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GUIDELINES ON HUMAN RIGHTS EDUCATION

FOR HUMAN RIGHTS ACTIVISTS

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Contents

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FOREWORD

The history of human rights is a history of battles fought by committed people. Such people, often called human rights activists, take peaceful action contributing to the observance of human rights and fundamental freedoms. Since the signing of the Helsinki Final Act, OSCE participating States have repeatedly reaffirmed the right of individuals to know and act upon their rights and duties. Human rights education makes it possible for everyone to learn about human rights and to cultivate values and skills in order to take action for human rights, which are one of the most important elements and outcomes of human rights education. The OSCE Moscow Document of 1991 recognized that it is essential that citizens be educated about human rights and fundamental freedoms.

These guidelines, which focus on human rights education for human rights activists, aim to support human rights learning and were prepared on the basis of broad consultations involving trainers, NGO specialists and representatives from intergovernmental agencies. The guidelines are reflective of the United Nation's Declaration on human rights defenders, which defines the rights and responsibilities of human rights activists, and the Declaration on Human Rights Education and Training, which recognizes the right of all people to have access to human rights education.

The document presents approaches to be adopted when planning or implementing such education for human rights activists, related to six key areas: the human rights-based approach to human rights education; core competencies; curricula; teaching and learning processes; evaluation; and development and support for trainers. The guidelines also offer a list of key

resources to assist in planning, implementing and evaluating human rights education for human rights activists.

These guidelines may prove useful in a variety of contexts. For example, they can help trainers to better plan and carry out educational activities for human rights activists. They can also be used as an advocacy tool to promote capacity building for human rights activists on the national level.

The OSCE Office for Democratic Institutions and Human Rights (ODIHR) is pleased to present these *Guidelines on Human Rights Education for Human Rights Activists* and welcomes feedback on them, which will be used for future editions. It is our hope that the guidelines will contribute to the better implementation of OSCE commitments in the sphere of human rights education.

Ambassador Janez Lenarčič
Director, OSCE Office for Democratic Institutions and Human Rights

INTRODUCTION

Everyone should have 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.[1] OSCE participating States acknowledge the key role that human rights activists play in ensuring full respect for human rights, fundamental freedoms, democracy and the rule of law.[2] To perform this task successfully and responsibly, and to continually advance their understanding and skills, adequate training for human rights activists should be made encouraged, and access to it ensured.

These guidelines aim to promote and support the further development of human rights activists through human rights education and training. They

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[1] United Nations General Assembly Resolution A/RE/53/144, "Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms ", 8 March 1999, Article 1, <http://www.unhchr.ch/huridocda/huridoca.nsf/(Symbol)/A.RES.53.144.En>. (UN Declaration on Human Rights Defenders)

[2] "Charter for European Security", Istanbul Document, November 1999, Our Common Response, para. 27, <http://www.osce.org/mc/39569?download=true>; "Astana Commemorative Declaration: Towards a Security Community", OSCE AstanaSummit Meeting, 3 December 2010, para. 6, <http://www.osce.org/cio/74985?download=true>.

also stress the duty of the state not to interfere with or obstruct the educational activities for human rights groups, but to provide them with support and jointly enhance systemic human rights education in recognition of the important role activists play in ensuring full respect for human rights and fundamental freedoms.[3]

The OSCE commitments affirm the fundamental character of human rights education and acknowledge that it is essential that citizens are educated on human rights and fundamental freedoms.[4] The United Nations Declaration on Human Rights Education and Training reaffirms the necessity of access to human rights education.[5] States are obliged under international law to respect, protect and fulfill human rights, and should "…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 [their] jurisdiction, individually and in association with others, are able to enjoy all those rights and freedoms in practice."[6] Such rights include the "right of the individual to know and act upon his rights…"[7]

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[3]   *Ibid.*, para. 6; OSCE Ministerial Council, Decision No. 11/05, "Promotion of human rights education and training in the OSCE area," Ljubljana, 6 December 2005, <http://www.osce.org/mc/17353>; The Council of Europe *Charter on Education for Democratic Citizenship and Human Rights Education* was adopted in the framework of Recommendation CM/Rec(2010)7 "Charter on Education for Democratic Citizenship and Human Rights Education", Declaration on human rights defenders; United Nations Human Rights Council Resolution A/HRC/22/L.13, "Protecting human rights defenders," 22 March 2013, <http://daccess-dds-ny.un.org/doc/RESOLUTION/LTD/G13/120/26/PDF/G1312026.pdf?OpenElement>.

[4]   "Document of the Moscow Meeting of the Conference on the Human Dimension of the CSCE", Moscow, 3 October 1991, paras. 42.1 – 42.6, <http://www.osce.org/odihr/elections/14310>, (Moscow Document). Other key OSCE commitments related to human rights education can be found for example, in: "Concluding Document of the Vienna Meeting" Conference on Security and Co-operation in Europe,Vienna, 19 January 1989, paras. 13.4 – 13.7, <http://www.osce.org/mc/16262>, (Vienna Document); "Document of the Eleventh Meeting of the Ministerial Council", Maastricht, 2 December 2003, para. 40, <http://www.osce.org/mc/40533>; and OSCE Ministerial Council, Decision No. 11/05, "Promotion of human rights education and training in the OSCE area", Ljubljana, 6 December 2005, <http://www.osce.org/mc/17353>.

[5]   "United Nations Declaration on Human Rights Education and Training", United Nations General Assembly Resolution 66/137, 19 December 2011, UN Doc A/RES/66/137, <http://www.un.org/en/ga/search/view_doc.asp?symbol= A/RES/66/137>. (UN Declaration on Human Rights Education and Training)

[6]   UN Declaration on Human Rights Defenders, *op. cit.*, note 1, Article 2.

[7]   Vienna Document, *op. cit.*, note 4, para 13.4; in the "Final Act of the Conference on Security and Co-operation in Europe", Helsinki, 1975), VII, <http://www.osce.org/mc/39501?download=true>..

An important precondition for human rights education for human rights activists is the opportunity for activists to exercise their freedoms and rights effectively and without any undue interference from the state. This especially refers to the rights to associate and assemble freely. States should create a safe and enabling environment for the work of human rights activists, including through the adoption of legislative and administrative measures and policies.[8]

KEY DEFINITIONS FOR THE GUIDELINES

"Human rights activists" are here defined as persons who individually and/or in association with others, promote and strive for the protection and realization of human rights and fundamental freedoms at the national and international levels through peaceful activities.[9]

The United Nations Declaration on Human Rights Education and Training states that:

"Human rights education and training comprises all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms. Human rights education contributes to the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding, and by developing their attitudes and behaviors, to empower them to contribute to the building and promotion of a universal culture of human rights."[10]

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[8] UN Declaration on Human Rights Defenders, *op. cit.*, note 1; "Protecting human rights defenders", United Nations Human Rights Council Resolution, A/HRC/22/L.13, 15 March 2013, <http://daccess-dds-ny.un.org/doc/RESOLUTION/LTD/G13/120/26/PDF/G1312026.pdf?OpenElement>.

[9] UN Declaration on Human Rights Defenders, *op. cit.*, note 1, Article 1. For the purposes of these guidelines the term "human rights activists" is used, which equally applies to "human rights defenders".

[10] UN Declaration on Human Rights Education and Training, *op. cit.*, note 5, Article 2, para 1.

The Declaration also asserts that:

> "Human rights education and training encompasses education:
> a) *about* human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection;
> b) *through* human rights, which includes learning and teaching in a way that respects the rights of both educators and learners; and
> c) *for* human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others."[11]

PROCESS FOR ELABORATING GUIDELINES

ODIHR initiated the development of this series of guidelines as follow-up to consultative workshops that took place in Istanbul on 16 and 17 September 2010, in Geneva on 22 and 23 August 2011 and in Warsaw on 7 and 8 November 2011. These guidelines are an evolving document reflecting ongoing discussions about the provision of quality human rights education for human rights activists.

ODIHR has worked in close consultation with practitioners with extensive experience in this field. An initial document was drafted in collaboration with a working group organized following the Istanbul workshop. The final version of the guidelines was elaborated on the basis of input provided by an additional group of human rights practitioners representing all OSCE geographical regions and diverse groups including trainers in human rights, specialists from NGOs and representatives from inter-governmental agencies and national human rights institutions.[12]

These Guidelines on Human Rights Education for Human Rights activists have been developed with reference to key policy and resource documents promulgated by the United Nations (UN), regional human rights bodies and other agencies. Specifically, these guidelines are based on the normative framework of the OSCE human dimension commitments, other regional human rights standards and mechanisms, such as those existing within the

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[11] *Ibid.*, para. 2.
[12] All persons who provided feedback are listed in the Acknowledgements section of these guidelines.

Council of Europe, and on core international human rights instruments as well as decisions of their respective monitoring bodies: the International Covenant on Civil and Political Rights (ICCPR), the International Covenant on Economic, Social and Cultural Rights (ICESCR), the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD), the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT), the Convention on the Rights of the Child (CRC), the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (ICRMW), the Convention on the Rights of Persons with Disabilities (CRPD) and the International Convention for the Protection of All Persons from Enforced Disappearances (CPED).

ANTICIPATED USERS OF THE GUIDELINES

These guidelines are intended for programme designers, trainers, human rights activists, and other stakeholders who develop, deliver and evaluate human rights education for human rights activists. As governments have the obligation to respect, protect and fulfill human rights at the national level, they should not interfere in the legitimate work of human rights activists, and should support their educational activities through legislative and policy frameworks. Therefore, the guidelines may also serve to develop, facilitate and implement relevant governmental action to promote human rights education for human rights activists.

PURPOSES OF THE GUIDELINES

The *Guidelines on Human Rights Education for Human Rights Activists* serve to:
- encourage and support the capacity development of human rights activists;
- operationalize and illustrate key human rights education principles and approaches;
- clarify human rights education learner outcomes in the categories of knowledge and understanding, values and attitudes, and skills relevant for human rights activists;
- assist in the development of effective programmes for training of trainers to deliver human rights education; and
- promote ongoing improvements in the quality of human rights education.

The guidelines present principles for carrying out human rights education for human rights activists, but have not been designed as a resource with examples.

APPLICATION OF THE GUIDELINES

These guidelines presume that human rights education for human rights activists mainly takes place outside of formal educational environments. Therefore, the current guidelines primarily focus on non-formal education.[13]

It is essential that trainers and those designing relevant events take into account specific needs, conditions, sensitivities and vulnerabilities of human rights activists in their cultural, political, social and historical contexts, so that human rights education is carried out in a way that is the most relevant, effective and empowering for these activists. To be effective, human rights education for activists should be flexible and tailored.

Finally, these guidelines are not formulaic, nor could they ever be comprehensive. Rather, they are intended to serve as a resource for those interested in initiating, expanding or revising human rights education activities and setting benchmarks for quality human rights education for human rights activists.

STRUCTURE OF THE GUIDELINES

The guidelines are organized according to six main areas:

1. **Overall Processes and Goals,** reflecting the human rights-based approach;

2. **Core Competencies,** identifying the key learner outcomes that illustrate the essential capabilities learners should develop;

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[13] See the Council of Europe "Charter on Education for Democratic Citizenship and Human Rights Education", Appendix to Recommendation CM/Rec(2010)7, Committee of Ministers, 11 May 2010, <https://wcd.coe.int/ViewDoc.jsp?Ref=CM/Rec(2010)7&Language=lanEnglish&Ver=original&Site=CM&BackColorInternet=C3C3C3&BackColorIntranet=EDB021&BackColorLogged=F5D383>. (Council of Europe)

3. **Educational Programmes,** planning and carrying out learning activities to help human rights activists develop and improve their competencies;

4. **Training and Learning Processes,** ensuring these are learner-centered (relating human rights to learners' real-life experiences), participatory and inclusive, and take place in learning environments that respect the human rights of all participants;

5. **Evaluation**, ensuring that human rights education activities and programmes are regularly evaluated using appropriate methods; and

6. **Development and Support of Trainers,** ensuring that trainers receive adequate training and support.

The guidelines also include a resources section that lists materials relevant to human rights education for human rights activists that will assist the user of the guidelines in planning, implementing and evaluating such education. The reader is encouraged to consult these resources, which are organized according to the following categories:

- International and regional policy documents on human rights education relevant for human rights activists;
- Resources on human rights education and training for human rights activists; and
- Resources for evaluation of human rights education for human rights activists.

1. OVERALL PROCESSES AND GOALS

Main aim: Ensuring that the overall processes and goals of human rights education reflect the human rights-based approach.

The objective of human rights education for human rights activists is the improved and long-term realization of human rights in the communities where these activists work. The human rights-based approach to human rights education means that outcomes are explicitly linked with improvements in the enjoyment of human rights, as articulated in human rights standards. The human rights-based approach also implies that human rights principles are integrated in all phases of the programming cycle (planning, design, implementation, monitoring and evaluation).

The human rights principles are:
- universality and inalienability;
- indivisibility;
- inter-dependence and inter-relatedness;
- equality and non-discrimination;
- participation and inclusion; and
- accountability and the rule of law.[14]

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[14] Vienna Document, *op. cit.*, note 4, paras. 11 – 12. See "The UN Statement of Common Understanding on Human Rights-Based Approaches to Development Cooperation and Programming", United Nations Development Group, 2003, available at <http://hrbaportal. org/?page_id=2127>.

Human rights education takes place in a learning environment where processes are participatory and the dignity and self-esteem of both learners and trainers are mutually respected.

Human rights education for human rights activists is designed and implemented in collaboration with a wide range of relevant local, national and international stakeholders, such as non-governmental or community-based organizations, educational institutions, youth organizations, human rights movements and networks, and inter-governmental organizations, in order to increase the effectiveness of the work that such activists do in their community and internationally.

During the planning phase, it is essential to identify key human rights challenges in the society to be addressed by an educational activity.

Human rights education goals encourage direct action by human rights activists to infuse respect for human rights into local culture and practices, reflecting local conditions and needs, as well as national and international provisions on human rights.

Human rights education can be more effective and sustainable when sufficient financial and human resources are available.

Educational-programme objectives are outcome-based and measurable.

The human rights-based approach also applies to how organizations that implement human rights education for human rights activists function. These organizations reflect and promote human rights-based principles, including non-discrimination and inclusion, respect and dignity, democracy, accountability, participation and empowerment of learners and trainers within their organizational structure, processes and procedures.[15]

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[15] *Plan of Action, World Programme for Human Rights Education, First Phase*, (New York and Geneva: UNESCO and OHCHR, 2006), <http://www.ohchr.org/Documents/Publications/PActionEducationen.pdf>. (Plan of Action)

2. CORE COMPETENCIES[16]

Main aim: Ensuring that clearly established learner outcomes, including dimensions of knowledge and understanding, attitudes, values and skills, guide the development of educational programmes, training and learning processes, evaluation processes and preparation of trainers.

The list of desired competencies or learner outcomes provided below is intended to be used in designing human rights education for human rights activists.

These core competencies enable human rights activists to take concrete action for human rights. The competencies are grouped under three headings: knowledge and understanding, attitudes and values, and skills. Although the competencies are presented individually, the majority are interlinked. Depending on the objectives of the training programme itself, the profile of the activists involved and the context where the programme is implemented, training programmes may aim at achieving particular competences from this list. Therefore, the competencies are not presented in any particular order or priority.

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[16] In light of the diversity of the category "human rights activists", it is not presumed that human rights activists should possess all the competences listed here.

KNOWLEDGE AND UNDERSTANDING

The learner is aware of, knows about and understands:

- The contribution of human rights activists to the promotion and protection of human rights in his or her own community, country and in the world;

- Historical and contemporary political, legal, economic, cultural and social processes from a human rights perspective, and the importance of the use of language appropriate to different audiences in addressing these;

- The root causes of human rights violations, including the role of stereotypes and prejudice in processes that lead to human rights abuses;

- Possible links and tensions between human rights, responsibilities, equality, diversity, non-discrimination, social cohesion and intercultural dialogue;

- The human rights principles: universality and inalienability, indivisibility, inter-dependence and inter-relatedness, equality and non-discrimination, participation and inclusion, accountability and the rule of law, dignity and respect;

- Obligations of states in relation to human rights, such as the general obligation to respect, protect and fulfill human rights, as well as concrete obligations stemming from relevant international human rights treaties and other relevant commitments;

- The role and the importance of human rights education for rights-holders and duty-bearers, in order to protect and promote human rights and build a human rights culture;

- The practical implications of basic principles of human rights work, such as "do-no-harm", objectivity, impartiality, transparency, accountability and accuracy;

- Human rights standards presented in relevant international, regional and national documents, as well as decisions of treaty bodies and courts at international, regional and national levels;

- Relevant human rights instruments and mechanisms at the international, regional and national levels, including complaints procedures and measures for the redress of human rights violations;

- Challenges to and limitations of human rights under international and national laws;

- Different actions that one can undertake individually or collectively, as well as different means and tools for promoting and protecting human rights, including the use of Internet-based activism;

- The potential threats to the personal security and safety of participants in human rights training programmes themselves or others when preparing to take action for human rights, and ways to prevent and respond to such situations (e.g., planning in advance to minimize risks);

- Available international and regional support for human rights activities and human rights activists;

- The environment and sustainable development, and their relevance to human rights; and

- The role of information and communications technology and the Internet in protection and promotion of human rights and their relation to human rights.

ATTITUDES AND VALUES

The learner demonstrates:

- Respect for oneself and respect for others based on the equal dignity of all persons and their human rights;

- Acceptance and respect for all people regardless of race, colour, gender, language, political or other opinion, religion, national or social origin, property, birth, age or other status, together with awareness of one's own inherent prejudices and biases and endeavoring to overcome these;

- The belief that even one person can make a difference in promoting and protecting human rights;

- Willingness to learn from cases of human rights violations in their communities and relate them to global human rights issues;

- Openness to learning from local, national, regional and global efforts for the realization of human rights;

- Awareness of the need to empower victims and vulnerable persons to take action, make choices and defend their own rights;

- Empathy for and solidarity with those suffering human rights violations, including those who are the target of attacks resulting from injustice, prejudice, stereotypes and discrimination, and especially when the attacks target vulnerable groups;

- Confidence in claiming human rights for oneself and others;

- Awareness that one can protect and promote human rights without state permission;

- Openness to working individually or collectively, locally and globally, for human rights;

- Personal and professional commitment to building a culture of human rights by sustaining and safeguarding human rights in a non-violent manner, and not remaining a bystander when rights are violated;

- Commitment to one's own continued learning for and about human rights;

- Recognition that human rights activists tackle a broad range of human rights issues, and, therefore, may face particular challenges associated with their work; and

- Awareness about one's own limits when it comes to taking action for human rights.

SKILLS

The learner is able to:

- Identify and analyze human rights violations and their root causes, including stereotypes and prejudices that lead to human rights abuses;

- Plan and carry out appropriate and effective actions to address human rights violations taking into account all aspects and root causes, such as cultural or religious traditions, the economic situation, established social practices and the legal framework;

- Identify the individual and collective benefits of realized human rights in and beyond one's own environment;

- Analyze the compliance of the national legislation and human rights policies with the relevant international human rights standards;

- Critically evaluate the actions of duty bearers with reference to rights;

- Evaluate information sources, including media and learning resources, and recognize points of view, bias and reliability;

- Proactively work with decision makers at local and national levels to promote effective implementation of human rights obligations by duty-bearers;

- Use relevant and appropriate human rights standards and principles to claim rights requiring protection and identify relevant duty-bearers to address the issue;

- Collaborate with others to defend human rights, for example, through coalition building and networking;

- Communicate with victims and likely victims of, or witnesses to human rights violations on the basis of the principles of confidentiality, safety, security, informed consent, referral for assistance and the "do no-harm" principle, and take steps to minimize or eliminate the risks related to the personal security and safety of these persons;

- Analyze political, legal, cultural, social, religious or economic factors in one's community or society that support or undermine human rights;

- Initiate and participate in legal, social, educational, political, informational and other types of actions for the promotion and protection of human rights, with the use of various tools and methods, such as strategic litigation at the national level, and where available and necessary, at regional and international levels; information gathering and processing, monitoring, documenting and reporting on human rights violations or relevant events; media monitoring; trial observation; collection and review of documentary evidence; interviewing witnesses and victims; campaigning in media and through public assemblies; and awareness raising events and advocacy, including by means of available information and communication technologies;

- Plan, implement and critically evaluate the impact of one's own actions for the realization of human rights;

- Mobilize public support for human rights through various available means, including information and communication technology and social networking tools;

- Motivate others and empower activists to take action for human rights;

- Recognize and analyze one's own needs for learning and training, with a view to achieving professional and personal development;

- Recognize the risks and threats linked to human rights work and implement strategies to minimize these; and

- Care for one's own physical and mental health.

3. EDUCATIONAL PROGRAMMES[17]

Main aim: Ensuring that educational programmes and other training events for human rights activists are designed and carried out in ways that are appropriate to the particular context and the responsibilities and needs of learners, and are culturally, socially and linguistically relevant.

Educational programmes and other training events mainly take place in non-formal educational settings[18] and represent plans of action to help human rights activists develop and improve their competencies (i.e., knowledge, attitudes and values).

Educational programmes include learning objectives, methods, evaluations and learning resources adapted to the needs of human rights activists.

Educational programmes take into account the importance of action-oriented training and experiences for human rights activists, enabling them to

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[17] Educational programmes, meaning longer-term training, are preferred to one-off training events; however, such programmes may not always be possible, due to the non-formal nature of education and training for human rights activists.
[18] These guidelines mainly refer to non-formal settings, i.e., training seminars, workshops and conferences, but also to internships and on-line courses organized by civil society and taking place outside of formal educational settings.

effectively take concrete action for the promotion and protection of human rights.[19]

Educational-programme development and review processes are carried out inclusively by human rights activists and other stakeholders, depending upon the need and the context, including non-governmental or community-based organizations and other relevant civil society actors, such as education and training institutions, youth organizations, human rights movements and networks, individual experts and national human rights institutions, as well as representatives of government agencies, where relevant.

Educational programmes are updated regularly to ensure that the themes and examples are relevant to the daily lives and concerns of human rights activists, as well as their specific backgrounds.

Educational programmes are based on the learning and training needs of human rights activists, and use locally relevant examples and quality learning materials.

Educational programmes are appropriate to the age, gender, linguistic abilities and capacities of human rights activists, and reflect relevant human rights competencies outlined above.

Educational programmes take into account the diversity of human rights activists, and are easily adaptable to allow greater accessibility, especially for persons who are particularly vulnerable or have disabilities, and include suggestions for such adaptations.

Educational programmes are designed to help human rights activists transfer their learning to their own environment and human rights situations and to plan relevant actions.

Educational programmes are mindful of the need for appropriate safety and security measures, taking into account that human rights activists may be facing violations of their own human rights.

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[19]　Council of Europe, *op. cit.,* note 13.

Human rights education for human rights activists is available throughout their professional or volunteering activities as part of life-long learning development.

Educational programmes address specific problems related to human rights and therefore consider concrete root causes and target groups, which can influence the resolution of the problem, and the needs and potential influence of human rights activists.

Formal educational structures, such as schools, universities and academies, as well as other state agencies, provide support for educational programmes for activists, such as: political support (e.g., recognition of human rights education for activists as an important part of human rights work), financial support (e.g., launching special programmes and allocating funds to support training of trainers), institutional support (e.g., sharing resources, such as venues and libraries), expert support (e.g., providing activists and organizations carrying out human rights education with relevant experts in the field), informational support (e.g., updating trainers on recent developments and developing public relations materials that could be used for educational purposes and disseminating information through databases).

Educational programmes and all learning resources reflect human rights values and promote social cohesion and intercultural dialogues; the value of diversity and equality,[20] and opposition to discrimination on the basis of race, colour, gender, language, political or other opinion, religion, national or social origin, property, birth, age or other status.[21]

Learning resources are made available in different formats and forms, such as guides and manuals for trainers, textbooks, comic strips, audio-visual materials, creative arts and other support materials, including Internet-based tools.

The development of new or the adaptation of existing learning resources reflects the needs and context of human rights activists, taking into account

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[20] OSCE Ministerial Council, Decision No. 3/03, "Action Plan on Improving the Situation of Roma and Sinti within the OSCE Area", para. 76, Maastricht, 2 December 2003, <http://www.osce.org/odihr/17554>; Council of Europe, *op. cit.* 13, Section II, 5f.
[21] Vienna Document, *op. cit.*, note 4, para. 13.7

their concerns or interests in human rights and carried out through their active participation in such development or adaptation processes.

Learning resources for human rights activists are accessible to persons with disabilities.

4. TRAINING AND LEARNING PROCESSES

Main aim: Ensuring that training and learning processes are learner-centered, practical (relating human rights to learners' real-life experiences), participatory, inclusive and take place in learning environments that respect the human rights of all participants.

Training and learning processes are planned interactions intended to cultivate human rights competencies. Human rights education takes place in trustworthy, safe and democratic training environments for human rights activists, free from fear of repercussion or mockery due to personal perspectives on certain human rights issues, and fosters mutual respect and interaction among human rights activists, as well as with trainers.

Instruction and learning processes facilitate the inclusion of all participants in educational events, especially of those who may have barriers to learning, who are in vulnerable situations or who are subject to discrimination.[22]

Co-operation is facilitated and encouraged between trainers, those who oversee human rights education for human rights activists and different

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[22] "Helsinki Document", Conference for Security and Co-operation in Europe, Helsinki, 10 July 1992, para. 34, <http://www.osce.org/mc/39530?download=true>.

civil society actors, including from media, private sector businesses and, where appropriate, local government agencies, in order to put into practice what is learned as part of human rights education.

Human rights education uses learner-centered methods and approaches that empower human rights activists and encourage their active participation, co-operative learning, and a sense of solidarity, creativity and self-esteem.

Practical exercises, such as human rights monitoring in a local community or writing reports on human rights, are part of the learning process, where possible and appropriate. They help strengthen the knowledge, values and skills acquired during the training programme and make educational results more sustainable.

Training methods are appropriate to the languages, cultures, learning styles and needs of human rights activists, enabling them to achieve the desired human rights competencies.

Learning processes motivate human rights activists to take action for change and encourage their interest in and commitment to human rights.

Human rights training processes are led by human rights trainers who have specific knowledge and experience in the area of human rights. It may be necessary to bring in such expertise for various training programmes, particularly for those programmes aimed at the development of skills to take public action for the promotion and protection of human rights, e.g., human rights monitoring or strategic litigation. Resource people may be invited to provide input on particular issues or methods.

5. EVALUATION

Main aim: Ensuring that educational results are regularly evaluated, including success in achieving learner outcomes and improving the overall enjoyment of human rights.

When developing human rights education programmes for human rights activists, an evaluation framework should be built-in.

LEARNER ASSESSMENT

Evaluations of learners are designed to enable them to reflect on their learning and its application in their work.

In the short term, evaluation focuses on gauging any change in learners' perceptions and ideas about human rights as a result of the human rights education activity in which they participated. In the medium term, evaluation focuses on assessing increases in knowledge and skills, as well as changes in attitudes and behaviours, such as actions learners undertake once they return to their organizations and communities following a human rights education programme.

Pre-learning assessment, in the form of a questionnaire, a written test, a focused discussion or an interview, helps to identify the needs of learners and

facilitate evaluations of both the human rights education programme and learning progress of human rights activists.

The needs of learners are also re-assessed during the educational programme, as needs may change or arise in the process of learning, with learners realizing they have specific areas of need. Hence, trainers and experts in the programme are expected to recognize these new needs.

Human rights activists carry out self-evaluation of their achievements, such as initiatives taken to improve the enjoyment of human rights, against the knowledge, skills and values-based human rights competencies.

Evaluation of progress is carried out at regular intervals both during and following the human rights education programme.

Human rights activists take part in designing and carrying out evaluations and reflect on their own work as an important part of their learning process.

Methods of evaluation are varied, for instance, learner product analysis (i.e., review of materials produced by learners, such as concrete action plans and projects), peer review, interviews with individual learners, meetings with groups of learners and observation of learner activities after the training.

Methods of evaluation are seen as fair, reliable and non-threatening to activists and are carried out with transparency and fairness. Evaluation is not an exam, but serves to maximize the results of the educational programme.

Achievements of learners are recognized and valued.

TRAINER ASSESSMENT

Evaluations of trainers are designed to support them by providing them with feedback on areas for improvement. Other trainers or experts in training-of-trainers facilitate this process, and results are shared and discussed with the trainers evaluated.

Evaluation of trainers focuses on assessing their competencies in human rights, as well as in using participatory training methods and techniques, their skills in negotiating the challenges of working with participants with

diverse backgrounds and experiences, and their ability to maintain a balance when tensions inherent to group processes arise.

Methods for evaluating trainers are fair, reliable and non-threatening and are carried out with transparency and fairness, allowing trainers to express their views and to contribute in meaningful ways to the evaluation.

Evaluation methods can include participants' feedback, observation during the delivery of training, peer evaluation among trainers and reflective interviews. Peer evaluation and self-assessment are encouraged among trainers.

Achievements of trainers are recognized and valued.

PROGRAMME EVALUATION

Evaluations of the educational programme or educational activity address education programme development, programme-delivery methods, programme content and learning environments.

Programme evaluations are organized as self-reflective learning processes for human rights education organizers and stakeholders and are carried out at different stages, to improve human rights education for human rights activists, by outlining any required follow-up, including achieving results that have not yet been achieved.

Programme evaluations involve, when necessary, relevant stakeholders, including not only human rights activists who participated in the training programme, but also representatives from other non-governmental organizations, human rights movements and networks, and where relevant and possible, national human rights institutions, as well as representatives of the local community.

Programme evaluations examine whether human rights education activities enable human rights activists to acquire and develop specific competencies to take concrete actions for the promotion and protection of human rights.

Responsibility for evaluating programmes or particular activities lies not only with those persons who carry out evaluation, but also with the organizations requesting evaluation. Therefore, any evaluation is planned in advance and is well resourced.

IMPACT ASSESSMENT

Impact assessments are carried out to review whether outcomes documented in programme evaluations have been sustained and to identify changes in the society that can be attributed to the training programme.[23] The "dimensions of change" outcomes incorporated within an impact assessment are aligned with the goals and design of the human rights education programme.

Impact assessments may determine whether human rights education for human rights activists has, for example:

- resulted in effective co-operation of human rights activists and organizations aimed at protecting and promoting human rights in local communities;

- strengthened the capacity of human rights activists to effectively claim their rights and the rights of others, especially of those who are excluded or discriminated against;

- resulted in increased respect for the rights of others, through successful activities that promote and protect human rights, e.g., providing shelters and care services for victims of human rights violations, or providing legal advice or human rights education;

- led to legislative reforms and changes in government policies and practices, as well as strengthened the capacity of duty-bearers to meet their human rights obligations through improvements in policies, legislation and practices, including budgetary resource allocation for the promotion and protection of human rights; and

- motivated the government or local government agencies to collaborate with and provide political and/or financial support to civil society actors for the protection and promotion of human rights and their activities.

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[23] The first impact assessment can be carried out six months after the event or training programme, the second works well a year or two after. See International Centre for Human Rights Education, *Training of Trainers: Designing and Delivering Effective Human Rights Education*, (Montreal: Equitas, 2007), p. 100, <http://equitas.org/wp-content/uploads/2010/11/Equitas_Generic_TOT_2007.pdf>.

6. DEVELOPMENT AND SUPPORT OF TRAINERS[24]

Main aim: Ensuring that trainers receive periodic, relevant and structured training according to their needs, responsibilities and circumstances, and in accordance with the intended learner outcomes of those they train.

Trainers are experienced practitioners, although the training they deliver may incorporate other experts in the field of human rights.

Trainers possess knowledge, values and skill competencies required for human rights education for human rights activists.

Trainers develop human rights educational programmes, organize and carry out instruction and learning processes, and design and implement assessments in ways consistent with the relevant sections of these guidelines.

Trainers are aware of the human rights-based approach and its application in the design and implementation of human rights education for human rights activists.

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[24] Office of the UN High Commissioner for Human Rights, *Human Rights Training: A Manual on Human Rights Training Methodology* (New York and Geneva: OHCHR, 2000), <http://www.ohchr.org/Documents/Publications/training6en.pdf>.

Trainers are motivated to improve human rights by developing the competencies of human rights activists, multiplying the impact and benefit of human rights education.

Trainers recognize their own needs for professional development and are supported in this process.

Trainers are able to adapt a human rights education programme, using appropriate methodologies and teaching resources, to their local and national environment or learner group.

Trainers are competent at recognizing and addressing intolerance and discrimination of all forms and are able to take into account issues of diversity when working with human rights activists.

Through initial and ongoing training, trainers develop competencies in human rights and in educational methodologies, such as adult learning and participatory approaches.

Trainers facilitating the training of trainers possess the knowledge, values and skill competencies in both human rights education content and methodology that they aim to convey in their training programmes.

The selection of trainers is guided by principles of non-discrimination, ensuring that all groups, including women and persons belonging to minorities, are appropriately represented.

Trainers are recognized as human rights activists themselves, who may be facing violations of their own human rights as a result of their work. Therefore, adequate time and attention are provided during training for reflection on their security and well-being.

Training programmes include structured follow-up and, where possible, coaching in order to promote quality assurance.

Appropriate training resources and materials are developed and disseminated.[25]

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[25]   Plan of Action, *op. cit.*, note 15, p. 51.

Training programmes are adapted to the particular cultural, educational, regional and experiential needs and realities of trainers and the human rights activists whom they will train.[26]

Training programmes have clear learning objectives encompassing knowledge and understanding, attitudes and values, and skills.

Training programmes are designed in consultation with human rights activists and other relevant human rights stakeholders, as well as experts in human rights education and training.

Training programmes are adequately planned and resourced with appropriate training resources and materials.

Appropriate training methods based on learner-centered approaches are used for adult learners, such as participatory, interactive, co-operative, experience and practice-based methods, linking theory to practice.[27] These methods address motivation, self-esteem and emotional development leading to awareness-raising of values and behavior.[28]

Training programmes incorporate relevant national, regional and international human rights standards.

Training programmes are gender-sensitive and include the development of skills to address issues of diversity, inclusion and discrimination.

Training programmes take into consideration the current development of and challenges to the implementation of international human rights norms and standards.

Training programmes are subject to programme evaluation, as outlined in the previous section of these guidelines, with the involvement of new and more experienced trainers where available.

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[26] *Human Rights Training: A Manual on Human Rights Training Methodolog,*(New York and Geneva: Office of the UN High Commissioner for Human Rights, 2000), p. 2, <http://www.ohchr.org/Documents/Publications/training6en.pdf>.
[27] *Ibid.*
[28] Plan of Action, *op. cit.*, note 15.

Training programmes, where relevant, are encouraged by government authorities and human rights bodies.

RESOURCES[29]

INTERNATIONAL AND REGIONAL POLICY DOCUMENTS ON HUMAN RIGHTS EDUCATION WITH RELEVANCE FOR HUMAN RIGHTS ACTIVISTS

"Human Rights Education and Human Rights Treaties",
United Nations, Office of the High Commissioner for Human Rights,
1999, Human Rights Education Series, No. 2, HR/PUB/DECADE/1999/1,
<http://www.ohchr.org/Documents/Publications/HRTreaties2en.pdf>.

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[29]   These resources include some key documents supporting human rights education for human rights activists. This, however, is not a comprehensive list.

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<http://www.amnesty.org/en/library/info/ACT10/002/1997>.

Brander, Patricia et al.,"COMPASS – Manual for human rights
education with young people", Council of Europe, 2012,
<http://eycb.coe.int/compass/en/pdf/compass_2012_inside_FINAL.pdf>.

"Campaigning for Free Expression: A Handbook for Advocates",
International Freedom of Expression Exchange, 2005,
<http://www.ifex.org/download/en/IFEXCampaignHandbook.pdf>.

"Database on Human Rights Education and Training", United Nations,
Office of the High Commissioner for Human Rights website,
<http://hre.ohchr.org/hret/intro.aspx>.

"Directory of UN Resources on Gender and
Women's Issues", United Nations website,
<http://www.un.org/womenwatch/directory/>.

Gregory, Sam, Caldwell, Gillian, Avni, Ronit and Harding,
Thomas (eds.), *Video for Change: A Guide to Advocacy
and Activism* (London: Pluto Press, 2005).

"Handbook for human rights defenders: What protection can
diplomatic missions offer", FrontLine Defenders, 2007,
<http://www.ohchr.org/Documents/Issues/Defenders/Frontlinehandbook.pdf>.

"Handbook on Monitoring Freedom of Peaceful Assembly", OSCE
Office for Democratic Institute and Human Rights (Warsaw: 2011),
<http://www.osce.org/odihr/82979>.

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

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"Resources", FrontLine Defenders website,
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RESOURCES FOR EVALUATION OF HUMAN RIGHTS EDUCATION FOR HUMAN RIGHTS ACTIVISTS

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These guidelines are part of a set of four that ODIHR has produced to support the implementation of OSCE commitments related to human rights education, as well as the United Nation's World Programme for Human Rights Education in the OSCE region.

The set includes:
Guidelines on Human Rights Education for Health Workers;
Guidelines on Human Rights Education for Human Rights Activists;
Guidelines on Human Rights Education for Law Enforcement Officials; and
Guidelines on Human Rights Education for Secondary School Systems.

These four guidelines aim to promote systemic and effective approaches to human rights education and can be accessed through the ODIHR website: www.osce.org/odihr.