

HUMAN RIGHTS IN ACTION

Community Consultations Using Reciprocal Research
Methodologies



Training Program

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Reciprocal Research

Allocated Time: 5 days (with interpreters)

Target Audience:

The target audience for this Training of Trainer methodology is anyone who wishes to conduct effective community consultations. It can include academics, UN staff, Government officials, staff in non-government organisations, members of community based organisations and community leaders themselves.

Optimum number of Participants:

The optimum number of participants is 30, plus interpreters, however it has been successfully run with both smaller and much larger groups. If the trainer is confident working with larger groups and dividing them into smaller working groups, it is possible to accommodate more participants.

Working with Interpreters

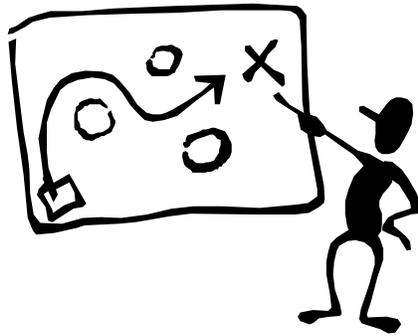
When working with interpreters, remember that each session will take twice as long as without interpreters. It is important to ensure that there are sufficient interpreters for the task. It is an intensive process, and you will need a minimum of two interpreters for each language group so that they can take a rest. It is possible to work with several language groups, but you need to ensure that there are sufficient interpreters if you are using a number of small groups for activities. When using multiple interpreters, group the various language groups together with their interpreters, so that the interpreters can work simultaneously. If you try to use multiple interpreters sequentially, it takes a very long time, and participants get bored and start talking. See the *Working with Interpreters* Section of the training kit for more details.

Aim of the Training

This training will provide participants with a range of tools for undertaking effective community consultation, especially with vulnerable communities.

Key Concepts:

Human Rights, Empowerment, Participatory Development, Community Development, Advocacy, Knowledge and Skills, Mentoring, Decision Making, Education, Elimination of Violence, Gender Equality, Opportunities and Strategies for Change, Challenges, Tools for Change.



Objectives of the community consultation Training

The five day training will provide participants with:

- ❖ understanding of and practice in using a Human Rights Framework
- ❖ the tools and knowledge to run *Reciprocal Research Community Consultations*
- ❖ identify challenges to meaningful consultation and community participation
- ❖ the opportunity to practice the skills needed to run effective community consultations in a safe environment
- ❖ the opportunity for participants to adapt training materials to suit the needs of the groups with whom they work
- ❖ knowledge and skills for working with informal (untrained) interpreters, and multiple language groups

Outcomes:

Participants will be confident to undertake effective consultations with diverse communities, focusing on a wide range of community concerns.

The participants will identify a number of practice issues and challenges faced when consulting with communities and will develop strategies to implement positive changes in response to these.

Participants will develop the skills to ensure meaningful consultation with communities, with measurable outcomes.

The Method And Philosophy Behind It

This “Participatory Action Research” methodology was developed by Eileen Pittaway and Linda Bartolomei from the Centre for Refugee Research, University of NSW. It grew from their work examining the occurrence and impact of systematic rape and sexual abuse on refugee women and girls in camps and refugee sites in Thailand, Kenya, Ethiopia, Sri Lanka, Bangladesh and subsequently in Australia. It is a method developed for use with community groups, and was strongly informed by input by refugee women from community based organisations on the Thai Burma Border. The refugees discussed the fact that they were tired of constant requests to participate in research projects by post graduate students, international non-government organisations, and human rights groups, for which they perceived little or no direct benefit to the people who gave their time. They requested that human rights and gender training be provide as part of the research process, and that they themselves be trained to undertake their own research projects.

The focus of the method is the collection of information from often vulnerable populations in a way that is empowering, not harmful, not exploitative and which has the potential for bringing about social change. It is ideal for use with marginalised and disadvantaged groups who have valid and historically based reasons for distrusting people in authority, including researchers, academics and representatives of Government and other institutions. This might include people who experience discrimination on the basis of such things as class, race, gender, disability or refugee status. The reciprocal nature of the method transforms people from subjects of research to participants in research, moves from “harm minimisation” as an ethical base to reciprocal benefit, and from researcher directed projects and outcomes, to participants and community directed outcomes.

Method

A key to success is the establishment of trust between the researcher and the group with whom she or he is working. Researchers often do not have this luxury, and are often time and resource poor. One method of quickly establishing a relationship has been the use of a DVD of previous consultations. This is a way of introducing the process, developing a level of trust, and increasing the willingness to participate. It has been found that once groups, even those displaying some obvious reluctance to engage with the researchers, have been shown a video of previous consultations with other groups they quickly agree to engage in the process. In all cases to date that initial trust has quickly grown because of the process itself, enabling the sharing of in-depth testimonies and evidence.

This method uses an introduction to human rights and gender issues to provide a context to guide participants through an examination and articulation of issues of critical concern to their communities. Strict confidentiality agreements are negotiated at the beginning of each session, and all participants sign a group agreement.

Using a technique called “story circles” participants are next invited to share stories of particular issues positioned within the human rights framework. These can be their own stories, stories of friends, family or community members. This gives participants a degree of safety, and a space in which, if they chose to, they can share information without necessarily identifying the story as their own. The stories yield a large amount of rich data on the type of problems being experienced and the impact of these on individuals, families and communities.

An alternative method of gathering stories is the use of a Matrix exercise. The Matrix exercise involves structured discussion about a series of issues. For example when working with refugee women and girls, on one axis of a Matrix, we listed 10 key areas of concern including housing, education, SGBV, health services etc., and on the other axis listed various groups of women, from small children to old women, and also vulnerable groups such as women with a disability, un-accompanied minors, lesbians and transgender women. The use of the matrix to discuss how each of the groups experienced the issues listed, leads to a very in-depth and comprehensive analysis and understanding of what is happening in any given site. The facilitator has to prepare the matrix in advance.

The next step is to move from a focus on the problem to an analysis of what is happening in response to the problem at a local level, what needs to be done and who might be involved in the solution. This involves a technique called “Storyboarding”, during which participants use a series of drawings to conduct situational analyses including proposals for action, response and interventions.

Working in small groups they are invited to focus on one of the key issues of concern which has arisen from the stories, and to prepare a series of six posters which analyse the issues. The posters can be either drawings, a mix of text and drawing, or collages of pictures taken from magazines. The focus is not on artistic ability, but on presenting a clear message to be presented to the larger groups. The posters illustrate six key questions, which are:

1. The nature of the problem
2. The impact of the problem on communities
3. What is currently available to assist, and gaps in service provision
4. Identification of potential solutions (If you were in charge of service provision for this issues, what would you do?),
5. Identification of individuals or groups who might be able to assist
6. The hoped-for outcome of the action

The questions which inform each of the stories can be altered to suit the needs of particular groups and projects.



The Storyboard technique allows participants to name problems and issues within their communities in a positive and empowering context. It recognises the skills, knowledge and experience which participants bring to situations, and provides a human rights framework which acknowledges their rights to a secure life, and social support. The underlying premise is that all people have capabilities and capacity to identify and address community problems if the resources are available to support them. This method can be used with people of all levels of education, including people who are pre-literate.

An optimum use of the method occurs when the researched community is given the opportunity to present the outcomes of the consultations to service providers, NGOs and other people in power.

The Storyboards are an excellent vehicle and the researchers/consultation facilitators can assist the groups to prepare their presentations. Often this is the first time that the researched group will have had the opportunity to interact with those who have power over their lives as equals in a dialogue.

Key to the success of the methodology is the verbatim documentation of the issues identified in the Human Rights training, the stories and of the commentary given by participants when describing their drawings. The feedback and clarification undertaken by the facilitator and the discussion by the larger group of each presentation is also recorded.

Interviews can be undertaken to further explore themes which emerge from the analysis of the documentation. When combined with the data from individual interviews, it provides the framework for recommendations and future action.

It has been proven that the process gives participants a space to share information which they previously have withheld. For example, there is a conventional wisdom that 'women do not talk about sexual abuse' for a number of reasons, ranging from the shame factor to cultural sensitivity.

In all international camps and urban settings where the methodology has been used, and with resettled populations in Australia, the researchers have found that by using this methodology, the women involved have indicated a strong desire to tell their stories and to share their experience if given the opportunity in a safe space, in particular if they perceive that this sharing might lead to positive action.

For further information contact the Centre for Refugee Research at www.crr.unsw.edu.au (This section was first published in the NSW STARTTS Magazine)¹

¹ <http://www.startts.org.au/default.aspx?id=411&PrintPage=true>)

Pre requisites for facilitators.

There should be two facilitators at all times. This is important to provide backup for continuity and ensures that the non-verbal signs of the group will be captured and addressed.

It is very important that the facilitators:

- ❖ have previous experience as trainers
- ❖ be mature enough to gain the respect of the elder women and men in the community
- ❖ are familiar with the Human Rights framework and its application, including UNHCR, CCPR, CSCER, CEDAW, the BPFA and Security Council Resolution 1325
- ❖ are familiar with gender issues
- ❖ are skilled in dealing with groups when issues are discussed which can make some members of the groups very distressed
- ❖ have demonstrated cross-cultural sensitivity
- ❖ have demonstrated ability to work effectively with multiple interpreters
- ❖ have worked in camps or urban refugee situations, disaster or conflict zones previously and will not be shocked by the conditions of the participants nor the stories which might be told;
- ❖ can be flexible and reorganise and adapt training materials as needed
- ❖ have a sense of humour
- ❖ are good working as part of a training team

Materials in this Training Kit

- ❖ Power point slides (henceforth referred to as 'slides' in this manual)
- ❖ Slide-notes for the facilitator with activities, games, discussion points and background materials for each session
- ❖ Handouts for participants
- ❖ A DVD, divided into "Chapters" which correspond to the sessions in the Training Program
- ❖ Booklet – 'Tips for Trainers'

Materials needed to run the course

- ❖ Data projector, overhead slide projector and video player with speakers, or printed flip charts of the slides.

- ❖ Generator for electrical equipment for some parts of the training
- ❖ Plain paper flip charts, marker pens
- ❖ Books and pens for participants
- ❖ Plastic folders for participants
- ❖ Copies of slides and other handouts for participants
- ❖ Copies of Human Rights Conventions including the UDHR, CEDAW and CROC in local languages. These are usually available from Human Rights Commissions or key local human rights organisations
- ❖ Coloured beads and twine for the 'Human Rights Necklace' (see activity)
- ❖ Coloured cardboard, paper, pictures, glue, tape and brightly coloured pens for the Storyboarding exercise
- ❖ Coloured wool for closing 'networking' game



Notes for preparing to present the Training Course

See Separate Booklet –

“Tips for Trainers”

How to Use this Training Kit

It is very important that the facilitators read the entire Training Manual and become familiar with the training materials before delivering the course.

The prior knowledge of the participants, the level of literacy in the groups and the number of interpreters to be used will all have an influence on how much of the material in this kit can be used in one week. It is important that facilitators have as much information as possible about the participants prior to beginning the training, so that they can tailor the materials to the needs of the group. For example, in the ‘Human Rights’ section, there is background material for a quite sophisticated discussion about human rights; for people who have already had some basic human rights training; and also a set of graphics designed to introduce the human rights framework to people for the very first time.

The Manual sets out a suggested structure for each session.

There is a set of slides for each topic, and these have suggested activities and discussion points. Many of the topics depend on the trainer using local examples or examples from their personal experience to illustrate various issues. It is therefore important to do some background research on the site where the training will be held, and the backgrounds of those who are living in that site.

Relevant examples and stories from the facilitators own experience should be prepared for when these are needed to illustrate points made in the sessions.

There is space in the slide notes for facilitators to write their own notes and examples as an ‘aide memoir’ as part of their preparation to deliver the training.

It is suggested that facilitators prepare a bank of these materials before the training begins and adapts this as necessary as the training proceeds. As many places are in remote location, it is important to prepare well in advance and to carry all necessary training materials to the places or training sites.

It is important that you plan and time each session before you present it.

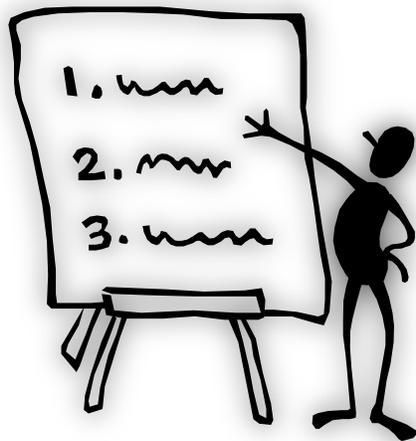
Be strict with participants. If you give them 10 minutes for an activity, make sure that they do not take longer. With careful timing it should be possible to cover all of the material, unless participants are totally unfamiliar with the majority of the materials to be covered.

If you find that participants need longer to understand some of the content, cut out some of the course material rather than rushing through everything.

If interpreters are used, make sure that there is one flip chart per interpreter, so that the key discussion points and groups feedback are written in all relevant languages.

If some of the participants are pre-literate, carefully explain what is said on the slides through the interpreters. After each group exercise, write the feedback on to a flip chart, then at the end of the session ask the interpreters to read back everything that has been written and check with the participants that it is correct. If the group is literate, ask them to write it in their note books.

Good Luck and Enjoy Presenting this Material



Introduction to the Training Sessions

Notes to the Facilitator on how to use these materials

There are 10 sessions in this training course. ***These are preceded by a Special Session for the Trainers only. This Special Session explores what Community Consultations means, preparing the Trainers for the following 10 sessions.***

There is a set of notes and a chapter on the DVD for each session. These notes specify the content and objectives of each session. They will introduce you to the slides that have been provided as a basis for discussion. These slides are a guide to the materials which need to be covered to fulfil the objective. Under each slide you will find suggested discussion points and activities. There is also space for you to write your own notes and provide your own examples or favourite activities.

It also tells you what materials are needed to run the session, and which handouts to give to the participants.

There are a lot of slides for the first two days' work because there is a lot of information to be covered before the participants start working on their own issues. It is important that the slides are used as a trigger for discussion, to emphasise key points, and as a basis for small group work. They are not intended to be used as background for lecture style presentations.

It is useful if you can give the slides to the participants as course handouts and encourage them to write their own notes on the slides. If the resources are available have the slides translated into the local languages. If not, working closely with the interpreters you can encourage participants to write the translation directly onto their own set of slides.

Encourage participants to make notes in all sessions. This is an invaluable aid to learning and retaining the materials presented. If women are pre-literate make sure you regularly summarise and repeat key points to assist them to memorise the material.

Special Session (for trainers only)

What is a Community Consultation?

Session Content

The facilitators will explain the model we are using in this training, and how we can foster participation in community consultations.

Session Objectives

- ❖ In this session, the participants will be introduced to notion of community consultation
- ❖ We will explore the use of consultations as a research tool
- ❖ We will look at HOW to get people to consultations

Power Point Slides Special Session

Suggested Activities

Discussion and sharing of examples are useful activities in all of the sessions. There are specific activities included in the slide notes when appropriate.

Materials needed to run this sessio

- ❖ Slides
- ❖ Plain flip chart paper and markers
- ❖ Samples of confidentiality agreement
- ❖ Nametags

Participants Handouts

- ❖ Note books, pens and folders
- ❖ Copies of the program
- ❖ Copies of slides

Special Session Slide 1



This set of slides was developed after the Training had already been offered several times. The facilitators then realized that they were working on the assumption that participants would all have some basic knowledge about community development, which was not true. Some participants did not have experience in getting a group of people to meet together, or how to run community development activities.

These slides were developed for groups who do not have recent training or experience in community development.

We suggest that the facilitator goes through the slides with the group before starting on the other training materials. We have not included activities, because of the time factor. If the facilitator feels that the group with whom they are working needs more input on any of the areas covered in the slides, they will need to identify specific training materials on these areas.

Special Session Slide 2



Community Consultation underpins real community development.

It is participatory, which means that the community articulates its own concerns and can identify appropriate responses and solutions

If done well, it can bring about the empowerment of community members



Special Session Slide 3



It means designing and running programs which gives people from the community power over some of the decisions which affect their lives.



It gives them some control over of the services which they need to strengthen and enhance their capacity and the capacity of their communities.

It means working in REAL partnership with communities.

Special Session Slide 4



Partnership between refugee communities and Service Providers

What does 'partnership' mean in a human rights framework?

It involves recognizing what each group brings to the relationship and together working out together how best to use these resources.



Special Session Slide 5



Some of the things individuals and communities bring include :

- ✦ Resilience
- ✦ Determination to succeed
- ✦ Knowledge of what they need to succeed
- ✦ Effective cultural traditions and practice
- ✦ Previous qualifications and skills, both practical and professional
- ✦ Survival skills
- ✦ Prior knowledge and wisdoms



Special Session Slide 6



Some of the things individuals and communities bring include:

- ✦ Hopes and aspirations for themselves and their children
- ✦ The desire to work
- ✦ The need to participate in society
- ✦ Community structures
- ✦ Commitment to other community members
- ✦ Strong loyalty to extended family, and orphaned children
- ✦ Many other attributes



Special Session Slide 7



Service Providers can offer:

- ✦ Support and friendship
- ✦ Access to a broad range of social services
- ✦ Advice and guidance during periods of change, or when facing problems
- ✦ Some assistance with funding for community meetings and projects
- ✦ Information and training
- ✦ Explanations about wider cultural and social expectations

Special Session Slide 8



Service Providers can offer:

- ↔ Legal information and advice
- ↔ Facilitating community development and advocacy
- ↔ Assisting communities to have their voices heard by those in power
- ↔ Responding to problems which may emerge respect and recognition of community capacity and capabilities
- ↔ The opportunity for individuals and communities to contribute to their society

Special Session Slide 9



Empowerment leads to increased self esteem.



Empowerment is one of the most potent forms of protection that there is and is one of the keys to strengthening communities.

This is particularly true in situations where people have experienced torture and systematised sexual abuse.

Special Session Slide 10



Power can be linked with decision making.

If we are not able to make decisions we feel powerless and frustrated.



If we can make decisions about things which affect us, then we feel as if we have some control over our life.

Special Session Slide 11



HELPING COMMUNITY MEMBERS TO HELP THEMSELVES

Any program that aims to meet the needs of disadvantaged individuals, groups or communities must first encourage **ACTIVE PARTICIPATION**.

The idea of "participation" is that service providers work **WITH** the client group, rather than **FOR** them.



Special Session Slide 12



Participation means that client groups themselves set the aims and objectives of new services and programs and decide what is the measure of effectiveness.



It acknowledges that they have skills, knowledge and experience about their own problems and the best solutions for them.

Special Session Slide 13



Participation also provides education, as in sharing we learn from others.

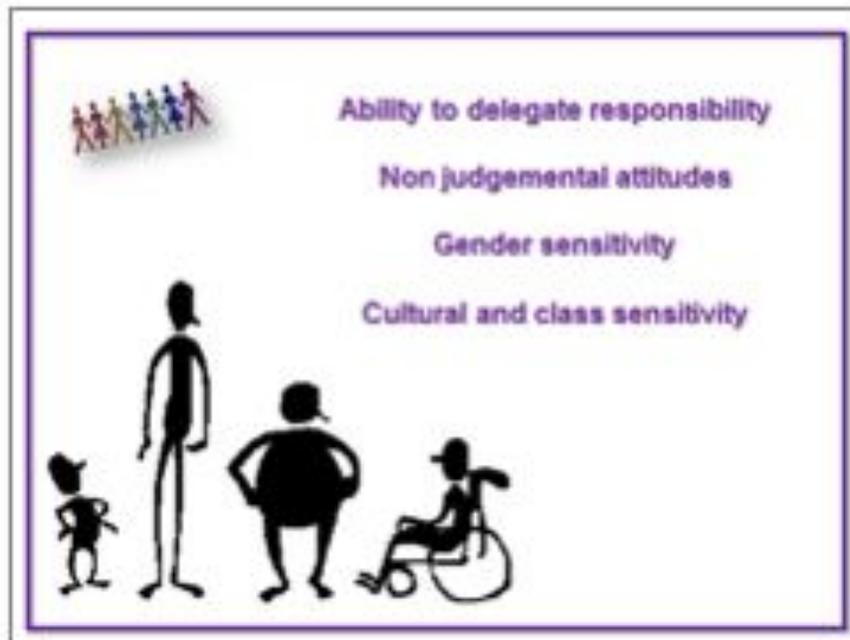


It says that we do not regard ourselves as the experts who know what is best for them.

Special Session Slide 14



Special Session Slide 15



Special Session Slide 16



Community Consultation



Why are we doing it?
What does it mean?
How should it be done?

Special Session Slide 17



Needs Based Analysis



"Finding out what communities want and need"

Special Session Slide 18



Special Session Slide 19



Special Session 20



The importance of collecting and disseminating information for:

The individual, the community, addressing the problems identified .



Special Session 21



BEWARE !!

If not done carefully, this can be seen as:

- ❖ an invasion of privacy
- ❖ a trick or trap
- ❖ a waste of time

It can destroy trust rather than build it



Special Session 22



Once you have found out what it is that the people need and want most, then you have to work with the community to see what is realistic and achievable with the resources that you have available.



Special Session 23



It's important to clearly define your aim, objectives and strategies to:

- ❖ evaluate your consultation
- ❖ articulate clearly for funding bodies exactly what needs have been identified
- ❖ make sure that the participants are involved in and "own" any outcomes



Special Session 24



Special Session 25

Example: To identify the major issues of concern to the group with whom you are working.

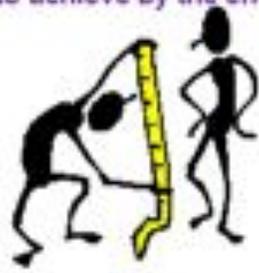
Aim: To assist the groups to propose solutions to the problems they have identified and plan actions towards achieving these.

An illustration in the top left corner shows a group of seven colorful stick figures walking in a line.

Special Session 26



The objectives are the measurable outcomes you intend to achieve by the end of the project.



There may be several different objectives which all contribute to the aim.

Special Session 27



Aim: To work with the community to identify risks and appropriate responses for them.

Objectives:

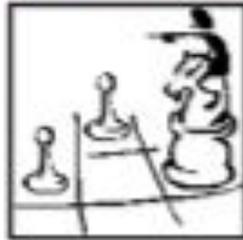
1. Clear identification and documentation of risks in a particular site
2. Identification of appropriate local responses
3. Strategic and action planning with key stakeholders

Special Session 28



The **strategies** are what you need to do to achieve each of the objectives.

Each strategy can then be broken down further into a list of activities.



Special Session 29



Aim: To prevent and respond to sexual abuse in communities

Objectives:

1. Better protection for women and girls in vulnerable situations

Strategies:

1. Locks on toilets, and bathing points
2. Lights at night
3. A confidential reporting point with follow up to complaints
4. Support groups for women who have been raped
5. A safe house in the locality

Special Session 30



Your project aim, objectives and strategies should have an internal logic, so that when you look at them, the strategies describe everything that needs to be done to achieve the objective, and the objectives all contribute to the aim.



Special Session 31



How to get people actively involved in Community Consultations?

If the people from the communities do not see Consultations as something that are good and useful for them they will not use them.
If people don't participate actively then the service will fail.



Special Session 32



Engaging people from the community in planning, participation and delivery of the activities.

How are you going to attract people to come to the community consultations?



Special Session 33



Step 1 - Forming a group.

Before you start a group it is a good idea to get together informally with interested community members and other people involved in the field and discuss what you would like to do.

Find out about groups which already exist.



Decide if a new group is needed.

Special Session 34



Starting a new group.

Planning a first meeting

Speak to as many people as you can
-invite them personally.



Create an attractive invitation
to follow up the verbal invitation.

Special Session 35



Choose a date and time carefully

Make sure that it does not clash with other
events or activities that
group members may wish to attend.

If necessary organise transport for people.



Make sure that there is child care and
interpreters are available if needed.

Special Session 36



A good guest speaker

A video

An activity that is culturally appropriate to the group.



Special Session 37



At the end of the first meeting,
make some plan of action based on what people
would like to do, collect names and addresses
if the community members are
willing to give them.

Make a time and place for the next meeting.



Special Session 38



Fostering Participation and ownership of services.

How are you going to get people involved in the planning and establishment of the projects and services?



Special Session 39



What on earth is this all about?

Some community members will never have been consulted by service providers before.

They will not understand at first what it is all about.

Be prepared to take some time building confidence and trust.

The time taken at the beginning of the project will be well and truly repaid by the successful functioning as it gets underway.



Special Session 40



How can I help? I am not educated
I don't know what to do

Everyone can be involved.

Community members have skills, knowledge and experience.

They usually **KNOW** what they need, but often do not feel confident enough to express these needs



Special Session 41



**OWNING A PROCESS THROUGH
ACTIVE PARTICIPATION**

Community members must be given every opportunity to plan and manage projects which meet their special needs.



The process must be consultative and "transparent".

All stakeholders must be invited to contribute their ideas and to participate.

Special Session 42



Ensuring that men and women from the community are supportive of the services and projects and not threatened by them.

How are you going to involve men so that they are supportive of programs, without trying to take them over?



Special Session 43



When people decide to work together as a group, they also want to understand each other.



Active listening means letting others express their opinions and feelings without interruption.

This is not as easy as it sounds and often needs special training for the group.



This is something you may have to put into your work plan or be one of the services which you provide.

Special Session 44



CONFLICT RESOLUTION

Conflict always happens in groups and in itself is neither negative nor positive.

Dealing with conflict can be a positive experience and inevitably leads to change - often for the better.

If a conflict or a difference of opinion arises within a group it is important to talk about it openly.



This way people learn respect for each other. Everyone knows where they stand.

Special Session 45



SUCCESS



Think of 'success' as a journey and adventure rather than a particular destination.



Session 1: Introduction

Session Content

The facilitators will explain the purpose of the consultation and training and the human rights framework in which it is based. They will invite the participants to identify issues of concern for communities with whom they are working.

Session Objectives

- ❖ In this session, the participants will be introduced to the philosophy, structure and content of the course
- ❖ The facilitators and the participants will start to get to know each other
- ❖ Participants, interpreters and facilitators will make agreements about confidentiality during the course of the training

Power Point Slides Session 1 and DVD Chapter 1

See PowerPoint Slides with notes below

Suggested Activities

Notes contained on each slide

Materials needed to run this session

- ❖ Slides
- ❖ Plain flip chart paper and markers
- ❖ Samples of confidentiality agreement
- ❖ Nametags

Participants Handouts

- ❖ Note books, pens and folders
- ❖ Copies of the program
- ❖ Copies of slides

Session 1 Slide 1



Session Activities: Slide based presentation, Group discussion, "Ice-breaker" exercises and producing Confidentiality Agreements.

Introduce yourself to the participants and use an "ice-breaker" exercise to get the group talking to each other and to introduce themselves to you and to the group.

A good "ice breaker" is to ask each person to introduce his or her self and to tell the group the meaning of their name.

If you wish the group to wear name tags you can give out blank name tags and pens and ask each person to write their name and something either about themselves or their name on the tag and to explain this to the group.

You may have other "ice-breaker" exercises which you prefer.

After the initial round of introduction ask participants to share some personal information about themselves such as where they are from. It is important that you write this information down so that you can remember what they share with you.

Session 1 Slide 2



This course is a "Training of Trainers"

You may use the materials to learn new ways of conducting community consultations

You may use the materials to teach others how to do this.

The slide features two illustrations: a group of seven colorful stick figures at the top left and a stick figure pointing to a whiteboard with a list of three items at the bottom left.

See Program notes for additional information

Session 1 Slide 3



In the course we will explore ways in which we can:

- ↔ Run successful consultations with communities
- ↔ Provide safe spaces for discussing difficult issues
- ↔ Draw on community capabilities, knowledge and expertise

The slide features two illustrations: a group of seven colorful stick figures at the top left and a stick figure with a glowing lightbulb above its head at the top right.

See Program notes for additional information

Session 1 Slide 4



The methodology is flexible and adaptable.

The materials have been designed so that you can adapt them to suit your own needs.

It is designed to be used with people from diverse backgrounds and educational attainment.



It can be used with interpreters and with large groups.

The DVD is useful to show participants in consultations what you are hoping to achieve.

See Program notes for additional information

Session 1 Slide 5



What do participants want to learn from this training course?

Why are people taking part in this consultation?

Being clear about:

- why the Consultation is taking place
- deciding with participants how the information collected will be used?

The slide features an illustration of a line of diverse people on the left and a stick figure pointing to a flip chart on the right.

Activity

Ask participants to share what they want to learn from attending this course.

When running consultations, clearly explain to participants what the consultation is about. Ask them what they hope to get out of attending the consultation.

Decide with the participants how the information collected will be used. (This is linked to the confidentiality agreements)

List these on flip chart paper, and discuss what is possible in this training, and what might have to wait for future trainings.

Put the list up on the wall to use in the training evaluation on the last day

Session 2 : Confidentiality Agreements

Session Content

The meaning and importance of confidentiality.

Session Objectives

- ❖ In this session, we will look at what confidentiality means in different situations and the negative consequences that can occur when confidentiality is broken
- ❖ Participants will discuss the importance of maintaining confidentiality about the material discussed during the consultations
- ❖ Participants, interpreters and facilitators will make agreements about confidentiality during the course of the training.

Power Point Slides Session 2 and DVD Chapter 2

Suggested Activities

Discussion and sharing of examples

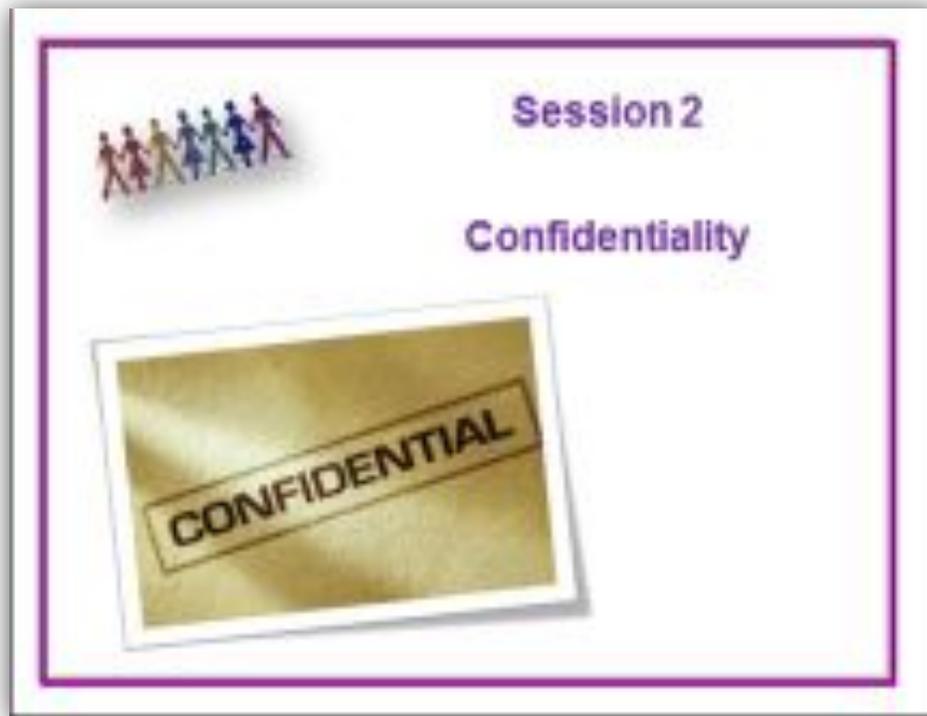
Materials needed to run this session

- ❖ Slides
- ❖ Plain flip chart paper and markers
- ❖ Samples of confidentiality agreement
- ❖ Nametags

Participants Handouts

- ❖ Note books, pens and folders
- ❖ Copies of the program
- ❖ Copies of slides

Session 2 Slide 1



Session 2 Slide 2



Discussing confidentiality and coming to an understanding with the group about what this means, is a critical part of the methodology



It helps to build trust and creates an environment in which people feel comfortable to talk about difficult issues.

Activity - Presentation and group discussion

Introduce the idea of Confidentiality

Go around the group asking participants what "confidentiality" means to them, in relation to a number of different settings, such as between friends, in families, in community, between refugees and service providers.

Ask them for examples of what happens when confidentiality is broken. How do people feel when this happens.

Prepare an example of what happens when confidentiality is broken. Perhaps the facilitators can role play a situation where confidentiality is broken. This can be done effectively using mime.

Discussion Points

Talk about the importance of confidentiality in this training

If people believe that they can share things in confidence it builds trust.

Good leaders respect confidentiality.

Session 2 Slide 3



Confidentiality means that we all promise not to discuss anything we hear in this training without the permission of the person who tells the story.

It is a promise which we give to each other – the trainers, the participants, service providers, interpreters and staff.

If we all agree to do this, then we can learn to trust each other and discuss things openly, because we know it will not be spread around the community or used in reports without our permission.

Discussion Continued:

Discuss what confidentiality means to people when they seek help from service providers. What do they expect and what do they fear?

Ask for agreement from the participants to keep all discussion in the training sessions confidential. Ask them to describe what this means.

What are they promising when they agree to confidentiality.

Session 2 Slide 4



The slide features a purple border and contains the following elements:

- 
- Group Confidentiality Agreement**
- We the participants and facilitators of this "Community Consultation using Reciprocal Research" training agree to keep confidential any of the stories shared by individual participants during this training.
- Three columns for signing: **Name**, **Signature**, and **Date**.

Activity Continued:

Introduce the sample agreement on the slide.

Prepare a confidentiality agreement with input from the participants and write it on a large sheet of flip chart paper.

In the next break, if necessary, ask the interpreters to translate it into all relevant languages.

Ask every person in the group to sign.

If there are interpreters present, also ask them to sign.

Session 2 Slide 5



Confidentiality Agreement

We, "the trainers" representing the Centre for Refugee Research and X Agency, promise that any information that we gather as part of this training will be totally confidential.

We guarantee that any written reports, photographs and film produced from this training will not be published or shown without written permission from the X communities involved. No names will be used in any reports from this training.

If this information is used with your permission, you will be sent copies of the reports and multimedia presentations within two weeks of their publication.

Trainers signatures:	Date:
I understand and accept this agreement.	
Participants signatures:	Date:

Prepare a second confidentiality agreement between the training facilitators (yourself) and the group. Sign it and put this on the wall.

Discuss what it means with the group and ask them to also sign this agreement. This exercise builds trust with the participants. It also teaches them about the importance of confidentiality in their work as community leaders. Stress the importance of them doing this if they conduct consultations within their own communities.

Session 2 Slide 6



Note to Facilitators:

This is an example of a letter from a group giving their permission for the use of the materials from their training.

Session 3: Working with Interpreters

Session Content

How to work effectively with interpreters in community settings.

Session Objectives

- ❖ In this session, the participants will be introduced to the role and function of an interpreter in community consultations
- ❖ We will examine some of the challenges faced when working with interpreters
- ❖ We will look at effective ways of working with interpreters, and things that facilitators can do to make the process enjoyable and successful

Power Point Slides Session 3 and DVD Chapter 3

Suggested Activities

Discussion and sharing of examples.

Materials needed to run this session

- ❖ Slides
- ❖ Plain flip chart paper and markers
- ❖ Samples of confidentiality agreement
- ❖ Nametags

Participants Handouts

- ❖ Note books, pens and folders
- ❖ Copies of the program
- ❖ Copies of slides

Session 3 Slide 1



The slide content is enclosed in a purple-bordered box. At the top left is an icon of a diverse group of people. Below it is a circular photograph of a man in a white shirt and tie. To the right of the icon is the text 'Session Three'. To the right of the photograph is the text 'Working with Interpreters' and 'The most important part of the team.'.

Session Three

Working with Interpreters
The most important part of the team.

Pre Requisites for the Interpreters

It is acknowledged that it is often difficult to find appropriate interpreters in refugee camps and urban situations, post disaster and in remote communities. The following criteria are therefore desirable rather than essential

Session 3 Slide 2



- ❖ Good interpretation is critical to a successful consultation.
- ❖ If the interpreter does not interpret correctly then the consultation can fail.
- ❖ Trained interpreters are not always available.
- ❖ It is the responsibility of the facilitator to ensure that the interpretation is effective.



Session 3 Slide 3



If Possible interpreters should:

- ◆ have experience working as an interpreter
- ◆ be literate in the language they are interpreting
- ◆ have the confidence of the participants in the training
- ◆ have experience in translating gender issues
- ◆ be comfortable discussing issues such as sexuality



Whenever possible the interpreters should:

- ◆ have experience working as an interpreter
- ◆ be literate in the language they are interpreting
- ◆ have the confidence of the participants in the training
- ◆ be a woman if women form the majority of the community
- ◆ have experience in translating gender issues
- ◆ be comfortable discussing issues such as sexuality
- ◆ be prepared to do preparatory work with the facilitators and to attend briefing and debriefing session before and after each days work

Session 3 Slide 4



The Interpreters Role

They are the main communication channel for the facilitator and the participants. It is critical that they:

- ↻ must translate exactly what is said.
- ↻ must speak in the first person, they are translating not speaking on behalf of the facilitator or participants.
- ↻ must not censor what is said
- ↻ must not change the interpretation to suit their point of view
- ↻ must not be afraid that the facilitator will be offended by what is said and refuse to translate it.

Briefing the Interpreters

The quality of the interpreters will have a big impact on the effectiveness of the training, and the learning outcomes for the participants. The interpreters may not be comfortable with some of the material which is presented or discussed, and may not be familiar with participatory and interactive training. It is therefore important that the facilitators meet with the interpreters before the training begins to go through the materials with them.



The Interpreters Role

Additionally you will need them to:

- ↪ Write the key points of discussion onto flip charts in their own language.
- ↪ Do some translation of materials
- ↪ Have a brief meeting with the facilitators
- ↪ Each morning to plan the days work and each evening to discuss any problems which might have occurred.



It will be useful if the interpreters can assist by writing some of the key points of discussion onto flip charts in their own language. It is good to have a brief meeting with the interpreters each morning to plan the days work and each evening to discuss any problems which might have occurred. If the material discussed has been of a traumatic nature, it is essential that the interpreters be given the opportunity to talk about their feelings before they leave.

If they are very upset, it may be necessary to provide them with counseling.



The Facilitators Role

- ◊ The facilitator must have control of the conversation the whole time.
- ◊ The interpreter must not stand in front of or between the facilitator and the participants.
- ◊ The facilitator must speak to participants in the first person and prompt the interpreter always to translate in the first person.
- ◊ The facilitator must not ask the interpreter what the participant means – they must ask the participants.
- ◊ The facilitator must not allow conversation between interpreters and participants – it must all go through the facilitator.

Potential problems can be identified, and the meaning of key words and phrases can be explained. It is important to form a dynamic teaching team. The interpreters have to feel comfortable to be able to tell the facilitators to slow down, to use shorter sentences, or to say that they do not understand what has been said. The facilitators need to feel comfortable to ask the interpreters to restate something if it is obvious from the reaction of the participants that there has been a misinterpretation.

Session 3 Slide 7



A good facilitator:

- says the same things in several different ways to make sure that the interpreter understands what is being said.
- watches for body language to check meaning.
- does not use slang or jargon.
- speaks slowly and clearly.
- uses lots of body language and facial expression.

If the interpreter falters, the facilitator should check that they have explained what they are saying clearly.

Session 4: Human Rights

Session Content

Setting a human rights framework.

If people have previously participated in human rights training this session will be a brief recap of key concepts and will provide a context for the analysis of stories shared in the training. In that case use only the slides which are appropriate for a reminder of important points. If they have not had this training you will have additional time and might need to use all of the slides.

In this session, using a series of games and exercises, we will explore what “human rights” mean, what rights we all have as human beings and the complex notions of “indivisibility” and “inalienability”. This session will focus on the broad spectrum of human rights detailed in the Universal Declaration of Human Rights and the Conventions on Civil and Political Rights and Social, Cultural and Economic Rights.

Session Objectives

At the end of this session, participants will be able to:

- ❖ demonstrate an understanding of the concept of a human rights framework
- ❖ explain what is meant by indivisible and inalienable rights
- ❖ begin to apply a human rights analysis to their situation as refugees
- ❖ understand the important links between leadership and human rights

Power Point Slides Session 4 and DVD Chapter 4

Suggested Activities

Notes contained on each slide.

Materials needed to run this session

- ❖ Slides
- ❖ Sets of beads and thread
- ❖ Flip chart and marker pens

Participants Handouts

- ❖ Copies of Slides
- ❖ Copies of Human Rights Conventions and Instruments in graphic form and or local languages if available
- ❖ Beads
- ❖ Handouts on ICCPR, ICESCR, and the usefulness of human rights for people in developing countries if appropriate



Session 4 Slide 1



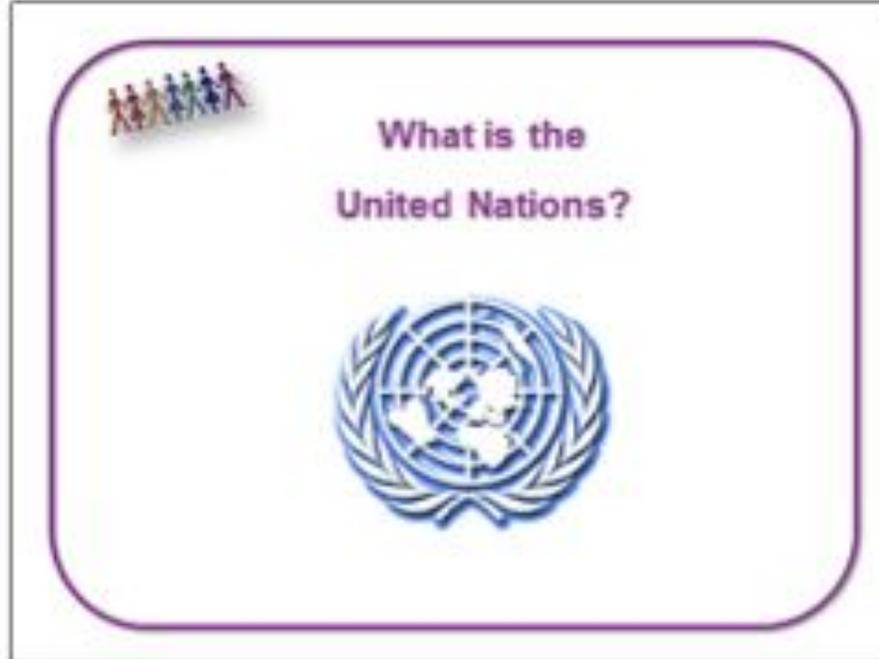
Introduction

In this session we will explore what is meant by the Human Rights Framework. Participants will be introduced to a range of Human Rights Instruments and conventions. The material is presented in two formats, one can be used with people who have had some previous human rights training, and who would like to explore the meaning and value of the human rights framework, especially for people from the economic south.

The second is a graphics presentation which is useful to use with people who have had no, or little exposure, to the human rights framework.

You might use either sets of materials or both. It has been found that some people with previous experience also like to learn the simple presentation as they see the value of using it themselves to explain the human rights framework to other community members.

Session 4 Slide 2



Presentation

Explain that the United Nations is the closest we have to a world government, and that international law is the set of agreed principles which are intended to govern the conduct of nations which are members of the United Nations. There are currently 191 member states of the United Nations. Important issues to cover are:

Unlike individual countries, or states the United Nations does not have a world army and it does not have any mechanisms for enforcing international law.

It is based on a system of trust and moral commitment to do the right thing. Sadly as we all know this often does not work.

The Security Council has the role of preventing and maintaining peace and resolving conflicts. Unfortunately we know that the United Nations is often unable to prevent or solve conflict, or to ensure the wellbeing of citizens in all countries.

The Economic and Social Council has the role of setting standards for the wellbeing of all human beings. To do this it relies on a system of human rights agreements which governments are asked to sign and incorporate into their own domestic legal system.

The Human Rights Council presides over the development and implementation of the many Human Rights Conventions and Agreements, which have to be passed by member states before they become part of international law. However, not all states sign on to these conventions.

While many criticize the United Nations for being ineffective, we must also realize that it is the servant of the countries which are members, totally dependent on them for funding. In fact United Nations Agencies do amazing work and the world would be a much harsher place without the United Nations.



What is the Human Rights Framework?

The United Nations has produced many international conventions, declarations and legal documents which list our human rights.

These laws and documents together make up the human rights framework.

When Governments sign these documents and conventions they are agreeing to respect these human rights.



Discussion continued:

Provide the participants with a brief overview of human rights principles. Explain that there are many human rights conventions, laws and declarations which have been produced by the United Nations system which outline our human rights. This has been done with the support of NGOs as well as governments. These conventions and declarations make up what we call the human rights framework. When governments sign these conventions and laws they are committing to an international legal obligation to respect these human rights.

However, there is a major contradiction in the system. While Human Rights conventions and laws can not come into existence without the support of the UN and member states, not all states sign and ratify (implement) them and incorporate them into their domestic law.

Session 4 Slide 4



What are Human Rights?

These are the rights to which all people are entitled regardless of race, gender, religion, age or any other social characteristic.

They are universal - this means they belong to everyone everywhere.



Discussion continued:

Elaborate on these points. Emphasize that human rights are universal – that means they are for everyone, not just for white men or rich women etc but for everyone, everywhere.

Challenge participants to consider groups who are normally excluded, such as prostitutes, homosexuals, people with a disability, people from minority religions.



What Are Human Rights?

They are *indivisible* which means that all human rights are of equal importance.



They are *inalienable* which means that although someone may stop you having them, they are still your rights.

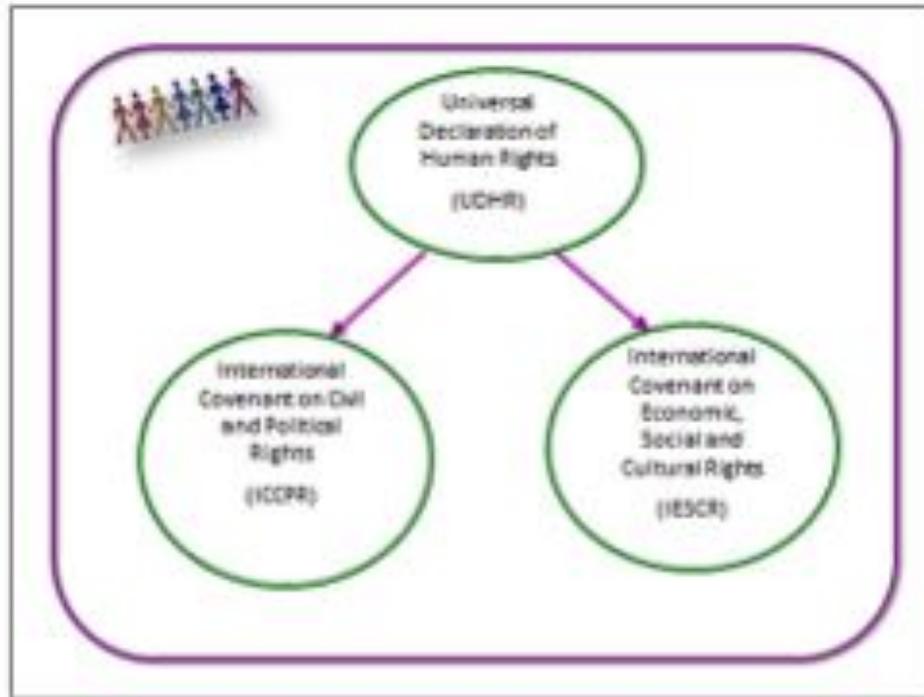
Discussion continued

Emphasise that rights are "indivisible" that means that all of the rights listed in the Universal Declaration, and in the two Conventions are of equal importance. For example without the rights to land then the rights of shelter and livelihood are also denied.

That they are "inalienable" that is that no one can take them away from you – even though in some countries governments and others stop people from accessing their rights, these are still their rights!

For a simple and enjoyable game which illustrates these complex concepts, see notes for slide 23.

Session 4 Slide 6



Refer to the Universal Declaration of Human Rights (UDHR) which was the first of these documents and was produced in 1946 when international governments came together after World War 2.

The most important thing that the UDHR states is that all people in the world are equal, regardless of race, gender, class or any other social difference. It lists the human rights to which all women, men and children are entitled. For example the right to live in freedom, the right to a nationality, the right to religious and cultural freedom. The right to work and the right to education, the right to food and water and shelter and the right to equality under law.

This is supported by the International Covenant on Civil and Political Rights and the International Covenant on Social and Economic Rights. These form the basis of all international law.

[You might be able to get copies of some Conventions either in the relevant languages, or in a simple format from the Human Rights bodies in the countries where you are working].

Session 4 Slide 7



What are our Fundamental Human Rights?
Economic, Social and Cultural Rights

- ◆ food, water, shelter
- ◆ health care
- ◆ education
- ◆ The right to family
- ◆ Access to income and the right to work
- ◆ The right to religion
- ◆ The right to enjoy the cultural life of your community

Discussion

Introduce participants to the groups of rights which are included in the CESCR.

Suggested Activity:

Either as a brainstorm or a small groups exercise, ask the participants to list which of these rights they enjoyed in their home country, which of the rights they had in the refugee camp or setting, and which they enjoy in Australia.

Session 4 Slide 8



Civil and Political Rights

- ✦ Access to the law
- ✦ Political freedom
- ✦ Access to income
- ✦ The right not to be tortured
- ✦ To live without persecution
- ✦ The right to seek asylum
- ✦ The right to work free from exploitation,
- ✦ The right to life, to security, to freedom
- ✦ Freedom of movement
- ✦ The right not to be forced into a marriage



Discussion

Introduce participants to the groups of rights which are included in the CCPR.

Session 4 Slide 9



Human Rights Obstacles and Challenges

- ↔ Political challenges
 - State sovereignty & lack of political will
- ↔ Ideological challenges
 - Universality versus cultural relativism
 - Individual or collective rights
- ↔ Women and girls human rights
 - Gender neutral or gender blind

Trainers Notes:

Spend some time discussing some of the barriers and challenges to the ability of people to access their human rights.

The political challenges

That is the unwillingness of many governments to honour the human rights commitments they have made to their people. Often governments will use the idea of "state sovereignty" that is the right of each individual government to decide what is best for its people as an excuse not to respect international human rights standards. Culture and religion are often used as excuses to deny human rights.

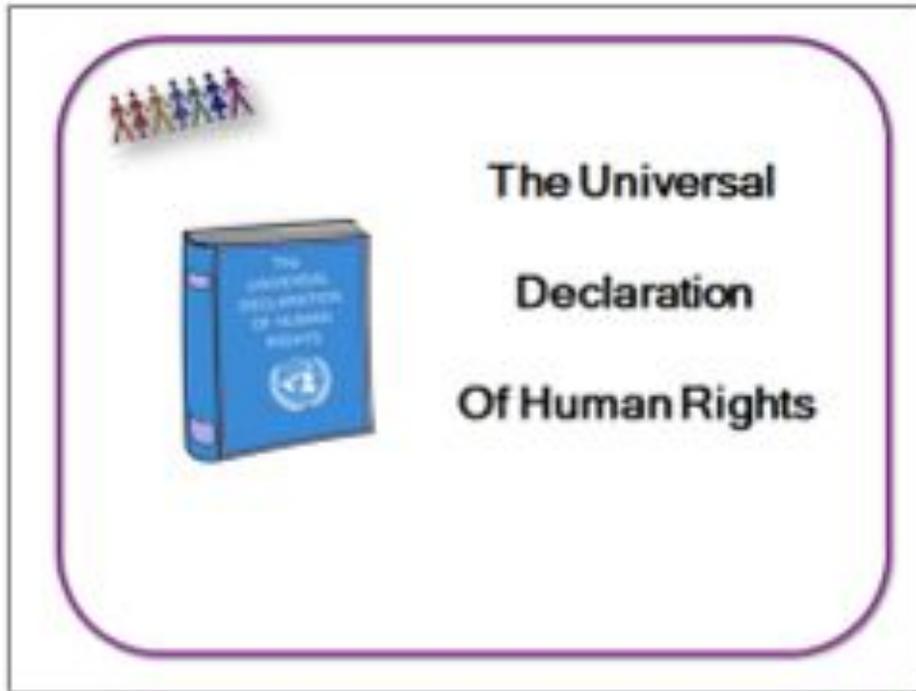
The ideological challenges.

Some governments and other groups use issues of culture and religion as excuses to not provide human rights to all their peoples. They often try to dismiss human rights as western concepts and claim that they are in conflict with so called "Asian or African Values."

However these claims are dismissed by human rights groups across the Global South who emphasise that human rights principles do not conflict with religious values but in fact support them. Defenders of human rights insist that the human rights framework does support the rights of all people and is flexible enough to be sensitive to cultural difference without compromising the principles of human rights.

Women and Girls Human rights

One of the most common criticisms of the Human Rights Framework is that until fairly recently it did not recognise and support the particular concerns of women and girls. Although many argued that all of the conventions and laws were designed to protect the rights of women and girls as well as men and boys and were what is known as "gender neutral" they were in fact "gender blind". That is they were really written for men and did not think about the special kind of human rights abuses and discriminations which face women. In particular there was little recognition of the impact of violence against women and girls, in particular rape and sexual violence in conflict situations and domestic and family violence. It was not until after 1993 that these forms of violence started to be recognised as women's human rights violations.



Suggested Activity:

For slides 11 to 22

Ask the participants to list and discuss how they access these rights. This can be done either as a brainstorm or a small group exercise.

(See additional information in the Background Material)

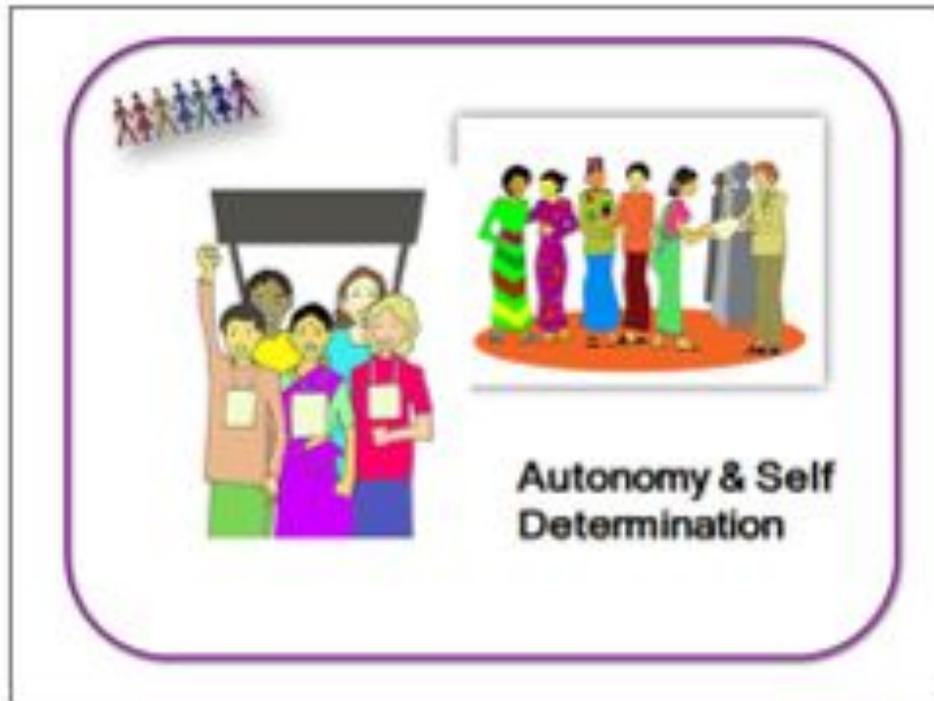
Session 4 Slide 11



Respect, freedom and dignity are overarching rights which impact on all others. If other rights are provided without respecting the freedom and dignity of recipients, then they are not receiving their full rights. An example of this is that of food being thrown off trucks and from helicopters to crowds in refugee situations, or post disaster, who then have to scramble and fight in the dirt to obtain some of what has been thrown. One could say that the right to food had been satisfied, but totally without respect and dignity.

Ask participants to evaluate whether the services they either receive or provide are given in a manner which respects freedom and dignity.

Session 4 Slide 12



This is another overarching set of rights. It includes the rights of communities to take part in the decision making about services and actions which will affect themselves, their families and communities.

Again, ask participants if these principles apply to services which they either receive or supply.

Session 4 Slide 13



This slide depicts the right to food, shelter and water

Ask the participants to list and discuss how they access these rights. This can be done either as a brainstorm or a small group exercise.

Session 4 Slide 14



This slide depicts the right to live with family in peace and security

Ask the participants to list and discuss how they access these rights. This can be done either as a brainstorm or a small group exercise.

Session 4 Slide 15



This slide depicts the right to live a life free from any sort of violence

Ask the participants to list and discuss how they access these rights. This can be done either as a brainstorm or a small group exercise.

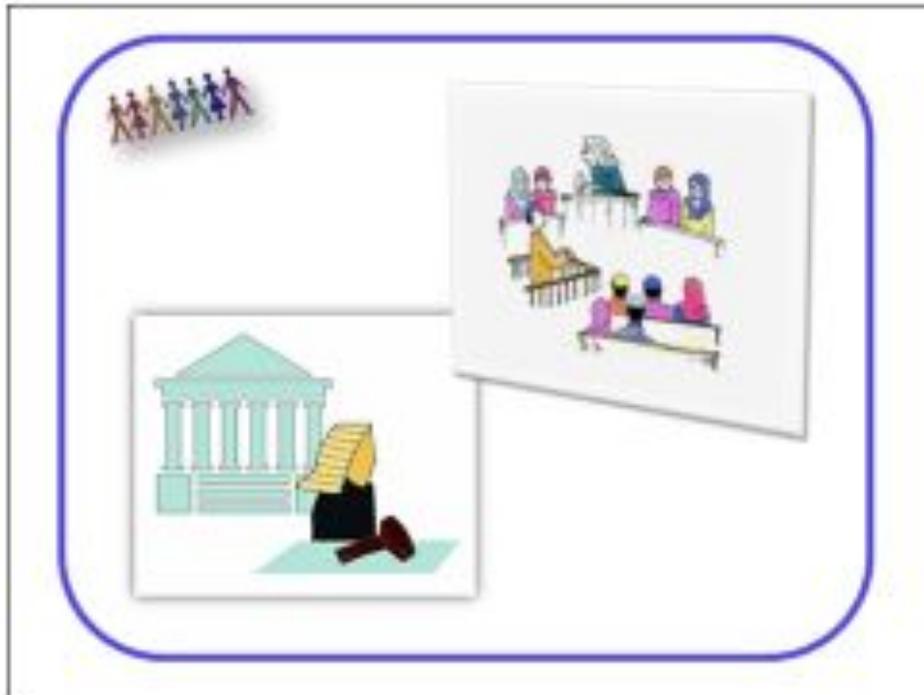
Session 4 Slide 16



This slide depicts the right to good health and health services

Ask the participants to list and discuss how they access these rights. This can be done either as a brainstorm or a small group exercise.

Session 4 Slide 17



This slide depicts the right to full and equal access to the law

Ask the participants to list and discuss how they access these rights. This can be done either as a brainstorm or a small group exercise.

Session 4 Slide 18



This slide depicts the right to freedom of speech.

Ask the participants to list and discuss how they access these rights. This can be done either as a brainstorm or a small group exercise.

Session 4 Slide 19



This slide depicts the right to education for girls as well as boys, and also for life long education.

Ask the participants to list and discuss how they access these rights. This can be done either as a brainstorm or a small group exercise.

Session 4 Slide 20



This slide depicts the right to social security and access to resources.

Ask the participants to list and discuss how they access these rights. This can be done either as a brainstorm or a small group exercise.

Session 4 Slide 21



This slide depicts the right to freedom of religion and religious expression

Ask the participants to list and discuss how they access these rights. This can be done either as a brainstorm or a small group exercise.

Session 4 Slide 22



This slide depicts the right to Political Freedom and representation by both men and women.

Ask the participants to list and discuss how they access these rights. This can be done either as a brainstorm or a small group exercise.

Session 4 Slide 23



THE HUMAN RIGHTS NECKLACE

We have found that the most significant way to teach the concept of inalienability, indivisibility and universality is to make a “symbolic” human rights necklace with the participants. To do this at the beginning of the Human Rights session, point out to participants that all of the groups of rights we discuss have a different coloured border. At the end of the session we give each participant a little bag containing beads of each of the colours in the slides, twine and a fastener. We explain that if we put all of the beads onto a symbolic necklace, and shut the clasp, then we have a set of rights, which is indivisible. If we all have one, then they are universal, and if we put them on, they are inalienable. The beads represent all of the rights, not just one or two of them. We then ask participants to make a necklace and if they wish, to wear it during the training. The beads can usually be found quite cheaply in local shops.

Sometimes we are asked if it is ethical to teach vulnerable and poor communities about their rights when they cannot access them. In reply we tell the following story, which we wrote for a journal., cited below. It is called ‘Stop Stealing our Stories’ The Ethics of Research with Vulnerable Groups, written by Eileen Pittaway, Linda Bartolomei and Richard Hugman.

In 2007 the authors were commissioned by UNHCR Geneva to conduct community consultations with refugees from Burma residing in Bangladesh, in what has been described as one of the worst refugee camps in the world. Child prostitution was sponsored in the camp by a local crime ring, women and girls were trafficked to local towns, rations were stolen, malnutrition was rife, and men who tried to protect their families were beaten and imprisoned in horrific circumstances on false charges. UNHCR staff had come from Geneva, Dhaka and the local UNHCR office to observe and participate in the process (UNHCR, 2007). The consultations began with human rights training, which included the making of a 'human rights necklace', in which different coloured beads represent different groups of rights. The necklace is used to symbolise the indivisibility, inalienability and the universality of human rights.

At the end of the consultations, representatives from the groups were selected by the community to present their storyboards and analysis to UNHCR staff and local NGOs. An older, pre-literate woman was elected by one group to make their presentation, and she had agreed with the group about which storyboards she would use and what she would say in her allocated time. On the morning of the presentation, she stood before the senior and local UNHCR staff in her torn and dusty burka. Instead of starting with the storyboards as expected, she pointed out that over her burka she was in fact wearing a necklace, as were all of the other women seated on the low bench around her. Talking with great dignity, this is what she said to the assembled UNHCR staff, NGOs and service providers:

Do you see my necklace? It is a human rights necklace. Every bead represents the rights that we have as human beings. Many years ago in Burma, we all wore these necklaces, men and women, and we were proud of them. We lived happy lives and enjoyed our human rights. Then we were persecuted by the SPDC [the State Peace and Development Council, the military regime in Burma], we lost everything; we were forced to flee for our lives. We came here and the abuses continued. We are starving, and beaten, the children are in danger. This is what has happened.

At this point she stopped talking and took hold of her necklace and pulled it so hard that the beads fell and scattered all over the floor. She continued:

Our necklaces were broken, our rights were scattered, and we lost them all. Now UNHCR, we ask you to help us to pick up all of those beads. We want our rights. We want our necklaces back. Once again, we want to wear them with pride.

The woman then waited for a moment and proceeded to present the storyboards and analysis as planned.

The impact was immense, the meaning unmistakable. The human rights

framework does indeed turn beggars into claimants. There have been other stories since then, but this is the most simple and most powerful endorsement of using the human rights framework we have. It empowers people to claim their rights, provides a framework for analysis and for the identification and implementation of strategies to address some of the worst abuses endured by refugee communities. Following the consultation UNHCR made the two camps involved priority areas for assistance. They worked with the government of Bangladesh to begin to address the corruption in the camp. The Australian government paid for the construction of new accommodation and the EU paid for lighting in the camp to improve safety for the refugees visiting latrines at night. Five nations opened programmes of resettlement from the camps, targeting the most vulnerable refugees, and livelihood programmes were introduced. Children were allowed to attend secondary school and food rations improved. While there are still significant problems in the camps, major steps were taken following the research project and at least some of the human rights abuses were addressed.

Published in the Journal of Human Rights Practice (2010) 2 (2): 229-251.

Session 4 Slide 24



Note to Facilitators

There will not be time in this training course to do an in-depth coverage of all of the Human Rights relevant to refugees, IDP's in camps or other specialised groups.

The following 9 slides are intended to introduce the idea that there are a broad range of human rights instruments and protections which are relevant to communities. If they are interested in pursuing these, it could be flagged for future training in the evaluation and training report.



The slide is titled "Refugee Rights" and is enclosed in a rounded rectangular border. In the top left corner, there is a small icon of a group of people walking. The main text on the slide reads: "All refugees have a right to full and effective protection from all forms of human rights violations." To the right of this text is an illustration of a diverse group of people, including men, women, and children, standing together. Below the illustration, the text states: "The 1951 Refugee Convention, its 1967 protocol and the Universal Declaration of Human Rights outline the rights to which all refugees are entitled."

If you are working with refugees, discuss briefly the rights which refugees have under these conventions, the most important of which are the right to seek asylum in another country, and the right of protection from the international community.

Explore with the groups what the idea of "protection" means to them. Who do they think has the obligation to provide this protection? What is the role of UNHCR and the INGO's and NGO's in this task?

Discuss the fact that protection is a 'right' and not a charitable act. They have the right to expect an acceptable standard of services and to be treated with respect, even when resources are scarce. This is equally applicable in camps and upon resettlement in Australia

There is an obligation on Governments which are members of the United Nations to provide this protection to refugees.

There is a constant debate about how this should be achieved.

Mention that many IDPs also fall into this category. If appropriate ask the participants to share some of the reasons why they were forced to leave their countries.

Session 4 Slide 26



Note to Facilitators

It is useful to also make participants aware that people under the age of 18 are considered by the United Nations to be children, and that Children also have special rights under the Convention on the Rights of the Child (CROC).

All but two nations in the world have signed CROC. They are the USA and Somalia.

Session 4 Slide 27



✦The right to go to school
✦The right to be with their parents
✦The right to have fun
✦The right not to have to work like an adult
✦The right to go to a doctor
✦The right to protection from sexual abuse
✦The right to be protected from drugs
✦The right to be safe – to live and grow in safety
✦The right to not be recruited as a soldier or to fight in a conflict

CROC is often available in pictorial format from Human Rights Organisations or on the web.

Session 4 Slide 28



This graphic depicts the right of every child to live in security with their family.

Session 4 Slide 29



This graphic depicts the right of every child not to be conscripted as a child soldier or sex slave.

Session 4 Slide 30



This graphic depicts the right of every child not to be conscripted as a child soldier or sex slave. This graphic depicts the right of every child not to be exposed to drug taking or drug trafficking.

Session 4 Slide 31



This graphic depicts the right of every child to freedom from formal work and to leisure time.



In this session, you will introduce participants to CEDAW.

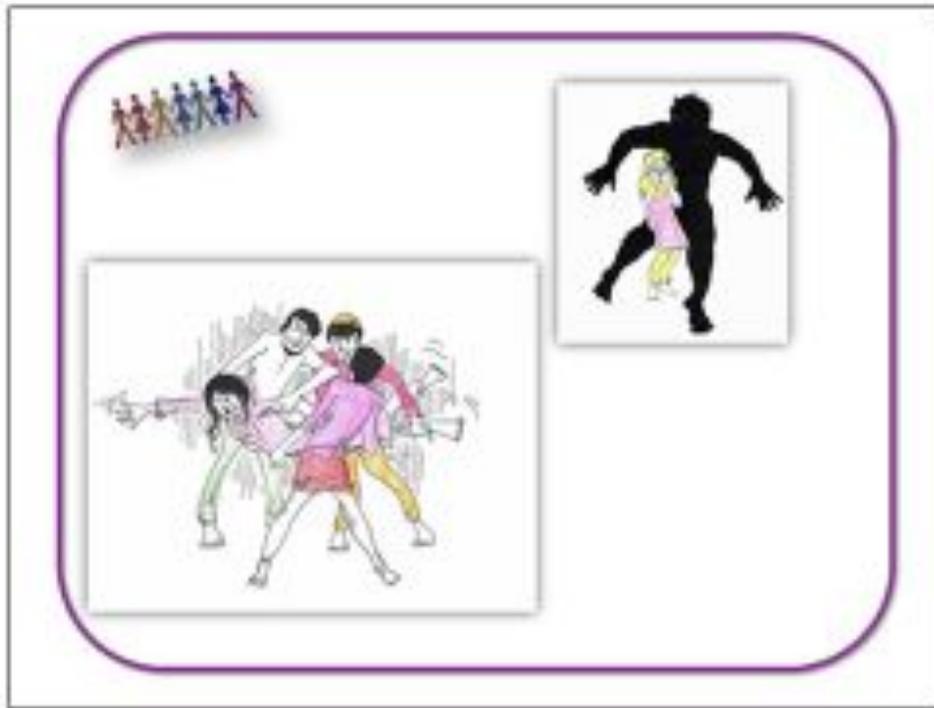
It is important to stress that these rights are in addition to the rights contained in all other Conventions.

The next four slides provide a very simple introduction to CEDAW and are designed to trigger discussion, especially if the participants have had no previous exposure to the Human Rights Framework.

If available, distribute copies of CEDAW in appropriate languages.

There are background notes in the manual, which can be translated, copied and given to the participants if applicable.

Session 4 Slide 33



What is happening to the woman in this slide.

Discuss the fact that women should be free from the FEAR of violence, as well as from the act of violence.

This includes violence in the home and from social violence, it includes the violence of trafficking and forced prostitution.

Explain that these rights are detailed in CEDAW.

Session 4 Slide 34



This slide can be used as a trigger for discussion on the right of women to work wherever she wants to, in traditional and untraditional forms of employment.

Session 4 Slide 35



This slide can be used to trigger discussion about the rights of women to take part in decision making, in political processes and the right to life-long education.

Session 4 Slide 36



This slides depict the right of women to choose their own partner and to not be forced into marriage for any reason.

Session 5: Story Circles

Session Content

Building Trust through sharing stories

Story Circle – identifying Issues of concern for communities.

Participants will be asked to share stories, either their own, or those of people they know, and through these stories to identify the range of risk factors faced by community members.

In this section we will discuss the notions of empowerment through participation with others, and the trust needed to achieve good participation.

We will practice this by sharing stories of things that are happening to community members which they think need to change. These concerns will form the basis of the work the participants do in the rest of the training.



Session Objectives

- ❖ At the end of this session, we will explore the links between participation and empowerment.
- ❖ Participants will have experience of using story circles as a method of identifying issues relevant to communities

Power Point Slides Session 5 and DVD Chapter 5

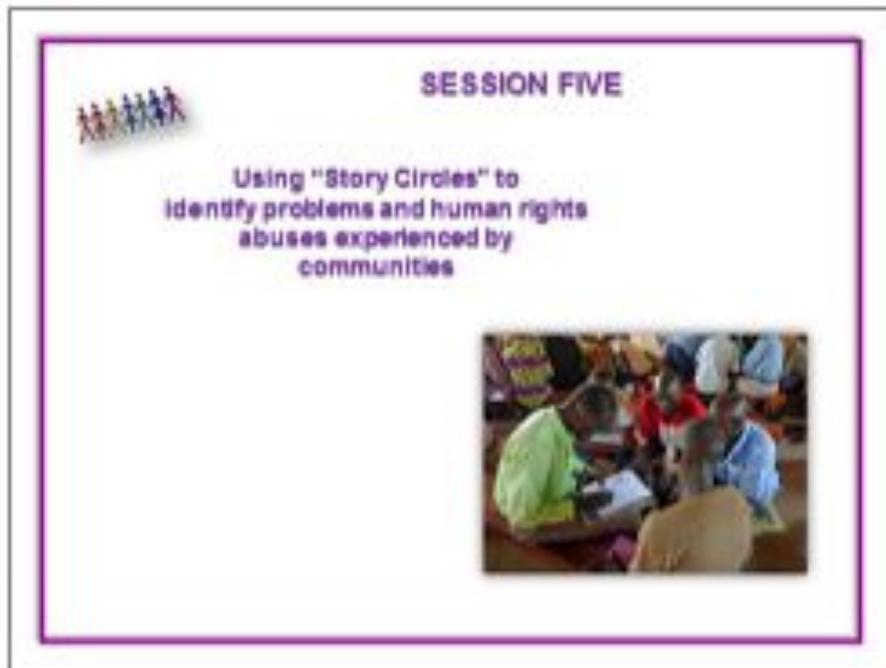
Materials needed to run this session

- ❖ Slides
- ❖ Plain flip chart paper and pens

Participants Handouts

- ❖ Copies of slides

Session 5 Slide 1

The slide content is enclosed in a purple-bordered box. At the top left is a small icon of a group of people. To the right of the icon, the text reads "SESSION FIVE". Below this, the main title is "Using 'Story Circles' to identify problems and human rights abuses experienced by communities". At the bottom right of the box is a photograph of a group of people sitting in a circle on the floor, engaged in a discussion.

SESSION FIVE

Using "Story Circles" to identify problems and human rights abuses experienced by communities



Activity

In this session, participants will share stories as a way canvassing issues of concern for themselves and their communities. This should be based on things that were identified in the human rights session.



Story Circles can be used:

- To identify a range of problems experienced by individuals, families and communities.
- For sharing information
- For gathering information
- As healing spaces
- To validate experiences
- For emotional support/befriending



Issues to consider when creating a safe space for story telling

- ❖ The need to ensure that the space is comfortable and friendly.
- ❖ The physical space should be welcoming and provide the opportunity for the participants to sit in a circle.
- ❖ The space should be private, so that the participants do not fear being overheard by others in the community.
- ❖ All members of the story circle should agree to keep everything they hear confidential unless they have the written permission of the other participants.

Session 5 Slide 3



Sharing Stories

We can learn a lot by sharing stories with each other.

They can be stories of survival and bravery, of risk and violence.

They can be happy, sad or funny stories.

By listening to each other we can identify common issues for community members and service providers.

We can support one another and celebrate our strengths.



Issues to consider when creating a safe space

The trainer or circle leader needs to be sensitive, encouraging and non-judgemental in both his or her verbal and non-verbal communication. If participants feel they are being judged or criticised they will not want to share their stories.

Make sure that you have strategies in place to provide support to the participants who share and hear the stories. This may include letting them know that it is okay to cry, giving them a hug, holding their hand.

It is also important to end the story circle with an appropriate ritual, something which acknowledges the courage and strength of the people who have shared their stories. This can be as simple as standing in a circle and applauding each other. It can involve lighting candles to honour the people whose stories you have shared, or anything that is suitable and acceptable to the groups with whom you are working.



Supporting Story Circles

Key things to consider:



- ❖ Create a safe and friendly space
- ❖ Confidentiality
- ❖ Verbal / non- verbal communication
- ❖ Formulation of strategies to care for each other during and after the exercise
- ❖ Dealing with the issues that come out of the stories
- ❖ Not forcing anyone to join or speak
- ❖ Ongoing support strategies/befriending
- ❖ Peer support/worker debriefing
- ❖ Respecting participants choices, even if you don't agree with the choices

Session 5 Slide 5



Running Story Circles

Divide the participants into groups of 6

Drawing on the identification of issues of concern in the Human Rights Session:

Invite group members to share one story about something that is of concern to themselves or their community. This might be their own story, the story of a family member or friend, or the story of someone they have worked with.

Explain that they can be stories of death, or stories of survival. They may include stories of sexual and gender based violence. They may focus on what happened before people came to Australia, or what has happened since they arrived here.

Explain to the group that this might be an emotional experience. Reinforce that it is all right to cry.

Work out ways of looking after each other during the storytelling.

Do not force all participants to share a story, let them choose the order of who speaks.

The trainer must be very careful to watch for people who are very upset and to be ready to respond to them in a way that is most culturally acceptable.

With their permission, have someone who can document the stories.

Ask each group to share one of the stories with the large group.

At the end of the session ask participants to stand and hold hands. Affirm the strength of the people in the group to care for their community and to care for themselves while doing so.

If appropriate, light an oil lamp as an act of remembrance and respect for participants who have suffered.



Note to Facilitators

The stories will include details about many of the problems faced by participants. It is essential that the stories be documented and then analyzed with the group.

You must remind the groups of the confidentiality agreements and if necessary, expand this to include ways in which the stories can be used to help achieve human rights, without breaking the confidentiality of the people involved.

Carefully document the main points of the stories as the participants tell them.

Give a brief feedback to each person after each story. Make sure you respond to how they are feeling – are they upset, pleased, sad, happy.

Congratulate people for sharing difficult stories.

Write the key points from each story onto the flip charts.

Check with the people that you have heard correctly.



Using Stories Effectively

- ◊ Are there common themes in the stories?
- ◊ What lessons can be learned from the stories?
- ◊ What are the problems which need to be addressed?



25

Activity

Involve the participants in the analysis as the stories are recorded, and at the end of the session

Use these questions as triggers for discussion

As the stories are told, make a list of all of the concerns which have been tabled

Record this on a flip chart

Turn the list into a report for the participants. If possible have this translated into the appropriate languages.

This list can be part of a presentation they might make to service providers in the future, or the basis for a report about how their community is coping.

Session 6: The Matrix Exercise

Session Content

Participants will participate in a situational analysis using a matrix exercise.

Session Objectives

Through the activity of working with the Matrix, participants will:

- ❖ Further explore a number of the issues which arose in the story circles
- ❖ Collect detailed evidence of the occurrence of problems and human rights abuses
- ❖ Provide a space for participants to share their experiences, and those of their community members

Power Point Slides Sessions 6 and DVD Chapter 6

Suggested Activities

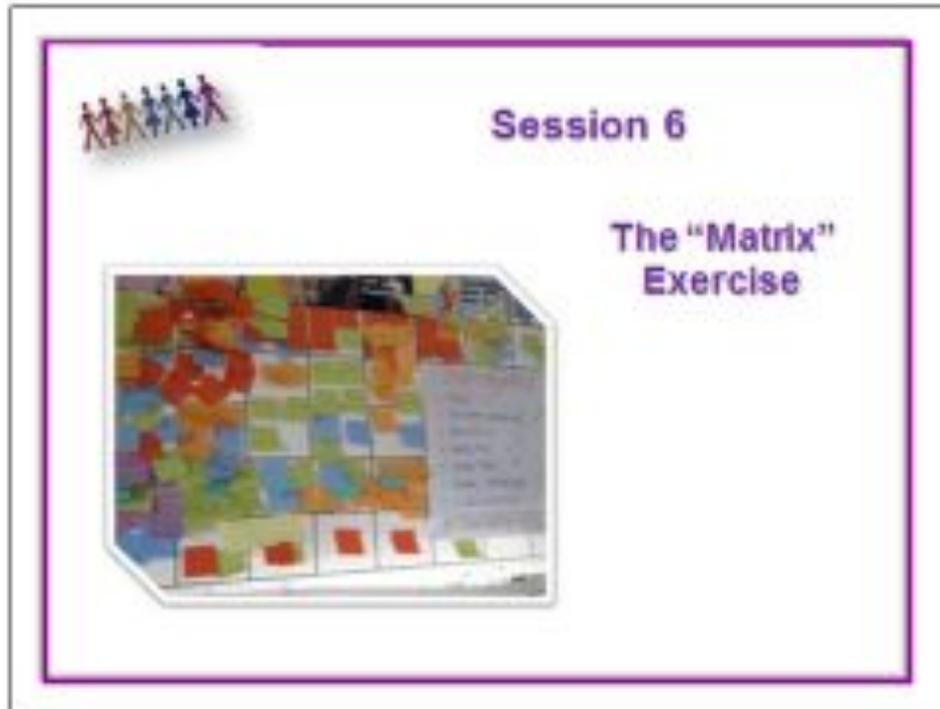
Noted for each slide

Materials needed to run this session

- ❖ A large matrix of key issues and groups, prepared before-hand. (This needs to be big enough for participants to stick notes in each section it can be made of paper sheets or plastic)
- ❖ Multi-coloured sticky paper notes (Post-it notes), several pack for each group.



Session 6 Slide 1



Notes to Facilitators

The Matrix exercise is a very effective way of exploring how the various aspects of problems can affect various members of communities differently.

It elicits a really deep level of discussion and takes a lot of time. One way of saving time is to break participants into small groups and ask each group to work on one part of the matrix, then to feed back to the larger group. This can still take a full day if you are working with a complex matrix.

Session 6 Slide 2



In order to run this exercise, you need to design a matrix. You need to be very clear about the information you wish to collect before you do this. The Matrix can be prepared in advance if there is already a clear agenda for the consultation

or

if the consultation is more open, the matrix can be prepared by the facilitators in a break, building on the outcomes of previous sessions, or can be constructed with participants.

if a matrix has been pre prepared, it can be adapted with the participants.

As in all stages of the consultation, you must carefully record all of the discussion as the participants post their "notes" onto the matrix. This will be an important part of your data, or "evidence" collection.

Session 6 Slide 3



The Matrix exercise is a method of facilitating an in depth exploration of some of the issues of concern identified in the discussion about human rights or in the stories shared by participants.



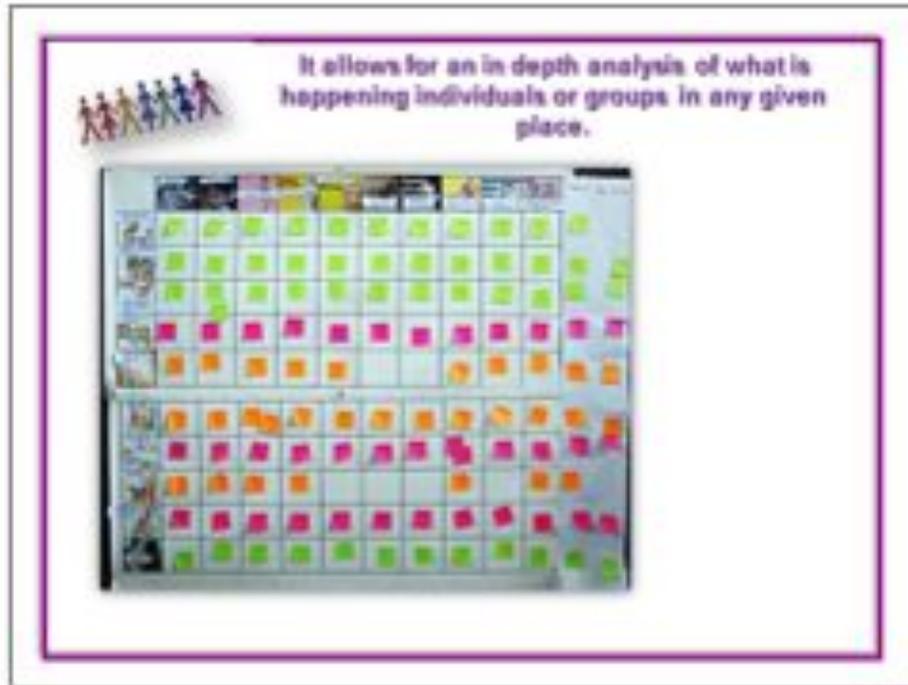
In small groups, participants discuss the impact of the issues of concern on each designated category and write the issues on "post it" notes, one for each issue they want to put in a box in the matrix. When they come to present, they stick their notes in the appropriate boxes. They often have several issues for each box.

This exercise allows facilitators to get a sophisticated understanding of the experiences of participants in various areas of their lives.

It gives participants an opportunity to fully explain the details of their experiences.

It provides evidence for advocacy for change.

Session 6 Slide 4



In the example in the pictures, we were working with refugee women and girls. In the horizontal access we examines issues of concern as they related to:

- Babies
- Young girls
- Adolescents
- Young women
- Mature women
- Old women
- Women with a disability
- Single parents
- Unaccompanied minors, and
- Lesbians.

Session 6 Slide 5



We discussed how the following areas of concern impacted on each of the groups in the previous slide,

1. Individual Documentation
2. Leadership
3. SGBV
4. Shelter
5. Sanitary Materials
6. Health
7. Legal Remedies
8. Education
9. Economic Self reliance
10. Violence

Session 7: Storyboards

Session Content

Participants will prepare and present a series of 'Story Boards', addressing issues of concern for communities.

Session Objectives

Through the activity of preparing 'Storyboards' participants will:

- ❖ analyse a number of the issues which arose in the story circles or matrix exercise
- ❖ identify a range of responses activities and solutions to these concerns

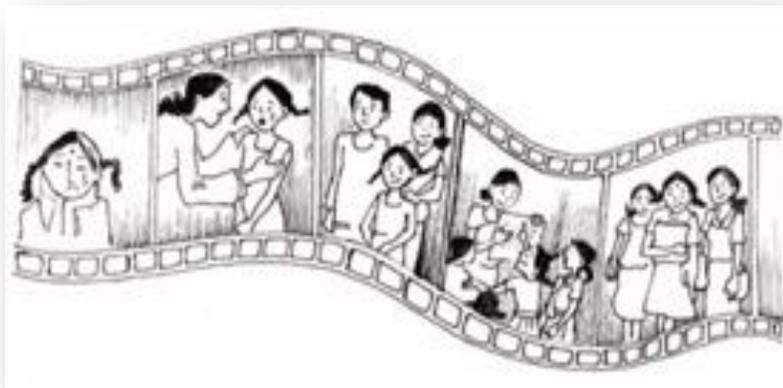
Power Point Slides Sessions 7 and DVD Chapter 7

Suggested Activities

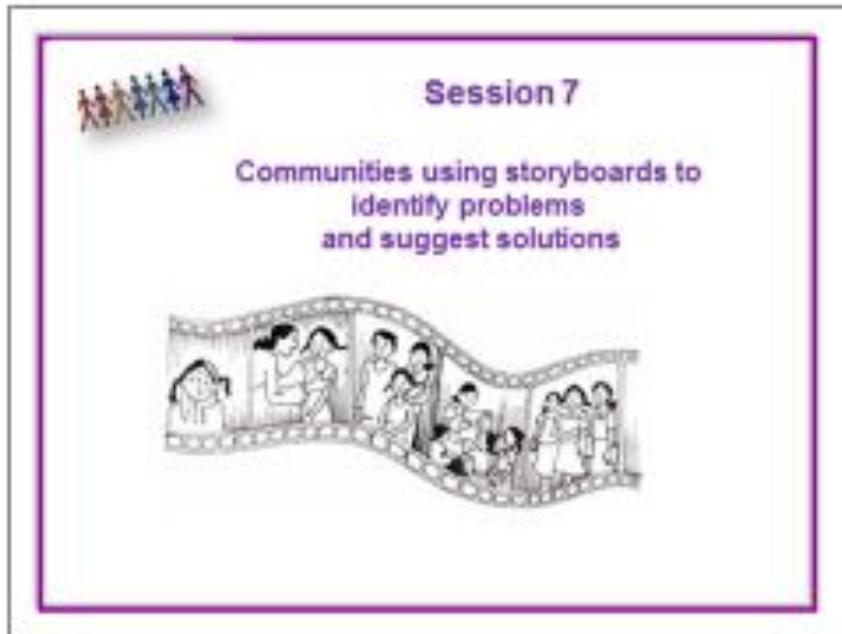
Noted for each slide

Materials needed to run this session

- ❖ Coloured cardboard
- ❖ Flips chart paper
- ❖ White A4 paper
- ❖ Large coloured pens
- ❖ Glue
- ❖ Scissors
- ❖ Coloured paper
- ❖ Tape



Session 7 Slide 1



Notes to Facilitators

The story board technique involves asking participants to prepare six panels, using drawing, or collages of pictures.

The issues to be covered in the story boards can come from the storytelling, or from human rights training, or from any other source that is meaningful for the participants.

The six panels represent 6 stages of a process of analysis and you need to decide before the exercise what the stages are.

This can be done either by the facilitator or with the participants.

The six stages **MUST** take participants through from describing a problem or issue to be worked on, to a solution and an outcome.

Session 7 Slide 2



Using storyboards to solve problems

What is a storyboard?

How storyboards can be used to solve problems for refugee communities

Preparing storyboards

Note to Facilitators

Story Boards analyse problems and suggest solutions

They help people move from story telling to problem solving and goal-setting

They will provide the basis to the response to problems articulated in the story circles

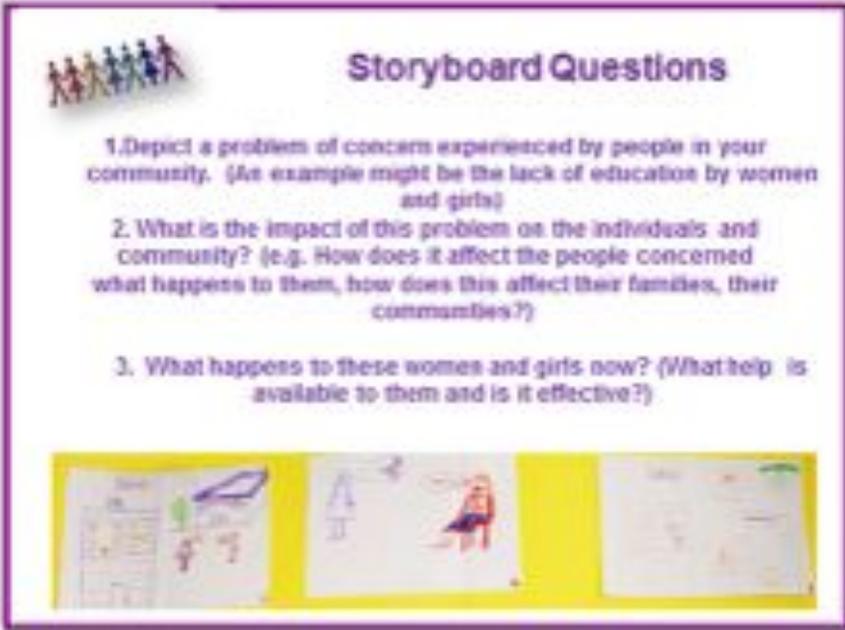
When the participants present their Story Boards they will be expected to fully discuss what is happening in each picture and the discussion they had about the issue in their groups. Explain that the facilitators will be asking questions at the end of each presentation to get as much information from the women as possible

The storyboards will be used in reports and advocacy work with service providers

Materials Needed

Each Group will need several large sheets of coloured cardboard, and flip chart paper, coloured paper, big coloured marker pens (thin pens do not make good presentations), scissors, glue, sticky tape – anything you can make for making good poster presentations, and plain A4 paper for each stage of the storyboard.

Session 7 Slide 3



Storyboard Questions

1. Depict a problem of concern experienced by people in your community. (An example might be the lack of education by women and girls)
2. What is the impact of this problem on the individuals and community? (e.g. How does it affect the people concerned what happens to them, how does this affect their families, their communities?)
3. What happens to these women and girls now? (What help is available to them and is it effective?)



The graphic contains three storyboard panels. The first panel shows a group of people and a boat. The second panel shows a person sitting on the ground. The third panel shows a person and some text.

These are the questions to be answered – one in each of the six drawings.

Session 7 Slide 4



The graphic is titled "Storyboard Questions" and features an illustration of a diverse group of people walking at the top left. Below the title are three numbered questions. At the bottom of the graphic is a horizontal strip of three storyboard panels. The first panel shows a woman with a shopping bag talking to a woman at a counter. The second panel shows a woman in a green dress with a thought bubble containing a baby and a bottle. The third panel shows a simple landscape with a tree and a house.

Storyboard Questions

4. If you were in charge of services for this group of people, what would you provide for these participants, their families and the community in order to address this issue?
5. Who do you think could provide these services? Who would you want to do this? What help would the community need to address it?
6. If all these services were available what would be the best outcome for these participants?

These are the questions to be answered – one in each of the six drawings.

Session 7 Slide 5



Story Boards

The feedback and analysis is the same as for the story circles

The outcomes of the story boards should form the basis of the next stage of the risk analysis and response



It is essential that the discussion about the story boards is recorded verbatim by the facilitators.

Take photographs of the story boards , and each of the six drawings for the final report

Session 8: Presenting to Stakeholders

Session Content

Participants will explore ways in which to present the data collected to the key stakeholders and service providers.

Session Objectives

At the end of this session, participants will be able to:

- Assist participants to prepare presentations to service providers
- Organise role-plays between community participants and key stakeholders
- Identify other ways in which the materials collected can be used to assist the community

Power Point Slides Session 8 and DVD Chapter 8

Suggested Activities

Notes for each slide follow at the end of this section

Materials needed to run this session

- ❖ Flip Chart
- ❖ Paper and pens

Participants Handouts

- ❖ Copies of Slides



Session 8 Slide 1



Session Eight

Working with Key stakeholders



Note to Facilitators

The consultations yield a large amount of important information about issues which are of concern to the community, and their suggestions for actions to address these.

It is very important that this information is seen to be used. Otherwise participants will feel that it is just another exercise where researchers or organisations take their time and their stories with no tangible outcomes.

It is a breach of the trust established by the process.

It can be very useful to bring the community groups and service providers together to discuss the outcomes of the consultations. If you do this, invite the service providers as soon as possible following the consultation to meet with the community members who participated in the consultations. Other members of the community may also want to join in as observers.

Session 8 Slide 2

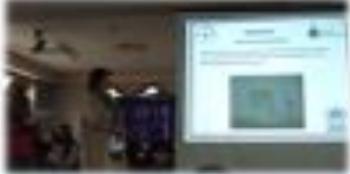


Working with Service Providers

With the community, identify the best way to share the information gathered in the consultation.

This might be:

- ✦ Writing a Report
- ✦ Designing an advocacy strategy
- ✦ Requesting a meeting where the results are shared with service providers and other key stakeholders



Note to facilitators:

Important steps to take when organising a meeting between Community Participants and Service Providers:

1. Assist the participants to prepare a presentation highlighting the key messages from the consultations which they want to give to the service providers, based on the storyboards.
2. If time allows prepare a short report of the outcomes from the consultations.
3. Introduce the process to the Service Providers.
4. Provide a space for the Communities to present their Story Boards and analysis to the service providers.



Activity – Role Play with community members and Service Providers

The two groups take part in Role Plays to explore the findings.

Groups of participants choose an issue or problem which has arisen from the stories and story boards.

Divide the participants into small groups, making sure that there is a mix of participants representatives, and service providers from different organisations in each group.

Ask them develop a role play which demonstrates an appropriate response to the issue. It is expected that this response will demonstrate good networking between agencies and good communications between all parties.

The group watches the role plays and records the issues and solutions which they identify.

Session 9: What to do with the data collected – Strategic Planning

Session Content

Participants will learn how to convert the information gathered in the stories, matrix and storyboards into data which can be used in reports and for strategic planning.

Session Objectives

At the end of this session, participants will be able to:

- ❖ Draw on the evidence presented in the stories, matrix and storyboards to plan future strategies and activities
- ❖ Convert stories into data which can be used in reports.
- ❖ Identify strengths and capabilities in communities and ways in which to support these.
- ❖ Assist communities to develop strategic plans for future action

Power Point Slides Session 9 and DVD Chapter 9

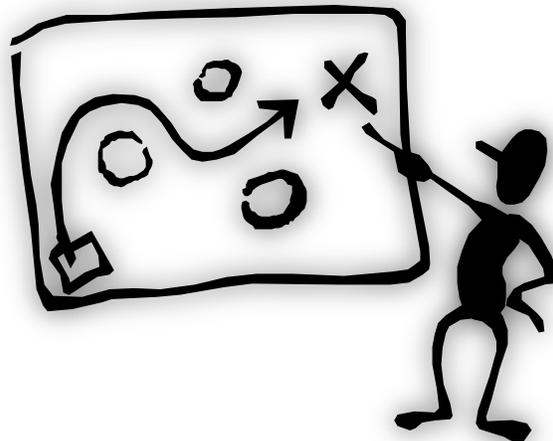
Suggested Activities

Notes for each slide follow at the end of this section

Materials needed to run this session

- ❖ Flip Chart
- ❖ Paper and pens

Participants Handouts



Session 9 Slide 1



REMEMBER:

Stories are evidence which can be used to assist communities in many ways. In this session we explore ways of doing this.

Session 9 Slide 2



HOW CAN THE INFORMATION COLLECTED BE USED?

- ◊ To develop a strategic plan with service providers to address the issues discussed in the consultations
- ◊ To write reports for advocacy purposes
- ◊ To inform policy
- ◊ To improve service provision
- ◊ To validate and celebrate the lives of the community members
- ◊ As an historical record

This is a working session.

Ask the participants to work in small groups to identify a number of actions they would like to take to follow up on the training.

Once this has been fed back to the large group, devise an agreed list and ask the participants to prioritise the issues.

Note to Facilitators

In the excitement of the sessions, do not promise to do anything which you can not guarantee to deliver!

Be honest about your limitations, and the limitations of the system within which we work.

Encourage participants to take responsibility for some of the actions.

Session 9 Slide 3



Converting stories to evidence

Step one – documenting emerging themes

- ◆ Collate all of the key points from the stories.
- ◆ Look to see if any trends are emerging - are participants saying similar things?
- ◆ What lessons can be learned from the stories?
- ◆ Do they tell you that there are things which need to be done?
- ◆ Which strengths and capabilities of the participants do they identify?



If time permits, go through this exercise with the participants, or make time to do it in future sessions.

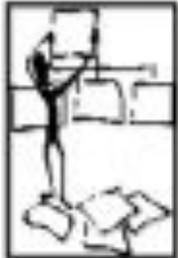
Session 9 Slide 4



Evidence to data

STEP 2 - Identify details within the themes e.g.

- ↔ Domestic Violence
- ↔ Housing Problems
- ↔ The "Shame" factor associated with GBV
- ↔ Alcohol consumption by men
- ↔ Lack of access to employment
- ↔ Patriarchal attitudes
- ↔ Problems with young children
- ↔ Problems with adolescents etc

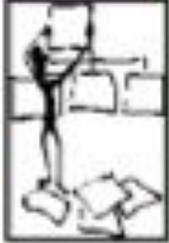


If time permits, go through this exercise with the participants, or make time to do it in future sessions.

Session 9 Slide 5



Data to Action



STEP 3 – Help sought and potential solutions

- ↔ Record the types of assistance requested, e.g. housing.
- ↔ Help with children
- ↔ Solutions for domestic violence
- ↔ Record solutions suggested by the participants, e.g. Family reconciliation
- ↔ Involvement in decision
- ↔ Micro credit schemes
- ↔ Programs for children and adolescents

If time permits, go through this exercise with the participants, or make time to do it in future sessions.

Session 9 Slide 6



STRATEGIC PLANNING

Work with the community to design a plan to take their their concerns and suggestions forward.

Use the data collected to inform this.

MOST IMPORTANT OF ALL

- ◊ Record the skills, experience, capacity and capability of the participants and the communities.
- ◊ Make recommendations with the participants which build on these
- ◊ Encourage the participants to appoint a group to follow up on the agreed actions

If appropriate , work with the community to develop a plan of action including:

Timelines

Activities

Resources needed

Support needed

Issues to be addressed

Actions to be taken

Planned outcomes

Persons who will take on the tasks

People to be approached for assistance

How will they evaluate the outcomes

Arrange for this to be typed up and distributed to the participants and ensure that someone will be working with the community to follow up on what has been decided.

Session 10: Evaluation and Celebration

Session Content

Evaluation of the course and celebrating the achievements of the week.

PowerPoint Slides Session 10 and DVD Chapter 10

Suggested Session Structure and activities

The facilitators will undertake an evaluation of the course with the participants.

This can be based around the expectation set by the participants on day one.

If possible have the list translated into appropriate languages and distribute the list to the participants.

Ask them to write comments about whether the expectations were fulfilled or not.

It might include a more formal evaluation devised by the facilitators, or a standard evaluation from participating organisations.

Final Celebration

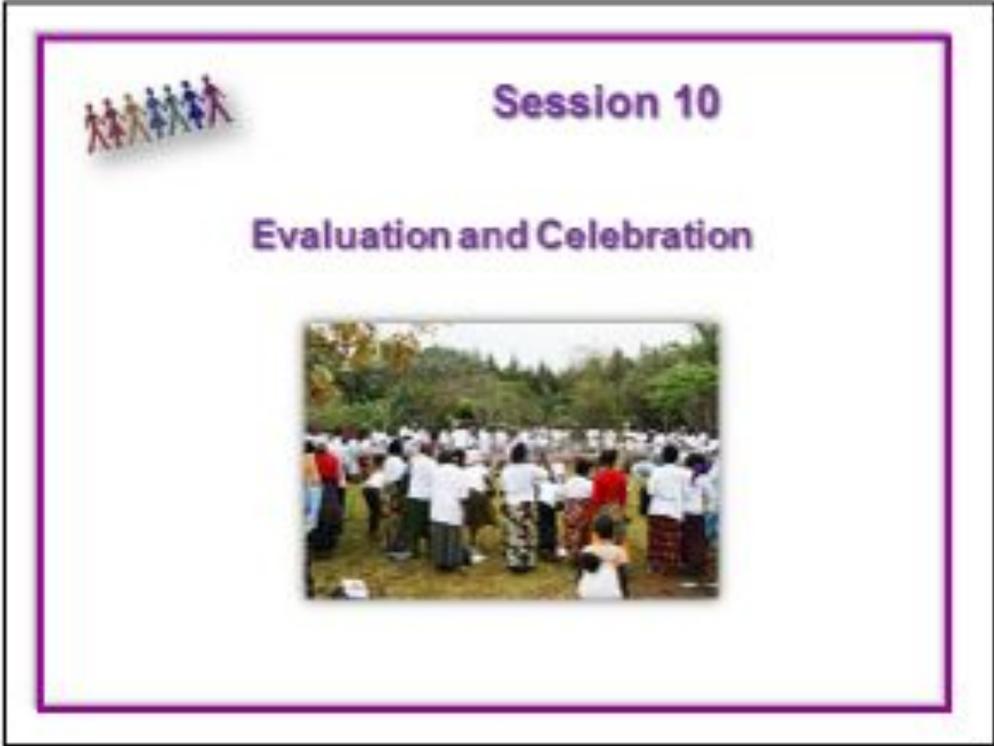
You may have a closing exercise which many particularly like.

The participants themselves may have ideas about how they would like to finalise the training.

One nice closing exercise involves standing the participants in a circle and giving a ball of coloured twine or wool to every second and third woman. Explain the every thread is a human right. Ask them to start throwing the balls of twine to each other shouting out a human right as they do so. When they receive the twine they keep hold of the part they catch, but then throw the ball of twine to someone else. As the twine is thrown backwards and forwards it forms a strong net – or network. You can explain it is the network of human rights formed by community members working together.

If there is enough twine the net will be strong enough to support a person. Younger members of the group might enjoy being bounced gently on the net. It proves the strength of a network.

Beware – they always insist that the facilitators join the fun and be bounced as well.



Session 10

Evaluation and Celebration



The slide features a purple border and contains the following elements: a small icon of a diverse group of people in the top left; the text 'Session 10' in purple at the top center; the text 'Evaluation and Celebration' in purple below it; and a central photograph showing a large group of people, many wearing white shirts, gathered in an outdoor setting with trees in the background.

Session 10 Slide 2



Activity

The facilitators will undertake an evaluation of the course with the participants

This can be based around the expectations set by the participants on day one.

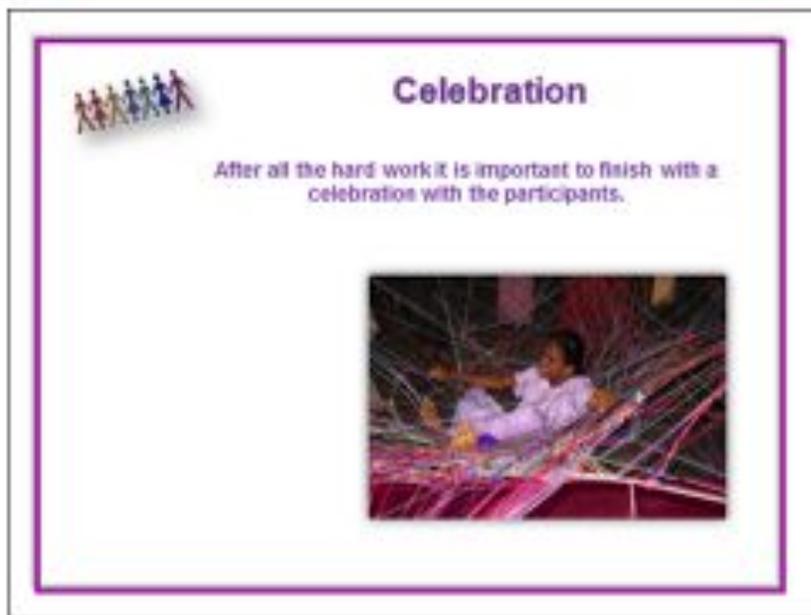
- ❖ Ask did participants get what they wanted from the course/consultation
- ❖ are participants clear about why the Consultation took place
- ❖ is there an agreement with participants on how the information collected will be used?

Ask them to write comments, or to tell the facilitators about whether the expectations were fulfilled or not.

If possible have the list translated into appropriate languages and distribute the list to the participants.

It might include a more formal evaluation devised by the facilitators, or a standard evaluation from a participating organisation.

Session 10 Slide 3



Final Celebration

The closing activity should be one of celebration. Facilitators may have an activity which they prefer or might ask the participants for an activity which is appropriate to the community in which the training has taken place.

You may have a closing exercise which many particularly like. The participants themselves may have ideas about how they would like to finalise the training.

One nice closing exercise involves standing the participants in a circle and giving a ball of coloured twine or wool to every second and third person. Explain that every thread is a human right. Ask the participants to start throwing the balls of wool to each other shouting out a human right as they do so. When they receive the wool they keep hold of the part they catch, but then throw the ball of wool to someone else. As the wool is thrown backwards and forwards it forms a strong net – or network. You can explain it is the network of human rights formed by people working together.

If there is enough wool the net will be strong enough to support a person. Younger members of the group might enjoy being bounced gently on the net. It proves the strength of a network.

Beware – they always insist that the facilitators join the fun and be bounced as well.



**Congratulations on
finishing the course**

**Good Luck when you use
it yourselves.**



Handouts

Handout 1: The International Covenant on Economic, Social and Cultural Rights (ICESC)

Gives people the right to:

- ❖ freely choose their political beliefs and the way they want to live their life (Article 1)
- ❖ use their own resources (land, money) the way they want (Article 1)
- ❖ not have their means of survival (land, crops, jobs) taken away from them (Article 1)
- ❖ work, and to freely decide what work they want to do (Article 6)
- ❖ have good working conditions, including:
 - fair wages that are the same for men and women
 - a wage that properly supports them and their family
 - safe and healthy working conditions (Article 7)
- ❖ join trade unions (Article 8)
- ❖ get social security (Article 9)
- ❖ get protection and assistance for their family, especially while raising children (Article 10)
- ❖ freely choose whether to marry and who to marry (Article 10)
- ❖ have enough food, clothing and housing (Article 11)
- ❖ be free from hunger (Article 11)
- ❖ have good physical and mental health (Article 12)
- ❖ get an education and choose the education they want for their children (Article 13)
- ❖ take part in cultural life (Article 15)
- ❖ benefit from scientific progress (Article 15)
- ❖ have their ownership of scientific, literary or artistic work protected (Article 15)

Rights for special groups of people:

- ❖ Mothers have a right to special protection before and after childbirth, including paid leave from work and social security benefits (Article 10)
- ❖ Children have a right to be protected from being treated badly or made to work without proper pay (Article 10)

To protect these rights Governments must:

- ❖ Respect people's right to choose how they want to live their life (Article 1)
- ❖ Create national laws that protect people's rights without treating anyone unfairly (Article 2)
- ❖ Make sure that women have the same rights as men (Article 3)
- ❖ Punish people who use children for harmful or dangerous work (Article 10)

- ❖ Set age limits for child labour and punish people who employ children who are too young (Article 10)
- ❖ Improve the availability of food (Article 11)
- ❖ Make sure that food is distributed fairly worldwide (Article 11)
- ❖ Reduce the death rate among babies (*infant mortality*) and protect healthy child development (Article 12)
- ❖ Reduce industrial and environmental dangers (Article 12)
- ❖ Prevent, treat and control epidemics and other diseases (Article 12)
- ❖ Make medical services available to all people (Article 12)
- ❖ Make primary school education freely available to all children (Article 13)
- ❖ Make laws that all children must go to primary school (Article 13)
- ❖ Make secondary education available all to all children (Article 13)
- ❖ Make higher education available to everyone (Article 13)
- ❖ Provide basic education for people who have not finished primary school (Article 13)
- ❖ Encourage scientific research and cultural creativity (Article 15)

*****Developing countries do not have to guarantee all of the economic rights set out in the ICESCR (Article 2)**



Handout 2: The International Covenant on Civil and Political Rights (ICCPR)

Gives people the right to:

- ❖ freely choose their political beliefs and the way they want to live their life (Article 1)
- ❖ use their own resources (land, money) the way they want (Article 1)
- ❖ not have their means of survival (land, crops, job) taken away from them (Article 1)
- ❖ not be treated unfairly because of their race, colour, sex, language, religion, political views or anything else (Article 2)
- ❖ not be unfairly killed or killed for no reason (Article 6)
- ❖ not be tortured or treated very badly (Article 7)
- ❖ not be slaves or have to do forced labour (Article 8)
- ❖ not be arrested or put in prison for no reason (Article 9)
- ❖ be treated well if they are arrested or put in prison (Article 10)
- ❖ freely choose where they live (Article 12)
- ❖ move about freely (Article 12)
- ❖ freely enter and leave their own country (Article 12)
- ❖ be treated fairly by the law the same as everyone else (Article 13 14, 15, 16)
- ❖ not have government officials come to their home or talk to their family (Article 17)
- ❖ freely choose their beliefs and their religion (Article 18)
- ❖ freely practice their religion and not be forced to practice a different religion (Article 18)
- ❖ freely express their beliefs and ideas any way they want and share information with others (Article 19)
- ❖ gather peacefully in groups (Article 21)
- ❖ meet freely with other people (Article 22)
- ❖ marry and start a family (Article 23)
- ❖ freely choose whether they want to marry and who they will marry (Article 23)

Rights for special groups of people:

- ❖ Women have *exactly the same rights* as men (Article 3)
- ❖ Children have special rights if they are accused of a crime (Article 10, 14)
- ❖ People who are not citizens of a country have a right not to be thrown out of the country (Article 13)
- ❖ Children have the right to special protection by their family, society and government (Article 24)
- ❖ Children have the right to a nationality and a name (Article 24)

- ❖ All citizens of a country have a right to take part in politics and to vote (Article 25)
- ❖ Minority groups have a right to practice their own culture and religion and speak their own language (Article 27)

To protect these rights Governments must:

- ❖ Respect people's right to choose how they want to live their life (Article 1)
- ❖ Respect the rights of *every person* in their country (Article 2)
- ❖ Create national laws that protect the people's rights (Article 2)
- ❖ Make sure that people can do something if their rights are not respected, even if it is the Government or an official who has not respected their rights (Article 2)
- ❖ Make sure that people whose rights are not respected can get a lawyer and be treated fairly by police and in court (Article 2)
- ❖ Make laws to stop people being killed unfairly or for no reason (Article 6)
- ❖ Not kill a group of people for being different to the rest (*commit genocide*) (Article 6)
- ❖ Make laws to stop slavery and the slave-trade (Article 8)
- ❖ Make it illegal to try to get public support for war (Article 20)
- ❖ Make it illegal to try to get public support for unfair treatment of some groups of people, or for violence (Article 20)
- ❖ Make sure that women have the same powers as men in marriage (Article 23)
- ❖ Make sure that the law does not treat anyone unfairly and that the law protects everyone against being treated unfairly (Article 26)

Handout 3: Are human rights useful for people in developing countries?

Sometimes people say that human rights aren't useful for people in developing countries.

But *all* people have a right to:

- ❖ **Equality:** being treated fairly and having the same opportunities as everyone else
- ❖ **Legal protection:** having laws that protect them from unfair treatment and being able to freely seek the protection of the law
- ❖ **Social and cultural life:** having the freedom to choose the way they want to live their life, like what religion to practice, who to marry, where to live, and what their political beliefs are
- ❖ **Education:** free and fair education that is available to all
- ❖ **Economic and work protection:** being able to work and to freely choose the work they do, in fair and safe conditions, and to own property
- ❖ **Physical security:** not being tortured or made to be a slave, and being able to seek asylum in another country if they are in danger (being persecuted)
- ❖ **Health:** having a standard of living that allows them to be healthy, including enough food, clothing, housing and medical care
- ❖ **Political participation:** to have a nationality, to take part in the government of their country, and to vote

These are the rights that are protected in international human rights law. People in developing countries need them just as much as people in rich countries! In rich countries, people often think of human rights in terms of individual people's freedom to do what they want. But human rights also define the rights of whole groups of people against governments or companies that don't respect these rights. This understanding of human rights is very useful for people in developing countries.

For example, due to the unfair distribution of power and money in the world, some very big companies and the governments of rich countries don't respect the human rights of many people in the developing world to health, education, and economic and physical security.

Human rights can be used by people in developing countries to demand that rich countries and big companies treat them with more justice and fairness.

Human rights can also be used by people in developing countries to demand that their own governments give them proper legal protection, treat them equally and fairly, and allow them to participate in politics.

Human rights can be used by people in developing countries to fight:

- ❖ Poverty and hunger
- ❖ Lack of development
- ❖ Unfair international trade
- ❖ Lack of democracy
- ❖ Unfair distribution of food and money worldwide
- ❖ Unfair distribution of food and money in their country
- ❖ Unfair power relations – worldwide between countries and also between people in their own country
- ❖ Lack of work
- ❖ Military occupation

Handout 4: Convention on the Elimination of all forms of Discrimination against Women

The States Parties to the present Convention,

Noting that the Charter of the United Nations reaffirms faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women,

Noting that the Universal Declaration of Human Rights affirms the principle of the inadmissibility of discrimination and proclaims that all human beings are born free and equal in dignity and rights and that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, including distinction based on sex,

Noting that the States Parties to the International Covenants on Human Rights have the obligation to ensure the equal rights of men and women to enjoy all economic, social, cultural, civil and political rights,

Considering the international conventions concluded under the auspices of the United Nations and the specialized agencies promoting equality of rights of men and women,

Noting also the resolutions, declarations and recommendations adopted by the United Nations and the specialized agencies promoting equality of rights of men and women,

Concerned, however, that despite these various instruments extensive discrimination against women continues to exist,

Recalling that discrimination against women violates the principles of equality of rights and respect for human dignity, is an obstacle to the participation of women, on equal terms with men, in the political, social, economic and cultural life of their countries, hampers the growth of the prosperity of society and the family and makes more difficult the full development of the potentialities of women in the service of their countries and of humanity,

Concerned that in situations of poverty women have the least access to food, health, education, training and opportunities for employment and other needs,

Convinced that the establishment of the new international economic order based on equity and justice will contribute significantly towards the promotion of equality between men and women,

Emphasizing that the eradication of apartheid, all forms of racism, racial discrimination, colonialism, neo-colonialism, aggression, foreign occupation and

domination and interference in the internal affairs of States is essential to the full enjoyment of the rights of men and women,

Affirming that the strengthening of international peace and security, the relaxation of international tension, mutual co-operation among all States irrespective of their social and economic systems, general and complete disarmament, in particular nuclear disarmament under strict and effective international control, the affirmation of the principles of justice, equality and mutual benefit in relations among countries and the realization of the right of peoples under alien and colonial domination and foreign occupation to self-determination and independence, as well as respect for national sovereignty and territorial integrity, will promote social progress and development and as a consequence will contribute to the attainment of full equality between men and women,

Convinced that the full and complete development of a country, the welfare of the world and the cause of peace require the maximum participation of women on equal terms with men in all fields,

Bearing in mind the great contribution of women to the welfare of the family and to the development of society, so far not fully recognized, the social significance of maternity and the role of both parents in the family and in the upbringing of children, and aware that the role of women in procreation should not be a basis for discrimination but that the upbringing of children requires a sharing of responsibility between men and women and society as a whole,

Aware that a change in the traditional role of men as well as the role of women in society and in the family is needed to achieve full equality between men and women,

Determined to implement the principles set forth in the Declaration on the Elimination of Discrimination against Women and, for that purpose, to adopt the measures required for the elimination of such discrimination in all its forms and manifestations,

Have agreed on the following:

PART I

Article I

For the purposes of the present Convention, the term "discrimination against women" shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

Article 2

States Parties condemn discrimination against women in all its forms, agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women and, to this end, undertake:

(a) To embody the principle of the equality of men and women in their national constitutions or other appropriate legislation if not yet incorporated therein and to ensure, through law and other appropriate means, the practical realization of this principle; (b) To adopt appropriate legislative and other measures, including sanctions where appropriate, prohibiting all discrimination against women;

(c) To establish legal protection of the rights of women on an equal basis with men and to ensure through competent national tribunals and other public institutions the effective protection of women against any act of discrimination;

(d) To refrain from engaging in any act or practice of discrimination against women and to ensure that public authorities and institutions shall act in conformity with this obligation;

(e) To take all appropriate measures to eliminate discrimination against women by any person, organization or enterprise;

(f) To take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices which constitute discrimination against women;

(g) To repeal all national penal provisions which constitute discrimination against women.

Article 3

States Parties shall take in all fields, in particular in the political, social, economic and cultural fields, all appropriate measures, including legislation, to ensure the full development and advancement of women, for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on a basis of equality with men.

Article 4

1. Adoption by States Parties of temporary special measures aimed at accelerating de facto equality between men and women shall not be considered discrimination as defined in the present Convention, but shall in no way entail as a consequence the maintenance of unequal or separate standards; these measures shall be discontinued when the objectives of equality of opportunity and treatment have been achieved.

2. Adoption by States Parties of special measures, including those measures contained in the present Convention, aimed at protecting maternity shall not be considered discriminatory.

Article 5

States Parties shall take all appropriate measures:

(a) To modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women;

(b) To ensure that family education includes a proper understanding of maternity as a social function and the recognition of the common responsibility of men and women in the upbringing and development of their children, it being understood that the interest of the children is the primordial consideration in all cases.

Article 6

States Parties shall take all appropriate measures, including legislation, to suppress all forms of traffic in women and exploitation of prostitution of women.

PART II

Article 7

States Parties shall take all appropriate measures to eliminate discrimination against women in the political and public life of the country and, in particular, shall ensure to women, on equal terms with men, the right:

(a) To vote in all elections and public referenda and to be eligible for election to all publicly elected bodies;

(b) To participate in the formulation of government policy and the implementation thereof and to hold public office and perform all public functions at all levels of government;

(c) To participate in non-governmental organizations and associations concerned with the public and political life of the country.

Article 8

States Parties shall take all appropriate measures to ensure to women, on equal terms with men and without any discrimination, the opportunity to represent their Governments at the international level and to participate in the work of international organizations.

Article 9

1. States Parties shall grant women equal rights with men to acquire, change or retain their nationality. They shall ensure in particular that neither marriage to an alien nor change of nationality by the husband during marriage shall automatically change the nationality of the wife, render her stateless or force upon her the nationality of the husband.

2. States Parties shall grant women equal rights with men with respect to the nationality of their children.

PART III

Article 10

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:

(a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;

(b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;

(c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;

(d) The same opportunities to benefit from scholarships and other study grants;

(e) The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;

(f) The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely;

(g) The same Opportunities to participate actively in sports and physical education;

(h) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.

Article 11

1. States Parties shall take all appropriate measures to eliminate discrimination against women in the field of employment in order to ensure, on a basis of equality of men and women, the same rights, in particular:

(a) The right to work as an inalienable right of all human beings;

(b) The right to the same employment opportunities, including the application of the same criteria for selection in matters of employment;

(c) The right to free choice of profession and employment, the right to promotion, job security and all benefits and conditions of service and the right to receive vocational training and retraining, including apprenticeships, advanced vocational training and recurrent training;

(d) The right to equal remuneration, including benefits, and to equal treatment in respect of work of equal value, as well as equality of treatment in the evaluation of the quality of work;

(e) The right to social security, particularly in cases of retirement, unemployment, sickness, invalidity and old age and other incapacity to work, as well as the right to paid leave;

(f) The right to protection of health and to safety in working conditions, including the safeguarding of the function of reproduction.

2. In order to prevent discrimination against women on the grounds of marriage or maternity and to ensure their effective right to work, States Parties shall take appropriate measures:

(a) To prohibit, subject to the imposition of sanctions, dismissal on the grounds of pregnancy or of maternity leave and discrimination in dismissals on the basis of marital status; (b) To introduce maternity leave with pay or with comparable social benefits without loss of former employment, seniority or social allowances;

(c) To encourage the provision of the necessary supporting social services to enable parents to combine family obligations with work responsibilities and participation in public life, in particular through promoting the establishment and development of a network of child-care facilities;

(d) To provide special protection to women during pregnancy in types of work proved to be harmful to them.

3. Protective legislation relating to matters covered in this article shall be reviewed periodically in the light of scientific and technological knowledge and shall be revised, repealed or extended as necessary.

Article 12

1. States Parties shall take all appropriate measures to eliminate discrimination against women in the field of health care in order to ensure, on a basis of equality of men and women, access to health care services, including those related to family planning.

2. Notwithstanding the provisions of paragraph 1 of this article, States Parties shall ensure to women appropriate services in connection with pregnancy, confinement and the post-natal period, granting free services where necessary, as well as adequate nutrition during pregnancy and lactation.

Article 13

States Parties shall take all appropriate measures to eliminate discrimination against women in other areas of economic and social life in order to ensure, on a basis of equality of men and women, the same rights, in particular:

(a) The right to family benefits;

(b) The right to bank loans, mortgages and other forms of financial credit;

(c) The right to participate in recreational activities, sports and all aspects of cultural life.

Article 14

1. States Parties shall take into account the particular problems faced by rural women and the significant roles which rural women play in the economic survival of their families, including their work in the non-monetized sectors of the economy, and shall take all appropriate measures to ensure the application of the provisions of the present Convention to women in rural areas.

2. States Parties shall take all appropriate measures to eliminate discrimination against women in rural areas in order to ensure, on a basis of equality of men and women, that they participate in and benefit from rural development and, in particular, shall ensure to such women the right:

(a) To participate in the elaboration and implementation of development planning at all levels;

(b) To have access to adequate health care facilities, including information, counselling and services in family planning;

(c) To benefit directly from social security programmes;

(d) To obtain all types of training and education, formal and non-formal, including that relating to functional literacy, as well as, inter alia, the benefit of all community and extension services, in order to increase their technical proficiency;

(e) To organize self-help groups and co-operatives in order to obtain equal access to economic opportunities through employment or self-employment;

(f) To participate in all community activities;

(g) To have access to agricultural credit and loans, marketing facilities, appropriate technology and equal treatment in land and agrarian reform as well as in land resettlement schemes;

(h) To enjoy adequate living conditions, particularly in relation to housing, sanitation, electricity and water supply, transport and communications.

PART IV

Article 15

1. States Parties shall accord to women equality with men before the law.
2. States Parties shall accord to women, in civil matters, a legal capacity identical to that of men and the same opportunities to exercise that capacity. In particular, they shall give women equal rights to conclude contracts and to administer property and shall treat them equally in all stages of procedure in courts and tribunals.
3. States Parties agree that all contracts and all other private instruments of any kind with a legal effect which is directed at restricting the legal capacity of women shall be deemed null and void.
4. States Parties shall accord to men and women the same rights with regard to the law relating to the movement of persons and the freedom to choose their residence and domicile.

Article 16

1. States Parties shall take all appropriate measures to eliminate discrimination against women in all matters relating to marriage and family relations and in particular shall ensure, on a basis of equality of men and women:
 - (a) The same right to enter into marriage;
 - (b) The same right freely to choose a spouse and to enter into marriage only with their free and full consent;
 - (c) The same rights and responsibilities during marriage and at its dissolution;
 - (d) The same rights and responsibilities as parents, irrespective of their marital status, in matters relating to their children; in all cases the interests of the children shall be paramount;

(e) The same rights to decide freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise these rights;

(f) The same rights and responsibilities with regard to guardianship, wardship, trusteeship and adoption of children, or similar institutions where these concepts exist in national legislation; in all cases the interests of the children shall be paramount;

(g) The same personal rights as husband and wife, including the right to choose a family name, a profession and an occupation;

(h) The same rights for both spouses in respect of the ownership, acquisition, management, administration, enjoyment and disposition of property, whether free of charge or for a valuable consideration.

2. The betrothal and the marriage of a child shall have no legal effect, and all necessary action, including legislation, shall be taken to specify a minimum age for marriage and to make the registration of marriages in an official registry compulsory.

PART V

Article 17

1. For the purpose of considering the progress made in the implementation of the present Convention, there shall be established a [Committee on the Elimination of Discrimination against Women](#) (hereinafter referred to as the Committee) consisting, at the time of entry into force of the Convention, of eighteen and, after ratification of or accession to the Convention by the thirty-fifth State Party, of twenty-three experts of high moral standing and competence in the field covered by the Convention. The experts shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution and to the representation of the different forms of civilization as well as the principal legal systems.

2. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.

3. The initial election shall be held six months after the date of the entry into force of the present Convention. At least three months before the date of each election the Secretary-General of the United Nations shall address a letter to the States Parties inviting them to submit their nominations within two months. The Secretary-General shall prepare a list in alphabetical order of all persons thus

nominated, indicating the States Parties which have nominated them, and shall submit it to the States Parties.

4. Elections of the members of the Committee shall be held at a meeting of States Parties convened by the Secretary-General at United Nations Headquarters. At that meeting, for which two thirds of the States Parties shall constitute a quorum, the persons elected to the Committee shall be those nominees who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

5. The members of the Committee shall be elected for a term of four years. However, the terms of nine of the members elected at the first election shall expire at the end of two years; immediately after the first election the names of these nine members shall be chosen by lot by the Chairman of the Committee.

6. The election of the five additional members of the Committee shall be held in accordance with the provisions of paragraphs 2, 3 and 4 of this article, following the thirty-fifth ratification or accession. The terms of two of the additional members elected on this occasion shall expire at the end of two years, the names of these two members having been chosen by lot by the Chairman of the Committee.

7. For the filling of casual vacancies, the State Party whose expert has ceased to function as a member of the Committee shall appoint another expert from among its nationals, subject to the approval of the Committee.

8. The members of the Committee shall, with the approval of the General Assembly, receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide, having regard to the importance of the Committee's responsibilities.

9. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.

Article 18

1. States Parties undertake to submit to the Secretary-General of the United Nations, for consideration by the Committee, a report on the legislative, judicial, administrative or other measures which they have adopted to give effect to the provisions of the present Convention and on the progress made in this respect:

(a) Within one year after the entry into force for the State concerned;

(b) Thereafter at least every four years and further whenever the Committee so requests.

2. Reports may indicate factors and difficulties affecting the degree of fulfilment of obligations under the present Convention.

Article 19

1. The Committee shall adopt its own rules of procedure.
2. The Committee shall elect its officers for a term of two years.

Article 20

1. The Committee shall normally meet for a period of not more than two weeks annually in order to consider the reports submitted in accordance with article 18 of the present Convention.
2. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. ([amendment](#), [status of ratification](#))

Article 21

1. The Committee shall, through the Economic and Social Council, report annually to the General Assembly of the United Nations on its activities and may make suggestions and general recommendations based on the examination of reports and information received from the States Parties. Such suggestions and general recommendations shall be included in the report of the Committee together with comments, if any, from States Parties.
2. The Secretary-General of the United Nations shall transmit the reports of the Committee to the Commission on the Status of Women for its information.

Article 22

The specialized agencies shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their activities. The Committee may invite the specialized agencies to submit reports on the implementation of the Convention in areas falling within the scope of their activities.

PART VI

Article 23

Nothing in the present Convention shall affect any provisions that are more conducive to the achievement of equality between men and women which may be contained:

- (a) In the legislation of a State Party; or

(b) In any other international convention, treaty or agreement in force for that State.

Article 24

States Parties undertake to adopt all necessary measures at the national level aimed at achieving the full realization of the rights recognized in the present Convention.

Article 25

1. The present Convention shall be open for signature by all States.
2. The Secretary-General of the United Nations is designated as the depositary of the present Convention.
3. The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.
4. The present Convention shall be open to accession by all States. Accession shall be effected by the deposit of an instrument of accession with the Secretary-General of the United Nations.

Article 26

1. A request for the revision of the present Convention may be made at any time by any State Party by means of a notification in writing addressed to the Secretary-General of the United Nations.
2. The General Assembly of the United Nations shall decide upon the steps, if any, to be taken in respect of such a request.

Article 27

1. The present Convention shall enter into force on the thirtieth day after the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.
2. For each State ratifying the present Convention or acceding to it after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the date of the deposit of its own instrument of ratification or accession.

Article 28

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.
2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.

3. Reservations may be withdrawn at any time by notification to this effect addressed to the Secretary-General of the United Nations, who shall then inform all States thereof. Such notification shall take effect on the date on which it is received.

Article 29

1. Any dispute between two or more States Parties concerning the interpretation or application of the present Convention which is not settled by negotiation shall, at the request of one of them, be submitted to arbitration. If within six months from the date of the request for arbitration the parties are unable to agree on the organization of the arbitration, any one of those parties may refer the dispute to the International Court of Justice by request in conformity with the Statute of the Court.

2. Each State Party may at the time of signature or ratification of the present Convention or accession thereto declare that it does not consider itself bound by paragraph 1 of this article. The other States Parties shall not be bound by that paragraph with respect to any State Party which has made such a reservation.

3. Any State Party which has made a reservation in accordance with paragraph 2 of this article may at any time withdraw that reservation by notification to the Secretary-General of the United Nations.

Article 30

The present Convention, the Arabic, Chinese, English, French, Russian and Spanish texts of which are equally authentic, shall be deposited with the Secretary-General of the United Nations.

IN WITNESS WHEREOF the undersigned, duly authorized, have signed the present Convention.

United Nations Division for the Advancement of Women
Department of Economic and Social Affairs

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