

Educate. Advocate. Connect.

Training for community Human Rights Defenders





Guidelines for the facilitator

About the flip chart

This flip chart aims to help community members increase awareness of the human rights of women and children exposed to exploitation and violence in and around logging camps in Papua New Guinea, the Solomon Islands and Vanuatu.

The activities in this flip chart are designed to encourage discussion about issues relating to human rights violations, promote awareness and understanding of these issues, and develop skills in conflict management, dialogue-building, advocacy and human rights monitoring and reporting.

Who can use this flip chart?

This flip chart can be used by any individual or organisation to increase the knowledge and skills of community members to become Human Rights Defenders. Human Rights Defenders play an important role in building demand for the protection of the rights of women and children exposed to exploitation and violence.

This flip chart is part of the 'Educate. Advocate. Connect.' resource kit, developed by Live & Learn Environmental Education. The flip chart may be used on its own; however, it is most effective when used alongside the Human Rights Defender's manual. Copies of this manual are available through Live & Learn Environmental Education country offices (see back cover for details) or at www.livelearn.org.

How to use this flip chart

This flip chart is designed to be used as a guide to support your training of community members to become Human Rights Defenders. The specific needs of the target audience will determine how you use this resource. It can either be presented page by page, or you may use the pages most relevant to the group. Similarly, the flip chart can be presented over a few hours, days or weeks, depending on the time allocated to this subject.

There is an illustration on the front of each page. This page should face the group. The back of each illustration provides information on how to facilitate the discussion among the group about the illustrated topic. Each topic contains one or more of the following five sections:

- 1. Learning outcomes:** This section clearly outlines what the participants will learn and the skills they will gain through the topic.
- 2. Background information for the facilitator:** This information is for the facilitator and should not be read out to the group. This information provides the context for each discussion. It is a summary of material in the Human Rights Defender's manual. It is a good idea to familiarise yourself with the more detailed material in the manual before facilitating discussions using the flip chart.
- 3. Activity ideas:** The activities aim to guide discussions and achieve the learning outcomes for the topic. The activities are broken down into stages that naturally flow on from each other. You can choose at which stage to start the activity based on the participants' knowledge.
- 4. Discussion points:** This information aims to support a group discussion. Read the points prior to facilitating a discussion.
- 5. Training tips:** These tips offer advice on how to present the activity or section.

Topic guide

The flip chart is divided into 10 topics:

Topic	Subject	Page no.
Topic 1	Understanding human rights	5
Topic 2	Traditional living and human rights	9
Topic 3	What is a Human Rights Defender?	11
Topic 4	Supporting the rights of the child	13
Topic 5	Understanding human rights violations	17
Topic 6	Logging and its impact on human rights	19
Topic 7	Managing conflict and building community responsibility	21
Topic 8	Supporting human rights in the community	23
Topic 9	Recording information	25
Topic 10	The role of the media in promoting human rights	27

Before you start

- Understand the local context of the community you're working in.
- Familiarise yourself with the Human Rights Defender's manual.
- Ensure you have all the materials needed to conduct the workshop.
- Appoint a notetaker or scribe – either someone within your team or one of the participants – to take notes throughout the activities to allow you to focus on facilitating the discussions.

At the end of the workshop

- Thank all the participants for their participation during the workshop.
- Wish them all the best in their roles as Human Rights Defenders.
- Encourage them to use their support networks.
- Remind them of the strategies identified to reduce risks to Human Rights Defenders.
- Present them with an 'Educate. Advocate. Connect.' resource kit they can use in their communities.

Introductory activity

Time: 15 minutes

Materials: Ball of wool/thread/string

What to do:

1. Welcome the participants and thank them for attending.
2. Introduce yourself to the group and ask them to form a circle.
3. Holding one end of the ball of wool, pass it to a participant standing opposite you in the circle. That person introduces themselves and tells the group something they are good at, for example, 'My name is Marie, and I am good at weaving.'
4. Once they have introduced themselves they must keep hold of their section of the wool and pass the ball of wool to someone else in the circle not standing next to them. That person must introduce themselves and state something they are good at.
5. The process continues until everybody is introduced.

Discussion:

Tell the participants that they have created a safety net, and they need to rely on each other to keep the net strong. One thread by itself is not strong enough but together they can support and learn from each other.

6. Explain to the participants that the purpose of these training sessions is to learn skills that will help them teach people within their communities to understand their human rights and support them if something happens that impacts negatively on their rights.
7. Show the participants the flip chart. Ensure all participants can see it clearly. Explain the objectives of the flip chart and outline your training program.

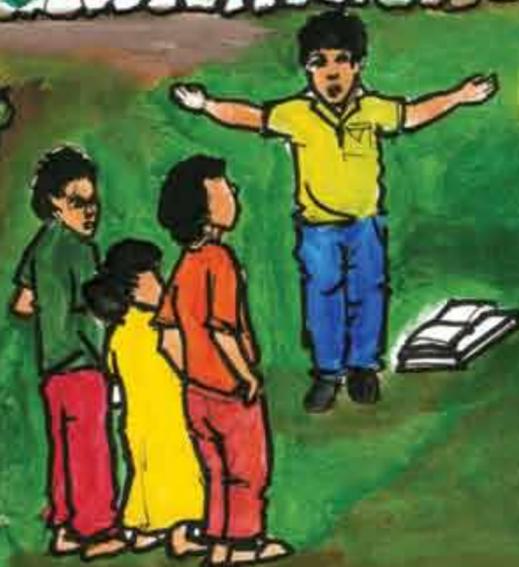
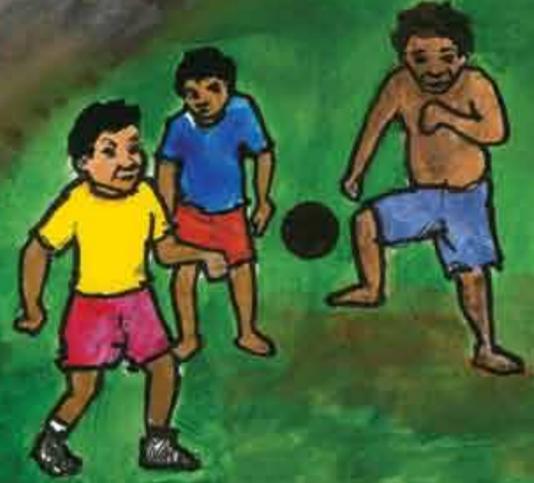




We all have the right to life

and to live in freedom and safety

DEMOCRACY



Topic 1: Understanding human rights

Learning outcomes

Following this topic, participants will be able to:

- discuss the importance of understanding human rights
- recognise the role of the Universal Declaration of Human Rights
- understand the concept of 'gender-based discrimination'.

Background information for the facilitator

What are 'human rights'?

Human rights are the rights of all people, regardless if they are a man or woman, boy or girl, young or old. Human rights are based on the principle that all humans should be treated equally and without discrimination. All people have the same rights. No one can take these rights away.

Human rights cover our physical needs (the right to life, food and shelter), provide us with protection (the right to be free from torture, cruel treatment and abuse) and provide opportunities to develop as human beings (the right to education, to work and to participate in your community).

Universal Declaration of Human Rights

Governments all over the world, including those in the Pacific, agreed on a list of rights called the Universal Declaration of Human Rights (UDHR). This list was written to protect the rights of all people no matter who they are and where they live. The UDHR is an ideal standard, an expression of fundamental values. The UDHR was not intended to create direct legal obligations for countries.

Gender-based discrimination

One group of people who are commonly discriminated against in the Pacific (and other parts of the world) is women. If you look at the opportunities and resources available to women and their role in decision-making you will see that women are excluded from many positions of power. This exclusion is often based on the fact they are female, rather than any lack of ability. In traditional societies there are often different roles for men and women. Excluding women from community decision-making is a form of discrimination.

Discrimination and gender is a difficult area to talk about when working to promote human rights. The level of understanding on gender issues when working within a community is influenced by whether you are a man or woman. You will find that women and men in a training group will usually see things from the point of view of their own gender. It is a good idea to explain to participants that it is natural that we see the world differently, through our own experiences. It is natural that groups who do not directly experience marginalisation, discrimination or abuse will not see these issues in quite the same way. What is important to remember is that we are all equally important and all have the same right to live free from violence, discrimination, oppression and abuse.

Activity 1: Understanding human rights

Time: 45 minutes

Materials: Butcher's paper, writing materials, UDHR fact sheet from the Human Rights Defender's manual, Blu-Tack/sticky tape/pins

Preparation: 3–5 photocopies of the UDHR fact sheet (if you cannot photocopy the fact sheet, you can simply display page 6 of this flip chart)

Activity 1.1: What are 'human rights'?

1. Write the words 'Human rights' on butcher's paper and place on a wall where all participants can clearly see it.
2. Ask participants: *What are human rights?*
3. Record all the participants' answers on the butcher's paper.
4. Circle those rights that people question so you can explore them throughout the workshop.
5. Ensure that you list all the answers provided, as this will indicate the level of understanding within the group.

Activity 1.2: Identifying human rights

1. Ask participants if they can describe the Universal Declaration of Human Rights. Explain to participants that:

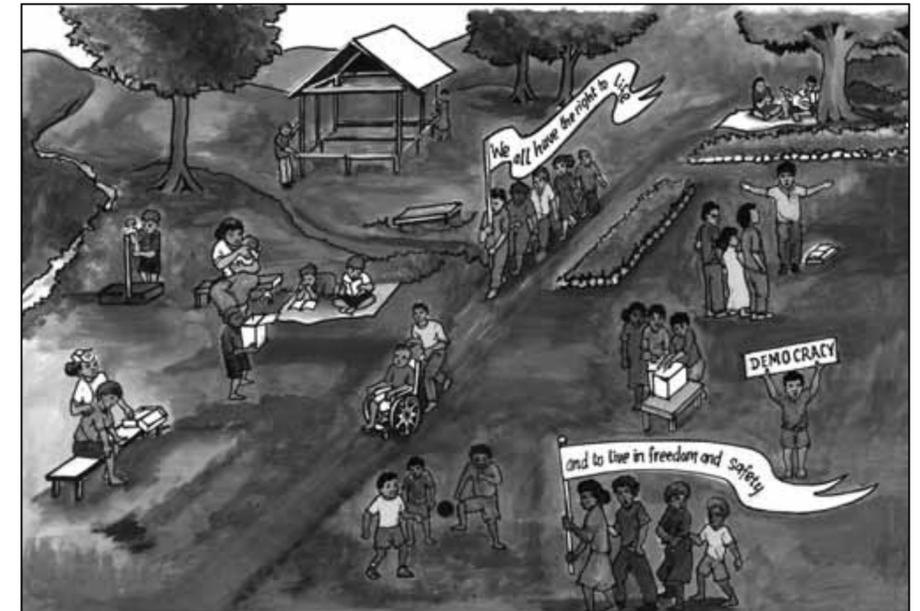
Governments all over the world, including those in the Pacific, agreed on a list of rights called the Universal Declaration of Human Rights. This list was written to protect the rights of all people, no matter who they are and where they live. There are 30 'articles' or sections that make up the Universal Declaration of Human Rights.

2. Explain to participants that you are going to read out one of the articles and that they have to try to match it with a part of the picture.

- You have the right to live, and to live in freedom and safety. (Article 3)
3. Ask the participants why they think it's a match.
 4. Repeat this exercise with the articles below.
- You have the right to own things and nobody has the right to take these from you without good reason. (Article 17)
 - You have the right to think what you want, and to say what you want; nobody should forbid you from doing so. You should be able to share your ideas – also with people from other countries. (Article 19)
 - You have the right to work, to be free to choose your work, and to get a fair salary that allows you to support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests. (Article 23)
 - You have the right to have whatever you need so that you and your family do not fall ill or hungry, have clothes and shelter and are helped when needed. All children have the same rights as adults to be protected, whether or not their mother was married when they were born or who the father may be. (Article 25)
 - You have the right to go to school regardless of your sex. At school and at home you should be encouraged to develop your talents and taught to get along with others whatever their race, religion, colour or country they are from. (Article 26)
 - You have the right to share and participate in the cultural life of your, to enjoy in it and benefit from it. (Article 27)
 - Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays. (Article 24)
 - You have the right to take part in your country's political affairs either by belonging to the Government yourself or by choosing politicians who have the same ideas as you. Governments should be voted for regularly and voting should be secret, You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else. (Article 21)
5. Check that the participants understand each of the human rights.

Activity 1.3: Human rights and gender

1. Divide participants into 3–5 smaller groups of men and women.
2. Provide each group with a copy of the UDHR fact sheet (or show page 6 of the flip chart) and discuss which articles are most important to their group and why.
3. Ask each group to record their answers on butcher's paper.
4. Ask a representative from each group to report back to the whole group.
5. Lead a whole group discussion on the human rights the groups chose. Ask participants:
 - *Was there a difference in what rights the men identified to the women? If so, why is this?*
 - *What impact do you think gender has on human rights for men and women in your community?*



Universal Declaration of Human Rights (1948)

Source: OHCHR 2004, ABC - Teaching Human Rights: Practical Activities for Primary and secondary Schools (online) available: <http://www.ohchr.org/Documents/Publications/ABCannexesen.pdf>

Article 1

When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.

Article 2

Everyone can claim the following rights, despite:

- a different sex
- a different skin colour
- speaking a different language
- thinking different things
- believing in another religion
- owning more or less
- being born in another social group
- coming from another country.

It also makes no difference whether the country you live in is independent or not.

Article 3

You have the right to live, and to live in freedom and safety.

Article 4

Nobody has the right to treat you as his or her slave and you should not make anyone your slave.

Article 5

Nobody has the right to torture you.

Article 6

You should be legally protected in the same way everywhere, and like everyone else.

Article 7

The law is the same for everyone; it should be applied in the same way to all.

Article 8

You should be able to ask for legal help when the rights your country grants you are not respected.

Article 9

Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly or without a good reason.

Article 10

If you must go on trial this should be done in public. The people who try you should not let themselves be influenced by others.

Article 11

You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.

Article 12

You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.

Article 13

You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one; and you should be able to return to your country if you want.

Article 14

If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you yourself do not respect what is written here.

Article 15

You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging to another country if you wish.

Article 16

As soon as a person is legally entitled, he or she has the right to marry and have a family. Neither the colour of your skin nor the country you come from nor your religion should be impediments to doing this. Men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The Government of your country should protect your family and its members.

Article 17

You have the right to own things and nobody has the right to take these from you without a good reason.

Article 18

You have the right to profess your religion freely, to change it, and to practise it either on your own or with other people.

Article 19

You have the right to think what you want, and to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas – also with people from any other country.

Article 20

You have the right to organise peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.

Article 21

You have the right to take part in your country's political affairs either by belonging to the Government yourself or by choosing politicians who have the same ideas as you. Governments should be voted for regularly and voting should be secret. You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else.

Article 22

The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) that are offered to you and to all the men and women in your country.

Article 23

You have the right to work, to be free to choose your work, and to get a salary that allows you to live and support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.

Article 24

Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.

Article 25

You have the right to have whatever you need so that you and your family: do not fall ill; do not go hungry; have clothes and a house; and are helped if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you do not earn a living for any other reason you cannot help. Both a mother who is going to have a baby and her baby should get special help. All children have the same rights, whether or not the mother is married.

Article 26

You have the right to go to school and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as you wish. At school, you should be able to develop all your talents and you should be taught to get on with others, whatever their race, their religion or the country they come from. Your parents have the right to choose how and what you will be taught at school.

Article 27

You have the right to share in your community's arts and sciences, and in any good they do. Your works as an artist, a writer or a scientist should be protected, and you should be able to benefit from them.

Article 28

To make sure that your rights will be respected, there must be an 'order' that can protect them. This 'order' should be local and worldwide.

Article 29

You have duties towards the community within which your personality can fully develop. The law should guarantee human rights. It should allow everyone to respect others and to be respected.

Article 30

No society and no human being in any part of the world should act in such a way as to destroy the rights that you have just been reading about.



Universal Declaration of Human Rights (1948)

A brief history of human rights

Discussion of rights and freedoms goes back to the earliest civilisations and is also part of the world's major religions. Respect for human dignity has also been a key component of customary law practices in the Pacific for centuries.

The major international body whose role it is to protect and promote human rights in the world is the United Nations (UN), established after World War II to promote and protect human rights. It was created to replace the League of Nations. The League of Nations had been created, following World War I, as the first permanent international organisation whose purpose was to maintain world peace. The League of Nations' main goals included preventing wars and settling international disputes. After World War II, the international community believed that the League of Nations was not working and needed to be replaced because it had failed to prevent World War II.

Representatives from 50 countries met at the first UN Conference on International Organisation in April 1945 with the aim of working together to encourage peace and prevent future wars. One of the key goals was to create a legal framework for considering and acting on human rights violations. The Charter of the UN was created at this meeting; it was signed in June 1945, at the conclusion of the Conference, by all countries attending the Conference. The Charter came into force on 24 October 1945. Those countries who signed and agreed to the Charter became members of the UN – known as 'member states' or 'member nations'. The Charter was the foundational agreement of the UN. This means it outlined the purposes, principles, structure, functions and obligations of the UN. All member countries are bound by it. The Charter requires all member countries to promote 'universal respect for, and observance of, human rights'.

On 10 December 1948, the UN General Assembly (the main UN body responsible for making decisions and policies) adopted the Universal Declaration of Human Rights (UDHR). The UDHR is the first international statement to use the term 'human rights'. The UN and its agencies have adopted it and are focused on ensuring the principles outlined in the UDHR are followed and, if not, that steps are being taken by countries to do so.

What is the 'Universal Declaration of Human Rights'?

The Universal Declaration of Human Rights (UDHR) is an ideal standard agreed to by the nations of the world, including those in the Pacific. The UDHR is an expression of the fundamental values that are shared by all members of the international community. Being a 'declaration', it was not intended to create direct legal obligations for countries. However, over the years, the UDHR has had a large influence on the development of international human rights law.

How many rights are outlined in the UDHR?

There are 30 rights in the UDHR. These rights cover our physical needs (the right to life, food and shelter), they provide protection to individuals and groups from torture, cruel treatment and abuse, and they promote the potential for people to improve and develop (the right to education, to work, and to participate in the community and decision-making).

Are any rights in the UDHR more important?

No. All of these rights are equally important and necessary to create a strong and healthy society and for humans to thrive and develop. Human rights are considered universal (applicable to everybody), indivisible (one right cannot be chosen over another), interrelated (all of them together make up what is important to live a full and healthy life) and interdependent (they overlap each other and connect to each other).

Universal Declaration of Human Rights (1948)

Article 1 When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.

Article 2 Everyone can claim the following rights, besides:

- a different sex
- a different skin colour
- speaking a different language
- believing in another religion
- coming from one place
- belonging to another country

It also means no difference whether the country you live in is independent or not.

Article 3 You have the right to life, and to live in freedom and safety.

Article 4 Nobody has the right to treat you as if you are their slave and you should not make anyone your slave.

Article 5 Nobody has the right to torture you.

Article 6 You should be legally protected in the same way everywhere, and like everyone else.

Article 7 The law is the same for everyone. It should be applied in the same way to all.

Article 8 You should be able to ask for legal help when the rights your country grants you are not respected.

Article 9 Nobody has the right to put you in prison, to keep you there, or to send you away from your country (unless or without a good reason).

Article 10 If you need to go on trial the charges are done in public. The people who try you should not be influenced or influenced by others.

Article 11 You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.

Article 12 You have the right to ask to be protected if someone tries to harm your good name, your good habits, your good name, or to harm you or your family without a good reason.

Article 13 You have the right to come and go and you need not leave your country. You have the right to leave your country to go to another one, and you should be able to return to your country if you wish.

Article 14 If someone hurts you, you have the right to go to another country and ask it to protect you. You have the right if you have been wronged and if you cannot get redress what to do in your own country.

Article 15 You have the right to belong to a country and usually you choose one, without a good reason, from belonging to another country if you wish.

Article 16 As soon as a person is legally married, he or she has the right to marry and have a family. Before the choice of your partner for the country you come from, your religion should be an important factor. Men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The Government of your country should protect your family and its members.

Article 17 You have the right to own things and nobody has the right to take them from you without a good reason.

Article 18 You have the right to profess your religion freely, to change it, and to practice it either on your own or with other people.

Article 19 You have the right to think what you want, and to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas – also with people from any other country.

Article 20 You have the right to organise peaceful meetings or to take part in meetings or a peaceful way, if it is wrong to force someone to belong to a group.

Article 21 You have the right to take part in your country's political affairs either by belonging to the Government, or by choosing politicians, or by voting. The same rules as you. Governments should be prepared to do things that men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The Government of your country should protect your family and its members.

Article 22 The society in which you live should help you to develop and to make the most of all the advantages of culture, work, and welfare that are offered to you and to all the men and women in your country.

Article 23 You have the right to work, to be free to choose your work, and to get a salary that allows you to live and support your family. If you want a better job, the same work, then you should get the same pay. All people who work have the right to join together to defend their interests.

Article 24 Each work day should not be too long, and everyone has the right to rest and should be able to have regular paid holidays.

Article 25 You have the right to have whatever you need so that you and your family do not lack food, clothing, housing, health care and education, and are helped if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you do not have a living for any other reason you cannot help. Both a mother who is going to have a baby and her baby should get special help. All children have the same rights, whether or not their mother is married.

Article 26 You have the right to go to school and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or to finish your studies so far as you wish. At school, you should be able to develop all your talents and you should be able to get on with others, whatever their race, their religion or the country they come from. Your parents have the right to choose how and what you will be taught at school.

Article 27 You have the right to share in your country's arts and sciences, and if you create them do. Your works in art, science or literature should be protected, and you should be able to benefit from them.

Article 28 To make sure that your rights will be respected, there must be an order that can protect them. This order should be based on justice and morality.

Article 29 You have duties towards the community with which your personality can fully develop. This law should guarantee human rights. It should also require us to respect others and to be respected.

Article 30 No state or individual has the right to do anything that would destroy the rights that you have just been reading about.





PRIMARY SCHOOL

Topic 2: Traditional living and human rights

Learning outcomes

Following this topic, participants will be able to:

- identify traditional practices and customs
- create awareness of the impact of customs on gender
- recognise the connection between human rights and custom.

Background information for the facilitator

Some people believe that promoting human rights is a threat to traditional ways of living. This is not necessarily true. When promoting the protection of human rights you can look for common ground between traditional ways of living and human rights, such as respect, dignity and caring for others. The right to culture is also an important part of human rights.

Sometimes cultural practices can result in violations against human rights. Customary practices that do not respect the rights of women and children may lead to them being abused or excluded from the community. Customs that promote exclusion or the abuse of individuals or groups do not respect people's human rights.

Activity 2: Custom and community

Time: 60 minutes

Materials: Butcher's paper, writing materials

Preparation: Draw the 'Custom table' on butcher's paper (see Activity 2.1). Prepare two signs with the words 'Agree' and 'Disagree' written on them.

Activity 2.1: Custom table

1. Show participants the picture overleaf. Ask the participants:
 - What activities or customs can you see and which do you relate to?
 - What other customs or ways of living occur in your community or have occurred in the past?
2. Ask the scribe to note the responses on butcher's paper. (Ensure the butcher's paper is pinned up on the wall so all participants can see the answers.)
3. Divide participants into 3-4 groups.
4. Pin up the 'Custom table' prepared earlier so all participants can see it.
5. Provide each group with a piece of butcher's paper and writing materials. Ask participants to copy the 'Custom table' onto their piece of paper. The participants are to list 3-5 customs or events that are relevant to their community and record in the table who is affected and how they are affected.
6. Ask each group to share their ideas with the whole group.

Discussion: The Universal Declaration of Human Rights supports a person's right to enjoy their cultural life (Article 27). However, 'custom' cannot be used to justify the poor treatment of someone or the violation of their rights. You must make the two work together for the good of the community, the individual and your culture.

Custom	Who is affected?	How are they affected?
1.		
2.		
3.		
4.		
5.		

7. Refer to the completed 'Custom table'. Ask participants:

- What positive things does this table tell us about customs and traditional practices?
- How do these things benefit the community?
- What negative things does this table tell us about custom or traditional practices?
- Who is mostly affected by these negative things?
- What do you think about this?
- What can community members interested in promoting human rights do to challenge some of these customs?

Activity 2.2: Line of thought

1. Show the participants the 'Agree' and 'Disagree' signs. Place the signs at opposite ends of the space.



2. Explain to participants that there is an imaginary line on the ground/floor between the two signs.

3. Explain to participants that you are going to read out a statement and they can move towards the sign that best reflects their views. Tell them that they can stand anywhere they like on the line. The closer they are to the 'Agree' sign, the more they agree; the closer they are to the 'Disagree' sign, the more they disagree.

4. Read the first statement: *Custom is important to me.*

5. Allow participants to stand on the place on the line that best reflects their view.

6. Ask participants to share the reason for their choice.

7. Repeat this exercise using some of these statements:

- Custom respects human rights.
- Custom treats all people as equals.
- Girls are given the same opportunities as boys.
- Women have a say in decision-making.
- It is more important for boys to go to school than girls.
- Custom is about women respecting men.
- A girl is not allowed to say no to a man if he demands things from her.
- If a woman gets married then her husband owns her.
- Money is more important than the environment.
- Children have a duty to work instead of going to school.
- It is OK to hit a child if they have done the wrong thing.
- It is OK to beat your wife if she argues with her husband.
- Some customs cause harm.
- Custom and human rights can work together for the good of everyone.

Training tip: Be aware of the mood of the participants in order to avoid any arguments that may arise from this activity.



Activity 2.3: Custom change

1. Ask participants if they have noticed if custom or traditional ways of living have changed over the years.
2. Ask the elders in the group to share their experiences about custom in the past and how they see it now. Ask them:
 - How has custom changed?
 - Has it changed for the better?
 - Were people's rights more respected in 'old customs' or with custom as it is today?

What is a Human Rights Defender?

Who are they?

What do they do?

Who do they defend?

What is their role in the community?

Why do they do this?

What do they look like?

Who do they work for?



Topic 3: What is a Human Rights Defender?

Learning outcomes

Following this topic, participants will be able to:

- discuss the role of a Human Rights Defender
- identify potential risks associated with being a Human Rights Defender
- recognise strategies to reduce these risks.

Background information for the facilitator

A Human Rights Defender is a person who 'works, non-violently, for the promotion and protection of human rights'. The key role of a Human Rights Defender in a community is to Educate, Advocate and Connect.

Educate: raise awareness about human rights

One task is to increase awareness of human rights in communities, human rights violations and how and where to access support. It may involve holding workshops in communities to inform people of their rights, meeting with groups or influential people, or providing information about groups and organisations that can provide assistance to victims of human rights abuses.

Advocate: promote and enable respect for human rights

The word 'advocacy' can mean 'calling people to stand by your side'. It is a process of managing information and knowledge in a way that can be used to influence policies and practices that affect people's lives.

Advocacy helps people with power to participate in making and shaping public decisions and policies. Equally important is community-based advocacy and participation – in other words, involving people from more vulnerable groups in decision-making and representation of their needs and rights.

Connect: provide information on groups and organisations who can help

Human Rights Defenders are not service providers. Their role is to connect victims of human rights abuse to groups and organisations in the community that can help. This may include the police, health clinics, or church or community groups.

When a Human Rights Defender arrives in a community, it is important to establish what services are available and the type of support the services can offer. The Human Rights Defender plays a connecting role, through understanding the support networks that exist and the extent of the services that they can provide. This will help the Human Rights Defender build connections in the community and know where to send the victims of human rights abuse for further support.

Activity 3: Learning about Human Rights Defenders

Time: 60 minutes

Materials: Butcher's paper, writing materials, basket/bag, strategy cards

Preparation: Draw the 'Risk table' (see Activity 3.2) on butcher's paper. Cut out the 'Strategy Cards' found in the Human Rights Defender's manual.

Activity 3.1: Defining a Human Rights Defender

1. Show participants the flip chart picture and explain to participants that they are going to answer the questions to gain a better understanding of a Human Rights Defender.
2. Ask the participants to consider each of these questions and share their ideas with the group.

Training tip: As the facilitator, make sure that all the questions on the flip chart have been discussed to establish a good understanding of the role of a Human Rights Defender.

3. Write up the definition of a Human Rights Defender (below) and explain this to the participants in your own words.

Definition: Human Rights Defender: A person who works non-violently for the promotion and protection of human rights

4. Ask participants:
 - Do you understand the role of a Human Rights Defender?
 - Do you think the role of a Human Rights Defender is important? Why?

Activity 3.2: Identifying risks

1. Ask participants: *What is a 'risk'?*

Definition: A risk is an event or action that could put you in a situation where you may be harmed or where something you value, such as your property, life, reputation or family, is harmed or damaged.

2. Discuss this as a group.
3. Explain to participants that in this activity they will identify any challenges or risks they think a Human Rights Defender may face.
4. Ask participants to move into two groups of males and females.
5. Pin up the 'Risk table' prepared earlier for all to see. Give each group a piece of paper and some writing materials and ask them to draw their own risk table.
6. Ask each group to record any risks or challenges of being a Human Rights Defender and any ideas or strategies that could reduce these risks or challenges.
7. Ask each group to share and discuss their answers with the other participants.

Risk	Ideas or strategies
1.	
2.	
3.	
4.	
5.	

Activity 3.3: The Basket of Ideas

Training tip: The 'Basket of Ideas' is a basket (or bag) containing cards with ideas that could be used to reduce the risks faced by a Human Rights Defender. These should be prepared prior to this activity using the template in the Human Rights Defender's manual.

1. Explain to participants that they are going to think about ways to keep safe as a Human Rights Defender.
2. Ask a participant to pull out a card from the 'Basket of Ideas' and read out the card to the group.
3. Ask the participants:
 - Was this an idea you thought about in the other activity?
 - Do you think this idea/strategy could be helpful to ensure the safety of a Human Rights Defender?
 - Can you think of examples of where you have used a strategy similar to this to protect yourself or someone in the community?
4. Repeat this exercise until all the cards have been read and discussed.



Activity 3.4: Follow the leader

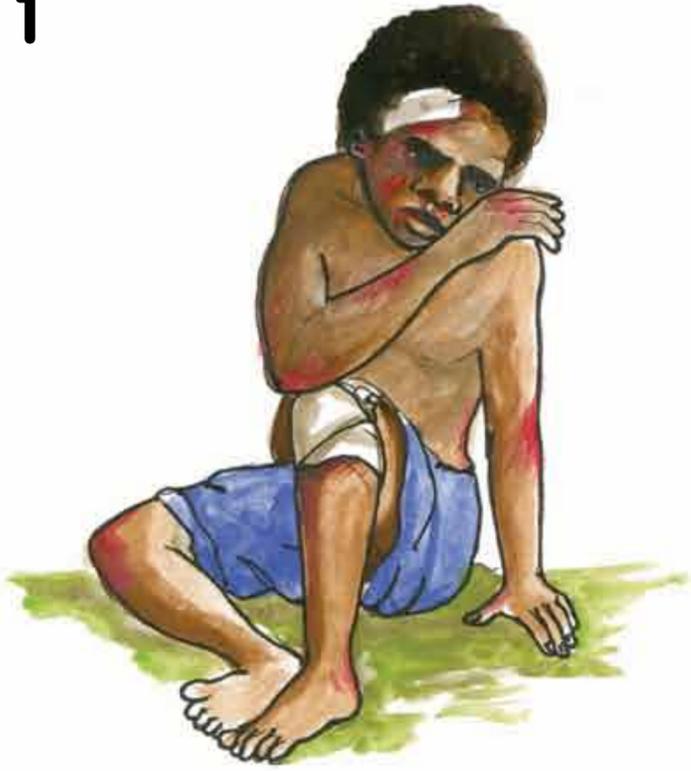
1. Ask for a volunteer to leave the room. Once out of the room choose someone to become a leader.

Training tip: The person chosen to be the leader will make different motions (such as tapping their leg, nodding their head, moving their mouth, etc) and whenever he or she changes the motion everyone will follow. The participants need to be aware of the leader so they can follow their movements without giving away the identity of the leader. The leader needs to be discreet when changing their actions. If the leader and their supporters are doing a good job then the participant who left the group will find it difficult to see who the leader is when they return.

2. Ask the participant to return to the group.
3. Explain to the person who left the group that they are to try and see if they can identify the leader of the group. Once they identify the leader ask them:
 - Was it easy to identify the leader?
 - What made you identify the leader?
4. Discuss this activity with the group. You can repeat this exercise a few times if the group is engaged and willing.

Discussion: A good leader is able to make changes and lead without being too obvious or the centre of attention. This is important in situations where you may be at risk if you draw too much attention to yourself. This type of leader is less likely to be harassed or intimidated by others who don't agree with your actions. As a Human Rights Defender you are a leader in the community but in order to stay out of harm it is important to lead without being noticed.

1



2



3



4



5



6



Topic 4: Supporting the rights of the child

Learning outcomes

Following this topic, participants will be able to:

- identify the rights of the child
- highlight examples where children's rights have been violated
- discuss ways to speak with children.

Background information for the facilitator

The United Nations Convention on the Rights of the Child (UNCRC)

Children have a special place in society but they can also be vulnerable to abuse and neglect. The Convention on the Rights of the Child is the main human rights instrument setting out the civil, social, political, economic, health and cultural rights of children (those under 18 years of age). There are 54 rights that are important for a child to be strong, healthy, cared for, happy and safe. When a government ratifies an international convention such as the Convention on the Rights of the Child they agreed to make laws and policies that look after the rights or interests detailed in the convention.

The 'Four Ps' of the Convention on the Rights of the Child

There are four main aspects of child rights addressed in the Convention, also known as the 'Four Ps':

1. **Participation:** involving children in decisions affecting them.
2. **Protection:** looking after (protecting) children so they are not neglected, exploited or discriminated against.
3. **Prevention:** undertaking certain actions to ensure children are not harmed.
4. **Provision:** providing children with their basic needs.

Child abuse

One of the most difficult parts of working as a Human Rights Defender is addressing the incidence of child abuse in the community. Child abuse consists of physical, emotional or sexual abuse. It is difficult to find one definition of abuse as national definitions vary slightly.

Training tip: Ensure you familiarise yourself with the definitions of child abuse before discussing this with the participants as part of this topic. Be aware that this may be a very sensitive topic. Be conscious of participant dynamics and be prepared to change the discussion quickly if need be. More detailed information on this topic is provided in the Human Rights Defender's manual. If the community (or you) do not feel comfortable discussing these issues, refer the participants to the information in the workbook.

It has been identified that rates of sexual abuse and exploitation of children have increased in areas where there is or has been logging or other environmental impacts. When a community is under stress it is mostly women and children who suffer the most. The effects of child abuse on the community and the individual can have a long lasting impact on the community even after the logging has ceased.

Commercial Sexual Exploitation of Children

Research shows an increase in the Commercial Sexual Exploitation of Children (CSEC) as a result of logging companies moving into an area. CSEC is a type of sexual abuse. With CSEC children are taken advantage of for sex but there is also a 'commercial' part to it. A second person or group is also taking advantage of the child, by demanding and receiving cash or goods in exchange for the sexual act.' In the first instance, it is not clear that there are two parties taking advantage, and the sentences mix up the two acts.

The role of the Human Rights Defenders will be to work with the community to raise awareness of this issue, and to support children and families of children who have been abused or are at risk of abuse.

Activity 4: Exploring the rights of the child

Time: 80 minutes

Materials: Butcher's paper, writing materials, Child Talking Cards (found in Topic 4 in the Human Rights Defender's manual), 'The Song of Freedom' story book

Preparation: Write up the 'Their story' discussion points on a piece of butcher's paper (see step 4 of Activity 4.2). Cut out the Child Talking Cards.

Activity 4.1: The Rights of the Child

1. Show participants the summary of the Convention on the Rights of the Child (next page). Explain to participants that the Convention applies to all children under 18 years of age.

Discussion: Children often require more, not less, protection than adults, which is why the UN Convention on the Rights of the Child was developed. This Convention is an extension of their basic human rights. In order to protect children we need to make sure that everyone is aware of their rights.

2. As a group read through the rights and discuss what each of these rights mean. You might want to read through the various headings and discuss the areas the participants show an interest in.

Training tip: Some of the children's rights may be difficult to understand. Try and give examples or ask the participants to give examples that demonstrate these rights.

3. Ask participants:

- Do you agree with all the rights?
- Do any of these rights conflict with custom?
- What is the impact on the community if children's rights are ignored?

Activity 4.2: Through the eyes of a child

1. Show participants the flip chart picture and discuss the illustrations.

Ask participants:

- What is happening in picture one?
- Which right do you think has been violated in this picture? (Flip over to the Convention summary on the next page if you need to.)

2. Repeat this exercise for all six pictures.

3. Divide the participants into 6 groups and number each group (Group 1, Group 2, etc.).

4. Explain that the groups will be looking at the child with the same number.

5. Pin up the 'Their story' butcher's paper (see Preparation) and read through it with the participants.

6. Ask the group to consider the questions and come up with a story or a role-play about the child.

7. Ask each group to share or perform their story for the rest of the participants.

8. Conclude by asking participants:

- Were there similarities between the lives of the children?
- Was there a common issue that affected the children?

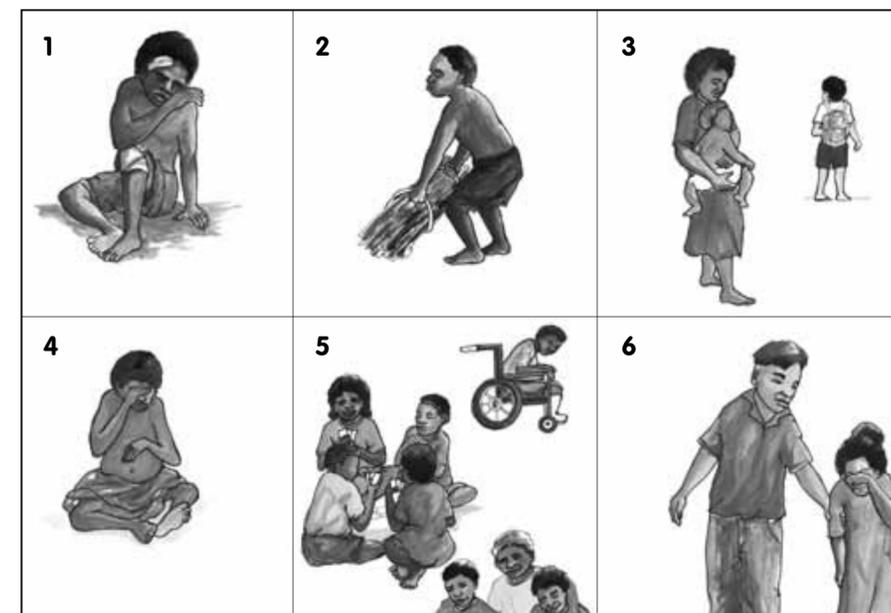
Activity 4.3: Communicating with children

Discussion: One of your roles as a Human Rights Defender is to help protect and support child rights. However children often do not ask for help because they may feel unsure, frightened or ashamed. Adults need to understand how to communicate with children so that they can protect and support them. To do this you must understand the different ways that adults and children communicate.

1. Show the participants the flip chart picture. Ask participants:

- How do you know what the children in the pictures are feeling?
- Do you think that you can learn a lot about children by observing their body language and expressions?
- How do you think this skill may help you in your role as a Human Rights Defender?

Discussion: Much of what people say is through non-verbal communication such as facial expressions, and body language. But we also communicate using words. The words we use and the tone of our voice are equally as important when trying to get people, including children, to trust us and share their problems.



2. Hand out a Child Talking Card to each of the participants.

3. Tell the participants to read the advice on their card. After a few minutes, ask the participants:

- Is this advice that would help a child talk about their problems?
- Is this advice that would stop children talking about their problems?

4. Tell participants that all those with bad advice should stand together and all those with good advice should stand together.

5. As a group share what is written on the cards.

Ask participants:

- How could the advice on your card encourage or discourage a child to communicate?
- Do you think talking about problems is a good idea?
- Why would a Human Rights Defender need to know how to talk to a child?
- How do you think learning these skills could improve the outcome for a child who has had their rights violated?

6. Conclude by discussing any other ways a Human Rights Defender could support and help a child who has had or could have their rights violated.

Activity 4.4: 'The Song of Freedom' story

1. Show participants the story book 'The Song of Freedom' and explain that storytelling is a very effective way of creating a dialogue with children.

2. Explain to participants that this book was written for children as a way of raising the issue of environmental exploitation and its impact on human rights.

3. Divide the group into 2-3 groups and give a book to each group. Ask the participants to read the book (either aloud or to themselves).

4. Ask each group to discuss the discussion questions at the back of the book.

5. Ask each group to discuss how they would present this book to children and community members. Each group is to develop a short presentation on how they would use this book in their work.

6. Ask the groups to present their ideas.

7. Discuss the questions at the back of the book and why they are an important element of the book.

Discussion: By using stories and imaginary characters you can introduce difficult topics to children in a way that is non-confrontational. Sometimes you can find out their thoughts on issues by discussing someone or something else such as a character in a story.

A summary of the rights under the Convention on the Rights of the Child

Source: UNICEF 2005, Fact sheet: Rights under the Convention on the rights of the child (online) available: http://www.unicef.org/crc/index_30228.html

Article 1 (Definition of the child)

The Convention defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. The Committee on the Rights of the Child, which is the monitoring body for the Convention, has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18.

Article 2 (Non-discrimination)

The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 (Best interests of the child)

The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

Article 4 (Protection of rights)

Governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled. When countries ratify the Convention, they agree to review their laws relating to children. This involves assessing their social services, legal, health and educational systems, as well as levels of funding for these services. Governments are then obliged to take all necessary steps to ensure that the minimum standards set by the Convention in these areas are being met. They must help families protect children's rights and create an environment where they can grow and reach their potential. In some instances, this may involve changing existing laws or creating new ones. Such legislative changes are not imposed, but come about through the same process by which any law is created or reformed within a country. Article 41 of the Convention points out that when a country already has higher legal standards than those seen in the Convention, the higher standards always prevail.

Article 5 (Parental guidance)

Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly. Helping children to understand their rights does not mean pushing them to make choices with consequences that they are too young to handle. Article 5 encourages parents to deal with rights issues 'in a manner consistent with the evolving capacities of the child'. The Convention does not take responsibility for children away from their parents and give more authority to governments. It does place on governments the responsibility to protect and assist families in fulfilling their essential role as nurturers of children.

Article 6 (Survival and development)

Children have the right to live. Governments should ensure that children survive and develop healthily.

Article 7 (Registration, name, nationality, care)

All children have the right to a legally registered name, officially recognised by the government. Children have the right to a nationality (to belong to a country). Children also have the right to know and, as far as possible, to be cared for by their parents.

Article 8 (Preservation of identity)

Children have the right to an identity – an official record of who they are. Governments should respect a child's right to a name, a nationality and family ties.

Article 9 (Separation from parents)

Children have the right to live with their parent(s), unless it is bad for them. Children whose parents do not live together have the right to stay in contact with both parents, unless this might hurt the child.

Article 10 (Family reunification)

Families whose members live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11 (Kidnapping)

Governments should take steps to stop children being taken out of their own country illegally. This article is particularly concerned with parental abductions. The Convention's Optional Protocol on the sale of children, child prostitution and child pornography has a provision that concerns abduction for financial gain.

Article 12 (Respect for the views of the child)

When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. This does not mean that children can now tell their parents what to do. This Convention encourages adults to listen to the opinions of children and involve them in decision-making – not give children authority over adults. Article 12 does not interfere with parents' right and responsibility to express their views on matters affecting their children. Moreover, the Convention recognises that the level of a child's participation in decisions must be appropriate to the child's level of maturity. Children's ability to form and express their opinions develops with age and most adults will naturally give the views of teenagers greater weight than those of a preschooler, whether in family, legal or administrative decisions.

Article 13 (Freedom of expression)

Children have the right to get and share information, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing.

Article 14 (Freedom of thought, conscience and religion)

Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should help guide their children in these matters. The Convention respects the rights and duties of parents in providing religious and moral guidance to their children. Religious groups around the world have expressed support for the Convention, which indicates that it in no way prevents parents from bringing their children up within a religious tradition. At the same time, the Convention recognises that as children mature and are able to form their own views, some may question certain religious practices or cultural traditions. The Convention supports children's right to examine their beliefs, but it also states that their right to express their beliefs implies respect for the rights and freedoms of others.

Article 15 (Freedom of association)

Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.

Article 16 (Right to privacy)

Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17 (Access to information; mass media)

Children have the right to get information that is important to their health and wellbeing. Governments should encourage mass media – radio, television, newspapers and Internet content sources – to provide information that children can understand and to not promote materials that could harm children. Mass media should particularly be encouraged to supply information in languages that minority and indigenous children can understand. Children should also have access to children's books.

Article 18 (Parental responsibilities; state assistance)

Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments must respect the responsibility of parents for providing appropriate guidance to their children – the Convention does not take responsibility for children away from their parents and give more authority to governments. It places a responsibility on governments to provide support services to parents, especially if both parents work outside the home.

Article 19 (Protection from all forms of violence)

Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. In terms of discipline, the Convention does not specify what forms of punishment parents should use. However, any form of discipline involving violence is unacceptable. There are ways to discipline children that are effective in helping children learn about family and social expectations for their behaviour – ones that are non-violent, are appropriate to the child's level of development and take the best interests of the child into consideration. In most countries, laws already define what sorts of punishments are considered excessive or abusive. It is up to each government to review these laws in light of the Convention.



A summary of the rights under the Convention on the Rights of the Child

Article 20 (Children deprived of family environment)

Children who cannot be looked after by their own family have a right to special care and must be looked after properly, by people who respect their ethnic group, religion, culture and language.

Article 21 (Adoption)

Children have the right to care and protection if they are adopted or in foster care. The first concern must be what is best for them. The same rules should apply whether they are adopted in the country where they were born or if they are taken to live in another country.

Article 22 (Refugee children)

Children have the right to special protection and help if they are refugees (if they have been forced to leave their home and live in another country), as well as all the rights in this Convention.

Article 23 (Children with disabilities)

Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

Article 24 (Health and health services)

Children have the right to good quality health care – the best health care possible – and to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy. Rich countries should help poorer countries achieve this.

Article 25 (Review of treatment in care)

Children who are looked after by their local authorities, rather than their parents, have the right to have these living arrangements looked at regularly to see if they are the most appropriate. Their care and treatment should always be based on 'the best interests of the child'. (See Article 3.)

Article 26 (Social security)

Children – either through their guardians or directly – have the right to help from the government if they are poor or in need.

Article 27 (Adequate standard of living)

Children have the right to a standard of living that is good enough to meet their physical and mental needs. Governments should help families and guardians who cannot afford to provide this, particularly with regard to food, clothing and housing.

Article 28: (Right to education)

All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

Article 29 (Goals of education)

Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights of their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.

Article 30 (Children of minorities and indigenous groups)

Minority or indigenous children have the right to learn about and practise their own culture, language and religion. The right to practise one's own culture, language and religion applies to everyone; the Convention here highlights this right in instances where the practices are not shared by the majority of people in the country.

Article 31 (Leisure, play and culture)

Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

Article 32 (Child labour)

The government should protect children from work that is dangerous or might harm their health or their education. While the Convention protects children from harmful and exploitative work, there is nothing in it that prohibits parents from expecting their children to help out at home in ways that are safe and appropriate to their age. If children help out in a family farm or business, the tasks they do must be safe and suited to their level of development and comply with national labour laws. Children's work should not jeopardise any of their other rights, including the right to education, or the right to relaxation and play.

Article 33 (Drug abuse)

Governments should use all means possible to protect children from the use of harmful drugs and from being used in the drug trade.

Article 34 (Sexual exploitation)

Governments should protect children from all forms of sexual exploitation and abuse. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

Article 35 (Abduction, sale and trafficking)

The government should take all measures possible to make sure that children are not abducted, sold or trafficked. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

Article 36 (Other forms of exploitation)

Children should be protected from any activity that takes advantage of them or could harm their welfare and development.

Article 37 (Detention and punishment)

No one is allowed to punish children in a cruel or harmful way. Children who break the law should not be treated cruelly. They should not be put in prison with adults, should be able to keep in contact with their families, and should not be sentenced to death or life imprisonment without possibility of release.

Article 38 (War and armed conflicts)

Governments must do everything they can to protect and care for children affected by war. Children under 15 should not be forced or recruited to take part in a war or join the armed forces. The Convention's Optional Protocol on the involvement of children in armed conflict further develops this right, raising the age for direct participation in armed conflict to 18 and establishing a ban on compulsory recruitment for children under 18.

Article 39 (Rehabilitation of child victims)

Children who have been neglected, abused or exploited should receive special help to physically and psychologically recover and reintegrate into society. Particular attention should be paid to restoring the health, self-respect and dignity of the child.

Article 40 (Juvenile justice)

Children who are accused of breaking the law have the right to legal help and fair treatment in a justice system that respects their rights. Governments are required to set a minimum age below which children cannot be held criminally responsible and to provide minimum guarantees for the fairness and quick resolution of judicial or alternative proceedings.

Article 41 (Respect for superior national standards)

If the laws of a country provide better protection of children's rights than the articles in this Convention, those laws should apply.

Article 42 (Knowledge of rights)

Governments should make the Convention known to adults and children. Adults should help children learn about their rights, too. (See also Article 4.)

Articles 43–54 (Implementation measures)

These articles discuss how governments and international organisations such as UNICEF should work to ensure children are protected in their rights.





NO WOMEN ALLOWED

Topic 5: Understanding human rights violations

Learning outcomes

Following this topic, participants will be able to:

- understand the definition of a 'human rights violation'
- identify some strategies to help victims of human rights violations.

Background information for the facilitator

Human rights violations occur when people undertake actions that ignore or deny a person's basic human rights. By understanding what our human rights are we can begin to understand if the actions of others are resulting in our rights being violated.

Activity 5: Violation case studies

Time: 60 minutes

Materials: Butcher's paper, writing materials, basket/box, newspapers (3–5), scissors (3–5), glue and sticky-notes

Preparation: Collect the newspapers (they do not need to be current).

Activity 5.1: Recognising human rights violations

1. Show participants the flip chart picture and ask:
 - *What violations are taking place in this picture?*
 - *Have you seen or experienced these violations in your community?*
 - *How did you feel when you witnessed or experienced these incidences?*
 - *What was done in response to these actions?*

Activity 5.2: Violations in the media

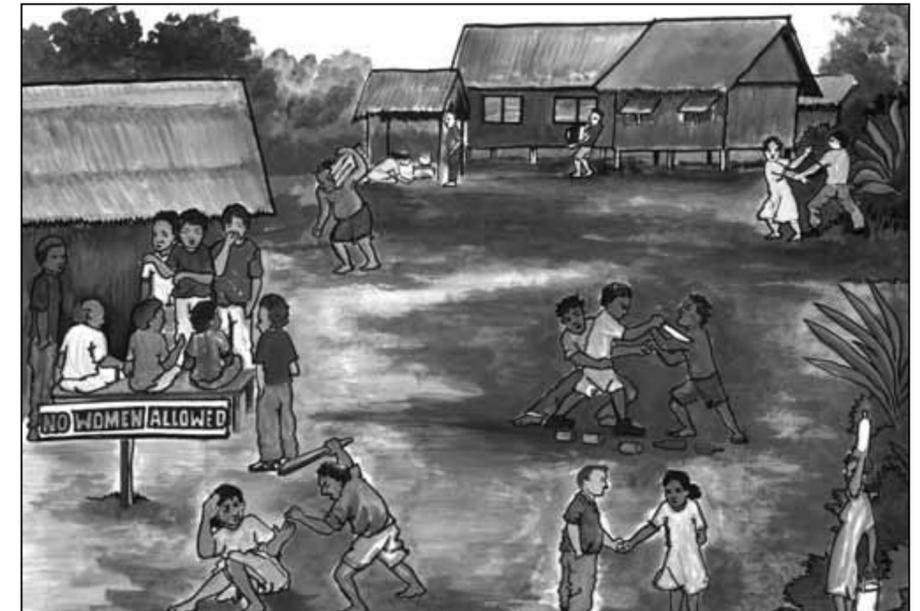
1. Divide the group into smaller groups of 3–5. Give each group a newspaper and ask each group to identify articles that report on human rights violations. Ask them to cut out the articles and glue them onto a piece of butcher's paper.
2. Allow the groups enough time to read and discuss their articles with the members in their group.
3. Invite each group to present the articles they selected.
4. Ask participants:
 - *What happened in the articles?*
 - *Is this a common violation?*
 - *Who are the people mostly affected in the articles?*
 - *Why are these violations occurring?*
 - *Who is responsible for stopping these violations?*
5. Distribute three or four sticky notes to each of the participants and ask them to write down any possible solutions or actions that could:
 - prevent these violations from happening again
 - help those whose rights have been violated.
6. Ask the participants to stick their notes around the articles.
7. Discuss the ideas. Draw attention to articles that received the most sticky notes and articles that are important but did not receive any sticky notes.

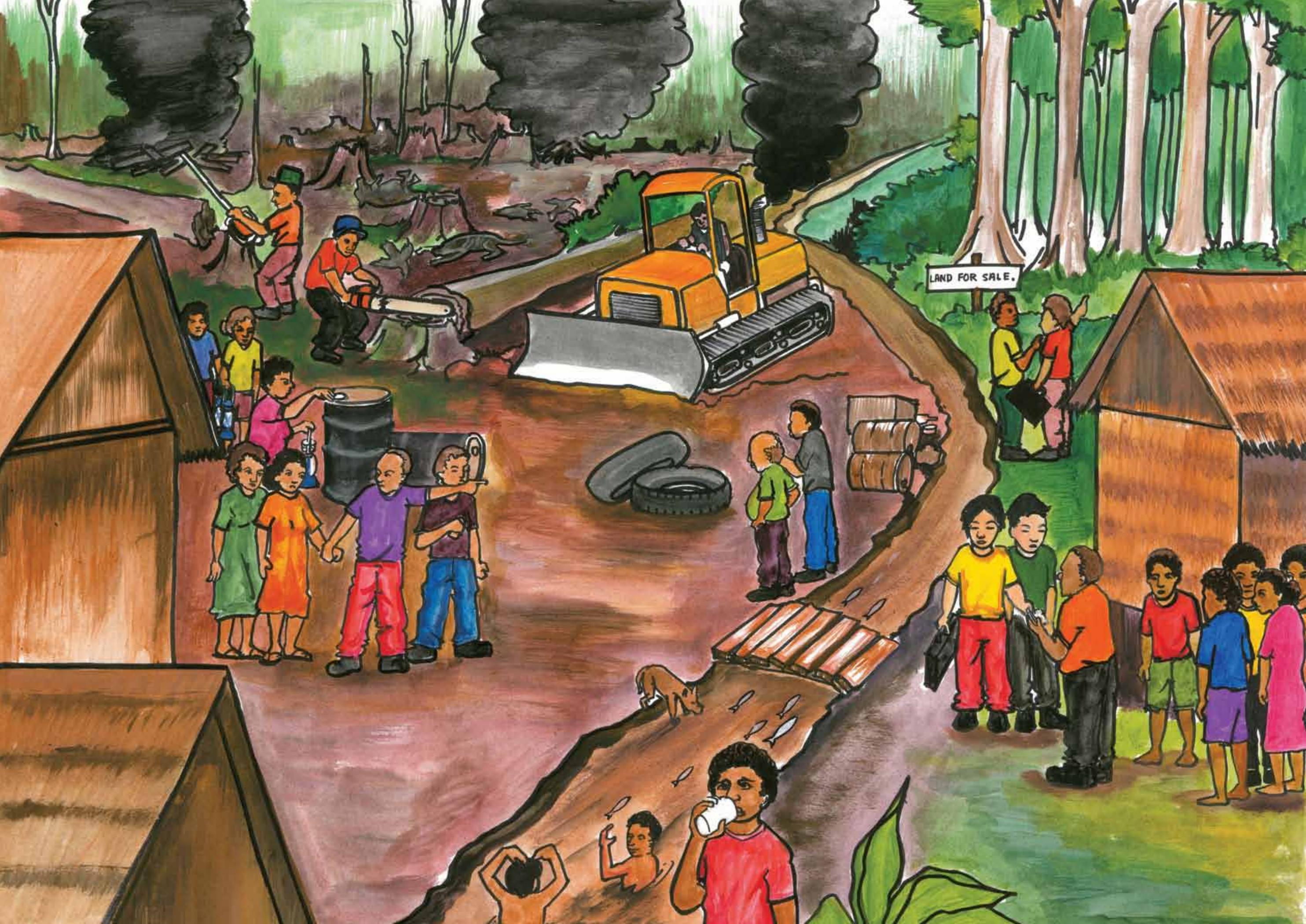
Activity 5.3: Personal experience

1. Explain to participants that they are going to share a time when they have seen, heard about or experienced a human rights violation happening in their communities.
2. Distribute some paper and allow participants enough time to write down their examples, fold their paper in half and place it into a box or basket at the back of the room. Ask participants not to put their names on the pieces of paper.

Training tip: It is important that the group does not see what each person has written so that participants can share personal experiences without feeling intimidated or self-conscious.

3. Collect the box/basket and read out the stories to the participants, being careful not to disclose who wrote each story.
4. After you've read each story ask participants:
 - *What violation is taking place in this story?*
 - *Is this a common violation?*
 - *Who is mostly affected?*
 - *Why is this happening?*
 - *What can be done to stop this?*
5. Conclude by asking participants:
 - *Were you surprised by the stories you heard?*
 - *Do you think sharing your experiences with other people is helpful?*
 - *How do you think hearing about other people's experiences can help you as a Human Rights Defender?*





LAND FOR SALE.

Topic 6: Logging and its impact on human rights

Learning outcomes

Following this topic, participants will be able to:

- identify how environmental exploitation impacts on human rights
- understand the impact of resource decisions on human rights
- understand the impact of logging on children.

Background information for the facilitator

Land and environment are essential to life. If the environment is destroyed people will not have enough food to eat or fresh water to drink, but they will suffer in other ways too. When some people benefit from environmental development and others don't, this can cause conflict. Social problems, such as increased use of alcohol, violence and abuse of women and children, will increase.

Studies in some communities where there is logging have shown that there is an increase in child abuse and the Commercial Sexual Exploitation of Children (exchanging money or goods for sex with children). The effects of child abuse on the individual can have a lasting impact even after the logging has ceased, continuing to harm individuals, families and the community. Please refer to the Human Rights Defender's manual for more information on this.

Activity 6: Local environment

Time: 60 minutes

Materials: Butcher's paper, writing materials

Preparation: Prepare the worksheet for Activity 6.1. On a piece of butcher's paper, write the heading 'Community and environment', then these words (in no particular order): you, family, education, health, your role in the community, women in the community, children in the community.

Copy and cut out the case studies for Activity 6.3 (case studies can be found in Topic 6 of the Human Rights Defender's manual).



Activity 6.1: Community and environment

1. Ask participants to divide into groups of men and women. Provide each group with butcher's paper and writing materials.
2. Pin up the 'Community and environment' worksheet. Ask the groups to discuss any activities that are taking, or have taken, place that have impacted on their local environment and record how these activities have affected the different areas on the 'Community and environment' worksheet.

Training Tip: Suggest that some activities could be logging, mining, land division, farming, etc.

3. Invite the groups to share their thoughts.
4. Conclude by asking participants:
 - Do the men and women view the impacts differently? How?
 - Do they identify similar problems? Why?
 - How do you think this information can help you as a Human Rights Defender?

Activity 6.2: Discussion

1. Show participants the flip chart picture.

Ask participants:

- What is having an impact on the health of the environment?
- What different groups can you identify?
- How are these groups affected by what is happening to the environment?
- Who benefits from these activities? How?
- Are the beneficiaries linked to the decision-making?
- What are the negative effects of the activities shown in the picture?
- Who suffers the most? Are they part of the decision-making process? Why or why not?

Activity 6.3: Logging case studies

1. Explain to participants that when a community is under stress it is the women and children who suffer the most.
2. Read out Case Study 1.

Case study 1:

My name is Sonia. I am 14 years old. I have two older brothers and three younger sisters. My father left us when I was 10 and my uncle moved in so that my mother could work. I had to leave school so that I could help tend the gardens and look after my younger sisters. Eight months ago, a logging company set up near my village. My uncle was happy because he got a job driving trucks. One day my uncle took me to the logging camp. When I got there a man from the logging camp asked me for sex. I said no because I was very frightened. My uncle was very cross and beat me when I got home. The second time my uncle took me, the logging man offered me money to have sex with him. I did not want to get beaten again so I did. After, I went back to the house and I cried all night. My mother was really sad when she found out what happened.

Ask the participants:

- How do you think Sonia is feeling?
 - How has logging impacted Sonia and her family?
 - Have you heard similar stories to Sonia's?
 - How does it make you feel hearing stories like this?
 - Can you identify why sex with Sonia is illegal?
3. Ask the participants to form 5 groups and give each group a case study.
 4. Ask each group to read their case study and discuss:
 - How is logging affecting the people in the case study?
 - Are they positive or negative impacts?
 5. Allow each group to share what happened in each of the case studies and discuss the impacts.
 6. Conclude by asking participants:
 - How did you feel hearing these stories?
 - Have you heard stories like these from your own communities?
 - Were these examples of human rights violations? If so, for which groups?
 - Who was responsible for the violations?
 - What can be done about it?



Activity 6.4: Logging and children

1. Divide participants into 3 groups. Give each group a piece of butcher's paper and writing materials.
2. Explain to each group that they are going to consider how logging has impacted on children of different ages.
 - Group 1: 0–5 years
 - Group 2: 6–12 years
 - Group 3: 13–18 years
3. Ask each group to consider:
 - The positive impacts of logging on their group of children
 - The negative impacts of logging on their group of children
 - The articles under the Convention on the Rights of the Child that have been violated as a result of these impacts (show the Convention summary in the flip chart)
4. Ask each group to discuss their results.
5. Conclude by asking the participants to think what a Human Rights Defender could do to improve conditions for the children.
6. List these on butcher's paper and pin it up so that it can be added to as new ideas are thought of.



Topic 7: Managing conflict and building community responsibility

Learning outcomes

Following this topic, participants will be able to:

- identify ways to deal with conflict
- identify roles in conflict
- promote a sense of community responsibility.

Background information for the facilitator

Each time you stand up for people's rights, try to improve the lives of others or act against injustice, you are helping to build community responsibility. Only through cooperation, respect and participation can communities reach their full potential and achieve peace and harmony. If people remain silent, look the other way and don't take responsibility to care for members of their community then the problems continue to get worse and soon become an accepted part of everyday life. This can result in conflict.

Conflict is an open clash or disagreement that may lead to violence. When there is conflict, you must first focus on your own safety and then that of others. If there is no violence or danger, conflict can sometimes be helpful and can lead to people talking about things and seeing things from a different point of view.

Activity 7: Conflict management

Time: 60 minutes

Materials: Butcher's paper, writing materials, Conflict Strategy Cards (found in Topic 7 of the Human Rights Defender's manual)

Preparation: Prepare the six Conflict Strategy Cards for Activity 7.2

Activity 7.1: Exploring 'conflict'

1. Ask participants, *What is 'conflict'?* and record their views on a piece of butcher's paper.
2. Ask the participants to share examples of when conflict arose in their family or community.
3. Ask the participants:
 - *How and why did this conflict occur?*
 - *Do you think it was handled in an appropriate way?*
 - *How was it resolved?*
 - *Could things have been done differently to avoid the conflict happening in the first place?*

Activity 7.2: People's roles in conflict

Discussion: It is far safer to teach skills to prevent conflict from happening in the first place, but sometimes conflict does happen and when it does it can help if you know what roles people play in the conflict.

1. Show participants the picture and ask: *What's happening in the picture?*
2. Explain to the participants the roles of A, B and C in the picture.

Discussion: We all play a role when conflict arises and an argument or fight breaks out. Our role will be one of three roles.

Role A: The victim – the person being abused

Role B: The abuser – the person abusing

Role C: The observer or witness – the person who can see what is happening. Sometimes there is no observer.

3. Ask participants.
 - *Was Role C aware of what was going on?*
 - *What did they do?*
 - *Why did they behave in that way?*
 - *Do you think their actions showed community responsibility?*
4. Ask the participants to break into pairs and discuss a time when there was a conflict in their community or family. Discuss:
 - *What happened?*
 - *How did it make you feel?*
 - *What role did you play in the conflict?*
 - *Was anybody in the community aware and if so, what did they do?*
5. Conclude by asking the group to discuss:
 - *What responsibility does the community have to protect individuals or marginalised groups?*
 - *How can a Human Rights Defender help build community responsibility?*
 - *Are there any risks involved?*
 - *What is the role of culture and custom in this scenario?*

Discussion: Very often the people in Role C (the observer) are afraid to stand up for fear of becoming the target themselves. In this way the person playing Role B (the abuser) is able to terrorise and oppress not just A (the victim) but those in Role C. What those in Role C often forget is that there is 'power in numbers', which can also mean 'safety in numbers'. Some of the biggest changes in the world have happened when people have stood up against injustice using non-violent actions and taken responsibility for what is happening in their community.

Activity 7.3: Dealing with conflict

1. Tell participants: *Sometimes basic strategies can help reduce conflict or stop it from happening.*
2. Hand out the Conflict Strategy Cards to 6 of the participants and ask them to stand in front of the group.
3. Ask the first participant to read out their card.
4. Ask the participants: *What's one example of this you can use to reduce conflict?*
5. Repeat with the other five cards. Ask participants:
 - *Do you think these strategies could reduce conflict?*
 - *What other strategies might help?*



Activity 7.4: Safe houses

1. Ask participants: *What is a 'safe house'?*

Discussion: It may not be safe for a victim to go home or stay at home. Some communities have 'safe houses', which are places in the community such as churches and other organisations where women and children who have been abused can visit. Some communities have agreed to set up a system of safe houses approved by community leaders. A Human Rights Defender could work with others in their community to talk with leaders about setting up safe houses for victims of abuse.

2. Ask participants:
 - *Do you think 'safe houses' could work in your community to protect those who may be at risk of being harmed?*
 - *Who could use these safe houses?*
3. Conclude by discussing how participants could set up a safe house in their community.



Summarise

Record

Don't judge

Listen

clarify

Pay attention

Topic 8: Supporting human rights in the community

Learning outcomes

Following this topic, participants will be able to:

- understand their role as a Human Rights Defender to take action to support human rights
- identify networks to support victims and promote human rights.

Background information for the facilitator

As discussed in Topic 3, the role of the Human Rights Defender is to Educate, Advocate, Connect.

Educate, Advocate and Connect

The role of the Human Rights Defender could be to:

Educate: Increase awareness and understanding of human rights

Advocate: Speak out or write in public support for the promotion of and respect of human rights

Connect: Refer those who have been abused to support groups and organisations able to provide direct assistance and reduce the risk of further abuse.

Listening skills

A Human Rights Defender will be in a unique position in their community. They will be expected to provide support to victims and to help those at risk. Understanding how best to help people depends on a person's ability to truly understand what the situation is and what action is required. The ability to listen and clarify points is a critical component of being a Human Rights Defender.

Making connections

One of the roles of a Human Rights Defender is to build networks in and outside the community of people and organisations who might be able to help, such as churches, women's groups and councils. These positive networks will grow over time and the more people who 'speak out' and help with the problem, the more these networks will grow and challenge the way things work to protect against human rights abuse.

Activity 8: Taking action to support human rights

Time: 45 minutes

Materials: Butcher's paper, writing materials, copy of the 'Role table' and Network Cards (these can be found in Topic 8 of the Human Rights Defender's manual), sticky-notes

Preparation: For Activity 8.1, prepare the 'Role table' but leave the second column blank for participants to fill in. Prepare the Network Cards for Activity 8.2.

Activity 8.1: Educate, Advocate, Connect

1. Pre-prepare the 'Role Table' in Topic 8 but leave the second column blank.
2. Pin this table up on the wall and give each participant sticky-notes. Ask them to write on their sticky-notes whether they think the action aims to 'Educate', 'Advocate' or 'Connect'.
3. Ask them to stick their notes on the butcher's paper.
4. Let them know that they can write a combination of words if they wish.
5. With everybody standing around the table on the wall, discuss people's choices, asking for specific reasons from the group.

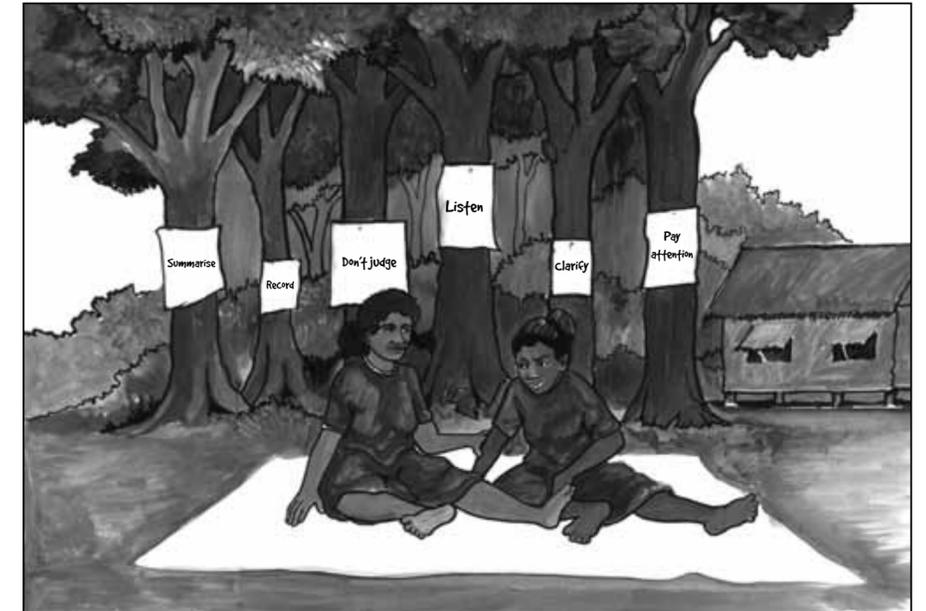
Activity 8.2: Creating dialogue

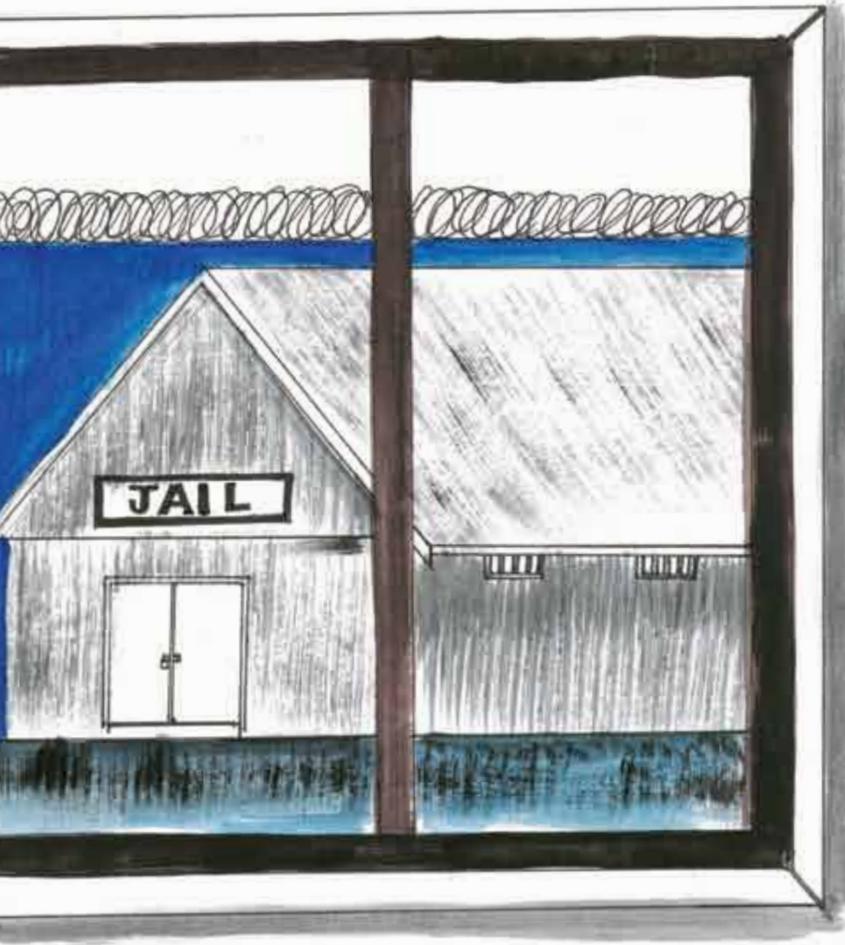
1. Explain to participants that being a good listener is an important skill that can help prevent and sometimes solve a problem in a way that leaves everybody satisfied.
2. Ask participants:
 - Can you think of a time you felt someone was really listening to what you were saying?
 - How did that make you feel?
 - How did you know they were listening to you?
3. Show participants the flip chart picture and read out the six listening sign-posts.
4. Explain to participants that they are going to work in pairs and take turns talking about an issue. While one person talks, the other listens using the skills mentioned earlier. You will signal when it is time to swap over.
5. Explain to participants that they can talk about anything. If they need assistance you could suggest:
 - Have you noticed any changes in your community in the last few years?
 - If you could change one thing about your life what would it be?
 - What has happened recently that made you happy?
6. Ask participants to share what they learnt about listening with the group:
 - How did your partner let you know they were listening?
 - What are some signs that showed you that they were listening?
 - Did you notice anything about the way they sat or looked when they were listening?
 - Can you think of any other skills a good listener uses?
 - What could you say to someone to let them know that you are interested in listening to them?
7. Conclude by asking participants why it is important that a Human Rights Defender knows how to listen.

Discussion: As a Human Rights Defender you will need to listen to people who have had their human rights abused. It is important that you have good listening skills so that you can support and assist them. You also need to be able to take action to make sure that the person is safe and supported and know which organisations to connect them to for further assistance.

Activity 8.3: Making connections

1. Introduce the Network Cards and distribute one card to each participant.
2. Ask each participant to share with the whole group:
 - What is on your card?
 - What kind of network does it represent (government, community, church or individual)?
 - How does it provide support?
 - Is it a network that you have in your community?
3. Allow participants to stick their cards on butcher's paper so that all the participants can see them.
4. Distribute sticky-notes to participants and ask them to write down any other networks they think may be able to support the work of Human Rights Defenders in their community (one per sticky-note). Ask participants to stick their notes onto the butcher's paper.
5. As a group, look at all the networks and discuss any problems that may stop you from using this network to help a victim of a human rights violation.
6. Conclude by discussing how part of the role of a Human Rights Defenders is to challenge these problems. If they go unchallenged then the abuse may continue.





Topic 9: Recording information

Learning outcomes

Following this topic, participants will be able to:

- understand the role of the legal system in protecting human rights
- identify how to assist victims to access legal help
- demonstrate skills for collecting and recording information to support a legal case.

Background information for the facilitator

Human Rights Defenders can work at two key levels – at a local and national level or at a regional and international level. When Human Rights Defenders work at a local and national level, they generally work within the national legislative frameworks to bring about change. At this level, understanding a country's laws is one of the most important and powerful tools of a Human Rights Defender. Criminal law is the law that deals with people who commit crimes. It is made up of rules and legislation that describe behaviour the government says is wrong (or unacceptable) because it threatens and harms people and the community. It also states the types of punishment to be given to people who break these criminal laws.

Connecting

Key counterparts of the Human Rights Defenders are the local authorities charged with protecting and upholding people's legal rights at the local and national level, such as the police. When working at the local and national level, a Human Rights Defender may connect people to the police, lawyers or organisations that can help take their case to court.

Recording information

Part of the role of a Human Rights Defender is to capture information in order to assist a victim of human rights abuse. There are certain considerations to keep in mind when collecting this information. Always seek permission from the victim before recording information. Clearly outline to the victim how you intend to use the information, and ensure that they are clear about this process. If need be, you could both sign a statement that outlines what information will be captured and how the information will be used. A template for recording information can be found in the Human Rights Defender's manual.

Keeping records safe and maintaining confidentiality

Always keep your records in a safe place. The church may agree to keep the records. Wherever they are kept you should be confident that they are safe and passed on to relevant representatives.

Activity 9: Working with the legal system

Time: 80 minutes

Materials: Butcher's paper, writing materials, Human Rights Defender's checklist (found in the manual)

Preparation: Make enough copies of the Human Rights Defender's checklist or write the points on butcher's paper.

Activity 9.1: Recording details

1. Ask participants why Human Rights Defenders need to collect information.
2. Discuss any other reasons participants may not have thought about.

Training tip: Other reasons may include

- To work with the media to publish stories to raise awareness of human rights abuse
- To help victims access legal help
- To educate and to raise awareness in the community
- To influence governments to make good policies and laws to protect human rights
- To report stories of abuse and statistics to international human rights organisations such as UNDP in Suva

Activity 9.2: Role-play

1. Explain to participants that they are going to do a role-play.
2. Ask participants to divide into two groups.
3. One group will make up a human rights abuse story. They will choose someone from the group to be the victim and to share the story in front of the whole group later. Give the group 15 minutes to come up with the story, including lots of details. Encourage everyone to contribute to the story and consider who is involved, how many victims, how many abusers, locations, details of what happened, etc.
4. The other group will be Human Rights Defenders. Ask this group to look at the Human Rights Defender's checklist and discuss what they need to think about when they are collecting information about a human rights abuse story. This group will choose someone to be their representative Human Rights Defender for step 5.
5. After 15 minutes, ask the two people who have been chosen to be the Human Rights Defender and the victim to come up the front.
6. Sit them at the front on chairs or on the ground opposite each other. The victim is to share the story that they made up in their group and the Human Rights Defender is to listen, record their story, ask them questions and then report back to the group what they recorded.
7. All of the other participants are to observe and then provide feedback and add any other information that they think could be helpful that may have been missed. They can be encouraged to complete their own checklist while the victim is telling their story.

Training tip: This will work best if you have a copy of the checklist for everyone and encourage all the participants to complete their own checklist while the story is being told. Alternatively, pin up butcher's paper with the main points at the front for participants to refer to.

8. Ask participants:
 - Do you think a checklist is a useful tool when recording victims' stories?
 - Where would you keep these records so that they are safe and can be used by a lawyer if needed?
 - Can you think of any other ways to record this information so that it is safe? For example, can you text this information to one of the identified networks so that it can be recorded onto a database for future use?
 - Are there any other questions you can think of that you could ask the victim?
9. Conclude by discussing the importance of keeping an accurate record of what happened to the victim and protecting the confidentiality of the victim.

Discussion: It is very important that you write down your human rights stories. It is also very important that the victim agrees for you to do this. You must keep this information safe and not give this information to anyone without permission.

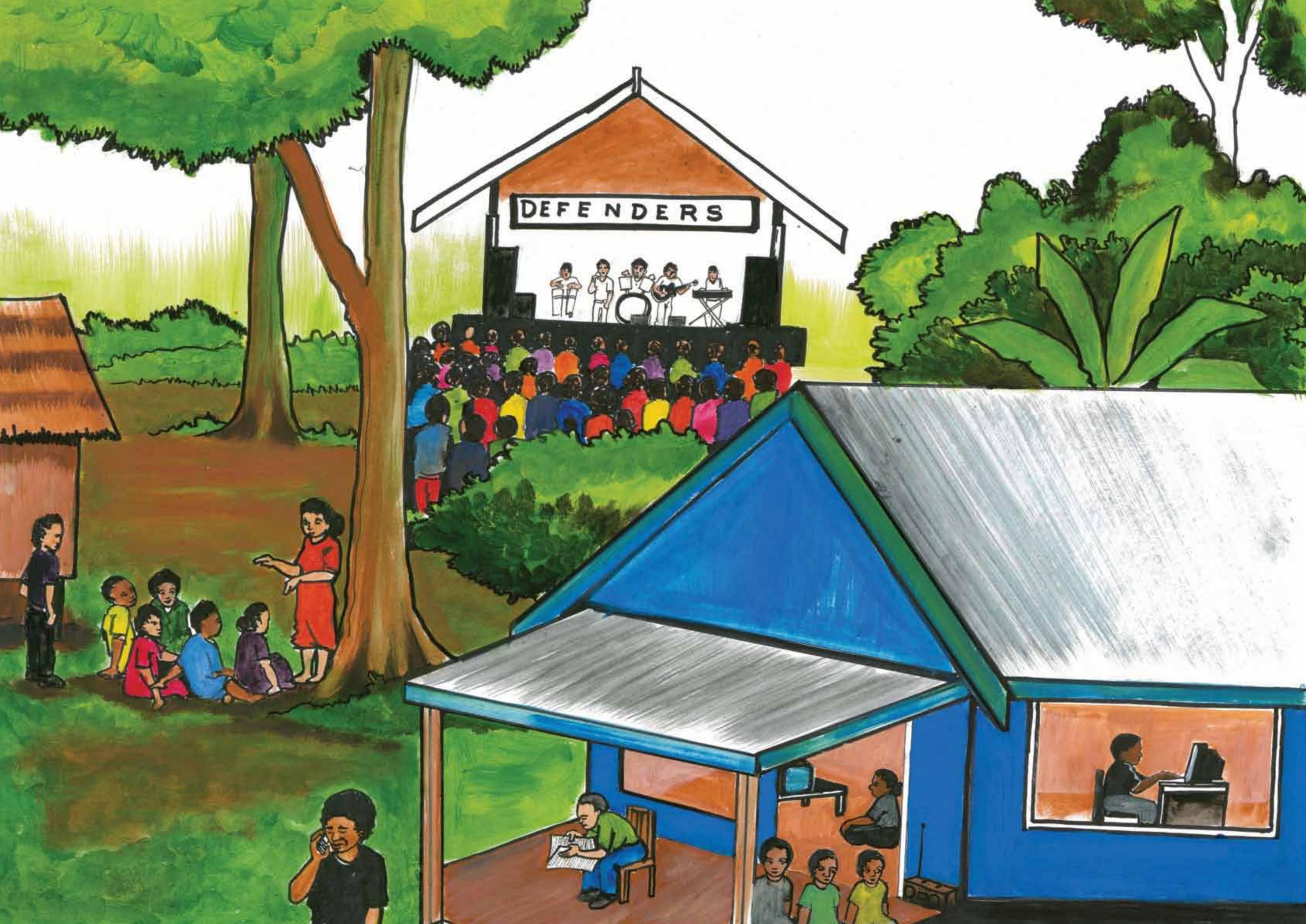


Activity 9.3: A case for court

1. Show participants the picture of the human rights violations (in Topic 9 of the Human Rights Defender's manual).
2. Explain to participants that many of these human rights violations are against the law. This means that a lawyer can help take the case to court.
3. Identify and discuss the picture and discuss if any of these actions can be taken to court.
4. Ask the group to think about what law might have been broken. How do we know this? What should be done about it? What evidence or information would help the lawyer to convince the court that the human rights abuse occurred?
5. Explain to participants that:
 - the lawyer will decide what laws have been broken and if there is enough evidence for a case to be taken to court
 - Human Rights Defenders can collect and record as much information as possible, seek help through support networks and help the victim seek help from a lawyer if they want to.
6. Show participants the flip chart picture of a young girl seeking legal advice.
7. Ask participants to discuss what steps the Human Rights Defender would have done to assist the girl thus far.

Training tip: Some examples of assistance include

- Keeping accurate and detailed records of everything discussed
- Helping the victim report to the police
- Explaining the role of a lawyer to the victim
- Getting help from a lawyer for the victim
- Sitting in on the meetings with the lawyer to support the victim
- Working in and outside the community to get support for the challenge



DEFENDERS

Topic 10: The role of the media in promoting human rights

Learning outcomes

Following this topic, participants will be able to:

- understand the importance of privacy and consent in working with the media
- identify how the media can raise awareness of human rights issues
- gain media skills in order to share and monitor human rights breaches in their communities.

Background information for the facilitator

Media as supporters of human rights

Many members of the Pacific media have expressed an interest in promoting awareness of human rights. The media plays an important role in promoting human rights and advocating for victims of human rights abuses. Raising awareness of human rights can support governments to uphold their obligations under national and international law. The media can also play an important role at the community level by advocating for greater respect for people's rights.

Telling the story can help, but there may also be risks, especially if the victim's identity is revealed. A journalist should not disclose the identity of a victim or their family. An agreement should be made in writing with the journalist, and signed by the journalist and victim (or adult guardian, if under 18 years old), before talking commences. The agreement needs to clearly outline what and how information will be shared.

Media rules for Human Rights Defenders

- Seek permission from the victim before speaking with the journalist about their story.
- Protect the identity of the victim and their family.
- An agreement should be signed between the journalist and the victim (or adult guardian, if under 18 years old) before talking commences.
- The agreement needs to outline what the victim consents to being made public.
- The agreement must clearly outline how the information will be shared.
- Never place pressure on a victim or their family to share their story.
- Keep records of the human rights stories you have shared with the media.
- If you do not have permission to tell the victim's story you can still give the media general information about abuse that has occurred in your community, e.g. number of cases.
- Use the media to share both good and bad news.
- The records you keep can be used to help monitor human rights abuse in your community.
- These types of statistics can be reported in the media.

Activity 10: Human rights and the media

Time: 60 minutes

Materials: Butcher's paper, writing materials, newspapers

Preparation: Gather several recent newspaper articles that report on human rights violations to share among participants. Draw up the 'Media rules for Human Rights Defenders' on butcher's paper.

Activity 10.1: Understanding the media

1. Show participants the picture overleaf.

Ask the participants:

- *How many different types of media can you see in the flip chart picture?*
- *Which type of media do you think is the most effective for sharing information?*
- *What do Human Rights Defenders need to remember when speaking to the media?*

2. Pin up and read through the media rules and discuss with participants.

- *Why is it important that the names of victims and families are protected?*
- *What information can you give to the media if the victim does not want their story published?*

Discussion: The important thing to remember when talking to the media is to protect the victim and their family. You should ensure the victim has agreed to tell their story and that their privacy is protected. If the victim does not want their personal story to be in the media you cannot give the details of the story to a journalist.

3. Hand out recent newspaper articles reporting human rights abuse and ask participants:

- *Has the story been reported in a fair way that respects the victim and keeps them safe?*
- *Does the article promote awareness of human rights in the community?*

Activity 10.2: Human rights song or prayer

1. Organise participants into three groups and ask them to compose a 'human rights' song or prayer. After 15 minutes ask them to perform for the group.

Ask participants:

- *What effect do you think it would have if this song or prayer was played on the radio?*
- *Do you think song is a good way to promote human rights?*



Human rights in Pacific communities

The flip chart and the Human Rights Defender's manual aim to strengthen the capacity of local Human Rights Defenders to combat commercial exploitation of children and violence against women, caused by the presence of logging camps, in remote regions of Papua New Guinea, the Solomon Islands and Vanuatu. These resources can be used by Human Rights Trainers, other individuals and organisations to raise awareness of human rights and the avenues available to reduce risk and incidences of abuse.

Human Rights Trainers and Defenders are members of the community who play an important role in challenging current practices and building demand for the protection of human rights for children and women exposed to exploitation and violence. Human Rights Trainers will work through 'entry points', or existing groups and organisations at a community level. These existing groups may include church groups, youth groups, media organisations (journalists), governments, schools, health clinics and local councils. These entry points can provide protection and support to the Human Rights Defenders.

Feedback on this resource

Please help us to improve this flip chart. Let us know what you think by answering the questions below and sending your answers to us. You can provide feedback via email: resources@livelearn.org.

1. Briefly explain how you used this resource (e.g. are you a Human Rights Trainer, Defender, community group, NGO worker?).
2. Is this flip chart easy to follow? If not highlight what was not clear.
3. Was there information that was missing or incorrect?
4. How could this flip chart be improved?
5. Please provide any additional comments or suggestions.

© Live & Learn Environmental Education, 2012

All rights for commercial/for profit reproduction or translation, in any form, reserved. Live & Learn authorises the partial reproduction of this material for scientific, educational or research purposes, provided that Live & Learn and the source document are properly acknowledged. Permission to reproduce the document and/or translate in whole, in any form, whether for commercial or non-profit purposes, must be requested in writing.

Printed on 100% recycled paper



LIVE&LEARN
Environmental Education

This flip chart was produced by Live & Learn Environmental Education and funded through the European Union as a part of the project 'Combating commercial exploitation of children and violence against women in remote regions of the Western Pacific impacted by large scale commercial logging'.

Written by: Tracey Robinson, with input from Live & Learn Environmental Education country offices of Papua New Guinea, the Solomon Islands and Vanuatu

Supporting writers: Tamara Logan, Sophie Harvey

Illustrations by: Brian Feni

Design and layout: Tahle Ferguson

Edited by: Georgina Garner

Acknowledgements

The production of this resource would not have been possible without the passion and commitment of the community members, organisations and other agencies working with Live & Learn Environmental Education to increase awareness of this critical issue. Special mention goes to the Human Rights Defenders Teams in the Live & Learn Environmental Education offices, who have worked tirelessly to ensure that community members are given the opportunity to learn about human rights and the role they can play in supporting women and children to access relevant information and support. The list of contributors to this resource is extensive which highlights the interest and commitment of hundreds of people throughout the Pacific who are dedicated to increasing knowledge and awareness of human rights issues in their communities.

'Educate. Advocate. Connect.' Resource kit

This flip chart is part of the 'Educate. Advocate. Connect.' resource kit, produced to support efforts to build the capacity of Human Rights Defenders working in and around logging camps in Papua New Guinea, the Solomon Islands and Vanuatu. Other resources include: the Human Rights Defender's manual, legal fact sheets, a media guide and a story book.

Contact Live & Learn Environmental Education country offices in Papua New Guinea, the Solomon Islands and Vanuatu to access any of these resources or view online at www.livelearn.org

Live & Learn Environmental Education
— International office
247–251 Flinders Lane
Melbourne
Victoria 3000
Australia
Tel: +61 3 9650 1291
E: livelearn@livelearn.org

Live & Learn Environmental Education
— Papua New Guinea
Section 35 Allotment 16
Kimbe Town
PO Box 844
Kimbe, West New Britain Province
Papua New Guinea
Tel: +675 983 4716
E: png@livelearn.org

Live & Learn Environmental Education
— Solomon Islands
DSE Building, Lombi Crescent Street
New China Town
PO Box 1454
Honiara
Solomon Islands
Tel: +677 23697
E: solomons@livelearn.org

Live & Learn Environmental Education
— Vanuatu
Fres Wota Four
(opposite Fres Wota School)
PO Box 1629
Port Vila
Vanuatu
Tel: +678 27455
E: vanuatu@livelearn.org

www.livelearn.org

