes you worked on earlier.

2. Also, in the 'Data Sources' and 'Methods/Techniques for Measuring Results' columns, add ways in which you will collect information to verify your results. This could be using questionnaires, focus groups, research techniques, interviews, observation. Refer to the "Evaluation Techniques" on page 6-36 of the **Materials** section for more information.

Results	Indicators	Data Sources	Methods/Techniques
Immediate Outcomes			
Intermediate Outcomes			

30 min Part C Work in a Group

Working in your Individual Plan groups, explain one or two indicators that you developed, as well as the data sources and methods/techniques that you would use to measure your results.

End of Activity ■

Individual Plan for Putting My Learning into Action

1 hr 25 min **Page 6-31**

Continue working on your Individual Plan.

End of Stream Evaluation/Debriefing

30 min **Page 6-31**

After completing the End of Stream Evaluation, discuss as a group the benefits of the day's events if time permits.

Questions to keep in mind:

- What issues discussed do you feel are most relevant for the work of your organization?
- Why is it important to include a gender perspective in educational evaluation?
- What were the different human rights education methods and techniques used? Were they effective?
- How can these activities be adapted to your own HRE needs?

Materials

- Evaluation Techniques
- Sample Indicators in Human Rights Education and Training
- Sample Techniques used in Human Rights Education and Training

Evaluation Techniques

Unit 2 Activity 3

Evaluation Techniques	
1. Questionnaire: a series of written questions to gather information	
Advantages • Ability to contact a large number of people • Can be anonymous • Yields a large amount of information at a relatively low cost • Does not require trained interviewers • …	Disadvantages • Requires very clear questions and very clear instructions • Return rate tends to be low, unless there is a real incentive for participants to complete questionnaire • …
2. Interview/conversation: informal talk or planned series of questions with selected individuals	
Advantages • Interviewer gets clarification of unclear answers or statements • He/she can note non-verbal behaviour associated with various responses • …	Disadvantages • Requires certain skills of the interviewer • Interviewer may end up with biased information • Time-consuming • Expensive • …
3. Focus Group: discussion session with a group of selected individuals around a topic	

Evaluation Techniques	
Advantages • Helps ensure acceptance from key individuals • Provides different perspectives at the same time • Interactions among the individuals and non-verbal behaviour can be observed • …	Disadvantages • Difficult to coordinate the schedules of key individuals • Sometimes difficult to obtain a common vision from the different perspectives • …
4. Existing Records: reliable documents available for public consultation	
Advantages • Information already exists • Can provide valuable information on demographics and/or indications of change, e.g., health records • …	Disadvantages • Records may not be available • Information may not answer the evaluation questions directly • …
5. Observation: observer records information without interfering	
Advantages • Possible to observe in natural, everyday setting • Participant responses are not influenced by pre-determined questions • …	Disadvantages • Difficult to record all information • Sometimes difficult to draw conclusions • Presence of observer can intimidate • …
6. Reflection: regular practice of noting events, behaviours and reflecting critically	
Advantages • Record of best practices and mistakes that can be looked back upon • Provides a means for improving skills through critical thinking • Requires only yourself • …	Disadvantages • Sometimes difficult to criticize oneself • Necessitates diligence, regularity • …

Evaluation Techniques

Sample Indicators in Human Rights Education and Training

Unit 2 Activity 3

Indicators in Target Sectors

Training of law enforcement officials

- Institutionalisation of HRE in professional training.
- Human rights training requirement for professional certification or advancement.
- Change of laws and policies in relevant areas.
- Requests for further trainings.
- Increased use of human rights language in professional work.
- Appearance of human rights articles in professional publications and journals.
- Networking among professionals trained in human rights.
- Decline of violations by professionals, including decline of complaints against officials.

Training of NGOs

- Qualitatively improvement in the NGO work.
- Requests for advanced trainings.
- Relation with participants and their organization(s) are regularly maintained (e.g. database, listserv).
- Database of training materials is established and maintained.
- Participants become effective trainers.
- Participants are successful in fund-raising.
- Participants are actively engaged in the training sessions.
- Dissemination, adaptation and development of materials.

- Creation of networks with other NGOs at all levels.
- Impact of the campaigns on media.
- Relief of violated persons.
- Viewing the states obligations upon human rights implementation.

Public awareness campaigns

- The campaign has an identified time frame that is selected for maximum impact.
- Long-term campaigns have clearly defined short-term projects within the span of the campaign.
- Campaign materials are relevant and effective and resources are not wasted in developing materials that are not fully utilised.
- The campaign has an element of surprise and has the potential to create a new "language" for the general public or target group.
- The campaign clearly states the outcome that is desired and the action that the target group is asked to take.
- The strategy anticipates and has the flexibility to deal with adverse effects.

Selected issues

Training of trainers

- Participants make a plan of action and implement it effectively following the training.
- Use of former trainees in future trainings.
- Training impacts the organization of the trainee.
- Requests for additional and more specialized trainings.

Training on women's human rights

- HRE for women can result in advocacy, which brings change in laws, policies and institutions.
- Successful advocacy with government and policy makers in one country can affect other countries positively.
- Increased partnership between women's NGOs and governments to improve women's human rights.
- Cooperation between HRE NGOs, governmental institutions and the influent institutions (media, education…)

Use of modern information and communication technologies (ICTs)

- A large amount of quantitative data is available like web site statistics, data on use of documents, subscriber rates to listservs, etcetera.
- Applications for existing distance learning courses via Internet are high.
- Virtual working communities of activists, educators and other professional groups are spreading rapidly.
- The use of databases is on the rise and many organisations nowadays have organisational web sites.

Source: Arab Institute for Human Rights, Documentation, Information and Training Centre for Human Rights of Morocco and the support of the Office of the UN High Commissioner for Human Rights. Good Practices in Human Rights Education and Training: Guidelines, Indicators and Evaluation Workshop on HRE Issues in Human Rights NGOs (Marrakech, June 2002). The complete document is found in the Resource Manual. Available from: http://www.hrea.org/lists/hr-education/markup/msg00958.html.

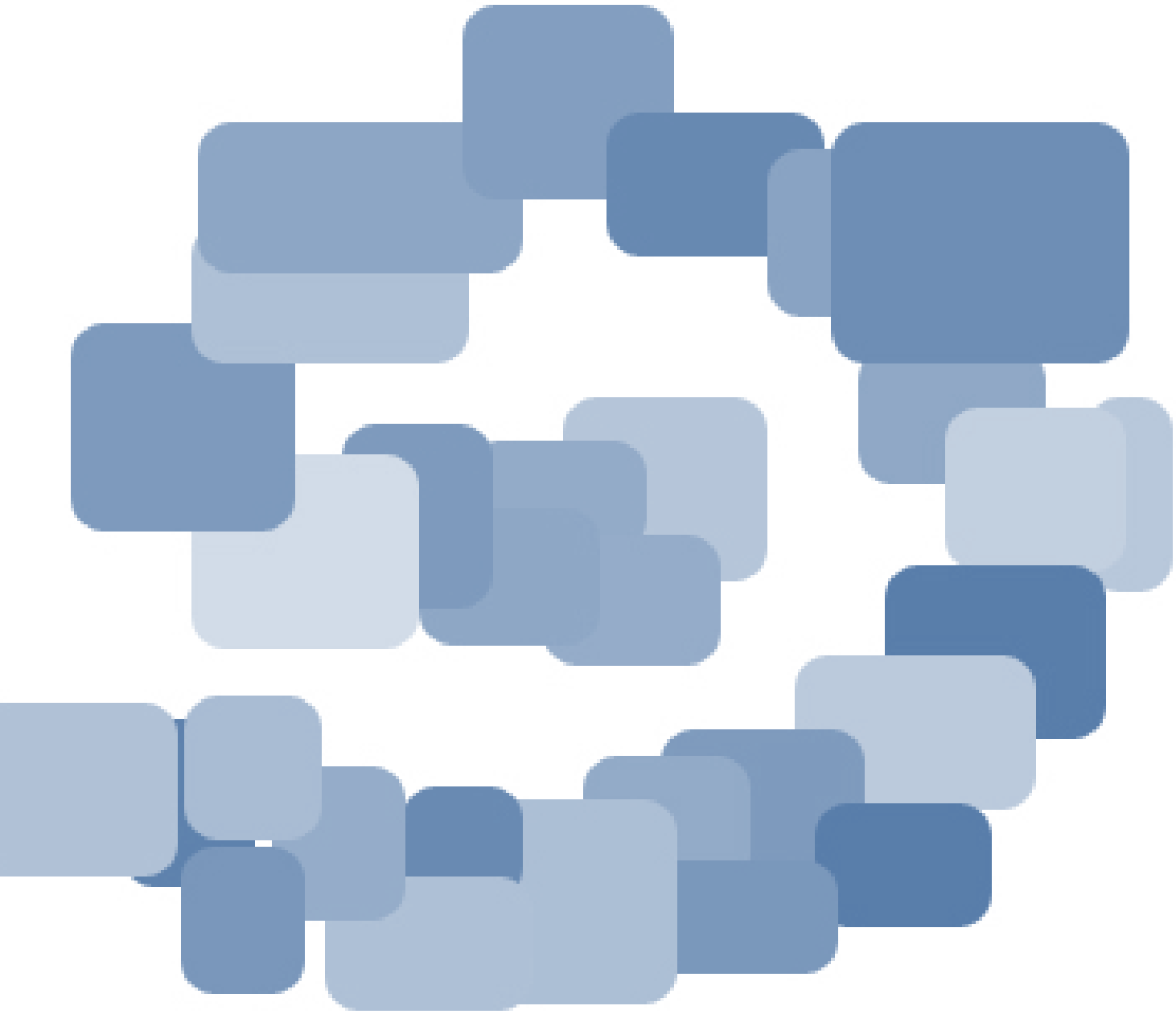
Sample Techniques used in Human Rights Education and Training

Unit 2 Activity 3

Evaluation Techniques/Process	Types of Data that Can be Collected
Daily Evaluation Questionnaires Containing both open-ended and closed questions	• Learner satisfaction to content and educational approach (reaction level) • Learner self-assessment data on learning and perceptions of learning
End of Session Evaluation Questionnaire Containing both open-ended and closed questions	• Learner feedback on all aspects of the training session including their learning and factors that affect learning • Learner self-assessment data on learning and perceptions of learning • Formative evaluation data for revising the training before it is given again
Daily Debriefing Sessions with Facilitators/Trainers Oral and written observations	• Facilitator perceptions on learning and factors affecting learning • Real-time formative evaluation data and suggestions on how to improve training

Evaluation Techniques/Process	Types of Data that Can be Collected
Informal Discussions and Interviews with Learners	• Learner reactions • Learner self-assessment data on learning • Real-time formative evaluation and suggestions on how to improve training
Informal Discussions and Interviews with Resource Persons who Give Presentations During the Training	• Perceptions of learners' reactions to their presentation • Perceptions of the level of experience of the learners • Real-time formative evaluation and suggestions on how to improve participation of resource persons in the training session
Products Generated by Learners During Training Evaluation grid	• Tangible/concrete evidence of learning (e.g., action plans, charts, reports, outlines, diagrams)
Formal Interviews with Randomly Selected Learners after the Training Interview protocol containing open-ended and closed questions	• More in-depth information on specific topics of interest

Stream 7
Practising Skills for Action



Contents

About Stream 7 7-5

Objectives 7-7

Unit 1 A Framework for HRE and Action 7-9

Activity 1 Briefing for the Presentation – "Human Rights Education and Action for Social Change" 7-9

Activity 2 "Human Rights Education and Action for Social Change" 7-10

Unit 2 Monitoring and Advocacy 7-11

Activity 1 What Does Human Rights Monitoring Involve? 7-11

Activity 2 Human Rights Advocacy 7-14

Activity 3 Practising Monitoring and Advocacy Skills – UPR Follow Up 7-17

Activity 4 Designing an Advocacy Campaign 7-23

Activity 5 Creative Advocacy through Song 7-30

Unit 3 Tools for Mobilizing Social Change 7-31

Activity 1 Briefing for the Presentation – "Information and Communications Technologies (ICTs) and Social Change" 7-32

Activity 2 Plenary Presentation – "Information and Communications Technologies (ICTs) and Social Change" 7-32

Activity 3 Debriefing for the Presentation – "Information and Communications Technologies (ICTs) and Social Change" 7-33

Activity 4 HRE Exchange 7-34

End of Stream Evaluation/Debriefing 7-35

Participatory Training Technique Practised in This Stream 7-36

Writing Protest Songs 7-37

HRE Activities Exchange 7-39

Materials 7-41

Processes and Activities Monitoring – Answer Key 7-42

The Monitoring Process 7-43

7

Fact-Finding Basics 7-44
Interview Questions 7-46
About Child Rights 7-49

About Stream 7

3Days

As we have seen throughout the Program, human rights education is one of a number of potential actions to address the current human rights situation in a particular country or community that can lead to desired socio-political change.

This final Stream of the Program focuses on enhancing your skills in various actions for social change including monitoring, advocacy, and the use of new information and communications technologies (ICTs) as well as mobilization through HRE.

The aim of monitoring activities is to improve the human rights situation by systematically tracking activities and actions of institutions, organizations or government bodies to check whether they are in compliance with local and international standards of human rights.

The skills involved in monitoring include not only the gathering of data itself, but also the ability to use the knowledge to improve respect for human rights through education. Actions towards this aim include education through consciousness-raising and advocacy. The awareness of human rights violations or potential violations at the individual and collective level is an essential component in the process of social, cultural and legal change or transformation.

The rapid distribution of web-based news, research, and visual representation is creating a sense of interconnectivity among individuals in different parts of the world as never experienced before. As media reaches wider audiences in more remote areas worldwide so too does information and knowledge about human rights. New technologies, such as the Internet and mobile phones, have also become a vehicle to raise awareness of human rights abuses enabling more immediate and wider coverage of specific human rights issues affecting people all over the world. This fast paced access to information has been instrumental in more readily moving people from indignation to action.

These new tools have enabled a 'more egalitarian and participatory public space [for human rights activists] to access and distribute information that can promote the values and practices embodied in their human rights work without having to rely on corporate mass media. However, these new technologies have not afforded them additional protection from harassment, attacks, imprisonment and death for publishing or broadcasting news and information, especially in countries where censorship and media control are the norm. (taken from old Stream 5 introduction)

Using a range of tools and techniques you will have the opportunity to practise:

- Developing monitoring and advocacy initiatives to support recommendations from Universal Periodic Review reports
- Writing and performing protest songs to promote peace, justice, social and economic equality
- Designing and facilitating human rights education activities

Objectives

By the end of Stream 7, participants should be able to:

- Describe the key components of effective monitoring and advocacy
- Explain the role of monitoring and advocacy in educating about human rights
- Determine the uses of new information and communications technologies and in particular social media in human rights work
- Design a human rights education activity based on the principles and techniques of a participatory approach
- Explain how to integrate human rights education in other actions for social change

Participatory Training Techniques Practised in this Stream

- Writing Protest Songs
- HRE Activities Exchange

7

Unit 1 A Framework for HRE and Action

Facilitator's Notes

Instructions for Activity 1 Briefing for the Presentation – "Human Rights Education and Action for Social Change"

The aim of this presentation is to explore the human rights education component in other actions for social change as well as identify the ways in which these different actions complement each other.

1. Go over the instructions with the participants.
2. Record the participants' ideas for future discussion in the debriefings of activities 1 and 2 in Unit 2 of this Stream.

Activity 1 Briefing for the Presentation – "Human Rights Education and Action for Social Change"

30 min **Page 7-9**

To prepare for the upcoming presentation, review the definition of social change from Stream 5 which is also provided below. Then discuss the questions.

> "**Social change** is a process of dialogue, debate and action that results in major shifts in social norms (i.e., standard patterns of behaviour considered normal in a society). Social change is generally characterized by the highlighting and legitimation of discordant or conflicting voices, particularly of those most marginalized in society."

Source: Deak, A., Pettit, J., Taylor, P. and Vogel, I.(Jun-2006*) Learning for Social Change: exploring concepts, methods and practice* http://www.ids.ac.uk/index.cfm?objectid=452BD2A5-5056-8171-7BBA0F57DD7DA594

Questions to consider:

- In your view, what is the role of HRE in affecting positive social change?
- What do you see as the relationship between HRE and other actions for social change?

End of Activity

Activity 2 "Human Rights Education and Action for Social Change"

1hr 30 min **Page 7-10**

Recent developments at the international level concerning HRE such as the adoption of the European Charter for Democratic Citizenship and Human Rights Education as well as the planned adoption of the UN Declaration on Human Rights Education and Training are clear demonstrations of the recognition of the important role of human rights education in overall human rights work.

This presentation will explore the role of human rights education in other actions for social change such as monitoring, advocacy, institutional and legal reform and research. It will also explore how human rights education and these different actions complement each other in building a culture of human rights.

There will be two resource persons for this presentation:

The first resource person will focus on the relationship between human rights education and other actions for social change aimed towards increased respect for human rights. He/she will explore human rights education as an essential component of effective monitoring, advocacy and other social change actions.

The second resource person will focus on how different actions can effectively complement each other and result in real social change in line with human rights values and principles. He/she will provide current examples of successful social change initiatives from different regions of the world that incorporate a variety of actions, for example, monitoring, advocacy, legal reform, and human rights education.

Question and Answer Period

End of Activity ■

Unit 2 Monitoring and Advocacy

The aim of this unit is to explore strategies for using monitoring and advocacy to educate about human rights.

Facilitator Notes

Instructions for Activity 1 What Does Human Rights Monitoring Involve?

Part A (25 min)

1. Assign groups of four participants and go over the instructions with them.
2. Ensure that the participants understand the diagram in question number 3 on the processes and activities of human rights monitoring. (Answer key provided in the Materials section of this Stream.)

Part B (35 min)

1. Take up each of the questions and have participants share their understanding of human rights monitoring.
2. Then have participants discuss how the monitoring process itself as well as the results of monitoring activities can be used to educate about human rights, e.g.:

- Raise awareness of human rights problems
- Develop knowledge of human rights standards
- Develop critical analysis of situations in human rights terms
- Strategize and implement appropriate responses to violations

Activity 1 What Does Human Rights Monitoring Involve?

1 hr **Page 7-11**

The awareness of human rights violations or potential violations at the individual and collective level is an essential component in the process of social, cultural and legal change or transformation. Monitoring activities help to improve the human rights situation by systematically tracking activities and actions of institutions, organizations or government bodies to check whether they are in compliance with local and international standards of human rights.

The skills involved in monitoring include not only the gathering of data itself, but also the ability to use the knowledge to improve respect for human rights through education.

This activity is divided into two parts.

In **Part A**, you will work in a small group to discuss the human rights monitoring process.

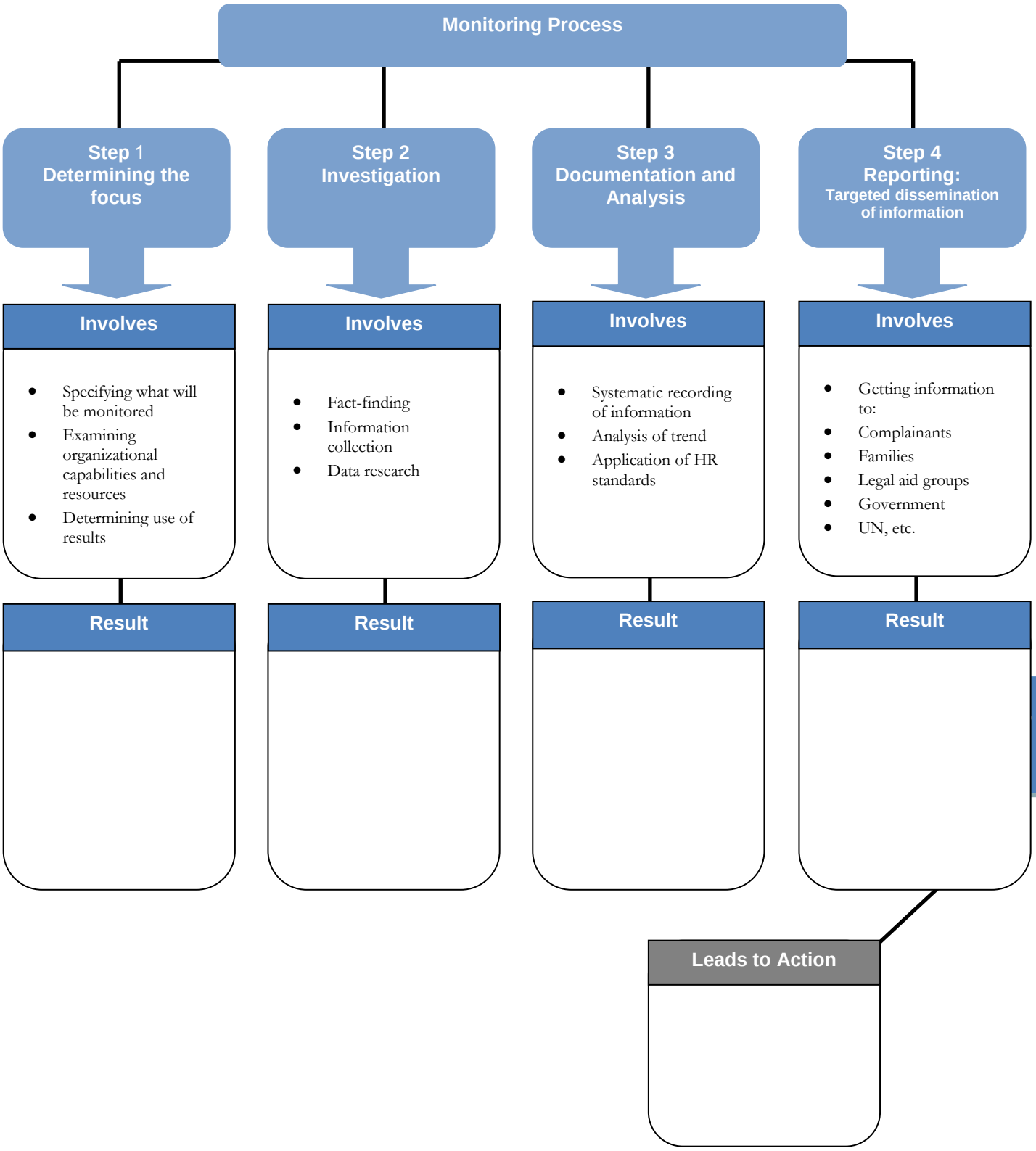
In **Part B**, you will share your understanding with the larger group and reflect on the role of monitoring in human rights education.

25 min Part A Work in a Group

Human rights monitoring involves systematically tracking activities and actions by institutions, organizations and government bodies to ensure compliance with human rights standards.

In order to gain an overview of the monitoring process, together with the members of your group discuss the questions below.

Questions to consider:
1) What are the purposes of monitoring?
2) Which organizations conduct monitoring activities on national, regional, and international levels?
3) Monitoring consists of four main steps: determining the focus, investigation, documentation, and reporting or dissemination of information. The diagram on the following page illustrates the process. What activities are involved for each step and what are the results of these activities? What types of action should monitoring lead to?


Monitoring Process
Step 1
Determining the focus
Step 2
Investigation
Step 3
Documentation and Analysis
Step 4
Reporting:
Targeted dissemination of information
Involves
Specifying what will be monitored
Examining organizational capabilities and resources
Determining use of results
Involves
Fact-finding
Information collection
Data research
Involves
Systematic recording of information
Analysis of trend
Application of HR standards
Involves
Getting information to:
Complainants
Families
Legal aid groups
Government
UN, etc.
Result
Result
Result
Result
Leads to Action

35 min Part B Large Group Discussion

Share your understanding of monitoring with the larger group.

Then discuss the question below:

- How can the process and results of monitoring activities serve to educate about human rights? Refer back to the ideas expressed by the group in Unit 1, Activity 1 regarding the relationship between HRE and monitoring.

End of Activity ■

Facilitator Notes

Instructions for Activity 2 Human Rights Advocacy

Part A (10 min)

1. Go over the instructions with the participants.
2. Give participants about 10 minutes to read the text. Answer any questions they may have.

Part B (30 min)

1. Divide the participants into small groups.
2. Have the participants exchange personal experiences about campaign activities that their organization may have coordinated

Part C (20 min)

Have the participants share the results of their discussions.

■

7

Activity 2 Human Rights Advocacy

1 hr **Page 7-14**

This activity is divided into three parts.

In **Part A**, you will work individually to review a text on human rights advocacy.

In **Part B**, discuss your experiences with human rights advocacy in a small group.

In **Part C**, each group will share some points from its discussions with the larger group.

10 min Part A Work Individually

Read the text "A Perspective on Advocacy" provided below, keeping in mind the work of your organization.

A Perspective on Advocacy

Why is human rights advocacy necessary?

The actions and policies of powerful national and international institutions often undermine the work of NGOs and grassroots organizations focused on problems of poverty, sustainable development, democratic rights and women's equality. Top-down government and international donor practices often limit the ability of marginalized populations to participate in public-decision making. In recent years, however, globalization, economic liberalization, structural adjustment and related privatization policies have strengthened the role of the market and tended to weaken the operations of the state and its ability to provide basic services.

A greater need and opportunity for advocacy emerges from these current circumstances and problems. Moreover, advocacy by NGOs and grassroots groups is critical if the state and the elites that exacerbate economic and political disparities are to be held in check and if less powerful groups do not wish to be excluded from public decision making.

What is advocacy?

Advocacy can be defined as identifying and acting upon opportunities to influence and become involved in the policy decision-making process at national and international levels. Cohen et al. (2001) define social justice advocacy as "the pursuit of influencing outcomes – including public-policy and resource-allocation decisions within political, economic, and social systems and institutions – that directly affect people's lives. Advocacy consists of organized efforts and actions based on the reality of 'what is'." Citizen-initiated advocacy aims at highlighting critical issues that have been ignored and submerged, influencing public attitudes, and enacting and implementing laws and public policies. Advocacy consists of actions designed to draw a community's attention to an issue and to direct policy-makers to a solution.

Advocacy work begins once an investigation is completed and its findings released; indeed, the purpose of an investigation is to inform and support the broader advocacy strategy. Social, cultural, and legal change or transformation is the result of political actions brought about by the process of individual or collective conscientization (awakened consciousness). This leads to the change in power relationships between institutions and the people affected by their decisions, thereby changing the institutions themselves and making a clear improvement in people's lives. The policy process, that is, selecting one policy option from among several choices, is essentially a negotiation among various actors. Advocacy initiatives require political skills, namely mobilizing, organizing, communicating, and planning strategies.

Sources:

Flowers, N. (2000). The Human Rights Education Handbook: Effective Practices For Learning, Action, And Change. Minneapolis, MN: University of Minnesota.

Ravindran, D. J. (1998). Human Rights Praxis: A Resource Book for Study, Action and Reflection. Bangkok, Thailand: The Asia Forum for Human Rights and Development.

20 min Part B Work in a Group

In small groups, discuss your thoughts on and experiences with human rights advocacy. Refer to the questions below to guide your discussion. Also refer back to the ideas expressed by the group in Unit 1, Activity 1 regarding the relationship between HRE and advocacy.

- Do you agree with the perspective on advocacy above? What does advocacy mean to you? Why is it necessary?
- Has your organization carried out advocacy activities on a particular issue? Did your organization work alone on these activities or in conjunction with others?
- What are some advocacy activities that you are aware of in your region? In your country?
- What are some current issues in your region that could be effectively addressed through advocacy activities?
- Which NGOs in your region could work together on these activities? Which other actors could be involved to move your agenda forward? Which sectors in your society can be mobilized and organized to support human rights advocacy?
- How does advocacy contribute to human rights education?

30 min Part C Large Group Discussion

Share some points from your group's discussion with the larger group.

End of Activity ■

Facilitator Notes

Instructions for Activity 3 Practising Monitoring and Advocacy Skills – UPR Follow Up

Part A (60 min)

1. Go over the instructions with the participants.
2. Divide the participants into small groups, and assign 1 UPR recommendation to each group.

Part B (60 min)

1. Have the participants begin by sharing the results of their discussions.
2. Then facilitate a discussion using the questions provided.

Activity 3 Practising Monitoring and Advocacy Skills – UPR Follow Up

2 hr **Page 7-17**

This activity is divided into two parts.

In **Part A**, you will work in small groups to develop some monitoring and advocacy actions related to the implementation of Universal Periodic Review conclusions and recommendations on the children's rights.

In **Part B**, each group will share the results of their discussions with the larger group.

60 min Part A Work in a Group

Follow up to Universal Periodic Review (UPR) recommendations is arguably the most important phase of the entire UPR process as it is the one leading to the concrete realization of the goal of the UPR, i.e., the "improvement of the human rights situation on the ground".

Recommendations and any voluntary commitments and pledges made by the State under review contained in the UPR report can be used to guide monitoring and advocacy initiatives of civil society actors aimed at improving the enjoyment of human rights in their respective countries.

The facilitator will begin by reviewing the list of representative UPR recommendations on children's rights that have been drawn from different UPR

working group reports for countries present at the IHRTP. He/she will assign a one recommendation to each group. (See next page.)

Together with the members of your group identify some appropriate monitoring and advocacy initiatives civil society actors including your organizations can undertake to support implementation of the recommendation assigned to your group. Ensure that you include a gendre perspective in your initiatives. You can use the information provided in the box "Engaging with the UPR Mechanism" p.7-21 to help you.

Record the results of your discussions in the appropriate columns of chart provided below.

UPR Follow Up: Monitoring and Advocacy Actions		
UPR recommendation on children's rights	**Monitoring Action**	**Advocacy Action**
1. Child labour To consider fostering national strategies to combat child labour and promote decent work **2. Child marriage** To intensify its efforts to protect children from early and forced marriages.) **3. Violence against children** Recommends to take appropriate measures to address violence against children. **4. Child poverty and mortality** To implement the recommendations of the CRC in order to guarantee the rights of homeless children **5. Children and HIV/AIDS** To consider strengthening programs to fight and prevent HIV/AIDS, with special attention to women and children. **6. Children and war** To timely cooperate with the monitoring mechanism based on Security Council resolution 1612 (2005) to adopt concrete measures to prevent and punish all kinds of recruitment or use of children in armed conflict. **7. Lack of access to education** To continue its efforts to improve and ensure access to education for all children and to include human rights teaching in school programs. **8. Sexual exploitation and trafficking of children** As recommended by the		

Committee on the Rights of the Child, ensure that the law against trafficking of human beings and sexual exploitation of children be better implemented and take better measures to protect girls engaged in domestic work from economic exploitation and sexual abuse. **9. Juvenile justice** To review its domestic legislation and practice, to bring them both in compliance with its international obligations in the area of the rights of the child, in particular regarding i. the protection against kidnapping and trafficking, and ii. the juvenile justice system including through providing adequate separate facilities of corresponding capacity for juveniles in detention or prison and adopting specific measures for the protection of their human rights.		

Engaging with the UPR Mechanism

Civil society has an important role to play in relevant stages of the UPR—in preparing submissions for the reviews, in attending reviews, and by contributing to follow up to the implementation of UPR recommendations and conclusions.

Working on Follow up to UPR Review outcomes

Once adopted by the Working Group on the UPR, the report on each reviewed country is transmitted to the Human Rights Council. The Council normally considers and adopts these outcome documents at its next regular session.

The conclusions/recommendations contained in an outcome document which enjoy the support of the reviewed State serve as the basis for UPR follow up.)

Resolution 5/1 provides that it is primarily the responsibility of States to implement their review outcomes (including conclusions and recommendations, and voluntary pledges and commitments). **Resolution 5/1** also states that other relevant stakeholders, including civil society actors, have a role to play in the implementation.

Civil society actors, including NGOs, academia, the media, trade unions and professional groups, can work on follow-up to UPR outcomes in a number of ways, for instance:

- Working with national entities (including Government, parliament, the judiciary and NHRIs) to help the State meet its obligations; civil society often acts as a catalyst to promote national legislative reforms and develop national policies. It can also use the UPR outcomes as a basis for dialogue with State entities and for defining its own programmes of action;
- Monitoring the human rights situation and steps taken locally to implement UPR outcomes;
- Raising awareness about the UPR, the outcomes States are required to implement, and how outcomes can be used to improve the enjoyment of human rights nationally. This may be done by organizing thematic discussions, round tables, seminars and workshops, translating and publishing UPR outcomes and working with NHRIs and the national media, and by raising awareness of UPR outcomes among the general public and civil society;
- Engaging with national entities towards the preparation of information for the next periodic review; and
- Collaborating with other civil society actors in the preparation and submission to OHCHR of follow-up information on the implementation of UPR outcomes.

Source:

OHCHR, Working with the United Nations Human Rights Programme: A Handbook for Civil Society. P. 145-151 http://www.ohchr.org/EN/AboutUs/CivilSociety/Documents/Handbook_en.pdf

More Examples of NGO Involvement in UPR Follow Up

The Human Rights Project (HRP) at the Urban Justice Center in their toolkit on the UPR provides the following examples of some ways NGOs can get involved and influence the implementation of outcomes include:

1. Organize a press conference. Publicize the results of the outcome document that has been approved by the country under review, which means it has accepted recommendations and made voluntary commitments for improvement. Also highlight recommendations that were rejected and/or put on hold.
2. Use the media. There are many media tools like the use of Facebook, Twitter, blogs and other avenues that can be used to spread the word, educate the public, and put pressure on the government to fulfill its UPR obligations. Each subsequent review will be based largely on implementation efforts and improvement in key areas identified in the previous review.

3. Organize meetings. Discuss the relevance of the outcome document with your community, and how community members can engage in the implementation process.
4. Develop a strategy to monitor implementation. Organizations should monitor government progress as well as problems or limitations during the 4 years between reviews.
5. Participate in implementation. NGOs should engage in dialogue with the government to share expertise in the human rights field of concern, and to make the process and methods of implementation as effective and targeted as possible.
6. Organize a web casting. Organizations in other countries have successfully organized events to inform civil society on the results of the review. Groups can host a webcasting event showing the interactive dialogue for their communities. Depending on the time, people may be able to watch live webcast of reviews. Please check this link to follow live webcast reviews: http://www.un.org/webcast/unhrc/.

Source: http://www.hrpujc.org/documents/UPRtoolkit.pdf

60 min Part B Large Group Discussion

Each group will share their ideas for monitoring and advocacy initiatives with the larger group. (20 min)

The facilitator will then lead a discussion using the questions provided below.

- What are the benefits of interlinking these various actions for social changes?
- What are some of the challenges?
- Why is the HRE component of these actions essential for effective social change?

End of Activity ■

Facilitator Notes

Instructions for Activity 4 Designing an Advocacy Campaign

Part A (1 hr 30 min)

1. Participants will work in regional groups.
2. Go over the instructions with participants. Each group will be assigned an issue relating a children rights issue for their advocacy campaign.
3. Explain the "Key Elements for Effective Advocacy" to participants (See p.7-27).
4. Explain that each group will present to the larger group in Part B. The group should assign reporters to present their advocacy campaign.

Part B (1 hr)

1. Reporters from each group present their advocacy campaign in plenary.
2. Participants from the other groups use the evaluation grid provided to evaluate the campaign that is presented. (Copies will be made to distribute to participants.)
3. Each group should have 10 minutes to present their campaign, followed by a discussion of the evaluation for 10 minutes.

Activity 4 Designing an Advocacy Campaign

2 hrs 30 min **Page 7-22**

This activity is divided into two parts.

In **Part A**, you will design an advocacy campaign.

In **Part B**, your group will present their advocacy campaign to other groups in a plenary session.

7

1 hr 30 min Part A Large Group Work

A topic related to forms of abuse of children's rights will be assigned to your group to help design an advocacy campaign.

1. Select one of the two following issues as the basis of your advocacy campaign:
   - Educating the public about the children's rights issue assigned to you group
   - Advocating elected officials to pass tougher laws to protect the rights of children

2. Develop the key elements of your advocacy campaign using the guide on the following page. Consult the information in the Reference sheet on "About Child Rights" in the Materials section on page 7-45 to assist you in developing your plan.
   Although creativity is encouraged in the message design, it is important that the message you are trying to send is appropriate for the target audience and is clear and strong. Ensure that your message does not get lost in an entertaining but perhaps less effective delivery style.

3. Prepare to present your campaign in Part B. Your presentation should include the following:

   - a brief statement of your objective
   - the evaluation strategy you intend to use
   - the target audience you plan to reach

Examples of Children Rights Abuse Issues

Child labour

Although the CRC gives children the right to be protected from work that threatens their health, education or development. Although many children work to help their families in harmless work that is not exploitative, many more are put to work in ways that violate their right to normal physical and mental development, and often interferes with their education.

Child marriage

The Universal Declaration of Human Rights guarantees every person the right to 'free and full' consent to marriage. Full consent means that a person is mature enough to make an informed decision about a life partner. Yet UNICEF estimates that over 60 million women aged 20 to 24 were married or in civil union before the age of 18.

Violence against children

Abuses faced by children in the family and community range from ill-treatment in institutions to violence at home, from child trafficking to child bonded labour. The vulnerability of children to such abuses often depends on other aspects of their identity, such as gender, ethnicity or economic status. The denial of one set of rights leads to the abuse of others.

Child poverty and mortality

Although the CRC provides that governments have an obligation (within their available resources) to ensure children have an adequate standard of living, 600 million children worldwide live in poverty, and 30,000 children die each day due to poverty.

Children and HIV/AIDS

Hundreds of thousands of children across the world become infected with HIV every year and, without treatment, die as a result of AIDS. In addition, millions more children who are not infected with HIV are indirectly affected by the epidemic, as a result of the death and suffering that AIDS causes in their families and their communities.

HIV and AIDS rival poverty and exceed war as a threat to the lives of millions of children in the developing world. Approximately 33 million people were living with HIV as of 2007, and 2 million of them were children under 15 years of age.

Children and war

Entire generations are growing up without ever having known what it feels like to be safe. Millions of children from around the world grow-up and live in conflict-rife areas or have been killed, injured, or forced to live in camps. For many, access to adequate food, clean water, education, health care or security remains non-existent. Landmines and unexploded ordnance kill and maim children on a daily basis.

Increasingly, children are also being drawn into conflicts as participants by both government and armed groups. Some children are forcibly recruited while others join voluntarily to escape poverty or find stability amid the chaos of war and displacement. At least 300,000 under-18s – some as young as eight years old – are currently engaged in active combat in over 30 countries. In addition to the hazardous work of soldiering, both boys and girls are used as porters, cooks and other military support roles. Girls are often sexually exploited though forced "marriages" to commanders. Some engage in "survival sex" in tenuous exchange for protection, food or money. The risk of HIV and other sexually transmitted diseases is high. Child combatants are routinely abused both physically and mentally as part of their indoctrination, making them more compliant for high risk missions and the use of brutal tactics. Casualty rates are generally high.

Examples of Children Rights Abuse Issues (cont'd)

Lack of access to education

The CRC guarantees children the right to education, but more than 130 million children do not attend school, 73 million of them are girls.

Sexual exploitation and trafficking of children

Although the CRC obliges state governments to protect children from sexual exploitation and abuse, millions of children are being used in prostitution, pornography, trafficking and other forms of sexual exploitation.

Juvenile justice

Children often suffer neglect, abuse and violence in the administration of juvenile justice. The very institutions that should be protecting children are disregarding their general and special rights.

When children are picked up by police, they are frequently ill-treated or tortured. Their legal rights are often ignored. Their parents are not informed of their whereabouts. They are held in degrading conditions, often sharing cells with adults. Some are denied their right to a fair trial and are given sentences that disregard the key objectives of juvenile justice - the child's rehabilitation and reintegration into society.

Key Elements for Effective Advocacy	
Issue selected:	**Your Advocacy Campaign**
Clear Objective • Easily explainable and understood • General enough to attract people's interest while specific enough to achieve some concrete results within a reasonable time (six months to a year)	*What do you want to achieve?*
Evaluation Strategy • **Determine short, medium and long-term results**	*How will you measure the results?*
Well-defined Target Audiences • Primary Target: The group or individual who has the authority "to give you what you want" • Secondary Target: Those who will most directly influence the "authority"	*Who are the right people to target?*
A Clear Message • The message must be clear, true and persuasive to the audiences that your campaign is targeting. It is not enough that the message is clear to you.	*What message do your target groups need to hear?*
A Variety of Messengers • **Should include individuals who have credibility as "experts":** o some who can speak from personal experience o others who have special credibility or connection to the person or group you have targeted • The same message will have a very different effect, depending on who communicates it	*Who is the right messenger to deliver the message to the target group(s) selected?*
A Variety of Delivery Methods • Different ways of delivering messages: lobbying, media work, protest and direct action • Campaigns must carefully examine their options for action and combine the most appropriate ones together to achieve success	*What are the most appropriate methods to deliver the messages to ensure they are heard?*

1 hr Part B Plenary Session

Each group has 10 minutes to present their advocacy campaign.

Using copies of the evaluation grid on the next page, evaluate the advocacy campaigns that were presented in your plenary session. Make sure to provide useful feedback for other groups on their work.

Group: _____

Theme: _____

Evaluation Grid for Advocacy Campaign				
	Weak	Average	Strong	Comments
Clear Objective Was the campaign clear as to what it wanted to achieve?				
Evaluation Do you think the suggested evaluation method will be appropriate and effective??				
Well-defined Target Audiences Were the right people targeted?				
A Clear Message Did the campaign message include what the targets needed to hear?				
A Variety of Messengers Was the message delivered to the right target by the right messenger?				
A Variety of Delivery Methods Were the methods used to deliver the messages the most appropriate ones to ensure that the messages were heard?				

End of Activity ■

Facilitator Notes

Instructions for Activity 5 Creative Advocacy Through Song

1. Introduce the member(s) of the Raging Grannies who will be facilitating the song writing activity with your group and go over the instructions with them.
2. To begin, have participants brainstorm some ideas on issues they would like to sing/dance/rage about. Write these on a flipchart.
3. Have participants choose a topic to work on. Remind them to use the questions and tips provided "Writing Protest Songs" (see Participatory Techniques section at the end of this Stream) when developing their performance.

Activity 5 Creative Advocacy through Song

Participatory Technique
Writing Protest Songs

2 hrs **Page 7-28**

The Raging Grannies have become a Canadian phenomenon offering a new approach to political protests. Fifteen years after the appearance of the Raging Granny persona there are more than 60 groups across Canada. Their distinctive form of protest involves the use of creativity and humour in the form of satirical songs as a way to raise issues social and political and educate on these issues. In their own words: "We are out in the streets promoting peace, justice, social and economic equality through song and humour."

1. In this activity the local chapter of the Raging Grannies will conduct a song-writing workshop with your group. You will perform your song at the Closing Ceremony, on the last day of the Program.
2. After you have written and performed your song in your group, the facilitator will lead a debriefing session on the activity. Some questions you may address:

   - Would this technique be useful in your context?
   - When would you make use of songs in your advocacy work?
   - Do you think this is an effective technique for getting your point across?

End of Activity

Unit 3 Tools for Mobilizing Social Change

Facilitator Notes

Instructions for Activity 1 Information and Communications Technologies (ICTs) and Social Change

1. Go over the instructions with the participants. Explain that Information and Communications Technologies (ICTs) are forms of technology used to facilitate communication, and that social media is a new type of media that uses mobile and internet-based technology to make media interactive.
2. List the following ICT tools on flipchart and have participants indicate which they themselves are using and for what purposes. Have them also indicate the ones they have heard of even though they may not be using them.

- Internet
- Mobile Phones
- SMS
- Laptops
- Computers
- Radio
- LinkedIn
- Facebook
- Orkut
- Badoo
- Flikr
- Picasa
- YouTube
- Blogs
- Twiter

3. Then go over the description of the presentation.

Note to the facilitator: Facebook, LinkedIn, Orkut, and Badoo are examples of social networking websites. A Blog (short for Web Log) is a website or a part of a website where users can create an online journal that can be viewed and commented on by anyone with access to the internet. Twitter is a website that offers a social networking and micro-blogging service. Users can use Twitter to send and read 140 character messages called tweets via mobile phone or via the Internet. Flikr, Picasa, and YouTube are websites that participants may be using to share digital media such as photographs and movies.

Activity 1 Briefing for the Presentation – "Information and Communications Technologies (ICTs) and Social Change"

30 min **Page 7-29**

To prepare for the upcoming presentation, consider the following question:

- What experiences do you have using different information and communication technologies (ICTs) and social media in your human rights work?

End of Activity

Activity 2 Plenary Presentation – "Information and Communications Technologies (ICTs) and Social Change"

1 hr 30 min **Page 7-29**

This presentation will explore the ways in which information and communication technologies (ICTs) influence the human rights context and how human rights education can use these tools to its advantage.

There will be one resource person for this presentation. The resource person will focus on:

- How participants are using ICTs in their own human rights work
- An overview of how ICTs are being used in the human rights context
- Specific examples of how ICTs being used in human rights education and advocacy
- The rationale and risks of using technology to educate and advocate about human rights

Question and Answer Period

End of Activity

Facilitator Notes

Instructions for Activity 3

The goal of Activity 3 is to provide the participants with the opportunity to reflect on how ICTs can be used effectively in the human rights and human rights education work.

1. Invite participants to ask questions and comment of the Presentation.
2. Facilitate a discussion using the questions provided as a guide.

Activity 3 Debriefing for the Presentation – "Information and Communications Technologies (ICTs) and Social Change"

30 min **Page 7-30**

Together with you facilitator discuss the following questions:

- How does the use of information and communication technologies (ICTs) contribute to your human rights education and/or advocacy work?
- Reflect back on the activity "Designing an Advocacy Campaign" (Unit 2 Activity 4) and think of whether these tools could be used to support your strategy. If so, how?

End of Activity

Facilitator Notes

Instructions for Activity 4 HRE Activities Exchange

1. Inform participants that the theme of this year's HRE Activities Exchange is "Promoting equality between women and men".
2. Explain that the HRE Activities Exchange is meant to provide participants with an opportunity to put their learning into practice by designing, delivering and evaluating a short human rights education activity.

Emphasize that the HRE activity participants will design should:

- Reflect the learning gained so far during the program
- Integrate the principles and techniques of a participatory approach (i.e., the Learning Spiral model).
- Aim to build awareness, knowledge, skills and /or positive attitudes about gender equality and human rights among the activity's target group

3. Go over the instructions on the HRE Activities Exchange with the participants (See the Participatory Techniques section at the end of this Stream).

Activity 4 HRE Exchange

Participatory Technique
HRE Exchange

2 hr 30 min **Page 7-31**

This activity is divided into three parts.

In **Part A**, the facilitator will explain the HRE Exchange.

In **Part B**, your group will develop an HRE Exchange project.

In **Part C**, your group will present the activity to other groups and you will evaluate other groups' projects.

15 min Part A

The facilitator will explain the concept of the HRE Exchange (See the Participatory Techniques section at the end of this Stream).

1 hr 15 min Part B

You will work in small groups to plan and develop a HRE project that you will present during the HRE Exchange.

1 hr **Part C**

You will present your activity to others and participate in the activities others have designed.

When you are evaluating another group's HRE Exchange project, keep in mind the following aspects for providing feedback:

Give feedback: Tell the other groups what you thought of the activities they developed.

- What worked?
- What didn't work?
- How could the project be improved?

Receive feedback: Listen carefully to the comments of other participants.

- What would you do differently next time?
- What type of revisions could you make?

End of Activity ■

End of Stream Evaluation/Debriefing

30 min **Page 7-32**

After completing the End of Stream Evaluation, discuss as a group the benefits of the Stream's events if time permits.

Questions to keep in mind:

- What issues discussed do you feel are most relevant for the work of your organization?
- What were the different human rights education methods and techniques used? Were they effective?
- How can these activities be adapted to your own HRE needs?
- What is the role of new media and information technologies in HRE and HR advocacy? How do use them in your work?

Participatory Training Technique Practised in This Stream

- Writing Protest Songs
- HRE Activities Exchange

Writing Protest Songs

Unit 2 Activity 5

Protest songs are songs written and performed to encourage social movement toward positive social change. These songs can be used to protest about issues such as war, pollution, civil rights, women's rights, and immigration or current events in the world today. Words set to familiar music can be a powerful tool to advocate for peace, justice, social and economic equality. Protest songs can reach a wide and diverse audience.

Below we describe the Raging Grannies process for writing protest songs.

How to Write a Protest Song

1. Brainstorm some issues that you would like to sing/dance/rage about.
2. Divide into two groups and select different issues to work on.
4. When you have selected your issue, brainstorm reasons why it is an outrage. List them on a flipchart.
5. With these in mind, write a song, stating your concerns with humour and punch.
6. Use the following questions to guide your work:

- What does your audience care about? Health/environment/women's issues?
- What message, style and mode of delivery will be most effective? Aggressive and challenging or more gentle? Straight or satirical?
- Are you attempting to nourish and reinforce an audience that agrees with you or are you trying to persuade and educate an audience that disagrees with you or are you trying to persuade and educate an audience with more neutral or diverse opinions?

7. While designing and developing your performance, keep in mind the following tips:

- By nature, creativity is open-ended and experimental. An action is a unique encounter between your group's style and imagination and an issue and audience. Creative approaches, however, draw upon a common pool of possibilities – humour, parody, or surprise.
- Less is more. It's called message discipline. Figure out what is the one thing you need to say, then say it well and repeat is over and over (Save the rest for next time!).

- Keep text to a minimum. Nothing is more deadly than lots of text without interruption. Whatever it is – performance, pamphlet, or vigil – make it visual or physical or musical. Remember, in today's world image is paramount. This is doubly good advice outdoors, where spoken words are often lost in other noise.

- Don't sing a laundry list. You are telling a story, not explaining an agenda. Don't feel compelled to mention every item on your progressive wish list. You are sharing a vision, not a platform.

- Offer vision, not complaints. Convey hope and offer feasible alternatives and solutions. When appropriate, offer specific and tangible proposals for change. Think of yourself more as a messenger of hope than a conveyor of information.

- Don't preach. Everyone knows the unpleasantness of being preached at. Try to embed the important information right in the performance. Avoid lecturing and avoid "speechifying" words. Try to show more and tell less – the audience will teach themselves.

- Use humour to undermine authority. Imagine a labour action where the target has to arrest Santa Claus and escort him off the property! Authority requires respect and an aura of formality and seriousness. Humour can disrupt this aura and undermine a target's authority.

- Use music. Almost any action is enhanced by music. Singing is disarming and adds life and energy. It sets the event apart from its surroundings and helps draw a crowd. Drumming, clanging, rhythmic chanting, etc. are all easy and effective.

- Have fun. Take your issue seriously, but don't take yourselves seriously. Keep focused on the message you want to convey but remember people more often hear the message when they are laughing and enjoying the action.

- Be prepared and informed. Know your issue and why you are taking action otherwise you can look ridiculous. Have a spokesperson ready to talk to the media who is well informed and articulate.

Source: The Montreal Raging Grannies. (2001). How to have fun while changing the world

HRE Activities Exchange

Unit 3 Activity 4

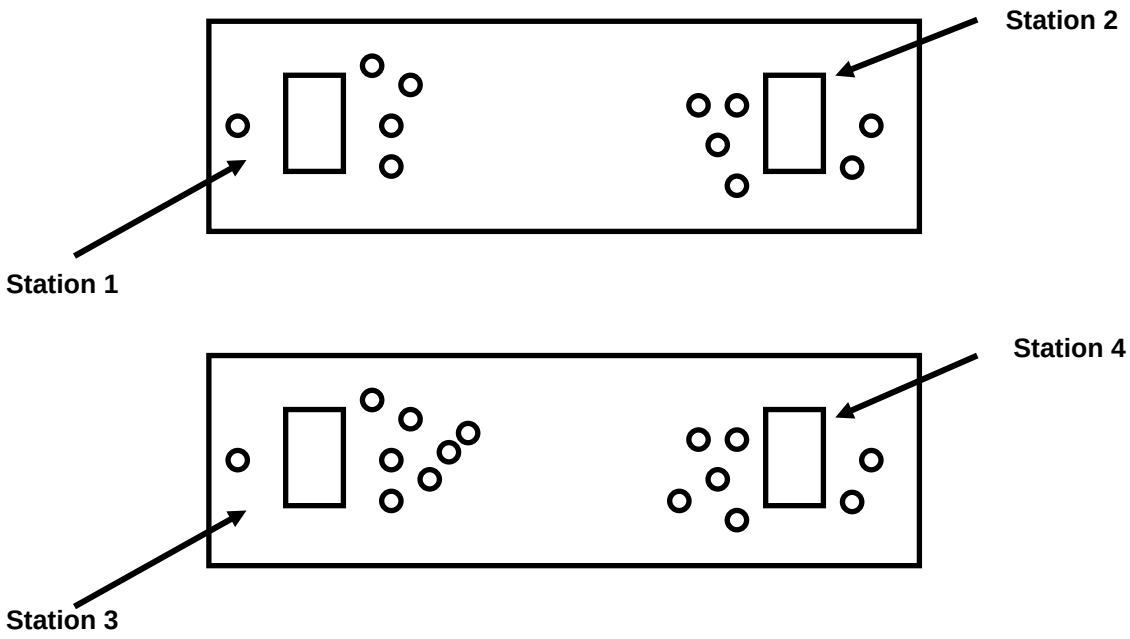
1. What is the HRE Activities Exchange?

The "Activities Exchange" is designed as an opportunity for all of us to share some of the best ideas and activities from our own work, from our experience and from our creativity. Each group will prepare and facilitate an HRE activity. As a community of human rights educators, we have much to learn from one another.

2. Setting up the Activities Exchange

For the Activities Exchange, we usually secure a large room allowing for all the activities to take place at the same time. At each end of the room, a participant will present or facilitate an activity at a "stall" in the Activities Exchange. The activities and their location will be "published" on a map so the participants can find the activities in which they are most interested.

Illustration of the Activities Exchange Set Up



3. The Presenter's Task

The total time for the Activities Exchange is 120 minutes. Each presenter should plan on repeating same activity three or four times. The aim is to have participants see a number of quick activities that other trainers have found effective in their training work.

Selecting an activity

Try to choose an activity that can be demonstrated in 20 to 30 minutes.

If the activity you select requires more time, then have a poster or some photographs of people taking part in this activity during a previous training session. In this case you would be more of an "explainer" than a "presenter". Ideally you should demonstrate and explain.

Materials required

You should have with you copies of materials needed by the participants to take home for their use or modification. Describe the activity in such a way that others may be able to use it or adapt it in the future. Make sure to include information on the target group, human rights content, objectives, training techniques, and logistical concerns.

During the Activities Exchange

The emphasis in the Activities Exchange should be on demonstrating the activity or getting the idea across. Participants and presenters can connect later for more detailed questions about logistics and how to implement certain activities. If you do facilitate the activity, do not forget to do the debriefing.

4. The Participant's Task

Evaluate each activity you observe in the HRE Activities Exchange. You should be able to record information related to:

- Activity name
- Intended audience
- The content (e.g., women's rights)
- The objectives of the activity
- Techniques - write information about how the activity works
- Logistics - write any notes about special concerns regarding the length of the activity, special resources needed, etc. These notes should help you remember how to lead the activity later

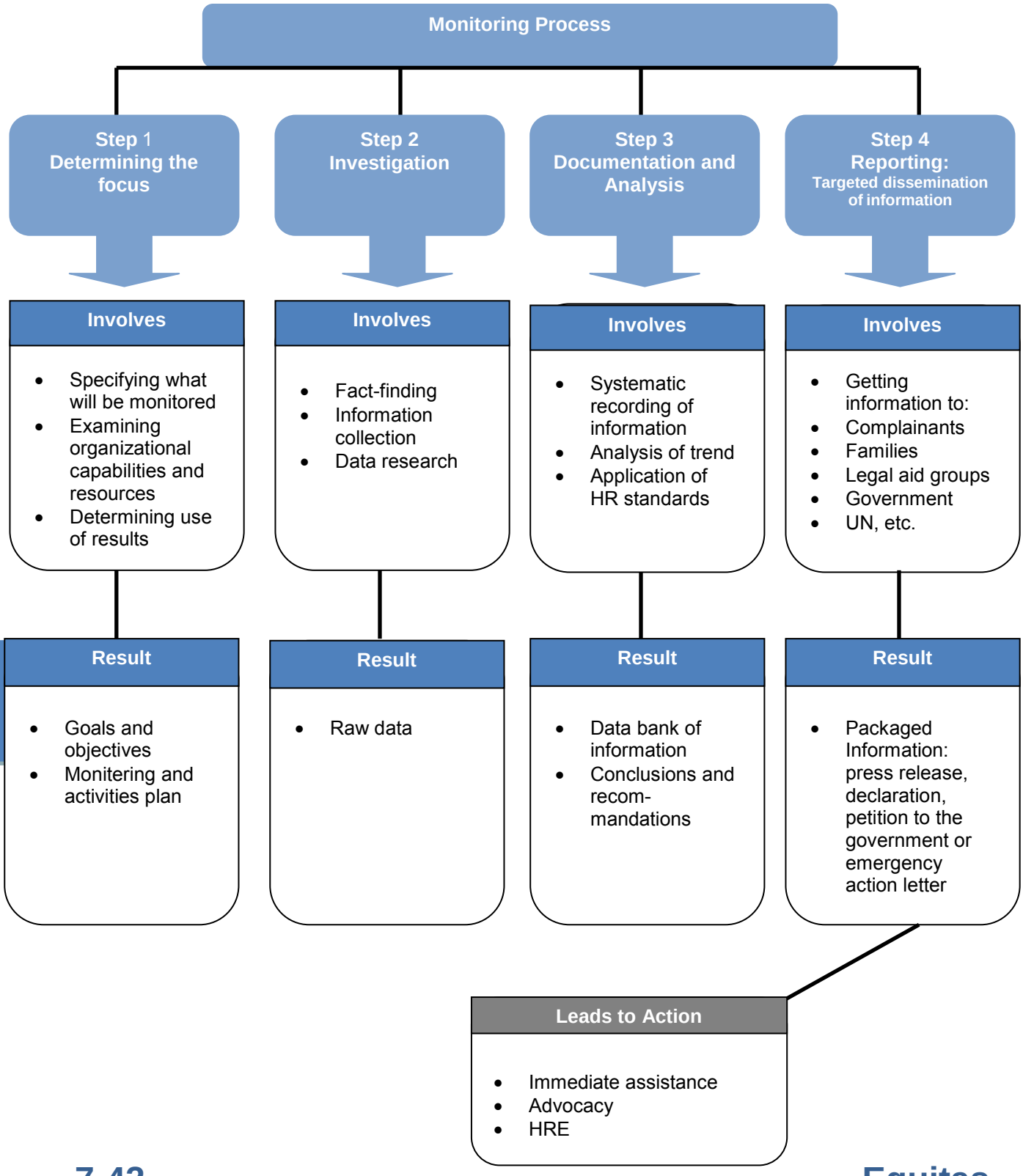
Note: Some of this information may be included in handouts from the presenters.

Materials

- The Monitoring Process
- Fact-Finding Basics
- Interview Questions
- About Child Rights

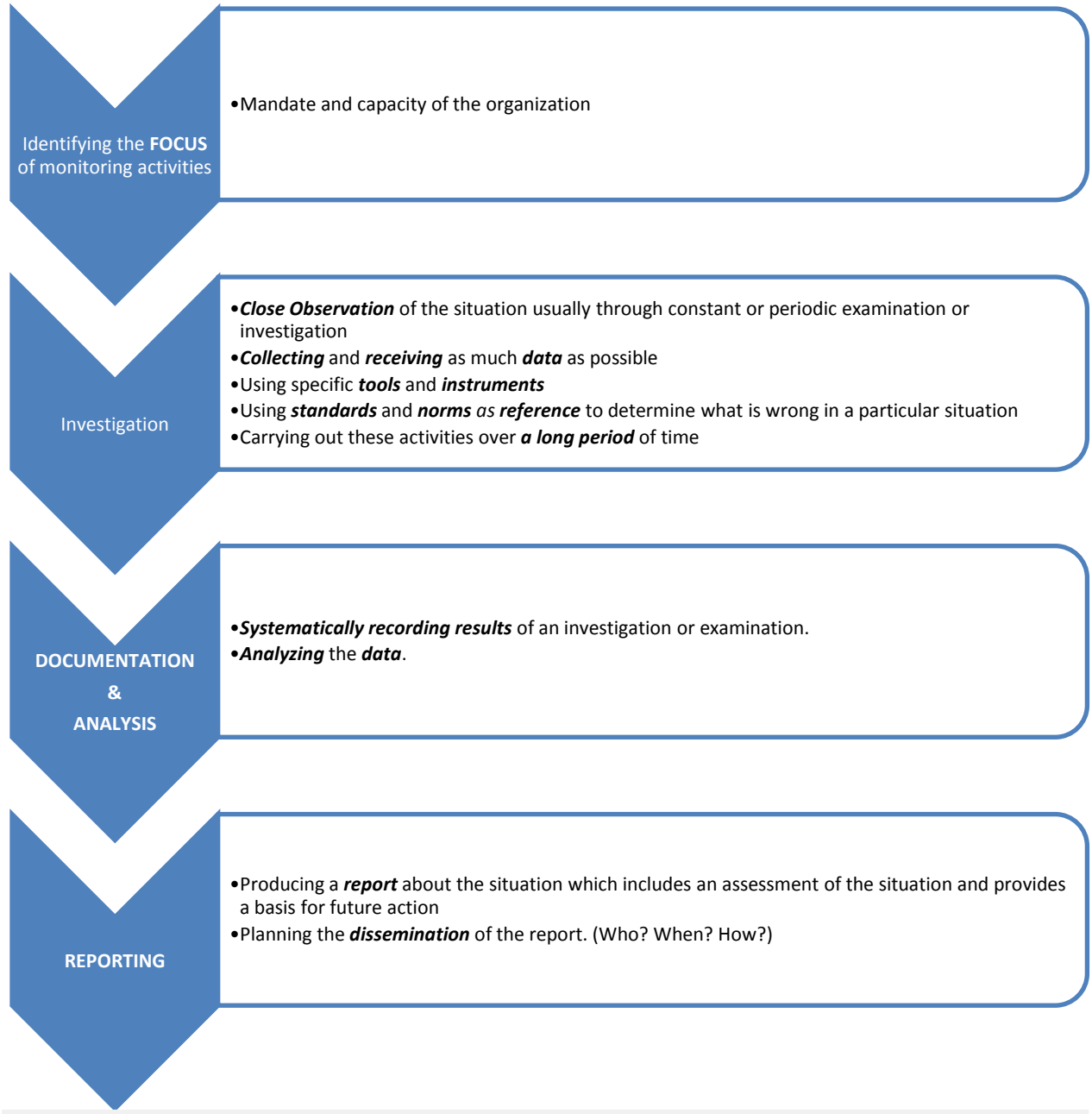
Processes and Activities Monitoring – Answer Key

Unit 2 Activity 1



The Monitoring Process

Unit 2 Activity 1



Source: Guzman, M., & Verstappen, B. (2001). What is Monitoring: Human Rights Monitoring and Documentation. Versoix, Switzerland: Human Rights Information and Documentation Systems, International (HURIDOCS).

Fact-Finding Basics

Unit 2 Activity 1

1. Some Guiding Principles for Human Rights Fact-Finders

- Examine both the victim's and the violator's versions of the events.
- Collect and evaluate ALL available evidence.
- Assess the veracity and reliability of the evidence gathered.
- Safeguard your credibility by seeking direct evidence and higher-level evidence.

2. Suggested Steps in a Fact-Finding Process

Identify the Sources of Information

- Who is/are the victim(s)?
- Who is the alleged violator?
- Who are the witnesses?
    - Those who saw the event
    - Those who would know the background
- Who can help identify additional sources?

Identify Written and Documentary Evidence

- What documentary evidence is available that can help your investigation?
- Is the information reliable?

Conduct On-site Inspection

- What should be done before visiting the site?
- What should be done during the on-site visit?
- What should be done after the visit?
- Who can assist with the investigation?

Determine the Level of Proof Required

- What level of proof is sufficient to arrive at reasonably founded conclusions?

- What factors impact on the establishment of the level of proof?

Corroboration

- How will you crosscheck the information you have gathered?

Source: Ravindran, D. J., Guzman, M., & Ignacio, B. (Eds.). (1994). Handbook on Fact-Finding and Documentation of Human Rights Violations. Bangkok, Thailand: Asian Forum for Human Rights Development.

Interview Questions

Unit 2 Activity 1

Preparing for the interview:

- Defining an objective for the interview
- Types of questions:
    - Background questions (about the general situation)
    - Open-ended questions
    - Specific questions
- Selecting people to interview
- Interview materials:
    - Notebooks
    - Tape recorders (ask permission first)
    - Cameras (ask permission first)
- Interview site

Types of questions to ask depending on the topic:

Arrest

- What was the arrest procedure?
- Did the police arrest you because you were suspected of committing a crime?
- Did the police tell you what rights you had as a person under arrest?
- Did the police tell you why you were being arrested?

Freedom of Thought and Association

- Have individuals, groups, the government or military tried to keep you from expressing your ideas and sharing them with other people?
- Have you been arrested, tortured or harassed because of your beliefs, statements, or because you talk to other people?
- Have books, pamphlets, magazines, newspapers, or radios been taken away?

- Have you been kept from meeting in groups and discussing topics that the government does not like?
- Have you been kept from teaching about your ideas?

Freedom of Movement

- Have you been kept from going places or returning home freely?
- Have you been arrested or detained by the police or military without being charged with a crime?
- Have you been kept from travelling because the government does not want you to leave your home?

Assembly

- Have your rights to meet with other people in public places been violated?
- What happens if a group of people meets together in a public place?
- Are people ever hurt or arrested for meeting peacefully in public?

Economic Rights

- Are people being forced to work without pay?
- Are people being kept from working and earning a living?
- Are the jobs people ordinarily do, such as farming or raising animals, being taken away?
- Are the people prevented from supporting themselves and their families?

Social Rights

- Is the basic right of families, communities and individuals to live under self-determination being violated?
- Are people kept from marrying who and when they want?
- Are families being broken apart against people's will?
- Are children being forced to work in harmful ways?
- Are children being kept from having an education?

- Is the basic right to a secure lifestyle being violated?
- Are people's homes being moved or destroyed against their will?
- Is people's food being taken away or destroyed?

Cultural Rights

- Are people (individuals or groups) prevented from expressing their culture (e.g., values, beliefs, languages, arts and sciences, traditions, institutions, way of life)?

Children's Rights

- Has the child been taken away from his or her family?
- Has the child been kept from having an education?
- Has the child been made to work in a way that is dangerous or harmful to him or her?
- Has the child been bought, sold, or traded by anyone?
- Has the child been involved in armed conflict?

Source: Burma Issues. Human Rights information Manual: Tools for Grassroots Action. (1996). Bangkok, Thailand.

About Child Rights

Unit 2 Activity 4

Children are entitled to all the rights guaranteed by the Universal Declaration of Human Rights and the treaties that have developed from it. Children are also guaranteed additional rights, notably under the UN Convention on the Rights of the Child (CRC) – the most widely ratified human rights treaty – because they need special protection and care. Children must be able to depend on adults to defend their rights and help them develop their potential.

Governments have a corresponding obligation to protect children from violations committed by both state officials and private individuals. Many governments have ensured further protection of children's rights by enacting legislation and other domestic mechanisms.

Yet millions of children are victims of human rights violations. Children suffer many of the same human rights abuses as adults, but are often targeted because they are dependent and vulnerable or because children are not seen as individuals with their own rights.

Child labour

Issue

- Although the CRC gives children the right to be protected from work that threatens their health, education or development, one in six children in developing countries are engaged in child labour.
- Many children work to help their families in harmless work that is not exploitative. But other children are put to work in ways that violate their right to normal physical and mental development, and often interfere with their education.
- Exploitative working conditions can be visible (such as hazardous commercial labour), or more hidden (such as agricultural activities, collecting water, or domestic work).

Facts

- Around 1 in 3 children aged 5 to 14 in sub-Saharan Africa labours, compared to only 1 in 20 in the Central and Eastern European/Commonwealth of Independent States.
- Children living in the poorest households and in rural areas are most likely to be involved in child labour.
- Boys are more likely to be engaged in child labour than girls, but those burdened with household chores are overwhelmingly girls.

Child marriage

Issue

- The Universal Declaration of Human Rights guarantees every person the right to 'free and full' consent to marriage. Full consent means that a person is mature enough to make an informed decision about a life partner.
- Factors that influence child marriage rates include: The state of the country's civil registration system (which provides proof of age for children), the existence of an adequate legislative framework with an accompanying enforcement mechanism to address cases of child marriage, and the existence of customary or religious laws that condone the practice.
- In many parts of the world parents encourage the marriage of their daughters while they are still children in hopes that the marriage will benefit their daughters both financially and socially and relieve financial burdens on the family. In reality, however, child marriage often results in early pregnancy and social isolation, and little education of child wives reinforces the gendered nature of poverty.
- While marriage is not considered directly in the CRC, child marriage is linked to other rights of the child - such as the right to express their views freely, the right to protection from all forms of abuse, and the right to be protected from harmful traditional practices.

Facts

- UNICEF estimates that over 60 million women aged 20 to 24 were married or in civil union before the age of 18.

Child poverty and mortality

Issue

- The CRC provides that governments have an obligation (within their available resources) to ensure children have an adequate standard of living. Parents have primary responsibility to provide for this, but are entitled to assistance from the state when necessary.
- However, hundreds of millions of children worldwide live in poverty and extreme poverty can limit access to education, health care and food.
- Child mortality is closely linked to poverty as thousands of children die each day due to poverty.

Facts

- Worldwide 600 million children live in poverty

- 30,000 children die each day due to poverty
- Over 300 million children go to bed hungry every day. Undernutrition is attributable to more than one third of all child deaths worldwide.
- The cost of eradicating world poverty is estimated at 1% of global income
- 9.2 million children died in 2007 before they reached their fifth birthday
- Child mortality is considerably higher among children living in rural areas and in the poorest households.

Children and HIV/AIDS

Issue

- HIV and AIDS rivals poverty and exceeds war as a threat to the lives of millions of children in the developing world.
- Despite the fact that the CRC provides children the right to treatment of illness, hundreds of children die each day from AIDS, mostly because of inadequate access to HIV prevention care and treatment services.

Facts

- Approximately 33 million people were living with HIV as of 2007 and 2 million of them were children under 15 years of age.
- Of the estimated 2 million people who died of AIDS-related illnesses in 2007, 270,000 of them were children under 15 years of age.
- Roughly 15 million children under the age of 18 have lost one or both parents to AIDS, and millions more have been affected, with an increased risk of poverty, homelessness, school drop-out, discrimination, and loss of life opportunities.
- Global estimates show that the number of children living with HIV continues to increase. From 2001 to 2007, the number of children living with HIV increased from 1.6 million to 2 million. Almost 90 per cent of these children live in sub-Saharan Africa.
- Young people aged 15 to 24 account for an estimated 45 per cent of new HIV infections worldwide. In sub-Saharan Africa young women aged 15 to 24 are 3 times more likely to be infected than their male counterparts.

- In 4 regions—South Asia, Latin America and the Caribbean, East Asia and the Pacific, and Central and Eastern Europe/Central Asia—more young men are HIV positive then young women.

Children and war

Issue

- The CRC obliges state governments to take all feasible measures to protect and care for children who are affected by armed conflict, yet millions of children living in conflict areas have been directly affected by war and have been killed, injured, or forced to live in camps.
- The CRC also obliges states to ensure that children under 15 years have no direct part in hostilities, but government and armed groups are increasingly recruiting child soldiers.
- The International Criminal Court (ICC) has the jurisdiction to try persons accused of serious crimes of international concern, and all crimes under the jurisdiction of the ICC affect children. Thus, the ICC has the authority to charge persons found responsible for recruiting and using children in armed conflict.

Facts

- Landmines and unexploded ordnance kill and maim children on a daily basis.
- Separated from their families or orphaned due to conflict, some children must care for younger siblings or relatives alone.
- For many children affected by war, access to adequate food, clean water, education, health care or security remains non-existent.
- Some children are forcibly recruited, but some join voluntarily to escape poverty or find stability amid the chaos of war and displacement.
- At least 300,000 children under 18 are currently engaged in active combat in over 30 countries, and more than 2 million children are estimated to have died as a direct result of armed conflict since 1990.
- In addition to the hazardous work of soldiering, both boys and girls are used as porters, cooks and other military support roles. Girls are often sexually exploited and the risk of HIV and other sexually transmitted diseases is high.
- Child combatants are routinely abused both physically and mentally as an effort to make the children more willing to undertake high risk missions and carry out brutal tactics. Casualty rates are generally high.

- Many children are deeply traumatized by their experiences and are haunted by memories of abuses they witnessed or were forced to commit.

Children and lack of access to education

Issue

- The CRC guarantees children the right to education.
- School offers children a safe environment, with support, supervision and socialization, and can teach about how to prevent disease, such as HIV/AIDS and malaria. A good basic education can also help protect a child from poverty, bonded labour (domestic, agricultural, or industrial), commercial sexual exploitation, or recruitment into armed conflict. Education also gives a person the ability to claim and enjoy the rights they hold.
- However, more than 130 million children do not attend school, 73 million of them girls. The reasons for nonattendance are complex, but in jurisdictions where universal education is denied, the inaccessibility of public education can be a significant factor in a child not attending school.

Facts

- 15% of primary school age children do not attend school
- In sub-Saharan Africa, 46 million primary-school-age children are out of school and in South Asia, 35 million remain out of school.
- Educating a girl dramatically reduces the chance that her child will die before age five, and improves her prospects of being able to support herself.

Sexual exploitation and trafficking of children

Issue

- The CRC obliges state governments to protect children from sexual exploitation and abuse, including prostitution and involvement in pornography. However, millions of children are being used in prostitution, pornography, trafficking and other forms of sexual exploitation.
- Sexual exploitation is exacerbated by extreme poverty and economic and social upheaval. Children in situations of armed conflicts, and displaced, migrant and refugee children are particularly vulnerable to forms of sexual exploitation. Furthermore, abused and exploited children often become either abused and exploited adolescents and adults or abusers and exploiters themselves.

Facts

- Child trafficking is a global problem. It is often hidden and hard to quantify, but some estimates have as many as 1.2 million children being trafficked every year.
- Child prostitution exists in most countries. 2 million children worldwide are believed to exploited through prostitution and pornography.
- HIV/AIDS has increased demand for ever younger child prostitutes, in the mistaken belief that they present a much lower risk of infection.

Police abuse and arbitrary detention of children

Issue

- Many children become caught up in the legal system, notably in the realm of criminal law for minor offences (often due to poverty and homelessness), or outside criminal law (such as child refugees or orphaned children). The CRC states that children have the right to:
- Be heard in judicial proceedings affecting them.
- Humane treatment (i.e. protection from torture).
- Only reasoned (not arbitrary) detention.
- Have the child's best interests as the primary consideration in any actions taken in the administration of juvenile justice towards the child.

Facts

- Children often suffer neglect, abuse and violence in the administration of juvenile justice. More than 1 million children worldwide are deprived of their liberty by law enforcement officials, and without national laws that bring jurisdictions into compliance with the CRC:
- Police may ignore children's rights and ill-treat or arbitrarily detain children.
- Children might be held in degrading conditions, often sharing prison cells with adults.
- Some children are denied their right to a fair trial and are given sentences that disregard the key objectives of juvenile justice - the child's best interests regarding their rehabilitation and reintegration into society.

Violent discipline

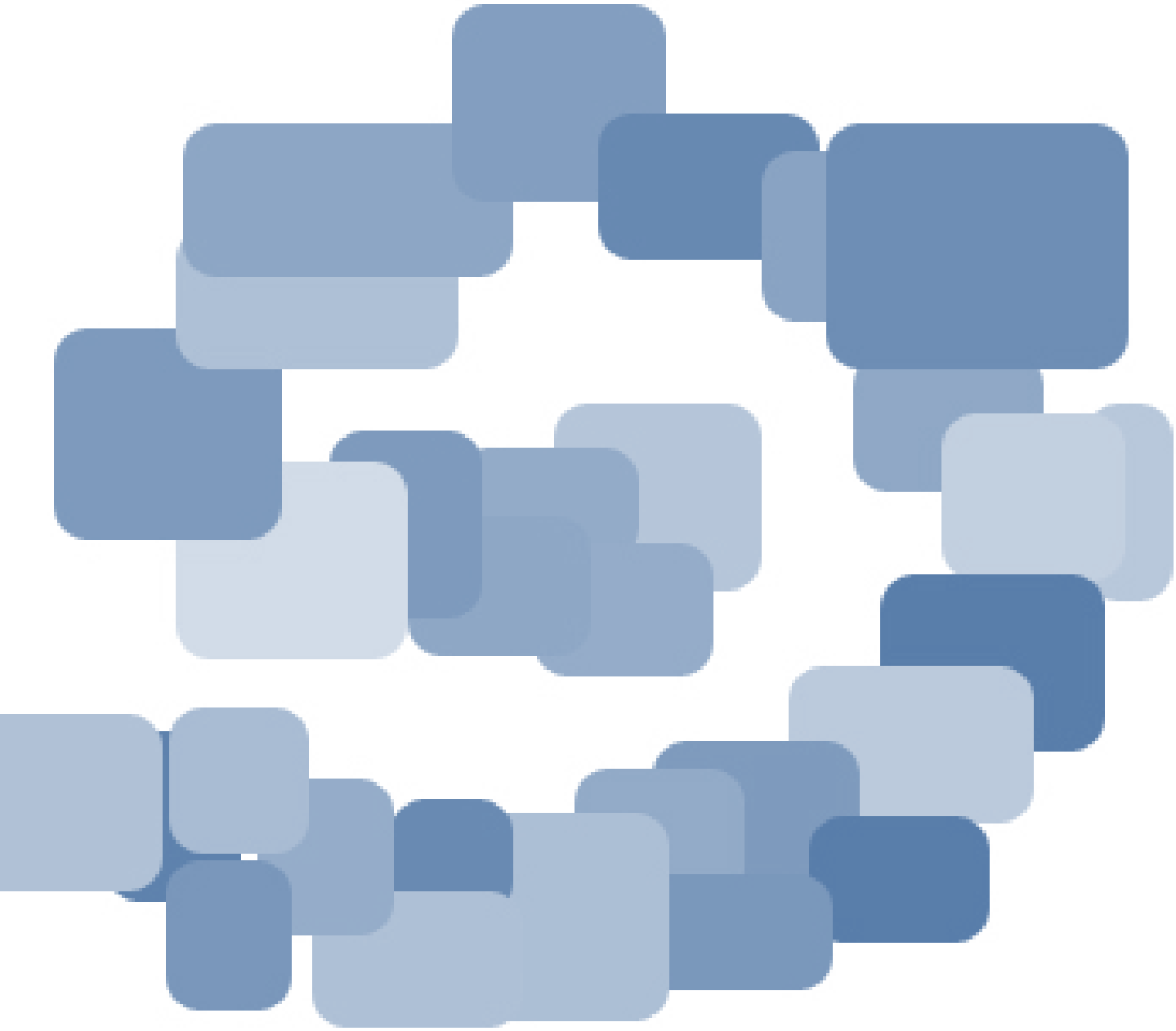
Issue

- Although the CRC gives children the right to be protected from maltreatment by their parents or other caregivers, approximately 86% of children have experienced violent methods of discipline.
- Violent discipline is defined as actions that are intended to cause a child physical pain (including slapping) or emotional distress (such as shouting or offensive name calling) as a way to deter certain behaviour.

Facts

- In a UNICEF survey of 29 countries, 86% of children had experienced violent methods of discipline.
- The same survey showed physical punishment to be widespread even where it is not socially approved (an average of only 28% of caregivers indicated they approved of physical punishment)
- Violent discipline is used in all socio-economic settings: in most countries, children from the poorest households are as likely to experience violent punishment as children from the richest households and children living in rural areas are as likely to experience violent punishment as children living in cities.

Glossary



This glossary describes the terms used in the training manual. The definitions of the terms have been culled from various sources; while many of them are cited as in the original sources, others have been adapted for our purposes. The sources used to compile this list can be found at the end of the glossary.

A

ACTIVITY

Learning tasks designed to teach a set of content, which lead to achieving the objectives of the program. One of the trainer's roles is to design activities and to be available as a resource while the learners carry out the activities.

ATTITUDE

Ways of acting that are replete with values, such as respect, openness to diverse cultures, and maintaining rigorous standards; the "As" in SKAs (skills, knowledge, attitudes). New attitudes become apparent when they are manifested in new actions or behaviours.

B

BRAINSTORMING

A basic and highly popular tool for group problem solving. The purpose of using brainstorming is to generate ideas or to seek solutions to both theoretical and practical problems. They require a problem to be analyzed and then solutions to be developed. Brainstorming encourages and requires a high degree of participation and it stimulates those involved to maximum creativity.

During a brainstorming session, only ideas are recorded; no explanations are required and no interventions are judged or rejected at this stage. In a subsequent stage, responses are categorized and analyzed; ideas are then combined, adapted or rejected.

BRIEFING

A brief, cursory and introductory overview of a single topic. The purpose is to introduce the audience to some basic concepts with respect to a given subject.

BUZZ GROUP

A small group that works on an assigned task. Example: Sub-groups of four to six individuals are asked to take about five minutes to discuss a particular issue or question raised by the resource person, than share it with the audience.

C

CASE STUDY

A technique designed to give a group training in solving problems and making decisions. A case study is a written description of a hypothetical situation that is used for analysis and discussion. Case studies should be based on credible and realistic scenarios which are not too complex and which focus on two or three main issues. Case studies are useful when discussing common problems in a typical situation. They also provide a safe opportunity to develop problem-solving skills, and to promote group discussion and group problem-solving skills.

The scenario for a case study can be presented to participants for consideration, in its entirety, or "fed" to them sequentially as a developing situation to which they have to respond.

CONTENT

The concepts or ideas being taught and learned. These can be the knowledge, skills or attitudes that need to be developed through the training.

D

DEBATE

A technique where participants state conflicting views and argue their points. A moderator is required.

DEBRIEFING

Also termed "sharing" or "reporting," debriefing is the final phase of an experiential activity. At this stage the trainer aids the participants to report back and interpret what was learned from the game, exercise, role-play or other activity.

DEMONSTRATION

A presentation of a method for doing something. A demonstration is useful for teaching a specific skill or technique or to model a step-by-step approach.

DIALOGUE

Informational or conversational discourse between two people.

DINAMICA

A technique or activity type referred to by some Latin American popular educators; in other contexts referred to as "energizers" or "icebreakers". The purpose of using dinamicas is to increase the energy level of the group and put participants in a more creative frame of mind, as well as to break down barriers among group members and prepare them to work together. Dinamicas are usually used as an introduction or starter for other activities.

E

ENERGIZER

Activities designed to pep up the group after significant periods of inactivity, fatigue, or plain dullness.

EVALUATION

The purpose of an evaluation is to assess training outcomes. It provides a way to measure how much was accomplished during a training session and to examine how the design of teaching can be changed in the future, often using evaluation instruments and reports.

EXPERIENTIAL LEARNING

A method that allows the learner to learn from experience; synonymous with discovery learning.

F

FACILITATOR

A trainer who functions in a way that allows participants to assume responsibility for their own learning.

FEEDBACK

Data received from or given to one or more participants concerning one's behaviour, attitudes and relationships in the training situation.

FIELD TRIP

Viewing or experiencing situations first-hand for observation and study. Group visits to relevant institutions or sites can provide valuable perspectives. The purpose of the visit should be explained in advance and participants should be instructed to pay critical attention and to record their observations for a subsequent discussion.

FISHBOWL

Group discussion technique whereby two concentric circles are formed. Participants in the inner circle discuss an issue while participants in the outer circle observe, then participants change positions and the roles are reversed.

FOCUS GROUP

A group of individuals who are convened to express their opinions, attitudes or reactions to a particular program, activity or product.

FORUM

Free, open question/discussion period immediately following a presentation.

G

GAME

An experiential training activity marked by a learning goal, competition, rules, scores or outcomes, and winners and losers. The purpose of using games is to develop skills or effect a change in behavior and/or change attitudes.

GOAL

The general change that organizations or individuals expect to see as a result of education and training.

GROUP DISCUSSION

Mutual exchange of ideas and opinions by members of small groups (8 to 20) on a problem or issue of common concern. The purpose of using group discussions is to develop understanding.

I

ICEBREAKER

Structured, content-free training activity designed to relax participants, get them acquainted with one another, and energize them.

IMPACT

What happens in an organization or to a person over time as a result of a particular educational event.

J

JOURNAL OR JOURNALING

A device for capturing in writing one's feelings, attitudes and values as one undergoes a given set of experiences. It is intended to give one insight or self-awareness about one's motivation and behaviour.

K

KNOWLEDGE

One of the SKAs (skills, knowledge and attitudes) that make up the content being taught in a course; a set of cognitive material that may be presented in a great variety of ways.

L

LEARNING

Constructed knowing, according to the precepts of popular education; skills, knowledge, and attitudes that are so internalized that they become the learner's own.

LEARNER-CENTERED TRAINING

A training situation wherein participants are given the opportunity to assume responsibility for their own learning.

LEARNING BY DOING

See "Experiential learning."

N

NEEDS ANALYSIS

The primary step in the training cycle utilizing interviews and/or questionnaires.

O

OBJECTIVE

Objectives are set for the learning session in order to delineate exactly what learners will achieve. Objectives are specific and immediate, unlike goals, which are general and long-term. Objectives are usually defined as being behavioural objectives because they can be demonstrated and they affect the behaviour of the learner. Action verbs are used for objectives. Example: By the end of this training, participants will have designed teaching materials.

P

PANEL PRESENTATION/DISCUSSION

Panel presentations/discussions, also referred to as round-table discussions, necessitate the assembling of a diverse group of resource persons representing a variety of perspectives on the subject to be addressed. The purpose is to generate an animated discussion. For this reason, it is crucial to have a strong and dynamic moderator skilled in the subject matter, the techniques of "devil's advocate", and the use of hypothetical situations. The moderator should be intentionally provocative, stimulating debate between and among the various panelists and the audience, and should control the direction of the discussion.

The purpose of panel presentations/discussions is to give information or develop understanding.

A "devil's advocate" is a challenging, provocative role assumed by the trainer/facilitator. The idea is to encourage deeper, more original thought and/or to help group participants reconsider assumptions in a problem-solving situation.

POPULAR EDUCATION APPROACH

An approach to learning based on the assumption that human beings are the subjects of their own lives and learning, that they deserve respect, and that dialogue is an effective means of learning.

PRESENTATION

A presentation is an activity conducted by a resource specialist to convey information, theories or principles. Forms of presentation can range from straight lecture to some involvement of the learner through questions and discussion. Presentations depend more on the trainer for content than does any other training technique.

Q

QUESTION PERIOD

An opportunity for anyone in an audience to directly question presenters.

R

REFLECTION

The purpose of using reflection is to help participants ponder and analyze new information and develop their ideas about a topic.

RESOURCE PEOPLE

Resource people are trained or are experts in the particular field under discussion (e.g. judges, lawyers, community leaders, human rights commissioners). The use of resource people provides a realistic and relevant experience for participants.

Before their presentation, resource people should be briefed on what to do, and participants on what to ask or to observe.

ROLE PLAY

In a role play, two or more individuals enact parts in a scenario related to a training topic. Role plays are used to help change people's attitudes, enable people to see the consequences of their actions on others, provide an opportunity for learners to see how others might feel/behave in a given situation, provide a safe environment in which participants can explore problems they feel uncomfortable about discussing in real life.

S

SEMINAR

An organized exchange of views, ideas and knowledge on a particular topic or set of related topics. The purpose of a seminar is to bring together various persons, usually (relatively) equal in their degree of expertise, each of whom is to contribute to an examination of the subject from his/her own professional, ideological, academic or official position.

SIMULATION

A simulation is an enactment of a real-life situation. Simulations allow learners to experience decision-making in "real" situations without worrying about the consequences of their decisions.

Simulations also provide a way to apply knowledge, develop skills, and examine attitudes in the context of an everyday situation.

SKILL

The practices or behaviours that the learners will learn; along with knowledge and attitudes, they are part of the content of a learning-training session. Skill building has a large psychomotor component, but is not only physical.

SKIT

Also referred to as "dramatic skit" or "dramatic presentation." A short, rehearsed dramatic presentation that is presented to the group. In a skit, participants closely follow instructions provided by the trainer.

SMALL GROUP DISCUSSION

An activity that allows learners to share their experiences and ideas or to solve a problem. This training technique enhances problem-solving skills, helps participants learn from each other, gives participants a greater sense of responsibility in the learning process, promotes teamwork, and clarifies personal values. The optimal size of a small group is four.

SYNTHESIS

A summarizing task; a way to invite learners to look back on what they have learned and sum it up. Popular education aims at a synthesis at the end of each day and at the end of the course.

T

TARGET GROUP/AUDIENCE

A group of people for whom a course or training program is intended.

TRAINER

A generic term used to describe anyone involved in the training (teaching) process.

TRAINING COURSE

An organized training exercise designed to allow "trainers" to impart knowledge and skills and to influence the attitudes of "trainees" or "participants." It may either be interactive or follow a

"professor-student" lecture model, or it may be a combination of both. Whichever model they follow, training courses are highly intensive methods of learning.

TRAINING MANUAL

A document designed for the facilitator and the learner containing courseware that will be used by the learner during a course. May include lecture notes, worksheets, drawings and other graphic representations or any other information that will aid in the learning process.

TRAINING PLAN

The design of learning. While developing the training plan, the focus should be on the situation that needs an educational intervention (why), those who will participate (who), the site (where), the content (what), the objectives (what for), and the learning tasks and materials (how).

TRANSFER OF TRAINING

Transfer of the learning that occurred during a training session to a job situation.

V

VISUAL AIDS

The use of blackboards, overhead transparencies, posters, displayed objects, flip charts, photographs, slides and videos/film. As a general rule, information produced on transparencies and charts should be concise and in outline or list form. If more text is required, printed handouts should be circulated.

W

WORKSHOP

A training exercise in which participants work together to study a particular subject and, in the process, create a "product," such as a plan of action. The purpose is thus twofold: learning and the development of a "product."

Sources

Centre for Development and Population Activities (CEDPA). (1995). Training Trainers for Development: Conducting a Workshop on Participatory Training Techniques. Washington, D. C.: CEDPA.

Eitington, J. E. (1996). The Winning Trainer: Winning Ways to Involve People in Learning (3rd ed.). Houston: Gulf Publishing.

Geis, G. L., & Smith, M.E. (1992). The Function of Evaluation. In Stolovitch, H. & Keeps, E. (Eds.), Handbook of Human Performance Technology: Improving Individual and Organizational Performance Worldwide (pp. 130-150). San Francisco: Jossey Bass.

Hutchings, P. (1993). Using Cases to Improve College Teaching: A Guide to More Reflective Practice. Washington, DC: American Association for Higher Education.

Lewis, S., & Davies, A. (1988). Gender Equity in Mathematics and Science. Canberra, Australia: Curriculum Development Center.

Marshall, D. (1991). Educating for Change. Institute for Education and Action.

Newby, T.J., Stepich, D. A., Lehman, J.D., & Russell, J.D. (1996). Instructional Technology for Teaching and Learning: Designing Instruction, Integrating Computers, and Using Media. Englewood Cliffs, NJ: Prentice-Hall.

Sanders, J. R. (1994). The Program Evaluation Standards: How to Assess Evaluations of Educational Programs. Thousands Oaks, CA: Sage Publications.

Tibbitts, F. (1997). Evaluation in the Human Rights Education Field: Getting Started. The Hague: Netherlands Helsinki Committee.

United Nations. (2000). Professional Training Series no. 6: Human Rights Training: A Manual on Human Rights Training Methodology. New York: United Nations.

Vella, J., Berardinelli, P., & Burrow, J. (1997). How Do They Know They Know? Evaluating Adult Learning. San Francisco: Jossey Bass.