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# HUMAN RIGHTS ADVOCACY TRAINING

## Report

of the study session held in cooperation with the

**HRSI- Human Rights Students' Initiative**

*European Youth Centre Budapest, 2-9 March 2003*



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This report gives an account of various aspects of the study session of the Human Rights Students Initiative (HRSI).

It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe nor of HRSI.

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## *Foreword*

Nowadays human rights advocacy is getting more and more beyond the boundaries of the exclusive domain of the legal professionals. It is the process that involves activists from a variety of different fields and professions. NGOs are an integral part of advancement, implementation and reinforcement of human rights, since they are prompt to respond to challenges, raise awareness and mobilize people for action. Also, the role of young people in our societies becomes increasingly important, which accounts for a greater demand for practical training opportunities in the field of human rights for this audience.

Therefore, the Human Rights Advocacy Training was envisaged as such an opportunity. By enriching the knowledge on human rights advocacy principles and providing the space for practicing of necessary skills, the workshop aimed to enhance the capacity of young NGO activists from the CEE region to advocate for human rights. It was particularly beneficial to hold this activity at the EYCB because of the outstanding role and experience of the Council of Europe with human rights protection in Europe. We were also pleased to benefit from the European Youth Centre's expertise with human rights education, as demonstrated by the Human Rights Education Youth Programme and the Compass manual, as well the educational support provided by the educational advisor. The user-friendly work facilities and living conditions of the centre inspired an overall feeling of productive group dynamics. We are thankful for this opportunity and believe that this experience has significantly contributed to HRSI's capacity to run similar events in the future.

Structurally, the training was comprised of the two consecutive elements: training and "transfer". During the first stage, we examined the "useful corners" among the intergovernmental organizations that provide space for NGO activities, discussed definitions of advocacy, and practiced to develop advocacy skills. The second stage was focused on transfer or practical application of the acquired knowledge and skills through creating human rights advocacy projects.

Throughout the whole training, we, as the preparatory team, sought to apply "learning by doing" approach and engage participants in a variety of interactive exercises and thematic discussions and interesting activities, through which we could also learn and gain a lot both personally and professionally. The learning process, therefore, was not perceived as a way to equip the audience with predetermined concepts and skills, but rather as mutually beneficial process of discovery, whereas everyone participated in and contributed to the outcomes.

This report formally reflects those wonderful experiences we all had during the training, though it is sometimes truly hard to describe achievements and failures, trials and errors, feelings, emotions and inspirations we have gone through during a week. I would like to thank all the participants of the training as well as the educational advisor for their interest, support, ideas and suggestions.

Natela Farsiyants  
Course Director and HRSI Project Manager

## *Terms of reference*

Title of the study session:

Human Rights Advocacy Training

Dates:

March 2- March 9, 2003

Venue of the study session:

European Youth Centre Budapest (EYCB)  
Zivatar u. 1-3  
H-1024, Budapest

Educational Advisor:

Rui Gomes

Preparation team:

Natela Farsiyants (Course Director)  
Magda Adamowicz  
Marijana Santrac  
Corina Leca  
Veaceslav Balan

Participants:

Number of participants: 22

Countries:

Albania (2), Belarus (1), Moldova (1), Turkey (1), Bulgaria (1), Croatia (2),  
Czech Republic (1), Hungary (1), Serbia (1), Montenegro (1), Macedonia (2),  
Romania (2), Russia (3), Ukraine (1), Poland (1), Slovenia (1)

Presenters and resource persons:

Claude Can (ERRC)  
Larry Olomoofe (ERRC)  
Mark Fodor (Amnesty International)  
Tanja Hafner (CEU IRES student)  
Rui Gomes (EYCB)  
Marijana Santrac (HRSI)  
Natela Farsiyants (HRSI)  
Magda Adamowicz (HRSI)

## *Objectives of the study session*

- to train young Human Rights advocates from Central and Eastern Europe on Human Rights Advocacy
- to enable participants to plan and run a full process of advocacy on an HR issue (problem identification, strategies selection, etc)
- to equip participants with the skills to develop and present advocacy papers (projects, strategies, action plans)
- to enable participants to create their own advocacy projects
- to share and exchange experience in Human Rights advocacy field
- to motivate participants to develop a network for cooperation and support



## *Outline of the session programme*

March 2, 2003 Sunday

- Informal get-to-know each other

March 3, 2003, Monday

- Opening speech
- Brief round of presentations
- Exploring individual and group expectations, developing common framework
- Presentation of the program of the session and of the cooperating organisations
- Preparation for NGO Fair
- Session one: International Human Rights Advocacy: a brief overview
- Workshop: international advocacy: group work
- Summary of day I and evaluation of the day
- NGO Fair and International Evening

March 4, 2003, Tuesday

- Advocacy Start-up
- Group discussion: Needs assessment in local context
- Presentation of the group work from Day I
- Summary: What is Human rights advocacy?
- Evaluation of the day

March 5, 2003, Wednesday

- Advocacy on National level
- Case studies and success stories (Campaigns: Amnesty International, Media Campaign)
- Access to Medicaments (Compass exercise)
- Evaluation of the day

March 6, 2003, Thursday

- Communication skills workshop
- Free afternoon

March 7, 2003, Friday

- Strategy paper, action plans and projects proposals for follow-up
- Group composition and writing papers and proposals

March 8, 2003, Saturday

- Presentation of the papers
- Feedback and feedback on the feedback
- Discussion on follow-up
- Final evaluations

March 9, 2003, Sunday

- Departure of participants

## Daily reports of the study session

### Introduction

The preparatory team members met every evening during the training to discuss the day and program for the next day based on the draft program developed in advance and feed-back we received from the participants during the evening evaluation sessions. This enabled us to adjust the pace, style and contents of the training to the needs of the participants.

The *evaluation sessions* were carried out in the small “home groups” at the end of each day where the same 6-7 participants met with the same member of the preparatory team to evaluate the day. Besides the “home groups”, participants were introduced to the “communication tree”- a tree drawn on a large flipchart paper with five branches with an envelope on each: 1) I liked... 2) I disliked...3) Okay, but...4) Feelings and emotions 5) New and suggestions. They could communicate their feelings, ideas and suggestions any time throughout the day. In the evenings, members of the preparatory team addressed those comments during the planning session for the next day.

“*Social Committee*” was established on the first day of the training for organizing social events and recreation/entertainment activities.

[Day 1, Monday, March 3, 2003]

The day started with the *opening remarks* from Rui Gomes, EYCB and Marijana Santrac, HRSI. This was followed by a brief round of presentations, where each participant introduced him/herself as well as the country and organization they represented.

*The introduction* continued in the following session, where participants were asked to find a partner and talk with him/her first asking then answering questions and then producing a picture of the partner without looking at the paper. Having done so, each pair was grouped with another one and fours were discussing and recording individual and group expectations from the training. This was followed by the panel presentations first of the pairs and then of the group work. As a result of this exercise, the following *expectations* were presented:

- to network and informally exchange information and experiences
- to get acquainted with the lobbying tools
- to deal with specific projects and issues (trafficking, GLBT, police brutality)
- to discuss implementation of international standards
- to acquire new knowledge of advocacy
- to develop new joint projects
- to get acquainted with human rights education- new training techniques
- to acquire new practical skills
- to get new contacts
- to learn something new
- to get acquainted with innovative as well as traditional ways to advocate for human rights for marginalized and vulnerable groups

- to share ideas and exchange experiences
- to learn best practices, experiences of local NGOs dealing with HR issues
- to build a network of future HR leaders
- to get acquainted with new training methodology as well as dissemination techniques and interactive approaches
- to produce concrete results and outcomes: joint actions in the future
- to learn advocacy tactics and techniques
- to learn about what advocates do

Following this exercise, Rui Gomes presented the history and mandate of the *Council of Europe* in general and its activities related to human rights in particular. Marijana Santrac presented *HRSI*, its mission and objectives as well as the way these corresponded to the objectives of the training. She also introduced the program for the entire week and touched upon the final outcome of the training- drafting advocacy papers, encouraging the participants to think about the issues they would be interested to write on later.

## International Human Rights Advocacy

The afternoon session, **International Human Rights Advocacy**, was conducted by Claude Cahn from the European Roma Rights Centre (ERRC). After a brief introduction of the ERRC activities (public interest law/strategic litigation, research and policy, HR education) he gave an overview of his two sessions (the second one was conducted on Tuesday afternoon):

1. Intergovernmental Organizations/Instruments - Internet Tour
  2. Example of using international mechanisms: UN CERD (Convention on Elimination of All Forms of Racial Discrimination)
  3. Exercises – group work
  4. Putting it into perspective: from International to Domestic advocacy
1. The Internet tour of the **international governmental organizations and instruments** focused on the “useful corners” or “windows of opportunity” for NGO activists advocating for human rights<sup>1</sup>. It included OSCE, Council of Europe, European Union, and UN.

The presentation of the *OSCE system* focused on OSCE human dimension meetings as one of the rare opportunities for NGOs to take part in the discussions on equal footing with governments. NGOs can use these meetings to raise their human rights concerns and produce impact by questioning the governmental policies and practice on particular human rights issues through “exhortative speech”.

The overview of the *Council of Europe system* provided brief information on a number of important instruments and mechanisms available to NGOs to pursue their cause: ECHR (European Convention on Human Rights), EctHR (European Court on Human Rights), CPT (Committee for the Prevention of Torture), Framework Convention on national minorities, European Social Charter, ECRI (European Commission against

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<sup>1</sup> See annex 3: Advocacy resources on the web, p.36.



terminology of international convention, and got the feedback from the presenter on the most appropriate article/s for every presented case.

Based on this exercise, the presenter encouraged the group, as a “homework,” to think of the CERD concepts with regard to human rights issues in their home countries. The ERRRC report on Hungary and the letter to CERD committee were provided as a model.

The session was followed by the **NGO-Fair** whereas information about represented NGOs was exhibited and presented. Participants got acquainted with each other’s organizations and exchanged posters, brochures, relevant materials and contact information. The represented organizations included:

1. European Center (Albania)
4. National Centre for Social Studies (Albania)
5. YWCA and “La Strada (Belarus)
6. Balkan Center for Regional Development ( Bulgaria)
7. B.a.B.e. Women’s Human Rights Group (Croatia)
8. Croatian Student Union (Croatia)
9. NGO Pirko (Czech Republic)
10. Minority Rights Group International (Hungary)
11. Labyrinth, National Association for Improvement of Health and Rights of Persons with Mental Illnesses and Vulnerable Groups (Macedonia)
12. Polio Plus Movement Against Disability (Macedonia)
13. Youth for Change (Moldova)
14. Center for Democratic Transition (Montenegro)
15. Polish Humanitarian Organization (Poland)
16. Csiki Foundation (Romania)
17. Chance for Life (Romania)
18. Karelian Regional Advocacy Organization (Russia)
19. MiraMed Institute (Russia)
20. Civic Initiatives Development Center (Russia)
21. Association against Violent Communication (Slovenia)
22. Ecumenical Humanitarian Organization (Serbia)
23. Women for Women’s Human Rights – New Ways (Turkey)
24. Internews (Ukraine)

The day culminated in the **International Evening** where participants shared their national foods and drinks as well as listened to their national music and discussed local customs and traditions.

Day 2, Tuesday, March 4, 2003

## Advocacy start-up

After a brief introduction of the program and energizer, the day started with an interactive session on **Advocacy start-up** conducted by Larry Olomoofe, from the European Roma Rights Centre.

The presenter launched the session with the unpacking question: “What does advocacy mean for you?” Among the responses he received were action, work, presentation, and promotion of a particular argument or cause.

Building upon these responses, the presenter explained historical development of the *notion of advocacy and lobbying*, and offered some definitions. He mentioned that lobbying essentially means same as advocacy and explained how this term came to being. He offered as one of the definitions for advocacy “the art to harass” and “to seize the moment when it presents itself”.

When discussing how to best assure the impact and effectiveness of the advocacy message, the importance of identifying target group was stressed. Since the target group, in most cases, is either public in general or the government, the discussion dwelled upon the *media* as a powerful tool both to build public opinion and “harass” the governments. The strategies on the use of the media and their limitations were also discussed.

Another point of discussion was ensuring *political support* or allies as one of the advocacy strategies. Ideally, the target can be from the ruling government party, but any representative of the opposition as well as of business sector can be useful. Shared ideological base was pointed out to as an important precondition for political support, which can facilitate the process of cooperation between the various parties. Interest groups were particularly mentioned as a means of exercising effective pressure on governments.

Further points were made on the importance for human rights advocates of having a broader understanding of the *local and international political process*. This would provide for effective advocacy and a sharpening/narrowing of the focus and broadening the impact of any potential advocacy action. Intimate knowledge of the electoral process, especially timing of elections, is essential here. Also, wider knowledge of political dynamics (such as political tensions between and within parties) which would allow you to exploit the situation for your best interests.

Following the discussion, participants were divided into the three groups for the **advocacy role-plays**. The tasks were as follows:

*Targets: Ministries of Internal Affairs, Education, Finance*

1. Mutual friend of Minister of Finance and yourself invites you to a dinner party where the minister is going to be present. Lobbying possibilities?
2. You are invited to a governmental special session on education. What possibilities available here?
3. You have an appointment at the Ministry of Internal affairs. What can be done here?

After each group acted out its tasks in front of the respective “Minister” and the larger group, Larry led a *discussion* with the participants addressing strong and weak points of each presentation as well as suggestions for improvement. The tips included:

- consider the setting: formal vs. informal;
- be prepared: use statistics and reports (especially governmental) to build your case; refer to statements of other government departments; be prepared to preempt arguments;
- bring your message across: do not let the authorities to talk your time away or change the direction of the conversation, stick to your case and bring them back to it. Unless the government official tries to take control over the conversation, do not be pushy. Be cooperative, get into their shoes, use their words and turn them into specific action plan.
- point out cost effectiveness of proposed action
- do not deny their offers of support, even if they are not exactly what you have asked for: use them as the basis for further meetings and requests
- insist on including your issue in their agenda: discuss and agree on the further steps
- bring the issue to the media only if you have reached the agreement on something specific

As an overall strategy, the presenter concluded the discussion, an advocate should not act aggressively but rather cooperatively, presenting him/herself as the resource available to the government, offering information, expertise and programs that fall within the government’s area of work.

In the second part of the day, Claude Cahn proceeded with **Part 2 of the session on International advocacy**, discussing participants’ homework and bringing back international advocacy to the context of domestic advocacy efforts. He summarized major points from the previous session and we briefly discussed the homework: CERD issues in individual countries.

Following this, we discussed *reporting as an advocacy tool* based on the example of CERD submission from Hungary and examined the importance of the “shadow reports” submitted by ERRC and other organizations, which can raise the issues that government failed to address. Furthermore, we have discussed the significance of using appropriate (legal) language in the reports. As opposed to the government reports, which often use vague and overly rosy language, shadow NGO reports should be as specific as possible, illustrating the claims with factual data.

The question then arose: what do you do next after you have prepared the report?

Properly prepared and supported by the factual data, NGO shadow reports can influence an official IGO’s report on given country. The significance of the international advocacy was emphasized at this point: *NGOs use international advocacy to get their concerns included into IGOs reports, so that they can later use IGO reports back home to exert pressure on governments to improve the situation.*

Then we discussed how to bring international advocacy back home and make it work in local context: *formulating of goals and strategies* was discussed based on the example of ERRC.

### What do we want to achieve?

Goals - broad:

- advocate for social change (on racial issues)
- secure equal rights
- build capacity of minority groups
- raise public awareness – empowerment – facilitate participation by discussion groups; changing consciousness

Goals – narrow

- anti-discrimination law
- school desegregation
- race-based statistics

### How?

Strategies:

governments

- change laws and adopt new ones
- change/ adopt new policies and administrative directives
- spend money on good cause (“my taxes” argument)
- improve schools/education system
- improve work of other relevant state institutions

public/society:

- businesses/international groups
- NGOs/civil society
- Media

IGOs

- cooperation

### Actions:

- campaigning (media, street/direct action etc)
- training and human rights education
- research/ reports
- strategic litigation
- legislative/ political lobbying

**Group work:** Based on this input, participants were asked to write down off-hand a strategy for an issue of their interest as a conclusion of the session. Below is an example of the group work:

*Issue:* Domestic violence

*Broad goal:*

Eradication of domestic violence

*Narrow goal:*

female - to report abuses/violence

male - to change the attitude

police - to change law-enforcement practice

schools - to educate on proper attitude

*Strategy:*

raise awareness of domestic violence

*Actions:*

research/ statistics (police data, SOS-line data, independent research)  
roundtable: government officials, police officials, women's NGOs  
campaign: media (roundtable, paid commercials, talk-show, articles, personal stories), schools, streets  
training for police

[Day 3, Wednesday, March 5]

## Advocacy at the National Level

The day started with short input on, by Marijana Santrac, HRSI. The presenter first introduced the *concept* of advocacy at the national level, as well as all advocacy activities that can take place within the framework of one country. Furthermore, she reiterated on the link between advocacy at international level and advocacy on national level, emphasizing their intertwined nature and importance of synchronized action on both levels.

Then she provided the *stakeholder analysis*, explaining that different approaches need to be taken towards different stakeholders and providing examples from NGO work on most frequent strategies towards these actors):

- MPs - members of parliament (classic and innovative approaches: supplying with relevant documents as well as “creative” materials)
- Government (letters, analyses and recommendations)
- Media (influencing public opinion)
- Minority organizations (coalition building, presenting efforts as a result of wide consensus, rather than an isolated action)

As the broadest possible *goal of national advocacy*, the presenter mentioned a policy document to be adopted by the government, which can later lead to legislative/policy shifts.

Among the *preconditions* for successful advocacy at the national level, following elements were mentioned:

- agenda (realistic and well-thought out strategy plan encompassing and synchronizing all advocacy activities)
- coalition building (getting wide support within the country)
- international support (informing/inviting international actors, using the argument of international legal obligations)
- sensitivity to local context

Following this input, participants discussed in small groups how the above-mentioned preconditions could be ensured in regard to specific issues in their countries.

Then participants were divided into two smaller groups to practice advocacy skills based on two **campaign case-studies**.

Group I had a case-study on the media campaign (the materials for this session were provided by the OSI Media Network Program) conducted by Marijana Santrac. Group II had a case-study on the recent Amnesty International campaign in Russia, developed and conducted by Mark Fodor.

**Group 1: Nation-wide campaign with special focus on media**

Marijana introduced the aim of the session: to practice designing media campaigns at the national level on the issue of violence against women. Then, she presented the case and tasks:

**CASE STUDY :**

*Context:* You are an NGO activist in a country, where violence against women, especially domestic violence, occurs as a significant but disregarded phenomenon. Statistics show that every 5<sup>th</sup> women has been a victim of domestic violence. However, there is silence in the society on this issue. People perceive it as a private issue, women/ relatives/neighbours rarely report on violence, police is not sensitive and does not offer effective protection, and nobody speaks publicly about it.

You have already established a hot line and a counselling centre as well as a shelter (safe house) for women –victims/survivors of violence. In the past 4 years you have received about 11230 requests for counsel and help, around 100 women per year passed through your shelter. But you feel this is just a drop in the sea. You want to do more – you want to address this issue at the society level.

*Task:* Create a nation-wide campaign on this issue. Part of it should be media campaign, but it should encompass also other activities. Your potential donor has formulated the aims it is willing to support (see bellow). For each given aim specify:

- objective/s (SMART criteria)
- target group/s
- message (which you want to pass to the target group, especially important for media campaign – short, strong, effective)
- activity (be as specific as possible – include also timing/frequency, partners)

*Fundable aims:*

1. to change attitude and behaviours that perpetuate violence
2. to motivate government to develop and/or change policies, legislation and practices to prevent violence against women
3. to strengthen the capacity of civil society organizations to effectively advocate for and implement violence prevention programs

*Resources:* You plan to apply for a sum that would be enough to cover 2 week-campaign in media (as extensive as you propose) and other additional project activities, which can all together last no longer than 3 months (and are not more expensive than several workshop-type events).

Following the explanation of the tasks, Marijana has divided the group into two smaller groups and encouraged them to select group speaker note taker and timekeeper. The groups had 35 minutes to work on their campaigns and 10 minutes to present their projects. Below are the outlines of the campaigns designed by the groups:

## **Group A**

- *Aim 1: to change attitude and behaviours that perpetuate violence*

*Objectives:* to raise public awareness

*Target groups:* general public (women, men, and young people)

*Message:* Staying indifferent makes you responsible!

*Activities:*

- TV commercials
- flyers, stickers
- lectures in schools, universities
- newspaper coverage
- radio

- *Aim 2: to motivate government to develop/change policies, legislation and practices to prevent violence against women*

*Objectives:* legislative change

*Target groups:* government, political parties, MPs, NGOs, IGOs, general public

*Message:* Better Law for Better Future!

*Activities:*

- preparing a bill with legal expert
- collecting signatures for support
- establishing contacts with government, parliament
- establishing contact with NGOs, IGOs
- proceeding with the bill

- *Aim 3: to strengthen the capacity of civil society organizations to effectively advocate for and implement violence prevention programs*

*Objectives:* building a coalition for exchange of resources and information

*Target groups:* NGOs

*Message:* Strength comes with cooperation!

*Activities:*

- seminars
- meetings
- discussions, roundtables
- creating database
- creating umbrella organization and devising a strategy for the future

## **Group B**

- *Aim 1: to change attitude and behaviors that perpetuate violence*

*Objectives:* to fight violence in family

*Target groups:* general public

*Message:* Stop Brutality in Family!

*Activities:*

- TV campaign: commercials and talk shows
- Street campaign: posters, flyers, stickers,
- Radio campaign (a series of broadcasts on issues of criminality)

- *Aim 2: to motivate government to develop/ change policies, legislation and practices to prevent violence against women*

*Objectives:* change of gender policy  
*Target groups:* government  
*Message:* Women are not safe at home!  
*Activities:* lobbying local MPs

Group presentations were followed by the panel discussion:

- how this campaign was implemented in reality (Croatia and Slovakia) and what are the differences as compared to group proposals: what the proposals did not include and what new/better ideas suggested
- participants' success stories – exchange of experience/useful tips from the campaigns they participated in.

## **Group 2: Amnesty International Campaign on Russia**

Mark started his session with brief introduction of the AI's history, mission and activities:  
*Mission:* preventing and ending grave abuses of the rights to physical and mental integrity, freedom of conscience and expression, and freedom from discrimination, within the context of its work to promote all human rights.

*Methods:* national Amnesty International organizations made up of grassroots membership take action on individual cases in countries other than their own through: 1) Letter-writing, petition signings 2) Awareness raising actions, protests

*Campaigns:* two basic types of AI campaigns: thematic and country. Thematic campaigns are to take action on specific issues that need to be addressed around the world (e.g. torture or violence against women). Country campaigns are to take action on issues within a specific country.

Focusing on campaigns, Mark address the important points to bear in mind when planning a campaign:

*Coordination of the campaign:* Make sure that all the relevant people from section or structure are involved in planning.

*Campaign cycle* – make sure that you see a broad picture of the campaign – what is the problem, what are you trying to achieve, how will you know that you achieved something – Evaluation: what will help you achieving it, what are the best tools, how will you monitor progress, how will you evaluate.

*SWOT analysis*– begin with analysis of Strengths, Weaknesses, Opportunities, and Threats – SWOT when beginning to prepare a strategy and at different stages of the campaign (when planning, when reviewing the progress, when evaluating, etc.).

*Target audience:* Decide on the right target to achieve change (Consider: WHO has influence to change what you think needs to be changed: Direct influence/Indirect influence.

*Type of action:* When deciding on the type of action make sure that you know what level of influence your target audience has:

- direct influence – such as authorities: you need message with rational arguments, professional approach;
- indirect influence – such as mass media: you need a clear, short and simple message, more emotional approach.

Evaluation: learn from past experience – don't reinvent the same things again and again

*SMART objectives*: – specific, measurable, achievable, relevant, timed.

- Objective – what do you want to achieve;
- Output – what do you plan to do;
- Outcome – what will happen as a direct consequence of that;
- Change – what has changed due to your activity – policy change, practice change;
- Impacts: what beneficiary effect will this change have on the people you are trying to help.

Later we discussed what should be kept in mind when preparing campaign materials in terms of format (leaflet, poster, T-shirt), audience (journalists, teachers, AI members), purpose (what do you want your target audience to do with the material you are preparing), motivation (what is it about your materials that will motivate people to take action), technical specification, adequateness (Is the type and the message adequate to get the message across to the target audience).

Then we touch upon *organizing and planning public actions/events* in terms of theme, message of your action, place of the activity, details of who will be involved, who is your audience, who is the target group and how this activity fits into your campaign plan, strategy – before and after.

In terms of planning it is important to focus on the concept of the event/action; Target audience to be reached; Purpose of event/action; Information for the media. Also, it is important to think of the message (how will people know what your action is all about – message must be understandable both to people outside and to people participating in the event), visual imagery, objects to attract attention and get the message across, ways of communicating the message and using the sound (music, silence, shouting...), whom to invite for the event (media).

Following this, we proceeded to discuss *lobbying/advocacy* in more detail (theme, target, local/international level). Since lobbying “does not stand on its own and needs to be part of a wider strategy”, when deciding on lobbying actions one needs to keep in mind the following:

- reputation of your organization in your country;
- level of commitment to human rights protection have authorities shown: ratifications, government policy;
- responsible official for your theme;
- government process for NGO Consultation;
- areas you are experts in;
- good relations you developed – among politicians;
- outreach to other organizations (target audience, allies in the campaign).

Following the discussion on the questions mentioned above the group was divided into two smaller groups to work on *designing outlines of their own one-year campaigns on Russia*. Based on the input provided and keeping in mind the SWOT analysis the groups were supposed to come up with goals and human rights themes for the campaign as well as to draw up a timetable for key actions and evaluations.

Before that, the groups were provided with some *reference points* to guide them in their work:

- Human rights situation is bad throughout the country and all sectors of society suffer
- Chechen conflict has been going on for years and Human Rights abuses are often spoken there
- The government is sensitive to criticism and control the major television channels
- Many human rights organizations exist throughout the country, their work is often challenged by the government
- The Russian society has gone through a very tough economic and political transition from communism and day-to-day life is still very tough

Having designed their campaigns the groups presented them to each other and discussed how their campaigns can be enriched as well as how Amnesty International planned to implement their campaign in this country.

Following these case studies, in the second half of the day, Magda Adamowicz, HRSI, facilitated the **Access to Medicaments exercise** (Compass, p 80). The exercise consisted of the two parts (trial and consensus-building) and involved a variety of complex issues.

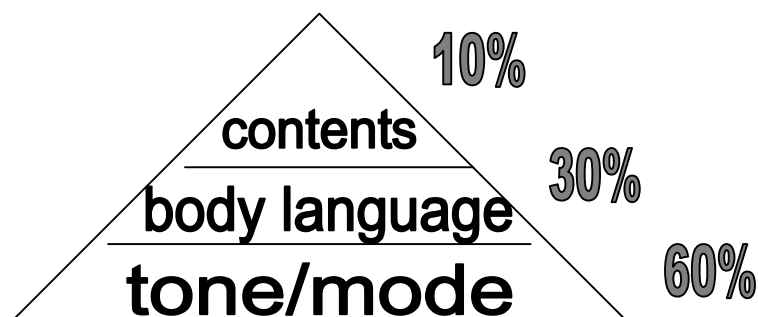
The exercise was followed by the discussion on the actual situation in Africa (the focus of the exercise) as well as how each party felt in regard to performing its role and communication with other parties and whether it was easy to reach the consensus.

## Communication skills

*[Day 4, Thursday, March 6, 2003]*

The morning session on **Communication skills** was conducted by Rui Gomes. After a brief input, we had an interactive exercise where 8 volunteers were passing the message on (description of the pictures only the first of them saw) from one to another. The exercise demonstrated how the message modified along the way and how sender and receiver can have a different ideas/perceptions on the same subject.

Later, we discussed how message can be perceived differently by the receiver based on the contents, body language and tone of the sender and how significantly the outcome of the message depended on the tone/mode of the speaker.



Following this discussion, we had a buzz-groups **exercise** whereas each group had to focus on one of the three: contents, body language, one/mode and state what they thought made it successful. Below are the contributions of the groups:

<b>Contents:</b>	<b>Body Language:</b>	<b>Tone:</b>
Make it clear	- respect personal space	- assuring
Keep it well-structured	- show openness	- confident
Speak to the point	- be aware of cultural differences	- emphatic
	- make eye contact	- audible (adjust the volume)
	- show interest	- not overly influenced by emotions
	- use non-aggressive gestures	- fluent
	- feel comfortable with him/herself and body	- clear
	- do not contradict with your message	
	- do not overuse the body language	

This exercise was followed by **group work** focusing on both presentation skills and the ability to provide relevant feedback. The participants were divided into 5 groups and each participant was given a human rights topic to speak on in front of the camera. Other group members were instructed to take notes and give feedback. Before preparing their speeches, the participants got more input on feedback as...

- a tool which enables a person to find out how others perceive his/her behaviours, what s/he says and how s/he says it
- reference to content as well as to attitudes, process, aspects of relationships, etc
- an important source of information and tool for learning
- a tool to improve communication and co-operation and to avoid misunderstanding

And what the basic rules are for giving feedback:

- descriptive as opposed to judgmental
- specific as opposed to general
- adequate and fair
- useful in the sense that the receiver of the feedback is able to change his/her behaviour in the future
- requested as opposed to forced upon
- timely and tactful

Once the preparations were finished, the participants were called upon to speak one by one while his/her group members as well as the larger group were following to give feedback. Once all participants presented their topics they went back to their groups to provide and listen to the feedback.

We had a free afternoon after this session.

*[Day 5, Friday, March 7, 2003]*

## Structure and criteria for follow-up

The day was started with the session on the final outcome: Strategy Paper, Action Plan or Project Proposal conducted by Natela Farsiyants, HRSI. The session aimed to explain the final task, discuss the purpose and components of the Strategy Paper, Action and Plan and



- Competitive advantage (WHO? Why your organization? Why do you think your organization will run this particular project successfully?)
- Indicators/evaluation (How will you know that you have achieved your objectives?)
- Is it fundable? (Will it be appealing to donors?)
- What is the impact? (Any follow-up planned?)

Based on this input as well as their own experiences, participants were asked to *devise their own criteria* that would be applied by the Panel on the following day. Participants were divided into three groups, each group working on the criteria for one of the three: Strategy Paper, Action Plan, and Project Proposal. Tanja Hafner was facilitating the group work. The criteria developed by the group and later used by the Panel to provide the presenters with feed-back are summarized in Annex 2.<sup>2</sup> Once the criteria were developed, participants formed groups based on their interests and experiences and the rest of the day was spent in writing papers and preparing for presentations.

[Day 6, Saturday, March 8, 2003]

## Presentation of the follow-up plans

The last day started with the **presentations of the papers** before the Panel. The composition of the Panel changed after each set of presentations to include the participants whose group is not currently presenting. This gave groups an opportunity to try themselves in both roles: panellists and presenters.

The Panel would give **feedback** after 2-3 presentations. Before convening the Panellists were provided with the following suggestions:

- Each select a criterion or a project to give feedback on. It will help you to divide the tasks and have all criteria covered.
- Manage the time allocated for the feedback to insure that you devote equal amount of time to each project/criterion
- Focus on the substance as opposed to the style of the presentation
- Use the criteria developed by the groups
- Try to be objective and fair. Focus on the things that can be improved and developed.




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<sup>2</sup> Annex 2: Criteria, p 26

## Papers:

1. **Education equal for all** (Project proposal, Tatjana Lazor (Macedonia), Nenad Markovic (Macedonia)).
2. **Police Violence in Poland and Czech Republic** (Strategy Paper, Marek Marczynski (Poland), Stanislav Stepanik (Czech Republic)).
3. **Equality for All** (Project Proposal, Drazen Puljic (Croatia), Snezana Vrangalova (Macedonia), Liz Amado (Turkey), Dmitri Bartenev (Russia)).
4. **Youth in Advocacy Campaign –YAC** (Project Proposal, Raluca Pop (Romania), Emese Csiki (Romania), Monika Rafael (Hungary)).
5. **Educational program on trafficking for young women and teenagers** (Strategy Paper, Halina Tsiurina (Belarus), Galina Angarova (Russia), Spela Veselic (Slovenia)).
6. **Promoting Access to Information in Bambulgaria** (Project Proposal, Taras Shevchenko (Ukraine), Rudina Hoxha (Albania), Ditmir Bushati (Albania)).
7. **Education for Human Rights and Health in Balkans** (Project Proposal, Alexandar Pajevic (Montenegro), Borislava Daskalova (Bulgaria)).
8. **Youth for Change, Moldova** (Strategy Paper 2003-2004, Tatiana Echim (Moldova), Tamara Sliskovic (Croatia)).

Once all projects were presented and provided with the feedback from the Panel, there was a “**feedback on the feedback**” discussion where participants could comment on the usefulness and relevance of the feedback for their papers.

The afternoon sessions were focused on the follow-up and evaluation.

The **follow-up session** was conducted by Magda Adamowicz. She collected participants’ ideas and suggestions for the follow-up on the workshop. The ideas included:

- Establish yahoo group with a moderator
- Open forum, photo gallery, corners on HRSI web-site
- Exchange information on activities, contacts, useful links and resources
- Organize issue-based regional events
- Develop common projects
- Develop a package of educational materials available online
- Develop a system of regional internships

The workshop was concluded by the **evaluation session**. At the beginning of the session, *evaluation forms* were distributed and the participants spent some time in filling them out. Furthermore, an *interactive exercise*, conducted by Rui Gomes, provided the opportunity for the participants to express non-verbally their satisfaction with a number of workshop- related issues. The evaluation session was concluded with a round of *individual comments* on selected questions.

**Annex 1.**

## List of Participants

<b>Name</b>	<b>Country</b>
1. Ditimir Bushati	Albania
2. Rudina Hoxha	Albania
3. Halina Tsiurina	Belarus
4. Borislava Daskalova	Bulgaria
5. Tamara Sliskovic	Croatia
6. Drazen Puljic	Croatia
7. Stanislav Stepanik	Czech Republic
8. Monika Raffael	Hungary
9. Snezana Vrangalova	“The former yugoslav republic of Macedonia”
10. Nenad Markovic	“The former yugoslav republic of Macedonia”
11. Tatiana Echim	Moldova
12. Aleksandar Pajevic	Serbia and Montenegro (Montenegro)
13. Marek Marczynski	Poland
14. Emese Csiki	Romania
15. Raluca Pop	Romania
16. Dmitri Bartenev	Russia
17. Vera Lysikova	Russia
18. Galina Angarova	Russia
19. Spela Veselic	Slovenia
20 Tatiana Lazor	Serbia and Montenegro (Serbia)
21. Liz Amado	Turkey
22. Taras Shevchenko	Ukraine

## Annex 2

### Criteria for follow-up plans

<p><b>Strategy Paper:</b></p> <ul style="list-style-type: none"> <li>- Comprehensive</li> <li>- Detailed</li> <li>- Effective</li> </ul> <p>Introduction (basic information on the organization, basic information on the issue (why?))</p> <ul style="list-style-type: none"> <li>- target group</li> </ul> <p>Glossary of terms (explanation, specific definition of important terms related to the issue, bibliography)</p> <p>Strategic goals and objectives</p> <p>Goals: broad, general, comprehensive</p> <p>Objectives: narrow, concrete, detailed</p> <p>Priority areas: (consistent with the goals and the mission of the organization)</p> <p>Present status (dependent on the project): actuality of the problem, detailed explanation, data and statistics</p> <p>Coordination of the efforts (optional) : list of supporters and achievements as well as partners and donors</p> <p>Strategic framework for action: (Broad list of strategies and activities)</p> <p>Timeline: Concrete but not very detailed</p> <p>Events/period of time</p> <p>Funding (do not have to specify, approximate amount will do)</p> <p>Monitoring indicators (evaluation, indicators of success of the paper: how, when, by whom)</p> <ul style="list-style-type: none"> <li>- feedback</li> </ul>	<p><b>Action plan:</b></p> <ul style="list-style-type: none"> <li>- specific</li> <li>- action-based</li> <li>- timed</li> <li>- achievable</li> <li>- needs assessment</li> <li>- innovative strategies and actions</li> <li>- target group</li> <li>- (accessibility community/background)</li> <li>- geographic coverage, numbers, age, sex, nationality, religion)</li> <li>- human and financial resources</li> <li>- partnership</li> <li>- networking</li> <li>- evaluation methods</li> <li>- SWOT analysis (at the preparation stage)</li> <li>- Fundability</li> </ul>	<p><b>Project Proposal:</b></p> <p>Title:</p> <ul style="list-style-type: none"> <li>- unique</li> <li>- appropriate to the subject</li> <li>- understandable</li> </ul> <p>Introduction and background: (brief introduction of the problem, presentation of the statistics, explanation of the reasons why we decided to take the action, experience)</p> <p>Glossary (brief and precise)</p> <p>Goals and objectives (SMART) : not overly broad, realistic</p> <p>Target group (specificity of the project) : (community/background, geographic coverage, numbers, age, sex, nationality, religion)</p> <p>Activities: (detailed use of resources (human and otherwise))</p> <p>Evaluation : (quantitative indicators, clearly and step by step explained the process of monitoring)</p> <p>Expectations: (to specify expected outcomes and results)</p> <p>Follow up : (lessons learned and their use, future activities – self sustainability)</p>
<p><b>Future programming/Follow-up</b></p> <ol style="list-style-type: none"> <li>1. Next steps after the project has been implemented (what do you do next after this project? Do you extend it to the different target groups? Do you continue it?)</li> <li>2. Follow-up (include the information on how this project will or can be implemented or applied by you or your organization within the next three months)</li> </ol>		

## ANNEX 3

### Papers presented by the groups (Outlines)

- 1. Education equal for all** (Project proposal, Tatjana Lazor (Macedonia), Nenad Markovic (Macedonia))
- 2. Police Violence in Poland and Czech Republic** (Strategy Paper, Marek Marczynski (Poland), Stanislav Stepanik (Czech Republic))
- 3. Equality for All** (Project Proposal, Drazen Puljic (Croatia), Snezana Vrangalova (Macedonia), Liz Amado (Turkey), Dmitri Bartenev (Russia)).
- 4. Youth in Advocacy Campaign –YAC** (Project Proposal, Raluca Pop (Romania), Emese Csiki (Romania), Monika Rafael (Hungary)).
- 5. Educational program on trafficking for young women and teenagers** (Strategy Paper, Halina Tsiurina (Belarus), Galina Angarova (Russia), Spela Veselic (Slovenia)).
- 6. Promoting Access to Information in “Bambulgaria”** (Project Proposal, Taras Shevchenko (Ukraine), Rudina Hoxha (Albania), Ditmir Bushati (Albania)).
- 7. Education for Human Rights and Health in Balkans** (Project Proposal, Alexandar Pajevic (Montenegro), Borislava Daskalova (Bulgaria)).
- 8. Youth for Change, Moldova** (Strategy Paper 2003-2004, Tatiana Echim (Moldova), Tamara Sliskovic (Croatia)).

<b>Education equal for all</b> <b>Project proposal</b>
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**Location:** Universities in former Yugoslavia countries: Slovenia, Croatia, Bosnia and Herzegovina, Serbia, Montenegro, Macedonia

**Goal:** raising awareness on equal access to high education for young people with disabilities in former Yugoslavia through campaign

**Target group:**

1. general student population of the 16 cities in FYU, university authorities
2. students with disabilities and their organizations
3. Public

**Objectives:**

1. to organize two-day seminar on high education of youth with disabilities in FYU for 16 participants from students' organization from 16 universities in FYU countries
2. to organize a 4-month campaign on 16 universities in FYU countries on equal access to high education for young people with disabilities

**Activities:**

1. set up a web-site to comprise all materials following campaign
2. preparation of the promotion materials
3. contacts with potential participants with disabilities: e-mail/mail/phone contacts with universities, disability and students organizations
4. preparation of the program of the seminar as well as all details regarding its technical organization
5. organization of the seminar in Skopje: the issue to be dealt with: pwd in high education in FYU, presentations on situation in each university, 2 workshops on social marketing with emphasis on campaigns and training about PR
6. distribution of promotion materials in each university where participants of the seminar will conduct campaign
7. organization of one tribune per month in each university about students with disabilities and education problems (4 tribunes in each university)
8. Publishing at least 3 articles per month in each university city
9. At least 3 radio and TV broadcasts per month in each city

**Expected outcomes and results:**

- 16 educated young people with disabilities who will continue to work on this issue and advocate in their communities
- stronger cooperation with university authorities in order to provide better conditions for studying for students with disabilities and prepare new activities
- involvement of other students interested to work on this issue
- interests for establishment of associations of students with disabilities in the universities where they do not exist

**Follow up:**

Joint actions toward governments in order to provide equal educational opportunities for all, initiation of new associations of students with disabilities, motivation of pupils in the secondary schools to continue with education.

<p style="text-align: center;"><b>Police Violence in Poland and Czech Republic Strategy Paper</b></p>
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**Target group:**

- public of Poland and Czech Republic
- police officers in Poland and Czech republic

**Goals:**

- raise awareness on problem of police violence
- increase the consciousness of law
- decrease the violence of police

**Objectives:**

- build a network of subjects related to police
- train policemen
- inform people how they can protect themselves against police violence- provide them with leaflets, brochures
- observe and monitor the development in this area
- provide statistics

**Strategic framework for action:**

1. provide statistics
2. raising public awareness on the issue through media
3. create brochures, leaflets.
4. create a network with other NGOs working in the area of human rights
5. involve the Police Presidency
6. involve the Ministry of Internal Affairs
7. organize round table and discussions with Ministry of Internal Affairs, Police Presidency, other NGOs interested in human rights
8. discuss with vulnerable groups their position and ask them for advice
9. send a newsletter about our activities to the police stations in the whole country
10. establish a web-site and a hot-line
11. establish a special group for monitoring and observation
12. organize workshops for policemen
13. campaign on TV, in newspapers, magazines
14. distribute the leaflets, brochures, other materials

**Future Programming:**

- continue monitoring
- focus on special groups, e.g. children, domestic violence, police violence during demonstrations and manifestations
- extend the program to other post-communist countries

<b>Equality for All Project Proposal</b>
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**Goal:**

- Promoting LGBT anti-discriminatory policy
- Raising public awareness about the issue of homosexuality

**Specific objectives:**

1. adoption of a domestic partnership law for same-sex couples
2. initiating a positive change in the attitudes towards homosexuality of the public (fighting homophobia)

**Target groups:**

1. Government (Ministry of Justice, Ministry of Social Affairs, Ministry of Education)
2. Parliament (all relevant committees)
3. General Public with a special focus on:
  - university communities
  - youth organizations
  - NGOs dealing with human rights

**Activities:**

1. establishing a research group of experts in national as well as international law, human rights experts, psychiatrists, psychologists, specialists in ethics and sociology:
  - to analyze the existing legal system in the country to see which rights and freedoms are already guaranteed to the LGBT community,
  - to see how the existing legal system can be improved to implement high international standards for human rights with special reference to the rights and freedoms of the LGBT community, and
  - to draft a law on domestic partnership for same-sex couples
2. Lobbying for this law to be adopted in the Parliament
  - petitions
  - organizing a demonstration
3. Informative and educational campaigning:
  - public lectures on various LGBT issues with the participation of experts in the relevant fields;
  - organizing a round table of experts: How to cure the illness called Homophobia?
  - Publishing a book of proceedings of the round table discussion;
  - Thematic movie nights;
  - Production and distribution of leaflets and brochures;
  - Production of a video for television broadcasting;
  - Publishing a series of educational articles in the 4 major daily newspapers;
  - Organizing workshops in the universities on human rights education

**Follow-up:**

The future steps after the campaign will depend on the actual outcomes of the project. In the legal sphere, advocacy for the domestic partnership for same-sex couples will be further pursued and intensified. In the public sphere, the education and raising awareness on LGBT rights will be continued and expanded to new target groups. The sustainability of the

outcomes of the project will remain a priority and will be realized by the continuing cooperation of the coalition.

<b>Youth in Advocacy Campaign –YAC Project Proposal</b>
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**Goals:**

- to make youth active in their own learning process
- raise awareness on human rights
- campaign made by students on human rights issues
- to show the role of youth in advocacy
- influence young generation
- create a supportive environment for students

**Target group:**

Countries: Hungary, Romania, and Russia  
Secondary school and university students  
6 schools per country, 4 students per school  
age: 15-20

**Activities:**

- preparation of the implementation
- training for students
- students prepare and write a proposal for the implementation of their campaign
- students, coordinators, other partner NGOs design internship program
- students implement their campaign
- implementation of the internship part of the program
- evaluation meeting
- follow-up activity meeting
- follow-up activities to be implemented

**Expectations:**

- 96 students trained on human rights
- 5-10 students per country take part in follow-up activities
- 3 events to be organized per country
- 10 interns to take active part in NGO field and human rights activities
- network of students and schools involved in the program on national and international level.

**Follow-up:**

- training materials made by the students to be produced and disseminated
- extend the program on national and international level.

<p style="text-align: center;"><b>Educational program on trafficking for young women and teenagers</b> <b>Strategy paper</b></p>
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**Goals:**

- to raise public awareness
- to draw the attention of the representatives of the governmental institutions to the problem of trafficking in young women and children as to the question of human rights violation,
- to educate the public about the problem of trafficking in persons

**Objectives:**

- to conduct an educational program for youth on the problem of women's rights in order to prevent trafficking in women and other kinds of violence and exploitation of human beings

**Priority areas:** Young women and teenagers

**Activities:**

- to conduct lectures and seminars in schools, college and higher educational establishments. Two experts are going to facilitate workshops. There will be approximately 6 workshops a week, that is approximately 42 workshops per month
- to publish bulletins, leaflets etc on the topic
- to distribute materials (throughout the program span)
- to produce an educational video and present it during workshops

**Future programming:**

We would like to develop a project based on gained experience in the educational sphere and our previous work we conducted in the field of anti-trafficking of human beings. The next step of the project is to work on implementing the human rights' and anti-trafficking components into the educational programs and school curricula.

<p style="text-align: center;"><b>Promoting Access to Information in “Bambulgaria” Project Proposal</b></p>
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**Goal:** to improve the access to information

**Objectives:**

- Raising awareness about new possibilities for access to information
- Promoting new mechanisms of access to information
- Encouraging Bambulgarians to use legal means of protecting their right in regard to access to information.

**Activities:**

1. Campaign – the campaign will target the public in general through distributing brochures, guideline, leaflets, posters and coverage in newspapers. In total 5000 brochures, 3500 copies of guidelines, 10000 copies of leaflets, 20000 copies of posters will be published and distributed within three months from the beginning of the project. We expect about 10 articles to be published in newspapers.

2. Trainings will be provided for two different groups of people: journalists and NGO representatives/activists. The purpose of the trainings is to provide the above mentioned groups of people with information about effective legal mechanisms on access to information. 8 trainings in total will be carried out with 25 people from different geographical regions on each one. Trainings will be organized during 4<sup>th</sup> – 12<sup>th</sup> months of the project; one training per month.

3. Strategic litigation – during one year of implementation of the project, we will initiate and lead 10 cases in court on access to information. The selection procedure will be based on importance of the problem, genuine interest in the information, and possible future influence of this case at court and administrative practice. The target auditory for this activity includes journalists, NGOs, individuals whose informational requests where rejected.

**Expectations:**

- More people aware about new law and new possibilities for access to information
- Journalists and NGO activists/representatives use new mechanisms of access to information
- More people protect their rights through court mechanisms.

**Future Activities:**

After the end of the project that will last for one year there will be a need to go on with strategic litigation as court cases can take more time for procedures and may not finish within one year. To this litigation should be continued in order to gain a positive result as to promotion of court mechanisms of protecting of the right to access to information.

<b>Education for Human Rights and Health in Balkans Project Proposal</b>
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**Goals:**

- Expand knowledge through dissemination of information, communicational mechanisms; professional training and education.
- Engage scholars, public health and human rights practitioners, public officials, donors, and activists in the health and human rights movement.
- Long-term goal: develop domestic and regional policy focusing on the relationship between health and human rights in Balkan perspective.

**Objectives:**

- Establishment of Balkan Educational Network “Human Rights And Health”
- Seminar and training activities
- Creation of a dynamic learning environment where a large body of material is covered in a short amount of time.

**Target group:**

Geographic scope: Serbia, Montenegro, Croatia, BIH, FYROM, Bulgaria, Age: 25-35, Gender balanced, Number of participants: 28.

**Activities:**

- Introductory seminar
- Construction, maintenance and keeping up to date Virtual Forum Human Rights and Health in Balkans
- Training seminar
- Establishments of Regional Committees on critical issues relating to health and human rights.  
Virtual Forum is being used as a tool for information exchange and communication.
- Evaluation meeting

**Follow-up:**

- Establishment of BNHRH Scholarship for student essay “Health and Human Rights”;
- Advancing participatory, non-formal human rights education at the community level to engage in social change based on human rights and health care approach.
- Providing advice in selected litigation raising critical issues of health and human rights (aimed at policy makers, administrators and public officials).

<p style="text-align: center;"><b>Youth for Change, Moldova Strategy Paper</b></p>
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**Goals:**

- stimulating the creation of public policy framework for gender equality in Moldova
- promoting women's interests and greater representation of women's issues in political agendas
- changing societal attitudes and overcoming stereotypes about women's roles

**Objectives:**

- mobilizing women and men within political parties to encourage women's participation in the democratic political process
- motivating young women to actively participate in the political life
- encouraging public discussion on gender issues and women's equality through media and raising awareness campaigns
- introducing the provisions in party statutes that would guarantee that no fewer than 30-40% and no more than 60-70% members of each gender are included in party lists for elections
- sensitizing women politicians about women's issues as important parts of political agendas

**Priority areas:**

- members of political parties
- young women in political parties
- general public

**Strategic framework for action corresponding to objectives:**

- Lobbying, raising awareness
- Street actions, surveys, workshops (communication skills, presentation skills, political education)
- Media and awareness raising campaigns
- Lobbying, panel discussions
- Workshops, gender awareness training

**Future programming:**

If our efforts prove to be successful, we will continue with the education and training of young women politicians in order to make them more sensitive to women's issues. We hope that they will use the political influence they gained to promote these issues in the future and help to introduce laws that will contribute to gender equality and equal opportunities for all in the political, economic and social life in Moldova.

## ANNEX 4

### INTERNATIONAL ADVOCACY RESOURCES ON THE WEB

#### 1. The UN System

**UN High Commissioner for Human Rights portal:** <http://www.unhchr.ch/>

Find out whether a country has ratified a particular treaty and its review schedule before UN bodies at: <http://www.unhchr.ch/html/menu2/convmech.htm>

Overview of the UN organizational structure and links to specific bodies: <http://193.194.138.190/hrostr.htm>

#### 2. Regional European Systems

*The Council of Europe*

General Human Rights Site: Minorities, Police Abuse, European Social Charter etc..

<http://www.humanrights.coe.int>

European Commission against Racism and Intolerance: <http://ecri.coe.int>

Committee for the Prevention of Torture: <http://www.cpt.coe.int>

Council of Europe Treaties: <http://www.conventions.coe.int>

Council of Europe Parliamentary Assembly: <http://stars.coe.fr>

The Human Rights Education Youth Programme: <http://www.coe.int/hre>

The European Youth Centre Budapest: <http://www.eycb.coe.int>

*The European Union*

**Information on the European Union can be found at:** <http://www.europa.eu.int>

Enlargement home page: [http://www.europa.eu.int/comm/enlargement/index\\_en.html](http://www.europa.eu.int/comm/enlargement/index_en.html)

An excellent site for country-specific EU-related information is also: <http://www.eumap.org>

The European Union Monitoring Centre in Vienna <http://www.eumc.at>

*The Organization for Security and Cooperation in Europe*

**Office for Democratic Institutions and Human Rights:** <http://www.osce.org/odihr>

OSCE High Commissioner for National minorities: <http://www.osce.org/hcnm>

#### 3. Some useful guides for international advocacy

The University of Essex: *The Torture Reporting Handbook* by Camille Giffard, available at:

<http://www.essex.ac.uk/torturehandbook>

Minority Rights Group:

*Minority Rights: A guide to United National Procedures and Institutions;*

*The Frameworks Convention for the Protection of National Minorities: A Guide for Non-Governmental Organizations;*

*ICERD: A Guide for NGOs*

<http://www.minorityrights.org>

Center for Reproductive Rights (former Center for Reproductive Law and Policy): *Bringing Rights to Bear: An Advocate's Guide to the Work of UN Treaty Monitoring Bodies in Reproductive and Sexual Rights* available at: [http://www.reproductiverights.org/pub\\_art\\_tmb.html](http://www.reproductiverights.org/pub_art_tmb.html)