

Human Rights Education: A Pathway to Building a Human Rights Culture in Iraq, the Middle East and North Africa

Strengthening Human Rights Education in Iraq: Workshop II



Istanbul, Turkey
26 – 31 May 2008

Workshop Manual



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

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Workshop II**

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Introduction

Background

This manual forms the basis of the second human rights education (HRE) workshop for Iraqi NGOs as part of Equitas' Middle East and North Africa (MENA) Program. The goal of this program is to contribute to increased respect for human rights, advances in democracy and good governance, and reduced conflict in the Middle East and North Africa, and in particular in Iraq, through effective HRE aimed at the realization of a culture of human rights in the region for all. The program seeks to strengthen the capacity of regional and local organizations to undertake HRE as a tool for social transformation.

This six-day **HRE Workshop II for Iraqi NGOs** is the second in a series of two workshops. Both workshops (conducted in Arabic) enable human rights educators from Iraq to learn about basic human rights and essential elements of HRE. These workshops also aim to build and maintain a network for sharing lessons learned among human rights educators in Iraq.

Workshop Objectives

The objectives of the **HRE Workshop II for Iraqi NGOs** are for participants to:

1. **Share** good practices related to human rights education (HRE).
2. **Explore** how HRE can be used to address human rights issues in conflict environments.
3. **Identify** the elements of a rights-based approach and **examine** how rights-based approaches can enhance their HRE work.
4. **Analyze** their HRE work using a gender perspective.
5. **Develop** effective HRE strategies which can increase the effectiveness of their human rights work.
6. **Examine** and **evaluate** the Iraqi contribution to the MENA network.

Expected Results

Upon returning to their respective organizations, participants are expected to:

1. **Transfer** acquired human rights knowledge, HRE skills and techniques to the members of their organizations. Examples of knowledge and skills include international human rights instruments, concepts related to conflict and conflict transformation, gender concepts, the participatory methodology, approaches to HRE, and HRE evaluation.

2. **Improve** their ability to design and implement effective HRE programs by applying a rights-based approach to the planning, development, implementation, and evaluation/follow-up stages of their HRE work.
3. **Begin to incorporate or strengthen** the application of a gender perspective in their HRE work.
4. **Commit** themselves to the strengthening of the MENA network by sharing their knowledge and skills with network members and by actively engaging in network activities aimed at the promotion and defense of human rights in Iraq.

Participants

There are approximately thirty participants attending the workshop, primarily from non-profit, non-governmental organizations (NGOs) or community-based organizations (CBOs) working in human rights in Iraq. Most participants also attended the first workshop which took place in March 2007.

Methodology

The curriculum design model of the workshop is based on principles of adult experiential learning. The underlying principle is that much of the content will come from the participants and that the workshop will serve as a framework for drawing out their experiences. 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 action. Continued reflection and evaluation are central to the learning process. There will be debriefing and evaluation sessions at the end of each day and recaps at the beginning of each day to establish the linkages between the activities.

The facilitators are skilled in adult education methods, knowledgeable about human rights and experienced in working with diverse groups.

About the Manual

This manual outlines the content of the workshop and is divided into three sections.

The first section describes the workshop activities. The activities are grouped into five modules and each activity has objectives, a suggested time frame, a description, and at times reference sheets.

The second section of the manual is the **HRE Workbook**. The **Workbook** aims to increase organizational capacity by providing participants with a framework for strengthening their HRE work and putting their learning into practice. By reflecting on the content of the workshop, the **Workbook** helps the participants determine how the content is transferable to their own context, resulting in a planned integration of this new knowledge in the future activities of their organization. For each

participant, the focal point of the **Workbook** is a case study of relevance to each participant's organization. Throughout the workshop, you will have opportunities to discuss their **Workbook** with other participants, facilitators, the Equitas team, and the resource persons for feedback.

The third section contains appendices on additional human rights and HRE material.

Preparatory Work

In preparation of the workshop, participants discuss aspects of their HRE work on the Equitas Community. The Equitas Community is an online meeting place for participants, facilitators, resource persons and staff of Equitas training programs, which is specifically designed to extend the learning experience beyond workshops.

About the Organizers

This workshop is organized by Equitas – International Centre for Human Rights Education.

Established in 1967 by a renowned group of Canadian scholars, jurists and advocates, Equitas aims “to advance democracy, human development, peace and social justice through education programs focused on human rights”. We call this vital work “building a global culture of human rights”. Guided by the principles of the Universal Declaration of Human Rights, our world-renowned human rights education programs are transforming individuals, communities and societies.

Equitas' education programs provide committed and courageous human rights workers with the tools they need to challenge entrenched attitudes and beliefs, to better understand age-old problems, to identify creative solutions and to influence their governments to better fulfill their obligations to respect and protect human rights. Equitas' capacity-building programs in Canada and abroad have assisted thousands of civil society organizations and government institutions to become more effective human rights educators, advocates and monitors. Equally important, our programs build confidence as well as networks of solidarity and support which strengthen our partners' capacity to overcome the challenges they inevitably face.

Equitas views partnership as crucial to the success of HRE programming. Equitas partners include: international, regional and national level NGOs and public officials in Africa, Asia and Central Europe as well as the United Nations Office of the High Commissioner for Human Rights and members of the international donor community. Equitas' regional human rights education programs currently focus on developing knowledge, strengthening skills and promoting action around the following themes:

- Training for NGO Trainers

- Human Rights Education in the School System
- Training in Human Rights Advocacy and Monitoring
- The Protection and Promotion of Women's Human Rights
- The Protection and Promotion of Children's Rights
- The Legal Protection of Women Migrant Workers
- The Protection of Minority Rights
- The Creation and Strengthening of Independent National Human Rights Institutions
- The Promotion and Protection of Economic, Social and Cultural Rights

Acknowledgements

The following Curriculum Development Team developed this training manual:

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- John Packer, Consultant, Canada

This program and manual have been realised with the financial support of the Government of Canada provided through the Canadian International Development Agency (CIDA).



Agence canadienne de
développement international

Canadian International
Development Agency

Workshop Schedule

Note: There are morning and afternoon breaks each day.

Day 1: Monday 26 May 2008

Time	Module/ Activity	Title
Module 1		Getting Started
15 min	Activity 1	Welcome by Equitas
1 hr	Activity 2	Workshop Overview <i>This activity focuses on the content and methodology of the workshop, the HRE Workbook, our expectations, and creating a dynamic group.</i>
1 hr	Activity 3	MENA Program Update <i>This is an update on the main developments since the first workshop in March 2007.</i>
Break		
2 hrs	Activity 4	Reflections on the MENA Program: Presentations from TOT Alumni <i>Participants from the TOT 2 share some of their experiences with the group, namely:</i> <ul style="list-style-type: none"> • The implementation of their local HRE activities • Their personal reflections on the MENA Program, its impact and contribution to the culture of human rights in Iraq • Strengthening opportunities for networking
Lunch		
Module 2		Effective HRE in Iraq
1 hr 30 min	Activity 1	Our Human Rights Issues: Exploring Our Case Studies <i>Prior to the workshop, participants developed their own case studies and share them with others on the Equitas Community. The case studies reflect current human rights issues they are working on and can focus on specific target audiences.</i> <i>This first activity using the case studies enables them to reflect on the key learnings from the first workshop and how these learnings are relevant for the case studies.</i>
Break		
1 hr 30 min	Activity 1	Continued
15 min	Evaluation	

Day 2: Tuesday 27 May 2008

<i>Time</i>	<i>Module/ Activity</i>	<i>Title</i>
15 min	Recap	Review of the previous day
	Module 2	Effective HRE in Iraq
1 hr 30 min	Activity 2	HRE as a Tool to Address Conflicts <i>Presentation on conflict by John Packer. Aspects to address:</i> <ul style="list-style-type: none"> • <i>Understanding the terminology</i> • <i>Conflict analysis and human rights analysis</i> • <i>How human rights can reduce/generate conflicts</i> • <i>How HRE can be used as a tool to address conflicts</i>
	Break	
1 hr 30 min	Activity 2	Continued <i>Participants work on case studies and examples provided by the resource person.</i>
	Lunch	
1 hr 30 min	Activity 2	Continued <i>The resource person on conflict answers specific questions from participants.</i>
	Break	
1 hr 30 min	Workbook	<i>Participants continue to work in the Workbook.</i>
15 min	Evaluation	

Day 3: Wednesday 28 May 2008

Time	Module/ Activity	Title
	Recap	Review of the previous day
1 hr 30 min	Activity 3	Gender in Conflict Environments <i>Presentation on gender by Sama Awaideh, Aspects to address:</i> <ul style="list-style-type: none"> • Review of key gender concepts from the first workshop • Describing gender roles, practical and strategic needs, application of a gender perspective in HRE • Gender in conflict environments: focus on aspects of economic and political participation and decision-making, access to information, health, education, work <p><i>As was the case with the resource person on conflict, this resource person will provide practical tools with examples and link the presentation to the participants' case studies.</i></p>
	Break	
1 hr 30 min	Activity 3	Continued
	LUNCH	
	Module 3	Being a Human Rights Educator in Iraq
1 hr 30 min	Activity 1	Approaches to HRE <i>This activity enables participants to reflect on different approaches to HRE, namely a values/awareness model, an accountability model, and a transformational model and how these models relate to their work as human rights educators.</i>
	Break	
1 hr 30 min	Workbook	<i>Participants continue to work in the Workbook.</i>
15 min	Evaluation	

Day 4: Thursday 29 May 2008

<i>Time</i>	<i>Module/ Activity</i>	<i>Title</i>
	Recap	Review of previous day
1 hr 30 min	Activity 2	Security of Human Rights Educators in Iraq <i>This activity enables participants to examine the risks they face as human rights educators and how they manage them.</i>
	Break	
1 hr 30 min	Activity 2	Continued
	LUNCH	
1 hr 30 min	Activity 3	Developing HRE Activities <i>Participants will look back at their case studies and reflect on what they have learned over the past few days to develop new ideas for using HRE as a means to address the human rights issues from their case studies.</i>
	Break	
1 hr 30 min	Activity 3	Continued
15 min	Evaluation	

Day 5: Friday 30 May 2008

<i>Time</i>	<i>Module/ Activity</i>	<i>Title</i>
	Recap	Review of the previous day
	Module 4	HRE and Social Change
1 hr 30 min	Activity 1	Evaluating HRE's Contribution to Social Change <i>This activity will enable participants to look back at the strategies they developed and reflect on ways in which to evaluate the expected results of their HRE activities.</i>
	Break	
1 hr 30 min	Activity 1	Continued
	Lunch	
2 hrs	Activity 2	The MENA Network As a Tool for Social Change: Open Space <i>This activity is an opportunity for participants to address how the MENA network can contribute to social change and in particular what the Iraqi contribution to the network is/can be.</i>
	Break	
1 hr	Workbook	<i>Participants continue to work in the Workbook.</i>
15 min	Evaluation	

Day 6: Saturday May 31 2008

<i>Time</i>	<i>Module/ Activity</i>	<i>Title</i>
	Recap	Review of the previous day
1 hr 30 min	Activity 3	Case Studies: Moving Forward <i>This activity will be a summary of what participants learned about the case studies and how they can be used as a means to develop “good practices” and be shared among other members of the MENA Community.</i>
	Break	
	Module 5	Next Steps
1 hr 30 min	Activity 1	Identifying Our Needs <i>This activity will enable participants to identify what their HRE needs are as part of a possible second phase to the MENA program.</i>
	Lunch	
30 min	Activity 2	Next Steps
30 min	Activity 3	Workshop Evaluation and Closing

Section 1 – Workshop Manual

Preparatory Work

Overview

Prior to the workshop, participants discuss their expectations related to the workshop on the Equitas Community. They also identify and develop case studies based on their own experiences; the case studies will be used throughout the workshop as a means to apply their learning. The Equitas Community is an online meeting place for participants, facilitators, resources persons and staff of Equitas training programs, which is specifically designed to extend the learning experience beyond workshops.

Online discussions begin two weeks before the workshop and are described in this section.

Online Activity		Time
Activity 1	Expectations and Offers	Week 1
Activity 2	Identifying Case Studies	Week 2

Activity 1 Expectations and Offers

Objective

To discuss participants' expectations and offers for the workshop.

Time

Week 1 (11 – 18 May 2008)

Description

Online discussions start two weeks before the workshop and continue until the workshop takes place. The online discussions will be readable by everyone who has access to the online MENA group. There will be an “open forum” where anyone can post a message, and another forum where everyone can read messages but only participants of the workshop can post them.

There is an assumption that all participants will engage in the online discussions, but it is also a fact that active online participation depends on many factors, including access to technology.

For the first week of online discussions, participants are invited to share with others two things: 1. their expectations for the workshop, and 2. what they can offer other participants. In order to frame their responses, participants are invited to read the workshop outline posted in English and Arabic on the Community.

The initial questions posed to all participants are on the next page.

Continued ▶ ▶ ▶

Activity 1 cont'd

Online discussion questions week 1:

Read the workshop outline before answering these questions.

1. What are your expectations for the workshop?

For example, are there any specific skills you would like to develop or strengthen, such as certain human rights education (HRE) techniques? Is there any particular human rights or HRE content you would like to learn more about?

2. What can you offer other participants?

For example, you may be able to offer expertise related to human rights of specific groups such as internally displaced persons, or you may be knowledgeable about gender, or human rights in conflict environments, or national legislation supporting human rights.

The questions are posted by Equitas staff and participants are encouraged to post their replies during the week. Apart from indicating their own expectations and offers, participants may also react to what other participants have written.

End of Activity ■

Activity 2 Identifying Case Studies

Objective

To identify case studies describing human rights issues in Iraq which will be analyzed during the workshop.

Time

Week 2 (19 – 26 May 2008)

Description

The methodology used in all workshops designed by Equitas is based on a participatory approach to learning. The **Learning Spiral** (see Appendix 2) is one component of this approach which helps in designing of Equitas workshops.

The starting point of the Learning Spiral is “the experience of the participants.” For this workshop, participants are asked to identify their own case studies of human rights issues through which they will analyze from a human rights perspective and develop HRE strategies for addressing those issues.

As a first step, participants identify a case study and share the details of the case study with others on the Community. Once in the workshop, participants will be grouped together according to case studies addressing the same or similar target audiences and analyze their case studies together.

Guidelines for Identifying a Case Study:

The case study should identify:

1. **Human Rights Issue(s).** Focus on a **specific human rights issue (or issues)** which your organization is currently working on. For example:
 - Treatment of prisoners
 - Unlawful detention

Continued ▶ ▶ ▶

Activity 2 cont'd

- Promoting the right to participate in free and fair elections
 - Gender-based violence
 - Promoting state accountability to fulfilling human rights obligations
 - Violations or alleged violations of specific economic or social rights
2. **Rights-holders.** Indicate who the **rights-holders** are (in other words, whose rights are being violated or allegedly violated).
 3. **Duty-bearers.** Indicate who the **duty-bearers** are (in other words, who has the responsibility to ensure the fulfillment of the rights of the rights-holders).
 4. **Causes.** Indicate the **possible underlying causes** of the human rights issue (or issues).
 5. **Effects.** Indicate the **effects** of the human rights issue (or issues) on the rights-holders and the overall social, political, economic, and cultural environments.
 6. **HRE Programs.** Indicate the **HRE programs** already undertaken (or which you hope to undertake) to address the human rights issue (or issues).

Participants will identify a case study they want to work on throughout the workshop and share the description of the case study with other participants on the Community. As the workshop unfolds, participants will analyze their case studies and develop a clearer understanding of the types of HRE strategies they can undertake to address the human rights issues highlighted in the cases.

Continued ▶ ▶ ▶

Activity 2 cont'd

For the second week of online discussions, the task is the following:

Online task for week 2:

Identify a case study addressing a human rights issue (or issues) that is of interest to you and your organization. The case study should be relevant to the HRE work of your organization. The case study does not need to be fully developed at this point; only the main points of the case study should be identified. Try to identify a case study in collaboration with your colleagues within your organization.

As the workshop unfolds, you will be analyzing the case study from a human rights perspective and identifying HRE strategies to address the issues identified in the case study.

For this week's task, you are asked to identify a case study and to post the main points of the case study on the Community in order for all participants to view your case study. Posting your case study will enable all participants to effectively provide feedback and suggestions for addressing the issues identified in your case study.

Your case study should include:

1. Specific human rights issue (or issues)
2. Identification of rights-holders
3. Identification of duty-bearers
4. Underlying causes of the human rights issue (or issues)
5. Effects of the issue (or issues) on the rights-holders and the overall environment
6. HRE programs developed/implemented for specific target audiences to address the issue (or issues)

Please limit your post to 150-300 words. During the course of the workshop, you will have the opportunity to develop your case study further.

End of Activity ■

Module 1

Getting Started

Overview

In this Module, participants and Equitas staff take the time to greet each other again and discuss an overview of the workshop and how the workshop objectives and expected results compare with participants' expectations. Following this, there is an update on the latest developments of the MENA program. The last activity of the Module enables participants from another component of the MENA program, the Training of Trainers (TOT) workshops, to share their experiences on implementing their own local HRE activities and their reflections on the MENA program for Iraqi participants.

Activity		Time
Activity 1	Welcome by Equitas	15 min
Activity 2	Workshop Overview	1 hr
Activity 3	MENA Program Update	1 hr
Activity 4	Reflections on the MENA Program: Presentations from TOT Alumni	2 hrs

Activity 1 Welcome by Equitas

Objective

To welcome participants to the workshop.

Time

15 min

Description

The Equitas team welcomes participants to the workshop.

End of Activity ■

Activity 2 Workshop Overview

Objective

To provide an overview of the workshop.

Time

1 hr

Description

This activity is divided into two parts.

In **Part A**, the facilitator will lead participants through an energizer.

In **Part B**, the facilitator will describe the workshop overview.

30 min

Part A Energizer

Most participants already know each other, but it is important to set the tone for creating and sustaining a positive, energetic working environment. The facilitators lead participants through the energizer.

30 min

Part B Workshop Overview

The facilitator goes over the goal, objectives, expected results and content of the workshop making reference to the participants' expectations and offers discussed on the Equitas Community.

Questions to consider concerning expectations and offers:

- Do you think your expectations will be met by the workshop? Are there some expectations which may not be met by the workshop? If yes, how can they be addressed in other ways?
- How can we share what we have to offer others in this workshop? How can we share our offers with the wider Equitas MENA group?

The framework for the workshop is presented in **Reference Sheet 1**. The facilitator also addresses some specific elements of the workshop, in particular:

- A workshop agreement (or “ground rules”) for working as a group

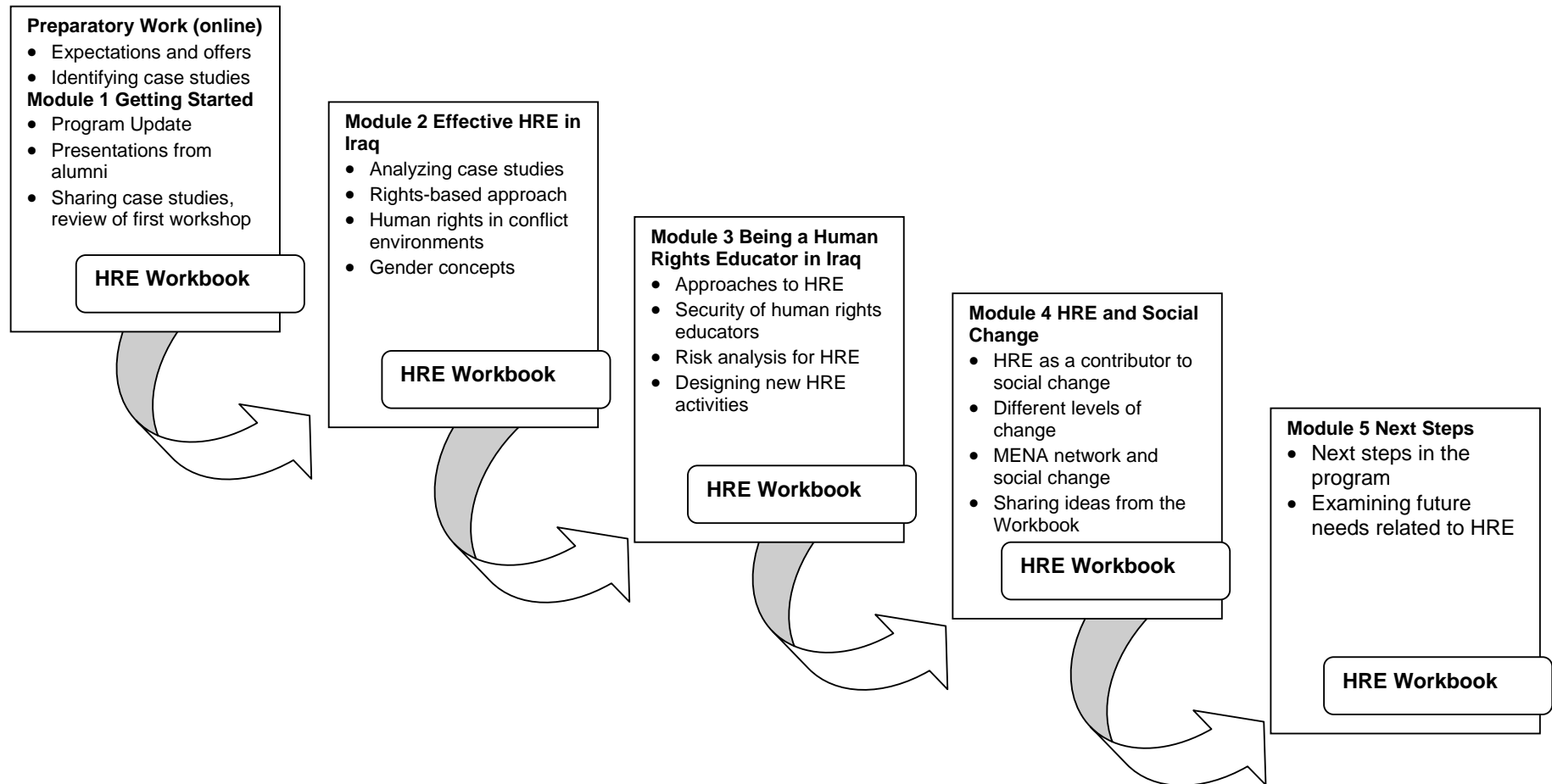
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Activity 2 cont'd

- A “parking lot” to list issues of importance to participants which may not be addressed within the scope of the workshop
- Roles during the workshop:
 - Participants
 - Equitas staff
 - Facilitators, co-facilitators and participant-observer
 - Resource persons
- Using the case studies and the **Workbook**

End of Activity ■

Reference Sheet 1: Workshop Framework



Activity 3 Program Update

Objective

To provide an update of the MENA Program.

Time

1 hr

Description

This activity is divided into two parts.

In **Part A**, the Equitas team will briefly present an update of the MENA Program.

In **Part B**, you will have the opportunity to ask questions.

20 min

Part A Update on the MENA Program

The Equitas team provides a brief update on the developments of the MENA program since the first workshop, namely:

1. the Regional Working Session 2 (October 2007)
2. the local HRE activities by participants from the TOT I
3. the recent TOT II (March 2008)
4. the networking strategy

Refer to **Appendix 1** for the MENA Program framework.

40 min

Part B Question and Answer Period

The Equitas team answers questions from participants.

End of Activity ■

Activity 4 Reflections on the MENA Program: Presentations from TOT Alumni

Objective

To identify lessons learned and good practices from participants of the MENA program who have recently implemented local HRE activities.

Time

2 hrs

Description

This activity is divided into two parts.

In **Part A**, participants from the TOTs share some of their experiences in HRE with the group.

In **Part B**, you will have the opportunity to ask questions.

1 hr

Part A Presentations from TOT Alumni

Participants from the TOT 2 share some of their experiences with the group, namely:

- The implementation of their local HRE activities
- Their personal reflections on the MENA Program, its impact and contribution to the culture of human rights in Iraq
- Strengthening opportunities for networking

1 hr

Part B Question and Answer Period

The TOT alumni answer questions from participants.

Questions for discussion:

- What can we learn from the experiences of the TOT alumni? In particular, what can we learn about their:
 - Successful approaches
 - Risks and challenges they encountered and how they addressed them
 - Transferring skills and knowledge to their colleagues within their organizations

Continued ▶ ▶ ▶

Activity 4 cont'd

- What are the specific lessons learned from their experiences at different levels of HRE programming, i.e., during the following phases:
 - Planning
 - Design
 - Implementation
 - Evaluation / follow-up
- How do their experiences reflect different types of changes among their target audiences (for example, in terms of the target audiences' knowledge, skills, and attitudes related to human rights)?
- How do their experiences help identify areas of possible collaboration between all Iraqi participants?
- How do their experiences help identify the role of the MENA network more clearly?

End of Activity ■

Module 2

Effective HRE in Iraq

Overview

In this Module, participants begin their analysis of their case studies using a human rights perspective. The first activity enables participants to apply the key learnings from the first workshop to their case study. Following this, two resource persons address central issues to the MENA program – conflict and gender – and participants reflect on what the resource persons have to offer and how it relates to their case studies, and more broadly to the HRE work of their organizations.

Activity		Time
Activity 1	Our Human Rights Issues: Exploring Our Case Studies	3 hrs
Activity 2	HRE as a Tool to Address Conflicts	4 hrs 30 min
Workbook:	Conflict and HRE	1 hr 30 min
Activity 3	Gender in Conflict Environments	3 hrs

Activity 1 Our Human Rights Issues: Exploring Our Case Studies

Objective

To analyze participants' case studies using a rights-based approach.

Time

3 hrs

Description

This activity is divided into four parts.

In **Part A**, the facilitator will explain the structure of the **Workbook**.

In **Part B**, you will work individually to summarize your case study.

In **Part C**, you will work in small groups to analyze your case studies.

In **Part D**, you will share the results of your small group discussion with the larger group.

30 min

Part A Explanation of the Workbook

The facilitator explains the structure of the **Workbook** (included in the Section 2 of the manual). Prior to the workshop, each participant was asked to identify a case study relevant to the HRE work of their organization. This case study will be analyzed throughout the workshop. While each participant comes to the workshop with their own case study, participants will be grouped according to similar target audiences in order to share their experiences.

Most of the terms used in the **Workbook** are known to most participants, however the terms *rights-holder* and *duty-bearer* might be new to some. These terms are often used in what is called a *rights-based approach*. The facilitator explains in more detail what is meant by a rights-based approach. Refer to **Reference Sheet 2** for more information on a rights-based approach.

15 min

Part B Individual Work

Each participant summarizes the main points of their case study using **Worksheet 1** in the **Workbook**.

Continued ▶ ▶ ▶

Activity 1 cont'd

1 hr 30 min

Part C Small Group Work

The facilitator divides participants into small groups (4 or 5 groups) according to similar target audiences identified in participants' case studies. Each group analyzes their case studies by completing the following **Worksheets** in the **Workbook**:

- **Worksheet 2: Linking to Rights** helps identify and analyze the different rights related to the case studies.
- **Worksheet 3: Force-Field Analysis** helps situate the current situation and the desired situation as a result of your HRE work in addressing the rights in the case studies.
- **Worksheet 4: Your HRE Work to Address the Case Study** helps describe the goal, objectives, expected results, and use of the participatory methodology in your HRE work.
- **Worksheet 5: Stakeholder Analysis** helps identify the various actors involved in your case study.

Prepare to present the results of your discussion to the larger group in Part D. Owing to the amount of **Worksheets** completed during this activity, your facilitator will guide you on which aspects of your discussion you should present to the larger group.

1 hour

Part D Presentation and Discussion

The large group reconvenes. Each small group reports on the results of their discussion. The facilitator synthesizes the common elements.

Questions to consider:

- What are some of the common elements emerging from the groups?
- What have we learned from other groups which can help us with our own case studies?
- What are some initial “good practices” of effective HRE programs based on our work?

End of Activity ■

Reference Sheet 2: Rights-Based Approach

In human rights language, we often talk of using a rights-based approach. A rights-based approach is founded on the conviction that every human being, by virtue of being human, is a holder of rights. The elements of a rights-based approach guide the content and practice of human rights education. These elements include:

Principles of a Rights-Based Approach

1. PARTICIPATION

- Aims for a high degree of participation, from communities, civil society, minorities, indigenous peoples, women, children and others.

2. Increased levels of ACCOUNTABILITY

- Identifies rights-holders (and their entitlements) and corresponding duty-bearers (and their obligations).
- Identifies the positive obligations of duty-bearers (to protect, promote and provide) and their negative obligations (to abstain from violations).

3. NON-DISCRIMINATION

- Gives particular attention to ensuring non-discrimination, equality, equity and marginalized groups. These groups may include women, minorities, indigenous peoples and prisoners.

4. Move from dependency to EMPOWERMENT

- Focuses on beneficiaries as the owners of rights and the directors of development instead of the objects of programs and actions to address their needs.
- Gives people the power, capabilities and access needed to change their own lives, improve their own communities and influence their own destinies.

5. Direct LINKS to rights

- Establishes direct links to human rights instruments.
- Considers the full range of indivisible, interdependent and interrelated rights.

Reference Sheet 2 (continued)

Rights-Holders and Duty-Bearers

A rights-based approach is a conceptual framework that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It focuses on developing the capacities of **duty-bearers** to meet their obligations and to **rights-holders** to claim their rights.

In human rights language, a **rights-holder**:

- is entitled to rights
- is entitled to claim rights
- is entitled to hold the duty-bearer accountable
- has a responsibility to respect the rights of others

Consequently, those who have the obligation to respect, protect, and fulfill the rights of the rights-holder are **duty-bearers**.

The overall responsibility for meeting human rights obligations rests with the state. This responsibility includes all the organs of the state such as parliaments, ministries, local authorities, judges and justice authorities, police, teachers or extension workers. All these are legal duty-bearers.

Every rights-holder has the responsibility to respect the rights of others. In this sense you can say that every individual or institution that has the power to affect the lives of rights-holders is a moral duty-bearer – the greater the power the larger the obligation to fulfil and especially to respect and protect the human rights of others. In this sense private companies, local leaders, civil society organisations, international organisations, 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.

Source:

The Danish Institute for Human Rights. (2007). Applying a Rights-Based Approach: An Inspirational Guide for Civil Society. Available online:
<http://www.humanrights.dk/files/pdf/Publikationer/applying%20a%20rights%20based%20approach.pdf>

Activity 2 HRE as a Tool to Address Conflict

Objectives

- To apply conflict analysis and human rights analysis approaches to address human rights issues.
- To analyze the potential of HRE as a tool to address conflict.

Time

4 hrs 30 min

Description

This activity is divided into five parts.

In **Part A**, the resource person will discuss conflict and human rights.

In **Part B**, there will be a question and answer period.

In **Part C**, you will analyze case studies given by the resource person.

In **Part D**, you will share the results of your small group discussion with the larger group.

In **Part E**, the resource person will lead a large group discussion on how conflict relates to participants' HRE work.

1 hr

Part A Presentation by Resource Person

Resource person: John Packer, Consultant, Canada

The resource person discusses conflict and the impact it has on addressing human rights issues. In particular, he discusses the following:

- Analysis of the root/structural causes of conflict
- Different types of conflict in Iraq
- Effect of the conflicts on human rights
- Conflict analysis and human rights analysis
- HRE as a tool to address conflicts

1 hr

Part B Question and Answer

Question and answer period.

Continued ▶ ▶ ▶

Activity 2 cont'd

- 45 min** **Part C Small Group Work**
The facilitator divides participants into small groups. Each group analyzes human rights issues described in a case study distributed by the resource person. Groups will either analyze the case study using a conflict analysis or a human rights analysis. Refer to **Reference Sheet 3** for more information on the distinction between the two types of analyses.
- 1 hr** **Part D Presentation and Discussion**
The large group reconvenes. Each small group reports on the results of their discussion.
- 45 min** **Part E Response from Resource Person**
The resource person offers some final comments and answers any further questions from the participants.

End of Activity ■

Reference Sheet 3: Conflict Analysis and Human Rights Analysis

Conflict Analysis	Human Rights Analysis
1. What are the issues in conflict?	1. What human rights are implicated?
2. Who are the “parties” and other actors?	2. Are there violations?
3. What are their respective needs, interests and aspirations?	3. Who are the rights-holders?
4. What are their relations? (allies, enemies, competitors, neutral)	4. Who are the duty-holders (in terms of specific responsible authorities and their agents)?
5. What obstacles/challenges and opportunities exist in resolving, managing and preventing the conflict(s)? (resources, events, etc.)	5. What (general or specific) solutions may be proposed to end the violations and realize the implicated human rights?

Source:

John Packer, Resource Person, Equitas MENA Regional Working Session 2, Aqaba, Jordan, October 2007.

Workbook: Conflict and HRE

Time

1 hr 30 min

Description

Participants continue to work in small groups on their case studies.
In particular, complete **Worksheet 6** on different types of conflict.

End of Activity ■

Activity 3 Gender in Conflict Environments

Objectives

To identify basic gender concepts and how they relate to HRE.

To examine these gender concepts as they apply to conflict environments.

To practise applying a gender perspective to HRE work.

Time

3 hrs

Description

This activity is divided into four parts.

In **Part A**, the resource person will discuss gender in conflict environments.

In **Part B**, you will have the opportunity to ask questions.

In **Part C**, you will work in small groups to practise tools to apply a gender perspective in your work.

In **Part D**, you will share the results of your small group discussion with the larger group and the resource person will synthesize the discussion.

1 hr

Part A Presentation by Resource Person

Resource person: Sama Awaideh, Director, Women's Studies Center, Jerusalem and Head of the Arab Women's Forum

The resource person discusses gender in conflict environments. In particular, she discusses the following:

- A review of key gender concepts from the first workshop
- Describing gender roles, practical and strategic needs, and the application of a gender perspective in HRE in Iraq
- Gender in conflict environments: focus on aspects of economic and political participation and decision-making, access to information, health, education, work
- Gender-based violence in conflict environments, including UN Security Council Resolution 1325 on women, peace and security

Continued ▶ ▶ ▶

Activity 3 cont'd

- | | |
|---------------|---|
| 30 min | Part B Question and Answer
Question and answer period. |
| 1 hr | Part C Small Group Work
The resource person leads participants through exercises on applying a gender perspective to HRE. Prepare to present the results of your discussion to the larger group in Part D. |
| 30 min | Part D Presentation and Discussion
The large group reconvenes. Each small group reports on the results of their discussion. The resource person offers some final comments and answers any further questions from the participants. |

End of Activity ■

Module 3

Being a Human Rights Educator in Iraq

Overview

In this Module, participants reflect on what it means to be a human rights educator by first examining their personal motivations for being a human rights educator and their approach to human rights education. The next activity enables participants to reflect on the environment in which they work in Iraq as human rights educators, what the risks are and how to address them. The final activity enables participants to develop new HRE strategies for their case studies.

There is also time in this Module for participants to work on their HRE Workbook.

Activity		Time
Activity 1	Approaches to HRE	2 hrs
Workbook:	Gender and Approaches to HRE	1 hr 30 min
Activity 2	Security of Human Rights Educators in Iraq	3 hrs
Activity 3	Developing HRE Activities	3 hrs

Activity 1 What Defines a Human Rights Educator?

Objectives

- To explore personal notions being a human rights educator.
- To examine different approaches to HRE.

Time

1 hr 30 min

Description

This activity is divided into three parts.

In **Part A**, you will take a few minutes to answer questions which help define you as a human rights educator.

In **Part B**, you will work in groups of three to discuss different approaches to HRE.

In **Part C**, you will share the results of your small group discussion with the larger group.

15 min

Part A Personal Reflection

Take a few minutes to personally reflect on the questions listed below about your role as a human rights educator. You will discuss your responses in Part B in small groups.

- I am a human rights educator because...

- My strongest personal values which define me are...

Continued ▶ ▶ ▶

Activity 1 cont'd

- What brings me satisfaction as a human rights educator is ...

- I am frustrated by...

- I am afraid of ...

45 min

Part B Small Group Discussion

The facilitator divides participants into groups of three. Participants in each group share their answers from Part A with each other.

Once everyone has had the chance to share their answers with each other, read **Reference Sheet 4**. The **Reference Sheet** presents three different emerging models for human rights education: 1) a values and awareness model, 2) an accountability model, and 3) a transformational model.

Consider the following questions:

- What type of model best reflects your approach to human rights education? Does your approach match one specific model, or is your approach more a combination of the ones presented?

Continued ▶ ▶ ▶

Activity 1 cont'd

- Do you use more than one approach for the same target audience, or does it change over time?
- What are some of the strengths and challenges to using each approach?

Prepare to discuss the main points of your discussion to the large group in Part C.

30 min**Part C Presentation and Discussion**

The large group reconvenes. Some small groups report on the results of their discussion. The facilitator synthesizes the common elements.

Questions to consider:

- Is your approach to HRE shared by others in your organization?
- Do you ever explain your approach to the target audiences or stakeholders you work with? If yes, how?
- How do you address gender within your approach?
- What are examples of situations in your work as a human rights educator that have prompted you to change or reflect upon your approach?
- How do you reflect on your practice as a human rights educator? How do you enable your target audiences to reflect on their learning?

End of Activity ■

Reference Sheet 4: Emerging Models for Human Rights Education

By Felisa Tibbitts, 2002

<http://usinfo.state.gov/journals/itdhr/0302/ijde/tibbitts.htm>

Model 1 – Values and Awareness

In the "values and awareness model," the main focus of human rights education is to transmit basic knowledge of human rights issues and to foster its integration into public values. Public education awareness campaigns and school-based curriculum typically fall within this realm. It is not unusual for school curricula that include human rights to link up with fundamental democratic values and practice.

The goal is to pave the way for a world that respects human rights through an awareness of and commitment to the normative goals laid out in the Universal Declaration and other key documents. Human rights topics that would apply to this model include a history of human rights, information about key human rights instruments and mechanisms of protection, and international human rights concerns (e.g., child labor, trafficking and genocide). The key pedagogical strategy is engagement: to attract the interest of the participant. These methods can be quite creative (for example, when using media campaigns or popular streetside education) but can also devolve into a lecture-oriented approach. However, this model places relatively little emphasis on the development of skills, such as those related to communication, conflict resolution and activism.

The implicit strategy is that mass support for human rights will continue to bear pressure upon authorities to protect human rights. This approach typically also fosters critical thinking and the ability to apply a human rights framework when analyzing policy issues. Thus, students are made to be "critical consumers" of human rights.

It is unclear if the knowledge and awareness approach does build to a "critical human rights consciousness" although this would presumably be a goal of such a program. Critical human rights consciousness might have the following criteria, as outlined in Garth Meintjes' article "Human Rights Education as Empowerment: Reflections on Pedagogy" in *Human Rights Education for the Twenty-First Century*:

- the ability of students to recognize the human rights dimensions of, and their relationship to, a given conflict- or problem-oriented exercise;
- an expression of awareness and concern about their role in the protection or promotion of these rights;
- a critical evaluation of the potential responses that may be offered;
- an attempt to identify or create new responses;
- a judgment or decision about which choice is most appropriate; and
- an expression of confidence and a recognition of responsibility and influence in both the decision and its impact.

Reference Sheet 4 (continued)

Some examples of the values and awareness model include human rights-related lessons within citizenship, history, social science and law-related education classes in schools, and infusion of human rights-related themes into both formal and informal youth programming (e.g., the arts, Human Rights Day, debate clubs). Public awareness campaigns involving public art and advertising, media coverage and community events may also be classified under this model.

Model 2 – Accountability

Under the "accountability model," participants are already expected to be directly or indirectly associated with the guarantee of human rights through their professional roles. In this group, HRE focuses on the ways in which professional responsibilities involve either directly monitoring human rights violations and advocating with the necessary authorities or taking special care to protect the rights of people (especially vulnerable populations) for whom they have some responsibility.

Within this model, the assumption of all educational programming is that participants will be directly involved in the protection of individual and group rights. The threat of the violation of rights, therefore, is seen as inherent to their work. For advocates, the challenge is to understand human rights law, mechanisms of protection, and lobbying and advocacy skills. For other professional groups, educational programs sensitize them about the nature of human rights violations and potentials within their professional role, not only to prevent abuses but to promote respect for human dignity. Human rights training and topics are geared towards these specialized areas, and outcomes are geared towards content as well as skill-development.

Examples of programs falling under the accountability model are the training of human rights and community activists on techniques for monitoring and documenting human rights abuses and procedures for registering grievances with appropriate national and international bodies. Also falling within this classification are pre-service and in-service trainings for lawyers, prosecutors, judges, police officers and the military, which may include information about relevant constitutional and international law, professional codes of conduct, supervisory and grievance mechanisms, and consequences of violations. Professional groups, such as health and social service workers, journalists and other members of the media, are the recipients of HRE programming aimed at accountability.

Within the accountability model, personal change is not an explicit goal, since it assumes that professional responsibility is sufficient for the individual having an interest in applying a human rights framework. The model does, however, have the goal of structurally based and legally guaranteed norms and practices related to human rights. It is a given within this model, that social change is necessary, and that community-based, national and regional targets for reform can be identified.

Reference Sheet 4 (continued)

Model 3 – Transformational

In the "transformational model," HRE programming is geared towards empowering the individual to both recognize human rights abuses and to commit to their prevention. In some cases, whole communities -- not just the individual -- are treated as the target audience. This model involves techniques (based partly on developmental psychology) that involve self-reflection and support within the community. A formal focus on human rights is only one component of this model, however. The complete program may also include leadership development, conflict resolution training, vocational training, work and informal fellowship.

The transformational model assumes that students have had personal experiences that can be seen as human rights violations (the program may assist in this recognition) and that they are therefore predisposed to become promoters of human rights. It treats individuals more holistically, but it is therefore more challenging in its design and application.

This model can be found in programs operating in refugee camps, in post-conflict societies, with victims of domestic abuse and with groups serving the poor. There are examples of "human rights communities," where governing bodies, local groups and citizens "examine traditional beliefs, collective memory and aspirations as related to the Universal Declaration of Human Rights," such as those supported by the People's Decade for Human Rights Education, as part of the United Nations Decade for Human Rights Education, which was officially proclaimed from 1995 to 2004.

In some cases, this model can be found in school settings, where an in-depth case study on a human rights violation (such as the Holocaust and genocide) can serve as an effective catalyst for examining human rights violations. In some sophisticated programs, students are asked to consider the ways in which they and others have both been victims and perpetrators of human rights abuses, thus using psychological techniques to overcome the "we" versus "they" mentality and to increase a sense of personal responsibility. Graduates of such programs are positioned to recognize and protect their own rights and those of others they come in contact with.

Should schools choose to do so, the HRE curricula could address participation in family decision-making; respect for parents but rejection of family violence; and equality of parents within the home.

Workbook: Gender and Approaches to HRE

Time

1 hr 30 min

Description

Participants continue to work in small groups on their case studies. In particular, complete **Worksheet 7** on gender and **Worksheet 8** on approaches to HRE.

End of Activity ■

Activity 2 Security of Human Rights Defenders in Iraq

Note:

Most of the content of this activity is taken from the **Protection Manual for Human Rights Defenders**, written by Enrique Eguren, Peace Brigades International, European Office and published by Front Line: The International Foundation for the Protection of Human Rights Defenders.

Available online in Arabic:

<http://www.frontlinedefenders.org/files/en/Protection%20Manual%20for%20Human%20Rights%20Defenders%20Arabic.pdf>

Available online in English:

http://www.frontlinedefenders.org/files/en/2312_Protection%20Manual%20for%20Human%20Rights%20Defenders.pdf

Objective

To identify the level of risk in undertaking HRE in Iraq and to identify strategies to reduce such risk.

Time

3 hrs

Description

This activity is divided into five parts.

In **Part A**, the facilitator will lead a large group discussion on barriers faced by human rights defenders.

In **Part B**, you will work in small groups to examine the Declaration on Human Rights Defenders.

In **Part C**, you will identify the elements of a risk assessment for human rights defenders.

In **Part D**, you will undertake a risk assessment for your organization.

In **Part E**, you will report the results of your discussion to the larger group.

Continued ▶ ▶ ▶

Activity 2 cont'd**15 min****Part A Large Group Discussion**

The facilitator leads a large group discussion on barriers faced by human rights defenders.

Questions to consider:

- The term “human rights defender” is often used when discussing the security of people and organizations defending and promoting human rights. What are the differences between “human rights educator” and “human rights defender”?
- What are the barriers faced by human rights defenders in Iraq?
- Are there specific barriers faced by women human rights defenders? If yes, what are they?

30 min**Part B Small Group Work**

The facilitator introduces the Declaration on Human Rights Defenders (see **Appendix 10**). The facilitator briefly discusses:

- The Declaration’s legal character as a non-binding instrument
- The Declaration’s provisions
- Mandate and activities of the Special Representative

The facilitator then divides participants into groups of three. Participants in each group reflect on the barriers identified in Part A and examine how these barriers are addressed in the Declaration.

30 min**Part C Large Group Discussion**

The facilitator invites some participants to share the results of their discussion with the larger group.

Then the facilitator presents the elements necessary for conducting a risk assessment of HRE work:

- Threats
- Vulnerabilities
- Capacities
- Coping strategies:

Refer to **Reference Sheet 5** for more information on risk assessment.

Continued ▶ ▶ ▶

Activity 2 cont'd

1 hr 15 min

Part D Small Group Work

The facilitator divides participants into small groups. Members of each group conduct a risk assessment of their respective organizations by completing **Worksheet 9** in the **Workbook**.

Prepare to present the results of your discussion to the larger group in **Part E**.

30 min

Part E Presentation and Discussion

The large group reconvenes. Each small group reports on the results of their discussion. The facilitator synthesizes the common elements.

End of Activity ■

Reference Sheet 5: Risk Assessment for Human Rights Defenders

Risk

Risk is an inherent part of defenders' lives in certain countries. There is no widely accepted definition of risk, but we can say that risk refers to possible events, however uncertain, that result in harm.

In any given situation, everyone working on human rights may face a common level of danger, but not everyone is equally vulnerable to that general risk just by being in the same place. **Vulnerability** - the possibility that a defender or a group will suffer an attack or harm - varies according to several factors.

The level of risk facing a group of defenders increases in accordance with **threats** that have been received and their **vulnerability** to those threats, as presented in this equation:

$$\text{RISK} = \text{THREATS} \times \text{VULNERABILITIES}$$

Threats

Threats represent the possibility that someone will harm somebody else's physical or moral integrity or property through purposeful and often violent action. Making a threat assessment means analysing the likelihood of a threat being put into action.

Defenders can face many different threats in a conflict scenario, including targeting, common crime and indirect threats.

The most common type of threat – **targeting** - aims to hinder or change a group's work, or to influence the behaviour of the people involved. Targeting is usually closely related to the work done by the defenders in question, as well as to the interests and needs of the people who are opposed to the defenders' work.

Defenders may face the threat of **common criminal attacks**, especially if their work brings them to risky areas. Many cases of targeting are carried out under the guise of being 'ordinary' criminal incidents.

Reference Sheet 5 (continued)

Indirect threats arise from the potential harm caused by fighting in armed conflicts, such as ‘being in the wrong place at the wrong time’. This applies specially to defenders working in areas with armed conflict.

Targeting (targeted threats) can also be seen in a complementary way: Human rights defenders may come across **declared** threats, for example by receiving a death threat. There are also cases of **possible** threats, when a defender close to your work is threatened and there are reasons to believe that you might be threatened next.

Vulnerabilities

Vulnerability means the degree to which people are susceptible to loss, damage, suffering and death in the event of an attack. This varies for each defender or group, and changes with time. Vulnerability is always relative, because all people and groups are vulnerable to some extent. However, everyone has their own level and type of vulnerability, depending on their circumstances. Let’s see some examples:

Vulnerability can be about location. For example, a defender is usually more vulnerable when s/he is out on the road during a field visit than when s/he is at a well known office where any attack is likely to be witnessed.

Vulnerabilities can include lack of access to a phone or to safe ground transportation or to proper locks in the doors of a house. But vulnerabilities are also related to the lack of networks and shared responses among defenders.

Vulnerabilities may also have to do with team work and fear: A defender that receives a threat may feel fear, and his/her work will be affected by fear. If s/he has no a proper way to deal with fear (somebody to talk to, a good team of colleagues, etc) chances are that s/he could makes mistakes or take poor decisions that may lead him/her to more security problems.

Capacities

Capacities are the strengths and resources a group or defender can access to achieve a reasonable degree of security. Examples of capacities could be training in security or legal issues, a group working together as a team, access to a phone and safe transportation, to good networks of defenders, to a proper way of dealing with fear, etc.

The risk created by threats and vulnerabilities can be reduced if defenders have enough capacities (the more capacities, the lesser the risk).

$$\text{RISKS} = \frac{\text{THREATS} \times \text{VULNERABILITIES}}{\text{CAPACITIES}}$$

Reference Sheet 5 (continued)

In order to reduce risk to acceptable levels -namely, to protect- you must:

- Reduce threats.
- Reduce vulnerability factors.
- Increase protection capacities.

Risk is a dynamic concept that changes with time and with variations in the nature of threats, vulnerabilities and capacities. This means risk must be assessed periodically, especially if your working environment, threats or vulnerabilities change. For instance, Vulnerabilities can also increase if a change of leadership leaves a group of defenders in a weaker position than before. Risk increases dramatically with a clear and present threat. In such cases, it is not safe to try to reduce risk by increasing capacities, because that takes time.

Security measures, such as legal training or protective barriers, could reduce risk by reducing vulnerability factors. However, such measures do not confront the main source of risk, i.e. the threats, nor the will to carry them out, especially in situations where perpetrators know they are likely to go unpunished. All major interventions in protection should therefore aim to reduce threats, in addition to reducing vulnerability and enhancing capacity.

Vulnerabilities and capacities, as well as some threats, may vary according to gender and age. You therefore need to break down your findings accordingly.

Vulnerabilities and capacities assessment

Designing a vulnerability and capacities assessment for a given group (or person) involves defining the group itself (a community, collective, NGO, individuals, etc), the physical area where it is located and the time line (your vulnerability profile will change and evolve over time). Then you can proceed to assess vulnerabilities and capacities.

Please note: The vulnerabilities and capacities assessment must be seen as an open-ended activity aimed at building on existing information to maintain an accurate picture of a constantly evolving situation. When assessing capacities, it is important to establish what the actual current capacities are instead of listing potential, desirable ones.

Reference Sheet 5 (continued)

Coping and response strategies

Defenders and groups under threat use different **coping strategies** to deal with the risks they perceive that they face. These strategies will vary a lot depending on their environment (rural, urban), the type of threat, the social, financial and legal resources available, etc.

Most coping strategies can be implemented immediately and in response to short term objectives. They will therefore function more like tactics than as detailed response strategies. Most strategies also respond to individual people's subjective perceptions of risk, and could at times cause the group some level of harm, especially if the strategies used cannot be reversed.

Coping strategies are closely related to the type and severity of threat and to the group's capacities and vulnerabilities.

When thinking about security and protection you must take into account both your own and other people's coping strategies. Reinforce the effective ones, try to limit harmful ones and try to respect the remaining ones (especially coping strategies linked to cultural or religious beliefs).

Some coping strategies:

- Reinforcing protective barriers, hiding valuables.
- Avoiding behaviour which could be questioned by another actor, especially if control of the territory where you are working is under military dispute.
- Going into hiding during high risk situations, including in places that are difficult to access, like mountains or jungle, changing houses, etc. Sometimes whole families go into hiding, and sometimes just defenders. Hiding could take place at night or go on for several weeks, and might involve no outside contact.
- Looking for armed or political protection from one of the armed actors.
- Suspending activities, closing down the office, evacuating. Forced migration (internal displacement or as refugees) or going into exile.
- Relying on "good luck" or resorting to "magic" beliefs.
- Becoming more secretive, including with colleagues; going into denial by refusing to discuss threats; excessive drinking, overwork, erratic behaviour.

Reference Sheet 5 (continued)

Defenders also have access to response strategies. These can include issuing reports to publicize a specific issue, making allegations, staging demonstrations, etc. In many cases these strategies do not amount to a long term strategy, but respond to short term needs. In some cases the response strategies might even create more security problems than those they were intended to address.

When analyzing coping and response strategies, take the following into account:

- **Sensitivity:** Can your strategies respond quickly to individual or group security needs?
- **Adaptability:** Can your strategies be quickly adapted to new circumstances, once the risk of attack is over? A defender may have several options available, for example to either hide or to live at other people's houses for a while. Such strategies may seem weak or unstable, but often have great endurance.
- **Sustainability:** Can your strategies endure over time, despite threats or non-lethal attacks?
- **Effectiveness:** Can your strategies adequately protect the people or groups in question?
- **Reversibility:** If your strategies don't work or the situation changes, can your strategies be reversed or changed?

Dealing with risk after doing a risk assessment

Once your risk assessment has been done, you need to look at the results. As it is impossible to measure the "amount" of risk you are facing, you need to establish an understanding of what the **level** of risk is.

Different defenders and organisations may estimate different levels of risk. What is unacceptable for some defenders can be acceptable for others, and the same can be said for people within the same organisation. Rather than discussing what "must" be done or whether you are prepared for going ahead with it, people's different thresholds of risk must be addressed: You must find a commonly acceptable threshold for all members of the group.

That said, there are different ways of dealing with risk:

- You can **accept** the risk as it stands, because you feel able to live with it.
- You can **reduce** the risk, by working on threats, vulnerabilities and capacities.

Reference Sheet 5 (continued)

- You can **share** the risk, by undertaking joint actions with other defenders to make potential threats to one defender or organisation less effective.
- You can choose to **avoid** the risk, by changing or stopping your activities or changing approach to reduce potential threats.
- You can **ignore** the risk, by looking the other way. Needless to say, this is not the best option.

Bear in mind that the levels of risk are usually different for each of the organizations and individuals involved in a human rights case, and that attackers usually tend to hit in the weakest parts, so that you have to pay attention to these different levels of risk and take specific measures. For example, let's look at a case of a peasant killed by a landowner private army. There may be several organizations and individuals involved in it, such as a group of lawyers from the close-by capital city, a local peasant union and three witnesses (peasants who live in a nearby village). It is key to assess the different levels of risk of each of these stakeholders in order to plan properly for the security of each of them.

Source:

Protection Manual for Human Rights Defenders, written by Enrique Eguren, Peace Brigades International, European Office and published by Front Line: The International Foundation for the Protection of Human Rights Defenders.

Activity 3 Developing HRE Activities

Objectives

To practise the application of the Learning Spiral to different case studies.

To develop HRE activities applicable to participants' case studies.

Time

3 hrs

Description

This activity is divided into five parts.

In **Part A**, the facilitator will lead a large group discussion on the use of the Learning Spiral.

In **Part B**, you will work in small groups to apply the Learning Spiral to a case study.

In **Part C**, you will share the results of your small group discussion with the larger group.

In **Part D**, you will develop new HRE activities relevant to your case study.

In **Part E**, you will report the results of your discussion to the larger group.

15 min

Part A Reviewing the Spiral

The **participatory methodology** is often used by human rights educators. Equitas uses the Learning Spiral to design its workshops. In this Part, you will examine in more detail the Learning Spiral and the types of critical questions you can ask participants throughout the learning process.

The facilitator leads participants through a review of the Learning Spiral.

Questions to consider:

- Do you use the Learning Spiral when designing your HRE work?
- What have you learned from using the Learning Spiral? What are some of its strengths and weaknesses?

Continued ▶ ▶ ▶

Activity 3 cont'd

Additional information on the Learning Spiral can be found in **Appendices 2 and 3.**

30 min

Part B Applying the Spiral – Case Studies

The facilitator divides participants into four small groups. Each group reads through the case studies presented below and selects one to analyze. **Describe how you would design an HRE activity for the group depicted in the case study.** Since these are short case studies, there are many aspects of the target audience or the environment which are not described. But keep in mind that this exercise is meant to generate your ideas on how to apply the Learning Spiral. In other words,

1. How would you bring out the experience of the participants?
2. How would you help them identify patterns?
3. What kind of new information would you bring to them, and how would you present it to them?
4. What kind of actions or strategies would result?
5. How would you know participants have applied in action what they said they would?

Each group prepares to present the results of their discussion to the larger group in Part C.

Case Study 1

You are a member of an NGO. You go to a small community to talk to people about human rights. Most adults are illiterate and do not send their children to school. You were invited by some community members to talk to them about the importance of educating their children.

Case Study 2

You are a member of an NGO. You are invited by the government to talk to staff from the Ministry of Housing about housing rights. It is widely mentioned in the media that the Ministry of Housing is inefficient and corrupt. You will be conducting a one day workshop with senior and junior Ministry officials.

Case Study 3

You are a member of an NGO. You are invited by the police to talk to them about human rights. Public perception of the police is that it is abusive and authoritarian and its officers routinely violate human rights with total impunity. You will be conducting a one-day workshop on human rights for police officers.

Case Study 4

You are a member of an NGO. A new human rights club at the university in town is asking you to help them with promoting the right to vote among its students.

Continued ▶ ▶ ▶

*Activity 3 cont'd***45 min****Part C Presentation and Discussion**

The large group reconvenes. Each small group reports on the results of their discussion. The facilitator synthesizes the common elements.

Questions to consider:

- Has this activity made you rethink how you would use the Learning Spiral? If yes, how?
- In many Equitas workshops, participants frequently begin with an analysis of the human rights issues or the general human rights context. How were human rights issues addressed in the case studies? How did the language of human rights differ between the cases?
- In each of the cases, how would you measure success of your HRE activities with the target audiences?

1 hr**Part D Developing New HRE Activities – Small Group Work**

The facilitator divides participants into small groups. Each group analyzes their case studies by completing **Worksheet 10** in the **Workbook**.

Prepare to present the results of your discussion to the larger group in Part E.

30 min**Part E Presentation and Discussion**

The large group reconvenes. Each small group reports on the results of their discussion. The facilitator synthesizes the common elements.

End of Activity ■

Module 4

HRE and Social Change

Overview

In this Module, participants examine HRE's contribution to social change at different levels: individual, community/group, and the wider societal levels. This examination focuses on specific ways to identify results and indicators of social change. The next activity enables participants to reflect on ways in which the MENA network can contribute to this social change, and in particular to identify the unique contribution from the Iraqi participants to the value of the network. Finally, the analysis of the case studies comes to a close as participants share what they have done with their case studies over the course of the workshop.

Activity		Time
Activity 1	Evaluating HRE's Contribution to Social Change	3 hrs
Activity 2	The MENA Network As a Tool for Social Change: Open Space	2 hrs
Workbook:	Social Change	1 hr
Activity 3	Case Studies: Moving Forward	1 hr 30 min

Activity 1 Evaluating HRE's Contribution to Social Change

Objective

To identify the social change resulting from HRE activities developed for the case studies.

Time

3 hours

Description

This activity is divided into three parts.

In **Part A**, the facilitator will give a presentation on results in HRE evaluation.

In **Part B**, you will work in small groups to practise writing results and indicators.

In **Part C**, you will share the results of your small group discussion with the larger group.

45 min

Part A Presentation on Results

The facilitator presents the information described in **Reference Sheet 6** on results:

1. Challenges to HRE evaluation
2. Individual, community, and societal changes: what they mean and how to evaluate them
3. Results
4. Indicators

1 hr 30 min

Part B Social Change: From Awareness to Action

Positive social change can be identified at different levels (such as individual, community/group, and societal) and to different degrees. When we refer to degrees of social change, we will examine two ends of a continuum: **awareness** and **action**.

Continued ▶ ▶ ▶

Activity 1 cont'd

To analyze the social change of the HRE activities developed to address the human rights issues in the case studies, participants will work in small groups according to target audiences.

Together with the members of your group, determine what you consider to be results of your HRE activities to address the human rights issues in your case studies. Try to identify these results at three different levels:

- Individual (e.g., child, teacher, human rights worker)
- Community/ Group (e.g., the class/ school; the NGO and its network)
- Society (e.g., groups of larger communities)

Use **Worksheets 11 and 12** of the **Workbook** to record the results of your discussion. Tip: try to identify your results in terms of specific **knowledge, skills, and attitudes** gained/strengthened/changed as a result of your HRE activities to address the human rights issues in your case studies.

Prepare to present the results of your discussion to the larger group in Part C.

45 min

Part C Presentation and Discussion

The large group reconvenes. Each small group reports on the results of their discussion. The facilitator synthesizes the common elements.

Questions to consider:

- Looking at the results and indicators you developed, do they reflect the principles of a rights-based approach? If yes, how?
- Do the results and indicators take gender into consideration? If yes, how?
- Do the indicators you developed satisfy the criteria for good indicators listed in **Reference Sheet 6** (validity, reliability, sensitivity, simplicity, utility, affordability)?
- Could all the indicators you developed be validated against baseline data?

End of Activity ■

Reference Sheet 6: Taking a Fresh Look at Results

Challenges to HRE Evaluation

Results of human rights education activities, whether they are measured in the short-, medium- or long-term, are about *change*. For an HRE activity to be successful, we have to be in a position to identify some positive change that came about as a result of the activity.

Results are identifiable, measurable indications which demonstrate that the goal and objectives of an HRE event have been achieved.

There are inherent challenges to evaluating HRE. As was indicated by Felisa Tibbitts during the 2007 International HRE Evaluation Symposium organized by Equitas and the United Nations Office of the High Commissioner for Human Rights (OHCHR), two aspects of evaluation of HRE are clear. The first is that HRE is for a diverse range of target audiences – from children to prisoners to government officials to marginalized women, to name a few. Subsequently, HRE programs have to be distinctly developed for these specific target audiences. Second, *evaluation design* cannot be separate from *HRE program design*. Effective evaluation of HRE requires the creation of an evaluation strategy from the beginning of an HRE program.

Individual, Community, and Societal Changes: What They Mean and How to Evaluate Them

Despite these elements to consider, evaluation of HRE programs remains largely an afterthought for many human rights organizations. A suggested framework for examining social change within HRE activities is to look at changes at three distinct levels of increasing scope, namely individual, community/group, and society. Within each of these levels, the type of change can be identified, and in so doing, we can further define *what* we are hoping to evaluate and *how* we will evaluate it. The table on the next page illustrates a select number of different types of change to identify at the three levels:

Reference Sheet 6 (continued)

Level	What to evaluate: What social change are we hoping for? A change in...	How to evaluate: Techniques to use...
Individual	<ul style="list-style-type: none"> • Awareness • Desire • Knowledge • Skills • Attitudes, behaviour 	<ul style="list-style-type: none"> • Observation • Self-assessment (for example, through journals) • Semi-structured or open interviews • Focus group discussions • Questionnaires (pre- and post-activity)
Community (or Group)	<ul style="list-style-type: none"> • Participation • Power relations (interest and influence) • Family relations • Access to resources • Access to information • Fulfilment of specific rights: education, health housing, etc. • Reported human rights violations 	<ul style="list-style-type: none"> • Observation • Semi-structured or open interviews • Focus group discussions • Questionnaires • Surveys • Mapping exercises • Existing data (police reports, employment statistics, enrolment and retention rates at school, access to affordable health care, etc.) • Data/information from subject matter experts
Societal	<ul style="list-style-type: none"> • Laws, policies, legislation which reflect principles of human rights • Government services • Reported human rights violations • Citizen and civil society participation and collaboration with government • Socio-economic progress • Cultural norms and practices that impact on human rights (for example, changing gender roles) 	<ul style="list-style-type: none"> • Data/information from subject matter experts • Survey • Policy analysis (of change in policies over time and monitoring of policy implementation) • Budget analysis of government spending on its obligations • State compliance to international or national human rights obligations

An important point to note in the table is that changes progress from the individual to the community to society. Remember that the Equitas definition of HRE was a “process of social transformation that begins with the **individual** and branches out to encompass **society** at large.”

Reference Sheet 6 (continued)**Results**

These three levels – individual, community, and societal – are sometimes mapped against the standard results-based management language. This standard language was also adopted for the proposals of the local HRE activities (the first round and the second round). Results are identified as follows:

Level	Type of result
Individual	Short-term results = OUTPUTS
Community (or group)	Medium-term results = OUTCOMES
Societal	Long-term results = IMPACTS
While it is useful to examine results this way, it should be noted that some changes at the individual level are not only short-term. For example, a change in an individual's attitude is not likely to occur unless the person has an awareness of the human rights issue or problem and a desire to change it. This awareness and desire to change does not happen immediately (and often not after a workshop). Similarly, a change at the community level is not only medium-term. There are changes at the community level which may be more immediate and short-term, or long-term.	

The key to identifying results is not to focus on *what will be done*, but on *how the situation will be different*. The “what will be done” represent the activities that lead to results. Results tell us how the situation will be different.

Indicators

For each of these types of results, performance indicators (or sometimes simply “indicators”) are identified. These indicators can be either qualitative (descriptive) or quantitative (quantifiable).

The diversity of HRE programming necessitates an equally diverse range of evaluation tools, and careful development of results and performance indicators. In its guide to rights-based management, CIDA indicates six criteria that should be used when selecting performance indicators (<http://www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/EMA-218132656-PPK>):

- Validity: Does it measure the result?
- Reliability: Is it a consistent measure over time?
- Sensitivity: When the result changes, will the indicator be sensitive to those changes?
- Simplicity: Will it be easy to collect and analyze the information?
- Utility: Will the information be useful for decision-making and learning?
- Affordability: Can the program/project afford to collect the information?

Reference Sheet 6 (continued)

Developing indicators for HRE requires the use of a rights-based approach. That is to say, the principles of participation, accountability, non-discrimination, empowerment, and a link to rights should be considered when formulating indicators. Indicators must be specifically related to the particular right or set of rights they are meant to measure. For example, Channel Research (www.channelresearch.com) developed human rights indicators for a range of specific rights. Two examples, the promotion of the rights of women and voter education, are illustrated below.

Result	Indicators
Enhancement of women's human rights	<ul style="list-style-type: none"> • Increase in accession/ratification of main international human rights treaties as regards women • Increase in human rights reporting by the state to treaty bodies (for example Human Rights Committee reports) • Increase in civil society mobilization around the state reporting to international treaty bodies, especially the production of NGO alternative report to the treaty bodies, and advocacy campaigns around it • Integration of respect for human rights, and particularly women's human rights, in the national curricula at primary and secondary levels • Percentage of reported crimes against women that are successfully prosecuted • Number of women / children / refugees who report having suffered from torture, cruel, inhuman or degrading treatment or punishment • National indicators of women who have effective access to health care; who are homeless; displaced; entitled to inherit on equal basis with men; entitled to and exercising the vote • Percentage of members of parliament/ political parties/ local authority officials/civil servants/trades unions etc who are women
Greater participation of citizens in elections	<ul style="list-style-type: none"> • Consistency of answers among voters interviewed who respond "very well" to the question "Do you feel sufficiently informed about where to vote and how?" • Evidence of awareness among opinion leaders and journalists about how the political system functions • Number of public meetings held by the leadership of the parties and that involve dialogue with party members and citizens • Number of NGOs and other civil society stakeholders / representatives participating in public debates • Consistency of response of political actors and citizens who respond "Yes, very well" to the question "How well do you think you understand the way the political system works?"

Reference Sheet 6 (continued)

When developing results and indicators, there is a tendency to rewrite them as completed activities. For example, if a workshop was conducted for 30 police officers on gender sensitization, the result would not be “Workshop took place” nor would the indicators be “30 police officers trained” or “Manual produced.” Remember that a result is a measure of a *change*. Possible results and indicators from this type of workshop are illustrated in the table below:

Activity	Result	Indicators
Workshop for police officers on gender sensitization	<ul style="list-style-type: none"> Police officers integrate gender sensitize policies and practices into their work 	<ul style="list-style-type: none"> Increase in gender-sensitive language among colleagues and in relation with the public Inclusion of gender-sensitize practices in their work Decrease in the number of complaints against police officers of violating women's rights Increase in the number of female police officers treating cases such as rape or domestic violence

Activity 2 The MENA Network as a Tool for Social Change: Open Space

Objective

To explore the role of the MENA network in contributing to positive social change in Iraq.

Time

2 hours

Description

This activity uses a technique called 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.

Open Space Technology meetings are:

1. easy to organize, thus requiring very little lead time;
2. effective for small or large groups;
3. interactive;
4. conducive for leadership to surface naturally;
5. effective for existing organizations, coalitions, associations, or those that are newly formed;
6. facilitated by only one or two facilitators, no matter how large the group;
7. less expensive and less complicated than other large group methodologies.

The success of the Open Space Technology could be attributed to the **Four Principles** and **One Law** which guide behaviour in Open Space.

Continued ▶ ▶ ▶

Activity 2 cont'd

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, do not sit there feeling miserable.

For this activity, the facilitators describe the process for the Open Space Technology, which will revolve around the following theme:

How the MENA network can contribute to positive social change in Iraq.

End of Activity ■

Workbook

Time

1 hour

Description

Participants continue to work in their HRE Workbook. There are no specific Worksheets to complete at this time. Participants take the time to complete or review any part of their **Workbook**.

End of Activity ■

Activity 3 Case Studies: Moving Forward

Objective

To share some of the key learnings from the case studies.

Time

1 hr 30 min

Description

This activity is divided into two parts.

In **Part A**, you will work in small groups to answer questions related to the **Workbook**.

In **Part B**, the facilitator leads a large group discussion.

1 hr

Part A Reviewing the Workbook

The facilitator reviews the objective of the **Workbook** and the work participants have done in it since the beginning of the workshop. Then the facilitator divides participants into small groups to have them reflect on what they have learned and how they will transfer their knowledge back to their respective organizations.

Questions to consider:

- What have we learned about applying a rights-based approach?
- What have we learned about HRE as a tool to address conflicts?
- What have we learned about applying a gender perspective?
- What have we learned about improving our safety as human rights defenders and reducing risks related to our work?
- What have we learned about HRE contributing to social change?
- What have we learned about results and indicators?
- How will we transfer what we have learned in this workshop to our colleagues in our organizations?

30 min

Part C Large Group Discussion

The large group reconvenes and the facilitator leads a large group discussion.

End of Activity ■

Module 5

Next Steps

Overview

As the Equitas MENA program comes to a close, it is important to clearly identify where participants feel they need to strengthen their capacities in relation to HRE. The first activity enables participants to identify what their needs are in this respect. Following this, the Equitas team discusses next steps in the program and then participants evaluate the workshop.

Activity		Time
Activity 1	Identifying Our Needs	1 hr 30 min
Activity 2	Next Steps	30 min
Activity 3	Workshop Evaluation and Closing	30 min

Activity 1 Identifying Our Needs

Objective

To identify the HRE capacity building needs of the participants in relation to the MENA Program.

Time

1 hr

Description

The facilitators and the Equitas team lead a discussion on the HRE capacity-building needs of the participants.

End of Activity ■

Activity 2 Next Steps

Objective

To discuss next steps in the MENA Program.

Time

30 min

Description

The Equitas team discusses the next steps in the MENA Program.

End of Activity ■

Activity 3 Workshop Evaluation and Closing

Objective

To evaluate the workshop.

Time

30 min

Description

Participants complete a general evaluation questionnaire on the workshop.

End of Activity ■

Section 2 – HRE Workbook

Introduction

The content covered in this workshop aims to provide the necessary information and tools as well as the skills in order for you to develop practical strategies to employ in your human rights education (HRE) work in Iraq. *The objective of this **HRE Workbook** is to provide you with steps for developing a concrete plan for putting your learning into practice with the aim of increasing your organization's capacity to protect and promote human rights.*

The focal point of the **Workbook** is the case study you selected prior to the workshop. This case study was meant to represent a human rights issue (or issues) which your organization is currently working on. While the focus for the **Workbook** is on your own case study, you will nonetheless work with other participants who have are addressing similar issues with similar target audiences.

Throughout the workshop, you will have the opportunity to share your work with other participants, facilitators, and resource persons for feedback and revision. On the last day of the workshop, you will present your work to group members.

Instructions for Working on Your HRE Workbook

1. The facilitators will go over the goal and contents of the **Workbook**.
2. You will begin by writing a summary of your case study in **Worksheet 1**.
3. You will complete the remaining Worksheets throughout the workshop at specific times. Completing the Worksheets will often be done in small groups. Participants whose case studies address similar target audiences will be grouped together in order to share their experiences. Even though you will work together on the Worksheets, you should always complete them in relation to your own particular case study.

Important Considerations for Designing Your HRE Workbook

Mandate: Does it fit within the mandate of your organization? First and foremost, your **Workbook** must be coherent with the mandate of your organization.

Capacity: Is the **Workbook** within the capacity of your organization? Secondly, the **Workbook** must be within the scope of your organization's capacity. And it should also fit within the scope of your individual responsibility.

Content: What should the plan include? Thirdly, your **Workbook** must have:

- a clear focus on addressing the issue or issues highlighted by the case study
- a realistic timeframe for implementation
- well-defined HRE approach
- clearly defined ideas on how to evaluate the results

Worksheet 1: Summary of the Case Study

Prior to the workshop, you were asked to identify a case study about a human rights issue(s) related to the HRE work of your organization. Use this first Worksheet to summarize the key points of your case study.

Key Elements	Your Case Study
1. RIGHTS What is the human rights issue(s) applicable to the case study?	
2. RIGHTS-HOLDERS Who are the rights-holders (in other words, whose rights are being violated or allegedly violated)?	
3. DUTY-BEARERS Who are the duty-bearers (in other words, who has the responsibility to ensure the fulfillment of the rights of the rights-holders)?	
4. CAUSES What are the possible underlying causes of the human rights issue(s)?	
5. EFFECTS What are the effects of the human rights issue(s) on the rights-holders and the overall social, political, economic, and cultural environments?	
6. HRE PROGRAMS What HRE programs are already being undertaken (or which you hope to undertake) to address the human rights issue(s)?	

Worksheet 2: Linking to Rights

Use this Worksheet to identify your case study's links to human rights.

Key Components	Your Case Study
<p>Summary: Summary of the human rights issue or issues addressed by your case study:</p> <ul style="list-style-type: none"> ▪ What human rights are at issue? ▪ What human rights are being violated? ▪ Why is this issue important? ▪ How does it fit within your organization's work? 	

Key Components	Your Case Study
<p>International level:</p> <p>Related international human rights documents (conventions, treaties, etc.) and specific articles related to the rights in question:</p> <p>For example,</p> <ul style="list-style-type: none"> ▪ Universal Declaration of Human Rights (UDHR) ▪ International Covenant on Civil and Political Rights (ICCPR) ▪ International Covenant on Economic, Social and Cultural Rights (ICESCR) ▪ Convention on the Rights of the Child (CRC) ▪ Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) ▪ International Labour Organization (ILO) Conventions ▪ Geneva Conventions ▪ UN Security Council Resolution 1325 on Women and Security ▪ etc. 	

Key Components	Your Case Study
<p>International level:</p> <p>Additional sources of information describing the rights in more detail:</p> <p>For example:</p> <ul style="list-style-type: none"> ▪ Committee General Comments ▪ Iraq's country reports to UN Committees and their Observations and Recommendations ▪ Shadow or alternate reports 	
<p>National level:</p> <ul style="list-style-type: none"> ▪ National instruments (such as the Constitution, legislation, policies, etc.) ▪ National mechanisms (such as the judiciary) ▪ Customary law ▪ Religious law ▪ etc. 	

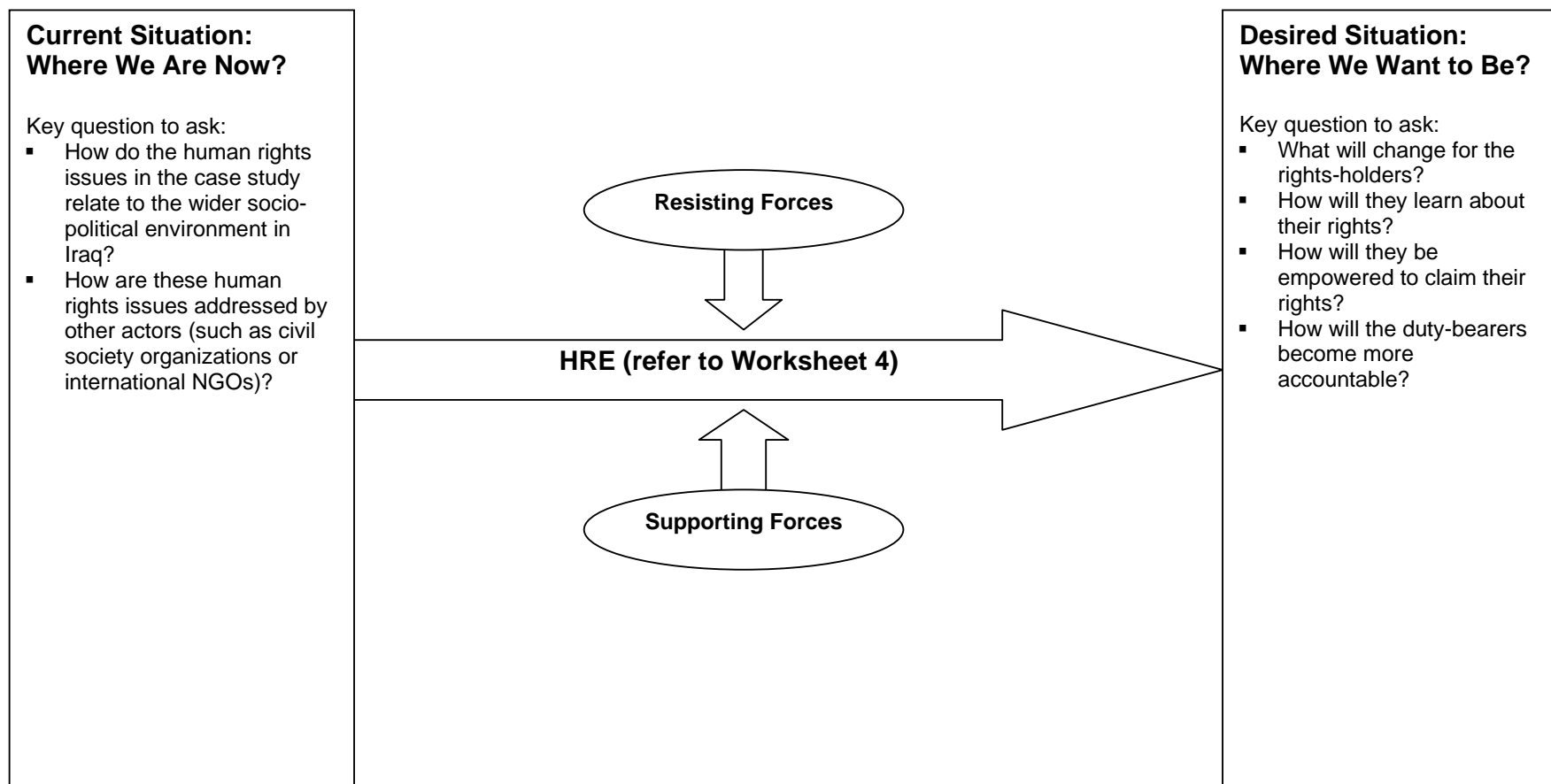
Key Components	Your Case Study
<p>Analysis questions:*</p> <ul style="list-style-type: none"> ▪ Are the relevant rights recognized by the Constitution? ▪ Do relevant national laws and policy regulations correspond to international human rights standards? ▪ Do law and policy adequately address the identified human rights issue(s) in Iraq? ▪ Is there awareness of and willingness to solve the human rights issue(s) at a national level and is action being taken? ▪ Are relevant state services adequate – i.e. both available and accessible – to vulnerable groups affected by the human rights issue(s)? (for example, health services, resources, information, courts etc) ▪ How do cultural or customary laws and practices and local or social norms relate to the human rights issue(s)? Do they help or hinder the human rights issue(s)? ▪ Is there a gender dimension to the human rights issue(s)? 	

Source:

The Danish Institute for Human Rights. (2007). Applying a Rights-Based Approach: An Inspirational Guide for Civil Society. Available online: <http://www.humanrights.dk/files/pdf/Publikationer/applying%20a%20rights%20based%20approach.pdf>.

Worksheet 3: Force-Field Analysis

A force-field analysis enables you to identify the current human rights situation, what you hope to be the desired situation, and what resisting and supporting forces either hinder or help your HRE work. Use this Worksheet to identify the current and desired situations as well as the resisting and supporting forces related to your case study.



Worksheet 4: Your HRE Work to Address the Case Study

Use this Worksheet to identify the HRE work you are undertaking or hope to undertake to address the issues described in the case study.

In your HRE work related to the case study...	Your Case Study
<p>HRE work:</p> <p>What kinds of HRE activities help address the human rights issue (or issues) in your case study?</p> <ul style="list-style-type: none"> ▪ Describe the target audience addressed by your case study. ▪ Describe the goal and objectives of your HRE programs/activities. ▪ Describe some of your activities you have done or plan to do. 	

In your HRE work related to the case study...	Your Case Study
<p>Expected change in knowledge, skills, and attitudes:</p> <ul style="list-style-type: none"> What are your target audience's current knowledge, skills, and attitudes concerning the human rights issues in your case study? Describe what kind of human rights knowledge you address in your case study. Describe what skills you help your target audience develop related to the human rights issues in your case study. Describe how you help shape your target audience's attitudes related to the human rights issues in your case study. 	
<p>Human rights principles:</p> <p>How do you (or would you) address human rights principles in your HRE work?</p>	

In your HRE work related to the case study...	Your Case Study
<p>Participatory methodology:</p> <p>How do you (or would you) make use of the participatory methodology?</p> <p>For example:</p> <ul style="list-style-type: none"> ▪ How do you bring out the experience of the participants? ▪ How do you empower participants to learn more about human rights and to take action? 	

Worksheet 5: Stakeholder Analysis

A stakeholder analysis enables you to examine not only the rights-holders (those whose rights are not being fulfilled) and the duty-bearers (primarily the State) in your case study, but also enables you to identify other actors who can affect your HRE work.

For example, an HRE program promoting the rights of women who are victims of gender-based violence might address the women who are victims (they are the rights-holders), but also include men who are the abusers, police officers who respond to calls of abuse, and policy makers in the government who develop and help implement policies to reduce gender-based violence. An HRE program addressing gender-based violence might want to include all of these stakeholders and perhaps others as well.

A stakeholder analysis let you identify *who* to work with and *how* to work with them. For the main stakeholders related to your HRE work, ask yourself the following questions:

- What are the *interests* of the stakeholders in the human rights issue(s) from your case study? Why would they want to collaborate with you or learn from you?
- What kind of *influence/importance* do the stakeholders have in affecting change concerning the human rights issue(s)? Change can be either positive (for example, they can write policies which protect human rights) or negative (for example, they can commit human rights violations).
- What are the *relationships* which exist between your organization and the different stakeholders? What are the relationships between themselves?

Use the grid on the next page to map the different stakeholders involved in your case study.

Worksheet 5: Stakeholder Analysis (continued)

Use this grid to classify the stakeholders who are part of your case study.

High Importance**Low Importance****Low Influence****High Influence**

Worksheet 6: Conflict

Use this Worksheet to examine different types of conflict and how they can be addressed in your case study. For the sake of simplicity, we can label two types of conflict: 1) existing conflicts part of the external environment, and 2) conflicts resulting from your HRE work.

Type of Conflict	In Your Case Study	Possible Strategies to Address the Conflicts
1) Existing conflicts part of the external environment		
2) Conflicts resulting from your HRE work		

7

Worksheet 7: Gender Roles in Society

Participation and **Division of Resources** are two key elements used to help identify gender roles in society. You will use these two elements to examine gender roles in Iraq.

Complete the table below examining gender roles and **participation**. Examine how gender roles are defined in Iraq at different levels – national, community, and household. Then examine the role these gender roles play in understanding the human rights issues of your case study. Who has power at these different levels? Who participates, who makes decisions? Examples are given for each level.

Participation	How are the gender roles defined in Iraq?	How do these gender roles help you understand your case study better?
<p>Representation and roles of women and men in positions of power in society:</p> <ul style="list-style-type: none"> National, regional or district level decision-making (e.g., government) 	<ul style="list-style-type: none"> For example: Women are a minority in parliament and have little influence promoting women's rights 	<p>How do these gender roles:</p> <ol style="list-style-type: none"> Help you understand the relevant human rights issues? Enable you to identify the existing gender inequalities and possible ways to address them?

Participation	How are the gender roles defined in Iraq?	How do these gender roles help you understand your case study better?
<ul style="list-style-type: none"> Community level decision-making 	<ul style="list-style-type: none"> For example: Women have little representation in community level decisions 	
<ul style="list-style-type: none"> Household-level decision-making 	<ul style="list-style-type: none"> For example: Women bear the primary responsibility for <i>reproductive</i> roles, while men have remunerated <i>productive</i> roles and often control the financial situation of the family 	

Worksheet 7: Gender (continued)

Complete the table below examining gender roles and **division of resources**. Examine how gender roles are defined in your society with respect to different types of resources, such as land ownership, access to justice, health services, and information (this is not an exhaustive list). Then examine the role these gender roles play in understanding the human rights issues of your case study. Who has power over these resources? Examples are given for each type of resource.

Division of Resources	How are the gender roles defined in Iraq?	How do these gender roles help you understand your case study better?
<p>Ability to own assets, access and control over resources</p> <ul style="list-style-type: none"> Land ownership 	<ul style="list-style-type: none"> For example: Women typically have no right to own land, only their husbands can own land 	<p>How do these gender roles:</p> <ol style="list-style-type: none"> Help you understand the relevant human rights issues? Enable you to identify the existing gender inequalities and possible ways to address them?

Division of Resources	How are the gender roles defined in Iraq?	How do these gender roles help you understand your case study better?
<ul style="list-style-type: none"> Access to justice 	<ul style="list-style-type: none"> For example: Gender-based violence such as rape is not recognized as a human rights violation by the state; domestic violence against women is accepted in some cultures 	
<ul style="list-style-type: none"> Health services 	<ul style="list-style-type: none"> For example: Patriarchal systems deny women the right to make decisions about their sexuality and reproduction 	

Worksheet 8: Approaches to HRE**8**

Use this Worksheet to examine what type of approach (or approaches) to HRE are appropriate for your case study.

Refer back to Worksheet 4. You indicated the goal, objectives, and activities of your HRE work to address the human rights issues in your case study. Having done the activity on “Approaches to HRE”, what type of approach to HRE is most appropriate for this case study?

Your Approach

Worksheet 9: Risk Assessment for Human Rights Defenders

Use this Worksheet to assess the level of risk you must deal with as a human rights educator/defender. The chart is adapted from the Protection Manual for Human Rights Defenders.

Components of vulnerabilities and capacities	Information needed to assess the vulnerabilities or capacities of those components	Organizational Assessment
Geographical, Physical and Technical Components		
Exposure	The need to be in, or to pass through, dangerous areas to carry out normal daily or occasional activities. Threatening actors in those areas.	
Physical Structures	The characteristics of housing (offices, homes, shelters); building materials, doors, windows, cupboards. Protective barriers. Night lights.	
Offices and Places Open to Public	Are your offices open to visitors from the general public? Are there areas reserved only for personnel? Do you have to deal with unknown people that come to your place?	
Hiding Places, Escape Routes	Are there any hiding places? How accessible are they (physical distance) and to whom (for specific individuals or the whole group)? Can you leave the area for a while if necessary?	

Components of vulnerabilities and capacities	Information needed to assess the vulnerabilities or capacities of those components	Organizational Assessment
Access to the Area	How difficult is it for outside visitors (government officials, NGOs, etc.) to access the area, for example in a dangerous neighbourhood? How difficult is access for threatening actors?	
Transport and Accommodation	Do defenders have access to safe transportation (public or private)? Do these have particular advantages or disadvantages? Do defenders have access to safe accommodation when travelling?	
Communication	Are telecommunications systems in place (radio, telephone, Internet)? Do defenders have easy access to them? Do they work properly at all times? Can they be cut by threatening actors before an attack?	
COMPONENTS LINKED TO CONFLICT		
Links to Conflict Parties	Do defenders have links with conflict parties (relatives, from the same area, same interests) that could be unfairly used against the defenders?	
Defenders' Activities Affecting A conflict party	Do defenders' work directly affect an actor's interests? (For example, when protecting valuable natural resources, the right to land, or similar potential targets for powerful actors) Do you work on especially sensitive issues for powerful actors (such as land ownership)?	

Components of vulnerabilities and capacities	Information needed to assess the vulnerabilities or capacities of those components	Organizational Assessment
Transportation of Items and Goods and Written Information	Do defenders have items or goods that could be valuable to armed groups, and therefore increase the risk of targeting (petrol, humanitarian aid, batteries, human rights manuals, health manuals, etc.)?	
Knowledge about Fighting and Mined Areas	Do you have information about the fighting areas that could put you at a risk? And about safe areas to help your security? Do you have reliable information about mined areas?	
Components Linked to the Legal and Political System		
Access to Authorities and to a Legal System to Claim Your Rights	Can defenders start legal processes to claim their rights? (Access to legal representation, physical presence at trials or meetings, etc.) Can defenders gain appropriate assistance from relevant authorities towards their work and protection needs?	
Ability to Get Results from the Legal System and from Authorities	Are defenders legally entitled to claim their rights? Or are they subjects to repressive internal laws? Can they gain enough clout to make authorities take note of their claims?	
Registration, Capacity to Keep Accounts and Legal Standards	Are defenders denied legal registration or subjected to long delays? Is their organisation able to keep proper accounts and meet national legal standards? Do you use pirated computer software?	

Components of vulnerabilities and capacities	Information needed to assess the vulnerabilities or capacities of those components	Organizational Assessment
Management of Information		
Sources and Accuracy of Information	Do defenders have reliable sources of information to base accusations on? Do defenders publicize information with the necessary accuracy and method?	
Keeping, Sending and Receiving Information	Can defenders keep information in a safe and reliable place? Could it get stolen? Can it be protected from viruses and hackers? Can you send and receive information safely?	
Being Witnesses or Having Key Information	Are defenders key witnesses to raise charges against a powerful actor? Do defenders have relevant and unique information for a given case or process?	
Having Coherent and Acceptable Explanation about Your Work And Aims	Do the defenders have a clear, sustainable and coherent explanation of their work and objectives? Is this explanation acceptable, or at least tolerated, by most/all stakeholders (especially armed ones)? Are all members of the group able to provide this explanation when requested?	
Social and Organizational Components		
Existence of a Group Structure	Is the group structured or organized in any way? Does this structure provide an acceptable level of cohesiveness to the group?	

Components of vulnerabilities and capacities	Information needed to assess the vulnerabilities or capacities of those components	Organizational Assessment
Ability to Make Joint Decisions	Does the group's structure reflect particular interests or represent the whole group (extent of membership)? Are the main responsibilities carried out and decision-making done by only one or a few people? Are back-up systems in place for decision making and responsibilities? To what degree is decision-making participatory? Does the group's structure allow for: a) joint decision making and implementation, b) discussing issues together, c) sporadic, ineffective meetings, d) none of the above?	
Security Plans and Procedures	Are security rules and procedures in place? Is there a broad understanding and ownership of security procedures? Do people follow the security rules?	
Security Management Outside of Work (family and free time)	How do defenders manage their time outside of work (family and free time)? Alcohol and drug use represent great vulnerabilities. Relationships can also result in vulnerabilities (as well as strengths)	
Working Conditions	Are there proper work contracts for everyone? Is there access to emergency funds? Insurances?	
Recruiting People	Do you have proper procedures for recruiting personnel or collaborators or members? Do you have a specific security approach for your occasional volunteers (such as students, for example) or visitors to your organization?	

Components of vulnerabilities and capacities	Information needed to assess the vulnerabilities or capacities of those components	Organizational Assessment
Working with People or with Interface Organizations	Is your work done directly with people? Do you know these people well? Do you work with an organization as an interface for your work with people?	
Taking Care of Witness or Victims We Work with	Do we assess the risk of victims and witnesses, etc, when we are working on specific cases? Do we have specific security measures when we meet them or when they come to our office? If they receive threats, how do we react?	
Neighbourhood and Social Surroundings	Are defenders socially integrated in the local area? Do some social groups see defenders' work as good or harmful? Are defenders surrounded by potentially hostile people (neighbours as informers, for example)?	
Mobilization Capacity	Are defenders able to mobilize people for public activities?	
Psychological Components (Group/Individuals)		
Ability to Manage Stress and Fear	Do key individuals, or the group as a whole, feel confident about their work? Do people clearly express feelings of unity and joint purpose (in both words and action)? Are stress levels undermining good communications and interpersonal relationships?	
Deep Feelings of Pessimism or Persecution	Are feelings of depression and loss of hope being clearly expressed (in both words and action)?	

Components of vulnerabilities and capacities	Information needed to assess the vulnerabilities or capacities of those components	Organizational Assessment
Work Resources		
Ability to Understand Work Context and Risk	Do defenders have access to accurate information about their working environment, other stakeholders and their interests? Are defenders able to process that information and get an understanding of threats, vulnerabilities and capacities?	
Ability to Define Action Plans	Can defenders define and, in particular, implement action plans? Are there previous examples of this?	
Ability to Obtain Advice from Well Informed Sources	Can the group obtain reliable advice? From the right sources? Can the group make independent choices about which sources to use? Do you have access to particular organisations or membership status that enhances your protection capacities?	
People and Amount of Work	Do the people or personnel available match the amount of work needed? Can you plan field visits in teams (at least two people)?	
Financial Resources	Do you have enough financial resources for your security? Can you manage cash in a safe way?	
Knowledge about Languages and Areas	Do you know the languages needed for the work in this area? Do you know the area properly? (roads, villages, public phones, health centres, etc.)	

Components of vulnerabilities and capacities	Information needed to assess the vulnerabilities or capacities of those components	Organizational Assessment
Access to National and International Contacts and Media		
Access to National and International Networks	Do defenders have national and international contacts? To visiting delegations, embassies, other governments, etc? To community leaders, religious leaders, other people of influence? Can you issue urgent actions via other groups?	
Access to Media and Ability to Obtain Results from Them	Do defenders have access to media (national, international)? To other media (independent media)? Do defenders know how to manage media relations properly?	

Worksheet 10: Developing HRE Activities

10

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

HRE is used as a means to assist people to develop knowledge and skills and to help them fully realize their rights. The notion of empowerment as the primary goal of effective HRE brings about several specific aspects of **HRE content**, namely knowledge building, skills development, and a reflection and clarification of values and attitudes:

- *Enhance knowledge* about human rights, e.g., knowledge about the range of constitutionally protected human rights as well as present-day declarations, conventions and covenants.
- Enable people to *develop critical understanding* of their life situation, e.g., questioning the barriers and structures which prevent the full enjoyment of their rights and freedoms.
- Help in the process of *value clarification*, as thinking people reflect on such values as fairness, equality, and justice.
- Bring about *attitudinal changes*, e.g., teaching tolerance among and between members of different ethnic and national groups.
- Promote *attitudes of solidarity*, e.g., helping people recognize the struggles of others both at home and abroad as our fellow human beings seek to meet their needs and respond to violations of human rights.
- Effect *behavioral change*, bringing about action that reflects people's respect for one another, e.g., men behaving in nonabusive ways toward women, government officials behaving respectfully toward citizens by honoring everyone's human rights, etc.

Source:

Claude, R. P. Methodologies for Human Rights Education. Available online: <http://www.pdhre.org/materials/methodologies.html>.

Worksheet 10: HRE Activities (continued)

In **Worksheet 4** you were asked to describe the goal and objectives of your HRE work. Now that you have examined stakeholders, conflict, gender, HRE approaches, and risks in your work, and you have had the opportunity to discuss your case with others in the workshop, you might want to rethink or modify your goal and objectives and you may have identified new HRE activities to address the human rights issues in your case study. Use this **Worksheet** to record these ideas.


HRE Component	In your case study:
Revised or modified goal:	
Revised or modified objectives:	

HRE Component	In your case study:
<p>Activities:</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> • What kinds of HRE activities would be appropriate for your target audience? • Are the activities appropriate for the target audience? • Do the activities reflect the principles of a rights-based approach? • Do the activities address gender? • How do these activities achieve the objectives? • How do the activities bring about a change in knowledge, skills, and attitudes among participants? • Can the activities be completed in a reasonable time frame? <p>Remember to be original in developing new ideas or adapting old ones!</p>	

Worksheet 11: Identifying Social Change

Use this **Worksheet** to identify the expected results of your HRE activities developed to address the human rights issues in your case study.

Target Audience: _____

Levels of Change	RESULTS of HRE activities: What are the changes in knowledge, skills and attitudes?	
	AWARENESS What kind of awareness have your activities created? How have people changed?	 ACTION What types of actions (such as practices or policies) are resulting from your activities?
Individual Level		
Community Level		
Societal Level		

Worksheet 12: Indicators

Use this **Worksheet** to identify the indicators linked to the results you identified in the previous **Worksheet**. Choose **one result from each level** – Individual, Community, and Societal – and identify specific indicators for each as well as ways in which to evaluate each result.

Target Audience: _____

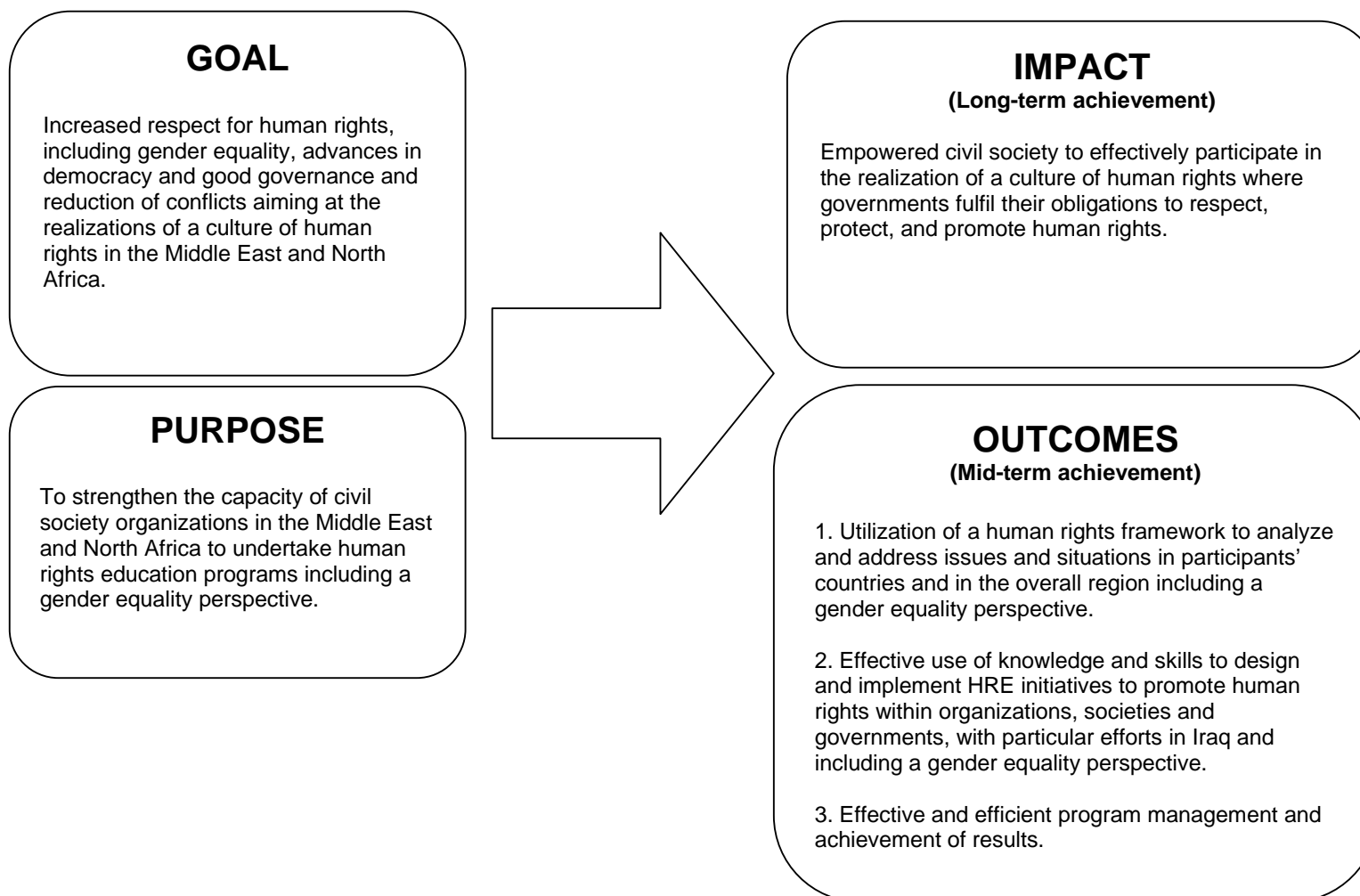
Levels of Change	Results	Indicators	Techniques to evaluate
Individual Level			
Community Level			
Societal Level			

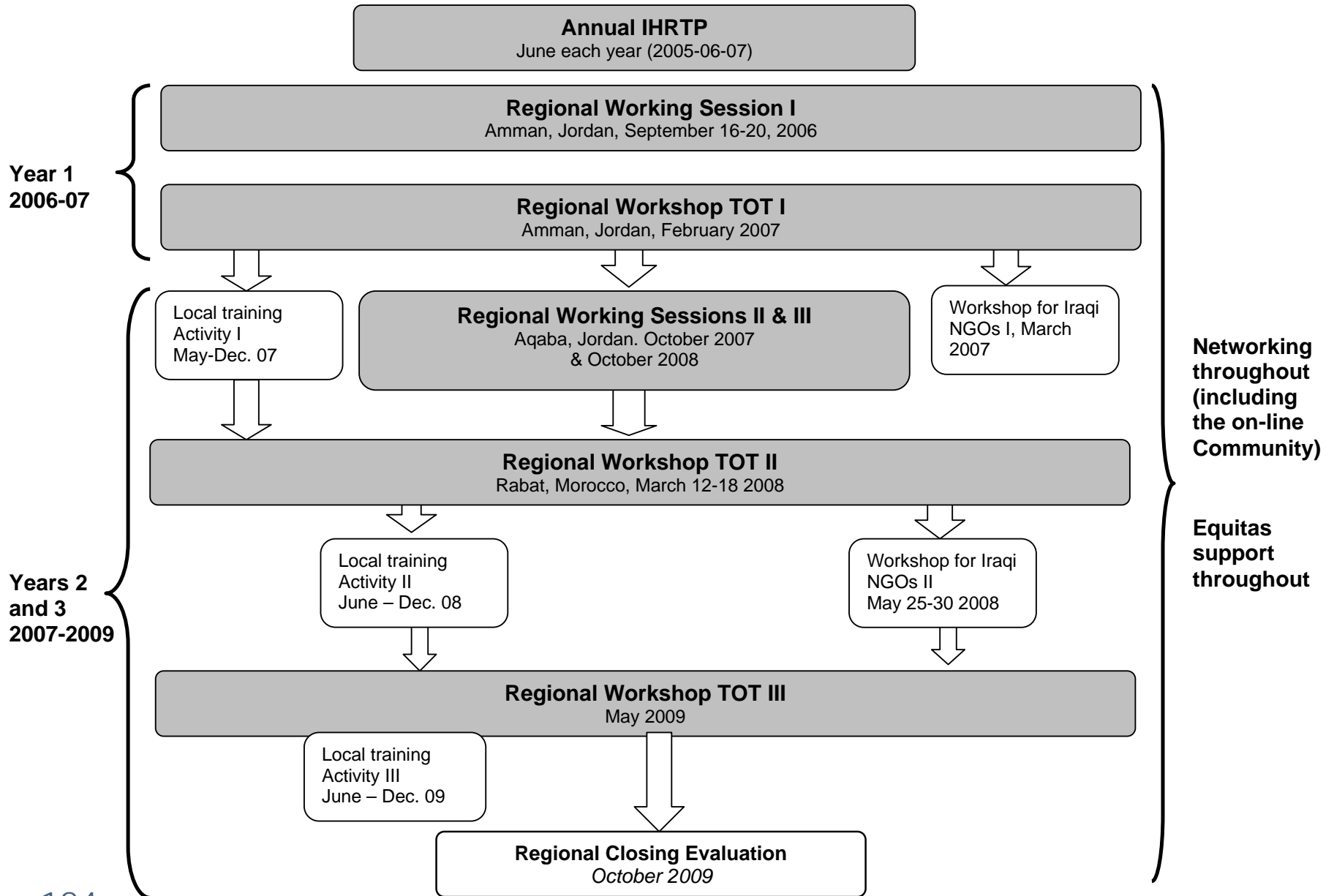
Section 3 – Appendices

Appendix 1	Revised MENA Program Framework
Appendix 2*	Using a Participatory Approach to Learning
Appendix 3	Step by Step Using the Learning Spiral
Appendix 4	Definitions of Human Rights
Appendix 5*	Human Rights Principles
Appendix 6	Introduction to the UN Human Rights Treaty System
Appendix 7*	Definitions of Human Rights Education
Appendix 8	Rights-Based Approach
Appendix 9	United Nations Security Council Resolution 1325 on Women, Peace and Security
Appendix 10	Declaration of Human Rights Defenders

* Included in the manual for the first workshop.

Appendix 1: Revised MENA Program Framework and Program Activities





Appendix 2: Using a Participatory Approach to Learning

The curriculum design model of this workshop is based on principles of adult experiential learning. The emphasis is on practical application and on the development of strategies for action. Continued reflection and evaluation are central to the learning process.

Underlying Beliefs

People learn more effectively when:

- their own capacity and knowledge is valued
- they are able to share and analyze their experiences in a safe and collective environment
- they are active participants in the learning process

Some Assumptions about a Learning Event (program, workshop, activity)

- Much of the content comes from the participants - the agenda or the program provides the framework for drawing out this content
- Participants bring analysis and experience to the program
- Participants will take responsibility for their own learning and interaction with other participants
- Everyone will participate fully in the sessions
- There will be tolerance of differences in approaches and strategies

Some Assumptions about Ourselves as Educators

- We know less than the participants in our programs, about their particular social context
- Who we are has been shaped by our particular knowledge, experience, and perspectives
- We bring a knowledge of theory and practice of participatory education and will contribute it as appropriate

The Curriculum Design Model

The “Spiral Model” (Diagram 1 on the next page), which is the design model used by Equitas in planning our HRE programs, incorporates what we know about effective adult education. This model suggests that:

1. Learning begins with the experience and knowledge of the participants. The educational approach is learner-centered, and aims at reinforcing learners' self-

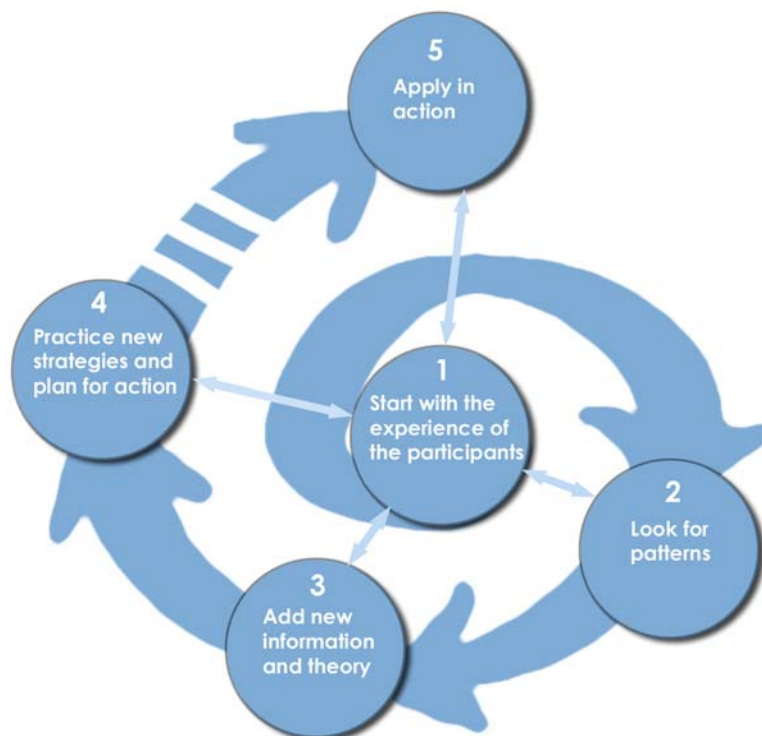
esteem, self-confidence and the development of a positive and realistic self-concept.

2. After the participants have shared their experiences, they analyze that experience and look for patterns (i.e., what are the commonalities? what are the patterns?)
3. To complement the knowledge and experience of the participants, new information and theory from experts are added or new ideas are created collectively.
4. Participants need to practice what they have learned. They need to practice new skills, develop strategies and plan for action.
5. Afterwards (usually when they are back in their organizations and daily work) participants apply in action what they have learned.

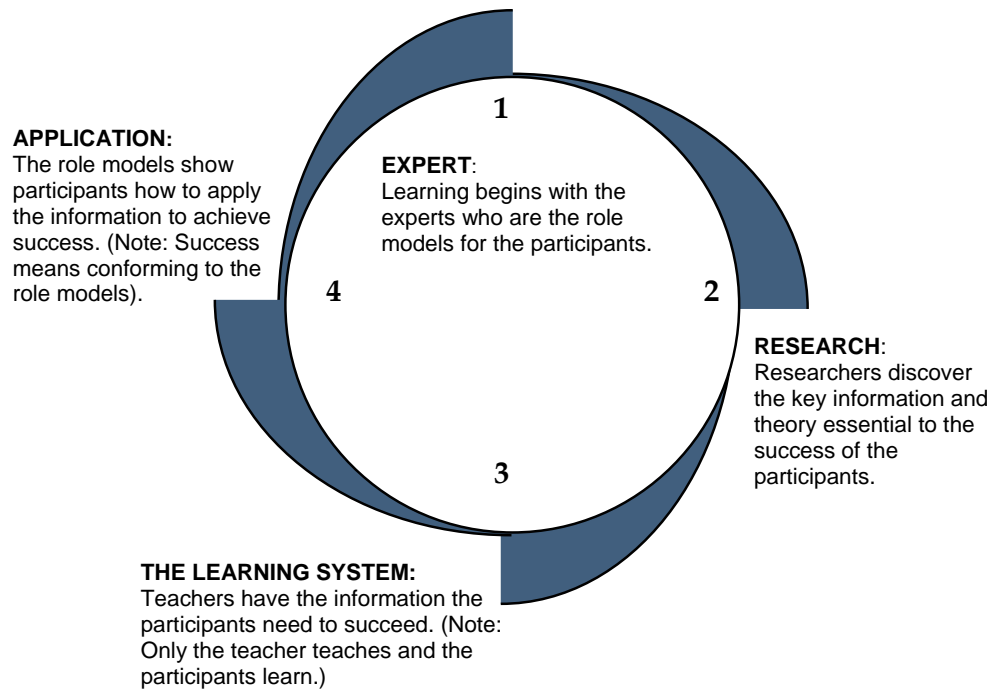
Reflection and evaluation are built into the program design and are systematically carried out throughout. They are not just done at the end.

The Spiral Model differs from more traditional types of education models such as the “Expert Model” (Diagram 2, next page) in that it values the knowledge and experiences of the participants rather than relying mainly on the knowledge of the teacher or expert to transmit information to participants as in the Expert Model. The Spiral Model also focuses on action leading to change as a result of participants’ changing perceptions, whereas the Expert Model focuses on participants maintaining the status quo.

The Spiral Model – Diagram 1



The Expert Model – Diagram 2



Appendix 3: Step by Step Using the Learning Spiral

Adapted from Educating for Changing Unions (2002).



Step 1: Start with the experience of the participants

Learning from our successes – Questions to keep in mind

- What do people know about the issue? What do people know about addressing the issue from a human rights perspective?
- What diversity of experience do the participants have, and how will we take this diversity into account?
- What experience will get shared here and why?
- What questions will we ask?
- What do we want to discuss with the entire group?
- How will we organize the information that is presented?
- Will the discussion have an emotional impact?

Learning from our mistakes – Things to avoid

- Getting too much data
- Plenty of messy flipcharts
- Unfocused, general discussion



Step 2: Look for patterns

Learning from our successes – Questions to keep in mind

- What questions bring out the patterns? For example:
 - What patterns/themes do you see?
 - What does this suggest about...?
 - Who else had the same experience? Who reacted differently?
- What insights/patterns will people observe?
- What process will we use to make sure everyone has a voice?
- How can patterns be organized visually so that people can see them?

Learning from our mistakes – Things to avoid

- Suppressing differences as we focus on patterns
- Trying to pursue everything in depth
- Putting someone on the spot

- Repeating small group discussions in plenary



Step 3: Add new information and theory

Learning from our successes – Questions to keep in mind

- When is the best time to add new information?
- How can we link new information to what people already know?
- How can we add new information in a creative way?
- How can we show key points visually?
- How can we focus attention on one point at a time?
- How can we make presentations interactive – get the participants involved?
- Are there examples of visuals that will help people remember?
- How do you deepen what participants have already developed at this stage?
- Does the method of presentation fit the context?
- How can we make people aware of the new information and theory created by the group?

Learning from our mistakes – Things to avoid

- Giving people too much information
- Reading from notes
- Arguing with people during a presentation
- Handing out too much paper/handouts
- Long complicated sentences with big words
- PowerPoint (data show) presentations with too much text



Step 4: Practice new strategies and plan for action

Learning from our successes – Questions to keep in mind

- How do the strategies fit with the mandates of the organizations participating in the training?
- Which key actors will help in implementing the strategies?
- How can people apply what they have learned?
- What actions are doable and which ones will people support?
- What are the obstacles to participation in the action?

Learning from our mistakes – Things to avoid

- Trying to plan something in too short a time

- Insufficient time to reflect on what was learned and to practice new skills
- Replicating training that others have done without modifying and contextualizing it to specific needs (in other words, people planning their own training which is essentially copied from another training)



Step 5: Apply in action

This step relates to what the participants or learners do once your HRE activity with them is completed. These points below reflect what the human rights educator can do in terms of follow up and evaluation.

Learning from our successes – Questions to keep in mind

- How will we know the participants in the training put their learning into practice?
- What will change as a result of their actions? Can we describe the changes at the individual, community, organizational, and broader societal levels?
- What capacity do we have to provide support? What kind of support will this be?
- What is our evaluation strategy, and have the participants been made aware of it since the beginning?
- How will our evaluation affect our future programs?

Learning from our mistakes – Things to avoid

- Not planning any follow up or evaluation
- Evaluating more than is necessary

Appendix 4: Definitions of Human Rights

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

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

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

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

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

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

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

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

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

Appendix 5: Human Rights Principles

Human rights are entitlements all people have to basic conditions supporting their efforts to live in peace and dignity and to develop their full potential as human beings. The UN Office of the High Commissioner for Human Rights states: “Human rights may be defined as universal legal guarantees that belong to all human beings, and that protect individuals and/or groups from actions and omissions that affect fundamental human dignity.”

Human rights become enforceable when they are codified as conventions, covenants or treaties or as they become recognized as customary international law.

Adopted by the United Nations General Assembly in 1948, the Universal Declaration of Human Rights (UDHR) is considered the foundation of modern international human rights defense and promotion. The UDHR is built on the common sense idea that human rights are based on the inherent dignity of every person. This dignity, and the rights to freedom and equality that derive from it, are undeniable.

Basic human rights principles:

1. **Universality.** Human rights are universal. All people everywhere in the world are entitled to them. Universality refers to certain moral and ethical values shared in all regions of the world, which governments and communities should uphold. The universality of rights does not mean, however, that they cannot change or that they are experienced in the same manner by all people. The universality of human rights is encompassed in the words of Article 1 of the UDHR: “All human beings are born free and equal in dignity and rights.”

2. **Inalienability.** Human rights are inalienable. This means that rights belong to every person and cannot be taken away, surrendered or transferred.

3. **Indivisibility.** Human rights are indivisible. This refers to the equal importance of each human right, whether civil, political, economic, social or cultural. All human rights have equal status, and cannot be positioned in a hierarchical order. A person cannot be denied a right because someone decides it is ‘less important’ or ‘nonessential’. The principle of indivisibility was reaffirmed by the Vienna Declaration.

4. **Interdependency.** Human rights are interdependent. This refers to the complementary framework of human rights law. The fulfillment of one right often depends, wholly or in part, upon the fulfillment of others. For instance, fulfillment of the right to health may depend on fulfillment of the right to development, to education or to information. Similarly, the loss of one right detracts from other rights.

5. Equality. The principle of equality refers to the notion that all human beings are entitled to the same human rights without distinction. Equality does not necessarily mean treating people the same, but rather taking whatever steps are necessary to promote a more just society for all.

6. Non-discrimination. Non-discrimination is integral to the concept of equality. The principle of non-discrimination encompasses the notion that people should not be treated differently based on arbitrary and impermissible criteria. Discrimination based on grounds of race, colour, ethnicity, gender, age, language, disability, sexual orientation, religion, political or other opinion, social or geographic origin, property, birth or any other status established by international human rights standards, violates human rights.

The notions of participation and inclusion, as well as accountability and rule of law are important paradigms when discussing human rights.

7. Participation and Inclusion: Every person and all peoples are entitled to participate in and access information relating to the decision-making processes that affect their lives and well-being. Rights-based approaches require a high degree of participation by communities, civil society, minorities, women, young people, indigenous peoples and other identified groups.

8. Accountability and Rule of Law: States and other duty-bearers are answerable for the observance of human rights. In this regard, they have to comply with the legal norms and standards enshrined in international human rights instruments. Where they fail to do so, aggrieved rights-holders are entitled to institute proceedings for appropriate redress before a competent court or other adjudicator in accordance with the rules and procedures provided by law. Individuals, the media, civil society and the international community play important roles in holding governments accountable for their obligation to uphold human rights.

Sources:

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

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

Mertus, J. et al. (1999). Local Action/Global Change: Learning About the Human Rights of Women and Girls. UNIFEM.

UNFPA. (2006). UNFPA and Human Rights: Human Rights Principles. Available online: <http://www.unfpa.org/rights/principles.htm>.

Appendix 6: Introduction to the UN Human Rights Treaty System

The U.N. treaty system definitively establishes the legitimacy of international interest in the protection of human rights. It is undisputed that sovereignty is limited with respect to human rights. International supervision is valid and states are accountable to international authorities for domestic acts affecting human rights. The treaty standards are the benchmark for assessment and concern.

Over the last decade ratifications in the treaty system and acceptance of communication procedures have risen exponentially. What began as an assertion of a few, is now a global proclamation of entitlements of the victims of human rights abuse. Furthermore, this participation by states has been voluntary. The obligations of the human rights treaties have been freely assumed. It is the legal character of these rights which places them at the core of the international system of human rights protection. For these rights generate corresponding legal duties upon state actors, to protect against, prevent, and remedy human rights violations.

The Goals

The primary aims of the treaty system are to:

- encourage a culture of human rights
- focus the human rights system on standards and obligations
- engage all states in the treaty system
- interpret the treaties through reporting and communications
- identify benchmarks through general comments and recommendations
- provide an accurate, pragmatic, quality end product in the form of
- concluding observations for each state
- provide a remedial forum for individual complaints
- encourage a serious national process of review and reform through
- partnerships at the national level
- operationalize standards
- mainstream human rights in the UN system and mobilize the UN community to assist with implementation and the dissemination of the message of rights
- and obligations

The Standards

The human rights treaty system encompasses seven major treaties:

- the Convention on the Elimination of all forms of Racial Discrimination (in force 4 January 1969)
- the International Covenant on Civil and Political Rights (CCPR) (in force 23 March 1976)
- the International Covenant on Economic, Social and Cultural Rights (in force 23 March 1976)

- the Convention on the Elimination of all forms of Discrimination Against Women (in force 3 September 1981)
- the Convention Against Torture, and Other Cruel, Inhuman or Degrading Treatment or Punishment (in force 26 June 1987)
- the Convention on the Rights of the Child (in force 2 September 1990)
- the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (in force 1 July 2003).

The Treaty Bodies

The seven treaties are associated with seven treaty bodies which have the task of monitoring the implementation of treaty obligations. Six of the seven treaty bodies meet primarily in Geneva, and are serviced by the Office of the UN High Commissioner for Human Rights (OHCHR). These are:

- the Committee on the Elimination of Racial Discrimination (CERD)
- the Human Rights Committee (HRC)
- the Committee on Economic, Social and Cultural Rights (CESCR)
- the Committee Against Torture (CAT)
- the Committee on the Rights of the Child (CRC)
- the Committee on Migrant Workers (CMW).

One treaty body meets in New York and is serviced by the UN Division for the Advancement of Women:

- the Committee on the Elimination of Discrimination Against Women (CEDAW).

The treaty bodies are composed of members who are elected by the states parties to each treaty (or through the UN Economic and Social Council (ECOSOC) in the case of CESCR). In principle, treaty members are elected as experts who are to perform their functions in an independent capacity.

The Functions of the Treaty Bodies

Meeting periodically throughout the year, the treaty bodies fulfill their monitoring function through one or more of three different methods.

First, all states parties are required by the treaties to produce state reports on the compliance of domestic standards and practices with treaty rights. These reports are reviewed at various intervals by the treaty bodies, normally in the presence of state representatives. Concluding observations, commenting on the adequacy of state compliance with treaty obligations, are issued by the treaty bodies following the review.

Second, in the case of four treaties individuals may complain of violations of their rights under the treaty (the Civil and Political Covenant, the Racial Discrimination Convention, the Convention Against Torture, and the Women's Discrimination

Convention). These complaints are considered by the treaty body which expresses a view as to the presence or absence of a violation.

Third, in the case of CAT and CEDAW, their work includes another procedure. This is an inquiry procedure which provides for missions to states parties in the context of concerns about systematic or grave violations of treaty rights.

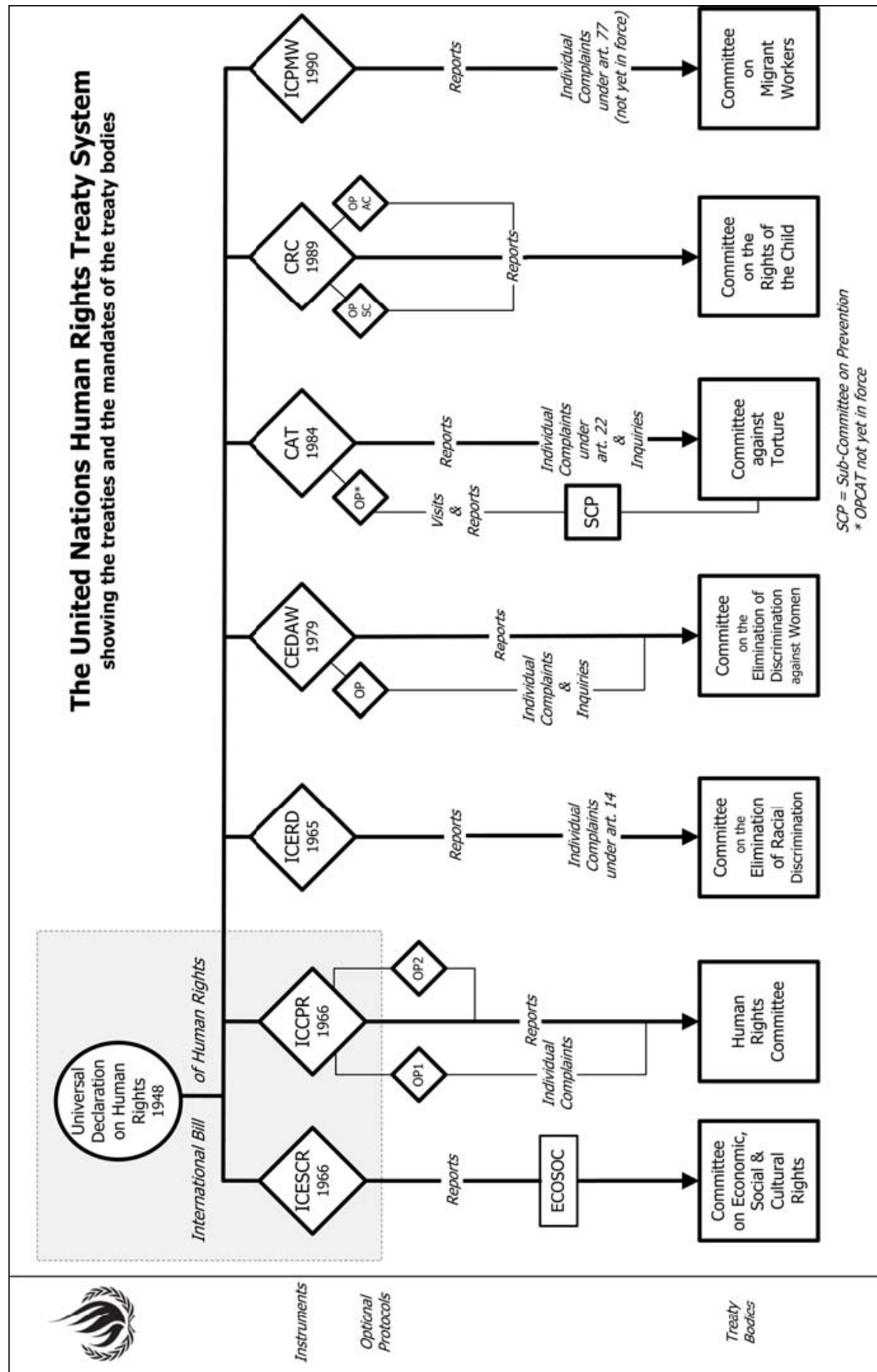
In addition, the treaty bodies contribute to the development and understanding of international human rights standards through the process of writing General Comments or Recommendations. These are commentaries on the nature of obligations associated with particular treaty rights and freedoms.

The National Level

Significantly, the international system has had implications at the national level. A multitude of domestic legal systems have been affected by the treaties. The treaties form the basis of a significant number of the world's bills of rights. There are also numerous instances of legal reform prompted by the treaties. Non-governmental organizations and national human rights institutions have invoked the treaty standards in relation to proposed government legislation and policies. Legislative committees have used treaty standards as reference points. The treaties have sometimes been incorporated into national law, had direct application through constitutional provisions to national law, and been used to interpret domestic law through judicial intervention.

Source:

Bayefsky. Online: <http://www.bayefsky.com/introduction.php>



Appendix 7: Definitions of Human Rights Education

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

Introduction

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

Context and definition of human rights education

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

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

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

- a. The strengthening of respect for human rights and fundamental freedoms;
- b. The full development of the human personality and the sense of its dignity;
- c. The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;

- d. The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law;
- e. The building and maintenance of peace; and
- f. The promotion of people-centred sustainable development and social justice.

Source:

United Nations. (2005). Revised draft plan of action for the first phase (2005-2007) of the World Programme for Human Rights Education. Available online:

<http://www.ohchr.org/english/issues/education/docs/A.59.525.Rev.1.pdf>.

In Arabic: <http://daccessdds.un.org/doc/UNDOC/GEN/N05/253/72/PDF/N0525372.pdf?OpenElement>.

2. Equitas' Understanding of HRE

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

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

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

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

Appendix 8: Rights-Based Approach

Rights-Based Approach throughout the Program Development Cycle

A rights-based approach is a conceptual framework that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It focuses on developing the capacities of **duty-bearers** to meet their obligations and to **rights-holders** to claim their rights.

There is no single rights-based approach to use when working in human rights education. As a conceptual framework, it is important to consider the five principles that form a rights-based approach at every part of the program development cycle. That is, the principles must be reflected in all stages of:

1. Planning
2. Development
3. Implementation
4. Follow-up

The table below illustrates critical questions to ask at the different stages of the program development cycle.

Component of the Program Development Cycle	Critical questions
PLANNING	<ul style="list-style-type: none"> • What rights are at issue? • How are the rights related to each other? • How are the rights perceived by the rights-holders and the duty-bearers? • How are the rights not being realized? • What is the legal and policy framework related to these rights (international instruments, constitution, laws, policies)? • What are the state's obligations to fulfilling these rights? What capacity (in terms of authority, commitment, resources) does the state have to realize these rights? • What capacity do the rights-holders have to realize their rights? • Is your HRE program oriented towards the protection, promotion, or fulfillment of a right or set of rights?

Component of the Program Development Cycle	Critical questions
DEVELOPMENT	<p>A rights-based approach should identify strategies/activities/actions that involve rights-holders and duty-bearers.</p> <ul style="list-style-type: none"> • How do the goal, objectives and activities of your HRE program address the principles of a rights-based approach: <ul style="list-style-type: none"> ○ Participation: how are you involving the rights-holders and duty-bearers in the formulation of your goal and objectives? ○ Accountability: how do you ensure accountability of duty-holders? ○ Non-discrimination: How do take into account the rights of marginalized or discriminated groups within your program? ○ Empowerment: How will you empower the rights-holders to know their rights and to realize them through action? ○ Link to rights: Does your program identify specific human rights?
IMPLEMENTATION	<ul style="list-style-type: none"> • How does the implementation of the program respect the principles of a rights-based approach? • How are your activities enabling participants to know about their rights and participate in the realization of their rights? • How do your activities enable participants to analyze the roles, power relations, and interests of all stakeholders, including the rights-holders and duty-bearers?
FOLLOW-UP	<ul style="list-style-type: none"> • Were there indicators developed to measure: <ul style="list-style-type: none"> ○ Level and quality of participation among rights-holders (including marginalized groups) and duty-bearers ○ Changes in decision-making (who decides what) • Do the methods of evaluating provide gender disaggregated data? • Do your sources of information for evaluating the program come from a range of sources (rights-holders, duty-bearers, NGOs, government, international organizations, etc.)?

Examples of Applying a Rights-Based Approach to HRE Programming

A rights-based approach begins with the identification of the rights involved and who the rights-holders and duty-bearers are. It is sometimes useful to specify a rights-based approach to a specific right or issue.

As mentioned earlier, the rights-based approach should reflect all five principles (participation, accountability, non-discrimination, empowerment, and a link to

rights). The examples below illustrate the use of a rights-based approach to a specific issue or right and highlights how one of the principles can be addressed.

- **A rights-based approach to education.** If you are working on a program to raise awareness of the value of educating children, support your work by **LINKING IT TO THE RIGHT** to education. The UN Committee on Economic, Social, and Cultural Rights has identified essential characteristics that primary schools should exhibit, including the accessibility of schools and the adaptability of the curriculum in order to make it meaningful for children. These characteristics are explained in the Committee’s General Comment 13 on the right to education. Each of these characteristics can be examined through the principles of a rights-based approach. For example, how is the development of the curriculum participatory? How is the curriculum empowering? Does the curriculum discriminate marginalized groups?
- **A rights-based approach to women’s health.** Using a rights-based approach in this case would entail examining specific health needs as they pertain to women, such as sexual and reproductive health rights. By using a rights-based approach, it would be important to ensure **NON-DISCRIMINATION** by identifying marginalized groups of women (including adolescents and young women, older women, women with disabilities, migrant workers, and refugees) and the sexual and reproductive health services they are offered and are aware of. CEDAW’s General Recommendation 24 on women and health describe specific measures states must undertake to fulfill women’s specific needs related to health.
- **A rights-based approach to budget analysis.** At the national level, a budget analysis can be undertaken that compares the government’s international obligations related to a specific right with the commitments it has identified in its state report to a particular UN monitoring body. The state’s **ACCOUNTABILITY** to fulfill this right can be monitored. *A Rights-Based Approach towards Budget Analysis* (<http://www.iiie.org/Website/CustomPages/ACFE8.pdf>) presents further information.
- **A rights-based approach to the prevention of torture.** A program aimed at improving the conditions of prisoners who are tortured would include several interlinked components, including interviewing prisoners and informing them of their rights, and providing workshops for prison officials, judges, and prosecutors on international standards. Assuring an active **PARTICIPATION** of rights-holders (prisoners) and all several hierarchical levels of duty-bearers will ensure a greater respect of prisoners’ rights.

Appendix 9: United Nations Security Council Resolution 1325 on Women, Peace and Security

Security Council Resolution 1325 was passed unanimously on 31 October 2000. Resolution (S/RES/1325) is the first resolution ever passed by the Security Council that specifically addresses the impact of war on women, and women's contributions to conflict resolution and sustainable peace.

The Security Council,

Recalling its resolutions 1261 (1999) of 25 August 1999, 1265 (1999) of 17 September 1999, 1296 (2000) of 19 April 2000 and 1314 (2000) of 11 August 2000, as well as relevant statements of its President and recalling also the statement of its President, to the press on the occasion of the United Nations Day for Women's Rights and International Peace of 8 March 2000 (SC/6816),

Recalling also the commitments of the Beijing Declaration and Platform for Action (A/52/231) as well as those contained in the outcome document of the twenty-third Special Session of the United Nations General Assembly entitled "Women 2000: Gender Equality, Development and Peace for the twenty-first century" (A/S-23/10/Rev.1), in particular those concerning women and armed conflict,

Bearing in mind the purposes and principles of the Charter of the United Nations and the primary responsibility of the Security Council under the Charter for the maintenance of international peace and security,

Expressing concern that civilians, particularly women and children, account for the vast majority of those adversely affected by armed conflict, including as refugees and internally displaced persons, and increasingly are targeted by combatants and armed elements, and recognizing the consequent impact this has on durable peace and reconciliation,

Reaffirming the important role of women in the prevention and resolution of conflicts and in peace-building, and stressing the importance of their equal participation and full involvement in all efforts for the maintenance and promotion of peace and security, and the need to increase their role in decision-making with regard to conflict prevention and resolution,

Reaffirming also the need to implement fully international humanitarian and human rights law that protects the rights of women and girls during and after conflicts,

Emphasizing the need for all parties to ensure that mine clearance and mine awareness programmes take into account the special needs of women and girls,

Recognizing the urgent need to mainstream a gender perspective into peacekeeping operations, and in this regard noting the Windhoek Declaration and the Namibia

Plan of Action on Mainstreaming a Gender Perspective in Multidimensional Peace Support Operations (S/2000/693),

Recognizing also the importance of the recommendation contained in the statement of its President to the press of 8 March 2000 for specialized training for all peacekeeping personnel on the protection, special needs and human rights of women and children in conflict situations,

Recognizing that an understanding of the impact of armed conflict on women and girls, effective institutional arrangements to guarantee their protection and full participation in the peace process can significantly contribute to the maintenance and promotion of international peace and security,

Noting the need to consolidate data on the impact of armed conflict on women and girls,

1. Urges Member States to ensure increased representation of women at all decision-making levels in national, regional and international institutions and mechanisms for the prevention, management, and resolution of conflict;
2. Encourages the Secretary-General to implement his strategic plan of action (A/49/587) calling for an increase in the participation of women at decision-making levels in conflict resolution and peace processes;
3. Urges the Secretary-General to appoint more women as special representatives and envoys to pursue good offices on his behalf, and in this regard calls on Member States to provide candidates to the Secretary-General, for inclusion in a regularly updated centralized roster;
4. Further urges the Secretary-General to seek to expand the role and contribution of women in United Nations field-based operations, and especially among military observers, civilian police, human rights and humanitarian personnel;
5. Expresses its willingness to incorporate a gender perspective into peacekeeping operations and urges the Secretary-General to ensure that, where appropriate, field operations include a gender component;
6. Requests the Secretary-General to provide to Member States training guidelines and materials on the protection, rights and the particular needs of women, as well as on the importance of involving women in all peacekeeping and peace-building measures, invites Member States to incorporate these elements as well as HIV/AIDS awareness training into their national training programmes for military and civilian police personnel in preparation for deployment and further requests the Secretary-General to ensure that civilian personnel of peacekeeping operations receive similar training;

7. Urges Member States to increase their voluntary financial, technical and logistical support for gender-sensitive training efforts, including those undertaken by relevant funds and programmes, inter alia, the United Nations Fund for Women and United Nations Children's Fund, and by the United Nations High Commissioner for Refugees and other relevant bodies;
8. Calls on all actors involved, when negotiating and implementing peace agreements, to adopt a gender perspective, including, inter alia: (a) The special needs of women and girls during repatriation and resettlement and for rehabilitation, reintegration and post-conflict reconstruction; (b) Measures that support local women's peace initiatives and indigenous processes for conflict resolution, and that involve women in all of the implementation mechanisms of the peace agreements; (c) Measures that ensure the protection of and respect for human rights of women and girls, particularly as they relate to the constitution, the electoral system, the police and the judiciary;
9. Calls upon all parties to armed conflict to respect fully international law applicable to the rights and protection of women and girls as civilians, in particular the obligations applicable to them under the Geneva Conventions of 1949 and the Additional Protocols thereto of 1977, the Refugee Convention of 1951 and the Protocol thereto of 1967, the Convention Security Council - 5 - Press Release SC/6942 4213th Meeting (PM) 31 October 2000 on the Elimination of All Forms of Discrimination against Women of 1979 and the Optional Protocol thereto of 1999 and the United Nations Convention on the Rights of the Child of 1989 and the two Optional Protocols thereto of 25 May 2000, and to bear in mind the relevant provisions of the Rome Statute of the International Criminal Court;
10. Calls on all parties to armed conflict to take special measures to protect women and girls from gender-based violence, particularly rape and other forms of sexual abuse, and all other forms of violence in situations of armed conflict;
11. Emphasizes the responsibility of all States to put an end to impunity and to prosecute those responsible for genocide, crimes against humanity, war crimes including those relating to sexual violence against women and girls, and in this regard, stresses the need to exclude these crimes, where feasible from amnesty provisions;
12. Calls upon all parties to armed conflict to respect the civilian and humanitarian character of refugee camps and settlements, and to take into account the particular needs of women and girls, including in their design, and recalls its resolution 1208 (1998) of 19 November 1998;
13. Encourages all those involved in the planning for disarmament, demobilization and reintegration to consider the different needs of female and male ex-combatants and to take into account the needs of their dependants;
14. Reaffirms its readiness, whenever measures are adopted under Article 41 of the Charter of the United Nations, to give consideration to their potential impact on the

civilian population, bearing in mind the special needs of women and girls, in order to consider appropriate humanitarian exemptions;

15. Expresses its willingness to ensure that Security Council missions take into account gender considerations and the rights of women, including through consultation with local and international women's groups;

16. Invites the Secretary-General to carry out a study on the impact of armed conflict on women and girls, the role of women in peace-building and the gender dimensions of peace processes and conflict resolution, and further invites him to submit a report to the Security Council on the results of this study and to make this available to all Member States of the United Nations;

17. Requests the Secretary-General, where appropriate, to include in his reporting to the Security Council, progress on gender mainstreaming throughout peacekeeping missions and all other aspects relating to women and girls;

18. Decides to remain actively seized of the matter."

Appendix 10: Declaration of Human Rights Defenders

Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms, G.A. res.53/144, annex, 53 U.N. GAOR Supp., U.N. Doc. U.N. Doc. A/RES/53/144 (1999).

The General Assembly,

Reaffirming the importance of the observance of the purposes and principles of the Charter of the United Nations for the promotion and protection of all human rights and fundamental freedoms for all persons in all countries of the world,

Reaffirming also the importance of the Universal Declaration of Human Rights 2/ and the International Covenants on Human Rights 3/ as basic elements of international efforts to promote universal respect for and observance of human rights and fundamental freedoms and the importance of other human rights instruments adopted within the United Nations system, as well as those at the regional level,

Stressing that all members of the international community shall fulfil, jointly and separately, their solemn obligation to promote and encourage respect for human rights and fundamental freedoms for all without distinction of any kind, including distinctions based on race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, and reaffirming the particular importance of achieving international cooperation to fulfil this obligation according to the Charter,

Acknowledging the important role of international cooperation for, and the valuable work of individuals, groups and associations in contributing to, the effective elimination of all violations of human rights and fundamental freedoms of peoples and individuals, including in relation to mass, flagrant or systematic violations such as those resulting from apartheid, all forms of racial discrimination, colonialism, foreign domination or occupation, aggression or threats to national sovereignty, national unity or territorial integrity and from the refusal to recognize the right of peoples to self-determination and the right of every people to exercise full sovereignty over its wealth and natural resources,

Recognizing the relationship between international peace and security and the enjoyment of human rights and fundamental freedoms, and mindful that the absence of international peace and security does not excuse non-compliance,

Reiterating that all human rights and fundamental freedoms are universal, indivisible, interdependent and interrelated and should be promoted and implemented in a fair and equitable manner, without prejudice to the implementation of each of those rights and freedoms,

Stressing that the prime responsibility and duty to promote and protect human rights and fundamental freedoms lie with the State,

Recognizing the right and the responsibility of individuals, groups and associations to promote respect for and foster knowledge of human rights and fundamental freedoms at the national and international levels,

Declares:

Article 1

Everyone has the right, individually and in association with others, to promote and to strive for the protection and realization of human rights and fundamental freedoms at the national and international levels.

Article 2

1. Each State has a prime responsibility and duty to protect, promote and implement all human rights and fundamental freedoms, inter alia, by adopting such steps as may be necessary to create all conditions necessary in the social, economic, political and other fields, as well as the legal guarantees required to ensure that all persons under its jurisdiction, individually and in association with others, are able to enjoy all those rights and freedoms in practice.

2. Each State shall adopt such legislative, administrative and other steps as may be necessary to ensure that the rights and freedoms referred to in the present Declaration are effectively guaranteed.

Article 3

Domestic law consistent with the Charter of the United Nations and other international obligations of the State in the field of human rights and fundamental freedoms is the juridical framework within which human rights and fundamental freedoms should be implemented and enjoyed and within which all activities referred to in the present Declaration for the promotion, protection and effective realization of those rights and freedoms should be conducted.

Article 4

Nothing in the present Declaration shall be construed as impairing or contradicting the purposes and principles of the Charter of the United Nations or as restricting or derogating from the provisions of the Universal Declaration of Human Rights, 2/ the

International Covenants on Human Rights 3/ and other international instruments and commitments applicable in this field.

Article 5

For the purpose of promoting and protecting human rights and fundamental freedoms, everyone has the right, individually and in association with others, at the national and international levels:

- (a) To meet or assemble peacefully;
- (b) To form, join and participate in non-governmental organizations, associations or groups;
- (c) To communicate with non-governmental or intergovernmental organizations.

Article 6

Everyone has the right, individually and in association with others:

- (a) To know, seek, obtain, receive and hold information about all human rights and fundamental freedoms, including having access to information as to how those rights and freedoms are given effect in domestic legislative, judicial or administrative systems;
- (b) As provided for in human rights and other applicable international instruments, freely to publish, impart or disseminate to others views, information and knowledge on all human rights and fundamental freedoms;
- (c) To study, discuss, form and hold opinions on the observance, both in law and in practice, of all human rights and fundamental freedoms and, through these and other appropriate means, to draw public attention to those matters.

Article 7

Everyone has the right, individually and in association with others, to develop and discuss new human rights ideas and principles and to advocate their acceptance.

Article 8

1. Everyone has the right, individually and in association with others, to have effective access, on a non-discriminatory basis, to participation in the government of his or her country and in the conduct of public affairs.
2. This includes, inter alia, the right, individually and in association with others, 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 hinder or impede the promotion, protection and realization of human rights and fundamental freedoms.

Article 9

1. In the exercise of human rights and fundamental freedoms, including the promotion and protection of human rights as referred to in the present Declaration, everyone has the right, individually and in association with others, to benefit from an effective remedy and to be protected in the event of the violation of those rights.
2. To this end, everyone whose rights or freedoms are allegedly violated has the right, either in person or through legally authorized representation, to complain to and have that complaint promptly reviewed in a public hearing before an independent, impartial and competent judicial or other authority established by law and to obtain from such an authority a decision, in accordance with law, providing redress, including any compensation due, where there has been a violation of that person's rights or freedoms, as well as enforcement of the eventual decision and award, all without undue delay.
3. To the same end, everyone has the right, individually and in association with others, *inter alia*:
 - (a) To complain about the policies and actions of individual officials and governmental bodies with regard to violations of human rights and fundamental freedoms, by petition or other appropriate means, to competent domestic judicial, administrative or legislative authorities or any other competent authority provided for by the legal system of the State, which should render their decision on the complaint without undue delay;
 - (b) To attend public hearings, proceedings and trials so as to form an opinion on their compliance with national law and applicable international obligations and commitments;
 - (c) To offer and provide professionally qualified legal assistance or other relevant advice and assistance in defending human rights and fundamental freedoms.
4. To the same end, and in accordance with applicable international instruments and procedures, everyone has the right, individually and in association with others, to unhindered access to and communication with international bodies with general or special competence to receive and consider communications on matters of human rights and fundamental freedoms.
5. The State shall conduct a prompt and impartial investigation or ensure that an inquiry takes place whenever there is reasonable ground to believe that a violation of human rights and fundamental freedoms has occurred in any territory under its jurisdiction.

Article 10

No one shall participate, by act or by failure to act where required, in violating human rights and fundamental freedoms and no one shall be subjected to punishment or adverse action of any kind for refusing to do so.

Article 11

Everyone has the right, individually and in association with others, to the lawful exercise of his or her occupation or profession. Everyone who, as a result of his or her profession, can affect the human dignity, human rights and fundamental freedoms of others should respect those rights and freedoms and comply with relevant national and international standards of occupational and professional conduct or ethics.

Article 12

1. Everyone has the right, individually and in association with others, to participate in peaceful activities against violations of human rights and fundamental freedoms.

2. The State shall take all necessary measures to ensure the protection by the competent authorities of everyone, individually and in association with others, against any violence, threats, retaliation, de facto or de jure adverse discrimination, pressure or any other arbitrary action as a consequence of his or her legitimate exercise of the rights referred to in the present Declaration.

3. In this connection, everyone is entitled, individually and in association with others, to be protected effectively under national law in reacting against or opposing, through peaceful means, activities and acts, including those by omission, attributable to States that result in violations of human rights and fundamental freedoms, as well as acts of violence perpetrated by groups or individuals that affect the enjoyment of human rights and fundamental freedoms.

Article 13

Everyone has the right, individually and in association with others, to solicit, receive and utilize resources for the express purpose of promoting and protecting human rights and fundamental freedoms through peaceful means, in accordance with article 3 of the present Declaration.

Article 14

1. The State has the responsibility to take legislative, judicial, administrative or other appropriate measures to promote the understanding by all persons under its jurisdiction of their civil, political, economic, social and cultural rights.

2. Such measures shall include, inter alia:

(a) The publication and widespread availability of national laws and regulations and of applicable basic international human rights instruments;

(b) Full and equal access to international documents in the field of human rights, including the periodic reports by the State to the bodies established by the international human rights treaties to which it is a party, as well as the summary records of discussions and the official reports of these bodies.

3. The State shall ensure and support, where appropriate, the creation and development of further independent national institutions for the promotion and protection of human rights and fundamental freedoms in all territory under its jurisdiction, whether they be ombudsmen, human rights commissions or any other form of national institution.

Article 15

The State has the responsibility to promote and facilitate the teaching of human rights and fundamental freedoms at all levels of education and to ensure that all those responsible for training lawyers, law enforcement officers, the personnel of the armed forces and public officials include appropriate elements of human rights teaching in their training programme.

Article 16

Individuals, non-governmental organizations and relevant institutions have an important role to play in contributing to making the public more aware of questions relating to all human rights and fundamental freedoms through activities such as education, training and research in these areas to strengthen further, inter alia, understanding, tolerance, peace and friendly relations among nations and among all racial and religious groups, bearing in mind the various backgrounds of the societies and communities in which they carry out their activities.

Article 17

In the exercise of the rights and freedoms referred to in the present Declaration, everyone, acting individually and in association with others, shall be subject only to such limitations as are in accordance with applicable international obligations and are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

Article 18

1. Everyone has duties towards and within the community, in which alone the free and full development of his or her personality is possible.

2. Individuals, groups, institutions and non-governmental organizations have an important role to play and a responsibility in safeguarding democracy, promoting

human rights and fundamental freedoms and contributing to the promotion and advancement of democratic societies, institutions and processes.

3. Individuals, groups, institutions and non-governmental organizations also have an important role and a responsibility in contributing, as appropriate, to the promotion of the right of everyone to a social and international order in which the rights and freedoms set forth in the Universal Declaration of Human Rights and other human rights instruments can be fully realized.

Article 19

Nothing in the present Declaration shall be interpreted as implying for any individual, group or organ of society or any State the right to engage in any activity or to perform any act aimed at the destruction of the rights and freedoms referred to in the present Declaration.

Article 20

Nothing in the present Declaration shall be interpreted as permitting States to support and promote activities of individuals, groups of individuals, institutions or non-governmental organizations contrary to the provisions of the Charter of the United Nations.

Notes

1/ See Official Records of the Economic and Social Council, 1998, Supplement No. 3 (E/1998/23), chap. II, sect. A.

2/ Resolution 217 A (III).

3/ Resolution 2200 A (XXI), annex.