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INTERNATIONAL
CENTRE FOR ETHNIC STUDIES

PROTECTING MINORITY RIGHTS AND DEFENDING DIVERSITY IN SOUTH ASIA

REVISED EDITION

Regional Workshop for Human Rights Organisations
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Canadian Human Rights Foundation
1425 René-Lévesque Blvd. West
Suite 407
Montréal, Québec
Canada
H3G 1T7
www.chrf.ca

International Centre for Ethnic Studies
2, Kynsey Terrace
Colombo 8
Sri Lanka
www.icescolombo.org

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Canadian Human Rights Foundation

1425, René-Lévesque Blvd. West, Suite 407
Montréal, Québec
Canada H3G 1T7
Tel : (514) 954-0382
Fax : (514) 954-0659
E-mail : chrf@chrf.ca
Website: www.chrf.ca

International Centre for Ethnic Studies

2, Kynsey Terrace
Colombo 8
Sri Lanka
Tel : 94-1-691324
Fax: 94-1-698048
Email : admin@icescolombo.org
Website: www.icescolombo.org

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Table of Contents

ACKNOWLEDGEMENTS	V
INTRODUCTION	VI
PROJECT GOAL	VI
OBJECTIVES OF THE PROJECT	VI
ABOUT THE ORGANISERS	VII
THE CANADIAN HUMAN RIGHTS FOUNDATION	VII
THE INTERNATIONAL CENTRE FOR ETHNIC STUDIES	VIII
WORKSHOP SCHEDULE.....	1
MODULE 1 INTRODUCTIONS, EXPECTATIONS, AND GOALS	7
WELCOME BY WORKSHOP ORGANISERS (CHRF AND ICES)	8
ACTIVITY 1 YOURS “TRULY”	9
ACTIVITY 2 EXPECTATIONS AND RESOURCES	11
ACTIVITY 3 WORKSHOP OVERVIEW	12
WELCOME DINNER.....	12
MODULE 2 THE CURRENT SITUATION OF MINORITIES IN SOUTH ASIA	13
ACTIVITY 1 MINORITY RIGHTS ISSUES IN YOUR COUNTRY	15
ACTIVITY 2 MY ORGANISATION’S WORK IN MINORITY RIGHTS.....	17
ACTIVITY 3 UNDERSTANDING THE TERM “MINORITY”	20
MODULE 3 INTERNATIONAL STANDARDS FOR THE PROTECTION OF MINORITY RIGHTS	25
ACTIVITY 1 INTERNATIONAL INSTRUMENTS – ADVANTAGES AND LIMITATIONS	26
ACTIVITY 2 OVERVIEW OF INTERNATIONAL INSTRUMENTS – PRESENTATION AND DISCUSSION	28
ACTIVITY 3 WORKING WITH INTERNATIONAL INSTRUMENTS	30
MODULE 4 NATIONAL PROVISIONS FOR THE PROTECTION OF MINORITY RIGHTS	33
ACTIVITY 1 HOW MINORITIES ARE PROTECTED IN MY COUNTRY USING NATIONAL PROVISIONS AND INTERNATIONAL STANDARDS	34
MODULE 5 MONITORING MINORITY RIGHTS	62
ACTIVITY 1 MONITORING ACTIVITIES.....	63
ACTIVITY 2 FACT-FINDING AND MINORITY RIGHTS: PRESENTATION AND DISCUSSION	69
ACTIVITY 3 FACT-FINDING: CASE STUDY	72

MODULE 6	NATIONAL AND INTERNATIONAL MECHANISMS AND PROCEDURES FOR MINORITY RIGHTS PROTECTION	77
ACTIVITY 1	NATIONAL MECHANISMS FOR THE PROTECTION OF MINORITY RIGHTS	78
ACTIVITY 2	USING INTERNATIONAL MECHANISMS FOR ADVOCACY	85
ACTIVITY 3	OTHER MECHANISMS FOR THE PROTECTION OF MINORITY RIGHTS – UN TREATY BODIES AND WORKING GROUP ON MINORITIES	112
MODULE 7	PREPARING A CASE SUBMISSION	114
ACTIVITY 1	ANALYSING A CASE SUBMISSION	115
ACTIVITY 2	SUBMITTING A CASE TO A NATIONAL OR INTERNATIONAL MECHANISM	120
MODULE 8	PROMOTION OF MINORITY RIGHTS THROUGH ADVOCACY	121
ACTIVITY 1	EFFECTIVE ADVOCACY STRATEGIES	123
MODULE 9	NEXT STEPS	133
ACTIVITY 1	WHY WORK IN NETWORKS AND COALITIONS?	134
ACTIVITY 2	ADVISORY SERVICES	137
ACTIVITY 3	USING THE ADVISORY SERVICES NETWORK	140
MODULE 10	REFLECTING ON OUR LEARNING EXPERIENCE	143
ACTIVITY 1	WORKSHOP EVALUATION	144
	WORKSHOP CLOSING	145
SAMPLES OF WORKSHOP EVALUATIONS		146
	MODULES 1 & 2 EVALUATION	147
	MODULES 3 & 4 EVALUATION	150
	MODULE 5 EVALUATION	154
	MODULES 6 & 7 EVALUATION	157
	GENERAL EVALUATION	159

Table of Reference Sheets

Reference Sheet 1: Working Definitions of a “Minority”	22
Reference Sheet 2: Summary of Constitutional Provisions for Each of the Five Countries	40
Reference Sheet 3: One Example of National Legislation from Each of the Five Countries	52
Reference Sheet 4: What Monitoring Involves.....	64
Reference Sheet 5: Monitoring Process	65
Reference Sheet 6: Fact-finding	70
Reference Sheet 7: Case Study - “Religious Freedom”	73
Reference Sheet 8: Overview of National Mechanisms for the Protection of Minority Rights in South Asia	81
Reference Sheet 9: International Complaints Mechanisms Framework	94
Reference Sheet 10: Accessing and Using Complaints Procedures Under International Mechanisms	95
Reference Sheet 11: States Parties to Treaties and Protocols Relevant to Minority Rights and Diversity	110
Reference Sheet 12: Sample Case for Submission.....	116
Reference Sheet 13: Target Sectors for Advocacy.....	125
Reference Sheet 14: Networks and Coalitions	136
Reference Sheet 15: Advisory Services	138
Reference Sheet 16: Diagram of Advisory Services Activity.....	139

Table of Worksheets

Worksheet 1: Minority Rights Issues in Your Country.....	16
Worksheet 2: House of Rights	18
Worksheet 3: Characteristics of a Minority	24
Worksheet 4: Advantages and Limitations of International	27
Worksheet 5: Working with International Instruments.....	32
Worksheet 6: How Minorities Are Protected	37
Worksheet 7: National Provisions for the Protection of Minorities in Five Countries of South Asia and Existing Gaps with International Standards.....	38
Worksheet 8: Your Organisation’s Monitoring Activities on Minority Rights.....	66
Worksheet 9: Fact-finding Process	74
Worksheet 10: Identifying National Mechanisms	79
Worksheet 11: Presentation Notes: How to Access and Use International Complaints Mechanisms	87
Worksheet 12: Using International Complaints Mechanisms in a Case Study.....	89
Worksheet 13: Analysing a Case for Submission Checklist	117
Worksheet 14: Effective Advocacy Initiatives	130
Worksheet 15: Why Work in Networks and Coalitions?.....	135
Worksheet 16: Advisory Services – Our Needs and What We Can Offer.....	142

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September 2003



The National Endowment for Democracy



Agence canadienne de
développement international

Canadian International
Development Agency

Introduction

This workshop was developed as part of the project entitled *Capacity-Building for Human Rights Organisations to Protect Minority Rights and Defend Diversity in South Asia*. The workshop is designed for participants from human rights organisations working primarily on issues relating to minority protection and diversity including NGOs and national human rights institutions from Bangladesh, India, Nepal, Pakistan and Sri Lanka.

The materials in this manual were selected and prepared specifically for this manual to respond to the needs of the participants from South Asia and be used in this context.

Project Goal

To strengthen the capacity of human rights organisations in South Asia to promote and defend diversity and the respect of minority rights.

Objectives of the Project

1. To develop skills in using a framework based on internationally accepted human rights standards and principles to address situations and issues relating to minority rights and diversity in South Asia.
2. To examine existing national and international mechanisms to promote and protect the rights of minorities and to seek effective redress.
3. To identify effective strategies for addressing minority rights violations.
4. To contribute to the development and consolidation of regional and national networks of organisations working on minority issues and diversity.

About the Organisers

The Canadian Human Rights Foundation

The Canadian Human Rights Foundation (CHRF) was established as a non-profit, non-governmental organisation in 1967 by a group of leading Canadian scholars, jurists and human rights advocates with a mandate to advance democracy, human development, peace and social justice through educational programs. During its first twenty years of existence, the CHRF focused its work in Canada, raising public awareness of the international human rights system and cutting edge human rights issues. CHRF developed educational materials to be used in the school system and teacher training modules as well as training programs for young lawyers. In 1980, the CHRF launched the International Human Rights Training Program (IHRTTP), which continues annually in Canada. The IHRTTP is currently a three-week program for over 120 participants from almost 70 countries.

As the reputation of the IHRTTP and CHRF grew, there was a concurrent increase in the number of requests from former program participants to develop joint programs responding to specialized issues outside Canada. The first such activity was held in Bratislava, Slovakia in 1995.

The CHRF works closely with the United Nations Office of the High Commissioner for Human Rights, members of the international donor community as well as international, regional and national level NGOs in Africa, Asia and Central and Eastern Europe. The CHRF's regional programs currently focus on developing knowledge, strengthening skills and promoting action around the following themes: training for NGO trainers; human rights education in the school system; training in human rights monitoring and advocacy; the protection and promotion of women's human rights; the legal protection of women migrant workers; and the creation and strengthening of independent national human rights institutions.

The International Centre for Ethnic Studies

The International Centre for Ethnic Studies (ICES) is familiar with the major issues of concern to minority protection and diversity. Since its establishment in 1982, ICES has undertaken a series of research and policy formulation programmes and projects in areas such as ethnicity, minority protection and multiculturalism. With regard to the United Nations mechanisms and procedures, ICES has been working closely with the Working Group on Minorities and has been raising awareness of the work and recommendations of the Working Group among the international community and in South Asia. Furthermore, ICES has been regularly using the United Nations human rights system in order to channel information from Sri Lanka to the Special Rapporteurs, the Working Groups of the Commission, and the treaty bodies. In this connection, ICES has published a toolkit for NGOs on the means to access and effectively use the United Nations mechanisms and procedures to submit information and complaints.

As for the implementation of international human rights standards, ICES has implemented a project on minority protection in South Asia which involved, *inter alia*, examining experiences, achievements and shortfalls of minority/majority arrangements in the region, and organising national reviews on minority issues in the region with a particular emphasis on the status of implementation of international human rights standards. Furthermore, in October 2001, ICES sponsored a conference, in collaboration with the Rockefeller Foundation and the Harvard Law School, to look at international standards and minority rights, with a particular emphasis on the analysis of the work of United Nations human rights mechanisms and procedures.

With reference to training activities and advisory services, ICES has organised a number of training workshops on the international mechanisms and procedures for NGOs in the Asian region, and has held brainstorming sessions with key NGO representatives from the Asian and South Asian region on the needs for, the contents and the delivery of advisory services.

ICES has a wide range of contacts in Asia, particularly in the South Asian region, and has, since its inception, been working with most of the major regional NGOs involved in the area of human rights, including minority rights, women's rights, and issues pertaining to ethnicity, governance and multiculturalism. ICES also has contacts with national human rights institutions and academic centres, institutes and universities with which regular contact is maintained for input into ICES programmes and projects.

Workshop Schedule

Schedule for the Opening Evening: October 4

Duration	Time	Activity	
Module 1 – Introductions, Expectations, and Goals (2 hrs. total)			
15 min	17.00 – 17.15	Welcome by Workshop Organisers (CHRF and ICES)	
60 min	17.15 – 18.15	Activity 1	Yours “Truly”
30 min	18.15 – 18.45	Activity 2	Expectations and Resources
15 min	18.45 – 19.00	Activity 3	Workshop Overview
	19.00	Welcome Dinner	

Schedule for Day 1: October 5

Duration	Time	Activity
Module 2 – The Current Situation of Minorities in South Asia (4 hrs total)		
15 min	08.45 – 09.00	Recap of the previous day
90 min	09.00 – 10.30	Activity 1 Minority Rights Issues in Your Country (2 hrs total)
15 min	10.30 – 11.00	BREAK
	11.00 – 11.30	Activity 1 Cont'd
60 min	11.30 – 12.30	Activity 2 My Organisation's Work in Minority Rights
90 min	12.30 – 14.00	LUNCH
60 min	14.00 – 15.00	Activity 3 Understanding the Term "Minority"
30 min	15.00 – 15.30	BREAK
Module 3 –Standards for the Protection of Minority Rights (2 hrs 15 min total)		
30 min	15.30 –16.00	Activity 1 International Instruments – Advantages and Limitations
45 min	16.00 –16.45	Activity 2 Overview of International Instruments – Presentation and Discussion
15 min	16.45 –17.00	End of Day Evaluation

Schedule for Day 2: October 6

Duration	Time	Activity
Module 3 – Cont'd (2 hrs total)		
15 min	08.45 – 09.00	Recap of Day 1
90 min	09.00 – 10.30	Activity 3 Working with International Instruments
30 min	10.30 – 11.00	BREAK
Module 4 – National Provisions for the Protection of Minority Rights (3 hrs total)		
90 min	11.00 – 12.30	Activity 1 How Minorities Are Protected in My Country Using National Provisions and International Standards (3 hrs total)
90 min	12.30 – 14.00	LUNCH
90 min	14.00 – 15.30	Activity 1 Cont'd
Module 5 - Monitoring Minority Rights (4 hrs total)		
60 min	15.30 – 16.30	Activity 1 Monitoring Activities
30 min	16.30 – 17.00	End of Day Evaluation

Schedule for Day 3, October 7

Duration	Time	Activity	
Module 5 - Monitoring Minority Rights (cont'd)			
15 min	08.45 – 09.00	Recap of Day 2	
45 min	09.00 – 09.45	Activity 2	Fact-Finding and Minority Rights: Presentation and Discussion
15 min	09.45 – 10.00	Activity 3	Fact-Finding: Case Study (2 hr 15 min total)
30 min	10.00 – 10,30	BREAK	
60 min	11.00 – 12.00	Activity 3	Cont'd
90 min	12.00 – 13.30	LUNCH	
60 min	13.30 – 14.30	Activity 3	Cont'd
Module 6 – National and International Mechanisms and Procedures for Minority Rights Protection (4 hr 50 min)			
50 min	14.30 – 15.20	Activity 1	National Mechanisms for the Protection of Minority Rights (1 hr 50 min total)
30 min	15.20 – 15.50	BREAK	
60 min	15.50 – 16.30	Activity 1	Cont'd
15 min	16.30 – 17.00	End of Day Evaluation	

Schedule for Day 4, October 8

Duration	Time	Activity
Module 6 Cont'd		
15 min	08.45 – 09.00	Recap of Day 3
2 hrs	9.00 – 11.00	Activity 2 Using International Mechanisms for Advocacy
30 min	11.00 – 11.30	BREAK
60 min	11.30 – 12.30	Activity 3 Other Mechanisms for the Protection of Minority Rights – UN Treaty Bodies and Working Group on Minorities
90 min	12.30 – 14.00	LUNCH
Module 7 – Preparing a Case for Submission (3 hrs 15 min total)		
90 min	14.00 – 15.30	Activity 1 Analysing a Case Submission
15 min	15.30 – 15.45	BREAK
1.45 hrs	15.45 – 17.30	Activity 2 Submitting a Case to a National or International Mechanism
15 min	17.30 – 17.45	End of Day Evaluation

Schedule for Day 5, October 9

Module 8 Promotion of Minority Rights Through Advocacy (2 hrs 30 min total)

15 min	8.45 – 9.00	Recap of Day 4	
90 min	9.00 – 10.30	Activity 1	Effective Advocacy Strategies (2 hrs 30 min total)
30 min	10.30 – 11.00	BREAK	
60 min	11.00 – 12.00	Activity 1	Cont'd
90 min	12.00 – 13.30	LUNCH	

Module 9 Next Steps (3 hrs total)

30 min	13.30 – 14.00	Activity 1	Why Work in Networks and Coalitions?
30 min	14.00 – 14.30	Activity 2	Advisory Services
90 min	14.30 – 15.30	Activity 3	Using the Advisory Services Network (2 hrs total)
15 min	15.30 – 15.45	BREAK	
60 min	15.45 – 16.45	Activity 3	Cont'd

Module 10 Reflecting on Our Learning Experience

30 min	16.45 – 17.15	Activity 1	Workshop Evaluation
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Workshop Closing

Module 1 Introductions, Expectations, and Goals

Objectives

- To get to know the members of the group.
- To examine individual expectations and available resources in the group.
- To discuss the program objectives in relation to the expectations expressed.

Activities

- | | |
|------------|----------------------------|
| Activity 1 | Yours “Truly” |
| Activity 2 | Expectations and Resources |
| Activity 3 | Workshop Overview |

Welcome by Workshop Organisers (CHRF and ICES)

Time	15 min
Description	<p>Workshop organisers welcome the group, introduce facilitators and resource people and briefly introduce the workshop. A more detailed overview of the workshop and of the South Asia Minority Rights and Diversity Project will be provided later on.</p> <p>END ■■</p>

Activity 1 Yours “Truly”

Time	60 min
Objective	To have participants get to know one another.
Materials	<ul style="list-style-type: none"> • Flipchart paper and markers
Description	<p>Yours “Truly” is intended as a fun and informal icebreaker that gives participants a first chance to share information about themselves.</p> <p>This activity is divided into 3 parts.</p> <p>In Part A, participants, facilitators and organisers prepare two statements about themselves, one true and one false.</p> <p>In Part B, participants work in small groups to discuss their statements.</p> <p>In Part C, each small group presents a summary of their true statements and members introduce themselves to the larger group.</p> <p>Part A Individual work (5 min)</p> <ol style="list-style-type: none"> 1. In the space below, write two statements that describe a <i>unique</i> fact about you, one <u>true</u> and one <u>false</u>. 2. Do not tell your colleagues which one is which. Do not put them in a particular order. <p>Eg. 1. <i>I speak six languages.</i> 2. <i>I once kept a pet cobra in my house.</i></p> <ol style="list-style-type: none"> 1. _____ 2. _____

Activity 1 Cont'd

Part B Small group work (35 min)

The facilitator divides participants into 4 small groups. Each member of the group takes a turn in the “spotlight”. Being in the “spotlight” means that it is your turn to answer questions about each of your statements. Only one person can be in the “spotlight” at a time.

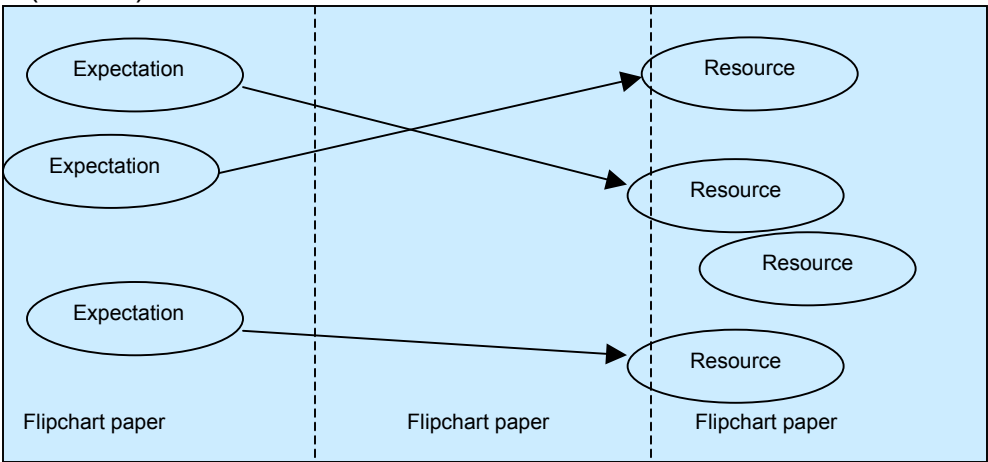
1. Sitting in a circle, select the first person for the “spotlight”.
2. As the person in the “spotlight”, briefly tell others:
 - your name
 - where you are from
 - the name of your organisation
 - the two statements you have prepared
3. Going clockwise, each member of the group poses one question to you about each of your statements. (*E.g. How do you say “mother” in all six languages? What did you feed the cobra?*). Answer each question as convincingly as you can.
4. The members of the small group discuss and decide together which statement is true and which is false.
5. Once your group has decided, the person in the “spotlight” must reveal the true statement.
6. Choose one member of your group to prepare a point-form summary on flipchart of your group’s “true” statements. He/she will present the summary to the other groups in **Part C**.

Part C Group presentations (20 min)

Groups in turn present their summaries and then each group member briefly introduces him/herself to the large group by stating his/her name, country, and organisation.

END OF ACTIVITY ■■

Activity 2 Expectations and Resources

Time 🕒	30 min
Objective	To discuss participants' expectations and resources for this workshop.
Materials	<ul style="list-style-type: none"> Flipchart version of expectations and resources chart (using three flipchart papers taped together) Flipchart paper and markers
Description	<p>Using the information compiled from the Pre-Training Assignments completed by participants, the facilitator presents on flipchart their expectations and resources. Similar expectations and resources will be grouped together.</p> <ol style="list-style-type: none"> The facilitator reviews expectations and resources named by participants and maps connections between the expectations and resources listed on flipchart paper. Participants are invited to add any needs and resources they feel are missing. The facilitator asks participants to write their names next to the expectations and resources they identify with. See the example below. (20 min)  <ol style="list-style-type: none"> The facilitator comments on the commonalities in expectations and resources available in the groups. (10 min)

END OF ACTIVITY ■■

Activity 3 Workshop Overview

Time 🕒	15 min
Objective	To discuss participants' expectations and resources in relation to the goals, objectives and content of the workshop.
Description	<p>The facilitator provides an overview of the workshop, referring back to participants' expectations and resources expressed in Activity 2.</p> <p>He/she also explains:</p> <ul style="list-style-type: none"> • The role of this workshop within the ICES-CHRF project to enhance regional capacity of human rights organisations to protect minority rights and defend diversity in South Asia. • The participatory training approach of this workshop. <p style="text-align: right;">END OF ACTIVITY ■■</p>

Welcome Dinner

Module 2 The Current Situation of Minorities in South Asia

Objectives

- To identify key minority rights issues in each of the countries (Bangladesh, India, Nepal, Pakistan, Sri Lanka) and common issues in the region.
- To discuss work on minority rights being carried out in the region by participating organisations.
- To examine the characteristics of a minority.


Activities

- | | |
|------------|---|
| Activity 1 | Minority Rights Issues in Your Country |
| Activity 2 | My Organisation's Work in Minority Rights |
| Activity 3 | Understanding the Term "Minority" |

Recap

Time 🕒	15 min
Objective	To actively engage participants in the learning process.
Description	<p>Each day different groups of participants will be responsible for preparing a recap or summary of the day's learning and presenting it to the larger group the following morning. Participants are encouraged to use creative presentation methods (skits, poetry, narrative, etc.). Recaps should not exceed 10 minutes.</p> <p>As this is the first recap, the facilitator will ask participants to share some important points from the previous day's learning.</p> <p>The facilitator will then ask a group of participants (3 to 5) to volunteer to prepare the recap for the next day.</p> <p>Following the recap, the facilitator briefly outlines what will be covered on this day.</p>


Activity 1 Minority Rights Issues in Your Country

Time 	2 hrs
Objective	To identify key minority rights issues in the countries of South Asia participating in the workshop.
Materials	<ul style="list-style-type: none"> • Worksheet 1: Minority Rights Issues in Your Country • Flipchart version of Worksheet 1 • Pre-training assignment • Flipchart paper and markers for each group.
Description	<p>This activity is divided into 2 parts.</p> <p>In Part A, participants work in country groups to determine key issues affecting minorities and other communities in their respective countries.</p> <p>In Part B, each country group presents the issues they identified to the larger group. A resource person comments on the presentations.</p> <p>Part A Country group work (40 min) The facilitator divides participants into country groups.</p> <ol style="list-style-type: none"> 1. Using Worksheet 1, prepare a 10-minute report on the key issues facing minorities and other diverse communities in your country. Refer back to your pre-training assignment. 2. Choose a reporter to do the presentation for your group and to prepare a flipchart version of Worksheet 1. <p>Part B Group presentations (80 min)</p> <ol style="list-style-type: none"> 1. The facilitator reconvenes the whole group. Each country group has 10 minutes to present its summary report on minority issues in their country. (50 min) 2. A resource person comments on the group reports. (10 min) 3. The resource person then facilitates a large group discussion on the situation of minority rights. Together with the participants he/she identifies 5 common issues across the region. These issues will be used in Module 3 Activity 3 and will be discussed throughout the workshop. (20 min) <p style="text-align: right;">END OF ACTIVITY ■■</p>

WORKSHEET 1: MINORITY RIGHTS ISSUES IN YOUR COUNTRY

Principal human rights problems/issues affecting minority groups and other diverse communities	Principal contributing factors	Actors that violate human rights of minority groups and other diverse communities

Activity 2 My Organisation's Work in Minority Rights

Time 	1 hr
Objective	To have participants exchange information about their respective work in minority rights, with other participants from their country.
Materials	<ul style="list-style-type: none"> • Flipchart version of the House of Rights on Worksheet 2 • Worksheet 2: House of Rights • Flipchart paper and markers for each group.
Description	<p>This activity is divided into 3 parts.</p> <p>In Part A, participants answer questions concerning the work of their organisations.</p> <p>In Part B, participants work in country groups to create a visual representation of their collective work. (i.e., House of Rights)</p> <p>In Part C, groups share their work with each other and have a large group discussion led by the facilitator.</p> <p>See Worksheet 2 for detailed instructions on how to carry out this activity.</p> <p style="text-align: right;">END OF ACTIVITY ■■</p>

WORKSHEET 2: HOUSE OF RIGHTS

Part A Individual work (10 min)

Describe the work of your organisation in the area of minority rights by answering the questions below.

- a) What does your organisation do to **PROTECT** the rights of minorities and other diverse communities? (e.g., legal defence)
- b) What does your organisation do to **PROMOTE** respect for minority rights and for diversity? (e.g., public education)
- c) How has your organisation secured **REDRESS** for violations of minority/group rights? (Give some concrete examples, e.g. securing financial compensation)

Worksheet 2: House of Rights Cont'd

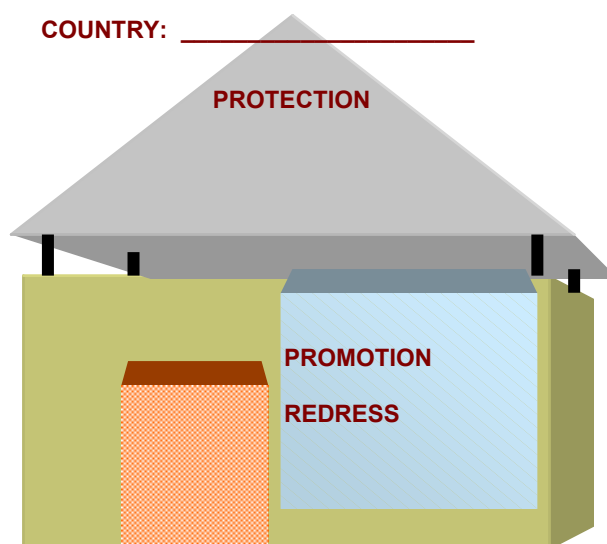
Part B Country group work (30 min)

What is a “House of Rights”? A House of Rights is a representation of the combined human rights capacity and experience of the participating organisations from your country. Each part of the house represents a different element of the work of your organisations.

Together with the members of your country group, draw and label a “House of Rights” representing your country group’s combined capacity and experience in the area of minority rights work.

1. Begin by sharing the answers you provided in **Part A** with others in your group.
2. On flipchart paper, have one or more members of your group draw a house. Make sure that it is large enough to label and write in. A sample is provided below.

- Write the name of your country at the top of the sheet.
- **On the roof**, list the work the organisations from your country group do to **protect** minority rights (list them in point form).
- **In the house**, list the kinds of activities your organisations do to **promote** respect for minority rights and diversity as well as activities to seek **redress** for minority rights violations.



3. Display on the wall your finished work along with a blank sheet of flipchart paper for comments/questions from other groups.

Part C Large group work (20 min)

Circulate around the room to view the houses created by other groups. Use the blank piece of flipchart paper provided by each country group to write down any specific questions about the minority rights activities in a given country. (10 min)

The facilitator addresses questions/comments the participants may have and makes connections to the day’s subsequent work. (10 min)

Activity 3 Understanding the Term “Minority”

Time 🕒	1 hr
Objective	To have participants examine characteristics of a minority.
Materials	<ul style="list-style-type: none"> Working definitions provided in Reference Sheet 1: Working Definitions of a “Minority” A flipchart version of Worksheet 3: Characteristics of a Minority Flipchart paper and markers for each group
Description	<p>Although there is no single official definition of a “minority”, a number of working definitions have been developed. These definitions include commonly accepted characteristics of a minority, which can also be found in national provisions and international standards. An understanding of these characteristics is essential in order to effectively use the instruments available to protect and promote the rights of minority groups.</p> <p>This activity is divided into 2 parts.</p> <p>In Part A, you will work in small groups to review working definitions of a “minority”.</p> <p>In Part B, you will share the information in a large group discussion.</p> <p>Part A Small group work (20 min)</p> <ol style="list-style-type: none"> The facilitator divides participants into 6 small groups by a random method. Each group is assigned a different working definition of a “minority”. Together with the members of your group <ul style="list-style-type: none"> Review the working definition. Focus on the key characteristics presented and whether or not you agree with them. Add any characteristics that you feel are missing. Record the results of your discussion on Worksheet 3 and prepare to present your ideas to the other groups. <p style="text-align: right;">CONTINUED ■■■</p>

Activity 3 Cont'd

Part B Large group discussion (40 min)

A resource person leads a discussion on characteristics of a minority.

1. The facilitator or resource person begins by synthesizing the information gathered by the participants and records the information on a flipchart version of **Worksheet 3**.
2. Participants are then asked what ideas or concepts they do not agree with and why.
3. Based on the ideas presented by all the groups and working with the resource person, participants try to come to a common understanding of the characteristics of a “minority”.
4. The resource person also comments on issues concerning the promotion of diversity.
5. The facilitator posts up the flipchart version of **Worksheet 3** with the information gathered during the discussion.

END OF ACTIVITY ■■

REFERENCE SHEET 1: WORKING DEFINITIONS OF A “MINORITY”

The Permanent Court of International Justice (1930)

“By tradition ... the ‘community’ is a group of persons living in a given country or locality, having a race, religion, language and tradition of their own and united by this identity of race, religion, language and tradition in a sentiment of solidarity, with a view to preserving their traditions, maintaining their form of worship, ensuring the instruction and upbringing of their children in accordance with the spirit and tradition of their race and rendering mutual assistance to each other... The existence of communities is a question of fact: it is not a question of law.”

Sub-Commission on Prevention of Discrimination and Protection of Minorities (geographic perspective) (1947)

“Three major minority groups include:

- (i) Those that are concentrated on the borders and are of the same nationality, religion or language as the inhabitants of an adjacent State;
- (ii) Those which are isolated in islands within a country and are surrounded by the people of the dominant majority;
- (iii) Those which are dispersed throughout the country.”

Sub-Commission on Prevention of Discrimination and Protection of Minorities (5th session) (1952)

- “(i) The term minority includes only those non-dominant groups in a population which possess and wish to preserve stable ethnic, religious or linguistic traditions or characteristics markedly different from those of the rest of the population;
- (ii) Such minorities should properly include a number of persons sufficient by themselves to preserve such traditions or characteristics;
- (iii) Such minorities must be loyal to the State of which they are nationals.”

REFERENCE SHEET 1: CONT'D

Special Rapporteur on Minorities of the Sub-Commission, Francesco Capotorti (1977)

“A group numerically inferior to the rest of the population of a State, in a non-dominant position, whose members – being nationals of the State – possess ethnic, religious or linguistic characteristics differing from those of the rest of the population and show, if only implicitly, a sense of solidarity, directed towards preserving their culture, traditions, religion or language”.

Member of the Sub-Commission, Jules Deschênes (1985)

“A group of citizens of a State, constituting a numerical minority and in a non-dominant position in that State, endowed with ethnic, religious or linguistic characteristics which differ from those of the majority of the population, having a sense of solidarity with one another, motivated, if only implicitly, by a collective will to survive and whose aim is to achieve equality with the majority in fact and in law”.

Council of Europe, Parliamentary Assembly (1993)

"A group of persons in a state who: a) reside on the territory of that state and are citizens thereof; b) maintain longstanding, firm and lasting ties with that state; c) display distinctive ethnic, cultural, religious or linguistic characteristics; d) are sufficiently representative, although smaller in number than the rest of the population of that state or of a region of that state; e. are motivated by a concern to preserve together that which constitutes their common identity, including their culture, their traditions, their religion or their language."

WORKSHEET 3: CHARACTERISTICS OF A MINORITY

Characteristics of a minority presented in the working definition that you AGREE with:

Characteristics of a minority presented in the working definition that you DISAGREE with:

Characteristics of a minority NOT presented in the working definition:

Module 3 International Standards for the Protection of Minority Rights

Objective

- To identify provisions for protection of minority rights and promotion of diversity in international the instruments.

Activities

- | | |
|------------|---|
| Activity 1 | International Instruments – Advantages and Limitations |
| Activity 2 | Overview of International Instruments – Presentation and Discussion |
| Activity 3 | Working with International Instruments |

Activity 1 International Instruments – Advantages and Limitations

Time 🕒	30 min
Objective	To explore the advantages and limitations of international instruments for the protection of minority rights and promotion of diversity.
Materials	<ul style="list-style-type: none"> • 2 metacards for each participant (i.e., strips of paper, 20 cm by 10 cm) • A flipchart version of Worksheet 4: Advantages and Limitations of International Instruments • Large felt markers, at least 1 for every 2 participants
Description	<p>This brief brainstorming activity gives participants an opportunity to consider their existing knowledge of international instruments in preparation for the next activities.</p> <p>This activity is divided into 2 parts.</p> <p>In Part A, participants list their ideas about the advantages and limitations of the international instruments. (See Worksheet 4)</p> <p>In Part B, a resource person leads a large group discussion.</p> <p>Part A Individual work (10 min) Based on your knowledge and experience, state one Advantage and one Limitation of using international instruments to address minority rights and diversity issues in your country.</p> <p>The facilitator will provide you with 2 metacards. Label one card (A) – for Advantage and the other card (L) for Limitation. Write your ideas in point form, on the appropriate card.</p> <p>Once you have finished, paste your cards on the flipchart version of Worksheet 4.</p> <p>Part B Large group discussion (20 min) A resource person leads a discussion on the ideas presented by the participants to draw out and add essential elements of the Advantages and Limitations identified.</p> <p style="text-align: right;">END OF ACTIVITY ■■</p>

WORKSHEET 4: ADVANTAGES AND LIMITATIONS OF INTERNATIONAL INSTRUMENTS


ADVANTAGES of using international instruments to address minority rights and diversity issues.

LIMITATIONS of using international instruments to address minority rights and diversity issues.

Activity 2 Overview of International Instruments – Presentation and Discussion

Time 🕒	45 min
Objective	To provide an overview of international instruments that contain minority-specific rights and provisions for promoting diversity.
Materials	<ul style="list-style-type: none"> Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities (see Readings Manual)
Description	<p>A resource person will discuss the existing framework at the international level for addressing violations of minority rights and promoting diversity.</p> <p>The resource person will briefly discuss:</p> <ul style="list-style-type: none"> The <i>Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities</i> (overview of the 9 principles) The five international human rights treaties that contain minority-specific rights and provisions for promoting diversity Obligations of States for the protection of minority rights <p>The presentation will be followed by a discussion.</p> <p style="text-align: right;">END OF ACTIVITY ■■</p>

Recap

Time 	15 min
Description	<p>Participants present a recap of the activities from the previous day (15 min).</p> <p>The facilitator assigns the recap for the following day to a group of participants.</p>

Module 3 Cont'd

Activity 3 Working with International Instruments

Time 🕒	1 hr 30 mins total
Objective	To practice using relevant international instruments to address issues of minority rights and diversity.
Materials	<ul style="list-style-type: none"> • Worksheet 5: Working with International Instruments • List of the Issues identified in Module 2, Activity 1, Minority Rights Issues in My Country <p>See Readings Manual for the documents listed below:</p> <ul style="list-style-type: none"> • Copies of the full text of the following UN instruments: <ul style="list-style-type: none"> ▪ The Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities (the “Declaration on Minority Rights”) ▪ 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 (ICERD) ▪ Convention on the Rights of the Child (CRC) ▪ Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) • Summary of the relevant articles of the instruments
Description	<p>The purpose for this activity is to gain a familiarity with what protections for minorities are available in international instruments.</p> <p>This activity is divided into 2 parts.</p> <p>In Part A, participants work in small groups to prepare a presentation on the application of international standards to a particular minority rights issue.</p> <p>In Part B, participants present the results of their discussion to the larger group.</p>

CONTINUED ■■■

Activity 3 Cont'd

Part A Small group work (40 min)

1. The facilitator divides participants into 5 groups and assigns to each group, one (1) of the issues identified in Module 2, Activity 1.
2. Using the complete texts of the instruments, the overview of the relevant articles, and the experience of the members of the group, examine each of the 6 international instruments (the Declaration on Minority Rights, ICESCR, ICCPR, CEDAW, ICERD, and CRC) to identify the relevant articles which address the minority rights issue assigned to your group. You may want to divide into pairs and work on different instruments or work as a group.
3. Record your answers on a flipchart version of **Worksheet 5**.
4. Choose a reporter to present the results of your discussion in **Part B**.

Part B Group presentations and discussion (50 min)

The facilitator reconvenes the whole group. Each group has 5 minutes to present. (25 min)

A resource person will comment and elaborate on the information provided by each group. (25 min)

END OF ACTIVITY ■■

WORKSHEET 5: WORKING WITH INTERNATIONAL INSTRUMENTS

ISSUE: _____

Declaration on Minority Rights	ICCPR	ICESCR	CEDAW	CRC	CERD

Module 4 National Provisions for the Protection of Minority Rights

Objectives

- To examine national provisions for the protection of minority rights and promotion of diversity in South Asia.
- To identify gaps between the national provisions for minority rights protection and international standards.

Activity

Activity 1 How Minorities Are Protected in My Country Using National Provisions and International Standards

Activity 1 How Minorities Are Protected in My Country Using National Provisions and International Standards

Time 🕒	3 hrs total
Objectives	<ul style="list-style-type: none"> To examine national provisions for the protection of minority rights and promotion of diversity in South Asia. To identify gaps between the national provisions for minority rights protection and international standards.
Materials	<ul style="list-style-type: none"> Worksheet 6: How Minorities Are Protected A flipchart version of Worksheet 6 Metacards (at least 10 for each country group) List of issues identified in Module 2, Activity 1, Minority Rights Issues in My Country Reference Sheet 2: Summary of Constitutional Provisions for Each of the Five Countries Reference Sheet 3: One Example of National Legislation from Each of the Five Countries Flipchart paper and markers for each group
Description	<p>This activity is divided into 2 parts.</p> <p>In Part A, participants work in country groups to review constitutional provisions and national legislation relevant to addressing issues of minority rights and diversity. Participants then identify gaps between national provisions and international standards.</p> <p>In Part B, participants report back to the larger group and a resource person summarises and comments on the information from the different country groups.</p>

CONTINUED ■■■

Activity 1 Cont'd

Part A Country group work (1 hr 30 min)

1. The facilitator divides participants into country groups and assigns the same two issues to each group identified in Module 2 Activity 1 – Minority Rights Issues in My Country.
2. Together with the members of your group:
 - Begin by listing the issues assigned from Module 2, Activity 1. Use **Worksheet 6** to record the information.
 - Review the summary of constitutional provisions and examples of national legislation from your country (See **Reference Sheets 2 and 3**).
 - Determine which articles in these documents address the minority rights issues you were assigned.
 - List any additional provisions that you are aware of which may not be included in the Reference Materials provided in this manual.
 - Compare national provisions and international standards for the protection of the rights of minorities. Refer back to Module 3 **Worksheet 5** to carry out this task.
 - Identify the gaps that exist between the national provisions and international standards.
3. Once you have completed **Worksheet 6**, transfer the information from your discussion onto metacards and paste the metacards in the appropriate column of the flipchart version of **Worksheet 7**. Comment on obstacles to effective implementation of the provisions identified.
4. Select one or two members of your group to report back to the larger group in **Part B**. With the members of your group prepare a 5-minute presentation.

CONTINUED ■■■

Activity 1 Cont'd

Part B Presentations and discussion (1 hr 30 min)

1. The facilitator reconvenes the whole group. Each country group has 5 minutes to present. (25 min)
2. Using the information gathered from the presentations and posted by participants on the flipchart version of **Worksheet 7**, a resource person comments on the information, highlighting similarities and differences among the provisions available in the different countries. A resource person also comments on some obstacles to effective implementation of the provisions identified. (10 min)
3. A resource person leads a question and answer session. (25 min)

END OF ACTIVITY ■■

WORKSHEET 6: HOW MINORITIES ARE PROTECTED

Country: _____

Issues identified in Module 2 Activity 1	Relevant national provisions (legal or constitutional)	Other relevant national provisions	Effectiveness of implementation of national provisions	Identified gaps between national provisions and international standards

WORKSHEET 7: NATIONAL PROVISIONS FOR THE PROTECTION OF MINORITIES IN FIVE COUNTRIES OF SOUTH ASIA AND EXISTING GAPS WITH INTERNATIONAL STANDARDS

Bangladesh	India	Nepal	Pakistan	Sri Lanka
National provisions	National provisions	National provisions	National provisions	National provisions
Gaps with int'l standards	Gaps with int'l standards	Gaps with int'l standards	Gaps with int'l standards	Gaps with int'l standards

WORKSHEET 7: CONT'D

NOTES  

REFERENCE SHEET 2: SUMMARY OF CONSTITUTIONAL PROVISIONS FOR EACH OF THE FIVE COUNTRIES

CONSTITUTIONAL PROVISIONS

Bangladesh

Art. 3: “The State language of the Republic is Bangla”.

Art. 6 (2): “The citizens of Bangladesh shall be known as Bangladeshis”.

Art. 17: “The State shall adopt effective measures for the purpose of establishing a uniform, mass-oriented and universal system of education ...”.

Art. 23: “The State shall adopt measures to conserve the cultural traditions and heritage of the people, and so to foster and improve the national language, literature and the arts that all sections of the people are afforded the opportunity to contribute towards and to participate in the enrichment of the national culture”.

Art. 24: “The State shall adopt measures for the protection against disfigurement, damage or removal of all monuments, objects or places of special artistic or historic importance or interest”.

Art. 27: “All citizens are equal before law and are entitled to equal protection of the law”.

Art. 28 (1) “The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex or place of birth”.

Art. 28 (3): “No citizen shall, on grounds only of religion, race, caste, sex or place of birth be subjected to any disability, liability, restriction or condition with regard to access to any place of public entertainment or resort, or admission to any educational institution”.

Art. 29 (2): “No citizen shall, on grounds only of religion, race, caste, sex or place of birth, be ineligible for or discriminated against in respect of, any employment or office in the service of the Republic.

(3) “Nothing in this article shall prevent the State from a) making special provision in favour of any backward section of citizens for the purpose of securing their adequate representation in the service of the Republic; b) giving effect to any law which makes provision for reserving appointments relating to any religious or denominational institution to persons of that religion or denomination ...”.

Continued.../

REFERENCE SHEET 2: CONT'D

(Bangladesh Cont'd)

Art. 37: “Every citizen shall have the right to assemble and to participate in public meetings and processions peacefully and without arms, subject to any reasonable restrictions imposed by law in the interests of public order or health”.

Art. 38: “Every citizen shall have the right to form associations or unions, subject to any reasonable restrictions imposed by law in the interests of morality or public order”.

Art. 41a) : “Every citizen has the right to profess, practice or propagate any religion”.

b) “Every religious community or denomination has the right to establish, maintain and manage its religious institutions”.

Art. 41(2): “No person attending any educational institution shall be required to receive religious instruction, or to take part in or to attend any religious ceremony or worship, if that instruction, ceremony or workshop relates to a religion other than his own”.

REFERENCE SHEET 2: CONT'D

India

Art. 14: "The State shall not deny to any person equality before the law or the equal protection of the laws within the territory of India".

Art. 15(1): "The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them".

(2) "No citizen shall, on ground only of religion, race, caste, sex, place of birth or any of them be subject to any disability, liability, restriction or condition with regard to (a) access to shops, public restaurants, hotels and places of public entertainment or (b) the use of wells, tanks, bathing gahts, roads and places of public resort ...".

Art. 16(4): "Nothing in this article shall prevent the State from making any provision for the reservation of appointments or posts in favour of any backward class of citizens which, in the opinion of the State, is not adequately represented in the services under the State".

(4A): "Nothing in this article shall prevent the State from making any provision for reservation in matters of promotion to any class or classes of posts in the services under the State in favour of the Scheduled Castes and the Scheduled Tribes which, in the opinion of the State, are not adequately represented in the services under the State".

(5): "Nothing in this article shall affect the operation of any law which provides that the incumbent of an office in connection with the affairs of any religious or denominational institution or any member of the governing body thereof, shall be a person professing a particular religion or belonging to a particular denomination".

Art. 17: "Untouchability is abolished and its practice in any form is forbidden. The enforcement of any disability arising out of "untouchability" shall be an offence punishable in accordance with the law".

Art. 19(1): "All citizens shall have the right to (a) freedom of speech and expression; (b) to assemble peaceably and without arms; (c) to form associations or unions".

Continued.../

REFERENCE SHEET 2: CONT'D

(India Cont'd)

Art. 25: "... all persons are equally entitled to freedom of conscience and the right freely to profess, practice and propagate religion".

Explanation I: "The wearing and carrying of kirpans shall be deemed to be included in the profession of the Sikh religion".

Art. 26: "Subject to public order, morality and health, every religious denomination or any section thereof shall have the right (a) to establish and maintain institutions for religious and charitable purposes"; (b) to manage its own affairs in matters of religion; (c) to own and acquire moveable and immovable property; and (d) to administer such property in accordance with law".

Art. 28: "No religious instruction shall be provided in any educational institution wholly maintained out of state funds".

(3) "No person attending any educational institution recognised by the State or receiving aid out of State funds shall be required to take part in any religious instruction that may be imparted in such institution or to attend any religious worship that may be conducted in such institution or in any premises attached thereto unless such person or, if such person is a minor, his guardian has given his consent thereto".

Art. 29(1) "Any section of the citizens of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same".

(2) "No citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds on grounds only of religion, race, caste, language, or any of them".

Art. 30(1) "All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice".

(1A) "In making any law providing for the compulsory acquisition of any property of an educational institution established and administered by a minority, referred to in clause 1, the State shall ensure that the amount fixed by or determined under such law for acquisition of such property is such as would not restrict or abrogate the right guaranteed under that clause.

(2) "The state shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language".

Continued.../

REFERENCE SHEET 2: CONT'D

(India Cont'd)

Art. 120 (1): "Notwithstanding anything in Part XVII, but subject to the provisions of Article 348, business in Parliament shall be transacted in Hindi or in English: Provided that the Chairman of the Council of States or Speaker of the House of the People, or person acting as such, as the case may be, may permit any member who cannot adequately express himself in Hindi or in English to address the House in his mother tongue".

Art. 210: "Notwithstanding anything in Part XVII, but subject to the provisions of Article 348, business in the Legislature of a state shall be transacted in the official language or languages of the state or in Hindi or in English: Provided that the Speaker of the Legislative Assembly or Chairman of the Legislative Council, or person acting as such, as the case may be, may permit any member who cannot adequately express himself in any of the languages aforesaid to address the House in his mother tongue".

Art. 343: "The official language of the Union shall be Hindi in Devanagari script. The form of numerals to be used for the official purposes of the Union shall be the international form of Indian numerals".

Art. 344 (2): "It shall be the duty of the Commission to make recommendations to the President as to:

- (a) the progressive use of the Hindi language for the official purposes of the Union;
 - (b) restrictions on the use of the English language for all or any of the official purposes of the Union;
 - (c) the language to be used for all or any of the purposes mentioned in Article 348;
 - (d) the form of numerals to be used for any one or more specified purposes of the Union;
 - (e) any other matter referred to the Commission by the President as regards the official language of the Union and the language for communication between the Union and a state or between one state and another and their use".
- (3) "In making their recommendations under clause 2, the Commission shall have due regard to the industrial, cultural and scientific advancement of India, and the just claims and the interest of persons belonging to the non-Hindi speaking areas in regard to the public services".

Continued.../

REFERENCE SHEET 2: CONT'D

(India Cont'd)

Art. 345: "Subject to the provision of Articles 346 and 347, the Legislature of a State may by law adopt any one or more of the languages in use in the State or Hindi as the language or languages to be used for all or any of the official purposes of that State ...".

Art. 347: "On a demand being made in that behalf the President may, if he is satisfied that a substantial proportion of the population of a state desire the use of any language spoken by them to be recognised by that state, direct that such language shall also be officially recognised throughout that state or any part thereof for such purpose as he may specify".

Art. 348(2): "Notwithstanding anything in subclause (a) of clause 1, the Governor of a state may, with the previous consent of the President, authorise the use of the Hindi language or any other language used for any official purposes of the state, in proceedings in the High Court having its principal seat in that state: Provided that nothing in this clause shall apply to any judgement, decree or order passed or made by such High Court".

Art. 350A: "It shall be the endeavour of every state and of every local authority within the state to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups, and the President may issue such directions to any state as he considers necessary or proper for securing the provision of such facilities".

Art. 325 "No person to be ineligible for inclusion in, or to claim to be included in a special, electoral roll on grounds of religion, race, caste or sex. There shall be one general electoral roll for every territorial constituency for election to either House of Parliament or to the House or either House of the Legislature of a State and no person shall be ineligible for inclusion in any such roll or claim to be included in any special electoral roll for any such constituency on grounds only of religion, race, caste, sex or any of them".

Continued.../

REFERENCE SHEET 2: CONT'D

Nepal

Art. 2: "Having common aspirations and united by a bond of allegiance to national independence and the integrity of Nepal, the Nepalese people, irrespective of religion, race, caste or tribe, collectively constitute the nation."

Art. 4(1): "Nepal is a multiethnic, multilingual, democratic, independent, indivisible, sovereign, Hindu and Constitutional Monarchical Kingdom".

Art. 6(1): "The Nepali language in the Devanagari script is the language of the nation of Nepal. The Nepali language shall be the official language".
(2) "All the languages spoken as the mother tongue in the various parts of Nepal are the national languages of Nepal".

Art. 11(1): "All citizens shall be equal before the law. No person shall be denied the equal protection of the laws".

(2) "No discrimination shall be made against any citizen in the application of general laws on grounds of religion, race, sex, caste, tribe or ideological convictions or any of these".

(3) "The State shall not discriminate among citizens on grounds of religion, race, sex, caste, tribe, or ideological conviction or any of these. Provided that special provisions may be made by law for the protection and advancement of the interests of ...those who belong to a class which is economically, socially or educationally backward".

(4) "No person shall, on the basis of caste, be discriminated against as untouchable, be denied access to any public place, or be deprived of the use of public utilities. Any contravention of this provision shall be punishable by law".

Art. 12(2): "All citizens shall have the ... (a) freedom of opinion and expression; (b) freedom to assemble peaceably and without arms; (c) freedom to form unions and associations"; (e) "freedom to practice any profession, or to carry on any occupation, industry, or trade".

Art. 18(1): "Each community residing within the Kingdom of Nepal shall have the right to preserve and promote its language, script and culture".

(2) "Each community shall have the right to operate schools up to the primary level in its own mother tongue for imparting education to its children".

Continued.../

REFERENCE SHEET 2: CONT'D

(Nepal Cont'd)

Art. 19(1): “Every person shall have the freedom to profess and practice his own religion as handed down to him from ancient times, having due regard to traditional practices, provided that no person shall be entitled to convert another person from one religion to another”.

“Every religious denomination shall have the right to maintain its independent existence and for this purpose to manage and protect its religious places and trusts”.

Art. 26(2): “The State shall, while maintaining the cultural diversity of the country, pursue a policy of strengthening the national unity by promoting healthy and cordial social relations amongst the various religions, castes, tribes, communities and linguistic groups, and by helping in the promotion of their languages, literatures, scripts, arts and cultures”.

Continued.../

REFERENCE SHEET 2: CONT'D

Pakistan

Art. 16: "Every citizen shall have the rights to assemble peacefully and without arms, subject to any reasonable restrictions imposed by law in the interest of Public order".

Art. 17(1): "Every citizen shall have the right to form associations or unions, subject to any reasonable restrictions imposed by law in the interest of sovereignty or integrity of Pakistan, public order or morality".
 (2) "Every citizen, not being in the service of Pakistan, shall have the right to form or be a member of a political party, subject to any reasonable restrictions imposed by law in the interest of the sovereignty or integrity of Pakistan ...".

Art. 20(a): "Every citizen shall have the right to profess, practice and propagate his religion"
 (b) "Every religious denomination and every sect thereof shall have the right to establish, maintain and manage its religious institutions".

Art. 22(1): "No person attending any educational institution shall be required to receive religious instruction, or take part in any religious ceremony, or attend religious worship, if such instruction, ceremony or worship relates to a religion other than his own".
 (3)(a): "No religious community or denomination shall be prevented from providing religious instruction for pupils of that community or denomination in any educational institution maintained wholly by that community or denomination".
 (b): "No citizen shall be denied admission to any educational institution receiving aid from public revenues on the ground only of race, religion, caste or place of birth".

Art. 25: "All citizens are equal before law and are entitled to equal protection of law".

Art. 26(1): "In respect of access to places of public entertainment or resort not intended for religious purposes only, there shall be no discrimination against any citizen, on the ground only of race, religion, caste, sex, residence or place of birth".

Continued.../

REFERENCE SHEET 2: CONT'D

(Pakistan Cont'd)

Art. 27(1): “No citizen otherwise qualified for appointment in the service of Pakistan shall be discriminated against in respect of any such appointment on the ground of only race, religion, caste, sex, residence or place of birth”.

Art. 28: “ Subject to art. 251 (see below), any section of citizens having a distinct language, script or culture shall have the right to preserve and promote the same, and subject to law, establish institutions for that purpose”. (parentheses added).

Art. 33: “The State shall discourage parochial, racial, tribal, sectarian and provincial prejudices among the citizens”.

Art. 36: “The State shall safeguard the legitimate rights and interest of minorities including due representation in the Federal and Provincial services”.

Art. 37: “The State shall (a) promote, with special care, the educational and economic interests of backward classes or areas; (f) enable the people of different areas, through education, training, agricultural and industrial development other methods, to participate fully in all forms of national activities, including employment in the service of Pakistan”.

Art. 38 “The State shall (d) provide basic necessities of life, such as food, clothing, housing, education and medical relief for all such citizens, irrespective of sex, caste, creed or race...”.

Art. 251(1): The national language of Pakistan is Urdu, and arrangements shall be made for its being used for official and other purposes within fifteen years from the commencing day”.

Art. 251(3). “Without prejudice to the status of the national language, a provincial assembly may by law prescribe measures for the teaching, promotion and use of a provincial language in addition to the national language”.

Continued.../

REFERENCE SHEET 2: CONT'D

Sri Lanka

Art. 10: “Every person is entitled to freedom of thought, conscience and religion, including the freedom to have or to adopt a religion or belief of his choice”.

Art. 12(1): “All persons are equal before the law and are entitled to the equal protection of the law”.

(2): “No citizen shall be discriminated against on the grounds of race, religion, language, caste, sex, political opinion, place of birth or any other such grounds”.

Art.14(1) “Every citizen is entitled to (a) the freedom of speech and expression, including publication; (b) the freedom of peaceful assembly; (c) the freedom of association; (d) the freedom to form and join a trade union; (e) the freedom, either by himself or in association with others, and either in public or in private, to manifest his religion or belief in worship, observance, practice and teaching; (g) “the freedom to engage himself or in association with others in any lawful occupation, profession, trade, business or enterprise”.

Art. 18: “The Official Language of Sri Lanka shall be Sinhala”.

Art. 19: “The National Languages of Sri Lanka shall be Sinhala and Tamil”.

Art. 20: “A Member of Parliament or a member of a local authority shall be entitled to perform his duties and discharge his functions in Parliament or in such local authority in either of the National Languages”.

Art. 21(1): “A person shall be entitled to be educated through the medium of either of the National Languages”.

Art. 22(1): “The Official Language shall be the language of administration throughout Sri Lanka: Provided that the Tamil language of administration for the maintenance of public records and the transaction of all business by public institutions in the Northern and Eastern Provinces”.

Art. 23(1): “All laws and subordinate legislation shall be enacted or made, and published, in both National Languages together with a translation in the English language”.

Continued.../

REFERENCE SHEET 2: CONT'D

(Sri Lanka Cont'd)

Art. 24(1): “The Official Language shall be the language of the courts throughout Sri Lanka and accordingly their records and proceedings shall be in the Official Language: Provided that the language of the courts exercising original jurisdiction in the Northern and Eastern Provinces shall also be Tamil and their records and proceedings shall be in the Tamil language”.

Art. 27(5): “The State shall strengthen national unity by promoting cooperation and mutual confidence among all sections of the People of Sri Lanka, including the racial, religious, linguistic and other groups, and shall take effective steps in the fields of teaching, education and information in order to eliminate discrimination and prejudice”.

(6) “The State shall ensure equality of opportunity to citizens, so that no citizen shall suffer any disability on the ground of race, religion, language, caste, sex, political opinion or occupation”.

(10) “The State shall assist the development of the cultures and the languages of the People”.

(11) “The State shall create the necessary economic and social environment to enable people of all religious faiths to make a reality of their religious principles”.

REFERENCE SHEET 3: ONE EXAMPLE OF NATIONAL LEGISLATION FROM EACH OF THE FIVE COUNTRIES

BANGLADESH

CHITTAGONG HILL TRACTS TREATY, 1997 (Excerpts)

The Chittagong Hill Tracts (CHT) peace accord was signed on December 2, 1997 in Dhaka at the Prime Minister's office between the government and the Parbatya Chattagram Jana Sanghati Samity (PCJSS). However, some hill tribe sects and organisations have rejected the accord.

C) CHITTAGONG HILL TRACTS REGIONAL COUNCIL

-
3. The Council shall be formed with 22 (twenty two) members including the Chairman. Two-third of the members shall be elected from among the tribals ...Among the tribal men members 5 persons shall be elected from among the Chakma tribe, 3 persons from the Marma tribe, 2 persons from the Tripura tribe, 1 person from the Murung and Tanchongya tribes and 1 person from the Lusai, Bawm, Pankho, Khumi, Chak and Khiyang tribes.

Among the non-tribal men members 2 persons shall be elected from each district. Among the tribal women members 1 woman shall be elected from the Chakma tribe and 1 woman from other tribes.

4. 3 (three) seats shall be reserved for women in the Council. One-third shall be non-tribals.

D) REHABILITATION, GENERAL AMNESTY AND OTHER MATTERS

-
9. The govt shall allot additional fund, on priority basis, with an aim to implement more number of projects in CHT. New projects formulated with an aim of making necessary superstructures for development in the area, shall be implemented on priority basis and the govt shall provide fund for these purposes. The govt shall, having consideration about the environment in the region, encourage to develop tourism for tourists from the country and abroad.
 10. Quota reservation and scholarships: Until development equal to other region of the country the govt shall continue reservation of quota system in govt services and educational institutions for the tribals. With an aim to this purpose, the govt shall grant more scholarships for the tribal students in the educational institution. The govt shall provide necessary scholarships for research works and receiving higher education in abroad.

Continued.../

REFERENCE SHEET 3: CONT'D

(Bangladesh Cont'd)

11. The govt and elected representative shall make efforts to maintain separate culture and tradition of the tribals. The govt in order to develop the tribal cultural activities at the national level it shall provide necessary patronisation and assistance.
-
17. Permanent residents of CHT, on priority basis to the tribals, shall be appointed to all posts of officers and employees at all levels of govt, semi-govt, council offices and autonomous bodies in CHT.
18. Provided that in case of non-availability of qualified candidate among the permanent residents of CHT for a particular post, appointment in that post may be made on deputation from the govt for a term of certain period.
19. A ministry on Chittagong Hill Tracts Affairs shall be established...

REFERENCE SHEET 3: CONT'D

INDIA

THE SCHEDULED CASTES AND THE SCHEDULED TRIBES (PREVENTION OF ATROCITIES) ACT. 1989

CHAPTER- II: OFFENCES OF ATROCITIES

3. (1) Whoever, not being a member of a Scheduled Caste or a Scheduled Tribe-

- (i) forces a member of a Scheduled Caste or a Scheduled Tribe to drink or eat any inedible or obnoxious substance;
- (ii) acts with intent to cause injury, insult or annoyance to any member of a Scheduled Caste or a Scheduled Tribe by dumping excreta, waste matter, carcasses or any other obnoxious substance in his premises or neighbourhood;
- (iii) forcibly removes clothes from the person of a member of a Scheduled Caste or a Scheduled Tribe or parades him naked or with painted face or body or commits any similar act which is derogatory to human dignity;
- (iv) wrongfully occupies or cultivates any land owned by, or allotted to, or notified by any competent authority to be allotted to, a member of a Scheduled Caste or a Scheduled Tribe or gets the land allotted to him transferred;
- (v) wrongfully dispossesses a member of a Scheduled Caste or a Scheduled Tribe from his land or premises or interferes with the enjoyment of his rights over any land, premises or water;
- (vi) compels or entices a member of a Scheduled Castes or a Scheduled Tribes to do 'beggar' or other similar forms of forced or bonded labour other than any compulsory service for public purposes imposed by Government
- (vii) forces or intimidates a member of a Scheduled Caste or a Scheduled Tribe not to vote or to vote to a particular candidate or to vote in a manner other than that provided by law;
- (viii) institutes false, malicious or vexatious suit or criminal or other legal proceedings against a member of a Scheduled Caste or a Scheduled Tribe;
- (ix) gives any false or frivolous information to any public servant and thereby causes such public servant to use his lawful power to the injury or annoyance of a member of a Scheduled Caste or scheduled Tribe;

Continued.../

REFERENCE SHEET 3: CONT'D

(India cont'd)

(x) intentionally insults or intimidates with intent to humiliate a member of a Scheduled Caste or a Scheduled Tribe in any place within public view;

(xi) assaults or uses force to any woman belonging to a Scheduled Caste or a Scheduled Tribe with intent to dishonour or outrage her modesty;

(xii) being in a position to dominate the will of a woman belonging to a Scheduled Caste or a Scheduled Tribe and uses that position to exploit her sexually to which she would not have otherwise agreed;

(xiii) corrupts or fouls the water of any spring, reservoir or any other source ordinarily used by members of the Scheduled Castes or the Scheduled Tribes so as to render it less fit for the purpose for which it is ordinarily used;

(xiv) denies a member of a Scheduled Caste or a Scheduled Tribe any customary right of passage to a place of public resort or obstructs such member so as to prevent him from using or having access to a place of public resort to which other members of public or any section thereof have a right to use or access to;

(xv) forces or causes a member of a Scheduled Caste or a Scheduled Tribe to leave his house, village or other place of residence;

Shall be punishable with imprisonment for a term, which shall not be less than six months but which may extend to five years and with fine.

REFERENCE SHEET 3: CONT'D

NEPAL

Local Self-Governance Act, 2055 (1999)

Part - 4

Provisions relating to District Development Committee

.....

Chapter – 4, Functions, Duties and Power of the District Development Committee

.....

189. Functions, Duties and Powers of the District Development Committee:

- (1) In addition to implement and cause to be implemented, the decisions and directions of the District Council, the functions and duties of the District Development Committee shall be as follows:

(f) Relating to Development of Women and Helpless People:

- (1) To prepare and implement a plan required for the upliftment of the women in the district development area.
- (2) To carry out acts on the protection of the orphans, helpless women, the aged, disabled and incapacitated persons as per the national policy, and to carry out or cause to be carried out acts on the wiping out of social ill-practices and the protection of the girls and women.

(h) Relating to Education and Sports:

- (1) To set priority for establishing schools in the district development area and make recommendation thereof.
- (2) To make recommendation, setting out rationale and reasons, for the approval and dissolution of the schools in the district development area.
- (3) To supervise and monitor the schools in the district development area and assist in their operation and management.
- (4) To formulate policies and programmes on the District level adult education as well as informal education.
- (5) To set programmes relating to sports and physical development, and implement and cause to be implemented them.
- (6) To form a District level sports development committee.

Continued.../

REFERENCE SHEET 3: CONT'D

(Nepal Cont'd)

(l) Relating to Language and Culture:

- (1) To keep records of culturally and religiously important places located within the district development area and to preserve and promote them by having them repaired and maintained.
- (2) To promote, and cause to be promoted, various languages, religions and cultures,
- (3) To preserve, promote and use, and cause to be preserved, promoted and used, the archaeological objects, languages, religion, art and culture within the district development area.

(k) Relating to Information and Communications:

- (1) To give approval to set up cinema halls in the district development area except the Municipality area.
- (2) To open district level libraries, reading rooms and information centers, in other rural areas except the Municipality area in the district development area.

REFERENCE SHEET 3: CONT'D

PAKISTAN

BLASPHEMY LAWS

Offenses relating to religion: Pakistan Penal code

295-B Defiling, etc, of copy of Holy Quran. Whoever will fully defiles, damages or desecrates a copy of the Holy Quran or of an extract therefrom or uses it in any derogatory manner or for any unlawful purpose shall be punishable for imprisonment for life.

295-C Use of derogatory remarks, etc; in respect of the Holy Prophet. Whoever by words, either spoken or written or by visible representation, or by any imputation, innuendo, or insinuation, directly or indirectly, defiles the sacred name of the Holy Prophet Mohammed (PBUH) shall be punished with death, or imprisonment for life, and shall also be liable to fine.

298-A Use of derogatory remarks, etc..., in respect of holy personages. Whoever by words, either spoken or written, or by visible representation, or by any imputation, innuendo or insinuation, directly or indirectly defiles a sacred name of any wife (Ummul Mumineen), or members of the family (Ahle-bait), of the Holy Prophet (PBUH), or any of the righteous caliphs (Khulafa-e-Rashideen) or companions (Sahaaba) of the Holy Prophet description for a term which may extend to three years, or with fine, or with both.

298-B Misuse of epithet, descriptions and titles, etc. Reserved for certain holy personages or places.

- 1) Any person of the Qadiani group or the Lahori group (who call themselves Ahmadis or by any other name) who by words, either spoken or written or by visible representation:
 - b. Refers to or addresses, any person, other than a Caliph or companion of the Holy Prophet Mohammad (PBUH), as "Ameerul Momneen", "Khalifat-ul-Momneen", "Khalifat-ul-Muslimeen", "Sahaabi" or "Razi Allah Anho";
 - c. refers to or addresses, any person, other than a wife of the Holy Prophet Mohammed (PBUH), as Ummul-Mumineen;
 - d. refers to, or addresses, any person, other than a member of the family (Ahle-Bait) of the Holy Prophet Mohammed (PBUH), as Ahle-Bait; or
 - e. refers to, or names, or calls, his place of worship as Masjid; shall be punished with imprisonment or either description for a term which may extend to three years, and shall also be liable to fine.

Continued.../

REFERENCE SHEET 3: CONT'D

(Pakistan Cont'd)

- 2) Any person of the Qadiani group or Lahore group, (who call themselves Ahmadis or by any other names), who by words, either spoken or written, or by visible representations, refers to the mode or form of call to prayers followed by his faith as "Azan" or recites Azan as used by the Muslims, shall be punished with imprisonment of either description for a term which may extend to three years and shall also be liable to fine.

298-C Persons of Qadiani group, etc, calling himself a Muslim or preaching or propagating his faith. Any person of the Qadiani group or the Lahori group (who call themselves Ahmadis or any other name), who directly or indirectly, poses himself as a Muslim, or calls, or refers to, his faith as Islam, or preaches or propagates his faith, or invites others to accept his faith, by words, either spoken or written, or by visible representation or in any manner whatsoever outrages the religious feelings of Muslims, shall be punished with imprisonment of either description for a term which may extend to three years and shall also be liable to fine.

REFERENCE SHEET 3: CONT'D

SRI LANKA

Sixteenth Amendment to the Constitution, 1988

Be it enacted by the Parliament of the Democratic Socialist Republic of Sri Lanka as follows:

.....

Articles 22 and 23 of the Constitution are hereby repealed and the following Articles substituted therefore:

" Languages of Administration

22. (1) Sinhala and Tamil shall be the languages of administration through out Sri Lanka and Sinhala shall be the language of administration and be used for the maintenance of public records and the transaction of all business by public institutions of all the provinces of Sri Lanka other than the Northern and Eastern Provinces where Tamil shall be used:

.....

(5) A person shall be entitled to be examined through the medium of either Sinhala or Tamil or a language of his choice at any examination for the admission of persons to the Public Service, Judicial Service, Provincial Public Service, Local Government Service or any public institution, subject to the condition that he may be required to acquire a sufficient knowledge of Tamil or Sinhala, as the case may be, within a reasonable time after admission to such service or public institution where such knowledge is reasonably necessary for the discharge of his duties:

Provided that a person may be required to have sufficient knowledge of Sinhala or Tamil, as a condition for admission to any such service or public institution, where no function of the office or employment for which he is recruited can be discharged otherwise than with a sufficient knowledge of such language.

Language of Legislation

23. (1) All laws and subordinate legislation shall be enacted or made and published in Sinhala and Tamil, together with a translation thereof in English ...

Provided that Parliament shall, at the stage of enactment of any law determine which text shall prevail in the event of any inconsistency between texts;

Provided further that in respect of all other written laws the text in which such written laws were enacted or adopted or made, shall prevail in the event of any inconsistency between such texts.

Continued.../

REFERENCE SHEET 3: CONT'D

(Sri Lanka Cont'd)

.....

Article 24 of the Constitution is hereby amended as follows:-

(1) by the repeal of paragraph (1) of that Article, and the substitution of the following paragraph therefore:

"(1) Sinhala and Tamil shall be the languages of the courts throughout Sri Lanka and Sinhala shall be used as the language of the court situated in all areas of Sri Lanka except those in any area where Tamil is the language of administration. The record and proceedings shall be in the language of the court. In the event of an appeal from any court records shall be also prepared in the language of the court hearing the appeal, if the language of such court is other than the language used by the court from which the appeal is preferred

Provided that the Minister in Charge of the subject of Justice may, with the concurrence of the Cabinet of Ministers direct that the record of any court shall also be maintained and the proceedings conducted in a language other than the language of the court" ...

Module 5 Monitoring Minority Rights


Objectives

- To examine a process for conducting monitoring and fact-finding activities in the context of investigating violations of the rights of minorities.
- To strengthen skills in monitoring and reporting on minority rights issues.

Activities

- | | |
|------------|---|
| Activity 1 | Monitoring Activities |
| Activity 2 | Fact-Finding and Minority Rights: Presentation and Discussion |
| Activity 3 | Fact-Finding: Case Study |

Activity 1 Monitoring Activities

Time 	60 min
Objective	To explore different types of NGO monitoring activities in the area of minority rights.
Materials	<ul style="list-style-type: none"> • Reference Sheet 4: What Monitoring Involves • Reference Sheet 5: Monitoring Process • Worksheet 8: Your Organisation's Monitoring Activities on Minority Rights
Description	<p>This activity is divided into 2 parts.</p> <p>In Part A, participants share the experience of their organisations in monitoring minority rights.</p> <p>In Part B, participants share the results of their discussion with the larger group.</p> <p>Part A Monitoring experience of my organisation (30 min) The facilitator begins by briefly reviewing the human rights monitoring process with you (see Reference Sheets 4 and 5). (10 min)</p> <p>The facilitator leads the large group discussion and completes the exercise on Worksheet 8 with you. Also refer to Reference Sheet 5. (20 min)</p> <p>Part B Group discussion (30 min) The facilitator takes up each of the purposes of monitoring listed on Worksheet 8 and asks participants for their suggested activities. The facilitator synthesizes the information and invites participants to comment and raise questions.</p> <p style="text-align: right;">END OF ACTIVITY ■■</p>

REFERENCE SHEET 4: WHAT MONITORING INVOLVES

Monitoring

Monitoring means the close observation of a certain situation or individual case to find out what is going on or what is going wrong in order to determine what further action needs to be taken.

Human rights monitoring involves systematically tracking activities and actions of institutions, organisations and government bodies to ensure compliance with human rights standards. Human rights monitoring includes gathering information about incidents, observing events (elections, trials, demonstrations, etc.), visiting sites such as places of detention and refugee camps, discussions with government authorities to obtain information and to pursue remedies and other immediate follow-up.

The **main purpose** of monitoring is to provide a basis for action in a certain situation or case.

Adapted from: Training Manual on Human Rights Monitoring, Professional Training Series No. 7. (2001). New York and Geneva: United Nations.

Types of monitoring

Guzman and Verstappen identify two types of monitoring: **situation monitoring** and **case monitoring**. Under each kind, there can be various forms, as summarised below:

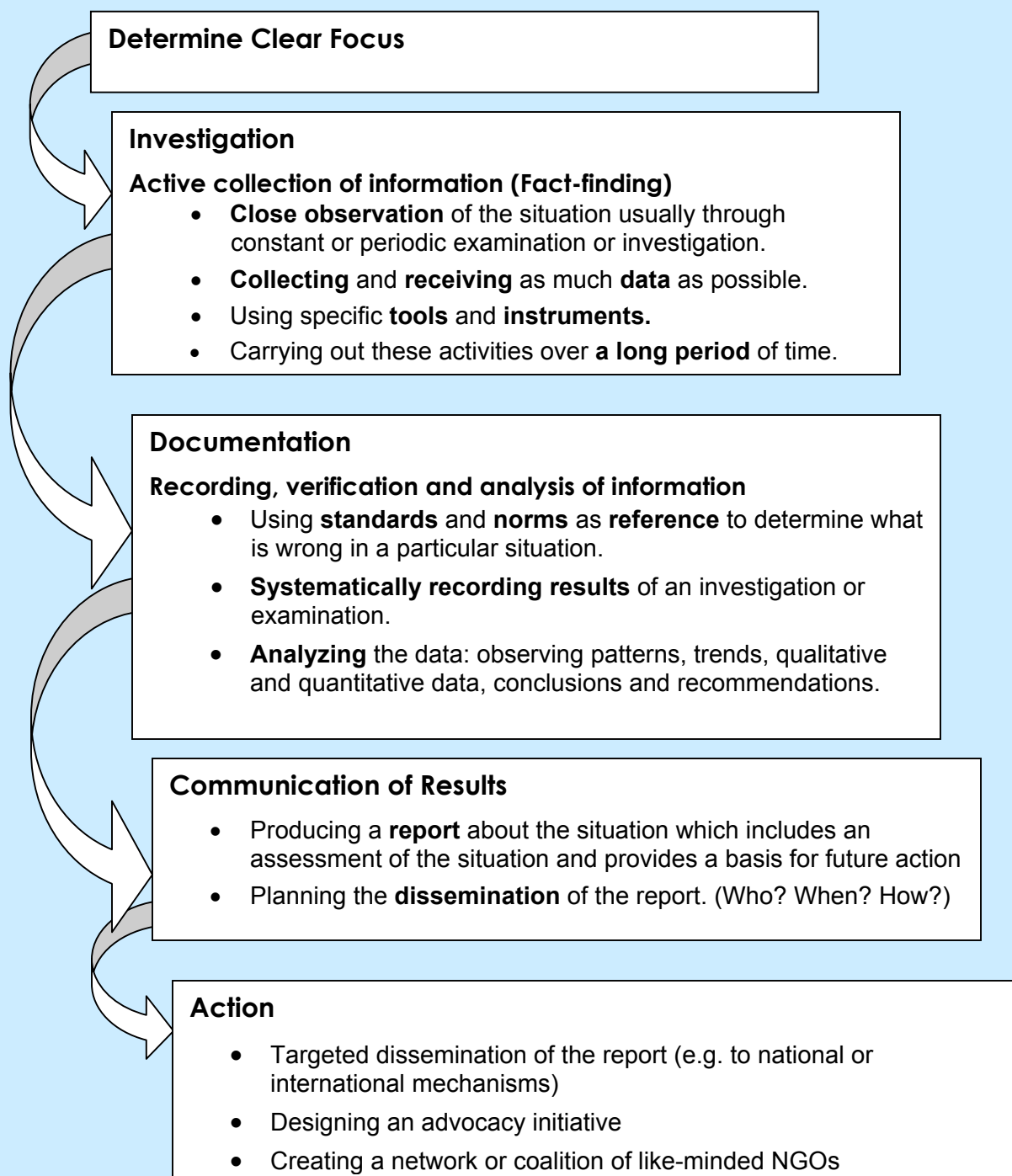
Situation monitoring	Case monitoring
<ul style="list-style-type: none"> • Human rights violations • Drafting and passing of legislation • Implementation of laws and policies • Establishment and progress of human rights institutions 	<ul style="list-style-type: none"> • Legal proceedings of a case • Relief and rehabilitation services provided to a client • Other forms of intervention in a case

Situation monitoring focuses on a situation in general. Many human rights groups produce reports that describe and analyse the occurrence of violations in a country. Aside from documentation of events, a situation report may also include an assessment of the progress of a country in terms of relevant human rights legislation and the performance of human rights institutions.

Case monitoring is victim-focused and victim-oriented. Case monitoring is consistent work for or on behalf of a client, whether an individual victim or a group of victims, such as in pursuing justice or in providing medical attention. Following and documenting the developments in the case of a client is an essential and integral part of casework.

Adapted from: Guzman, M., & Verstappen, B. (2001). What is Monitoring: Human Rights Monitoring and Documentation. Versoix, Switzerland: Human Rights Information and Documentation Systems, International (HURIDOCs).

REFERENCE SHEET 5: MONITORING PROCESS



Adapted from: Guzman, M., & Verstappen, B. (2001). What is Monitoring: Human Rights Monitoring and Documentation. Versoix, Switzerland: Human Rights Information and Documentation Systems, International (HURIDOCs).

WORKSHEET 8: YOUR ORGANISATION'S MONITORING ACTIVITIES ON MINORITY RIGHTS

In the chart below are examples of purposes of monitoring identified in *Ripple in Still Water: Reflections by Activists on Local-National and Level Work on Economic, Social and Cultural Rights* (1997), Institute of International Education.

1. For which of the purposes listed does your organisation conduct monitoring activities? You are encouraged to add other purposes.
2. For what **minority rights issues** does your organisation conduct monitoring activities?
3. Provide some examples of monitoring activities that your organisation undertakes and indicate difficulties encountered.


1. Examples of Purposes	2. Issues	3. Monitoring Activities	Difficulties Encountered
<input type="checkbox"/> Providing immediate assistance		e.g., gathering first hand information from victims	
<input type="checkbox"/> Education and mobilisation			
<input type="checkbox"/> Assessing realisation of the principles in the Declaration and implementation of minority rights contained in international human rights treaties			
<input type="checkbox"/> Litigation			
<input type="checkbox"/> Undertaking legislative advocacy and policy formulation			

WORKSHEET 8: CONT'D			
1. Examples of Purposes	2. Issues	3. Monitoring Activities	Difficulties Encountered
<input type="checkbox"/> Making submissions to international organisations (i.e., UN, Minority Rights Group, Human Rights Watch). Making submissions to national institutions and other national bodies <input type="checkbox"/> Other			

Recap

Time 🕒	15 min
Description	<p>Participants present a recap of the activities from the previous day (15 min).</p> <p>The facilitator assigns the recap for the following day to a group of participants.</p>

Activity 2 Fact-Finding and Minority Rights: Presentation and Discussion

Time 	45 min
Objective	To review the elements in the process of fact-finding.
Materials	<ul style="list-style-type: none"> Reference Sheet 6: Fact-finding
Description	<p>Presentation and Discussion</p> <p>A resource person gives an overview of fact-finding in the area of minority rights. He/she will briefly discuss:</p> <ul style="list-style-type: none"> • What fact-finding involves • Purpose of fact-finding • Common methods of conducting fact-finding • Guiding principles for human rights fact-finders <p>Participants are encouraged to ask questions and make comments using examples from their own experience.</p> <p style="text-align: right;">END OF ACTIVITY ■■</p>

REFERENCE SHEET 6: FACT-FINDING

FACT FINDING

Fact-finding is a crucial task when you want to submit credible and reliable information to national or international mechanisms and/or to international organisations. The more accurate and useful the information, the greater the likelihood that it will have an impact and result in necessary changes to remedy the situation.

The purpose of fact-finding is to:

- Determine the truth as accurately and completely as possible regarding alleged violations in order to monitor human rights practices of governments and/or other groups;
- Verify the facts first-hand and to make credible reports on alleged violations of human rights.

Once a violation has been identified, the next step is to conduct an investigation in order to collect and document the 'evidence'. This is done by carrying out fact-finding activities and carefully recording the findings (i.e., documentation).

Common methods of conducting fact-finding are:

- Conducting investigation in the field for a limited period of time by skilled fact-finders including staff members of an organisation;
- Placing trained field workers in an area for a longer period of time to collect and document information on violations;
- Sending a low-profile fact-finding delegation (mission) consisting of people from the local area;
- Sending a high-level delegation of well-known personalities in the country;
- Sending an international delegation (mission) composed mainly of foreign nationals;
- Organising non-governmental tribunals and commissions of inquiry;
- Conducting research studies, including surveys for the purpose of collecting data on the relevant rights.

REFERENCE SHEET 6: FACT-FINDING CONT'D

Some guiding principles for human rights fact-finders:

- **Impartiality and accuracy**
Fact-finding must be thorough, accurate and impartial. Ensure the **credibility** of information collected and disseminated by seeking direct evidence and higher level evidence. Assess the **truth** and **reliability** of the evidence gathered.
- **Using diverse sources of information**
Locate and use as many sources of information as possible. Examine both the victim's (individual and communities) and the violators' versions of the events. Collect and evaluate all available evidence. This should include: records, papers and studies produced by academic or research institutions, reports by or interviews with NGOs and individuals.
- **Application of international human rights standards**
Apply the Declaration and other relevant international human rights standards, as well as constitutional rights guarantees to help identify and define what information to collect, and to assess the information gathered.
- **Respect for all parties involved**
All efforts should be carried out within an atmosphere of utmost respect for all those concerned and particular respect for the victims and their families. Minority issues are often very sensitive and care should be taken in this regard.

Adapted from: *The Protection of Minority Rights and Diversity: A Toolkit*, The Minority Rights Project, The International Centre for Ethnic Studies, 2001, Colombo, Sri Lanka

Activity 3 Fact-Finding: Case Study

Time 🕒	2 hrs 15 min
Objectives	<ul style="list-style-type: none"> To practice fact-finding in a minority rights case. To identify sources of information to be used in preparing a report or case.
Materials	<ul style="list-style-type: none"> Reference Sheet 7: Case Study - “Religious Freedom” Worksheet 9: Fact-finding Process
Description	<p>This activity is divided into 2 parts.</p> <p>In Part A, participants work in small groups to determine what would be involved in conducting a fact-finding activity in the case study.</p> <p>In Part B, the resource person will guide participants through a fact-finding process, drawing on the work of the participants in Part A.</p> <p>Part A Small group work (75 min)</p> <p>The facilitator divides participants into small groups of 5 to 7.</p> <p>Participants read the Case Study found in Reference Sheet 7. (15 min)</p> <p>Participants complete the exercise on Worksheet 9. (60 min)</p> <p>Part B Discussion (60 min)</p> <p>The resource person reconvenes the group and begins by reviewing the facts in the case. He/She then reviews participants’ responses to the questions on Worksheet 9.</p> <p>The resource person then facilitates a discussion on the “additional questions to consider”. He/she highlights the importance of this exercise in relation to report and submission writing, which will be discussed later in the workshop.</p> <p style="text-align: right;">END OF ACTIVITY ■■■</p>

REFERENCE SHEET 7: CASE STUDY - “*RELIGIOUS FREEDOM*”

Human Rights Watch has contact your organisation for a detailed human rights report on the following situation.

Anti-Christian violence reached its peak over the last few months, when thousands participating in a demonstration shouted anti-Christian slogans while the police stood by and watched. After the demonstration, churches and prayer halls were damaged, attacked or burned down and shops owned by Christians were looted. Scores of individuals were physically assaulted in front of family members, including a women and children, and in some cases raped, tied up, beaten and robbed of their belongings while angry mobs invaded and damaged their homes. A number of Christians resisted violently to the looting and destruction of their property, wounding and killing several rioters.

In the weeks following the violence, Christians were boycotted in matters of employment and business activities, and it has been reported that school authorities have forbidden students from the Christian community to attend school, after threatened with reprisals if they did so. Action, speeches and the distribution of written materials deemed derogatory to the majority religion have been prohibited, and thousands of Christian tribes in the region have been forced to undergo conversion to the religion of the majority. In addition, Christians were barred from participating in the forthcoming elections. As for the Christians who violently resisted the rioters, they were accused, and within 7 days of their arrest, tried under the *Anti-Terrorist Act*, without access to a lawyer, and they were punished with 7 years imprisonment.

A number of persons holding responsible, high level positions alleged the involvement of some Ministers in these riots, in particular in disruptive practices and hate campaigns against the Christian minority. In addition, NGOs heard several allegations of involvement of police in incidents of arson and looting by the crowds. To date, no case against the anti-Christian rioters or others who supported the riots has been prosecuted. The lack of an adequate government response to the riots has contributed to an ongoing atmosphere of impunity for acts of violence and intimidation against the Christian Minority.

WORKSHEET 9: FACT-FINDING PROCESS

Determine what would be involved in conducting a fact-finding activity in the case study on Reference Sheet 7.

1. A suggested approach to fact-finding is outlined below.
2. Apply this approach to the Case Study: ***“Religious Freedom”***.

<p>a) Define a Precise Focus.</p> <ul style="list-style-type: none"> • What is the scope of your investigation? • What is prompting you to undertake the fact-finding? 	
<p>b) Determine the Method(s) of fact-finding you wish to adopt. (see Ref, Sheet 6: Fact-finding for a list of common methods)</p>	
<p>c) Determine which Human Rights Instruments you will use.</p> <ul style="list-style-type: none"> • Declaration • ICESCR • ICCPR • CERD • CRC • CEDAW 	

WORKSHEET 9: FACT-FINDING PROCESS CONT'D

<p>c) Establish Clear Criteria.</p> <ul style="list-style-type: none"> What criteria will you use for determining the reliability of the information you gather? 	
<p>d) Identify the Sources of Information.</p> <ul style="list-style-type: none"> Who is/are the victim(s)? Who is/are the alleged violator(s) <ul style="list-style-type: none"> Are they governmental or non-governmental? If non-governmental, can the acts of the violators be directly or indirectly linked to government action or acquiescence? Who are the witnesses? <ul style="list-style-type: none"> Those who saw the event? Those who would know the background? Who can help identify additional sources of information? 	
<p>e) Identify Written and Documentary Evidence.</p> <ul style="list-style-type: none"> What documentary evidence is available that can help your investigation? <ul style="list-style-type: none"> How do you know that your information reliable? 	

WORKSHEET 9: FACT-FINDING PROCESS CONT'D

<p>f) Conduct On-site Inspection.</p> <ul style="list-style-type: none"> • What should be done <i>before</i> the visit/mission? • What should be done <i>during</i> the on-site visit? • What should be done <i>after</i> the visit? • What can assist you in the process of your investigation? (e.g. contacts, research) 	
<p>g) Determine the Level of Proof Required.</p> <ul style="list-style-type: none"> • What level of proof is sufficient to arrive at reasonably founded conclusions? • What factors impact on the level of proof? 	
<p>h) Corroboration</p> <ul style="list-style-type: none"> • How will you cross-check the information you have gathered? 	
<p>Additional question to consider:</p> <p>Once you have completed your fact-finding and prepared your report, where should you send it?</p>	

Module 6 National and International Mechanisms and Procedures for Minority Rights Protection

Objectives

- To examine national and international mechanisms and procedures for the protection of minority rights.
- To build skills in using national and international mechanisms and procedures.

Activities

- | | |
|------------|---|
| Activity 1 | National Mechanisms for the Protection of Minority Rights |
| Activity 2 | Using International Mechanisms for Advocacy |
| Activity 3 | Other Mechanisms for the Protection of Minority Rights – UN Treaty Bodies and Working Group on Minorities |

Activity 1 National Mechanisms for the Protection of Minority Rights

Time	1 hr 50 min
Objective	To identify national mechanisms for the protection and promotion of minority rights.
Materials	<ul style="list-style-type: none"> • Worksheet 10: Identifying National Mechanisms for the Protection of Minority Rights • Flipchart version of Worksheet 10 • Reference Sheet 8: Overview of National Mechanisms for the Protection of Minority Rights in South Asia • Full texts of the relevant instruments
Description	<p>This activity is divided into 2 parts.</p> <p>In Part A, participants work in country groups to identify and review existing national mechanisms.</p> <p>In Part B, country groups share the information with the larger group. A resource person synthesizes the group reports and provides his/her own insights.</p> <p>Part A Country group work (50 min)</p> <ol style="list-style-type: none"> 1. The facilitator divides participants into their country groups. 2. Together with the members of your group complete the chart on Worksheet 10. For each mechanism, indicate whether the mechanism: <ul style="list-style-type: none"> • exists in your country by putting a check in the second column. • is difficult/easy to access (give an example) • is difficult/easy to use (give an example) <p>Refer to Reference Sheet 8 for information to help you complete the chart. In the last column write any comments/questions you may have about a particular mechanism.</p> <p>Part B Large group work (60 min)</p> <ul style="list-style-type: none"> • The facilitator prepares a flipchart version of Worksheet 10. He/she asks each group in turn to give their information to complete the chart. (30 min) • A resource person will comment and address participants' questions. (30 min) <p style="text-align: right;">END OF ACTIVITY ■■</p>

Country:

WORKSHEET 10: IDENTIFYING NATIONAL MECHANISMS FOR THE PROTECTION OF MINORITY RIGHTS

Mechanisms	Check (✓) if it exists	Ease of Access	Ease of Use	Comments
National Human Rights Commission				
Other National Institutions				
State/Provincial Commissions				
Courts/Judiciary				

WORKSHEET 10: CONT'D

Government Ministries				
Local/Village Committees				
Other:				

REFERENCE SHEET 8: OVERVIEW OF NATIONAL MECHANISMS FOR THE PROTECTION OF MINORITY RIGHTS IN SOUTH ASIA

Bangladesh

- Courts of Law
- Legal System (i.e., public interest litigation)
- Ministry of CHT (Chittagong Hill Tracts) Affairs (formulates developmental plans and programs for the CHT region; undertakes programs for socio-economic, educational and cultural development and for the preservation of social customs, manner, language, religion, rites, practices of the Hill and non-Hill people of CHT areas.)
- *Other:* _____

India

- National Human Rights Commission
- National Commission for Scheduled Castes and Scheduled Tribes
- National Commission for Minorities
- National Commission for Women
- State Human Rights Commissions (Assam, Himachal Pradesh, Jammu & Kashmir, Kerala, Madhya Pradesh, Maharashtra, Manipur, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh, West Bengal, Chhattisgarh)
- State Commissions for Minorities (Andhra Pradesh, Assam, Bihar, Gujarat, Haryana, Karnataka, Madhya Pradesh, Rajasthan, Tamil Nadu, Uttar Pradesh, Maharashtra, West Bengal, Chhattisgarh, Delhi)
- Courts of Law
- Legal System (i.e., written jurisdiction, public interest litigation, judicial activism)
- Reservation Bills
- *Other:* _____

REFERENCE SHEET 8: CONT'D

Nepal

- -National Human Rights Commission
- -National Dalit Commission
- -Ministry of Local Development (promotes diversity in developmental programs; formulates and implements policy decisions regarding minorities. Includes 2 committees:
 - National Committee for the Development of Nationalities and the Committee for the Development and Upliftment of Oppressed, Marginalized and Dalit Community)
 - Courts of Law
 - Reservations
 - District Development Committees
 - *Other:* _____

Pakistan


- Courts of Law
- The Election Commission
- The Ministry for Law and Parliamentary Affairs (Human Rights Division) and Provincial offices
- -The Ministry for Minority Affairs
- National Commission on Minorities (comprised of the Ministers of Interior, Law Human Rights and Parliamentary affairs, Education and Religious Affairs, and Minorities Affairs; makes recommendations to the government on matters relating to protection and safeguarding the religious, social and cultural rights of minorities.)
- National Commission on the Status of Women
- The Law and Justice Commission (has a mandate to review all laws)
- Provincial Advisory Councils
- Council of Common Interest
- *Other:* _____

REFERENCE SHEET 8: CONT'D

Sri Lanka

- National Human Rights Commission
- Official Languages Commission (guards language rights of the people under the Constitution; has powers to conduct investigation, to institute remedial action wherever necessary and give directives to public offices; can obtain penal action through the courts against those who wilfully fail to comply with these directives; recommends principles of policy relating to use of official languages.)
- Department of Official Languages (has the mandate to effectively implement the official language policy)
- Ministry of Ethnic Affairs, National Integration and Mineral Resources Development
- Courts of Law
- Legal System
- Attorney General (gives directions in relation to investigative functions of police; has quasi-judicial powers; preventative measure for torture, illegal arrest and arbitrary detention)
- Ombudsman
- *Other:* _____

Recap

Time 	15 min
Description	<p>Participants present a recap of the activities from the previous day (15 min).</p> <p>The facilitator assigns the recap for the following day to a group of participants.</p>

Activity 2 Using International Mechanisms for Advocacy

Time	2 hrs
Objective	To practice using international complaints mechanisms for the protection of minority rights.
Materials	<ul style="list-style-type: none"> • Worksheet 11: Presentation Notes: How to Access and Use International Complaints Mechanisms • Worksheet 12: Using International Complaints Mechanisms in a Case Study • Reference Sheet 9: International Complaints Mechanisms Framework • Reference Sheet 10: Accessing and Using Complaints Procedures Under International Mechanisms • Reference Sheet 11: States Parties to Treaties and Protocols Relevant to Minority Rights and Diversity • Full text of international instruments
Description	<p>This activity is divided into 3 parts.</p> <p>In Part A, a resource person will give a brief overview of the complaints mechanisms available at the international level for the protection of minority rights.</p> <p>In Part B, participants will practice using the mechanisms to address a minority rights issue.</p> <p>In Part C, participants will present the results of their discussion.</p> <p>Part A Presentation (30 min)</p> <p>A resource person(s) presents the key international complaints mechanisms that may be used to defend minority rights and explains how and when they should be used.</p> <p>These complaints mechanisms include:</p> <ul style="list-style-type: none"> • Individual complaints mechanisms under various treaty bodies • Special Rapporteurs • Working Groups of the Human Rights Commission • “1503” Procedure <p>The resource person(s) will also address:</p> <ul style="list-style-type: none"> • Admissibility criteria of each mechanism • The requirement of exhausting all domestic remedies • If, when, and how the international mechanisms can be used concurrently • How to determine which mechanism(s) to use <p style="text-align: right;">CONTINUED ■■■</p>

Activity 2 Cont'd

Participants are encouraged to take notes during the presentation in preparation for the exercise in **Part B**. (See **Worksheet 11** provided.)

Part B Small group work (45 min)

1. The facilitator divides participants into 4 groups and assigns one (1) of the 4 mechanisms listed below to each group.
 - Individual complaints mechanisms under various treaty bodies
 - Special Rapporteurs
 - Working Groups of the Human Rights Commission
 - “1503” Procedure
2. Together with the members of your group, read the case study provided on **Worksheet 12**.
3. Determine how you would use the mechanism to address the minority rights issue in the case study. The steps to follow are outlined also on **Worksheet 12**. Refer to **Reference Sheets 9, 10 and 11**, which are provided to help you with this task. Also refer to the texts of the international instruments.
4. Record your answers on a flipchart version of **Worksheet 12**.
5. Choose a reporter to present the results of your discussion in **Part C**.

Part C Presentations (45 min)

Each group will in turn present the results of their discussion. (20 min).

A resource person will comment on the advantages and disadvantages of each mechanism. (25 min)

END OF ACTIVITY ■■

WORKSHEET 11: PRESENTATION NOTES: HOW TO ACCESS AND USE INTERNATIONAL COMPLAINTS MECHANISMS

(For Part A)

NOTES



Individual Complaints Mechanisms Under Various Treaty Bodies

Special Rapporteurs

WORKSHEET 11: CONT'D

Working Groups of the Human Rights Commission

“1503” Procedure

WORKSHEET 12: USING INTERNATIONAL COMPLAINTS MECHANISMS IN A CASE STUDY

(For Part B)

CASE STUDY: The Silk Handloom Industry in Srinbapane

Background

The district of Somalkot in the country of Srinbapane is known for its silk handloom industry. There are several large factories in Somalkot which produce the majority of silk handloom for the northern part of the country. Like many industries, the silk handloom business is structured vertically with several levels of responsibilities, as well as indebtedness - bonded labour is very common. At the bottom of the ladder are the children, primarily from the poor neighbouring Dalit communities, who are « sold » by their parents for around Rs 2,000 to 10,000. This debt must be repaid by the children through the wages they receive for their work. The bonded children work for weavers who are themselves typically in debt to a middleman or to a trader. Each « indebted » person is not free to work for anyone else. Approximately 40,000 to 50,000 children work in bondage on silk handlooms in this particular district.

Geeta's Story

For the past eight years, Geeta has been working at Silkus Company, a government-owned silk factory in the town of Kardam in this district. She is 13 years old and a member of the minority Christian Dalit community from the neighboring village of Sholapur. Geeta was « sold » to the factory owner by her family in exchange for money to pay for the dowry of her older sister. Geeta now earns Rs 250 a month and is paying off the Rs 7,000 advance given to her parents. Boys at the same factory are earning Rs 350 a week for exactly the same work and for working the same number of hours as the girls.

Living Conditions

Geeta lives with five other girls in a small, dark room at the back of the factory. She, like the other children, work at the factory for six and a half or seven days a week, typically from 7.30 am until 9.00 pm, with a one hour lunch break. During peak periods, for example just before a festival when many women buy new saris, Geeta would sometimes have to work day and night.

On December 24th last year, a Catholic priest from the neighbouring village came to visit the members of his community to say mass, but was denied access to the premises of the factory. The children are generally not allowed visitors and rarely see their families. Geeta and the other children are also prohibited from leaving the factory premises.

Continued.../

WORKSHEET 12: CONT'D

Working Conditions

Sitting at crowded silk looms for long stretches of time exposes the children to a variety of health problems. The rooms are often damp and poorly ventilated and contagious diseases, especially tuberculosis and digestive disorders, are common. Geeta, like many of the children, has also suffered injuries from fumes, machinery, sharp threads, boiling water and dead worms. If Geeta makes a mistake, like cuts the thread, or takes too long to do something, or if she is sick, she is beaten by the manager with a belt and locked in a dark and damp cell-like room for a whole day without food or water. The children are often subject to verbal and physical abuse from the supervisors and the manager. Geeta, like the majority of girl factory workers from the Christian Dalit community, also suffers regular sexual abuse from the predominantly Hindu factory supervisors, ranging from harassment to rape. Once last year, on 12 January, she was raped by two supervisors and left lying semi-conscious for almost a day before the manager found her. Some of the girls, including Geeta's best friend Mary, receive extra money or gifts from the supervisors in exchange for sexual favours.

Rafshan's Story

Rafshan, an 18-year-old assistant weaver, started working for Silkus Company last month. Since then, he has been witness to the daily beatings and abuse the children in the factory receive from their supervisors. He decided to do something about it on behalf of the children. He contacted Link International, a well-known human rights organisation headed by his uncle. Rafshan approached Link International to highlight the children's plight, and to seek support and secure better working conditions on their behalf.

When representatives of Link International arrived at the factory and asked to see the manager, they were told that this was not possible. After making some inquiries, the Link representatives were also told that all the factory workers were treated well, that they had no right to interfere in the internal management of the factory, and that they would not be able to change the situation anyway as the majority of Dalits working in the factory would not be able to get jobs elsewhere. The representatives of Link International were also prohibited from distributing information leaflets they had brought with them about child rights and their protection.

Continued.../

WORKSHEET 12: CONT'D

On March 13th, a few days after the visit of Link International to the factory, three men arrived at the factory at night and asked for Rafshan. They gave no reasons for wanting to see him nor did they identify themselves. They dragged him off towards a car parked outside, kicking him as he tried to resist. The children at the factory never saw or heard about him again.

Intervention by Link International

After Rafshan went missing, representatives of Link International again came to the factory. They spoke briefly with the supervisors, but did not get any information. Rafshan's uncle, one of the Link representatives, saw Geeta eating her lunch outside in the yard and started to speak with her. He learned that Geeta saw the men take Rafshan into their car that night. She said they were the supervisors at the factory. After some further questioning on the part of Rafshan's uncle, Geeta told him about the working and living conditions faced by the children at the factory.

Link International made a complaint to the police on March 30th, and despite follow-up correspondence, the police have not made an investigation into the case. No written response was received from the police and phone calls made by Link International to the police were not returned. On April 20th, Link International filed the case with the District Court, which dismissed the case summarily on the finding that Link International did not have a mandate to represent the employees of the factory. The Court of Appeal refused leave to appeal, without giving reasons. Under the law of the country, the refusal of a leave to appeal to the Court of Appeal, cannot give rise to recourse to the Supreme Court.

Type of mechanism assigned to your group: _____

Specific mechanism you will use: _____

Complaint: _____

Continued.../

WORKSHEET 12: CONT'D

1. Who will submit the complaint/case under this mechanism?

2. Which conditions have been fulfilled? How? Which conditions have not been fulfilled? How?

Continued.../

WORKSHEET 12: CONT'D

3. Outline the information from the case study that must be included in the complaint, including the rights that have been violated (refer to international instruments).

4. Explain your rationale for using this particular mechanism. (Refer to 'advantages and disadvantages' to the mechanisms assigned to you.)

REFERENCE SHEET 9: INTERNATIONAL COMPLAINTS MECHANISMS FRAMEWORK

Mechanism	Who can submit?	Conditions
Special Rapporteurs Special Representatives or Individual Experts)	<ul style="list-style-type: none"> Individuals Groups NGOs 	MUST fall within mandate of Special Rapporteur
Working Groups of the Commission on HR		
<ul style="list-style-type: none"> Arbitrary Detention 	<ul style="list-style-type: none"> Individuals Witnesses Families of detainees NGOs 	MUST be arbitrary detention
<ul style="list-style-type: none"> Disappearances 	<ul style="list-style-type: none"> Relatives of missing persons NGOs on behalf of missing persons 	Individuals MUST be clearly identified
		MUST be violation by the State
		MUST be violation by the State
“1503” Procedure	<ul style="list-style-type: none"> Individuals Groups NGOs on behalf of individuals/groups 	MUST be consistent, systemic or systematic pattern of gross violations
		MUST exhaust domestic remedies
		Individual complaints can ONLY be submitted if State has not ratified individual complaint procedure under relevant treaty
UN Treaty Bodies		
<ul style="list-style-type: none"> ICCPR 	<ul style="list-style-type: none"> Individuals NGOs on behalf of individuals 	Available ONLY to States that have ratified individual complaint procedure under relevant treaty
<ul style="list-style-type: none"> ICESCR 	<ul style="list-style-type: none"> No mechanism 	MUST exhaust domestic remedies
<ul style="list-style-type: none"> CEDAW 	<ul style="list-style-type: none"> Individuals Groups 	
<ul style="list-style-type: none"> CERD 	<ul style="list-style-type: none"> Individuals Groups 	
<ul style="list-style-type: none"> CRC 	<ul style="list-style-type: none"> No mechanism 	
<ul style="list-style-type: none"> CAT 	<ul style="list-style-type: none"> Individuals NGOs on behalf of individuals 	
<ul style="list-style-type: none"> CMW (Migrant Workers Convention) 	<ul style="list-style-type: none"> Individuals NGOs on behalf of individuals 	

REFERENCE SHEET 10: ACCESSING AND USING COMPLAINTS PROCEDURES UNDER INTERNATIONAL MECHANISMS

1. UN TREATY BODIES

Who can submit individual complaints under the UN Treaty Bodies?	<ul style="list-style-type: none"> • Individuals: ICCPR; Convention against Torture and Other Cruel Inhuman or Degrading Treatment or Punishment (CAT); International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (MWC). • Individuals and groups: CERD; CEDAW. • A representative of the individual (i.e., legal counsel, or NGO)
What conditions need to be fulfilled before submitting a complaint?	<ul style="list-style-type: none"> • The complaint cannot be anonymous. • The complaint must allege specific rights which have been violated. • The domestic remedies in the State concerned must have been exhausted. • The complaint cannot be considered if the same case is being investigated under another treaty body procedure or regional mechanism.

REFERENCE SHEET 10: CONT'D

What information do you need to include in your complaint?

- **All information relevant to your case.** Include the name and signature of the author of the complaint; contact information of the victim; contact information of the author of the complaint; the nationality, date and place of birth of the victim; the nationality, date and place of birth of the author of the complaint, if the author is not the victim; and the name of the State against which the complaint is brought. Note that the State must have ratified the individual complaint provision of the relevant treaty or protocol (CERD, art. 14, CCPR Optional Protocol 1, CEDAW Optional Protocol, CAT, art. 22, CMW, art. 77).
- **The rights that have been violated.** Specify which articles in the relevant treaty are alleged to have been violated: keep in mind any relevant State reservations.
- **A detailed fact statement.** This includes all available evidence supporting the claim, such as all relevant dates; a signed statement from the victim, setting out in as much detail as possible the factual basis of the alleged violation; signed statements where relevant from available witnesses; and in the case of torture, cruel, inhuman or degrading treatment or punishment: medical reports or certificates, including both physical and psychological assessments that might support the allegation that torture has occurred.
- **Measures taken to exhaust domestic remedies.** This includes a description of the steps taken by or on behalf of the alleged victim to exhaust domestic remedies (descriptions of recourse to the courts or to public authorities, the dates of such steps, and the details of the results; enclose copies of all relevant judicial or administrative decisions, if possible). If domestic remedies have not been exhausted, evidence must be provided as to why such remedies are ineffective, unavailable or unreasonably prolonged.

(Cont'd)

REFERENCE SHEET 10: CONT'D

- **Case submitted to other procedures.** In some instances, your case will not be considered if it has been submitted to another procedure or regional mechanism, or if your case is pending under another procedure. For example, under the ICCPR, information submitted must include a statement that no complaint on the same subject matter is pending before another procedure of international investigation or settlement. In the case of the ICCPR (and CERD for information), if the matter has ever been the subject of another procedure of international investigation or settlement, the date and results of that investigation or procedure should be provided. In the case of CAT and CEDAW, a statement that no complaint on the same matter has either been decided by another procedure of international investigation or settlement, or is pending before another such procedure should be provided.
- **A request for interim measures.** This can be done pending a final decision on the merits, where such measures are necessary to ensure that irreparable harm is not done to the victim in the course of the consideration of the complaint by the Treaty Bodies.
- **The remedy requested.** This could include, for example, financial compensation to the victim or his or her family, a new trial, release from police custody, the amendment of legislation or the investigation of reported cases.

Taken from: Anne F. Bayefsky, How to Complain to the UN Human Rights Treaty System, New York, 2002

REFERENCE SHEET 10: CONT'D

<u>Advantages</u>	<ul style="list-style-type: none"> • Worthwhile last hope for minorities who have exhausted all other avenues to obtain redress for their grievances at national level. • Standards contained in international human rights instruments can be applied directly at the national level when applied to a real life situation of a member of a minority, or a minority group as a whole. • Individual complainant and the State are treated as equals under the individual complaints process • Legitimises formal international monitoring of complaints of human rights violations brought by individuals against a State. • Urgent measures of protection can be requested of States in serious cases. • All cases are made public. As a result, the minority violation may be brought to international attention, thereby embarrassing the State concerned and increasing pressure to introduce changes to improve the situation.
<u>Disadvantages</u>	<ul style="list-style-type: none"> • Your State must be a party to the relevant international instrument or treaty, and have accepted the individual complaints procedure. • Domestic remedies must have been exhausted • The entire process from filing a complaint to the adoption of the Committee's views may take up to two to three years • As the Committee's deliberations are confidential, there is no opportunity to call witnesses or to engage the government in an oral debate • Recommendations of the Committee are often not implemented by the State concerned and enforcement thus remains weak.

REFERENCE SHEET 10: CONT'D

2. SPECIAL RAPPORTEURS

Who can submit individual complaints to the Special Rapporteurs?	<ul style="list-style-type: none"> • Individuals • Groups • NGOs • States • Inter-governmental organisations
What conditions need to be fulfilled before submitting a complaint?	<p>The complaint must fall within the mandate of the Special Rapporteur.</p>

REFERENCE SHEET 10: CONT'D

<p>What information do you need to include in your complaint?</p>	<ul style="list-style-type: none"> • Clear explanation of why you are submitting your complaint to this Special Rapporteur rather than another. • Clear and concise information. This includes all the factual information needed to examine the case (e.g., name of victim, nationality, identification, address, place and time of event, whenever possible medical and forensic documentation, name of witnesses, if any). • Detailed information on the perpetrators of the alleged violation(s) (whether these were government officials, the police, the army, and/or non-state actors such as rebel or extremist groups, etc.). • The rights that have been violated. Specify which articles in the relevant treaty are alleged to have been violated, in particular those contained in the specific international instruments which may be relevant to the Special Rapporteur; and, keep in mind any relevant State reservations. • Details of any legal action that may have been taken within your country.
<p>Six Special Rapporteurs that may be particularly relevant to the Case Study:</p> <p>Special Rapporteur on Religious Intolerance</p>	<p>Themes covered:</p> <ul style="list-style-type: none"> • Implementation of the Declaration on the Elimination of All Forms of Intolerance and Discrimination based on Religion or Belief • Promotion and respect of the rights of religious minorities • Confidence-building between religious groups and governments • Guarantee of the right to profess and practice your own religion • Safeguard of religious institutions

REFERENCE SHEET 10: CONT'D	
Special Rapporteur on Contemporary Forms of Racism, Racial Discrimination, Xenophobia and Related Intolerance	Themes covered: <ul style="list-style-type: none"> • Implementation of CERD • Equality and non-discrimination • Institutionalised racism based on doctrines of racial superiority • Disguised and covert discrimination • Social, educational and informative measures for combating racism
Special Rapporteur on Extrajudicial, Summary or Arbitrary Executions	Themes covered: <ul style="list-style-type: none"> • Death attributed to law enforcement officials • Death due to an omission on the part of government authorities • Death in custody and death threats • Excessive use of force • Breach of the obligation to investigate alleged violations of the right to life and to bring perpetrators to justice, as well as to provide adequate compensation to victims and their families
Special Rapporteur on the Freedom of Opinion and Expression	Themes covered: <ul style="list-style-type: none"> • Freedom of information, restrictions on the independence of the media • Protection of journalists, political opposition parties and trade union activists • Criminal libel and defamation • Obstacles to access to information
Special Representative on Human Rights Defenders	Themes covered: <ul style="list-style-type: none"> • Implementation of the Declaration on Human Rights Defenders • Protection of the rights of activists, acting individually or in association with others, to promote and protect human rights • Strategies to better protect human rights defenders

REFERENCE SHEET 10: CONT'D	
Special Rapporteur on Violence against Women	Themes covered: <ul style="list-style-type: none"> • Implementation of CEDAW • Violence against women in the family, the community, and the State • Trafficking in women and girls • Promoting change in the status of, and attitudes towards, women in society • Honour killings
<u>Advantages</u>	<ul style="list-style-type: none"> • You can use the Special Rapporteur even if your government has not ratified the relevant international human rights treaties. • Domestic remedies do not have to be exhausted. • Responses of the Special Rapporteurs and of States may be immediate. • In serious cases, some Special Rapporteurs can call for urgent measures of protection. • Violations of non-state actors are addressed by Special Rapporteurs.
<u>Disadvantages</u>	<ul style="list-style-type: none"> • On the basis of their findings, the Special Rapporteurs can only make recommendations.

REFERENCE SHEET 10: CONT'D

3. WORKING GROUPS OF THE COMMISSION

Working Group on Arbitrary Detention

**Who can submit a case
to this Working Group?**

- Individuals
- Witnesses
- Families of detainees
- NGOs
- Governments
- Inter-governmental organisations

**What conditions need to
be fulfilled before
submitting a complaint?**

- The arrest must be of an arbitrary nature.
- The Working Group will not normally examine a case once the individual has been released.
- Your case must refer to a violation perpetrated by a State. Your case will not be processed if the violation was perpetrated by a non-state actor or rebel group.

REFERENCE SHEET 10: CONT'D

What information do you need to include in your complaint?

- **Date and place** of the arrest or detention or of any other form of deprivation of liberty.
- **The identity** of those who have presumed to have carried out the arrest and/or deprivation of liberty, together with any other information shedding light on the circumstances in which the person was deprived of liberty.
- **Reasons given by the authorities** for the arrest and/or deprivation of liberty.
- Legislation applied in the case.
- **Action taken**, including investigatory action or the exercise of domestic remedies, including approaching administrative or judicial authorities, particularly with regard to the verification of the measure of deprivation of liberty; steps at the international or regional levels, as appropriate, and the results of such action or the reasons why such measures were ineffective or were not taken.
- **Reasons why the deprivation of liberty is deemed arbitrary.** It is very important to specify why this case is one of arbitrary deprivation of liberty, as this is a key element in the admissibility of the case. The Working Group interprets arbitrary detention as detention which 1) does not have a legal basis; 2) is a response to the exercise of fundamental rights, such as freedom of expression (e.g., the arrest of a journalist for the exercise of his or her profession); or 3) is rendered arbitrary because due process guarantees are not observed (e.g., if someone is not brought promptly before a judge).

REFERENCE SHEET 10: CONT'D

<p><u>Working Group on Enforced or Involuntary Disappearance</u></p> <p>Who can submit a complaint to this Working Group?</p>	<ul style="list-style-type: none"> • Relatives of missing persons. • Organisations acting on behalf of missing persons.
<p>What conditions need to be fulfilled before submitting a complaint?</p>	<ul style="list-style-type: none"> • Individual cases must be clearly identified. • Your case must refer to a violation perpetrated by the State. Your case will not be processed if the violation was perpetrated by a non-state actor or rebel group.

REFERENCE SHEET 10: CONT'D

<p>What type of information needs to be included in a complaint?</p>	<ul style="list-style-type: none"> • Full name of the missing person. • Date of disappearance i.e., day, month and year of arrest or abduction or day, month and year when the missing person was last seen. If the missing person was last seen in a detention centre, an approximate indication is sufficient. • Place of arrest or abduction or where the missing person was last seen (at least an indication of the town or village). • Parties presumed to have carried out the arrest or abduction or to have held the missing person in unacknowledged detention. • Information about any search for the missing person which has been made. • Steps taken to determine the fate or whereabouts of the missing person, or at least an indication that efforts to use domestic remedies were frustrated or otherwise inconclusive.
<p><u>Advantages</u> (for both Working Groups)</p>	<ul style="list-style-type: none"> • The Working Group on Arbitrary Detention is the only non-treaty-based mechanism whose mandate expressly provides for consideration of individual complaints, granting the right of petition of individuals anywhere in the world. • You can use the Working Groups even if your government has not ratified the relevant international human rights treaties. • Domestic remedies do not have to be exhausted. • Working Groups allow for urgent actions in cases where the individual's health or life may be in danger. • Author(s) of the complaint are involved in the process and kept informed of the government's response.
<p><u>Disadvantages</u> (for both Working Groups)</p>	<ul style="list-style-type: none"> • Process may be lengthy. • Working Groups will not process individual cases of violations perpetrated by non-state actors or rebel groups.

REFERENCE SHEET 10: CONT'D

4. "1503" PROCEDURE

Who can submit a complaint under the "1503" Procedure?	<ul style="list-style-type: none"> • Individuals • Groups • NGOs
What conditions need to be fulfilled before submitting a complaint?	<ul style="list-style-type: none"> • The complaint must reveal a consistent pattern of gross and reliably attested violations of human rights. The complaint must draw attention to a "situation" rather than an individual case. • The complaint may be filed by an individual, so long as the case represents a systemic issue or systematic pattern of violations of human rights. It is helpful if similar types of individual cases are compiled into one document and presented collectively. Individual complaints which are an isolated violation of human rights are rarely accepted under the "1503" Procedure. • The information must be reliable and submitted in good faith. • The complaint must not be anonymous, nor contain abusive or politically motivated language. • Domestic remedies must have been exhausted. • The same complaint cannot be submitted under another international procedure. • The complaint cannot be a violation of an individual's rights under the ICCPR, CAT, CERD or MWC if your State has ratified the relevant international instrument and has accepted that individual petitions can be brought against it.

REFERENCE SHEET 10: CONT'D

What type of information needs to be included in complaint?	<ul style="list-style-type: none"> • Information regarding a systematic violation of human rights, i.e., the complaint must describe a particular situation in the country, not that of an individual. • The information must reflect clear evidence of a consistent pattern of gross and reliably attested violations of human rights. You should explain why you think your complaint reveals a consistent pattern of gross violations. • Evidence should be consistent over time, and as between different sources of information. • The contents of the complaint must be consistent with the UN Charter, the Universal Declaration on Human Rights and other human rights instruments. • The complaint should refer clearly to the human rights and minority rights standards which have allegedly been violated. • Information about exhaustion of domestic remedies and the results of domestic action taken, including copies of court judgements, if relevant. If no domestic remedies have been sought, reasons should be given for this. • Suggestion for an appropriate course of action, such as the appointment of a Special Rapporteur, an investigation or simply action by the UN to end the violations.
<u>Advantages</u>	<ul style="list-style-type: none"> • This procedure has universal applicability, irrespective of whether or not a State has ratified the human rights treaties. • A complaint may be submitted against any State, without the State having ratified a particular treaty. • Under this procedure, the complaint does not need to have been submitted by the victims themselves. • Information about your case needs to be submitted only once - at the outset. • Your complaint may reach the highest level of the UN human rights machinery, the Commission on Human Rights. This implies that your government may be pressured into changing laws, policies or practices that infringe internationally guaranteed human rights.

REFERENCE SHEET 10: CONT'D

Disadvantages

- As this procedure is confidential, you will not get any feedback during the processing of your complaint – you will neither be informed of the decisions taken at the various stages of the procedure, nor of the government response to your complaint. You will also not be able to respond to the government's response to your complaint.
- The complaint may take a long time to be processed.
- The procedure does not provide for an immediate remedy for victims of human rights violations.
- There is no provision for urgent measures of protection.
- This procedure is generally not available to individual complainants whose case is an isolated violation of human rights.

REFERENCE SHEET 11: STATES PARTIES TO TREATIES AND PROTOCOLS RELEVANT TO MINORITY RIGHTS AND DIVERSITY

This table summarising the countries in South Asia, which are States parties to the key human rights instruments, is extracted from the UN High Commission on Human Rights Status of Ratifications of the Principal International Human Rights Treaties as of July 7, 2003.

	1	2	3	4	5	6	7	8	9	10	11	12	13
	CESCR	CCPR	CCPR OP1	CCPR OP2	CERD	CEDAW	CEDAW OP	CAT	CAT OP	CRC	CRC OPSC	CRC OPAC	MWC
Bangladesh	√	√			√	√	√	√		√	√	√	
India	√	√			√	√				√			
Nepal	√	√	√	√	√	√		√		√			
Pakistan					√	√				√			
Sri Lanka	√	√	√		√	√	√	√		√	√	√	√

The international human rights treaties of the United Nations that establish committees of experts (often referred to as "treaty bodies") to monitor their implementation are the following:

- (1) the International Covenant on Economic, Social and Cultural Rights (CESCR), which is monitored by the Committee on Economic, Social and Cultural Rights;
- (2) the International Covenant on Civil and Political Rights (CCPR), which is monitored by the Human Rights Committee;
- (3) the Optional Protocol to the CCPR-OP1, allowing for individual complaints under the Covenant, which is administered by the Human Rights Committee;
- (4) the Second Optional Protocol to the CCPR, aimed at the abolition of the death penalty
- (5) the International Convention on the Elimination of All Forms of Racial Discrimination (CERD), which is monitored by the Committee on the Elimination of Racial Discrimination;
- (6) the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), which is monitored by the Committee on the Elimination of Discrimination against Women;
- (7) the Optional Protocol to CEDAW which provides for individual complaints under the Convention;
- (8) the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT), which is monitored by the Committee against Torture;
- (9) the Optional Protocol to CAT which provides for a system of visits to places of detention;

Continued.../

REFERENCE SHEET 11: CONT'D

(10) the Convention on the Rights of the Child (CRC), which is monitored by the Committee on the Rights of the Child;

(11) the Optional Protocol to the Convention on the Rights of the Child (CRC-OP-SC) on the sale of children, child prostitution and child pornography.

(12) the Optional Protocol to the Convention on the Rights of the Child (CRC-OP-AC) on the involvement of children in armed conflict;

(13) the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (MWC), which entered into force on 1 July 2003.

INDIVIDUAL COMPLAINTS PROCEDURES UNDER THE INTERNATIONAL TREATIES

- Individual complaints procedures are optional. A State party may choose not to permit citizens or others to file a complaint against it under treaty procedures.
- Only 5 of the treaties cited above allow for individual complaints, namely, the CCPR, CERD, CEDAW, CAT and MWC.
- The CESCR and the CRC do not provide for individual complaints procedures. In the case of the CCPR and CEDAW, a State recognises individual complaints procedures by becoming a party to a separate treaty, namely, ICCPR-OP1 and the CEDAW – OP.
- With regard to CERD, CAT, and the MWC, the provisions for individual complaints against the State party are provided for within the treaty itself, in articles 14, 22 and 77 respectively, and States have the option of accepting application of this particular article, or not.

Before preparing any submission of individual complaints under a treaty, review whether your State has ratified the specific treaty and accepted the relevant individual complaints procedures. This information is available on the Web site of the UN High Commissioner for Human Rights (www.unhchr.ch), under Treaties.

The table below summarises the countries in South Asia which have accepted the individual complaints procedures under the corresponding treaties as of July 7, 2003

	ICCPR OP1	CERD Art. 14	CEDAW OP	CAT Art 22	MWC Art. 77
Bangladesh			√		
India					
Nepal	√				
Pakistan					
Sri Lanka	√		√		

Activity 3 Other Mechanisms for the Protection of Minority Rights – UN Treaty Bodies and Working Group on Minorities

Time	1 hr
Objective	To examine the experience of participating organisations in using UN Treaty Bodies and the Working Group on Minorities.
Materials	<ul style="list-style-type: none"> • The Protection of Minority Rights Toolkit, ICES • Reference Sheet 5: Monitoring Process
Description	<p>A resource person will briefly present the UN Treaty Bodies and the Working Group on Minorities (see Reference Sheet 5, and the ICES Toolkit p. 20 - 21).</p> <p>Look at the activities that NGOs may undertake, as outlined in the ICES Toolkit p. 21. Do these include any activities that your organisation has undertaken in your country?</p> <p>Referring to the questions below, relate any experience of your organisation in using the UN Treaty Bodies and/or the Working Group on Minorities.</p> <p>UN Treaty Bodies</p> <ol style="list-style-type: none"> 1. Has your organisation contributed to the official report submitted by your government under one of the Treaty Bodies, by providing input into the document? 2. Has your organisation submitted an alternative or shadow report, in complement to information submitted by your government? 3. Has your organisation raised awareness about the Treaty Bodies in your country? If so, how? (e.g. organisation of workshops, training seminars, campaigns) 4. Has your organisation used the relevant recommendations and concluding observations adopted by the Treaty Bodies, as a means to strengthen minority protection and to lobby for change in legislation and practice? If so, how? <p style="text-align: right;">CONTINUED ■■■</p>

Activity 3 Cont'd**Working Group on Minorities**

1. Has your organisation made a statement before the Working Group on Minorities on a particular issue of concern? If so, what follow-up did the Working Group undertake?
2. Has your organisation been involved in raising awareness in your country on the work and activities of the Working Group? If so, how?
3. Has your organisation been involved in highlighting the conclusions and recommendations of the Working Group in your country?
4. Has your organisation undertaken activities aimed at making the Declaration on the Rights of Minorities better known in your country?

END OF ACTIVITY ■■

Module 7 Preparing a Case Submission

Objective


- To practice using national and/or international mechanisms to protect minority rights.

Activities

Activity 1 Analysing a Case Submission

Activity 2 Submitting a Case to a National or International Mechanism

Activity 1 Analysing a Case Submission

Time 	1 hr 30 min
Objectives	To examine the type and quality of information required for an effective case submission by evaluating a sample submission.
Materials	<ul style="list-style-type: none"> • Reference Sheet 12: Sample Case for Submission • Worksheet 13: Analysing a Case for Submission Checklist • Flipchart version of Worksheet 13: Analysing a Case for Submission Checklist
Description	<p>This activity is divided into 2 parts.</p> <p>In Part A, participants work in pairs to review a case submission. In Part B, a resource leads a discussion on the elements of an effective case submission.</p> <p>Part A Pair work (45 min)</p> <ol style="list-style-type: none"> 1. The facilitator divides the participants into pairs. 2. A resource person explains the Case Submission on Reference Sheet 12 and the checklist on Worksheet 13. 3. Together with your partner read the Case Submission and complete the task on Worksheet 13. <p>Part B Presentation and discussion (45 min)</p> <ol style="list-style-type: none"> 1. The resource person reconvenes the group. He/she reviews the participants' evaluation of the different elements listed on Worksheet 13 and records the information on a flipchart version of the Worksheet. 2. The resource person then facilitates a large group discussion on the overall strength of the submission and suggestions for improvements. Participants are encouraged to comment and ask questions. <p style="text-align: right;">END OF ACTIVITY ■■</p>

REFERENCE SHEET 12: SAMPLE CASE FOR SUBMISSION

You will be provided with a copy of this Case Submission.

WORKSHEET 13: ANALYSING A CASE FOR SUBMISSION CHECKLIST

The chart below lists the necessary elements to include in a Case Submission. Together with your partner, review the sample Case Submission on **Reference Sheet 12**. In the first column of the chart below write the information from the case pertaining to the elements listed.

Then indicate your evaluation of each element by placing a checkmark (✓) in the appropriate column (i.e., good or insufficient). It is important to add comments explaining your rating.

Elements of a Case Submission	Good	Insufficient	Comments
1. Title of submission:			
2. Name of author of complaint:			
3. Name of alleged victim(s):			
4. Alleged violation(s)			


WORKSHEET 13: CONT'D

Elements of a Case Submission	Good	Insufficient	Comments
5. Alleged perpetrator(s):			
6. Specific allegations and facts with supporting evidence. Description of the facts of the alleged violation:			
7. Relevant national provisions violated:			
8. International standards violated:			
9. Exhaustion of domestic remedies (i.e., steps taken to bring the case to the NHRC, Courts, Tribunals, Ombudsperson, etc. and the results obtained):			

WORKSHEET 13: CONT'D

Elements of a Case Submission	Good	Insufficient	Comments
10. Mechanism to which the case is being submitted:			
11. Requested remedial action:			
12. Supporting documentation annexed:			

Activity 2 Submitting a Case to a National or International Mechanism

Time 	1 hr 45 min
Objective	To determine the appropriate mechanism to use for particular cases.
Materials	<ul style="list-style-type: none"> Copies for each participant of the five cases prepared by the country groups on Day 2.
Description	<p>This activity is divided into 2 parts.</p> <p>In Part A, participants work in country groups to examine 5 cases. In Part B, a resource person leads a large group discussion on the appropriateness of the different mechanisms for each the five cases.</p> <p>Part A Work in country groups (60 min)</p> <ol style="list-style-type: none"> The facilitator divides participants into country groups and provides them with copies of the five cases. Together with the members of your group: Review each case including the one from your own country. Based on the information provided in the case, determine which national or international mechanism you would submit the case to. Choose only one mechanism per case. Explain the rationale for selecting a particular mechanism. <p>Part B Synthesis and discussion (45 min)</p> <ol style="list-style-type: none"> The facilitator reconvenes the whole group. The resource person takes up each case and asks each country group to explain which mechanism they chose and why. He/she then comments on the choices suggested by the different groups and provides his/her insights. <p style="text-align: right;">END OF ACTIVITY ■■</p>

Module 8 Promotion of Minority Rights Through Advocacy


Objective

- To identify effective advocacy strategies in the area of minority rights protection and promotion.

Activity

Activity 1 Effective Advocacy Strategies

Recap

Time 	15 min
Description	<p>Participants present a recap of the activities from the previous day (15 min).</p> <p>The facilitator assigns the recap for the following day to a group of participants.</p>

Activity 1 Effective Advocacy Strategies

Time 🕒	2 hrs 30 min
Objective	To identify effective advocacy strategies in the area of minority rights protection and promotion.
Materials	<ul style="list-style-type: none"> • Reference Sheet 13: Target Sectors for Advocacy • Worksheet 14: Effective Advocacy Initiatives • Metacards (1 for each participant)
Description	<p>This activity is divided into 3 parts.</p> <p>In Part A, the facilitator presents target sectors for advocacy, and determines the small groups for Part B.</p> <p>In Part B, participants work in small groups to discuss advocacy strategies aimed at different target sectors.</p> <p>In Part C, participants share the results of their discussions with the larger group.</p> <p>Part A Target Sectors for Advocacy (30 min)</p> <ol style="list-style-type: none"> 1. The facilitator reviews possible target sectors for advocacy initiatives using Reference Sheet 13. He/She lists each of the target sectors on individual flipchart paper and posts them on the wall. 2. Keeping in mind the advocacy work of your organisation, determine an advocacy initiative you would like to share with the group. 3. Write your example on a metacard. Remember to include your name. 4. Post your example on the flipchart sheet for the relevant target sector. 5. Participants will form small groups according to their choice of sector for Part B. <p style="text-align: right;">CONTINUED ■■■</p>

Activity 1 Cont'd

Part B Work in target sector groups (60 min)

The facilitator has participants form groups according to target sector. Together with the members of your group determine the “lessons learned” from your advocacy initiatives that you wish to share with the larger group in **Part C**.

1. Begin by having each member of the group first briefly describe his/her advocacy initiative. Use **Worksheet 14** to guide you.
(15 min)
2. Prepare a 5-minute presentation about the results achieved, best practices and collective lessons learned in carrying advocacy initiatives aimed at your group’s target sector. Prepare a flipchart version of **Worksheet 14** for your presentation. Choose a reporter to present the results of your discussion in **Part B**.
(45 min)

Part C Presentations and discussion (60 min)

1. Each group in turn presents their findings to the large group in a 5-minute presentation. (20 min)
2. A resource person comments on the initiatives presented focussing on lessons learned and highlighting effective strategies that can be used with the different target sectors.
3. Participants are encouraged to ask questions and comment on the different initiatives presented. (40 min)

END OF ACTIVITY ■■

REFERENCE SHEET 13: TARGET SECTORS FOR ADVOCACY

Target Sectors	Areas where change can occur	Types of changes
1. State / Government Sector <ul style="list-style-type: none"> National <ul style="list-style-type: none"> Executive Agencies/Ministries Legislative/Parliament Military/ Police Courts Other Provincial/State Government Local Government International Bodies <ul style="list-style-type: none"> UN IMF/ World Bank Multilateral Development Banks Other 	<ul style="list-style-type: none"> Policies Laws Regulation of public institutions Programs Political Representation Elections 	<ul style="list-style-type: none"> Structural reforms to promote transparency and increase access to justice by minorities Changes in a law or policy to make it more effective, inclusive and fair Changes in policy/law formulation or enforcement to create a more transparent, accountable and participatory decision-making process Institutional reforms to ensure that law/policy are enforced/implemented fairly and effectively Changes at different levels of government to ensure accountability <p>– <i>Budgets need to be considered through all stages of planning to implementation.</i></p> <p><i>i.e., IMPACT: Actions and impacts that advance human rights, foster more equitable sustainable development and promote greater voice and power of excluded populations in public decision-making (e.g. women, indigenous groups, the poor, and religious, racial or ethnic minorities, etc.)</i></p>

REFERENCE SHEET 13: TARGET SECTORS FOR ADVOCACY

Target Sectors	Areas where change can occur	Types of changes
2. Private Sector <ul style="list-style-type: none"> Local National Multinational 	<ul style="list-style-type: none"> Policies Programs Practices 	<ul style="list-style-type: none"> Reforms in business practice and behaviour Corporate policy that address minority rights issues Training and monitoring to prevent recurrence of violations of minority rights Dialogue and joint problem solving among government, civil society and the private sector address to diverse interests and needs Representation of minorities in the private sector <p>– <i>Budgets need to be considered through all stages of planning to implementation.</i></p> <p><i>i.e., IMPACT: Support for change in policy, program, practices, behaviour, etc and socially responsible behaviour by local and multinational corporations.</i></p>

REFERENCE SHEET 13: TARGET SECTORS FOR ADVOCACY

Target Sectors	Areas where change can occur	Types of changes
3. Civil Society <ul style="list-style-type: none"> • NGOs • Membership Organisations • Community-based Organisations • Ally Organisations / Coalitions • Other 	<ul style="list-style-type: none"> • Capacity, organisation, accountability and power of NGOs and other groups in society • Level of involvement in decision-making process • Level of involvement in government programs and policies • Reputation and public opinion 	<ul style="list-style-type: none"> • Better understanding of minority rights issues and the existing mechanisms to defend minority rights (through education and organising) • Citizens and groups engaged in constructive and critical dialogue with decision makers to promote accountability and transparency • Greater communication and dialogue with the public as well as minority and other groups • Creation and strengthening of networks and coalitions • Fostering inclusion and representing a broad range of constituencies while retaining political flexibility <p>– <i>Budgets need to be considered through all stages of planning to implementation.</i></p> <p><i>i.e., IMPACT:</i> Strengthen and expand the capacity, organisation, accountability, and power of NGOs and popular organisation and increase knowledge, overall social reciprocity, trust and acceptance.</p>

REFERENCE SHEET 13: TARGET SECTORS FOR ADVOCACY

Target Sectors	Areas where change can occur	Types of changes
4. Political Space and Culture	Participation: <ul style="list-style-type: none"> • Political life • Social/Cultural life • Other 	<ul style="list-style-type: none"> • Political, social and cultural participation of all disenfranchised individuals, minorities/groups in society • Expanded role of minorities in the formal political process (consultation, inclusion) • Governments, corporations, and civil society working together to address injustice, discrimination and poverty • Public processes and policies that promote democratic values and ensure that all sectors of society are represented in decision-making • Greater/better access to information • Greater public awareness of minority rights • Greater respect for differences and values among all sectors in society <p><i>i.e., IMPACT:</i></p> <ul style="list-style-type: none"> - <i>Political, social, and cultural legitimacy in society and respect for basic human rights</i> - <i>Improved overall living conditions and opportunities for health, education and livelihood.</i>

REFERENCE SHEET 13: TARGET SECTORS FOR ADVOCACY

Target Sectors	Areas where change can occur	Types of changes
5. Individual	<ul style="list-style-type: none"> • Living Conditions / Opportunities • Attitudes / Awareness • Personal Relationships, etc. Physical, mental and emotional well-being of individual 	<ul style="list-style-type: none"> • What material improvement can affect individuals as a result of the political reform process? • What kinds of skills, information, and experiences do citizens need to be confident, active and internalise their rights? • How can the public education component of advocacy initiatives encourage people to respect differences and to address discrimination? <p><i>i.e., IMPACT: Improve overall living conditions and opportunities for health, education and livelihood.</i></p>

Taken from and adapted: Lisa VeneKlasen with Valerie Miller. *A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation* (Oklahoma City: World Neighbors, 2002). For more information see <http://www.justassociates.org/ActionGuide.htm>.

WORKSHEET 14: EFFECTIVE ADVOCACY INITIATIVES

Phases of an Advocacy Initiative	Your Advocacy Initiative
a. The Issue <ul style="list-style-type: none"> What was the issue addressed by your initiative? Why did your organisation select this particular issue? What type of advocacy initiative did your organisation do? 	
b. Goal and Objectives <ul style="list-style-type: none"> What did you want to achieve? i.e., types of changes you envisioned How did you determine your objectives? What were some of the challenges? 	
c. Target Sector <ul style="list-style-type: none"> Who were the key target groups of your initiative? Specify. What were the areas targeted? Specify. 	
d. Capacity of Organisation/Group <ul style="list-style-type: none"> Did you have the experience/personnel and/or financial resources? Who were your potential allies? 	

WORKSHEET 14: CONT'D

Phases of an Advocacy Initiative	Your Advocacy Initiative
e. Actions/Risks <ul style="list-style-type: none"> • What actions did you take? • What risks were involved? How did you protect your group members? 	
f. Investigation/Analysis <ul style="list-style-type: none"> • Describe what type of investigation/analysis your organisation carried out? 	
g. Results <ul style="list-style-type: none"> • Did you affect change in the areas you identified? • How did you know your initiative worked? • What changed in the short term? • What changed in the long term? 	

WORKSHEET 14: CONT'D

Lessons Learned

- List the strengths and weaknesses in your initiative?
- Who would you involve or NOT involve?
- What other methods of advocacy would appropriately have met your goals?

Module 9 Next Steps

Objective

- To explore the advisory services needed in the region to assist organisations working on minority rights and diversity issues.

Activities

- | | |
|------------|--------------------------------------|
| Activity 1 | Why Work in Networks and Coalitions? |
| Activity 2 | Advisory Services |
| Activity 3 | Using the Advisory Services Network |

Activity 1 Why Work in Networks and Coalitions?

Time 🕒	30 min
Objective	To examine the advantages and disadvantages of working in networks and coalitions.
Materials	<ul style="list-style-type: none"> • Worksheet 15: Why Work in Networks and Coalitions? • Flipchart version of Worksheet 15 • Reference Sheet 14: Networks and Coalitions
Description	<ol style="list-style-type: none"> 1. Together with the facilitator review the definitions below. 2. Then brainstorm advantages and disadvantages of participating in networks and coalitions to address minority rights issues. Provide examples of how the current networks or coalitions you belong to help you in your minority rights work. Use Worksheet 15 to list the answers provided by the group. <p>Definitions</p> <p>Network: A group of individuals, groups or institutions that exchange information and/or services. The emphasis in networking is on <i>exchange</i>.</p> <p>Coalition: An alliance of organisations for joint action. Like networks, coalitions can exchange information and services, but the emphasis is on <i>action</i>. Coalitions are basically networks that go one step further in providing for action.</p> <p style="text-align: right;">END OF ACTIVITY ■■</p>

WORKSHEET 15: WHY WORK IN NETWORKS AND COALITIONS?**Advantages****Disadvantages**

REFERENCE SHEET 14: NETWORKS AND COALITIONS

Advantages of Participating in Networks/Coalitions

Member organisations are able to:

- Speak with a stronger voice/increasing the pressure and possibly leading to greater impact.
- Increase the pool of information, experience, sharing of best practices and contacts.
- Benefit from the expertise and resources of other members, and thereby expand the scope of activities and influence.
- Establish linkages with groups that do not necessarily do the same work as their organisation but can support their advocacy campaign.
- Better coordinate human rights efforts and divide the work more equitably within the human rights community
- Avoid duplication of efforts.
- Immediately respond to emerging crisis because a coordinating framework is already in place.
- Gain broader geographic representation and the possibility of a larger constituency.
- Benefit from collective security.
- Facilitate fundraising.

Disadvantages of participating in Networks/Coalitions

- Can actually drain individual groups' resources, rather than augment them.
- Environmental factors beyond the control of coalition members can also derail the effort to act as a collective.
- Geographic, cultural or language barriers sometimes require that an inordinate amount of time be spent on communications.
- Credibility of a member group could suffer if other members lack credibility.
- The decision-making process could become more difficult which can weaken the influence of the coalition.
- Loss of autonomy.
- Competition between coalition members.
- Tensions can emerge over control of financial affairs.

Adapted from: The Fund for Peace. (1994). A Handbook on Establishing and Sustaining Human Rights Organisations.

Activity 2 Advisory Services

Time 🕒	30 min
Objective	To determine the type of Advisory Services needed in the region to assist organisations working on minority rights and diversity issues.
Materials	<ul style="list-style-type: none"> • Reference Sheet 15: Advisory Services • Reference Sheet 16: Diagram of Advisory Services Activity • Report of the ICES Advisory Services Meeting in April 2001.
Description	<p>Presentation and discussion on Advisory Services (45 min)</p> <p>A resource person will present the concept of a regional Advisory Services network—its purposes, the resources it could provide, how such a network operates, and the means by which such a network can address the needs identified by participants.</p> <p>The presentation will also focus on the expectations of the project regarding development of follow-up activities through the Advisory Services network.</p> <p>Participants are encouraged to ask questions and provide comments on the proposed nature and role of Advisory Services and follow-up activities of this workshop.</p> <p style="text-align: right;">END OF ACTIVITY ■■</p>

REFERENCE SHEET 15: ADVISORY SERVICES

As part of this project on **Protecting Minority Rights and Defending Diversity**, an Advisory Services Network will be set up. The objective of the Advisory Services Network is to draw on primarily regional expertise to advise and assist human rights organisations to defend diversity and enhance the protection of minority rights.

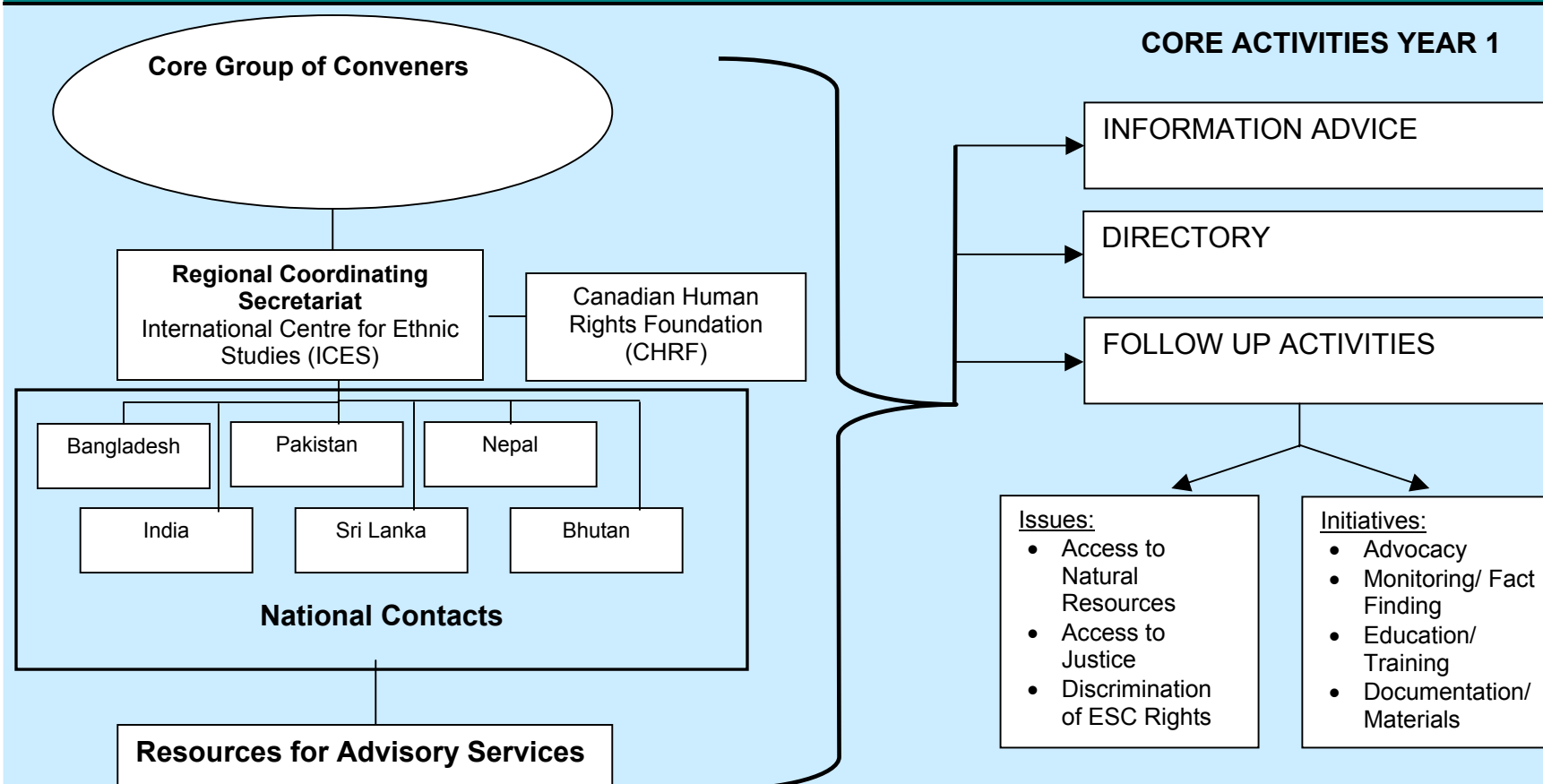
Scope and Function

The Advisory Services will provide support and assistance in the efforts of participants to protect minority rights and defend diversity in the region. The scope and function of the Advisory Services Network will be determined in large part by the needs of the participants and the cost of providing such a service.

Suggested services might include

1. Information and advice (within the context of minority rights and diversity issues) on:
 - International and national laws and standards
 - How to access international and national mechanisms
 - Drafting a petition to court or a complaint to a national human rights institution
 - Drafting a submission or communication to UN complaints mechanisms.
 - Implementing strategies for other follow-up activities
 - Legislative drafting and reform
 - Educational and awareness raising activities
 - Preparing an advocacy campaign
 - Obligations of governments and non-state actors
2. Expertise and resources (including facilitators and resource persons) for training programs, workshops or conferences relating to issues of minority rights and diversity.
3. An experienced person to work on an organisation's strategic plans for the protection and promotion of minority rights.
4. Assistance and guidance in carrying out **Follow-up Activities** such as:
 - Adapting the workshop manual for further training initiatives.
 - Collecting, analysing and disseminating relevant information on the situation of minorities to appropriate bodies.
 - Obtaining redress for human rights violations through access and use of the various channels available at the national and international levels.
 - When applicable, submitting information and complaints to the United Nations human rights mechanisms; and
 - Developing innovative projects to promote tolerance and understanding among groups within society.

REFERENCE SHEET 16: DIAGRAM OF ADVISORY SERVICES ACTIVITY



Activity 3 Using the Advisory Services Network

Time 🕒	2 hrs
Objective	To identify how participants' organisations might benefit from, and contribute to, an Advisory Services Network for addressing minority rights and diversity issues.
Materials	<ul style="list-style-type: none"> • Worksheet 16: Advisory Services – Our Needs and What We Can Offer • Flipchart version of Worksheet 16
Description	<p>This activity is divided into 3 parts.</p> <p>In Part A, participants will work individually to identify organisational needs and resources with respect to advisory services.</p> <p>In Part B, participants work in country groups to pool their information from Part A.</p> <p>In Part C, each country group presents the results of their discussions to the larger group. A resource person comments and leads a large group discussion on priority needs and available resources for advisory services.</p> <p>Part A Individual work (15 min)</p> <ol style="list-style-type: none"> 1. Work individually to identify needs of your organisation in terms of Advisory Services. Reflect on the framework discussed by the resource person. Also refer back to Reference Sheet 15 and the Report of the ICES Advisory Services Meeting in April 2001. Specific areas to identify are: skills, knowledge or resources you feel are lacking in your organisation or in need of improvement. List these in the “Needs” column of Worksheet 16. 2. Determine resources you feel your organisation can offer within the framework of the Advisory Services. List these in the “Offers” column of the chart.

CONTINUED ■■■

Activity 3 Cont'd

Part B Country group work (45 min)

1. The facilitator divides participants into country groups.
2. Review the needs and offers identified in Part A, by the members of your country group. Determine the needs that could be met with identified resources (Offers) currently available within your country group.
3. Identify expertise or resources that you would require from Advisory Services (Needs). Also identify resources members of your group can offer through the Advisory Services Network.
4. Write this information on a flipchart version of **Worksheet 16**.
5. Choose a reporter to present the results of your discussion to the larger group.

Part C Group discussion (60 min)

1. The facilitator reconvenes the whole group. Each country group has 5 minutes to present its summary of needs and offers.
2. A resource person synthesizes the information presented by the different country groups and then leads a large group discussion on identifying priorities (**Needs**) for the Advisory Services and resources (**Offers**) available within the groups.

The ideas presented by the different groups during this discussion will be used to design the framework of the Advisory Services Network.

END OF ACTIVITY ■■

WORKSHEET 16: ADVISORY SERVICES – OUR NEEDS AND WHAT WE CAN OFFER

Needs	Offers

Module 10 Reflecting on Our Learning Experience

Objective

- To provide feedback on this workshop by completing an evaluation questionnaire.

Activities

Activity 1 Workshop Evaluation

Workshop Closing

Activity 1 Workshop Evaluation

Time 🕒	45 min
Objective	To provide constructive feedback on this workshop to assist in follow-up planning.
Description	<p>This activity is divided into 2 parts.</p> <p>In Part A, participants address some questions, first individually, then as a group.</p> <p>In Part B, participants complete the Evaluation Questionnaire for this workshop.</p> <p>Part A (15 min)</p> <p>To help you reflect on your learning experience during this workshop, take about 10 minutes to answer the following questions for yourself, and then discuss your answers with the group. The facilitator will record your responses.</p> <p>1. What was my greatest learning during this workshop?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2. What was my greatest contribution?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3. Will the work I do change as a result of this workshop? How? Think about how you will apply the skills and information from this training session to your work.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">CONTINUED ■■■</p>

Activity 1 Cont'd

Part B (30 min)

Participants individually complete and return an evaluation questionnaire covering the content, process and logistics of this workshop.

END OF ACTIVITY ■■

Workshop Closing

Description	Closing Remarks

Samples of Workshop Evaluations

Modules 1 & 2 Evaluation

Modules 3 & 4 Evaluation

Module 5 Evaluation

Modules 6 & 7 Evaluation

General Evaluation

Samples of Workshop Evaluations

Modules 1 & 2 Evaluation

Please rate the following objectives by marking the boxes below.

Module 1 – Introductions, Expectations, and Goals

Did we meet our objectives for Module 1?				
Objectives	Strongly Disagree	Disagree	Agree	Strongly Agree
a. We got to know everyone in the group: the facilitators, resource persons and participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. We discussed and examined our individual expectations and available resources in the group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. We discussed the program objectives in relation to the expectations expressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. General comments				

Samples of Workshop Evaluations

Module 2 – The Current Situation of Minorities in South Asia

Did we meet our objectives for Module 2?				
Objectives	Strongly Disagree	Disagree	Agree	Strongly Agree
a. We identified key minority rights issues in each of the countries (Bangladesh, India, Nepal, Pakistan, Sri Lanka).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. We exchanged information about our respective work in minority rights with other participating organisations from our country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. We examined characteristics of a minority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Were the objectives for Module 2 relevant to your current minority rights work?			Yes	No
			<input type="checkbox"/>	<input type="checkbox"/>
a. Why or why not?				
b. What I found most useful was:				
c. What I found less useful was:				

Samples of Workshop Evaluations

Module 2 Cont'd.../

d. General Comments

Thank you!

Country: _____

1. Presentation – “Overview of International Instruments”			
Please rate the presentation by marking the boxes below.			
	Poor	Good	Very good
a. Rate your knowledge of the topic before the presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Relevance of presentation to your needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Presenter’s use of relevant examples.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Presenter’s communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. General comments:			

Samples of Workshop Evaluations

Module 3 Cont'd.../

2. Did we meet our objectives?				
Objectives	Strongly Disagree	Disagree	Agree	Strongly Agree
a. We explored the advantages and limitations of international instruments for the protection of minority rights and the promotion of diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. We provided an overview of international instruments that contained minority-specific rights and provisions for promoting diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. We practiced using relevant international instruments to address issues of minority rights and diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Were the objectives for Module 3 relevant to your current minority rights work?			Yes <input type="checkbox"/>	No <input type="checkbox"/>
a. Why or why not?				
b. What I found most useful was:				
c. What I found less useful was:				

Samples of Workshop Evaluations

Module 3 Cont'd.../

d. General Comments

Module 4 – National Provisions for the Protection of Minority Rights

Presentation – “National Provisions and International Standards – Identifying the Gaps”			
Please rate the presentation by marking the boxes below.			
	Poor	Good	Very good
a. Rate your knowledge of the topic before the presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Relevance of presentation to your needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Presenter’s use of relevant examples.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Presenter’s communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. General comments:			

Samples of Workshop Evaluations

Module 4 Cont'd.../

Did we meet our objectives?				
Objectives	Strongly Disagree	Disagree	Agree	Strongly Agree
a. We examined national provisions for the protection of minority rights and promotion of diversity in South Asia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. We identified gaps between the national provisions for minority rights protection and international standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Were the objectives for Module 4 relevant to your current minority rights work?			Yes <input type="checkbox"/>	No <input type="checkbox"/>
a. Why or why not?				
b. What I found most useful was:				
c. What I found less useful was:				
d. General Comments				

Thank you!

Country: _____

Module 5 Evaluation

Module 5 – Monitoring Minority Rights

1. Presentation – “Fact-Finding and Minority Rights”			
Please rate the presentation by marking the boxes below.			
	Poor	Good	Very good
a. Rate your knowledge of the topic before the presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Relevance of presentation to your needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Presenter’s use of relevant examples.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Presenter’s communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. General comments			

Samples of Workshop Evaluations

Module 5 Cont'd.../

2. Did we meet our objectives?				
Objectives	Strongly Disagree	Disagree	Agree	Strongly Agree
a. We examined a process for conducting monitoring and fact-finding activities in the context of investigating violations of the rights of minorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. We strengthened skills in monitoring and reporting on minority rights issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. We practiced fact-finding in a minority rights case and identified sources of information to be used in preparing a report or case.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Were the objectives for Module 5 relevant to your current minority rights work?	Yes	No
a. Why or why not?	<input type="checkbox"/>	<input type="checkbox"/>
b. What I found most useful was:		
c. What I found less useful was:		

Samples of Workshop Evaluations

Module 5 Cont'd.../

d. General comments

Thank you!

Country: _____

Samples of Workshop Evaluations

Modules 6 & 7 Evaluation

Modules 6 & 7 – National and International Mechanisms and Procedures for Minority Rights Protection

1. Did we meet our objectives?				
Objectives	Strongly Disagree	Disagree	Agree	Strongly Agree
a. We identified and reviewed national mechanisms for the protection and promotion of minority rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. We examined the experience of participating organisations in using UN Treaty Bodies and the Working Group on Minorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. We practiced using international complaints mechanisms for the protection of minority rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. We determined appropriate national mechanisms and remedies to use in a particular case.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Were the objectives for Modules 6 and 7 relevant to your current minority rights work?			Yes <input type="checkbox"/>	No <input type="checkbox"/>
a. Why or why not?				
b. What I found most useful was:				

Samples of Workshop Evaluations

c. What I found less useful was:
d. General Comments

Thank you!

Country: _____

Samples of Workshop Evaluations

General Evaluation

Part A – Demographics

Please provide us with some background information about yourself.

Name (optional): _____

In which country do you normally reside? _____

Occupation:

Member of an NGO that works on minority rights and diversity issues

☐ Volunteer ☐ Staff ☐ Other

Main area(s) of work of your NGO.

☐ Monitoring

☐ Advocacy

☐ Human Rights Education

☐ Legal Representation

☐ Political Participation

Gender

☐ Female

☐ Male

Part B – Modules 8 and 9

1. Did we meet our objectives in Modules 8 and 9?				
Objectives	Strongly Disagree	Disagree	Agree	Strongly Agree
a. We identified effective advocacy strategies in the area of minority rights promotion and protection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. We determined the type of Advisory Services needed in the region to assist organisations working on minority rights and diversity issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Were the objectives for Modules 8 and 9 relevant to your current minority rights work?			Yes <input type="checkbox"/>	No <input type="checkbox"/>
a. Why or why not?				
b. What I found most useful was:				
c. What I found less useful was:				
d. General Comments				

Samples of Workshop Evaluations

3. Presentation – “Advisory Services”

Please rate the presentation by marking the boxes below.

	Poor	Good	Very good
a. Rate your knowledge of the topic before the presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Relevance of presentation to your needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Presenter's explanation of the concept of the Advisory Services was clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Presenter's communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e. General Comments:

Part C – Content and Process

Protecting Minority Rights and Defending Diversity Workshop Objectives

Please rate the following by marking the appropriate boxes.

2. The workshop has enabled me to:	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Develop skills in using a framework based on internationally accepted human rights standards and principles in addressing situation and issues relating to minority rights and diversity in South Asia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Examine existing national and international mechanisms to promote and protect the rights of minorities and to seek effective redress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Identify effective strategies for addressing minority rights violations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Contribute to the development and consolidation of regional and national networks of organisations working on minority rights issues and diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly Disagree	Disagree	Agree	Strongly Agree
3. The participatory approach of the workshop was effective that the objectives were met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The facilitators were effective in guiding the process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Samples of Workshop Evaluations

2. Which topics covered during the Workshop were the most relevant to your work?

3. Which topics covered during the Workshop were NOT relevant to your work?

4. Please indicate what was most useful for you in the following categories:

Knowledge: _____

Skills: _____

Attitudes: _____

5. How will you use what you have learned in your work?

6. Based on the needs you identified on Day 1, do you feel that these needs have been met by the Workshop? Why or why not?

☐ No ☐ Somewhat ☐ Yes

7. What is your overall impression of the Workshop?

Part D – Future Directions

Please answer the following questions to help improve the Workshop for future participants.

1. Would you recommend others from your organisation or country to participate in the Workshop?

☐ a) Yes, I would refer others to participate.

☐ b) No, I would not refer anyone.

2. Why or why not?

3. Besides the Advisory Services Network, what other ways will you continue networking with the participants from this Workshop?

4. Is there a subject (content or methodology) that you wanted to discuss in more detail during the Workshop?

Samples of Workshop Evaluations

A revision of the training manual will take place following this Workshop; do you have any recommendations to make which will improve the quality of the materials? (Additions or changes to the content, format, or design)

Modules	Recommendations
1. Introductions, Objectives, and Goals	
2. The Current Situation of Minorities in South Asia	
3. Standards for the Protection of Minority Rights	
4. National Provisions for the Protection of Minority Rights	
5. Monitoring Minority Rights	
6. National and International Mechanisms and Procedures for Minority Rights Protections	
7. Preparing a Case for Submission	
8. Promotion of Minority Rights Through Advocacy	
9. Next Steps	
10. Reflecting on Our Learning Experience	

Samples of Workshop Evaluations

Part E – Administration, Material Needs, Special Events

Please rate the following by marking the boxes below.

1. Communications	Very poor	Poor	Good	Very good
a. Communication with ICES and CHRF prior to arrival in Sri Lanka	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communication of information during the Workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Assistance from and availability of ICES and CHRF staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. General Comments				

Samples of Workshop Evaluations

2. Facilities	Very poor	Poor	Good	Very good
a. Plenary session room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Accommodations and sleeping quarters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Food quality and variety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Food service and convenience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. On-site communication services (telephone messages, fax, Internet, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. General Comments:				
4. Special Events	Did not participate	Poor	Good	Very good
a. Opening evening / Cultural Show (October 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. General Comments:				

Thank you for responding to this questionnaire