equitas

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

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Facilitator's Manual

31st Annual International Human Rights Training Program

June 6 – June 25, 2010

Sainte-Anne-de-Bellevue, Québec
Canada

The photograph on the cover page shows children who are participating in a summer camp program organized in Cité Soleil, Haiti by INCLUS-CONOCS Centre pour le développement et le respect des droits humains. The children were about to take part in activities from Equitas' *Play it Fair!* Toolkit that were being implemented as part of Jean Enock Joseph's (IHRTP 2009 participant) Individual Plan. The photograph was taken by Daniel Roy in July 2009.

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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 and Paul McAdams. 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 2010 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 31st Anniversary of the International Human Rights Training Program, we dedicate this manual to the thousands of alumni who, inspired by human rigths 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 the 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 that be revealed one piece at a time at the discretion of the facilitator. We feel that is it 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 programme 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

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About Stream 1

Time:
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.

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

- Brainstorming
- Giving and Receiving Feedback
- Ways People Learn
- Instructional Diagrams

Unit 1 Getting to Know People

Facilitator

Instructions for Activity 1

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 afternoon. 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 the first afternoon's 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.

Activity 1 The "Wall of Fame"

p. 9

1 hr total

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 below)
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**.

Participant Information Card

Name _____

Country _____

Organization _____

Occupation _____

PHOTO

Why you decided to attend the program

_____

_____

Activity 1 cont'd

p.10
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.

Facilitator

Instructions for Activity 2

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.

Activity 2 Questions About You

p. 10

30 min total

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?

Facilitator

Instructions for Activity 3

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.

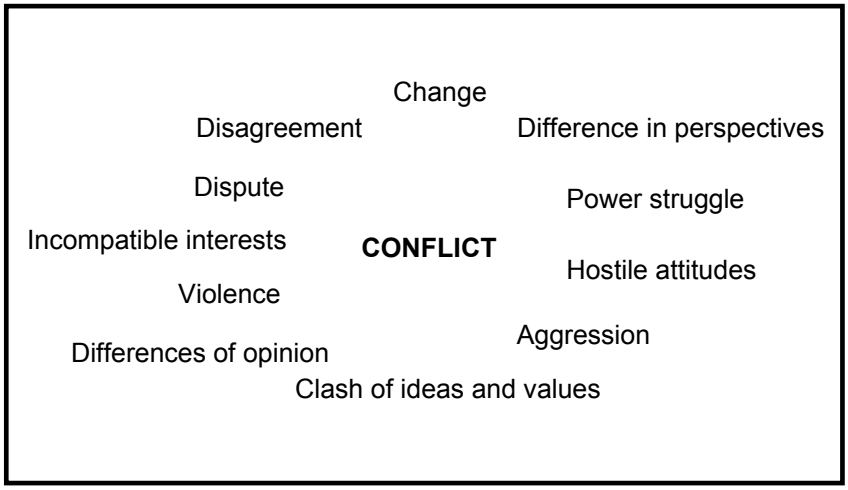
Therefore, it is important early on in a training session, to discuss the issue of conflict and introduce some strategies for conflict prevention. The strategies that you will discuss with participants in this activity are outlined below.

- 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.
- 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.
- 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: Brainstorming* box on p. 1-21 *(Part. Man. p. 1-16).*
3. Carry out the brainstorming activity as follows:
   - Write the word "conflict" at the center of a flipchart sheet and ask participants to call out the words that come to mind when they think of the word conflict.
   - As participants call out the terms, write them exactly as they are said on the flipchart, around the word conflict. An example is provided on the next page. (5 min)

Facilitator (cont'd)



4. Together with the participants, analyze the terms they provided. Briefly review the information on conflict provided in the Conflict in Human Rights Education boxes on p. 1-17 and 1-20 *(Part. Man. p.1-12 and 1-15)*. 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.

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 dynamics.
3. Discuss with the group how these rules will help them work more effectively.

Facilitator (cont'd)

4. Go over the box *Including a Gender Perspective* on p. 1-18, (*Part. Man. p-13*) 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 upon the relationship between gender and power. Examples of guiding questions are:
   - What is power?
   - How do men and women exercise power in a group?
   - What is the relationship between power and communication?
5. Write 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, 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* box on p. 1-22 *(Part. Man. p. 1-17).*
2. Ask participants to identify ways they believe men and women participate and communicate differently and how this could affect giving and receiving feedback.

Tips

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 set the tone for the rest of the program very well." Refer to Activity 2 - Underlying Principles of Human Rights", in Unit 2 of Stream 2.
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

p. 11

1 hr total

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"

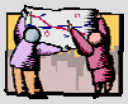
1. The facilitator will lead the group in a brainstorming session to have you reflect on your understanding of the term conflict. Use the chart on the next page to take notes.
2. You will then briefly discuss potential conflicts that may arise in a human rights training session. See the **Materials** section for more information on group dynamics.

Activity 3 cont'd
p. 12

Conflict is…

Potential conflicts in a HRE training session:

Conflict and HRE



Understanding Conflict

What Is 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.

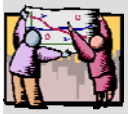
Conflict transformation is a process of engaging with and transforming the relationships, interests, discourses and if necessary, the very constitution of society that supports the continuation of violent conflict. Constructive conflict is seen as a vital agent or catalyst for change.

Source:

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

Activity 3 cont'd
p. 13

Including a Gender Perspective



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 differently.

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.

What is a Gender Perspective?
This approach does not look at women and men alone, but at the relationship between them, how societies are structured along gender lines and the impact of these relations in the whole society. This approach explores the subordination of women to men and how this relationship impacts on all aspects of life and society. That relationship is not experienced in the same way everywhere. The context in which gendered relationships emerge and the constantly shifting economic, political and social terrain is always recognised. A gendered perspective is concerned with ensuring a gender analysis with regard to policies, programmes, planning strategy and evaluation. In other words, it looks at fundamentally transforming unequal power relations and changing society.

Source:

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

Activity 3 cont'd

p. 14
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:

- Listen and "hear" what is being said
- Avoid put-downs (of yourself or others)
- 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:

Activity 3 cont'd

p. 15
20 min

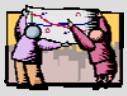
Part C Large Group Work

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.

Conflict and HRE



Dealing with Conflict in a Training Session

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.

p.16

Participatory Training Technique

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:

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

Source:

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

Participatory Training Technique

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?"

For more on giving and receiving feedback please see the **Materials Section** at the end of the Stream.

Source:

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

Activity 3 cont'd
p. 18

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.	-	-

Facilitator

Instructions for Activity 4

Post a "Needs and Resources" 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 resources. 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 resources 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.

Tips

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 Resources

p. 19
30 min total

Based on your Pre-Training Assignments (PTAs), the facilitator has prepared a chart of the group's needs and offers/resources. 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:

- what you personally want to get out of this course, your ***personal needs***
- what you can contribute to this course, the ***resources that you can offer***
- 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!

My Needs	Resources I Can Offer

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

Instructions for Activity 1

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.

Facilitator (cont'd)

- Most learning occurs when people practice what they have learned. (Refer to the *Ways People Learn* box on page 1-31, *Part. Man. p. 1-24.*) 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.

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

p. 21

15 min total

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.

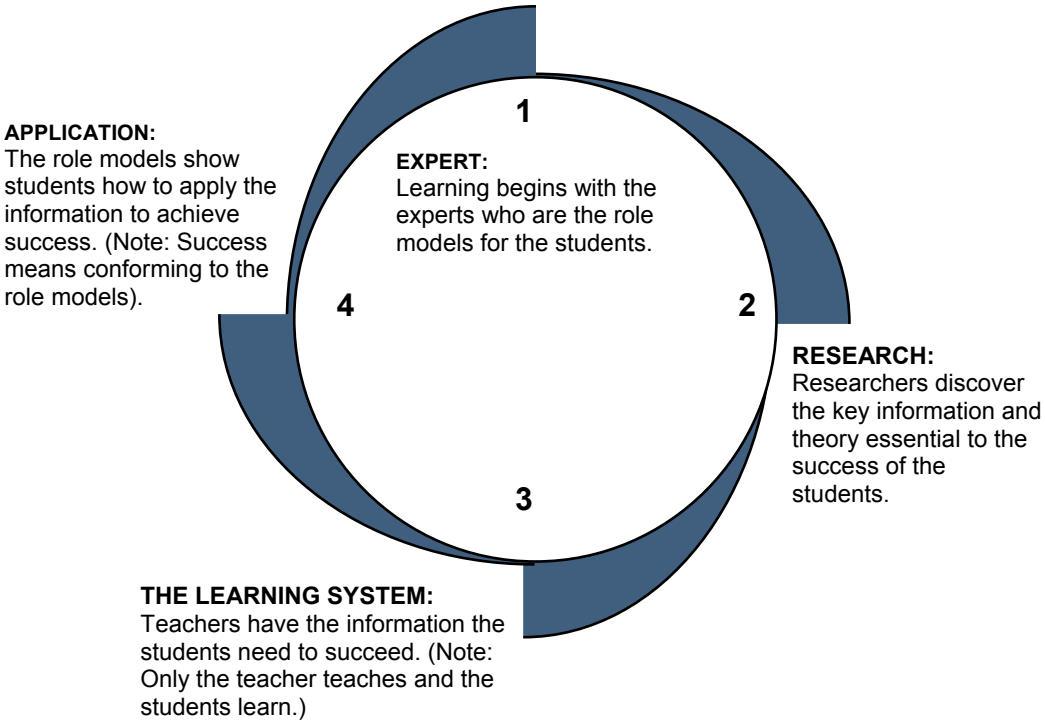
Questions to consider:

- What is the most important difference between these two models?
- Which of the two models are you most familiar with?

Activity 1 cont'd

p. 22

Diagram 1: The Expert Model



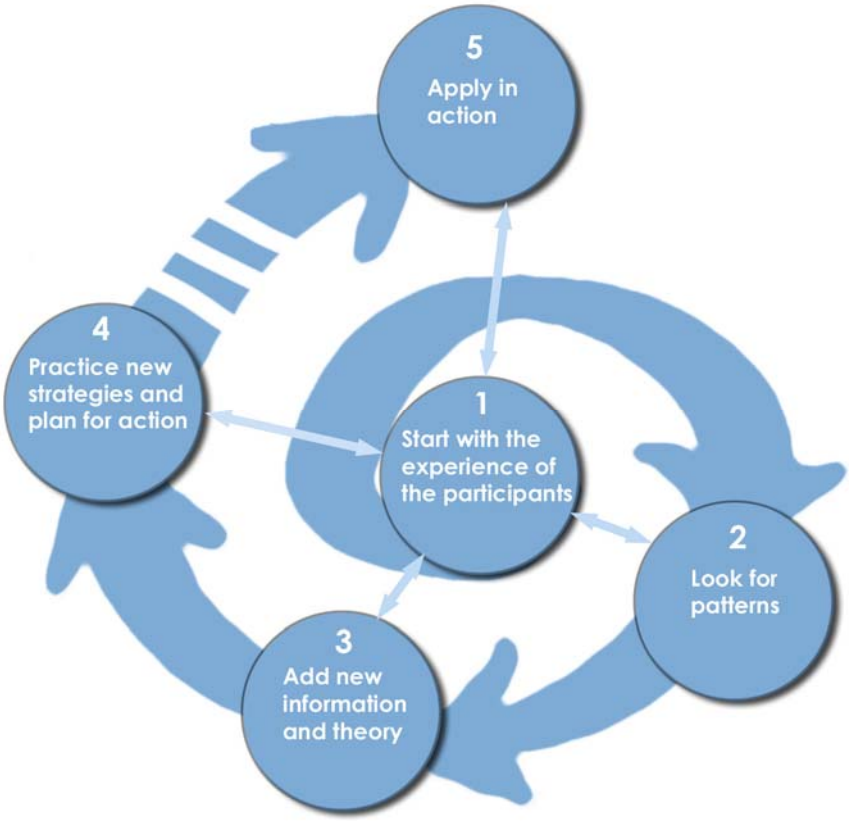
Source:

Arnold, R., et al. (1991). Educating for a Change. Toronto: Between the Lines. Adapted with permission from the Doris Marshall Institute for Education and Action.

Activity 1 cont'd

p. 23

Diagram 2: The Learning Spiral Model



Source:

Arnold, R., et al. (1991). Educating for a Change. Toronto: Between the Lines. Adapted with permission from the Doris Marshall Institute for Education and Action.

Activity 1 cont'd

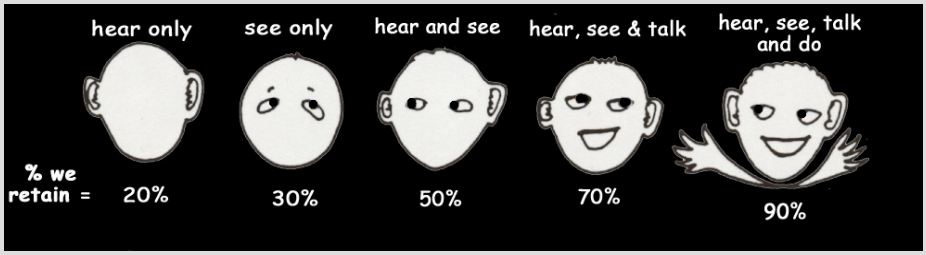
p. 24
5 min

Part B

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

Participatory Training Technique

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.

Facilitator

Instructions for Activity 2

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
   - practicing 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 class. The other participants provide feedback according to the *Tips for Giving and Receiving Feedback* found in the **Materials** section (p. 1- 42, *Part. Man. p. 1-32*). 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

p. 25

30 min total

This activity is divided into two parts.

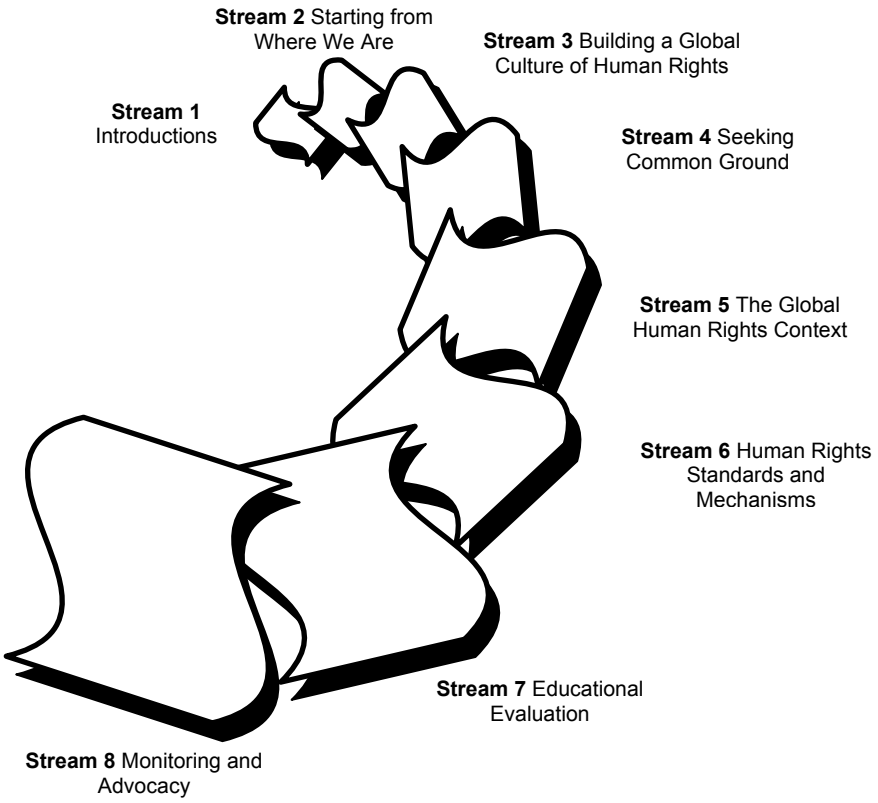
In **Part A**, you will work with a partner to determine which phases of the learning spiral the individual Streams of the IHRTP fit into.

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

15 min

Part A

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.

Activity 2 cont'd
p. 26

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 Resources" 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.

p. 27

Participatory Training Technique

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. Retrieved February 9, 2004. Available from Cyberslang Instructional Diagrams, http://tecfa.unige.ch/staf/staf9698/mullerc/3/diagram/diagr.html.

Facilitator

Instructions for Activity 3

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. This 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"

p. 28

1hr 15min total

The aim of this presentation is to provide an explanation about the design of the International Human Rights Training Program. Equitas staff will give the presentation.

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

Question and Answer Period

End of Stream Evaluation/Debriefing

p. 28
30 min total

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?

Materials

Unit 1 Activity 3

Effective Group Dynamics – The Life Cycle of Groups, p. 1-41 *(Part. Man. p.1-31)*

Tips on Giving and Receiving Feedback, p. 1-42 *(Part. Man. p.1-32)*

Unit 2 Activity 2

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

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.

Tips on Giving and Receiving Feedback

Unit 1 Activity 3

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.

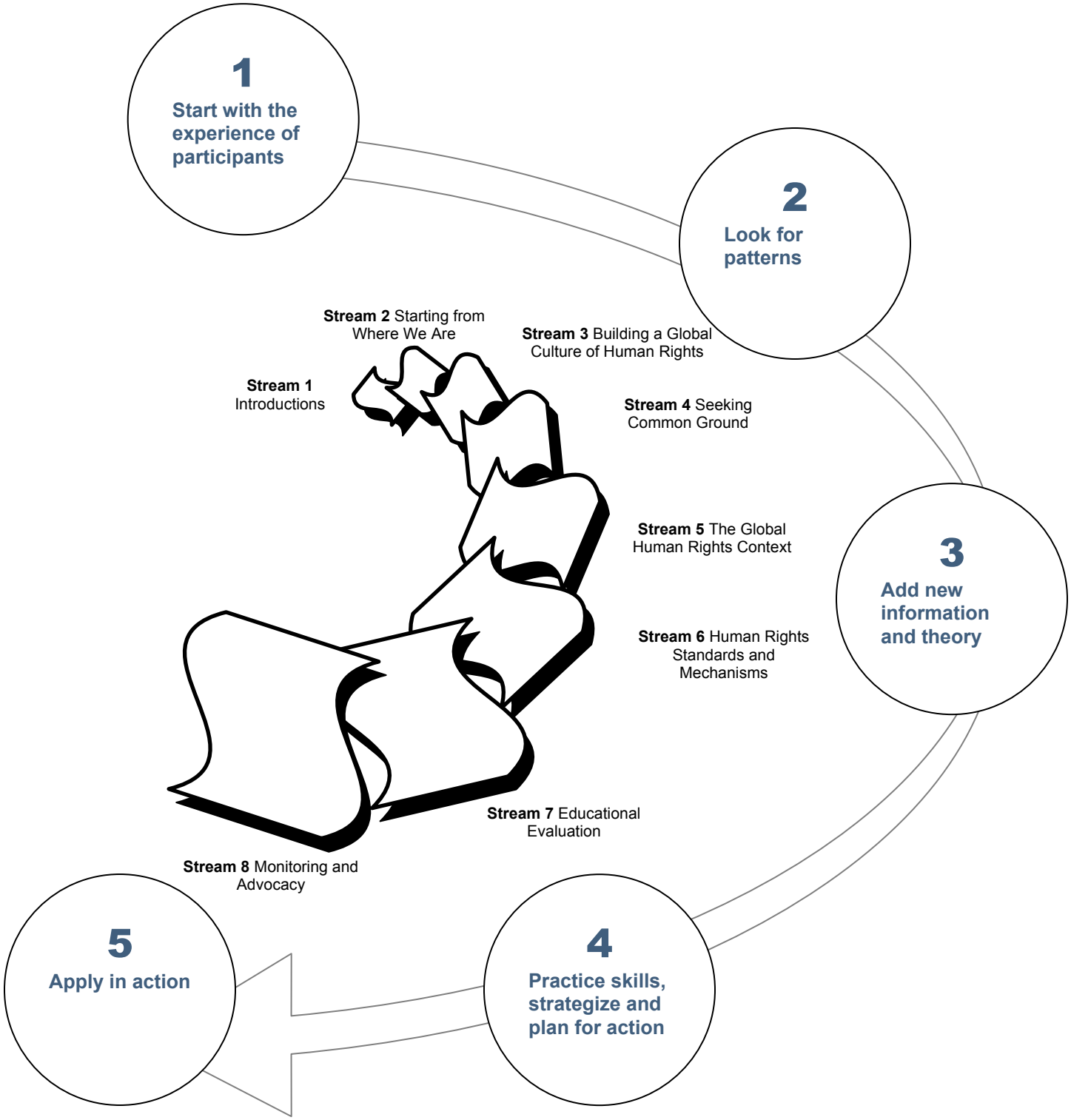
Don't assume that a difference is political.
Check to see whether a conflict is based on different experience, different social identity, or a different role in the organization. The response may clarify the extent to which debate can change a person's view and ascertain how important a view is to that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

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

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

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About Stream 2

Time:
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 that capacity is to examine our personal notions of human rights. We often assume that everyone shares our own viewpoints and priorities regarding human rights, and we rarely find the time in the crisis situations in which we work to reflect on these basic assumptions.

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 of how the human rights framework can serve as the 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
- explain fundamental human rights principles and concepts and their applicability in their own societies
- 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

Participatory Training Techniques

- Producing Definitions
- The Art of Flipcharting I
- Live Storyboard Technique

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

Facilitator

Instructions for Activity 1

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 that 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."

Part B (1 hr)

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

1. Urge the reporter to limit these reports to about 10 minutes mentioning only one case from each member of the group.
2. As each report is given, record the information on flipchart using a format like that of the Reporter's Page.

Facilitator (Act. 1 cont'd)

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 *Conflict and HRE* on p. 2-14 (*Par. Man. p.2-13).* Use the questions provided to guide your discussion.

Activity 1 Human Rights in Your Society

p. 9

3 hr total

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.

1 hr

Part A Work in a Group

Describing the Human Rights Situation

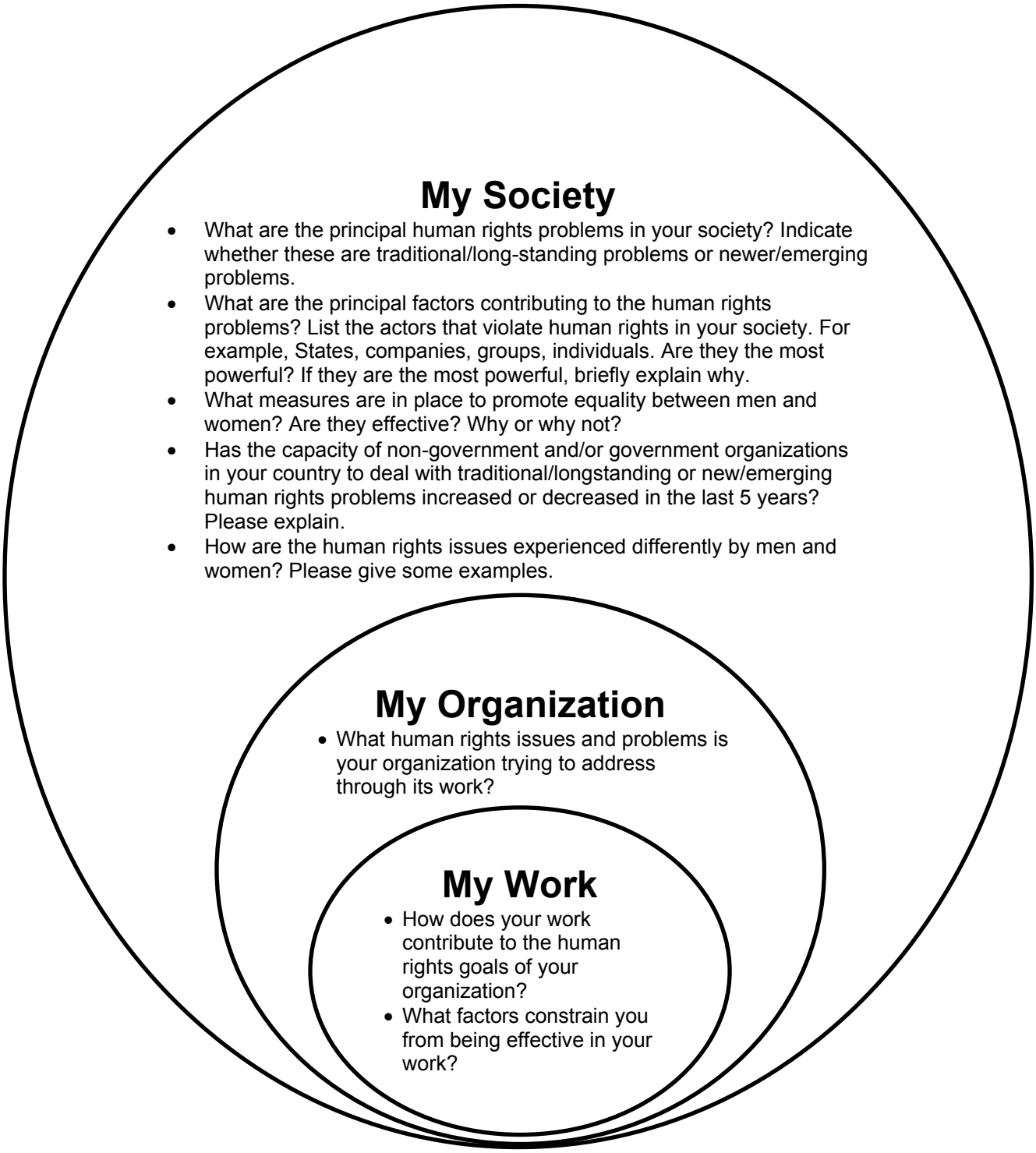
Before you begin, look over the description of the human rights situation in your country or community that you prepared as part of your Pre-Training Assignment. See the **Materials** section for a blank copy of the Pre-Training Assignment.

1. Select a reporter who will record your discussion on **The Reporter's Page** on page 2-11 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

p.10

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



The Reporter's Page

p.11

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*

Activity 1 cont'd

p. 12
1 hr

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.

1 hr

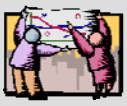
Part C Large Group Discussion

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 *Conflict and HRE* on the next page for this part of the activity

Discussion questions:

- 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.

Conflict and HRE



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 Human Rights Concepts and Principles

Facilitator

Instructions for Activity 1

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

p. 15

30 min total

This activity is divided in 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.

Activity 1 cont'd

p. 15
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:

- 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?

p. 16

Participatory Training Technique

Producing Definitions

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.

Facilitator

Instructions for Activity 2

Introduction

The aim of this activity is to reflect on the basic principles of the UDHR.

Part A (1 hr)

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 (30 min)

The questions are meant to have participants provide examples from their own contexts.

Activity 2 Underlying Principles of Human Rights

p. 17

1 hr 30 min total

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.

1 hr

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.

p. 18

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.

p.19

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

Activity 2 cont'd

p. 20
30 min

Part B Large Group Discussion

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

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?

p.20

Participatory Training Technique

The Art of Flipcharting I

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.

Facilitator

Instructions for Activity 3

Introduction

The principle of equality between women and men, i.e., gender equality, is central to human rights discourse. To introduce the notion of gender equality, begin by referring 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". Then 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. Inequality between women and men stems primarily from unequal power relationships that give way to social, economic, political, and cultural discrimination on the ground of gender across all societies.

The aim of this activity is to have participants explore "gender equality" by examining the roles of women/girls and men/boys in their societies.

Part A (15 min)

1. Briefly go over the instructions with the participants.
2. Take a few minutes to lead a brainstorm on the notion of gender equality. Record the participants' responses on flipchart paper.
3. Refer to the box on *Gender Equality* on page 2–25 (*Part. Man., p. 2-24).*

Part B (35 min)

1. Go over the Live Storyboard technique with participants by referring to the *Participatory Training Technique* box on page 2-24 (*Part Man., p. 2-23)*.
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 using the questions provided as a guide about the factors that contribute to gender equality and gender inequality in society. Refer to the *Gender Equality* box on page 2–25 (*Part. Man., p. 2-24)* for a definition of gender equality and gender analysis.
2. Record the participants' responses on flipchart.

Activity 3 Exploring Gender Equality

p. 21

1 hr 30 min total

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 participate in a large group discussion about factors that affect gender equality in society.

15 min

Part A Brainstorming – Your Understanding of the Term "Gender Equality"

Your facilitator will lead a large group discussion by asking the following question: "What does 'gender equality' mean to you?"

35 min

Part B Work in a Group

Your facilitator will divide participants into two groups and will explain how to create a Live Storyboard. See the Participatory Training Technique Box on page 2-23.

Group 1 will focus on gender equality in society

Group 2 will focus on gender inequality in society

Drawing from 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.

Activity 3 cont'd

After both groups have presented, discuss the Live Storyboard scenarios using the suggested questions:

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

40 min

Part C Large Group Discussion

Begin by reviewing the definition of Gender Equality and Gender Analysis in the box on page 2-24. 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:

- Can you identify which factors have contributed to the advancement of gender equality in your country/region? (e.g., economic development, political struggles, women in development, feminist theory)
- Can you identify which 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 in women's and men's daily lives? (e.g., religious institutions, cultural institutions and traditions, educational institutions, government)
- How do gender relations affect your human rights work?

p.23

Participatory Training Technique

Live Storyboard Technique

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

p.24

Gender Equality

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.

Gender Analysis 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.

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:

Canadian International Development Agency (2009) Gender Analysis. Retrieved from: http://www.cida.gc.ca/acdi-cida/ACDI-CIDA.nsf/eng/JUD-31194519-KBD

Canadian International Development Agency (2003) 'Gender Equality and Humanitarian Assistance: A guide to the issues." CIDA International Humanitarian Assistance Division Multilateral Programs Branch. Retrieved from: http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUImages/Africa/$file/Guide-Gender.pdf

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

End of Stream Evaluation/Debriefing

p. 25

15 min total

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 are the principles and values of human rights addressed in your own work and the work of your organizations?
- 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?

Materials

Unit 1 Activity 1
Pre-Training Assignment, p. 2-29 *(Part. Man. p. 2-29)*

Unit 2 Activity 1
Definitions of Human Rights, p. 2-35 *(Part. Man. p. 2-35)*

Pre-Training Assignment

Unit 1 Activity 1

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:

- ☐ Local NGO or Community-Based Organization (CBO)
- ☐ National NGO
- ☐ International NGO
- ☐ National Institution (*e.g., Human Rights Commission, Ombudsman*)
- ☐ Academic or Research Institution
- ☐ Government
- ☐ 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.	International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) 1965	Select from menu
e.	Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) 1981	Select from menu
f.	Convention on the Rights of the Child (CRC) 1990	Select from menu
g.	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.

5) 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):

Check the date on the UPR website using the following links:
http://www.ohchr.org/EN/HRBodies/UPR/Pages/UPRMain.aspx;
http://www.upr-info.org/-Countries-.html

6) 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.

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 explain your response.

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: www.hrw.org; Amnesty International country reports at: www.amnesty.org/ailib/index.html; 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 placing an **X** in the appropriate box and provide the name of your country or community.

I am describing the overall situation in (specify the name of your country or community)
☐ Country:
☐ 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.
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 by placing an **X** in the appropriate box. (See example below)

Actors that influence HRE:	Positive	Negative
Example: *National Human Rights Institution* *With human rights education programmes in rural areas*	**X**	
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

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: Internet Capacity 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 use 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** use the Internet in my HR 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, you most frequently research on the Internet?

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

To save this file, go to File, then Save As, and save the file as
PTA_20010IHRTP_ [your last name]_[your first name].

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:

Definitions of Human Rights

Unit 2 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."

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."

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 […]."

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

Stream 3

Building a Global Culture of Human Rights

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About Stream 3

Time:
2 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 first phase (2005-2009) of the *World Programme for Human Rights Education* defines human rights education as "education, training and information aimed at building a universal culture of human rights. A comprehensive education in human rights not only provides knowledge about human rights and the mechanisms that protect them but also imparts the skills needed to promote, defend and apply human rights in daily life. HRE fosters the attitudes and behaviors needed to uphold human rights for all members of society." This includes:

- 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;
- The promotion of people-centred sustainable development and social justice.

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:

- describe the necessary elements for building a culture of human rights in their societies
- analyze their complementary roles as human rights educators and human rights activists
- discuss the role of the Universal Declaration of Human Rights in human rights education
- determine the role of human rights education in the process of social change

Participatory Training Techniques

- Dinamicas
- Jigsaw Learning
- Concept Mapping
- Group Communication in a “Fishbowl”

Unit 1 Our Understanding of Human Rights Education

Facilitator

Instructions for Activity 1

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, p. 3-11, *Part. Man. p.3-9*)
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
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

Facilitator (cont'd)

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.

Part D (15 min)

1. Go over the box *The Draft UN Declaration on Human Rights Education and Training* on page 3-13 (*Par. Man. p. 3-11)* 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

p. 9

60 min total

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.

Part A Dinamica

15 min

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.

Participatory Training Technique

Dinamicas

"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.

p. 10
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?

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, 2010.

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.
- 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

Instructions for Activity 2

Introduction

In this activity, 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).

The facilitator 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 A (25 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 B (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 in Unit 2 of this Stream.

Activity 2 What is a Culture of Human Rights?

p. 12

60 min total

Article I of the draft UN Declaration on Human Rights Education and Training states:

"Human rights education and training comprises all educational, training, information and learning activities aimed at promoting a universal culture of human rights."

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 work in small groups to review definitions of a 'Culture of Human Rights'.

In **Part B**, you will share the information in a large group discussion.

25 min

Part A Work in a Group

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.

35 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'.

p. 13

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	

p. 14

Participatory Training Technique

Jigsaw Learning

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.

Facilitator

Instructions for Activity 3

Introduction

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

The whole group will be divided into three groups, two English and one French.

Part A (45 min)

1. Each of the three resource persons will spend about 45 minutes with one of the three groups of participants to get their input on the possible changes resulting from HRE. Each resource person will ask participants to identify changes they hope to see at the level of the individual, the group, and in the broader community as a result of HRE.
2. The resource persons will record the ideas from their group to be used in Part B.

Part B (1 hr 45 min)

Go over the description of the presentation with the participants.

Activity 3 Plenary Presentation — "The Role of Human Rights Education in the Process of Social Change"

p.15

2 hrs 30 min total

The aim of this plenary session is 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 two parts.

45 min

Part A Large Group Work

Resource persons work with a group of participants to get their ideas on the topic of the presentation.

1 hr 45 min

Part B Plenary Presentation

The whole group is convened in the plenary room for presentations by the resource persons.

The first resource person will give a brief summary and analysis of the changes identified by the three different groups of participants.

The second resource person 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.

Drawing on his/her practice in human rights education, the third resource person will provide concrete examples of changes associated with HRE that he/she has observed.

Some of the issues/questions resource persons will address include:

- Why it is necessary to teach about human rights
- Current trends in human rights education
- The major challenges that lie ahead for human rights educators/education.
- How do we know that HRE makes a difference? What is our role as educators in identifying change in our participants and in the broader community?

Question and Answer Period

Facilitator

Instructions for Activity 4

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.

Procedure

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. 3-22, *Part. Man. p. 3-17)*

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 4 Our Roles as Human Rights Educators and Activists

p. 16

1 hr total

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.

Part A Work Individually

15 min

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

Part B Large Group Discussion

45 min

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?

Activity 4 cont'd
p. 17

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 • …

Unit 2 Human Rights Education and the Universal Declaration of Human Rights

Facilitator

Instructions for Activity 1

Part A (60 min)

1. Go over the instructions with the participants.
2. Review the definitions of a Culture of Human Rights developed by participants in Unit 1, Activity 2.
3. Have participants complete Part A.
4. Explain that Part B will be carried out the following week once they have completed their concept map.

Part B (30 min)

Participants will have one week to reflect on and revise their concept maps. They should review their concept maps 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.

Activity 1 Mapping a Culture of Human Rights

p. 19

1 hr 30 min total

In Unit 1, Activity 2 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* participants 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.

This activity is divided into two parts.

In **Part A**, you will outline the role and responsibilities of the sector of society assigned to your working group.

In **Part B**, you will begin mapping a `Culture of Human Rights' with your working group.

p.20

60 min

Part A Large Group Work

Each of the nine 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- bureaucracy, etc.	Education Institutions
Government – military and security forces	General Public
Business	Civil Society (e.g., NGOs, CBOs, unions)
Media	

Activity 1 cont'd

p.20

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 (groups are free to add extensions to the branch as they see necessary)
- When considering the specific contributions of women, children and youth in the sector assigned to your group, highlight these in a special way on the branch so that they are easily distinguishable
- Include on the concept map the names of the countries of origin of all the group members
- Write a short paragraph explaining their concept map

30 min

Part B Presentation

Each group will add their branch to the tree trunk to create the 'Global Culture of Human Rights Tree'. Each group will also be required to submit at this time their written explanation of their concept map, clearly identifying their group number and assigned sector.

p.21

Participatory Training Technique: Concept Mapping

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.

Facilitator

Instructions for Activity 2

Go over the description of the presentation with the participants.

Activity 2 Briefing for the Presentation — "The Principles and Values of the UDHR"

p. 22

15 min total

To prepare for the upcoming presentation:

1. Reflect on the issues surrounding human rights education discussed so far.
2. Read the description of the presentation provided in Activity 3. Prepare questions you would like answered by the resource-person.
3. Reflect on why it is important to teach about the values and principles of the UDHR.

Facilitator

Instructions for Activity 3

1. There are three resource persons for this activity; therefore there will be three separate presentations in different rooms.
2. Participants will be divided into three large groups, two English and one French.
3. Each resource person one will present to one group of participants in the assigned room.

Activity 3 Plenary Presentation — "The Principles and Values of the UDHR"

p. 22

1 hr 30 min total

The aim of this presentation is discuss the foundations and the on-going developments of human rights standards and their importance in human rights education.

The resource person will discuss:

- The history and philosophical origins of human rights values, principles and norms
- The underlying values and principles of the UDHR: it's origins and continued evolution

The resource person will then address the issues below, drawing on examples from their work experience.

- Why it is important to teach about the values and principles of the UDHR?
- How have education strategies been effective in teaching about HR principles and values?
- 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?

Question and Answer Period

Activity 4 Debriefing the Presentation

p. 23

15 min total

Together with your facilitator, discuss the following question:

- Do you agree that the UDHR should be the starting point for human rights education? Why or why not?

Facilitator

Instructions for Activity 5

Introduction

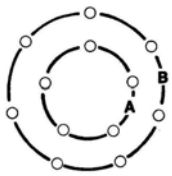
The aim of this activity is to have participants reflect on underlying principles of the UDHR, in particular, the principles of 'equality and non-discrimination' as it pertains to the equal participation of women and men in government. To this end, participants will engage in a discussion on the rights of women and the promotion of gender equality. Equality has specific relevance to our work as human rights activists and educators. However, what kind of equality should we be concerned with? How can the pursuit of equality result in what could be viewed as discrimination? Ideas surfaced during this discussion will help enhance understanding of the importance of these principles in implementing human rights.

Part A (10 min)

1. Present the topic of the discussion to participants.
2. Help participants prepare for the discussion by reviewing the information listed.
3. Explain to participants that they will discuss the topic using a "fishbowl" arrangement. Divide participants into two groups, A and B. You may ask for volunteers or select at random. Group A will be the discussion group (the inner ring of the fishbowl) and Group B will be the observation group (the outer ring). Group A should be slightly fewer in number than Group B.

Part B (30 min)

1. Organize participants according to the "fishbowl" arrangement pictured below.



2. Instruct Group A to begin discussing the topic. Remind participants that the "fishbowl" arrangement is an opportunity to practice giving and receiving feedback.
3. Instruct Group B to listen to Group A's comments and take notes on both the content of the discussion as well as their process for discussion.
4. When 15 minutes have elapsed, instruct participants in the outer circle (Group B) to respond to the comments and ideas expressed by Group A. Ask Group B to comment on Group A's discussion as well as their process for discussion. In discussing the process, the outer group should focus on the behaviour of the inner group. Instruct Group A to listen to Group B's comments and take notes.

Facilitator (Act. 5 cont'd)

5. Ensure you leave 5 minutes to synthesize the points raised by both groups during the fishbowl discussion.

Part C (35 min)

1. Based on the discussion from Part B, review the key elements of the box *Gender Equality: Equality of Outcome and Equality of Opportunity* on page 3-35 (*Part. Man., 3-28).*
2. Lead a large group discussion using the questions provided.
3. Explain to participants that the ideas surfaced during this activity should inform their reflection on 'mapping a culture of human rights' (Stream 3, Unit 2 Activity 1) which they will complete over the next few days. Also suggest that they keep these concepts and ideas in mind as they work through the different Streams of the program.

Activity 5 Human Rights Principles and Promoting Equality between Women and Men

p. 24

1 hr 15 min total

One of the critical steps in developing your capacity as human rights educators is to examine your personal notions of human rights.

This activity will help you to reflect on your basic assumptions about human rights by discussing your ideas and opinions on equality and non-discrimination in general and, on the equality between women and men more specifically.

This activity is divided into three parts.

In **Part A**, the facilitator will introduce the topic for discussion.

In **Part B**, you will discuss your ideas and opinions as a group.

In **Part C**, you will summarize the relevant points of the previous discussion.

p.25

10 min

Part A Large Group Work

The facilitator will present the topic for discussion

> *Should the number of women in the legislature be raised through special measures in order to achieve equal representation of women and men in decision-making positions?*

You will reflect on whether or not special measures should be taken to raise the number of women in legislatures in order to achieve the equal representation of women and men in decision-making positions in government. You will also examine the implications such measures have on the principles of equality and non-discrimination.

To help you begin by reviewing the following:

- **Article 1 and Article 2** of the **UDHR** and **Article 3** of the **ICCPR** which outline the rights to equality and to non-discrimination, including the obligation to ensure the equal rights of men and women.

    - **UDHR Article 1:** All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.
    - **UDHR Article 2:** Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
    - **ICCPR Article 3**: The States Parties to the present Covenant undertake to ensure the equal right of men and women to the enjoyment of all civil and political rights set forth in the present Covenant.

- Your **discussion on Gender Equality** in Stream 2, Unit 2, Activity 3 on page 2-21.

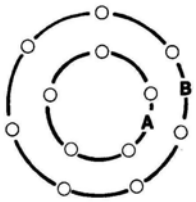
Activity 5 cont'd

p. 26

30 min

Part B Fishbowl Discussion

1. Five to six participants will arrange their seats in an inner circle (**Group A**).
2. The remaining participants will arrange their seats in an outer circle (**Group B**).
3. For 15 minutes, **Group A** will discuss the topic. During this time, **Group B** will listen and take notes on both the content and process of the discussion.



4. For 15 minutes, **Group B** will comment on Group A's discussion and will have an opportunity to add additional remarks regarding the topic.
5. Your facilitator will synthesize the points brought up in both discussions.

Activity 5 cont'd

p.27

35 min

Part C Large Group Discussion

Your facilitator will review the key ideas included in the box *Equality of Outcome and Equality of Opportunity* on page 3-28 and lead a large group discussion on the topic by addressing some of the following questions.

- During the discussions in the fishbowl, were the opinions held by men and women in the group significantly different from one another? If so, why do you think that was?
- In the pursuit of effective equality between men and women, are measures that promote the inclusion and participation of women acceptable even if they result in limiting the participation of and opportunities for some men?
- Can gender equality be achieved in your society without "affirmative action" or "positive discrimination programs"?
- What kind of equality should we be concerned with as human rights educators (i.e. equality of outcome, of opportunity, of condition, of participation)?
- Does equality mean the same to everyone in every context?
- Have your assumptions about equality changed has a result of these discussions?

Participatory Training Technique

Group Communication in a "Fishbowl"

"Fishbowl" is a training technique that allows one group of participants on the "outside" to observe the discussions or activities of another group that is on the "inside". Participants are divided into 2 groups, a smaller group and a larger group. The groups are then arranged into concentric circles. The small group in the inner circle, will perform an observable task, e.g., do a role-play or have a discussion. As the name "Fishbowl" suggests, participants in the outer circle, can observe what is happening in the inner circle, and discuss what they see. Participants, then change places.

While a shortened version of this technique is presented here, the process can continue with groups trading places for one or two rounds in order to encourage a greater exchange of information and experiences. This technique has many uses: to resolve problems, to generate divergent views, for improving inter-group communication and relations, as well as evaluating a training event. Remember to keep the groups small to give every body a chance to contribute. If the total group is large, you may choose to run two to four "fishbowls" simultaneously.

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

p. 28

Equality of Outcome and Equality of Opportunity	
UDHR **Article 1:** All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. **Article 2:** Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. **ICCPR** **Article 3**: The States Parties to the present Covenant undertake to ensure the equal right of men and women to the enjoyment of all civil and political rights set forth in the present Covenant.	
Arguments for Equality of outcome	**Argument for Equality of opportunity**
"Since women are vastly underrepresented in most democratic legislatures, applying forms of 'affirmative action' or 'positive/reverse discrimination' is necessary to ensure women politicians are favoured in order that parliaments reflect the gender balance of society and that more women gain access to decision-making positions in government."	"Even if women are vastly underrepresented in most democratic legislatures, applying measures that promote equality for women by limiting the opportunities for men violates basic human rights principles. Therefore, only means that do not infringe upon the equality of opportunity for all citizens should be used to ensure women politicians are favoured in order that parliaments reflect the gender balance of society and that more women gain access to decision-making positions in government."
In 'representative' democracy it is vital that every part of the population be proportionately represented. The present lack of women's voices in parliament symbolizes the continuing unconscious bias towards men in society.	Representative democracy is there to represent the interests of every sector of the population. Why must women be equally represented but not every other sector of society – people with disabilities, indigenous peoples, visible and ethnic minorities?
Positive discrimination compensates women for the many years that they were excluded and placed in the political wilderness. 'Meritocracy' only works when candidates are starting from equal positions.	Merely emphasizing 'positive' discrimination does not hide the fact that it is still discrimination. The leaders of nations should be the best people for the job, no matter if a man or a woman.
Source: International Debate Education Association (IDEA), Idebate Debatabase, Rose, J., M. Women in Parliament. http://www.idebate.org/debatabase/topic_details.php?topicID=201	

Facilitator

Instructions for Individual Plan Working Session 1

The aim of this activity is to explain to participants the thought process that should guide the development of their individual plans.

Introduction

In keeping with the design model of the IHRTP (i.e. the Learning Spiral), participants share and analyze experiences, deepen understanding through the input of new information and theory, and develop strategies and plan for action. To help participants plan for action a component entitled "Individual Plan for Putting My Learning into Action" is included as part of the program. Time is allocated in the program schedule for participants to work on their individual plans and a separate workbook is also provided.

Participants will read over and complete Worksheet 1 of the Individual Plan workbook, keeping in mind the information you have just discussed in the Stream.

Individual Plan for Putting my Learning into Action

p. 29

60 min total

Equitas staff will present and explain the "Individual Plan for Putting My Learning into Action", which all participants are required to complete as part of the Program.

You will be provided with a special workbook to help you develop your Individual Plan.

End of Stream Evaluation/Debriefing

p. 29

15 min total

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:

- Have the activities in this Stream enabled you to reflect on your skills as a human rights educator? Have you learned anything new?
- What issues discussed do you feel are most relevant for the work of your organization?
- What strategies do you use to promote gender equality in your HRE work and within your organization?
- 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?
- Do you think there are individuals or groups in your society who would oppose the rights enshrined in the UDHR, citing differences with cultural norms? Instead of highlighting differences, how would you underscore similarities between the rights of the UDHR and cultural norms?
- 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

Unit 1 Activity 1

Definitions of Human Rights Education, p. 3-41
(Part. Man. p. 3-33)

Unit 1 Activity 2

Definitions of a "Culture of Human Rights", p. 3-43
(Part. Man. p. 3-35)

Definitions of Human Rights Education

Unit 1 Activity 1

1. Definition of HRE from the Draft Plan of Action for the First Phase (2005 – 2007) of the Proposed World Programme 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**:

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

c. The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;

d. The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law;

e. The building and maintenance of peace; and

f. 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.

Definitions of a "Culture of Human Rights"

Unit 1 Activity 2

A. "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).

B. "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."

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

C. "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..."
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.

D. " `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."
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.

E. "[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."

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.

F. "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."

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.

G. "...[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.

Stream 4

Seeking Common Ground

Contents

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END OF STREAM EVALUATION/DEBRIEFING **4-40**

About Stream 4

Time:
2 days

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

Participatory Training Technique

- The Art of Flipcharting II

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

Instructions for Activity 1

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.

Facilitator (cont'd)

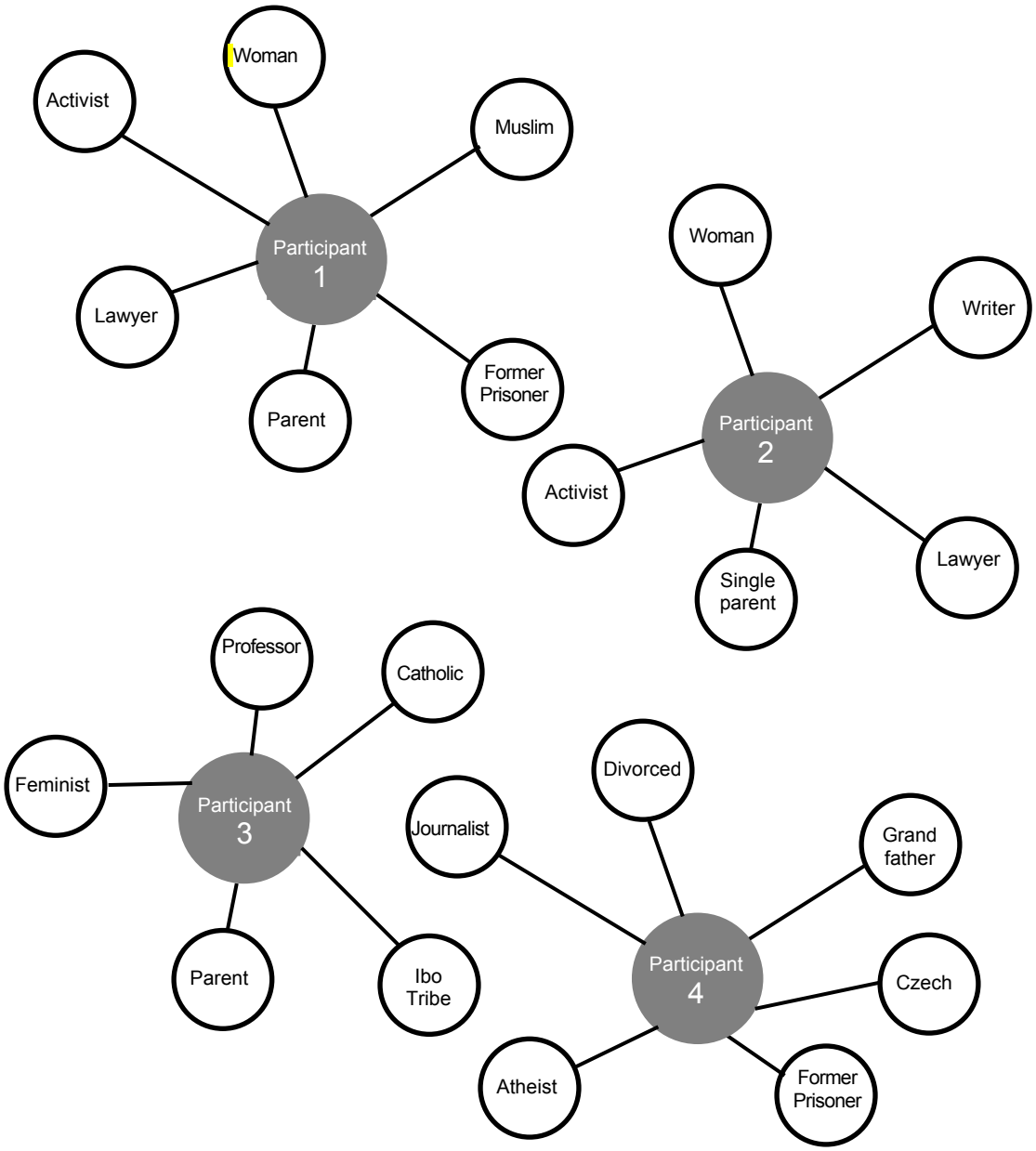
Part B (Group of Four Web of Connections, 20 min)

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.
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").

Facilitator (cont'd)

Sample diagram of "Group-of-Four Web"

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



Facilitator (cont'd)

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.

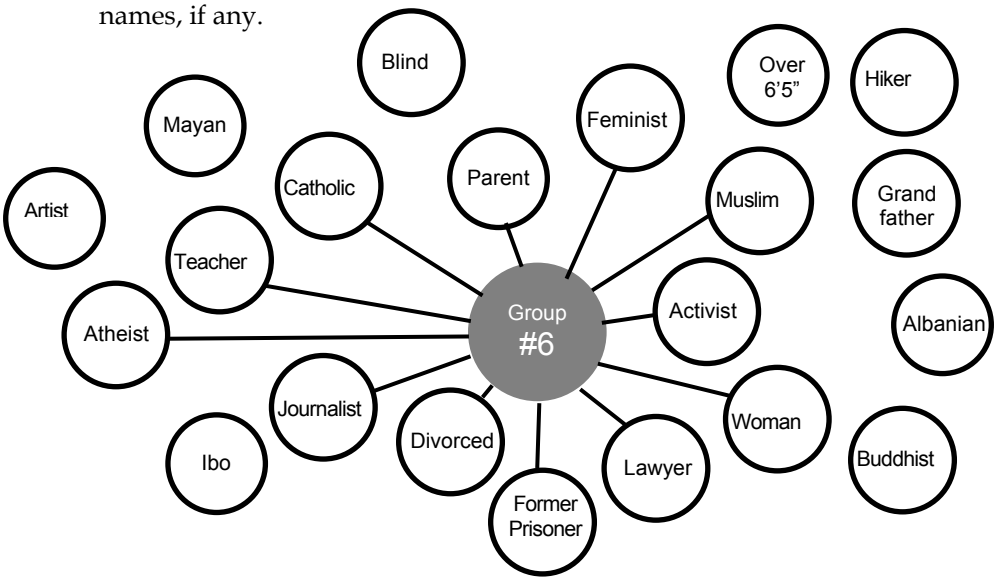
   a) **Which were the most commonly shared groups (circles) in your group of four?** Place circles with the names of these "common groups" near the centre with plenty of room inside the circle to add additional groups.

   b) **Are there other participants also belonging to any of these major groups?**

   c) **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.**

   d) **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.

   e) **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

p. 9

1 hr. total

This activity is divided into 3 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.

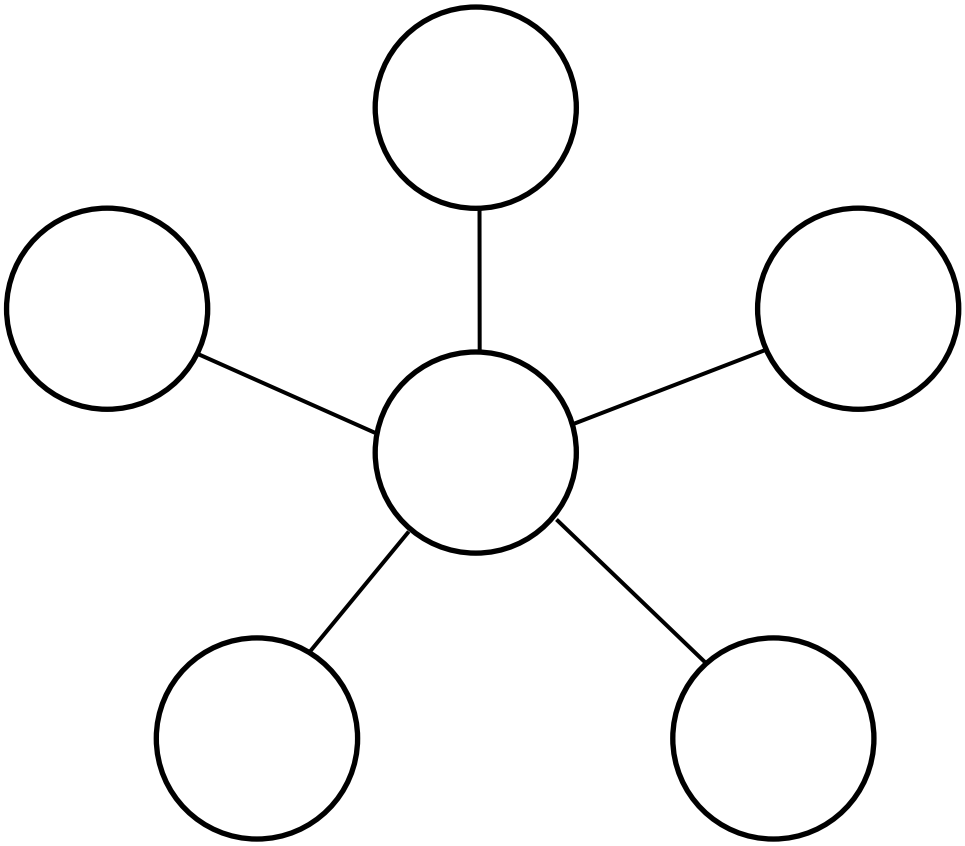
Begin by writing your name in the centre circle.

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.

Activity 1 cont'd

p.10

Personal Web of Connections



Some types of groups might be:

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

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

Activity 1 cont'd

p.11
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.

Activity 1 cont'd

p. 12
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?

Facilitator

Instructions for Activity 2

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

p. 13

45 min total

Large Group Discussion

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

- Were you surprised by the results of this activity? Were you uncomfortable or disappointed to find yourself in a "common" group or "unique" group?
- 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?
- Do you work in situations where there is little or great diversity among people? How does this affect your work?
- What are some common experiences that result from situations of great diversity? Advantages? Disadvantages?
- Can anyone cite examples from personal experience where a failure to recognize differences has prevented well-intentioned people from working together?

Reflecting on gender and identity

- 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?

p.14

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.

p.15

Participatory Training Technique:

The Art of Flipcharting II

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.

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

Instructions for Activity 1

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, 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

p. 17

45 min total

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

p.18

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 along side 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. 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.			
j. Responsible governments should provide teenage girls with explicit safe sex education to protect them from unwanted pregnancies and sexually transmitted diseases.			

Facilitator

Instructions for Activity 2

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. 4-29 *(Part. Man. p. 4-23).*

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. 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. The aim here again is to reach a consensus.

Facilitator (cont'd)

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 4-32 *(Part. Man. p. 26)*.
- **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

p. 19

2 hr. 30 min total

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.

Activity 2 cont'd

p.19
15 min

Part A Work Individually

Your Personal Assessment of the Characters

Read **The Fatal River Story** found on p. 4-22.

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. 4-23.

p.20
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.

Activity 2 cont'd

p. 21
1 hr.

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 *Conflict Transformation Box: What is Decisions-Making by Consensus* on page 4-26.
    - 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 4-25.
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"

p.23

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 ☐		

p.24

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 ☐		

p.25

Power Structures and Gender Relations

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".

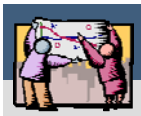
"Recent years have seen notable progress on issues of gender and human rights in standard-setting […]. Some international and regional human rights bodies now go beyond just including 'women' in a list of 'vulnerable' groups, and have begun to incorporate women's experiences and perspectives into recommendations 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)

Sources:

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

p.26



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
- 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.

Facilitator

Instructions for Activity 3

Introduction

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

Part A (10 min)

Go over the instructions with the participants.

Part B (20 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 on *Universality of Human Rights - Key ideas and Terms* on page 4-38-39 (*Part. Man. p.4-31-32)* for additional information.

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

p. 27

30 min total

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 2 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.

Activity 3 cont'd

p.28
10 min

Part A Work Individually

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

1. Culture

_____

_____

_____

_____

2. Diversity

_____

_____

_____

_____

3. Universality

_____

_____

_____

_____

20 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?

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

p. 29

1 hr 30 min total

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 expressions"
- a women's rights perspective on the issue
- effective human rights education strategies for addressing the issue

There will be two resource persons for this presentation.

The first resource person will provide a brief overview of the principal issues surrounding the notion of universality and will also address the following questions:

- 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?

The second resource person will address the issue and some of the questions listed above from the perspective of a human rights educator. He/she will explore strategies for dealing with the real contradictions that exist between human rights standards and a specific culture in a learning setting.

Question and Answer Period

Facilitator

Instructions for Activity 5

The goal of Activity 5 is to provide an opportunity for participants to pursue the reflection initiated by the presentation on "Exploring the Universality of Human Rights". This is also an opportunity to introduce the concepts of power and conflict resolution to the ongoing discussions.

1. Invite participants to ask questions or comment on the Presentation.
2. Facilitate a discussion using the questions provided as a guide.

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

p. 30

15 min total

Large Group Discussion

Some questions for discussions are provided below. Refer to the Universality of Human Rights – Key Ideas and Terms on the following pages.

- As women become more aware of their rights and claim their rights the potential for conflict increases particularly when these rights come into direct conflict with cultural practices. Are these practices based in gender stereotyping in your society? Have these practices changed over time? If so, how?
- Do you think human rights education can take into account a culturally diverse environment while still adhering to human rights principles, values and norms? Can you provide examples that illustrate the respect for human rights without compromising the 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 so early in the Program?

p. 31-32

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 free 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).

The advocates of cultural relativism claim that rights, and rules about morality (most, some, a few) 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)

Universality of Human Rights – Key Ideas and Terms cont'd

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 has had 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 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)

End of Stream Evaluation/Debriefing

p. 33

15 min total

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 you 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?

Stream 5

The Global Human Rights Context

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About Stream 5

Time:
1 ½ days

The context of our human rights work is constantly being altered by the economic, cultural, political and technological changes taking place at the global level. The "reduction" of distances between countries, regions and peoples has brought about a greater exchange of information, more exchanges between peoples, and a proportionally larger transfer of money, goods and services. Our societies are rapidly becoming more and more interconnected as our reliance on each other's resources is growing at an exceedingly rapid pace.

Globalization is the broad term used to refer to our current and ever changing global order, which is characterized by growing and increasingly powerful global connections, strengthened and organized "worldwide" networks and associations, and the emerging phenomenon of a global consciousness. Some view globalization as a liberating force while others see it as a new means through which those in power can continue to deny resources to fellow citizens. What seems to be consistent is that there are altered roles for nations, their policies, and their economies.

In particular, international economic organizations (such as the World Bank, the IMF and the WTO) and multinational corporations have gained tremendous influence over local economies and often wield more power than national governments. Corporate interests are redefining the landscape of power, "calling into question the state's ability to secure fundamental rights for its citizens and preserve participatory democracy". (Ishay, M. Globalization, December 2004, Vol. 1, No. 2, pp. 181-193)

Many countries, under severe debt bondage, are forced to accept financial conditions from the IMF and World Bank that further cause starvation, poverty and unemployment. These worsening conditions have had a profound effect on the lives of the general population. Heightened ethnic or communal tensions often result in bloody and severe internal armed conflict or large-scale riots.

Another factor that must be stressed is that the effects of globalization are experienced differently by men and women. Although new employment opportunities have been created for women as a result of globalization, current trends have exacerbated inequalities among men and women. Women are usually the most severely affected by changing conditions arising from globalization. As structural adjustments take effect, these conditions decline at home, and women's hardships intensify as they increase their workload to compensate for the cut in social services. Women are rarely consulted or considered when far-reaching development plans are formulated.

The perceived loss of sovereignty has increased the level of State anxiety, leading to the dislike and disregard for the international system and multilateralism, specifically, vis-à-vis the human rights system. Currently, the refusal by States to be challenged or sanctioned by any institution not under their control (e.g., international organizations, international criminal court) threatens the few successes achieved by the international human rights community in the last couple of decades. The security agendas instituted by many States today, greatly threatens our freedom.

This ever-changing state of the world poses new challenges to our work as human rights educators and activists. The events of September 11, 2001, and the increased security concerns resulting from the 'war on terror' in particular, continue to produce an entirely new set of social, economic and political challenges experienced worldwide. "Movements animated by universal human rights principles (or social forces)…have been weakened as a traditional buffer to state authority. Left increasingly paralyzed by market imperatives and post-September 11 security concerns, human rights activism has been gradually superseded by new authoritarian trends." (Ishay, M. Globalization, December 2004, Vol. 1, No. 2, pp. 182)

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 we seek to affect changes in the human rights situations in our communities

In the last decade, the work of human rights defenders in raising global awareness about human rights has benefited immensely from the increased availability and use of information and communications technology.

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, in particular radio and television broadcasting, so too does information and knowledge about human rights. New technologies, such as the Internet and cell 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.

While globalization offers both great threats and opportunities, at present its costs as well as its benefits are very unevenly shared. There is a generalized recognition that developing countries and countries in transition face special difficulties in responding to the challenges stemming from a globalized world. Thus, the members of the United Nations recognized that only through broad and sustained efforts to create a shared future, can globalization be made fully inclusive and equitable. These principles, expressed in the Millennium Development Goals, constitute efforts that include policies and measures, at the global level, which correspond to the needs and aspirations of developing countries and countries in transition and have been formulated and are to be implemented with their effective participation.

In the face of these global challenges, organizations defending human rights face many obstacles. Human rights defenders must situate their actions within political framework, develop existing and new networks and forge alliances with the organizations engaged in achieving the same goal, in particular those of the alter-globalization movement.

As Clarence Dias put it:

> *What we need is "glocalization" - a combination of globalization and localization. We were taught to think global, act local. And when we did that, we invited the World Bank and the multinationals in. It's time to think local, act global; to understand the impacts of globalization on us and the people we work with. And to try to work to address these impacts at the family level, at the school level, at the community level, at the national level, at the regional level and at the global level. To do this will involve new alliances, reliance upon new partners.*

The purpose of this Stream is to provide participants with a framework that they can use to better understand their changing role in the global context. By listening to each other's experiences, participants can begin to develop new strategies for action, and begin to anticipate the human rights implications of globalization. The obvious relationship between human rights and the Millennium Development Goals will provide a useful light for formulating those strategies for action.

Sources:

Hackett, R. (2004), *Media Development 2004*, Simon Fraser University; Carroll, W., University of Victoria

Government of Canada , Human Rights Program web site: www.pch.gc.ca/progs/pdp-hrp/canada/free_e.cfm

Objectives

By the end of Stream 5, participants should be able to:

- describe the different dimensions of globalization and provide examples of their positive and negative impact on human rights in their societies
- determine strategies for using human rights education as a tool for addressing the impact of globalization

Participatory Training Techniques

- Power Mapping
- Effective Presentations I

Unit 1 Understanding the Global Context

In this unit participants will examine the social, cultural, political as well as economic dimensions of "globalization" and their impact on the human rights situation in their societies.

Facilitator

Instructions for Activity 1

Part A (45 min)

1. Go over the instructions with the participants.
2. Prepare a flipchart version of the "Spheres of Influence" diagram on page 5-15 *(Part. Man. p. 5-13)*.
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 on globalization. Some examples are provided below for each "Sphere". Refer participants to the Glossary of Organizations in the **Materials** Section of this Stream.

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 Government
- Ministries of International Trade, Internal Affairs, Foreign Affairs, Finance, Justice, Education

Intergovernmental Institutions
- UN
- ASEAN
- Council of Europe
- Organization of American States
- African Union

Global Communications
- Internet
- CNN, BBC, Al Jazeera

Civil Society
- NGOs, CBOs
- Unions
- Faith institutions
- Social movements
- Individuals

Facilitator (Act. 1 cont'd)

Part B (30 min)

1. 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% (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).

2. Lead a discussion based on the questions provided. Refer to the box *Gender Mainstreaming* on page 5-17 *(Part. Man. p. 5-15)*.

Part C (45 min)

Lead a discussion based on the questions provided.

Activity 1 Spheres of Influence

p. 11

1 hr 30 min total

Globalization has had an undeniable impact on human rights everywhere. An array of "actors" 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 process of globalization.

An understanding of power relations and structures at all levels of society (i.e., international, national and local) is an essential tool for the protection of human rights and social change. The aim of this activity is to identify the key actors and their influence on the globalization process in our societies.

This activity is divided into three parts.

In **Part A**, you will discuss the actors that have an impact on globalization.

In **Part B**, you will discuss the different influence of men and women within the spheres of influence.

In **Part C**, you will read a short text and discuss the questions provided.

Activity 1 cont'd

p.12
45 min

Part A Large Group Work

The facilitator will present the "Spheres of Influence" diagram on the next page, which maps out some of the main categories of actors involved in the current globalization process.

For each category, determine who the principal "actors" are and what has been their impact on the human rights situation in your society. The facilitator will record your answers on a flipchart version of the Spheres of Influence diagram.

Once the diagram is complete, discuss where you can 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)? How can it influence the work of the state?

Participatory Training Technique

Power Mapping

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.

Spheres of Influence

Activity 1 cont'd
p 13

Activity 1 cont'd
p 14
30 min

Part B Large Group Discussion

The facilitator will lead a large group discussion on women's level of influence in a global world. The facilitator will begin by presenting some statistics on women's level of representations in the different spheres of influence presented in Part A.

Together with your facilitator, discuss the different levels of influence of men and women in the globalization process. Some questions are provided below to guide your discussion.

- How does the representation of men and women within each sphere of influence affect the policies and/or practice of each actor?
- While equal representation is an essential element in achieving the goal of gender equality, women are generally under represented in each sphere. Only increasing the number of women is not enough. What other strategies can ensure that the realities of women and men are taken into account in the development agenda?

p 15

Gender Mainstreaming

Gender Mainstreaming is a globally accepted strategy for promoting gender equality. Mainstreaming is not an end in itself but a strategy, an approach, a means to achieve the goal of gender equality. Mainstreaming involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities - policy development, research, advocacy/ dialogue, legislation, resource allocation, and planning, implementation and monitoring of programmes and projects.

Gender mainstreaming means considering the realities of women and men and the potential impacts of planned activities on women and men, before any decisions on goals, strategies, actions and resource allocations are made.

Gender mainstreaming is not simply about integrating or including women in development agendas already decided upon by others. Gender mainstreaming involves a transformative process. It can reveal a need for changes in goals, strategies and actions to ensure that both women and men can influence, participate in and benefit from development processes. This can require changes in organizations – structures, procedures and cultures – to create organizational environments, which are conducive to the promotion of gender equality.

We also know that while representation of women is an essential element in gender mainstreaming, increasing the numbers of women is not enough. The mainstream agenda can only be transformed when the perspectives of both women and men inform the design, implementation and outcomes of policies and programmes. This requires analysing the gender perspectives in each and every area of development. It further requires examining the institutional mechanisms through which development is done.

While we recognize today that gender mainstreaming is a critical strategy for gender equality, at the same time we acknowledge that gender mainstreaming does not eliminate the need for targeted activities to promote the advancement of women and gender equality. Women- or gender-specific activities are still required to address serious gaps which must be urgently tackled to support women's empowerment and develop women's leadership capacities and to test ideas and approaches which may then be applied to the mainstream development process.

Source:

Economic and Social Commission for Asia and the Pacific (2003). Putting Gender Mainstreaming into Practice. United Nations, Geneva. Retrieved from: http://www.unescap.org/esid/GAD/Publication/Gender-Mainstreaming.PDF

Activity 1 cont'd
p 16
45 min

Part C Large Group Discussion

Read the short text below. A question is provided to begin a discussion.

- How can human rights education be used as a tool in the context of globalization? (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?

HRE and Globalization

Human rights education should be approached in a way that includes the analysis, understanding and reading of power relations and social forces so as to enable a struggle to change those power relations that impede the full realization of human rights. This struggle for a change in power relations must be linked to struggles for an equitable division of resources; accessibility to knowledge; control over the preservation of land and indigenous cultures; access to employment and healthy conditions of work; demilitarization of society, elimination of weapons of mass destruction and land mines; reduction of arms transfers and trade; and economic self-determination of peoples, nations, and other groups. In the current international and national political economy, these obstacles are embedded in systemic processes, which human rights education should clarify, while inspiring the organization of action for the realization of all human rights.

Among these processes, the globalization of the world economy is increasingly sapping efforts to achieve sustainable and people-centred development… The magnitude of this problem is such that human rights education must address it, because it not only marginalizes vulnerable people in the poor countries of the political "South" and in the industrialized North, but it affects negatively the lives of all but a privileged few. In the former socialist countries, the rush to embrace the ideology of capitalism and the abandonment of social programs under pressure from agents of globalization has distorted the popular aspiration to replace structures of arbitrary power of the party with a regime of human rights and democratic governance.

Source: "Towards A Pedagogy Of Human Rights Education", International Consultation on the Pedagogical Foundations of Human Rights Education (CEDAL) 1996.

Facilitator

Instructions for Activity 2

Introduction

The aim of this activity is to explore the economic, social, political and cultural dimensions of globalization and their impact on human rights.

Part A (45 min)

1. Divide participants into groups within the class and go over the instructions with them.
2. Ask participants to develop a list of factors, structures or systems operating on a global scale and to list them on a flipchart paper (e.g. information and communications technology; multinational corporations; international trade; neo-liberalism ideology; war against terrorism; human rights and social movements; international human rights protection).

Part B (30 min)

1. Have participants work in the same groups as for **Part A**.
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)

Lead a discussion based on the questions provided.

Activity 2 Globalization and Human Rights

p. 17

1hr 45 min total

In this activity, you will explore the economic, social, political and cultural dimensions of globalization and their impact on human rights.

This activity is divided into three parts.

In **Part A**, you will work in a group to read and discuss an article on the topic of globalization and the impact on human rights.

In **Part B**, you will discuss the impacts of globalization in your own societies.

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

45 min

Part A Work in a Group

1. Read and discuss the article "Globalization and Its Impact on the Full Enjoyment of Human Rights (E/CN.4/sub.2/2000/13)" by J. Oloka-Onyango and Deepika Udagama, which is an extract from the UN Press Release. See the **Materials** section for an abridged version of the article.
2. Based on your discussion of the article identify the factors, structures or systems operating on a global scale that are having an impact on the human rights situation in your society

_____

_____

_____

_____

_____

_____

_____

Activity 2 cont'd

p. 18
30 min

Part B Work in a Group

1. Together with the members of your group, review the factors of globalization identified in **Part A**.
2. Then, keeping in mind the snapshot you prepared of the human rights problems in your society, discuss how globalization has contributed to these problems and to your ability to address them. Remember to address social, political, cultural, and economic ramifications of these factors.
3. A chart is provided to record the results of your discussion.

30 min

Part C Large Group Discussion

Together with your facilitator look at the impacts each group identified and address the questions below.

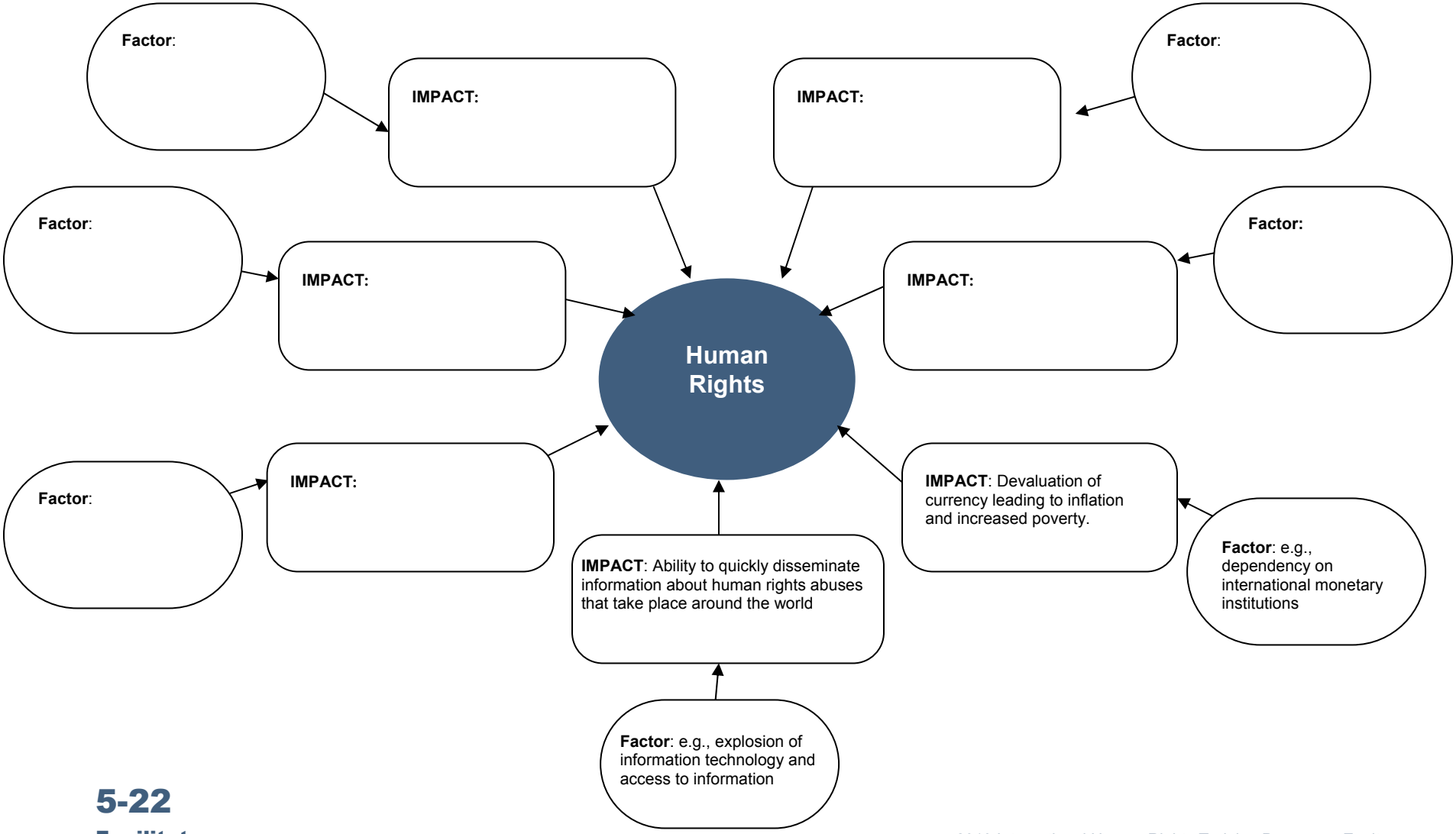
- Were there any impacts identified by the group that you do not agree with?
- What are the gendered impacts of globalization? (i.e., effects of globalization that impact differently on the lives of men and women?)
- What human rights strategies should you and your community adopt in order to resist, limit the damage, and devise alternatives to unsustainable development initiatives?
- How would you try, in this context, to promote respect for human rights in your community and region?
- What strategies can be used to promote and protect the rights of women in the context of globalization?
- What role should you as a human rights activist play on the local and international level?

Impacts of Globalization on Human Rights

p. 19

For **Activity 2, Part B**.

Region: _____



Individual Plan for Putting My Learning into Action

p. 20

1 hr and 30 min.

Continue working on your Individual Plan.

Facilitator

Instructions for Activity 3

1. Strongly recommend to participants that they attend the evening presentation on the Rights of Indigenous Peoples.
2. Go over the description of the presentation and the questions to consider" with the participants..

Activity 3 Briefing Plenary Presentation – "The Rights of Indigenous Peoples"

p. 20

15 min total

Review the description of the presentation provided in Activity 4. To prepare for the evening presentation, consider the following questions:

- What are the main human rights issues facing Indigenous Peoples today? How are these issues similar and different from those of other minority communities?
- What are the main challenges in protecting the rights of Indigenous Peoples in the global context?

Activity 4 Plenary Presentation – "The Rights of Indigenous Peoples"

p. 20

1hr 30min total

This presentation will provide an overview of some of the successes and challenges met by indigenous peoples from around the world in protecting and promoting their human rights. It will include information about the UN Declaration on the Rights of Indigenous Peoples and progress made since its adoption in 2007.

The presenter will present from his perspective as an Indigenous person in Canada.

Unit 2 Human Rights in an Era of Globalization

Facilitator

Instructions for Activity 1

The aim of this activity is to have participants reflect on some of the essential skills for making effective presentations. Participants will have occasion to practice these skills throughout the program.

Part A (5 min)

Go over the instructions with the participants.

Part B (10 min)

Facilitate a discussion on effective presentation skills. Write down the key ideas on flipchart paper to serve as a reference. Refer participants to the Participatory Training Techniques box on page 5-27-28 (*Part. Man. p.5-22-23)* for more information. Also point out that they will have the opportunity to discuss this topic further in Stream 6.

Activity 1 Presentation Skills

p. 21

15 min total

Our ability and skill in communicating our message is an important contributing factor to our effectiveness as facilitators. We have all experienced facilitators or teachers who were clearly experts in their field but lacked the skills to convey their knowledge and understanding to a group of learners. Effective presentation skills are integral elements of the complex craft of facilitating or teaching.

This activity is divided into two parts.

In **Part A**, you will reflect on some "Do's and Don'ts" of making presentations.

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

p.21
5 min

Part A Work Individually

In the chart below, list some of the things a presenter **should** and **should not** do if he or she wants to make an effective presentation.

Things a presenter should do	Things a presenter should not do

p.21
10 min

Part B Large Group Discussion

The facilitator will lead a large group discussion on effective presentation skills.

p.22-23

Participatory Training Technique

Effective Presentations I

Effective presentations require a clearly identified purpose, a strategy for achieving that purpose, and preparation and practice.

- **Preparation** is the key. You must know the material you are going to deliver and you must know the audience you are presenting to.
- **Know the room** you have to work in.
- **Practice.** It builds up your confidence, which is the key to effective speaking.
- **Learn to relax**.

Formulating Your Strategy:

- Understand your purpose and role, i.e., why are you speaking? Who will be the audience? Why will they want to listen to you? What are their expectations?
- Tailor your message to the audience; understand their needs, desires, knowledge level, attitude toward the topic.
- Clarify your objectives. Is it to motivate? Inform? Persuade? Teach?

Structuring Your Presentation:

- **Two or Three Main Ideas.** Select only a few main points for your presentation – focus on presenting central points or general themes that tie together as many areas of the topic as possible. Elaborate on the content using examples.
- **Make Links Obvious**. Show participants how the topic of your presentation relates to the workshop themes and goals. Briefly review key points of the workshop and end with a preview of the topics following your presentation.
- **Make the Connections Obvious** between one topic and the next in your presentation. When introducing a new topic for example, begin by providing a mini-summary of the previous topic. This helps participants understand and organize the new information.
- **Use Props**. Provide visual reinforcement of important ideas by writing key points on a blackboard, flipchart or using an overhead projector or PowerPoint presentation.
- **Keep it Brief and Focussed**. Research indicates that adult learners, on average, have attention spans of a maximum of 15 minutes. Therefore consider building presentations around blocks of activities that take approximately this much time.

Preparing Notes:

- Avoid writing out a complete presentation. It will prevent you from maintaining eye contact with the participants.
- Avoid using visual aids as your notes. If you are looking at an overhead, flipchart or projection screen when presenting then you are not looking at the participants.
- Prepare some notes that include key definitions, examples, challenges, and analogies. Write out the notes in a way that you are most comfortable and that leaves room for flexibility allowing you to adjust your presentation.
- Use wide margins so that you can clearly see where you are in your presentation.

►►►

Participatory Training Technique

Effective Presentations I (cont'd)

Keeping Participants Engaged:

- Relate the content to participants' interests, knowledge, experiences, and needs.
- State your key points as learning objectives. Share these objectives with your participants: "By the end of the presentation, you will be able to …."
- Actively involve participants in their learning. Have a question and answer session. Prepare questions beforehand that promote a discussion and reinforce key concepts.
- While preparing the presentation, anticipate participants' questions. Incorporate the answers into your presentation. During the presentation, use participants' responses and questions as jumping-off places for your next point or to begin a spontaneous discussion.
- Attend to participants' feedback about how the presentation is going. Watch their nonverbal cues (yawns, chairs shuffling, whispers, glazed looks), or ask for their feedback informally or formally.
- **Remember:** Just because you are speaking does not mean that participants are attentively listening.

Source:

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

Facilitator

Instructions for Activity 2

1. Strongly recommend to participants that they complete the advance reading, provided in the Resource Manual, Stream 5.
2. Go over the description of the presentation and the questions to consider with the participants..

Activity 2 Briefing Plenary Presentation – "Human Rights Education and Globalization"

p. 24

30 min total

Read over the description of the presentation provided in Activity 3.

Questions to consider as you listen to the presentation:

Read over the questions before you listen to the presentation.

- How are development, human rights, and democracy linked?
- How has development become a major source of human rights violations? Examples?
- Who are some of the principal beneficiaries and principal victims of the various aspects of globalization? How do vulnerable groups experience globalization?
- How do global current events (i.e. global economic crisis, security and terrorism, etc.) impact on human rights?
- What has been the impact of globalization on existing inequalities between men and women?
- What are the current trends in human rights resulting from globalization?
- How can human rights education contribute to mitigating the negative impact of globalization? What are some of its strategies?

Activity 3 Plenary Presentation – "Human Rights Education and Globalization"

p. 25

1 hr 30 min total

The presentation will address the positive and negative effects of globalization on human rights as well as some strategies which can build on or mitigate these effects. There will be two resource persons for this presentation.

Some issues the resource persons will address are listed below. Relevant examples from different regions of the world will also be provided.

The first resource person will address the following:

- What are the features of globalization both positive and negative? How do they impact on human rights?
- What strategies could be adopted in order for human rights to be respected and governments to respect their human rights obligations?

The second resource person will present:

- Concrete examples of the impacts of globalization on human rights at the local level, especially in developing countries with a particular focus on women, children and other marginalized populations such as refugees, migrants, minorities and indigenous peoples.
- How can HRE contribute to greater respect for human rights within the context of globalization?

Question and Answer Period

End of Stream Evaluation/Debriefing

p. 26

30 min total

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:

- Has your understanding of globalization changed? If so, how?
- Some past IHRTP participants have argued that this Stream was interesting, but had little relevancy to their work because they "did not work on globalization". How do you respond to this argument?
- Have you addressed the impact of globalization in your programs? If not, how would you?
- How can gender mainstreaming be used as a strategy to promote and protect the rights of women in the context of globalization?
- 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?

Materials

Unit 1 Activity 1

Glossary of Organizations, p. 5-35 *(Part. Man. p. 5-29)*

Unit 1 Activity 2

Globalization and Its Impact on the Full Enjoyment of Human Rights, p. 5-37 *(Part. Man. p. 5-31)*

Glossary of Organizations

Unit 1 Activity 1

African Union (AU)

The African Union is made up of the Heads of State and Government of the Organization of African Unity which calls for the establishment of an African Union, with a view to integrate the continent and enable it to play its rightful role in the global economy while addressing multifaceted social, economic and political problems compounded as they are by certain negative aspects of globalization.

Association of South East Asian Nations (ASEAN)

The Association of Southeast Asian Nations or ASEAN was established on 8 August 1967 in Bangkok by the five original Member Countries, namely, Indonesia, Malaysia, Philippines, Singapore, and Thailand. Brunei Darussalam joined on 8 January 1984, Vietnam on 28 July 1995, Laos and Myanmar on 23 July 1997, and Cambodia on 30 April 1999. The Association represents the collective will of the nations to bind themselves together in friendship and cooperation and, through joint efforts and sacrifices, secure for their peoples and for posterity the blessings of peace, freedom, and prosperity. (The ASEAN Declaration, Bangkok, 8 August 1967)

Council of Europe (COE)

The Council is the main decision-making body of the European Union. The ministers of the member states meet within the Council of the European Union. Depending on the issue on the agenda, each country will be represented by the minister responsible for that subject (foreign affairs, finance, social affairs, transport, agriculture, etc.).

The presidency of the Council is held for six months by each member state on a rotational basis.

International Monetary Fund (IMF)

Originally proposed at the Bretton Woods meeting in the U.S. in 1944 together with the International Bank for Reconstruction and Development (IBRD) - which later became the World Bank (WB) – and the International Trade Organization (ITO), was finally set up in 1946. It was intended to solve problems related to international finance.

The IMF is an international organization of 184 member countries, established to promote international monetary cooperation, exchange stability, and orderly exchange arrangements; to foster economic growth and high levels of employment; and to

provide temporary financial assistance to countries to help ease balance of payments adjustment.

Organization of American States (OAS)

The Organization of American States brings together the countries of the Western Hemisphere to strengthen cooperation and advance common interests. It is the region's premier forum for multilateral dialogue and concerted action. These member States meet periodically to examine common interests and priorities at events such as the Summit of the Americas.

World Trade Organization (WTO)

Multilateral trading organization comprising of 148 countries (as of May 2005) who accede to four major treaties governing almost every area of trade. Ascension into the WTO binds all members to all treaties and all provisions within the treaties (subject to a few minor exceptions) although grace periods are granted to individual members states as to when implementation of treaty provisions take place. The four main WTO agreements are: the General Agreement on Tariffs and Trade (GATT); the General Agreement on Trade in Services (GATS); Trade-Related Intellectual Property Rights (TRIPS); and Trade-Related Investment Measures (TRIMS).

World Bank (WB) (See also IMF)

Was originally the International Bank for Reconstruction and Development (IBRD) which was set up in 1947. The IBRD, which was intended at that time to help the reconstruction of Europe, expanded its scope to cover other countries, and became the World Bank. It is a development Bank which provides loans, policy advice, technical assistance and knowledge sharing services to low and middle income countries to reduce poverty.

Globalization and Its Impact on the Full Enjoyment of Human Rights

Unit 1 Activity 2

UN Press Release, E/CN.4/Sub.2/2000/13 June 15, 2000

Revisiting the Contested Meanings of Globalization

Since coming to the fore as one of the most talked-about issues of the late twentieth century and the new millennium, the phenomenon of globalization has captured world attention in various ways. From the information superhighway to the international trade in drugs and arms, to the phenomenal impact of MacWorld, Nike and the global media, the subject of globalization has come to concern all and sundry. At the core of most discussions of the issue is the extraordinary explosion of both technology and information, in ways that have considerably reduced the twin concepts of time and space. In particular, information and communications technology (ICT) has emerged as perhaps the most dominant force in the global system of production, albeit with significant ramifications in all other spheres of contemporary human existence.

> *Too much of a focus has been placed on the economic aspects of globalization, overshadowing the social, cultural and political aspects of the phenomenon.*

While recognizing the contribution of ICT and the attendant forces of the global economy to the emergence of globalization as we know it, too much has been made of the phenomenon of globalization in its economic dimensions. In a sense there is a new orthodoxy or ethos about the economic dimensions of globalization that exalts it above all other human values or phenomena, indeed even above the basic condition of human beings themselves. The unfortunate consequence of this has been to denigrate (or mask) the social, cultural and especially the political roots and ramifications of the phenomenon.

> *Globalization is the result of market forces and power relations. The rules of these power relations are determined by very few actors, but with effects on many people.*

As Brazilian President Enrique Cardoso argues, it is a serious mistake to think of globalization as the result of market forces alone: "The boundaries within which the market operates are defined politically, in direct negotiations between governments in multilateral forums, such as the World Trade Organization. The power game is always present in such negotiations." Moreover, it is a power game the rules of which are dictated by very few actors. However, its impact affects the vast majority. Consequently, understanding the political and other dimensions of the phenomenon of globalization is essential to the development of a rational and considered response to it.

Because of globalization's multifaceted nature, it is essential to grasp the different motivating forces that are impelling these developments aside from the purely economic, and also to recognize the different directions from which they are coming. As Paul Streeten has pointed out, there is a globalization that can come "from above" in the form of multinational firms, international capital flows and world markets. Intrinsic to this form of globalization is a growing legal and institutional framework within which the regimes of contemporary international trade, finance and investment are being conducted. The legal dimensions of that framework are best captured within the context of international economic law generally speaking, while the Bretton Woods MLIs and the WTO are the specific institutional mechanisms within which it is organized.

Grass-roots organizations can help bring the theoretical concepts of globalization to a practical level for the majority of people. More importantly, these activists can help organize resistance to the overwhelming force of globalization.

Another form of globalization can come from below (such as the environmental, women's and anti-nuclear movements, or in the case most relevant to this discussion, human rights struggles). The human rights movement has long laid claim to a universalizing (indeed some would say a globalizing) mission. This is evident in the assertion that the regime of rights and freedoms established through the Universal Declaration of Human Rights - and the numerous other instruments that have since been promulgated in the same spirit - extend beyond the arena of purely national concern. The globalization-from-below activists have the potential to add a democratic dimension to the debates about globalization from above. In this way, globalization can be brought down from the rarefied and glorified atmosphere of corporate boardrooms, and home to the daily realities of ordinary human beings. Especially important, it can help them mobilize in resistance against the hegemonizing tendencies that globalization from above may present.

A bias exists in the thinking surrounding globalization, where global means capital, space, history and the power to transform while local is equated with place, labour, tradition and, not infrequently, women, indigenous people, peasants and others who are "still attached to place".

Notwithstanding the above, a clear bias is manifest in the dominant modes of thinking that abound about globalization. Describing such thinking as "globalitarian" and "globalcentric", Arif Dirlik argues that such definitions of globalization are biased against both place and locality. Thus, the global is equated with "capital, space, history and the power to transform 'while the local is equated with' place, labour, tradition and, not infrequently, women, indigenous people, peasants and others who are 'still attached to place'".

The implication is that the latter are marginal to the discourses on globalization, and that their knowledge

and practices are unhelpful in the construction of a truly global contemporary world. Dirlik urges for review of this prejudiced approach to alternative visions of the manner in which the world can be constructed, and for mobilization of all the movements that feel they have a stake in the issue. Indeed, there is a need for a recommitment to a bringing together of all the world's peoples around an agenda that does not seek to stifle the very productive and revolutionary innovations that technological development has unleashed. However, it is essential that in so doing we do not forget basic and fundamental obligations that have been recognized and honoured for decades as essential to a wholesome human existence. Technology and economic development must be put to the service of humankind as a whole. In particular, such developments should not marginalize, discriminate or systemically deny access to the majority of the world's populace.

Source: http://www.globalpolicy.org/socecon/un/wtonite.htm, http://www.unhchr.ch/Huridocda/Huridoca.nsf/(Symbol)/E.CN.4.Sub.2.2000.13.En?Opendocument

Stream 6

Human Rights Standards and Mechanisms

6

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About Stream 6

Time:
2 ½ days

When individuals or groups of people cannot exercise what they understand and believe to be their rights, activists can encourage and help them to claim their rights through judicial and administrative channels or, where an established mechanism does not exist, by other means of advocacy. The process of staking a claim not only asserts an individual's ownership of his or her entitlement, it also helps define their rights and raises awareness that what has been claimed is not a privilege or an aspiration, but a right.

A rights-based approach is founded on the conviction that each and every human being, by virtue of being human, is a holder of rights. A right entails an obligation on the part of the government to respect, promote, protect and fulfill it. The legal and normative character of rights and the associated governmental obligations are based on international human rights treaties and other standards, as well as on national constitutional human rights provisions.

Bolivar (as cited in Circle of Rights, 2000[1]) has described a rights-based approach in the following way:

> What does a "rights-based approach" mean? First it means clearly understanding the difference between a right and a need. A right is something to which I am entitled solely by virtue of being a person. It is that which enables me to live with dignity. Moreover, a right can be enforced before the government and entails an obligation on the part of the government to honour it. A need, on the other hand, is an aspiration that can be quite legitimate, but is not necessarily associated with an obligation on the part of the government to cater to it; satisfaction of a need cannot be enforced. Rights are associated with "being", whereas needs are associated with "having".

[1] International Human Rights Internship Program and Asian Forum for Human Rights and Development (2000). Circle of Rights – Economic, Social & Cultural Rights Activism: A Training Resource. IHRIP Forum-Asia.

> Second, a rights approach cannot focus on defending or attacking the form of government, on making statements for or against the victim's political inclination, or on the motivations - alleged or actual - of those violating human rights, but rather on the rights being violated themselves and the apparatus that makes the violations possible. In other words, a rights approach cannot attack or support a particular type of political system, even though it cannot ignore resistance as a factor which blocks or favors the effective exercise of human rights…
>
> Third, and as a consequence of the foregoing, a right is defined on the basis of dignity, that is to say, on the basis of "being", not of "having" nor on the social or economic program of a party or a government. A political program can - and should - be negotiated, whereas dignity is non-negotiable. Political programs are necessary to honour human rights, but they cannot be substituted for them. Political programs are subject to change in social and economic dynamics, and what is important today may not be important tomorrow. The dignity of the individual is immutable; it is the same at all times and in all places, and its essence transcends cultural particularities.

Developing a rights-based approach involves re-examining our way of thinking and acting on issues faced by disadvantaged individuals and groups and also developing the knowledge and skills to apply international human rights standards.

Stream 6 provides participants with an introduction to international human rights standards, and to the potential relevance of these standards to the human rights work of the participants. 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.[2]

[2] 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 Stream begins with an exploration of the United Nations human rights system followed by the analysis of a number of international standard setting instruments. These include:

- International Covenant on Civil and Political Rights (ICCPR)
- International Covenant on Economic, Social and Cultural Rights (ICESCR)
- International Convention on the Elimination of All Forms of Racial Discrimination (CERD)
- Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
- Convention on the Rights of the Child (CRC)

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 6 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 6, participants should be able to:

- 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)
  - Convention on the Elimination of All Forms of Racial Discrimination (CERD)
- apply human rights principles articulated in international instruments to particular situations (i.e., using a rights-based approach)

Participatory Training Techniques

- Effective Presentations II
- Case Study

Unit 1 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, i.e., ICCPR, ICESCR, CERD, CEDAW, and CRC.

Facilitator

Instructions for Activity 1

1. It is strongly recommended that the participants complete the advance reading, provided in the Resource Manual, Stream 6.
2. Go over with the participants the description of the presentation and the Overview of the Human Rights Council - Questions and Answers p. 6-35 *(Part.Man. p. 6-31)* in the **Materials Section.**

Activity 1 Briefing for the Presentation — "The UN Human Rights System: Opportunities for Human Rights Educators"

p. 11

30 min total

To prepare for the upcoming presentation:

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* p. 6-31.

Activity 2 Plenary Presentation — "The UN Human Rights System: Opportunities for Human Rights Educators"

p. 12

1 hr total

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:

- Overview of the Human Rights Council – Questions and Answers on page 6-31.
- Fact Sheet: Human Rights Council – Universal Periodic Review on page 6-34.
- The Human Rights Council: A New Era in UN Human Rights Work? on page 6-37.
- "Protection of Human Rights through International Instruments – Primary Tasks for Human Rights Activists" by I.A. Rehman on page 6-48.

See the **Materials** section for the documents.

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

Facilitator

Instructions for Activity 3

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

p. 13

15 min total

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?

Individual Plan for Putting My Learning into Action

p. 13

60 min

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.

Facilitator

Preparation for Activity 4

Please carefully read over the document "Who are Human Rights Defenders?" published by the UNHCHR (see the **Resource Manual**).

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".
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.

Facilitator (cont'd)

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…

Tips

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

p. 14

1 hr 15 min total

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 three 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.

p. 14
15 min

Part A Large Group Discussion

1. Together with your facilitator discuss the **Introduction to the Declaration on Human Rights Defenders** provided on the next page. Question to consider: What does it mean to be a human rights defender?
2. Scan through the articles of the **Summary of the Declaration on Human Rights Defenders** on page 6-51 of the **Materials** section.
3. Discuss what it means to be a human rights defender.

Look Back	Look back at your answers from "Our Roles as Human Rights Educators and Activists" (Stream 3, Unit 1, Activity 4).

Activity 4 cont'd

p.15

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.

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.

Activity 4 cont'd

p. 16
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 on page 6-54 of 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** on page 6-51 of 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	Article

Facilitator

Instructions for Activities 5 and 6

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

p. 18

1 hr 45 min. total

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)
- International Convention on the Elimination of All Forms of Racial Discrimination (CERD)
- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
- Convention on the Rights of the Child (CRC)

Reminder	Review your "Pre-training assignment." See how you rated your understanding of UN instruments.

1hr 45 min

Work in Your Designated Group

Participants will work in their designated groups to prepare a presentation on **one (1)** of the instruments, according to the guidelines provided below.

Guidelines for Preparing Your Presentation

Prepare a 10-minute presentation on the instrument assigned to your group. Use:

- the text of the instrument
- the relevant "Info Pack" in the **Materials** section (pages 6-60 to 6-83)
- the experience of the members of the group

Activity 5 cont'd

p.19

1. Review the suggested format for presentation in the table "**Main Features of International Human Rights Instruments**" on page 6-21.
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

p.20

Participatory Training Technique: Effective Presentations II

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.

Main Features of International Human Rights Instruments

p. 21-22

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		

Main Features of International Human Rights Instruments cont'd

5) Mechanisms for monitoring compliance
6) Optional protocol(s) and purpose
7) Other special characteristics

Activity 6 Plenary Presentations – "Five Human Rights Instruments"

p. 23

2 hr 30 min total

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 Sessions		
Time	**Instrument(s)**	**Resource Person**
2:00-3:00	ICCPR ICESCR	Lucie Lamarche
3:00–3:30	CERD	Catherine Gauvreau
3:30 - 4:00	**Break**	
4:00-4:30	CRC	Saadya Hamdani
4:30-5:00	CEDAW	Colleen Sheppard
French Sessions		
Time	**Instrument(s)**	**Resource Person**
2:00–3:00	ICCPR ICESCR	Michel Frenette
3:00-3:30	CERD	Zakaria Lingane
3:30 - 4:00	**Break**	
4:00-4:30	CRC	Suzanne Laberge
4:30-5:00	CEDAW	Anne Saris

Unit 2 Working with International Human Rights Instruments

Facilitator

Instructions for Activity 1

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

p. 25

5 hr 30 min total

You will now have the opportunity to practice using the five instruments by working on a three-part case study. Each part focuses on different human rights issues. These are:

- Housing rights and forced eviction
- Women and children's rights
- Minority rights

All three parts are about the same group of evicted persons. There is a general overview of the situation, followed by the three parts. Although some parts may lend themselves 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 6-84 for the guidelines on how to proceed.

Overall Schedule for Working on Case Studies

p. 26

Session / Group	Session 1 9:00-11:00	Session 2 11:30-12:30 2:00-3:00	Session 3 3:30-5:00
Groups 1 & 2	Housing rights and forced eviction	Women and children's rights	Minority rights
Groups 3 & 4	Women and children's rights	Minority rights	Housing rights and forced eviction
Groups 5 & 6	Minority rights	Housing rights and forced eviction	Women and children's rights
Groups 7, 8 & 9	Housing rights and forced eviction	Women and children's rights	Minority rights

Facilitator

Instructions for Activity 2

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

p. 26

15 min total

With your facilitator, discuss the questions below. Refer to the case studies you worked on in Activity 1 and **Participatory Training Technique: Case Study** on the following page.

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?

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Participatory Training Technique: Case Study

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.

End of Stream Evaluation/Debriefing

p. 28

15 min total

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?

Materials

Unit 1 Activity 1

Overview of the Human Rights Council - Questions and Answers, p. 6-35 *(Part. Man. p.6-31)*

Fact Sheet: Human Rights Council – Universal Periodic Review, p. 6-38 (*Part. Man. p.6-34)*

The Human Rights Council: A New Era in UN Human Rights Work? p. 6-41 (*Part. Man. p.6-37)*

Protection of Human Rights through International Instruments – Primary Tasks for Human Rights Activists, p. 6-51 (*Part. Man. p.6-48)*

Unit 1 Activity 4

Summary of the Declaration on Human Rights Defenders, p. 6-54 (*Part. Man. p.6-51)*

Examples of Barriers to Human Rights Work, p. 6-57 (*Part. Man. p.6-54)*

Answer Key – Barriers to Human Rights Work, p. 6-62 (*Part. Man. p.6-59)*

Unit 1 Activity 5

International Covenant on Civil and Political Rights, p. 6-63 (*Part. Man. p.6-60)*

International Covenant on Economic, Social and Cultural Rights, p. 6-69 (*Part. Man. p.6-66)*

International Convention on the Elimination of All Forms of Racial Discrimination, p. 6-78 (*Part. Man. p.6-74)*

Convention on the Elimination of All Forms of Discrimination against Women, p. 6-80 (*Part. Man. p.6-76)*

Convention on the Rights of the Child, p. 6-85 (*Part. Man. p.6-80)*

Materials cont'd

Unit 2 Activity 1

Case Study: The Anuk Minority, p. 6-89 (*Part. Man. p.6-84)*

Case Study: Guidelines, p. 6-90 *(Part. Man. p-6-85)*

Case Study: General Overview, p. 6-91 (*Part. Man. p.6-86)*

Slatvia Fact Sheet, p. 6-92 (*Part. Man. p.6-87)*

Vanutaskan Fact Sheet, p.6-93 (*Part. Man. p.6-88)*

Map of Slatvia and Vanutaskan, p.6-94 (*Part. Man. p.6-89)*

Case Study, Part 1: Housing Rights and Forced Eviction, p. 6-95 (*Part. Man. p.6-90)*

Case Study, Part 2: Women and Children's Rights, p. 6-97 (*Part. Man. p.6-92)*

Case Study, Part 3: Minority Rights, p. 6-99 (*Part. Man. p.6-94)*

Task for Case Study, Part 1, p. 6-101 (*Part. Man. p.6-96)*

Task for Case Study, Part 2, p. 6-106 (*Part. Man. p.6-101)*

Task for Case Study, Part 3, p. 6-109 (*Part. Man. p.6-105)*

Overview of the Human Rights Council - Questions and Answers

Unit 1 Activity 1

Source: http://www.un.org/apps/news/infocusRel.asp?infocusID=114&Body=human%20rights%20council&Body1

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.

Fact Sheet: Human Rights Council – Universal Periodic Review

Unit 1 Activity 1

Source: http://www.ohchr.org/EN/HRBodies/UPR/Documents/UPRFactSheetFinal.pdf , (OHCHR, November 2008)

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 (20122015) 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

The Human Rights Council: A New Era in UN Human Rights Work?

Unit 1 Activity 1

Yvonne Terlingen ,

Source: Ethics & International Affairs, Volume 21.2 (Summer 2007)
http://www.cceia.org/resources/journal/21_2/essay/001.html

The author heads Amnesty International's United Nations office in New York. This article reflects the views of the author and not necessarily those of Amnesty International.

Kofi Annan did more than any UN secretary-general before him to stress the close link between human rights and peace and security. In his inaugural address to the newly created Human Rights Council in Geneva on June 19, 2006, he said: ". . . lack of respect for human rights and dignity is the fundamental reason why the peace of the world today is so precarious, and why prosperity is so unequally shared." With the creation of the Human Rights Council, "a new era in the human rights work of the United Nations has been proclaimed."

The previous year, at the September 2005 World Summit in New York, Annan persuaded all of the world's leaders to agree that human rights constitute one of the three pillars—along with peace and security and economic and social development—that form the base of all the UN's work. The summit's Outcome Document captured the results of the highly ambitious if not wholly successful UN reform agenda that Annan had initiated in his second term. Landmark outcomes from the vantage point of human rights include recognition by all states that the international community has a "responsibility to protect . . . should peaceful means be inadequate and national authorities manifestly fail to protect their populations" from genocide, war crimes, and crimes against humanity; that the regular budget resources of the Office of the High Commissioner for Human Rights must be doubled; and that a new Peacebuilding Commission will be created to "advise on and propose integrated strategies for post-conflict peacebuilding and recovery."

Most important, world leaders decided that a new, more authoritative human rights body—a Human Rights Council—should be created to replace the fifty-nine-year-old Commission on Human Rights. After intense and at times highly divisive negotiations, which were eventually resolved by General Assembly President Jan Eliasson of Sweden, the assembly adopted Resolution 60/251 by an overwhelming majority on March 15, 2006, resolving to create a Human Rights Council. In the 170–4 vote, only the United States, Israel, the Marshall Islands, and Palau voted against (with Iran, Venezuela, and Belarus abstaining). Nevertheless, U.S. Representative John Bolton

graciously promised that "the United States will work cooperatively . . . to make the Council as strong and effective as it can be," and added: "We remain committed to support the UN's historic mission to promote and protect the basic human rights of all the world's citizens."

WHY A NEW HUMAN RIGHTS BODY?

The council's predecessor, the Commission on Human Rights, created in 1946, achieved a more substantive body of human rights work than is often recognized. The commission drafted major international human rights standards, including the two international human rights covenants, which, together with the earlier adopted Universal Declaration of Human Rights (1948), form what is known as the International Bill of Human Rights. The commission advanced human rights protection globally through increasingly substantive thematic and country-specific work, inventing a unique system of Special Procedures—that is, a body of independent and objective human rights experts and working groups that includes, and is sometimes generally referred to as, Special Rapporteurs. As the commission's—and now the council's—"eyes and ears," these Special Rapporteurs monitor and rapidly respond to reported human rights violations anywhere in the world, visiting countries, carrying out studies, intervening on behalf of individuals, and reporting back with recommendations for action. Now numbering forty-one, this body of country-specific and thematic experts began to grow in the 1980s, when they were first established to address enforced disappearances and other gross human rights violations in Chile and Argentina. Their current mandates include torture, violence against women, issues of health and housing, and specific country situations, such as Myanmar, Sudan, and North Korea. They perform the crucial function of providing objective information to underpin the UN's human rights work. They have provided early warning of human rights crises and have pressured states to turn their human rights commitments into reality. Nongovernmental organizations (NGOs) concerned with human rights, whether big or small, national or international, have gained access to the commission in a manner unequaled elsewhere in the UN system.

Nonetheless, the commission suffered increasing criticism from NGOs for failing to address important issues on their merits. States complained of double standards, especially in the selection of countries for public scrutiny. Some states from the South rightly wondered why the Commission on Human Rights—on which the "Permanent Five" members of the Security Council (China, France, the Russian Federation, the United Kingdom, and the United States) were virtually guaranteed a permanent seat—never adopted a resolution condemning well-known and gross abuses in, for instance, Tibet, Chechnya (the commission did so exceptionally in 2000 and 2001 but subsequent draft resolutions were rejected), or in Guantanamo Bay. Of particular annoyance to the

United States was its unexpected failure to win a seat on the commission in 2002 and the election of the Libyan ambassador to chair the commission in 2003 (in which capacity she served rather well). Even the High Commissioner for Human Rights and the UN Secretary-General himself, in his landmark March 2005 report "In Larger Freedom," spoke of the commission suffering a "credibility deficit." In outlining his reform agenda, Annan severely criticized the commission:

Yet the Commission's capacity to perform its tasks has been increasingly undermined by its declining credibility and professionalism. In particular, States have sought membership of the Commission not to strengthen human rights but to protect themselves against criticism or to criticize others. As a result, a credibility deficit has developed, which casts a shadow on the reputation of the United Nations system as a whole.

In that report the Secretary-General proposed to replace the commission with a smaller Human Rights Council, a decision that appears to have been taken rather hastily. The idea was no more than an afterthought in the December 2004 report of the High-Level Panel on Threats, Challenges, and Change, which Annan had specifically commissioned to lay the groundwork for the recommendations in his own report. In fact, the High-Level Panel's chief recommendation had gone in the opposite direction: it advocated that the fifty-three-member Commission on Human Rights be turned into a body with universal membership, adding at the very end that "in the longer term, Member States should consider upgrading the Commission to become a 'Human Rights Council' that is no longer subsidiary to the Economic and Social Council [ECOSOC] but a Charter body standing alongside it and the Security Council. . . ."

Making this far-reaching human rights proposal immediately his own was certainly a bold initiative, and bold is what NGOs had asked Annan to be. The Secretary-General's decision was, however, made at a time of profound suspicion and distrust between North and South, sharpened by the U.S.-led invasion of Iraq and its aftermath. Certainly, this was not an easy time, as experience shows, to build an entirely new human rights body that must be better than its predecessor.

KEY FEATURES OF THE NEW HUMAN RIGHTS COUNCIL

Annan conceived the council as having "a more authoritative position corresponding to the primacy of human rights in the Charter." He expressed the hope that the Human Rights Council, like the Security Council, the General Assembly, and ECOSOC, could be elevated to the status of a "principal organ" of the United Nations. Human rights would thus logically, in institutional terms, get their proper place next to peace and security and development as one of the three pillars of the UN. Although many countries wished the Human Rights Council to have that principal organ status, putting

it on an equal footing with the Security Council was not a particularly welcome idea to some key developing countries. They did not look favorably upon linking the UN's main human rights body to the all-powerful Security Council, which can take binding decisions. Rather, the Human Rights Council was eventually created as a subsidiary organ of the General Assembly, but the assembly agreed to review the council's status within five years of its formation. Meanwhile, the council was given a firm mandate "to address situations of violations of human rights, including gross and systematic violations," and to "respond promptly to human rights emergencies." Arrangements and practices observed by the commission for NGO participation, based on ECOSOC Resolution 1996/31, were retained. General Assembly Resolution 60/251 places much emphasis on the principles of cooperation and genuine dialogue in the council's work; recognizes the need for "objectivity and non-selectivity" in considering human rights issues; and proclaims that "double standards and politicization" must be eliminated.

Although there had been growing support for the High-Level Panel's proposal to make the Commission on Human Rights a universal membership body—which would help enhance its authority by the sheer force of its members—the Secretary-General, probably with an eye on the United States, proposed to create a "smaller standing Human Rights Council." The United States had consistently advocated a smaller, leaner human rights body, arguing that a membership of twenty states would be ideal. Eventually, a compromise was reached and a body of forty-seven members (just under the commission's fifty-three) was decided upon.

What many diplomats did not realize until late in the negotiations was that any new UN body would have to be created along customary UN lines of equitable geographical distribution. In the case of the council, this comes down to thirteen for the African Group (which had fifteen in the commission), thirteen for the Asian Group (which had twelve), six for Eastern Europe (which had five), eight for the Latin American and Caribbean Group (which had eleven), and seven for the Western European and Others Group (known as WEOG, which previously had ten seats).

In the commission, African and Asian states had about the same number of votes as the Latin American and WEOG groups combined, but the lineup is very different in the council. The African and Asian members now have a comfortable majority (at least twenty-six out of forty-seven votes) in the UN's main political human rights body; and they are definitely using it to set the agenda, as is clear on a range of issues, including the selection of countries for immediate attention by "special session" (see below) and the reluctance of many African and Asian members to act on country situations apart from Israel. WEOG and the Latin American Group have lost their power to win a vote on these and other issues unless their proposals attract the support of at least three African and Asian states. The changed political dynamics point to the need for European and Latin American countries to adopt a cross-regional approach to address

human rights issues of common concern.

Membership is for three years and shall end after a country has served two consecutive terms. Thus, the principle of rotation has been established, so that even the permanent members of the Security Council have lost their de facto claim to perpetual membership. All council members are obliged to "uphold the highest standards in the promotion and protection of human rights" and "shall fully cooperate with the Council"—obligations unfortunately not taken seriously by some of its current elected members. Elections are held in secret and the votes of an absolute majority of the General Assembly's members—that is, at least 97 out of 192—are needed for election regardless of how many UN member states are present and voting. Candidates' contributions to human rights as well as their pledges and commitments shall be taken into account in the vote. Interestingly, all regions except Africa put up more candidates than there were seats for the region, and countries with highly problematic human rights records—such as Sudan and Zimbabwe—did not stand for the first elections, held in May 2006. Iran and Venezuela—two of the three countries that abstained in the vote to establish the council—were not elected. The election outcome shows that the results would hardly have been different had the United States won its campaign for a two-thirds majority voting requirement for council membership. (Disregarding the vote in the highly competitive Eastern European Group, only Saudi Arabia and Sri Lanka would not have been elected under a two-thirds majority requirement.) Although not obliged to do so, all candidates made written pledges outlining their human rights agendas, a major advance even though the quality of the pledges varies greatly from country to country.

Louise Arbour, the High Commissioner for Human Rights, argued that a system of Universal Periodic Review (UPR)—put forward by Annan as Universal Peer Review—was the only logical answer to the criticism (largely considered justified) that the commission's old practice of selecting specific countries for scrutiny was marked by "selectivity and double standards." Under this novel system of UPR, unique in the UN's human rights regime, the human rights record of all UN member states, including such powerful countries as China, the Russian Federation, and the United States, shall henceforth be examined by the council. Just how effective the UPR will be in holding all states to account, however, is yet to be seen.

A major drawback of the former commission was that it only sat once a year, for six weeks in spring, and was ill placed to react in a timely manner to human rights crisis situations. The new council sits for ten weeks per year, and shall meet at least three times a year, including for a main session. Moreover, it can easily convene in special session: it is sufficient that only a third of its members make the request, and the council has shown a great appetite for it.

HOW IS THE HUMAN RIGHTS COUNCIL DOING?

The council has had a difficult start. The simultaneous outbreak of renewed hostilities in the Middle East—traditionally the most sensitive issue on the former commission's agenda—complicated its early steps. As expected from a political body, strong political divisions among countries and groups are reflected in the council's debate, and its proceedings to date cannot be characterized as exemplifying the spirit of "constructive international dialogue and cooperation" that Resolution 60/251 so proudly proclaims. Nonetheless, there are also some definite signs of hope.

The council's first session, June 19–30, 2006, marked a substantive beginning, with two major new human rights instruments adopted. The International Convention for the Protection of All Persons from Enforced Disappearances was adopted by acclamation. (Fifty-seven states have already signed the convention after the General Assembly adopted the text by consensus at its sixty-first session.) The draft Declaration on the Rights of Indigenous Peoples, negotiated for more than eleven years, was adopted by vote with thirty for, two against, and twelve abstentions. (Unfortunately, the text is now running into difficulties in the current, sixty-first, General Assembly). In addition, a working group was established to draft a protocol to the Covenant on Economic, Social, and Cultural Rights to create an individual complaints procedure.

The council also took the first steps in the massive operation to build its entirely new human rights architecture. It decided to let all of its twenty-eight thematic and thirteen country-specific Special Rapporteurs continue their crucial work for one year, pending review. It created two working groups: one to review the system of these Special Rapporteurs, the other to establish the new UPR system to monitor all states' human rights performance, as required by Resolution 60/251. Both groups have started their daunting task and must deliver results within one year, by June 2007. While the council is engaged in tense negotiations to establish the UPR and review the system of Special Procedures before the June 2007 deadline, its thematic and country work is taking a back seat.

The first regular session discussed five "substantive issues" and adopted a resolution on Palestine. Given the rapidly deteriorating situation in the Occupied Palestinian Territories, the council voted for the first time in its young history to hold a special session on that situation. For whatever reason, the European Union thought it necessary to call for a vote and then proceeded to vote against the proposal, which was easily passed with twenty-nine for, twelve against, and five abstentions.

The Special Session on the Occupied Palestinian Territories was held on July 6, 2006, and was the first in a series of three special sessions all called for by the Group of Arab

States, who were twice joined by the Organization of the Islamic Conference (OIC), to deal with actions by Israel. As a result, the council decided, by vote, to send the Special Rapporteur on the Palestinian Territories on a fact-finding mission. The second special session, held on August 11, 2006, responded to the worsening human rights crisis in Lebanon and established, also by vote, a high-level commission of inquiry. The third, on November 15, 2006, adopted a resolution (by a vote of thirty-two for, eight against, and six abstentions) expressing the council's shock at Israeli killings of Palestinian civilians at Beit Hanoun and calling for a high-level fact-finding mission.

On their merits, all three situations were urgent and grave and deserved the special attention of the council. But their outcome was in some respects unworthy of a council expected to act in a "fair and equal manner," as Resolution 60/251 requires. Particularly regrettable was the one-sided resolution that the council adopted—by a vote of twenty-seven for, eleven against, and four abstentions—on Lebanon (A/HRC/S-2/1). The highly politicized resolution strongly condemned "grave Israeli violations of Human Rights and breaches of International Humanitarian Law in Lebanon," but entirely ignored the massive human rights abuses committed by Hezbollah in using indiscriminate rocket attacks against Israeli civilians. This was a clear example of the "selectivity" and "double standards and politicization" that Resolution 60/251 seeks to eliminate. Moreover, the nearly exclusive focus of these special sessions on Israel, at the cost of disregarding equally if not more egregious human rights situations elsewhere in the world, started to raise serious questions regarding the council's credibility.

More recently, however, the council has begun to steer a more balanced course. Prompted by exceptionally strong statements by Secretary-General Annan as well as the High Commissioner for Human Rights, the council eventually convened a long overdue Special Session on Darfur on December 12–13, 2006, resulting in a decision calling for action in Darfur. Particularly encouraging is that no fewer than thirty-three members, representing all regions of the council, cosponsored the call for the Darfur special session—a higher number than the three previous calls for a special session, which were twenty-one, sixteen, and twenty-four, respectively. Moreover, the thirty-three included a significant number of African countries: Algeria, Gabon, Ghana, Mauritius, Nigeria, South Africa, and Zambia. Although the decision adopted (S-4/101) was not as strong as many observes felt it should have been (it failed to identify the Sudanese government and the Janjaweed as responsible for the serious human rights abuses), it is nevertheless the only resolution or decision adopted unanimously by the council in any special session to date. (In a move of defiance of the council's will, the Sudanese government in February 2007 refused to grant visas to the high-level fact-finding mission that the council despatched to Darfur. Equally regrettable, in December, Israel refused access to the fact-finding mission created to investigate the Beit Hanoun killings.)

In all four special sessions the council decided to send inquiry commissions to

investigate the situations and report back, suggesting that the council is serious about looking at new ways to address pressing human rights situations rather than simply sitting in Geneva and adopting condemnatory resolutions.

Meanwhile, the council also continued its work in regular sessions, holding no fewer than three regular sessions in 2006 (June, September/October, and November/December). These sessions concentrated on procedural decisions, institution building, and some thematic issues. Generally, these regular sessions have not yet resulted in concrete outcomes to protect human rights in specific countries, even in such pressing situations as Sri Lanka. The resumed second regular session addressed Israeli actions in the occupied Syrian Golan and the Palestinian Territories. It took two consensus decisions, on Nepal and Afghanistan, urging these countries to cooperate with the High Commissioner for Human Rights and asking her to report on these countries to future sessions. At the end of that session, on November 28, the council also took a decision (2/115) on Sudan (Darfur), which was pushed through by Algeria as chair of the African Group, notwithstanding attempts by one African and many other countries to strengthen the text. The decision was unacceptably weak, failing to identify the Sudanese government's responsibility for the gross violations committed; and it lacked any operational mechanism—such as an immediate call for action by the High Commissioner or follow-up by the council itself—to address the particularly grave situation in Darfur. Dissatisfaction with the bland decision prompted an immediate and successful call for a Special Session on Darfur, as described above.

A human rights threat of symbolic proportions, as posed by Guantanamo Bay, has not yet surfaced in the council. Chronic and widespread human rights violations, such as in North Korea, Iraq, and Myanmar (Burma), also stand out to be addressed. The case of Myanmar will be an immediate test for the Human Rights Council's resolve to address such serious situations. Two of its members, Indonesia and Russia, which are also members of the Security Council, told the Security Council on January 12, 2007, that they favored action on Myanmar in the Human Rights Council after both countries failed to vote for a Security Council resolution that would have called for the release of all political prisoners in Myanmar. (In the Security Council vote, Russia vetoed the resolution and Indonesia abstained.) This once more illustrates that the Human Rights Council cannot postpone acting on these and other serious country situations any longer. If it fails to do so, the Third Committee of the General Assembly, which also deals with human rights, will increasingly become the focus for country-specific human rights resolutions, detracting from the council's primacy as the UN's foremost human rights body.

This brief overview shows that calling for a special session is now the de facto way to generate council action to protect human rights in specific countries. Many other human rights situations have been discussed in the council in the context of the reports

presented by the Special Rapporteurs, however, and these have generated many more proposed country visits—illustrating how essential the Special Rapporteurs are to the council's work. One of the most positive developments so far is the substantive "interactive dialogue" with Special Rapporteurs that the council held at its second regular session in September 2006.As these UN debates go, they were unprecedented in their vitality, the depth of interaction with the Special Rapporteurs, and the level and nature of participation. Many missions participated at the ambassadorial level, and national human rights institutions and NGOs took part in the debate. This is unprecedented in Geneva, and NGOs remain unable to speak in similar dialogues with the Special Rapporteurs in the General Assembly's Third Committee in New York. Unfortunately, these debates have so far failed to lead to concrete outcomes to promote and protect human rights in the countries discussed and thus give effect to the recommendations made by the council's own thematic and country-specific Special Rapporteurs. This will be a key challenge for the council in the future.

Another remarkable development is that the council is in fact becoming the "standing" body to address human rights situations whenever necessary, as Annan had in mind. The result of the flurry of calls for special sessions—whatever one may think of the highly politicized selection criteria—combined with the ongoing substantive regular sessions is that the council was in session every single month of 2006 since it opened its doors on June 19, 2006. The much greater frequency of sessions (compared to the once-yearly session of the commission) has created a range of options to swiftly react to human rights situations in countries that need urgent attention, including keeping the situations under review for the next session, depending on whether the governments concerned take steps to improve their human rights performance. Another interesting development is the recent proposal made by the president of the council, Luis Alfonso de Alba of Mexico, to use the presence of ministers at the high-level debate to start roundtable discussions on topical human rights issues, and to schedule thematic debates throughout the year to allow more in-depth attention to a specific theme related to the council's work. Regrettably, these proposals for innovation have, so far, broadly met with skepticism. Nevertheless, the council now has different tools at its disposal that will be developed over time, and some members are thinking about how to use them creatively.

WHERE TO GO FROM HERE?

It is generally agreed that institution building has to be the council's highest priority. There must be an understanding of the time and effort that council members need to spend on this highly complex task, in which non-council members and NGOs are also playing a substantive role. Two imperatives stand out for the council's new human rights architecture. The first is to build an effective system of Universal Periodic Review

to assess human rights performance in all countries. The second is to preserve and strengthen the system of Special Rapporteurs and to defeat attempts by some members to weaken their independence.

Concentrating on institution building alone, however, is not the way to create a better human rights body. As was the case with the commission, many members of the council have shown a tendency to put politics, and sometimes regional politics, above human rights. Many council discussions have been marked by suspicion and distrust, and the voices of some members have been stifled by regional or other group positions, leading Annan to caution the council last November that "States that are truly determined to uphold human rights must be prepared to take action even when that means, as it sometimes will, giving offense to other States within their own region."

The former UN Deputy Secretary-General, Louise Frechette, precisely identified the current predicament in an interview of January 17, 2007:

To a certain extent we have sought institutional responses, institutional fixes, through reform to problems that are more fundamental and more political....The Human Rights Commission was deemed to be ineffective by a lot of countries. The answer was to transform it into a new institution called the Human Rights Council. But it's not performing all that much better than the Human Rights Commission because the world is composed of countries that have very different views on human rights. And unless there's real political action to really strengthen the solidarity of all the countries that do believe in human rights across the North-South divide, you shouldn't be surprised that you have the exact same results. I think there's not enough attention paid to building this political consensus among countries that share the same views, and too much on the machinery.

As Frechette makes clear, the Human Rights Council must find new ways to work across regions. It must identify common human rights concerns and adopt confidence-building measures to address them on their merits, such as creating ad hoc cross-regional groups. A future challenge also is to link the work of the Human Rights Council to that of the Security Council. Once well established, the Human Rights Council should also hold one of its sessions in New York. For the new council, this is a crucial period of construction and exploring new waysof operating. At the same time, those suffering human rights violations in all regions of the world need protection now. They and human rights defenders cannot wait. The council needs informed and critical support to help it to be impartial and effective. Civil society and opinion makers worldwide can do much to remind all forty-seven council members that they have been elected, individually, to promote and protect the highest human rights standards, not to play power politics.

Protection of Human Rights through International Instruments – Primary Tasks for Human Rights Activists

Unit 1 Activity 1

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.

a. 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.

b. 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

a. 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.

b. 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.

c. 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

a. 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.

b. 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.

c. 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.

d. 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.

e. Demand persistently that all agreements your country negotiates with foreign parties/IMF be made public.

4. Reporting

a. 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.

b. 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.

c. 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.

d. Send your reports to thematic Special Rapporteurs.

e. 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 1 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 1 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.2.2, Art. 10
Poor access to information from the State	Art.6 a), Art.13, Art.14.2 a) et b)
Problems associated with collecting, recording and disseminating information about human rights	Art.6 b), Art.6 c), Art.13
Dissolution of NGOs	Art.5 b), Art.14.3
Harassment and threats to human rights defenders or to members of their families	Art.1, Art.10, Art.12.1, Art.12.2
Arrest of human rights defenders	Art.1, Art.10, Art.12.1, Art.12.2
Illegal searches; theft of property belonging to human rights defenders	Art.6 a)
Detention of human rights defenders	Art.1, Art.10, Art.12.1, Art.12.2
Attack and/or torture of human rights defenders	Art.1, Art.10, Art.12.1, Art.12.2
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.12.3

International Covenant on Civil and Political Rights

Unit 1 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 April 9, 2010, 165 States have become parties to the Covenant (8 States are remaining signatories); [1] 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)

[1] http://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-4&chapter=4&lang=en

- 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:

1. Obligation of State parties to undertake necessary steps to respect and ensure to all individuals the rights recognized in the Covenant.
2. 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.

International Covenant on Economic, Social and Cultural Rights

Unit 1 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 9, 2010, 160 States have become parties to the Covenant (6 States are remaining signatories).[1]

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'.

[1] http://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-3&chapter=4&lang=en

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

International Convention on the Elimination of All Forms of Racial Discrimination

Unit 1 Activity 5

Overview

In 1965, the General Assembly provided the world community with a legal instrument by adopting the International Convention on the Elimination of All Forms of Racial Discrimination (CERD). The Convention came into force in 1969. As of April 9, 2010, 173 States have become parties to the Convention (6 States are remaining signatories).[1]

Under the Convention, States parties are pledged:

- To engage in no act or practice of racial discrimination against individuals, groups of persons or institutions, and to ensure that public authorities and institutions do likewise;
- Not to sponsor, defend or support racial discrimination by persons or organizations;
- To review government, national and local policies and to amend or repeal laws and regulations which create or perpetuate racial discrimination;
- To prohibit and put a stop to racial discrimination by persons, groups and organizations; and
- To encourage integrationist or multiracial organizations and movements and other means of eliminating barriers between races, as well as to discourage anything which tends to strengthen racial division.

Monitoring Mechanism

Part II of the Convention established the Committee on the Elimination of Racial Discrimination (CERD). This Committee was the first body created by the United Nations to monitor and review actions by States to fulfill their obligations under a specific human rights agreement.

The Convention establishes three procedures to make it possible for CERD to review the legal, judicial, administrative and other steps taken by individual States to fulfill their obligations to combat racial discrimination. The first is the requirement that all States parties to the Convention must submit periodic reports to CERD. A second procedure in the Convention provides for State-to-State complaints. The third procedure makes it possible for an individual or a group of persons who claim to be victims of racial discrimination to lodge a complaint with CERD against their State.

[1] http://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-2&chapter=4&lang=en

The Committee on the Elimination of Racial Discrimination publishes its interpretation of the content of human rights provisions, in the form of General Comments (referred to as "General Recommendations" in the practice of this committee) on thematic issues. There have been 33 General Recommendations since 1972; the most recent ones being in 2009 on the follow-up to the Durban Review Conference and the meaning and scoped of special measures in the International Convention on the Elimination of Racial Discrimination. Other recommendations issued by the Committee include discrimination against Roma (No. 27), gender-related dimensions of discrimination (No. 25), and rights of indigenous peoples (No. 23).

Provisions

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 . . ."

Article 2 requires States parties to pursue, without delay, a policy of eliminating racial discrimination and promoting understanding, and to take special and concrete measures, when warranted, to ensure the adequate development and protection of certain racial groups.

Article 3 requires States parties to prevent and eradicate racial segregation and apartheid.

Article 4 requires States parties to condemn propaganda and organizations that promote racial superiority, hatred and discrimination, and adopt measures to eradicate incitement of such acts.

Article 5 guarantees the right of everyone, without distinction as to race, colour, or national or ethnic origin, to equality before the law, and includes the right to security of person and protection by the State against violence or bodily harm.

Article 6 requires States parties to assure effective remedies for those whose rights have been violated.

Article 7 requires States Parties to promote understanding and tolerance and to adopt immediate and effective measures to combat prejudice and racial discrimination.

Convention on the Elimination of All Forms of Discrimination against Women

Unit 1 Activity 3

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 April 9, 2010, 186 States have become parties to the Convention (one State remains signatory).[1] 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

[1] http://www.un.org/womenwatch/daw/cedaw/states.htm

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'.

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.

Convention on the Rights of the Child

Unit 1 Activity 3

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 April 9, 2010, 193 States have become parties to the Convention (2 States are remaining signatories).[1]

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.

[1] http://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-11&chapter=4&lang=en

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.

Case Study: The Anuk Minority

Unit 2 Activity 1

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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 four parts. First is a **General Overview** that presents the overall situation of the Anuk minority. Then there are three 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.
- **Case Study, Part 3** describes growing intolerance of and racism towards the Anuk minority.

Guidelines

Unit 2 Activity 1

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1. Review the entire case study:
   - the **Case Study: General Overview** on page 6-86
   - the **Fact sheets** for both countries on pages 6-87 and 6-88
   - the **Map** on page 6-89
   - the Case Study **Parts 1**, **2**, and **3** starting on page 6-90
2. Read the specific case scenario tasks:
   - for **Part 1**, go to the **Task for Case Study, Part 1** on page 6-96
   - for **Part 2**, go to the **Task for Case Study, Part 2** on page 6-101
   - for **Part 3**, go to the **Task for the Case Study, Part 3** on page 6-105

   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 2 Activity 1

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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 2 Activity 1

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1. Human development index	General population	Anuk minority
Life expectancy at birth (years), 2003	69.8	61.2
Adult literacy rate (% age 15 and above), 2003	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, 1998-2003	6.7	7.9
% of population not using improved drinking water sources (%), 2003	42	69
Underweight children under age-five (%), 1998-2003	6	8.5
Population below income poverty line (%), $2 a day (1993 US$), 1983-2003	27.5	37.8
3. Demographic trends		
Total population (millions), 2003	22	2.2
Population under age 15 (as % of total), 2003	18.3	20.5
Population over age 65 (as % of total), 2003	13.3	15.5
Total fertility rate (per woman), 1998-2003	1.3	1.4
4. Commitment to health: access, services and resources		
Population using adequate sanitation facilities (%), 2003	53	21
Population using improved water sources (%), 2003	58	26
5. Technology: diffusion and creation		
Telephone mainlines (per 1,000 people), 2003	175	52
Cellular mobile subscribers (per 1,000 people), 2003	112	12
Internet hosts (per 1,000 people), 2003	1.9	0.1
6. Gender-related development index		
Female life expectancy at birth (years), 2003	73.3	62.9
Male life expectancy at birth (years), 2003	66.5	56.3
Female adult literacy rate (% age 15 and above), 2003	97.3	59
Male adult literacy rate (% age 15 and above), 2003	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

p. 88

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

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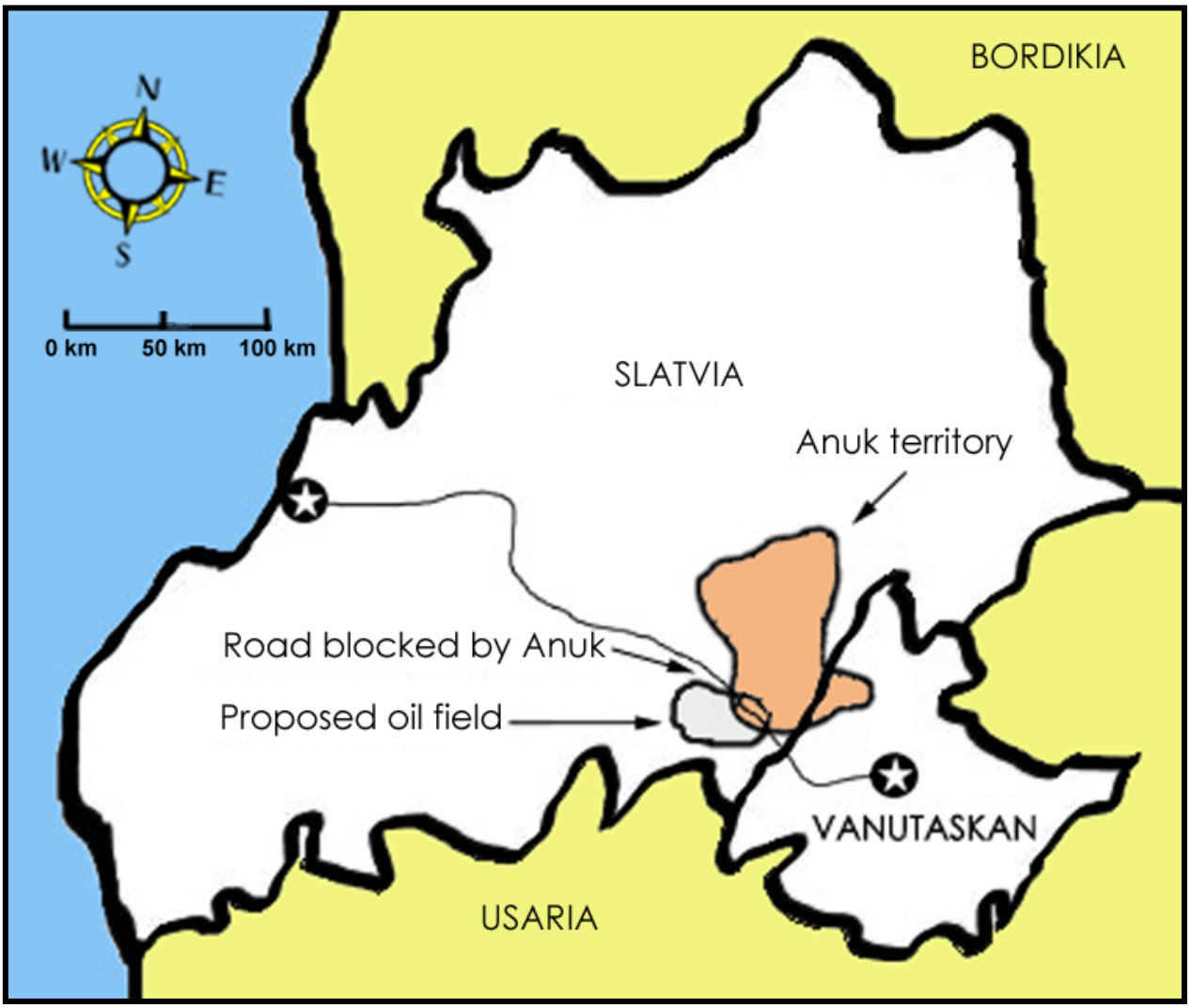

Case Study, Part 1: Housing Rights and Forced Eviction

Unit 2 Activity 1

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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 to one large Anuk community that was already overcrowded and had no available housing. 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. As a result, the displaced Anuk relied on the kindness of families in the large Anuk community and were placed in temporary shelters set up by the government. The local NGO that tried to help the protesters lobbied the government to give the evicted Anuk the money they were promised, but the government has not responded to their demands.

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 due to overcrowding in the school.

Case Study, Part 2: Women and Children's Rights

Unit 2 Activity 1

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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.

Case Study, Part 3: Minority Rights

Unit 2 Activity 1

p. 94

The development of oil fields on Anuk land became an issue that not only fuelled the anger of Anuk, but of the general, non-Anuk population as well (although for different reasons). While the Anuk believed that their forced eviction from their homes was unjust, the non-Anuk population welcomed the eviction, in part because the new oil fields would position Slatvia as a regional hub for exporting oil. The increased demand for oil would result in increased revenues and employment, and increased spending on education and health services – only for the non-Anuk population. The non-Anuk population was angered that the Anuk caused such a disruption over their relocation.

Another reason for the general public's approval of the eviction stems from the general perception that Anuk are "inferior" to the non-Anuk. In a recent poll conducted by a regional human rights organization, 1000 non-Anuk persons in Slatvia were asked about their perceptions of Anuk. Ninety-one percent (91%) of respondents indicated they thought the Anuk were "lazy and irresponsible" and over 80% found them to be pre-disposed to criminal behaviour. Eighty-five percent (85%) of respondents said they would never marry an Anuk, and over 70% said they would not maintain a friendship with an Anuk. Ninety-percent (90%) of respondents thought the Anuk had received too many benefits and special programs from the government in recent years, and 60% thought the territory occupied by the Anuk was too large and should be developed for further potential oil sites. A similar poll had been conducted ten years earlier, when all of the above percentages were 5 to 10 percent lower.

Anti-Anuk sentiment has grown in recent years in part due to the bias that journalists have in reporting issues involving the Anuk. Cases of police brutality against the Anuk are ignored, while stories of Anuk violence against non-Anuk are front-page news. Newspapers often print anti-Anuk government-sponsored articles that are unverifiable. The government closed the only Anuk-run newspaper three years ago. The NGO communities in neighbouring countries (with no Anuk population) have developed Internet websites promoting Anuk rights, but the Slatvian government has created a state-wide firewall that prevents any Slatvian from accessing these websites. Anti-Anuk websites, created and maintained mainly in Slatvia and neighbouring Vanutaskan, are accessible to all. The website "Anuks Unwanted" receives an average of 1000 hits per day.

The confrontation between the Anuk protesters and the military over the oil land development prompted the government to "contain" the Anuk into a smaller territory and to fuel the non-Anuk's perception of the Anuk by broadcasting messages on the

state-run radio of hatred against the Anuk. “The Anuk are your neighbours,” went one message, “but they are not your friends. We must make sure that they stay separate from our culture, our way of life.” Independent radio stations crafted stronger messages, accusing the Anuk of being a racially inferior population no worthier than “cockroaches” that had to be “exterminated”.

At the present time, a growing anti-Anuk movement is said to be arming itself with semi-automatic weapons. The hate messages continue to be broadcast on the radio.

Task for Case Study, Part 1

Unit 2 Activity 1

p. 96

Housing Rights and Forced Eviction

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.

Part A Work in a Group (1 hr.)

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.

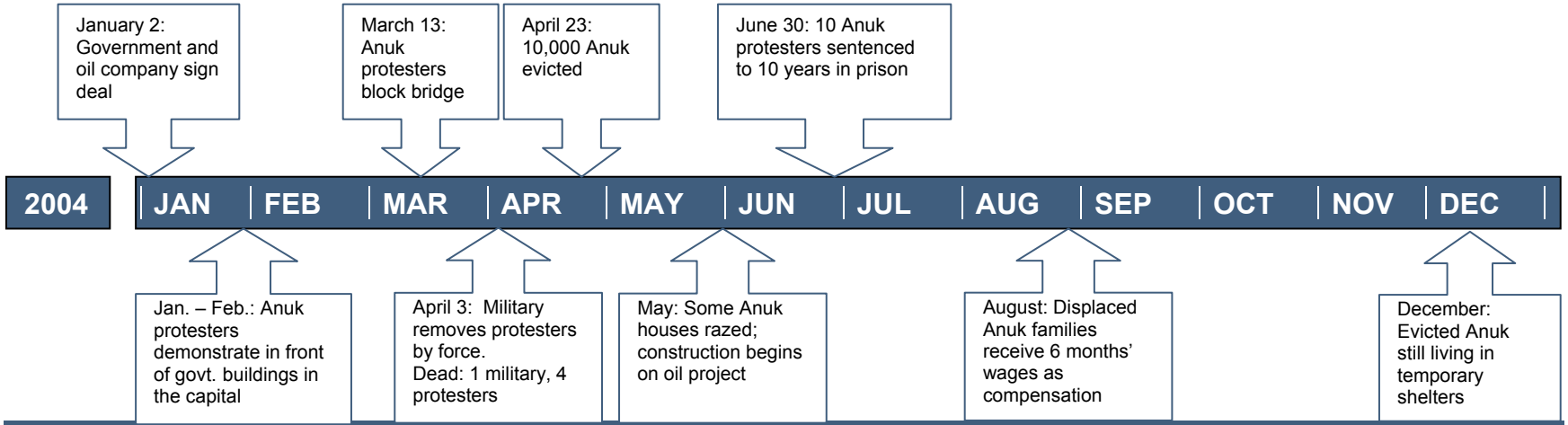
2. What could have been done to prevent the conflict? Complete **Table 2** below to help you in your analysis. Using a rights-based approach, identify the actions that could have been taken by different actors.

3. Synthesize your work and prepare to report your findings in **Part B**.

Case Study Part 1 (cont'd)

p. 97

Timeline of Events of Anuk Forced Eviction (for Part A, Question 1)



A Rights-Based Approach:

A rights-based approach is founded on the conviction that every human being, by virtue of being human, is a holder of rights. The principles of a rights-based approach include equality and equity, accountability, empowerment and participation. The elements of a rights-based approach should guide the content and practice of human rights education. These elements include:

1. **DIRECT LINKS TO RIGHTS**
   - Establishes direct links to human rights instruments.
   - Considers the full range of indivisible, interdependent and interrelated rights.
2. **Increased levels of ACCOUNTABILITY**
   - Identifies claim-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. **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.
4. **PARTICIPATION**
   - Aims for a high degree of participation, from communities, civil society, minorities, indigenous peoples, women, children and others.
5. **NON-DISCRIMINATION**
   - Gives particular attention to discrimination, equality, equity and marginalized groups. These groups may include women, minorities, indigenous peoples and prisoners.

Case Study Part 1 (cont'd)

p. 98

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

Case Study Part 1 (cont'd)

p. 99

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.

Case Study Part 1 (cont'd)
p. 100

Part B Group Reporters' Summary (1 hr.)

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?
   - 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.

Task for Case Study, Part 2

Unit 2 Activity 1

p. 101

Women's and Children's Rights

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.

Part A Work in a Group (35 min)

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?

Part B Work in a Group (25 min)

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**.

Case Study Part 2 (cont'd)

p. 102

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 a. 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. ....

Case Study Part 2 (cont'd)

p. 103

Table 4: Proposed Actions (for Part B)

Proposed action	Expected results

Case Study Part 2 (cont'd)
p. 104

Part C Group Reporters' Summary (1 hr.)

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://hrw.org/women/legal.html.
- Human Rights Watch – Children's Rights: International Legal Standards,http://hrw.org/children/child-legal.htm.

Task for Case Study, Part 3

Unit 2 Activity 1

p. 105

Minority Rights

This task is divided into three parts.

In **Part A**, you will work in small groups to analyze the case study according to the guidelines provided.

In **Part B**, you will develop the outline for an HRE anti-discrimination campaign 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.

Part A Work in a Group (30 min)

Examine the public perception of the Anuk and how it is influenced by the State.

1. Referring to the **diagram** on the next page, add any other elements of public perception from the list that is given in the "Public Perceptions" box.
2. Identify different forms of discrimination against the Anuk in the "Discrimination" box.
3. In the "State Obligations" box, list the obligations the State has to eliminate discrimination.

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 . . "

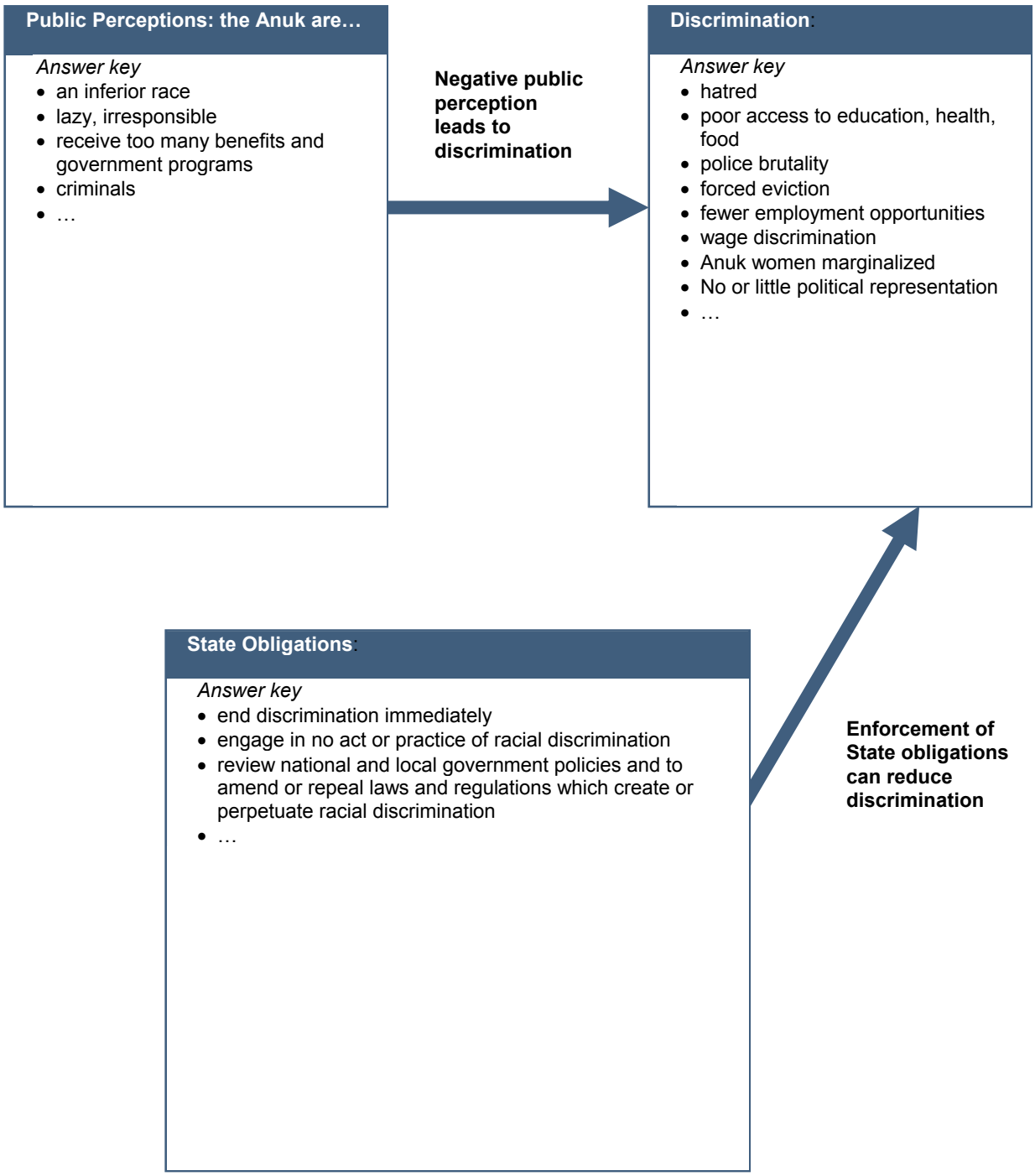
Part B Developing an HRE Campaign (30 min)

1. Complete **Table 5** to identify the elements of a human rights education campaign aimed towards reducing discrimination.
2. Synthesize your work from **Parts A and B** and prepare to report your findings in **Part C**.

Case Study Part 3 (cont'd)

p. 106

Diagram: Discrimination of the Anuk (for Part A)



Case Study Part 3 (cont'd)

p. 107

Table 5: HRE Campaign (for Part B)

Element of the campaign	HRE campaign
Objective *What do you plan to do?*	
Target audience *Is there a particular target group (health officials, information ministry, education, media, etc)?*	
Message *What do you want to say to your target audience? How will obligations in human rights instruments be incorporated into your message?*	
Evaluation *How would you evaluate your campaign?*	

Case Study Part 3 (cont'd)
p. 108

Part C Group Reporters' Summary (1 hr.)

1. Each group reports their findings from **Parts A** and **B**.
2. Based on these findings, the resource person leads a discussion on discrimination of the Anuk.

   Questions to consider:

   - Does the international community have a responsibility to protect the human rights of the Anuk? If so, in what way? Should the UN have a mandate to intervene?
   - Should people who voice anti-Anuk sentiment be entitled to freedom of expression? Does freedom of expression have limitations?
   - What relevance do this case and its outcome have for situations in your country?

To find out more:

- Minority Rights Group International: http://www.minorityrights.org/
- European Roma Rights Center, http://www.errc.org/
- Office of the Commissioner for Human Rights, http://www.unhchr.ch/minorities/.

Session

Providing Open Space

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OVERVIEW OF OPEN SPACE TECHNOLOGY **OST-9**

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What makes OST so successful? OST-10
Facilitators OST-11

About the Session

Time:
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 7

Educational Evaluation in HRE

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About Stream 7

Time:
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 7, 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

Instructions for Activity 1

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

p. 9

30 min total

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.

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.

Facilitator

Instructions for Activity 2

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 7-14 (*Part. Man. p.7-11*), 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 (cont'd)

Part C (30 min)

1. For the discussion on gender in evaluation begin by presenting the key ideas from the box on Gender in Evaluation on page 7-16 (*Part. Man. p. 7-13*).
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

p. 10

45 min total

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.

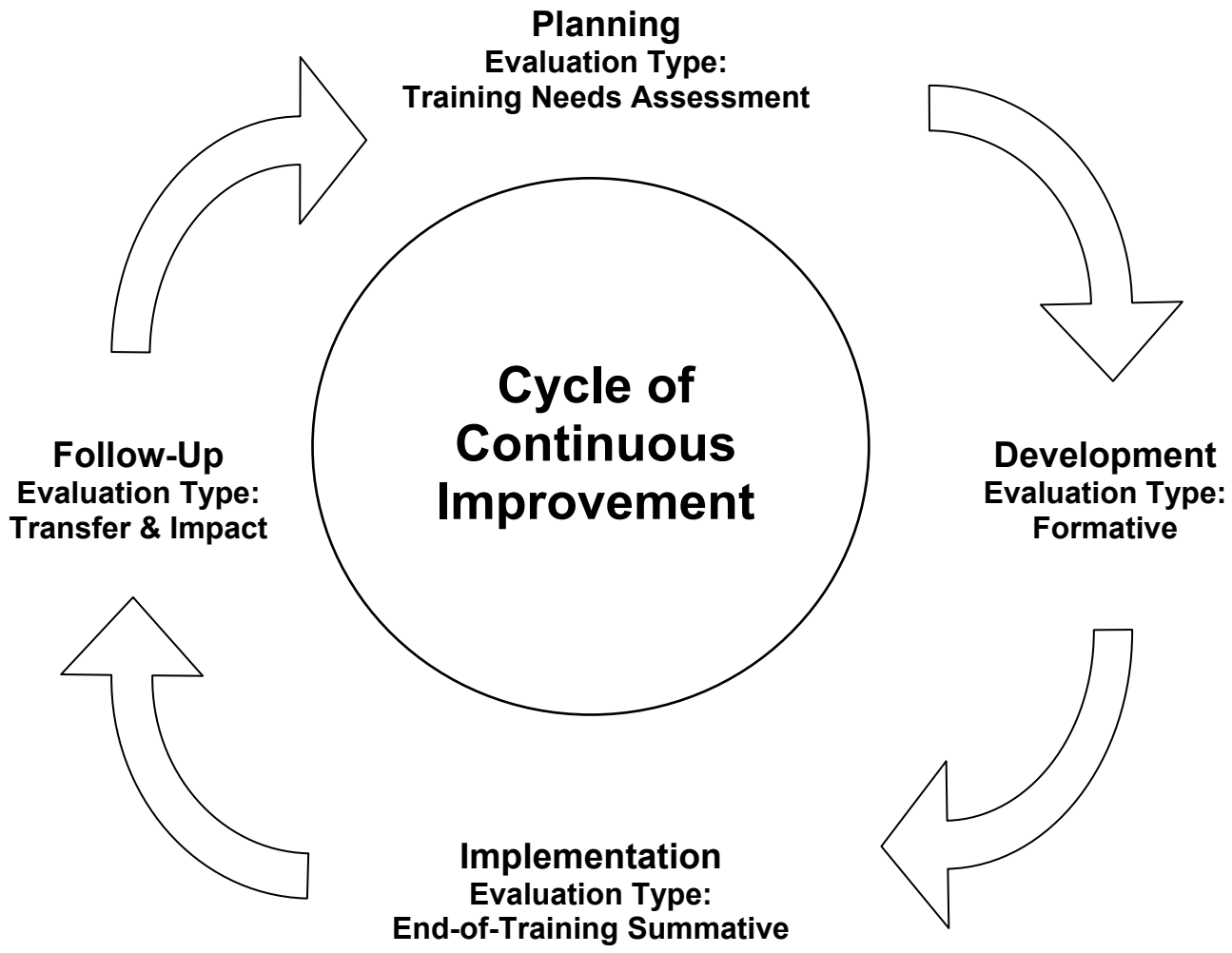
In **Part C**, you will discuss gender in evaluation.

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



Activity 2 cont'd

p. 11

Types of Evaluation

Types of Evaluation	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

p.12
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 on page 7-13.

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.

Activity 2 cont'd
p. 13

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.

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

Instructions for Activity 1

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.7-20, *Part. Man. p.7-17*) 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. 7-21 (*Part. Man p. 7-18*). 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 7-22 (*Part. Man. p.7-19)*.

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

p. 15

60 min total

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 7-16.
- 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 7-17)
- He/she will also go over evaluation terms used for expressing results as well as some examples. (See pages 7-18-19)

Activity 1 (cont'd)
p. 16

Defining Results in Human Rights Education	
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)

Activity 1 (cont'd)
p. 17

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

Activity 1 (cont'd)
p. 18

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.

Activity 1 cont'd

p. 19

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

p. 20
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

Facilitator

Instructions for Activity 2

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 7-26 (*Part. Man. p.7-23)* and go over the information in the *Developing Objectives* reference box on page 7-27 (*Part. Man. p.7-24)* 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.

Activity 2 From Defining Results to Setting Objectives for HRE

p. 21

45 min total

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 *From Defining Results to Setting a Goal for HRE,* on page 7-23, and *Developing Objectives* on page 7-24.

p. 22
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.	

From 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.

p. 24

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

Instructions for Activity 3

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. 7-32 *(Part. Man. p. 7-27)*

   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. 7-33, *Part. Man. p. 7-28*) 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. 7-39 (*Part. Man. p.7*-35) of the **Materials** section for ideas.

Facilitator (cont'd)

Part B (30 min)

1. Using the table provided on p. 7-35 (*Part. Man. p. 7-30*), 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.

Activity 3 Indicators, Data Sources and Methods/Techniques

p. 25

1 hr 20 min total

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.

For More Information

Refer to the following sources for more information on indicators:

- **Indicators: Key Definitions** on page 7-27.
- **Gender-sensitive Indicators** on page 7-27.
- **Sample Indicators in Human Rights Education and Training** on page 7-37 of the **Materials** section.
- **Sample Techniques used in Human Rights Education and Training** on page 7-39 of the **Materials** section.

Activity 3 cont'd

p. 26
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?

Activity 3 cont'd
p. 27

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.

Performance indicators
Specific performance measures chosen because they provide valid, useful, practical and comparable measures of progress towards achieving expected results.

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.)*

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.

Source:

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/.

Activity 3 cont'd
p. 28

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

Activity 3 cont'd

p. 29
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 7-35 of the **Materials** section for more information.

Activity 3 cont'd
p. 30

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.

Individual Plan for Putting My Learning into Action

p. 31

1 hr and 25 min.

Continue working on your Individual Plan.

End of Stream Evaluation/Debriefing

p. 31

30 min total

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

Unit 2 Activity 3

Evaluation Techniques, p. 7-39 *(Part. Man. p. 7-35)*

Sample Indicators in Human Rights Education and Training, p. 7-41 *(Part. Man. p. 7-37)*

Sample Techniques used in Human Rights Education and Training, p. 7-43 *(Part. Man. p. 7-39)*

Evaluation Techniques

Unit 2 Activity 3

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

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
- …

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
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 8

Monitoring and Advocacy

8

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About Stream 8

Time:
2 days

Transparency is one of the principal safeguards operating to protect human rights in the world today. Transparency is achieved by publicizing the status of human rights, making that knowledge available to local, national and international audiences, and thereby holding governments to account for their actions or inaction.

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 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.

Data collected by monitoring are the foundation for human rights reporting, and this reporting in turn is the vehicle that makes transparency possible. In addition to permitting public scrutiny of government actions, reporting also enables other important functions including formulating policy, evaluating progress, acknowledging problems, and sharing information. 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.

Objectives

By the end of Stream 8, 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
- explain what is involved in planning an effective advocacy initiative

Participatory Training Techniques

- Simulation
- Song Writing

Unit 1 Monitoring, Fact-Finding and Reporting

Facilitator

Instructions for Activity 1

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?

p. 9

1 hr. total

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?

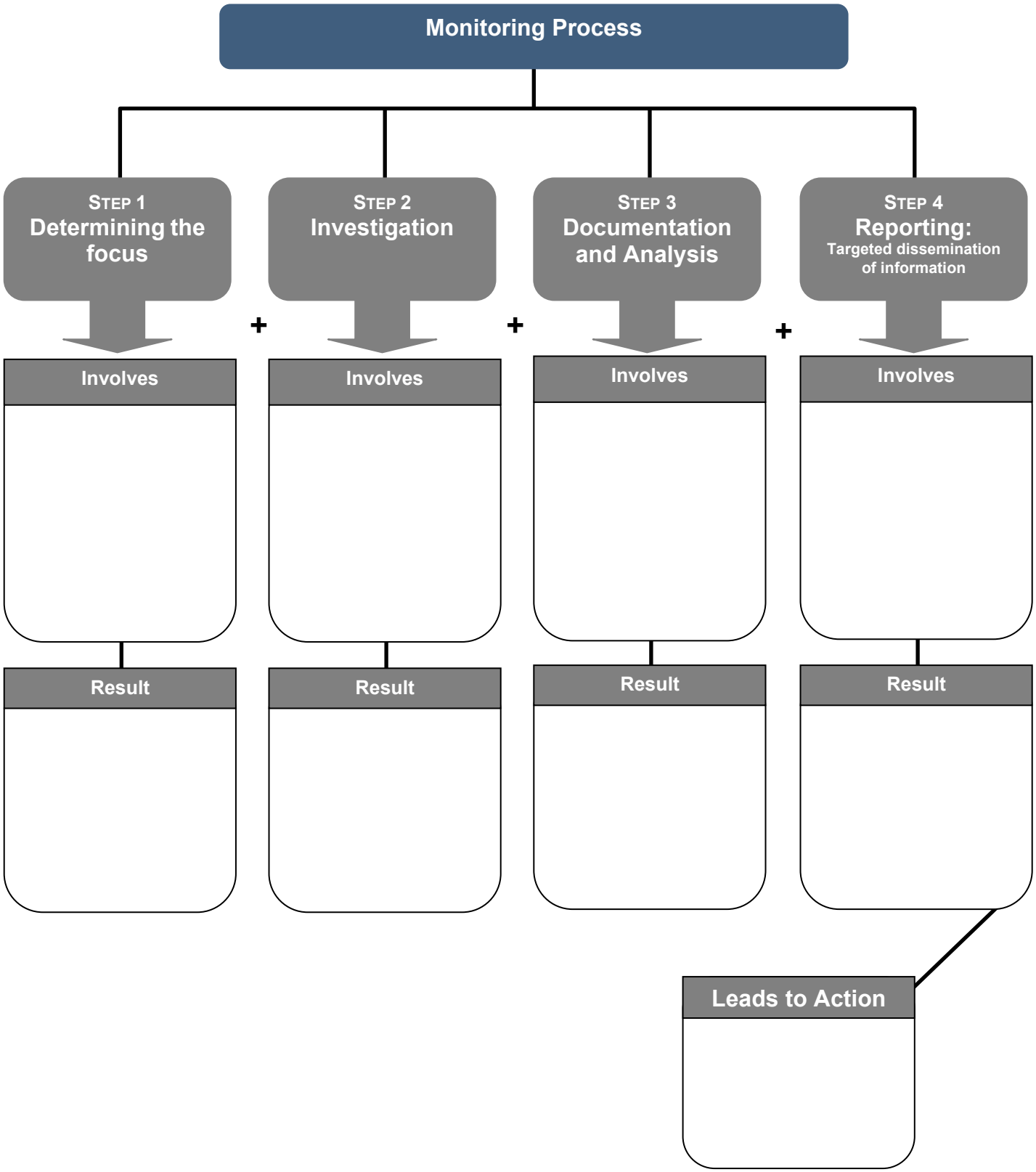
   _____

   _____

   _____

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?

p.11


Monitoring Process
STEP 1
Determining the focus
STEP 2
Investigation
STEP 3
Documentation and Analysis
STEP 4
Reporting:
Targeted dissemination of information
+
+
+
Involves
Involves
Involves
Involves
Result
Result
Result
Result
Leads to Action

Activity 1 cont'd

p.10
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?

_____

_____

_____

_____

_____

_____

Facilitator

Instructions for Orientation to the Simulation

1. Using a pre-prepared flipchart (see sample below), present the general objectives and the procedures for the simulation activity. Keep the flipchart posted so that it can be referred to at every stage of the process).

Sample Flipchart

General Objectives:

- *To explore how monitoring activities can be used to do HRE*
- *To experience "simulation" as a training technique*

Procedure:

- *Activity 2: Orientation to the Simulation*
- *Activity 3: Carrying Out the Simulation*
  - *Part A – participants are assigned their roles and familiarize themselves with the information*
  - *Part B – The simulation begins - Interviews are carried out*
  - *Part C – The Press Conference*
  - *Part D – Debriefing*

2. Explain the concept of a simulation exercise.
3. Explain your role as Facilitator.
4. Explain the Participants' roles.

Activity 2 Orientation to the Simulation

p. 12

10 min total

The facilitator will explain the objectives and process for the simulation.

Total time for the simulation activity is 2 hours and 50 minutes.

Simulation Exercise

This adult education technique gives you the opportunity to use your imagination and your experience. The information provided in the scenario is not meant to be exhaustive. You can therefore add on other information and assumptions. It is important not to become overwhelmed by all the information, but rather to concentrate on the issues it raises.

Facilitator's Role

- To keep the process moving
- To provide expertise concerning the content of the Simulation

Activity 2 cont'd

p.13

Participants' Role

You will be assigned one of the following roles for the investigation part of the simulation (Parts A and B) leading up to a press conference:

Roles
1. Activist 1
2. Activist 2
3. Villager 1
4. Villager 2
5. State Government Representative
6. Police Representative
7. Multinational Representative
8. NHRI Representative
9. International NGO Representative
10. NGO Monitors (9)
11. Journalists

For the press conference (**Part C**) the roles will be as follows: the NGO monitors (9) will keep their roles and all the other participants become journalists. Please see p. 8-59 for the description of the journalists' role.

Facilitator

Instructions for Activity 3

Part A (20 min)

1. Assign the roles and distribute to each participant the necessary information for their role as described in the instructions for Part A for participants.
2. Ask the participants to read the information carefully. Stress that they should only read the detailed description for their assigned role.
3. Go over the instructions with the participants, making sure they understand their roles.

Part B (1 hr)

1. Start the simulation.
2. Visit each group to observe and if necessary offer guidance to help participants stay focused on the aim of the activity, but do not stop the simulation. Approximate times are given for each stage of Part B. Ensure that the participants leave enough time to prepare the press conference report.

Part C (1 hr)

1. Again, offer guidance to help participants stay focused on the aim of the activity, but do not stop the simulation.
2. Take note of issues participants raise at the press conference for discussion during the debriefing.

Part D (30 min)

Using the questions below as guidelines, ask the group to comment on the outcome of the simulation exercise.

Refer participants back to the discussion on gender equality (Stream 2, Unit 2, Activity 3). Remind participants that, when conducting monitoring activities, to consider how men and women are often affected differently by situation affecting their human rights.

Activity 3 Carrying Out the Simulation

p. 14

2 hr 50 min total

Introduction

The aim of this simulation is to have you consider how monitoring activities can help identify and meet human rights education needs in the community.

You will participate in an investigation where monitors will gather information about alleged human rights violations as well as prepare and conduct a press conference.

Scenario

A group of activists and villagers have approached a monitoring NGO to see in what way the NGO could assist them in finding redress or bringing attention to their situation. They allege that their civil and political rights have been violated as a result of protesting against a hydro dam construction project. They claim that the building of the dam would affect their economic, social and cultural rights. The NGO accepts to investigate and sets up a team of monitors.

The monitors travel to the site of the alleged violations to carry out their investigation.

At the end of the investigation, the NGO monitors deliver their report at a press conference and answer questions from journalists.

Procedure

The simulation activity is divided into four parts.

- In **Part A**, the participants will be assigned roles and become familiar with the case.
- In **Part B**, the simulation begins. Participants will be involved in interviews and preparing for the press conference.
- In **Part C**, a press conference will take place and then the simulation will end.
- **Part D** will consist of a debriefing session.

Activity 3 cont'd

p.15
20 min

Part A Getting Familiar with the Facts

The facilitator will provide you with the information listed below. Read all the information carefully to prepare your role.

- Overview of the Hydro Power Dam Protest and Alleged Violations
- Overview of the Simulation Roles
- Detailed description of your own assigned role(s)

Ask for clarification of your role if needed before the simulation begins.

1 hr.

Part B Preparing the Simulation

Instructions for the Monitors

First meet as a group to review the allegations, decide who each monitor will interview, and what issues to cover (15 min).

Individually, gather the necessary information to prepare a report for the press conference by interviewing the participant(s) using the worksheet in the **Simulation** section (10 min).

Then working with the other monitors, prepare a report for a press conference using the worksheet in the **Simulation** section (35 min).

Instructions for the rest of the participants

Prepare yourself to be interviewed by the NGO monitor (10 min).

Participate in an interview (10 min).

Once the interviews are finished and while the monitors are preparing their report, join the other interviewees and discuss your roles as journalists (see description on p. 8-59) at the Press Conference. Also discuss the **Questions to Consider for Debriefing** found under the description of the Journalist role in the **Simulation** section (35 min).

Activity 3 cont'd

p. 16
1 hr

Part C Press Conference

The monitors will give the press conference. Journalists will ask questions to clarify, challenge or raise new issues. Journalists should keep in mind the **Questions to Consider for Debriefing** found under the description of their role in the **Simulation** section.

The simulation ends with the completion of the press conference.

30 min

Part D Debriefing

The facilitator will conduct a debriefing session where participants will comment on the strong points and shortcomings of:

- The press conference
- The recommendations

Below are some questions to guide the discussion:

1. What other witnesses or sources of information would have helped the investigation? What other monitoring activities might be undertaken as a follow up? What role, if any, could other institutions, such as a human rights commission, have?
2. How can monitors engage in human rights education during fact-finding?
3. In what other ways can monitoring activities support human rights education?
4. Why is it important to follow principles and procedures while conducting monitoring activities?
5. How was the notion of gender equality considered during this monitoring activity? (e.g., while conducting interviews with villagers)
6. What relevance does this case and its recommendations have for situations in your country?
7. Did you find the simulation activity an effective method for delivering human rights education?

p.17

Participatory Training Technique: Simulations

A simulation is an enactment of a real-life situation. Simulations allow learners to experience problem solving and 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.

Imagination is an important factor for the success of a simulation exercise. When participants have received the information for the simulation, the facilitator must let them create their own surroundings using their own imagination. Participants should study their roles carefully; however; they should try to create an identity for the character.

One of the major drawbacks to simulation can be the amount of time needed to prepare them. Since participants are asked to assume a role, clear and extensive descriptions of the roles being played and extensive knowledge of the situation being portrayed are needed (Hood, 1997).

Sources: Encyclopedia of Educational Technology. (2004). Simulation as an Instructional Tool. San Diego State University Department of Educational Technology. Available from: http://coe.sdsu.edu/eet/.

Hood, P. (1997). Simulation as a tool in education research and development. EdTalk: US.

Unit 2 Advocacy

The aim of this unit is to explore strategies for using advocacy to educate about human rights.

Facilitator

Instructions for Activity 1

1. Go over the instructions with the participants.
2. Give participants about 10 minutes to read the text. Answer any questions they may have.
3. Have the participants exchange personal experiences about campaign activities that their organization may have coordinated.
4. Lead a class discussion based on the questions provided.

Activity 1 Human Rights Advocacy

p. 19

1 hr total

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 on the next page, keeping in mind the work of your organization.

Activity 1 cont'd

p. 20

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:
Cohen, D., de la Vega, R., & Watson, G. (2001). Advocacy for Social Justice: A Global Action and Reflection Guide. Bloomfield, CT: Kumarian Press.

International and Human Rights Watch. (1997). Women's human rights step by step: A practical guide to using international human rights law and mechanisms to defend women's human rights. Washington, DC: International and Human Rights Watch.

Schuler, M. and S. Kadirgamar-Rajasingham. (1995). Legal literacy, a tool for women's empowerment. New York: OEF International.

Miller, V. and J. Covey. (1997). Advocacy sourcebook: Frameworks for planning, action, and reflection. Boston, MA: Institute for Development Research.

Activity 1 cont'd

p. 21
30 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.

1. Do you agree with the perspective on advocacy above? What does advocacy mean to you? Why is it necessary?
2. Has your organization carried out advocacy activities on a particular issue? Did your organization work alone on these activities or in conjunction with others?
3. What are some advocacy activities that you are aware of in your region? In your country?
4. What are some current issues in your region that could be effectively addressed through advocacy activities?
5. 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?
6. How does advocacy contribute to human rights education?

20 min

Part C Large Group Discussion

Share some points from your group's discussion with the larger group.

Individual Plan for Putting My Learning into Action

p. 22

45 min total

Continue working on your Individual Plan.

Facilitator

Instructions for Activity 2

The aim of this activity is for participants to prepare for the presentation on the human rights education and advocacy.

The presentation will provide an overview of human rights advocacy and explore ways in which human rights education and advocacy complement each other. Go over the instructions with the participants and list some of the issues that participants would like the presenter to consider.

Activity 2 Briefing for the Presentation – "Human Rights Education and Advocacy"

p. 22

30 min total

To prepare for the upcoming presentation, consider the following questions:

1. Is it possible to have human rights education without advocacy?
2. Is it possible to have advocacy without education?

Activity 3 Plenary Presentation – "Human Rights Education and Advocacy"

p. 22

1hr 30 min total

This presentation will provide an overview of human rights advocacy and explore the ways in which human rights education and advocacy complement each other as well as their common shared elements.

There will be two resource persons for this presentation:

The first resource person will focus on:

- Goals of human rights advocacy
- Effective methods for human rights advocacy

He/she will also provide current examples of successful human rights advocacy initiatives from different regions of the world.

The second resource person will focus on the relationship between human rights education and advocacy. He/she will explore:

- Education as an essential component of effective advocacy
- Action or advocacy as an essential component of effective human rights education

Question and Answer Period

Facilitator

Instructions for Activity 4

Part A (1 hr 30 min)

1. As participants have seen the Raging Grannies perform, they know what the task is in this activity for participants.
2. Have participants brainstorm some ideas on issues they would like to sing/dance/rage about. Write these on a flipchart.
3. Divide participants into two groups and have each choose a topic to work on. Remind participants to use the questions and tips provided when developing their performance.

Part B (30 min, during the Program's Closing Ceremony on the last day)

1. Each group performs their song at the Closing Ceremony, on the last day of the Program.
2. Lead a debriefing on strengths and weaknesses of each performance.

Activity 4 Song-Writing Workshop

p. 23

2 hrs total

This activity is divided into two parts.

In **Part A**, you will work in small groups to write an advocacy song.

In **Part B**, your group will sing their song and receive feedback.

1 hr 30 min

Part A Large Group Work

1. With your facilitator, brainstorm some issues that you would like to sing/dance/rage about.
2. Divide into two groups and select different issues to work on.
3. When you have selected your issue, brainstorm reasons why it is an outrage. List them on a flipchart.
4. With these in mind, write a song, stating your concerns with humour and punch.
5. 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?

Activity 4 cont'd

p. 24

6. 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.

Activity 4 cont'd

p.25

- 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.

30 min

Part B

1. Carry out your performance during the Closing Ceremony of the IHRTP on the last day of the Program.
2. Your 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?

Facilitator

Instructions for Activity 5

To prepare participants for the presentation and the activities on designing an advocacy campaign, explain the rationale for the choice of this issue.

Children's Rights was selected as the issue for which participants would develop their advocacy campaign. This issue was chosen for the following reasons:

- 2009 marked the 20th anniversary of the Convention on the Rights of the Child.
- Human rights violations and abuses against children affect all regions of the world and all economic strata.
- They are complex issues, involving different aspects of human rights.
- Education is a key element in addressing these issues.

Activity 5 Plenary Presentation — "Advocating Children's Rights"

p. 26

1 hr total

Although children suffer many of the same human rights abuses as adults, they are also targeted simply because they are dependent and vulnerable. Violations and abuses of the rights of children are long-standing and universal problems occurring in every culture and social group. They constitute complex issues and involve different aspects of human rights.

The aim of the presentation is to provide an overview of the recent development on issues, challenges and practices in the area of advocating children's rights.

The resource person will focus on:

- an overview of the main issues relating to children rights (e.g. child poverty, bonded and exploitative child labour, child trafficking and sexual slavery, refugees and the internally displaced, early and forced marriages, etc.).
- examples of how these issues affect boy and girls differently
- examples of problems/challenges associates to protecting children's rights here in Canada and abroad
- examples of advocacy for children's rights and community-based initiatives aimed at promoting and protecting the rights of children and government responses
- examples of the role of education and of human rights educators in the promotion and protection of children's rights.

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Children's Rights and Abuses

Humankind owes the child "the best it has to give"

To guarantee the human rights of children is to invest in the future. Children's rights are the building blocks for a solid human rights culture, the basis for securing human rights for future generations.

As human beings, children are entitled to all the rights guaranteed by the Universal Declaration on Human Rights (UDHR) and the various covenants that have developed from it. But children also need special protection and care. They must be able to depend on the adult world to take care of them, to defend their rights and to help them to develop and realize their potential. Governments pay almost universal lip service to this ideal, yet have signally failed to ensure that the rights of children are respected.

Children suffer many of the same human rights abuses as adults, but may also be targeted simply because they are dependent and vulnerable. Children are tortured and mistreated by state officials; they are arbitrarily or lawfully detained, often in appalling conditions; in some countries they are subjected to the death penalty. Countless thousands are killed or maimed in armed conflicts, many more have fled their homes to become refugees. Children forced by poverty or abuse to live on the streets are sometimes detained, attacked and even killed in the name of social cleansing. Many millions of children work at exploitative or hazardous jobs, or are the victims of child trafficking and forced prostitution. Because children are "easy targets", they are sometimes threatened, beaten or raped in order to punish family members who are not so accessible.

The international community has long recognized the need to protect children from such abuses. The 1959 UN Declaration on the Rights of the Child set out ten principles which provided a powerful moral framework for children's rights, but which were not legally enforceable. The Convention on the Rights of the Child (the CRC) was adopted by the UN General Assembly in 1989, and entered into force the following year. Since then, the CRC has been ratified by every single UN member state in the world, except Somalia -- which has had no central government able to do so for many years -- and the United States of America (USA).

Sources:

Amnesty International USA, NIFEM**,** *Children's Rights: the Future Starts Here*, Adapted from: http://www.amnestyusa.org/document.php?lang=e&id=B0275B42F3B4C25380256900006933EF

Facilitator

Instructions for Activity 6

Part A (1 hr)

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.
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 30 min)

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 6 Designing an Advocacy Campaign

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2 hr 30 min total

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.

1 hr.

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 following two 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 8-72 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

Activity 6 cont'd

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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 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.

Activity 6 cont'd

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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": – some who can speak from personal experience – 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?*

Activity 6 cont'd

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1 hr 30 min

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.

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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?				

Individual Plan for Putting My Learning into Action

p. 34

1hr 30 min total

Continue working on your Individual Plan.

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 Stream Evaluation/Debriefing

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15 min total

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?

Simulation Activity - Protest Against Hydro Dam Project

Unit 1 Activity 3

Facilitator

Simulation Activity - Protest Against Hydro Dam Project

Information for Participants' Roles

Make photocopies and provide each participant with the following:

A. Scenario, Overview of Protest and Alleged Violations
B. Overview of Simulation Roles
C. Role Cards
   1. Activist 1
   2. Activist 2
   3. Villager 1
   4. Villager 2
   5. State Government Official
   6. Police Representative
   7. Company Representative
   8. Human Rights Commission Representative
   9. International NGO Representative
   10. NGO Monitors
   11. Journalists at Press Conference
D. Worksheet: Interview
E. Worksheet: NGO Investigation Report
F. Holding a Press Conference

A. Scenario, Overview of Protests and Alleged Violations

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Scenario

A group of activists and villagers have approached a monitoring NGO to see in what way the NGO could assist them in finding redress or bringing attention to their situation. They allege that their civil and political rights have been violated as a result of protesting against a hydro dam construction project. They claim that the building of the dam would affect their economic, social and cultural rights. The NGO accepts to investigate and sets up a team of monitors.

The monitors travel to the site of the alleged violations to carry out their investigation.

At the end of the investigation, the NGO monitors deliver their report at a press conference and answer questions from journalists.

Overview of the Hydro Power Dam Protest

This case concerns the alleged suppression, by the government, of peaceful protests against the construction of a hydro power dam and power plant. The company undertaking the project is a joint venture between three multinational corporations. The project has met with opposition from local people and activists from elsewhere in the country on the grounds of its social, economic and environmental impact, as well as political controversy around its inception.[1]

Reports from the district where the hydro power dam is being built detail a succession of incidents during the early months of the year in which protestors and activists were allegedly subjected to harassment, arbitrary arrest, preventive detention under the ordinary criminal law, ill-treatment, and police collusion.

The fact-finding team of a local human rights monitoring NGO, headed by a former judge of the regional state High Court, is prepared to go in and examine evidence of allegations of police harassment of villagers protesting against the power company and its hydro power dam project. The monitoring NGO's findings should highlight the human rights concerns surrounding the construction of the project.

Alleged Violations

1. The hydro dam construction project will impact on the livelihood of villagers and result in violations of social, economic and environmental rights
2. The civil and political rights of protestors and villagers were allegedly violated in the course of being subjected to: arbitrary arrest and preventive detention under the ordinary criminal law
3. Harassment and ill-treatment by police and construction workers
4. Collusion between local and state police, the power plant company and other supports of the project

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[1] This simulation activity is adapted from a case reported by Amnesty International in July 1997, in a report entitled, *India: The "Enron project" in Maharashtra -- protests suppressed in the name of development* (AI-index ASA 20/031/1997 17/07/1997, available on-line at www.amnesty.org). The case concerned the alleged suppression by state authorities in Maharashtra, India, of peaceful protests against the construction of a natural gas power plant by the Dabhol Power Company. For the purposes of this simulation activity, fictitious roles and organizations have been created. The company in this simulation is constructing a hydro power dam and plant.

Simulation

B. Overview of Simulation Roles

Unit 1 Activity 3

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Activist 1

As a representative of lobby and protest groups concerned with the impact of hydro power dams on communities, Activist 1 has been working in the district villages to raise awareness about the impact of this project and to help organize opposition. Concerns and expertise focus on the economic, social and environmental implications of the hydro dam construction project. However, Activist 1 is gaining a better understanding of the interdependence of all human rights because of the severe repression protestors have experienced.

Activist 2

As a regular participant at many of the protests, Activist 2 has a general knowledge of the economic, social and environmental implications of the hydro dam construction project. Activist 2's role at the protests has been more one of "observer" though this individual was arrested on one occasion. Activist 2 has been instrumental in accounting for and helping to seek the release of protestors who have been arrested and detained by police.

Villager 1

Villager 1 is a woman who has not participated directly in protests against the power company. However, Villager 1 and many fellow villagers have been affected by these events. They allege that local police have harassed and threatened them, their families and neighbours in response to the protests. Villager 1 joined a delegation that went to another police station to seek help but were arrested. Villager 1 alleges experiencing police brutality first hand and was informed by family and friends of similar ill-treatment.

Villager 2

Villager 2 is concerned about the impact the hydro power dam project would have on the community and has participated peacefully in the protests. Villager 2 and many fellow villagers have been affected by events surrounding the project. They allege that construction workers and other supporters of the project have harassed and threatened them, their families and neighbours in response to the protests. Villager 2 joined a delegation that went to the police to register complaints made by villagers against construction workers and other project supporters but police made little effort to help.

State Government Official

The state government party in power was elected in February 2003. The government representative has knowledge on the background of the hydro power dam project prior to 2003, and on criticisms of the project acknowledged by the party itself during the election campaign including the party's commitment to cancel the project.

Police Representative

The spokesperson for the state police has knowledge on the protests, and the arrests and can respond to the alleged incidents of collusion between police and project construction workers against villagers.

Company Representative

The spokesperson for the multinational power company has background knowledge on the hydro power dam project, on security provisions put in place by the company to support the construction project, as well as allegations made against the company and its construction workers. The company spokesperson denies that the hydro power dam will have a negative impact on villagers' livelihood and the environment.

Human Rights Commission Representative

The state human rights commission was just recently established. The commission is not yet fully equipped to undertake investigations of alleged human rights violations. The commission's interim strategy is to support the human rights investigations being carried out by local NGOs. The commission's representative has expert knowledge on both civil and political rights and economic, social and cultural rights as well as remedies for addressing violations but only has practical experience dealing with civil and political rights.

International NGO Representative

The international NGO representative has information related to some of the allegations in this case. The international NGO is also aware of other similar situations, and as such, the representative is in a position to provide advice to the monitoring NGO on recommendations for remedies.

NGO Monitors

Monitors at a local non-government organization investigate human rights violations and promote education. Monitors will conduct interviews and then report their conclusions and recommendations at a press conference where they will answer questions from participants playing the role of journalists. Monitors will need to consider how their activities can help identify and meet the human rights education needs in the community.

Journalists at Press Conference

Journalists will attend the press conference of the monitoring NGO looking into the allegations of rights violations involving the hydro dam project. Journalists will ask questions to clarify, challenge or raise new issues.

Simulation

C. Role Cards

Unit 1 Activity 3

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1. Activist 1

Snapshot of Your Role

As a representative of lobby and protest groups concerned with the impact of hydro power dams on communities, you have been working in the district villages to raise awareness about the impact of this project and to help organize opposition. Concerns and expertise focus on the economic, social and environmental implications of the hydro dam construction project. However, you are gaining a better understanding of the interdependence of all human rights because of the severe repression protestors have experienced.

To prepare yourself to be interviewed by the NGO monitor and to be a participant at the press conference, you should be familiar with:

- the relevant provisions of the Covenant on Economic, Social and Cultural Rights
- issues of globalization and human rights that may have implications in this case
- the incidents below
- the overview of the other simulation roles.

Your Position

Allegation 1 – The hydro dam construction project will violate economic, social and environmental rights

Hundreds of activists from throughout the country have expressed support for the anti-hydro dam protests launched within the state. Many have travelled to the affected villages and been arrested during protests.

Most protest groups have specific mandates about only engaging in non-violent protest and civil disobedience and have used activities such as marches, sit-ins, roadblocks, hunger strikes, work stoppages and a boycott of the district council election in March 2005.

Allegations of harassment of villagers and protesters by police have been made for several years. Activists challenging the project on grounds of its impact on economic and social rights, have been singled out in an effort to stop organized opposition to the project.

The country's moves to liberalize its economy and develop new industries and infrastructure have marginalized and displaced communities in many areas and have contributed to further violations of their human rights. In the interest of foreign investment and to expedite particular projects, local authorities have resorted to repressive measures. Attacks on economic and social rights activists underline the interdependence and indivisibility of all human rights -- the material interests of dispossessed and disadvantaged groups

cannot be defended and advanced without the enjoyment of complementary civil and political freedoms to do so.

After your interview, prepare your role as a journalist for the press conference (see page 8-66, *Part. Man. p. 59)*.

2. Activist 2

Snapshot of Your Role

As a regular participant at many of the protests, you have a general knowledge of the economic, social and environmental implications of the hydro dam construction project. Your role at the protests has been more one of "observer" though this individual was arrested on one occasion. You have been instrumental in accounting for and helping to seek the release of protestors who have been arrested and detained by police.

To prepare yourself to be interviewed by the NGO monitor and to be a participant at the press conference, you should be familiar with:

- the relevant provisions of the Covenant on Economic, Social and Cultural Rights
- issues of globalization and human rights that may have implications in this case
- the incidents below
- the overview of the other simulation roles.

Your Position

Allegation 2 – Arbitrary arrest and preventive detention of protestors by police

Over the past few months, notably since December 2004, several hundred protesters have been arrested and temporarily detained by local police. Many of those detained have been women and reports indicate that juveniles were amongst those arrested. A few of these incidents are detailed below.

On 3 June 2005, 26 women and 13 men from a nearby fishing village, were arrested by local police. They were remanded to police custody by a magistrate for seven days for the purposes of investigation. Several of those arrested stated before the magistrate that they had been ill-treated by police and were sent to a local hospital for treatment. Although the courts requested medical certificates, these had not been made available. Several of the detained women reported several injuries including bruising, abrasions and lacerations on arms and legs. State police were reportedly involved in these incidents, together with local police.

These arrests took place early in the morning when local police forcibly entered the homes of several women and dragged them into police vans, beating several of them with sticks.

There were three juvenile girls among those detained. All girls, aged between 14 and 16, were described as being 20 years old each in the police reports. The early morning raid took place when most of the men of the village had left to catch fish.

On 2 June, some villagers -- most of whom were women -- had attempted to prevent hydro dam construction workers from using a jetty which connects the village to the site of the project. Reports suggest that the protests had led to a violent confrontation, described in the local press as "a minor skirmish".

The police made no effort to ensure that those detained were actually those involved in the demonstrations on 2 June. In the case registered against the 39 people arbitrarily detained, charges of attempt to murder and rioting with deadly weapons have been filed by the police.

In addition, 25 of the women detained were also charged under section 37(1) and (3) and section 135 of the Police Act for having participated in a sit-in before the main gate of the power plant site on 17 May. At least three of the women are residents of a nearby village who were visitors to another local village on 3 June, and were not present in the area on 17 May. According to reports, the First Information Report which formed the basis for the charges relating to the 17 May protest, and filed before a Magistrate on 3 June, implicates at least 1000 persons for violating prohibitory orders by congregating before the company site gates. No effort appears to have been made to ascertain whether the 25 women had participated in the sit-in on 17 May.

Many other arrests took place around this time following peaceful protests at the project site. Those arrested were often charged under section 37(1) and (3) and section 135 of the Police Act.

Arrests, by the local police, and the state police seconded to the hydro dam company site, have continued in the past few weeks and activists are concerned that those arrested are being sentenced to steadily increasing periods of detention. The frequent arrests demonstrate the state government's attempt to suppress dissent, and to prevent a program of non-violent civil disobedience, which the villagers and activists have pursued on account of their beliefs.

After your interview, prepare your role as a journalist for the press conference (see page 8–66, *Part. Man. p. 59)*.

3. Villager 1

Snapshot of Your Role

You are a woman who has not participated directly in protests against the power company. However, you and many fellow villagers have been affected by these events. These villagers allege that local police have harassed and threatened them, their families and neighbours in response to the protests. You have joined a delegation that went to another police station to seek help but were arrested. You allege experiencing police brutality first hand and was informed by family and friends of similar ill-treatment.

To prepare yourself to be interviewed by the NGO monitor and to be a participant at the press conference, you should be familiar with:

- the relevant provisions of the Covenant on Economic, Social and Cultural Rights
- issues of globalization and human rights that may have implications in this case
- the incidents below
- the overview of the other simulation roles.

Your Position

Allegation 3 – police harassment / ill-treatment of protestors and villagers

The local police, and the state police seconded to work on the site of the company, have routinely used excessive force to suppress the protests and whilst arresting villagers and protestors, and those arrested have been held in conditions amounting to cruel, inhuman and degrading treatment. Some of these incidents are detailed here.

During the arrests that took place on 3 June 2005, after the arrival of 135 local and state police in the village, a 23 year-old woman in the late stages of pregnancy was beaten. Others who sustained injuries did not seek medical help because of the fear of police reprisals. Another woman, a 24 year-old housewife who was three months pregnant at the time of her arrest on 3 June, testified to the Magistrate, on 9 June that:

> "at around 5 in the morning when I was in the bathroom, several male police with batons in their hands forcibly entered the house and started beating members of (my) family who were asleep. ..... Being terrified, I told them from inside the bathroom that I was taking a bath and that I would come out after putting on my clothes. I asked them to call for women police in the meantime and to ask them to wait near the door. But without paying any attention to my requests, the policemen forcibly opened the door and dragged me out of the house into the police van parked on the road. (While dragging me) the police kept beating me on my back with batons. Other members of my family were humiliated in a similar way. ... my one and a half year old daughter held on to me but the police kicked her away."

Reports indicate that she was targeted for attack by the police because her husband was a known leader of the protests.

According to a report in a local newspaper of 9 June, "the menfolk were away fishing, leaving the women to be slapped and dragged around". Both the local police and the state police were reportedly involved in this incident.

Of the 26 women arrested, 25 were held in one room of 150 square feet with a washing area and toilet at one end and

steel mesh at the other, overlooked by a constable.

During the protests which took place on 15 May, both local and state police used excessive force against the protestors: "The local police and state police stationed at the company project site used canes and dragged women protestors by their hair into waiting police vans. Many women protestors also reported that they were roughed up and manhandled by the police and their dresses and saris were torn in the process."

On 21 February, villagers from a nearby village protested by means of a road block against two state cabinet ministers who were reportedly attempting to by-pass by using an alternative route. A battalion of the state police arrived and charged at villagers with canes. Several people were beaten by members of the battalion and 96 people were detained.

On 30 January, 2005, over three thousand people gathered to protest in a sit-in and a march at the three gates of the site of the power plant project. As protestors gathered, police reportedly began pushing protestors and without warning began charging them with canes. Several people including 17 women were beaten and several women were forcibly pushed into a police van. Reports suggest that approximately 450 people were arrested and taken to a nearby town, and a total of 679 people were charged under sections 37 (1) and (3) and section 135 of the Police Act. Those arrested were reportedly kept for several hours without food and water, and were finally released in batches on 30 and 31 January.

On the day before the sit-in, a delegation of seven members of a local protest group and two villagers who visited the local police station, were arrested. They had gone to ask the police to take appropriate action "to prevent certain vested interests from creating violence on the following day of the sit-in. The delegation went to the police following a tour of the local police station, in which the Deputy Superintendent of Police allegedly toured the affected villages, threatening that the police would resort to firing if considered necessary, on the day of the planned sit-in.

After your interview, prepare your role as a journalist for the press conference. (see page 8–66, *Part. Man. p. 59)*.

4. Villager 2

Snapshot of Your Role

You are concerned about the impact the hydro power dam project would have on the community and you have participated peacefully in the protests. You and many fellow villagers have been affected by events surrounding the project. They allege that construction workers and other supporters of the project have harassed and threatened them, their families and neighbours in response to the protests. You joined a delegation that went to the police to register complaints made by villagers against construction workers and other project supporters but police made little effort to help.

To prepare yourself to be interviewed by the NGO monitor and to be a participant at the press conference, you should be familiar with:

- the relevant provisions of the Covenant on Economic, Social and Cultural Rights
- issues of globalization and human rights that may have implications in this case
- the incidents below
- the overview of the other simulation roles.

Your Position

Allegation 4 – Police Collusion (police working secretly with the construction workers)

The vulnerable position of villagers protesting against the power plant project has been reinforced by the collusion of local police with those promoting the construction of the project. Members of the state police, seconded to the hydro dam company, have been implicated in human rights violations and on a number of occasions the police have refused to register complaints made by villagers against construction workers and other project supporters.

In a nearby village on 1 April, four supporters of the hydro power dam project reportedly attacked some of the protestors with machetes, acid and soda bottles. The next day the police officer on duty at the local police station refused to accept the complaint of those attacked on the grounds that a complaint had already been filed by supporters of the project. As a result of this earlier complaint, 21 men and women from the local village were arrested by police on charges including "attempt to murder". They were remanded to judicial custody for almost three weeks -- 19 were released on 19 April and the remaining two on 22 April.

On 21 March 2005, two protestor group representatives went to the local police station to lodge a complaint against company security guards, who had attacked some buffalo. The officer on duty reportedly refused to accept the complaint unless the complainant changed the description of those accused from the 'company security guards' to 'unknown persons'.

On the evening of 27 February, four men came to the house of a leader of one of the lobby groups, and threatened to murder him if he continued to oppose the hydro power dam project, as they had taken on-site contracts and would suffer losses. When he telephoned the local police station, the officer refused to

send anyone to investigate. The next morning when he went to the police station to file the complaint the officer made a note that the matter had been investigated and was not found to warrant further action. The officer refused to record a complaint.

After your interview, prepare your role as a journalist for the press conference (see page 8–66, *Part. Man. p. 59)*.

5. State Government Representative

Snapshot of Your Role

The state government party in power was elected in February 2003. You have knowledge on the background of the hydro power dam project prior to 2003, and on criticisms of the project acknowledged by the party itself during the election campaign including the party's commitment to cancel the project.

To prepare yourself to be interviewed by the NGO monitor and to be a participant at the press conference, you should be familiar with:

- the relevant provisions of the Covenant on Economic, Social and Cultural Rights
- issues of globalization and human rights that may have implications in this case
- the incidents below
- the overview of the other simulation roles.

Background

In June 2000, the state government signed a memorandum of understanding with the power plant company to build a hydro power dam power station in the coastal district of state. The power company -- a joint venture between three multinational corporations, was the first wholly private power project to be agreed in the country.

In December 2001, a power purchase agreement was agreed between the company and the state Electricity Board for the purchase of the electricity generated by the project. Land for the site was acquired by the state Industrial Development Corporation using power under the state Industrial Development Act, which effectively limits the need to take into account the views of the local population and allows for the use of force to take possession of land if a person refuses to give it up.

The project was agreed as a consequence of the changes in national governmental policy relating to foreign investment, begun in 1999. Opposition to the policy of economic liberalization and to the resulting prospect of globalization of the national economy has underpinned many of the critiques that have been raised.

Specific criticisms of the project have focused on a number of concerns: the high cost of the power which is to be purchased by the state government; allegations of corruption surrounding the setting up of the project; concerns about the procedure used for the granting of official clearance for the project, including the lack of consultation of affected people and the inadequate environmental impact assessment; land acquisition leading to displacement of local people; the allocation and distribution of compensation for those displaced; environmental destruction. A number of public interest legal challenges to the project have been mounted both in the state High Court and the nation's Supreme Court, concerning various aspects of the project and its approval.

It was in this context that the ruling state party, in its campaign for the state

assembly elections in February 2003, made a commitment to cancel the power plant project. On election, they undertook to review the project, however no formal moves appear to have been made to close it down. By November 2003, the state government announced that it would re-negotiate the project with the power plant company. Meanwhile, construction has continued, albeit at a slow pace, partly due to local opposition.

Your Position

Deny allegations

You deny any allegations of corruption or collusion. You argue that although your party initially had misgivings about the project you are now assured that the power plant will bring economic prosperity in the state. You allege that the villagers are being misled by opportunists trying to extort compensation from the company and the government.

After your interview, prepare your role as a journalist for the press conference (see page 8–66, *Part. Man. p. 59)*.

6. Police Representative

Snapshot of Your Role

You are a spokesperson for the state police and have knowledge on the protests, and the arrests and can respond to the alleged incidents of collusion between police and project construction workers against villagers.

To prepare yourself to be interviewed by the NGO monitor and to be a participant at the press conference, you should be familiar with:

- the relevant provisions of the Covenant on Economic, Social and Cultural Rights
- issues of globalization and human rights that may have implications in this case
- the incidents below
- the overview of the other simulation roles.

Background

Police Act

Since 6 January 2003 section 37(1) and (3) of the Police Act has been imposed in your district of the state. Orders for the imposition of this section have been extended every 15 days since then. The section grants the police -- through the Commissioner, and the District Magistrate -- powers to prohibit "certain acts for prevention of disorder". Section 37(1) specifies powers to prohibit the:

1. carrying of articles capable of being used to cause physical violence (including sticks, canes and stones)
2. the "public utterance of cries, singing of songs, playing of music"
3. the "delivery of harangues (angry speech), the use of gestures... and the preparation, exhibition or dissemination of pictures, symbols, placards or any other object or thing which may in the opinion of such authority offend against decency or morality or undermine the security of or tend to overthrow the State"

In addition, section 37, clause (3) grants powers to prohibit "any assembly or procession whenever and for so long as it considers such prohibition to be necessary for the preservation of the public order".

These provisions continue to be used despite the orders of the High Court, which has held that the right to demonstrate peacefully is protected under Article 19 of the nation's Constitution.

Villagers have also been arrested under section 135 of the Police Act which provides for imprisonment for up to one year and a fine for those disobeying orders made under section 37 of the Act.

Code of Criminal Procedure

Several of those arrested in connection with these protests have been arrested under section 151 of the Code of Criminal Procedure. This section allows police officers to arrest individuals whom they suspect may commit a cognizable offence, without a warrant, and further allows those arrested to be detained for longer than 24 hours by orders of a magistrate.

This provision continues to be used notwithstanding the directives of the High Court, which has held that section

151 should not be used in the guise of maintenance of law and order or to oppress social action groups.

In another development, since the second week of February 2003, nearly 200 villagers have reportedly been issued with undated and unnumbered warning notices under Section 149 of the Code of Criminal Procedure (Police to prevent cognizable offences) accusing them of spreading false information against the government and the company, and warning them that they would be held responsible for any untoward incidents that result in damage to life and property or worsen the law and order situation. The notices were apparently issued as a result of a series of village-level meetings held to mobilize villagers against the power plant project.

Your Position

Deny wrongful arrests, ill-treatment or collusion

You deny any wrongful arrests, ill-treatment or collusion and explain that the police are only trying to enforce the law. While you are investigating some isolated incidents, you argue that the stories of systemic brutality are being manufactured to discredit the police.

After your interview, prepare your role as a journalist for the press conference (see page 8–66, *Part. Man. p. 59)*.

7. Company Representative

Snapshot of Your Role

You are a spokesperson for the multinational power company and have background knowledge on the hydro power dam project, on security provisions put in place by the company to support the construction project, as well as allegations made against the company and its construction workers. You deny that the hydro power dam will have a negative impact on villagers' livelihood and the environment.

To prepare yourself to be interviewed by the NGO monitor and to be a participant at the press conference, you should be familiar with:

- the relevant provisions of the Covenant on Economic, Social and Cultural Rights
- issues of globalization and human rights that may have implications in this case
- the incidents below
- the overview of the other simulation roles.

Background

In June 2000, the state government signed a memorandum of understanding with the power plant company to build a hydro power dam and power station in the coastal district of state. The power company -- a joint venture between three multinational corporations, was the first wholly private power project to be agreed in the country.

In December 2001, a power purchase agreement was agreed between the company and the state Electricity Board for the purchase of the electricity generated by the project. Land for the site was acquired by the state Industrial Development Corporation using power under the state Industrial Development Act, which effectively limits the need to take into account the views of the local population and allows for the use of force to take possession of land if a person refuses to give it up.

The project was agreed as a consequence of the changes in national governmental policy relating to foreign investment, begun in 1999. Opposition to the policy of economic liberalization and to the resulting prospect of globalization of the national economy has underpinned many of the critiques that have been raised.

Specific criticisms of the project have focused on a number of concerns: the high cost of the power which is to be purchased by the state government; allegations of corruption surrounding the setting up of the project; concerns about the procedure used for the granting of official clearance for the project, including the lack of consultation of affected people and the inadequate environmental impact assessment; land acquisition leading to displacement of local people; the allocation and distribution of compensation for those displaced; environmental destruction. A number of public interest legal challenges to the project have been mounted both in the state High Court and the nation's Supreme Court, concerning various aspects of the project and its approval.

It was in this context that the ruling state party, in its campaign for the state assembly elections in February 2003,

made a commitment to cancel the power plant project. On election, they undertook to review the project, however no formal moves appear to have been made to close it down. By November 2003, the state government announced that it would re-negotiate the project with the power plant company. Meanwhile, construction has continued, albeit at a slow pace, partly due to local opposition.

Security

The company has sought to provide security for its property and employees in two ways. Reports indicate that prior to the protest of 30 January 2005, the company sub-contracted private security guards from local security companies, but that following this, security guards have been directly employed by the company. In addition, the company reportedly requested the state government to provide police protection in the aftermath of protests which took place on 30 January 2005.

Following this request, the company quietly entered into a contractual security arrangement with the state government, and a battalion of 100 state police were deployed on the project site. Although the state police continued to be paid by the state government, the company paid the state authorities for the additional battalion. Two sub-inspectors in charge of the battalion stationed at the company site remained within the chain of command of the state police and worked in tandem with the sub-inspector of the district sub-division police station.

Villagers' Allegations

The vulnerable position of villagers protesting against the power plant project has been reinforced by the collusion of local police with those promoting the construction of the project. Members of the state police, seconded to the hydro dam company, have been implicated in human rights violations and on a number of occasions the police have refused to register complaints made by villagers against construction workers and other project supporters.

In a nearby village on 1 April, four supporters of the hydro power dam project reportedly attacked some of the protestors with machetes, acid and soda bottles. The next day the police officer on duty at the local police station refused to accept the complaint of those attacked on the grounds that a complaint had already been filed by supporters of the project. As a result of this earlier complaint, 21 men and women from the local village were arrested by police on charges including "attempt to murder". They were remanded to judicial custody for almost three weeks -- 19 were released on 19 April and the remaining two on 22 April.

On the evening of 27 February, four men came to the house of a leader of one of the lobby groups, and threatened to murder him if he continued to oppose the hydro power dam project, as they had taken on-site contracts and would suffer losses. When he telephoned the local police station, the officer refused to

send anyone to investigate. The next morning when he went to the police station to file the complaint the officer made a note that the matter had been investigated and was not found to warrant further action. The officer refused to record a complaint.

Your Position

You argue that despite the opposition, the project is good for the community, the district and the state as a whole. It will provide local employment and other economic opportunities. You argue it is unfortunate that the actions of a few troublemakers have forced you to ensure security for your employees, property and overall investment. You believe you are not responsible for the actions of the police.

After your interview, prepare your role as a journalist for the press conference (see page 8–66, *Part. Man. p. 59)*.

8. Human Rights Commission Representative

Snapshot of Your Role

The state human rights commission was just recently established. The commission is not yet fully equipped to undertake investigations of alleged human rights violations. The commission's interim strategy is to support the human rights investigations being carried out by local NGOs. You have expert knowledge on both civil and political rights and economic, social and cultural rights as well as remedies for addressing violations but only has practical experience dealing with civil and political rights.

To prepare yourself to be interviewed by the NGO monitor and to be a participant at the press conference, you should be familiar with:

- the relevant provisions of the Covenant on Economic, Social and Cultural Rights
- issues of globalization and human rights that may have implications in this case
- the incidents below
- the overview of the other simulation roles.

Your Position

Allegation 1: Economic and social rights violations

You provide an overview of the relevant provisions of the Covenant on Economic, Social and Cultural Rights that have implications for this case.

Allegation 2 & 4: Arrests, detention and collusion

Your human rights commission has been provided with reports that members of this state police battalion have been implicated in a number of incidents where human rights have been violated in 2003. However, it has not always been possible to determine the identity of the perpetrators -- the local police and state police are reported to wear identical uniforms, only distinguished by the metal shoulder tag which states "SP" for "state police".

The involvement of the state police in the harassment of protestors indicates the need for the three multinationals participating in the joint venture to take steps to ensure that all the management and staff of the company, in particular any security staff subcontracted to, seconded to or employed by the company, are trained in human rights and are fully accountable for their actions.

Your human rights commission recognizes the right of the national authorities to maintain law and order and protect property. The commission does not condone the actions of protesters which involve the use of violence or damage to property. However, steps must be taken to ensure the right of human rights defenders to peacefully protest without fear of harassment or violence or the curtailment of that right through arbitrary arrest and detention.

Article 19 of the International Covenant on Civil and Political Rights (ICCPR) delineates the right to freedom of expression, while article 21 of the covenant specifies the right of peaceful assembly.

The use of preventive detention, sanctioned by Article 22 of the country's Constitution and by a declaration made at the time of the country's ratification

of the ICCPR, has had the effect of allowing for human rights violations, and has meant that article 9 of the covenant -- the right not to be arbitrarily detained -- is not applied in the country.

Moreover, the targeting of women is in contravention of articles 2(1) and 3 of the ICCPR and the Convention on the Elimination of All Forms of Discrimination Against Women, to which the country is a party. The arbitrary detention and ill-treatment of juveniles is in contravention of article 24 of the ICCPR and the Convention on the Rights of the Child, to which the country is also a party.

Allegation 3: Ill-treatment

The commission is concerned that the use of force in the context of the power plant protests has not been in proportion to the seriousness of the acts, and that excessive force has been used, in a routine manner. The commission is not aware of injury to any law enforcement official, nor of any medical treatment received by such an official, in contrast to the pattern of injuries received by the protestors.

Article 7 of the ICCPR, to which the country is a signatory, prohibits the use of torture or cruel, inhuman or degrading treatment of punishment. This prohibition is further reinforced by the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, which the country has made a commitment to ratify.

The targeting of women and children, contravenes the special protections afforded to them in the ICCPR, CEDAW and the CRC.

After your interview, prepare your role as a journalist for the press conference (see page 8–66, *Part. Man. p. 59)*.

9. International NGO Representative

Snapshot of Your Role

You have information related to some of the allegations in this case. The international NGO is also aware of other similar situations, and as such, you are in a position to provide advice to the monitoring NGO on recommendations for remedies.

To prepare yourself to be interviewed by the NGO monitor and to be a participant at the press conference, you should be familiar with:

- the relevant provisions of the Covenant on Economic, Social and Cultural Rights
- issues of globalization and human rights that may have implications in this case
- the incidents below
- the overview of the other simulation roles.

Background

Your international NGO has received similar reports in recent years from the sites of other protests against industrial and development projects in the country, including the development of a hydro power dam across a major river, where protestors have been arbitrarily detained, raped and ill-treated over a number of years. This pattern highlights the degree to which the central and state authorities in The country are prepared to deploy state force and utilise provisions of the law in the interests of development projects, curtailing the rights of freedom of association, expression and assembly.

Since 6 January 2005 section 37(1) and (3) of the Police Act has been imposed in your district of the state. Orders for the imposition of this section have been extended every 15 days since then. The section grants the police -- through the Commissioner, and the District Magistrate -- powers to prohibit "certain acts for prevention of disorder". Section 37(1) specifies powers to prohibit the:

1. carrying of articles capable of being used to cause physical violence (including sticks, canes and stones)
2. the "public utterance of cries, singing of songs, playing of music"
3. the "delivery of harangues (angry speech), the use of gestures... and the preparation, exhibition or dissemination of pictures, symbols, placards or any other object or thing which may in the opinion of such authority offend against decency or morality or undermine the security of or tend to overthrow the State"

In addition, section 37, clause (3) grants powers to prohibit "any assembly or procession whenever and for so long as it considers such prohibition to be necessary for the preservation of the public order".

These provisions continue to be used despite the orders of the High Court, which has held that the right to demonstrate peacefully is protected under Article 19 of the nation's Constitution.

Villagers have also been arrested under section 135 of the Police Act which provides for imprisonment for up to one year and a fine for those disobeying orders made under section 37 of the Act.

Your Position

Your international NGO believes that the imposition of these sections of the Police Act has been used to suppress peaceful protests in this district of the state and has led to the temporary imprisonment of hundreds of people whom your international NGO would consider prisoners of conscience, arrested solely for the peaceful expression of their beliefs.

You are calling on the national government and the state government to ensure the right of human rights defenders throughout the country to peacefully protest without fear of ill-treatment, arbitrary arrest, preventive detention or other forms of harassment. In particular, the international NGO is calling for a review of legislation which limits the rights to freedom of expression and peaceful assembly, for a full investigation into the reported violations and to ensure that the perpetrators are brought to justice.

Your international NGO is also calling on the three multinational corporations participating in the joint venture agreement to publicly state their policy on human rights; to ensure the training of their managers and staff reflects the rights set out in the Universal Declaration of Human Rights; to publicly urge a full and impartial investigation into all reported human rights violations, and urge that the perpetrators be brought to justice. In addition, the three corporations are urged to establish strict guidelines for all security personnel subcontracted by, seconded to or employed by the company, to ensure their training reflects international human rights standards, and to ensure they are fully accountable.

After your interview, prepare your role as a journalist for the press conference (see page 8–66, *Part. Man. p. 59)*.

10. NGO Monitors

Snapshot of Your Role

Monitors at a local non-government organization investigate human rights violations and promote education. Monitors will conduct interviews and then report their conclusions and recommendations at a press conference where they will answer questions from participants playing the role of journalists. Monitors will need to consider how their activities can help identify and meet the human rights education needs in the community.

Your Role

You are monitors at a local NGO that investigates human rights violations and promotes education.

Monitors should first meet as a group to review the allegations, decide who will interview the individuals listed below, and what issues to cover. Use the Worksheet provided to organize notes from your interview.

Monitors should then meet again as a group to analyze the information collected and determine conclusions and recommendations for presentation at a press conference. Use the Worksheet provided to prepare your group report and use the questions below to help you plan your press conference. Consider how your activities can help identify and meet the human rights education needs in the community.

Monitors should be prepared to answer questions from participants playing the role of journalists at the press conference.

Individuals you will interview

1. Activist 1: Allegation 1 – Power plant project will violate economic, social and environmental rights
2. Activist 2: Allegation 2 – Arrest and detention of protestors by police
3. Villager 1: Allegation 3 – police harassment / ill-treatment of protestors and villagers
4. Villager 2: Allegation 4 – Police Collusion
5. State Government Representative: Deny allegations of corruption and collusion
6. Police Representative: Deny allegations of wrongful arrests, ill-treatment and collusion
7. Company representative: Argue project is good for the community and no responsibility for police action
8. State human rights commission representative: Information on human rights standards and recommendations
9. International NGO representative: Similar fact evidence, domestic standards and recommendations

Preparing for the Press Conference

1. What conclusions and recommendations, including any appropriate remedies, do you draw from the interviews regarding the allegations?
2. What is the message you want journalists to write about? How will it promote human rights education?
3. What strategies can your NGO use to ensure that journalists will write articles, with your message, and the public will pay attention?

11. Journalists at the Press Conference

Snapshot of Your Role

Journalists will attend the press conference of the monitoring NGO looking into the allegations of rights violations involving the hydro dam project. Journalists will ask questions to clarify, challenge or raise new issues.

Your Role

You are a journalist attending the press conference of the monitoring NGO that looked into the allegations of rights violations involving the Hydro Power Dam Project.

From the information below, select the different characteristics to create your profile and then discuss with your 'journalist' colleagues the position that you will take.

Select one from each of the lists below to create your profile:

1. You are representing:
   a. a local media source
   b. a national media source
   c. an international media source
2. You will taken on:
   a. an aggressive persona where you will ask many questions playing the 'devil's advocate'
   b. a subtle line of questioning where you will ask a few very key questions
   c. a direct and to the point line of questions in pursuit of finding out more about the side that you are counter to
3. You are taking the position that:
   a. is leaning towards supporting the Hydro Power Dam Project
   b. is leaning towards supporting the NGO monitors and affected community
   c. is still neutral

Preparing for the press conference

1. You should take the time to re-read the Overview of the Hydro Power Dam Project, and the Overview of Simulation Roles.
2. You should now begin to ask yourself the following questions:
   - Is my position for or against the Hydro Power Dam Project?
   - What answers do I still need from the NGO monitors about the Hydro Power Dam Project?

Journalists cont'd

Tips

After answering the above questions, your preparation should focus on what kind of information you still need in order to report on the issue.

- Prior to the press conference prepare 10 possible questions about issues that are still not clear. (e.g. Are the claims of human rights violations valid? Is the number of claims substantiated?) As the press conference unfolds you will be able to cross off those questions that have been covered by the NGO Monitor's statements, while writing up new ones during the press conference.
- At the press conference, listen to the presentation made by the monitoring NGO. Ask questions to clarify, challenge or raise new issues.
- Write down key points of the NGO Monitor's statement to use or quote later on.
- When asking questions, use examples if possible to highlight your points.
- Ask questions even if you think it may not be directly relevant, as it may open up to information about another importance issue yet to be discussed.

Your observations will be helpful for Part D – debriefing the simulation activity.

Questions to Consider for Debriefing

1. Did the NGO conclude that rights were violated? If so, based on what international and/or domestic instruments? What, if any, remedies were recommended?
2. Do you agree with the NGO's conclusions and recommendations? Was anything overlooked?
3. What message is the NGO promoting? Were any broader or potentially related issues such as globalization raised?
4. Did the NGO's presentation have a human rights education focus?
5. As a journalist, were you convinced by the press conference to write about this issue?

Simulation

D. Worksheet: Interview

Unit 1 Activity 3

p. 61

Complainant / Respondent / Witness:	
Background information:	
Position:	

Simulation

E. Worksheet: NGO Investigation Report

Unit 1 Activity 3

p. 62

Allegation	Human Rights Standards	Evidence	Conclusion / Recommendations

Simulation

F. Holding a Press Conference

Unit 1 Activity 3

p. 63

What Press Conferences Are

A press conference should be called for:

- Major announcements
- Fast-breaking news
- To brief the press at a special location to heighten media interest

Press conferences are special tools that human rights groups can use to talk to the media, but they must be used selectively. **Do not** call a press conference if you think it would waste a reporter's time. **Do not** call a press conference if a press release can accomplish the same goals.

As you plan a press conference remember to:

- Simplify the message and information
- Use articulate, engaging speakers
- Use strong visual images
- Give information about the press conference and its content beforehand
- Be prepared for tough questions

One week before

- Reserve a venue.
- Schedule time: this should be based on deadlines of media outlets that will cover the event. (Generally between 10 am and 2 pm in the middle of the week is best. Is there a particularly slow news day you can take advantage of?)
- Send out announcements by fax, mail, or hand delivery to media, supporters.
- Prepare written material for the conference including press kits that include contact information, press release, statements by speakers, history and description of the questions being addressed and selected press clippings.

One day before

- Plan the order of speakers and who will say what. Remember to use a few different speakers.
- Contact members of the media and encourage them to attend.
- Prepare a list of speakers to give to the media.

The day of the conference

- Issue a press release that contains the main message of the press conference.
- Make sure the venue for the press conference is easy to find.

During the press conference

- Have a sign-up sheet to get the names and addresses of reporters.
- Distribute press kits.
- Give reporters a written list of participants.
- Take pictures for in-house use.

Following up

- Monitor media coverage to see how the press conference was reported.
- Clip newspaper and news magazine coverage of the event.
- Conduct staff evaluation of the press conference.

Source: Jacques, W.M. (Ed.). (2001). Making the most of the media: Tools for human rights groups worldwide. New York: Center for Sustainable Human Rights Action (CeSHRA).

Materials

Unit 1 Activity 1

Processes and Activities of Monitoring – Answer Key, p. 8-75

The Monitoring Process, p. 8-76 *(Part. Man. p.8-67)*

Fact-Finding Basics, p. 8-77 *(Part. Man. p.8-68)*

Interview Questions, p. 8-78 *(Part. Man. p.8-69)*

Unit 2 Activity 5

Background on the Raging Grannies, p.8-80 *(Part. Man. p.8-71)*

Unit 2 Activity 7

About Child Rights, p.8-81 *(Part. Man. p.8-72)*

Processes and Activities of Monitoring – Answer Key

Unit 1 Activity 1

Monitoring Process

STEP 1 Determining the focus

Involves

- Specifying what will be monitored
- Examining organizational capabilities and resources
- Determining use of results

Result

- Goals and objectives
- Monitoring plan and activities

+

STEP 2 Investigation

Involves

- Fact-finding
- Information collection
- Data research

Result

- Raw data

+

STEP 3 Documentation and Analysis

Involves

- Systematic recording of information
- Analysis of trend
- Application of HR standards

Result

- Data bank of information
- Conclusions and recommendations

+

STEP 4 Reporting: Targeted dissemination of information

Involves

Getting information to:

- Complainants
- Families
- Legal aid groups
- Government
- UN, etc.

Result

Packaged information:

- Report
- Press releases
- Statement
- Petition to the government
- Urgent action letter

Leads to Action

- Providing immediate assistance
- Advocacy
- HRE

The Monitoring Process

Unit 1 Activity 1

Steps	What is involved
Identifying the **FOCUS** of monitoring activities	• Mandate and capacity of the organization
INVESTIGATION	• ***Close Observation*** of the situation usually through constant or periodic examination or investigation • ***Collecting*** and ***receiving*** as much ***data*** as possible • Using specific ***tools*** and ***instruments*** • Using ***standards*** and ***norms*** *as* ***reference*** to determine what is wrong in a particular situation • Carrying out these activities over ***a long period*** of time
DOCUMENTATION & ANALYSIS	• ***Systematically recording results*** of an investigation or examination. • ***Analyzing*** the ***data***.
REPORTING	• Producing a ***report*** about the situation which includes an assessment of the situation and provides a basis for future action • Planning the ***dissemination*** of the report. (Who? When? How?)

Leads to forms of Advocacy

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 1 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 1 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.

Background on the Raging Grannies

Unit 2 Activity 5

The original Raging Grannies group formed in Victoria, BC, in February 1987 when a group of eight women, worried about nuclear proliferation and particularly the danger of nuclear-powered and nuclear-armed vessels coming into Canadian waters, decided to get their message across by singing protest songs. Then they decided to target other abuses of society, such as environmental and social concerns. Success came quickly and other groups sprang up across Canada: in Toronto, Ottawa, Montreal, Kamloops and Halifax. Groups continue to form right across Canada and may soon start in the USA.

The Raging Grannies are caring women of all ages who use song to protest and raise awareness of the issues of peace, the environment and social justice. Satirical and serious, they are politically conscious but non-partisan. The Raging Grannies write their own material, setting politically pointed lyrics to familiar melodies.

Dressed in eye-catching hats and wild "Granny" clothes, they sing wherever and whenever they can; at peace and environmental rallies, in schools in places where the public congregate. Sometimes they show up where they aren't expected or wanted!

The Grannies' objective is to get their message across to as wide an audience as possible. They do not seek payment for booked appearances but accept donations in order to fund their activities.

The Raging Grannies never assume. They make sure of their facts. They make decisions through discussion and consensus.

The Raging Grannies dedicate their efforts to the children of the world, so that they may live in a peaceful and harmonious world, safe from war and pollution.

Source: http://www.chebucto.ns.ca/CommunitySupport/VOW/grannies.htm

About Child Rights

Unit 2 Activity 7

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.

Session

HRE Activities Exchange

Objectives

By the end of this session, participants should be able to:

- design, deliver, and evaluate a human rights education activity based on the principles and techniques of a participatory approach
- assess the usefulness of the Activities Exchange as a technique for human rights educators to learn from each other's experience

Facilitator

Instructions for the 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.

HRE Activities Exchange

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4 hr. total

This activity is divided into three parts.

In **Part A**, the facilitator will explain the HRE Activities Exchange.

In **Part B**, your group will develop an Activities Exchange activity.

In **Part C**, your group will present the activity to other groups and you will evaluate other groups' activities.

15 min

Part A

The facilitator will explain the concept of the HRE Activities Exchange (see the following pages).

2 hrs. 15 min

Part B

You will work in small groups to plan and develop a HRE activity that you will present during the HRE Activities Exchange.

1 hr. 30 min

Part C

You will present your activity to others and participate in the activities others have designed.

When you are evaluating another group's Activities Exchange activity, 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 activity 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?

HRE Activities Exchange

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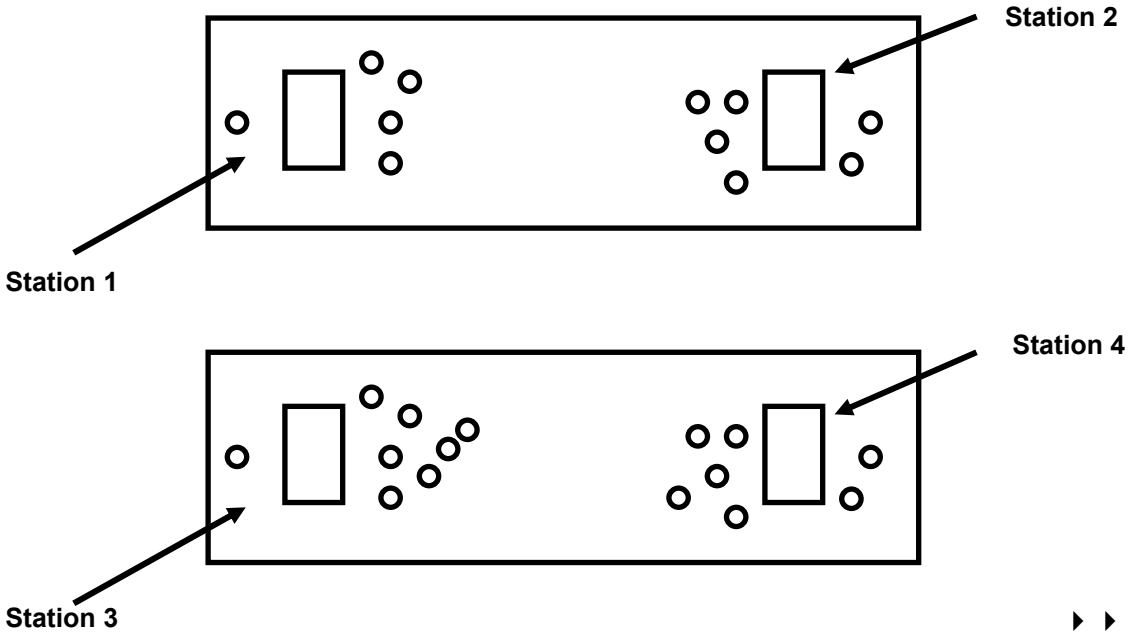
1. What is the HRE Activities Exchange?

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



HRE Activities Exchange (cont'd)

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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.

HRE Activities Exchange (cont'd)

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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.

Glossary

This glossary describes the terms used in the training manual. The definitions of the terms have been culled from various sources[1]; while many of them are cited as in the original sources, others have been adapted for our purposes.

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.

[1] The sources used to compile this list can be found at the end of the glossary.

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."

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