

Stream 2

**Starting From Where
We Are**



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About Stream 2



Time:
1 day

The purpose of the International Human Rights Training Program is to develop our capacity to protect and promote human rights. A critical step in developing that capacity is to examine our personal notions of human rights. We often assume that everyone shares our own viewpoints and priorities regarding human rights, and we rarely find the time in the crisis situations in which we work to reflect on these basic assumptions.

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

Objectives

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

- discuss the human rights situation in the countries represented by the members of their group
- explain fundamental human rights principles and concepts and their applicability in their own societies
- compare their personal concepts of human rights to those of other members of their groups
- explain the expected content and approach of the “Individual Plan for Putting My Learning Into Action”

Participatory Training Techniques



- Producing Definitions
- The Art of Flipcharting I

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

Facilitator

Instructions for Activity 1

Introduction

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

Part A (1 hr)

1. Assign groups of four participants and go over the instructions with them.
2. Remind participants that human rights violations need not be direct and individual, such as rape or assault, but can take many forms (e.g., discrimination in economics, health, reproduction and sexuality, political life, religion, or education) and occur in many situations (e.g., the home, the work place, the refugee camp, the school).
3. In order that each participant has equal time to speak in the 45 minutes allotted, stress the importance of speaking approximately 10 minutes each. Also provide a few time cues such as “You should now be on your second description” or “At least three people should have spoken now.”

Part B (1 hr)

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

1. Urge the reporter to limit these reports to about 10 minutes and, mentioning only one case from each member of the group.
2. As each report is given, record the information on the flipchart paper using a format like that of the Reporter’s Page.
3. Invite participants to reflect critically on the types of human rights problems and contributing factors as well as incidences of women’s rights violations.



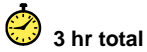


Facilitator (Act. 1 cont'd)

Part C (1 hr)

Lead a large group discussion on how human rights education can help address human rights violations. Use the questions provided to structure your discussion.

Activity 1 Human Rights in Your Society



This activity is divided into three parts.

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

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

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

1 hr

Part A Work in a Group

Describing the Human Rights Situation

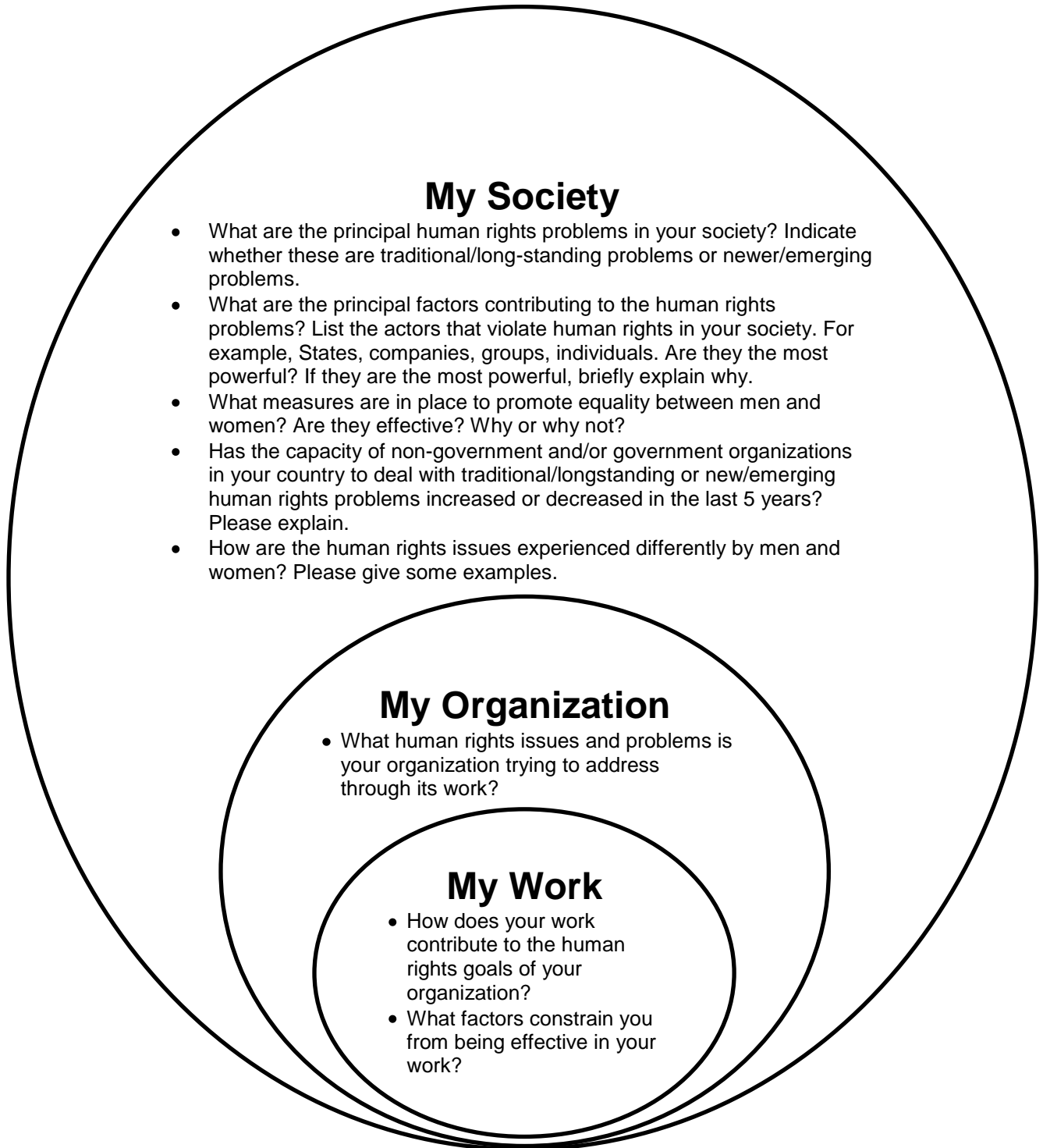
Before you begin, look over the description of the human rights situation in your country or community that you prepared as part of your Pre-Training Assignment. See the **Materials** section for a blank copy of the Pre-Training Assignment.

1. Select a reporter who will record your discussion on **The Reporter's Page** on page 2-12 (*Part. Man. p. 2-11*) and report back to the whole group.
2. Each member of your group will in turn describe the human rights situation in his/ her respective country. Use the diagram **Your Human Rights Context** on the next page to help you provide information about the human rights system within which you work (not more than 10 minutes each).

Your Human Rights Context

p.10

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



The Reporter's Page

p.11

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

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

Activity 1 cont'd

p. 13
1 hr

Part B Group Reporter's Summary

Summarize your group's discussion for the class referring to the notes you took during the discussion in your small group. Highlight in your summary common human rights problems and contributing factors as well as any notable differences. Your report should not be longer than 10 minutes.

1 hr

Part C Large Group Discussion

The facilitator will lead a discussion on the role of human rights education in addressing human rights violations. Refer to Part III, questions 1 - 9 of your Pre-Training Assignment for this part of the activity.

Discussion questions:

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



Facilitator

Instructions for Activity 2

Introduction

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

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

Two groups will be joined together for this presentation given by Equitas staff members.

Note: If time permits after the presentation, have participants read over and complete Worksheets 1 and 2 of the Individual Plan workbook, keeping in mind the information you have just discussed in Activity 1.

Activity 2

Presentation — “Overview of the Individual Plan for Putting my Learning into Action”



p. 14



45 min total

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

Two working groups will be joined together for the presentation.

Question and Answer Period

Conflict Transformation



Human Rights Education and Conflict

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

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

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

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

Source:

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

Unit 2 Human Rights Concepts and Principles

Facilitator

Presentation on the Equitas Community (45 min)

Groups will be joined together for this presentation given by Equitas staff members.

Recap of previous day (30 min)

Instructions for Activity 1

Introduction

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

Part A (5 min)

Go over the instructions with the participants.

Part B (25 min)

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

Activity 1 Thinking About Human Rights



p. 15



30 min total

This activity is divided in two parts.

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

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



Activity 1 cont'd

p. 15
5 min

Part A Work Individually

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

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

25 min

Part B Class Discussion

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

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

p. 16

Participatory Training Technique



Producing Definitions

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

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

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

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

Facilitator

Instructions for Activity 2

Part A (1 hr)

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

Part B (30 min)

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

Activity 2 Underlying Principles of Human Rights



p. 16



1 hr 30 min total

This activity is divided into two parts.

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

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

1 hr

Part A Work in a Group

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

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

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



Underlying Principles of Human Rights

Equality

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

Non-discrimination

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

Inalienability

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

Responsibility

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

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

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.

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

Universality

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

Human dignity

The principles of human rights are founded on the notion that each individual, regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class, deserves to be honored or esteemed.

Indivisibility

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

Interdependency

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

Summary of the Articles of the UDHR	
<ol style="list-style-type: none"> 1. Right to equality 2. Freedom from discrimination 3. Right to life, liberty, personal security 4. Freedom from slavery 5. Freedom from torture and degrading treatment 6. Right to recognition as a person before the law 7. Right to equality before the law 8. Right to remedy by competent tribunal 9. Freedom from arbitrary arrest, exile 10. Right to a fair public hearing 11. Right to be considered innocent until proven guilty 12. Freedom from interference with privacy, family, home, and correspondence 13. Right to free movement in and out of any country 14. Right to asylum in other countries from persecution 15. Right to a nationality and freedom to change it 	<ol style="list-style-type: none"> 16. Right to marriage and family 17. Right to own property 18. Freedom of belief and religion 19. Freedom of opinion and information 20. Right of peaceful assembly and association 21. Right to participate in government and free elections 22. Right to social security 23. Right to desirable work and to join trade unions 24. Right to rest and leisure 25. Right to adequate living standards 26. Right to education 27. Right to participate in cultural life and community 28. Right to social order assuring human rights 29. Community duties essential to free and full development 30. Freedom from state and personal interference in the above rights



Activity 2 cont'd

p. 19
30 min

Part B

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

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

- What do these principles mean in your context? (e.g., equality of men and women)
- How are they applied? (e.g., gender -sensitive policies)
- What are some barriers to their full application? (e.g., cultural norms and practices)
- How do these human rights principles address individual values and needs and collective values and needs?

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Participatory Training Technique



The Art of Flipcharting I

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

Uses of flipcharts:

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

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

Activity 3 End of Stream Evaluation



p. 20



15 min total

Complete the End of Stream Evaluation

Facilitator

Instructions for Activity 4

The aim of this activity is to have participants discuss their interpretation of the questions in the day's evaluation questionnaire and to reflect on evaluation in general

Two groups will be joined together for this activity.

A handout with the Meta-Evaluation questionnaire will be provided by Equitas.

See the **Materials** for a sample of the Meta-Evaluation Questionnaire.

Part A (15 min)

1. Equitas staff will explain the purpose of the meta-evaluation.
2. Review the statements of the meta-evaluation with participants.
3. Have them work individually to complete the meta-evaluation questionnaire.

Part B (25 min)

1. Ask participants to share and explain their responses to the survey questions with the large group.
2. The Equitas staff present will record participants' responses.

Part C (20 min)

1. Lead a discussion regarding some of the questions listed.



Activity 4 Meta-Evaluation



p. 20



60 min total

This activity is divided into 3 parts.

In **Part A**, you will work individually to answer questions about personal approaches to completing evaluation questionnaires.

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

In **Part C**, you will reflect on the evaluation overall.

p. 20
15 min

Part A Individual Work

A member of Equitas staff will explain the purpose of the Meta-evaluation.

The facilitator will review the questions below.

You will respond individually to each question and indicate if the statements reflect your personal approach to completing evaluation questionnaires.

My approach to completing evaluations questionnaires

1. When completing an evaluation questionnaire with a range of answers (for example: asking if you disagree, agree or strongly agree with a statement):
 - a. Out of principle, I never or rarely select the most positive choice (ex: strongly agree) because I believe there is always room for improvement.
 - I agree with this statement.
 - I disagree with this statement.
 - b. Out of principle, I never or rarely select the least positive choice (ex: strongly disagree) because I believe there is always something positive to be said.
 - I agree with this statement.
 - I disagree with this statement.
2. When completing an evaluation questionnaire, I tend to be somewhat less critical when I have established a friendly rapport with other participants and/ or the facilitator and/ or the workshop organizers.
 - I agree with this statement.
 - I disagree with this statement.

Activity 4 cont'd

P.21

3. When completing an evaluation questionnaire, I write comments to explain my answers when space is provided
 Never Rarely Often Always

Please explain your answer by being as precise as possible:

25 min

Part B Group Discussion

Your facilitator will review each statement with the group. Reflect on what your responses reveal about your own way of approaching evaluations.

A member of Equitas staff will record the group's responses.

Information from this session will be used to review evaluation questionnaires to ensure their effectiveness in measuring results. Questions to guide the discussion are provided below.

On achieving the objectives

In answering the questions in today's evaluation questionnaire:

- a. What personal criteria did you use to arrive at your responses? (e.g., politeness, a particular feeling (positive or negative) about what took place during the segment of the program being evaluated) intuition, critical reflection, objective criteria)
- b. What other factors did you consider in arriving at your responses? (e.g., content, methodology)

In Question 1 of the evaluation questionnaire you were asked if you *strongly disagreed, disagreed, agreed or strongly agreed* that *objectives have been met*:

- What do these categories mean to you?
- How do you decide between these categories?
- What are the boundaries between, for example, agree and strongly agree or between disagree and strongly disagree?.
- Do you think all respondents give the same meaning to these categories? If not, why? How could others perceive these categories?
- How do you think individual interpretations affect the results of the evaluation?



Activity 4 cont'd

p.22

On activities being “useful” or “less useful”

When you answered the questions about the activities being *useful* or *less useful*:

- What does usefulness mean to you?
- Thinking back when you answered these questions, did you reflect on the usefulness of these activities predominantly for you personally, for your organization, for your partners, for your society, for your work?

On changing ideas/perceptions

- What did you understand by the question?
- Did you understand it to mean how your beliefs about a specific issue or idea changed as a result of a particular activity or event that took place during the part of the program being evaluated?

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20 min

Part C Group Discussion

Your facilitator will lead a group discussion about evaluation questionnaires by asking some of the following questions:

- Have you used similar evaluation questionnaires in your own human rights education activities?
- Do you think the evaluation scale (response choices) we used is appropriate?
- Do you think the evaluation questions are appropriate?
- What changes would you make to improve the questions?
- Do you think culture matters in answering questions in evaluation questionnaires?
- Do you think language matters in answering questions in evaluation questionnaires?
- How can we ensure that we are asking “good” questions in our evaluation questionnaires, which are understood in a similar way by the different people answering them?

Activity 5 Individual Plan for Putting My Learning into Action



p. 23



30 min

Read over Worksheets 1 and 2 of the Individual Plan, and then use the time provided to complete them, keeping in mind the information you have just discussed in Unit 1, Activity 1.

Materials

Unit 1 Activity 1

Pre-Training Assignment, p. 2-31 (*Part. Man. p. 2-27*)

Unit 2 Activity 1

Definitions of Human Rights, p. 2-36 (*Part. Man. p. 2-32*)

Unit 2 Activity 4

Meta-Evaluation, p. 2-39 (*Part. Man. P. 2-35*)

Pre-Training Assignment

Unit 1 Activity 1

Participant	
Last Name:	First Name:
Country:	Email:
Part I: Your Familiarity with the International Human Rights System	
1) International Human Rights Documents Rate your familiarity with each of the documents listed below by selecting the appropriate response from the drop-down menu. Use the legend provided to guide you. Note: The date each document was adopted or entered into force is indicated.	Legend 1 = Not familiar = No experience with document 2 = Somewhat familiar = Limited experience with document 3 = Familiar = Work with documents occasionally 4 = Very Familiar = Work with documents regularly
Familiarity	
a. Universal Declaration of Human Rights (UDHR) 1948	Please select from Menu
b. International Covenant on Civil and Political Rights (ICCPR) 1976	Please select from Menu
c. International Covenant on Economic, Social and Cultural Rights (ICESCR) 1976	Please select from Menu
d. International Convention on the Elimination of All Forms of Discrimination (ICERD) 1965	Please select from Menu
e. Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) 1981	Please select from Menu
f. Convention on the Rights of the Child (CRC) 1990	Please select from Menu
g. Declaration on Human Rights Defenders 1998	Please select from Menu
h. Declaration on the Rights of Indigenous Peoples	Please select from Menu



Part I: Cont'd

2) Which of the international treaties listed above has your country ratified? Check UN website at <http://www.ohchr.org/english/bodies/docs/status.pdf>

3) Which of the documents listed in question 1 above do you use most often in your work? Please list them and briefly explain how you use them.

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

5) Are you aware of the changes taking place in the United Nations human rights system? Please indicate your response by placing an **X** in the appropriate box.

Yes No

If yes, explain how you think these changes will impact on the work of your organization?

6) Which **regional** or **national** human rights instruments and/or mechanisms do you use most often in your work? Please list them and briefly explain how they are used.

Part II: Human Rights Education

In this section, please indicate your experience with human rights education by selecting the appropriate answer in the drop-down menu.

1) Rate your skills in developing human rights training materials.	Please select from menu
2) Rate your skills in facilitating human rights training sessions.	Please select from menu
3) Rate your skills in using a participatory methodology in your human rights education work.	Please select from menu

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

Note: You will need to do some research to complete this part of the assignment. Some resources to consult: Human Rights Watch country reports at: www.hrw.org; Amnesty International country reports at: www.amnesty.org/ailib/index.html; United Nations Development Program at: hdr.undp.org/reports/default.cfm.

Please indicate your response by placing an **X** in the appropriate box and provide the name of your country or community.

I am describing the overall situation in my

Country:

Community:

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

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

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

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

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



Part III: Cont'd

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

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

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

9) Which actors influence human rights education in your society? For example: State, companies, groups, individuals. Are they a positive or negative influence?

Please list the groups that influence HRE in the shaded areas. Then indicate whether it is having a positive or negative influence by placing an **X** in the appropriate box. See example below.

<u>Groups That Influence HRE:</u>	<u>Positive</u>	<u>Negative</u>
Example: <i>National Human Rights Institution With HRE programmes in rural areas</i>	X	
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

10) What is the impact of your organization's Human Rights Education work on the situation of your community/society?

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

Part IV: Needs and Offers

1) Indicate, in the spaces provided below, **two (2)** of your “learning needs” (what you want to get out of this program) and **two (2)** “offers” (what you have to offer in terms of knowledge and experience).
Needs:
 1.
 2.
Offers:
 1.
 2.

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

3) There will be opportunities throughout the 3 weeks of the Program to address more in-depth human rights issues that are of particular importance to participants.
 Is there **one** particular human rights issue that you would like to have the opportunity to discuss more in-depth? Please indicate it below.

Part V: Internet Capacity and Use

<p>1) What type of access do you have to the Internet? Please indicate your response by selecting the most appropriate response from the drop-down menu. Please select from menu</p>	<p>2) Please specify where you mostly connect to the internet to do your work. Please indicate your response by selecting the most appropriate response from the drop-down menu. Please select from menu</p>
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3) How often do you use the Internet? Please indicate your response by selecting from the drop-down menu.
Please select from menu

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

a) I do **not** use the Internet in my work

I use the Internet for:

b) Email <input type="checkbox"/>		
c) Research <input type="checkbox"/>		
d) Listservs <input type="checkbox"/> Please name the one you use most	I consult it	I contribute to it
e) Forums/ Discussion groups <input type="checkbox"/> Please name the one you use most	<input type="checkbox"/>	<input type="checkbox"/>



Definitions of Human Rights

Unit 2 Activity 1

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

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

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

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

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

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

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

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

Meta-Evaluation

Unit 2 Activity 4

Meta Evaluation Survey

1. **When completing an evaluation questionnaire with a range of answers (for example: asking if you disagree, agree or strongly agree with a statement):**
 - a. Out of principle, I never or rarely select the most positive choice (ex: strongly agree) because I believe there is always room for improvement.
 I agree with this statement.
 I disagree with this statement.
 - b. Out of principle, I never or rarely select the least positive choice (ex: strongly disagree) because I believe there is always something positive to be said.
 I agree with this statement
 I disagree with this statement
2. **When completing an evaluation questionnaire, I tend to be somewhat less critical when I have established a friendly rapport with other participants and/or the facilitator and/or the workshop organizers**
 I agree with this statement
 I disagree with this statement
3. **When completing an evaluation questionnaire, I write comments to explain my answers when space is provided**
 Never Rarely Often Always

Please explain your answer by being as precise as possible:

Group Number: _____

Region: _____

Sex: M F

Participant ID #: _____