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Canada**



Canada

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The photograph on the cover showcases participants from the 2013 International Human Rights Training Program (IHRTTP) as they engaged in one of the participatory activities. It was taken by Daniel Roy, Senior Education Specialist, held in Ste-Anne-de-Bellevue, Quebec.



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

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

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

Acknowledgments

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

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

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

The preparation of this manual and the 2015 IHRTP are undertaken with the financial support of the Government of Canada provided through Foreign Affairs, Trade and Development Canada (DFATD).

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Preface

Human Rights Education

Human rights education is the *raison d'être* of Equitas – International Centre for Human Rights Education. The Universal Declaration of Human Rights, considered by many as the starting point of human rights education, is the document upon which Equitas was founded and it has guided our work in Canada and around the world for over 45 years. We view non-formal human rights education as an essential component in the process of building a global culture of human rights. Our programs build the knowledge, skills, values, attitudes and behaviours required for individuals to understand, assert and defend their human rights as well as the rights of others. Raising awareness of gender related issues and promoting equality between women and men are crosscutting themes in all our human rights education programs.

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

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

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

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

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

“The materials in both manuals provide a sound basis for a training program on human rights in general – my commission with its broad mandate will hopefully benefit from them.”

“I am grateful to Equitas for availing the relevant materials. They helped to read ahead and understand and revise after class. We shall also use them in our work. Language was understandable and well written out.”

“Both the manuals are extremely good, and I will use them in the work of my organization.”

“The activities are made for reflections, but they are fun to do. So while taking the training very seriously, fun is always part of the equation.”

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

Goal

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

Objectives

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

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

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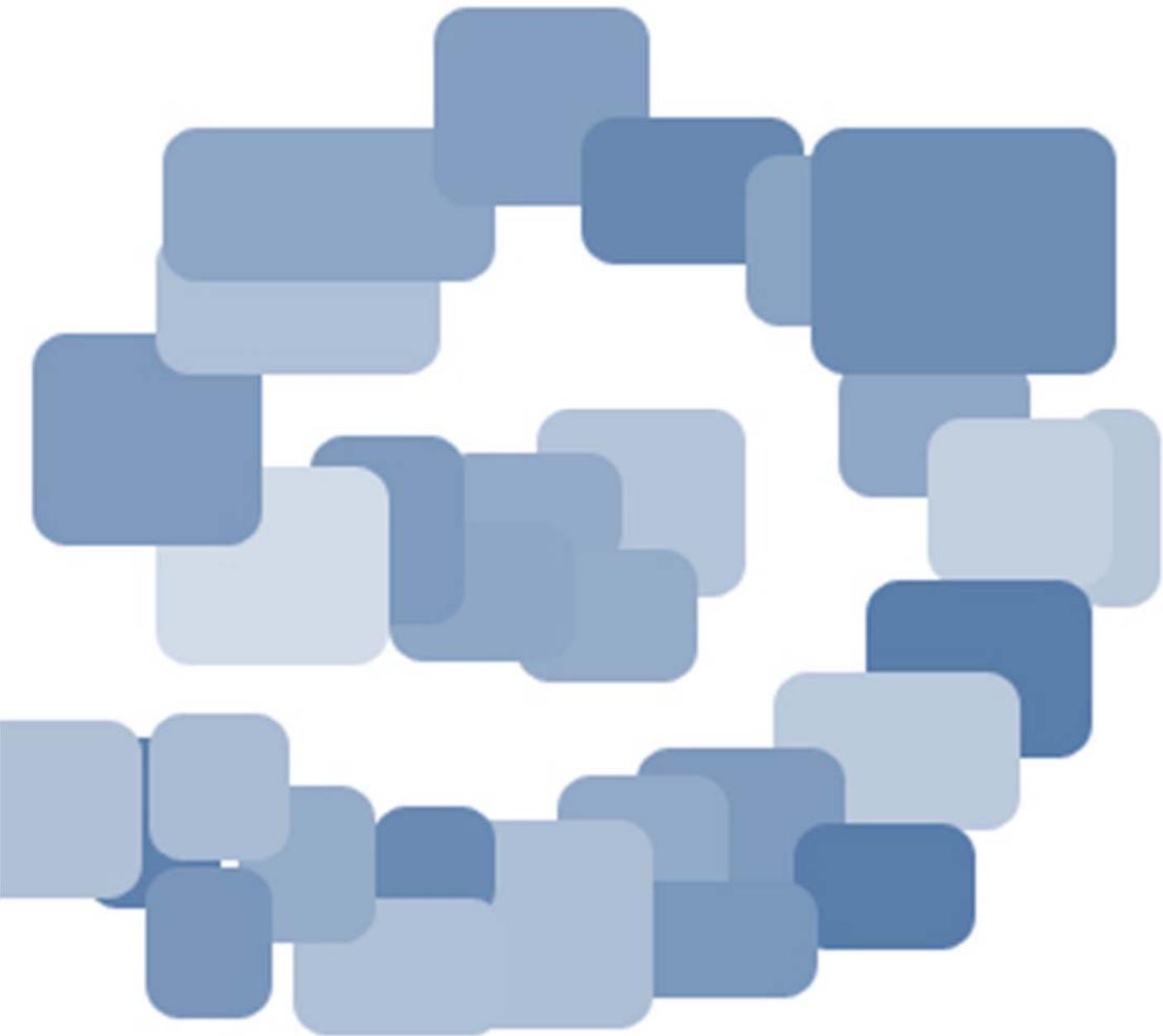
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Stream 1

Introductions



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About Stream 1

1

🕒 1 Day

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

This first Stream lays the foundations for the Program. It provides the opportunity for participants to clearly articulate their own needs and experiences at the personal, organizational and regional levels. It also introduces the participants to the participatory approach, which will guide the learning process throughout the Program. Participants will explore key components of the participatory approach and the design model used to implement this approach throughout the program, the learning spiral.

Objectives

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

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

Implementing a Participatory Approach: Strategies and Techniques

- Learning Spiral
- Group Guidelines
- Brainstorming
- Giving and Receiving Feedback
- Instructional Diagrams

Unit 1 Getting to Know People

1

Activity 1 Wall of Fame

🕒 1 hr

This activity is divided into two parts.

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

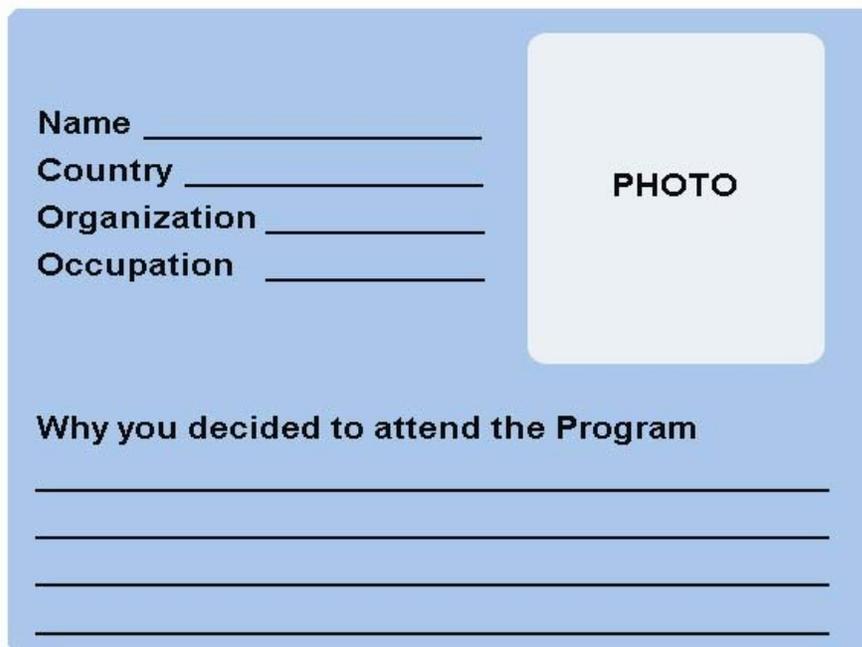
In **Part B**, you will be grouped with other individuals and you will introduce each other to the group.

15 min

Part A Work with a Partner

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

1



Name _____

Country _____

Organization _____

Occupation _____

PHOTO

Why you decided to attend the Program

45 min

Part B Large Group Work

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

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

End of Activity ■

Activity 2 Questions about You

⌚ 30 min

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

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

1-10

Participant

Equitas

2015 International Human Rights Training Program

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

End of Activity ■

Activity 3 Building Effective Dynamics

🕒 1 hr

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

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

This activity is divided into three parts.

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

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

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

1

25 min

Part A Brainstorming – Your Understanding of the Term “Conflict”

1. The facilitator will lead the group in a brainstorming session to have you reflect on your understanding of the term “conflict”. Use the chart below to take notes.
2. You will then briefly discuss potential conflicts that may arise in a human rights training session.

Implementing a Participatory Approach:
Brainstorming
(p.1-30)

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



More about... Understanding Conflict

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

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

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

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

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

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

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



More about... Dealing with Conflict in a Training Session

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

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

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

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

Expressions of anger and conflict:

- Raised voices
- Tense, nervous body language
- Silence

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

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

15 min

Part B Large Group Work

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

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

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

Examples of helpful guidelines include:

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

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

Guidelines for our group:



1

Your facilitator will lead a discussion based on the following questions:

- What should we do if someone does not comply with any of the agreed-upon group guidelines? How can we ensure that what we do is in line with human rights values (respect, equality, non-discrimination, cooperation, etc.)?
- Is the setting of group guidelines appropriate for every type of human rights education and participant group?



More about... Including a Gender Perspective

What is gender?

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

Gender is an integral component of every aspect of the economic, social, daily and private lives of individuals and societies, and of the different roles ascribed by society to men and women. Increasingly, the term gender is being accepted to define the relationship between physiological processes (normal biological functions) and thoughts, emotions and behaviours involved in identity and social role – that is, one's own identification as male, female or intersex.

Gender relations are the social interactions and distribution of power between men and women. Gender relations are influenced by and intersect with other social relationships such as social class, ethnicity, sexuality, ability, etc. The way gender interacts with these characteristics impacts individual's level of privilege, their access and control of resources and their ability to participate in and influence the decisions that affect their lives.

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

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

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

Ghosh, Shuvo (2009) Sexuality, Gender Identity. Retrieved from: <http://emedicine.medscape.com/article/917990-overview>

1

20 min

*Implementing
a Participatory
Approach:*
Giving and
Receiving
Feedback
(p.1-32)

Part C Large Group Work

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

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

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

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

End of Activity ■

1

Activity 4 Verifying Needs and Offers

⌚ 30 min

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

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

Needs and offers	
My needs:	What I can offer:

End of Activity ■

Unit 2 Getting to Know the IHRTP

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

Activity 1 Introducing the Learning Spiral

🕒 15 min

This activity is divided into two parts.

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

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

10 min

Part A

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

Questions to consider:

1. What is the most important difference between these two models?
2. Which of the two models are you most familiar with?
3. How does knowledge "flow" in each of these models?

5 min

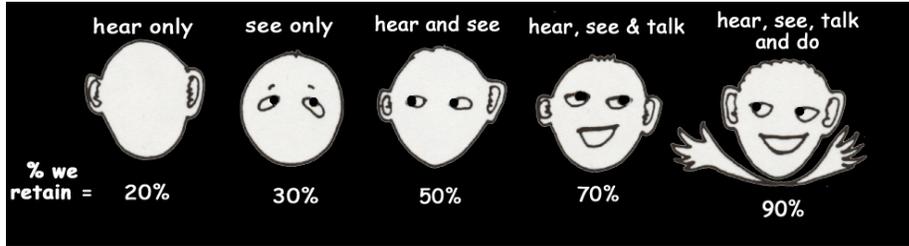
Part B

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



**More about...
Ways People Learn**

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



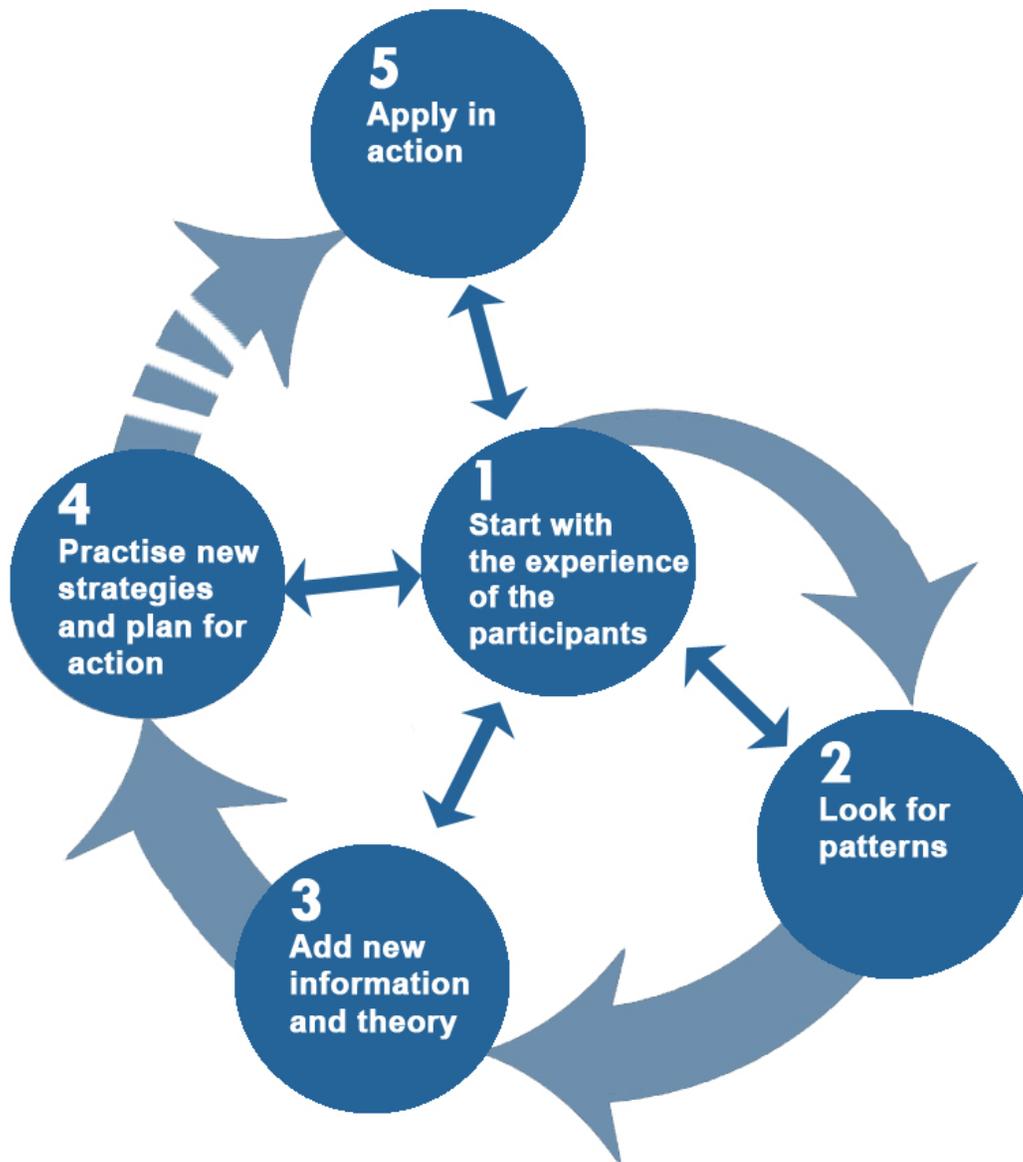
Source: Arnold, R., et al. (1991). *Educating for a Change*. Doris Marshall Institute for Education and Action. Adapted with permission.

Diagram 1. The Expert Model



Diagram 2. The Learning Spiral

1



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

End of Activity ■

Activity 2 The IHRTP Overall and the Learning Spiral

1

 30 min

This activity is divided into two parts.

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

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

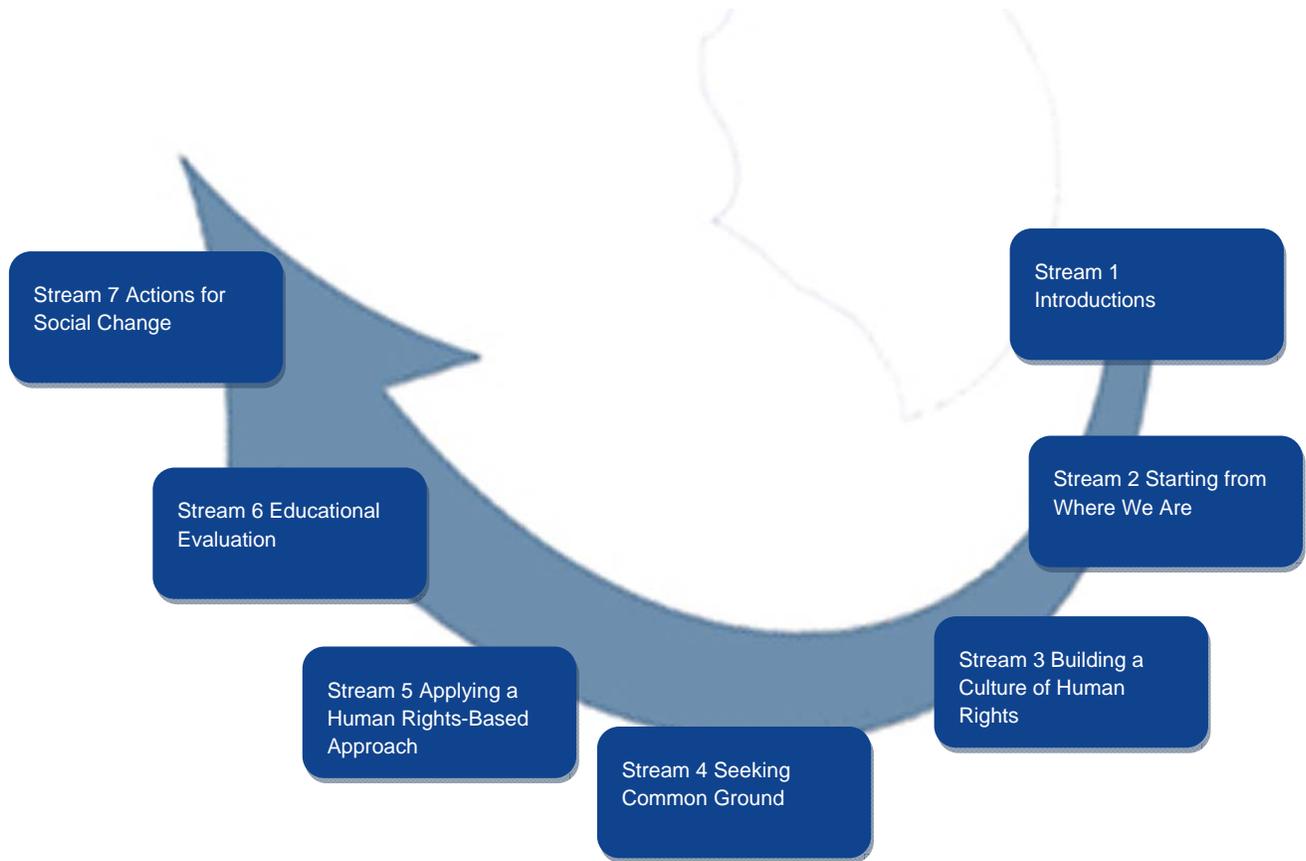
15 min

*Implementing
a Participatory
Approach:
Instructional
Diagrams
(p.1-34)*

Part A

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

Learning Path of the Program



2. You and your partner will be assigned one Stream of the Program and you will prepare to explain to the group what phase of the "Learning Spiral" this Stream fits into. You will also explain your rationale in selecting the phase of the spiral. You will use the introduction and the learning objectives of the Stream to give you an idea of the contents. The facilitator will refer you to the appropriate pages in your manual for your Stream.
3. You and your partner will explain your Stream to the group. Refer to the "Needs and Offers" chart and try to connect your needs and offers to the Program Streams.
4. Your facilitator will provide feedback to the group. Listen attentively to the feedback provided because you will be required to provide feedback to each other throughout the Program.

15 min

Part B

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

End of Activity ■

1

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

🕒 1 hr

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

Question and Answer Period

End of Activity ■

End of Stream Evaluation/Debriefing

🕒 30 min

After completing the End of Stream Evaluation, reflect as a group on your learning in relation to your work.

- Could you easily integrate the learning spiral in your human rights education work? Why or why not?
- How can you encourage giving and receiving feedback in your work?
- Why is including a gender perspective in human rights education important?
- How can the Stream's content inform your human rights and human rights education work? (e.g. the participatory approach, dealing with conflict in groups settings)

1

- What were the different human rights education strategies and techniques used to implement the participatory approach? Were they effective? How can they be adapted to your own human rights education needs?

Implementing a Participatory Approach: Strategies and Techniques

1

- Brainstorming
page 1-30
- Giving and Receiving Feedback
page 1-32
- Instructional Diagrams
page 1-34

Brainstorming

Unit 1 Activity 3

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

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

Guidelines for a successful brainstorming session

Have a moderator lead the brainstorming and one or two persons record the ideas.

Narrow or limit the issue or problem being addressed.

Encourage "quantity" of ideas. Out of quantity will come quality.

Allow participants to take a few minutes to write down their ideas individually.

Invite participants to share their ideas. Each participant gives only ONE idea at a time.

They should begin by acknowledging what others have shared. See the "Yes...and" in Brainstorming section below.

Quickly and uncritically write down ideas on a board or flipchart.

Do not organize the words in any particular order.

Do not change words once they are written down.

Ideas can be presented through images, feelings, metaphors, events, or people.

Remember there are no wrong answers!

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

"Yes...and" in Brainstorming

"Yes...and" is a technique from improvisation. In order to draw an audience into the drama, each actor must use this technique. If one actor starts the scene in a grocery store, the other actors must join in and build on it to create a realistic story.

Just as in improvisation, brainstorming sessions need a "Yes...and" rather than a "Yes...but" approach. **Yes...but** means you don't agree with the idea. In contrast, **yes** means you accept the idea; **and** is the building upon that idea.

Lou Gerstner coined the term the “**the culture of no**” in the 1990s—a culture of indecision where people who disagree have the power to veto and dialogue is stifled. A “**culture of maybe**” can lead to paralysis as people strive to be certain before making decisions. “**A culture of yes**” highlights that everyone is building something together.

Having participants share their ideas by first acknowledging what others have shared is in keeping with the principles of mutual respect and reciprocal learning of the participatory approach.

Implementing the participatory approach... with Brainstorming		
Start with participant’s experience...	Critically analyze and reflect...	Develop strategies for action...
The open and spontaneous flow of ideas enables the group to get an overall picture of individual experiences.	The process of looking for patterns and organizing ideas allows for critical reflection about the experiences shared.	Once ideas are organized, the group is in a better position to use the collective knowledge. This information can inform further planning and action.

Giving and Receiving Feedback

Unit 1 Activity 3

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

When you ask small groups to report. “How did you do as a group?”

When you ask for comments on how a training event is progressing. “How do you like the way we are spending our time in the classroom?”

When participants speak to each other. “Sally, when you got up to write the comments on the flipchart paper during the discussion, it helped us to get focused.”

When you offer feedback to an individual after a specific behaviour. “Thank you Janice, for bringing us back to the focus of our discussion, we drifted a bit off topic. Or “Mark, it’s important to ensure that others answer the question as well, could you please wait to offer a solution until Sammy finishes his thought?”

Tips on Giving and Receiving Feedback

Talk in the first person. Statements such as "I felt ..." or "Your idea about..." communicate personal responsibility for responses. They do not claim to speak for others.

Be specific. Statements such as "When you said this, I..." or "Your idea about..." focus on the particular action or statement. Avoid general comments such as "You keep..." or "You always...".

Challenge the idea or action, not the person. It doesn't help to draw attention to the pitch of someone's voice or a stutter. Focus on actions or behaviours that a person can modify (if they agree this would be useful).

Combine recognition of what worked with a challenge to improve. Again, be as specific as possible. For example, if a person sounds preachy in a part of the presentation but engages people in a lively way in another part, refer to the positive side as a specific model of tone, strategy, and style.

Ask questions to clarify or probe reasons. Questions such as "What did you take into account when you decided...?" or "What did you mean when you said ...?" credits the person with selection and judgment. The questions also help avoid criticisms and suggestions that are irrelevant to what the person is trying to do.

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

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

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

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

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

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

Implementing the participatory approach... by Giving and Receiving Feedback		
Start with participant's experience...	Critically analyze and reflect...	Develop strategies for action...
In a participatory setting, respectful and productive interaction between participants is central to the experience and learning. Giving and receiving appropriate feedback helps draw out the participants' experience and helps avoid unproductive conflict.	Giving and receiving feedback makes its largest contribution to the participatory approach by deepening and enhancing the quality of reflection and analysis. Constructive feedback is critical in transforming disagreement and conflict into learning.	Strategies for actions will be more inclusive, more clearly articulated and more effective if they have been developed through a process of honest and constructive feedback.

Instructional Diagrams

Unit 2 Activity 2

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

When designing an instructional diagram we must determine:

Who is the diagram for?

What is the instructional purpose of the diagram?

What is the situation in which the diagram will be used?

To be effective, a diagram must:

Be well-suited to its purpose

Be soundly constructed

Incorporate general principles of effective diagram design

Be appropriate for the intended users

Facilitator support to the learners includes:

Preparing the learners for the diagram: What are they going to be shown and why?

Guiding the learners through the interpretation: What do the learners need to do to build up appropriate meaning from the diagram?

Helping to integrate the information in the diagram with the rest of the subject matter: What does the diagram contribute to the learners' overall understanding of the instructional topic?

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

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

Implementing the participatory approach... with Instructional Diagrams		
Start with participant's experience...	Critically analyze and reflect...	Develop strategies for action...
Instructional diagrams are visual communication tools that may be more or less accessible or appropriate to participants, depending on their learning style and their experience.	Within a participatory approach, instructional diagrams cannot be used alone. They support a process of critical reflection on ideas and concepts the diagram aims to represent.	This technique is generally used as part of a broader activity. Instructional diagrams provide visual support for learning and facilitate transfer application of learning into action.

Materials

1

- Effective Group Dynamics –
The Life Cycle of Groups
page 1-38
- The Participatory Approach
page 1-39

Effective Group Dynamics – The Life Cycle of Groups

Unit 1 Activity 3

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

The Four Stages of Group Development

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

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

The Participatory Approach

Unit 2 Activity 1

Definition of Participatory Approach

The participatory approach is an educational approach based on the belief that the purpose of education is to expand the ability of people to become shapers of their world by analyzing the social forces that have historically limited their options.

A participatory approach in HRE promotes and values the sharing of personal knowledge and experience of human rights, and encourages critical reflection on individual beliefs and values. It is founded on principles of mutual respect and reciprocal learning and seeks out and includes the voice of the learners in the learning process. It enables people with different backgrounds, cultures, values and beliefs to learn effectively together and learn from each other. It encourages social analysis aimed towards empowering adult learners to develop concrete actions for social change that are in accordance with human rights values and standards.

The Three Pillars of a Participatory Approach

The three fundamental characteristics – or pillars – of a participatory approach are:

- Starting with the participants' experience
- Critically analyzing and reflecting
- Developing strategies for action

These three conditions must be met both in the design and in the implementation of HRE training according to a participatory approach.

The Learning Spiral – A Tool for Designing Training According to a Participatory Approach

As human rights educators working with adult learners, we need tools that can help us to put the concepts of a participatory approach into practice. One such tool, the Learning Spiral, illustrates how a participatory approach can work. The Learning Spiral is the instructional design model that guides how the participatory approach is implemented in the IHRTP and all other Equitas training programs. It is applied at various levels, from individual activities to the whole training program.

Implementing a Participatory Approach: Techniques and Strategies

The participatory approach is necessarily put into practice through the use of many different techniques and strategies. In turn, these techniques are also participatory in nature and must reflect the three pillars of implementing a participatory approach.

Techniques for implementing a participatory approach refer to the methods used during activities. These techniques include brainstorming, dinamicas, flipcharting, power mapping and countless others. Any one of these techniques can be participatory or non-participatory in nature, depending on the approach facilitators take in designing and implementing the activity. The three pillars presented above will help ensure that a technique is delivered according to a participatory approach.

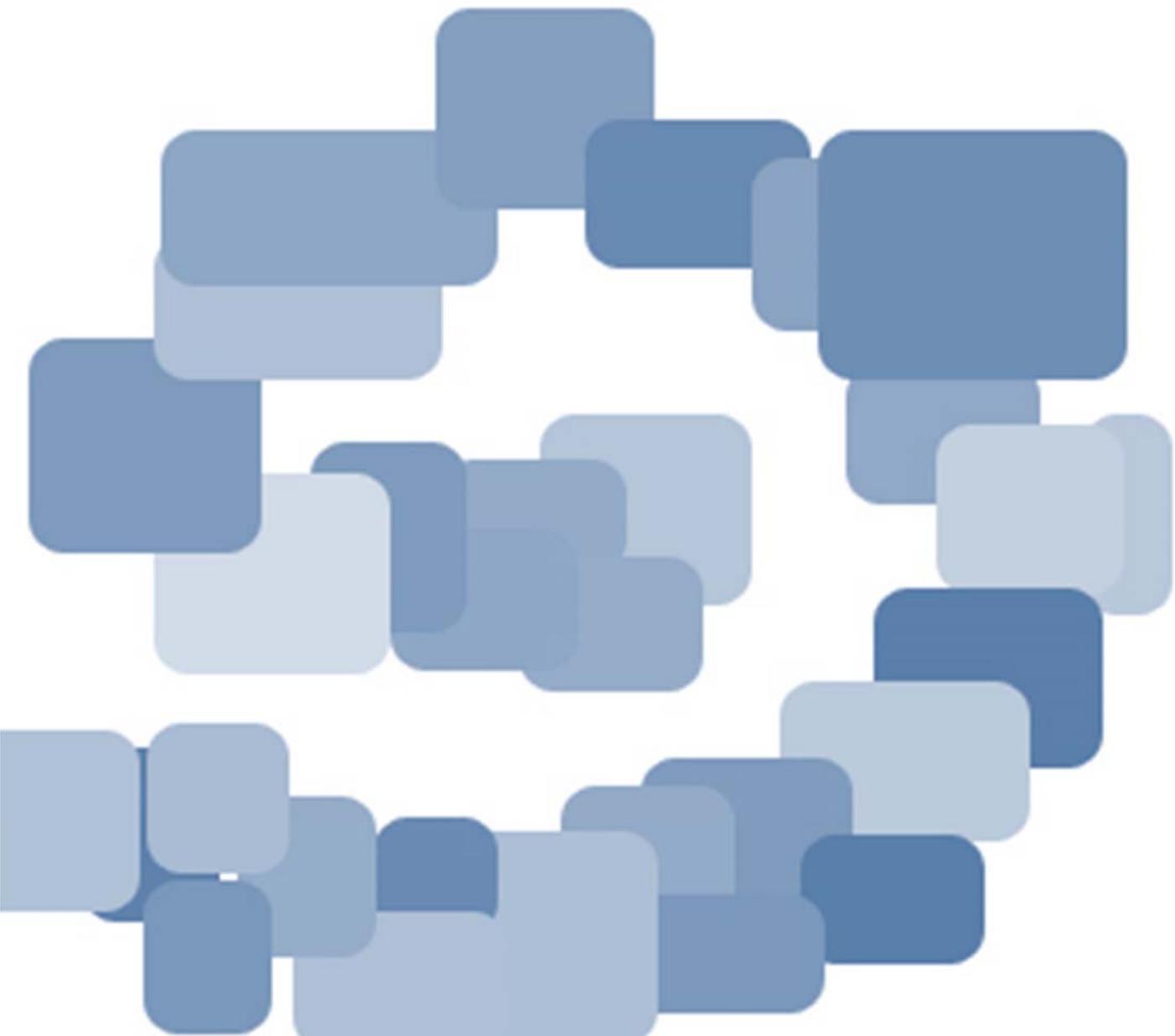
1

Strategies refer to cross-cutting actions and behaviors that condition the way a training session is organized and delivered. They help ensure the conditions corresponding to the three pillars are met. Often, activities are designed and delivered in order to introduce these strategies, which are then used throughout the remainder of the training. Because the participatory approach to HRE is implemented in a group context, many of the strategies focus on creating an appropriate learning context and group dynamics. Strategies allow the learners to experience an open, safe and democratic environment that is grounded in human rights values. Sharing learning needs and expectations and developing group guidelines are examples of strategies that contribute to this. Strategies can also help participants understand the learning process. For example, using diagrams and models, such the Learning Spiral, helps participants reach common ground in understanding the participatory learning process and situate themselves within it.

Source: Equitas. (2011). *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*. Montreal: Equitas – International Centre for Human Rights Education, 11-12.

Stream 2

Starting from Where We Are



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About Stream 2

1 Day

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

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

2

Objectives

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

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

2

Implementing a
Participatory
Approach:
Strategies and
Techniques

Power Mapping

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

Activity 1 Human Rights in Your Society

🕒 3 hr

This activity is divided into three parts.

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

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

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

2

1 hr

Part A Work in a Group

Describing the Human Rights Situation

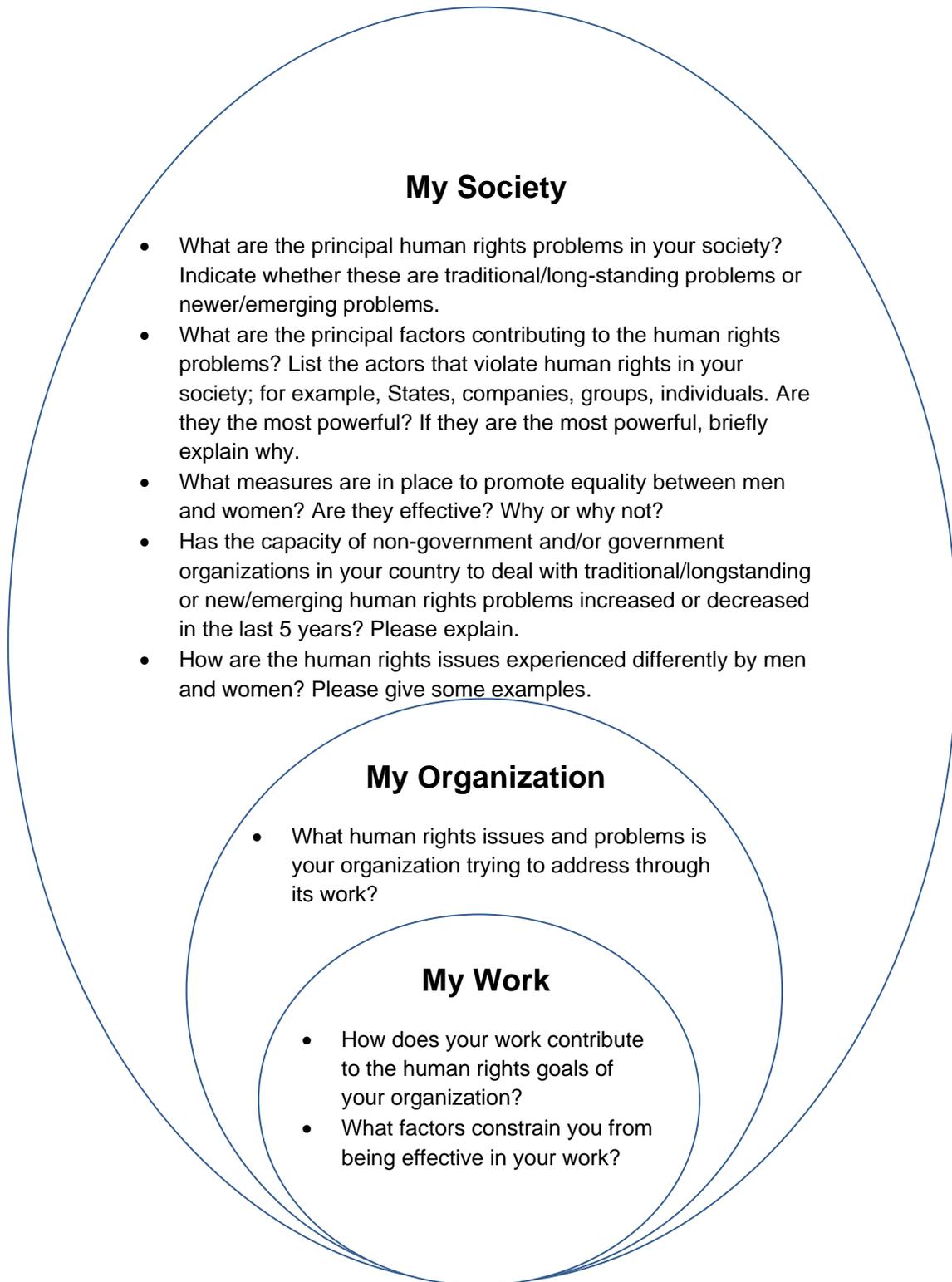
Before you begin, look over the description of the human rights situation in your country or community that you prepared as part of your Pre-Training Assignment. See page 2-26 of the **Materials** section for a blank copy of the Pre-Training Assignment.

1. Select a reporter who will record your discussion on “The Reporter's Page” on page 2-12 and report back to the whole group.
2. Each member of your group will in turn describe the human rights situation in his/her respective country. Reflect critically on the types of human rights problems and contributing factors. Also share your ideas on how power relations between women/girls and men/boys in your society affect the enjoyment of their rights.
3. Use the diagram “Your Human Rights Context” on the next page to help you provide information about the human rights system within which you work (not more than 10 minutes each).
4. Each person in the small group should speak for no more than 10 minutes.

2

Your Human Rights Context

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



The Reporter's Page

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

2

Country	My Society		My Organization	My Work
	Principal HR Problems	Main Contributing Factors	Issues Being Addressed	Contributions/ Constraints
Example: Canada	Longstanding: Depending on the definition of homelessness, between 150 000 and 1 000 000 people are homeless in Canada (Canadian Alliance to End Homelessness, 2012).	Government cuts in social programs Lack of affordable housing Poverty Disability	Promotion of ESC rights	Lack of clear information on homeless populations Activist working with affected women and children/Lack of communication between similar NGOs
Example: Canada	Emerging: Child Poverty: 1 in 5 children in Canada lives in poverty, an increase of 21% since 1989.	Government deferred investment in social programs	Promotion of ESC rights	Activist working with Campaign 2000, a cross-Canada public education movement/Lack of awareness among Canadians

1 hr

Part B Group Reporter's Summary

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

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

Your report should not be longer than 10 minutes.

1 hr

Part C Large Group Discussion

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

Some questions for discussion are provided below.

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

End of Activity ■



More about...

Human Rights Education and Conflict

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

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

To be successful, human rights education must be part of a total program. It must not only focus on building people's knowledge about their rights, but also on enhancing their capacity, confidence and skills to exercise their rights. Moreover, it must include skills in conflict resolution, problem-solving and tolerance promotion. HRE aims towards greater empowerment and participation from communities and builds the capacity of different actors within society to resolve conflicts. In doing so, it equips actors to create a climate where human rights violations are more effectively addressed, avoided and delegitimized.

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

*Note: An approach such as the systems approach presented in Unit 3, Activity 2 of this Stream can assist in developing more comprehensive initiatives that take into account relevant stakeholders and the broader context of the particular problem.

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

Unit 2 The Global Context of Human Rights

2

Activity 1 Analyzing the Global Context

🕒 1 hr 30 min

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

This activity is divided into three parts.

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

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

In **Part C**, you will present the results of your findings to the larger group.

30 min

Part A Work in a Group

1. You will work in two groups.
2. Read and discuss the main ideas in the article *Globalization: A Mixed Blessing for Human Rights* on page 2-33 of the **Materials** section at the end of this Stream.
3. Based on your discussion of the article and drawing on your own experience, identify factors, structures or systems operating on a global scale that are having an impact on the human rights situation in your community or society. For each factor you identify, determine whether it favours, limits or could either favour or limit the promotion and protection of human rights. Record your answers in the appropriate columns of the chart provided on the next page. (15 min)
4. Share your ideas with the larger group. (15 min)

2

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

30 min

Part B Work in a Group

1. Work in the same two groups as in Part A.
 - **Group 1** will focus on the global factors favouring the promotion and protection of human rights identified in Part A
 - **Group 2** will focus on the global factors limiting the promotion and protection of human rights identified in Part A
2. Together with the members of your group, determine what you feel are the five most significant impacts on the human rights situation in your communities/societies of the factors assigned to your group. Also keep in mind during your discussions the snapshot you prepared of the human rights situation in your communities/societies in Unit 1, Activity 1 of this Stream.
3. Record the results of your discussion in the appropriate column of the chart in Part A.

30 min

Part C Large Group Discussion

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

- Were there any impacts identified that surprised you?
- How do the impacts you identified positively and/or negatively affect the lives of men and women differently?
- What strategies should you and your community adopt in order to address and limit the negative impacts. What strategies can help reinforce the positive ones?

End of Activity ■

Activity 2 Global Spheres of Influence

🕒 1 hr

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

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

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

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

This activity is divided into two parts.

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

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

30 min

*Implementing
a Participatory
Approach:
Power Mapping
(p.2-24)*

Part A Large Group Work

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

For each category:

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

developing countries? What segment of the world’s population do these decision makers represent? What are the results of this situation?

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

Spheres of Influence



30 min

Part B Large Group Discussion

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

- What are the value systems these actors abide by? Are they compatible with human rights values?
- Do the policies of these actors favour an equitable distribution of power, responsibilities, and resources between men and women?
- How are these actors interrelated? What effect could the relationships between these actors have on their individual ability to influence the global human rights context?
- Are some of the actors you identified more accessible than others? Which ones and why? What methods can be used to approach them?
- How can human rights education be used to ensure the global context is guided by human rights values?
- How can human rights education contribute to addressing the unequal division of power between men and women in society in the context of globalization?

End of Activity ■

2

End of Stream Evaluation/Debriefing

🕒 15 min

After completing the End of Stream Evaluation, reflect as a group on your learning in relation to your work.

- How can human rights education help address human rights issues in your society or community?
- How does the global human rights context influence the human rights situation in your society or community? How does it affect women and men differently?
- What issues discussed do you feel are most relevant for the work of your organization? How would you share your learning from this Stream with your colleagues?
- What were the different human rights education strategies and techniques used to implement the participatory approach? Were they effective? How can they be adapted to your own human rights education needs?

2

Implementing a Participatory Approach: Strategies and Techniques

2

- Power Mapping
page 2-24

Power Mapping

Unit 2 Activity 2

2

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

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

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

Implementing the participatory approach... with Power Mapping		
Start with participant's experience...	Critically analyze and reflect...	Develop strategies for action...
Participants rely on their own experience to identify the forces at play in their society.	Participants critically examine whether the influence of different actors on their society is positive or negative.	Power mapping facilitates a deeper understanding of the actors that favour or limit a given position or action. This enables participants to better target their initiatives and be more effective.

Materials

2

- Pre-Training Assignment
page 2-26
- Globalization: A Mixed Blessing
for Human Rights
page 2-33

Pre-Training Assignment

Unit 1 Activity

2

Candidate Information		
Last Name (as it appears on your passport):		First Name (as it appears on your passport):
Country:	Work Email:	Personal Email:
Profile of Candidate's Organization		
Date you began working for your organization		
Month: Select from menu Year (yyyy):		
Please indicate the type of organization you work for:		Select from menu If other (please specify):
Please indicate up to 3 (max.) main groups your organization currently works with:	Please indicate up to three (max.) main human rights issues your organization currently addresses:	Please indicate up to three (max.) main types of activities your organization currently undertakes:
<input type="checkbox"/> Academic institutions (e.g. <i>teachers, school personnel</i>) <input type="checkbox"/> Community-Based Organizations <input type="checkbox"/> Children/youth <input type="checkbox"/> Community leaders <input type="checkbox"/> Ethnic and/or religious minorities <input type="checkbox"/> Faith-based communities <input type="checkbox"/> General public <input type="checkbox"/> Government <input type="checkbox"/> Health professionals <input type="checkbox"/> Human rights defenders <input type="checkbox"/> Indigenous peoples <input type="checkbox"/> Law officials (e.g. <i>judges, lawyers</i>) <input type="checkbox"/> LGBTI people <input type="checkbox"/> Media (e.g. <i>journalists, media professionals</i>) <input type="checkbox"/> Migrant workers <input type="checkbox"/> National human rights institutions (e.g. <i>national human rights commission, ombudsman</i>) <input type="checkbox"/> NGOs <input type="checkbox"/> People affected by HIV/AIDS <input type="checkbox"/> People living in poverty <input type="checkbox"/> People with disabilities <input type="checkbox"/> Police, military and/or security forces <input type="checkbox"/> Prisoners / detainees <input type="checkbox"/> Refugees / immigrants <input type="checkbox"/> Trainers and facilitators <input type="checkbox"/> Women <input type="checkbox"/> Other, <i>please specify</i>	<input type="checkbox"/> All categories of rights <input type="checkbox"/> Civil and political rights <input type="checkbox"/> Economic, social and cultural rights Specific categories of rights <input type="checkbox"/> Citizenship and nationality rights <input type="checkbox"/> Children rights <input type="checkbox"/> Disability rights <input type="checkbox"/> Environmental rights <input type="checkbox"/> Indigenous Peoples' rights <input type="checkbox"/> Freedom of opinion/information <input type="checkbox"/> Freedom of religion/thought <input type="checkbox"/> Freedom from torture/degrading treatment <input type="checkbox"/> Housing rights <input type="checkbox"/> Humanitarian law <input type="checkbox"/> Labour rights <input type="checkbox"/> Legal rights (e.g., <i>due process, arbitrary arrest</i>) <input type="checkbox"/> LGBTI rights <input type="checkbox"/> Migrant workers rights <input type="checkbox"/> Minority rights <input type="checkbox"/> Prisoners' rights <input type="checkbox"/> Refugee rights <input type="checkbox"/> Right to development/poverty <input type="checkbox"/> Right to education <input type="checkbox"/> Right to food <input type="checkbox"/> Right to health <input type="checkbox"/> Rights of human rights defenders <input type="checkbox"/> Right to life and security <input type="checkbox"/> Women's rights <input type="checkbox"/> Other, <i>please specify</i>	<input type="checkbox"/> Capacity building <input type="checkbox"/> Community / economic development <input type="checkbox"/> Conflict resolution / peace building <input type="checkbox"/> Democracy, civic, and citizenship education <input type="checkbox"/> Development of HR standards/policies <input type="checkbox"/> Human rights education/training <input type="checkbox"/> Legal aid and/or assistance <input type="checkbox"/> Monitoring <input type="checkbox"/> Advocacy <input type="checkbox"/> Research <input type="checkbox"/> Publications <input type="checkbox"/> Other, <i>please specify</i>

Part I: Your Familiarity with the International Human Rights System

1) International Human Rights Instruments

Rate your familiarity with each of the instruments listed below by selecting the appropriate response from the drop-down menu. Use the legend provided to guide you.

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

Legend:

1 = Not familiar = No experience with the instrument

2 = Somewhat familiar = Limited experience with the instrument

3 = Familiar = Work with the instrument occasionally

4 = Very Familiar = Work with the instrument regularly

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

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

Check the state of ratification on UN website at:

<https://treaties.un.org/Pages/Treaties.aspx?id=4&subid=A&lang=en&clang=en>

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

Please list them and briefly explain how you use them.

4) Do you use the UN human rights system in your work? (e.g. treaty bodies, working groups, special rapporteurs).

Briefly explain how.

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

Please list them and briefly explain how you use them.

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

How familiar are you with the UPR? Select from menu

Please indicate when your country underwent the UPR review process (mm, yyyy):

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

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

For general information about the UPR, see the following links:

<http://www.ohchr.org/EN/HRBodies/UPR/Pages/UPRMain.aspx>; <http://www.upr-info.org/>

Part II: Human Rights and Human Rights Education (HRE) Work

- 1) Rate your ability to use a human rights-based approach in your work. Select from menu

Please explain your response.

- 2) Do you integrate the concept of gender equality in your human rights and **HRE** work? Yes No

Please provide an example of how you integrate gender equality:

- 3) Rate your ability to develop **HRE** activities. Select from menu

Please explain your response.

- 4) Rate your skills in facilitating **HRE** activities. Select from menu

Please explain your response.

- 5) Rate your ability to evaluate **HRE** activities. Select from menu

Please explain your response.

- 6) Do you use a participatory approach in your **HRE** work?

Please describe your understanding of the participatory approach.

- 7) Do you use new media and/or information technologies in your **HRE** work? Yes No

Please explain your response.

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

Note: You will need to do some research to complete this part of the assignment.

Some resources to consult: Human Rights Watch country reports at: <http://www.hrw.org> ; Amnesty International country reports at: <http://www.amnesty.org/en/library>; United Nations Development Program at: <http://hdr.undp.org/en/countries/> International Federation of Human Rights Leagues at: <http://www.fidh.org/Human-Rights-News-> . United Nations Office of the High Commissioner for Human Rights country information: <http://www.ohchr.org/EN/countries/Pages/HumanRightsintheWorld.aspx>.

For question # 8 below, consult these resources on the participation of women and young women and girls' in decision-making:

- UNESCO country fact sheets: <http://en.unesco.org/countries/>.
- UN Women facts and figures: Women's leadership and Political Participation: <http://www.unwomen.org/en/what-we-do/leadership-and-political-participation/facts-and-figures>.
- UN Women map on women in politics 2014: http://www.unwomen.org/~media/headquarters/attachments/sections/library/publications/2014/wmmmap14_en%20pdf.ashx.
- UN Girls education initiative information by country : <http://www.ungei.org/infobycountry/index.html>
- Proposed Sustainable Development Goal 5, in particular 5.5 on women's participation, See the Report of the Open Working Group of the General Assembly on Sustainable Development Goals: http://www.un.org/ga/search/view_doc.asp?symbol=A/68/970&Lang=E

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

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

- 1) What are the **principal** human rights problems? Indicate whether these are traditional/long-standing problems or newer/emerging problems.
- 2) What are the **principal factors** contributing to the human rights problems?
- 3) Please list the **actors** that violate human rights in your society. For example: government, companies, groups, individuals. Are they the most powerful? If they are, please briefly explain why.
- 4) Has the capacity of non-governmental and/or governmental organizations in your country/community to deal with **traditional/longstanding** human rights problems increased or decreased in the last 5 years? Please explain.
- 5) What is the capacity of non-governmental and/or governmental organizations in your country/community to deal with **newer/emerging** human rights problems? Please explain.



6)	How are the human rights problems in your society experienced differently by women and men? Please give some examples.												
7)	What measures are in place to promote equality between men and women? Are they effective? Why or why not?												
8)	How do women, in particular young women and girls, participate in decision making that impacts on their lives in the country/community? What are the barriers to their participation? Please explain.												
9)	How is human rights education being used to address the human rights problems in your country/community? Please provide some examples.												
10)	<p>Which actors influence human rights education in your country/community? For example: the government, companies, groups, individuals. Are they a positive or negative influence?</p> <p>Please list the actors that influence human rights education below. Then indicate whether it is having a positive or negative influence by using the drop down menu. (See example below)</p> <p><u>Actors that influence HRE:</u></p> <p>Example: <i>National Human Rights Institution</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;"><i>With human rights education programmes in rural areas</i></td> <td style="text-align: right;"><i>Positive</i></td> </tr> <tr> <td>1)</td> <td style="text-align: right;">Select from menu</td> </tr> <tr> <td>2)</td> <td style="text-align: right;">Select from menu</td> </tr> <tr> <td>3)</td> <td style="text-align: right;">Select from menu</td> </tr> <tr> <td>4)</td> <td style="text-align: right;">Select from menu</td> </tr> <tr> <td>5)</td> <td style="text-align: right;">Select from menu</td> </tr> </table>	<i>With human rights education programmes in rural areas</i>	<i>Positive</i>	1)	Select from menu	2)	Select from menu	3)	Select from menu	4)	Select from menu	5)	Select from menu
<i>With human rights education programmes in rural areas</i>	<i>Positive</i>												
1)	Select from menu												
2)	Select from menu												
3)	Select from menu												
4)	Select from menu												
5)	Select from menu												
11)	What is the impact of your organization's human rights education work?												
12)	How can the impact of your organization's human rights education work be increased?												

Part IV: Needs and Offers

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

Needs:

- 1.
- 2.

Offers:

- 1.
- 2.

- 2) Complete the following sentence: “From my participation in the International Human Rights Training Program I expect to gain...”

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

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

Part V: Information and Communication Technology Access and Use

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

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

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

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

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

I use the Internet for:

b) Email

c) Research

d) Listservs I consult them I contribute to them

Please name the Listservs you use most often.

e) Forums/Discussion group I consult them I contribute to them

Please name the forums/discussion groups you use most often.

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

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

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

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

I use the following internet-based tools :

b) Social networking (e.g. Facebook, LinkedIn, Twitter) Personal use In my HRE work

c) Sharing digital media (e.g. Flickr, Picasa, Youtube) Personal use In my HRE work

d) Blogs Personal use In my HRE work

e) Twitter Personal use In my HRE work

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

Please list the addresses of your organization's social media sites below (Facebook, LinkedIn, Twitter or others):

FOR RESEARCH PURPOSES

The information collected in the following question will be used for research purposes.

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

- 1.
- 2.
- 3.

Please explain your answer:



Globalization: A Mixed Blessing for Human Rights

Unit 2 Activity 1

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

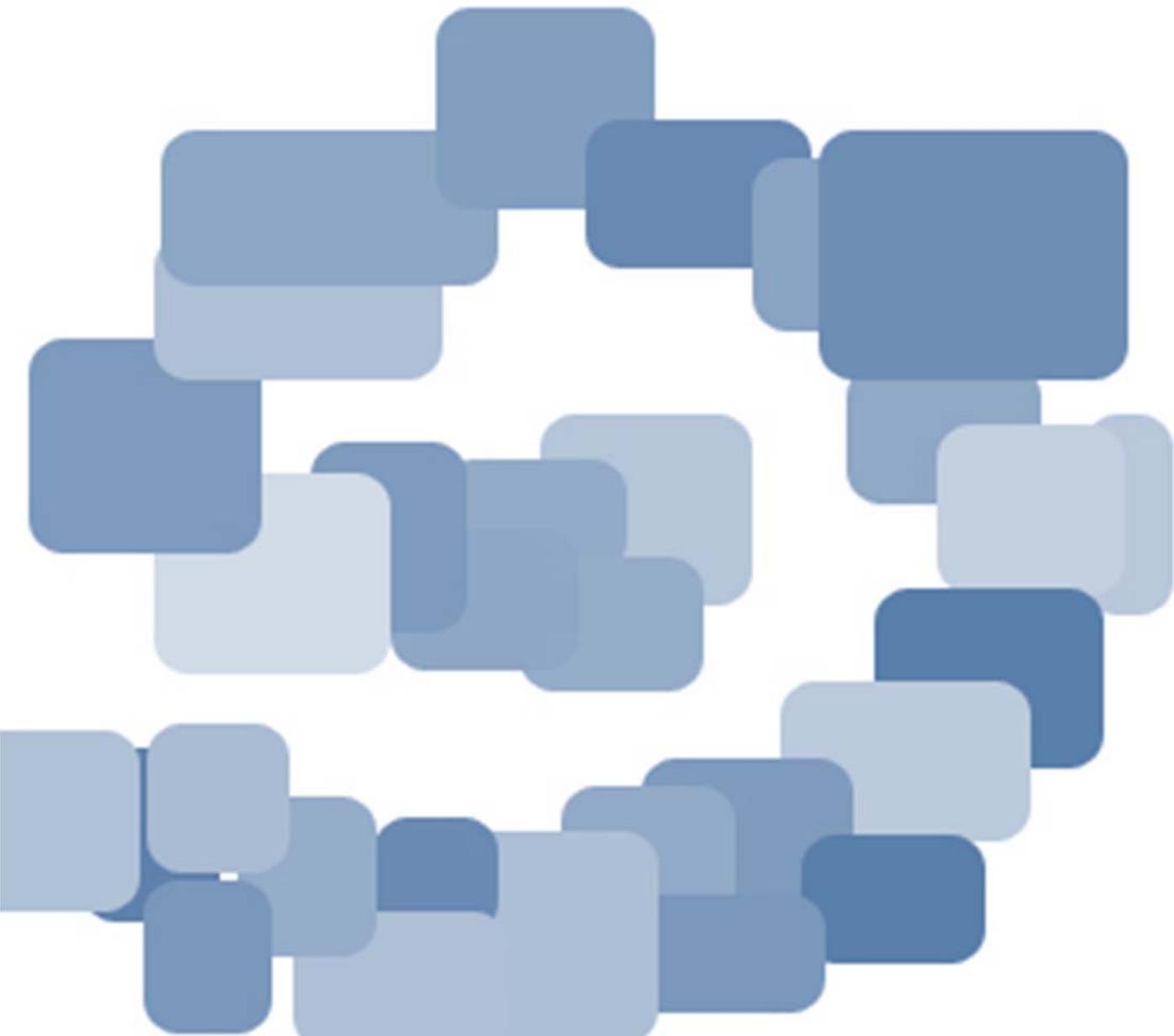
Co-editor Michael Doyle says the study illustrates a sad irony -- that the world has increasingly become unified in a shared understanding of basic human rights, but “that conceptual unity serves more to highlight shortcomings than inspire efforts to solve the challenging moral problems we face today.”

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

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

Stream 3

Building a Culture of Human Rights



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About Stream 3

🕒 2 ½ Days

Education is central to the protection and promotion of human rights. An attitude of respect for the rights of others on the part of a majority of the population is the best guarantee that rights will be respected. The essence of the challenge in every region of the world is to embed a culture of human rights through human rights education. A critical aspect in this regard is addressing the most persistent form of inequality, discrimination against women and girls. Discrimination against people whose appearance or behaviour does not conform to traditional male or female gender norms will also be explored.

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

It is important to stress that human rights education is one of a number of potential actions to address the current human rights situation in a particular country or community, which can lead to the desired social change. Moreover, any human rights training program or training session is quite often one of many human rights training programs or sessions that are being implemented to address similar human rights issues. Therefore, we must be aware of other human rights and human rights education work that is taking place so that we can better evaluate the contribution of our particular activities to the process of building a culture of human rights. In this Stream, participants will be introduced to a systems approach to examining human rights education efforts. This approach assists with situating a human rights education event within a broader context to increase the quality and effectiveness of HRE work.

A starting point for human rights education is the Universal Declaration of Human Rights (UDHR). The UDHR has symbolic, moral and practical significance as the constitution of the whole human rights movement, and its simplicity of language and vision are accessible to people of all ages and conditions. As human rights educators, another extremely useful document is the UN Declaration on Human Rights Education and Training, which was adopted in

December 2011 and lends increased legitimacy to human rights education and the pursuit of a culture of human rights.

While the need for education has long been recognized by human rights organizations, less attention has been paid to how this education should be carried out. Much more energy has been devoted to developing the content than the method. In human rights education, perhaps more than anywhere else, we must practice what we preach. A message of respect for others is often countered by educational methods that do not respect the learners. For this reason, the IHRTTP uses a participatory approach to education, which incorporates principles of adult experiential learning and popular education philosophy. It should be emphasized that before applying the approach to our efforts to educate others, we must first apply it to ourselves. Our own organizations must reflect respect for the rights of others that we hope to engender in the wider society.

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

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

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

In this Stream, participants will have the chance to use the Equitas Community to share reflections about the role of human rights education in bringing about social change in order to build a culture of human rights.

Throughout the IHRTTP, participants explore the potential of human rights education as a tool for social change and concrete strategies for putting their learning into action.

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

Objectives

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

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

3

Implementing a Participatory Approach: Strategies and Techniques

Producing Definitions

Live Storyboard Technique

Jigsaw Learning

Concept Mapping

Dinamicas

Unit 1 Human Rights Concepts and Principles

Activity 1 Thinking about Human Rights

⌚ 30 min

This activity is divided into two parts.

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

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

3

5 min

Part A Work Individually

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

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

25 min

Part B Large Group Discussion

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

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

*Implementing
a Participatory
Approach:
Producing
Definitions
(p.3-40)*

End of Activity ■

Summary of the Articles of the UDHR

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

Activity 2 Underlying Principles of Human Rights

🕒 1 hr

This activity is divided into two parts.

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

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

40 min

Part A Work in a Group

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

3-10

Participant

Equitas

2015 International Human Rights Training Program

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

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

20 min

Part B Large Group Discussion

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

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

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

End of Activity ■

3

Underlying Principles of Human Rights

Equality

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

Non-discrimination

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

Universality

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

Human dignity

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

Indivisibility

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

Interdependency

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

Inalienability

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

Responsibility

Government responsibility: human rights are not gifts bestowed at the pleasure of governments. Nor should governments withhold them or apply them to some people but not to others. When they do so, they must be held accountable. As ‘duty bearers’ governments have the obligation to respect, protect and fulfill human rights.

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

Other responsible entities: Every organ of society, including corporations, non-governmental organizations, foundations, and educational institutions, also shares responsibility for the promotion and protection of human rights. A private entity such as a corporation, a family, or a local government can also be ‘duty bearers’.

Sources:

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

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

Activity 3 Gender Equality and Non-Discrimination

🕒 1 hr 45 min

The principle of gender equality is central to human rights discourse. Unequal power relationships give way to social, economic, political, and cultural discrimination on the basis of gender across all societies.

The aim of this activity is to highlight the importance of including a gender perspective in HRE work. Participants will explore the principles of equality and non-discrimination by examining the experiences of women/girls and men/boys and of persons whose appearance or behaviour does not conform to traditional male or female gender norms in their society.

This activity is divided into four parts.

In **Part A**, you will reflect on the principles of equality and non-discrimination.

In **Part B**, you will work in a group to create and present a Live Storyboard that illustrates the experiences of men and women and lesbian, gay, bisexual, transsexual, transgender and intersex (LGBTI) people in your society.

In **Part C**, you will work in a small group to reflect on some concepts related to gender and then present the information to the large group.

In **Part D**, you will explore strategies for integrating a gender perspective in your HRE work.

15 min

Part A Large Group Discussion

Your facilitator will lead the group through a short activity on your understanding of the principles of equality and non-discrimination as they apply to the experiences of men and women and of people whose appearance or behaviour does not conform to traditional male or female gender norms (i.e., lesbian, gay, bisexual, transsexual, transgender and intersex (LGBTI)).

30 min

Part B Work in a Group

Your facilitator will divide participants into three groups, explain how to create a Live Storyboard and assign a scenario for the Live Storyboard to each group.

Group 1 will focus on gender equality in society

Group 2 will focus on gender inequality in society

Implementing a Participatory Approach: Live Storyboard (p.3-41)

Group 3 will focus on the rights of LGBTI people in society

Instructions for Groups 1 and 2

Together with the members of your group, identify a story that illustrates experiences of men and women in your society (e.g., at home, in school, at work, in health care, in government). To help identify your story, think about the different social roles of women/girls and men/boys regarding for example, the division of labour in the home, access to and control of resources in the community.

Instructions for Group 3

Together with the members of your group, identify a story that illustrates how LGBTI people can or cannot enjoy basic human rights in your society. To help identify your story, think about the different civil, political, economic, social and cultural rights and how LGBTI people experience them. For example, do LGBTI people have the right to equality before the law; the right to freedom of assembly and movement; the rights to privacy; the right to work; the right to social security; the right to participate in cultural life? Do they enjoy the right to non-discrimination; the right to freedom from violence and harassment?

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

As you watch each of the other groups perform their Live Storyboard, try to identify what issue is being presented.

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

- What are some of the main gender roles highlighted in the gender equality and gender inequality Live Storyboard scenarios? How do they compare with the actual situations in your countries?
- What are the main types of discrimination against LGBTI people highlighted in the Group 3 scenario?
- What factors contributed to gender equality in the Live Storyboards presented? What factors contributed to gender inequality and to discrimination against LGBTI people?

- What power relations came into play in the Live Storyboards? How were these similar or different in each Live Storyboards?

35 min

Part C Work in a Group

Your facilitator will divide participants into six groups and assign a gender-related definition/concept to each group.

Together with the members of your group prepare a two to three-minute presentation on the definition/concept you have been assigned and then share the information with the rest of the group in a creative way.

25 min

Part D Large Group Discussion

The facilitator will lead a large group discussion on strategies for integrating a gender perspective in HRE work.

Consider the suggested questions:

- Why is it important to integrate a gender perspective in your human rights education work?
- How can you include a gender perspective in your HRE work?
- What types of relationships should you try to facilitate in the training context?
- What are some effective strategies that you can adopt?

End of Activity ■

3



More about...

Gender Analysis and Gender Perspective

What is Gender Analysis?

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

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

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

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

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

Integrating a Gender Perspective in my HRE work

In Stream 1, we saw that adopting a **gender perspective** means looking at the impact of gender on people's opportunities, social roles and interactions. It implies looking at ways to change gender relations by questioning and responding to the underlying values and factors for unequal status and treatment.



▶▶▶ **More about...Gender Analysis and Gender Perspective**

It is not enough to understand the relative position of men and women in society (**gender equality** or **inequality**) and to identify the underlying causes of this situation (through **gender analysis**). Human rights educators need to bring this type of analysis into the training context by adopting strategies and facilitating relationships that exemplify the kind of opportunities, access, social roles and interactions we wish to see in society. In other words, HRE should include a gender perspective.

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

OSAGI (2001) Gender Mainstreaming .Retrieved from:

<http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>.

Unit 2 Defining a Culture of Human Rights

Activity 1 What is a Culture of Human Rights?

🕒 45 min

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

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

This activity is divided into two parts.

In **Part A**, you will work in small groups to review definitions of a culture of human rights.

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

20 min

**Implementing
a Participatory
Approach:**
Jigsaw Learning
(p.3-42)

Part A Work in a Group

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

3

25 min

Part B Large Group Discussion

Share the results of your discussion with the larger group and try to come to a common understanding of the meaning of a culture of human rights.

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

End of Activity ■

Activity 2 Mapping a Culture of Human Rights

🕒 2 hrs

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

Despite the lack of a formal definition, there seems to be consensus around the fact that building a culture of human rights involves a concerted and sustained effort by all sectors in society.

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

Each of the working groups will be assigned different sectors of society listed below and will be provided with the requisite number tree branches. Each group is also asked to consider the specific contribution of women, children and youth in the sectors assigned to them.

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

*Implementing
a Participatory
Approach:
Concept
Mapping
(p.3-43)*

Groups will create, on the tree branches provided to them, a concept map that outlines the role and responsibilities of the particular sectors in building a culture of human rights.

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

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

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

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

You will present your concept map “branch” at a later date in the program.

End of Activity ■

3

Unit 3 Human Rights Education and Social Change

Activity 1 Thinking about Human Rights Education

🕒 1 hr

Simply stated, human rights education (HRE) is all learning that builds human rights knowledge, skills, attitudes and behaviours. It is a process of empowerment that begins with the individual and branches out to encompass the community at large. As human rights educators, we must understand HRE within this process of social change. It is also important to identify how the UN Declaration on Human Rights Education and Training can be useful for our work.

This activity is divided into four parts.

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

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

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

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

15 min

Part A Dinamica

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

*Implementing
a Participatory
Approach:
Dinamicas
(p.3-44)*

3

10 min

Part B Work Individually

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

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

2. How does HRE contribute to positive changes in communities and societies?

20 min

Part C Large Group Discussion

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

- Do you feel the group shares a common understanding of human rights education?
- What elements do you feel are key in any definition of human rights education?

15 min

Part D Large Group Discussion

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

Questions to consider:

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

End of Activity ■



More about...

The UN Declaration on Human Rights Education and Training

In 2007, the Human Rights Council requested the Council's Advisory Committee to prepare a draft declaration on human rights education and training. To this end the Council also requested the Advisory Committee to seek the views and inputs of Member States, relevant international and regional organizations, the Office of the United Nations High Commissioner for Human Rights, national human rights institutions as well as civil society organizations, including non-governmental organizations, on the possible elements of the content of the declaration. Following the Human Rights Council's adoption of the UN Declaration on Human Rights Education and Training in March 2011, the UN General Assembly adopted the Declaration on 19 December 2011.

The Declaration on Human Rights Education and Training includes **guiding principles** and **recommendations for implementation of human rights education at national and international levels**.

I. Guiding Principles

Human rights education and training:

- Is essential for the promotion of universal respect for and observance of all human rights for all. (article 1)
- Comprises all forms of educational, training, information, awareness-raising, and learning activities, which aim at promoting a universal culture of human rights. (article 2)
- Is a life-long process that concerns all parts of society, at all ages and takes into account all forms of education, training and learning whether in a public, private, formal, non-formal or informal setting. (article 3)
- Should be based on the principles of equality, particularly between girls and boys, women and men as well as the other principles of the UDHR and relevant treaties and instruments. (articles 4 and 5)
- Should be accessible and available to all persons and take into account particular barriers and challenges faced by persons in vulnerable and disadvantaged situations. (article 5)
- Should embrace and draw inspiration from the diversity of civilizations, religions, cultures and traditions of different countries. (article 5)
- Should make use of new information and communications technologies to promote all human rights and fundamental freedoms. (article 6)



More about...The UN Declaration

II. Recommendations for Implementation at the Country Level

State and where applicable relevant government authorities:

- Have primary responsibility to promote and ensure human rights education and training and to create a safe and enabling environment for the engagement of civil society organizations, the private sector and other relevant stakeholders, in which the rights and freedoms of all are fully protected (article 7)
- Should take steps to maximize available resources from all sources for human rights education and training (article 7)
- Should ensure adequate training in human rights, international humanitarian law, and international criminal law for State officials, civil servants, judges, law enforcement officials, military personnel, teachers, and other educators and private personnel acting on behalf of the State. (article 7)
- Should develop, or promote the development of strategies, policies, action plans, and programmes to integrate human rights education and training into school curricula, in cooperation with all relevant national stakeholders (article 8)
- Should promote the establishment of national human rights institutions, recognizing their important role in coordinating and promoting human rights education and training (article 9)

III. Recommendations for Implementation at the International Level

- The UN along with international and regional organizations should provide human rights education and training for civilian, military and police personnel serving under their mandates. (article 11)
- International cooperation and complimentary and coordinated efforts at all levels can contribute to implementation of more effective human rights education and training. (article 12)
- Voluntary funding for projects and initiatives regarding human rights education and training should be encouraged. (article 12)
- International and regional human rights mechanisms, within their respective mandates, should integrate human rights education and training in their work. (article 13)



More about...The UN Declaration

- States are encouraged to include, where appropriate, information on the measures that they have adopted in the field of human rights education and training in their reports to relevant human rights mechanisms. And should take appropriate measures to ensure effective implementation and follow up to the Declaration. (article 14)

Source:

<http://www2.ohchr.org/english/issues/education/training/UNDHREducationTraining.htm>

3

Activity 2 Situating Human Rights Education: A Systems Approach

⌚ 30 min

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

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

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

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

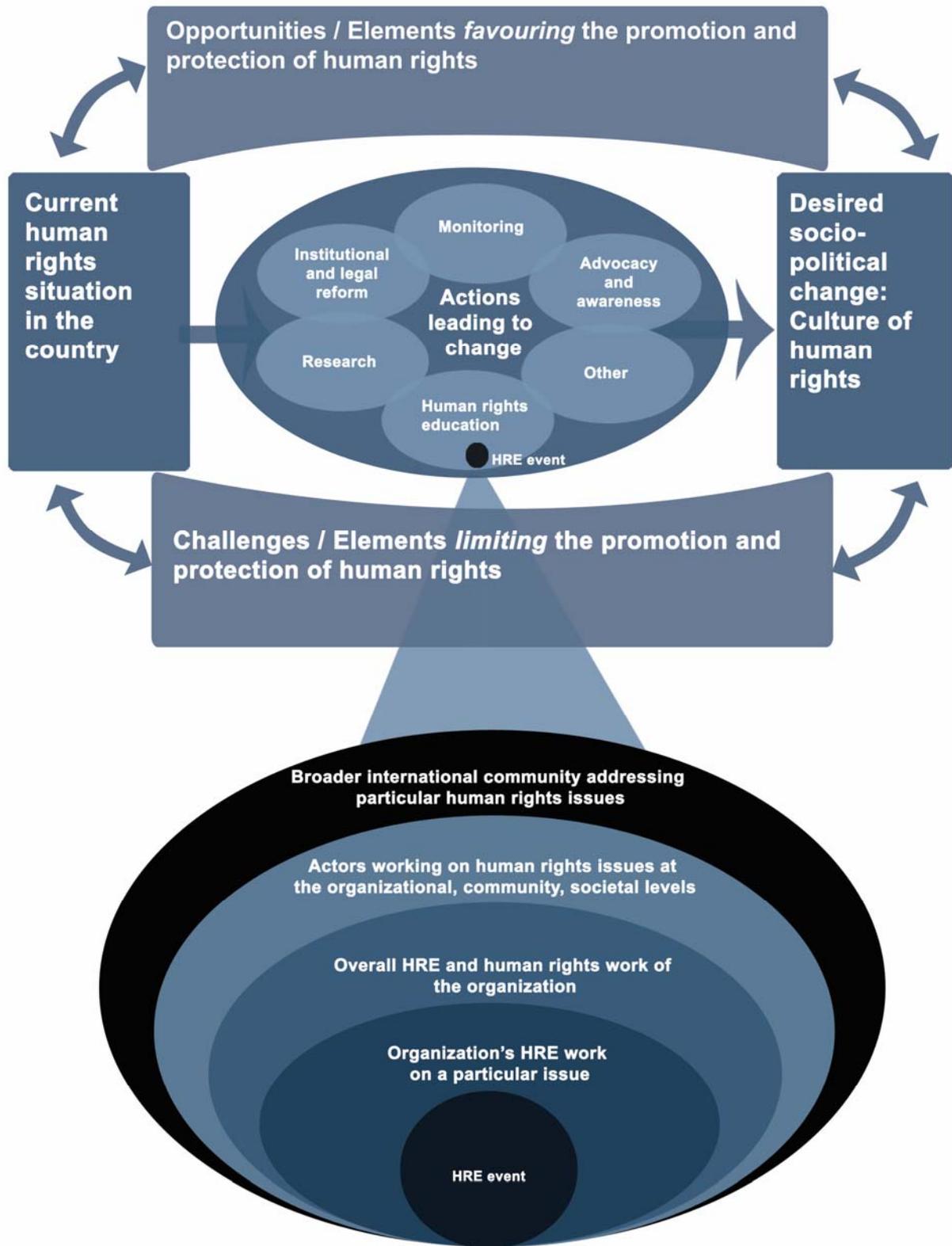
- Your organization's HRE work on a particular issue
- Your organization's overall HRE and human rights work
- Human rights work on the same issue, being carried out by other actors in your society (e.g., other NGOs, government institutions)
- Human rights work on the same issue, being carried out by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

Questions to consider:

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

End of Activity ■

The Systems Approach



3

Activity 3 The UDHR and Human Rights Education

🕒 1 hr

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

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

40 min

Part A Work in a Group

Together with the members of your group, identify an effective strategy to introduce the principles of the UDHR to a specific target group.

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

20 min

Part B Large Group Discussion

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

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

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

**More about...****Human Rights Education Activities and Human Rights Principles**

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

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

End of Activity ■**3**

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

🕒 2 hr 45 min

During the culture of human rights tree activity (Activity 2 - Mapping a Culture of Human Rights), you described what a culture of human rights could look like for specific target sectors. You looked at the “ideal” situation.

In this activity you will reflect on the **changes** that are required in the different sectors of society in order for this ideal situation to become a reality. You will then share your ideas on the Equitas Community and have the opportunity to comment on the ideas of another group.

The activity is divided into four parts.

In **Part A**, your facilitator will do a presentation on HRE and social change.

In **Part B**, you will work in a group to identify changes resulting from HRE.

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

In **Part D**, you will comment on changes identified by another group and debrief the activity.

20 min

Part A Presentation

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

40 min

Part B Work in a Group

Focusing on the sector of society that you worked on for the culture of human rights tree activity, you will identify specific changes resulting from HRE work within that sector of society and at different levels.

First, you will identify changes at the level of the individual for the target sector and then at the organizational/group level for the same target sector

Assign a note taker and together with the members of your group brainstorm the types of social changes that you believe are possible to achieve as a result of HRE. List these on flipchart.

Once your group has listed a number of changes proceed with Part C.

Sector	Individual change could be with...	Organizational/group change could be with...
Family	Individual family members	Families
Government	Individual government employees	Departments, ministries
Civil society	Individual CSO workers	CSOs
International organizations	Individual workers	Their organizations
Business	CEOs, Department heads, Supervisors	Businesses, companies
Education institutions	Teachers, principals, board administrators	Schools, district admins, ministries of education
Media	Individual journalists or reporters	Organizations (like radio or TV stations, etc.)
General public	Individuals members in society	Collective responsibility, public opinion, the community as a group

45 min

Part C Large Group Work

Each group will share the results of their discussion in Part B on the Equitas online Community.

Regroup/prioritize the changes and enter them in the space reserved for your group on the Equitas Community. Limit yourselves to no more than 5 changes for each level.

1 hr

Part D Large Group Work

Each group will review and comment on changes identified by another group on the Equitas Community.

Once the groups have provided comments to each other, the facilitator leads a large group discussion. Questions to consider:

- What did you think of this activity? Did it help clarify your understanding of social change?
- How easy was it to identify the changes at the individual and organizational/group levels? Do the changes you identified reflect changes you currently see as a result of your HRE work?

- How are the changes at the individual level connected to the changes at the organizational/group level, and vice versa? What role does HRE play?
- Did you consider a gender perspective as you identified these changes? If so, how?
- Were the comments provided to your group helpful? If so, how?
- How are the different sectors interrelated? In other words, how do we get a better sense of the “bigger picture”?
- How would you evaluate this activity in terms of the use of technology? Could this technology be used in other ways to share and build knowledge among participants or Community members?

End of Activity ■

Activity 5 Our Roles as Human Rights Educators and Activists

⌚ 1 hr

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

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

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

This activity is divided into two parts.

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

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

15 min **Part A Work Individually**

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

45 min **Part B Large Group Discussion**

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

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

Our Roles as Human Rights Educators and Activists

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

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

3

	Human Rights Activist	Human Rights Educator/Trainer
Goal		
Responsibilities		
Knowledge & Skills		
Personal Characteristics		

End of Activity ■

End of Stream Evaluation/Debriefing

🕒 30 min

After completing the End of Stream Evaluation, reflect as a group on your learning in relation to your work:

- How can using a systems approach help you explain the role of human rights education in social change?
- What are some effective ways to use the UDHR in your human rights education work?
- What impact does our gender have on our capacity, as human rights educators, to address “gender equality” in our work?
- What issues discussed do you feel are most relevant for the work of your organization? How would you share your learning from this Stream with your colleagues?
- What were the different human rights education strategies and techniques used to implement the participatory approach? Were they effective? How can they be adapted to your own human rights education needs?

3

Implementing a Participatory Approach: Strategies and Techniques

- Producing Definitions
page 3-40
- Live Storyboard Technique
page 3-41
- Jigsaw Learning
page 3-42
- Concept Mapping
page 3-43
- Dinamicas
page 3-44

3

Producing Definitions

Unit 1 Activity 1

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

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

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

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

Implementing the participatory approach... with Definitions		
Start with participant's experience...	Critically analyze and reflect...	Develop strategies for action...
As participants share their personal understanding of a concept, which derives from each person's experience, a group moves toward a common understanding of the concept.	To arrive at a definition, suggestions emerge and words are chosen through a process of dialogue and critical analysis.	Within a participatory approach, definitions are generally used as part of activities or broader processes. Arriving at agreed-upon definitions contributes to clarity, focus and effectiveness in actions.

Live Storyboard Technique

Unit 1 Activity 3

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

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

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

Implementing the participatory approach... with Live Storyboards		
Start with participant’s experience...	Critically analyze and reflect...	Develop strategies for action...
Participants must rely on their own experience of a situation in order to reenact it. By acting out a Live Storyboard in a group, that individual experience is surfaced and shared.	Participants bring critical analysis to a situation when they determine the key elements (or scenes) of a problem and the potential solutions. The medium of Live Storyboard requires participants to be succinct and clear in this analysis.	By imagining and acting out solutions to problems, participants are taking concrete steps towards actions. Action is an integral part of the Live Storyboard technique.

Jigsaw Learning

Unit 2 Activity 1

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

Advantages of a jigsaw technique:

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

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

Implementing the participatory approach... with Jigsaw Learning		
Start with participant's experience...	Critically analyze and reflect...	Develop strategies for action...
Participants survey diverse information in various forms using their own 'lens': their own experience dictates what will seem relevant and will shape their analysis. A common understanding derives from participants' shared experience.	To arrive at a complete picture, suggestions emerge and pertinent information is chosen through a process of dialogue and critical analysis.	Within a participatory approach, this technique is generally used as part of activities or broader processes. Arriving at an agreed-upon understanding contributes to clarity, focus and effectiveness in actions.

Concept Mapping

Unit 2 Activity 2

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

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

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

Six steps in the concept mapping process:

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

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

Implementing the participatory approach... with Concept Mapping		
Start with participant's experience...	Critically analyze and reflect...	Develop strategies for action...
Key ideas and concepts identified by participants as well as the potential relationships between them are based on their lived experience. Creating a collective representation of their experiences enables them to see the value of collaborative thinking.	The process of selecting, rating and organizing ideas allows for critical reflection about the experiences shared. Mapping these ideas adds yet another layer of reflection and analysis.	Once ideas are organized and the concept is mapped, the group is in a better position to use the collective knowledge. This information can inform further planning and action.

Dinamicas

Unit 3 Activity 1

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

3

Implementing the participatory approach... with Dinamicas

Start with participant's experience...	Critically analyze and reflect...	Develop strategies for action...
Dinamicas are meant to challenge participants' previous knowledge and experience by engaging them in what often are familiar situations but for different ends thus creating a new shared experience. Reflection is then based on this shared experience.	Participants reflect on the experience they shared through the Dinamica – or previous to it – and critically analyze how they reacted to the experience, what conclusions they can draw from it, and what it means for their own work.	In a Dinamica participants are active and engaged. By simulating an action and/or reflecting on how an action is applicable to their own work, Dinamicas can motivate participants to act and engage in actions that are more effective.

Materials

- Definitions of Human Rights
page 3-46
- Definitions of a Culture of Human Rights
page 3-48
- Gender Equality: Key Concepts and Definitions
page 3-51
- Definitions of Human Rights Education
page 3-55

3

Definitions of Human Rights

Unit 1 Activity 1

3

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

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

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

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

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

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

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

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

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

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

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

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

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

Definitions of a Culture of Human Rights

Unit 2 Activity 1

3

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

UDHR consists of four crucial notions:

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

Stream 3 Building a Culture of Human Rights

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

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



Gender Equality: Key Concepts and Definitions

Unit 1 Activity 3

GROUP 1 – Definitions referring to lesbian, gay, bisexual, transsexual, transgender and intersex (LGBTI) people

Sexual orientation: Feelings of affection and attraction a person has, both emotionally and physically, for another person. For example, a person can be bisexual, homosexual (lesbian or gay) or heterosexual.

Bisexuals: Female-identified women and male-identified men who seek caring, supportive and sexual relationships with other men and women be they biologically male and female, transgender or intersex.

Gay: Male-identified men who seek caring, supportive and sexual relationships with other male-identified men.

Lesbian: Female-identified women who seek caring, supportive and sexual relationships with other female-identified women.

Transsexual: A person who does not identify with the gender they were assigned at birth and has changed or is in the process of changing his or her sex, whether by surgery or hormone therapy, and wishes to live as a person of the resulting sex. A sex change is generally irreversible.

Transgender: 1) a person who does not conform to traditional male or female gender norms in terms of behaviour or clothing, or whose personal lifestyle choices and interests do not conform to the dominant gender model; 2) a person who sees and identifies himself or herself as being of the opposite gender to his or her birth gender, and who feels the need to live as a person of the opposite gender. A transgender person may or may not choose to resort to surgery and/or hormone therapy. What characterizes transgender is the sense of possibility.

Intersex: “Intersex” is a general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn’t seem to fit the typical definitions of female or male. For example, a person might be born appearing to be female on the outside, but having mostly male-typical anatomy on the inside.

Homophobia: All negative attitudes that can lead to rejection and discrimination, whether direct or indirect, against gay, lesbian, bisexual, transsexual, transgender and intersex people, or any person whose appearance or behaviour fails to conform to traditional male and female gender norms.

GROUP 2 – What is gender and gender identity?

What is gender?

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

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

Increasingly, the term gender is being accepted to define the relationship between physiological processes (normal biological functions) and thoughts, emotions and behaviours involved in identity and social role – that is, one's own identification as male, female or intersex.

What is gender identity?

Gender identity is understood to refer to each person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth, including the personal sense of body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical or other means) and other expressions of gender, including dress, speech and mannerisms.

GROUP 3 – What is gender equality?

Gender equality refers to the equal rights, responsibilities and opportunities of women and men, girls and boys or any person whose appearance or behaviour fails to conform to traditional male and female gender norms. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration - recognizing the diversity of different groups of women and men. Gender equality is not a 'women's issue' but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development. Women and men, girls and boys or any person whose appearance or behaviour fails to conform to traditional male and female gender norms may experience not only discrimination on the grounds of sex, but may also experience the compounding effects of race, ethnic and religious identity, disability, age, class, sexual orientation.

GROUP 4 - What are women's rights?

Women's rights refer to the basic rights and freedoms to which all humans are entitled, which are enshrined in international conventions and covenants beginning with the International Bill of Human Rights. The obligation to eliminate sex-based discrimination against women to achieve gender equality is an essential piece of the international human rights framework. The *Convention on*

the Elimination of All Forms of Discrimination Against Women (CEDAW) reinforces the commitment to women's rights, providing specific guidance on the range of actions that must be taken to achieve gender equality.

GROUP 5 – What are LGBTI rights?

The basic principle of equality and non-discrimination enshrined in the *Universal Declaration of Human Rights* guides actions for the promotion and protection of Lesbian, Gay, Bisexual, Transsexual, Transgender and Intersex people (LGBTI) rights. Article 1 of the *Universal Declaration of Human Rights* states that “all human beings are born free and equal in dignity and rights”. Equality presupposes that all individuals have the same rights and deserve the same level of respect. Sexual orientation and gender identity are fundamental dimensions of personal identity. LGBTI people should be able to enjoy their rights. Because LGBTI people have been denied their basic rights for many years, legal and/or social practices have contributed to marginalizing them. Their basic civil, political, economic, social and cultural rights have been denied, such as the right to equality before the law, the right to non-discrimination, the right to freedom from violence and harassment, the right to freedom of assembly and movement, the rights to privacy, the right to work, the right to social security, the right to participate in cultural life, etc. In 2006, 29 experts from 25 countries adopted the *Yogyakarta Principles on the Application of International Human Rights Law in Relation to Sexual Orientation and Gender Identity*. These principles address a broad range of international human rights instruments and their application to LGBTI rights. The principles explain, through a list of recommendations, how States should implement human rights standards for LGBTI people.

Group 6 – Some myths about homosexuality

“Homosexuality is caused by an aversion of the other sex”

Some people say that unsuccessful relationships are what drive women to lesbianism and that childhood sexual abuse leads men to be gay. The desire for someone of the same sex is what defines a person's sexual orientation, not whether they were abused or unhappy in a previous relationship. For example, a woman who is a victim of rape does not become a lesbian.

“Children of homosexual parents become homosexuals”

Most homosexuals have heterosexual parents. Research shows that children of same-sex couples are no more likely than children of heterosexual couples to be gay or to experience sexual identity issues.

“Lesbians are tomboys. Gay men are flamboyant and effeminate”

Associating lesbians with manliness and associating gay men with flamboyance and femininity are unfair generalizations. An effeminate man may be heterosexual and a feminine woman may be lesbian. The expression of gender should not be confused with sexual orientation.

“Homosexuality is a Caucasian phenomenon”

Stream 3 Building a Culture of Human Rights

This myth [...] implies that homosexuality exists only in Western culture. However, extensive research shows that homosexuality exists in most societies. It is the open acknowledgement of a gay identity, not homosexuality itself that has its roots in contemporary Western society.

Sources :

Commission des droits de la personne et des droits de la jeunesse, 2007. *De l'égalité juridique à l'égalité sociale, Vers une stratégie nationale de lutte contre l'homophobie, Rapport de consultation du Groupe de travail mixte contre l'homophobie*. Montreal : CDPDJ.

Equitas, 2008. *Equality for Women: Handbook for NHRI's on Economic, Social and Cultural Rights*. Montreal: Equitas – International Centre for Human Rights Education.

Equitas, 2011. *International Human Rights Training Program*. Montreal: Equitas- International Centre for Human Rights Education.

Gouvernement of Québec, <http://fighthomophobia.gouv.qc.ca/understanding>

Protection International, 2010. *Protection Manual for LGBTI Defenders* [e-book] Available through: http://protectioninternational.org/wp-content/uploads/2012/04/LGBTI_PMD_2nd_Ed_English.pdf [Accessed 1 March 2013].

Yogyakarta Principles 2006. *Yogyakarta Principles*. [online] Available at: www.yogyakartaprinciples.org [Accessed 10 July 2012].

Intersex Society of North America, http://www.isna.org/faq/what_is_intersex

Definitions of Human Rights Education

Unit 3 Activity 1

1. Definition of HRE

Simply stated, human rights education (HRE) is all learning that builds human rights knowledge, skills, attitudes and behaviours. It is a process of empowerment that begins with the individual and branches out to encompass the community at large.

The United Nations plan of action for the second phase (2010-2014) of the World Programme for Human Rights Education provides a more extensive definition of HRE that includes the different elements and provisions on HRE agreed upon by the international community. Human rights education is defined as learning, education, training and information efforts aimed at building a universal culture of human rights. It involves not only learning about human rights and the mechanisms that protect them, but also the acquisition or reinforcement of skills needed to apply human rights in a practical way in daily life, the development of values, attitudes and behaviour which uphold human rights as well as taking action to defend and promote human rights.

Human rights education aims towards developing an understanding of everyone's common responsibility to make human rights a reality in each community and in the society at large. In this sense, it contributes to the long-term prevention of human rights abuses and violent conflicts, the promotion of equality and sustainable development, and the enhancement of participation in decision-making processes within a democratic system.

Human rights education aims to develop the capacity of government officials and institutions to meet their obligation to respect, protect and fulfill the human rights of those under their jurisdiction. Human rights education also aims to empower individuals, i.e., women and men, girls and boys, and their communities to critically analyse their human rights problems and seek out solutions that are consistent with human rights values and standards. Through HRE, therefore, government institutions and individuals are able to become actors of social change aimed towards the effective realization of human rights. The change envisioned would involve, among other things, changes in social structures, attitudes, beliefs, views, values, freedoms and rights, the quality of education, and effective governance. Equality between women and men or gender equality, is also a critical component of social change that HRE must strive to achieve.

Source: Equitas – International Centre for Human Rights Education and the Office of the United Nations High Commissioner for Human Rights. 2011. Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators. Geneva: OHCHR, pp. 9-10.

Introduction

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

Context and definition of human rights education

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

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

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

- The strengthening of respect for human rights and fundamental freedoms;
- The full development of the human personality and the sense of its dignity;
- The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law;
- The building and maintenance of peace; and

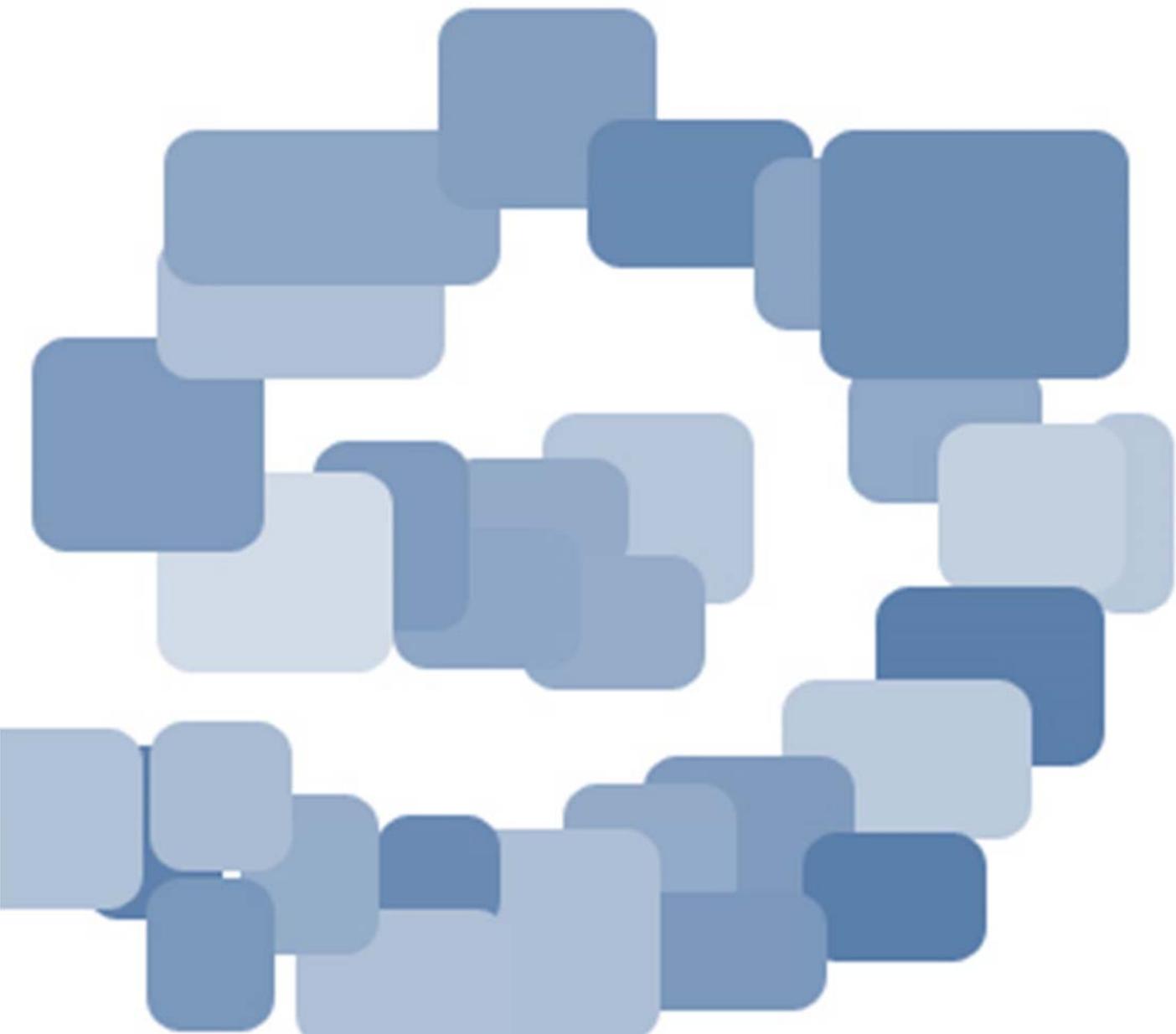
- The promotion of people-centred sustainable development and social justice.

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



Stream 4

Seeking Common Ground



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About Stream 4

1 ½ Day

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

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

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

4

Objectives

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

- Describe how personal values and deeply held assumptions about “right and wrong” influence the actions and reactions of individuals
- Discuss the relationship between an individual’s identity, his/her perspectives on human rights and his/her experience as a human rights educator
- Explain the concept of universality of human rights
- Identify effective human rights education strategies for addressing universality of human rights in their work

4

Implementing a Participatory Approach: Strategies and Techniques

- The Art of Flipcharting
- Mini-Case Study

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

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

Activity 1 Constructing Webs of Connection

🕒 1 hr

4

This activity is divided into three parts.

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

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

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

10 min

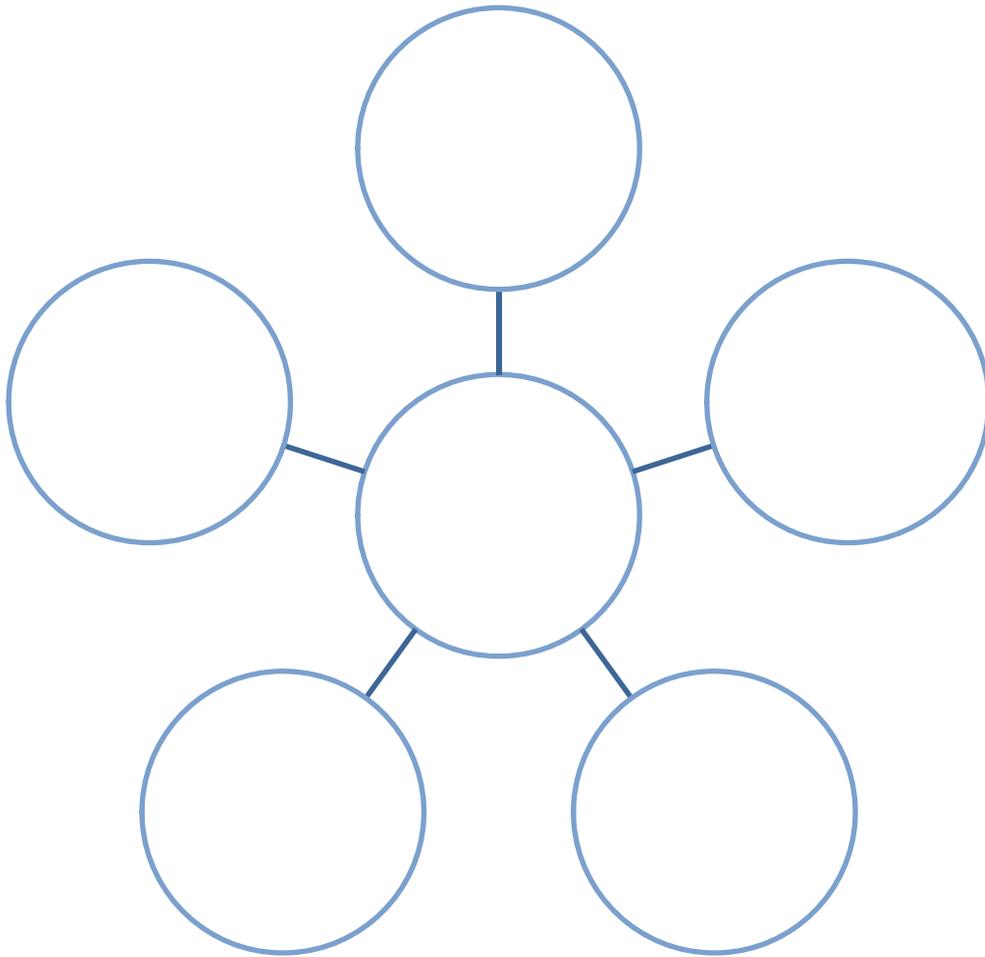
Part A Work Individually (Personal Web of Connections)

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

Begin by writing your name in the centre circle.

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

Personal Web of Connections



4

Some types of groups might be:

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

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

20 min

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

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

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

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

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

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

30 min

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

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

You will address the following questions:

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



More about...

Personal Identities and Our Experience of Human Rights

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

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

There are close links between identities and the experience of human rights and citizenship. [We] are unlikely to be able to work effectively towards human rights and social justice in schools without basic knowledge of human rights principles. Such knowledge provides [us] with a starting point for teaching about justice and equality without undermining the identities of [our] students.” Moreover, HRE promotes values that encourage respect for diversity and inclusiveness of all people, regardless of their personal identities.

Gender Identity, Gender Roles and Sexual Orientation

Gender is one of the most fundamental and cross-cutting aspects of an individual’s identity. Gender is understood as the socially constructed sets of roles and responsibilities assigned to different sexes, which traditionally include only the biological categories of males and females. Because it is socially constructed, gender identity is cultural, fluid and



►►► More about... Personal Identities

it evolves over time. For the same reasons, **gender identity** is not limited by the man-woman binary. Rather, it is a **continuum** and it is communicated through a range of expressions.

Gender identity is expressed through styles of behaviour and expression – such as body language, dress, interests, ways of moving, hairstyle, etc – which taken together constitute a **gender role**. Gender identity is related to, but different from gender role. For example, a person can identify as a woman, but style her hair in a way that is typical of men.

Sexual orientation refers to an individual's preference with respect to romantic attraction – either to people of the same sex, of a different sex, both or neither. Like gender identity, sexual orientation is a fundamental dimension of personal identity.

Together, gender identity, gender roles and sexual orientation are key components of a person's core identity. They are independent yet interrelated facets of a person's identity and play a large part in a person's experience of human rights. Because these core dimensions of identity are complex and commonly misunderstood, they often become the source of discrimination, marginalisation, exclusion and the violation of basic human rights. Given this reality, it is important to see the value in diversity and to foster **inclusive** spaces where the rights of all individuals are respected, regardless of their identity.

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

Butler, D. et al. (2011). *The Gender Spectrum: What Educators Need to Know*. Pride Education Network.

End of Activity ■

Activity 2 Analyzing the Web

🕒 45 min

Large Group Discussion

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

*Implementing
a Participatory
Approach:
The Art of
Flipcharting
p.4-36*

4

- Were you surprised by the results of this activity? Were you uncomfortable or disappointed to find yourself in a "common" group or "unique" group?
- Was gender one of the circles of identity of participants? Was sexual orientation one of the circles of identity?
- Do women identify themselves as women, mothers, feminists, and women's rights activists - why or why not?
- Did participants identify with groups that are in a dominant position in their societies? Why or why not?
- Did participants mention identities that do not fit with the traditional or standard categories we use to describe different groups? (e.g., person of mixed ethnicity, transgendered person, person of non-traditional religious beliefs)
- Why do we identify with certain groups and not with others? Do we tend to identify with groups that are not in a marginal position?
- Can you draw any conclusions about this group of participants on the basis of this activity?
- What would be the advantages or disadvantages to this program if almost everyone belonged to the same groups? If most groups contained only one or two names?
- How do you feel your identity is reflected in your role as a human rights educator?
- As human rights educators, do you have a responsibility to be inclusive of all identities? Why or why not?

End of Activity ■

Unit 2 Human Dignity

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

Activity 1 Personally Held Beliefs and Discrimination

⌚ 45 min

This activity is divided into two parts.

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

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

5 min Part A Work Individually

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

40 min Part B Large Group Discussion

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

4

Statements Regarding Personal Attitudes towards Gender Equality Issues

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

Statements	Agree	Disagree	Comments
a. Only women are discriminated against because of their sex.			
b. Women in the military should be able to engage in armed combat alongside men as front line soldiers.			
c. Flirtation in the workplace isn't sexual harassment. It's human nature.			
d. Female politicians do not receive the same media attention as male politicians.			
e. Women are just as capable as men at conducting business.			
f. The roles of women and men are rooted in decades of cultural evolution and it is not the role of people from outside a given culture to try to change this relationship.			
g. In countries where it is legal for men to have more than one wife, it should also be legal for women to have more than one husband.			
h. The pursuit of gender equality is as much a responsibility of men as it is of women.			
i. Women with disabilities face similar challenges as men with disabilities in getting jobs.			
j. In most cases, men are the main income earners of their families; they therefore should be given priority access to jobs when the economy is in crisis.			
k. Responsible governments should provide teenage girls with explicit safe sex education to protect them from unwanted pregnancies and sexually transmitted diseases.			

End of Activity ■

Activity 2 The Fatal River Story

🕒 2 hrs 30 min

This activity is divided into four parts.

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

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

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

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

15 min

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

Read The Fatal River Story found on page 4-19.

Determine:

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

Indicate your answers by filling in “Section 1 – Personal Assessment” of the chart Assessment of the Characters in The Fatal River Story on page 4-20.

30 min

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

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

45 min

Part C Work with Another Pair (Group of Four Assessment of the Characters)

Join another pair to form a group of four.

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

4

1 hr

Part D Large Group Discussion

1. Discuss the experience of reaching consensus. Some questions are provided below to help you.
 - Did anyone find that they changed their minds as a result of discussion? Why?
 - Were any groups of four unable to reach consensus? What factors prevented consensus? Refer to the box “Conflict Transformation: What is Decisions-Making by Consensus?” on page 4-23.
 - What were the principal shared values that shaped consensus?
 - What were the principal differences of opinion that made consensus difficult or impossible?
2. Discuss the gender dimension of the story.
 - Would you change your opinion about who is honourable or powerful in the story if Leit were a man and Han and Roni were women? If yes, why?
 - Do terms like justice, honesty, power, or honour have different meanings when applied to men or women? Refer to the box “Power Structures and Gender Relations” on page 4-24.
3. Discuss how the differing assessments or value judgments that resulted from the discussions of the characters in "The Fatal River Story" and the issue of universality are closely connected.
 - Can concepts like human dignity and integrity serve to resolve conflicting value judgments?
 - Can human rights be truly universal when such differing values exist?

4

Case Study — The Fatal River Story

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

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

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

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

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

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

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

When she heard about the beating, Leit laughed.

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

Assessment of the Characters in the "Fatal River Story"

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

4

SECTION 2 — Consensus of Two			
Questions	Agree?	Character's Name	Reason(s)
Do you and your partner agree on who is the most honourable character? If yes, name the character and give the reasons for your choice. If not, please explain why.	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Do you and your partner agree on who is the least honourable character? If yes, name the character and give the reasons for your choice. If not, please explain why.	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Do you and your partner agree on who is the most powerful character? If yes, name the character and give the reasons for your choice. If not, please explain why.	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Do you and your partner agree on who is the least powerful character? If yes, name the character and give the reasons for your choice. If not, please explain why.	Yes <input type="checkbox"/> No <input type="checkbox"/>		

SECTION 3 — Consensus of Four			
Questions	Agree?	Character's Name	Reason(s)
Do you and your partners agree on who is the most honourable character? If yes, name the character and give the reasons for your choice. If not, please explain why.	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Do you and your partners agree on who is the least honourable character? If yes, name the character and give the reasons for your choice. If not, please explain why.	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Do you and your partners agree on who is the most powerful character? If yes, name the character and give the reasons for your choice. If not, please explain why.	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Do you and your partners agree on who is the least powerful character? If yes, name the character and give the reasons for your choice. If not, please explain why.	Yes <input type="checkbox"/> No <input type="checkbox"/>		

End of Activity ■





More about...

Conflict Transformation: What Is Decision-Making by Consensus?

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

A true consensus process has to fulfill six criteria:

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

Advantages:

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

A consensus process does not work when:

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



▶▶▶ **More about...Conflict Transformation**

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

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



More about...

Power Structures and Gender Relations

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

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

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

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

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

Activity 3 Briefing for the Presentation “Exploring the Universality of Human Rights”

🕒 45 min

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

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

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

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

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

This activity is divided into two parts.

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

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

4

15 min

Part A Work Individually

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

Concepts:
1. Culture
2. Diversity
3. Universality

30 min

Part B Large Group Discussion

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

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

End of Activity ■

Activity 4 Plenary Presentation “Exploring the Universality of Human Rights”

🕒 1 hr 30 min

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

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

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

The resource person will consider the questions below:

- Does universality mean that all human beings are entitled to the exact same rights in precisely the same manner or is there room for a degree of variation? To what extent? Or on what grounds?
- Are different “area expressions” of human rights inconsistent with the universality of these rights?
- How do we ensure that human rights standards are acceptable to all societies regardless of cultural and contextual differences?

Question and Answer Period

End of Activity ■

4



More about...

Universality of Human Rights – Key Ideas and Terms

Comment on the universalist-relativist debate

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

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

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

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

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

On the universality of human rights

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

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



►►► More about... Universality of Human Rights

On the relation of human rights to human dignity

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

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

On cultural relativism

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

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

On a holistic approach to human rights

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

Indeed, recent feminist scholarship argues for a holistic approach to human rights that maintains that all human rights are integral one to the other, and cannot be separated or prioritized, as had been the practice in the industrialized nations of East and West.

This argument was validated by the conclusions of the United Nations Human Rights Conference of 1993 that declared human rights to be universal and indivisible. Economic rights do not have priority over political rights nor political over economic rights as it has been argued by East and West respectively throughout the Cold War. Feminist scholars such as Riane Eisler and Charlotte Bunch argue that the standards of the public and private spheres should be informed by a fundamental respect for the dignity of all human

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

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

Activity 5 Debriefing the Presentation — “Exploring the Universality of Human Rights”

 1 hr

4

*Implementing
a Participatory
Approach:*
Mini-Case
Study
(p.4-38)

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

This activity is divided into two parts.

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

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

20 min

Part A Group Work

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

40 min

Part B Large Group Discussion

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

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

- Was it easy to come up with HRE strategies to promote the universality of human rights in your case study? What challenges did you face?

4-30

Participant

Equitas

2015 International Human Rights Training Program

- Can you provide examples that illustrate how human rights educators can promote respect for human rights without compromising respect for cultural diversity?
- How can rights be enjoyed differently by men and women, and remain universal?
- Why do you think that this reflection on the universality of human rights was placed in the Program?

Human Rights Education and Cultural Relativism Mini Case Studies

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

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

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

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

Source: Adapted from Mertus, Julie A & Nancy Flowers (2008) *Local Action, Social Change. A Handbook on Women's Human Rights*, Paradigm Publishers, London. P.249-250.

Case Study 2: Human Rights Education and Non-Discrimination

Abdullah and Amed are homosexuals living in Djakarta, Indonesia. They are Muslims. They have been lovers for five years, but have always been discreet about their relationship.

Now, Abdullah and Amed have decided to live together. They found a room in a very pleasant neighbourhood. At first, Igbal, the landlord, presumed they were brothers and agreed to rent them the room. He was satisfied with them as tenants, as they were both polite and quiet, and paid their rent on time. Then the landlord heard through a mutual acquaintance that Abdullah and Amed might be homosexuals, and he became very angry and told them they could not have the room. He also told them they were a disgrace to Islam, and he would make sure they could not get a room anywhere in his neighbourhood.

You are a human rights educator working in Abdullah and Amed's neighbourhood.

- The right to equality and non-discrimination are universal human rights enshrined in the UDHR. What could your approach be to promoting the right to equality and non-discrimination for homosexual men and women while showing respect for people's cultural customs and religious beliefs? What are some of the challenges you might face? How would you address them?

Source: Adapted from Rhoda Howard-Hassmann's *Cultural Relativism and Human Rights: Human Rights Training Scenarios* (2005)

http://www.wlu.ca/documents/6146/Human_Rights_and_Cultural_Relativism_Training_Scenarios.pdf

Case Study 3: Freedom of Expression

Narinder is a Hindu immigrant living in Canada. Since he moved to Canada, he has become interested in learning about Christianity. Narinder has learned about the Christian practice of Communion, in which believing Christians eat a wafer and drink some wine as part of the church service. The wafer represents the body of Christ, and the wine represents the blood of Christ. Some Christians believe that they are actually eating and drinking Christ's body.

Narinder thinks this is disgusting. He strongly believes that it means that Christianity is based on the idea of cannibalism. He has published a pamphlet, entitled "*Christianity=Cannibalism*", which is widely distributed on the Internet and which has received a great deal of media attention.

The population of Canada is 84 per cent Christian. An influential Christian group has demanded that Narinder's pamphlet be removed from the Internet server it is on. This group says Narinder's views are insulting to Christians and debase their religion. Narinder refuses to remove the pamphlet claiming he has a right to express his opinions.

You are a human rights educator working to promote freedom of expression.

- The right to freedom of expression is a universal human right enshrined in the UDHR. What would your approach be to promoting people's right to freedom of expression while maintaining respect for people's cultural and religious beliefs? What are some of the challenges you might face? How would you address them?

Source: Adapted from Rhoda Howard-Hassmann's Cultural Relativism and Human Rights: Human Rights Training Scenarios (2005)
http://www.wlu.ca/documents/6146/Human_Rights_and_Cultural_Relativism_Training_Scenarios.pdf

End of Activity ■

End of Stream Evaluation/Debriefing

4

⌚ 30 min

After completing the End of Stream Evaluation, reflect as a group on your learning in relation to your work:

- How can being aware of our personal values systems and identity help us be more effective human rights educators?
- What are effective ways to address potential conflicts between personal value systems and identity and the universality of human rights in your human rights education work?
- As a human rights educator, how can you address conflicting perspectives regarding gender in your human rights education work?
- What issues discussed do you feel are the most relevant for the work of your organization? How would you share your learning from this Stream with your colleagues?
- What were the different human rights education strategies and techniques used to implement the participatory approach? Were they effective? How can they be adapted to your own human rights education needs?

Implementing a Participatory Approach: Strategies and Techniques

- The Art of Flipcharting
page 4-36
- Mini-Case Study
page 4-38

The Art of Flipcharting

Unit 1 Activity 2

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

Uses of flipcharts:

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

Where to Stand:

- Don't talk to the flipchart. Write, then turn around and continue interacting with participants.
- Don't block the view. If people can't see, move the flipchart or suggest participants relocate to where they can see.
- Pace yourself by letting participants have time to read, reflect, take notes and comment.
- Walk around the room to see your own work, self-assessment is very helpful.

Prepared Sheets:

- Prepare charts, models, lists, diagrams, and/or sheets of information in advance. If you will use them repeatedly in your trainings, consider having them laminated.
- Reveal these sheets only as you need to share them.

Recording Techniques:

- Abbreviate/condense/summarize information.
- Print in block letters, over 1 inch tall or larger.
- Write a maximum of 8-12 lines per sheet.
- Write headings.
- Colour code your work.
- Ask if everyone can read it.

Display Techniques:

- Make sure flipcharts are above table height when placing them on the wall.
- Organize the placement of flipcharts on the wall for easy reference.

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

Source: Renner, P. (1999). *The Art of Teaching Adults*. Vancouver: Training Associates.

Implementing the participatory approach... with Flipcharting		
Start with participant's experience...	Critically analyze and reflect...	Develop strategies for action...
The flipchart is a very effective medium to capture, in writing or in other visual forms, the participants' experience. The process lends itself to a participatory approach because it happens in real time and serves as a three-dimensional register of the reflection.	Flipcharts allow for permanent visual reminders of reflections, analyses and conclusions. Not only do they visually accompany a reflection as it occurs, but it can also be kept within the visual realm of a learning space for future reference. As such, participants can refer to them throughout the training and build on previous reflections.	Flipcharts force conciseness. Critical reflections are more actionable when they are framed as concise and clear statements.

Mini-Case Study

Unit 2 Activity 5

A mini-case study is a very useful technique for enabling learners to apply concepts and ideas from theory to real life situations. Typically, a mini-case study describes a sequence of events or presents an issue or problem that requires a decision or a course of action.

Essential characteristics of the mini-case study are that:

- Only the key facts are presented
- Discussions are very focused and brief
- They are easy to develop and not too time consuming to do during a training session

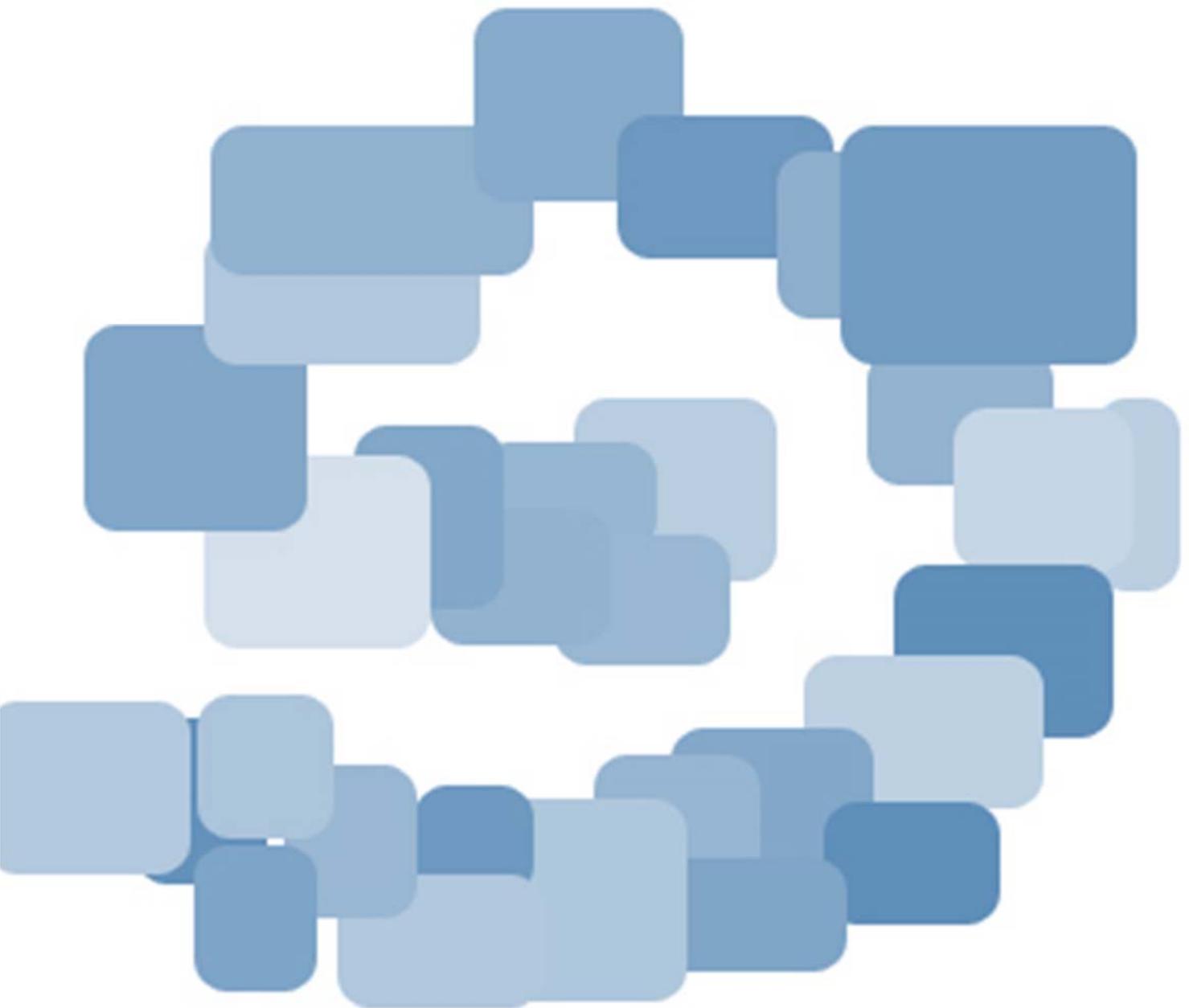
A mini-case study is a short version of a case study. For more on Case Studies, see the **Implementing a Participatory Approach** section at the end of Stream 5.

Implementing the participatory approach... with Mini Case Studies

Start with participant's experience...	Critically analyze and reflect...	Develop strategies for action...
Mini-case studies require participants to apply their knowledge and experience to a real or fictitious problem or situation.	Participants reflect on and analyze the situation presented in the mini-case study in order to come up with solutions.	Mini-case studies are opportunities for participants to apply critical analysis to a problem, work on their ability to make decisions together and develop courses of action. This process can stimulate participants to apply this thinking to actions in their own work.

Stream 5

Applying a Human Rights-Based Approach



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About Stream 5

🕒 4 Days

Starting in Stream 2, and continuing through Streams 3 and 4 we have been examining our human rights work through a systems approach. This has enabled us to situate our human rights education work within the broader context of human rights work and has helped us determine how HRE contributes to the realization of a culture of human rights.

Building on our reflections in these 3 streams, in Stream 5 we will explore how integrating human rights principles and standards into actions (i.e., adopting a human rights-based approach) undertaken by governments, civil society and communities can help ensure these actions lead to positive social change and make a culture of human rights a reality in our societies.

Stream 5 also provides participants with an introduction to international human rights standards and mechanisms, and to the potential relevance of these to their human rights work. The value of such standards rests on their recognition and acceptance by a large number of States and can be seen as representing principles that are broadly accepted within the international community.

Participants will explore the United Nations (UN) human rights system and analyze a number of international standard setting instruments and mechanisms. These include:

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

Barriers to human rights work will be discussed within the framework of the Declaration on Human Rights Defenders. Participants will explore some of the key security issues as well as strategies for the promotion of safety and security for human rights defenders on the ground, as well as the opportunities, challenges and security implications of information technology. These new tools have enabled a 'more egalitarian and participatory public space [for human rights activists] to access and distribute information that can promote the values and

Stream 5 Applying a Human Rights-Based Approach

practices embodied in their human rights work without having to rely on corporate mass media. However, these new technologies have not afforded them additional protection from harassment, attacks, imprisonment and death for publishing or broadcasting news and information, especially in countries where censorship and media control are the norm.

The Stream is a combination of presentations, case studies and small group learning. Through these activities, participants will actively explore if and how international human rights can be made meaningful in the day-to-day human rights work of their organizations. Stream 5 is also meant to provide some insight on appropriate techniques to train others in the content and implementation of international human rights principles and standards presented.

Source: Office of the High Commissioner for Human Rights. (2000). *Human Rights Training: A Manual on Human Rights Training Methodology*. Geneva. Available online: <http://www.ohchr.org/Documents/Publications/training6en.pdf>

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Objectives

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

- Describe their human rights education work through a systems approach
- Identify barriers to human rights work and solutions to security challenges, including the use of new information and communications technologies
- Provide examples of how the UN human rights system can be used to protect and promote human rights
- Explain the main features of the following six human rights instruments:
 - International Declaration on Human Rights Defenders
 - International Covenant on Civil and Political Rights (ICCPR)
 - International Covenant on Economic Social and Cultural Rights (ICESCR)
 - Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
 - Convention on the Rights of the Child (CRC)
 - Universal Periodic Review (UPR)
- Apply human rights principles articulated in international instruments to particular situations (i.e., using a human rights-based approach)

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Implementing a Participatory Approach: Strategies and Techniques

- Buzz Groups
- Effective Presentations
- Case Study

Unit 1 Actions for Change

The aim of this unit is to explore how the integration of human rights principles and values can help ensure that actions undertaken by governments, civil society, and communities lead to positive social change.

Activity 1 A Systems Approach Revisited

🕒 30 min

The aim of this activity is to examine human rights work and in particular HRE through a systems approach.

The facilitator will begin by making a brief presentation on a systems approach to human rights work using the systems approach diagram in Stream 3, Unit 3, Activity 2. (15 min)

You will then work in buzz groups to identify some of the benefits of using a systems approach in planning your HRE work and share your ideas with the larger group. (15 min)

*Implementing
a Participatory
Approach*
Buzz Groups
(p.5-44)

End of Activity ■

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Activity 2 Dinamica

🕒 30 min

In order to be effective in our human rights and human rights education work for social change, it is important to use an approach based on the human rights framework to guide our actions. Being aware of the power imbalances that exist in societies and their causes is key to ensuring that our work will reach excluded and marginalized populations.

This activity is divided into two parts.

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

In **Part B**, your facilitator will lead a large group discussion.

15 min

Part A Dinamica

In this activity, you will indicate your response to different statements by taking a step forward or staying in place. Your facilitator will explain this activity further.

15 min

Part B Large Group Discussion

Your facilitator will lead a group discussion, based on the following questions:

- How can we reach the people who remained at the back during the dinamica?
- How can human rights help address power imbalances in society?

Activity 3 Integrating Human Rights into Actions for Social Change

🕒 1 hr 30 min

In Activity 2, you explored power imbalances in society and how human rights can help you address these imbalances. A human rights-based approach helps bring to light unequal power relations that have been institutionalized in societies through societal values, rules and practices, and which often lead to the denial of human rights. In this activity you will examine the main elements of a human rights-based approach and how to integrate this approach in your work.

This activity is divided in three parts.

In **Part A**, you will work in small groups.

In **Part B**, you will work in the same small groups as you did in Part A.

In **Part C**, your facilitator will lead a large group discussion about how to integrate a human rights-based approach in your work.

25 min **Part A Work in a Group**

Your facilitator will assign your group one of the key elements of a human rights-based approach listed in the chart on page 5-14.

Your group will give a brief presentation on the element you have been assigned.

45 min **Part B Work in a Group**

In your group, you will practice applying a human rights-based approach in a specific example. Your facilitator will explain how to do this activity.

20 min **Part C Large Group Discussion**

Your facilitator will lead a group discussion, based on the following questions:

- Have you used a human rights-based approach in your work? What has worked well in incorporating this approach (good practices)?
- What are some of the advantages and challenges of using a human rights-based approach?
- What are some effective strategies for addressing these challenges?
- What are the links between a participatory approach and a human rights-based approach?
- What are some examples of the differences between a needs-based approach and a human rights-based approach in this case?

A Human Rights-Based Approach (HRBA)

Use the text below for Activity 3, Part A.

Rights vs. Needs

A right is different from a need. A need is an aspiration. A need can be legitimate; however, it is not necessarily associated with a government obligation. A right entails a government obligation and can be legitimately claimed. Rights are associated with “being”. Needs are associated with “having”.

Needs-based approach (Development for people)	Human rights-based approach (Development by people)
<ul style="list-style-type: none"> • Both input and results are important. • The goal is to satisfy needs. • The key power relation is between assistance-providers and recipients of assistance. • Recognizes that needs can be legitimate but that they do not necessarily imply duties or obligations on the part of government. • Needs are not necessarily universal. • Needs can be ranked in hierarchical order. • Individuals are seen as objects of development interventions. • Focuses on immediate causes of problems. 	<ul style="list-style-type: none"> • Both process and results are important. • The goal is to realize rights through empowerment, ownership and participation. • The key power relation is between rights-holders and duty-bearers. • Recognizes individual and group rights as claims toward legal and moral duty-bearers. Rights always imply duties and obligations. • Rights are universal. • All rights are inalienable, indivisible, and interdependent. • Individuals and groups are rights-holders empowered to claim their rights. • Focuses on structural causes and their manifestations.

Key Elements of HRBA

A **human rights-based approach** is a conceptual framework that sets the achievement of the full range of human rights as an objective of social actions. It is normatively based on international human rights standards and operationally directed towards respecting, protecting and fulfilling human rights. The overall responsibility for respecting, protecting and fulfilling human rights rests with the state. This responsibility includes all the organs of the State such as parliaments, ministries, local authorities, judges and justice authorities, police and teachers. All of these are legal **duty-bearers** and the people within its territory are **rights-holders**.

Every rights-holder has the responsibility to respect the rights of others. In this sense you can say that every individual or institution that has the power to affect the lives of rights-holders is a moral duty-bearer – the greater the power, the larger the obligation to fulfill and especially to respect and



protect the human rights of others. In this sense private companies, local leaders, civil society organizations, international organizations, heads of households, and parents, and in principle every individual are moral duty-bearers. You should remember that the State as a legal duty-bearer also has a duty to regulate the actions of moral duty-bearers – e.g. parents, companies etc. – to ensure that they respect human rights.

A human rights-based approach:

- Is founded on the conviction that every human being, by virtue of being human, is a holder of rights
- Assumes that all human beings should have equal opportunity to realize their full developmental potential
- Involves a process of empowering those who do not enjoy their rights to claim their rights. It does not involve charity or simple economic development
- Supports the concept that all people, regardless of age, gender, race, religion, ethnicity, social status or any other difference, have a basic right to life with dignity
- Identifies rights-holders (and their entitlements) and corresponding duty-bearers (and their obligations)
- Integrates the norms, standards and principles of the international human rights system into the plans, policies and processes of development programs, social programs and other programs
- Ensures that programs address all aspects of life (for example, from ensuring basic survival through meeting psychological needs). They are holistic and inclusive.

Elements of HRBA	Questions to address
<p>Direct links to human rights</p> <p>The goal of HRBA work is to use human rights standards as the foundation for all development work in all sectors and in all phases of programming, from planning to implementation, with the goal of promoting human rights and human dignity for all.</p>	<ul style="list-style-type: none"> • What human rights are involved? • What are the applicable human rights standards, instruments and mechanisms (national, regional, international)?
<p>Participation</p> <p>HRBA creates channels for the participation of a broad spectrum of stakeholders, including, poor and disadvantaged people, minorities, indigenous peoples, women, children and youth. HRBA promotes active, meaningful and continuous voluntary participation; it stresses that developing capacities for participation is an important result in itself.</p>	<ul style="list-style-type: none"> • Who should participate? • How should they participate? • In what decisions?
<p>Accountability</p> <p>HRBA in programming demands that duty-bearers be identified and held accountable for the violation or neglect of human rights. In this sense, one of the fundamental contributions of HRBA is the emphasis it places on challenging the power imbalance between duty-bearers and rights-holders</p>	<ul style="list-style-type: none"> • Who is accountable? And to whom? How? • Who are the rights-holders and duty-bearers?
<p>Non-discrimination</p> <p>HRBA gives particular attention to non-discrimination, equality, equity and marginalized groups (which may include women, minorities, indigenous peoples, prisoners and the poor). HRBA requires that the question of who is marginalized be answered locally. From this perspective, people are not seen as beneficiaries but as rights-holders.</p>	<ul style="list-style-type: none"> • Who are the marginalized and vulnerable? • Who should be included? • How should they be included?
<p>Empowerment</p> <p>HRBA aims to give rights-holders the capacity and the power to claim their human rights and hold duty-bearers accountable. (UNDP 2005).</p>	<ul style="list-style-type: none"> • Who should become empowered? How?

An easy way to recall these key elements of a human rights-based approach is the acronym **PANEL**.

P	articipation
A	ccountability
N	on-discrimination and equality
E	mpowerment and
L	inkages to the legal human rights framework rights

Source:

Adapted from Equitas- Facilitator’s manual - International Human Rights Training Program (2013) pp.5-17 to 7-18 and Integrating HRBA and Equitable Partnerships into Development Programming: Operationalizing the Istanbul Principles *A Practical Guide to Help Facilitators Run Participatory Workshops and a Resource Manual for Participants* (2014) pp. 81-82.

For more on HRBA see <http://www.ohchr.org/Documents/Publications/FAQen.pdf>

Implementing a Human Rights-based Approach

Use the text below for Activity 3, Part B.

The Wind Turbines of Summerland

Summerland is a small, overpopulated country with a population of 15 million, mostly landless peasants, who live in abject poverty. For the last four years, the country has been attempting to establish a democracy after over 30 years spent under a dictatorship. The old single-party rule led to an exodus of the most educated people, most of them men. The indigenous Tapirapé people were victims of the regime's abuses, and the surviving members are just barely scraping by in extreme poverty and live on land that was taken from them. The country still lacks decent, universally accessible academic institutions, and health services are in ruins.

From the beginning of its term, the government of Summerland has been exploiting the country's potential for wind power generation in an effort to generate employment. It is doing this by taking over arable land. The government invited international companies to invest as it has neither the capital nor the skills required to develop the wind industry on its own.

The government has ratified most international and regional human rights treaties, but what the population wants more than anything is more humane living conditions. For this reason, many men have left to work abroad in order to help their families. This in turn has made the women's burden much heavier, as they are now the heads of the family and must tend their plots of cropland and take care of their meager livestock to feed the family. Children often miss school in order to work in the fields, and elementary school attendance rates are dropping. The quality of education is also becoming poor. The landless peasants also complain about wind turbine towers that have been built encroaching on their land and the constant noise they make. The animals too seem to be affected by the noise; their fertility rates are starting to drop. On top of it all, almost none of the jobs that people were hoping for are actually available to the local population because it is assumed they do not have the specialized skills, thus foreign labour has been brought in. Some foreign workers have begun taking advantage of the women's precarious conditions and are exploiting and abusing them.

In an effort to win over the local population in a pre-election climate, the government decided to ask wind power companies to contribute 15% of their profits from electricity sales to local NGOs so they can work with rural communities to improve their living conditions. Your local partner, Women First, has been selected as one of these NGOs to develop and implement a project.

Aim of the Project: Improve the situation of rural women and increase their capacity to meet their basic needs, including the health and wellbeing of their families and security.

Actions:

- Improve seed stock for higher productivity, better nutrition and higher economic return
- Create a women's agricultural co-operative to diversify food production and reduce competition between women
- Make specialized training accessible to women so that they will be able to meet the needs of the wind energy companies and industries that are being established and find paid work
- Strengthen the skills of elementary school teachers
- Create a drop-in centre for preschool-aged children to foster their growth and improve their physical and mental condition
- Raise awareness among the police force about violence against women

What does Women First need to do to ensure that they develop a project based on a human rights based approach?

Implementing a human rights-based approach (HRBA) in the Summerland case study		
Elements of HRBA	Considerations, strategies and/or actions for implementing HRBA in the Women First project	Explain your answer
Direct links to human rights	The first step in implementing HRBA is to identify which human rights are being affected, determine which ones are to be targeted in the project and examine which ones are covered by international and regional treaties that Summerland has ratified and which it is therefore accountable for realizing.	
<p>Participation</p> <p><i>How should Women First determine the project activities?</i></p> <p><i>Who should be consulted?</i></p> <p><i>How can Women First encourage and ensure the participation of the people whose living conditions are to be improved and whose human rights are to be defended through the project?</i></p>		

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<p><i>What is Women First accountable for? How can it be held accountable?</i></p> <p><i>What actions must Women First take to hold the government accountable?</i></p>	<p>Women First</p>	
<p>Non-discrimination</p> <p><i>How can Women First ensure that the rights of the poorest are given priority?</i></p>		

<p>Empowerment</p> <p><i>Whose capacities must Women First strengthen?</i></p> <p><i>Which types of skills are required? For whom?</i></p>		
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More about...

The Participatory Approach and HRBA

The IHRTP is a good example of how the participatory approach is linked to the human-rights-based approach as described below:

- **Participation:** Participants bring their own experience and expertise that should be acknowledged, valued and shared; they are engaged in all aspects of the learning process
- **Accountability:** Evaluation and the continuous improvement cycle; Transparency about learning objectives and training program/content
- **Non-discrimination:** Establishing ground rules; good practice in facilitation builds an inclusive and safe environment
- **Empowerment:** Adults learn by doing
- **Direct Link to rights:** Participants experience in the learning setting the very values and attitudes of human rights that they are aiming towards in their society

End of Activity ■

Unit 2 International Legal Sources of Human Rights Protection

The aim of this unit is to provide an overview of the UN human rights system and of five main human rights protection instruments and mechanisms, i.e., ICCPR, ICESCR, CEDAW, CRC, and the UPR.

Activity 1 Overview of the UN Human Rights System

🕒 1 hr

The aim of this activity is to provide an overview of the main elements of the UN Human Rights system as well as the links between them.

This activity is divided into two parts.

In **Part A**, you will work in small groups to build a diagram of the UN human rights system.

Then, in **Part B**, you will validate the answers with the group.

15 min Part A Work in a Group

You will build a diagram of the UN human rights system. Your facilitator will explain how to do this activity.

45 min Part B Large Group Discussion

The facilitator will begin by validating the UN human rights system diagram with the whole group. The facilitator will then lead a discussion based on the following questions:

- Have you ever worked with these mechanisms or bodies?
- How could you use them in the future?
- How are these UN mechanisms and bodies relevant in addressing issues facing youth in your region?

End of Activity ■

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Activity 2 Briefing for the Presentation — “The UN Human Rights System: Opportunities for Human Rights Educators”

🕒 20 min

To prepare you for this presentation, read the following article found on page 5-63 of the **Materials** section of this Stream:

- “Protection of Human Rights through International Instruments – Primary Tasks for Human Rights Activists” by I.A. Rehman

Reflect on how you think the UN human rights system has an impact on the work of your organization.

End of Activity ■

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Activity 3 Plenary Presentation “The UN Human Rights System: Opportunities for Human Rights Educators”

🕒 2 hrs

This presentation will be delivered in two parts.

In the first part of the presentation the resource person will explain how human rights educators can take advantage of the UN human rights system by using the Human Rights Council’s programs and mechanisms and the different treaty bodies. Participants will have the opportunity to ask questions throughout. (1 hr)

In the second part of the presentation the resource person will show the video “A Path to Dignity: The Power of Human Rights Education”. Participants will have the opportunity to ask questions afterwards. (1 hr)

The resource person will provide an overview of:

- The main objectives of the Human Rights Council, and in particular its relationship with the Office of the High Commissioner for Human Rights (OHCHR)
- Where the Human Rights Council fits within the United Nations system

- Programs, mechanisms and other initiatives , i.e., independent experts, treaty bodies, and special rapporteurs, and their roles within the UN human rights system
- The Universal Periodic Review and the Declaration on Human Rights Education and Training
- The role of NGOs in the work of the Human Rights Council
- Reflections on the implications of the reform of the UN human rights system on the work of NGOs
- The OHCHR and useful resources for human rights educators

End of Activity ■

Activity 4 Debriefing of the Presentation – “The UN Human Rights System: Opportunities for Human Rights Educators”

5

🕒 30 min

Together with your facilitator discuss the following questions.

- What did you learn from the presentation?
- Were your questions adequately addressed? If not, how can you find additional information?
- Have you yourself ever used the UN system before? If so, how? What was the impact of your actions?
- If you have not used the UN system before, how could you use it in your work? How could you use it for human rights education?
- What are the strengths and limitations of using the UN system?

End of Activity ■

Activity 5 Barriers Faced by Human Rights Defenders

🕒 1 hr 30 min

The aim of this activity is for participants to assess the way in which the Declaration on Human Rights Defenders - formally known as the “Declaration of Rights and Responsibilities of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms” - is relevant to their work as human rights defenders.

This activity is divided into three parts.

In **Part A**, you will familiarize yourself with the Declaration.

In **Part B**, you will work in small groups to discuss barriers that human rights defenders face in carrying out their work and provide specific examples that you may have experienced from your own work. You will also relate these barriers to articles of the Declaration on Human Rights Defenders.

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

5

15 min

Part A Large Group Discussion

Together with your facilitator discuss the Introduction to the “Declaration on Human Rights Defenders” provided below. Question to consider:

- What does it mean to be a human rights defender?
- Scan through the articles of the Summary of the Declaration on Human Rights Defenders on page 5-66 of the **Materials** section.
- Look back at your answers from "Our Roles as Human Rights Educators and Activists" (Stream 3, Unit 3, Activity 5).

**More about...****Introduction to the Declaration on Human Rights Defenders**

The Declaration on Human Rights Defenders, adopted by the UN General Assembly on December 9, 1998, is the first UN instrument that recognizes the importance of the work of human rights defenders as well as the need for better protection of those carrying out human rights activities. Because of their role in promoting human rights both nationally and internationally, many human rights defenders have found their own human rights violated by those who oppose their work. These violations range from gross human rights violations, such as physical violence, to other forms of restrictions, such as denial of freedom of movement and assembly, limiting their capacity to obtain and disseminate information and to obtain funding, as well as imposing lengthy and unnecessary administrative procedures on the operation of their organizations.

The Declaration contains provisions on the rights of human rights defenders, and the duties of States to guarantee these rights. In addition, the Declaration includes provisions dealing with the responsibilities of human rights defenders, and the responsibilities of those who can affect the enjoyment of human rights by others.

The Declaration on Human Rights Defenders was adopted by all 185 member States of the UN sitting at the General Assembly. As a Declaration, it does not have any legally binding effect upon States. However, it has a strong moral authority upon all UN member States because they all agreed to its terms by consensus. It reflects the norms that States intend to abide by even though they are not necessarily doing so yet.

Normally, a Declaration would evolve to become a Convention, which is a legally binding document that States parties officially sign and ratify. At that point, States actually undertake to implement the provisions contained in the Convention, as if they were signing a contract, rather than just expressing that they would like such norms to prevail. The Declaration on Human Rights Defenders will hopefully gain that status and become a Convention on Human Rights Defenders.

However, the mere existence of the Declaration today is extremely important. It shows that the States already accept international norms which should protect human rights defenders as such and that such norms should be law even though States have not yet signed or ratified a legally binding document such as a convention or a covenant. States are already morally bound to the Declaration even though their practice may not necessarily be consistent with its provisions.

30 min **Part B Work in a Group**

Barriers imposed on human right defenders can be placed on a continuum from gross human rights violations, such as physical violence, to more subtle restrictions, such as limiting their capacity to obtain funding.

1. The facilitator will begin by reviewing the "Examples of Barriers to Human Rights Work" provided on page 5-69 of the **Materials** section.
2. Then, with the members of your group, provide examples of barriers that you have encountered in carrying out your human rights work.
3. Prepare a flipchart version of the chart on the page after the next one to record the information from your discussion.
4. Relate the barriers that you identified in Step 2 with the human rights violations and restrictions specified in the articles of the Declaration. Refer to the copy of the Summary of the Declaration on Human Rights Defenders on page 5-66 of the **Materials** section.
5. Record the information in the last column of the chart.

20 min **Part C Large Group Discussion**

With your facilitator, discuss the questions below. Refer to the examples you identified on the flipcharts during your discussion in Part A.

1. Are the barriers that you have experienced in your work as a human rights defender satisfactorily addressed in the Declaration? What about other potential barriers, restrictions or violations?
2. What role should NGOs play in promoting the implementation of this Declaration?

25 min **Part D Large Group Discussion**

Together with your facilitator, discuss the topic of the physical security of human rights defenders. Questions to consider:

- As a human rights defender, how safe and secure do you feel your work environment is?
- What are some of the security challenges and implications you encounter in your human rights work?

- What are some strategies you or your organization have adopted to ensure your safety and security as well as those of other human rights defenders?
- How are the security challenges of human rights defenders experienced differently by women and men?

As part of this group discussion, consider the following questions to prepare for the upcoming presentation:

- What experiences do you have using different information and communication technologies (ICTs) and social media in your human rights work?
- What are some security issues you have faced in using ICTs in your work?

Barriers to Human Rights Work		
Barriers	Example(s)	Article(s)

5

End of Activity ■

Activity 6 Plenary Presentation – “Security of Human Rights Defenders – Online”

🕒 1 hr 30 min

This presentation will explore the ways in which information and communication technologies (ICTs) influence the human rights context and the opportunities and risks of using ICTS human rights education work.

The resource person for this presentation will provide an overview of the vulnerabilities and risks faced by human rights defenders in using different ICTs. The presentation will focus on some of the key security issues in using ICTs as well as strategies for the promotion of digital safety and security of human rights defenders.

The resource person will focus on:

- How participants are using ICTs in their own human rights work
- An overview of how ICTs are being used in the human rights context
- Specific examples of how ICTs are being used in human rights education and advocacy
- The opportunities and risks of using technology to educate and advocate about human rights
- Security issues for human rights defenders resulting from the use of ICTs
- Resources available to human rights defenders to help protect themselves, online

Question and Answer Period

End of Activity ■

5

Activity 7 Debriefing for the Presentation – “Security of Human Rights Defenders – Online” and Briefing for Presentation – “The Rights of Indigenous Peoples”

🕒 45 min

Together with you facilitator, discuss the following questions:

- How does the use of information and communication technologies (ICTs) contribute to your human rights education and/or advocacy work?
- What security implications does the use of ICTs bring to your HRE work?
- What are some strategies you can adopt to ensure your safety and security, as well as those of other human rights defenders when using ICTs?

Your facilitator will briefly introduce the topic of the next presentation, “The Rights of Indigenous Peoples.” You will prepare for the presentation by discussing the following question:

- Why do you think there are rights specific to indigenous peoples?

End of Activity ■

Activity 8 Plenary Presentation – “The Rights of Indigenous Peoples

🕒 1 hr 30 min

This presentation will explore the rights of indigenous peoples, one of the most important human rights issues facing Canada and many other countries in the world.

The resource person will present the reality of indigenous peoples and the instruments and mechanisms that exist to promote their rights, drawing on:

- Some key elements of indigenous experience and identity in Canada and links with the situation of Indigenous communities in other countries
- The main features of the international instruments on the rights of indigenous peoples

Activity 9 Examining the Main Features of Five International Human Rights Instruments and Mechanisms

🕒 2 hrs

The aim of this activity is to enable you to gain a familiarity with the five international human rights instruments listed below, by having you study the instruments and then sharing your learning.

- International Covenant on Civil and Political Rights (ICCPR)
- International Covenant on Economic, Social and Cultural Rights (ICESCR)
- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
- Convention on the Rights of the Child (CRC)
- Universal Periodic Review (UPR)

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

Work in Your Designated Group

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

Guidelines for Preparing Your Presentation

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

- The text of the instrument
- The relevant “Info Pack” in the **Materials** section from page 5-73 to 5-98
- The experience of the members of the group

*Implementing
a Participatory
Approach:
Effective
Presentations
(p.5-45)*

1. Review the suggested format for presentation in the table “Main Features of International Human Rights Instruments” below.

Stream 5 Applying a Human Rights-Based Approach

2. Decide on how your group will proceed to prepare the presentation. You may want to divide into sub-groups and work on different aspects of the presentation or you may choose to work as a whole group.
3. Summarize the results of your discussion on a flipchart version of the table. Choose one or two spokespersons to deliver the presentation in plenary.
4. Other aspects to consider as you examine the instrument:
 - Differences between rights that address individuals or groups
 - Interpretation of the instrument in regional instruments, national legislations and constitutions
 - General Comments by the UN Human Rights Committees on certain rights

Main features of International Human Rights Instruments		
Name of Instrument:	Date of Entry into Force:	Number of States Parties:
1) Rights protected		
2) Obligations imposed on the State		
3) Limitations		
4) Duties/Responsibilities imposed on the public		
5) Mechanisms for monitoring compliance		
6) Optional protocol(s) and purpose		
7) Other special characteristics		

Main Features of the Universal Periodic Review (UPR)

1) What is the Universal Periodic Review (UPR)?

2) What are the objectives of the UPR?

3) How does the UPR process work?

4) What is the outcome of the review?

5) What is the duty of the State regarding the outcome of the UPR?

6) How can different stakeholders engage with the UPR mechanism? (i.e., NGOs, grassroots organizations and National Human Rights Institutions)

5

Sources:

Human Rights Project at the Urban Justice Centre. (2010). *A Practical Guide to the United Nations' Universal Periodic Review (UPR)*. New York.

Available online: <http://www.hrpujc.org/documents/UPRtoolkit.pdf>

Irish Council for Civil Liberties (ICCL) and UPR-info.org. *Your Rights. Right Now. A Plain English Guide to the Universal Periodic Review*.

Available online: http://www.rightsnow.ie/assets/5/EBAA5041-D2DE-8672-55C9086A7A967DA7_document/UPR_web.pdf

Office of the High Commissioner for Human Rights. *Fact Sheet: Human Rights Council – Universal Periodic Review*.

Available online: www.ohchr.org/EN/HRBodies/UPR/Documents/UPRFactSheetFinal.pdf
(Available in the Materials Section of IHRTP Manual - Stream 5)

Office of the High Commissioner for Human Rights. (2008). *Working with the United Nations Human Rights Programme: A Handbook for Civil Society*. Geneva.

Available online: http://www.ohchr.org/EN/AboutUs/CivilSociety/Documents/Handbook_en.pdf

See also the UN website: <http://www.ohchr.org/EN/HRBodies/UPR/Pages/BasicFacts.aspx>

5

End of Activity ■

Activity 10 Plenary Presentations – “Five Human Rights Instruments and Mechanisms”

🕒 2 hr 30 min

All the groups will convene in the plenary room, and each group will in turn deliver their 10-minute presentation.

After each presentation, the resource person will comment and elaborate on the information provided. Presentations will follow the schedule below.

Presentation Schedule		
English Session		
Time	Instrument(s)	Resource Person
11:30–12:30	ICCPR ICESCR	Nandini Ramanujam
12:30 - 2:00	Lunch	
2:00-2:30	CRC	Tara Collins
2:30-3:00	CEDAW	Julia Bracken
3:00-3:30	UPR	Henri Tiphagne
French Sessions		
Time	Instrument(s)	Resource Person
11:30–12:30	ICCPR ICESCR	Lucie Lamarche
12:30 - 2:00	Lunch	
2:00-2:30	CEDAW	Julie Lafrenière
2:30-3:00	CRC	Mélissa Goupil-Landry
3:00-3:30	UPR	Cecilia Thompson

Individual Plan for Putting My Learning into Action

🕒 1 hr 30 min

Continue working on your Individual Plan for the rest of the day.

Remember that your colleagues are often times the best resources available for completing this project. Draw upon their knowledge, expertise and experience to help develop your work.

End of Activity ■

Unit 3 Working with International Human Rights Instruments

Activity 1 Working on a Human Rights Case Study

⌚ 4 hr

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

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

Both parts are about the same group of evicted persons. There is a general overview of the situation, followed by the two parts. Although each part may lend itself to using particular instruments, you should consider the relevance of all instruments.

You will join with another working group to carry out this activity.

The schedule provided on the next page outlines how you should proceed to work on the parts of the case study. Each session lasts 2 hours. It is important to follow this schedule since there are resource persons who will visit the different groups to provide assistance and answer questions.

Refer to “Case Study: The Anuk Minority” on page 5-99 for the guidelines on how to proceed.

Overall Schedule for Working on Case Studies		
Session	Session 1 9:30-10:30 11:00-12:00	Session 2 1:30-3:30
Groups		
Group 1 and 2 (English)	Housing rights and forced eviction	Women and children's rights
Group 3 and 4 (English)	Women and children's rights	Housing rights and forced eviction
Group 5 and 6 (French)	Housing rights and forced eviction	Women and children's rights

End of Activity ■

Activity 2 Reflections on Using Case Studies in Human Rights Education

🕒 45 min

Implementing a Participatory Approach: Case Study (p.5-47)

With your facilitator, discuss the questions below. Refer to the case studies you worked on in Activity 1 and **Implementing a Participatory Approach: Case Study** on page 5-47 at the end of the Stream.

1. What do you think makes a good case study? What would you add to the list provided in **Implementing a Participatory Approach: Case Study** (authentic, concrete, narrative, and open-ended)?
5. What should you do to ensure that your case study is a high quality and effective learning tool?

End of Activity ■

5

End of Stream Evaluation/Debriefing

🕒 30 min

After completing the End of Stream Evaluation, reflect as a group on your learning in relation to your work:

- How can adopting a systems approach increase the quality and effectiveness of your human rights education work?
- Why it is important to include a human rights based approach in your human rights education work?
- What issues discussed do you feel are the most relevant for the work of your organization? How would you share your learning from this Stream with your colleagues?

- What were the different human rights education strategies and techniques used to implement the participatory approach? Were they effective? How can they be adapted to your own human rights education needs?

Implementing a Participatory Approach: Strategies and Techniques

- Buzz Groups
page 5-44
- Effective Presentations
page 5-45
- Case Study
page 5-47

Buzz Groups

Unit 1 Activity 1

Buzz groups are subgroups of 2 or 3 participants that are used to generate fresh ideas on a topic or a problem. Buzz groups have a time limit – of about five minutes – to discuss a particular issue or question raised by the facilitator. This is done without any previous preparation or reflection about the issue. After the five-minute period, the members of each buzz group share the results of their reflection with the broader group.

The “buzz group” technique has many uses:

- to produce fresh ideas on a topic or a problem, in a quicker way than what can be done with brainstorming
- to consult all the members of a group on a precise question
- to settle a conflict between members of a group

In summary, working in buzz groups gets participants to think very spontaneously about a particular topic and generate a wide variety of ideas.

Source: <http://www.scoutbase.org.uk/library/hqdocs/facts/pdfs/fs310506.pdf>

5

Implementing the participatory approach... with Buzz Groups

Start with participant's experience...	Critically analyze and reflect...	Develop strategies for action...
Engaging with a small group (1 or 2 others) with no previous preparation and with a short time frame obliges participants to rely on their own experience as they seek to provide ideas, information or solutions. This helps build confidence regarding what they know.	The process of summarizing a variety of ideas and presenting them clearly to the broader group requires critical reflection and analysis, as ideas are synthesized and prioritized.	Generally, buzz groups are used as part of a broader process moving participants towards action. The sudden burst of creativity that can stem from using this technique can be a motivating factor for groups and encourage further planning and action.

Effective Presentations

Unit 2 Activity 9

Planning:

- Know your participants/audience: their background, language level, learning needs and interests
- Ensure the content is relevant and useful to them
- Allow time for pre-presentation discussion so that participants have the opportunity to reflect on their knowledge and experience of the topic and its potential usefulness
- Plan ways to engage the active participation of the audience in the presentation
- Develop reflection questions to help participants connect the information from the presentation to their life and/or work context
- Check out the room where you will be presenting in advance
- Practice your presentation a number of times
- Take along a bottle of water

Presentation Tips:

- Use a conversational tone.
- Convey your enthusiasm for the material and the audience.
- Maintain regular eye contact with the audience (i.e., the participants).
- Ask the audience periodically if they can hear and see everything.
- Move purposefully around the room, and use natural gestures. Avoid movements and gestures that may distract the audience.
- Interact with the participants to create positive rapport with them.

Using Visual Aids (blackboard, overheads, flipcharts or computer presentations)

- Use visual aids to stimulate and focus participants' attention.
- Check the equipment before the session to make sure it works and you know how to use it.
- Reveal visual information gradually rather than all at once.
- Make each visual count.
- Consider creating visual aids during the presentation.
- Encourage the participants to take notes.
- Provide handouts of computer presentations with space for additional notes.

Source: University of Waterloo, Teaching Resources and Continuing Education. (2002). *Lecturing Interactively in the University Classroom*.

Available from: http://people.engr.ncsu.edu/txie/publications/oral_presentation_skills.pdf

Implementing the participatory approach... with Effective Presentations		
Start with participant's experience...	Critically analyze and reflect...	Develop strategies for action...
<p>Within a participatory approach, presentations must also be connected with the audience's experience. This can be done by providing participants with preliminary reading, reflection questions, or by asking them, as participants, to be presenters.</p>	<p>Effective presentations push participants to critically reflect on the applicability of the ideas presented to their context. Planning and facilitating a debriefing session as a follow-up to a presentation furthers this process of critical reflection.</p>	<p>Presentations should provide the motivation and the means to entice others into action by conveying a clear message, by challenging beliefs and positions, by rallying audiences towards a goal and by presenting solutions or creative ideas.</p>



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Case Study

Unit 3 Activity 2

The case study is an ideal technique when a holistic, in-depth investigation is needed for an issue. It is designed to develop problem-solving and decision-making skills and to encourage multiple perspective-taking in an objective manner. The main features of a case study are:

- **Authentic.** This is not to say that cases must be literal accounts of actual incidents, though they might be; it means that the characters, situations and dilemmas described must seem true.
- **Concrete.** Concreteness helps create authenticity. It's the capacity of cases to represent the particulars of the situation/incident that makes them powerful in raising a variety of issues.
- **Narrative.** Cases engage our attention for some of the same reasons a piece of fiction does: we read to watch the action unfold, to find out what happens next, often identifying with the actors, feeling personally involved in their choices and playing out the consequences.
- **Open-Ended.** Complex and information-rich cases depict incidents that are deliberately open to interpretation - raising questions rather than answering them, encouraging problem solving, calling forth collective intelligence and varied perspectives, and promoting more reflective practice.

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The case study focuses on the development of skills:

- In analysis and decision making rather than on the acquisition of knowledge
- In thinking of and appraising alternative courses of action, reaching a reasonable decision among them, and in planning to make the decisions effective
- In oral communication and persuasion
- In dealing with multi-dimensional issues, formulating appropriate action plans, and managing time

This technique does have some disadvantages. It does not actually provide real experience. Facts are presented; readers get little practice in seeking and recognizing facts and relationships; the situation may be oversimplified. As well, the case study doesn't convey many subtle but important overtones of human personality and conduct. In addition, it is incomplete, as it does not include the process of carrying out the decisions and checking on the results. The case study is not useful if the primary objective is to transmit facts and can be a waste of time and effort if not used properly.

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

Implementing the participatory approach... with Case Studies		
Start with participant's experience...	Critically analyze and reflect...	Develop strategies for action...
Case studies require participants to apply their knowledge and experience to a real or fictitious problem or situation. It asks participants to rely on their experience to respond to a situation, to make decisions and to find solutions to problems.	Participants reflect on and analyze the situation presented in the case study in order to come up with solutions. Because a situation is explained in-depth, the case study can provide a setting with a level of complexity that pushes participants to critically examine many variables and reflect on many factors before making decisions or reaching conclusions.	Case studies are opportunities for participants to apply critical analysis to a problem, work on their ability to make decisions together and develop courses of action. This process can stimulate participants to apply this thinking to actions in their own work, particularly if the case study presents a situation that is similar or related to the reality of participants.



5

Materials

- Role Cards
page 5-50
- Statements
page 5-52
- ‘Elements of the UN Human Rights System’ cards
page 5-53
- “Description of the Key Elements of the UN Human Rights System’ cards
page 5-54
- The Main UN Human Rights Mechanisms and Bodies
page 5-57
- Protection of Human Rights through International Instruments – Primary Tasks for Human Rights Activists
page 5-63
- Summary of the Declaration on Human Rights Defenders
page 5-66
- Examples of Barriers to Human Rights Work
page 5-69
- International Covenant on Civil and Political Rights
page 5-73
- International Covenant on Economic, Social and Cultural Rights
page 5-79
- Convention on the Elimination of All Forms of Discrimination against Women
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- Convention on the Rights of the Child
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- Fact Sheet: Human Rights Council – Universal Periodic Review
page 5-95
- Case study: The Anuk Minority
page 5-99

Role Cards

Unit 1 Activity 2

Local municipal councillor

Village chairperson

Subsistence farmer with 14 family dependents

School teacher in a rural area (woman)

District police officer (man, 52)

Environmental activist, aged 24, victim of death threats (man)

Primary school boy, aged 12

Widow, aged 31, with 5 children living in a rural village

Girl age 16, working as a sex worker

Internally displaced woman, aged 30, widow with 3 children, unemployed

Teenager with a disability, living in a slum (girl)

Provincial prosecutor

5-50

Participant

Equitas

2015 International Human Rights Training Program

5

Unemployed boy, aged 17	UNDP Country Representative (man)
Political party leader (man)	Indigenous woman
Clothing factory worker (woman)	Local Journalist, female, aged 26
Director of a National TV Channel, (man aged 47)	Policeman who frequently pays for sex, aged 34, father of 4 kids
One of top 5 richest businessmen in the country, aged 37	National Ombudsman
Prisoner (man aged 23)	School teacher in an urban area (man)

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Statements

Unit 1 Activity 2

1. I get to meet visiting government officials.
2. I can read newspapers regularly.
3. I have access to and time to listen to the radio.
4. I have access to micro credit.
5. I can speak in extended family meetings.
6. I have access to confidential counseling services.
7. I can negotiate condoms use with my partner.
8. I expect to go to secondary school.
9. I enjoy a healthy environment in my community.
10. I won't face discrimination or stigma when using public services.
11. I will be consulted on issues affecting health services in our community.
12. I can pay for treatment at a private hospital if necessary.
13. I eat at least two full meals a day.
14. My home and family are not vulnerable to natural disasters.
15. I sometimes attend workshops and seminars on development issues in my country.
16. I am not in danger of being sexually harassed or abused.
17. I could own a small business.
18. I can question the expenditure of public funds.
19. I get paid at least the official minimum wage.
20. I have access to or can afford the legal counsel of a lawyer.
21. I have access to public financial information from the provincial government.

'Elements of the UN Human Rights System' cards

Unit 2 Activity 1

Human Rights Council

**Office of the High
Commissioner for Human
Rights**

Treaty Bodies

Special Procedures

Universal Periodic Review

Others

5

'Description of the Key Elements of the UN Human Rights System' cards

Unit 2 Activity 1

(Subsidiary organ of the General Assembly established in accordance with the UN Charter; composed of State representatives)

(Established by treaties; composed of independent experts)

Country Mandates: Burundi, Cambodia, Democratic People's Republic of Korea, Haiti, Myanmar, Occupied Palestinian Territories since 1967, Somalia, Sudan

(Examples: Complaint Procedure; Advisory Committee; Forum on Minority Issues; Expert Mechanism on the Rights of Indigenous Peoples; Working groups; etc.)

Committee on Economic, Social and Cultural Rights (CESCR)

5

Human Rights Committee (CCPR)

Thematic Mandates: Examples – Freedom of Opinion and Expression, Freedom of Religion and Belief, Freedom of Assembly and Association, Human Rights and Counter-Terrorism, Human Rights Defenders, Independence of Judges and Lawyers, Racism, Extrajudicial and Summary Executions, International Solidarity, Torture, Health, Food, etc.

Committee on the Elimination of Racial Discrimination (CERD)

Committee on the Elimination of Discrimination against Women (CEDAW)

Committee against Torture (CAT)

Subcommittee on Prevention of Torture (SPT)

Committee on the Rights of the Child (CRC)

5

Committee on Migrant Workers (CMW)

Committee on the Rights of Persons with Disabilities (CRPD)

Committee on Enforced Disappearances (CED)

(Part of the UN Secretariat; its mandate also includes supporting the activities of the human rights mechanisms and bodies, like the Human Rights Council and the treaty bodies)

5

The Main UN Human Rights Mechanisms and Bodies

Unit 2 Activity 1

Diagram of the UN human rights system*

A. Human Rights Council

(Subsidiary organ of the General Assembly established in accordance with the UN Charter, composed of State representatives)

A1. Special Procedures (Independent experts)

Thematic Mandates: Freedom of expression and opinion, Freedom of Religion and Belief, Freedom of Assembly and Association, Right to Privacy, Human Rights and Counter-Terrorism, Human Rights Defenders, Persons with disabilities, Older persons, Independence of Judges and Lawyers, Discrimination, Racism, Xenophobia, Intolerance, Extrajudicial and Summary Executions, International Solidarity, Torture, Health, Environment, Food, Housing, Education, Hazardous Substances and Toxic Wastes, Extreme Poverty, Foreign Debt, Safe Drinking Water and Sanitation, Cultural Rights, Rights of Indigenous Peoples, Promotion of truth, justice and reparation, Promotion of a democratic and equitable international order, Internally Displaced Persons, Minorities and Forum on Minority Issues, Slavery, Migrants, Sale of Children, Trafficking in persons, violence against Women, Extrajudicial, summary or arbitrary executions, Unilateral coercive measures, Working Group on Arbitrary Detention, Working Group on Enforced or Involuntary Disappearances, Working Group on Mercenaries, Working Group on Discrimination against Women in Law and Practice, Working Group on people of African descent, Working Group on Human rights and transnational corporations

Country Mandates: Belarus, Burundi, Cambodia, , Central African Republic, Côte d'Ivoire, Democratic People's Republic of Korea, Eritrea, Haiti, the Islamic Republic of Iran, , Mali, Myanmar, Occupied Palestinian Territories since 1967, Sudan, Somalia, Syrian Arab Republic.

A2. Universal Periodic Review (Peer review among States)

A3. Others (Complaint Procedure; Advisory Committee; Universal Periodic Review Working Group, Forum on Minority Issues; Expert Mechanism on the Rights of Indigenous Peoples; Social Forum, Forum on Business and Human Rights)
<http://www.ohchr.org/EN/HRBodies/HRC/Pages/OtherSubBodies.aspx>

B. Treaty Bodies

(Established by treaties; composed of independent experts)

- Human Rights Committee (CCPR)
- Committee on Economic, Social and Cultural Rights (CESCR)
- Committee on the Elimination of Racial Discrimination (CERD)
- Committee on the Elimination of Discrimination against Women (CEDAW)
- Committee against Torture (CAT)
- Subcommittee on Prevention of Torture (SPT)
- Committee on the Rights of the Child (CRC)
- Committee on Migrant Workers (CMW)
- Committee on the Rights of Persons with Disabilities (CRPD)
- Committee on Enforced Disappearances (CED)

C. Office of the High Commissioner for Human Rights

(Part of the UN Secretariat; its mandate is to support human rights mechanisms of the UN, such as the Human Rights Council and the treaty bodies.)

*As of May 2015

Description of the elements of the UN human rights system

Human Rights Council

What is it?

The Human Rights Council is the principal United Nations intergovernmental body responsible for human rights. Established by General Assembly resolution 60/251, it replaced and assumed most mandates, mechanisms, functions and responsibilities previously entrusted to the **United Nations Commission on Human Rights**. The **Office of the United Nations High Commissioner for Human Rights** (OHCHR) is the secretariat for the Human Rights Council, as it was for the Commission on Human Rights.

How does it work?

The Human Rights Council is an intergovernmental body of 47 member States based in Geneva. It meets for at least 10 weeks a year spread over no fewer than three sessions, and can also hold special sessions. While the Commission was a subsidiary organ of the **Economic and Social Council** (ECOSOC), the Human Rights Council is a subsidiary organ of the **General Assembly**. Its role includes addressing violations of human rights, including gross and systematic violations, and the promotion of effective coordination and the mainstreaming of human rights within the United Nations system.

On 18 June 2007, one year after its first meeting, the Human Rights Council agreed on a package that established the procedures, mechanisms and structures to form the basis for its future work. This package, adopted as its **resolution 5/1**, included the Council's agenda, program of work and rules of procedure and made modifications to the system of expert advice and the complaints procedure inherited from the Commission. Resolution 5/1 also set out the modalities for the operation of the Council's new universal periodic review mechanism and established a process for reviewing, rationalizing and improving all special procedures mandates.

Special Procedures

What are they?

'**Special procedures**' is the general name given to the mechanisms established by the **Commission on Human Rights** and assumed by the **Human Rights Council** to examine, monitor, advise and publicly report on human rights situations in specific countries or territories (**country mandates**), or on major phenomena of human rights violations worldwide (**thematic mandates**). As of March 27 2015, there are 55 special procedures (41 thematic mandates and 14 country mandates) in operation. Persons appointed to the special procedures are independent experts (mandate-holders) and may be known as special rapporteurs, representatives, special representatives, independent experts or members of working groups.

The **Office of the United Nations High Commissioner for Human Rights** (OHCHR) provides them with personnel, logistical and research assistance to support them in their mandates.

How do they work?

The special procedures:

- Interact daily with actual and potential victims of human rights violations and advocate the protection of their rights;
- Act upon human rights concerns either in individual cases or on more general issues through direct communications with Governments;
- Undertake fact-finding missions in countries and issue reports with recommendations;
- Prepare thematic studies that serve as a guide on norms and standards; and
- Raise public awareness through the media on issues within their mandates.

Unlike United Nations treaty bodies, special procedures can be activated even where a State has not ratified the relevant instrument or treaty, and it is not necessary to have exhausted domestic remedies to access the special procedures.

5

Universal Periodic Review (UPR)

What is it?

Established by General Assembly **resolution 60/251**, the Universal Periodic Review (UPR) is a relatively new human rights mechanism (2006). Through it the **Human Rights Council** reviews, on a periodic basis, the fulfillment by each of the 193 United Nations Member States of their human rights obligations and commitments. The UPR is a cooperative mechanism and is intended to complement, not duplicate, the work of the **human rights treaty bodies**.

How does it work?

Human Rights Council **resolution 5/1** sets out the periodicity and process. The UPR operates on a four and a half-year cycle and consists of several stages, for instance:

- Preparation of the information upon which reviews are based, including: information prepared by the State under review (national report); a compilation of United Nations information on the State under review prepared by the **Office of the United Nations High Commissioner for Human Rights** (OHCHR); and a summary of information submitted by other stakeholders (including civil society actors), also prepared by OHCHR
- The review itself takes place in Geneva in the Working Group on the UPR, which is composed of the 47 member States of the Council, and takes the form of an interactive

Stream 5 Applying a Human Rights-Based Approach

dialogue between the State under review and the member and observer States of the Council. The Working Group meets in three two-week sessions each year.

- A group of three rapporteurs ('troika'), drawn from among the Council's member States, facilitates the review of each State;
- The Working Group's adoption of an outcome document at the end of each review; The Council's consideration and adoption of the UPR outcome document, normally at its next regular session; and
- Follow-up by reviewed States and other stakeholders, including civil society, on the implementation of the conclusions and recommendations contained within outcome documents.

Others (e.g., Social Forum)

What is it?

The Social Forum is a subsidiary body of the United Nations Human Rights Council. It serves as unique space for open and interactive dialogue between the representatives of Member States, civil society, including grass-roots organizations, and intergovernmental organizations on issues linked with the national and international environment needed for the promotion of the enjoyment of all human rights by all.

How does it work?

The Social Forum is open to the participation of interested stakeholders, including:

- Intergovernmental organizations;
- Different components of the United Nations system, especially mandate-holders of thematic procedures and mechanisms of the human rights machinery;
- Regional economic commissions;
- Specialized agencies and organizations, in particular the United Nations Development Programme (UNDP), the World Bank, the International Monetary Fund and the World Trade Organization;
- Representatives designated by national human rights institutions (NHRIs), and NGOs in consultative status with ECOSOC; and
- Other NGOs, in particular newly emerging actors such as small groups and rural and urban associations from the North and the South, anti-poverty groups, peasants' and farmers' organizations and their national and international associations, voluntary organizations,

youth associations, community organizations, trade unions and associations of workers, as well as representatives of the private sector, regional banks, and other financial institutions and international development agencies.

Treaty Bodies

What are they?

The **human rights treaty bodies** are the **committees of independent experts** that monitor the implementation of the United Nations human rights treaties by States parties. They do this by reviewing reports submitted periodically by States parties on steps taken to implement treaty provisions. Most human rights treaty bodies are competent to receive and consider individual complaints, while several may conduct inquiries. One, the **Subcommittee on Prevention of Torture**, is mandated to conduct visits to places where persons may be deprived of their liberty in order to prevent torture.

How do they work?

In addition to its obligation to implement the substantive provisions of the treaties to which it is a party, each State party is required to submit regular reports on how it has implemented treaty provisions. The relevant human rights treaty body considers these reports in the presence of a delegation of the State party and in the light of all information, including further written information provided by the State party, as well as information provided orally during the consideration of the report.

The committees also receive information from United Nations agencies, national human rights institutions (NHRIs) and civil society actors, in particular non-governmental organizations (NGOs), professional associations and academic institutions.

Based on this process, human rights treaty bodies adopt what are generally known as ‘concluding observations’, which refer to the positive aspects of a State’s implementation of the treaty and the areas where the treaty body recommends the State to take further action.

In addition to considering States parties’ reports, treaty bodies exercise other functions to strengthen the implementation of treaties.

The Human Rights Committee, the Committee on the Elimination of Racial Discrimination, the Committee against Torture, the Committee on the Elimination of Discrimination against Women, the Committee on the Protection of the Rights of All Migrant Workers and Members of Their Families, the Committee on the Rights of Persons with Disabilities, and the Committee on Enforced Disappearances may consider complaints or communications from individuals (or groups of individuals in the case of the Committee on the Elimination of Racial Discrimination, the Committee on the Elimination of Discrimination against Women and the Committee on the Rights of Persons with Disabilities) who claim their rights have been violated by a State party.

Stream 5 Applying a Human Rights-Based Approach

When it enters into force, the Optional Protocol to the **International Covenant on Economic, Social and Cultural Rights** will also allow for individual complaints. Within these complaint mechanisms, treaty bodies can adopt interim measures in urgent cases to preserve a situation until they can make a final decision on the matter.

The Committee against Torture, the Committee on the Elimination of Discrimination against Women, the Committee on the Rights of Persons with Disabilities and the Committee on Enforced Disappearances may initiate inquiries if they have received reliable information containing well-founded indications of serious, grave or systematic violations of the treaties in a State party.

The Committee on the Elimination of Racial Discrimination, the Human Rights Committee, the Committee against Torture, the Committee on the Elimination of Discrimination against Women and the Committee on Migrant Workers have procedures for addressing either inter-State complaints or disputes.

The Committee on the Elimination of Racial Discrimination has developed procedures relating to early warning measures and urgent action.

Human rights treaty bodies also adopt general comments and convene thematic discussions on a particular subject to provide substantive guidance on implementation

Source: OHCHR, 2008. *Working with the United Nations Human Rights Programme: A Handbook for Civil Society*). Geneva: Office of the High Commissioner for Human Rights.

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

Unit 2 Activity 2

Mr. I.A. Rehman

Mr. Rehman is Director of the Human Rights Commission of Pakistan (HRCP), the leading Pakistan NGO committed to the entire range of human rights. Mr. Rehman outlines ways in which NGOs can use the international standards at the national level to advance the case of human rights in their respective countries.

1. Awareness

Maximum benefit can be derived from International Instruments only when the entire population of your country is aware of them.

- Are the texts of these treaties and commentaries available in your country in the common people's language(s)?
- If not, get the texts translated into your language(s).
 - Organize readings in schools, trade unions, women's associations, professional groups, and teachers.
 - Use pictorial posters, songs, and theatre to spread awareness.
- Are human rights courses, especially relating to key treaties, taught in your educational institutions?
 - If not, agitate to have human rights courses introduced at all levels - especially at the primary and secondary levels.
 - Also agitate for inclusion of human rights courses in law schools and institutions for training of judges, police, and military.

2. Ratification

- Has your country ratified the key treaties? If not, agitate for ratification. You are likely to be told that ratifying a treaty does not automatically imply enforcement. The answer is that ratification starts a process within the state machinery. The state has to submit reports. All branches of administration have to examine their standards. Bureaucracy gets educated. Above all, human rights activists in particular and citizens in general acquire a terms of reference for their campaigns.

- If your country has ratified a treaty with reservations, hold debates on the merits of the reservations and persuade people to pressure the government for withdrawal of the reservation.
- If your country has ratified a treaty, its enforcement demands domestic legislation. Agitate for speedy legislation. Lobby with legislators. Sometimes legislation is done but mechanisms and the required forums are not established. Agitate for their establishment and monitor their functioning.

3. Monitoring

- Examine the reports your country submits to the UN bodies. If the submission of these reports is delayed, agitate for responses. States do not often publicize the reports they submit to UN bodies. Demand their dissemination at home. If government does not do that, get copies from the Internet and disseminate contents yourself. You may find half-truths and even lies in these reports.
- Some conventions require that states prepare their reports in consultation with NGOs. If this condition is not met, agitate for your right to be consulted. If your plea is rejected, protest, and seek ways of preparing alternative reports.
- Both CEDAW and CRC require that states indicate in their budgets allocations for women's and children's needs and devote at least one day to debate on such allocations. Agitate for respect for these obligations. Lobby with legislators, opposition parties will gladly join you.
- Special Rapporteurs ask governments to redress violations/grievances/complaints. States often do not reply or delay responses. Examine Rapporteurs' communications to your government and demand prompt replies/remedial action.
- Demand persistently that all agreements your country negotiates with foreign parties/IMF be made public.

4. Reporting

- While observing the state of human rights in your country, concentrate on the deprivation and exclusion of 1) women, 2) children, 3) working people, 4) minority groups.
- Take note whether denial/violation is sanctioned by law or whether the relevant laws are not honoured in practice. Concentrate on denial/violations affecting sizeable groups.
- Prepare reports on denial/violations on the pattern of case studies you have done. No report should be based on hearsay. All facts should be verified and be verifiable. Reports should be complete – particulars of persons/groups affected by the nature and extent of deprivation, status of redress mechanisms, and whether remedies at home have been tried.

- Send your reports to thematic Special Rapporteurs.
- If you wish to raise any issue before the United Nations Human Rights Council or the Committee on Human Rights, you can do so directly if your organization has consultative status with ECOSOC. If not, you may request any organization, national or international, to make a presentation on your behalf.

5. Alliances and Networking

In all areas of defence and promotion of human rights, seek your natural allies at home and abroad. You will find them amongst:

- Organizations at home and abroad that are concerned with your causes. Networking is always better than solo flights.
- Involve academics, bar associations, trade unions, and social groups in your campaigns.
- If you are harassed or attacked, do not close shop in silence. Let your peers know of your problems and form joint fronts to protest and resist.

Summary of the Declaration on Human Rights Defenders

Unit 2 Activity 5

1. Legal character

The Declaration is not, in itself, a legally binding instrument. However, it contains a series of principles and rights that are based on human rights standards enshrined in other international instruments that are legally binding – such as the International Covenant on Civil and Political Rights. Moreover, the Declaration was adopted by consensus by the General Assembly and therefore represents a very strong commitment by States to its implementation. States are increasingly considering adopting the Declaration as binding national legislation.

2. The Declaration's provisions

The Declaration provides for the support and protection of human rights defenders in the context of their work. It does not create new rights but instead articulates existing rights in a way that makes it easier to apply them to the practical role and situation of human rights defenders. It gives attention, for example, to access to funding by organizations of human rights defenders and to the gathering and exchange of information on human rights standards and their violation. The Declaration outlines some specific duties of States and the responsibilities of everyone with regard to defending human rights, in addition to explaining its relationship with national law. Most of the Declaration's provisions are summarized in the following paragraphs. It is important to reiterate that human rights defenders have an obligation under the Declaration to conduct peaceful activities.

(a) Rights and protections accorded to human rights defenders

Articles 1, 5, 6, 7, 8, 9, 11, 12 and 13 of the Declaration provide specific protections to human rights defenders, including the rights:

- To seek the protection and realization of human rights at the national and international levels; (Art. 1)
- To conduct human rights work individually and in association with others; (Art. 1)
- To meet or assemble peacefully; (Art. 5)
- To form associations and non-governmental organizations; (Art. 5)
- To seek, obtain, receive and hold information relating to human rights; (Art. 6)
- To develop and discuss new human rights ideas and principles and to advocate their acceptance; (Art. 7)

- To submit to governmental bodies and agencies and organizations concerned with public affairs criticism and proposals for improving their functioning and to draw attention to any aspect of their work that may impede the realization of human rights; (Art. 8)
- To benefit from an effective remedy; (Art. 9)
- To make complaints about official policies and acts relating to human rights and to have such complaints reviewed; (Art. 9)
- To attend public hearings, proceedings and trials in order to assess their compliance with national law and international human rights obligations; (Art. 9)
- To offer and provide professionally qualified legal assistance or other advice and assistance in defense of human rights; (Art. 9)
- To unhindered access to and communication with non-governmental and intergovernmental organizations; (Art. 9)
- To the lawful exercise of the occupation or profession of human rights defender; (Art. 11)
- To effective protection under national law in reacting against or opposing, through peaceful means, acts or omissions attributable to the State that result in violations of human rights; (Art. 12)
- To solicit, receive and utilize resources for the purpose of protecting human rights (including the receipt of funds from abroad). (Art. 13)

(b) The duties of States

States have a responsibility to implement and respect all the provisions of the Declaration. However, articles 2, 9, 12, 14 and 15 make particular reference to the role of States and indicate that each State has a responsibility and duty:

- To protect, promote and implement all human rights; (Art. 2)
- To ensure that all persons under its jurisdiction are able to enjoy all social, economic, political and other rights and freedoms in practice; (Art. 2)
- To adopt such legislative, administrative and other steps as may be necessary to ensure effective implementation of rights and freedoms; (Art. 2)
- To provide an effective remedy for persons who claim to have been victims of a human rights violation; (Art. 9)

- To conduct prompt and impartial investigations of alleged violations of human rights; (Art. 9)
- To take all necessary measures to ensure the protection of everyone against any violence, threats, retaliation, adverse discrimination, pressure or any other arbitrary action as a consequence of his or her legitimate exercise of the rights referred to in the Declaration; (Art. 12)
- To promote public understanding of civil, political, economic, social and cultural rights; (Art. 14)
- To ensure and support the creation and development of independent national institutions for the promotion and protection of human rights, such as ombudsmen or human rights commissions; (Art. 14)
- To promote and facilitate the teaching of human rights at all levels of formal education and professional training. (Art. 15)

(c) The responsibilities of everyone

The Declaration emphasizes that everyone has duties towards and within the community and encourages us all to be human rights defenders. Articles 10, 11 and 18 outline responsibilities for everyone to promote human rights, to safeguard democracy and its institutions and not to violate the human rights of others. Article 11 makes a special reference to the responsibilities of persons exercising professions that can affect the human rights of others, and is especially relevant for police officers, lawyers, judges, etc.

(d) The role of national law

Articles 3 and 4 outline the relationship of the Declaration to national and international law with a view to assuring the application of the highest possible legal standards of human rights.

Source: Office of the High Commission for Human Rights. Available online:
<http://www.ohchr.org/Documents/Publications/FactSheet29en.pdf>

Examples of Barriers to Human Rights Work

Unit 2 Activity 5	
Barriers to Human Rights Work	Examples
Unnecessary administrative obstacles	<ul style="list-style-type: none"> • Israel and OPT “Lift of Administrative Obstacles to Human Rights Activities” (11/03/10) http://www.omct.org/human-rights-defenders/urgent-interventions/palestinian-territory/2010/03/d20609/ • Egypt “Egypt to put Foreign NGO Workers on Trial Over Banned Activity Claims” (05/02/12) http://www.guardian.co.uk/world/2012/feb/05/egypt-foreign-ngo-workers-trial • Libya “Libya Bans Foreign Funding, Tribal, Regional or Religious Platforms” (25/04/12) http://www.tripolipost.com/articledetail.asp?c=1&i=8264 • Bahrain “International Media Shut Out of Bahrain as Anniversary Approaches” (07/02/12) http://www.humanrightsfirst.org/press-release/international-media-shut-out-bahrain-anniversary-approaches • Nigeria “New Bill Puts Human Rights Defenders of Sexual Rights at Risk” (07/04/06) http://protectionline.org/2006/04/07/new-bill-puts-human-rights-defenders-of-sexual-rights-at-risk/
Poor access to information from the State	<ul style="list-style-type: none"> • Angola “Transparency and Accountability in Angola” (2010) http://www.hrw.org/sites/default/files/reports/angola0410webwcover_1.pdf • United States “Ex-CIA Chief Defends Hiding Torture Evidence, But We Need to Know the Truth” (28/04/12) http://blog.amnestyusa.org/us/ex-cia-chief-defends-hiding-torture-evidence-but-we-need-to-know-the-truth/ • Angola “Some Transparency, No Accountability: The Use of Oil Revenue in Angola and its Impact on Human: VI Government Attempts to Restrict Information” (01/2003) http://www.hrw.org/reports/2004/angola0104/6.htm
Problems in holding and disseminating human rights information	<ul style="list-style-type: none"> • Egypt “Egypt Instigates Media Blackout, Police Target Journalists” (28/01/11) http://cpj.org/2011/01/egypt-instigates-media-blackout-police-target-jour.php • China: Deplorable prison sentence against prominent journalist (04/17/15) http://www.amnesty.ca/news/news-releases/china-deplorable-prison-sentence-against-prominent-journalist-an-attack-on-press • Azerbaijan “Concerns regarding Freedom of the Media and Freedom of Expression” (11/04/12) http://www.hrw.org/news/2012/11/02/azerbaijan-concerns-regarding-freedom-media-and-freedom-expression

Barriers to Human Rights Work	Examples
Dissolution of NGOs	<ul style="list-style-type: none"> • Cambodia “Cambodian NGOs under the gun” (20/09/11) http://www.atimes.com/atimes/Southeast_Asia/MI20Ae02.html • International “UN Official Concerned About NGO Freedoms” (25/04/12) http://www.cnn.com/2012/04/25/world/un-human-rights/index.html • Israel “Silencing NGOs in Israel” (14/11/11) http://www.idi.org.il/sites/english/OpEds/Pages/SilencingNGOsInIsrael.aspx
Harassment and threats to human rights defenders	<ul style="list-style-type: none"> • Bahrain: “Harassment of Woman Human Rights Defender, Ghada Jamsheer” (17/01/09) https://www.frontlinedefenders.org/node/1769 • Cameroon “Harassment and Surveillance of Human Rights Defender Ms Maximilienne Ngo Mbe” (21/07/11) http://www.frontlinedefenders.org/node/15849 • DR Congo “Congolese Human Rights Defenders Receive Death Threats” (02/02/11) http://www.wmd.org/alerts/congolese-human-rights-defenders-receive-death-threats • Sri Lanka “Sri Lanka Human rights Defender Receive Death Threats” (23/03/12) http://www.unmultimedia.org/radio/english/2012/03/sri-lankan-human-rights-defenders-receive-death-threats/ • Honduras “Death Threat and Ongoing Intimidation Against Human Rights Defender Ms Dina Meetabel Meza Elvir” (17/04/12) http://www.frontlinedefenders.org/node/18041 • Lebanon “Cease Harassment of Human Rights Activist for Documenting Torture” (04/08/11) http://www.hrw.org/news/2011/08/04/lebanon-cease-harassment-human-rights-activist-documenting-torture
Arrest of human rights defenders	<ul style="list-style-type: none"> • Belarus “Arrest and sentencing of human rights defender Mr. Oleg Volchek” (28/05/12) https://www.frontlinedefenders.org/node/18441 • China “Democracy Activist Chen Wei Gets Nine Years for ‘Inciting Subversion’” (23/12/11) http://www.hrichina.org/content/5736 • Djibouti “Arrest of Human Rights Activist Jean Paul Noel Abdi” (14/02/11) http://www.defenddefenders.org/en/2011/02/arrest-of-human-rights-activist-jean-paul-noel-abdi/ • Syria “The Syrian authorities must reveal the fate of Mazen Dawish and SCM staff” (14/03/12) http://www.omct.org/human-rights-defenders/urgent-interventions/syrian-arab-republic/2012/03/d21673/ • Kuwait “Arrest and Detention of Bedoun Human Rights Defenders” (13/02/12) http://gc4hr.org/news/view/68

Barriers to Human Rights Work	Examples
Theft of property belonging to human rights defenders	<ul style="list-style-type: none"> • El Salvador “Attack Against Anti-Mining Activist and Human Rights Defender Father Santos Neftali Ruiz Martinez” (31/01/12) http://www.frontlinedefenders.org/node/17232 • Colombia “House Break-Inn, Assault and Threats Against Human Rights Defenders Ms Jackeline Rojas Castaneda, Mr Juan Carlos Galvis and Family” (17/11/11) http://www.frontlinedefenders.org/node/16595
Detention of human rights defenders	<ul style="list-style-type: none"> • Bahrain “Human rights groups express grave concern as imprisoned activist Abdulhadi Al-Khawaja goes public with hunger strike”(18/03/15) http://www.ishr.ch/news/bahrain-human-rights-groups-express-grave-concern-imprisoned-activist-abdulhadi-al-khawaja-goes • China “AIDS campaigner detained by authorities: activists” (23/08/10) http://www.chinapost.com.tw/health/aids/2010/08/23/269723/AIDS-campaigner.htm • Egypt “Human Rights Defender Ahmad Sayed Muhammad Sayed Sentenced to Two Years in Prison” (11/08/11) http://www.frontlinedefenders.org/node/15874 • Yemen “Human Rights Defender Ali Al-Dailami detained and interrogated at Sana’a Airport Following his Participation in Human Rights Meeting” (21/04/12) http://www.gc4hr.org/news/view/126
Attack and/or torture of human rights defenders	<ul style="list-style-type: none"> • China “Lawyers Emerge From Detention with Tales of Torture” (14/08/11) http://www.theepochtimes.com/n2/china-news/lawyers-emerge-from-detention-with-tales-of-torture-60304.html • India “Lawyer and Human Rights Activist Severely Beaten by Gujarat Police, Fears Further Attack” (07/03/12) http://www.milligazette.com/news/3325-lawyer-human-rights-activist-severely-beaten-by-gujarat-police-fears-further-attack-india • Gaza “West Bank: Investigate Attacks on Rights Defenders” (19/01/12) http://www.hrw.org/news/2012/01/19/gaza-west-bank-investigate-attacks-rights-defenders • Russia “New Attack on Russian Human Rights Defenders” (06/04/12) http://www.civilrightsdefenders.org/news/statements/new-attack-on-russian-human-rights-defenders/ • Uzbekistan “No One Left to Witness: Torture, the Failure of Habeas Corpus, and the Silencing of Lawyers in Uzbekistan” (13/12/11) http://www.hrw.org/reports/2011/12/13/no-one-left-witness-0

Barriers to Human Rights Work	Examples
Disappearances and abductions of human rights defenders	<ul style="list-style-type: none"> China “Four weeks after their disappearance, human rights defenders Messrs Jiang Tianyong and Teng Biao remain missing amidst escalating crackdown” (16/03/11) http://www.frontlinedefenders.org/node/14728 Colombia “Human Rights Defender Manuel Ruiz and his Son Abducted and Killed by Paramilitaries” (30/03/12) http://www.frontlinedefenders.org/node/17894 Zimbabwe “Investigate Whereabouts of Abducted Human Rights Activist” (03/12/08) http://www.unhcr.org/refworld/country,,HRW,,ZWE,,4938f332c,0.html Bangladesh “Abduction and Interrogation of Human Rights Defender Mr Dipal Barua” (25/05/11) http://www.frontlinedefenders.org/node/15106
Killing and/or Extrajudicial or summary execution of human rights defenders	<ul style="list-style-type: none"> Brazil “Killing of Human Rights Defender Mr Sebastiao da Silva” (03/03/11) http://www.frontlinedefenders.org/node/14562 India “Shehla Massod battled corruption in India. Was that why she was killed?” (24/09/11) http://www.theguardian.com/world/2011/sep/24/shehla-masood-corruption-india-killed Philippines “Killing of Human Rights Defender and Indigenous Leader Mr Jimmy Liguyon” (15/03/12) http://www.frontlinedefenders.org/node/17747 Mexico “Indigenous Human Rights Defender killed in Mexico” (23/03/12) http://www.kairoscanada.org/sustainability/resource-extraction/indigenous-human-rights-defender-killed-in-mexico/ Guatemala “Killing of Human Rights Defender Mr Vidal Nahaman Cabrera Tuch” (19/01/12) http://www.frontlinedefenders.org/node/17101
Harassment of family members of human rights defenders	<ul style="list-style-type: none"> Cuba “Cuba Authorities Urged to Stop Harassing Dead Activist’s Family” (23/02/11) http://www.amnesty.org.uk/press-releases/cuba-authorities-urged-stop-harassing-dead-activists-family Uzbekistan “Ongoing Intimidation, Judicial Harassment and Threats Against Human Rights Defender Ms Tatiana Dovlatova and her family” (30/01/12) http://www.frontlinedefenders.org/node/17211 Iran “End Intimidation and Harassment of Lawyer and His Family” (30/07/10) http://www.hrw.org/news/2010/07/30/iran-end-intimidation-and-harassment-lawyer-and-his-family
Security / Terrorism concerns	<ul style="list-style-type: none"> Ethiopia “Journalists Convicted Under Unfair Law: Deeply Flawed Anti-Terrorism Act Should be Revoked” (21/12/11) http://www.hrw.org/news/2011/12/21/ethiopia-journalists-convicted-under-unfair-law

International Covenant on Civil and Political Rights

Unit 2 Activity 9

Note: Information from the Info-Packs on these instruments is modeled on Ravindran, D.J. *Human Rights Praxis: A Resource Book for Study, Action and Reflection*. Asian Forum for Human Rights and Development, Bangkok, Thailand, 1998.

Overview

The International Covenant on Civil and Political Rights (ICCPR) was adopted on in 1966 and came into force in 1976. As of May 1st, 2015, the Covenant has 168 Contracting States and 74 Signatories.¹ The Covenant also contains two Optional Protocols: the First Optional Protocol allowing individuals to file personal complaints against States parties (1966), and the Second Optional Protocol aiming at the abolition of the death penalty (1989).

Article 1 deals with the question of self-determination. Article 2 deals with the obligation of States parties to undertake necessary steps to respect and ensure to all individuals the enjoyment of rights recognized in the Covenant. The rights should be ensured to all individuals without distinction of any kind such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Article 3 deals with the obligation of ensuring the equal rights of men and women. Article 4 deals with derogation principles. Article 5 deals with the obligation not to misrepresent any of the articles of the Covenant in such a manner to undermine the rights and freedoms recognized in the Covenant. Articles 6 to 27 deal with the following specific rights:

- The right to life (art.6)
- Prohibition against torture or cruel, inhuman or degrading treatment or punishment (art.7)
- Prohibition against slavery, slave trade, servitude and forced or compulsory labour (art.8)
- Prohibition against arbitrary arrest or detention (art.9)
- Obligation to treat with humanity all persons deprived of their liberty (art.10)
- Prohibition against imprisonment merely on the ground of inability to fulfill a contractual obligation (art.11)

¹ According to the UN website, “the term “[Signatory] refers to States and other entities with treaty-making capacity which have expressed their consent to be bound by a treaty where the treaty has not yet entered into force or where it has not entered into force for such States and entities; the term “Parties” refers to States and other entities with treaty-making capacity which have expressed their consent to be bound by a treaty and where the treaty is in force for such States and entities.

Reference: Definition of key terms used in the UN Treaty Collection, online: https://treaties.un.org/Pages/overview.aspx?path=overview/definition/page1_en.xml (viewed May 4, 2015)

Stream 5 Applying a Human Rights-Based Approach

- The right to freedom of movement and freedom to choose a residence (art.12)
- Limitations on the expulsion of aliens lawfully in the territory of a State party (art.13)
- Equality of all persons before the courts and tribunals and for guarantees for fair hearing in criminal and civil proceedings (art.14)
- Prohibition against use of retroactive penal laws (art.15)
- Right of everyone to be recognized as a person before the law (art.16)
- Prohibition against arbitrary or unlawful interference with an individual's privacy, family, home or correspondence and of unlawful attacks on his honour and reputation (art. 17).
- The rights to freedom of thought, conscience and religion (art.18)
- Freedom of opinion and expression (art.19)
- Prohibition by law of any propaganda for war and of any advocacy of national, racial or religious hatred (art.20)
- The right of peaceful assembly (art.21)
- The right to freedom of association (art. 22)
- The protection of the family (art. 23)
- The rights of children (art.24)
- The right of every citizen to take part in the conduct of public affairs, to vote and to be elected, and access to public service in his country (art. 25)
- Equality before the law and equal protection of the law (art.26)
- Protection of the rights of ethnic, religious and linguistic minorities (art.27)

Monitoring Mechanism

Under article 28 of the International Covenant on Civil and Political Rights, a Human Rights Committee has been established to monitor the compliance of rights recognized under the Covenant. The Human Rights Committee consists of eighteen independent experts who are elected from the States parties to the Covenant. States parties must submit regular reports to the Committee on how the rights are being implemented. They must provide a report one year after acceding to the Covenant and then whenever the Committee requests so (usually every four years). The Human

Rights Committee usually convenes three times a year to follow up on and update progress reports by States Parties. The 114th session will take place in June 29 2015 in Geneva. Article 41 of the Covenant allows the Committee to consider inter-state complaints as well.

The responsibilities of the Committee are;

- (a) consideration of reports submitted by States parties;
- (b) the preparation of general comments; and
- (c) examining communications from individuals alleging violations of any of the rights contained in the Covenant, as provided by the first Optional Protocol to the Covenant.

The Committee decided in 1981 to prepare "General comments" on the rights and provisions contained in the Covenant with a view to assisting States parties in fulfilling their reporting obligations and to provide greater interpretative clarity as to the intent, meaning and content of the Covenant. There have been 35 General comments since 1981; the last one being in 2014 on article 9 (Liberty and security of person).

The General comments can be found on the UN's web site:

http://tbinternet.ohchr.org/_layouts/treatybodyexternal/TBSearch.aspx?Lang=en&TreatyID=8&DocTypeID=11

Further information about the Human Rights Committee can be found at

<http://www.ohchr.org/EN/HRBodies/CCPR/Pages/CCPRIndex.aspx>

Provisions

ARTICLE 2: Obligation of States Parties

Article 2 deals with the obligation of States parties to undertake necessary steps to respect and ensure to all individuals the rights recognized in the Covenant.

The obligation under this article has two elements:

- Obligation of States parties to undertake necessary steps to respect and ensure to all individuals the rights recognized in the Covenant.
- The rights should be ensured to all individuals without distinction of any kind such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

As for implementation at the national level, the Human Rights Committee has concluded that the implementation does not depend solely on constitutional or legislative provisions. They may not be sufficient by themselves.

The Committee has held that States parties not only have an obligation to respect the rights themselves, but also to ensure that all individuals under their jurisdiction enjoy these rights equally.

The obligation of States parties under the Covenant also includes development of special remedies, especially judicial remedies, for situations in which a right or freedom recognized in the Covenant is being violated (art.2 (3)).

The obligation under article 2 is of both a negative and a positive nature. The States parties have an obligation to respect the free exercise of the rights and freedoms set forth in the Covenant. They also have an obligation to create favourable condition for the full enjoyment of all rights and freedoms by all individuals under the jurisdiction of the State party.

The Committee has stressed that individuals should know their rights under the Covenant. It is also important that all administrative and judicial authorities are aware of the obligations that the State party has assumed under the Covenant.

The Committee has also emphasized that the rights set forth in the Covenant apply to everyone, including non-nationals, such as refugees, asylum-seekers, stateless persons, migrant workers and victims of human trafficking. Thus, these rights should be guaranteed to all individuals regardless of legal status and documentation (citizen or non-citizen). The one exception is the right to political participation (art.25), which is only guaranteed to citizens. A State can expel a non-citizen who is lawfully on its territory, but only in pursuance of a decision reached in accordance with law (art. 13). Furthermore, the non-citizen has the right to be allowed to submit reasons against his or her expulsion and to have his or her case reviewed.

ARTICLE 2 (1): Non- discrimination

Under article 2 (1), the rights enshrined in the Covenant should be ensured to all individuals without distinction of any kind such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. The Committee has stated that the term "discrimination" as used in the Covenant should be understood to imply any distinction, exclusion, restriction or preference which has the purpose or effect of nullifying or impairing the enjoyment or exercise by all persons, on an equal footing, of all rights and freedoms.

The non-discrimination clause should be discussed in conjunction with the right of equality before the law and equal protection of the law without any discrimination (art.26). Article 26 only entitles all persons to equality before the law and equal protection of the law. It 'prohibits any discrimination under the law and guarantees to all persons equal and effective protection against discrimination'.

Both the principle of non-discrimination and equality before the law 'constitute a basic and general principle relating to the protection of human rights'.

The fundamental nature of the principle of non-discrimination is reflected in article 3 that requires each State party to ensure the equal right of men and women in the enjoyment of the rights enshrined in the Covenant. Moreover, although article 4 allows for derogation of certain obligations by States parties during a public emergency, it does not involve discrimination solely on the ground of race, colour, sex, language, religion or social origin. Thus, a State party should protect the principle of non-discrimination even during a public emergency.

The Covenant also provides for States parties to prohibit, by law, any advocacy of national, racial or religious hatred which is incitement to discrimination (art. 20(2)).

The principle of non-discrimination and that of equality before the law and equal protection of the law are referred to in articles relating to particular categories of human rights. Article 14, paragraph 1, provides that all persons shall be equal before the courts and tribunals, and paragraph 3 of the same article provides that, in the determination of any criminal charge against him, everyone shall be entitled, in full equality, to the minimum guarantees. Similarly, article 25 provides for the equal participation in public life of all citizens, without any discrimination based on the distinctions mentioned in article 2.

States parties are obliged to undertake specific legislative, administrative or other measures to guarantee the equality in the enjoyment of rights. The Committee has observed that the principle of equality sometimes requires States parties to take affirmative action in order to diminish or eliminate conditions that cause or help to perpetuate discrimination prohibited by the Covenant.

ARTICLE 3: Obligation to Ensure the Equal Rights of Men and Women

This article deals with one of the grounds for discrimination identified in article 2(1). It addresses the importance to enable women to enjoy civil and political rights on an equal footing with men. The article requires that States parties undertake affirmative action to ensure the equality of men and women.

According to the Committee, simply enacting laws cannot do it. Therefore, the Committee has sought information regarding the role of women in practice to find out what measures, besides purely legislative measures of protection, have been or are being taken to give effect to the precise and positive obligations under article 3. The Committee has recommended that States parties give special attention to the revision of laws or measures that inherently draw a distinction between men and women.

ARTICLE 4: Derogation of Rights at the Time of a Public Emergency

This article allows for States parties to derogate from a number of obligations when a public emergency threatens the life of a nation. However, the article also specifies that certain rights must be protected by States parties at all times, even during a public emergency.

Thus, no derogation is allowed regarding the following rights:

- The right to life (art. 6)
- Prohibition against torture or cruel, inhuman or degrading treatment or punishment (art. 7)
- No one shall be held in slavery; prohibition of slavery and slave trade; no one shall be held in servitude (art. 8(1)(2))
- Prohibition against imprisonment merely on the ground of inability to fulfill a contractual obligation (art. 11)
- Prohibition against use of retroactive penal laws (art. 15(1))
- Right of everyone to be recognized as a person before the law (art. 16)
- The rights to freedom of thought, conscience and religion (art. 18(1))

The Committee has stated that ‘measures taken under article 4 are of an exceptional and temporary nature and may only last as long as the life of the nation concerned is threatened and that, in times of emergency, the protection of human rights becomes all the more important, particularly those rights from which no derogation can be made.’

Optional Protocols

Under the First Optional Protocol to the International Covenant on Civil and Political Rights, the Human Rights Committee is authorized to receive complaints from individuals claiming to be victims of violations of rights contained in the Covenant. The Second Optional Protocol to the International Covenant on Civil and Political Rights aims at the abolition of the death penalty.

Source: http://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-4&chapter=4&lang=en or <http://www.ohchr.org/EN/ProfessionalInterest/Pages/OPCCPR1.aspx>

International Covenant on Economic, Social and Cultural Rights

Unit 2 Activity 9

Overview

The Covenant on Economic, Social and Cultural Rights (ICESCR) was adopted by the UN General Assembly on December 16, 1966 and entered into force on January 3, 1976. As of April 30, 2015, there are 164 Parties and 70 Signatories.

Unlike civil and political rights, economic, social and cultural rights (ESC rights) are often viewed with 'suspicion, caution and scepticism'; at times even 'treated with an air of triviality'. In the human rights field, economic, social and cultural rights are most often accorded secondary status by governments and NGOs.

However, the economic, social and cultural rights are an indivisible part of human rights. First, ESC rights have intrinsic value. They create the condition for enhancing a person's capability by eradicating deprivation. They expand the freedom to lead a life that we value. The potentialities of the human person may be expressed through civil and political rights but the unfolding of these potentialities requires adequate social and economic circumstances.

The concept of human dignity is the foundation for civil and political rights and economic, social and cultural rights. These rights can neither be given nor taken away. Human dignity is denied when civil and political rights and economic, social and cultural rights are not guaranteed. Two common elements mediate both sets of rights - security and equality. Security of the person includes socio-economic security and equality before the law encompasses equality of opportunities.

The development of international human rights law has shown the indivisibility of the civil, political and economic, social and cultural rights. For example, the Convention on the Elimination of All Forms of Discrimination Against Women and the Convention on the Rights of the Child incorporate protection of both sets of rights.

Violations of Economic, Social and Cultural Rights

The notion of violation applied vigorously to civil and political rights is often not used regarding economic, social and cultural rights. The Committee on Economic, Social and Cultural Rights has developed the concept of 'minimum core obligations'. The Committee developed this concept mainly to refute the argument that lack of resources hinders fulfillment of obligations. The Committee has stated that every State has a minimum core obligation to satisfy minimum essential levels of each of the rights of the Covenant. The Committee has clarified that a State party 'in which any significant number of individuals is deprived of essential foodstuffs, of essential primary health care, of basic shelter and housing, or of the most basic forms of education is prima facie, failing to discharge its obligations under the Covenant'.

Equitas

Thus, it can be construed that failure to fulfill minimum core obligations will be a violation of the rights enshrined in the Covenant. However, the notion of violation of economic, social and cultural rights needs to be further developed. A group of distinguished experts in international law have developed principles known as the Limburg Principles. These principles provide some basic framework to develop the notion of violation of economic, social and cultural rights. According to the Limburg Principles, ‘a failure by a State party to comply with an obligation contained in the Covenant is, under international law, a violation of the Covenant.’

Further information about the Limburg Principles can be found at:

<http://www1.umn.edu/humanrts/instree/Maastrichtguidelines.html>

<http://www.ohchr.org/Documents/Publications/training12en.pdf>

In determining what amounts to a failure to comply, it must be borne in mind that the Covenant affords to a State party a margin of discretion in selecting the means for carrying out its objectives, and that factors beyond its reasonable control may adversely affect its capacity to implement particular rights.

A State party will be in violation of the Covenant, inter alia, if:

- It fails to take a step which it is required to take by the Covenant;
- It fails to remove promptly obstacles which it is under a duty to remove to permit the immediate fulfillment of a right;
- It fails to implement without delay a right which it is required by the Covenant to provide immediately;
- It willfully fails to meet a generally accepted international minimum standard of achievement, which is within its powers to meet;
- It applies a limitation to a right recognized in the Covenant other than in accordance with the Covenant;
- It deliberately retards or halts the progressive realization of a right, unless it is acting within a limitation permitted by the Covenant or it does so due to a lack of available resources or force majeure;
- It fails to submit reports as required under the Covenant.

Monitoring Mechanism

The Committee on Economic, Social and Cultural Rights was established in 1985 and is comprised of 18 members who are independent and serve in their personal capacity, not as representatives of Governments.

The primary function of the Committee is to monitor the implementation of the Covenant by States parties. Under articles 16 and 17 of the Covenant, States parties undertake to submit periodic reports to the Committee within two years of the entry into force of the Covenant for a particular State party, and thereafter once every five years-outlining the legislative, judicial, policy and other measures which they have taken to ensure the enjoyment of the rights contained in the Covenant. States parties are also requested to provide detailed data on the degree to which the rights are implemented and areas where particular difficulties have been faced in this respect. The Committee normally convenes twice a year. The 55th session will take place on June 1st, 2015.

The Committee has assisted the reporting process by providing States parties with a detailed set of reporting guidelines specifying the types of information the Committee requires in order to monitor compliance with the Covenant effectively:

http://tbinternet.ohchr.org/_layouts/treatybodyexternal/TBSearch.aspx?Lang=en&TreatyID=9&DocTypeID=65

The Committee can also assist Governments in fulfilling their obligations under the Covenant by issuing specific legislative, policy and other suggestions and recommendations such that economic, social and cultural rights are more effectively secured.

The Committee decided in 1988 to prepare "General Comments" on the rights and provisions contained in the Covenant with a view to assisting States parties in fulfilling their reporting obligations and to provide greater interpretative clarity as to the intent, meaning and content of the Covenant. The most recent (General Comment No.21) was published in 2009 and covered the right of everyone to take part in cultural life. The General Comments can be found on the UN's web site:

http://tbinternet.ohchr.org/_layouts/treatybodyexternal/TBSearch.aspx?Lang=en&TreatyID=9&DocTypeID=11

The Committee was the first treaty body to provide non-governmental organizations (NGOs) with the opportunity to submit written statements and make oral submissions dealing with issues relating to the enjoyment or non-enjoyment of the rights contained in the Covenant in specific countries.

Provisions

Articles 2(2) and 3: Non-discrimination

Article 2 (2) and Article 3 deal with the non-discrimination aspect. Article 2 (2) is similar to other instruments in stating that the rights should be enjoyed without discrimination on the grounds of

'race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.'

The Committee's General Comment No.20 underlines that, in order for States parties to "guarantee" that the Covenant rights will be exercised without discrimination of any kind, discrimination must be eliminated both formally (ensure that the State's Constitution and laws do not discriminate) and substantively (elimination of de facto discrimination in practice). States parties must make particular efforts in eliminating systemic discrimination and discrimination in the private sphere (families, workplaces).

Article 3, on the other hand, is more specific. It provides for the 'equal right of men and women to the enjoyment of rights...set forth in the Covenant.'

The concept of 'progressive realization' is not applicable to the non-discrimination clause and the obligation to ensure equal rights of men and women. The obligation is to ensure it immediately and not progressively.

The obligation to ensure the equal rights of men and women includes affirmative action to eliminate conditions that contribute to discrimination.

The Committee has followed the practice that discrimination is not restricted to those grounds identified under the Covenant and includes discrimination based on age, health status, or disability. The non-discriminatory clause of the Covenant covers discriminatory acts of both public authorities and private individuals.

Article 4: Limitations

Article 4 of the Covenant deals with the limitation clause. The ICESCR does not recognize any particular right to be non-derogable in the manner it is done under the ICCPR. However, Article 4, states that limitations imposed on the enjoyment of rights should be 'determined by law' and should be done solely for the purpose of 'promoting the general welfare in a democratic society.'

Article 2(1): Obligation of States

Article 2(1) of the Covenant deals with the obligation of States parties under the Covenant. According to the Committee on Economic, Social and Cultural Rights, 'Article 2 is of particular importance to a full understanding of the Covenant and must be seen as having a dynamic relationship with all of the other provisions of the Covenant. It describes the nature of the general legal obligations undertaken by States parties to the Covenant.'

Article 2(1) of the Covenant states that,

'Each State party to the present Covenant undertakes to take steps, individually and through international assistance and co - operation, especially economic and technical, to the maximum of

available resources, with a view to achieving progressively the full realization of the rights recognized in the present Covenant by all appropriate means, including particularly the adoption of legislative measures.'

Thus, obligations of States parties are expressed through the use of terms 'undertakes to take steps,' 'to the maximum available resources,' 'achieving progressively the full realization,' and 'by all appropriate means including particularly the adoption of legislative measures.'

In contrast, these terms are not used in the International Covenant on Civil and Political Rights (ICCPR). Article 2 (1) of the ICCPR states that, 'Each State Party to the present Covenant undertakes to respect and to ensure to all individuals... the rights recognized in the present Covenant...' It is normally argued that the Covenant on Economic, Social and Cultural Rights does not belong to the same genre as that of the civil and political rights. Hence, it is important to understand the meaning of terms used in Article 2(1) of the International Covenant on Economic, Social and Cultural Rights (ICESCR) to comprehend the obligations under the Covenant.

Obligation of Conduct and Obligation of Result

The Committee on Economic, Social and Cultural Rights has made it clear that the obligations of States parties include both obligation of conduct and obligation of result. The International Law Commission has formulated these two categories and the Committee has referred to it to elaborate on the obligations of States parties under the Covenant.

Obligation of conduct means that, a State has to undertake a specific step. For example, prohibiting forced labour is an act of conduct. Obligation of result means attaining a particular outcome through active implementation of policies and programs. However, conduct and result cannot be separated. The concept of obligation of conduct and result provides an effective tool for monitoring the implementation of economic, social and cultural rights. It also shows that realization of economic, social and cultural rights is a dynamic process involving both immediate and long-term intervention.

Meaning of 'Undertakes to Take Steps'

The use of the term 'Each State Party . . . undertakes to take steps,' in Article 2 (1) of the ICESCR is normally construed as implying progressive implementation of the Covenant. However, it should be noted that a similar term is used in Article 2 (2) of the ICCPR and in Article 2 (1) of the Convention Against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment. Thus, the term cannot be construed to imply progressive implementation. In fact, the Committee on Economic, Social and Cultural Rights has clarified that, 'while the full realization of the relevant rights may be achieved progressively, steps towards that goal must be taken within a reasonably short time after the Covenant's entry into force for the States concerned. Such steps should be deliberate, concrete and targeted as clearly as possible towards meeting the obligations recognized in the Covenant.'

Meaning of 'By All Appropriate Means, Including Particularly the Adoption of Legislative Measures'

The Committee on Economic, Social and Cultural Rights has recognized that States must decide the appropriate means and it may depend on the right that is being implemented. However, the Committee has stated that, 'States parties reports should indicate not only the measures that have been taken but also the basis on which they are considered to be the most "appropriate" under the circumstances.'

It is clear from the interpretation given by the Committee that the term 'all appropriate means' is linked to both conduct and result. A State party cannot avoid its obligations by merely saying that its policies are aimed at economic development and poverty or illiteracy will be eradicated eventually.

As for the term 'adoption of legislative measures,' the Committee has stated that it by no means exhausts the obligation of States parties. A mere existence of laws is not sufficient to prove that a State party is carrying out its obligation under the Covenant. For example, while considering the Canadian report, a member of the Committee commented that, 'When reports focused too narrowly on legal aspects, the suspicion naturally arose that there might be some gap between law and practice.'

In addition to laws, the Committee has also stressed the need for 'provision of judicial remedies with respect to rights which may, in accordance with the national legal system, be considered justifiable.'

Meaning of 'Achieving Progressively'

It is normally assumed that due to the resources required for the realization of economic, social and cultural rights, they are incapable of immediate implementation. On the other hand, the Committee has stated that,

"The fact that realization over time, or in other words progressively, is foreseen under the Covenant should not be misinterpreted as depriving the obligation of all meaningful content. It is on the one hand a necessary flexibility device, reflecting the realities of the real world and the difficulties involved for any country in ensuring full realization of economic, social and cultural rights. On the other hand, the phrase must be read in the light of the overall objective, indeed the *raison d'être*, of the Covenant that is to establish clear obligations for States parties in respect of the full realization of the rights in question. It thus imposes an obligation to move as expeditiously and effectively as possible towards that goal.'

The Committee has made it clear that 'progressive realization' is not an escape clause. Such an interpretation provides activists an important conceptual perspective against the notion of 'gradualism' in economic policies. It means that ensuring social welfare is a gradual long - term

process where the growth of the economy will percolate to everyone. However, most often growth becomes an end in itself whether it is socially desirable or not. The position of the Committee seems to be that the process of economic growth should be combined with the realization of human rights.

The Committee has also concluded that 'progressive realization' includes not only continuous improvement but also the obligation to ensure that there are no regressive developments. The Committee has stated that, 'any deliberately retrogressive measures . . . would require the most careful consideration and would need to be fully justified by reference to the totality of the rights provided for in the Covenant and in the context of the full use of the maximum of available resources.'

Meaning of 'To the Maximum of Its Available Resources'

The notion that economic resources are essential for the implementation of economic, social and cultural rights has been the major justification for considering it secondary to civil and political rights. The Committee has acknowledged the importance of resources in fulfilling the rights but does not consider that resource availability as an escape clause. For example, it has stated that 'in cases where significant numbers of people live in poverty and hunger, it is for the State to show that its failure to provide for the persons concerned was beyond its control.'

The Committee developed the idea of 'minimum core obligations' to refute the argument that lack of resources hinders fulfillment of obligations. The Committee has observed that every State has a minimum core obligation to satisfy minimum essential levels of each right in the Covenant. It has clarified that a State party 'in which a significant number of individuals is deprived of essential foodstuffs, of essential primary health care, of basic shelter and housing, or of the most basic forms of education is prima facie, failing to discharge its obligations under the Covenant. In order for a State party to be able to attribute its failure to meet at least its minimum core obligations to a lack of available resources it must demonstrate that every effort has been made to use all resources that are at its disposition in an effort to satisfy, as a matter of priority, those minimum obligations.'

The Committee has made it clear that, 'even where the available resources are demonstrably inadequate, the obligations remains for a State party to ensure the widest possible enjoyment of the relevant rights under the prevailing circumstances.' In addition, the Committee has also stated that, 'even in times of severe resource constraints . . . vulnerable members of society can and indeed must be protected by the adoption of relatively low-cost targeted programs.'

Optional Protocol

With regard to individual complaints, on 10 December 2008, the General Assembly unanimously adopted an Optional Protocol (GA resolution A/RES/63/117) to the International Covenant on Economic, Social and Cultural Rights which provides the Committee competence to receive and consider communications. The General Assembly took note of the adoption by the Human Rights

Stream 5 Applying a Human Rights-Based Approach

Council by its resolution 8/2 of 18 June 2008, of the Optional Protocol. The Optional Protocol was opened for signature in 2009, and as of April 30, 2015, 20 States have ratified it. In addition to the Committee on Economic, Social and Cultural rights, other committees with competence can consider individual communications involving issues related to economic, social and cultural rights in the context of its treaty.

Rights Under the Covenant

- The right to work (art. 6)
- Just and favourable conditions of work (art. 7)
- The right to form and join trade unions (art. 8)
- The right to social security (art. 9)
- Protection of the family (art. 10)
- The right to an adequate standard of living (food, housing) (art. 11)
- The right to health (art. 12)
- The right to education (art. 13)

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

Convention on the Elimination of All Forms of Discrimination against Women

Unit 2 Activity 9

Overview

‘The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) is perhaps best described as an international bill of rights for women as it sets out in detail both what is to be regarded as discrimination against women and the measures that have to be taken in order to eliminate this discrimination. Women's rights are conceptualized as human rights and a “non-discrimination” model is adopted, so that women's rights are seen to be violated if women are denied the same rights as men.’

The Convention was adopted by the General Assembly of the United Nations on 18 December 1979. It entered into force on September 3, 1981. As of April 30, 2015, the Convention has 188 Parties and 99 Signatories. The Convention has one Optional Protocol.

The preamble recalls that the elimination of discrimination against women and the promotion of equality between women and men are central principles of the United Nations Charter and constitute binding obligations under it. It further states that discrimination against women violates the principles of equality and obstructs women's participation, on equal terms with men, in the political, social, economic and cultural life of their countries.

5

Monitoring Mechanism

Article 17 of CEDAW establishes the Committee on the Elimination of Discrimination against Women to oversee the implementation of its provisions. The Committee is composed of 23 experts that are elected by States parties.

The Committee also makes recommendations on any issue affecting women to which it believes the States parties should devote more attention. For example, at the 1989 session, the Committee discussed the high incidence of violence against women, requesting information on this problem from all countries. In 1992, the Committee adopted the general recommendation 19, which requires national reports to the Committee to include statistical data on the incidence of violence against women, information on the provision of services for victims, and legislative and other measures taken to protect women against violence in their everyday lives such as harassment at the workplace, abuse in the family and sexual violence. As of April 30, 2015, the Committee has made 29 general recommendations; the last one being in 2013 on Article 16 regarding the economic consequences of marriage, family relations and their dissolution.

The General comments can be found on the UN’s web site:

<http://www.ohchr.org/EN/HRBodies/CEDAW/Pages/Comments.aspx>

Further information about the Committee can be found at:

<http://www.ohchr.org/EN/HRBodies/CEDAW/Pages/CEDAWIndex.aspx>

Under article 18 of the Convention, States parties are required to submit reports every four years to the Secretary-General of the United Nations on legislative, judicial and other measures that they have taken in accordance with the provisions of the Convention. These reports are for consideration by the Committee. The Committee has developed two sets of general guidelines for reporting in an effort to provide practical technical assistance to States parties.

Further information about the guidelines can be found at:

<http://www2.ohchr.org/english/bodies/cedaw/docs/AnnexI.pdf>

Provisions

The provisions of the Convention are divided into six parts. The first four deal with substantive rights.

Part I

Articles 1- 6 include the definition of discrimination against women. In addition, they also include legal, administrative and other measures that should be taken by States parties under the Convention.

Part II

Articles 7 - 9 contain obligations of States regarding the protection of women's rights in political and public life.

Part III

Articles 10 -14 contain provisions regarding elimination of discrimination against women in the field of education, employment, health, and economic, social and cultural life. This part also includes obligation of States regarding special problems of rural women.

Part IV

Articles 15 -16 contains provisions regarding affording equality of women with men before the law, in the exercise of their legal rights, and in marriage and family law.

Part V

Articles 17 - 22 deals with the establishment of a Committee on the Elimination of Discrimination against Women to monitor the progress of the implementation of the Convention by States parties.

Part VI

Articles 23 - 30 deals with other procedural issues including provision for making reservation while ratifying or acceding to the Convention.

ARTICLE 1: Definition of Discrimination Against Women

Article 1 defines what constitutes "discrimination against women". The Convention defines discrimination against women broadly. Under the Convention "any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of hampering the enjoyment by women of their human rights. The rights enshrined in the Convention apply to all women, irrespective of their marital status. It prohibits discrimination in "political, economic, social, cultural, civil or any other" fields. More importantly, it covers discrimination in public and private ("or any other") actions. The Convention prohibits intentional and unintentional discrimination.

ARTICLE 2: Obligations of States Parties to the Convention

This article requires that States parties take appropriate constitutional, legal and administrative measures to guarantee equality. They also have an obligation to provide remedies and sanctions for public and private acts of discrimination and to repeal discriminatory laws. The States parties must take measures to eliminate practices that either risk threatening or actually threaten the enjoyment of the rights contained in the Convention.

ARTICLE 3: Obligation to Take Measures for Ensuring Equality between Men and Women

Article 3 provides for equality between men and women which is a precondition for women's full enjoyment of human rights. The obligations of States parties include development of appropriate programmes and measures to advance the status of women so that they can enjoy human rights on a basis of equality with men.

ARTICLE 4: Obligation to Take Positive Measures

Article 4 recognizes that States parties should not only eliminate discriminatory practices but also take positive action to promote equality. Thus, it acknowledges that to ensure de facto equality, it may be necessary to take measures that discriminate in a positive way. The article also specifies that the adoption of special measures aiming at the protection of maternity shall not be considered discriminatory.

The Committee in its General Recommendation No. 5 stated that, States parties make more use of temporary special measures such as positive action, preferential treatment or quota systems to advance women's integration into education, economy, politics and employment".

ARTICLE 5: Obligation to Take Measures for Elimination of Prejudices and Stereotyping of Sex Roles

The purpose of article 5 is to ensure that States parties take steps to modify social and cultural patterns of conduct elimination of prejudices based on the inferiority or superiority of either of the sexes and stereotyping of sex roles.

Article 5(b) recognizes that maternity has a social function. It states that men and women have a common responsibility in the upbringing of their children. The interest of the child should be fundamental in all actions taken by parents.

The Committee in its General Recommendation No. 3, stated that,

The Committee based on the reports submitted by States parties has stated that the reports show existence of varying degrees of stereotyped conceptions of women. The Committee has urged, 'all States parties effectively to adopt education and public information programmes, which will help eliminate prejudices and current practices that hinder the full operation of principle of the social equality of women'.

ARTICLE 6: Suppression of All Forms of Trafficking and Exploitation of Women

This article obligates States parties to take measures to suppress all forms of trafficking in women. It also calls action against those who profit from the exploitation of women, including the exploitation of girls.

The Committee in its General Recommendation No. 19 dealing with violence against women has stated that poverty and unemployment increase opportunities for trafficking in women. The Committee has also stated that, 'in addition to established forms of trafficking there are new forms of sexual exploitation, such as sex tourism, the recruitment of domestic labour from developing countries to work in developed countries, and organized marriages between women from developing countries and foreign nationals. These practices are incompatible with the equal enjoyment of rights by women and with respect for their rights and dignity'.

Optional Protocol

Under the Optional Protocol to the Convention, the Committee on the Elimination of Discrimination against Women is authorized to receive complaints from individuals claiming to be victims of violations of rights contained in the Convention.

Source: https://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-8&chapter=4&lang=en

Convention on the Rights of the Child

Unit 2 Activity 9

Overview

The UN General Assembly adopted the Convention on the Rights of the Child (CRC) on November 20, 1989. The Convention came into force on September 2, 1990. An unprecedented number of States have ratified or acceded to the Convention. As of May 7th, 2015, the Convention has 195 Parties and 140 Signatories. It is the most widely ratified Convention.

The Convention contains 54 articles and encompasses the whole range of human rights - civil, political, economic, social and cultural. The Convention recognizes the indivisibility of rights. The Convention provides for the enjoyment of rights by children without discrimination of any kind. The Convention recognizes the child as a subject and guarantees the freedom of expression and participation in making decisions affecting their rights. The Convention takes into account the situation of children of minority and indigenous groups and deals with children threatened by drug abuse and neglect. The Convention also contains three Optional Protocols.

Fundamental Principles of the Convention

The four guiding principles outlined here represent the underlying requirements for any and all rights of the Convention to be realized. These principles must be respected in order for children to enjoy their rights.

Respect for the Views of the Child

The corollary to children as subjects of rights is the principle that their opinion should be respected. It means that the child has the right to freedom of expression, freedom of thought, freedom of conscience and freedom of assembly.

Non-Discrimination and Equal Opportunity

The recognition that children have equal value as adults implies that each child has rights. The principle that all children should enjoy rights is fundamental to the Convention. The principle is based on the notion that children are subjects and not objects of the rights. Moreover, children should enjoy their rights without discrimination. It means that girls should be given the same opportunities as the boys. Similarly, disabled children and children of disadvantageous groups should enjoy the same rights as others.

Life, survival and development

Children have the right to life. Children must receive the care necessary to ensure their physical, mental, and emotional health as well as their intellectual, social and cultural development.

Best Interests of the Child

While children have equal value as grownups they also need the protection and support from the society for enjoying their childhood. The principle of best interests of the child addresses this need. This principle is most clearly stated in article 3(1) of the Convention.

'In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.'

The interests of the child take precedence over the interests of parents or the state. The principle as stated in article 3(1) applies to 'all actions concerning children' and are not restricted to legal or administrative proceedings.

Monitoring Mechanism

The Convention sets up a Committee on the Rights of the Child to monitor the States parties' compliance of their obligations under the Convention. The Committee consists of eighteen independent experts. All States parties should submit a report within two years of the ratification or accession to the Convention. The initial report should be followed by reports every five years. The reports submitted by States parties are normally considered within a year of their submission. The Committee strives to achieve this deadline despite its enormous workload. States parties in preparing their reports are expected to follow the guidelines provided by the Committee. The Convention is the only treaty that accords a role for NGOs in assisting the Committee to monitor the compliance of States parties' obligations.

The Committee on the Rights of the Child publishes its interpretation of the content of human rights provisions, in the form of General Comments on thematic issues. There have been 18 General Comments since 2001. The most recent one was a joint general recommendation/general comment of the Committee on the Elimination of Discrimination against Women and of the Committee on the Rights of the Child. It was included on November 4, 2014 and concerned the elimination of harmful practices against women and children. Other comments issued by the Committee on the Rights of the Child covered the right of the child to rest, leisure, play, recreational activities, cultural life and the arts (No. 17), and the state's obligations regarding the impact of business activities on children's rights (No. 16).

Provisions

Article 1

This article defines the child as a person below the age of 18 years. The article also allows for situations in which the age at majority is fixed lower than 18. However, the Convention by explicitly stating 18 provides a benchmark for defining the child.

Article 2

This article provides that the rights enshrined in the Convention apply to all children without any distinction. The grounds on which no discrimination should be practiced include disability. Under this article States parties are obligated to 'take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.'

Article 3

This article ensures that the 'best interests' of the child is taken into account in all actions concerning the children. The interests of the child take precedent over the interests of parents or the state. The principle as stated in article 3 (1) applies to 'all actions concerning children' and not restricted to legal or administrative proceedings.

The principle of 'best interests' of the child plays a vital role in the interpretation and implementation of the Convention. It is important in clarifying the rights enshrined in the Convention. The principle is also vital in mediating and resolving conflicts that may arise in implementing the Convention. Finally, it is a useful tool for assessing the laws and practices of States parties in protecting the rights of the child.

Article 4

This article stipulates that States parties should undertake concrete steps for ensuring the enjoyment of rights recognized in the Convention. The article also stresses that States parties should undertake measures 'to the maximum extent of their available resources'. The implication of this provision is that States parties should give priority for children and they should invest maximum of available resources to ensure the economic, social and cultural rights of the child. Article 4 also provides that ensuring the rights of the child should be a priority for international cooperation.

Article 5

This article respects parental rights. The State should respect the responsibilities, rights and duties of parents or legal guardians to provide 'appropriate direction' in the exercise by the child of his or her rights. Parental guidance should be provided 'taking into account the evolving capacities of the child.' It means that the child should have more control with greater age and maturity.

Article 6

This article recognizes the inherent right to life of every child. Under article 6(2) States parties have an obligation to ensure the survival and development of the child. The States should ensure it to the maximum extent possible. The use of the term 'survival' is unusual for human rights treaties. Thus, the right to life assumes a dynamic aspect and the obligation of the States parties includes taking preventive action such as immunization. The term 'development' should be interpreted in a broad sense to include physical, mental, emotional, social and cultural development. The right to life

guaranteed by article 6 creates the conditions for the enjoyment of other rights enshrined in the Convention.

Optional Protocols

There are three optional protocols under the Convention: The Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflicts, the Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography, and the Optional Protocol to the Convention on the Rights of the Child on a communication procedure. This last Optional Protocol entered into force in April 2014. As of May 7th, 2015 there are 49 signatory States and 17 States have ratified it.

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



Fact Sheet: Human Rights Council – Universal Periodic Review

Unit 2 Activity 9

The Universal Periodic Review (UPR) is a unique process which involves a review of the human rights records of all 193 UN Member States once every four and a half years. The UPR is a State driven process, under the auspices of the Human Rights Council, which provides the opportunity for each State to declare what actions they have taken to improve the human rights situations in their countries and to fulfill their human rights obligations. As one of the main features of the Council, the UPR is designed to ensure equal treatment for every country when their human rights situations are assessed.

The UPR was created through the UN General Assembly on 15 March 2006 by resolution 60/251, which established the Human Rights Council itself. It is a cooperative process which, since October 2011, has reviewed the human rights records of all UN Member States. Currently, no other universal mechanism of this kind exists. The UPR is one of the key elements of the Council which reminds States of their responsibility to fully respect and implement all human rights and fundamental freedoms. The ultimate aim of this mechanism is to improve the human rights situation in all countries and address human rights violations wherever they occur.

5

Objectives

- To address human rights violations all over the world
- To improve the human rights situation everywhere
- To encourage States to fulfill their human rights obligations and commitments
- To assess positive developments and challenges faced by States
- To enhance the State's capacity to ensure the enjoyment of human rights by all
- To provide technical assistance to States, when requested
- To share best practices between States and other stakeholders

How it works

- All UN Member States will be reviewed every four and a half years
- 48 States will be reviewed each year
- All Council members will be reviewed during their term of membership

Stream 5 Applying a Human Rights-Based Approach

- The reviews are carried out by the UPR Working Group composed of the 47 Council members
- The UPR Working Group will hold three two-week sessions per year
- The Working Group sessions take place at the UN Office at Geneva at the Palais des Nations
- Each review is facilitated by groups of three States, or “troikas”, drawn by lot who act as rapporteurs

Schedule of review

- On 21 September 2007, the Human Rights Council adopted a calendar detailing the order in which the 193 Member States of the United Nations were considered during the first four-year cycle of the UPR.
- The calendar detailing the second cycle of the UPR (2012-2016) was also recently adopted.

Further information about the schedule of review can be found at:

<http://www.ohchr.org/EN/HRBodies/UPR/Pages/UPRMain.aspx>

Basis of review

- Three reports serve as a basis for each State review and provide the following information:
 - Information from the State under review (“national report”) including information on achievements and best practices, and challenges and constraints, as well as key national priorities in addressing shortcomings
 - Information contained in the reports of the independent human rights experts and groups, known as the Special Procedures, human rights treaty bodies and other UN entities
 - Information from nongovernmental organizations, national human rights institutions and “other stakeholders”
- The review should assess to what extent States respect their human rights obligations contained in:
 - The United Nations Charter
 - The Universal Declaration of Human Rights

- Human rights instruments (covenants, conventions and other treaties) to which the State is a party
- Voluntary pledges and commitments made by the State
- Applicable international humanitarian law

How the review will be conducted

- An interactive dialogue between the State under review and the Council takes place in the Working Group
- The “troikas” may compile questions submitted in advance by other States to be shared with the State under review to ensure an effective interactive dialogue
- Any of the 193 UN Member States may participate in the reviews, including in the interactive dialogue. Other relevant stakeholders, such as NGOs or national human rights institutions, may attend the reviews in the Working Group
- The duration of the review is three hours for each country in the Working Group. An additional half hour is allocated for the adoption of the report of each country under review in the Working Group
- After the troika presents the report to the UPR Working Group, the Working Group adopts the report

See the most recent UPR Annual Report from 2013:

http://www.upr-info.org/sites/default/files/upr-info_annual_report_2013.pdf

The adoption of the outcome

- Time is allocated during the next regular session of the Human Rights Council following the State review in order to consider the outcome of each review (up to one hour per State)
- Member and observer States, as well as NGOs and other stakeholders, may participate in these plenary meetings to consider the UPR reviews
- The final outcome of the review is adopted by the entire membership of the Human Rights Council at this plenary session

Follow-up to the review

- The outcome of the UPR should be implemented primarily by the State concerned and, as appropriate, by other stakeholders
- The follow-up review to take place during the 2nd cycle (2012-2016) should focus on the implementation of the recommendations of the previous review
- The international community will assist in implementing the recommendations and conclusions regarding capacity-building and technical assistance in consultation with, and with the consent of, the country concerned
- In considering the outcomes of the UPR, the Council will decide if and when any specific follow-up is necessary

Cooperation with the Universal Periodic Review

- The Council will address, as appropriate, any cases of persistent noncooperation with the UPR mechanism after exhausting all efforts to encourage a State to cooperate
- Several recommendations have been made to deal with such cases, one of them being the referral to the General Assembly, or the nomination of a special envoy.

Source <http://www.ohchr.org/en/hrbodies/upr/pages/uprmain.aspx>

Case Study: The Anuk Minority

Unit 3 Activity 1

The following case study is inspired by true events that minorities around the world have been subjected to under similar circumstances. The case study presents the situation of the Anuk, a minority living in two countries – Slatvia and Vanutaskan. Both countries have ratified all major international instruments including the International Covenant on Civil and Political Rights (ICCPR), the International Covenant on Economic, Social and Cultural Rights (ICESCR), the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Convention on the Rights of the Child (CRC) and any associated optional protocols without reservations.

The case study is divided into three parts. First is a General Overview that presents the overall situation of the Anuk minority. Then there are two parts that highlight specific human rights issues:

- Case Study, Part 1 describes the forced eviction of two Anuk communities by the Slatvian government in order to make way for an oil company to develop Anuk land for their own purposes.
- Case Study, Part 2 looks at the case of a girl from one of the displaced Anuk communities who, as a result of economic hardship caused by the eviction, was forced to take a job as a domestic worker and was then raped by her employer.

Guidelines

Unit 3 Activity 1

1. Review the entire case study:
 - Case Study: General Overview on page 5-101
 - The Fact sheets for both countries on pages 5-102 and 5-103
 - The Map on page 5-104
 - The Case Study Parts 1 and 2, starting on page 5-105
2. Read the specific case scenario tasks:
 - For Part 1, go to the Task for Case Study, Part 1 on page 5-108
 - For Part 2, go to the Task for Case Study, Part 2 on page 5-113

Depending on the nature of your case study, spend approximately 15-30 minutes reviewing important details. Make sure that everyone in your group has a common understanding of what happened, i.e., who was involved, the violations that took place, etc.

3. Decide on how your group will proceed in responding to the case study tasks. Budget your time accordingly in order to maximize your efficiency. You may want to divide into sub-groups and work on different aspects of the task or you may choose to work as a whole group.
4. The last 30 minutes of the session is devoted to a group summary. During this time, the resource person will comment and expand on the work presented.



Case Study: General Overview

Unit 3 Activity 1

The Anuk people represent a minority of the population in two neighbouring countries: Slatvia and Vanutaskan. In Slatvia, the Anuk make up 10% of the country's population of 22 million people; in Vanutaskan, the Anuk represent 5% of the country's 3 million people. The Anuk communities in both countries border each other. The Anuk used to have a nomadic lifestyle and sold goods and services as a way of life, but now most Anuk remain in the same communities their whole lives. The Anuk have lived in the same geographical area for over two hundred years. The governments of Slatvia and Vanutaskan have appropriated traditional territory of the Anuk that they currently occupy.

In general, Anuk communities are separate from non-Anuk communities. After the Cold War there was an increased segregation of Anuk from the rest of the populations in Slatvia and Vanutaskan. State-run media helped fuel public perception of racial, religious, and cultural differences between Anuk and the general population. Anuk were, and still are, portrayed as inferior, poorer, and unwilling to accept government assistance. Many politicians have built successful careers by inflaming anti-Anuk sentiment among the wider population.

Anuk have been subjected to arbitrary detentions by police officers (none of whom are of Anuk origin). These detentions along with the police force's ignorance of and refusal to address Anuk reports of theft, violence, or other human rights violations has made many Anuk wary of approaching police officers.

Paved roads end at the entrance of Anuk communities. Clean water and sanitation are absent; there exists no system for waste removal. Some health services are available to Anuk, but the cost is too high for the average Anuk to pay.

In Slatvia, the typical Anuk family can expect a monthly income of 20 US dollars, far below what the average Slatvian makes. Anuk in Vanutaskan are slightly better off: a family there averages the equivalent of 25 US dollars monthly.

As a result of poor wages combined with rampant unemployment, many Anuk parents are forced to either send their children to orphanages (which are overcrowded) or push their children onto the street to earn money. Boys wash windshields for money; girls often become prostitutes. For Anuk children who have the opportunity to stay in school, they are in classes with a student/teacher ratio of 100 to one. In Slatvia and Vanutaskan, the average student/teacher ratio in non-Anuk schools is approximately 40 to one.

Slatvia Fact Sheet

Unit 3 Activity 1

1. Human development index	General population	Anuk minority
Life expectancy at birth (years), 2014	69.8	61.2
Adult literacy rate (% age 15 and above), 2014	98.1	65.2
Combined primary, secondary and tertiary gross enrolment ratio (%), 2014	69	42.4
2. Human and income poverty		
Probability at birth of not surviving to age 40, 2004-2014	6.7	7.9
% of population not using improved drinking water sources (%),2014	42	69
Underweight children under age-five (%), 2004-2014	6	8.5
Population below income poverty line (%), \$2 a day (1993 US\$), 1989-2014	27.5	37.8
3. Demographic trends		
Total population (millions), 2014	22	2.2
Population under age 15 (as % of total), 2014	18.3	20.5
Population over age 65 (as % of total), 2014	13.3	15.5
Total fertility rate (per woman), 2004-2014	1.3	1.4
4. Commitment to health: access, services and resources		
Population using adequate sanitation facilities (%),2014	53	21
Population using improved water sources (%),2014	58	26
5. Technology: diffusion and creation		
Telephone mainlines (per 1,000 people), 2014	175	52
Cellular mobile subscribers (per 1,000 people), 2014	112	12
Internet hosts (per 1,000 people), 2014	1.9	0.1
6. Gender-related development index		
Female life expectancy at birth (years), 2014	73.3	62.9
Male life expectancy at birth (years), 2014	66.5	56.3
Female adult literacy rate (% age 15 and above), 2014	97.3	59
Male adult literacy rate (% age 15 and above), 2014	99.0	69
7. Gender empowerment measure		
Seats in parliament held by women (as % of total)	9.3	0
Female legislators, senior officials and managers (as % of total)	26	0
Ratio of estimated female to male earned income	0.58	0.42

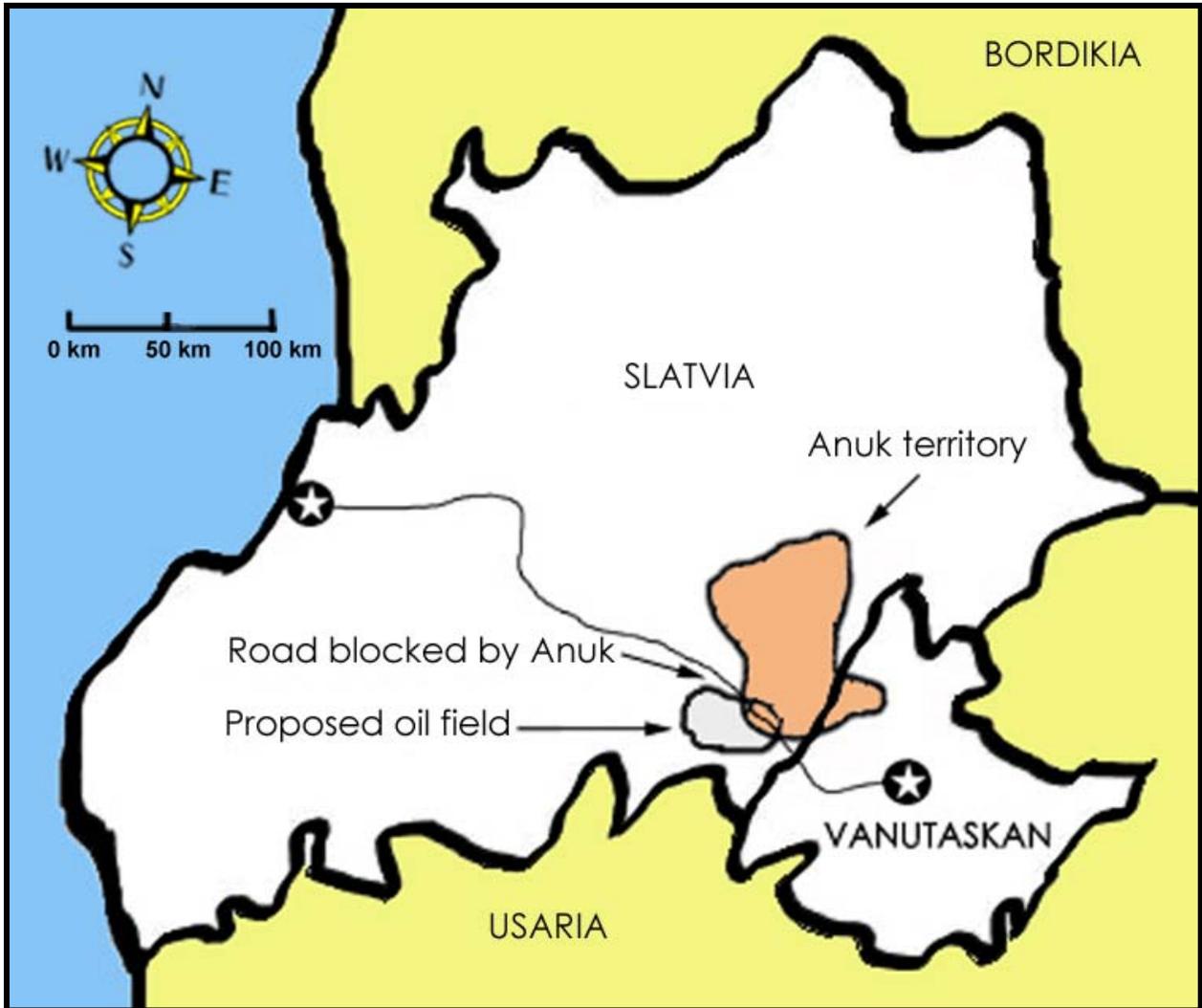
Vanutaskan Fact Sheet

Unit 3 Activity 1

1. Human development index	General population	Anuk minority
Life expectancy at birth (years), 2014	73.1	63.2
Adult literacy rate (% age 15 and above), 2014	94.0	69.2
Combined primary, secondary and tertiary gross enrolment ratio (%), 2014	70	49.3
2. Human and income poverty		
Probability at birth of not surviving to age 40, 2009-2014	4.1	6.5
% of population not using improved drinking water sources (%), 2014	NA	NA
Underweight children under age-five (%), 2009-2014	6	7.9
Population below income poverty line (%), \$2 a day (1993 US\$), 2009-2014	21.0	34.8
3. Demographic trends		
Total population (millions), 2014	3	0.157
Population under age 15 (as % of total), 2014	22	29.5
Population over age 65 (as % of total), 2014	10	17.7
Total fertility rate (per woman), 2009-2014	1.4	1.6
4. Commitment to health: access, services and resources		
Population using adequate sanitation facilities (%),2014	NA	NA
Population using improved water sources (%),2014	NA	NA
5. Technology: diffusion and creation		
Telephone mainlines (per 1,000 people), 2014	255	67
Cellular mobile subscribers (per 1,000 people), 2014	57	14
Internet hosts (per 1,000 people), 2014	0.8	0.1
6. Gender-related development index		
Female life expectancy at birth (years), 2014	75.3	69.9
Male life expectancy at birth (years), 2014	71.0	61.3
Female adult literacy rate (% age 15 and above), 2014	NA	NA
Male adult literacy rate (% age 15 and above), 2014	NA	NA
7. Gender empowerment measure		
Seats in parliament held by women (as % of total)	6.7	1
Female legislators, senior officials and managers (as % of total)	10.2	8.4
Ratio of estimated female to male earned income	0.612	0.521

Map of Slatvia and Vanutaskan

Unit 2 Activity 1



5

Case Study, Part 1: Housing Rights and Forced Eviction

Unit 3 Activity 1

In early 2013, the Slatvian government signed an agreement with a transnational oil company to develop oil fields in the southern part of the country. The oil company was to install oil drills over a large area that was partly in Anuk territory. The agreement between the Slatvian government and the oil company was signed without consultation with any Anuk community representatives. (There are no Anuk in Slatvian parliament; the decision to develop Anuk land went unchallenged at the political level.)

One result of the agreement was a forced eviction of the Anuk communities within a period of one year. The displaced population, approximately 10,000 people from two villages, would be forced to move northeast into existing, overcrowded, Anuk communities. The government and the oil company promised to compensate each displaced Anuk family the equivalent of six months' wages, as well as money for relocation and resettlement.

Complaints from Anuk community leaders to the Slatvian parliament were ignored. Several Anuk citizens from the two villages set up peaceful protest demonstrations in front of the parliament buildings, but police in riot gear ended the demonstrations with tear gas to disperse the crowd. Several Anuk suffered minor injuries and 21 of them were arrested for disturbing the peace.

By March 13, two weeks prior to the forced eviction of the Anuk from both villages, none of the Anuk had left their home. Government officials repeatedly informed community members that their houses would be razed by March 27. A small group of Anuk protesters decided to block the main highway from Slatvia to Vanutaskan situated near the two Anuk villages. In particular, they blocked a bridge near the two countries' common border. Using their own cars as a blockade and armed with semi-automatic rifles, the protesters successfully blocked the transport corridor and stopped the flow of goods such as food supplies between the two countries. The protesters threatened to blow up the bridge unless the government and the oil company agreed to withdraw from the area and leave the Anuk communities alone. A local NGO tried to resolve the dispute peacefully, but the protesters refused to talk to any members of the NGO.

Response from the government was quick. Local police forces attempted to control the situation by overtaking the protesters but underestimated the protesters' tenacity to hold their ground. Shots were fired (it was never determined who shot first, the police or the Anuk). The police forces retreated after one officer was shot.

A government mediator and oil company representative arrived on the scene within two days and requested a meeting with the protest leader, a young man whose family had been living in one of the Anuk villages for five generations and had a farm. Talks between the Anuk protest leader, the government mediator and the oil company representative ended in a stalemate. The protesters continued their blockade of the bridge.

Stream 5 Applying a Human Rights-Based Approach

By March 27, the day the oil company was to begin preparing the land for drilling, the government sent in the military to take over the police's position. Two weeks of blocking the bridge had hurt the economies of both Slatvia and Vanutaskan: trucks were forced to travel through other, less accessible routes. On April 3, the military received orders to remove all protesters from the bridge and open up access to the road. Fighting between the military and the protesters then took place, leaving one military personnel and four protesters dead. The military succeeded in removing the protesters by force and arrested them.

Unwilling to fight anymore, the people from the two Anuk villages gave in to the government's demands and moved northeastward, carrying their possessions and leaving their homes. They relocated next to a large non-Anuk community and squatted in temporary shelters on the outskirts of the community. The government gave each displaced Anuk family 6 months' wages, but did not provide any additional funds for relocation or for new housing as promised. The oil company began developing the land within two months of the Anuk's departure. After being detained for three months without trial, the protesters that blocked the bridge were tried and imprisoned for 10 years each.

One year later, most of the displaced Anuk are still living in their temporary shelters. They have no electricity, no access to drinking water, and share twenty toilets. Their children do not have access to any schooling.

The non-Anuk community was angered that the Anuk caused such a disruption over their relocation and have been resentful of their presence in shelters since their arrival.

Most non-Anuks in the community think the Anuk are "lazy and irresponsible" and find them predisposed to criminal behaviour. The non-Anuks also believe the Anuk should not be given jobs in the community since that would take away jobs normally meant for "locals." Some Anuks have found employment in the community, but mostly as street cleaners.



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

Unit 3 Activity 1

It is now 2015, two years later. Leticia is an eighteen-year old woman living in an Anuk community in Slatvia. The community is northeast of the new oil drills set up by the oil company. The government forcibly evicted her, along with other members of her community, two years ago. At that time, Leticia was a student at the local secondary school for Anuk children. She was in her first year of secondary school when she was forced to move into the new community that had no secondary school. Living with her family in the new community, she and the other members of her family were forced to find new ways to earn a living, since her family had owned and worked on a farm for five generations.

There were openings for positions as domestic helpers for the oil company employees who had set up residence in some of the homes of the evicted Anuk people. When the oil company initially displaced the Anuk, it had planned to raze all of their houses to prepare the land for oil development, but had reconsidered when it realized it needed housing for the oil company employees who were building the oil drills. As a result, the oil company employees set up residence in some of the nicer Anuk houses. Since these employees were well paid, they could afford domestic help and therefore went to the Anuk for labour. At the age of seventeen, Leticia became a domestic worker for one of the oil company's foremen.

Her work hours were usually from 8 am until 7 pm, five days a week. She was paid more than the average wage for an Anuk, but still below the national average for domestic workers. Every second Sunday she returned home to be with her family and shared her earnings with them. Her employer, however, was physically and verbally abusive to her. Within three months he raped her, and she became pregnant.

Her ex-employer who had raped her wanted nothing to do with her or her baby and threatened to have her arrested by the police if she told anyone she was raped. He fired her and she returned home. According to Slatvian law, if the father of a child cannot be identified, then the child is not entitled to Slatvian citizenship. Therefore, her baby, a girl, was not recognized by the state as a citizen. Leticia was unable to provide for the child's medical needs since she was out of a job and her family had disowned her.

Leticia sought refuge in a home for battered and abused women in the Anuk community. The home, run by a staff of two, was often overcrowded and could only provide shelter and a little food for a dozen women. The home relies on donations from women's groups in the community. Leticia managed to earn enough money to have her sick baby seen by a doctor. It was discovered that the child had contracted the HIV virus.

Task for Case Study, Part 1: Housing Rights and Forced Eviction

Unit 3 Activity 1

This task is divided into two parts.

In **Part A**, you will work in small groups to analyze the case study according to the guidelines provided and prepare to present your analysis to the larger group.

In **Part B**, a resource person will lead a discussion based on the group presentations.

1 hr

Part A Work in a Group

2. Analyze the events presented on the timeline using a human rights-based approach. For each event indicated on the timeline, determine the specific rights issues, the victims and violators, the respective international instruments to address the issues and the corresponding government obligations. Record your answers in Table 1.

Throughout your discussion, you should consider ways in which human rights can be protected, promoted, respected, and fulfilled through State obligations, and whether these rights are achieved through immediate implementation of strategies or through progressive realization.

3. What could have been done to prevent the conflict? Complete Table 2 on page 5-115 to help you in your analysis. Using a human rights-based approach, identify the actions that could have been taken by different actors.
6. Synthesize your work and prepare to report your findings in Part B.

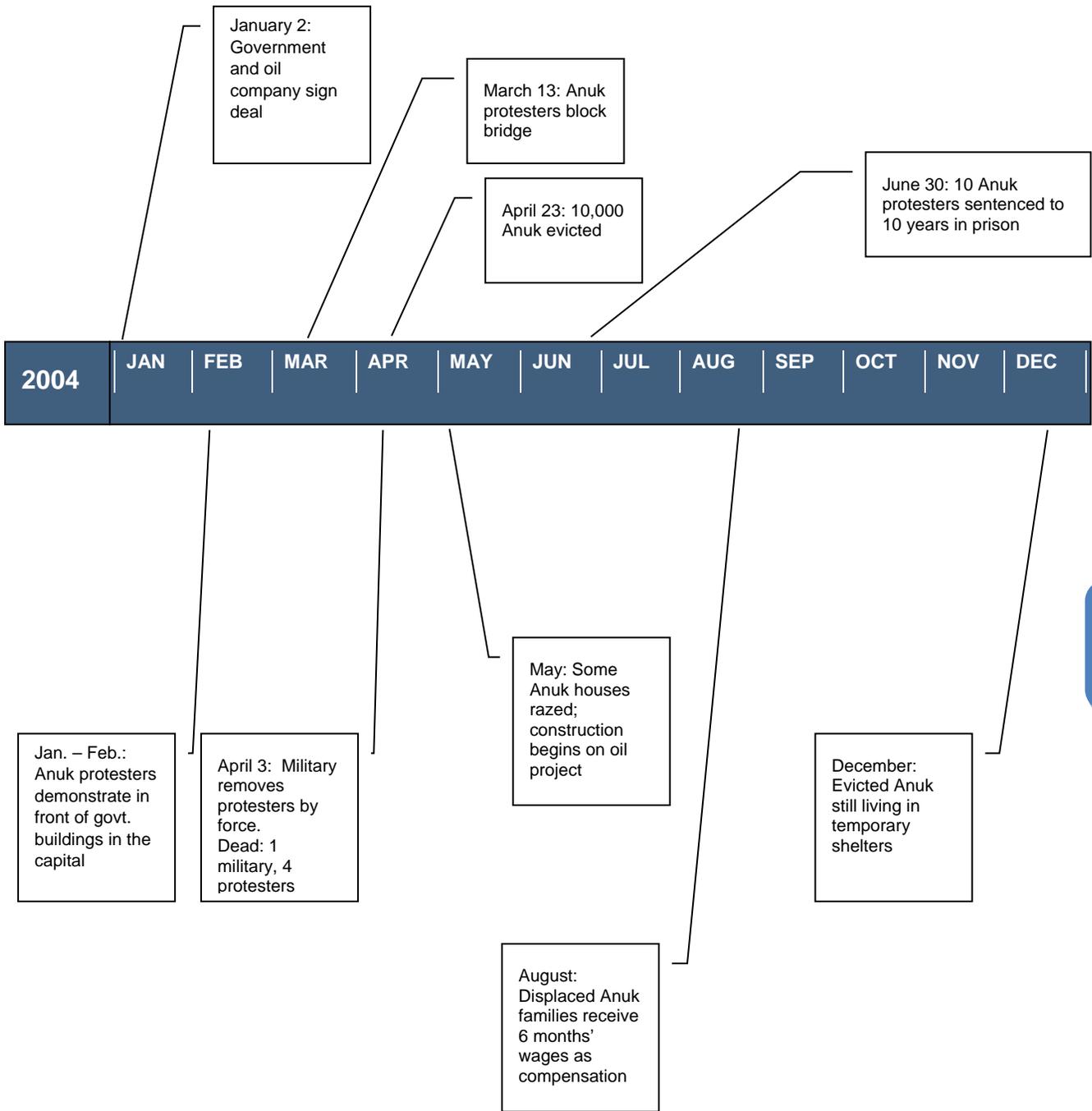


Table 1: Analysis of State Obligations (for Part A, Question 1)

Specific Human Rights Issues	Victim/Violator	Relevant International Instruments	State Obligations
Example: Jan. – Feb.: Anuk protesters demonstrate in front of govt. buildings in the capital	Example: Anuk demonstrators/Police	Example: ICCPR	Example: Right to peaceful assembly
Example: December: Evicted Anuk still living in temporary shelters	Example: Anuk community/ Government	Example: ICESCR	Example: Compensation for eviction

5

Table 2: Preventative Measures (for Part A, Question 2)	
Actor Who they are	Action What they should have done
Oil company (a transnational corporation)	
Government	
Anuk	
NGOs or national human rights commission	

1 hr

Part B Group Reporters' Summary

1. Each group reports their findings from Part A.
2. Based on these findings, the resource person leads a discussion on the various actions the actors could have taken to prevent the crisis.

Questions to consider:

- What were the early warning signs that violence/violations were going to result from this?
- Who held the power in this conflict? Please explain.
- How can the State be made accountable for its obligations to the Anuk?
- What can be done to prevent further discrimination against the Anuk?
- How do the events in this case study relate to situations in your country?

To find out more:

- The Corporate Responsibility to Protect Human Rights (OHCHR): http://www.ohchr.org/Documents/Publications/HR.PUB.12.2_En.pdf
- Forced eviction, internally displaced persons, and housing rights: <http://www.ohchr.org/Documents/Publications/FS25.Rev.1.pdf>
- Habitat International Coalition : <http://www.hic-net.org/>

Definition of Racial Discrimination:

Article 1 of CERD defines racial discrimination as follows: "In this Convention, the term racial discrimination shall mean any distinction, exclusion, restriction or preference, based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.

5

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

Unit 3 Activity 1

This task is divided into three parts.

In **Part A**, you will work in small groups to prepare a report on Leticia's case.

In **Part B**, you will identify actions and results based on your work in Part A and prepare to present your analysis to the larger group.

In **Part C**, a resource person will lead a discussion based on the group presentations.

35 min

Part A Work in a Group

Assume you are a member of an NGO or national human rights commission that has been monitoring Leticia's situation and are preparing a report on the case.

Using Table 3 on the page after the next page, write down the facts of this case for your report. The table is based on the UN complaint form to the Committee on the Elimination of Discrimination Against Women.

Questions to consider in your analysis:

- Who will you send the report to?
- What are the human rights that have been violated in this case study?
- What are the State's obligations to Leticia and her baby?
- Who are the other actors involved in this case?
- Are Leticia's rights different from when she was a child and an adult?

5

25 min

Part B Work in a Group

1. Based on your discussion in Part A, propose actions to undertake and expected results of these actions. Use Table 4 to record your answers.

Questions to consider in your analysis:

- Given the provisions of the conventions, what type of action could be taken to denounce and redress the violations you have identified?
 - What are the expected results (short-term and long-term) of these actions?
 - What role could an NGO play in ensuring that the proposed actions take place?
2. Synthesize your work from Parts A and B and prepare to report your findings in Part C.

5

Table 3: Information for Your Report on Leticia’s Case (for Part A)

Information for your report

1. Name of alleged victim

2. Information concerning the alleged victim

Name

Age and place of birth

Nationality/citizenship

Sex

Marital status/children

Profession

Ethnic background, religious affiliation, social group (if relevant)

Present address

3. Information on the State party concerned

Name of the State party (country)

4. Nature of the alleged violation(s)

Provide detailed information to substantiate your claim, including:

4.1 Description of alleged violation(s), alleged perpetrator(s), date(s) and place(s)

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4.2 Provisions of the Convention on the Elimination of All Forms of Discrimination against Women or the Convention on the Rights of the Child that were allegedly violated. If the communication refers to more than one provision, describe each issue separately.

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Table 4: Proposed Actions (for Part B)

Proposed action	Expected results

5

1 hr

Part C Group Reporters' Summary

1. Each group reports their findings from Parts A and B.
2. Based on these findings, the resource person leads a discussion on the usefulness and impact of writing a report.

Questions to consider:

- Leticia is a victim of human rights violations on many fronts, some of which are as a child, a woman, a person belonging to a minority group, and a domestic worker. How can a human rights worker address all these different rights? Do some rights take precedence over others? Are some rights “more” or “less” relevant than others? What would be the most effective approach?
- What relevance does this case and its outcome have for situations in your country?

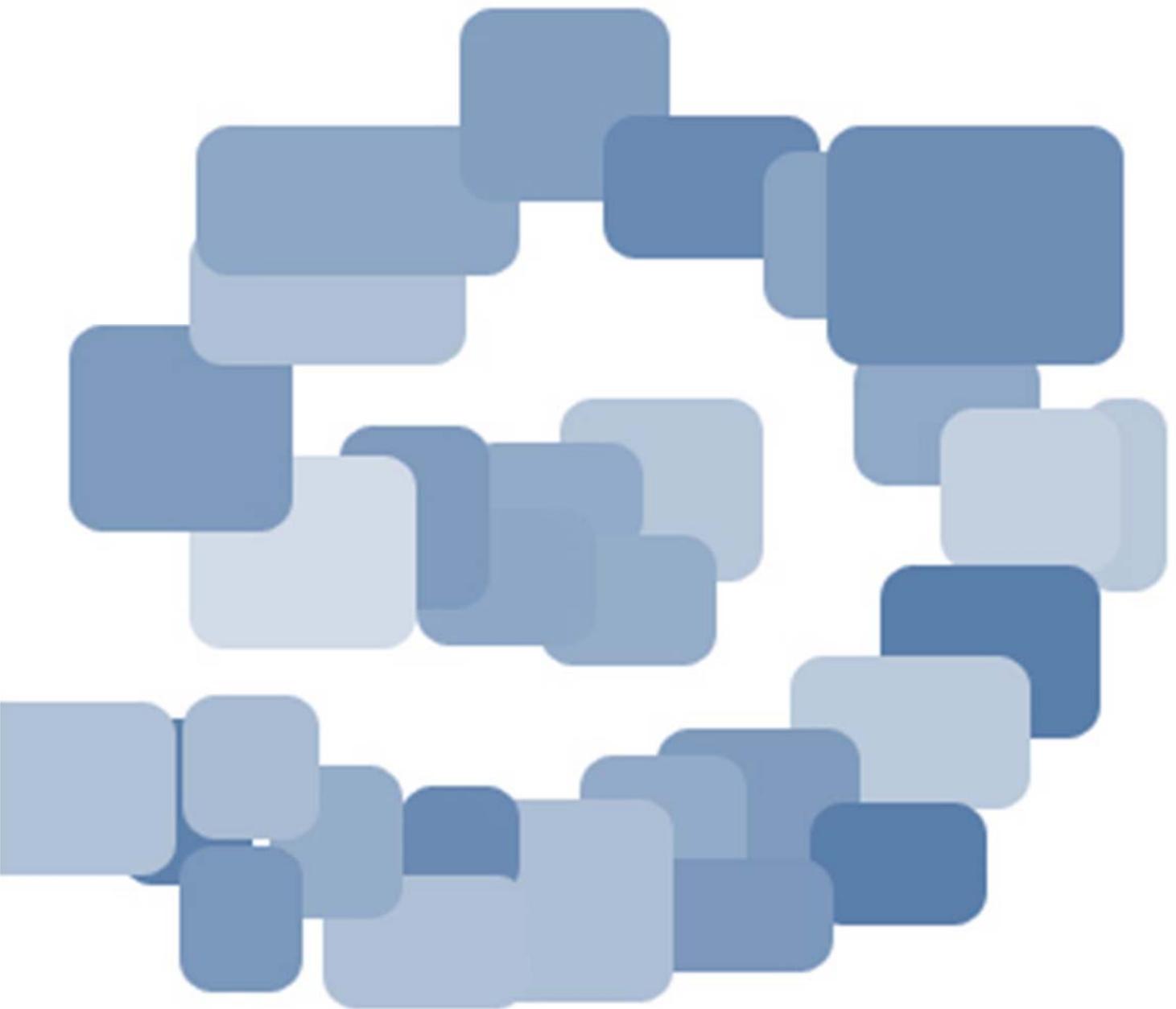
To find out more:

- How to Complain About Human Rights Treaty Violations:
<http://www.bayefsky.com/tree.php/area/complain>
- Complaint form to the CEDAW Committee:
http://www.bayefsky.com/complain/38_form_cedaw.php/pfriendly/1
- Human Rights Watch – Women’s Human Rights: International Legal Standards:
<http://www.hrw.org/en/category/topic/women>
- Human Rights Watch – Children’s Rights: International Legal Standards:
<http://www.hrw.org/topic/childrens-rights>

5

Stream 6

Educational Evaluation in HRE



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About Stream 6

🕒 1 Day

To "evaluate" means to determine the value or worth of something. In the case of educational evaluation, it can include appraising many things such as, the outcome of a training program, the training program itself, the instructional materials used during the program delivery or the overall goals that the training intended to achieve.

Continuous improvement is the essence of evaluation. Evaluation will help us continuously refine and improve our programs. Continuous improvement depends largely on feedback or information we solicit which helps us to see where we are and what direction we should take. The main purpose of evaluation is to enable us, as educators, to make better decisions in our efforts to constantly improve the quality and impact of our programs.

HRE evaluation, when well-planned and implemented, will also help us to look for and capture evidence of change at the level of the individual, organization, immediate community, and society. It will also enable us to demonstrate how our HRE work is contributing to social change in line with human rights.

Time spent conducting evaluation should be seen as a way to improve the results of our future work. Reflecting on successes as well as problems that occurred is useful in pinpointing the strengths and weaknesses of a program, making judgments regarding the reasons for the successes and failures much easier. Evaluation enables us to measure effectiveness, provide explanations, draw conclusions, develop recommendations and make appropriate changes to our human rights training sessions and move closer to our goals. Evaluation can also help us ensure the appropriateness of our strategies and methodology, validate the work we do as well as help us plan future HRE and human rights work.

The aim of this Stream is to examine evaluation as a tool to make our training more effective and useful.

Objectives

By the end of Stream 6, participants should be able to:

- Define educational evaluation in the context of human rights education
- Explain the "Cycle of Continuous Improvement" evaluation model
- Identify different types of results (i.e., immediate outcomes, intermediate outcomes, longer-term outcomes of human rights education activities)
- Identify appropriate techniques and data sources to evaluate their human rights education activities

Unit 1 Types of Educational Evaluation

Activity 1 Defining Educational Evaluation

🕒 30 min

This activity is divided into two parts.

In **Part A**, you will individually reflect on your understanding of educational evaluation and its purposes.

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

15 min Part A Work Individually

What do you think about when you hear the term educational evaluation? Write the first things that come to mind.

Concepts:
When I hear the term “educational evaluation” I think about...
Why do we evaluate?

6

15 min Part B Large Group Work

Share some of your answers with the larger group.

End of Activity ■

Activity 2 The Cycle of Continuous Improvement

🕒 45 min

This activity is divided into three parts.

In **Part A**, the facilitator will present the different types of evaluation in the “cycle of continuous improvement.”

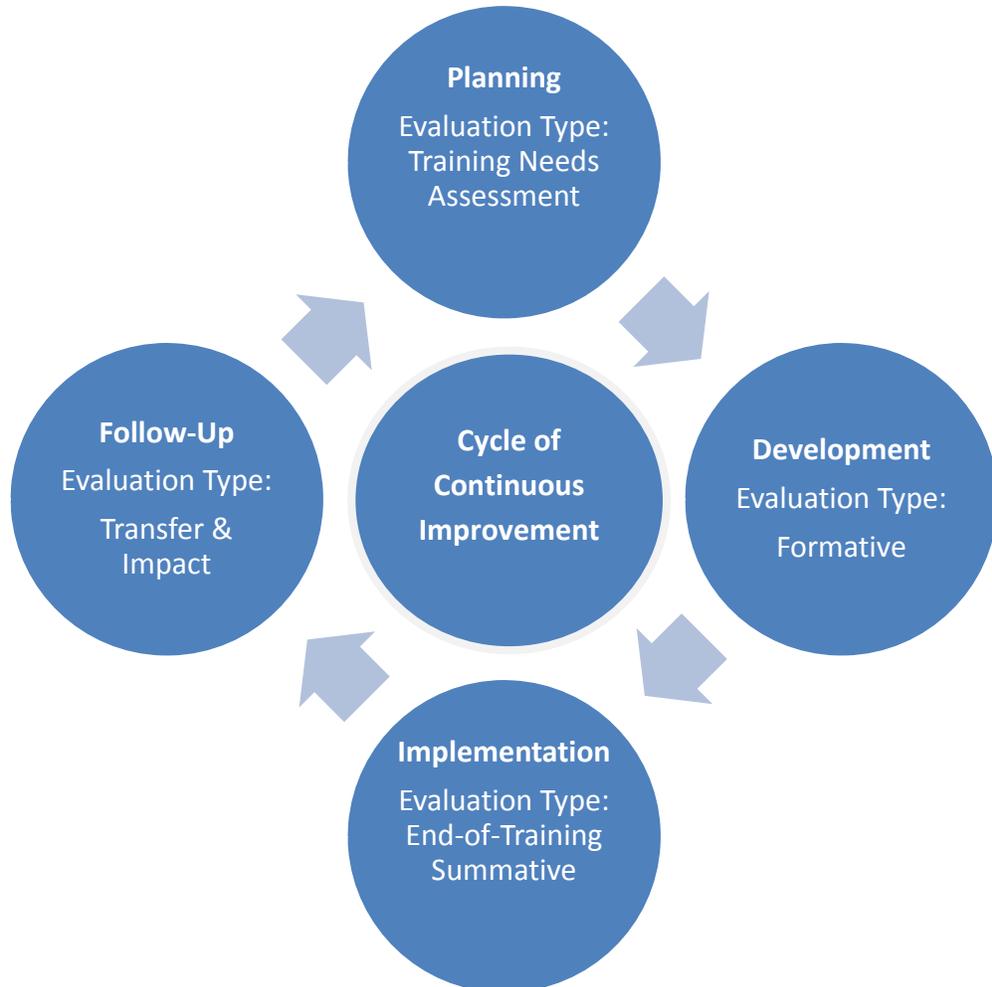
In **Part B**, the facilitator will present a basic process of evaluation.

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

10 min Part A Presentation

The facilitator will provide a general overview of the different types of evaluation in the “cycle of continuous improvement”. Refer to the diagram and the examples in the table on the following pages.

The Cycle of Continuous Improvement



Types of Evaluation	
Type	Examples from the IH RTP
<p>Training Needs Assessment</p> <p>This type of evaluation is conducted before developing a training program to ensure that the program meets the needs of participants.</p>	<ul style="list-style-type: none"> • Consulting with partner organizations, alumni of the IH RTP, Equitas Board members • Research of human rights issues
<p>Formative Evaluation</p> <p>As the program is taking shape, formative evaluation is carried out to make sure the program is on the right track. This evaluation informs decisions about the ways to design the program.</p>	<ul style="list-style-type: none"> • Collecting feedback from partner organizations, subject matter experts, resource persons, Equitas Programs Committee, participants, facilitators, Equitas staff members
<p>End-of-Training Summative Evaluation</p> <p>After a program has been completed, summative evaluations are carried out to see if the objectives were met and if the program was effective and if it should be used again.</p> <p>Note: The distinction between formative and summative evaluation is largely arbitrary. In practice, all evaluation is formative because it generally leads to changes to a program.</p>	<ul style="list-style-type: none"> • Collecting feedback from participants, facilitators, Equitas staff members
<p>Transfer and Impact Evaluations</p> <p>These evaluations are conducted at a later stage and can help determine if transfer has occurred and whether or not, in the longer term, the program had an impact on the learners' work, on their organizations or groups, and on the broader community/society.</p> <p>Note: These are the most challenging types of evaluation, particularly in education.</p>	<ul style="list-style-type: none"> • Collecting feedback from alumni • Following up on work carried out by alumni (Individual Plans, etc.) • Regional meetings

5 min

Part B Large Group Work

The facilitator will review the five stages of an evaluation process.

1. Define the purpose of the evaluation.
2. Determine and ask the right questions.
3. Get answers from the right sources.
4. Analyze and reflect on the data collected and draw appropriate conclusions.
5. Act on what you have learned from the evaluation.

30 min

Part C Work in a Group

The facilitator will begin by presenting some key ideas on Gender in Evaluation. See box below.

You will then work in small groups to identify examples of how to integrate a gender perspective into the different phases of the evaluation cycle. Share your examples with the larger group.

End of Activity ■**More about...****Gender in Evaluation**

Women and girls have common experiences that are often very different from those of men and boys; this includes the types of human rights abuses which are suffered by each and the ways in which each can enjoy their rights. Certainly regarding general access to information, resources, power and decision-making opportunities, women and girls are often unfairly discriminated against by virtue of their sex.

In human rights education, the application of a gender perspective to educational evaluation means assessing the differing implications for women, girls, men and boys at each step of the evaluation process. Ensuring gender equality does not mean that inputs or treatments need to be identical; rather equality is about ensuring that outcomes are identical.

**6**

►►► **More about...Gender in Evaluation**

In evaluation, questions and reflections that are gender-focused need to be included in order to help us integrate a gender perspective into our HRE work and to ensure that the results we seek to achieve benefit both men and women. Concretely, a gender perspective should inform everything from the questions that are developed for a needs assessment to the decision about the members of a focus group to the indicators that are developed for an impact assessment. The following are questions to keep in mind in order to ensure a gender perspective when conducting different types of evaluation in our HRE work:

Planning (Training Needs Assessment)

- How is the issue or problem experienced by women/girls and men/boys? What are the similarities and differences?
- What are the specific needs of the women/girls and of the men/boys?
- Do women/girls and men/boys have equal access to available resources and equal opportunities to human rights education or training?

Development (Formative Evaluation)

- What are the practical needs and strategic interests of women/girls? What opportunities are available to support both practical needs and strategic interests of women and girls?
- What will be the different impact of the initiative on women/girls and on men/boys? Will the consequences be different?
- Are the activities and energizers appropriate for both women/girls and men/boys?

Implementation (End-of-Training Summative Evaluation)

- Was the participation of women/girls and men/boys during the activity the same?
- What was the quality of interaction between the women/girls and men/boys?
- How does the evaluation data differ across women/girls and men/boys?

Follow-up (Transfer and Impact Evaluations)

- Was there an improvement and/or decline in the condition of women/girls and men/boys?
- Were there unexpected results for women/girls and/or men/boys?
- Was there a change in the relative position of women/girls and/or men/boys?

Unit 2 Measuring Results in Human Rights Education

Activity 1 Defining Results in HRE

⌚ 1 hr 15 min

Evaluation of human rights education, when well-planned and implemented, will help us to look for and capture evidence of change at the level of the individual, the organization/group, and the broader community/society. It will also enable us to demonstrate how our HRE work is contributing to social change in line with human rights.

This activity is divided into three parts.

In **Part A**, you will review the types of changes linked to HRE activities.

In **Part B**, the facilitator will give a brief presentation on results of HRE activities.

In **Part C**, you will develop results for your Individual Plan.

15 min

Part A Large Group Discussion

The facilitator will lead a discussion on achieving results in human rights education activities. He/she will ask you to:

- Reflect on the definition of human rights education and its role in achieving social change. Refer to the suggested definition in the box Defining Results in Human Rights Education on page 6-16.
- Review the types of changes identified in Stream 3, Unit 3, Activity 4 and add any new ideas you may have.
- Share your thoughts on how the types of changes/results can be measured.

15 min

Part B Presentation

The facilitator will make a brief presentation on the results of HRE.

6

Defining Results in Human Rights Education

Aims of HRE

Human Rights Education (HRE) is all learning that builds knowledge, skills as well as attitudes and behaviours of human rights. It is a process of empowerment that begins with the individual and branches out to encompass the community at large.

HRE aims towards developing an understanding of everyone's common responsibility to make human rights a reality in each community and in the society at large. HRE aims to empower individuals, i.e., women and men, girls and boys, and their communities to become positive actors of social change by seeking out solutions that are consistent with human rights values and standards. The social change envisioned involves among other things, changes in social structures, attitudes, beliefs, views and values, freedoms and rights, the quality of education, and effective governance.

Level	Types of Changes or Results Linked to HRE Activities
Individual	Changes in: <ul style="list-style-type: none"> • Awareness • Willingness or motivation • Knowledge • Skills • Attitudes, behaviour
Organization / Group	Changes in: <ul style="list-style-type: none"> • Level of participation • Power relations (interest and influence) • Family relations • Access to resources • Access to information • Respect for and fulfillment of specific rights: education, health housing, etc. • Reported number of human rights violations
Broader Community / Society	Changes in: <ul style="list-style-type: none"> • Laws, policies, legislation which reflect principles of human rights • Government services • Reported number human rights violations • Citizen and civil society participation and collaboration with government • Socio-economic progress • Cultural norms and practices that impact positively on human rights (for example, changing gender roles)



More about...

HRE Results -- *Splash and Ripple*

A useful image for envisioning the change that can occur over time as a result of human rights education activities is the Splash and Ripple image.

The image involves a person standing over a pond holding a rock. The person deliberately drops the rock into the pond creating a splash and then ripples. Applying this analogy to a human rights training session:



Person: the organizers of the human rights training session

Rock: the human rights training session

Splash: the immediate effects of the human rights training session on the learners (reactions and learning in the short term)

Ripples: the knowledge, skills, values and attitudes that learners transfer to others in their environment; it is the zone of ripples where real social changes starts to take place (medium-term results)

Source: **Splash and Ripple model.**
PLAN:NET (2003)

Waves at the shoreline: the impact over time of the human rights training session on the broader social environment; it is in the transformations observed on the shoreline that social change can be recognized. We must keep in mind, however, that other factors, in addition to the rock that we tossed into the pond are contributing to the waves at the shoreline which represent social change.

Source: Adapted from PLAN:NET. (2003) *Splash and Ripple: Planning and Managing for Results*. Alberta, Canada: PLAN: NET Limited.

Retrieved from:

<http://www.albertahumanrights.ab.ca/documents/pubsandresources/SplashRipple.pdf>

Results: Key Definitions					
The Logic Model					
<p>The Logic Model (also known as a ‘Results Chain’, Log Frame or Logical Framework) summarizes a project or initiative and its context in a logical manner so that the connections or logical relationship between inputs, activities and expected results (generally described as immediate outcomes, intermediate outcomes and longer-term outcomes) can be visualized. The Logic Model serves as a roadmap showing a logically linked chain of results connecting activities to final results and identifying the steps that would demonstrate progress towards the achievement of those results. It is a useful tool in helping us to articulate the changes that we envision connected to our human rights education activities.</p>					
This describes what you need and what you do to achieve the desired results of a project or initiative.			These are the actual CHANGES that take place, i.e., Results		
Inputs	Activities	Outputs	Immediate Outcomes (change in learners)	Intermediate Outcomes (changes in learners’ organizations/ immediate environment)	Longer-term outcomes (sustained changes in the broader community/society)
The financial, human, material and information resources used.	Actions taken or work performed through which inputs are used to produce outputs. (e.g. planning, designing the training session)	Direct products or services stemming from the activities (e.g. the actual training session delivered, the training materials produced)	Changes that are directly attributable to the outputs. They are usually short term and represent a change in skills, awareness, access, or ability among beneficiaries. (e.g., initial outcomes among the learners that participated in a training session)	Changes that are expected to logically occur once one or more immediate outcomes have been achieved. These are usually medium term but can also be short term. They constitute a change in behaviour or practice among the beneficiaries. (e.g., outcomes for learners’ organizations / immediate environment).	The highest level of changes that can be reasonable connected to an initiative and are the consequence of one or more intermediate outcomes. These take the form of sustained change of state or condition of beneficiaries and their broader community.

Examples of Results			
Example	Immediate Outcomes	Intermediate Outcomes	Longer-term Outcomes
	Short-term results that are the logical consequences of completed project activities.	Medium-term results that are the logical consequences of achieving a combination of outputs.	Longer-term result that is the logical consequence of achieving the outcomes.
<p>The IHRTTP</p> <p>Goal: To strengthen the capacity of human rights organizations and institutions to undertake HRE efforts aimed at building a global culture of human rights</p>	<ul style="list-style-type: none"> • IHRTTP participants better able to analyze human issues using the international human rights framework • IHRTTP participants better able to develop and deliver effective HRE activities • IHRTTP participants develop an Individual Plan for transferring new knowledge and skills to their organizations • Opportunities for international, regional and/or national networks identified amongst the IHRTTP participants 	<ul style="list-style-type: none"> • Increased capacity of alumni organizations to undertake HRE activities using a participatory approach • IHRTTP alumni collaborating in their HRE work 	<ul style="list-style-type: none"> • Emergence of a culture of human rights leading to greater respect by states of their human rights obligations and prevention of human rights abuses

45 min

Part C Work in a Group

You will now define some results and set a goal for your Individual Plan. Remember, your results statements describe what the change you are aiming for looks like.

Begin by writing 1 or 2 immediate outcomes and 1 or 2 intermediate outcomes for your Individual Plan. Share information and ideas with other members of your group.

Then write a goal for your Individual Plan.

Results
Immediate Outcomes
Intermediate Outcomes
Goal

End of Activity ■

6



More about...

Defining Results to Setting a Goal for HRE

Defining desired results starts with developing a clear vision of what we want to achieve. It involves imagining a time after a successful training session has taken place and articulating what you see at this future time. What is the changed situation?

One simple way to articulate desired results is to complete the following sentence: *As a result of this training session, we see...*

Defining desired results enables us to set a clear goal from the beginning. There is a connection between the starting point and the end point, an alignment of vision that greatly increases the likelihood that desired results will eventually be achieved.

Some examples of results and goals are provided below:

1. Workshop for Police Officers on Gender Sensitization
 - **As a result of this training session, we see...** *Police officers integrating gender sensitive policies and practices into their work.*
 - **The goal of the training session is to increase the capacity of police officers to integrate gender sensitive practices into their work.**
2. Training of Trainers
 - **As a result of this training session, we see...** *Human rights educators developing and designing more effective training sessions using a participatory approach.*
 - **The goal of the training session is to increase the capacity of human rights educators to develop and design effective training sessions.**

Activity 2 Indicators, Data Sources and Methods/Techniques

🕒 1 hr 50 min

This activity is divided into three parts.

In **Part A**, you will brainstorm some examples of quantitative and qualitative indicators for use in measuring results.

In **Part B**, you will work individually to develop indicators and determine data sources and methods/techniques for evaluating your Individual Plans.

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

35 min

Part A Large Group Work

1. The facilitator will describe what indicators are and lead a brainstorming session on the different types of indicators.

“What is an indicator?”

An indicator is “evidence” that helps you to measure progress towards achieving results. An indicator is a means of measuring actual results against planned or expected results in terms of quality, quantity, and timeliness. Indicators should be directly related to the result they are measuring.

Two types of indicators are:

Quantitative measures	Qualitative measures
Number of...	Presence of...
Frequency of...	Quality of...
Percentage of...	Extent of...
Ratio of...	Level of...

2. The facilitator will lead a discussion on the different types of data sources and methods/techniques used to evaluate the IHRTP. Questions to consider:
 - What are the advantages and disadvantages of the various data sources and techniques for identifying different types of information?
 - How are data sources and techniques linked to results and indicators?



More about...

Indicators and Evaluation Techniques

Refer to the following sources for more information on indicators:

- “Indicators: Key Definitions” on page 6-24.
- “Gender-sensitive Indicators” on page 6-25.
- “Sample Indicators in Human Rights Education and Training” on page 6-32 of the **Materials** section.

Indicators: Key Definitions

Baseline data

The set of conditions existing at the outset of a program/project. Results will be measured or assessed against such baseline data. Another similar term used is ‘benchmark’: a point of reference from which measurements may be made.

Indicators

Indicators provide valid, useful, practical, and comparable measure of progress. Indicators can be qualitative or quantitative.

Quantitative indicators

Measures of quantity, including statistical statements. Quantitative indicators have a numerical value (e.g., the number of men and women in decision-making positions, percentage of boys and girls attending primary school or the level of income per year by sex as compared to a baseline level).

Qualitative indicators

Judgments, opinions, perceptions and attitudes derived from subjective analysis (e.g., changes in satisfaction; awareness; understanding; attitudes; quality; the perception of usefulness; the application of information or knowledge; the degree of openness; the quality of participation)

Indicators for an outcome are developed below. Note the mix of quantitative and qualitative indicators.

Outcome:

Program participants have an increased ability to design and deliver training sessions using a participatory approach



Indicators:

- % of alumni who have integrated a participatory approach into their HRE work

Outcome:

Organizations of program participants integrate strategies for promoting gender into their work



Indicators:

- The organization has a policy for gender equality in place
- % of staff who feel able to integrate gender perspectives in their work

Gender Sensitive Indicators

Gender-sensitive indicators have the special function of pointing out gender-related changes in society over time. Their usefulness lies in their ability to point to changes in the status and roles of women and men over time, and therefore to measure whether gender equity is being achieved. Because use of indicators and other relevant evaluation techniques will lead to a better understanding of how results can be achieved, using gender-sensitive indicators will also feed into more effective future planning and program delivery.

A gender indicator provides "direct evidence of the status of women, relative to some agreed normative standard or explicit reference group" (Johnston 1985). In other words, a statistic becomes an indicator when it has a reference point against which value judgments can be made. For example: "60% of women in community X are literate, as compared to 82% of men, and compared to 30% and 52% respectively five years ago." A gender indicator can be defined as using quantitative and qualitative measures to capture gender-related changes in society over time.

Sources: *Guide to Gender Sensitive Indicators* (1997) CIDA. Retrieved from: [http://www.acdi-cida.gc.ca/inet/images.nsf/vLUIImages/Policy/\\$file/WID-GUID-E.pdf](http://www.acdi-cida.gc.ca/inet/images.nsf/vLUIImages/Policy/$file/WID-GUID-E.pdf)

Results-Based Management in CIDA - Policy Statement. Available from: <http://www.acdi-cida.gc.ca/>.

Example: The IHRTP			
Type of Results	Indicators	Data Sources	Methods/Techniques for Measuring Results
Immediate Outcomes	<ul style="list-style-type: none"> • % of participants who express increased confidence in their ability to analyze human rights issues using the international human rights framework • % of participants who express increased confidence in their ability to develop and deliver effective HRE activities • Number of Individual Plans which integrate learning from the Program 	<ul style="list-style-type: none"> • Participants 	<ul style="list-style-type: none"> • Pre-training assignments • End of stream and general evaluation questionnaires • Individual Plans • Observations • Interviews • Equitas Community
Intermediate Outcomes	<ul style="list-style-type: none"> • % of alumni who have integrated a participatory approach into their HRE work • % of alumni who have implemented their Individual Plans • % of alumni who indicate they have integrated their learning from the IHRTP into the work of their organization. • % of alumni who are collaborating with other IHRTP alumni in their HRE work • Number and relevance of “posts” and exchanges on the Equitas Community 	<ul style="list-style-type: none"> • Alumni • Alumni organizations • Equitas Community 	<ul style="list-style-type: none"> • 6-month and 24-month follow-up questionnaires • Regional alumni meetings • Analysis of the activity on the Equitas Community

45 min

Part B Work Individually

1. Use the table below to develop performance indicators (quantitative and/or qualitative) for the immediate outcomes and intermediate outcomes you worked on earlier on page 6-20. Write only 1 or 2 indicators for each outcome.
2. Also, in the 'Data Sources' and 'Methods/Techniques for Measuring Results' columns, add ways in which you will collect information to verify your results. This could be using questionnaires, focus groups, research techniques, interviews, observation. Refer to the "Evaluation Techniques" on page 6-30 of the **Materials** section for more information.

Results	Indicators	Data Sources	Methods/Techniques
Immediate Outcomes			
Intermediate Outcomes			

6

30 min **Part C Work in a Group**

Working in your Individual Plan groups, explain one or two indicators that you developed, as well as the data sources and methods/techniques that you would use to measure your results.

End of Activity ■

Individual Plan for Putting My Learning into Action

🕒 1 hr 25 min

Continue working on your Individual Plan.

End of Stream Evaluation/Debriefing

🕒 30 min

After completing the End of Stream Evaluation, reflect as a group on your learning in relation to your work.

- How can doing evaluation in a systematic way increase the effectiveness and usefulness of your human rights education work?
- Why is it important to include a gender perspective in educational evaluation?
- What issues discussed do you feel are the most relevant for the work of your organization? How would you share your learning from this Stream with your colleagues?
- What were the different data sources and evaluation methods/techniques discussed? Were they effective? How can they be adapted to your own human rights education needs?

Materials

- Evaluation Techniques
page 6-30
- Sample Indicators in Human Rights Education and Training
page 6-32
- Sample Evaluation Techniques used in Human Rights Education and Training
page 6-35

Evaluation Techniques

Unit 2 Activity 3

Evaluation Techniques

1. Questionnaire: a series of written questions to gather information

Advantages

- Ability to contact a large number of people
- Can be anonymous
- Yields a large amount of information at a relatively low cost
- Does not require trained interviewers
- ...

Disadvantages

- Requires very clear questions and very clear instructions
- Return rate tends to be low, unless there is a real incentive for participants to complete questionnaire
- ...

2. Interview/conversation: informal talk or planned series of questions with selected individuals

Advantages

- Interviewer gets clarification of unclear answers or statements
- He/she can note non-verbal behaviour associated with various responses
- ...

Disadvantages

- Requires certain skills of the interviewer
- Interviewer may end up with biased information
- Time-consuming
- Expensive
- ...

3. Focus Group: discussion session with a group of selected individuals around a topic

Advantages

- Helps ensure acceptance from key individuals
- Provides different perspectives at the same time
- Interactions among the individuals and non-verbal behaviour can be observed
- ...

Disadvantages

- Difficult to coordinate the schedules of key individuals
- Sometimes difficult to obtain a common vision from the different perspectives
- ...

Evaluation Techniques

4. Existing Records: reliable documents available for public consultation

Advantages

- Information already exists
- Can provide valuable information on demographics and/or indications of change, e.g., health records
- ...

Disadvantages

- Records may not be available
- Information may not answer the evaluation questions directly
- ...

5. Observation: observer records information without interfering

Advantages

- Possible to observe in natural, everyday setting
- Participant responses are not influenced by pre-determined questions
- ...

Disadvantages

- Difficult to record all information
- Sometimes difficult to draw conclusions
- Presence of observer can intimidate
- ...

6. Reflection: regular practice of noting events, behaviours and reflecting critically

Advantages

- Record of best practices and mistakes that can be looked back upon
- Provides a means for improving skills through critical thinking
- Requires only yourself
- ...

Disadvantages

- Sometimes difficult to criticize oneself
- Necessitates diligence, regularity
- ...

Sample Indicators in Human Rights Education and Training

Unit 2 Activity 3

Indicators in Target Sectors

Training of law enforcement officials

- Institutionalization of HRE in professional training
- Human rights training requirement for professional certification or advancement
- Change of laws and policies in relevant areas
- Requests for further trainings
- Increased use of human rights language in professional work
- Appearance of human rights articles in professional publications and journals
- Networking among professionals trained in human rights
- Decline of violations by professionals, including decline of complaints against officials

6

Training of NGOs

- Qualitative improvement in the NGO work
- Requests for advanced trainings
- Relation with participants and their organization(s) are regularly maintained (e.g. database, listserv)
- Database of training materials is established and maintained
- Participants become effective trainers
- Participants are successful in fund-raising
- Participants are actively engaged in the training sessions
- Dissemination, adaptation and development of materials
- Creation of networks with other NGOs at all levels

- Impact of the campaigns on media
- Relief of violated persons
- Fulfillment of the obligations of States to implement human rights

Public awareness campaigns

- The campaign has an identified time frame that is selected for maximum impact
- Long-term campaigns have clearly defined short-term projects within the span of the campaign
- Campaign materials are relevant and effective and resources are not wasted in developing materials that are not fully utilized
- The campaign has an element of surprise and has the potential to create a new “language” for the general public or target group
- The campaign clearly states the outcome that is desired and the action that the target group is asked to take
- The strategy anticipates and has the flexibility to deal with adverse effects

Training of trainers

- Participants make a plan of action and implement it effectively following the training
- Use of former trainees in future trainings
- Training impacts the organization of the trainee
- Requests for additional and more specialized trainings

Training on women's human rights

- HRE for women can result in advocacy, which brings change in laws, policies and institutions
- Successful advocacy with government and policy makers in one country can affect other countries positively

- Increased partnership between women's NGOs and governments to improve women's human rights
- Cooperation between HRE NGOs, governmental institutions and the influential institutions (media, education...)

Use of modern information and communication technologies (ICTs)

- A large amount of quantitative data is available like web site statistics, data on use of documents, subscriber rates to listservs, etc.
- There is a large number of applications for existing distance learning courses via Internet
- Virtual working communities of activists, educators and other professional groups are spreading rapidly
- The use of databases is on the rise and many organizations now have organizational web sites

Source: Arab Institute for Human Rights, Documentation, Information and Training Centre for Human Rights of Morocco and the support of the Office of the UN High Commissioner for Human Rights. *Good Practices in Human Rights Education and Training: Guidelines, Indicators and Evaluation Workshop on HRE Issues in Human Rights NGOs* (Marrakech, June 2002). The complete document is found in the Resource Manual.

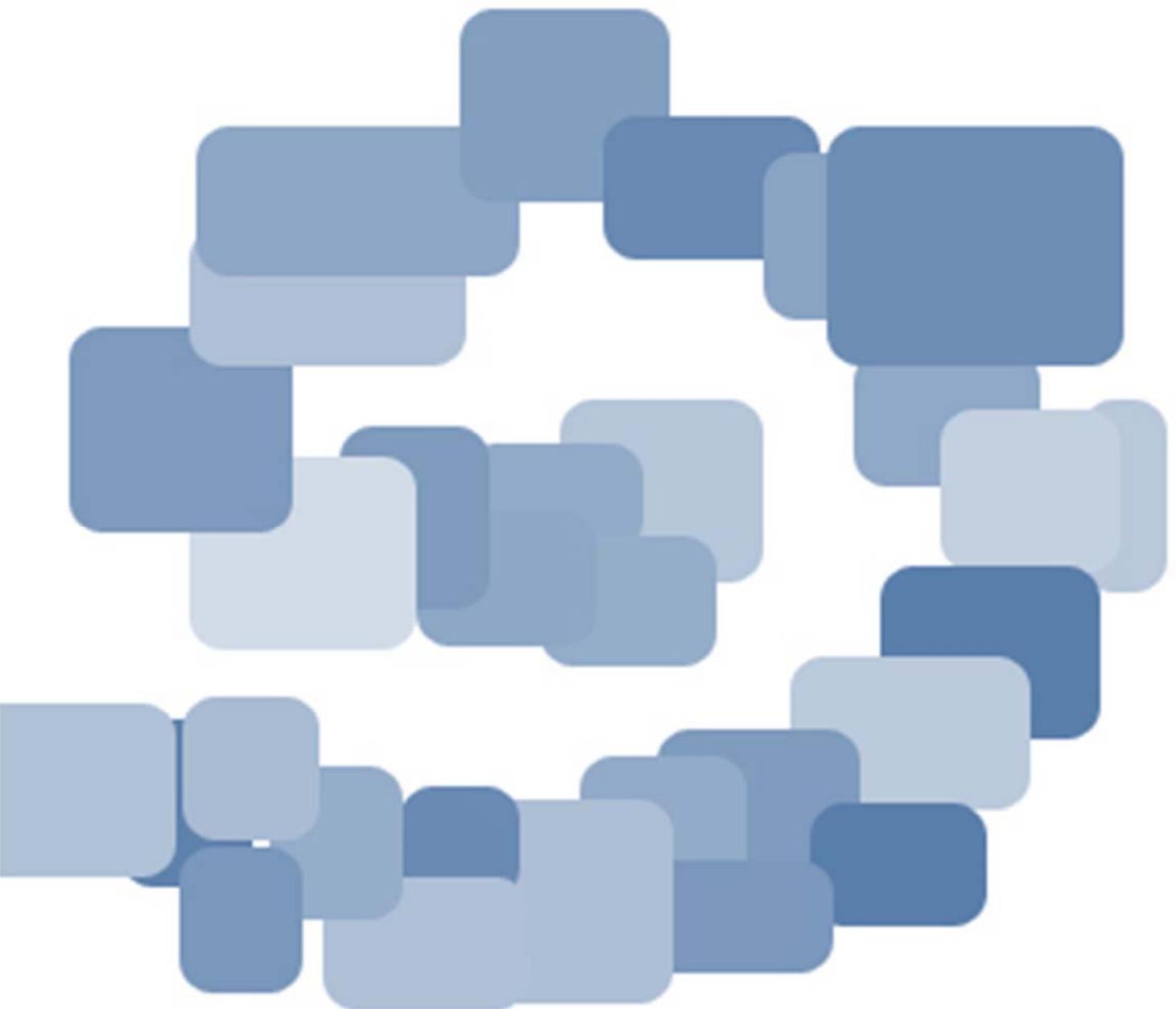
Sample Evaluation Techniques used in Human Rights Education and Training

Unit 2 Activity 3	
Evaluation Techniques/Process	Types of Data That Can Be Collected
<p>Daily Evaluation Questionnaires</p> <p>Containing both open-ended and closed questions</p>	<ul style="list-style-type: none"> • Learner satisfaction to content and educational approach (reaction level) • Learner self-assessment data on learning and perceptions of learning
<p>End of Session Evaluation Questionnaire</p> <p>Containing both open-ended and closed questions</p>	<ul style="list-style-type: none"> • Learner feedback on all aspects of the training session including their learning and factors that affect learning • Learner self-assessment data on learning and perceptions of learning • Formative evaluation data for revising the training before it is given again
<p>Daily Debriefing Sessions with Facilitators/Trainers</p> <p>Oral and written observations</p>	<ul style="list-style-type: none"> • Facilitator perceptions on learning and factors affecting learning • Real-time formative evaluation data and suggestions on how to improve training
<p>Informal Discussions and Interviews with Learners</p> <p>Some key pre-determined questions</p>	<ul style="list-style-type: none"> • Learner reactions • Learner self-assessment data on learning • Real-time formative evaluation and suggestions on how to improve training

Evaluation Techniques/Process	Types of Data That Can Be Collected
<p>Informal Discussions and Interviews with Resource Persons who Give Presentations During the Training</p> <p>Some key pre-determined questions</p>	<ul style="list-style-type: none"> • Perceptions of learners' reactions to their presentation • Perceptions of the level of experience of the learners • Real-time formative evaluation and suggestions on how to improve participation of resource persons in the training session
<p>Products Generated by Learners During Training</p> <p>Evaluation grid</p>	<ul style="list-style-type: none"> • Tangible/concrete evidence of learning (e.g., action plans, charts, reports, outlines, diagrams)
<p>Formal Interviews with Randomly Selected Learners after the Training</p> <p>Interview protocol containing open-ended and closed questions</p>	<ul style="list-style-type: none"> • More in-depth information on specific topics of interest

Stream 7

Actions for Social Change



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About Stream 7

🕒 3 Days

As we have seen throughout the Program especially in the systems approach, human rights education is one of a number of potential actions to address the current human rights situation in a particular country or community that can lead to desired socio-political change.

This final Stream of the Program focuses on strengthening your ability to take action for social change, with specific opportunities to practise designing HRE initiatives for community-level change as well as enhancing your skills in various other actions for social change including monitoring, advocacy and mobilization through HRE.

The aim of monitoring activities is to improve the human rights situation by systematically tracking activities and actions of institutions, organizations or government bodies to check whether they are in compliance with local and international standards of human rights.

The skills involved in monitoring include not only the gathering of data itself, but also the ability to use the knowledge to improve respect for human rights through education. Actions towards this aim include education through consciousness-raising and advocacy. The awareness of human rights violations or potential violations at the individual and collective level is an essential component in the process of social, cultural and legal change or transformation.

Using a range of tools and techniques you will have the opportunity to practise:

- Using the Learning Spiral to design HRE initiatives aimed a community-level change
- Developing monitoring and advocacy initiatives to support recommendations from Universal Periodic Review reports
- Writing and performing protest songs to promote peace, justice, social and economic equality

Objectives

By the end of Stream 7, participants should be able to:

- Describe the key elements of HRE for community-level change
- Describe the key components of effective monitoring and advocacy
- Explain the role of monitoring and advocacy in educating about human rights
- Design a human rights education project based on the principles and techniques of a participatory approach
- Explain how to integrate human rights education in other actions for social change

Implementing a Participatory Approach: Strategies and Techniques

- Writing Protest Songs

7

Unit 1 A Framework for HRE and Action

Activity 1 The Culture of Human Rights Tree

🕒 1 h

In groups, you will present the “Culture of Human Rights” Trees prepared in Stream 3, Unit 2, Activity 2, “Mapping a Culture of Human Rights.”

End of Activity ■

Activity 2 HRE for Social Change at the Community-Level

🕒 2 hrs

In Stream 3, we defined HRE as a “process of empowerment that begins with the individual and branches out to encompass the community at large.”

“Community empowerment refers to the process of enabling communities to increase control over their lives. ‘Communities’ are groups of people that may or may not be spatially connected, but who share common interests, concerns or identities. These communities could be local, national or international, with specific or broad interests. ‘Empowerment’ refers to the process by which people gain control over the factors and decisions that shape their lives. It is the process by which they increase their assets and attributes and build capacities to gain access, partners, networks and/or a voice, in order to gain control. “Enabling” implies that people cannot “be empowered” by others; they can only empower themselves by acquiring more of power’s different forms (Laverack, 2008). It assumes that people are their own assets, and the role of the external agent is to catalyze, facilitate or “accompany” the community in acquiring power.”

Source:

<http://www.who.int/healthpromotion/conferences/7gchp/track1/en/index.html>

HRE programs designed to enable community empowerment can contribute significantly to social change at the level of the community.

This activity is divided into two parts.

In **Part A**, you will explore key elements of HRE initiatives for social change at the community level.

7

In **Part B**, you will explore the design of Equitas' *Speaking Rights* program as an example of an HRE program designed for community level change.

30 min

Part A Large Group Discussion

The facilitator will lead a large group discussion to identify some of the main elements of effective HRE programs aimed at achieving community-level change.

1. The facilitator will begin by providing a brief overview of some of the key ideas and concepts explored so far in relation to social change at the community level. You will also reflect on the culture of human rights tree as a representation of the desired situation toward which society should aspire.
2. Then you will address the questions below.
 - What changes are needed in your community to achieve the human rights situation represented in the culture of human rights tree?
 - What does your HRE work need to be like in order to effectively contribute to achieving these changes? (What are some key elements in terms of content, approach, etc)?

1 hr 15 min **Part B Presentation**

A resource person will provide an overview of Equitas' *Speaking Rights* as an example of designing an HRE initiative for social change at the community-level.

He/she will specifically present:

- How the participatory approach (i.e., the three pillars) and the learning spiral were used to develop Equitas' Speaking Rights program
- How the program progressed from a focus on change at the individual (youth) and group/organization levels to also include a focus on community-level change through youth engagement
- A few key results and lessons learned to ensure sustainable change at the community-level

Question and Answer Period

End of Activity ■

Activity 3 Designing HRE for Community-Level Change

🕒 1 hr 30 min

In the previous activity, you explored an example of an HRE program designed to contribute to community-level change. The aim of this activity is to have you begin to think about how to design HRE initiatives for community-level change.

This activity is divided into two parts.

In **Part A**, you will work in a group to outline the design of an HRE initiative using the learning spiral model.

In **Part B**, you will share your reflections on using this model in your own work.

1 hr

Part A Work in a Group

The spiral design model is a framework for putting human rights principles into action in our HRE work.

It helps ensure that we do not repeat in the HRE context the patterns of disempowerment experienced by participants in their communities.

It is also an effective tool to guide the design of an HRE initiative that aims towards change not only at the individual and organization/group levels but also at the community-level.

Together with the members of your group, you will be outlining the design of an HRE initiative aimed at community-level change on the topic of increasing the participation of young women and girls in decision making. You will be assigned a specific focus for your initiative that came out of the thematic sessions on this topic. The goal for the initiative is written in the HRE Initiative Design Template below.

Use the learning spiral model and the questions in the template on page 7-16 to develop the plan for your HRE initiative.

1. Familiarize yourselves with the template below. (15 min)
2. Using the learning spiral model, develop your plan according to the steps outlined in the template below (45 min)

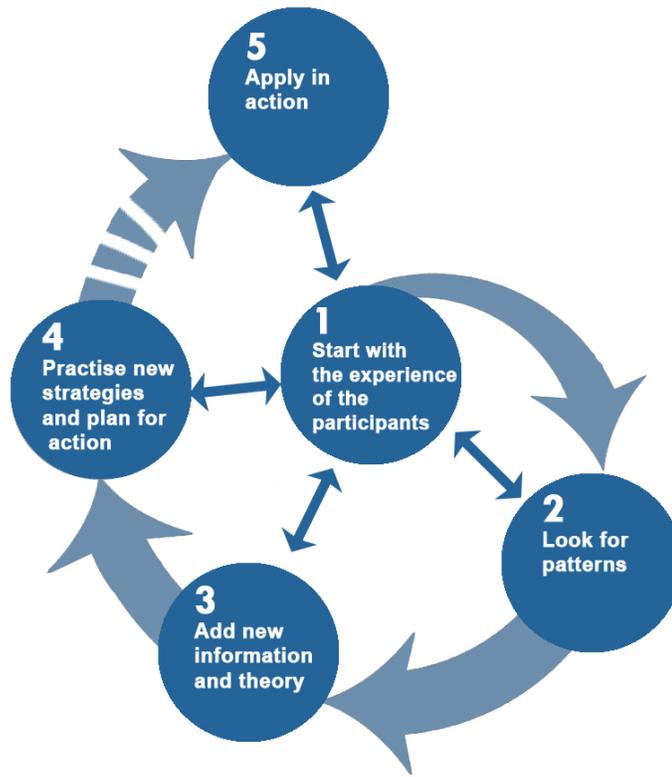
Remember to keep in mind the discussion from Activity 2, particularly the recommendations participants made with respect to increasing the focus on community-level change. In addition, refer back to Unit 1, Activity 3 in Stream 5.

7

Use your knowledge and understanding of the human rights-based approach to develop your HRE initiative design plan. See box on page 5-22 for more about the Participatory Approach and HRBA.

Using the Learning Spiral to Design an HRE Initiative for Community-Level Change

Unit 1 Activity 3



Step 3 – Add new information

(e.g., new information and theory from resource people, new ideas)

WHAT MORE INFORMATION DO YOU NEED?

WHO HAS THE INFORMATION?

HOW WOULD YOU GATHER AND VALIDATE YOUR INFORMATION?

Step 4 – Practicing strategies and planning for action

(e.g., practice new skills and strategies and plan for action)

WHAT CHANGE CAN YOU INFLUENCE?

WHO ARE YOUR ALLIES?



Unit 2 Monitoring and Advocacy

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

Activity 1 What Does Human Rights Monitoring Involve?

🕒 1 hr

The awareness of human rights violations or potential violations at the individual and collective level is an essential component in the process of social, cultural and legal change or transformation. Monitoring activities help to improve the human rights situation by systematically tracking activities and actions of institutions, organizations or government bodies to check whether they are in compliance with local and international standards of human rights.

The skills involved in monitoring include not only the gathering of data itself, but also the ability to use the knowledge to improve respect for human rights through education.

This activity is divided into two parts.

In **Part A**, you will work in a small group to discuss the human rights monitoring process.

In **Part B**, you will share your understanding with the larger group and reflect on the role of monitoring in human rights education.

25 min

Part A Work in a Group

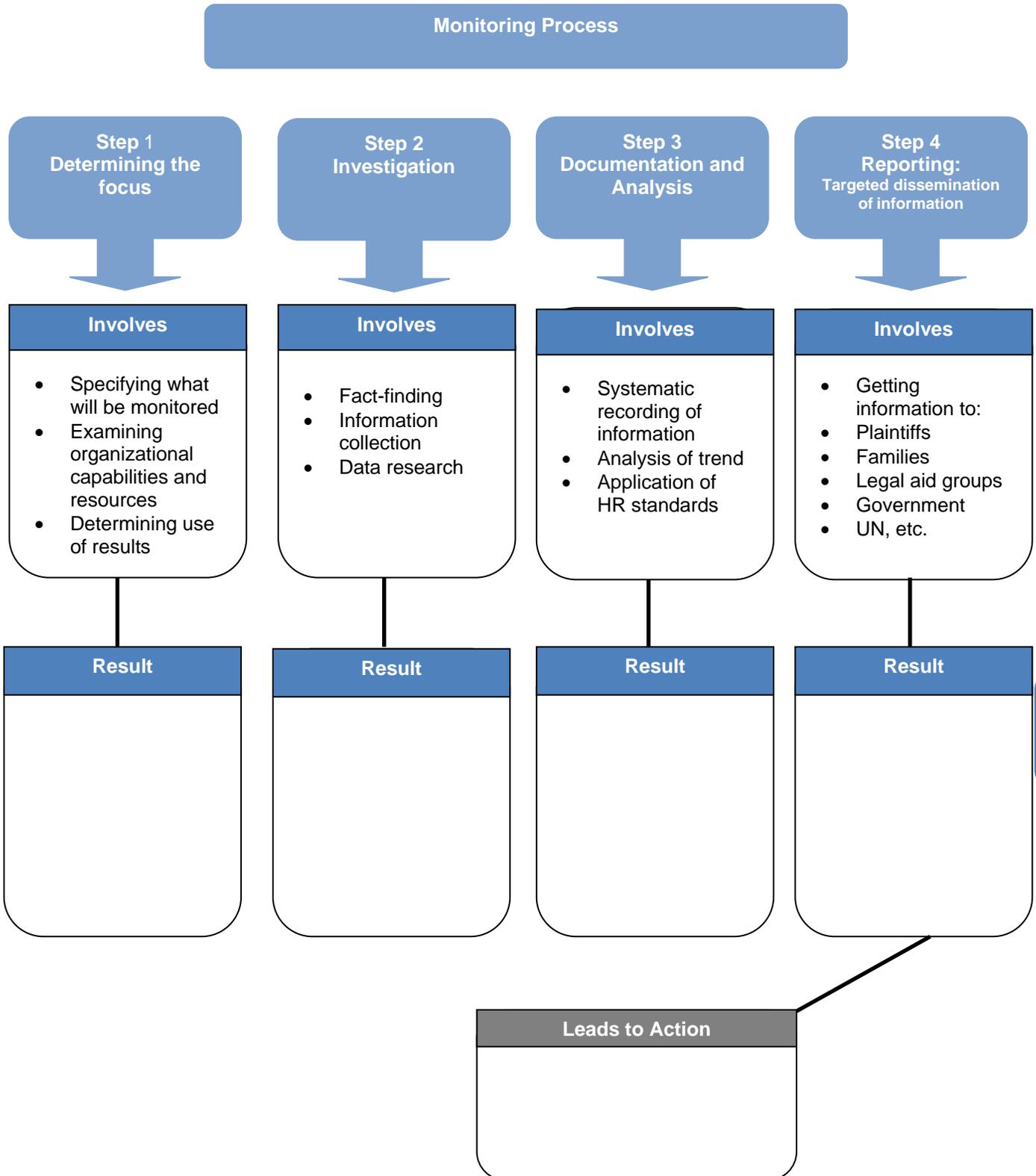
Human rights monitoring involves systematically tracking activities and actions by institutions, organizations and government bodies to ensure compliance with human rights standards.

In order to gain an overview of the monitoring process, together with the members of your group discuss the questions below.

7

Questions to consider:

- 1) What are the purposes of monitoring?
- 2) Which organizations conduct monitoring activities on national, regional, and international levels?
- 3) Monitoring consists of four main steps: determining the focus, investigation, documentation, and reporting or dissemination of information. The diagram on the following page illustrates the process. What activities are involved for each step and what are the results of these activities? What types of action should monitoring lead to?



35 min **Part B Large Group Discussion**

Share your understanding of monitoring with the larger group.

Then discuss the question below:

- How can the process and results of monitoring activities serve to educate about human rights? Refer back to the ideas expressed by the group in Unit 1, Activity 1 regarding the relationship between HRE and monitoring.

End of Activity ■

Activity 2 Human Rights Advocacy

🕒 1 hr

This activity is divided into three parts.

In **Part A**, you will work individually to review a text on human rights advocacy.

In **Part B**, discuss your experiences with human rights advocacy in a small group.

In **Part C**, each group will share some points from its discussions with the larger group.

10 min **Part A Work Individually**

Read the text “A Perspective on Advocacy” provided below, keeping in mind the work of your organization.

A Perspective on Advocacy

Why is human rights advocacy necessary?

The actions and policies of powerful national and international institutions often undermine the work of NGOs and grassroots organizations focused on problems of poverty, sustainable development, democratic rights and women's equality. Top-down government and international donor practices often limit the ability of marginalized populations to participate in public-decision making. In recent years, however, globalization, economic liberalization, structural adjustment and related privatization policies have strengthened the role of the market and tended to weaken the operations of the state and its ability to provide basic services.

A greater need and opportunity for advocacy emerges from these current circumstances and problems. Moreover, advocacy by NGOs and grassroots groups is critical if the state and the elites that exacerbate economic and political disparities are to be held in check and if less powerful groups do not wish to be excluded from public decision making.

What is advocacy?

Advocacy can be defined as identifying and acting upon opportunities to influence and become involved in the policy decision-making process at national and international levels. Cohen et al. (2001) define social justice advocacy as “the pursuit of influencing outcomes – including public-policy and resource-allocation decisions within political, economic, and social systems and institutions – that directly affect people's lives. Advocacy consists of organized efforts and actions based on the reality of ‘what is.’” Citizen-initiated advocacy aims at highlighting critical issues that have been ignored and submerged, influencing public attitudes, and enacting and implementing laws and public policies. Advocacy consists of actions designed to draw a community's attention to an issue and to direct policy-makers to a solution.

Advocacy work begins once an investigation is completed and its findings released; indeed, the purpose of an investigation is to inform and support the broader advocacy strategy. Social, cultural, and legal change or transformation is the result of political actions brought about by the process of individual or collective conscientization (awakened consciousness). This leads to the change in power relationships between institutions and the people affected by their decisions, thereby changing the institutions themselves and making a clear improvement in people's lives. The policy process, that is, selecting one policy option from among several choices, is essentially a negotiation among various actors. Advocacy initiatives require political skills, namely mobilizing, organizing, communicating, and planning strategies.

Sources:

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

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

20 min

Part B Work in a Group

In small groups, discuss your thoughts on and experiences with human rights advocacy. Refer to the questions below to guide your discussion. Also refer back to the ideas expressed by the group in Unit 1, Activity 1 regarding the relationship between HRE and advocacy.

- Do you agree with the perspective on advocacy above? What does advocacy mean to you? Why is it necessary?
- Has your organization carried out advocacy activities on a particular issue? Did your organization work alone on these activities or in conjunction with others?
- What are some advocacy activities that you are aware of in your region? In your country?
- What are some current issues in your region that could be effectively addressed through advocacy activities?
- Which NGOs in your region could work together on these activities? Which other actors could be involved to move your agenda forward? Which sectors in your society can be mobilized and organized to support human rights advocacy?
- How does advocacy contribute to human rights education?

30 min

Part C Large Group Discussion

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

End of Activity ■

7

Activity 3 Practising Monitoring and Advocacy Skills – UPR Follow Up

🕒 2 hr

This activity is divided into two parts.

In **Part A**, you will work in small groups to develop some monitoring and advocacy actions related to the implementation of Universal Periodic Review conclusions and recommendations on children’s rights.

In **Part B**, each group will share the results of their discussions with the larger group.

1 hr

Part A Work in a Group

Follow up to Universal Periodic Review (UPR) recommendations is arguably the most important phase of the entire UPR process as it is the one leading to the concrete realization of the goal of the UPR, i.e., the "improvement of the human rights situation on the ground".

Recommendations and any voluntary commitments and pledges made by the State under review contained in the UPR report can be used to guide monitoring and advocacy initiatives of civil society actors aimed at improving the enjoyment of human rights in their respective countries.

The facilitator will begin by reviewing the list of representative UPR recommendations on children’s rights that have been drawn from different UPR working group reports for countries present at the IHRTP. He/she will assign a one recommendation to each group. (See next page.)

Together with the members of your group identify some appropriate monitoring and advocacy initiatives civil society actors including your organizations can undertake to support implementation of the recommendation assigned to your group. Ensure that you include a gender perspective in your initiatives. You can use the information provided in the box “Engaging with the UPR Mechanism” on page 7-26 to help you.

Record the results of your discussions in the appropriate columns of chart provided below.

7

UPR Follow Up: Monitoring and Advocacy Actions		
UPR recommendation on children's rights	Monitoring Action	Advocacy Action
<p>1. Child labour To consider fostering national strategies to combat child labour and promote decent work</p> <p>2. Child marriage To intensify its efforts to protect children from early and forced marriages.)</p> <p>3. Violence against children Recommends to take appropriate measures to address violence against children.</p> <p>4. Child poverty and mortality To implement the recommendations of the CRC in order to guarantee the rights of homeless children</p> <p>5. Children and HIV/AIDS To consider strengthening programs to fight and prevent HIV/AIDS, with special attention to women and children.</p> <p>6. Children and war To timely cooperate with the monitoring mechanism based on Security Council resolution 1612 (2005) to adopt concrete measures to prevent and punish all kinds of recruitment or use of children in armed conflict.</p> <p>7. Lack of access to education To continue its efforts to improve and ensure access to education for all children and to include human rights teaching in school programs.</p>		

8. Sexual exploitation and trafficking of children

As recommended by the Committee on the Rights of the Child, ensure that the law against trafficking of human beings and sexual exploitation of children be better implemented and take better measures to protect girls engaged in domestic work from economic exploitation and sexual abuse.

9. Juvenile justice

To review its domestic legislation and practice, to bring them both in compliance with its international obligations in the area of the rights of the child, in particular regarding

- i. the protection against kidnapping and trafficking, and
- ii. the juvenile justice system including through providing adequate separate facilities of corresponding capacity for juveniles in detention or prison and adopting specific measures for the protection of their human rights.

Engaging with the UPR Mechanism

Civil society has an important role to play in relevant stages of the UPR—in preparing submissions for the reviews, in attending reviews, and by contributing to follow up to the implementation of UPR recommendations and conclusions.

Working on Follow up to UPR Review outcomes

Once adopted by the Working Group on the UPR, the report on each reviewed country is transmitted to the Human Rights Council. The Council normally considers and adopts these outcome documents at its next regular session.

The conclusions/recommendations contained in an outcome document which enjoy the support of the reviewed State serve as the basis for UPR follow up.)

Resolution 5/1 provides that it is primarily the responsibility of States to implement their review outcomes (including conclusions and recommendations, and voluntary pledges and commitments). **Resolution 5/1** also states that other relevant stakeholders, including civil society actors, have a role to play in the implementation.

Civil society actors, including NGOs, academia, the media, trade unions and professional groups, can work on follow-up to UPR outcomes in a number of ways, for instance:

- Working with national entities (including Government, parliament, the judiciary and NHRIs) to help the State meet its obligations; civil society often acts as a catalyst to promote national legislative reforms and develop national policies. It can also use the UPR outcomes as a basis for dialogue with State entities and for defining its own programmes of action;
- Monitoring the human rights situation and steps taken locally to implement UPR outcomes;
- Raising awareness about the UPR, the outcomes States are required to implement, and how outcomes can be used to improve the enjoyment of human rights nationally. This may be done by organizing thematic discussions, round tables, seminars and workshops, translating and publishing UPR outcomes and working with NHRIs and the national media, and by raising awareness of UPR outcomes among the general public and civil society;
- Engaging with national entities towards the preparation of information for the next periodic review; and
- Collaborating with other civil society actors in the preparation and submission to OHCHR of follow-up information on the implementation of UPR outcomes.

Source:

OHCHR, Working with the United Nations Human Rights Programme: A Handbook for Civil Society. P. 145-151 http://www.ohchr.org/EN/AboutUs/CivilSociety/Documents/Handbook_en.pdf

More Examples of NGO Involvement in UPR Follow Up

The Human Rights Project (HRP) at the Urban Justice Center in their toolkit on the UPR provides the following examples of some ways NGOs can get involved and influence the implementation of outcomes include:

1. Organize a press conference. Publicize the results of the outcome document that has been approved by the country under review, which means it has accepted recommendations and made voluntary commitments for improvement. Also highlight recommendations that were rejected and/or put on hold.
2. Use the media. There are many media tools like the use of Facebook, Twitter, blogs and other avenues that can be used to spread the word, educate the public, and put pressure on the government to fulfill its UPR obligations. Each subsequent review will be based largely on implementation efforts and improvement in key areas identified in the previous review.
3. Organize meetings. Discuss the relevance of the outcome document with your community, and how community members can engage in the implementation process.
4. Develop a strategy to monitor implementation. Organizations should monitor government progress as well as problems or limitations during the 4 years between reviews.
5. Participate in implementation. NGOs should engage in dialogue with the government to share expertise in the human rights field of concern, and to make the process and methods of implementation as effective and targeted as possible.
6. Organize a web casting. Organizations in other countries have successfully organized events to inform civil society on the results of the review. Groups can host a webcasting event showing the interactive dialogue for their communities. Depending on the time, people may be able to watch live webcast of reviews. Please check this link to follow live webcast reviews: <http://www.un.org/webcast/unhrc/>.

Source: <http://www.hrpujc.org/documents/UPRtoolkit.pdf>

1 hr

Part B Large Group Discussion

Each group will share their ideas for monitoring and advocacy initiatives with the larger group. (20 min)

The facilitator will then lead a discussion using the questions provided below.

- What are the benefits of interlinking these various actions for social changes?
- What are some of the challenges?
- Why is the HRE component of these actions essential for effective social change?

End of Activity ■

OST Providing Open Space

🕒 3 hr

📖 OST

The facilitator will lead an activity using Open Space Technology. Please refer to the Open Space Technology (OST) section of this manual.

End of Activity ■

Activity 4 Designing an Advocacy Campaign

🕒 2 hrs 30 min

This activity is divided into two parts.

In **Part A**, you will design an advocacy campaign.

In **Part B**, your group will present their advocacy campaign to other groups in a plenary session.

1 hr 30 min Part A Large Group Work

A topic related to forms of abuse of children's rights will be assigned to your group to help design an advocacy campaign.

3. Select one of the two following issues as the basis of your advocacy campaign:
 - Educating the public about the children's rights issue assigned to your group
 - Advocating elected officials to pass tougher laws to protect the rights of children
4. Develop the key elements of your advocacy campaign using the guide on the following page. Consult the information in the Reference sheet on "About Child Rights" in the **Materials** section on page 7-50 to assist you in developing your plan.

Although creativity is encouraged in the message design, it is important that the message you are trying to send is appropriate for the target audience and is clear and strong. Ensure that your message does not get lost in an entertaining but perhaps less effective delivery style.

5. Prepare to present your campaign in Part B. Your presentation should include the following:

- a brief statement of your objective
- the evaluation strategy you intend to use
- the target audience you plan to reach

Examples of Children Rights Abuse Issues

Child labour

Although the CRC gives children the right to be protected from work that threatens their health, education or development. Although many children work to help their families in harmless work that is not exploitative, many more are put to work in ways that violate their right to normal physical and mental development, and often interferes with their education.

Child marriage

The Universal Declaration of Human Rights guarantees every person the right to ‘free and full’ consent to marriage. Full consent means that a person is mature enough to make an informed decision about a life partner. Yet UNICEF estimates that over 60 million women aged 20 to 24 were married or in civil union before the age of 18.

Violence against children

Abuses faced by children in the family and community range from ill-treatment in institutions to violence at home, from child trafficking to child bonded labour. The vulnerability of children to such abuses often depends on other aspects of their identity, such as gender, ethnicity or economic status. The denial of one set of rights leads to the abuse of others.

Child poverty and mortality

Although the CRC provides that governments have an obligation (within their available resources) to ensure children have an adequate standard of living, 600 million children worldwide live in poverty, and 30,000 children die each day due to poverty.

Children and HIV/AIDS

Hundreds of thousands of children across the world become infected with HIV every year and, without treatment, die as a result of AIDS. In addition, millions more children who are not infected with HIV are indirectly affected by the epidemic, as a result of the death and suffering that AIDS causes in their families and their communities.

HIV and AIDS rival poverty and exceed war as a threat to the lives of millions of children in the developing world. Approximately 33 million people were living with HIV as of 2007, and 2 million of them were children under 15 years of age.

Children and war

Entire generations are growing up without ever having known what it feels like to be safe. Millions of children from around the world grow-up and live in conflict-rife areas or have been killed, injured, or forced to live in camps. For many, access to adequate food, clean water, education, health care or security remains non-existent. Landmines and unexploded ordnance kill and maim children on a daily basis.

Increasingly, children are also being drawn into conflicts as participants by both government and armed groups. Some children are forcibly recruited while others join voluntarily to escape poverty or find stability amid the chaos of war and displacement. At least 300,000 under-18s – some as young as eight years old – are currently engaged in active combat in over 30 countries. In addition to the hazardous work of soldiering, both boys and girls are used as porters, cooks and other military support roles. Girls are often sexually exploited through forced “marriages” to commanders. Some engage in “survival sex” in tenuous exchange for protection, food or money. The risk of HIV and other sexually transmitted diseases is high. Child combatants are routinely abused both physically and mentally as part of their indoctrination, making them more compliant for high risk missions and the use of brutal tactics. Casualty rates are generally high.

Examples of Children Rights Abuse Issues (cont'd)**Lack of access to education**

The CRC guarantees children the right to education, but more than 130 million children do not attend school, 73 million of them are girls.

Sexual exploitation and trafficking of children

Although the CRC obliges state governments to protect children from sexual exploitation and abuse, millions of children are being used in prostitution, pornography, trafficking and other forms of sexual exploitation.

Juvenile justice

Children often suffer neglect, abuse and violence in the administration of juvenile justice. The very institutions that should be protecting children are disregarding their general and special rights.

When children are picked up by police, they are frequently ill-treated or tortured. Their legal rights are often ignored. Their parents are not informed of their whereabouts. They are held in degrading conditions, often sharing cells with adults. Some are denied their right to a fair trial and are given sentences that disregard the key objectives of juvenile justice - the child's rehabilitation and reintegration into society.

Key Elements for Effective Advocacy	
Issue selected:	Your Advocacy Campaign
<p>Clear Objective</p> <ul style="list-style-type: none"> Easily explainable and understood General enough to attract people's interest while specific enough to achieve some concrete results within a reasonable time (six months to a year) 	<i>What do you want to achieve?</i>
<p>Evaluation Strategy</p> <ul style="list-style-type: none"> Determine short, medium and long-term results 	<i>How will you measure the results?</i>
<p>Well-defined Target Audiences</p> <ul style="list-style-type: none"> Primary Target: The group or individual who has the authority "to give you what you want" Secondary Target: Those who will most directly influence the "authority" 	<i>Who are the right people to target?</i>
<p>A Clear Message</p> <ul style="list-style-type: none"> The message must be clear, true and persuasive to the audiences that your campaign is targeting. It is not enough that the message is clear to you. 	<i>What message do your target groups need to hear?</i>
<p>A Variety of Messengers</p> <ul style="list-style-type: none"> Should include individuals who have credibility as "experts": <ul style="list-style-type: none"> some who can speak from personal experience others who have special credibility or connection to the person or group you have targeted The same message will have a very different effect, depending on who communicates it 	<i>Who is the right messenger to deliver the message to the target group(s) selected?</i>
<p>A Variety of Delivery Methods</p> <ul style="list-style-type: none"> Different ways of delivering messages: lobbying, media work, protest and direct action Campaigns must carefully examine their options for action and combine the most appropriate ones together to achieve success 	<i>What are the most appropriate methods to deliver the messages to ensure they are heard?</i>

1 hr

Part B Plenary Session

Each group has 10 minutes to present their advocacy campaign.

Using copies of the evaluation grid on the next page, evaluate the advocacy campaigns that were presented in your plenary session. Make sure to provide useful feedback for other groups on their work.

Stream 7 Actions for Social Change

Group: _____

Theme: _____

Evaluation Grid for Advocacy Campaign				
	Weak	Average	Strong	Comments
<p>Clear Objective</p> <p>Was the campaign clear as to what it wanted to achieve?</p>				
<p>Evaluation</p> <p>Do you think the suggested evaluation method will be appropriate and effective??</p>				
<p>Well-defined Target Audiences</p> <p>Were the right people targeted?</p>				
<p>A Clear Message</p> <p>Did the campaign message include what the targets needed to hear?</p>				
<p>A Variety of Messengers</p> <p>Was the message delivered to the right target by the right messenger?</p>				
<p>A Variety of Delivery Methods</p> <p>Were the methods used to deliver the messages the most appropriate ones to ensure that the messages were heard?</p>				

7

End of Activity ■

Activity 5 Creative Advocacy through Song

*Implementing
a Participatory
Approach:
Writing Protest
Songs
(p.7-40)*

🕒 1 hr 30 min

The Raging Grannies have become a Canadian phenomenon offering a new approach to political protests. Fifteen years after the appearance of the Raging Granny persona there are more than 60 groups across Canada. Their distinctive form of protest involves the use of creativity and humour in the form of satirical songs as a way to raise issues social and political and educate on these issues. In their own words: “We are out in the streets promoting peace, justice, social and economic equality through song and humour.”

1. In this activity the local chapter of the Raging Grannies will conduct a song-writing workshop with your group. You will perform your song at the Closing Ceremony, on the last day of the Program.
2. After you have written and performed your song in your group, the facilitator will lead a debriefing session on the activity. Some questions you may address:
 - Would this technique be useful in your context?
 - When would you make use of songs in your advocacy work?
 - Do you think this is an effective technique for getting your point across?

End of Activity ■

7

Individual Plan for Putting My Learning into Action

⌚ 1 hr

Continue working on your Individual Plan.

End of Activity ■

End of Stream Evaluation/Debriefing

⌚ 30 min

After completing the End of Stream Evaluation, reflect as a group on your learning in relation to your work.

- How does including a human rights education component in all actions for social change increase their effectiveness?
- What are some effective ways to include a gender perspective in monitoring and advocacy initiatives?
- What issues discussed do you feel are the most relevant for the work of your organization? How would you share your learning from this Stream with your colleagues?
- What were the different human rights education strategies and techniques used to implement the participatory approach? Were they effective? How can they be adapted to your own human rights education needs?

7

Implementing a Participatory Approach: Strategies and Techniques

- Writing Protest Songs
page 7-40

Writing Protest Songs

Unit 2 Activity 5

Protest songs are songs written and performed to encourage social movement toward positive social change. These songs can be used to protest about issues such as war, pollution, civil rights, women's rights, and immigration or current events in the world today. Words set to familiar music can be a powerful tool to advocate for peace, justice, social and economic equality. Protest songs can reach a wide and diverse audience.

Below we describe the Raging Grannies process for writing protest songs.

How to Write a Protest Song

1. Brainstorm some issues that you would like to sing/dance/rage about.
2. Divide into two groups and select different issues to work on.
6. When you have selected your issue, brainstorm reasons why it is an outrage. List them on a flipchart.
7. With these in mind, write a song, stating your concerns with humour and punch.
8. Use the following questions to guide your work:
 - What does your audience care about? Health/environment/women's issues?
 - What message, style and mode of delivery will be most effective? Aggressive and challenging or more gentle? Straight or satirical?
 - Are you attempting to nourish and reinforce an audience that agrees with you or are you trying to persuade and educate an audience that disagrees with you or are you trying to persuade and educate an audience with more neutral or diverse opinions?
9. While designing and developing your performance, keep in mind the following tips:
 - By nature, creativity is open-ended and experimental. An action is a unique encounter between your group's style and imagination and an issue and audience. Creative approaches, however, draw upon a common pool of possibilities – humour, parody, or surprise.
 - Less is more. It's called message discipline. Figure out what is the one thing you need to say, then say it well and repeat it over and over (Save the rest for next time!).

- Keep text to a minimum. Nothing is more deadly than lots of text without interruption. Whatever it is – performance, pamphlet, or vigil – make it visual or physical or musical. Remember, in today’s world image is paramount. This is doubly good advice outdoors, where spoken words are often lost in other noise.
- Don’t sing a laundry list. You are telling a story, not explaining an agenda. Don’t feel compelled to mention every item on your progressive wish list. You are sharing a vision, not a platform.
- Offer vision, not complaints. Convey hope and offer feasible alternatives and solutions. When appropriate, offer specific and tangible proposals for change. Think of yourself more as a messenger of hope than a conveyor of information.
- Don’t preach. Everyone knows the unpleasantness of being preached at. Try to embed the important information right in the performance. Avoid lecturing and avoid "speechifying" words. Try to show more and tell less – the audience will teach themselves.
- Use humour to undermine authority. Imagine a labour action where the target has to arrest Santa Claus and escort him off the property! Authority requires respect and an aura of formality and seriousness. Humour can disrupt this aura and undermine a target’s authority.
- Use music. Almost any action is enhanced by music. Singing is disarming and adds life and energy. It sets the event apart from its surroundings and helps draw a crowd. Drumming, clanging, rhythmic chanting, etc. are all easy and effective.
- Have fun. Take your issue seriously, but don’t take yourselves seriously. Keep focused on the message you want to convey but remember people more often hear the message when they are laughing and enjoying the action.
- Be prepared and informed. Know your issue and why you are taking action otherwise you can look ridiculous. Have a spokesperson ready to talk to the media who is well informed and articulate.

Source: The Montreal Raging Grannies. (2001). How to have fun while changing the world

Implementing the participatory approach... with Protest Songs		
Start with participant's experience...	Critically analyze and reflect...	Develop strategies for action...
<p>Writing protest songs according to this process involves participants' sharing their experience as a starting point, leading to the development of ideas that will appeal to the interests of their communities and ultimately stir them to action. (see Brainstorming, Stream 1).</p>	<p>Building on the shared experience, the process of articulating expressions of outrage with humour and punch requires both critical analysis and effective communication skills.</p>	<p>Communicating complex issues and critical reflections in simple and accessible language can be an effective way to mobilize other people towards action. The writing and performance of protest songs in the public sphere is in itself a powerful and empowering action.</p>



Materials

- The Monitoring Process
page 7-44
- Fact-Finding Basic
page 7-45
- Interview Questions
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The Monitoring Process

Unit 2 Activity 1

Identifying the **FOCUS** of monitoring activities

- Mandate and capacity of the organization

Investigation

- Close Observation** of the situation usually through constant or periodic examination or investigation
- Collecting** and **receiving** as much **data** as possible
- Using specific **tools** and **instruments**
- Using **standards** and **norms as reference** to determine what is wrong in a particular situation
- Carrying out these activities over **a long period** of time

DOCUMENTATION
&
ANALYSIS

- Systematically recording results** of an investigation or examination.
- Analyzing** the **data**.

REPORTING

- Producing a **report** about the situation which includes an assessment of the situation and provides a basis for future action
- Planning the **dissemination** of the report. (Who? When? How?)

Leads to forms of advocacy

Source: Guzman, M., & Verstappen, B. (2001). *What is Monitoring: Human Rights Monitoring and Documentation*. Versoix, Switzerland: Human Rights Information and Documentation Systems, International (HURIDOCS).

Fact-Finding Basics

Unit 2 Activity 1

1. Some Guiding Principles for Human Rights Fact-Finders

- Examine both the victim's and the violator's versions of the events.
- Collect and evaluate ALL available evidence.
- Assess the veracity and reliability of the evidence gathered.
- Safeguard your credibility by seeking direct evidence and higher-level evidence.

2. Suggested Steps in a Fact-Finding Process

Identify the Sources of Information

- Who is/are the victim(s)?
- Who is the alleged violator?
- Who are the witnesses?
 - Those who saw the event
 - Those who would know the background
- Who can help identify additional sources?

Identify Written and Documentary Evidence

- What documentary evidence is available that can help your investigation?
- Is the information reliable?

Conduct On-site Inspection

- What should be done before visiting the site?
- What should be done during the on-site visit?
- What should be done after the visit?
- Who can assist with the investigation?

Determine the Level of Proof Required

- What level of proof is sufficient to arrive at reasonably founded conclusions?

Stream 7 Actions for Social Change

- What factors impact on the establishment of the level of proof?

Corroboration

- How will you crosscheck the information you have gathered?

Source: Ravindran, D. J., Guzman, M., & Ignacio, B. (Eds.). (1994). Handbook on Fact-Finding and Documentation of Human Rights Violations. Bangkok, Thailand: Asian Forum for Human Rights Development.



Interview Questions

Unit 2 Activity 1

Preparing for the interview:

- Defining an objective for the interview
- Types of questions:
 - Background questions (about the general situation)
 - Open-ended questions
 - Specific questions
- Selecting people to interview
- Interview materials:
 - Notebooks
 - Tape recorders (ask permission first)
 - Cameras (ask permission first)
- Interview site

Types of questions to ask depending on the topic:

Arrest

- What was the arrest procedure?
- Did the police arrest you because you were suspected of committing a crime?
- Did the police tell you what rights you had as a person under arrest?
- Did the police tell you why you were being arrested?

Freedom of Thought and Association

- Have individuals, groups, the government or military tried to keep you from expressing your ideas and sharing them with other people?
- Have you been arrested, tortured or harassed because of your beliefs, statements, or because you talk to other people?
- Have books, pamphlets, magazines, newspapers, or radios been taken away?

Stream 7 Actions for Social Change

- Have you been kept from meeting in groups and discussing topics that the government does not like?
- Have you been kept from teaching about your ideas?

Freedom of Movement

- Have you been kept from going places or returning home freely?
- Have you been arrested or detained by the police or military without being charged with a crime?
- Have you been kept from travelling because the government does not want you to leave your home?

Assembly

- Have your rights to meet with other people in public places been violated?
- What happens if a group of people meets together in a public place?
- Are people ever hurt or arrested for meeting peacefully in public?

Economic Rights

- Are people being forced to work without pay?
- Are people being kept from working and earning a living?
- Are the jobs people ordinarily do, such as farming or raising animals, being taken away?
- Are the people prevented from supporting themselves and their families?

Social Rights

- Is the basic right of families, communities and individuals to live under self-determination being violated?
- Are people kept from marrying who and when they want?
- Are families being broken apart against people's will?
- Are children being forced to work in harmful ways?
- Are children being kept from having an education?
- Is the basic right to a secure lifestyle being violated?

- Are people's homes being moved or destroyed against their will?
- Is people's food being taken away or destroyed?

Cultural Rights

- Are people (individuals or groups) prevented from expressing their culture (e.g., values, beliefs, languages, arts and sciences, traditions, institutions, way of life)?

Children's Rights

- Has the child been taken away from his or her family?
- Has the child been kept from having an education?
- Has the child been made to work in a way that is dangerous or harmful to him or her?
- Has the child been bought, sold, or traded by anyone?
- Has the child been involved in armed conflict?

Source: Burma Issues. Human Rights information Manual: Tools for Grassroots Action. (1996). Bangkok, Thailand.



About Child Rights

Unit 2 Activity 4

Children are entitled to all the rights guaranteed by the Universal Declaration of Human Rights and the treaties that have developed from it. Children are also guaranteed additional rights, notably under the UN Convention on the Rights of the Child (CRC) – the most widely ratified human rights treaty – because they need special protection and care. Children must be able to depend on adults to defend their rights and help them develop their potential.

Governments have a corresponding obligation to protect children from violations committed by both state officials and private individuals. Many governments have ensured further protection of children's rights by enacting legislation and other domestic mechanisms.

Yet millions of children are victims of human rights violations. Children suffer many of the same human rights abuses as adults, but are often targeted because they are dependent and vulnerable or because children are not seen as individuals with their own rights.

Child labour

Issue

- Although the CRC gives children the right to be protected from work that threatens their health, education or development, one in six children in developing countries are engaged in child labour.
- Many children work to help their families in harmless work that is not exploitative. But other children are put to work in ways that violate their right to normal physical and mental development, and often interfere with their education.
- Exploitative working conditions can be visible (such as hazardous commercial labour), or more hidden (such as agricultural activities, collecting water, or domestic work).

Facts

- Around 1 in 3 children aged 5 to 14 are engaged in child labour in sub-Saharan Africa, compared to only 1 in 20 in the Central and Eastern European/Commonwealth of Independent States.
- Children living in the poorest households and in rural areas are most likely to be involved in child labour.
- Boys and girls are equally likely to be engaged in child labour.

Source: <http://www.childinfo.org/labour.html>

Child marriage

Issue

- The Universal Declaration of Human Rights guarantees every person the right to ‘free and full’ consent to marriage. Full consent means that a person is mature enough to make an informed decision about a life partner.
- Factors that influence child marriage rates include: the state of the country's civil registration system (which provides proof of age for children), the existence of an adequate legislative framework with an accompanying enforcement mechanism to address cases of child marriage, and the existence of customary or religious laws that condone the practice.
- In many parts of the world parents encourage the marriage of their daughters while they are still children in hopes that the marriage will benefit their daughters both financially and socially and relieve financial burdens on the family. In reality, however, child marriage often results in early pregnancy and social isolation, and little education of child wives reinforces the gendered nature of poverty.
- While marriage is not considered directly in the CRC, child marriage is linked to other rights of the child - such as the right to express their views freely, the right to protection from all forms of abuse, and the right to be protected from harmful traditional practices.

Facts

- UNICEF estimates that over 64 million women aged 20 to 24 were married or in civil union before the age of 18.

Source: <http://www.childinfo.org/marriage.html>

Child poverty and mortality

Issue

- The CRC provides that governments have an obligation (within their available resources) to ensure children have an adequate standard of living. Parents have primary responsibility to provide for this, but are entitled to assistance from the state when necessary.
- However, hundreds of millions of children worldwide live in poverty and extreme poverty can limit access to education, health care and food.
- Child mortality is closely linked to poverty as thousands of children die each day due to poverty.

Facts

- Worldwide 600 million children live in poverty.
- 30,000 children die each day due to poverty.
- Over 300 million children go to bed hungry every day. Undernutrition is attributable to more than one third of all child deaths worldwide.
- The cost of eradicating world poverty is estimated at 1% of global income.
- 7.6 million children died in 2010 before they reached their fifth birthday.
- Under-five deaths are increasingly concentrated in sub-Saharan Africa and in South Asia.

Sources: <http://www.bettercarenetwork.org/themes/ViewTheme.asp?id=4>;
<http://www.childinfo.org/mortality.html>

Children and HIV/AIDS

Issue

- HIV and AIDS rivals poverty and exceeds war as a threat to the lives of millions of children in the developing world.
- Despite the fact that the CRC provides children the right to treatment of illness, hundreds of children die each day from AIDS, mostly because of inadequate access to HIV prevention care and treatment services.

Facts

- Approximately 34 million people were living with HIV as of 2010 and 3.4 million of them were children under 15 years of age.
- Of the estimated 1.8 million people who died of AIDS-related illnesses in 2010, 250,000 of them were children under 15 years of age.
- Roughly 17.1 million children under the age of 18 have lost one or both parents to AIDS, and millions more have been affected, with an increased risk of poverty, homelessness, school drop-out, discrimination, and loss of life opportunities.
- Global estimates show that the number of children living with HIV continues to increase. From 2001 to 2010, the number of children living with HIV increased from 1.6 million to 3.4 million. Almost 90 per cent of these children live in sub-Saharan Africa.

- Young people aged 15 to 24 account for an estimated 42 per cent of new HIV infections worldwide in 2010. In sub-Saharan Africa young women aged 15 to 24 are more than two times more likely to be infected than their male counterparts.
- In 4 regions—South Asia, Latin America and the Caribbean, East Asia and the Pacific, and Central and Eastern Europe and the Commonwealth of Independent States (CCEE/CIS)—more young men are HIV positive than young women.

Source: <http://data.unicef.org/hiv-aids/global-trends>

Children and war

Issue

- The CRC obliges state governments to take all feasible measures to protect and care for children who are affected by armed conflict, yet millions of children living in conflict areas have been directly affected by war and have been killed, injured, or forced to live in camps.
- The CRC also obliges states to ensure that children under 15 years have no direct part in hostilities, but government and armed groups are increasingly recruiting child soldiers.
- The International Criminal Court (ICC) has the jurisdiction to try persons accused of serious crimes of international concern, and all crimes under the jurisdiction of the ICC affect children. Thus, the ICC has the authority to charge persons found responsible for recruiting and using children in armed conflict.

Facts

- Landmines and unexploded ordnance kill and maim children on a daily basis.
- Separated from their families or orphaned due to conflict, some children must care for younger siblings or relatives alone.
- For many children affected by war, access to adequate food, clean water, education, health care or security remains non-existent.
- Some children are forcibly recruited, but some join voluntarily to escape poverty or find stability amid the chaos of war and displacement.
- At least 300,000 children under 18 are currently engaged in active combat in over 24 countries, and more than 2 million children are estimated to have died as a direct result of armed conflict since 1991.

Stream 7 Actions for Social Change

- In addition to the hazardous work of soldiering, both boys and girls are used as porters, cooks and other military support roles. Girls are often sexually exploited and the risk of HIV and other sexually transmitted diseases is high.
- Child combatants are routinely abused both physically and mentally as an effort to make the children more willing to undertake high risk missions and carry out brutal tactics. Casualty rates are generally high.
- Many children are deeply traumatized by their experiences and are haunted by memories of abuses they witnessed or were forced to commit.

Sources:

http://www.hrw.org/sites/default/files/reports/Child_Soldiers_Global_Report_Summary.pdf; <http://www.unicef.org/protection/armedconflict.html>

Children and lack of access to education

Issue

- The CRC guarantees children the right to education.
- School offers children a safe environment, with support, supervision and socialization, and can teach about how to prevent disease, such as HIV/AIDS and malaria. A good basic education can also help protect a child from poverty, bonded labour (domestic, agricultural, or industrial), commercial sexual exploitation, or recruitment into armed conflict. Education also gives a person the ability to claim and enjoy the rights they hold.
- However, more than 130 million children do not attend school, 73 million of them girls. The reasons for nonattendance are complex, but in jurisdictions where universal education is denied, the inaccessibility of public education can be a significant factor in a child not attending school.

Facts

- 67 million primary-school-age children do not attend school.
- Of the lower secondary out-of-school adolescents, 52 per cent are girls.
- In sub-Saharan Africa, 43 percent of lower secondary adolescents are out of school.
- Educating a girl dramatically reduces the chance that her child will die before age five, and improves her prospects of being able to support herself.

Source: <http://unesdoc.unesco.org/images/0021/002135/213517e.pdf>;
<http://www.childinfo.org/education.html>

Sexual exploitation and trafficking of children

Issue

- The CRC obliges state governments to protect children from sexual exploitation and abuse, including prostitution and involvement in pornography. However, millions of children are being used in prostitution, pornography, trafficking and other forms of sexual exploitation.
- Sexual exploitation is exacerbated by extreme poverty and economic and social upheaval. Children in situations of armed conflicts, and displaced, migrant and refugee children are particularly vulnerable to forms of sexual exploitation. Furthermore, abused and exploited children often become either abused and exploited adolescents and adults or abusers and exploiters themselves.

Facts

- Child trafficking is a global problem. It is often hidden and hard to quantify, but some estimates have as many as 1.2 million children being trafficked every year.
- More than 20 per cent of victims of all trafficking, both within countries and across borders are children.
- Child prostitution exists in most countries. 2 million children worldwide are believed to be exploited through prostitution and pornography.
- HIV/AIDS has increased demand for ever younger child prostitutes, in the mistaken belief that they present a much lower risk of infection.

Source: [http://www.unicef.org/protection/files/Progress_for_Children-No.8_EN_081309\(1\).pdf](http://www.unicef.org/protection/files/Progress_for_Children-No.8_EN_081309(1).pdf)

Police abuse and arbitrary detention of children

Issue

- Many children become caught up in the legal system, notably in the realm of criminal law for minor offences (often due to poverty and homelessness), or outside criminal law (such as child refugees or orphaned children). The CRC states that children have the right to:
 - Be heard in judicial proceedings affecting them.
 - Humane treatment (i.e. protection from torture).
 - Only reasoned (not arbitrary) detention.

Stream 7 Actions for Social Change

- Have the child's best interests as the primary consideration in any actions taken in the administration of juvenile justice towards the child.

Facts

- Children often suffer neglect, abuse and violence in the administration of juvenile justice. More than 1 million children worldwide are deprived of their liberty by law enforcement officials, and without national laws that bring jurisdictions into compliance with the CRC.
- Police may ignore children's rights and ill-treat or arbitrarily detain children.
- Children might be held in degrading conditions, often sharing prison cells with adults.
- Some children are denied their right to a fair trial and are given sentences that disregard the key objectives of juvenile justice - the child's best interests regarding their rehabilitation and reintegration into society.

Source: [http://www.unicef.org/protection/files/Progress_for_Children-No.8_EN_081309\(1\).pdf](http://www.unicef.org/protection/files/Progress_for_Children-No.8_EN_081309(1).pdf)

Violent discipline

Issue

- Although the CRC gives children the right to be protected from maltreatment by their parents or other caregivers, approximately 86% of children have experienced violent methods of discipline.
- Violent discipline is defined as actions that are intended to cause a child physical pain (including slapping) or emotional distress (such as shouting or offensive name calling) as a way to deter certain behaviour.

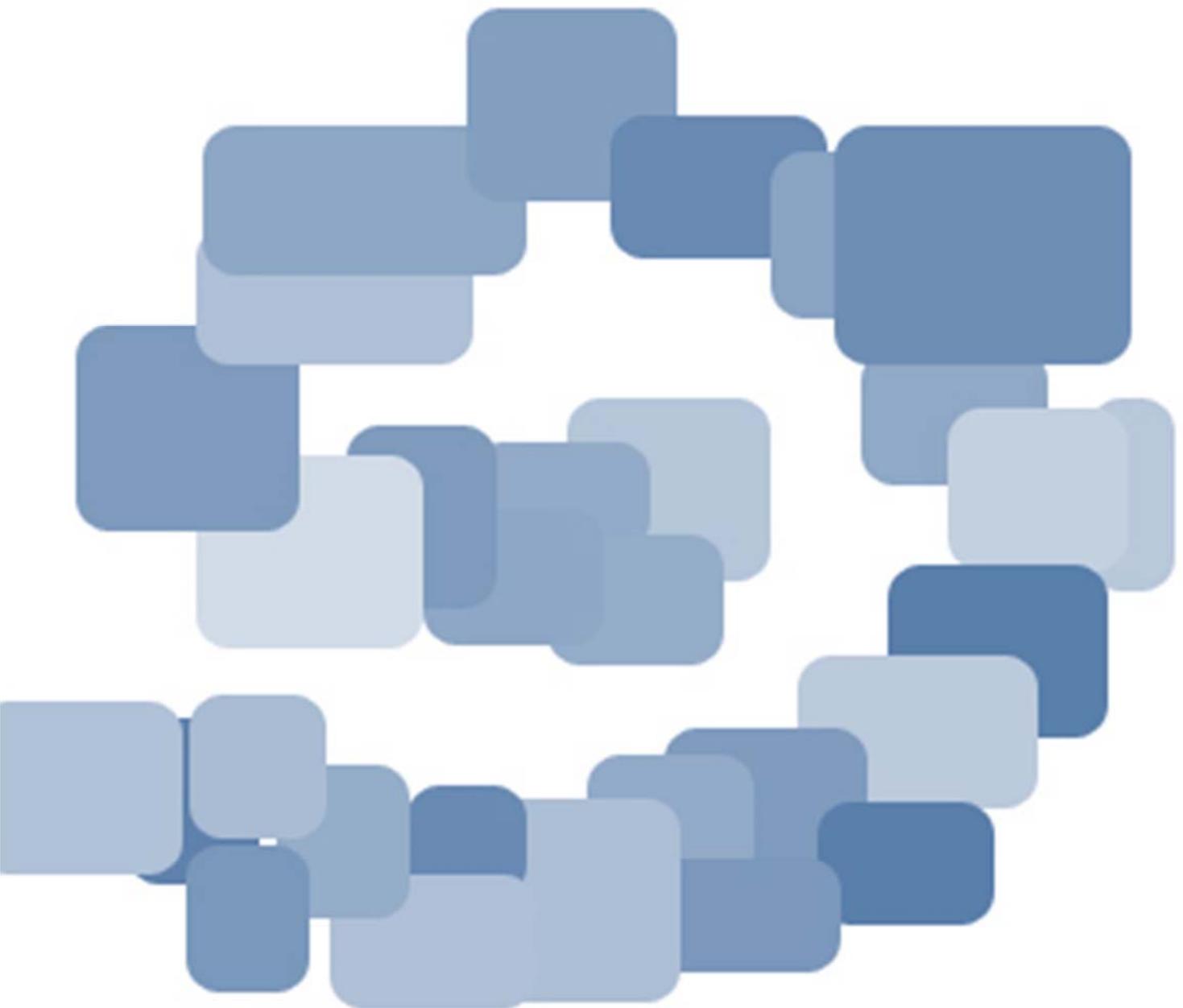
Facts

- High proportions of children aged 2-14 years experience violent discipline (eg. : 53 percent of children in Albania and 94 percent of children in Yemen).
- Psychological aggression is more common than physical punishment in most of the countries with available data.
- Large proportions of children are subjected to physical punishment, even if their mothers/primary caregivers do not think it is necessary.

Source: <http://data.unicef.org/child-protection/violence>

Providing Open Space

OST



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About the Session

 **3 hr**

In this Session, participants take part in networking and partnership activities essential to furthering the cause of human rights. This takes place in the form of participant-directed workshops based on "Open Space Technology". During this session, participants have the opportunity to discuss relevant issues and network with participants with similar interests. Participants will also have the opportunity to discuss in greater detail topics that were brought up in previous Streams.

Read the Overview of Open Space Technology in the Resource Manual the evening before.

Objectives

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

- Explain the concept of Open Space Technology as a tool for addressing complex issues
- Determine how Open Space Technology can be used in their own contexts

Overview of Open Space Technology

Open Space Technology (OST) is an effective strategy for organizing and managing meetings of between 5 to 1000 participants for the purpose of addressing very complex issues.

A strong point of Open Space Technology is its ability to unite groups of enormous diversity in terms of education, ethnicity, economics, politics, culture, social position, or all of the above. An example of its multicultural power is a meeting sponsored by the Together Foundation that brought together 178 people from 28 countries speaking 17 languages to discuss global unity. Participants ranged from presidents of countries to ordinary citizens and in one hour created 82 workshops which they self-managed for the duration of the 5-day conference. There was no simultaneous translation, one facilitator, and preconference planning was limited exclusively to logistical details.

Why use OST?

While Open Space is known for its apparent lack of structure and welcoming of surprises, it turns out that the Open Space meeting is actually very structured — but that structure is so perfectly fit to the people and the work at hand, that it goes unnoticed in its proper role of supporting (not blocking) best work.

Open Space Technology meetings are:

- Easy to organize, thus requiring very little lead time
- Effective for small or large groups (20-500)
- Interactive
- Conducive for leadership to surface naturally
- Effective for existing organizations, coalitions, associations, or those that are newly formed
- Facilitated by only one or two facilitators, no matter how large the group
- Less expensive and less complicated than other large group methodologies.

When should OST be used?

Open Space works best when the work to be done is complex, the people and ideas involved are diverse, the passion for resolution (and potential for conflict) are high, and the time to get it done

Providing Open Space OST

was yesterday. It's been called "passion bounded by responsibility", the "energy of a good coffee break", "intentional self-organization", "spirit at work", and "chaos and creativity".

This methodology is used for almost any type of issue including:

- Strategic direction setting
- Envisioning the future
- Identifying the issues and opportunities to realize the desired future
- Conflict resolution
- Morale building
- Organizational transformation to a high performing and high learning organization.

Using this methodology will ensure that:

- All of the issues that are MOST important to the participants will be raised
- All of the issues raised will be addressed by those participants most qualified and capable of getting something done on each of them.

What makes OST so successful?

The success of the OST could be attributed to the Four Principles and One Law which guide behavior in Open Space.

The Four Principles are as follows:

1. **Whoever comes are the right people.** This reminds people in small groups that getting something done is not a matter of having 100,000 people and the chairperson of the board. The fundamental requirement is people who care to do something. And by showing up, that essential care is demonstrated.
2. **Whatever happens is the only thing that could have happened.** This keeps people focused on the here and now, and eliminates all of the could-have-beens, should-have-beens or might-have-beens. What is, is the only thing there is at the moment.
3. **Whenever it starts is the right time.** This alerts people to the fact that inspired performance and genuine creativity rarely, if ever, pay attention to the clock. They happen (or not) when they happen.

4. **When it's over it's over.** In a word, don't waste time. Do what you have to do, and when it's done, move on to something more useful.

The **Law of Mobility** which states simply that if at any time you find yourself in any situation where you are neither learning nor contributing – join another group more to your liking. No matter what, don't sit there feeling miserable.

One of the most profound impacts of the law is to make it clear who is responsible for the quality of a participant's learning. If any situation does not encourage learning, it is incumbent upon the individual participant to make it so. There is no point in blaming the organizing committee, for none exists. Responsibility resides with the individual.

Facilitators

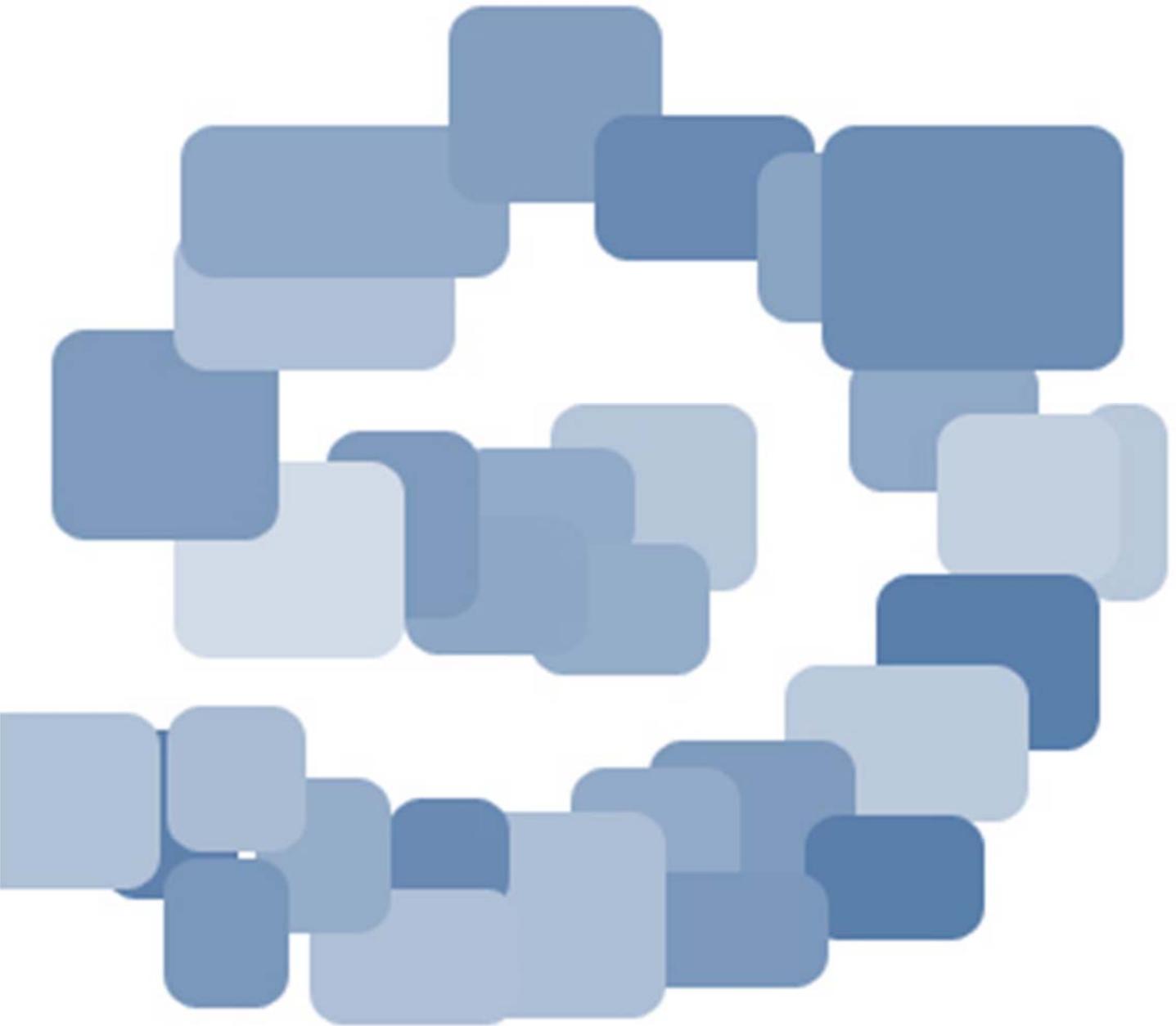
The role of the facilitator is to open the space and to maintain a safe environment.

Sources: Dalar International Consultancy. Dalar Open Space Technology Meetings. Available from: http://dalarinternational.com/mtg_open_space.html.

Open Space Institute. Worldwide Open Space. Available from: <http://www.openspaceworld.org>.



Glossary



This glossary describes the terms used in the training manual. The definitions of the terms have been culled from various sources; while many of them are cited as in the original sources, others have been adapted for our purposes. The sources used to compile this list can be found at the end of the glossary.

A

ACTIVITY

Learning tasks designed to teach a set of content, which lead to achieving the objectives of the program. One of the trainer's roles is to design activities and to be available as a resource while the learners carry out the activities.

ATTITUDE

Ways of acting that are replete with values, such as respect, openness to diverse cultures, and maintaining rigorous standards; the "As" in SKAs (skills, knowledge, attitudes). New attitudes become apparent when they are manifested in new actions or behaviours.

B

BRAINSTORMING

A basic and highly popular tool for group problem solving. The purpose of using brainstorming is to generate ideas or to seek solutions to both theoretical and practical problems. They require a problem to be analyzed and then solutions to be developed. Brainstorming encourages and requires a high degree of participation and it stimulates those involved to maximum creativity.

During a brainstorming session, only ideas are recorded; no explanations are required and no interventions are judged or rejected at this stage. In a subsequent stage, responses are categorized and analyzed; ideas are then combined, adapted or rejected.

BRIEFING

A brief, cursory and introductory overview of a single topic. The purpose is to introduce the audience to some basic concepts with respect to a given subject.

BUZZ GROUP

A small group that works on an assigned task. Example: Sub-groups of four to six individuals are asked to take about five minutes to discuss a particular issue or question raised by the resource person, then share it with the audience.

C

CASE STUDY

A technique designed to give a group training in solving problems and making decisions. A case study is a written description of a hypothetical situation that is used for analysis and discussion. Case studies should be based on credible and realistic scenarios which are not too complex and which focus on two or three main issues. Case studies are useful when discussing common problems in a typical situation. They also provide a safe opportunity to develop problem-solving skills, and to promote group discussion and group problem-solving skills.

The scenario for a case study can be presented to participants for consideration, in its entirety, or “fed” to them sequentially as a developing situation to which they have to respond.

CONTENT

The concepts or ideas being taught and learned. These can be the knowledge, skills or attitudes that need to be developed through the training.

D

DEBATE

A technique where participants state conflicting views and argue their points. A moderator is required.

DEBRIEFING

Also termed “sharing” or “reporting,” debriefing is the final phase of an experiential activity. At this stage the trainer aids the participants to report back and interpret what was learned from the game, exercise, role-play or other activity.

DEMONSTRATION

A presentation of a method for doing something. A demonstration is useful for teaching a specific skill or technique or to model a step-by-step approach.

DIALOGUE

Informational or conversational discourse between two people.

DINAMICA

A technique or activity type referred to by some Latin American popular educators; in other contexts referred to as “energizers” or “icebreakers”. The purpose of using dinamicas is to increase the energy level of the group and put participants in a more creative frame of mind, as well as to break down barriers among group members and prepare them to work together. Dinamicas are usually used as an introduction or starter for other activities.

E

ENERGIZER

Activities designed to pep up the group after significant periods of inactivity, fatigue, or plain dullness.

EVALUATION

The purpose of an evaluation is to assess training outcomes. It provides a way to measure how much was accomplished during a training session and to examine how the design of teaching can be changed in the future, often using evaluation instruments and reports.

EXPERIENTIAL LEARNING

A method that allows the learner to learn from experience; synonymous with discovery learning.

F

FACILITATOR

A trainer who functions in a way that allows participants to assume responsibility for their own learning.

FEEDBACK

Data received from or given to one or more participants concerning one’s behaviour, attitudes and relationships in the training situation.

FIELD TRIP

Viewing or experiencing situations first-hand for observation and study. Group visits to relevant institutions or sites can provide valuable perspectives. The purpose of the visit should be explained in advance and participants should be instructed to pay critical attention and to record their observations for a subsequent discussion.

FISHBOWL

Group discussion technique whereby two concentric circles are formed. Participants in the inner circle discuss an issue while participants in the outer circle observe, then participants change positions and the roles are reversed.

FOCUS GROUP

A group of individuals who are convened to express their opinions, attitudes or reactions to a particular program, activity or product.

FORUM

Free, open question/discussion period immediately following a presentation.

G

GAME

An experiential training activity marked by a learning goal, competition, rules, scores or outcomes, and winners and losers. The purpose of using games is to develop skills or effect a change in behavior and/or change attitudes.

GOAL

The general change that organizations or individuals expect to see as a result of education and training.

GROUP DISCUSSION

Mutual exchange of ideas and opinions by members of small groups (8 to 20) on a problem or issue of common concern. The purpose of using group discussions is to develop understanding.

I

ICEBREAKER

Structured, content-free training activity designed to relax participants, get them acquainted with one another, and energize them.

IMPACT

What happens in an organization or to a person over time as a result of a particular educational event.

J

JOURNAL OR JOURNALING

A device for capturing in writing one's feelings, attitudes and values as one undergoes a given set of experiences. It is intended to give one insight or self-awareness about one's motivation and behaviour.

K

KNOWLEDGE

One of the SKAs (skills, knowledge and attitudes) that make up the content being taught in a course; a set of cognitive material that may be presented in a great variety of ways.

L

LEARNING

Constructed knowing, according to the precepts of popular education; skills, knowledge, and attitudes that are so internalized that they become the learner's own.

LEARNER-CENTERED TRAINING

A training situation wherein participants are given the opportunity to assume responsibility for their own learning.

LEARNING BY DOING

See "Experiential learning."

N

NEEDS ANALYSIS

The primary step in the training cycle utilizing interviews and/or questionnaires.

O

OBJECTIVE

Objectives are set for the learning session in order to delineate exactly what learners will achieve. Objectives are specific and immediate, unlike goals, which are general and long-term. Objectives are usually defined as being behavioural objectives because they can be demonstrated and they affect the behaviour of the learner. Action verbs are used for objectives. Example: By the end of this training, participants will have designed teaching materials.

P

PANEL PRESENTATION/DISCUSSION

Panel presentations/discussions, also referred to as round-table discussions, necessitate the assembling of a diverse group of resource persons representing a variety of perspectives on the subject to be addressed. The purpose is to generate an animated discussion. For this reason, it is crucial to have a strong and dynamic moderator skilled in the subject matter, the techniques of “devil’s advocate”, and the use of hypothetical situations. The moderator should be intentionally provocative, stimulating debate between and among the various panelists and the audience, and should control the direction of the discussion.

The purpose of panel presentations/discussions is to give information or develop understanding.

A “devil’s advocate” is a challenging, provocative role assumed by the trainer/facilitator. The idea is to encourage deeper, more original thought and/or to help group participants reconsider assumptions in a problem-solving situation.

POPULAR EDUCATION APPROACH

An approach to learning based on the assumption that human beings are the subjects of their own lives and learning, that they deserve respect, and that dialogue is an effective means of learning.

PRESENTATION

A presentation is an activity conducted by a resource specialist to convey information, theories or principles. Forms of presentation can range from straight lecture to some involvement of the learner through questions and discussion. Presentations depend more on the trainer for content than does any other training technique.

Q

QUESTION PERIOD

An opportunity for anyone in an audience to directly question presenters.

R

REFLECTION

The purpose of using reflection is to help participants ponder and analyze new information and develop their ideas about a topic.

RESOURCE PEOPLE

Resource people are trained or are experts in the particular field under discussion (e.g. judges, lawyers, community leaders, human rights commissioners). The use of resource people provides a realistic and relevant experience for participants.

Before their presentation, resource people should be briefed on what to do, and participants on what to ask or to observe.

ROLE PLAY

In a role play, two or more individuals enact parts in a scenario related to a training topic. Role plays are used to help change people's attitudes, enable people to see the consequences of their actions on others, provide an opportunity for learners to see how others might feel/ behave in a given situation, provide a safe environment in which participants can explore problems they feel uncomfortable about discussing in real life.

S

SEMINAR

An organized exchange of views, ideas and knowledge on a particular topic or set of related topics. The purpose of a seminar is to bring together various persons, usually (relatively) equal in their degree of expertise, each of whom is to contribute to an examination of the subject from his/her own professional, ideological, academic or official position.

SIMULATION

A simulation is an enactment of a real-life situation. Simulations allow learners to experience decision-making in “real” situations without worrying about the consequences of their decisions. Simulations also provide a way to apply knowledge, develop skills, and examine attitudes in the context of an everyday situation.

SKILL

The practices or behaviours that the learners will learn; along with knowledge and attitudes, they are part of the content of a learning-training session. Skill building has a large psychomotor component, but is not only physical.

SKIT

Also referred to as “dramatic skit” or “dramatic presentation.” A short, rehearsed dramatic presentation that is presented to the group. In a skit, participants closely follow instructions provided by the trainer.

SMALL GROUP DISCUSSION

An activity that allows learners to share their experiences and ideas or to solve a problem. This training technique enhances problem-solving skills, helps participants learn from each other, gives participants a greater sense of responsibility in the learning process, promotes teamwork, and clarifies personal values. The optimal size of a small group is four.

SYNTHESIS

A summarizing task; a way to invite learners to look back on what they have learned and sum it up. Popular education aims at a synthesis at the end of each day and at the end of the course.

T

TARGET GROUP/AUDIENCE

A group of people for whom a course or training program is intended.

TRAINER

A generic term used to describe anyone involved in the training (teaching) process.

TRAINING COURSE

An organized training exercise designed to allow “trainers” to impart knowledge and skills and to influence the attitudes of “trainees” or “participants.” It may either be interactive or follow a “professor-student” lecture model, or it may be a combination of both. Whichever model they follow, training courses are highly intensive methods of learning.

TRAINING MANUAL

A document designed for the facilitator and the learner containing courseware that will be used by the learner during a course. May include lecture notes, worksheets, drawings and other graphic representations or any other information that will aid in the learning process.

TRAINING PLAN

The design of learning. While developing the training plan, the focus should be on the situation that needs an educational intervention (why), those who will participate (who), the site (where), the content (what), the objectives (what for), and the learning tasks and materials (how).

TRANSFER OF TRAINING

Transfer of the learning that occurred during a training session to a job situation.

V

VISUAL AIDS

The use of blackboards, overhead transparencies, posters, displayed objects, flip charts, photographs, slides and videos/film. As a general rule, information produced on transparencies and charts should be concise and in outline or list form. If more text is required, printed handouts should be circulated.

W

WORKSHOP

A training exercise in which participants work together to study a particular subject and, in the process, create a “product,” such as a plan of action. The purpose is thus twofold: learning and the development of a “product.”

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