



Erasmus+



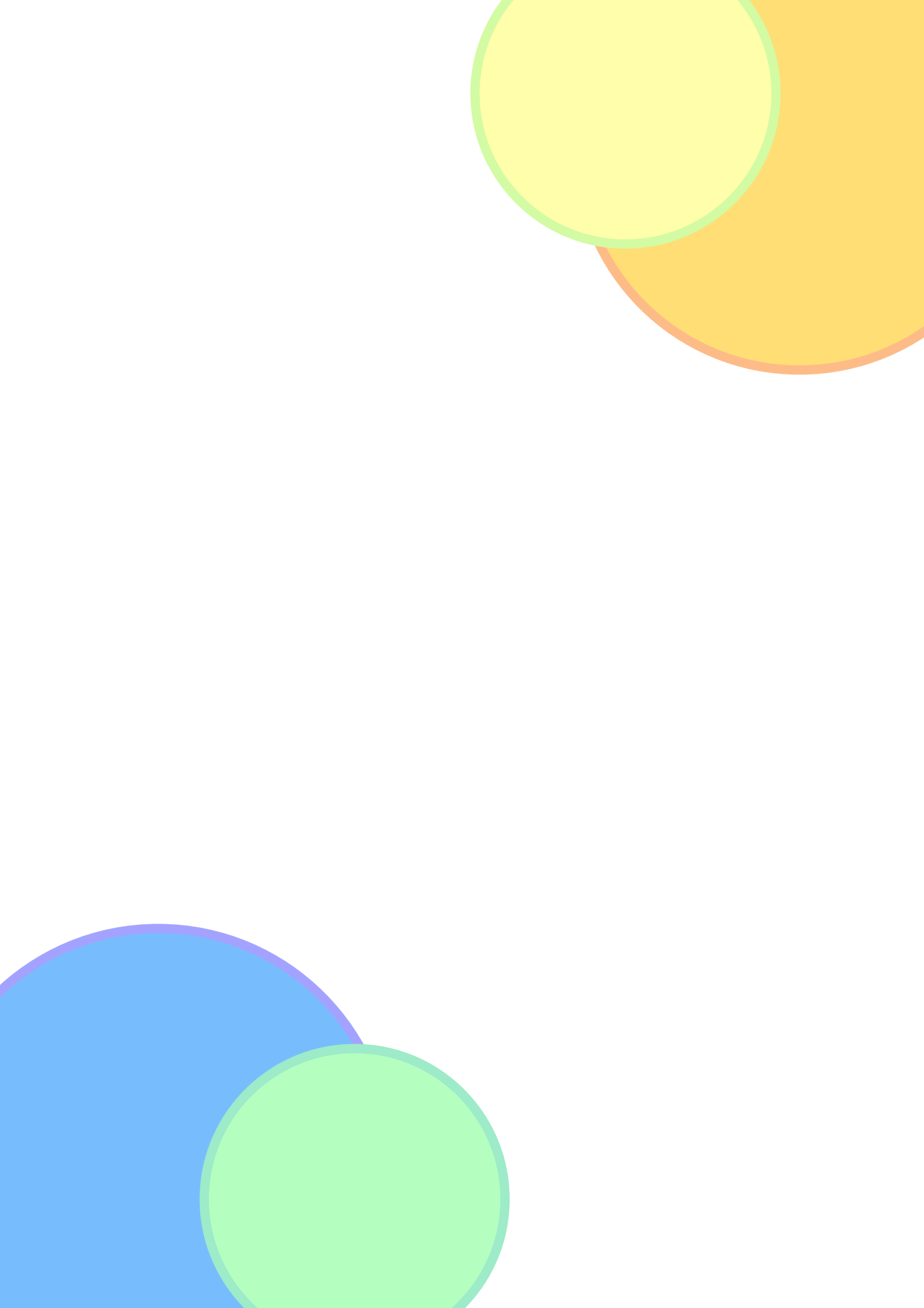
HURRICANE

**HUMAN RIGHTS' AWARENESS RAISING BY
IMPROVING CREATIVE ACTIONS AND
NON FORMAL EDUCATION**

TOOLKIT OF THE TRAINING COURSE

10TH – 16TH OCTOBER 2019

**CASA LABORATORIO IL GERQUOSINO
MORRANO, ORVIETO, ITALY**





Key Action 1
Mobility project for young people and youth workers
Mobility of youth workers

HURRICANE

*HUMAN RIGHTS' AWARENESS RAISING BY IMPROVING
CREATIVE ACTIONS AND NON FORMAL EDUCATION*

10TH - 16TH OCTOBER 2019

Casa Laboratorio il Cerquosino, Morrano, Orvieto (TR), ITALY



INDEX

GENERAL BACKGROUND

5

PROJECT DESCRIPTION

6

METHODOLOGIES USED

8

LEARNING

10

HOW TO USE THE TOOLKIT

12

TRAINING AGENDA

13

ACTIVITIES INDEX

14

TOOLKIT of the TRAINING COURSE

16

APPENDIX

86

GENERAL BACKGROUND

Lunaria launched in 2012 a **medium term strategy** aimed to promote **anti-racism**.

Within this strategy, the actors, target groups and beneficiaries of the process were and are young people, youth-social workers, local organizations and NGOs.

STRATEGY' OBJECTIVES

- to raise **youth awareness** on the daily growth of racism and xenophobia and to share relevant tools to make sensitization among young people
- to provide youth workers and peer educators with new **tools to fight the racism wide-spread** and to promote fair, intercultural approaches and human rights
- to provide local, international organizations and NGOs, with new tools to conceive and implement **anti-racism actions and projects**

PROJECT DESCRIPTION

HURRICANE **aims** to provide youth workers, young people and activists with artistic tools and methods to raise awareness among young people and local communities, on HRs related issue.

HURRICANE is a pilot project, within the Erasmus+ programs, including four actions:

**TRAINING
COURSE**

**ADVANCED
PLANNING
VISIT**

**YOUTH
EXCHANGE
1**

**YOUTH
EXCHANGE
2**

HURRICANE

HUMAN RIGHTS' AWARENESS RAISING BY IMPROVING
CREATIVE ACTIONS AND NON FORMAL EDUCATION

TC

10-16 OCT '19

CASA LABORATORIO IL CERQUOSINO

TO DEEPEN THE SUBJECT
OF HRS AND THE RELATED
ASPECTS;

TO GET EMPOWERED WITH
TOOLS AND METHODS TO BECOME
GLs AND FACILITATORS OF NEW
ACTIONS.

AIM

TO PROVIDE YOUTHWORKERS,
YOUNG PEOPLE AND ACTIVISTS
WITH ARTISTIC TOOLS AND
METHODS TO RAISE AWARENESS
ON HRS RELATED ISSUES

APV

29-30 JAN '20

TENUTA S. ANTONIO

TO GATHER THE FUTURE
GLs OF THE TWO YES TO
PREPARE THE UPCOMING STEPS
RUN LOGISTIC CHECK AND
DEVELOP FINAL AGENDA.

YE1

20-27
MAR '20

TENUTA S. ANTONIO

ITALY - GREECE - HUNGARY -
PORTUGAL

TO RAISE AWARENESS ON
HRS AND RELATED TOPICS
IN THE EU PERSPECTIVE;

TO EXPERIMENT AND
CREATE NEW TOOLS AND
ARTISTIC METHODS.

YE2

21-28
MAY '20

TENUTA S. ANTONIO

ITALY - ROMANIA - TURKEY -
SERBIA

METHODOLOGIES USED - NFE

The activities implemented during the training course were set within the **non-formal education context and were combined with theatre techniques.**

NON-FORMAL EDUCATION – NFE was defined in 1974 as any organized, systematic educational activity, carried on outside the framework of the formal system (schools-university). Thus NFE is the macro-umbrella including any organized educational activities both outside the formal educational system and outside the formal educational curriculum.

Accordingly to the **Council of Europe**, *non-formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. Non-formal education is what happens in places such as youth organisations, ... where young people meet ... to undertake projects together ... Non-formal education should also be:*

- voluntary based
- open and accessible to everyone
- learning processes oriented with educational objectives
- participatory
- learner-oriented
- focused on skills and competences development to get prepared for active citizenship
- based on active participation and exchange, both for individuals and groups
- holistic and process-oriented
- based on experience and action

METHODOLOGIES USED - THEATRE

Theatre and theatre-based techniques are powerful tools to create a horizontal interaction among learners, to exchange know how and knowledge.

These techniques are very effective because they allow the interaction, encourage the exchange of feelings and emotions, help to break down barriers, build up trust, enhance the interaction and develop the cooperation within the group.

Moreover, getting in someone else's shoes through the experiential learning, increases the empathy among people, the understanding and acceptance that is needed in order to co-exist in a conflicting society.

During the training course these methods were experimented in order to have the participants empowered in their use, since the youth exchanges are going to be based exactly on the combination of non-formal education tools and theatre-based techniques.

Theatre
is a tool to
**express
ourselves**

Theatre
is a tool to
**communicate
with the others**

Theatre
is a tool to
**overcome the
barriers**

Theatre
is a tool to
**cooperate with
the others**

LEARNING

In the Non-Formal Education, as well as in the Theatre Technique we used in the training, **Learning** is articulated accordingly to a set of specific pillars:

- **Learning by doing approach:** specific aims are well fixed and clearly defined in each activity proposed in order to ensure a coherent learning process
- **Learner centred:** pedagogical approach centred on the person who is learning and based on the promotion of participatory processes
- **Life-long-learning-LLL approach:** human beings never stop learning and developing, we all learn different things in different moments and in different spheres of our life. LLL encourages the acquirement of competences, knowledge and the development of new skills all along the life of each human being
- **Shared learning path:** among the learners and within the group, encouraging the horizontal exchange of knowledge within and among the learners/experts
- **Flexibility:** methods have to be re-adapted all along the process, taking into account the learning needs of the participants and of all the involved actors.

Personal empowerment
enhancement of the self-
esteem and of the self-
confidence

Horizontal interaction
among trainees and
facilitators/trainers

**Soft skills and key
competences**
analysis and recognition

LEARNING

in key words

Participative methods
permanent testing,
development and
upgrading

Exchange
of feelings, feedbacks,
experiences and
knowledge

Transmission
of knowledge and
methods to other
beneficiaries

Learning assessment
of individuals and groups

HOW TO USE THE TOOLKIT

The Toolkit aims to show the activities run during the Training Course held in October 2019.

ACTORS: the Toolkit is addressed to the participants involved in the training course, their sending organizations, other youth workers and associations interested to develop new actions within youth work framework to promote understanding, intercultural learning and inclusion, using participative methodologies.

OPEN FORMAT: HURRICANE project and the Toolkit part of it, are conceived as an “open format” that can be replicated with different shapes and duration in the involved partner countries and in new ones, not directly participating in the project.

FLEXIBILITY: the Toolkit is conceived as a flexible tool, the idea is that the activities presented can be used and readapted accordingly to the needs of the different target groups and local backgrounds. It can be used to build up an entire training course, as well as smaller workshops or to propose a single activity during an event or a project.

For this reason, in case you will decide to pick up some of the activities to work with youth workers and/or people coming from different backgrounds and experiences, we recommend you to have a clear picture of the target group needs and profiles to be able to bring adaptations, when and where needed.

TRAINING AGENDA

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
MORNING	NAME GAMES Names, sounds and gestures Alphabetic order GETTING TO KNOW Who we are EXPECTATIONS The Hurricane	THEATRE and HRs – step 1 Sequence flow One more step	US AND HRs Discriminative Breakfast HRs Cafeteria	EVEN MORE HRs Learning Space Dynamics	FACILITATION Trust and control Facilitator role TiA presentation	TRAINING in ACTION 2 Workshop 1 Workshop 2	LEARNING In steps
AFTERNOON	TEAM BUILDING Spider net FIRST STEPS IN HRs HRs for us	SECOND STEPS IN HRs HRs Gallery HRs History	HRs MORE IN DEPTH Four frames Acting out	CRITICAL THINKING Moving debate ACTIVISM Ginkana	TRAINING in ACTION 1 Preparation	Workshop 3 Workshop 4	FINAL EVALUATION Stations Whispering corridor Circle of words

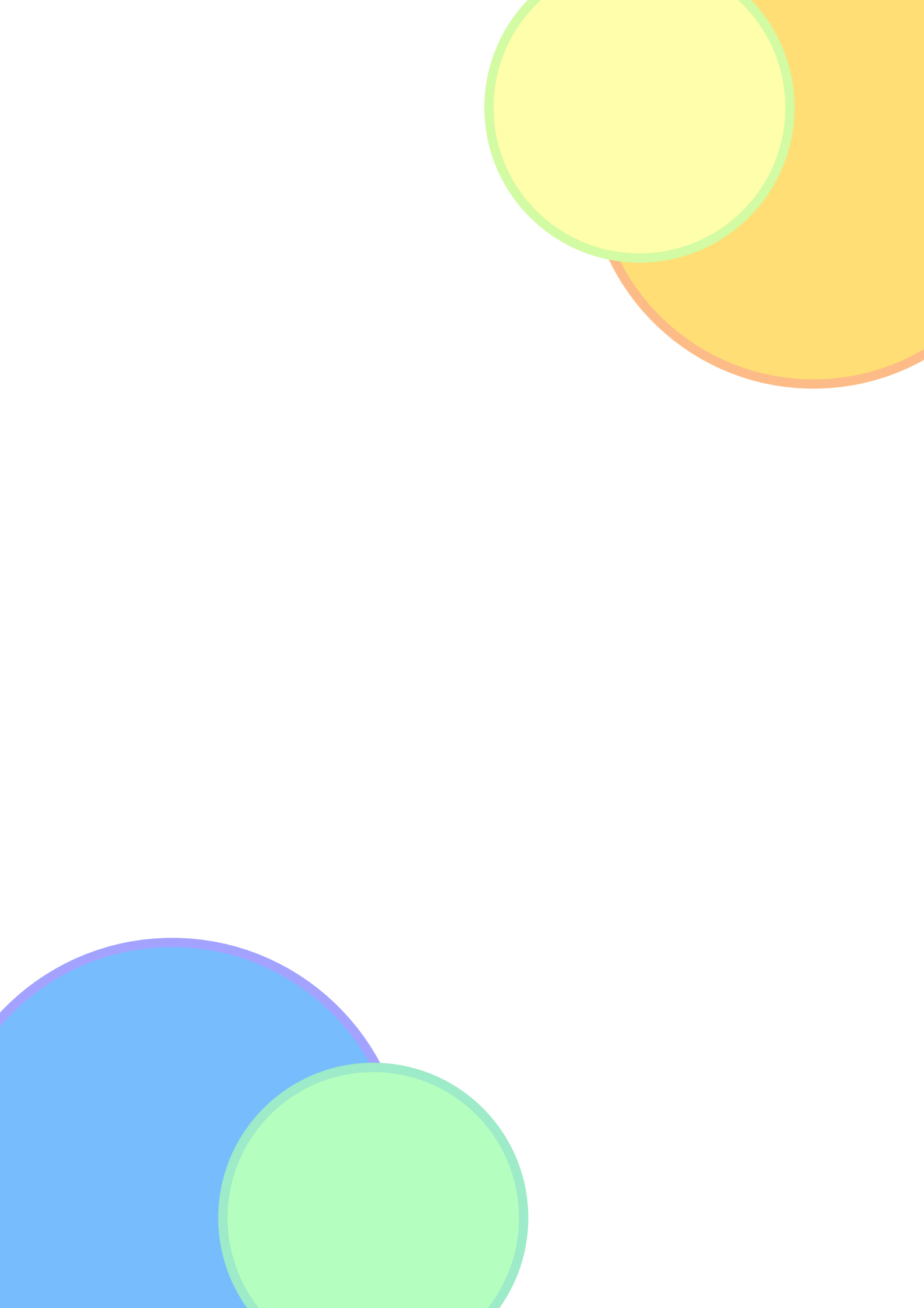
ACTIVITIES INDEX

The **Index of Activities** is conceived to present the activities not in a chronological order, as in the Agenda at page 13, but in alphabetic order, accordingly to the topic addressed, including the reference page number.

TOPIC ADDRESSED:

- Group Dynamic - indicated with: GD
- Intercultural Learning - indicated with: ICL
- Anti-racism - indicated with: AR
- Human Rights: HR
- Methodologies Testing and Upgrading - indicated with: TiA

ACTIVITY	TOPIC ADDRESSED					PAGE
	GD	ICL	AR	HR	TiA	
Acting out			X	X		62
Alphabetic order	X					17
Circle of words	X					84
Discriminative Breakfast	X	X	X	X		58
Facilitator role	X				X	69
Four frames			X	X		61
Ginkana			X	X		67
HRs Cafeteria		X	X	X		59
HRs for us			X	X		23
HRs Gallery		X		X		28
HRs History		X	X	X		36
In steps					X	81
Learning Space Dynamics				X	X	63
Moving debate		X		X		65
Names, sounds and gestures	X	X				17
One more step				X	X	25
Preparation	X				X	71
Sequence flow	X	X			X	24
Spider net	X					21
Stations	X	X	X	X	X	82
The Hurricane	X	X				20
TiA presentation					X	69
Trust and control					X	68
Whispering corridor	X					83
Who we are	X					19
Workshops	X	X	X	X	X	73



TOOLKIT

of the

TRAINING COURSE



NAME GAMES

TITLE	Names, sounds and gestures
TOPIC/S	Getting to know each other's and group creation
AIM	To facilitate the participants interaction
TOOL TYPE	Ice breaker/Name game/Mimic
DURATION	20 minutes
MATERIAL	/
DESCRIPTION	<p>The group stands in a circle. Three rounds of names are done.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are asked, one by one, to tell only their name, with one person telling their name and all others repeating afterwards.</p> <p>Step 2. Now each participant is asked to tell their name adding a gesture, with one person telling their name and all others repeating afterwards.</p> <p>Step 3. Now the name is vocalised by each participant with a different tone, adding also a gesture, with one person telling their name and all others repeating afterwards.</p>

TITLE	Alphabetic order
TOPIC/S	Getting to know each other's and group creation
AIM	To remember the names and to facilitate the participants' interaction
TOOL TYPE	Ice breaker/Name game

DURATION	15 minutes
MATERIAL	Adhesive tape or rope
DESCRIPTION	<p>Setting: a long line done with adhesive tape or rope is stuck on the floor, participants are asked to create a line and to touch it with their feet. The game has to be played in silent, participants have to find "alternative ways" to communicate and when they have to move from their position, they cannot leave the strip with their feet.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants have to create the alphabetic order of the team' names, from A to Z. When the group think to have finished, has to raise the arms. The facilitator will pass among the line and will check the alphabetic order, declaring if the task was accomplished or if there are mistakes.</p> <p>Step 2. The second task is to create the birthday order (day/month) of the team from the 1st of January to the 31st of December. When the group think to have finished, has to raise the arms. The facilitator will then pass among the line and will check the birth's date order, declaring if the task was accomplished or if there are mistakes.</p> <p>NOTE: you can play the same activity as a competition and divide participants in 2 groups, every group representing a team. Also, apart from the alphabetic and date of birth order, you can add extra elements if there is still time at disposal (e.g. eye colour).</p>

GETTING TO KNOW

TITLE	Who we are
TOPIC/S	Getting to know each other's and group creation
AIM	To facilitate and encourage the participants interaction
TOOL TYPE	Getting to know each other
DURATION	60 minutes
MATERIAL	Adhesive tape or rope
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. The facilitator asks the participants to create pairs, then 15 minutes are allocated to introduce themselves to the partners (where are they from?, what they like?, etc ...). The facilitator explains that during the presentation it's important to be active listeners (also because they will need to remember the partner's story for the 2nd step!).</p> <p>Step 2. The facilitator asks everyone to imagine how to represent – using mime technique (only gestures) - the partner's history in order to share it with the rest of the group. 3 minutes are allocated to give each person the chance to think how to represent the partner's story.</p> <p>Step 3. Participants are gathered all together in circle and each pair's member has 90 seconds to present with mime their partner to the group. Thus 3 minutes per couple are allocated.</p> <p>NOTE: at the end of each representation, you can ask the group members observing, what they understood from the mime.</p>

EXPECTATIONS

TITLE	The Hurricane
TOPIC/S	Expectations, and fears contributions
AIM	To share the expectations and fears the participants have as well as any possible contributions they think they can provide
TOOL TYPE	Getting to know each other
DURATION	45 minutes
MATERIAL	Flipcharts, sticky notes, pens, markers
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. A flipchart is prepared representing the following concepts:</p> <ul style="list-style-type: none"> • a hurricane with the expectations in form of leaves going into the hurricane • black clouds as fears in the form of clouds being above the hurricane • contributions in the form of kites flying next to the hurricane. <p>Step 2. The participants are given 15 minutes to write any expectations, fears they have or contributions they may provide on the relevant type of paper. Once they are done writing and placing their notes on relevant places, participants are invited to view what everyone wrote.</p> <p>Step 3. Following that step, volunteers are asked to cluster similar notes together. In the end, the clustered notes are reviewed, with explanations regarding how the expectations will be met throughout the programme or not.</p>

TEAM BUILDING

TITLE	Spider net
TOPIC/S	Team building and group interaction
AIM	To make participants interact in a funny and stimulating way; to encourage the group dynamics analysis; to reflect about the different roles in the group and the importance of communication and cooperation
TOOL TYPE	Team building - Outdoor Activity
DURATION	40 minutes
MATERIAL	Ropes
DESCRIPTION	<p>Setting: two spider nets in rope are built outside. In each spider net there should be enough holes for all the group members. The net can also have one hole more than the number of the participants in each group, to give the group "a choice" to avoid the very difficult hole.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Two groups are created and are assigned two facilitators each. Participants of each group are informed that they have to cross the spider net, passing through the holes. After a participant crossed by passing through one hole, it's not possible for the other participants to use it any more. No other equipment's are allowed during the activity. Each group receives "3 bonus" and each time they touch the rope they lose one. In the case the "3 bonus" are used, the whole group should start again to cross the spider net. In each group, some members receive an impairment, as e.g. they cannot use one hand, they cannot use their legs, they cannot talk, they cannot see.</p> <p>NOTE: facilitators have to underline that, if someone does not feel comfortable to be touched or to cross the net, can also say it and avoid to be involved, but should help his/her group and the other members to cross. Moreover, it should be underlined the importance of safety and protection and of taking care of the other group' members.</p> <p>Step 2. Back in plenary, the debriefing is run. In this case, we suggest to divide it in three steps:</p> <ul style="list-style-type: none"> • OBSERVATION: what facts did you observe? • FEELINGS: what did you feel seeing people with impairment and people without?

	<ul style="list-style-type: none"> • THINKING: what is your reflection upon the activity? • ROLE: what was your role in the team? • PARTICIPATION: did you think you have actively participate in the activity?
--	--

FIRST STEPS IN HRs

TITLE	HRs for us
TOPIC/S	Human Rights for us
AIM	To share what HRs are for us and how we would define them
TOOL TYPE	Work in groups with discussion, graphic representation and presentation in plenary
DURATION	70 minutes
MATERIAL	Post-it, paper, pens, flipcharts and markers
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Each participant receives a post-it and a pen and has to write alone, on the post-it "what Human Rights are for them". There are five minutes at disposal.</p> <p>Step 2. Groups of five participants are created. They have to present their five definitions and discuss them, finding common aspects, then they have to create one new definition. They have fifteen minutes at disposal.</p> <p>Step 3. Participants of each group has to choose one common body shape (as a statue) to represent their definition of HRs. Then they receive a flipchart and some markers. The flipchart is left on the floor and one of the group member should take the body shape (as a statue) to represent the definition. Then, with the support of the other group members, the person who took the body shape (as a statue), should place him/her on the flipchart and the other group members have to draw a shape around his/her body.</p> <p>Step 4. Thus each group will have the body shape (as a statue) on their flipchart. Then they have to fill in the shape with key words and their definition of Human Rights, they can also colour and add drawings to the key words and definition.</p> <p>Step 5. It follows a short presentation in plenary and it's left space for questions from the members of the other groups and feedbacks.</p>

THEATRE and HRs – step 1

TITLE	Sequence flow
TOPIC/S	Introduction to theatre methodologies
AIM	To establish a good communication among the group, to improvise on important theatrical elements such as rhythm, coordination, following-leading, connection with the space and increase creativity. To introduce performance creating techniques
TOOL TYPE	Work with our body
DURATION	120 minutes
MATERIAL	A big workshop room, 15 broomsticks, music (soft in the beginning and more energetic as we proceed)
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Body and mind warm up We welcome the group one by one as they enter the room and ask them to start walking in the space. Firstly, the facilitator asks them to pay attention at the space, try to cover it all keeping their eyes always at eye level. The facilitator then indicates parts of the body that usually gather tension (shoulders, feet, knees, neck, etc) and ask the participants to relax them while walking. Then, we focus on one another: the facilitator claps their hands and everyone stops where they are and close their eyes. The facilitator asks a question that has to do with the appearance of someone in the group (e.g. "what colour are Anna's socks?"). The participants answer with eyes closed and the facilitator claps again so that they open their eyes and start walking again. We repeat 5-6 times until the group really pays attention on little details on one another. Afterwards, we ask them to pass between two people at every moment they are moving, as if crossing a gate. Then, we work on different rhythms of walking. We introduce clapping that now means "jump". If we want to make it even more challenging at this point, we spread sticks on the floor and ask them to keep eyes on eye-level and try not to step on them, keeping different rhythms of walking and clapping as jump.</p> <p>Step 2. Co-ordination: One moving We remove the sticks from the floor and also stop the music. We ask the group to spread in the room standing and make sure that each time only one person of the group moves. The person moving has to indicate that they start to move by clapping once before they go. This person can either stop on their own (and therefore "oblige" someone else in the group to start) or stop because they heard someone else's clapping who is about to move. During this activity we should see only one person moving - never two or</p>

	<p>three and never none.</p> <p>Step 3. Follow and lead We keep the clapping as a meaning of "I start to move" but now the person starting has to introduce a funny/strange way of moving. The rest of the group can now decide whether to copy the movement and follow or stand and observe. The important element is that the decision each time has to be taken instantaneously.</p> <p>Step 4. Creation of a sequence The facilitator divides the group in smaller groups of 4-5 persons. We give each group a different word related to the topic we want to work with (this time to HRs). We ask them to form a circle in their small groups and each one on their turn to produce a short movement/gesture/action that in their opinion is related to this word. When the first person shows their move, the group repeats. When the second person shows their move, the group repeats the first and then the second, etc. So that in the end, we have a series of movements combined. We may then ask them to add sounds. They repeat as many times as needed in order to be able to recall the whole sequence. When the groups are ready, we ask them to start walking in the space and every time we clap each one on their own now, they start their sequence. When we clap again they continue walking. We then ask them to experiment on rhythm, go fast or slow while producing their sequence, and then on the next step to give some meaning to each movement while repeating it. We can close the activity by asking them to take initiative and clap every time they start their sequence, while the rest of the group has to instantly decide whether to follow and do their own or stand and observe until someone else claps or the first person claps again and the group moves in the space.</p>
--	---

TITLE	One more step
TOPIC/S	Inner work – preparatory for the upcoming work on HRs using theatre-based techniques
AIM	To work on our body posture, our voice and active listening
TOOL TYPE	Individual work, work with the voice and the body alone, in couples, in small groups, and plenary
DURATION	120 minutes
MATERIAL	Soft music and a big workshop room
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are entering the room one by one and they are asked to keep walking in the space. While walking, the trainer gives different inputs as,</p>

e.g.:

- walk in the space (life boat)
- walk win the space with different rhythms
- feel your feet when you walk
- keep breathing
- listen how your body (and the different parts) are moving in the space.

Step 2.

Couples are created (couples should be with people approximately the same size) and participants stand in two lines on the opposite of the workshop room, being one line in front of the other one (and one couple's members in front of the other). Now the trainer will give the following instructions:

- choose a random sentence
- when I clap, both the couple members are moving (simultaneously) to the centre, keep repeating the sentence. When the couple members are more distant the voice is very low, while more they are getting closer and more the voice is getting higher. While walking the eye contact has to be kept. Then you have to repeat the same but on the contrary, coming back to the original point. While walking back the eye contact has to be kept
- when I clap, both the couple members are moving (simultaneously) to the centre, keep repeating the sentence. When the couple members are more distant the voice is very high, while more they are getting closer and more the voice is getting lower. While walking the eye contact has to be kept. Then you have to repeat the same but on the contrary, coming back to the original point. While walking back the eye contact has to be kept
- when I clap, only one member is moving to the centre, repeating the sentence, while the other is remaining on his/her position. When the couple member is more distant the voice is very low, while more he/she is getting closer and more the voice is getting higher. While walking the eye contact has to be kept. Then you have to repeat the same but on the contrary, coming back to the original point. While walking back the eye contact has to be kept
- when I clap, only one member (the other) is moving to the centre, repeating the sentence, while the other is remaining on his/her position. When the couple member is more distant the voice is very high, while more he/she is getting closer and more the voice is getting lower. While walking the eye contact has to be kept. Then you have to repeat the same but on the contrary, coming back to the original point. While walking back the eye contact has to be kept.

NOTE: many variations can be added accordingly to what the trainer perceives in plenary from the work in process and the participants' reaction.

Step 3.

Now people from the two lines are sitting on the floor (still on the opposite of the workshop room), being one line in front of the other one (and one couple's members in front of the other). One couple can choose to volunteer and to repeat the exercise with the others watching. In this case the action is similar to actions before presented and, before to start, the trainer explains the specific task to the couple.

Step 4.

Participants are asked to sit on the ground, to close their eyes and when a trainer passes close to them, touching their head, they have to choose a

	<p>sound, that has to be repeated continuously. It means that when everybody has their head touched, in the workshop room there will be an orchestra of different sounds and rhythms.</p> <p>After a while the orchestra is running, the trainer passes close to participants and touching their head, they have to slowly stop the sound. Now participants, when feel comfortable, can open their eyes.</p> <p>Step 5.</p> <p>Back in plenary and debriefing divided in three steps:</p> <ul style="list-style-type: none"> • FEELINGS: what did you feel? • RE-CUP: re-cup of the different steps of the activity • "FACILITATOR HAT": why we did this activity? (participants are asked to metaphorically "wear the hat of the facilitator" and to answer the question accordingly to this perspective.
--	--

SECOND STEPS IN HRs

TITLE	HRs Gallery
TOPIC/S	Human Rights
AIM	To reflect on Human Rights and sharing in small groups with other participants the points of interest as well as the feelings
TOOL TYPE	Individual reflection, exhibition
DURATION	90 minutes
MATERIAL	Printed photos, quotes, articles of the Declaration of Human Rights, ropes, tape, scissors, paper/notebooks and pens
DESCRIPTION	<p>Setting: the room is set as a museum hosting an exhibition (with graphics and definitions). Soft music on the background.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are entering the room and can move freely in the space, having a look at the different pictures and definitions.</p> <p>NOTE: leave close to each image and definition a set of post-it and give participants the possibility to add comments on the post-it. They can say if they agree or not with the definitions, and what do they think about the photos.</p> <p>Step 2. It follows a debriefing to reflect on feelings and impressions. If there is enough time it's possible to ask each person "what are the 2 elements that surprised/touched, you the most?" The debriefing should be also structured to reflect on the way we do use "definitions", with the emphasis on the importance of developing a critical approach toward them.</p> <p>See Handout below.</p>

Human rights are INALIENABLE

this means that you cannot lose them, because they are linked to the very fact of human existence, they are inherent to all human beings. In particular circumstances some – though not all – may be suspended or restricted. For example, if someone is found guilty of a crime, his or her liberty can be taken away; or in times of national emergency, a government may declare this publicly and then derogate from some rights, for example in imposing a curfew restricting freedom of movement

Human rights are INDIVISIBLE, INTERDEPENDENT AND INTERRELATED

this means that different human rights are intrinsically connected and cannot be viewed in isolation from each other. The enjoyment of one right depends on the enjoyment of many other rights and no one right is more important than the rest

Human rights are UNIVERSAL

which means that they apply equally to all people everywhere in the world, and with no time limit. Every individual is entitled to enjoy his or her human rights without distinction of “race” or ethnic background, color, sex, sexual orientation, disability, language, religion, political or other opinion, national or social origin, birth or other status

1948: adoption of the Universal Declaration on Human Rights

International Covenant on Civil and Political Rights (ICCPR) – 1976

the main legally binding instruments of worldwide application

International Covenant on Economic, Social and Cultural Rights (ICESCR) – 1976

the main legally binding instruments of worldwide application

Convention on the Rights of the Child – 1989

recognizes that children have human rights too, and that people under the age of 18 need special protection

International Convention on the Elimination of Racial Discrimination – 1965

prohibits and condemns racial discrimination and requires states parties to take steps to bring it to an end by all appropriate means

The Convention Against Torture and Other Forms of Cruel, Inhuman or Degrading Treatment– 1984

defines torture as “severe pain or suffering, whether physical or mental”, this treaty requires states parties to take effective measures to prevent torture within their jurisdiction and forbid it

Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) – 1979

focuses on the discrimination which is often systemically and routinely suffered by women through “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 [...] in the political, economic, social, cultural, civil, or any other field”

Convention on the Rights of Persons with Disabilities – 2006

it marks a groundbreaking shift not only in its definition of people with disabilities but also in their recognition as equal subjects with full and equal human rights and fundamental freedoms

Convention on Enforced Disappearances - 2006

prohibits the “arrest, detention, abduction or any other form of deprivation of liberty” (Article 2), whether by state agents or others acting with the states’ acquiescence, and accepts no exceptional circumstances

Convention on the Protection of the Rights of Migrant Workers and members of their Families - 1990

whether the migrant is documented and in a regular and legal situation or not, discrimination should not be suffered in relation to the enjoyment of rights such as liberty and security, protection against violence or deprivation of liberty

Article 1: Right to Equality

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood

Article 2: Freedom from Discrimination

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty

Article 3: Right to Life, Liberty, Personal Security

Everyone has the right to life, liberty and security of person

Article 4: Freedom from Slavery

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms

Article 5: Freedom from Torture and Degrading Treatment

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment

Article 6: Right to Recognition as a Person before the Law

Everyone has the right to recognition everywhere as a person before the law

Article 7: Right to Equality before the Law

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination

Article 8: Right to Remedy by Competent Tribunal

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law

Article 9: Freedom from Arbitrary Arrest and Exile

No one shall be subjected to arbitrary arrest, detention or exile

Article 10: Right to Fair Public Hearing

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him

Article 11: Right to be Considered Innocent until Proven Guilty

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed

Article 12: Freedom from Interference with Privacy, Family, Home and Correspondence

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks

Article 13: Right to Free Movement in and out of the Country

1. Everyone has the right to freedom of movement and residence within the borders of each State
2. Everyone has the right to leave any country, including his own, and to return to his country

Article 14: Right to Asylum in other Countries from Persecution

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations

Article 15: Right to a Nationality and the Freedom to Change It

1. Everyone has the right to a nationality

2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality

Article 16: Right to Marriage and Family

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State

Article 17: Right to Own Property

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property

Article 18: Freedom of Belief and Religion

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance

Article 19: Freedom of Opinion and Information

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20: Right of Peaceful Assembly and Association

1. Everyone has the right to freedom of peaceful assembly and association
2. No one may be compelled to belong to an association

Article 21: Right to Participate in Government and in Free Elections

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives
2. Everyone has the right to equal access to public service in his country
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage

and shall be held by secret vote or by equivalent free voting procedures

Article 22: Right to Social Security

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality

Article 23: Right to Desirable Work and to Join Trade Unions

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment
2. Everyone, without any discrimination, has the right to equal pay for equal work
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection
4. Everyone has the right to form and to join trade unions for the protection of his interests

Article 24: Right to Rest and Leisure

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay

Article 25: Right to Adequate Living Standard

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection

Article 26: Right to Education

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote

<p>understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace</p> <p>3. Parents have a prior right to choose the kind of education that shall be given to their children</p>
<p>Article 27: Right to Participate in the Cultural Life of Community</p> <p>1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits</p> <p>2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author</p>
<p>Article 28: Right to a Social Order that Articulates this Document</p> <p>Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized</p>
<p>Article 29: Community Duties Essential to Free and Full Development</p> <p>1. Everyone has duties to the community in which alone the free and full development of his personality is possible</p> <p>2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society</p> <p>3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations</p>
<p>Article 30: Freedom from State or Personal Interference in the above Rights</p> <p>Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein</p>

TITLE	HRs History
TOPIC/S	Human Rights
AIM	To run the second step within the Human Rights history and to detect some of the most representative pillars and crucial moments
TOOL TYPE	Work in group, sketches and plenary
DURATION	90 minutes
MATERIAL	/
DESCRIPTION	<p>The activity is organized according to the following steps:</p> <p>Step 1. Participants are divided in 5 groups. Each group receives a piece of paper with a "macro-block" from the history of Human Rights.</p> <p>NOTE: please have a look to the Handout below for the whole timeline. For a matter of effectiveness, the whole timeline, which is very long, should be divided in 5 "macro-blocks", and then each group receive one. It will facilitate the understanding and the representation.</p> <p>Step 2. Each group has to carefully read all the events within their "macro-block" and then pick up the more relevant they want to represent.</p> <p>NOTE: each group can choose one or more events to be represented, but the time allocated for the representations will be anyway the same. For all the groups, the technique for the representation is the Short Sketch.</p> <p>Step 3. Once on the stage, each group in turn is representing the events they chose as the most relevant within their "macro-block".</p> <p>Step 4. It follows an open discussion in plenary, gathering the main impressions and extra comments from participants.</p> <p>Facilitators can also close presenting the three generations of Human Rights.</p> <p>See Handouts below. Source: http://ehistory.osu.edu/world/TimeLineDisplay.cfm?Era_id=4</p>

HANDOUT_HRs HISTORY

3100-2850 BC: Menes (pharaoh of Egypt) established codes of conduct for the Egyptian civilization
3000 BC: Sumerians develop Cuneiform writing
2630 BC: First pyramid constructed in Egypt; Imhotep is first known architect
2575 - 2134 BC: Old Kingdom of Egypt
2350 BC: Urukagina (governor) created a code against corruption seeking freedom and equality in Lagash, Mesopotamia. This is the first example of a legal code in recorded history
2200 BC: Legendary Xia Dynasty in China
1792-1750 BC: Hammurabi (Babylonian King) state the first written law code: the Code of Hammurabi (282 laws with punishments, with "an eye for an eye, a tooth for a tooth" principle)
18th-15th Century BC: Moses wrote The Five Books (The Torah) the first part of the Hebrew Bible. Also, Moses proclaimed the Ten Commandments -a code of conduct toward others
100- or 800-500 BC: Ancient prose Upanishads (collection of texts that are the basis of the Hindu religion) are written. In them you can find the belief that individual actions have ongoing moral consequences
539 BC: Cyrus the Great (ruler of the Persian Empire) established reforms that are written in the Cyrus Cylinder: protected religious freedom and diversity. The cylinder is considered a precursor of the human rights declaration
551-479 BC: K'ung Fu Tzu or Confucius establishes the Confucianism. The highest virtue: "Jen" is the principle "to love all men"
509-44 BC: Rome Republic, Roman values emphasize selfless service to the community, individual honour, the necessity of the law (they had a judicial justice), and shared power and decision making. The Roman form of government and the Roman form of law become the basis for many later European legal codes still in use today
479-431 BC: the Golden Age takes place in Athens, under the leadership of Pericles. Athens experimented with Democracy having direct participation of only free Athenian male citizens in the making of laws in the assembly on the basis of majority rule
469-391 BC: Chinese philosopher Mo-Zi expands on Confucian principles and advances the philosophy of "universal love" as a guiding principle of life

451-449 BC: the centrepiece of the constitution of the Roman Republic: The Twelve Tables are created to prevent public officials from adjudicating the law based on their own preferences. The Twelve Tables become such a symbol of Roman justice that children were required to memorize them
500 - 400 BC: the Four Vedas: The oldest scriptures of Hinduism are written. They establish a spiritual precedent found in later religions
269-231 BCE: the Edicts of Ashoka are a series of edicts made by the Emperor Ashoka of the Mauryan dynasty (ancient India) throughout his empire, protecting the rights of the poor and vulnerable; they emphasize goodness, kindness and generosity. They describe the first wide expansion of Buddhism
II B.C - 1 A.D: Code of Manu, an ancient Hindu collection of rules of conduct in private and social life according to the system of views and the religious dogmas of Brahmanism that was dominant in ancient Indian slaveholding society
AD 161: the Institutes of Gaius, was an introductory textbook of legal institutions. The book formed the basis of legal education and jurisprudence for much of the Roman Empire's later history. It was Gaius who drew a distinction between jus civile, or Roman laws, and jus gentium, the "laws of nations," which regulated interactions between Romans and non-Romans. His principle of jus gentium assumed that some legal concepts could be universally applicable, a fundamental principle of human rights law
45-44 BCE: Cicero writes his philosophical works on humanitas, which emphasize goodwill towards humanity
27 B.C.- 476: Roman Empire develops natural law; rights of citizens
7 B.C.: Draco (the first legislator of Athens in Ancient Greece) replaced the prevailing system of oral law and blood feud by a written code to be enforced only by a court
6 B.C: Solon (Athenian statesman, lawmaker, and poet) creates the Solonian Constitution with the objective of revise or abolish the older laws of Draco and creates an equalitarian Greece
30: Jesus of Nazareth, the central figure of the Christian faith, preaches virtues of "love thy neighbour as thyself" and for those without sin to "cast the first stone"
1st Century: the Tripitaka (the sacred texts of Buddhism) is transferred from oral to written tradition, establishing Buddhist community codes of conduct to maintain a harmonious spiritual community
476-1453: Medieval theology holds that infidels and barbarians are not entitled to humanistic considerations
6th Century: the teachings of Muhammad (the last prophet sent by god for mankind in Muslim beliefs) are outlined in the Qur'an, which emphasizes racial and religious tolerance,

charity and equality
622: the Charter of Medina was a formal agreement between Muhammad (who created the document) and all of the significant tribes and families of Yathrib (later known as Medina), including Muslims, Jews, Christians and pagans. Muhammad was quite a libertarian by the standards of his day, protecting religious freedom, granting women greater autonomy, and ending ethnic segregation policies
1096-1204: Pope Urban II launches the First Crusade was a military expedition by Roman Catholic Europe to regain the Holy Lands taken in the Muslim conquests of the Levant (632–661) from the Seljuk Turks. Subsequent crusades follow
1100: the Charter of Liberties (or the Coronation Charter), was a written proclamation by the King Henry I of England. It tried to bind the King to certain laws regarding the treatment of church officials and nobles. It was more a guarantee of royal good behaviour than anything we would recognize as a human rights agreement. Still, it set the precedent of an English monarch voluntarily restricting his own power. It is considered a landmark document in English legal history and a forerunner of Magna Carta
1215: after England suffers a defeat at the Battle of Bouvines, English Barons rebel against King John and force him to sign the Magna Carta. The charter established that free men are entitled to judgment by their peers and that even the king is not above the law. The Magna Carta of 1215 established basic due process rights for nobles, limited the power of the throne, and formed the basis of bills of rights for centuries to come. While it wasn't particularly libertarian, and (like its predecessor, the Coronation Charter) was more about rights voluntarily granted than rights universally owed, it remains central to the development of the British and American criminal justice systems
1450-1500: the Iroquois Constitution is created, forming a confederacy of five independent American nations: Mohawk, Onondaga, Seneca, Oneida, and Cayuga (the Tuscarora nation is added around 1715 to the confederacy). The constitution establishes a democratic government with rights and responsibilities of elected officials, a system for the creation of laws and arbitration of disputes between nations, a religion with a belief in a creator, laws governing birth, adoption, and death/funeral rights, rights of foreign nations, and a process for declaring and conducting war. The Iroquois Constitution becomes one of the influential documents in the creation of the U.S. Constitution
1492-1537: colonization of Western Hemisphere culminates in massacre of the Incas by the Spanish Conquistadors causing some theologians to challenge the means employed to enforce God's laws
1500-1550: conquistadors embark on expeditions to Central and South America, which lead to the conquest of the Aztec and Inca civilizations
1583-1645: Hugo Grotius (Dutch jurist) with Francisco de Vitoria and Alberico Gentili laid the foundations for international law, based on natural law. Grotius speaks of brotherhood of humankind and the need to treat all people fairly
1628: the British Parliament refuses to approve new taxes until King Charles I signs the

British Petition of Right. The petition prohibits the monarch from arresting people on an arbitrary basis and from housing troops in private homes without owners' consent
1634: Maryland is founded as a Catholic colony with religious tolerance
1647: Rhode Island assembly drafts constitution established freedom of conscience, separating church and state
1648: the Treaty of Westphalia ends the Thirty Years' War (a series of wars principally fought in Central Europe, involving most of the countries of Europe) and the Eighty Years' War (between Spain and the Dutch Republic). The treaty provides a basis for greater religious tolerance in the international sphere and establishes national sovereignty
1679: the Habeas Corpus Act is an Act of the Parliament of England that gives anyone who is detained the right to a fair trial within a certain amount of time, examining the lawfulness of a prisoner's detention
1688-1689: the British Parliament offered the crown to Prince William of Orange who takes power in a bloodless revolution. The Glorious Revolution represented the destruction of divine-right monarchy and asserted the supremacy of the Parliament
1689: William of Orange is allowed to take the throne only if he signs the British Bill of Rights. The English Bill of Rights was the most advanced document of its kind at the time, guaranteeing free speech in parliament, the right to bear arms, the right to petition leaders, and certain due process rights
1690: John Locke writes about the notions of natural rights of life, liberty and property in his Two Treatises on Government
18th Century: the Enlightenment appears across Europe. Philosophers triumph reason and the belief that human beings have the ability to create better societies for themselves
1748: Charles de Second at, Baron de Montesquieu writes Spirit of the Laws a treatise on political theory. Montesquieu pleaded in favour of a constitutional system of government and the separation of powers (He sets for the theory of three branches of government: executive, legislative and judicial) the ending of slavery, the preservation of civil liberties and the law, and the idea that political institutions ought to reflect the social and geographical aspects of each community
1762: Jean-Jacques Rousseau writes The Social Contract, in which he argues that the "general will" reflecting the common interests of all people in a nation, is sacred and absolute
1776: the U.S. Declaration of Independence (a statement adopted by the Continental Congress on July 4, which announced that the thirteen American colonies, then at war with Great Britain, regarded themselves as independent states, and no longer a part of the British Empire) proclaims "that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness"

1780: an "Act for the General Abolition of Slavery" passes the Pennsylvania Assembly. It is the first of such legislation passed in America
1783: the Massachusetts Supreme Court outlaws slavery in the state, citing the state's constitution that "all men are born free and equal"
1786: the Virginia Statute of Religious Freedom written by Thomas Jefferson becomes part of the state's law. The statute provides the basis for the separation of church and state and promotes the freedom of the individual to practice any religion
1787: from May to August the Federal Convention convened in the State House in Philadelphia to revise the Articles for the United States Constitution. The delegates debated, and redrafted the articles of the new Constitution. The Constitution stands as a model of cooperative statesmanship and the art of compromise. Nine states ratify it the following year
1789: French Declaration of the Rights of Man and of the Citizen is adopted, stating that "men are born and remain free and equal in rights." The Declaration also states that "every man is presumed innocent until he is proven guilty" and asserts that the law "is an expression of the general will"
1789: during the debates on the adoption of the Constitution, its opponents repeatedly charged that the Constitution as drafted would open the way to tyranny by the central government. They demanded a "bill of rights" that would spell out the immunities of individual citizens. On September 25, 1789, the First Congress of the United States therefore proposed to the state legislatures 12 amendments to the Constitution. The first 10 amendments of the Constitution are known as the Bill of Rights. They provide immunities for the individual to protect against tyranny. Among the rights are the notions of freedom of speech and of the press, as well as the right to a fair trial
1791 <ul style="list-style-type: none"> • the U.S. Bill of Rights is ratified • Olympe de Gouges (French playwright and political feminist activist) writes the Declaration of the Rights of Women and urges women to "join in all activities of men" and thus assert their equality with men
1792: Mary Wollstonecraft (British feminist) writes the Vindication of the Rights of Women, she maintains that women are human beings deserving of the same fundamental rights as men
1798: the Alien and Sedition Acts were four bills passed by the Federalists in the 5th United States Congress signed into law by President John Adams. They limit the freedoms of speech and of the press and constrict the rights of the foreign born
1807: the United States Congress outlaws the importation of African slaves into the United States. Nevertheless, some 250,000 slaves are illegally imported between 1808 and 1860
1814-1815: the Congress of Vienna is held by the states that defeated Napoleon (Austria, Great Britain, Russia, France, and Prussia). International concern for human rights is

demonstrated for the first time in modern history. Freedom of religion is proclaimed, civil and political rights discussed, and the slave trade is condemned
1830: the U.S. Congress passes the Indian Removal Act in order to free land for settlement. The Act forces 70,000 Native Americans to relocate. The long trek westward became known as the "Trail of Tears" because of such a high death rate during the relocation
1833: the British Parliament passes the Abolition Act, which abolishes the slave trade in the British Empire
1842: Treaty of Nanking signed on 29 August marks the end of the First Opium War (1839–42) between the United Kingdom of Great Britain, Ireland and the Qing Dynasty of China. It was the first of what the Chinese called the unequal treaties because Britain had no obligations in return. The Chinese government was forced to cede Hong Kong to Great Britain forever, pay an indemnity of \$100 million, and open up four large cities to foreign trade with low tariffs
1841: Russia, France, Prussia, Austria, and Great Britain sign the Treaty of London abolishing slavery
1848: some 200 women and men meet in Seneca Falls, New York, to draft a "bill of rights" outlining the social, civil, and religious rights of women
1853-1854: after several unsuccessful American attempts to establish commercial relations with Japan, Commodore Matthew Perry arrives in Edo Bay and forces Japanese to sign a treaty with the United States that opened two ports to American trade
1857: Dred Scott vs Sandford case was a decision by the U.S. Supreme Court. It held that the federal government had no power to regulate slavery in the territories, and that people of African descent (both slave and free) were not protected by the Constitution and were not U.S. citizens. So, Dred Scott as a person of African ancestry, was not a citizen of the United States and therefore had no right to sue in federal court
1861: Tsar Alexander II issues the Edict of Emancipation, which frees the serfs (unfree peasant) in Russia
1863: the Emancipation Proclamation is an executive order issued by the United States President Abraham Lincoln on January 1, during the American Civil War. It was based on the president's constitutional authority as commander in chief of the armed forces; it was not a law passed by Congress. It proclaimed all slaves in Confederate territory to be forever free. Henry Dunant founds the International Committee of the Red Cross in response to the lack of treatment of wounded soldiers on the battlefield of Solferino (the last major battle in world history where all the armies were under the personal command of their monarchs, was between France, Austria and Sardinia)
1864: the Convention for the Amelioration of the Condition of Armies in the Field (First Geneva Convention) is signed on August 22 by several European states, outlining the rules for protecting the wounded in wartime and grants immunity to hospital staff and the Red Cross during war

<p>1864: the Convention for the Amelioration of the Condition of Armies in the Field (First Geneva Convention) is signed on August 22 by several European states, outlining the rules for protecting the wounded in wartime and grants immunity to hospital staff and the Red Cross during war</p>
<p>1865: the Thirteenth Amendment to the United States Constitution, abolishing slavery in the United States, takes effect on December 18</p>
<p>1866: the Civil Rights Act of 1866 passes with one vote over President Andrew Johnson's veto. The Act proclaims that all persons born in the United States are U.S. citizens without regard to race or colour. The American Equal Rights Association (AERA), also known as the Equal Rights Association, was an organization formed by women's rights and black rights activists in 1866 in the United States. Its goal was to join the cause of gender equality with that of racial equality. Tensions between proponents of the dissimilar goals caused the AERA to split apart in 1869</p>
<p>1868: the Fourteenth Amendment to the United States Constitution is ratified on July 28. The amendment declares that no state shall "deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."</p>
<p>1869: the National Women Suffrage Association (NWSA) is founded in New York City in response to a split in the AERA</p>
<p>1870: the Fifteenth Amendment to the Constitution, which states that "the right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, colour, or previous condition of servitude," goes into effect on March 30</p>
<p>1880-1914: European imperialism reaches its climax. During this time, European nations not only continued to send migrants, money, and manufactured goods around the world, but also sought to create or enlarge their political empires. The new imperialism was aimed primarily at Africa and Asia as Africans and Asians are put under the political rule of Europeans</p>
<p>1882: the U.S. Congress passes the Chinese Exclusion Act. It was one of the most significant restrictions on free immigration in U.S. history</p>
<p>1884-1885 CE: the Berlin Conference divides Africa amongst the European powers without any regard to the indigenous people. The conference also agrees to work to stop slavery and the slave trade in Africa</p>
<p>1885: a Woman Suffrage Society is founded in Norway</p>
<p>1888-1889: an Australian Women Suffrage League and a Danish Women Suffrage Society are founded. The Brussels Conference (full title: Convention Relative to the Slave Trade and Importation into Africa of Firearms, Ammunition, and Spirituous Liquors) was a collection of anti-slavery measures signed in Brussels on 2 July</p>

1893: New Zealand becomes the first nation to grant women the right to vote
1894-1899: Alfred Dreyfus, a Jewish officer in the French army, is convicted of treason based on fabricated evidence by the French Army. The "Dreyfus Affair" divides French society and is representative of anti-Semitic feelings in Europe at the time. Dreyfus was pardoned in 1899
1896: in Plessy v. Ferguson, the U.S. Supreme Court rules that segregation is constitutional as long the facilities are "separate but equal."
1901: Henry Dunant (founder of the Red Cross) and Frederic Passy (a leading international pacifist) are awarded the first Nobel Peace Prize
1902: the Australian Parliament passes the Commonwealth Franchise Act denying "aboriginal natives of Australia, Asia, Africa or the Islands of the Pacific except New Zealand" the right to vote. In 1902, the International Alliance of Women for Suffrage and Legal Citizenship was founded by leading American suffragists at a meeting in Washington attended by women from eleven countries
1904: meeting in Berlin formally constituted the International Woman Suffrage Alliance (IWSA). They met regularly until the outbreak of war in 1914
1907: Central American Peace Conference provides for the right of aliens to appeal to courts where they reside
1909: the National Association for the Advancement of Coloured People (NAACP) is founded in New York City for the purpose of improving the conditions of coloured people
1914: First World War begins. With new weapons, civilian populations become victims of expanded warfare. As a reaction, a new sense of international morality begins to emerge
1915-1920: the Armenian genocide was the Ottoman government's systematic extermination of its minority Armenian subjects from their historic homeland in the territory constituting the present-day Republic of Turkey. Was implemented in two phases: the killing of the able-bodied male population through massacre and forced labor, and the deportation of women, children, the elderly and infirm on death marches to the Syrian Desert. It is estimated that one and a half million Armenians died during the genocide
1917: the U.S. Congress passes the Asiatic Barred Zone Act, prohibiting immigration to the United States from mostly Asian countries
1918: the Australian Parliament passes the Aboriginal Ordinance entering in the "protectionist era" in which the state takes away many of the basic rights of the aboriginal populations. The U.S. Congress passes the U.S. Sedition Act. It forbade the use of "disloyal, profane, scurrilous, or abusive language" about the form of government of the United States, its flag, or its armed forces or that caused others to view the American government or its institutions with contempt

1919

- at the end of the Great War (World War I), The Treaty of Versailles requires that Kaiser Wilhelm II be placed on trial for a "supreme offense against international morality and the sanctity of treaties." Kaiser Wilhelm seeks exile in Holland, which refuses demands to extradite him. Regardless, for the first time in history, nations seriously considered imposing criminal penalties on heads of state for violations of fundamental human rights
- during the Paris Peace Conference other treaties stress minorities' rights, including the right of life, liberty, freedom of religion, right to nationality of state of residence, complete equality with other nationals of the same state, and the exercise of civil and political rights. The International Labor Organization (ILO) is established to advocate for human rights represented in labor law, encompassing concerns such as employment discrimination, forced labor and worker safety
- the Pan-African Congress meets and petitions the Paris Peace Conference that Africans take part in governing their land "as fast as their development permits" until African colonies are granted home rule
- the Women's International League for Peace and Freedom is established
- the League of Nations Covenant is signed as part of the Treaty of Versailles. The mission of the League is "to promote international co-operation and to achieve international peace and security." For the first time in history, collective security is introduced on an international scale

1919-1920:the U.S. Senate rejects the Treaty of Versailles

1920

- League of Nations Covenant requires members to "endeavor to secure and maintain fair and humane conditions of labor for men, women and children," "secure just treatment of the native inhabitants of territories under their control, "and take measures for the prevention and control of disease." Out of these provisions grows work of International Labor Organization
- the Nineteenth Amendment to the United States Constitution, granting women the right to vote, is ratified on August 26

1922: the International Federation of Human Rights Leagues, composed of fourteen national human rights organizations, is established

1924

- the Immigration Act of 1924 passes in the U.S. Congress, barring "aliens ineligible to citizenship," effectively excluding Asians from entry, and stipulating that only whites may be naturalized as U.S. citizens
- the U.S. Congress passes the Snyder Act, which grants all Native Americans born in the United States full U.S. citizenship

1926: the Geneva Conference passes a Slavery Convention, demonstrating international agreement to end all conditions of slavery worldwide

1928

- the 27 of August, 15 countries signed the Kellogg-Briand Pact (also called the Pact of

<p>Paris), reflected the movement to outlaw war to prevent a recurrence of the outrage of World War I. The treaty renounced war as an instrument of national policy, and stated that nations should resolve their disputes by pacifist means</p> <ul style="list-style-type: none"> British women gain the right to vote
<p>1930: the ILO passes the Convention Concerning Forced or Compulsory Labour, in which each of the member states agree "to suppress the use of forced or compulsory labour in all its forms within the shortest possible time"</p>
<p>1932: in Brazil, women gain the right to vote</p>
<p>1933 – 1936: during the first term of the United States President Franklin D. Roosevelt, a series of presidential executive orders or laws passed by Congress in response to the Great Depression. These laws were called the New Deal and focused on: Relief for the unemployed and poor; Recovery of the economy to normal levels; and Reform of the financial system to prevent a repeat depression</p>
<p>1934: the United States Congress passes the Indian Reorganization Act, which restores tribal ownership of reservation lands and establishes a credit fund for land purchases by Native Americans</p>
<p>1933-1945: Adolph Hitler's Nazi regime comes to power in Germany on January 30, 1933. The period from this date through the end of the Second World War (May 8, 1945) is remembered as the "Holocaust"</p>
<p>1933-1939: a series of discriminatory laws are passed in Germany (the "Laws of April" and the "Nuremberg Laws") which progressively exclude people of Jewish ancestry from employment, education, housing, healthcare, marriages of their choice, pension entitlements, professions such as law and medicine, and public accommodations such as theatres, cinemas and vacation resorts</p>
<p>1935-1953: Joseph Stalin uses the murder of Sergei Kirov, probably ordered by Stalin himself, to launch a reign of terror. During the Russian Purges, it is estimated that some 20 million Russian citizens were killed or died in the Gulags, a vast majority for crimes they never committed</p>
<p>1939: Germany invades Poland starting the Second World War</p>
<p>1939-1945: during World War II, 6 million European Jews are exterminated by Hitler's Nazi regime. Millions of others civilians (Gypsies, Communists, Soviet POWs, Poles, Ukrainians, people with disabilities, labour unionists, "habitual" criminals, Socialists, Jehovah's Witnesses, homosexuals, Free Masons and indigent people such as vagrants and beggars) are forced into concentration camps, subjected to ghastly "medical" experiments, starved, brutalized, murdered</p>
<p>1941</p> <ul style="list-style-type: none"> United States President Franklin D. Roosevelt, in a speech before the United States Congress, identifies "Four Freedoms" as essential for all people: freedom of speech and religion, freedom from want and fear

<ul style="list-style-type: none"> United States President Franklin D. Roosevelt and British Prime Minister Winston Churchill adopt the Atlantic Charter, in which they state their hope, among other things, "that all men in all the lands may live out their lives in freedom from want and fear"
<p>1942</p> <ul style="list-style-type: none"> following the attack on the United States by Japan on December 7, 1941, the U.S. government forcibly moves some 120,000 Japanese-Americans from the western United States to detention camps; their exclusion lasts three years. Some 40 years later, the government acknowledges the injustice of its actions with payments to Japanese-Americans of that era that are still living Rene Cassin of France urges that an international court be created to punish those guilty of war crimes
<p>1943: the Magnuson Act passes the U.S. Congress, lifting the prohibitions of citizenship for people of Asian descent</p>
<p>1944: representatives from the United States, Great Britain, the Soviet Union and China meet at Dumbarton Oaks (a historic estate in the Georgetown neighborhood of Washington, D.C. It was the residence and gardens of Robert Woods Bliss (1875–1962) and his wife Mildred Barnes Bliss (1879–1969).) to create the foundation for the United Nations</p>
<p>1945: the United Nations (UN) is established. Its Charter states that one of its main purposes is the promotion and encouragement of "respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language or religion"</p>
<p>1945-1949: in the trials at Nuremberg, the Allied powers prosecute Nazi leaders for war crimes and crimes against humanity. It is the first criminal trial in history to prosecute crimes committed by individuals during wartime</p>
<p>1946-1948: the Tokyo War Crime Trials take place under the Direction of General Douglas MacArthur. As in Nuremberg, Japanese leaders were tried for "crimes against peace" and military officials are tried for "conventional war crimes" and "crimes against humanity"</p>
<p>1946</p> <ul style="list-style-type: none"> Commission on Human Rights established by the UN Economic and Social Council (ECOSOC) Commission on the Status of Women is established by ECOSOC (where it was originally a sub-commission of the Commission on Human Rights) following the Nuremberg trials, an international conference is held in Paris to establish an international criminal code. Out of this meeting, the International Criminal Court is born. A permanent tribunal to prosecute individuals for genocide, crimes against humanity, war crimes, and the crime of aggression U.S. President Harry S. Truman creates The President's Commission on Civil Rights. The committee's terms of reference were: to examine the condition of civil rights in the United States, to produce a written report of their findings, and to submit recommendations on improving civil rights in the United States
<p>1947: India receives its independence after years of non-violent protests led by Mahatma</p>

Gandhi
<p>1948</p> <ul style="list-style-type: none"> the ILO passes the Convention on the Freedom of Association and Protection of the Right to Organize the Organization of American States (OAS) adopted the Declaration of the Rights of Man the UN adopts the Convention of the Prevention and Punishment of the Crime of Genocide the UN General Assembly adopts the Universal Declaration of Human Rights, the primary international articulation of the fundamental and inalienable rights of all human beings and the first comprehensive agreement among nations with regards to the specific rights and freedom of all human beings
<p>1948 – 1994: the government of South Africa begins enacting more rigorous and authoritarian segregation laws that cement the ideology of apartheid (Literally translated it means 'the status of being apart') into law. The laws detail how and where the colored population lives and works, strip the colored population of their ability to vote, and go to great length to maintain white racial purity. The rights of the majority black inhabitants of South Africa were curtailed and white supremacy and Afrikaner (a Germanic ethnic group in Southern Africa descended from Dutch, French and German settlers) minority rule was maintained</p>
<p>1949</p> <ul style="list-style-type: none"> the Australian Parliament passes the Social Services Consolidation Act, which provides a number of federal benefits to Aboriginal natives of Australia who meet qualifications that were largely in accord with Parliament's assimilationist policy towards the Aboriginal people the ILO adopts the Right to Organize and Collective Bargaining the Diplomatic Conference for the Establishment of International Conventions for the Protection of Victims of War (Geneva Convention) approves standards for more humane treatment for prisoners of war, the wounded and civilians the Statute of the Council of Europe asserts that human rights and fundamental freedoms are the basis of the emerging European system Women gain the right to vote in China.
<p>1950</p> <ul style="list-style-type: none"> the UN adopts the European Convention on Human Rights and the Convention for the Suppression of Traffic in Persons and Exploitation or Prostitution of Others the Mattachine Society organizes in Los Angeles to fight discrimination against gays in housing, employment and assembly, and to lobby for the enactment of a bill of rights for gays
<p>1951: the Office of the United Nations High Commissioner for Refugees is established by the United Nations General Assembly. The agency is mandated to lead and co-ordinate international action to protect refugees and resolve refugee problems worldwide. The agency is to ensure that everyone can exercise the right to seek asylum and find safe refuge in another State, with the option to return home voluntarily, integrate locally or to resettle in a third country</p>

<p>1952</p> <ul style="list-style-type: none"> the U.S. Congress passes the Immigration and Nationality Act (also known as the McCarran-Walter Act), which ends the last racial and ethnic barriers to naturalization of aliens living in the U.S., but reduces the ethnic quotas for immigrants to the U.S. from Eastern and South-eastern Europe the UN adopts the Convention on Political Rights of Women (entered into force on 7 July 1954)
<p>1953: the Council of Europe creates the European Commission on Human Rights and the Court of Human Rights</p>
<p>1954: the United States Supreme Court rules in Brown v. Board of Education that racial segregation in public schools is unconstitutional</p>
<p>1955</p> <ul style="list-style-type: none"> the Daughters of Bilitis is founded in San Francisco as an organization to work for the acceptance of lesbians as respectable citizens of society the U.S. adopts the Standard Minimum Rules for the Treatment of Prisoners
<p>1957</p> <ul style="list-style-type: none"> the United States Congress approves a civil rights bill, to protect voting rights for African-Americans the UN adopts the Convention on Nationality of Married Women the ILO adopts the Convention Concerning Abolition of Forced Labour the ILO adopts the Convention Concerning Indigenous and Tribal Populations
<p>1958: Convention Concerning Discrimination in Employment and Occupation (ILO) is adopted</p>
<p>1960</p> <ul style="list-style-type: none"> the Inter-American Commission on Human Rights is established as an advisory body to the Organization of American States the Convention Against Discrimination in Education is adopted by the UN Educational, Scientific and Cultural Organization (UNESCO) following an anti-apartheid protest challenging a law dictating where coloured people can go, at which 69 protesters are killed by police, the South African government bans the African National Congress (ANC) and other opposition groups
<p>1961</p> <ul style="list-style-type: none"> President John F. Kennedy appoints Eleanor Roosevelt to head the first Presidential Commission on the Status of Women The European Social Charter defines economic and social rights for member states of the Council of Europe Peter Benenson founds Amnesty International

1962

- the National Farm Workers (later known as the United Farm Workers of America) is organized by Cesar Chavez to protect migrant American farm workers, most of whom were Hispanic
- voting rights, though not compulsory, are extended to all Aborigines and Torres Strait Islanders by the Australian Parliament. (In 1984 the electoral law is changed to remove any distinctions between indigenous peoples and other citizens.)

1963: the Organization of African Unity is established in Addis Ababa, on signature of the OAU Charter by representatives of 32 governments. Dedicated to African self-determination and the advancement of the African people

1964

- Martin Luther King, Jr. wins the Nobel Peace Prize
- Nelson Mandela and seven other leaders of the African National Congress (ANC) are convicted of sabotage and sentenced to life in prison by the South African government for protesting the apartheid policies in South Africa

1965

- International Convention on the Elimination of All Forms of Racial Discrimination (UN) is adopted
- the U.S. President Lyndon B. Johnson signs the Immigration Act of 1965, eliminating the ethnic quotas established under the McCarran-Walter Act of 1952
- the UN adopts the International Convention on the Elimination of All Forms of Racial Discrimination

1966

- the UN adopts and opens for signature the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights. Together these documents further developed the rights outlined in the Universal Declaration of Human Rights
- the UN sets up the Optional Protocol to the International Covenant on Civil and Political Rights, allowing individuals to charge violations of human rights

1966-1976: Mao Zedong begins a "purification" of leftist ideas known as the Cultural Revolution in China, resulting in a decade of internal unrest and violence as thousands of Chinese citizens are killed by their own government

1968

- the UN adopts the Convention on Non-Applicability of Statutory Limitations to War Crimes and Crimes Against Humanity
- the First World Conference on Human Rights is held in Tehran. The United Nations convened member states to evaluate the failures and successes of human rights promotion since the adoption of the Universal Declaration of Human Rights and to work toward the elimination of racial discrimination and apartheid. René Cassin wins the Nobel Peace Prize for drafting the Universal Declaration of Human Rights
- the U.S. Congress passes the Architectural Barriers Act, requiring that all facilities supported with federal funding be designed in such a way as to be fully accessible to

individuals with disabilities.
<p>1969</p> <ul style="list-style-type: none"> the Organization of American States (OAS) adopts the American Convention on Human Rights the Stonewall Riots in New York City began a movement for gay rights the Gay Liberation Front (GLF) is founded; the Gay Activists Alliance breaks away from the GLF homosexuality is decriminalized in Canada a Committee for Homosexuality is formed in the UK
<p>1970: the Campaign Against Moral Persecution, also known as C.A.M.P., was founded in Sydney and was one of Australia's first gay rights organisations</p>
<p>1972</p> <ul style="list-style-type: none"> the United States Senate approves a constitutional amendment, the Equal Rights Amendment, banning discrimination against women because of their sex. The amendment is later defeated for lack of sufficient ratification among the states title IX is passed, guaranteeing that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational programs or activity receiving federal financial assistance"
<p>1973</p> <ul style="list-style-type: none"> International Convention on Suppression and Punishment of the Crime of Apartheid (UN) is adopted Roe v. Wade, is a landmark decision by the United States Supreme Court on the issue of abortion. Decided simultaneously with a companion case, Doe v. Bolton, the Court ruled that a right to privacy must be balanced against the state's two legitimate interests in regulating abortions: protecting prenatal life and protecting women's health the UN adopts the International Convention on the Suppression and Punishment of the Crime of Apartheid. On September 11, a bloody military coup overthrows Chilean President Salvador Allende and a junta, led by General Augusto Pinochet, takes power. Pinochet quickly dissolves the Congress, suspends the constitution, criminalizes opposition political parties, and places strict limits on the media. During his seventeen-year dictatorship, Pinochet presides over the repression, torture, disappearance, and death of thousands of Chilean citizens who opposed his rule
<p>1975</p> <ul style="list-style-type: none"> the Final Act of the Helsinki Conference on Security and Cooperation in Europe (CSCE) affirms the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social, and Cultural Rights. The conference establishes an on-going forum for East-West communication on human rights and humanitarian issues. This framework for international communication inspires the creation of many non-governmental organizations (NGOs) and citizens' groups that will help monitor human rights and demand compliance with standards set by the UN and its member states <ul style="list-style-type: none"> the UN adopts the Declaration on Rights of Disabled Persons

- Andrei D. Sakharov wins the Nobel Peace Prize for his promotion of human rights in the Soviet Union
- Portugal becomes the last major power to relinquish its substantial colonial holdings in Africa. Many colonies, including Angola, Sao Tome and Principe, Cape Verde and Mozambique were finally freed of colonial rule

1976: the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights takes effect after ratification of enough UN Member states. The U.S. delegation to the UN supports the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights

1977

- Amnesty International wins the Nobel Peace Prize
- a human rights bureau (an administrative unit of government) is created within the U.S. Department of State. Its first reports on human rights are issued this year
- U.S. President Jimmy Carter begins to institutionalize human rights agendas into American foreign policy

1978

- the National Coalition Against Domestic Violence is founded in the United States
- Human Rights Watch began in 1978 with the creation of Helsinki Watch, designed to support the citizens' groups formed throughout the Soviet bloc to monitor government compliance with the 1975 Helsinki Accords. Helsinki Watch adopted a methodology of publicly "naming and shaming" abusive governments through media coverage and through direct exchanges with policymakers
- the Camp David Accords were signed by Egyptian President Anwar El Sadat and Israeli Prime Minister Menachem Begin on 17 September 1978, following thirteen days of secret negotiations. Was one of the first steps toward peace between the Israelis and Palestinians

1979

- the UN adopts the Code of Conduct for Law Enforcement Officials and the Convention on the Elimination of All Forms of Discrimination Against Women
- the Organization of American States establishes the Inter-American Court of Human Rights

1980

- the U.S. Supreme Court orders the federal government to pay some \$120 million dollars to eight tribes of Sioux Indians in reparation for American Indian land that the government seized illegally in 1877
- the U.S. delegation to the UN supports the Convention on the Elimination of All Forms of Discrimination Against Women, which the U.S. Congress has yet to ratify

1981

- African Charter of Human and People's Rights is adopted by the Organization for African Unity (OAU)
- the UN adopts the Declaration on the Elimination of All Forms of Intolerance Based on Religion or Belief after nearly 20 years of drafting
- the International Labour Organisation adopts the Convention Concerning the

Promotion of Collective Bargaining
1982: Principles of Medical Ethics (UN) is adopted
1983: the Arab Organization for Human Rights is formed
1984 <ul style="list-style-type: none"> • Convention Against Torture and Other Cruel, Inhumane or Degrading Treatment or Punishment (UN) is adopted • Desmond Tutu wins the Nobel Peace Prize
1985 <ul style="list-style-type: none"> • the Committee on Economic, Social, and Cultural Rights is established within the United Nations • the UN adopts the International Convention against Apartheid in Sports • the U.S. Senate votes to impose economic sanctions on South Africa in protest against the government's apartheid policy • the UN adopts the Nairobi Forward-looking Strategies for the Advancement of Women
1986: the UN adopts the Declaration on the Right to Development
1988 <ul style="list-style-type: none"> • after 40 years of lobbying by non-governmental organizations, the U.S. Congress ratifies the Convention on the Prevention and Punishment of the Crime of Genocide • the UN ratifies the Body of Principles for Protection of All Persons Under Any Form of Detention or Imprisonment • African governments create the African Commission on Human and Peoples' Rights
1989 <ul style="list-style-type: none"> • Dalai Lama wins the Nobel Peace Prize • in Tiananmen Square, Chinese authorities massacre student demonstrators struggling for democracy • the UN adopts both the Convention on the Rights of the Child and the Second Optional Protocol to the International Covenant on Civil and Political Rights aimed at the abolition of the death penalty • the International Labour Organisation adopts the Convention Concerning Indigenous and Tribal Peoples in Independent Countries • The Berlin Wall is dismantled
1990 <ul style="list-style-type: none"> • the Americans With Disabilities Act is signed into law, establishing "a clear and comprehensive prohibition of discrimination on the basis of disability." • the World Summit for Children of the World adopts the Declaration on the Survival, Protection, and Development of Children and the Plan of Action for Implementing the World Declaration • the UN adopts the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families • after 27 years of imprisonment, Nelson Mandela is released from Robben Island Prison on February 11

<p>1990-1991: after the UN imposes sanctions on Iraq, the U.S. enters the Gulf War to protect the sovereignty of Kuwait and to maintain human rights in the area</p>
<p>1991: Aung San Suu Kyi wins the Nobel Peace Prize</p>
<p>1992</p> <ul style="list-style-type: none"> • United States ratifies the International Covenant on Civil and Political Rights • the UN Security Council adopts a resolution to deploy the United Nations Protection Force in the former Yugoslavia • a UN Security Council resolution condemns "ethnic cleansing" in Bosnia and Herzegovina. Another Security Council resolution demands that all detention camps in Bosnia and Herzegovina be closed • the UN adopts the Declaration on the Protection of All Persons from Enforced Disappearance • the UN adopts the Declaration on the Protection of All Persons Belonging to National or Ethnic, Religious, and Linguistic Minorities • Rigoberta Menchu Tum wins the Nobel Peace Prize
<p>1993</p> <ul style="list-style-type: none"> • Criminal Tribunal on the Former Yugoslavia is established in the Hague as an ad hoc international tribunal to prosecute persons responsible for crimes against humanity and war crimes since 1991. These trials represent the first international war crimes tribunal since the Nuremberg Trials following WWII • the Second World Conference on Human Rights Convenes in Vienna, where the Vienna Declaration and Programme of Action is adopted • the United Nations General Assembly creates the post of High Commissioner for Human Rights • the UN adopts the Declaration on the Elimination of Violence against Women • Nelson Mandela and F.W. de Klerk are awarded the Nobel Peace Prize "for their work for the peaceful termination of the apartheid regime, and for laying the foundations for a new democratic South Africa." • the U.S. adopts the policy "Don't Ask, Don't Tell, Don't Pursue" which gives the government the right to remove open homosexuals from military service
<p>1994 – 2004: UN Decade for Human Rights Education is declared on December 23 (UN)</p>
<p>1994</p> <ul style="list-style-type: none"> • the first UN High Commissioner for Human Rights, Jose Ayala Laso, takes his post • United States ratifies the International Convention on the Elimination of All Forms of Racial Discrimination and the Convention Against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment • an emergency session of the Commission on Human Rights convenes to respond to genocide in Rwanda • the first UN High Commissioner for Human Rights, Jose Ayala Lasso, takes his post • the U.S. Congress ratifies the International Convention on the Elimination of All Forms of Racial Discrimination and the Convention Against Torture and Other Cruel, Inhumane, or Degrading Treatment or Punishment • the U.S. delegation to the UN supports the Convention on the Rights of the Child,

<p>which remains un-ratified by the U.S. Congress. The Optional Protocols to the Convention on the Rights of the Child on the involvement of children in armed conflict and on the sale of children, child prostitution and child pornography are ratified by the U.S. Congress in 2002</p> <ul style="list-style-type: none"> from April 26-29 South Africa holds the first election in the country where all races could vote. Nelson Mandela is elected president and the ANC wins 252 of the 400 seats in the National Assembly
<p>1995</p> <ul style="list-style-type: none"> the Beijing Declaration at the World Conference on Women declares that "Women's rights are human rights." The Platform for Action designed at the conference contains dozens of references to human rights pertaining to women the Truth and Reconciliation Commission is set up by the South African Government to address human rights violations under apartheid Aung San Suu Kyi, is a Burmese opposition politician and chairperson of the National League for Democracy (NLD) is released from house arrest in Burma
<p>1996</p> <ul style="list-style-type: none"> Jose Ramos Horta and Bishop Carlos Belo win the Nobel Peace Prize President Clinton signs the Defence of Marriage Act, denying the right of marriage to same-sex couples by defining marriage "only as a legal union between one man and one woman"
<p>1997: Mary Robinson, former President of the Republic of Ireland, becomes the second UN High Commissioner for Human Rights</p>
<p>1998</p> <ul style="list-style-type: none"> 50th Anniversary of the Universal Declaration of Human Rights marks a cornerstone event in humanity's struggle to recognize, promote, and protect human rights and fundamental freedoms Francis M. Deng, the UN Representative of the Secretary-General on Internally Displaced Persons, and a group of legal experts write the Guiding Principles on Internal Displacement, which establishes important guidelines concerning how governments can assist their displaced populations. However, the guidelines are not ratified or signed by any state General Augusto Pinochet is arrested for murder in London on a warrant from Spain requesting his extradition. The Spanish authorities issue the warrant pursuant to their investigation of allegations of murder, torture and disappearances of Spanish nationals in Chile between 1973 and 1990
<p>1999</p> <ul style="list-style-type: none"> John Howard, Australian Prime Minister, refuses to offer a formal national apology for Australia's mistreatment of aborigines the International Labour Organisation adopts the Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour
<p>2000: the International Labour Organisation adopts the revised Maternity Protection Convention</p>

<p>2001: in response to the terrorist attacks of September 11th, the U.S. Congress ratifies the Patriot Act reducing the rights and freedoms of many Americans</p>
<p>2003-2004: in November 2003 the Massachusetts high court ruled that it would allow same sex marriage and the first gay marriages in the U.S. were performed on 17 May 2004</p>
<p>2003: the International Court of Justice rejects Yugoslavia's second challenge to the Bosnian Genocide claim, paving the way for oral hearings for the first time since the case was brought to the Court in 1993</p>
<p>2004</p> <ul style="list-style-type: none"> • press reports describe the U.S. torture of Iraqi prisoners at Abu Ghraib Prison during and after the 2003 Iraq War • President George W. Bush reacts to the legalization of gay marriage in Massachusetts by supporting a Constitutional Amendment to define marriage as between one man and one woman • genocide begins in the Darfur region of the Sudan as the Janjaweed have displaced millions. UN efforts thus far have been largely unsuccessful
<p>2005: two years after the invasion of Iraq by Coalition Forces to remove Saddam Hussein, the Iraqi people hold their first free election</p>

HANDOUT_3 GENERATIONS OF HRs

CIVIL AND POLITICAL RIGHTS (FIRST GENERATION RIGHTS)

These rights began to emerge as a theory during the seventeenth and eighteenth centuries and were based mostly on political concerns. They were based on the belief that people should have some influence over the policies that affected them. The two central ideas were those of personal liberty, and of protecting the individual against violations by the state

SOCIAL, ECONOMIC AND CULTURAL RIGHTS (SECOND GENERATION RIGHTS)

They concern how people live and work together and the basic necessities of life. They are based on the ideas of equality and guaranteed access to essential social and economic goods, services, and opportunities. They became increasingly a subject of international recognition with the effects of early industrialization and the rise of a working class

SOLIDARITY RIGHTS (THIRD GENERATION RIGHTS)

Although none of the rights listed in the UDHR has been brought into serious question in over 60 years, new treaties and documents have clarified and further developed some of the basic concepts. In this process it's important to have in mind that the idea behind the concept of "human dignity" has been changed and evolved. These new rights embrace collective rights of society or peoples and they are the right to sustainable development, to peace or to a healthy environment.

TITLE	Discriminative Breakfast
TOPIC/S	Human Rights infringement and violation
AIM	To sensitise participants toward Human Rights infringement and violation. The activity shows how, putting a simple thing as having breakfast as a goal, everyone can become competitive, forgetting the others
TOOL TYPE	Simulation, Role play game
DURATION	150 minutes
MATERIAL	<p>Different types of food for the breakfast, tables, at least 3 different rooms, visa forms in different languages, passports in the three different colours (green, yellow and red), green stamps.</p> <p>NOTE:</p> <ul style="list-style-type: none"> ✓ Materials: you can add all the materials that you want to create the atmosphere of migration offices, hospitals, waiting areas etc. ✓ Facilitators: it is needed a team of at least 5-7 people to run the activity (e.g. 3 bureaucrats, 1 doctor, 2 security officers)
DESCRIPTION	<p>Setting: facilitators have to prepare the space before the participants' arrival, creating a separate space with breakfast (preferably behind a door that can be closed) and different desks (e.g. one in the room entrance for getting passport, two for questionnaires, one for sanitary check).</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants arrive to have breakfast, but they are asked their personal data from the first desk in the entrance and they get a passport. Passports are marked by different colours: red, yellow and green and they are only valid with the signature of the person in charge, sitting in the desk. People with the green passport can enter and have breakfast, people with yellow and red passports are directed toward the different desks. After being sent from desk to desk and to the sanitary check, people with yellow passports can enter as well to have breakfast, after the bureaucrats will put a green stamp on their passport. People with red passport shall never be allowed to enter. There are also security officers directing and bothering people while they are waiting in line in front of the bureaucrats' desks and the sanitary check point.</p> <p>Step 2. There is not a precise moment to finish the activity (it is really depending on the group reaction), but when facilitators decide to close it, they have to</p>

	<p>invite everyone to get out of their roles (so called "de-rolling") and prepare the tables to have breakfast all together. This is a very important moment because it helps the emotions to cool down and to enter a different state of mind, that will be useful for the upcoming debriefing.</p> <p>Key questions for the debriefing:</p> <ul style="list-style-type: none"> • How did you feel? • What happened? • Which tactics did you use to get breakfast? • How did you feel about the others? • Did you try to help the others? • How realistic is the situation that you lived during the activity? • How realistic are the tactics that you used? <p>NOTE:</p> <ul style="list-style-type: none"> • Choice of passport colour: make sure that the group is already formed before you play the activity and make sure not to give the passports randomly to participants. • Language used by people running the activity: people running the activity should not speak the common language, but they speak their own mother tongue or anything without meaning (e.g. numbers).
--	--

TITLE	HRs Cafeteria
TOPIC/S	Specific sub-issues within Human Rights
AIM	To share what is happening in the different countries, for what concerns Human Rights specific sub-issues in the following spheres: gender, migration, environment, education
TOOL TYPE	Work in small groups
DURATION	100 minutes (20 minutes for each table * 4 tables + 20 minutes for the final restitution)
MATERIAL	Flipchart, markers, A4 papers, post-it, pens and in case it's decided to extra "decorate" the cafeteria, all the stuff that can evoke a cafeteria
DESCRIPTION	<p>Setting: the room is organized as a cafeteria, there are 4 tables with chairs, nice tablecloths, one flipchart in the middle of each table, with post-it and markers. Some of the trainers are dressed up as waiters, possibly with aprons and note books where to take the customers' orders.</p> <p>NOTE: all the details, being a simulation, are important, so if we want to add flowers, candies or any other stuff reminding a cafeteria it's fine.</p> <p>Waiters welcome participants in the cafeteria and ask them to join a table. In order to encourage the active participation, it's important to have groups of</p>

	<p>equal size per each table. Once all the participants are sitting on their table, the table-host (one of the trainers) presents the activity: in each table there is a relevant topic to discuss. The topics are not presented before in plenary, but the group members discover the new topic when they join the new table. While participants are discussing, waiters are joining the tables taking the customers' orders and bringing them coffee, tea, biscuit, candies and fruit. In the same time, there is a table host in each table, who is keeping track of the main points in the discussions.</p> <p>NOTE: after each slot of time, participants can decide what is the next table they want to join. They cannot stay two rounds on the same table. It can be also kept the same group for the rotation to the next table.</p> <p>Below the different spheres/topics to discuss:</p> <ul style="list-style-type: none"> • Gender • Migration • Environment • Education <p>At the end of the activity participants are back in plenary and the table-hosts run a small recap of the main elements appeared in the discussion, maximum 5 minutes each.</p>
--	--

HRs MORE IN DEPTH

TITLE	Four frames
TOPIC/S	Different roles in HR violations
AIM	To reflect individually on past experiences regarding the rights violations of self or others
TOOL TYPE	Individual work and small group discussions
DURATION	90 minutes
MATERIAL	Paper, pens, flipcharts, markers
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Due to the intense emotional nature of the activity following, the session begins with two warm-ups.</p> <p>Warm-up 1. The participants are asked to work in pairs. They are given the word "support" and are given 5 minutes to present it in 3 separate photo frames one after the other in 30 seconds.</p> <p>Warm-up 2. The participants in pairs are asked to pretend one is a puppet and the other puppeteer, with the puppeteer moving the puppet. The puppet and the puppeteer exchange roles after the first half of the activity. At the end of the warm-up the pairs are asked to join other pairs, forming groups of 4 (or 5 at most) for the next part.</p> <p>Step 2. The participants are introduced 4 possible roles during the violation of a right with a brief explanation on each:</p> <ul style="list-style-type: none"> • Victim • Perpetrator • Bystander • Intervener <p>Step 3. Participants are asked to reflect on their experiences for 30 minutes and take personal notes, individually. They are also informed that they will be asked to share one of the experiences in only small groups of 4 or 5, only if they want to.</p>

	<p>Step 4. Following the individual reflection, the group is asked to go back to the latest small groups they worked with for the photo frames and mirrors. In small groups, they are asked to share one of the experiences per person, if they wanted to.</p> <p>NOTE: this workshop is linked to an introductory to the next one, "Acting out".</p>
--	---

TITLE	Acting out
TOPIC/S	Different roles in HR violations, expressing them by theatre
AIM	To reflect individually on past experiences regarding the rights violations of self or others
TOOL TYPE	Acting out technique and theatrical presentations
DURATION	100 minutes
MATERIAL	Costumes
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. After the sharing (Step 4. of the workshop "Four frames"), each group is requested to be prepared a theatrical performance of 5 minutes to represent either one of the stories, or a combination of multiple stories.</p> <p>Step 2. The groups show their performances, using a maximum of 5 minutes.</p> <p>Step 3. Right after each performance, the group remains on the stage and it's run a short analysis of what happened. The analysis begins with feelings as the activity has the potential to create many feelings. Also, it may be a chance to see that multiple people have already experienced similar negativities.</p> <p>Step 4. At the end of the workshop it follows a debriefing. Here, following any feelings expressed, the session is wrapped up with some input on the possible feelings of loneliness and helplessness with extra focus on the importance of embracing these feelings and experiences.</p>

EVEN MORE HRs

TITLE	Learning Space Dynamics														
TOPIC/S	Sub-topics and issues not yet explored within Human Rights														
AIM	To make participants share information and knowledge, to have the chance to go more in depth on the topic/s and to explore sub-topics and issues not yet explored, to generate a bottom-up approach where knowledge is shared in a horizontal way among participants and the session is self-organised														
TOOL TYPE	Open Space Technology														
DURATION	180 minutes														
MATERIAL	Flipcharts, markers, pens, paper/notebooks, post-it														
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. In plenary participants are asked if they have:</p> <ul style="list-style-type: none"> • extra subjects they want to discuss • actions or project to present • methodologies and tools to present/share <p>Step 2. One of the facilitator is in charge to collect the expression of interest of those who want to present. Different slots are created and a participant/facilitator/chairperson (the one who wants to present the project/action) is assigned to each slot.</p> <p>NOTE: the facilitator is the person who proposed the presentation. To be facilitator of the Open University it's not needed to have previous experiences in the field of facilitation. The facilitator should present the project/action and then free space for questions and clarifications is left.</p> <p>Step 3. The slots can be organized as followed (some of them are taking place in the same time):</p> <table border="1"> <tr> <td>SLOT 1 – 45'</td><td>Subject:</td><td>Subject:</td><td>Subject:</td></tr> <tr> <td>SLOT 2 – 45'</td><td>Subject:</td><td>Subject:</td><td>Subject:</td></tr> <tr> <td>SLOT3 – 45'</td><td>Subject:</td><td>Subject:</td><td>Subject:</td></tr> </table>			SLOT 1 – 45'	Subject:	Subject:	Subject:	SLOT 2 – 45'	Subject:	Subject:	Subject:	SLOT3 – 45'	Subject:	Subject:	Subject:
SLOT 1 – 45'	Subject:	Subject:	Subject:												
SLOT 2 – 45'	Subject:	Subject:	Subject:												
SLOT3 – 45'	Subject:	Subject:	Subject:												

	<p>GENERAL REMARK ON THE TECHNIQUE: the technique of the Learning Space Dynamics, allows participants to discuss about sensitive topics, to share ideas and experiences. Participants, following the principles of this technique, are free to choose in what slots they want to participate, accordingly to their interest.</p> <p>Each thematic table/slot is facilitated by a chairperson who comes from the participants group and proposed the experience to share. The person stands on a voluntarily base for the position and has to organize the presentation (possibly also summing up on a flipchart the main elements).</p> <p>In the Learning Space Dynamics there is not a standard template to facilitate the summing up: for this reason, probably the reports of the different thematic tables might have different lengths, structures and shapes.</p> <p>In the Open Space University, the main pillars are:</p> <ul style="list-style-type: none"> • projects/actions have to be proposed by participants → bottom up approach • tables are "self-organized" → are the participants themselves the facilitators/ chairpersons of the tables • once a participant has join a workshop, cannot leave it → they should remain from the beginning till the end of the workshop.
--	--

CRITICAL THINKING

TITLE	Moving debate
TOPIC/S	Human Rights
AIM	To discuss on various sub-topics of and ideas regarding Human Rights
TOOL TYPE	Discussions in plenary
DURATION	75 minutes
MATERIAL	Rope or tape to divide the hall in two sides, printed statements to discuss on
DESCRIPTION	<p>Setting: the hall is divided into two rectangles with a rope and on the two long sides of the rectangle, "Agree" or "Disagree" is written on the wall.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. At the beginning, the whole group is gathered in the centre and is introduced a statement regarding some Human Rights issues. As the statement is presented, participants are asked to take position in the room on either side of the rope depending on how much they agree or disagree with the statement. Once everyone takes position, they are asked to share their opinions and reasons for taking that position close to whichever side. As more people express their opinions, those who have changed their mind are free to move closer to the opinion they now feel closer to. Facilitation could be more flexible or strong to control the time, depending on how willing is the group to discuss.</p> <p>Step 2. After the participants share their views on the statement and they have their positions more or less stabilised, they are gathered back at the centre to be introduced a new statement. Advance warning on the possibility of ending or pausing on-going discussions would be helpful for easier facilitation of the activity.</p> <p>Step 3. The session is completed with a debriefing on the discussions carried out with highlights on the rights and our perceptions thereof being in a wide spectrum as well as the fact that the way opinions are presented can change the way we feel and express our opinions. The participants are encouraged to carry on discussing during informal time.</p> <p>See Handouts below.</p>

HANDOUT_MOVING DEBATE

WE HAVE TO TOLERATE EVERYONE IN ORDER TO LIVE TOGETHER
WE SHOULD NOT SPEAK POLITICALLY CORRECT ALL THE TIME
EQUALITY IS UNFAIR
QUOTA FOR WOMEN IN PARLIAMENT IS GOOD
RELIGION PRESERVES THE COHESION OF SOCIETY
IF RIGHTS CANNOT BE GUARANTEED, THERE IS NO POINT IN HAVING THEM
DISABLED PEOPLE SHOULD BE MORE PROTECTED, BECAUSE THEY ARE MORE VULNERABLE
CIRCUMCISION SHOULD BE BANNED
SOMETIMES WE NEED CENSORSHIP TO RESPECT HUMAN RIGHTS
EUTHANASIA IS A HUMAN RIGHT
PROSTITUTION HAS TO BE BANNED
FEMINISM IS NOT NEEDED IF HUMAN RIGHTS ARE APPLIED

TITLE	Ginkana
TOPIC/S	Activism, the way participants are practicing it and future plans
AIM	To reflect, hold small group discussions and receive input on activism/everyday activism
TOOL TYPE	Work in small groups
DURATION	100 minutes in total = 10 minutes (for the explanation) + 90 minutes (for the activity), each round should last 30 minutes
MATERIAL	Pens & paper/notebook for each participant, post-its, costume for the master of time
DESCRIPTION	<p>Setting: there should be created 3 different stations (each one with a different decoration) representing:</p> <ul style="list-style-type: none"> • Activism – theoretical background • Activism – through free writing • Activism – future plans, once back home <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. The activity is presented and “The Master of Time” divides participants in 3 groups, explaining the rules of the activity.</p> <p>Step 2. Each team has to go from station to station, searching for the information about what the station is about (in each station they have to stay 30 minutes). The “The Master of Time” gives the time and the rotation.</p> <p>NOTE: in order to speed up a bit the activity, the rotation can be different: each group remains in the same station (place) and are the facilitators, in charge of the station/subject, the ones rotating.</p>

FACILITATION

TITLE	Trust and control
TOPIC/S	Trust and control
AIM	To practically experiment trust and control toward ourselves and when we work with the others
TOOL TYPE	Work with the body, work in couples and in group
DURATION	60 minutes
MATERIAL	A big workshop room
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1 Warm up Participants enter the workshop room and they are asked to keep walking in the space, keeping the attention to the work previously done (different parts of the body, different speeds, rhythms and use of the space). While walking the facilitator can add extra challenges as e.g. to jump, to freeze in the position or can put some sticks on the floor asking participants to avoid to touch them while they are walking.</p> <p>Step 2. Introduction Now couples of the same high are created and they are asked to keep standing, one on front of the other (eye contact has to be kept). Then couples have to follow these instructions:</p> <ul style="list-style-type: none"> • each couple has to choose a space where they feel comfortable • the couples have to close their eyes • music starts (soft background) • couples have to open their eyes. <p>Step 3. Sticks in couples Trainers are passing around the couple and put, in a very soft and delicate way, sticks on the diaphragm of the couple members (so that the couples' members are connected only by the stick touching their diaphragms and the eye contact).</p> <p>NOTE: it's very important to create the proper atmosphere in this phase, participants should feel in a protected environment and all the movements/actions performed by the trainers have to be slow and soft!!!</p> <p>Step 4. Sticks in group After a certain time, the sticks from the diaphragm are removed (also in this</p>

	<p>case in a very delicate and soft way) and sticks are put between the different couples, as an extra juncture of the body, that is connecting the different members of the couples.</p> <p>If sticks are following down, they are put back by the facilitators. The activity continues in that way for a while, then facilitators ask the group to have a look at their position and lowly and in a very soft way, remove all the sticks. Participants are asked to keep breathing and to stretch a bit their body to relax it.</p>
--	---

TITLE	Facilitator role
TOPIC/S	Facilitator role, does and doesn't
AIM	To discuss what facilitators should and should not do during the sessions they facilitate
TOOL TYPE	Group discussions, theatre
DURATION	90 minutes
MATERIAL	Flipchart, board marker, paper/notebooks and pen
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are divided into four groups and are asked to discuss what facilitators should or should not do during the sessions they facilitate and note 5 of each elements for both to do and not to do. Following the discussions, they are asked to prepare a presentation using theatre techniques.</p> <p>Step 2. Each group represents the five does and five doesn't. As the presentations are done, the groups are asked which qualities are represented and notes are taken on a flipchart for further reference. The activity is wrapped up with reference to the upcoming Training in Action sessions to be prepared and carried out by the participants themselves.</p>

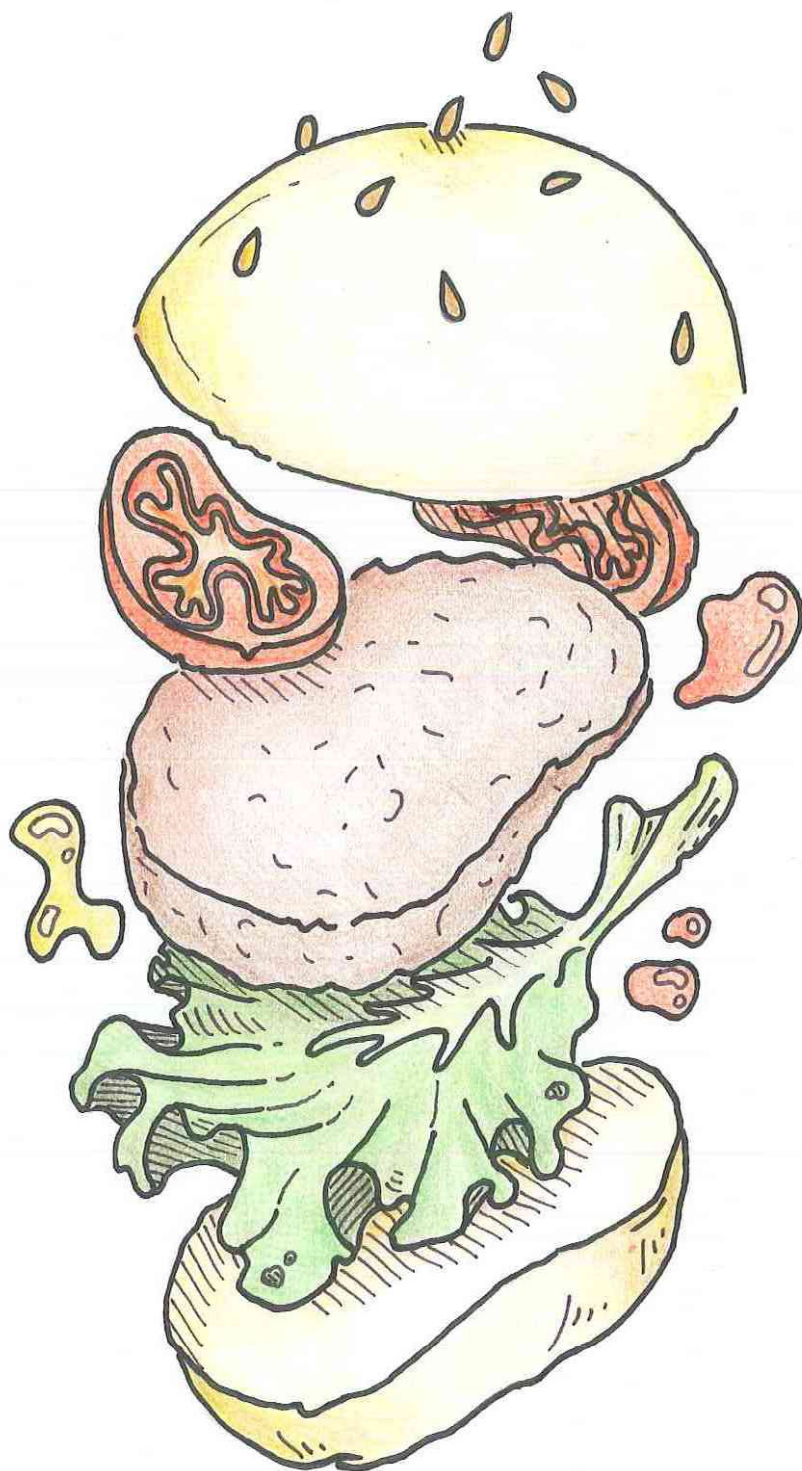
TITLE	TiA presentation
TOPIC/S	Interactive methods within non-formal education to run a workshop on Human Rights

AIM	To make participants practicing how to conceive, organize and implement a workshop of 90 minutes. This session it's extremely crucial, because participants will create, implement and asses some of the workshops that will be afterwards used during the youth exchanges
TOOL TYPE	Plenary and work in groups
DURATION	60 minutes
MATERIAL	Flipcharts, markers, pen, paper A4
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Group division Four groups are created and participants receive in plenary a short presentation about the <i>ration</i> that brought to the groups' composition:</p> <ul style="list-style-type: none"> • need to mix different countries to provide an intercultural perspective in the group work • need to give value to the different experiences and knowledge • need to insure the heterogeneity in terms of topic coverage • need to insure the heterogeneity in terms of tools and methods <p>Than all the groups receive the following task: they have to create a workshop 90 minutes long, to raise awareness on Human Rights.</p> <p>Step 2. Sub-topic selection Different sub-topics related to Human Rights are presented to the groups that will have some minutes to discuss and pick up the topic they are interested to work on. Once a topic is chosen, it cannot be picked up again, so it's important to discuss and agree within the group, but also to be fast to pick up the topic.</p> <p>Below the list of the proposed topics:</p> <ul style="list-style-type: none"> • Gender • Active participation • Access to education • Inclusion • Environment • Migration • Disability • HRs education <p>Step 3. Toolkit outline The Toolkit outline (see below the sessions "Training in Action 2 – Workshops") is presented in plenary and it's left space for questions and clarifications.</p>

TRAINING in ACTION 1

TITLE	Preparation
TOPIC/S	Interactive methods within non-formal education to run a workshop on Human Rights
AIM	To make participants practicing how to conceive, organize and implement a workshop of 90 minutes. This session it's extremely crucial, because participants will create, implement and asses some of the workshops that will be afterwards used during the youth exchanges
TOOL TYPE	Work in groups
DURATION	180 minutes
MATERIAL	Flipcharts, markers, pen, paper A4, scissor, glue, post-it, scotch tape and any other material that participants will need to prepare the workshop
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Preparation Participants, divided in groups will work on the preparation of a workshop of 90 minutes, using non-formal education working methods. To each group will be assigned a facilitator, that will join the group giving the following tasks to be run in chronological order, during the workshop preparation:</p> <ul style="list-style-type: none"> • Internal sharing 1: who we are, our strengths and weaknesses • Internal sharing 2: how we feel comfortable to work in team • Role and responsibilities: appointment of different group members that will be more focused on time management, learning objectives, group dynamics/atmosphere • Group discussion: how to cover the subject • Objectives: definition of the workshop specific learning objectives • Workshop preparation: definition of tools and methods, space, tasks and responsibilities, materials and logistics, rehearsal • Fill in the toolkit. <p>Step 2. Feedbacks At the end of the preparation it's run a session about feedbacks: this part is shaped to make participants reflect on how to give a positive feedback to the others after the end of the workshop. Indeed, after realizing each workshop, extra 30 minutes will be allocated to give feedbacks about the activity organized. The Sandwich Model (See Handout below) is presented in plenary and participants can ask questions and clarifications. The main elements that have to be analysed are:</p> <ul style="list-style-type: none"> • your feelings • something to improve • something good.

HANDOUT_SANDWICH MODEL



HOW I FEEL



SOMETHING
TO IMPROVE

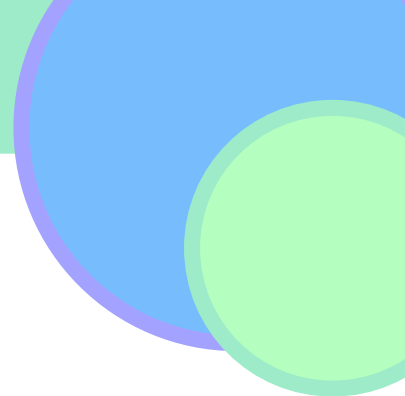


SOMETHING I
LIKE



TRAINING in ACTION 2

Workshop 1

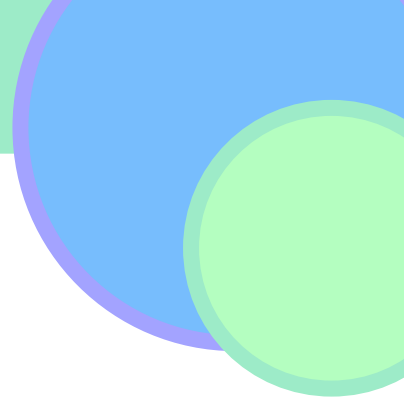


TARGET GROUP	Young people, aged between 18 and 30 years old, that will participate in the youth exchange
AIM	To raise awareness on Human Rights
MACROTOPIC	ENVIRONMENT
LEARNING OBJECTIVES	<ul style="list-style-type: none">• To provoke the self-reflection on sustainable practices• To present environment ally sustainable practices
TITLE	Magic Forest
DURATION	90 minutes
MATERIALS	Paper, markers, ropes, cloth-pegs, ropes, face paint, costumes, natural materials (e.g. branches, flowers, leaves), tape
DESCRIPTION	<p>ENERGIZER</p> <p>Participants are invited, in a slowly and silent mood, to join a place settled in the middle of the nature. They are asked to try to be calm, relaxed and to keep breathing, remaining in contact with the nature, opening their senses (e.g. facilitators, with a calmed and relaxed voice, can ask them to touch the ground, to keep attention to the wind ...)</p> <p>MAGIC FOREST</p> <p>After some minutes the facilitator invites participants to move and to start exploring other places, where they will find different questions about their habits toward the environment. Participants are asked to answer the questions they find in order to activate the self-reflection and to be triggered in discovering more about sustainability.</p> <p>NOTE: the questions should be written on recycled pieces of paper. All the details in this activity should evoke the idea of sustainability and environment protection.</p> <p>DEBRIEFING</p> <p>Participants are then gathered in a common space outside to share their answers, to think about that and to share tips for sustainability. The following questions can be then asked to activate the debriefing:</p> <ul style="list-style-type: none">• How did you feel all along the activity?• What question was the most challenging for you?

	<ul style="list-style-type: none">• What do you think about the questions?• How did you feel when you answered the questions?• What did you learn?• What do you think about the proposed actions (tips for sustainability)?
--	--

TRAINING in ACTION 2

Workshop 2

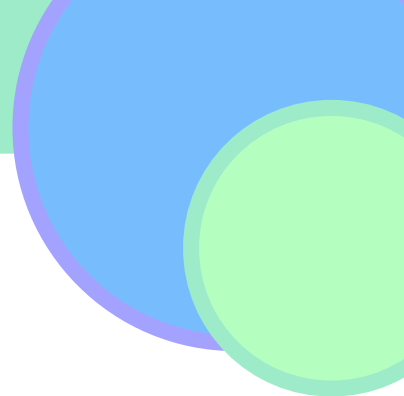


TARGET GROUP	Young people, aged between 18 and 30 years old, that will participate in the youth exchange
AIM	To raise awareness on Human Rights
MACROTOPIC	GENDER
LEARNING OBJECTIVES	To raise awareness about sexism in everyday life, keeping a focus on media
TITLE	Why not Pamela Anderson?
DURATION	90 minutes
MATERIALS	A4 papers, A3 papers, flipcharts, pens, scotch tape
DESCRIPTION	<p>DRAWING</p> <p>Participants are asked to draw three different professions on separated pieces of paper. Once everybody finish, all the drawings are put on the wall, divided by sex and participants are asked to have a look at them. It follows a small debriefing on the way of picturing/representing the different jobs and of assigning sex to the people doing these jobs.</p> <p>QUIZ</p> <p>Four groups are created and in the four corners of the room are put four flipcharts, each one with a question. Groups pass from one corner to the other and each group member is asked to answer the question, putting their level of agreement or disagreement, in %, on a line draw at the end of the question. When they answer they have to put their name. When all the groups passed through the four corners and all the participants answered all the questions, facilitator reveal the real % and answers.</p> <p>GIVE ME YOUR PERSPECTIVE</p> <p>The same four groups of before are kept, this time each group receives a different topic to discuss:</p> <ul style="list-style-type: none">• Home• Education• Media• Work <p>The groups' task is to identify five types of sex discrimination in their area.</p>

	<p>DISCUSSION</p> <p>It follows a general discussion in plenary, where each group presents the five elements identified, then extra elements can be added and it's left space for extra comments.</p> <p>DEBRIEFING</p> <p>It follow a debriefing in plenary on how participants felt, on the main elements tackled during the activity, and the major learning points.</p>
--	---

TRAINING in ACTION 2

Workshop 3



TARGET GROUP	Young people, aged between 18 and 30 years old, that will participate in the youth exchange
AIM	To raise awareness on Human Rights
MACROTOPIC	ACTIVE PARTICIPATION
LEARNING OBJECTIVES	To experience the active participation tool called “flash mob”, through taking individual roles in a cooperative activity
TITLE	The brave ones
DURATION	90 minutes
MATERIALS	Scotch tape, music
DESCRIPTION	<p>ENERGIZER Participants are asking to keep walking in the room and a facilitator starts to call numbers and things. Then participants, all the time the facilitator calls a number and a thing, have to group accordingly to that (e.g. 4 people – one chair. 7 people – one elephant).</p> <p>WARM UP Participants keep walking in the space and then they are left free to choose their speed, the intensity in the way of walking and the parts of the body to use the most in their movements.</p> <p>FOLLOW THE HAND Participants are gathering in couple. In each couple there is one person guiding the movements and the other following. After a while the roles change and the person who was proposing the movements is now the follower and the follower becomes the person proposing the movements.</p> <p>MOVEMENT AND SEQUENCE Participants are gathered in group. Each one receives a word, each person has to choose a movement to represent that word. Then a sequence, incorporating all the participant’s movement is created. The groups have to practice for a while the sequence. Then each group has to show to the other groups their sequence and the others have to learn it and repeat. The activity goes on in that way till there will be only one big group, with one</p>

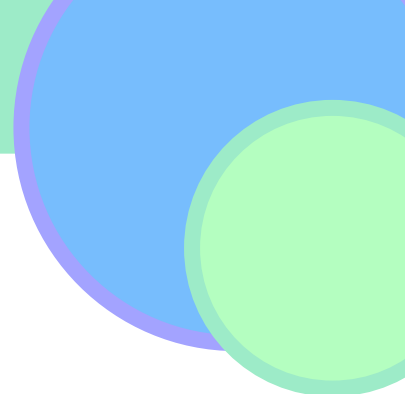
sequence incorporating all the group sequences.

DEBRIEFING

At the end of the activity it follows a debriefing where participants are asked how did they feel and what is the main idea behind the workshop. Extra space is left for feedbacks and comments.

TRAINING in ACTION 2

Workshop 4



ARGET GROUP	Young people, aged between 18 and 30 years old, that will participate in the youth exchange
AIM	To raise awareness on Human Rights
MACROTOPIC	HUMAN RIGHTS EDUCATION
LEARNING OBJECTIVES	<ul style="list-style-type: none">• To discover your rights and to recognize the violation• To acknowledge how to claim your rights• To share information and to stand up for each other's' rights
TITLE	Get it right: stand for your rights!
DURATION	90 minutes
MATERIALS	Markers, paper, copies of HRs articles, rope, four chairs or tatami, copies of the Gotham city map
DESCRIPTION	<p>ENERGIZER</p> <p>Participants are gathered in circle and a facilitator presents the energizer: one member of the group is a cat and another one is a mouse. The rest of the group is divided into triplets. Each triplet represents a mouse-nest. The cat has to chase the mouse who, in order to survive, has to enter a nest. In this moment, the mouse from the other side of the nest has to leave the nest and search for another nest. If the cat catches the muse, the roles change: thus the cat becomes the mouse and the mouse becomes the cat.</p> <p>GET IT RIGHT: STAND FOR YOUR RIGHTS!</p> <p>Two facilitators act as bodyguards guarding the Utopia's door and performing the face control of those pretending to enter. Thus, the participants standing in line and trying to enter, become automatically victims of discrimination based on: ethnicity, religion, language, opinion</p> <p>Another facilitator in another corner acts as a lawyer defending Human Rights to whom the participants who faced discrimination can go for counselling, advices and to claim their rights. In order to do that there is a small trick: the rights participants can claim (Articles: 2, 4, 5, 13, 18, 19 part of the declaration of Human Rights) are hidden behind some objects and participants have to find them in order to claim them. Once participants have found their rights, using the proper article related to the specific type of discrimination they have faced, they can pass the control and the bodyguards and enter the Utopia's door.</p>

After all the participants entered Utopia, it's forecast a moment for the de-rolling and to steam out the emotions, with some body movement and nice music. This part is very important for the upcoming one "Fish Bowl".

FISH BOWL

Participants sit in circle around a rope lying on the floor. In the centre of the circle there are four spots where those who want to participate in the discussion take their place. Only these four are allowed to speak, while the other people sitting in the outsider part of the circle should listen. Anyone from the outside part of the circle, who want to participate in the debate, should stand up taking the place of one of the persons sitting and the person sitting should go outside the circle. Facilitators have previously identified the topic. For each topic some minutes are allocated (the duration can change accordingly to the arguments found and the interest of discussing the subject).

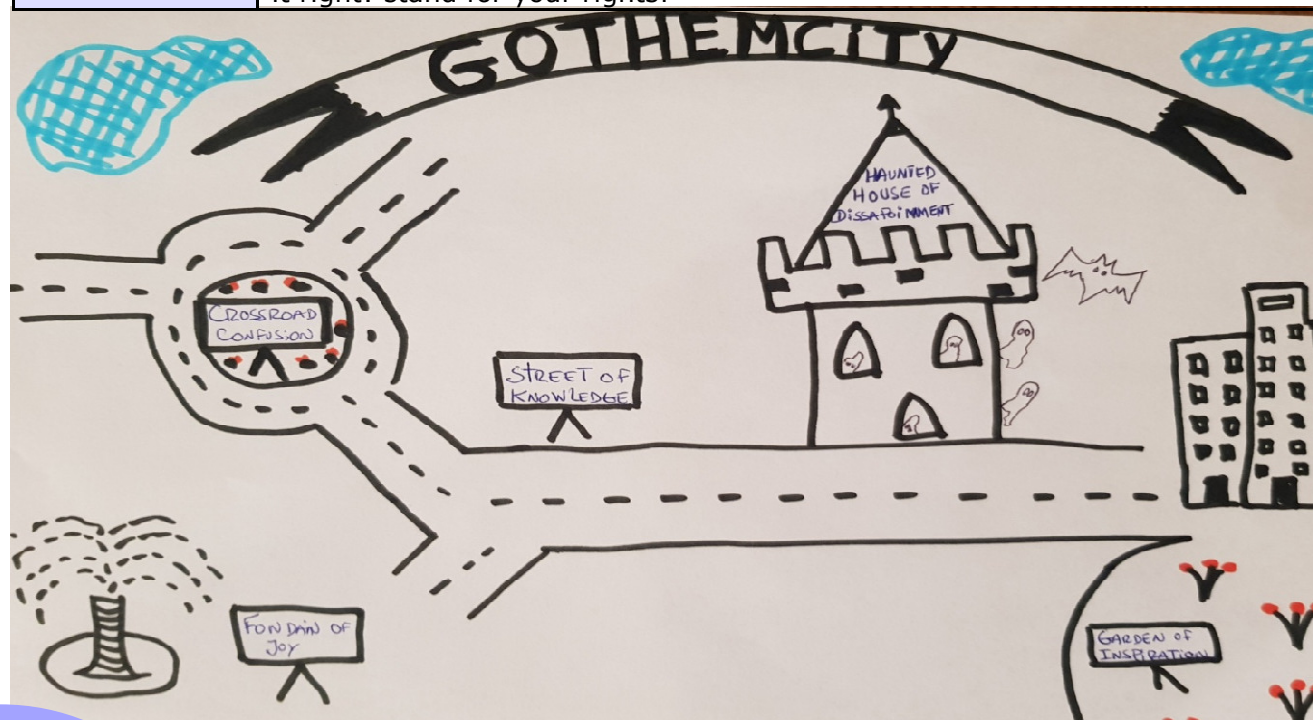
GOTHAM CITY GAME

One of the facilitators enter the workshop room playing the role of Batman and hand out to each participant a map of Gotham city ([See Handouts below](#)). Participants are asked to use the map to elaborate their thoughts and feelings toward the workshop and, specifically:

- Street of knowledge = what did they learn
- Crossroad of confusion = what confused them
- Haunted house of disappointment = what they didn't like
- Fountain of joy = what they enjoyed the most
- Garden of inspiration = how they were inspired/motivated.

DEBRIEFING

It follows a final debriefing in plenary where participants are asked about their feelings toward the activity and are free to add extra comments and elements about the different sessions, specifically about the simulation "Get it right: stand for your rights!"



TITLE	In steps
TOPIC/S	Learning outputs during the training
AIM	To reflect on the learning acquired during the training both individually and in groups
TOOL TYPE	Individual free writing, group discussions in TiA groups
DURATION	180 minutes
MATERIAL	Flipcharts, markers, notebooks/paper and pens
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. The group is gathered in the workshop room and the session starts with a common moment and a group massage to warm up and recharge the energy for the next session.</p> <p>Step 2. It follows a session about the Individual free writing, using the same technique that was used in one of the spots of the Ginkana. The subject of the individual free writing is "me as facilitator". The aim is to further reflect, at individual level, on the Training in Action experience.</p> <p>Step 3. The participants are gathered in the same groups of the Training in Action and it's launched a discussion. The groups are given flipcharts on which they are asked to discuss the following questions noted on the flipcharts:</p> <ul style="list-style-type: none"> • Read the feedback received following the sessions you planned and carried out • Reflect upon the group dynamics within your group and the group dynamics you created while carrying out the workshop • Analyse the strengths and weaknesses of the session • Reflect on possible adjustments to bring to the workshop. <p>Step 4. Following the discussions, the groups are asked to briefly share in plenary what they had discussed. The session is finalised with a debriefing on the learning acquired by the participants and sharing different name games, in connection with the use of the "facilitator hat" as well as on the importance of the timing in the activities carried out.</p>

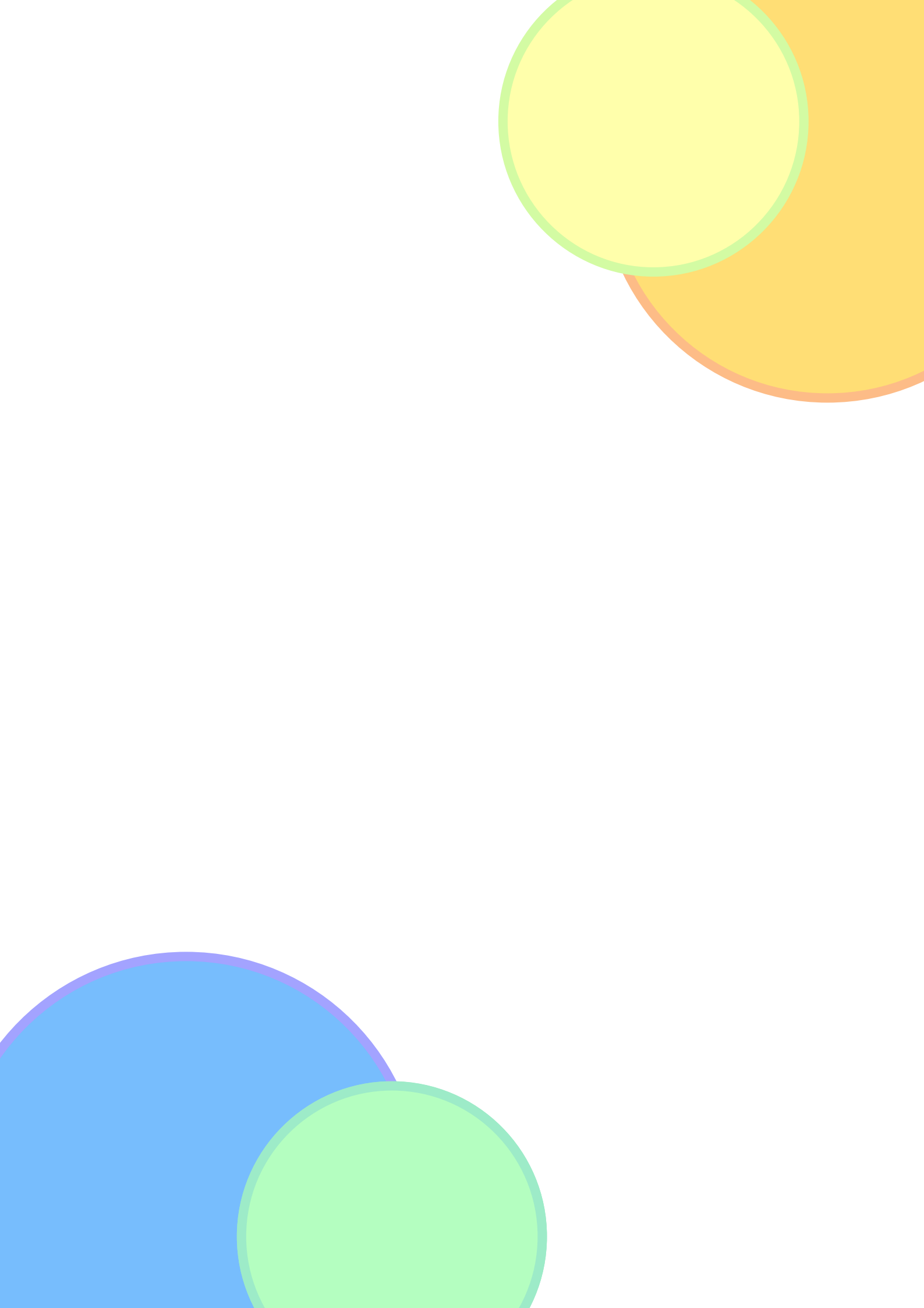
FINAL EVALUATION

TITLE	Stations
TOPIC/S	Final, overall evaluation of the project
AIM	To run the final, overall evaluation of the project, running the analysis of the different main elements (food and lodgement, learning, group dynamics, logistic, pool of trainers)
TOOL TYPE	Artistic and interactive session, individual work
DURATION	90 minutes
MATERIAL	All the material needed to arrange the different spaces and settings (accordingly to the trainers fantasy 😊)
DESCRIPTION	<p>Setting: we need or a very big workshop room that can be divided in different spaces or different rooms or spaces outside (if there is a good weather). In case we are going outside, we need to take care that the spaces are separated but not too much distant. Soft music and good decorations are welcomed to create the atmosphere 😊</p> <p>Beginning: one of the facilitator makes a short re-cup of what happened during the week, using the story telling technique. Then it follows a short introduction on the activity' tasks. After that, participants enter the different settings for the evaluation and are invited to discover the surrounding. They can stay as long as they want in each space answering the questions and expressing themselves, they can move and then be back if they want to add something.</p> <p>Space 1 – food and lodgement <u>Instruction:</u> comment with post-it and messages how the accommodation and food was <u>Methodology:</u> drawings representing food and accommodation and post-it to leave comments and feedbacks</p> <p>Space 2 – topics/contents <u>Instruction:</u> draw a face on each section, representing the training specific topics. More you are satisfied and more the face is with a smile and is closer to the target centre. Less you are satisfied and more the face is serious and closer to the external part of the target <u>Methodology:</u> on a board there is a big flipchart with a target. The target is divided in different areas, accordingly to the specific objectives of the training. On the floor, there are pens and coloured markers to comment</p> <p>Space 3 – tools and methods</p>

	<p><u>Instruction:</u> leave comment, using the pieces of paper, on what you have learnt and you would like to bring back home and what instead you would like to leave behind</p> <p><u>Methodology:</u> one big flipchart linked to the weekly agenda, where participants can add comments concerning the tools and methods used in the different sessions</p> <p>Space 4 – pool of trainers</p> <p><u>Instruction:</u> write a feedback, comment, suggestion you would like to leave to the pool of trainers and leave it to the envelopes</p> <p><u>Methodology:</u> post boxes (represented with envelopes) on the ground with pieces of paper and pens to write down the comments/feedbacks</p> <p>Space 5 – future planes</p> <p><u>Instruction:</u> be back on the flipcharts created in the Ginkana on activism in the spot "future plans", read them back and put new post-it to add extra actions you can implement once you are home</p> <p><u>Methodology:</u> post-it and pens to add ideas on the flipcharts created during the Ginkana on activism.</p>
--	---

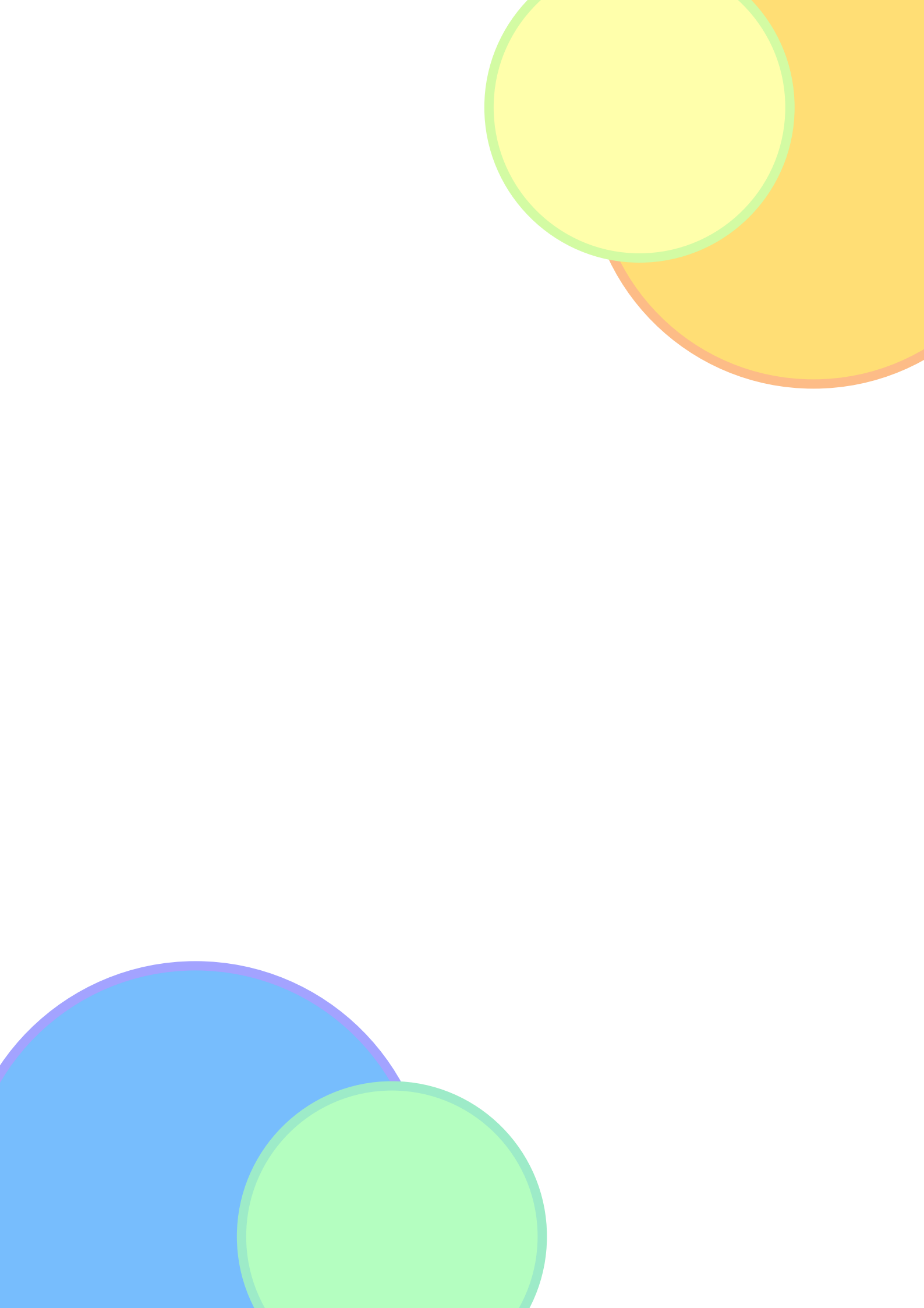
TITLE	Whispering corridor
TOPIC/S	Final, overall evaluation of the project
AIM	To run the final, overall evaluation of the project, this time more on a bilateral and emotional way
TOOL TYPE	Work in group
DURATION	/ minutes (the time necessary for each person to pass through the whispering corridor – for each person there can be a different time)
MATERIAL	/
DESCRIPTION	<p>Setting: participants are creating two line, standing one in front of the others and representing a human corridor. The two sides of the corridor should have some distance in between because a person should easily walk through, but should not be too far away otherwise the person passing through won't hear the voices of the people in the corridor.</p> <p>Each person will then pass through the human corridor, with closed eyes and taking the time they feel. While the person is passing, the other people part of the corridor, can whisper messages on the hears of the person passing.</p> <p>NOTE: it's not compulsory to whisper a message to all the person passing, but it's important to keep the focus and the concentration to ensure a protected environment because it can be a very emotional session and a great care of the others should be taken!!!!!!</p>

TITLE	Circle of words
TOPIC/S	Collective evaluation
AIM	To run a collective evaluation in plenary
TOOL TYPE	Evaluation tool
DURATION	/ minutes (the time necessary for each person to share, freely, his/her feelings, impressions, comments and ideas)
MATERIAL	/
DESCRIPTION	<p>Setting: participants are sitting in circle in the workshop room and the facilitator is presenting the activity. Participants have to take the floor one by one and they have to say "something to themselves" and "something to the group".</p> <p>NOTE: when the turn to speak arrives, if the participant does not feel ready to express, can skip the first round, but then in the second round has to take the floor and express themselves.</p>

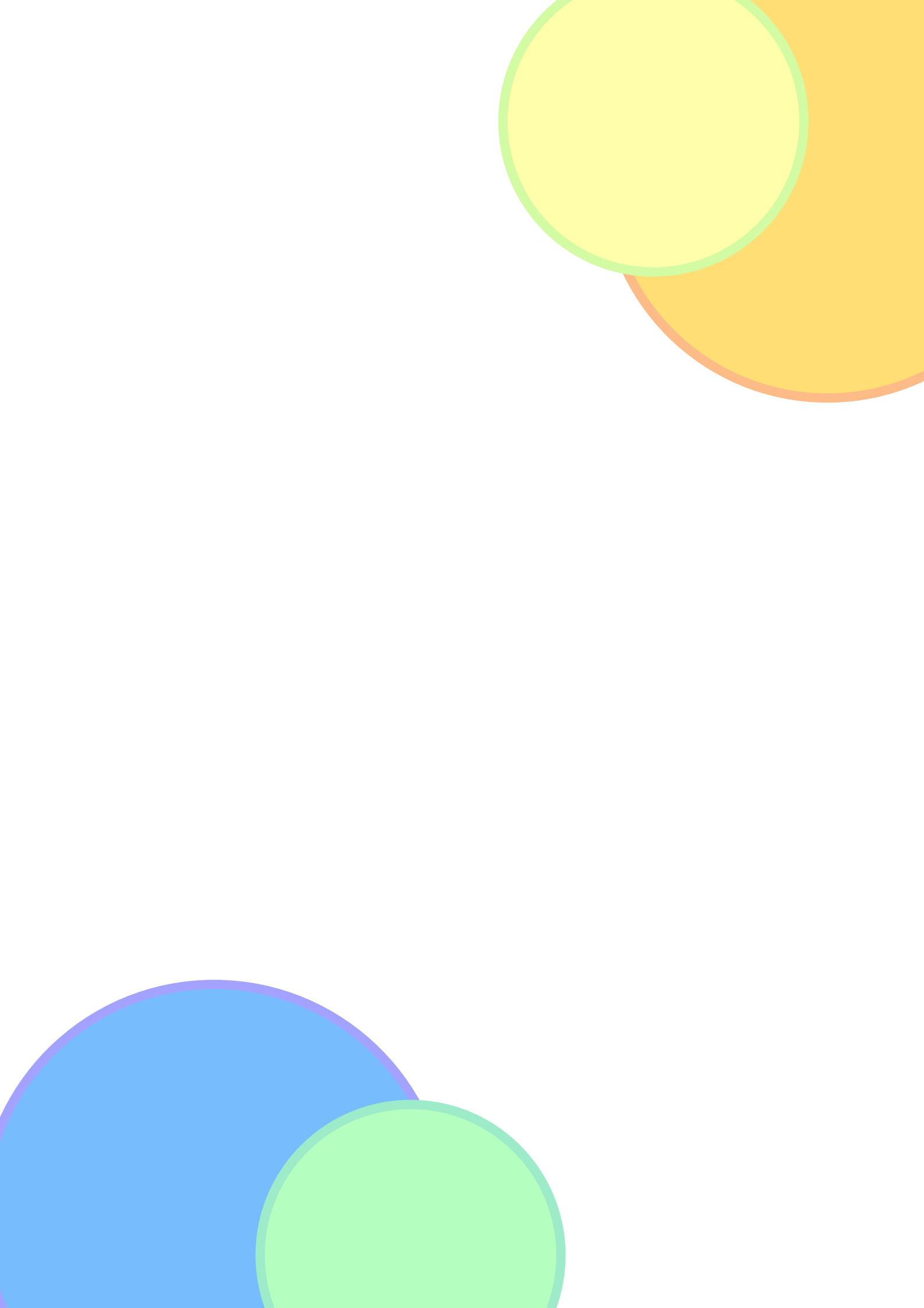


APPENDIX

BIBLIOGRAPHY ON HUMAN RIGHTS	
1948	Universal Declaration on Human Rights - HDHR
1948	International Bill of Human Rights
1953	European Convention on Human Rights - ECHR
1961	European Social Charter - ESC
1965	International Convention on the Elimination of All Forms of racial Discrimination
1966	International Covenant on Civil and Political Rights - ICCPR
1976	International Covenant on Economic, Social and Cultural Rights - ICESCR
1979	Convention on All the Forms of Discrimination Against Women - CEDAW
1984	Convention Against Torture and Other Forms of Cruel, Inhuman or degrading Treatment
1990	Convention on the Rights of the Child - CRC
1990	Convention on the Protection of the Rights of Migrant Workers and Members of their Families
1998	Framework Convention for the Protection of national Minorities
1992	European Charter for Regional or Minorities Languages
2000	Charter of Fundamental Rights of the European Union
2006	Convention on the Rights of persons with Disabilities - CRPD
2006	Convention on Enforced Disappearance
2008	Convention on Action Against Trafficking in Human Beings









Lunaria is an "Association for Social Promotion", established in 1992, not-for-profit, non-religious, and autonomous from any political party affiliation.

It promotes peace, social and economic justice, equality and the guarantee of citizenship rights, democracy and participation, social inclusion and intercultural dialogue.

At the local, national and international level, Lunaria performs and stimulates social change, carrying out advocacy initiatives, political and cultural events, non-formal education and communication activities, and leading networking as well as information and raising awareness campaigns.

The core of Lunaria's work and commitment is made of international volunteering and mobility, youth programmes, migrations and the struggle against racism and inequalities, sustainable development, the analysis of economic, social, and public spending policies.

The project was Co-funded by the Erasmus+ programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the
Erasmus+ Programme
of the European Union



Erasmus+



HURRICANE

HUMAN RIGHTS' AWARENESS RAISING BY
IMPROVING CREATIVE ACTIONS AND
NON FORMAL EDUCATION

TOOLKIT OF THE TRAINING COURSE

10TH – 16TH OCTOBER 2019

CASA LABORATORIO IL CERQUOSINO
MORRANO, ORVIETO, ITALY