

UN ADVOCACY TRAINING PACK

UNREPRESENTED DIPLOMATS PROJECT



**UNREPRESENTED
NATIONS & PEOPLES
ORGANIZATION**
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Tibet Justice Center

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COUNCIL

ACKNOWLEDGEMENTS

We wish to thank all the trainers who contributed to the workshops: Susan Akram, Boston University, Joshua Cooper, University of Hawaii; Francesca Piccin, UPR-Info; Michael Ineichen, International Service for Human Rights; Laurel Townhead, Quaker United Nations Office; Mandie McKeown, International Tibet Network; Carl Soderbergh, Minority Rights Group International; Kate Saunders, International Campaign for Tibet; Paul Whiteway, Independent Diplomat; Joshua Castellino, Middlesex University; Johan Häggman, Multilingualism Expert (Finland); Csaba Sógor, Member of the European Parliament (MEP); Marc Bentick, Dutch diplomat; Pemma Fox, Communication specialist; Sidi Omar, Diplomat of the Frente POLISARIO and the Sahrawi Republic; Vincent Metten, International Campaign for Tibet and the core organisers, Johanna Green and Tommaso Nodari from UNPO, Fiona McConnell from University of Oxford, and Iona Liddell of Tibet Justice Center. Many thanks too to all of those who commented on the training materials draft and made this document stronger as a result, including Susan Akram, Boston University, and Carl Soderburgh and Glenn Payot from Minority Rights Group International

A huge thank you to all the people who applied to these workshops and showed us what a demand there was for this kind of training – we hope you will find these materials very useful for your own groups' advocacy work. Lastly, a big thank you to all the selected participants of the workshops whose energy and engagement made the whole project so rich, and helped us to shape these final training materials to be as useful in the real world of advocacy as we could make them. We hope they will help strengthen the advocacy work of all unrepresented nations and peoples who use them.

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WELCOME TO THE UN ADVOCACY TRAINING PACK!

WHO ARE YOU?

You are most likely a member of a nation and/or people that is unrepresented at the United Nations (or an ally of these people).

WHO ARE WE?

We are the core team who put together a training programme on UN advocacy for unrepresented nations and peoples in 2015-2016. We were a joint group comprised of: Dr Fiona McConnell from the University of Oxford, Johanna Green, Tommaso Nodari and Nicoletta Enria from the Unrepresented Nations and Peoples Organization (UNPO), and Iona Liddell from Tibet Justice Center. The programme was funded by the Economic and Social Research Council, through the University of Oxford's 'Impact Acceleration Account'.

In organising three workshops in 2015 and 2016, which took place in Geneva, Oxford and Brussels, we worked with 53 people from 27 unrepresented nations and peoples to facilitate the sharing of knowledge and experiences of conducting advocacy at the UN. Expert speakers were invited to run sessions at each workshop, and their knowledge was complemented by the experiences of the participants.

These training materials are adapted from these workshops. They are designed to be a way for you to educate your own groups and peers on UN advocacy through running your own training workshops. We hope you and the people you work with will find this pack a useful learning and educating tool.

Iona, Fiona, Tommaso, Johanna, and Nicoletta
September 2017

TRAINERS' INTRODUCTION

We have prepared these training materials as a series of thematic sessions. These are broken down into 4 'day' workshops, each lasting between 4-5 hours without breaks. Each 'day' has a different theme. Together, all 4 days represent a full advocacy course, but you could also choose to teach only some of them depending on what you think your group would most benefit from.

For each session we indicate whether it is based on a:

- Power-point presentation
- Small group activity
- Whole group discussion or brainstorm

We have chosen the format that we think is best suited to each topic, while making sure that there is a balance of these different types of training format so that participants will stay engaged.

Below is the overview of the 4 'days', and the 16 sessions that make up those days.

DAY 1: YOUR STORY OF CHANGE

Session 1: Welcome and overview

Session 2: Understanding Advocacy

Session 3: Framing: Indigenous issues, Minority rights, and self-determination in advocacy

Session 4: Security

DAY 2: THE UN MECHANISMS

Session 5: Overview of UN Mechanisms

Session 6: Focus on UN Human Rights Council and UPR

Session 7: Focus on UN Treaty Bodies, Special Procedures and OHCHR

DAY 3: DEVELOPING YOUR STRATEGY

Session 8: Identifying Issues and Setting Goals

Session 9: Identifying Targets

Session 10: Connecting up your Advocacy

Session 11: Strategic Coalition Building

Session 12: Working with Witnesses

DAY 4: COMMUNICATING YOUR CASE

Session 13: Messaging

Session 14: Putting your Case in Writing: Briefing Materials & Shadow Reports

Session 15: Verbal Communication Skills

Session 16: Media and Social Media Strategies

You do not have to be an expert on these topics in order to lead the trainings. These trainers' notes will guide you through how to teach these topics to your group.

In addition to the trainers' notes this pack also includes the following materials:

- List of useful organisations (Appendix A)
- List of further reading (Appendix B)
- Theory of the Case handout (Appendix C)
- Advocacy Plan template (Appendix D)
- Advocacy Plan example – Tibet (Appendix E)
- UN mechanisms activity – labels and map for Day 2 activity (Appendix F)
- Scenarios for Session 6 Activities (Appendix G)
- Scenarios for Session 12 Activity (Appendix H)
- Additional Information on UN Mechanisms for Minority Groups and Indigenous Groups (Appendix I)
- Unrepresented Diplomats' Security Factsheet (Appendix J)

The rationale for the training is that together you and your group will make an advocacy plan. We include a template for this plan in the training pack (in Appendix D), as well as an example of an advocacy plan for Tibet (in Appendix E).

There is a slideshow that accompanies the training materials (also available on the UNPO website: www.unpo.org), which is a teaching aid to help you go over the issues, without being an expert yourself. If you don't have the ability to show a slideshow, you could print the slides out and talk through them together.

- Day 1: slides 1-23
- Day 2: slides 24-43
- Day 3: slides 44-64
- Day 4: slides 65-89

The timings indicated for each training session are just guides: each session might take more or less time to complete and can be extended or shortened. We use the short form 'mins' for minutes.

Important note: There is a section on 'Theory of the Case' (within Session 2: Understanding Advocacy on Day 1), which is very useful for you to go through with your group, even if you don't do the rest of that 'Day', or even the whole session. Theory of the Case establishes what your group's root issue or problem is that you want to see changed. It becomes the basis for a lot of the other sessions. As such, we suggest that you make sure to do the Theory of the Case section in Session 2 on Day 1 before doing other sessions. You can choose to do this just by going through the Theory of the Case handout (Appendix C).

PRACTICAL CONSIDERATIONS FOR RUNNING A TRAINING

PARTICIPANTS

- **Numbers:** Trainings are usually ideal with 4-16 people. With more than 16 participants it becomes hard to manage group conversations.
- **Selecting people:** If you know you are likely to have more than 16 people interested then you will either have to decide to run more than one training, or decide on fair criteria for how you will choose the participants. You might decide in advance that you want to prioritise certain types of participants, depending on your groups' needs – e.g. women, or young people. You might also decide to target people with the same level of knowledge, or to mix up beginners with more experienced people. Be prepared to explain to people why they were not chosen, and why that was a fair decision. When you have decided on criteria, you will then need to work out how people will apply (e.g. online form, or by email). You will need to work out a time line for when you will ask people to apply by, and then a deadline to let people know if they have been selected or not.
- **Preparation:** Decide if you want to ask your participants to do any reading or thinking before they attend the training, and let them know in advance so they have time to do this.

VENUE

- **Size:** Find a venue that will comfortably fit your training group, including trainer/s. Make sure that there is space to move around (even if that means you have to push tables and chairs around), and to break up into small groups.
- **Availability:** Venues often get booked up, so make sure you have it confirmed before you notify participants.
- **Catering:** It is important to have tea/coffee breaks and a lunch break within the training day. These also help participants bond and discuss what they have learned.

TIMING

- Hold your training at a time and day when most people will be able to attend. This may be on a weekend, or over a series of evenings.

RESOURCES:

- Look through this training pack and see what resources you will need for each session (these are indicated at the top of each session).
- Print out any documents that you need for sessions.

- If you are going to use the slideshow, make sure the venue has a projector that you can use, or arrange to hire one. Arrive early to the venue to set the projector up with your computer (remember to bring an adaptor) – this always takes more time than you think it should!

EVALUATION SESSION

When you have finished your training – even if you only did one of the four days – it is important to find out from the participants what they found useful about it, what they found was not so useful, and any suggestions they have for improving the training. This lets you know what people have learned, and how you can do it even better next time.

There are many ways of getting this sort of feedback. What is really important is doing it as soon as possible after the end of the training, otherwise people get back into their busy lives and will not have time.

You could hand out paper forms, or ask the group and write their answers on the board, or ask them by email. Ask them to think about both the content of the training and the logistics.

We suggest that you ask these questions:

What did you find useful about the training?

What was not so useful?

What did you want more information on?

What would your suggestions be for making this training even better?

It is also worth asking what participants thought about each session, as some sessions may have been more successful than others.

USING THIS TRAINING PACK

At the start of every session, we give the following information:



Time: How long the whole session is likely to take.



What you need: e.g. printed handouts, flipchart or board, pens to write on board.



Activities: the format of the session, e.g. icebreaker, group discussion etc.



Purpose: What this session is designed to teach participants .

Other symbols:



Say: This is the information we suggest you say aloud to the group to guide them through the sessions. We have tried to write it so that it feels normal to say.



Ask: These are the questions we suggest you say aloud to the group to guide them through the sessions.



Slide: This is the text that is on the power point slides. If you have access to a laptop and projector, then you can show the power point slides. If you don't, you can either print out the text into handouts for the participants and go through them, or just talk the participants through the text (without giving out handouts).



Activity: These are activities to help your participants learn. They are designed to be engaging.

Italics

Instructions for trainer: These are our notes to you suggesting how you could practically run various parts of the training.



Watch: These are short videos we suggest you could show participants, if you have a computer and projector and internet connection, or if multiple participants have laptops and WiFi.

DAY 1: YOUR STORY OF CHANGE

TOTAL TIME (WITHOUT BREAKS): 4 HOURS

SESSION 1: WELCOME AND OVERVIEW



Time: 30 minutes.



What you need: Chairs for everyone, arranged in a circle.



Activities: 1. Icebreaker.



Purpose: To highlight the importance of listening; to develop the skill of making a concise statement.

WELCOME (10 MINS)

- Welcome people to the training, thank them for coming.
- Explain the purpose of the training and what topics will be covered.
- Explain how long the day will be and practical issues (tea/coffee and lunch breaks etc).



ACTIVITY: ICEBREAKER (20 MINS)

Split the group into pairs and ask one member of each pair to 'interview' the other for 2 minutes. They should find out three things about their partner – (1) their name, (2) how their journey to the workshop was, and (3) something not many people know about them. After two minutes, they swap and the other person becomes the interviewer. After the second round of 2 minutes is finished, ask people to sit back in a circle. Ask people to take it in turns around the circle to introduce their partners to the group, using the information that they have just learned.

Finish the activity by pointing out that listening and giving precise messages are useful skills for advocacy work.

SESSION 2: UNDERSTANDING ADVOCACY



Time: 2.5 hours.



What you need: Slides 1-10; Theory of the Case hand-out [optional], whiteboard or flipchart with paper and pen.



Activities: 1. Brainstorm on 'why do advocacy'; 2. Participants write a 'theory of the case'.



Purpose: To demonstrate what advocacy is. To show the importance of making a theory of the case in order to speak well about their issue. To write a theory of their case.

INTRODUCTION (10 MINS)



Say: We use both the words 'lobbying' and 'advocacy' to refer to the kind of work that we do, but it's useful to know the difference between them.

Ask participants to suggest what these words mean.



SAY AND  SHOW SLIDE 1:

WHAT IS ADVOCACY?

The process of changing, or trying to change, or influence law, policies or practices.

- There are many types of advocacy, e.g. lobbying, campaigning, protests, litigation.
- Different levels of advocacy: local, national, regional or international.

Lobbying is a form of advocacy that seeks to influence legislators on a particular issue.



Say: Basically, lobbying is a specific form of advocacy – and it is a form that we will use often at the UN. But the more general word 'advocacy' sounds a bit better to the people we are trying to influence. The word 'Lobbying' can sound to them like we want to influence/change their policies, and so they could view us as criticizing them (which might be true, but it's better to make them feel ok about it so they are more likely to take the action we want them to!). The word 'advocacy' sounds more positive, as we are giving them information that will open their eyes so they can have a more informed perspective (and then change their policies!).



BRAINSTORM: WHY DO ADVOCACY? (20 MINS)

Stand next to a whiteboard or flipchart.



Ask: Why do we do advocacy?

Write up their answers on the board. Examples might include: Influencing people; changing people's minds; asking people to do something they wouldn't do otherwise; educating people about an issue.



Ask: Who can we aim our advocacy at?

Write their suggestions on the board. Examples might include: local council; authorities; UN; governments etc.



Say: Lobbying at the UN is useful because it is a political space, where you can engage the world's governments on human rights, and where you can put pressure on governments to act through the UN, but also bilaterally (government to government) and multilaterally (a group of governments to one government).

- “ **Say:** Advocacy very rarely creates change overnight. People sometimes make the mistake of thinking that a few meetings where you raise concerns and show evidence is enough for action to be taken. Unfortunately, the UN doesn't work like that. If we want to create change, we have to:
- have a good strategy;
 - persuade people that we and our information is trustworthy;
 - consistently meet with people over time so that they learn about the situation, trust us, and feel pressured to do something.

This process can take a long time: we need to have patience and perseverance! This obviously requires an investment in time and multiple trips to the UN.

Some advocacy is opportunistic – we bump into someone important, or we happen to be at the UN when some major event happens related to our people. However, a lot of advocacy is carefully planned in advance.

Knowing exactly **what** the issue is that you want to change is crucial to you being able to do advocacy successfully. It is also important to know who we want to target – the decision-makers, and influencers... i.e. those people who either have the power to bring the change and/or those people who can influence the people who have the power to bring the change. And lastly, it is also very important to work out how you will talk about the issue/s that you want to see changed to these people. We are going to look at a tool that can help us do all these three things.

POWER-POINT (9 SLIDES): THEORY OF THE CASE (1 HOUR)

“ SAY AND SHOW SLIDE 2:

WHAT IS THEORY OF THE CASE?

- A way of presenting your key issues that describes what happened and why, in a way that is persuasive both to the mind and to the heart.
- What is the core part of your issue?

- “ **Say:** ‘Theory of the case’ means thinking about the essence of your issue – saying it in just one or two sentences. It is a position that you then advance through all of your advocacy – e.g. through your written submissions, through your press work and oral interventions etc.

- Having a theory of your case helps you to move from one UN legal mechanism to another, so that you're building a movement around a central theme.

- “ **Say:** ‘Theory of the case’ is a concept used by lawyers to work on and present their client's cases to the court. It works well as a tool for civil society advocacy too, especially because we are dealing with legal instruments such as international laws and human rights treaties.

How do we identify the most important facts that should go into our theory? It helps to use the acronym COMPASS in order to breakdown our issue into a theory of the case. Our case theory should be:

Comprehensive | Persuasive | Acceptable | Simple | Sufficient

- ? **Ask:** What do you think these different words mean in this context?

Take some answers and then show the next slide.

“ SAY AND SHOW SLIDE 3:

COMPASS

Your theory of the case should be:

- **Comprehensive** – Our theory should sum up our issue well, but it should still remain brief.
- **Persuasive** – Think about phrasing your theory in a way that addresses the particular audience you are trying to convert to your issue. What aspects would be most appealing to their concerns? What aspects address and refute the main critique that your anticipated audience will bring to the interaction?

“ **Say:** In other words, what is the most persuasive way in which you can formulate your theory to reach the anticipated audience?

- **Acceptable** – This means your theory should respond to what people believe is the way the world works. People who hear your case will react more positively if it is packaged in a way that they can accept or understand it from their own point of view. This will therefore change depending on the audiences that you have.

“ **Say:** For example, if you are addressing a religious audience, you might take into account the religious framework in which your issue is situated. If you are addressing a corporate audience, you may want to frame your theory in economic terms. The ‘Acceptable’ element should come before the ‘Persuasive’ element, as you need to frame the theory first in terms of its acceptability to a particular audience, and then think how to make it most persuasive to that audience. People have a tendency to believe things, whether they are fact or not. Everyone holds to certain beliefs about the world. The more you can fit your theory to the belief system of the audience that you are reaching or want to reach, the more successful you will be.

- **Simple** – Do not include lots of detail or complexity in your theory. You are trying to find the core of your issue.

“ **Say:** Find the six or eight words that make up the core elements of your case, then phrase those into a strong and concise 1 or 2 sentences that convey what your issue is about for the audience you are trying to reach.

- **Sufficient** – This is the legal aspect and it means that your theory of the case should comply with and should conform to the legal requirements that you are working with. i.e. it needs to make sense in relation to the articles of the treaties and mechanisms you are engaging.

“ **Say:** A good way to do this is to examine the provisions of the main treaty or human rights law you will rely on to ‘make your case’. List the key articles that are important to your issue as bullet points. Then decide which are the strongest facts in your situation that can ‘prove’ that those articles are being violated.

“ **Say:** Let’s look at how to check if our theory is sufficient – because that sounds a bit complicated.

“ SAY AND SHOW SLIDE 4:

CHECKING FOR SUFFICIENCY

Issue: China’s occupation of Tibet leads to violations of the rights of the Tibetan people

Evidence: China’s ‘Western development plan’ includes a deliberate policy of forcible displacement of millions of nomads.

International Treaties/laws this relates to: International Convention on the Elimination of All Forms of Racial Discrimination; International Covenant on Economic, Social and Cultural Rights.

Make your case (put these three points together): The Chinese government’s Western development plan, a deliberate policy of forcible displacement of millions of nomads from their ancestral grasslands of Tibet solely on the basis of their ethnicity, is a clear and systematic violation of the Racial Discrimination treaty, as well as a violation of their rights to cultural heritage and economic livelihood under the Economic, Social and Cultural rights covenant.

“ **Say:** Once you have thought about your issue using COMPASS, you should be able to write your issue down in one or a few sentences, which will be the core of your theory of the case. We call this the summary.

You will then need to use your research and evidence to back up your theory of the case.

“ **Say:** We will now go through a couple of examples of where groups have used theory of the case for their own issues.

“ SAY AND SHOW SLIDE 5:

EXAMPLE 1: BALOCHISTAN

Issue: In a village in Balochistan the Iranian Government had been arresting and jailing men after quick trials – in some families all men had been arrested. The oldest daughter of one of the detained men wrote an open letter to the Chief of military operations of the province of Sistan and Balochistan demanding justice under the Iranian constitution. She didn’t get any response. This left the community feeling even more angry with the government because although the government claimed that there was a legal system, and protection for individuals, it neither afforded the arrested men a fair trial, nor responded to the daughter’s accusations.

“ SAY AND SHOW SLIDE 6:

BALOCH THEORY OF THE CASE

Presenting this Issue as a ‘Theory of the Case’:

“The Iranian Government’s claims of a constitutional system ring hollow when it comes to the Baloch people: it has failed to provide constitutionally-required fair trials or even minimum due process to Balochi men subjected to arrests and detention, and even refuses to respond to requests for accountability from family members.”

“ Say: Let’s go through COMPASS together.

Is this is **comprehensive**? – *Get some answers from participants and then Say:* Yes. it covers the issue.
Is it **persuasive**? Why? – *Again get answers and then Say:* everyone, including members of the government, can agree that a state should be complying with instrumental human rights instruments, and particularly with the rights set out in its own constitution.

It is **acceptable** – people believe that state governments should adhere to their own constitutions.

It is **simple** – instead of getting into details about the arrests initially, it is clear.

It is **sufficient** – it relates to Iran’s own legal requirements and also presumably to international human rights laws.

Evidence: In this example, the advocate chose to read aloud a letter from the detained man’s daughter to the Iranian President demanding justice under the Iranian Constitution. This could be backed up by research on the situation in Iranian Baluchistan, and indicating exactly where the Iranian Government is violating both international laws and treaties, and the rights enshrined within the Iranian constitution.

“ SAY AND  SHOW SLIDE 7:

EXAMPLE 2: TIBET

Issue: Tibetans in Tibet have many of their human rights violated by the policies and practices of the Chinese Government. Tibetans suffer policies designed to eradicate their language and culture, and face specific persecution with regards to freedom of expression, assembly, association and movement. Torture is endemic in Chinese prisons. Chinese policies are designed to eliminate Tibetan opposition to China’s occupation of their land, and to terminate their demand for self-determination. Every demand that Tibetans make for human rights – from language rights, to freedom of expression, to freedom of religion – is treated by the Chinese authorities as opposition to their governance, and is harshly dealt with. The only way to restore their rights is to reframe their demands from individual human rights violations to the restoration of self-determination.

“ SAY AND  SHOW SLIDE 8:

TIBET THEORY OF THE CASE

“China’s violations of Tibetans’ human rights originate in its refusal to afford the Tibetan people their inalienable right to self-determination under Article 1 of both the ICCPR and the ICESCR.”

“ Say: Tibet Advocacy Coalition argue that the denial of self-determination to Tibetans is connected to the denial of every other fundamental right. It is a very versatile argument. They could take it to any Committee or expert focusing on human rights at the UN. They often speak about other issues too, but they use this theory of the case to frame what they are saying. They took this theory of the case to many UN experts, including the UN Committee on Economic, Social and Cultural Rights (CESCR), and to the UN Committee Against Torture (CAT).

“ Say: In terms of evidence, the Tibet Advocacy Coalition uses examples to show that human rights violations against Tibetan individuals are part of a wider targeting of the Tibetan people and culture by the Chinese state.

“ SAY AND SHOW SLIDE 9:

For these slides, immediately give the answers after asking the questions (do not wait for participants to answer, as they will not be able to at this stage):

IMPORTANT QUESTIONS

Question 1: How do you take a belief about your issue or country that is stuck in a particular way in the public mind and convert it to the actual situation you know about through your theory?

“ **Say:** It is often the case that there is a dominant narrative about the issue in the public domain already. For example, in terms of the Palestinian situation there was a poll some time ago in the US that showed that the majority of Americans believed that the Palestinians were occupying Israel! Trying to change the minds of a public that is already steeped in a particular myth about your situation is a hard task, but it is possible. In this instance, you will not be completely free to construct your own theory. Instead you will have to challenge the theory that is already out there. You can use the COMPASS criteria and the theory of the case elements in order to do this.

“ **Say:**

Question 2: How can you practically use theory of the case?

“ **Say:** When you develop talking points for UN member states or UN human rights treaty bodies or UN Special Procedures, use key words and themes from your theory of the case. You might present them a bit differently each time to adapt to different audiences, but the rationale and key elements of your case will be the same each time. It is important to repeat these words and themes as often as possible so that UN officials and diplomats become used to hearing the issues presented in this way, and may themselves start to think and talk about the issues in that way too.

ACTIVITY: WRITING YOUR THEORY OF THE CASE (1 HOUR)

(10 mins intro; 30 mins writing; 20 mins group discussion)

Split the participants into groups of 3. Ask the participants to think about the last 9 slides of the Theory of the Case. Give out the Theory of the Case handout (available in Appendix C in the materials. This is optional, it says the same as the slides, but it might be useful for participants to have it in front of them, and take it home with them).

SHOW SLIDE 10, OR WRITE THE FOLLOWING ON A BOARD:

ACTIVITY: WHAT IS YOUR THEORY OF THE CASE?

- Think about your issue using the **COMPASS** criteria and try to write about your issue in one sentence.
- Is it versatile enough? List the different UN mechanisms and audiences that you could present your issue to.
- What evidence or examples would you use to back up your case?

“ **Say** (to go into a bit more detail than the slide):

- Think about your issue using the COMPASS criteria and try to write about your issue in one sentence.
- Ask yourself is it adaptable enough: can you present the same theory of the case to different audiences? List the different UN mechanisms to which you could present your issue, and think about how you might need to adapt your theory of the case to these audiences.

- Think about what evidence or examples you could use to back up your case (e.g. laws or treaties that you will rely on to prove legal violations, reports from NGOs like Amnesty International and Human Rights Watch, media reports from reputable sources, eyewitness accounts etc.)

Tell the groups they have 30 minutes to write their theory of the case.



GROUP DISCUSSION (20 MINS)

When the 30 minutes is over, ask the small groups to come back and then ask a volunteer from each group to share their theory and their answers to the questions on the slide. Ask other groups to then share their theories.

Test each theory with COMPASS. Do they pass the COMPASS test? Decide as a group which theory/theories are the best for your groups' issues. Discuss why they are the best. Write this up on a piece of paper and stick on the wall.



SESSION 3: FRAMING – INDIGENOUS ISSUES, MINORITY RIGHTS, AND SELF-DETERMINATION IN ADVOCACY



Time: 1 hour (or 2 hours if including discussion on self-determination).



What you need: Slides 11-20.



Activities: 1. Discussion about self-determination [optional].



Purpose: To learn that there are different ways in which they can talk about the same issues, known as ‘framing’ issues, and that deciding how to frame issues for different audiences can make a difference in how they are seen. To learn the major ‘frames’ for their issues, To focus on one of these ‘frames’ – the right to self-determination.



Say: The UN has many different mechanisms and forums. It is important to decide which ones our group will use to try and cause change for our people.

One way to frame issues of rights violations is to link the violations back to the violation of the right to self-determination. However, the legal view of self-determination is extremely limited, and only applies to specific groups/peoples. In most cases it would be better to look at framing our issues with regards to various rights-violations frameworks. We will look through some of these now.



Say: The first example is framing our issue in the context of violations of individual human rights under one or more of the international treaties. If we frame our issue like this, then we have lots of options of treaty bodies to present evidence to when they review the country of concern. Can any of you name any international treaties?

Take some answers and then show slide 11.



SHOW SLIDE 11:

FRAMING: INTERNATIONAL TREATIES

- Committee on Economic, Social and Cultural Rights (CESCR).
- Committee on the Elimination of Racial Discrimination (CERD).
- Committee on the Rights of the Child (CRC): see especially CRC’s General Comment No.11 regarding “Indigenous children and their rights under the Convention”.
- Committee against Torture (CAT): The protection of certain minority or marginalised individuals or populations especially at risk of torture is part of the obligation to prevent torture or ill-treatment. The CAT is dealing with issues regarding for example Indigenous justice, particularly the over-representation of Indigenous people in juvenile and adult prisons, allegations of police use of force, etc.
- Committee on the Elimination of Discrimination against Women (CEDAW).
- Working Group on Enforced and Involuntary Disappearances (CED).
- Committee on the Rights of Persons with Disabilities (CRPD).



Say: The next frame is violations of **indigenous rights**. Indigenous rights are not so clearly defined or protected under international law as individual rights, but there are still some international opportunities for advocacy using this frame. Can you think of any?

Take a few answers and then show slide 12.



SHOW SLIDE 12:

FRAMING: INDIGENOUS RIGHTS

Indigenous rights are not so clearly defined or protected under international law, but there are still some international opportunities for advocacy using this frame:

- UN Permanent Forum of Indigenous Peoples, New York.
- Expert Mechanism on the Rights of Indigenous Peoples (EMRIP), Geneva.
- World Indigenous Peoples Conference.



Say: Another frame is Minority rights. Again, minority rights are not so clearly defined or protected under international law, but there are still advocacy opportunities at the international level to use this frame of minority rights to draw attention to the issues your people are facing. Can you think what these might include?

Take a few answers and then show slide 13.



SHOW SLIDE 13:

FRAMING: MINORITY RIGHTS

These include:

- Special Rapporteur on Minority Issues.
- Committee on Migrant Workers and their Families (CMWF).
- Forum on Minority Issues.
- OHCHR Indigenous Peoples and Minorities Section (IPMS).
- UN Network on Racial Discrimination and Protection of Minorities.
- UN Region Working Group on Roma.
- Special Rapporteur on Trafficking in Persons (SRTIP): especially in women and children.
- UN Women.
- Commission on the Status on Women.



Say: The last way of framing is massive violations. Can anyone suggest what some of these might be?

Take some answers and then show slide 14.



SHOW SLIDE 14:

MASSIVE VIOLATIONS

Framed as one or more of the internationally-recognized crimes of genocide, crimes against humanity or war crimes.

Unlike other human rights violations, these crimes do not engage State responsibility but individual criminal responsibility. However, certain UN entities can be useful in bringing charges against these individuals.

- Office of the High Commissioner for Human Rights: This office can carry out research to determine whether such crimes are likely to have taken place.
- The International Criminal Court investigates and, where warranted, tries individuals charged with the gravest crimes of concern to the international community: genocide, war crimes and crimes against humanity. As a court of last resort, it seeks to complement, not replace, national Courts. Governed by an international treaty called the Rome Statute, the ICC is the world's first permanent international criminal court. You can find out more here: <https://www.icc-cpi.int/about>

SELF-DETERMINATION

“**Say:** While these frameworks of individual rights, indigenous rights, minority rights and massive violations might prove most useful for us, it is also worth exploring the framework of the right to self-determination to learn about what this is, and the narrow scope of it.

“**SAY AND**  **SHOW SLIDE 15:**

SELF-DETERMINATION?

The right to self-determination is a cornerstone of the UN Charter. In Chapter 1, Article 1 (2) it states:

“The purposes of the United Nations are: ...To develop friendly relations among nations based on respect for the principles of equal rights and self-determination of peoples...”

? **Ask:** What is self-determination?

Get the participants to suggest answers and then show them the next slide with the definition.

“**SAY AND**  **SHOW SLIDE 16:**

WHAT IS SELF-DETERMINATION?

The International Court of Justice talks of “the need to pay regard to the freely expressed will of peoples.”

“**Say:** Self-determination is the first article in two of the most important international human rights documents: the International Covenant on Civil and Political Rights (ICCPR), and the International Covenant on Economic, Social, and Cultural Rights.

“All peoples have the right of self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.”

This principle was included because, at the time that the covenants were being written, a large number of colonised nations were renegotiating their status, and many were gaining their independence. However, today self-determination is not the focus of significant attention at the UN – in part because many states do not want to discuss the issue, for fear that it will lead to their states breaking up.

The phrase ‘all peoples’ attached to the right to self-determination indicates that the right to self-determination is a collective right; that is, only a ‘people’, not an individual, can exercise this right.

“**SAY AND**  **SHOW SLIDE 17:**

WHAT IDENTIFIES A ‘PEOPLE’?

The legal right to self-determination is quite limited, and only applies to certain groups.

“**Say:** Although there is no universally accepted definition of a ‘people’ in international law, international bodies and scholars have developed criteria for identifying the holders of the right to self-determination. A generally accepted description was developed in 1989 by the **UNESCO International Meeting of Experts on Further Study of the Concept of the Rights of Peoples**. This description identifies a people as a group of individual human beings who enjoy some or all of the following common features:

1. A common historical tradition
2. Racial or ethnic identity
3. Cultural homogeneity
4. Linguistic unity
5. Religious or ideological affinity
6. Territorial connection
7. Common economic life

The UNESCO description also states that “the group as a whole must have the will to be identified as a people or the consciousness of being a people” and that the group may have institutions or other means of expressing its common characteristics and will for identity. So, the notion of a ‘people’ combines objective characteristics describing a group’s common historical, ethnic, cultural, religious or other background, with the subjective component of a common awareness as a people.

“ SAY AND SHOW SLIDE 18:

WHAT DOES SELF-DETERMINATION LOOK LIKE?

Process: the self-determination process could take many forms, including direct negotiation by representatives of the participants, mediation via a trusted third party, the findings of an agreed-upon independent tribunal, or the ruling of a recognized international court. The process ends with the people’s consent to a proposed outcome through a referendum, plebiscite or some other means.



Ask: What are the possible outcomes of self-determination?

Get participants to suggest possible outcomes. Write correct ones on the board.

Correct answers can include:

- Independence
- Autonomy (of some form)
- Voluntary full integration within a state

“ SAY AND SHOW SLIDE 19:

POSSIBLE OUTCOMES OF SELF-DETERMINATION

- Independence.
- Autonomy.
- Federation.
- Devolution of power (regional self-government).
- Voluntary integration within a state.
- Or some other acceptable political status.

The outcome may also involve resolutions for various areas such as the economic, cultural and social spheres.



Say: Self-determination does not always equal independence. The outcome should reflect the way that the people want to be governed.

“ SAY AND SHOW SLIDE 20:

CHALLENGES WITH SELF-DETERMINATION

- The definition of ‘peoples’, ‘states’ and even the concept of ‘self-determination’ are contested by different parties.
- Today self-determination is not the focus of significant attention at the UN – in part because many states do not want to discuss the issue, for fear that it will lead to their states breaking up.

“ **Say:** But if your group qualifies as a people you can still mention it within your advocacy. Just be aware that it will not lead to a referendum on self-determination any time soon!

Note to trainers: Self-determination is a complex topic, with specific criteria, and does not carry much weight at the UN currently. As such, it might not make sense for your group to spend lots of time discussing it. But if you think it is something your group wants to do, then you can do an optional group discussion, as below:

DISCUSSION [OPTIONAL]: SELF-DETERMINATION AND OUR GROUP

This article from UNPO and related links could provide you useful pointers for the discussion – <http://www.unpo.org/article/4957>.

You could read it and use it for your own preparation, or suggest that everyone reads it first before the discussion.

- Do we qualify as a ‘people’ who have the right to self-determination?
- Either with the group as a whole, or splitting into smaller groups, ask participants to think about and offer answers to the following questions. Have we [our group/ community] used principles of self-determination in the past?
 - If yes, then when did we use the principle of self-determination and in what context?
 - Did we have any success in framing our cause in terms of self-determination?
 - What challenges did we face in framing our cause in terms of the right to self-determination?
- Could we use self-determination in the future?
- What kind of outcome do we imagine if we applied the principle of self-determination? What is the long-term goal? Administration of traditional lands without external interference?
- Will the states and organisations that support our cause, condone our call for self-determination?

SESSION 4: SECURITY



Time: 2 hours.



What you need: Whiteboard or flip chart paper and pens; security factsheet from Appendix J [optional – for after the session]; Slides 21-23; projector and/or laptops for showing video [optional].



Activities: 1. Discussion of possible reprisals; 2. Discussion on mitigating our risks.



Purpose: To understand that advocacy work on human rights can be risky, and to learn how to be safer by learning how to assess the risk, lessen the risk, and react to incidents.

Note to trainer: See our detailed security factsheet in Appendix J for more information (you could also hand copies of this out after the training).

INTRODUCTION TO REPRISALS (5 MINS)



Say: Doing advocacy work at the UN often angers the state that you are criticizing, and in some cases that state might try to take action to prevent you carrying out your work, or to punish you for doing it. These are known as 'reprisals', and their rate has increased at the UN over the past years. In some ways it is a positive sign that the work you are doing is effective and powerful – so much so that states are willing to make effort to try and stop you. But your personal security is very important. Before you do any advocacy work, it is very important to assess the risks you or your team members might face, including thinking about the likelihood of the state targeting you or your team members as a result of your work. You then need to put in place some measures to better protect yourself, as well as a plan of how to respond if you do face difficulties. This is especially relevant for people who live in the state they will be criticizing at the UN, and who will then go back to that state when they have done the UN work.



ACTIVITY: DISCUSSION OF POSSIBLE REPRISALS (15 MINS)



Say: There are three potential points at which your people might be targeted: Before coming to the UN, during the UN trip, and after the UN trip.

Write these three as headings on the board: Before, During, After



Ask: What could happen before the UN trip?

Answers should include: they might be

- denied a visa,
- arrested at home or at the airport,
- threatened,
- a victim of enforced disappearance,
- murdered.

Write the answers under the heading on the board.



Ask: What might happen during the UN trip?

Answers should include: they might

- be followed,
- have verbal threats made to them,
- have photographs taken of them,
- be reported to security at the UN as a potential threat etc.,
- be constantly interrupted when speaking at the UN.



Ask: What could happen after the UN trip?

Answers should include:

- arrest,
- threats,
- denial of re-entry into the country where they live,
- physical harm,
- bureaucratic punishment like non-renewal of NGO registration etc,
- enforced disappearance,
- murder.

LIKELIHOOD OF REPRISALS HAPPENING (5 MINS)

“ Say: As well as thinking about what could happen, we need to think of the likelihood of it happening or not. So for each possible thing that could happen, we need to think about whether it is:

1. Highly likely.
2. Likely.
3. Neutral likelihood to happen or not.
4. Unlikely.
5. Very unlikely.

WATCH THIS VIDEO [OPTIONAL] (10 MINS):

ISHR's video on Reprisals: the human cost of cooperating with the UN.

<https://www.youtube.com/watch?v=CwNGIABwEgk&feature=youtu.be>

“ Say: The video shows... OR we have thought about... some quite extreme examples of reprisals. Often things are not as bad as that, but still bad enough to think about and try to lessen. We are now going to think about security and our group.

ACTIVITY: DISCUSSION ON MITIGATING OUR RISKS (40 MINS)

Split the participants into two groups and ask them to talk about what could possibly happen at each of the three stages (before, during, and after a UN visit), and the likelihood of the state or states actually carrying out these actions (between 1-5).

Ask them to share their thoughts with the whole group and see if as a group you can agree on what the risks are and how likely the state will be to carry out action.

PROTECTION (30 MINS BRAINSTORM; 15 MINS SLIDES)

“ Say: Now that we have thought about the risks and feel we have a good idea of which ones are likely to happen, we need to think about how to better protect ourselves against these in all the three areas (before, during, after). Can anyone think of ways we could do that?

 *Brainstorm as a whole group and write answers on board or paper. Depending on the risks, answers could include:*

Before the UN trip (in the state we are criticizing)

- Work with other groups, including long-established NGOs working at the UN, like UNPO, ISHR, Society for Threatened Peoples, Minority Rights Group etc., and let them know about our security concerns.
- Make sure we do not walk alone, especially at night.
- Make sure people know about our whereabouts and that we might be at heightened risk, including embassy contacts and UN contacts
- Establish a check-in call system with a trusted person or organization, so if they don't hear from us then they know something is wrong and they can raise concerns.
- Raise our profiles, so get an article in a newspaper about the UN trip and our work (please note that raising the profile sometimes works to keep people safer, but in other contexts it can make people more of a target – you will have to assess this based on your own country context)

During the UN trip

- Work with other groups, including long-established NGOs working at the UN, like UNPO, ISHR, Society for Threatened People's etc., and let them know about our security concerns.
- Report anyone taking photographs or harassing us within the UN buildings to the UN security.

Higher risk:

- Make sure we do not walk alone, especially at night.
- Make sure people know about our whereabouts and that we might be at heightened risk, including embassy contacts and UN contacts
- Contact security at the UN buildings and explain to them you feel at potential risk
- Report this harassment to the Swiss/U.S. police.

After the UN trip

- Check in with civil society contacts at home to see what is being said about our work at the UN
- Establish a check-in call system with a trusted person or organization both inside and outside of our countries (e.g UNPO, ISHR, Society for Threatened Peoples, Minority Rights Group), so if they don't hear from us then they know something is wrong and they can raise concerns.
- Make sure people know about our whereabouts and that we might be at heightened risk, including embassy contacts and UN contacts
- Raise our profile, so get an article in a newspaper about the UN trip and our work (please note that raising the profile sometimes works to keep people safer, but in other contexts it can make people more of a target – you will have to assess this based on your own country context)

“ Say: We have highlighted the possible risks and have thought of ways we could prevent these. Therefore, before we do UN work, we should put in place some of these measures, like contacting a bigger organization, and making sure we know where to go to in order to report incidents to UN security.

“ Say: According to international law, civil society from every country should be able to engage the UN without there being any reprisals. This is often the case, but we should also be aware that for some groups dealing with some states, the risks are real, and we need to be prepared.

“ SAY AND SHOW SLIDE 21:

DEALING WITH HARASSMENT AND REPRISALS

As a general rule, you should report any incidents to the UN officers and mechanisms that the incident was related to e.g.

- **The UN Special Procedures** take intimidation, harassment and reprisals related to working with them very seriously. You should report any such incidents to them through their general email addresses, or through urgent-action@ohchr.org. They have a webpage on this – <http://www.ohchr.org/EN/HRBodies/SP/Pages/Actsofintimidationandreprisal.aspx>
- If the incident happens connected to the **Human Rights Council or the UPR**, then report it to the Secretariat of the Human Rights Council and/or the Universal Periodic Review.
- **The Treaty bodies** should also be contacted if the incident happens related to their work. petitions@ohchr.org.

“ SAY AND SHOW SLIDE 22:

DEALING WITH HARASSMENT AND REPRISALS 2

- **The UN Secretary General** takes this issue seriously and since 2010 has produced an annual report on intimidation, harassment, and reprisals. You can send details to add to this report – reprisals@ohchr.org
- **International Service for Human Rights (ISHR)** has a reprisals handbook which helps activists to analyse their risks when engaging the UN mechanisms, and what to do if something happens –
https://www.ishr.ch/sites/default/files/article/files/ishr_reprisals_handbook_web.pdf

Note to trainer: See our detailed security factsheet in the Appendix J for more information (you could also hand out copies of this in the training)

“ SAY AND SHOW SLIDE 23:

HIGH RISK OF REPRISALS?

If you think you will be at high risk of reprisals when you return to your country as a result of your UN advocacy work, then think about taking precautions before you leave, for example:

- Arrange a safe house for when you return (somewhere the authorities won't easily find you).
- Safe telephone numbers (phones that are unlikely to be tapped), check-in calls with colleagues at the same time every day.
- If things get really bad, there are also organizations that can provide travel grants to leave a country and go into exile for a period of time, e.g. 6 weeks or three months. There is an organization called Frontline Defenders that specializes in this. You can read about them before you go to Geneva – <https://www.frontlinedefenders.org/>

DAY 2: UN HUMAN RIGHTS MECHANISMS

TOTAL TIME (WITHOUT BREAKS): 6 HOURS

SESSION 5: OVERVIEW OF UN MECHANISMS



Time: 1 hour.



What you need: UN mechanisms labels and map (from Appendix F); Slides 24-31.



Activities: 1. UN Mechanisms map 2. UPR advantages and disadvantages.



Purpose: To get a good sense of how the UN human rights mechanisms fit together within the wider UN framework.

SLIDE SHOW: HUMAN RIGHTS AND THE UN SYSTEM (15 MINS)



Say: When and why was the UN created?

Take a couple of answers from participants, but don't analyse their answers or say if they're right or wrong.



Say: Let's look at the slides to find out.



SAY AND  SHOW SLIDE 24:

UN HUMAN RIGHTS SYSTEM: THE UN OBJECTIVES

The United Nations is an international organisation created in 1945 to promote international co-operation and create and maintain international order. It is currently made up of 193 Member States. The key **objectives** are to:

- ensure international peace and security;
- promote social and economic development; and
- promote and encourage respect for human rights and fundamental freedoms.



SAY AND  SHOW SLIDE 25:

UN HUMAN RIGHTS SYSTEM: THE UN CHARTER

The UN Charter is the **foundation treaty** of the UN whose rules, rights and obligations bind all UN Member States.

Article 55 of UN Charter promotes:

“Universal respect for and observance of human rights and fundamental freedoms for all without distinction as to race, sex, language, or religion” (principle of non-discrimination).



Say: Can you name three main UN bodies?

Take a couple of answers from participants, but don't analyse their answers or say if they're right or wrong.

“ Say: What do you think the role is of the Security Council or the UN General Assembly?

Allow for some ideas from participants and then show the following slides. If they don't make any suggestions, then go straight to the slides.

“ SAY AND  SHOW SLIDE 26:

THREE OF THE SIX MAIN ORGANS OF THE UN ARE:

- The General Assembly: this is the deliberative and legislative body of the UN. It debates issues and reprimands states that violate human rights.
- The Secretariat: this constitutes the civil service of the UN, providing support to all UN bodies. It is headed by the UN Secretary-General.
- The Security Council: this is made up of five permanent member states (China, France, Russia, UK, USA) and ten temporarily elected members. Its purpose is the maintenance of international peace and security.

 ACTIVITY: UN MECHANISMS MAP (50 MINS)

(5 mins explanation of task; 15 mins arranging; 5 mins extra time; 15 min discussion; 10 mins for slides 24-27)

“ Say: We have heard about different UN institutions and mechanisms, but we probably don't know exactly how they all fit together. We're going to see if we can work out how to map out the UN institutions and mechanisms correctly.

Print two sets of labels (available in Appendix F) Each sheet has the name of a UN human rights mechanism on it. When put together, they form the UN human rights system.

Split the participants into two groups and ask them to take 15 minutes to arrange the labelled pieces of paper in relation to each other on the floor. Give them extra time, up to 10 minutes, if they need it.

You may need to offer help to the groups to identify how they relate to each other. Offer hints, such as: The relationship between the mechanisms could be horizontal or vertical. Which do you think would be at the top? Which is at the bottom?

When the groups think they are finished (either they think everything is right, or they are stuck) discuss with each group what they put where, and why.

This section is really important to enable the groups' learning. Use the solution map to help to ask questions that guide them towards the right answers e.g.

Are you sure this is right here?

You are very close but another row is at the top, which one could it be?

Why did you put this here, please explain?

Finish the session by correcting any mistakes to create a correct layout – use the trainers' map in Appendix F to help you. You can also use the information below. We expect that you will have spoken about all of the below points by the end of the session, but if you haven't you could show the slides below 24-27.

“ Say: To review what we've just learned through the exercise, we'll look at a few slides.

“ SAY AND SHOW SLIDE 27:

UN HUMAN RIGHTS MECHANISMS CAN BE DIVIDED INTO:

- Charter-based bodies.
- Treaty-based bodies.

“ SAY AND SHOW SLIDE 28:

CHARTER-BASED BODIES ARE:

- The Human Rights Council.
- Universal Periodic Review.
- Special Procedures of the Human Rights Council.

“ SAY AND SHOW SLIDE 29:

TREATY-BASED BODIES INCLUDE:

- The Human Rights Committee focuses on civil and political rights;
- The Committee on Economic, Social and Cultural Rights (CESCR) monitors implementation of the International Covenant on Economic, Social and Cultural Rights;
- The Committee on the Elimination of Racial Discrimination (CERD) addresses issues of Racial Discrimination;
- The Committee on the Elimination of Discrimination Against Women (CEDAW) addresses women's rights and discrimination against women;
- The Committee on Enforced Disappearances (CED)
- The Committee Against Torture (CAT) focuses on torture and ill treatment;
- The Committee on the Rights of the Child (CRC) addresses child rights;
- The Committee on Migrant Workers (CMW) focuses on the rights of migrant workers and members of their families; and
- The Committee on the Right of Persons with Disabilities (CRPD) is the newest body and addresses the rights of disabled people.

“ SAY AND SHOW SLIDE 30:

CHARTER-BASED BODIES AND TREATY-BASED BODIES

Charter-based bodies

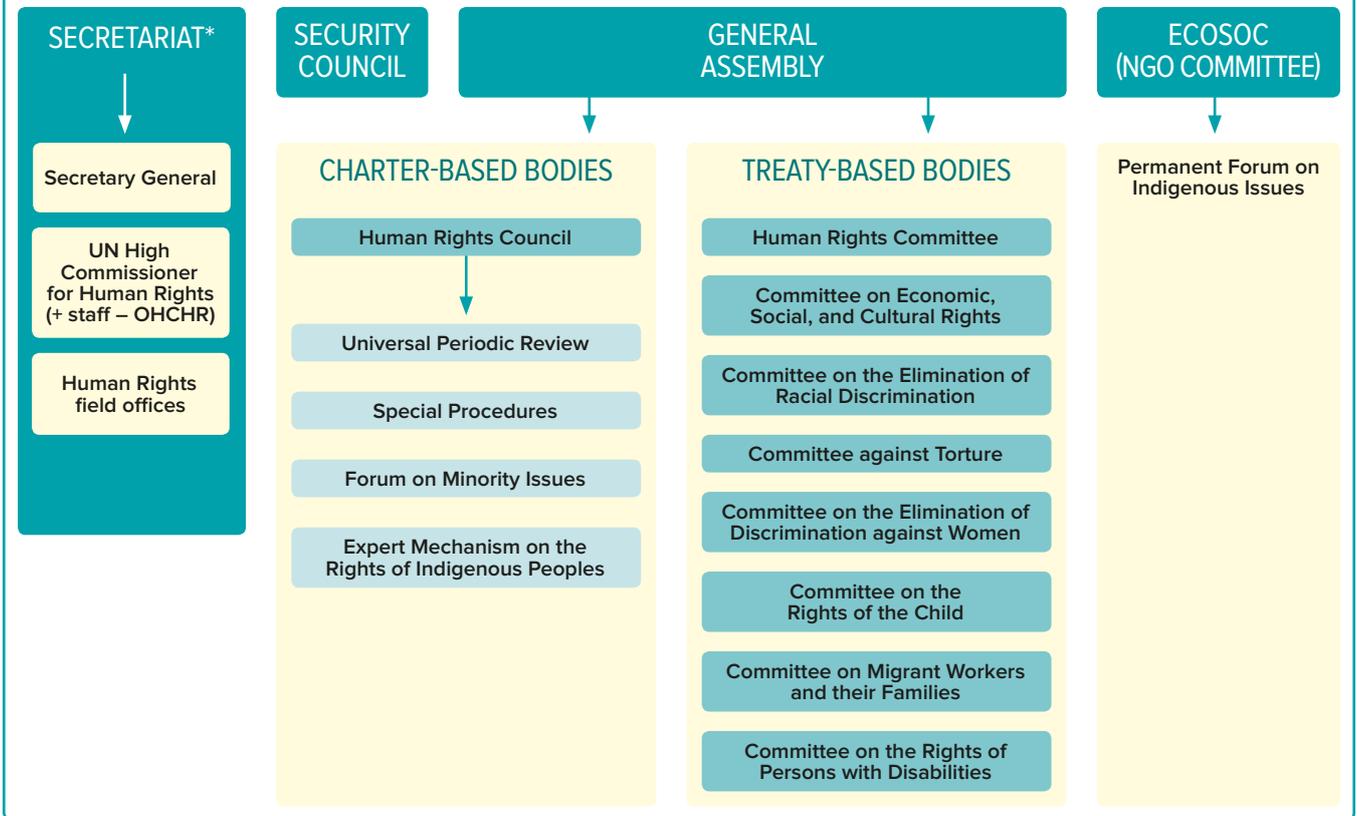
- These are bodies created using the authority of the UN Charter, and their members and individuals are appointed by and represent their governments
- These bodies can address issues in any country.

Treaty-based bodies

- These bodies get their authority from specific UN human rights treaties, and are overseen by an independent committee or commission.
- They are considered more effective than Charter bodies because they come from legal instruments.
- They only address related issues with States that have ratified the relevant treaty.

STRUCTURE OF THE UN HUMAN RIGHTS MECHANISMS

Note: This diagram is not exhaustive. It highlights the major human rights bodies and mechanisms which are covered in this training.



“ Say: All of this information may be overwhelming and confusing for you – that is completely normal; it is a lot of information to take in. To help clarify, in the next session we look at the parts of the UN map in more detail. These are the most important areas to understand for our advocacy work. We will start with the Human Rights Council and its mechanism, the Universal Periodic Review.

SESSION 6: FOCUS ON UN HUMAN RIGHTS COUNCIL AND UPR



Time: 2.5 hours.



What you need: UPR-Info power-point on NGO submissions to UPR; UPR-Info website; flipchart or whiteboard and pens; Computers (1 for every small group); print-outs of the two UPR submissions in the activities (see links below); Slides 32-40.



Activities: 1. Group discussion on UN Human Rights Council; 2. Universal Periodic Review – advantages and disadvantages; 3. Discussion UPR submissions; 4. UPR quiz.



Purpose: To learn about the Human Rights Council and the UPR mechanism and how to engage them.



GROUP DISCUSSION: UN HUMAN RIGHTS COUNCIL – POWERS, MEMBERSHIP, PLACE IN UN HIERARCHY (15 MINS)



Say: Can anyone explain to the rest of the group what the UN Human Rights Council is and what it does?

Choose a participant to answer, and then:



Say: Let's see if they're right...



SAY AND  SHOW SLIDE 32:

UN HUMAN RIGHTS COUNCIL

The Human Rights Council (Council, UNHRC or HRC) is an inter-governmental body within the United Nations system made up of 47 States.

- The Council is responsible for the promotion and protection of all human rights around the globe, for addressing situations of human rights violations, and making recommendations on them.
- It has the ability to discuss all thematic human rights issues and situations that require its attention throughout the year. It meets at the UN Office at Geneva three times a year – March, June and September.
- The 47 United Nations Member States that make up the Council are elected by the UN General Assembly. Members of the Council serve for a period of three years.
- The Human Rights Council replaced the former United Nations Commission on Human Rights in 2006.
- One of the main functions of the Human Rights Council is to review every UN member state's human rights record every 4.5 years in a process known as the **Universal Periodic Review** (or **UPR** for short).



ACTIVITY: UNIVERSAL PERIODIC REVIEW (2 HOURS 15 MINS)

(Video 5 mins; slide 5 mins; activity 15 mins; example 5 mins; slides 15 mins; Activity UPR submissions 30 mins; slideshow 30 mins; Activity: UPR-Info website Quiz 30 mins)



Say: Who has heard of the UPR? What is the UPR?

Get participants to shout out a few examples.

“ Say: We’re going to start with a short video about the UPR process.

 WATCH: VIDEO (3 MINS)

Show this short video from UPR-Info on what the UPR is as a good overview to this section:
<https://www.youtube.com/watch?v=FZN8xldO8lo>

 SHOW SLIDE 33:

UNIVERSAL PERIODIC REVIEW

The UPR is a charter-based mechanism. All 193 UN member states take part in this mechanism and each state will be reviewed in 4 year cycles.

When one state is being reviewed, all the other states are able to make recommendations about how each state being reviewed could improve its human rights record. The state being reviewed can accept or reject these recommendations, or state that it is “already implementing” them. Between reviews states are expected to implement accepted recommendations.

“ Say: The process is a bit like this. Imagine that your family members all reviewed each other for their role in the family. Imagine it’s your little brother’s turn to be reviewed. Your mother might say “you should clean your room more often”, your father might say “you should not stay out so late” and then you might say “you should stop using my laptop when I’m not in the house”. Your brother will then think about these suggestions and might then say “ok it’s fair that I should clean my room more often, but I never use the laptop, so I am already doing what you want, and I think it’s unfair if I have a curfew at night, so I reject that suggestion.”

 ACTIVITY: UNIVERSAL PERIODIC REVIEW – ADVANTAGES AND DISADVANTAGES

“ Say: We are going to do an activity now.

Draw two columns on a whiteboard/ flip chart draw, and label them ‘advantages’ and ‘disadvantages’. Ask the group what the advantages and disadvantages are of the UPR mechanism and write a short version of their answers down under the relevant column.

Advantages might include:

- **The UPR puts all states on the same level** [for example, the Marshall Islands has the same power and is at the same level as the US and Russia].
- **No state escapes being reviewed regularly** [States whose situation might not be discussed otherwise at the UN are reviewed at least every 4.5 years.]
- **States have to officially respond to recommendations** [The UPR is the only UN mechanism requesting states to take an official position on each of the recommendations it receives.]
- **Peer-pressure means states usually accept many recommendations.**
- **States can repeat recommendations to increase pressure** [When many states repeat the same recommendation to the state under review this will increase pressure on that state to accept it]
- **States under review make a public commitment to implement recommendations** [When a state accepts a recommendation, it commits to implement it before the community of states in general, and before the state which has addressed the specific recommendation in particular].
- **Civil society can do follow-up with ally states** [When a state accepts a recommendation from another state, civil society organisations can contact the state that made the successful recommendation to update them on the state of implementation of the recommendation, and ask them to follow-up through bilateral relations with the state that was reviewed to put pressure for it to be implemented.]
- **The UPR can make change happen** [e.g. A lot of recommendations have been made recently with regards to LGBTI rights. Several states have improved their LGBTI rights protection and legal systems because of the political pressure and international pressure put on those states.]

- **You can discuss all human rights issues** – whether the state has signed a treaty or not [If a state is not a signatory of a treaty, then they will not be reviewed according to that treaty, so they will not be held accountable for any of the human rights violations occurring in the country related to that treaty. However, with the UPR you can shed light on those violations.]
- **You can take the UPR beyond the UN** [The UPR process creates possibilities for bilateral follow-up through embassies, outside of the UN system. State governments can follow up directly with the state that was reviewed by asking them to implement the recommendations they made – especially if these were accepted.]

Disadvantages might include:

- **Recommendations are not legally binding** [so there is no concrete way of forcing a state to implement the recommendations that it accepts.]
- **UPR is a political mechanism** [which means that recommendations are drafted by diplomats representing their states, and not by independent human rights experts. As a result, issues raised reflect the priorities of each state. More than this, some states purposefully give their ally states vague, non-specific recommendations, which are easy to accept, and easy to get away with not implementing.]

“**Say:** To summarise, the UPR has its limitations, but it can still be useful despite those limitations. Because of its broad scope, issues can be raised here that can't be raised in any other forum.

“**Say:** Let me give you an example of the potential impact of the UPR. The NGO UPR-info worked in 2014 on the UPR of the Democratic Republic of the Congo. They supported a human rights defender representing an indigenous group from a very remote region of DRC to come to Geneva. Previously, no UPR recommendation had ever been made with regards to indigenous rights in DRC, but as a result of the bilateral meetings the human rights defender had with permanent missions, where he shared his suggested recommendations, three states made recommendations specifically about indigenous rights in DRC.

HOW CAN CIVIL SOCIETY ENGAGE?

“**Say:** We are now going to look at how civil society can engage in the UPR.

“**SAY AND**  **SHOW SLIDE 34:**

CIVIL SOCIETY AND UPR

Civil society organisations are able to take part in the UPR process **before, during, and after** the review.

Before the review

- Submitting information to Office of High Commissioner on Human Rights (OHCHR)
- Lobbying country embassies in the State under review
- Lobbying missions in Geneva
- Lobbying your state's Foreign Ministry

SUBMITTING INFORMATION TO OHCHR

 **SHOW SLIDE 35:**

SUBMITTING INFORMATION TO OHCHR

- There are very specific guidelines submitting shadow reports/submissions. The word count is strictly limited.
- If you make reference to a specific case or specific person you need to be sure that that person is OK with it.
- Joint submissions give you an increased word count, so are a good idea.

“**Say:** Individuals, NGOs and groups of NGOs are able to submit information about their main concerns and their recommendations as part of the UPR process in the form of a submission (also known as a shadow report). There are specific guidelines for how we have to submit the report e.g. we can submit an individual report from one organisation or a joint report from a coalition of organisations. The word count is strictly limited.*

Remember that all the information submitted in the report is public. So if we make reference to a specific case or specific person we need to be sure that that person is OK with that information becoming public.

There is a strict submission deadline of about 6-8 months before the review. Submissions have to be made to OHCHR through their online system (<https://uprdoc.ohchr.org>). To submit, NGOs must first register on the OHCHR’s website (this can be done at any time, there is no need to wait for the deadline to register). Once you have finalised your submission, you login to the online system and upload your document. The deadlines for each state review are listed on the OHCHR website and the UPR-Info website (see Appendix A for links).

“**Say:** The OHCHR reads all the submissions received and they produce a 10-page summary document, which is released 2-3 weeks before the Review on the OHCHR’s website.

There is an option to send an individual submission (1 organisation, 5 pages, 2815 word allowance) or a joint submission (multiple organisation collaboration, 10 pages, 5630 word allowance).

NGOs can submit only one individual submission, but can be part of many joint submissions. Joint submissions are highly recommended, as they can be good for coalition-building, and allow for more topics to be covered due to the extended pages and words available.

SUBMISSION CONTENT

? **Ask:** What kind of information do you think needs to be included to make it a good submission?

Take some answers from the group.

 **SAY AND SHOW SLIDE 36:** *(The slide below has extra text for the trainer to say.)*

SUBMISSION CONTENT

- Our focus should be on our main issues of concern, and what has happened regarding those issues in the last 4.5 years.
- We should focus on what follow up there has been (or not) by the state on the recommendations made in the first cycle.
- What has happened to those recommendations? Were those recommendations implemented? Did they trigger an action?
- Make reference to other UN human rights mechanisms, e.g. if our state has ratified the Convention Against Torture and they have been reviewed by that Committee, then it is a good idea to take some of the recommendations directly from the Committee’s report and include them in our submission.
- If a UN Special Rapporteur has written about an issue of concern in our country, then it would also be a good idea to include the recommendations that were written in the special rapporteur’s report

* Submissions have to follow the OHCHR Technical guidelines (updated in March 2015). Please read them carefully – https://www.upr-info.org/sites/default/files/general-document/pdf/ohchr_submissions_technical_guidelines_en.pdf



Ask: How do you think we should structure the submission? What sort of things should we include?

Take some answers and then talk through the next slide.



SAY AND  SHOW SLIDE 37:

STRUCTURE OF THE UPR SUBMISSION

- Keep it short and straight to the point.
- Start with a short paragraph explaining your organisation and what you do.
- Have an introduction paragraph/executive summary that covers what your submission is about and your recommendations.
- If nothing happened as a result of recommendations from the first cycle, state this.
- Your recommendations should be specific, e.g. 'sign and ratify CAT by the end of 2015'.
- Make reference to reports of special rapporteurs or concluding observations of treaty bodies.



ACTIVITY: UPR SUBMISSIONS (30 MINS)

Divide the participants into smaller groups of 3-6 people. Give each group one of the two submissions below and ask them to discuss:

- how they have been put together
- what makes them effective
- and what changes could make them even better (if any).

After around 10 minutes of small group discussion ask a representative from each group to report back on these three points.

TIBET COALITION'S UPR SUBMISSION ON CHINA, 2013

Available to print out from here – <http://unpo.org/downloads/2239.pdf>

Things to note about this submission in the discussion afterwards:

Pros

- It is longer because it is a coalition submission.
- It has a clear index, making it easy to navigate.
- The executive summary is a good idea, so that readers in a hurry can at least read that.
- The structure makes good sense and follows the guidelines – first talking about what has happened since the last review, and then going on to focus on some current specific issues of concern.
- Specific human rights articles are mentioned when talking of violations.
- The recommendations section is very clearly laid out.

Cons

- The report would be stronger if the points were arranged according to human rights articles.
- The recommendations would be easier for states to use if they were written as states might use them (so they could just copy and paste them) – e.g. instead of saying “China must...”, they should just go straight into the recommendation.

UNPO'S UPR SUBMISSION ON BRAZIL

Available to print out from here – <http://unpo.org/downloads/1938.pdf>

Things to note about this submission:

Pros

- The recommendations are close to what the states would use (although you could lose the ‘to’ at the start of them).
- Specific human rights articles are mentioned when talking of violations.
- Refers to other UN mechanisms and instruments, e.g. the ILO.

Cons

- The introduction would be better as an executive summary, summarizing the main points of the document.

STRATEGIC STATE ADVOCACY FOR UPR RECOMMENDATIONS (15 MINS)

HOW STATES DECIDE RECOMMENDATIONS

“**Say:** We are now going to look at how states decide which recommendations they will raise to the State under review – this is our chance to have some influence over the content of the review.

States decide their UPR recommendations usually based on information sent from their embassies in the country under review and the permanent missions in Geneva to the foreign ministry in the country capital, where the final decision is usually made.

Civil society organisations should plan to do advocacy work with states at least 1.5 months before the review. The decision about which recommendations to make is not solely made in Geneva, therefore we should try to lobby in Geneva, in country capitals, and at embassies in the state under review – if possible. For small organisations, this kind of advocacy work is time-consuming and hard to carry out, so prioritising which states to target for our advocacy is essential.

HOW CAN WE BE STRATEGIC WHEN TARGETING STATES?

“**SAY AND**  **SHOW SLIDE 38:**

STRATEGIC STATE ADVOCACY: UPR

- Look at the issues that we would like to see raised, and target states that are the most likely to raise them (e.g. ECOSOC rights and Latin American states; death penalty and European states; women’s rights and Nordic countries; HRDs and Switzerland/Norway/Ireland; minority issues and Austria).
- We can also target states for other reasons, e.g. because they are more likely to have an influence on the country under review; or because they have a strong Embassy in our country and we will be able to follow up bilaterally; or because we know a strong civil society group based in their country that will be able to follow up bilaterally.

“**Say:** It is very unlikely that diplomats will read our full submission – they don’t have time! So we need to make sure they get our key messages and suggested recommendations. It is a good idea to bring a 1-2 page briefing document that lists the main concerns and recommendations, which can be handed over at any advocacy meeting concerning the UPR. Often questions that states pose during the review come straight from these documents. *(See more on this in session 14.)*

“**Say:** One month before the UPR session, organisations who have submitted a shadow report are invited to brief UN state missions and to make their own recommendations. 30-40 UN state missions usually attend these pre-session briefings. NGOs and human rights defenders from the State under review are given priority at these meetings. The State under review usually attends the pre session but cannot participate.

DURING UPR REVIEW (15 MINS)

66 SAY AND  SHOW SLIDE 39: *(The slide below has extra text for the trainer to say.)*

UPR REVIEW DAY

The entire review process is supposed to take 3.5 hours. 70 minutes are for the State under review to speak, and 140 minutes are for the recommending states to make their recommendations.

The length of time each state has to make recommendations depends on how many states want to speak. For some countries, e.g. US, China, and Russia, lots of states want to make recommendations. In this case the speaking time will be limited, e.g. for China at the second cycle review, each state only had 50 seconds to make their recommendations!

Usually states make between 2-6 recommendations.

It is important to remember that the UPR is a political mechanism. There are regional groups and neighbouring countries that will not make strong recommendations to each other, because they want to keep their political relations warm.

Side Event

It is a good plan to hold a side event in Geneva directly after the review to enable discussion with your NGO allies about how the Review went, and to make your own assessments about the review public.

Webcast

UN offices in different countries often organise webcasts events of the review for people who cannot travel to Geneva.

66 Say: After the review, follow-up between the UPR cycles is key.

? Ask: How can we do follow-up?

Get participants to make suggestions, and then make sure they have covered all the answers below.

66 SAY AND  SHOW SLIDE 40:

AFTER THE REVIEW

Follow-up between the UPR cycles is key

- Lobby the state to accept recommendations
- Monitor implementation
- Pressure other states to follow-up
- Prepare a mid-term assessment report

Advocacy work: Lobbying state under review to accept recommendations

48 hours after the review a draft report is published with each of the recommendations listed. The final report is issued and adopted at the following HRC session, so the State under review has 4 months to decide which recommendations to accept and which to 'take note of'.

These 4 months give civil society groups a window to do advocacy work at the national level. There is time to push the government to accept the recommendations or to change their mind on particular recommendations (e.g. in the case of Mongolia, after one UPR, civil society organisations said to their

government ‘we can help you implement that recommendation’, and in the end the state accepted more recommendations than they were initially going to.)

Monitoring implementation: There is no official way to assess the implementation of recommendations. It is dependent on the goodwill of the state authority. So, it is important that civil society organisations keep check on the state’s compliance with the recommendations it accepts to hold the government to account.

Pressuring other states to follow-up: We can lobby states that have had recommendations accepted to put pressure on the State under review to implement them. States, having made a recommendation, will have a sense of ownership about it, and civil society should use this opportunity to ensure they raise those recommendations. It is useful to look back at previous UPR cycles and see which states may have made a recommendation relating to your group’s key issues – and to follow up with them.

Mid-term Assessment Reporting: States are encouraged to report on their progress at the mid-way point between their reviews (known as the mid-term point). This is not obligatory, but is considered ‘good practice’, so we can lobby states to produce this report. Civil society groups can also lobby other states to encourage the state to produce the report, or produce a report ourselves assessing the state’s progress in implementing the recommendations.



ACTIVITY: UPR-INFO WEBSITE QUIZ (30 MINS)

Find a way to display the UPR-Info website – e.g. on a projector from your laptop, or split the group up and have them in pairs or threes looking at different laptops. Talk through the UPR-Info website – www.upr-info.org/en

Show that there are links to webcasts of UPR review sessions, reports, and a database where one can search by country/ recommendation/ theme/ cycle.

Split participants into small groups and ask them to find different pieces of information on the UPR-Info website. The fastest group wins.

Suggested information to find:	Answer
When will Burundi’s next review be?	
Did Afghanistan accept a recommendation by Spain in the 2nd cycle review?	Yes.
Name 3 countries that will be reviewed in Session 37 – November 2020 (or update this from the UPR-Info website, if necessary)	Australia, Austria, Georgia, Lebanon, Mauritania, Micronesia (Federated States of), Myanmar, Nauru, Nepal, Oman, Rwanda, Saint Kitts and Nevis, Saint Lucia, Sao Tome and Principe.
What recommendations did New Zealand give to Iran, which Iran accepted in the 2nd cycle?	1. Comply fully with the international human rights obligations to which it is bound. 2. Ensure that the trial of the Yarran is conducted in a fair and transparent manner, consistent with Iranian law, natural justice and due legal process
What is the word limit for an individual UPR submission and for a joint submission?	2815 words for individual submissions, excluding foot notes and annexes. A joint submission submitted by a coalition of NGOs (two NGOs or more) can reach 5630 words.
How far before the review is the submission of information deadline?	The deadline for the submission of information is about six to eight months before the session.

You can make up your own questions too.

SESSION 7: FOCUS ON UN TREATY BODIES, SPECIAL PROCEDURES AND OHCHR



Time: 2.5 hours.



What you need: Scenarios from Appendix G printed and cut out; Slides 41-43.



Activities: 1. Brainstorm on Special Procedures mandates; 2. Small group discussion on Special Procedures; 3. Small group discussion on UN Mechanisms.



Purpose: To learn about the UN Treaty bodies, Special Procedures and OHCHR – how they work and how civil society can work with them.

EXPLANATION OF UN TREATY BODIES (45 MINS)



Ask: Can you name any human rights treaty bodies?

Participants might shout out some of the following. Write them up on the flipchart/board as they do, and then write up the ones they miss:

- Human Rights Committee (CCPR)
- Committee on Economic, Social and Cultural Rights (CESCR)
- Committee on the Elimination of Racial Discrimination (CERD)
- Committee on the Elimination of Discrimination against Women (CEDAW)
- Committee against Torture (CAT)
- Subcommittee on Prevention of Torture (SPT)
- Committee on the Rights of the Child (CRC)
- Committee on Migrant Workers (CMW)
- Committee on the Rights of Persons with Disabilities (CRPD)
- Committee on Enforced Disappearances (CED)



Ask: Can anyone explain to the rest of the group what UN Human Rights Treaty bodies are and what they do?

Choose a participant to answer, and then either agree with them or correct their answer to include the following information:

- UN Treaty bodies are committees made up of independent human rights experts who do not represent any states.
- There are currently nine core international human rights treaties – which are legal human rights documents that states can choose to sign up to.
- Once a state has signed a treaty they are supposed to implement the rights in the treaty in their laws and policies.
- Because this does not always happen, there are then ten human rights treaty bodies, which are committees of independent experts who are tasked with monitoring states' compliance with the treaties that they have signed (if people seem interested or ask, you can tell them that the extra treaty body is related to the Convention Against Torture and it concerns monitoring places of detention)
- OHCHR supports the work of the treaty bodies and assists them to carry out their work.

“ SAY AND SHOW SLIDE 41:

TREATY BODY REVIEWS

Treaty bodies carry out reviews of individual states to assess how well, or not, a state is implementing the treaty. Each treaty body has its own way of carrying out a review, but they follow a similar structure:

1. The State submits a report – a self-assessment of how it is implementing a treaty (this is mandatory practice for all states who have signed, although many states will delay providing a report).
2. The treaty body experts read the report and then contact the state under Review with a list of issues (questions)
3. The State under Review produces a written reply to these questions
4. The State under Review then sends representatives to Geneva to meet directly with the treaty body experts.
5. The treaty body follows up with concluding observations, which are concerns and recommendations for actions the state should be taking



Ask: How can NGOs get involved?

Ask the participants to guess at what stage NGOs can get involved. Take a few answers and then go through the next slide to point out the answers they missed.



SHOW SLIDE 42:

CIVIL SOCIETY IN TREATY REVIEWS

- Submit a list of suggested questions for the Committee to ask (a.k.a. the list of issues).
- Submit a report giving information and evidence about where the state is violating the treaty with its human rights abuses.
- Attend a hearing where the Committee members will ask NGOs further questions to help them get all the information they need to properly question the State.
- Observe the review.
- Send follow-up information to individual committee members after the review, for the concluding observations.



Say: Civil society (i.e. NGOs) can get involved at a few stages:

1. By submitting a suggested written list of questions for the list of issues – this is important because if the Committee takes up your suggestions, then you can help to frame part of the whole review process around your specific concerns.
2. NGOs are also then consulted by the Committee before the review happens in person with the state representatives. NGOs are able to submit a report giving information and evidence about where the state is violating the treaty with its human rights abuses.
3. NGOs are allowed to be present during the week of the review and there is often a hearing where the Committee members will ask NGOs further questions to help them get all the information they need to properly question the State.
4. When the review is over, NGOs can send follow-up information to individual committee members, with the hope they will include this into the concluding observations.



Say: Some treaty bodies also carry out country inquiries, and deal with individual complaints. Each treaty body has OHCHR staff working for them and you can find out their contact details, the timeline for treaty body reviews of different countries, and further details of how they work on the treaty body websites.

UN SPECIAL PROCEDURES (45 MINS)

“ Say: UN Special Procedures are independent experts (who include Special Rapporteurs, Working groups, and Independent Experts) who focus on particular human rights issues. Some are thematic, and some are based on countries.

? Ask: Can you guess how many are thematic?
Take some answers and then tell them the correct answer: 43.

? Ask: And how many are country-based?
Take some answers and then tell them the correct answer: 14.

“ Say: Let's try and work out all the different ones there are. You can shout out the names of ones you know, and you can shout guesses if you don't know.

BRAINSTORM:

Divide the board or flipchart paper into two columns, thematic and country.

Ask the participants to shout out suggestions of Special Procedure's mandates (either thematic or country).

If they run out of ones they know, encourage them to guess possible human rights themes that Special Procedures could be working on.

Full list [to help you, as facilitator]:

Thematic mandates

- People of African Descent
- Persons with albinism
- Arbitrary Detention
- Human rights and transnational corporations and other business enterprises
- Cultural rights
- Development
- Persons with disabilities
- Enforced or Involuntary Disappearances
- Right to education
- Enjoyment of a safe, clean, healthy and sustainable environment
- Extrajudicial, summary or arbitrary executions
- Food
- Effects of foreign debt and other related international financial obligations of States on the full enjoyment of all human rights, particularly economic, social and cultural rights
- Freedom of opinion and expression
- Freedom of peaceful assembly and of association
- Implications for human rights of the environmentally sound management and disposal of hazardous substances and wastes
- Physical and mental health
- Adequate housing
- Human rights defenders
- Independence of judges and lawyers
- Indigenous peoples
- Internally displaced persons
- Promotion of a democratic and equitable international order
- Human rights and international solidarity
- Use of mercenaries as a means of violating human rights and impeding the exercise of the right of peoples to self-determination
- Migrants
- Minority issues

- Older persons
- Extreme poverty and human rights
- Privacy
- Contemporary forms of racism, racial discrimination, xenophobia and related intolerance
- Freedom of religion or belief
- Sale of children, child prostitution and child pornography
- Protection against violence and discrimination based on sexual orientation and gender identity
- Contemporary forms of slavery, including its causes and its consequences.
- Human rights and fundamental freedoms while countering terrorism
- Torture and other cruel, inhuman or degrading treatment or punishment
- Trafficking in persons, especially women and children
- Truth, justice, reparation & guarantees of non-recurrence
- Negative impact of unilateral coercive measures on the enjoyment of human rights
- Violence against women, its causes and consequences
- Safe drinking water and sanitation
- Discrimination against women in law and in practice

Country mandates

Belarus
 Cambodia
 Central African Republic
 Côte d'Ivoire
 Democratic People's Republic of Korea
 Eritrea
 Haiti
 Iran
 Mali
 Myanmar
 Palestinian territories occupied since 1967
 Somalia
 Sudan
 Syrian Arab Republic

 **Ask:** What can these experts actually do?

Take some answers and then show the next slide.

 **Say:** Special Procedures are individual experts. They do not represent the state that they are from. They are impartial human rights experts, and so their statements and recommendations are strong because they are made without political interest or bias.

 **SAY AND  SHOW SLIDE 43:**

WHAT SPECIAL PROCEDURES CAN DO

1. Raise an issue of concern with a state through a direct and private communication, which becomes public after 3 months
2. Release a public statement of concern about an issue
3. Conduct country visits and report back to the UN Human Rights Council with recommendations concerning the state they visited. These trips can only happen if the state officially invites the Special Procedures mandate holder.

 **Ask:** What can we do? Has anyone had experience or engaging them?
Ask people to share their experiences.

“ Say: Overall there are a few things we can do to engage the Special Procedures. If a Special Rapporteur is visiting a country, we as civil society can support them by contacting them and arranging to meet them or providing them with information.

If we want Special Procedures to take action through a media release or a direct communication with a state, then we need to compile very detailed information about a particular issue or incident. There has to be good reason why we think the expert should be taking action on this now, and we often need to get permission for action to be taken from people (or their families) who will be named in any action.

We can approach just one Special Procedure, or a group of them. Often they will work together and send a communication as a group. It also helps to meet with their office staff in Geneva to brief them on the topic of concern.

ACTIVITY: WHICH UN SPECIAL PROCEDURES? (20 MINS)

Split the participants into 2-4 groups and give each group a scenario from the ones below (you can get these in Appendix G and print and then cut them out). Ask participants to take 10 minutes to decide which UN Special Procedures they could contact about the situations in these scenarios from the list of Special Procedures. When they are finished, ask a representative from each group to say their groups' suggestions and see if other participants from other groups agree, or would submit to others.

Example 1: An activist from your community was forced into a car by two plain-clothed men when he carried out a lone peaceful protest against mining in his region. His whereabouts are currently unknown and no charges have been brought against him yet. The security forces in this country are known to disappear people and torture them.

Example 2: Your people are a minority religious group. They have recently been ordered not to attend their places of worship. Three women were recently arrested for trying to enter a sacred building in an act of protest against this new order.

Example 3: People from a rural part of your country have been protesting mining of sacred hills in the region. They say that it disrupts the local gods, and that it is also turning the water bad. The state security forces use tear gas and rubber bullets against them, and a number of people have been arrested without charge.

Example 4: Your people live on land that is believed to contain oil. Militias rumoured to be sponsored by the state have been raping women in the villages, using sexual violence to intimidate people into leaving their villages and land. The land is then used for oil exploration.

UN HIGH COMMISSIONER FOR HUMAN RIGHTS AND THE OFFICE OF THE HIGH COMMISSIONER FOR HUMAN RIGHTS (10 MINS)

? Ask: Can anyone name the current UN High Commissioner for Human Rights?

“ Say: The UN High Commissioner for Human Rights is the principal human rights official of the United Nations. The High Commissioner heads OHCHR and leads the UN's human rights efforts. The High Commissioner prepares annual reports, makes an overview statement at the start of every Human Rights Council session in which s/he raises current human rights concerns, and can make statements on specific incidents or human rights concerns.

OHCHR has an office in Geneva and numerous offices in countries and regions around the world.

OHCHR have desk officers working in Geneva on different countries. It is good to develop a strong relationship with the relevant desk officer, as they can advise about ways in which you can be effective at the UN. You can build this relationship by sharing information with them about the situation in your country.

You will also come across their staff members when you engage human rights treaty bodies, UN Special Procedures, and the Human Rights Council's UPR mechanism.



ACTIVITY: WHICH UN MECHANISMS? (30 MINS)

Split the participants into small groups. Give each group one of the human rights scenarios below (you can find these and print them out from Appendix G). Ask them to decide as a group which UN human rights mechanisms they will engage.

After 20 minutes gather the groups back together and ask them to feedback on what they would do. Encourage discussion, and share the points in the answers below if they are not all covered by the groups.

Scenario 1:

In country X, the government has banned free speech, and has been arresting journalists in the past 2 weeks. Last week Ms. Poi, the editor of the main national newspaper disappeared and you strongly suspect the government is to blame. Country X had its last UPR review 2 years ago.

Answers:

The group could use the mid-point of Country X's UPR process to raise concern about the current abuses. They could see what recommendations Country X had accepted related to freedom of expression, and to forced disappearances and arbitrary detention. They could highlight these to UN HRC member states and request them to make a statement at the UN-HRC, as well as to raise concern about specific cases in bilateral state-to-state advocacy outside of the UN.

They could also approach the Special Rapporteur on Freedom of Expression, and the Working Group on Arbitrary Detention, and ask them to make an urgent appeal to Country X regarding Ms. Poi's disappearance, and the arrests of other journalists.

Scenario 2:

In Country Y, mining companies have been illegally occupying land and have been violent towards local villagers. Last week, three prominent human rights defenders who had been protesting the mining received death threats from unknown sources, but they suspect from the mining company or the government. The government has been ignoring what the mining company has been doing, and many believe that they are profiting from the mining. Country Y's next UPR will take place in 2 months. Country Y's government recently submitted a report to the Committee on Economic, Social and Cultural Rights.

Answers:

The group could engage the Committee on ESCR about the mining issue and the death threats by submitting information on the situation to the Committee, and participating in person and briefing the Committee, including suggesting questions that the Committee could ask the representatives of Country Y.

The group could also contact the UN Special Rapporteur on Human Rights Defenders, and ask them him/her to make contact with the Government of Country Y about the situation.

The group could also lobby governments in Geneva and in their capitals to raise relevant recommendations to Country Y during the UPR review and mention the names of the three prominent human rights defenders in their statement during the session.

DAY 3: DEVELOPING YOUR STRATEGY

TOTAL TIME (WITHOUT BREAKS): 5 HOURS 10 MINUTES

SESSION 8: IDENTIFYING ISSUES AND SETTING GOALS



Time: 2 hours.



What you need: Flipchart paper or notebooks; Slides 44-52.



Activities: 1. Group discussion on identifying issues; 2. Group discussion on setting SMART goals.



Purpose: To learn how to identify all the issues that affect us, then to choose which ones we should focus on, and then devise realistic goals for each of these.

NOTE: All participants must have completed the Theory of the Case exercise (see Session 2 or go through the worksheet in Appendix C) before going completing this session, OR they must be told what the group has decided is the theory of the case.

INTRODUCTION (5 MINS)



Say: We know now what our Theory of the Case is, and this is the foundation to our advocacy. And we have some understanding of the UN Human Rights Mechanisms. But in order to push for meaningful change, we also need to identify some of the main issues that are affecting our people. The more we know about these issues, the better chance we have to change them. We are now going to look through some slides on how to decide which issues to focus on during our advocacy.



Say: Many in this room know what the issues are, but it is helpful for all of us to remember that we need to become experts on the issues ourselves. This is so that we can explain them well and so that we can find solutions to them.



ACTIVITY: HIGHLIGHTING THE ISSUES (30 MINS)

Split participants into small groups and work through the following three slides together, leaving about 10 minutes for discussion on each slide. For each slide ask the groups to think of specific examples related to your community/ organisation. They can write down their ideas on flipchart paper if you have it, or in their notebooks.



Say: These are the questions we need to ask ourselves in order to identify the current issues that we are facing:

“ SAY AND SHOW SLIDE 44:

IDENTIFYING ISSUES

- What issues do you work on?
What rights violations do you want to challenge?
- Rights in international law?
 - Rights in national laws?
 - Moral / customary law?
- What specific problems do you want to address?

“ SAY AND SHOW SLIDE 45:

ANALYSING THE PROBLEM 1

- What are the exact problems?
- Discrimination?
 - Impunity?
 - Arbitrary arrest?
 - Intimidation / violence?
- Who Can Solve the problems in that country?
- National Government?
 - Local Government?
 - Communities?
 - NGOs?
 - International community?
 - Business?

“ **Say:** It is important that governments, communities, NGOs, businesses etc. should not always be seen in isolation. We often will need to think creatively about lobbying different actors about the same issue.

“ SAY AND SHOW SLIDE 46:

ANALYSING THE PROBLEM 2

- Why are there problems?
- Human rights standards not implemented?
 - National laws not implemented?
 - No protection in law?
 - Lack of political will?
- What does the national law say about the problem?

“ **Say:** Once we have identified the issues, we need to work out which of these it would be best to focus on. With our advocacy, we are aiming to change the situation so that the issues either disappear or become much less of an issue. So we need to choose issues that we think we can change.

“ **Say:** Of course, we have many issues that we would like to see change, but if we talk about all of these at once in meetings or side events or reports then we will overwhelm the people we talk to and they might feel like they can't do anything. So each time we do advocacy we need to limit ourselves to one, two or three issues and really focus on these.

It is also a good idea to think about issues that are not specific to our community, but that are in common with other groups. For example some ethnic minorities face similar oppression methods. We can potentially find new allies if we also work on raising concern about these issues.

“ SAY AND SHOW SLIDE 47:

PRIORITISING ISSUES

We need to decide how we will prioritise which issues to raise:

- Most urgent?
- Closest to your organisation’s mandate?
- Views of your group or activists in the country?
- External opportunity – e.g. upcoming elections?

GROUP DISCUSSION

Lead a discussion about how you will choose issues to focus on. Get people to talk about issues that they think need to be addressed and ask them to argue why they should be the ones to be addressed above others. Point out that each time you do advocacy these might change. Also the priorities for which are more important issues might change, depending on how urgent the issue has become, or whether there is an advocacy opportunity where it makes more sense to raise another issue. The overarching Theory of the Case will remain the same, but the different issues that stem from this will change over time and depending on the audience.

 **Ask** the small groups from the previous activity whether they would keep the three issues they identified before, or whether they would change one or all of them now.

SETTING GOALS (SLIDES AND DISCUSSION) (20 MINS)

“ **Say:** Once we have identified the top priority issue or issues, we need to work out achievable goals for these – i.e. positive outcomes that would change the issue for the better. So to recap, we have the Theory of the Case as the core of our advocacy, but we need to have goals that focus on changing the specific issues that are happened now. The goals focus on solutions to the issues.

“ SAY AND SHOW SLIDE 48:

SETTING SMART GOALS

Goals should be **SMART**

- **Specific**
- **Measurable**
- **Attainable**
- **Realistic**
- **Time-bound**

Talk through the slide. Make sure that everyone understands the meaning of all the SMART words (Specific, measurable, realistic, attainable and time-bound).

- **Specific:** The goal is not just a general idea. It is based on exact information.
- **Measurable:** You will be able to measure the effects if this goal is achieved
- **Attainable:** Something that you think can definitely happen
- **Realistic:** Like attainable, something you think really can happen
- **Time-bound:** Something that has a deadline of max. 3 years. Something that can be worked towards and achieved.

SAY AND SHOW SLIDE 49: *(The answers are in the text below, for the trainer.)*

IS IT SMART?

To improve freedom of religion in Iraq – Not SMART

To get a new school curriculum which has better coverage of minorities by 2020 – SMART

Consult with stakeholders and supporters once you have some goals, and change them if they don't work.

Discuss with participants each of the statements and get them to decide together whether they are SMART or not.

ACTIVITY: OUR SMART GOALS (20 MINS)

Split the participants into small groups of between 2 and 4 people.

Then ask them to devise some SMART goals for your groups' theory of the case

SAY AND SHOW SLIDE 50:

ACTIVITY

Devise some SMART goals for your own groups' theory of the case

GROUP DISCUSSION (25 MINS)

Gather participants back into one group and ask them to share their suggested goals. Discuss as a group whether each goal fulfils the SMART criteria.

Decide which are the best/strongest goals, based on the SMART criteria.

Write these goals up on a piece of paper and stick it on the wall.

You can show the Tibet example to clearly explain (either as a slide, or a print-out from Appendix E).

SHOW SLIDES 51 AND 52:

TIBET EXAMPLE

Theory of the case

The human rights violations that occur in Tibet are all related to the fact that Tibetans do not have self-determination, and the Chinese government is determined to prevent them from having it.

Identified issues

1. Forced resettlement of nomads which destroys their cultural life, and endangers environment.
2. Torture or Tibetan prisoners – often to death.
3. Lack of access to Tibet for monitoring human rights situation.

Goals

1. To end the policy of resettlement of Tibetan nomads by end of 2017.
2. To force China to launch an independent investigation into Tenzin Delek Rinpoche's death by June 2016.
3. To get the High Commissioner for human rights to visit Tibet in 2017.

UN Opportunity: Next session!

Targets: Next session!

Messages: Next workshop!

SESSION 9: IDENTIFYING TARGETS



Time: 1 hour 25 minutes.



What you need: Whiteboard or flipchart paper and pen; Slides 53-62.



Activities: **1.** Brainstorm on who can make things happen; **2.** Group discussion on identifying targets' power to help you.



Purpose: To understand who to target advocacy to at the UN, and decide out of these who is the most effective to target.



Say: In the last session we looked at working out the answer to the question what do we want? Now we are going to look at who can make it happen.

It's not always obvious which people we should target. We have to ask ourselves some questions first.

MAKING STRATEGIC CHOICES (5 MINS)



SAY AND  SHOW SLIDE 53:

MAKING STRATEGIC CHOICES

Who do you target? Ask yourself:

- Who is accessible?
- Who has most influence? Does the person you are meeting have the power to take the decision you want?
- What do you want them to do?



Say: These questions can help us work out who would be best to target our advocacy at. Let's think about some possible types of people that we could target.

Go straight on to the brainstorm below.



BRAINSTORM: WHO CAN MAKE IT HAPPEN? (10 MINS)



Say: What sorts of people can help us achieve our goals? Please shout them out and I will write them on the board.

As people shout out various answers, write them down on the board or the flipchart paper.

Answers should include:

- Diplomats representing states' missions to the UN
- UN Special Procedures – Special Rapporteurs and Working Groups, and their assistants
- UN Human Rights Treaty Bodies
- Office of High Commissioner for Human Rights staff members
- High Commissioner on Human Rights
- INGOs in Geneva

If they don't get them all, you can show slide 54, which has them all.

“ SAY AND SHOW SLIDE 54:

WHO CAN YOU LOBBY AT THE UN?

- Diplomats representing states' missions to the UN.
- UN Special Procedures – Special Rapporteurs and Working Groups, and their assistants.
- UN Human Rights Treaty Bodies.
- Office of High Commissioner for Human Rights staff members.
- High Commissioner on Human Rights.
- INGOs in Geneva.

WHO CAN YOU LOBBY AT THE UN? (40 MINS)

“ **Say:** Let's now talk through these in more detail.

? **Ask:** Let's first look at states' engagement at the UN human rights mechanisms in Geneva. Can anyone tell me what the diplomats at the UN in Geneva do and what their role is versus their counterparts in their country's capital?

Take a few suggestions and then show slides 55 and 56.

“ SAY AND SHOW SLIDE 55:

DIPLOMATIC MISSIONS TO UN GENEVA 1

- They represent their country's interests at the UN Human Rights Council.
- They advise their government in their capital city on what is going on in Geneva .
- They warn their capital if issues of strategic importance are coming up.
- They warn their capital about any threat to country's interests e.g. investigation by HRC.

“ SAY AND SHOW SLIDE 56:

DIPLOMATIC MISSIONS TO UN GENEVA 2

- Usually have some role in deciding UN strategy.
- But – major decisions are taken in capitals.
- Geneva is neutral territory – if your relationship is not good with your capital, it might actually be easier to meet the diplomats in Geneva.
- You can meet diplomats in their missions or at UN meetings.

“ **Say:** There are so many UN member states who have diplomatic missions at the UN in Geneva. We obviously cannot lobby all of them – we just don't have the resources. So we have to make strategic decisions about which states we will engage.

? **Ask:** Can you think of ways in which we could decide which states to lobby?

Take a few answers and then show slide 57.

“ SAY AND SHOW SLIDE 57:

SELECTING STRATEGIC STATES

How to choose which states to lobby?

- Look at who has influence (i.e. a good or very bad relationship) with the government we want to change?
- Find out their human rights interests – to do this, research what they have said at the UN Human Rights Council, the resolutions they co-sponsor, and the main issues they raise in the framework of the UPR.
- Think about how likely they are to speak up against the state/s we have problems with.

“ **Say:** The first of these – having some sort of influence – is a must. A combination of these three things – having influence over the state you want to change, having an official interest in the human right you are concerned about, and being likely to speak out against the state you want to change – is ideal. But even two of them would be good.

Alternatively, you can do an activity here where you ask participants to look up different states' interests online and decide the 3 top states for your groups to target. This could also be done as 'homework'.

“ **Say:** Let's look at another group who we can choose to target at the UN – the UN Special Procedures.

? **Ask:** Can anyone tell us what the Special Procedures are and what they do?

Take some answers and then show slide 58, talking through the parts that were missed.

“ SAY AND SHOW SLIDE 58:

UN SPECIAL PROCEDURES

- UN Special Rapporteurs and Working Groups, and their assistants are called UN Special Procedures
- They are made up of independent experts who voluntarily take up the positions. Their assistants are OHCHR staff members
- They do country visits, present thematic reports to the Human Rights Council, and make urgent communications to states about issues or cases
- You can give them information, urge them to carry out a country visit, ask them to take urgent action on a particular issue or case

“ **Say:** Another entity at the UN that we can target are the human rights treaty bodies. Again, does anyone know what they are and what they do?

Take some answers and then show slide 59, talking through the parts that were missed.

“ SAY AND SHOW SLIDE 59:

UN HUMAN RIGHTS TREATY BODIES

- Committees of independent experts who monitor the implementation of UN human rights treaties in different countries.
- e.g. Committee Against Torture; Committee on Economic, Social and Cultural Rights.
- When your country is going to be reviewed by a Treaty Body Committee: submit a report/s, meet with committee members, brief them before and during the review.

“ Say: OHCHR is another possible target for us at the UN.

? Ask: Does anyone remember or know what OHCHR stands for?

Take suggestions and then say the answer if no one gets it right [Answer: Office of the High Commissioner for Human Rights.]

? Ask: Can anyone say what the desk officers at OHCHR in Geneva do?

“ SAY AND  SHOW SLIDE 60:

DESK OFFICERS AT OHCHR

They are human rights officers and support staff for the UN human rights mechanisms. **Getting to know them and giving them information can help you achieve your advocacy goals.**

- Country-focused desk officers (UN staff focussing on human rights in specific states) e.g. China desk officer.
- If a Special Rapporteur is visiting a country, they provide info & guidance.
- Human Rights Council support staff compile the UPR background document.
- Treaty body support staff compile information on countries for treaty body experts.

“ Say: Building a relationship with them by getting to know them and sharing information with them can help us because they can share information that might be useful to us, and help us to get information to the UN Special Procedures and others.

? Ask: Who else can we target for support in Geneva?

Take a few suggestions and then say: “International NGOs in Geneva”.

“ SAY AND  SHOW SLIDE 61:

INGOS IN GENEVA

- Large INGOs all work in Geneva, e.g. Amnesty International, Human Rights Watch, FIDH, ISHR, Minority Rights Group, UNPO etc.
- Find out which INGOs work on your issue.
- Work out what you want them to do e.g.:
 - Form advocacy partnership with you;
 - Give you advocacy training;
 - Help you with accreditation at the UN;
 - Work with you on a UN side event;
 - Help publicise your event.

“ Say: If you think it would be useful, you can then approach them to see if they can support you or work with you.



ACTIVITY: IDENTIFYING TARGETS' POWER TO HELP YOU (30 MINS)

Show slide 62. Ask participants to work in pairs to make a target plan by answering the questions on slide 62:



SAY AND SHOW SLIDE 62:

PLANNING YOUR STRATEGY: TARGETS

- Who has the power to make the change you want?
These people are your **MAIN TARGETS**.
- Who has the power to influence these Main Targets?
These people are your **SECONDARY TARGETS**.
- Who can provide back up support for you?
These people are your **ALLIES**.
- **Tip:** Target the powerful not the friendly!

After the pairs are finished, lead a discussion about what targets people chose and why. Discuss and agree as a group on the best main and secondary targets for your group.

MAIN targets would tend to be the state that you want to change (if you feel you can lobby them directly) and then UN member states diplomats who can influence the state you want to change.

SECONDARY targets could be other UN members states diplomats, and UN Special Procedures, and UN Treaty bodies, and OHCHR.

ALLIES will likely be INGOs and possibly also OHCHR.

SESSION 10: CONNECTING UP YOUR ADVOCACY



Time: 1 hour 15 minutes.



What you need: Whiteboard or flipchart paper and pen; Slides 63-64.



Activities: Brainstorm.



Purpose: To understand how UN advocacy and outcomes can be relevant to advocacy at other levels (national, regional and EU).



Say: We have been learning about how to be strategic with our advocacy at the UN to get outcomes that we want. This session will look at how UN advocacy can connect to advocacy at other levels, including the regional and national government level.



SHOW SLIDE 63:

THE BIGGER PICTURE

- UN level.
- Regional level, e.g. EU advocacy.
- National level.



Say: We should think of UN advocacy as part of a bigger advocacy picture, along with regional and national level advocacy.



Say: We'll focus first on European Union advocacy (or EU advocacy for short), because EU Advocacy can be interesting not only for groups based in European Union member states, but also for groups from other parts of the world. The EU is an important international player and has among its objectives the promotion of human rights around the world, which it does at the diplomatic level, but also through European Parliament resolutions and other statements. Additionally, it is a major international donor that ranks among the most prominent donors in many countries. As all EU development aid is given with a number of conditions, including respect for human rights, the EU has some influence on governments.

Nonetheless, it is important to underline that the EU is not a state and its powers and capabilities are therefore different from that of a state. This is why it is very important to have at least a superficial knowledge of the different institutions of the EU, their competencies and their functioning.

To begin with, let's look into how EU advocacy differs from UN advocacy.



Ask: Can anybody point out differences and similarities between the UN and the EU?

Take some answers and write them on a board or flipchart paper.

Answers could include:

- Both multinational organisations
- Both very politicised institutions
- All EU member states are members of the UN
- UN has more members (193 members) than EU (28 member states)
- European Union was founded to boost the economic and political strength of the member European countries and only later expanded to cover other issues, while United Nations was founded specifically with the aim of promoting and upholding international peace.

- The EU is conducted by a parliamentary system. The UN makes resolutions based on discussions between its member states. However, the five permanent members of the UN Security Council (China, France, Russia, United Kingdom, and United States) have the power to veto any decisions taken.
- In terms of leadership, there are three leaders for the three different institutions of the EU; President of the European Commission, President of the European Council; President of the European Parliament. The European Council gives direction to the EU, the European Commission is responsible for running the EU, while the European Parliament forms one half of the EU's legislature. (EU legislature = European Parliament + European Council). The UN has a Secretary General at the top, and then a wide array of deputies and heads of UN institutions.

GROUP DISCUSSION



Ask: How do you think we could use these similarities and differences to strengthen our advocacy? What thing can the EU do to help us with our advocacy?

Lead a discussion where participants put forward various answers, and make sure the answers below also come up:

Answers:

- **Direct challenge from EU:** A direct challenge (like a statement or resolution) from the EU can be useful in situations where the spoiler state is not a member of the European Union, but is a UN member state that sits in the Security Council and on certain committees and can block criticism at the UN.
 - **EU resolutions:** The European Parliament can pass resolutions on cases. An example of this is a resolution passed in December 2016 by the European Parliament condemning particular actions committed in East Turkestan and Tibet against the Uyghur and Tibetan populations respectively. The resolution specifically addresses the cases of the imprisonment of economics professor Ilham Tohti and the dismantling of Larung Gar in eastern Tibet, the largest Buddhist institute in the world. As well as sending a very strong message against the human rights violations committed by the spoiler state, such resolutions also strengthen groups' advocacy at the UN, where they can refer to the EU resolution and be taken more seriously.
 - **European Parliament annual human rights report:** The European Parliament releases a report on the human rights situation around the world once a year, which can be a useful tool for us to use to raise awareness about our concerns and to make our case more legitimate when lobbying at the UN.
- **Building political support at EU for UN work:** By lobbying at the EU we can gain the support of EU member states. Here it is worthwhile remembering that all the members of the EU are also UN members – so by lobbying at the EU we can have more direct access and can gain more support in the UN framework. The UN and EU are composed of the work of their member states – therefore advocacy at the national level can also be useful because if you lobby certain national parliamentarians or policy-makers and influencers, they might support you at the EU and UN levels.
 - **Advocacy meetings at EU:** One way to do this is with advocacy meetings with members of the European Parliament or relevant European policy-makers and policy-influencers. It is important to target politicians or policy-makers that belong to or have links with committees that discuss issues related to the plight of our community e.g. DROI (Subcommittee on Human Rights), AFET (Committee on Foreign Affairs). Another body we may want to target MEPs through is the Delegation for Relations with the country you are targeting e.g. Delegation for Relations with Iran. For some countries, the delegation works with the whole region (e.g. Delegation for Relations with South East Asia). There are also more informal 'intergroups' and 'friendship groups' in the European Parliament that can be a useful starting point to see who to target. For example, there is an Intergroup for Traditional Minorities, National Communities and Languages – whose members may be interested in our plight.
 - **Hearings at the EU:** These delegations will sometimes also have public or private hearings, where we can take the floor and raise awareness about our issues of concern. This will make the relevant Members of Parliament aware of our case and keep this in mind when passing relevant resolutions. Also if it is public, relevant NGOs and other individuals will be able to attend – helping us to spread awareness and support.

- **Conference at EU Parliament:** Another thing we can do is host a conference at the European Parliament to raise awareness for our community's plight. This can help bring together a variety of Members of the European Parliament and European policy-makers and influencers and inform them about the current situation of our community and suggest in what way they can aid us.

It should be noted that other political unions, such as the African Union, can similarly be useful for combined advocacy, if the Africa region makes sense for your advocacy.

“ Say: Now we can take a closer look at national level advocacy.

? Ask: What is the value of national advocacy?

- If we are doing advocacy in our country of citizenship or residency, then we can have a real influence: both as an association and as individual citizens (and therefore voters).
- We can gain more legitimacy and prominence as a representative of our community by having a variety of national, European and international policy-makers supporting us.
- It is always good to use multiple channels of influence at the same time for even more effective advocacy.
- The positions that states take at the UN are defined within the member states, so if we can influence the officials in the member states then we can more easily influence their counterpart diplomats at the UN.

“ Say: The successes we have at the UN can help with our overall advocacy. We can use the outcomes from UN experts as evidence to strengthen our regional and national level advocacy. States are more likely to listen to our issues if independent UN experts have also talked about them.

? Ask: What sort of independent UN 'outputs' could we use to strengthen our talking points with governments?

Take a few answers.

SAY AND SHOW SLIDE 64:

UN OUTPUTS FOR ADVOCACY ELSEWHERE

- Concluding observations of human rights treaty bodies.
- Reports and urgent allegation letters of Special Rapporteurs.
- UPR recommendations that a state accepts. We can ask other states to pressure the state in question to implement the recommendations – especially the states that made the recommendations that the state in question accepted.

“ Say: Advocacy at the national level is about building relationships. We can do this by providing information to national-level players, helping them understand the key issues regarding our people's situation, and gaining their trust as people who have reliable information and can represent the situation of our people.

There are some important factors we should think about when making our advocacy strategy for national governments.

One of these is to research which national governments are most likely to help us.

GROUP DISCUSSION

? Ask: Can you think of any factors that would make some governments more likely to support us?

Take a few suggestions and make sure the points below are covered (if they haven't been said, then say them).

- States that care about our community (e.g. due to a cultural, linguistic, political or geographical closeness

to your community).

- A state that has openly voiced opposition to the government that is oppressing our community.
- A state that has a big diaspora from our community
- The state/s in which your advocacy team members have citizenship.
- A state that has particular historical ties with our community.
- States that are important donors for the state where the community we advocate for lives are also very important. When choosing what country to target, keep in mind their weight at the UN, especially regarding your topic of interest.

“**Say:** Once we have identified the states, we should look at the key players we would like to meet with. For this we need to:

- Work out which national institutions and frameworks are particularly relevant to us e.g. a country’s foreign ministry, a commission or institution dedicated to the promotion of human rights, or going directly to senior figures and their advisors.
- Find representatives who may be more interested because of their position and/or previous work/ statements and will have more leverage in advocating for our cause.
- Find out where people stand, and try to make an educated guess about how much influence individual decision makers have.

? **Ask:** Beyond meetings, what could another useful way to get the attention of national level representatives be?

Take a few answers and then say: “social media and media.”

“**Say:** We can challenge governments on their policies and foreign relations through social media and traditional media channels, like contacting them directly on Twitter, e.g. if there’s an ongoing debate in the National Assembly or the Senate in France you can use the hashtags #DirectAN or # DirectSenat to join the conversation. Many politicians and decision-makers are very vocal and receptive on twitter. Alternatively you could target them using traditional media channels, by publishing press releases and mentioning them in interviews.

SESSION 11: STRATEGIC COALITION BUILDING



Time: 30 minutes.



What you need: Whiteboard or flipchart paper and pen.



Activities: Brainstorm.



Purpose: To understand the benefits of working as a coalition, and thinking of groups to work with.



Say: Unrepresented nations and peoples have a difficult time being heard at the UN partly because we don't have many resources. It often makes sense to work with other groups so that we can share our resources and have a stronger and louder voice at the UN. Also, UN officials often take notice if more than one group is saying the same thing about an issue. It can seem more credible.



Ask: Can you think of topics it would be useful for us to work together on as a coalition?

Take some answers and discuss them. Some ideas could be language rights (e.g. if other groups were facing similar issues) or environmental rights (because many groups focus on this).



Ask: Which kind of groups could we get to work with us to achieve the change we want to see on these topics?

Answers could include other groups or NGOs or communities. e.g. Amnesty International, other groups who have issues with the same state, other more experienced groups from your community etc.

Ask participants to suggest potential partners both within your region and internationally for working in a coalition on the issues they highlighted.



Ask: What about thinking geographically or thematically about who to partner with?

Write all these ideas on a white board / flip chart. Conclude the discussion by saying:



Say: There are many people and groups we could work with to be stronger at the UN. But working together is not always straightforward or easy. Let's talk about some key things to consider when creating a coalition.



BRAINSTORM



Ask: What do we think are important things to consider when running a successful coalition? How will you ensure the coalition works well?

Write suggestions on a whiteboard/ flipchart. Make sure the answers below are covered.

- Know your partners – make sure you share the same values before you join together
- Make sure you have good communication. Will you have regular meetings/Skype calls/Emails?
- Agree on your key messages in advance of any advocacy work
- Agree on how you will present yourselves in advocacy meetings – as a coalition? Or as individual groups? Will your coalition have a name? A logo? A website?
- Agree on how you will present your work and successes in media and social media (to make sure a dominant member does not take all the credit)
- Have space for evaluation so that all groups feel they can raise issues and have them addressed

If your group has experience of working in a coalition, you could include a discussion on when coalitions have worked / not worked in the past, and why.

SESSION 12: WORKING WITH WITNESSES



Time: 30 minutes.



What you need: Whiteboard or flipchart paper and pen; Computer and projector to show video [optional].



Activities: 1. Brainstorm.



Purpose: To understand the benefits of working with witnesses, and to understand how to support them.



Say: It is crucial to our advocacy that we provide platforms for activists from our community that are suffering human rights violations. They have experienced what life is like there recently. First person testimony can be very persuasive and is an important advocacy tool.



WATCH THIS VIDEO [OPTIONAL] (10 MINS):

Show part or all of the following video of Yazidi woman and ISIL abduction survivor Nadia Murad Basee Taha as an example of how powerful it is to have somebody give personal testimony at the UN (to the Human Rights Council, or to Treaty Bodies, or Special Procedures). You can find the video here:

<http://webtv.un.org/watch/nadia-murad-basee-taha-isil-victim-on-trafficking-of-persons-in-situations-of-conflict-security-council-7585th-meeting/4665835954001>



BRAINSTORM



Ask: What do we need to think about when working with witnesses?

Write the answers on the board, and make sure the ones below are included.

- **Assess the risks** they may face by doing UN advocacy work before working with them. Discuss ways with them about reducing their risk (e.g. only going to specific private meetings with UN officials, or not having their name mentioned on any paper etc. – see the Appendix J for more details on general security awareness.)
- **Organising logistics** can be difficult. If the witness is coming from overseas, getting visas can be a frustrating and time-consuming process, and you should start this as far in advance as you can.
- Working ‘with’ them is key. You should see them as working with you, not for you. Explain the advocacy strategy you have and suggested messaging, but they should also have some freedom to suggest other things that could be raised.
- If they need a **translator**, think about this in advance and arrange it so that they have time to spend with the translator to prepare what they will say. This can make a big difference in how effective the witness is in a meeting.
- **Brief them in advance** of each meeting of the advocacy plan, and for each meeting brief them on who the person you are meeting with is, what their interests are, what the goals of the meeting are, and the likely length of the meeting.



Say: If we keep these things in mind, we can properly support witnesses and strengthen our advocacy.

DAY 4: COMMUNICATING YOUR CASE

TOTAL TIME (WITHOUT BREAKS): 7 HOURS 20 MINUTES

SESSION 13: MESSAGING – CRAFTING YOUR KEY POINTS



Time: 1 hour 30 minutes.



What you need: paper, pen and tape; Slides 65-74.



Activities: 1. icebreaker; 2. Making messages.



Purpose: To learn how to effectively speak about your case and concerns to people in power.



ICEBREAKER: OUR UN EXPERIENCE (15 MINS)

Write the words ‘strongly agree’ and ‘strongly disagree’ on separate pieces of paper and tape them on opposite walls of the room. Ask the participants to stand in the middle of the room.



Say: This room is now a spectrum of opinion. On one side is strongly agree, and on the other side is strongly disagree. Between them are varying opinions, including neutral in the centre.

I am going to read out some statements. Once I have read one out then you should decide what you think about it, and then go and stand at that point of the room. Beware, I might ask you to explain why you chose to stand where you did!

Stand to the side of the room and read out some of the statements below – one at a time. After each one, ask the participants to move to the place in the room they think reflects their opinion on the statement. Then go around the room and ask a few participants why they are standing in that place (i.e. why they agree / disagree with the statement). Repeat this for about as many different statements as you like.

- “I understand how the United Nations works”
 - “We [the organization/ community] have been successful at lobbying the UN about our issues”
 - “We have seen recent successes with our UN advocacy”
 - “We need to improve our public speaking skills”
 - “We have young people involved in our advocacy”
 - “People at the UN generally believe our story”
 - “The UN has taken action on our case”
 - “We have not been successful at lobbying Special Rapporteurs”
- etc. – you can make up your own examples

MESSAGING OVERVIEW (30 MINS)

Note for trainer: It is useful for this session if the participants have already completed the Theory of the Case activity. You can do this by going through Theory of the case handout in Appendix C, or alternatively do the full session 2 on Day 1: ‘Understanding Advocacy’.

“ **Say:** We already have our Theory of the Case, and our objectives about what issues we want to change and what change we want to see. Now we need to work out how to transmit that information to UN audiences. How do we communicate what is wrong and what we need to change? This is where the skill of messaging comes in.

“ **Say:** Messaging is a skill that can be used for:

- Lobbying MPs/briefing governments
- Media interviews
- Making funding pitches
- To write articles
- To make a presentation
- To do an ‘elevator pitch’ to a government minister.
- To be an effective communicator and lobbyist you’ll need to hone this skill.

? **Ask:** What is a message?
Gather answers from the participants and then give the following summary:

“ **Say:** A message is communicating clear, consistent, and compelling information. A statement that clearly sets out your goals and reflects the core values of your audience. A call to action, in which the audience is asked to do something specific.

Creating your message and preparing for questions helps you to prioritise information, stay focused, and get results. It’s not about what you know – it’s about how you prepare, how you order and organise what you know. We are going to create some messages, but first let’s learn how to do that.

“ **SAY AND**  **SHOW SLIDE 65:**

IN ADVOCACY, A PRIMARY MESSAGE IS:

statement + evidence + example + goal + action desired.

“ **SAY AND**  **SHOW SLIDE 66:**

MESSAGES FOR LOBBYING UN OFFICIALS NEED TO INCLUDE 2 ELEMENTS:

1. The current situation and what particularly concerns you about it
2. What you want them to do about it.

“ **Say:** In general, for a meeting it’s good to prepare 3 messages/points with an ask associated with each of them. If you only have one thing you want to say, or if your meeting will be very short, you can also opt to have one or two messages/asks only.

“ **SAY AND**  **SHOW SLIDE 67:**

TIPS FOR GOOD MESSAGES:

- Think about the end of the meeting first – what should the person you meet walk away knowing?
- Think about the way some states present the situation of your people falsely. Think about how to show that your group has the truth.
- Make sure to include asks – the specific things you want the person you meet with to do to help change your situation.

“ SAY AND SHOW SLIDE 68:

WHERE'S THE EVIDENCE?

Make sure you back up your messages with evidence, such as:

STORY

- A story to illustrate a message can be your personal story, an anecdote, a case study, a historical example – anything that helps reinforce the theme of your message.

FACTS/STATISTICS

- Information from credible third parties, such as reports from academics, from well-respected NGOs (e.g. Amnesty International), and newspapers (e.g. New York Times).

“ SAY AND SHOW SLIDE 69:

TEST YOUR MESSAGES

- Think about your audience. Are these messages that your audience wants to hear?
- Read them aloud. Make sure they sound like everyday speech and not too business-like.

ACTIVITY: MAKING MESSAGES (45 MINS)

Split the participants into small groups.

“ SAY AND SHOW SLIDE 70:

MAKING MESSAGES

Use your theory of the case and your goals (if you have done session 8) as a basis.

- Develop three key messages.
- They should fit on one page: each as two or three sentences in length or 15 to 30 seconds when spoken.

After 20 minutes ask one person from each group to read their messages out and discuss them as a group.

After this activity, give the participants the Tibet example as a handout (or show slides 71-74) so they can see how the messages relate to the goals and the theory of the case, as below:

SHOW SLIDE SLIDE 71-74 [OPTIONAL]:

TIBET EXAMPLE

Theory of the case

The human rights violations that occur in Tibet are all related to the fact that Tibetans do not have self-determination, and the Chinese government is determined to prevent them from having it.

Identified issues:

1. Forced resettlement of nomads which destroys their cultural life, and endangers environment
2. Torture or Tibetan prisoners – often to death
3. Lack of access to Tibet for monitoring human rights situation

Goals

1. To end the policy of resettlement of Tibetan nomads by end of 2017
2. To force China to launch an independent investigation into Tenzin Delek Rinpoche's death by June 2016
3. To get the High Commissioner for human rights to visit Tibet in 2017

UN Opportunity:

Follow up from CAT review of China in November

UPR Mid-term point

Targets:

Possible ally UN diplomats from Human Rights Council member states, including Canada, Japan, UK, Czech Republic, Hungary, Denmark, and Germany.

MESSAGE 1

The Chinese government has officially said in state media that all 2.5 million Tibetan nomads will be resettled in the name of development, but as a leaked government document described, they actually wish to prevent the nomads carrying out political protests, and to grab their land for mining. The UN Special Rapporteur on Food said in 2012 that China should halt this resettlement policy immediately, and we ask that you take up that recommendation when you next speak to China about human rights.

Alternative version: China must end the forced resettlement of Tibetan nomads. Environmental scientists, including some Chinese scientists, say that the Tibetan nomads and their herds are necessary for maintaining the grasslands, yet the Chinese government peddles a lie that the nomads are damaging the grass, so that profitable mining companies can replace them. Tibet – the world's third pole – is at great risk. We ask that you press for China to stop this resettlement scheme.

MESSAGE 2

Torture is endemic in Chinese prisons, and according to xxxx Tibetan prisoners are tortured more than other ethnic groups in China. The Committee Against Torture brought up his case with China in November 2015, and recommended that they allow an independent investigation into his case. China accepted 4 recommendations related to torture during its UPR. As a sign that China is serious about human rights treaty compliance, we urge that you ask China to implement their accepted UPR recommendations on torture and to investigate Tenzin Delek's case.

Alternative version: Tenzin Delek Rinpoche was imprisoned on false charges in 2002 based on testimony from his cousin extracted by the use of torture, and after 13 years in detention, during which he was denied medical parole, he died in July 2015 under unexplained circumstances. He was the highest profile Tibetan prisoner at the time of his death, and if his case isn't addressed by the international community it will directly endanger all other political prisoners. China accepted 4 recommendations related to torture during its UPR. We urge that you ask China to implement their accepted recommendations on torture and investigate Tenzin Delek's case.

MESSAGE 3

It is very difficult and dangerous to get information out of Tibet as the Chinese government controls the media and internet and has a huge surveillance apparatus, as described in Human Rights Watch's recent report. It is really crucial that independent monitors are allowed access to Tibet. The High Commissioner for Human Rights is keen to visit, and China accepted a UPR recommendation that specifically said such a visit would include Tibet. We ask that you push for this to happen, as it would strengthen human rights in Tibet, but also the High Commissioner's ability to work on these issues, and the UPR process too.

Alternative version: During its last UPR, China accepted a recommendation that the The High Commissioner for Human Rights would visit China and Tibet. As news from Tibet is heavily monitored and controlled, it is vital that independent human rights experts can travel there and assess the situation. Such a trip would also demonstrate that China is serious about its place on the Human Rights Council. We ask that you push for this to happen.



Ask: What do you think worked well in the Tibet messaging, and why? What improvements would you make?

SESSION 14: PUTTING YOUR CASE IN WRITING – PREPARING BRIEFING MATERIALS AND SHADOW REPORTS



Time: 1 hour 30 minutes.



What you need: Sample short briefing paper print-outs; sample long briefing paper print-outs; sample shadow report print-outs. Print these from the links given below; Slides 75-76.



Activities: 1. Short briefing paper analysis; 2. Long briefing paper comparison; 3. Preparing shadow reports (small groups); 4. Group discussion.



Purpose: To learn how to prepare and use written materials to make advocacy more memorable and effective.

INTRODUCTION (5 MINS)



Say: There are two ways to do advocacy at the UN using the written word.



Ask: Can anyone think of what these documents might be?

Take some answers and then:



Say: Briefing papers, and shadow reports (also referred to as submissions) are two ways to use the written word to do advocacy.



Ask: Can anyone tell me what briefing papers are? What do you think they would be like?

Take a few answers and then:



Say: Briefing papers are short unofficial documents that you can use to deliver your messages in writing and leave with the people you have a meeting with.

BRIEFING PAPERS INTRO (20 MINS)



Say: Let's talk in more detail about briefing papers.



SAY AND  SHOW SLIDE 75:

BRIEFING PAPERS

There are two types of briefing paper – short papers, which contain the background to your situation (including your theory of the case), and your 3 messages (good as an introduction for people you've not met with before, or people you bump into at the UN), and long papers that go into more detail on an issue, and which you can give out to someone you've met with before and are trying to get them to get a fuller understanding and possibly take action.

Short briefing papers should only be 1-2 A4 pages long.
Long briefing papers can be 5-10 pages long.

The text should be big enough to easily read (point 11 at the smallest) and not too tightly packed.



ACTIVITY: SHORT BRIEFING PAPER ANALYSIS

Look at a copy of a short briefing paper altogether (from Tibet Advocacy Coalition) – available here: <https://docs.google.com/document/d/1wdbLevzz2mhMJiezfa0fD4SNhizPOJScRU8Dbmz9YPI/edit?usp=sharing>



Ask: What makes this document strong?

Let participants answer and then say any of the following points if they didn't make them:

The background is short and to the point.
The timeline makes things clear.



Ask: What could it have included?

Would have been good to have some links to further reading.
Would have been good to have logos at the top so it looks more official.



ACTIVITY: LONG BRIEFING PAPERS COMPARISON (30 MINS)

Split participants into small groups and hand out copies of the sample briefing papers. Ask the groups to think about what is good and what is bad about them.

Sample long briefing papers:

UNPO Briefing Note: The Plight of the Haratin.

UNPO Briefing Note on Intensified Laotian Military Crackdown on Hmong Indigenous Community.

MRG Briefing Note on plight of Chagossians.

After 15 minutes bring the groups together and discuss strong and weak points for 15 minutes.

Issues to discuss could include:

- Content
- Clarity of messages
- Presentation
- Evidence e.g. links to sources
- Links to further information



[OPTIONAL ACTIVITY: PREPARING A SHORT BRIEFING PAPER (1 HOUR)]

Ask participants to work on a 1-2 page briefing paper for an hour – or as homework. Then look at each other's short briefing papers and discuss them.

SHADOW REPORTS



Ask: Let's look at shadow reports now. Can anyone tell me what they are?

Take a few answers and then show slide 706.

“ SAY AND SHOW SLIDE 76:

SHADOW REPORTS

Shadow reports are official reports that NGOs can write and submit to UN Human Rights Treaty bodies or the Human Rights Council for them to consider when reviewing a state on its human rights record. They are reports of accusations of human rights violations related to a specific treaty (e.g. Convention Against Torture) which the state under review is party to. Each accusation of a human rights violation needs to be backed up by evidence.

“ **Say:** These reports have specific word counts and deadlines, and are often displayed on the relevant UN websites (so are publically available).

ACTIVITY: PREPARING SHADOW REPORTS (SMALL GROUPS) (35 MINS)

Split the participants into groups of 2 or 3. Give each group print-outs of a shadow report that UNPO has submitted and discuss why they are effective.

Reports:

UNPO Submission to the UN Office of the High Commissioner for Human Rights for the consideration of the 3rd Universal Periodic Review of the Republic of Indonesia during the 27th Session

UNPO Submission to the UN Office of the High Commissioner for Human Rights, Universal Period Review: Viet Nam

UNPO Submission to the UN Office of the High Commissioner for Human Rights for the consideration of the 3rd Universal Period Review of the Islamic Republic of Pakistan during the 28th Session

UNPO Alternative report to the Committee of the United Nations' Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)

GROUP DISCUSSION

Ask groups to give feedback on what they think is good and why.

Discussion could include them talking about the following:

- Length (specify that there are mandatory requirements for this)
- Tone of language
- Structure [cover page, table of contents, brief introduction to the organisations which put the report together, clearly set out sections – addressing each section of the state report (for UPR reports) and/or thematic]
- How the case is put forward
- References/evidence/sources
 - Official government documents
 - UN documents e.g. UN Special Rapporteurs reports, UN agency documents, UN Treaty body concluding observations
 - Court cases
 - Regional bodies (e.g. AU/ EU/ ASEAN)
 - Academic research
 - NGO research
 - Reliable media sources
- Tailoring it for specific mechanisms
- Collaborative reports – coalitions of organisations

SESSION 15: VERBAL COMMUNICATION SKILLS



Time: 2 hours 10 minutes.



What you need: Whiteboard or flipchart paper and pen; printed scenarios from Appendix H (for roleplay); Slide 77.



Activities: 1. Brainstorm on public speaking; 2. Role Play.



Purpose: To learn how to communicate your case and issues in the most effective way.

REPRESENTATION (5 MINS)



Say: Choosing who will represent your organisation in meetings is an important decision. To be good advocates, you should be thinking of and addressing marginalisation within your own group too. It is important to make sure that marginalised members of your team are given opportunities to represent.



Ask: Can you name some marginalised groups?

Take some answers and fill in the ones that people forget to mention from from the list below.

Answers could include women, young people, ethnic and religious minorities, disabled, and LGBT people.



Say: We need to think about inclusion when we are thinking of speakers for side-events, when giving interventions, and when we go to meetings. If the marginalised people are not as experienced as our other potential speakers, then we could consider training them, and also pairing them with a more experienced speaker (e.g. in a meeting, two people could represent the organisation). Being seen as a strong, inclusive team will be taken as a positive at the UN, and less criticism will be able to be made of our group by states who oppose our group.



BRAINSTORM: PUBLIC SPEAKING (30 MINS)



Say: We are now going to look at the skill of public speaking. This is really important because how we communicate will help the person we are speaking to understand us and be moved to take action – or not!



Ask: What is important to remember about public speaking?

Write people's answers down on the board. These could include:

- Open body language
- Good eye contact
- Volume – not too loud or quiet
- Allowing space for the other party to speak and react and ask questions
- Smiling and being positive
- Being firm but friendly with your messages
- Speaking clearly
- Checking if the other party has understood



Ask: Can you give an example of a good advocacy experience you have had? What made the advocacy good?

Encourage people to share their experiences. Write the key points people suggest about why the advocacy was good on the board.

MEETING SKILLS (15 MINS)

“ **Say:** It often makes sense to attend meetings with at least one other person from your group or coalition. This helps you both to remember the points you want to raise, and remember the outcome of the meeting. Continuity is also strengthened because at least one of you will hopefully be able to attend future meetings. That makes a big difference at the UN – UN officials like to speak to someone they have met before – this helps them to feel more trusting of your organisation and therefore more friendly and open to sharing information and taking action.

“ **Say:** If your usual advocacy colleague is not available, it is a good idea to bring someone else to the meeting anyway – even if they are much less experienced, as they can take notes and will remember different parts of the meeting.

? **Ask:** What are some things to think about when working with a partner in a meeting?

Make sure all these are covered in the participants' answers and your short discussion. You can write them on flipchart paper or a board if you like.

- eye contact
- planning who will say what
- referring to your partner
- knowing your roles
- Listening and adapting your message to the audience as the meeting unfolds

MEETING STRUCTURES (15 MINS)

“ **Say:** Let's look at how to structure meetings.

Meetings can be anything from 1 minute (in the corridor) to 1 hour (in someone's office). You should try and be ready for all of these potential lengths. You will use the same messages, but can expand on them depending on the time limit. Meetings with diplomats at the UN Human Rights Council in Geneva usually happen at the Serpentine café and usually last about 20 minutes.

SHOW SLIDE 77:

MEETING STRUCTURES

Meetings are structured very similarly to short briefing paper structures:

- Introduction (and briefing paper)
- Background of issue
- 3 points
- Ask
- Thanks and Follow-up

“ **Say** this to explain the slide:

1. You need to **introduce** yourselves and hand them your **briefing paper** (if you have one)
2. Then talk briefly about the **background to your issue of concern** (the situation in your country or for your people) – this should be brief. Do not go into the historical situation of your people – if the person you are meeting with wants to know about this, they will ask. These people are ready to work on current issues, so going too far back in time will make them think that you are wasting their time!
3. Then say the **three points** that you have already decided are your key messages for that advocacy trip.
4. Make sure that you specifically **ask** for their support in changing the situation, and tell them how you think they can do that.
5. End the meeting by **thanking** them and working out how you can keep in touch – suggest that you can **follow up** and email them more information, including an e-copy of the briefing paper. Get their contact details!

ROLE PLAY (45 MINS)

“ Say: We are now going to practice this meeting structure by doing a short role play.

Split the participants into small groups.

Give each group one of the two scenarios below (you can either tell them the scenario, or print it beforehand to give to them – see Appendix H). Ask them to spend 5-10 minutes preparing what they will say. It is ok if more than one group has the same scenario. It will be interesting to see how they both handle it differently.

When they are ready, set up the room so that it looks like a meeting space – a desk with one chair on one side and two chairs on the other. Then you or one of your colleagues takes on the role of the person they are meeting.

Ask everyone else in the room to watch and listen. Let the role-play go on for a few minutes.

After they are finished, talk about what went well and what they think could have gone better. Ask the people who were in the role-play about how they felt it went. Ask the other participants who were watching about how well it went. Then repeat this with all the other groups.

SCENARIO 1:

The state where many of your people live has been targeting artists, writers and musicians for the content of their work, which the state says is anti-state. The UN Human Rights Council will soon be reviewing the state using the UPR mechanism. You have asked to have a meeting with the UK mission [you can choose another mission if it suits your group better] to Geneva about this. Work out as a group what your three asks will be, and plan the meeting.

Remember: Intro, background, 3 points and asks, end + follow-up.

Tips for Trainer: *When you are playing the diplomat, you should seem bored at first (maybe you even answer your cellphone a few times!) so that they really have to work to get your interest. You are waiting to hear why the UK should care about this. If/when they start to talk about that, then you can become interested.*

SCENARIO 2:

The statistics from the state in which your people live show that your people are much more likely to be tortured in prison than people from the majority group. This figure has worsened every year for the past three years and you think the situation is becoming urgent. There is a political prisoner called Mr. H who is from your people. You are very worried about his safety and security. You are meeting with the Special Rapporteur on Torture's office to explain the situation and to ask them to take action.

Work out as a group what your three asks will be, and plan the meeting.

Remember: Intro, background, 3 points and asks, end + follow-up.

Tips for Trainer: *When you are playing the Special Rapporteur on Torture's staff member, you are very busy, so keep checking your watch. The team need to persuade you that their issue is important and that you need to spend time on it.*

ELEVATOR PITCH (20 MINS)

“ Say: Now try your pitch again – you just bumped into the person that you want to meet with, but they don't have time for a full meeting so you only have the elevator ride in which to tell them your concerns. You have 60 seconds. Go!

Get the groups to do this quickly, without practicing. They should nominate a group member.

“ Say: This exercise shows that it is very useful to know what your messages are so that you can deliver them, even if you are caught by surprise!

SESSION 16: MEDIA AND SOCIAL MEDIA STRATEGIES



Time: 2 hours 10 minutes.



What you need: Whiteboard or flipchart paper and pen; Slides 78-89.



Activities: 1. Brainstorm on social media and news media; 2. Turning messages into soundbites.



Purpose: To learn how to get the most out of UN advocacy work by talking about it on social media and media.



Say: Using the news media and social media can really help us amplify what we are doing at the UN to have impact outside of the UN. We use them for different purposes.



ACTIVITY: SOCIAL MEDIA AND NEWS MEDIA USES (10 MINS)

Draw two columns on a piece of flip chart paper or a board labelled 'Social Media' and 'Media', then ask the group what they think their group could use social media and media for. Write their answers under the relevant column. Answers could be:

Social media (e.g. Twitter, Facebook): encouraging other groups to join coalition; spreading awareness among and inspiring your supporters, encouraging new supporters – doing so community building (support base for your cause), getting donations for your work; being picked up by media; fostering interactions with a larger audience; distributing information that may be otherwise organised by traditional media channels.

News Media: Putting more pressure on a state to change; raising awareness about the situation of your people.



Say: Let's start with the news media.

NEWS MEDIA (20 MINS)



SAY AND  SHOW SLIDE 78:

PRESS RELEASE

In order to check if we have a good news story, we have to ask ourselves:

1. Is there anything 'new' in my story?
2. Is there anything unusual or unexpected about it?
3. Would this be of interest to anyone outside my organisation?
4. Will anyone actually care?

“ SAY AND SHOW SLIDE 79:

WRITING A PRESS RELEASE

Write a good headline: This should sum up what the news story is about in a short, effective way.

Your first line of the press release is the most important. Get as many of the ‘five Ws’ (who, what, where, why and when) in the opening line of your press release as you can. Your first line should be a summary of the story (in no more than around 15-20 words) and read like the opening of a news story.

Be concise: The ideal length of a press release is about an A4 side or about 300 to 400 words.

Using quotations: These should be used to provide insight, not information, and sound like a real person said them. They should not be full of jargon or technical language, and also preferably they should be no longer than one or two sentences.

“ SAY AND SHOW SLIDE 80:

CRUCIAL INFORMATION

Make sure there is also:

- **Date of issue** (you can send it to journalists and tell them not to make the information public until a certain date. You say “Embargoed until xxxx date”.)
- **Contact details** – name, organisation name, contact details (email address and cellphone number), and languages spoken should be supplied for at least one person, so that journalists know who to contact for more information or an interview.
- **Background information** add a paragraph at the end about the background and current situation in your region/ community – very concisely. Or at least a link for further information. The reason is that not all journalists will understand the context.

Send it – but make sure your email subject line has “Press Release” in it, as well as the “headline”!

MEDIA INTERVIEWS

“ **Say:** Once you have got a journalist interested, they will probably want to speak to a representative of your group. It is important to be prepared for this – to know what it is that you want to say and how to say it. So now we are going to look at doing media interviews.

SOUNDBITES (10 MINS)

? **Ask:** What is a sound bite?

Get participants to shout out answers, then tell them the answer if they didn’t guess.

“ **Say:** A soundbite is a short verbal statement where you get your messages across to the media. They are what you see on TV when someone is asked one or two questions.

? **Ask:** How long do you think the average sound bite is?

Take a few answers and then tell them:

“ **Say:** The answer is 9 seconds. This is about the same length as a tweet of 140 characters.



ACTIVITY: TURNING MESSAGES INTO SOUND BITES (20 MINS)

Ask participants to take their already prepared messages from the previous session and try and make soundbites from them.



Say: Look at your messages and find ways to say them 3 in 9 seconds – do not speed up your voice. You may have to edit them to be shorter. Make sure you are saying them in normal everyday language.

Do not get the participants to share their soundbites yet. Tell them to keep the sound bites they make, because they'll use them soon.

CONTROLLING THE INTERVIEW (20 MINS)



SAY AND  SHOW SLIDE 81:

CONTROLLING THE INTERVIEW

The key with a media interview is getting across your messages, what you want to say (not what the interviewer wants to know about). You can use any questions they ask you and turn it into you saying your message, using this simple formula:

Acknowledge: You acknowledge their question

Bridge: you link from their question Bridge to what you actually want to talk about

Message: then say your message that you have prepared in advance



SAY AND  SHOW SLIDE 82:

CONTROLLING THE INTERVIEW

Example

Imagine the message we want to get across is that the Chinese government needs to stop immediately the forced resettlements of Tibetan nomads, and that countries around the world need to work together to make this happen.



SAY AND  SHOW SLIDE 83:

SAMPLE MEDIA QUESTION 1:

China is now one of the world's greatest powers, how can your group have any effect whatsoever?

Acknowledge: China is strong,

Bridge: but it is a member of the international community,

Message: so it needs to play fair, and a group of states concerned about the fact that Tibetan nomads are being forcibly resettled by China should be working together to stop this happening.

“ SAY AND SHOW SLIDE 84:

SAMPLE MEDIA QUESTION 2:

China has brought great changes to Tibet, including more infrastructure. Are things really as bad as you say they are?

Acknowledge: China's development work in Tibet has only really benefited the Chinese government and Han workers.

Bridge: on the other hand...

Message: Tibetan nomads are being forcibly resettled in the name of progress, and it is urgent that like-minded states work together to challenge China on this and help prevent this human rights violation on the roof of the world.

ACTIVITY: SOUNDBITES (20 MINS)

Split the group into pairs, and get them to practice asking each other questions, and answering. After each answer get the pairs to discuss whether the interviewee managed to do the 'Acknowledge, Bridge, Message' format.

Ask for volunteers to demonstrate some of their questions and answers and discuss the answers as a group.

SOCIAL MEDIA STRATEGIES (30 MINS)

“ **Say:** We are now going to focus on how to use social media to amplify our messages at the UN.

“ SAY AND SHOW SLIDE 85:

SOCIAL MEDIA AND UN ADVOCACY

We can use social media to highlight and strengthen our UN work. Social media can be used to:

- increase the speed, reach and effectiveness of our communication and mobilisation efforts.
- encourage other groups to join our coalition
- spread awareness among and inspire our supporters
- encourage new supporters
- get donations for our UN work
- be seen and contacted by news media
- spread information that may be ignored by more traditional media channels

TWITTER

“ **Say:** Let's look at Twitter first. When a session relevant to your issue of concern is on at the UN (e.g. a UPR review of the state where your people live, or a human rights treaty body review of the state) then you can attend the session and 'live tweet' about what is being said.

“ SAY AND SHOW SLIDE 86: (The slide below has extra text for the trainer to say.)

TWITTER TIPS

- Follow friendly human rights NGOs and UN entities on Twitter and then retweet or reply to some of their posts. This is a way to raise your profile and be seen to be one who knows about these issues, as they will most likely follow you back and reply as Twitter is a highly interactive space.
- Make sure that you are reporting accurately. If you are not sure or can't remember what was said in the moment, then don't post!
- Find out what the hashtags are that are being used to describe that particular event by other groups too (e.g. #ChinaUPR2017, or #IranUNCAT) and use them – this makes sure you are seen by people looking at this topic on Twitter and so you are likely to have more people engage with your posts (e.g. sharing and commenting on them). This is also useful to keep up to date with what is being said at the session.
- Tweet about your UN work, keep your followers up to speed you're your progress

FACEBOOK

“ **Say:** You can use your Facebook group page to raise awareness about your UN work, and share information about what is happening there relevant to your people by posting text and photos and links to articles about your UN work.

“ SAY AND SHOW SLIDE 87: (The slide below has extra text for the trainer to say.)

FACEBOOK TIPS

- Photographs get more response, so if you want to get some information across to people, it's a good idea to use a photo along with text. When you are at the UN, post photos of you in front of iconic UN backdrops (like the flags) to show your followers that you are there. Remember to be wary of where you can take photographs, for example if you take a photo with a UN official, ask if it is alright for you to post it to Facebook.
- Remember that a lot of your audience does not know much about the UN mechanisms, so don't write lots of acronyms that they won't understand.
- You can also find articles that are relevant to your work at the UN and share them, again with a short explanation.
- Share interesting events you are attending, whilst on Twitter you can post many, frequent posts on Facebook one post summarising what was talked about at the session or event is sufficient.
- Hashtags are also important here, check the Hashtags for the particular event you are at.

INSTAGRAM

“ **Say:** Many NGOs and human rights activists are starting to use Instagram for their advocacy work, to keep their followers up to date with their advocacy; reach out to larger audience and get donations for your UN work.

“ SAY AND SHOW SLIDE 88: *(The slide below has extra text for the trainer to say.)*

INSTAGRAM TIPS:

- Instagram is image-based, therefore here is the perfect space for you to post one or two pictures each day of events you are attending and iconic UN backdrops.
- Instagram also has the ‘live stories’ element where you can post videos to your account that will last only 24 hours. This is a good way of giving a real-time idea to your followers of your UN advocacy work. Here it would be good to film the room of an event you are in, with some short comments.
- Remember to follow other NGOs with principles similar to yours, like other accounts’ photos and watch their stories to network and foster dialogue with like-minded organisations.

SNAPCHAT

“ **Say:** Snapchat is the popular mobile app that allows you to send videos and pictures, both of which will self-destruct after a few seconds of a person viewing them. Showcasing ‘Snapchat Stories’, similar to the Instagram ‘live stories’ are a 24-hour collection of all your snaps that’s broadcasted to the world or just your followers, of unique content; such as important activities and events as they happen. It is a very immediate way of disseminating exciting news to friends or followers, and is one of the highest-grossing social media channels in the world, with a far younger audience than the other three – so it depends largely on who you want to target. Snapchat is a bit less prone to community building than other social media channels, but a good tool to experiment with nonetheless.

“ SAY AND SHOW SLIDE 89: *(The slide below has extra text for the trainer to say.)*

SNAPCHAT TIPS:

- Similarly to Instagram, upload short videos of events you are attending or activities at the UN with a short comment.
- Good way to show an insider angle into your UN advocacy work – Snapchat is a far more informal social media.
- A good idea to show behind the scenes shots of your work. Make sure to maintain a balance between more personal reportage of your UN advocacy, whilst remaining professional.
- The video clips can be a maximum of 10 seconds long, so make it count! Videos must be brief quotes or quick pictures which give an insight into your UN work.

? **Ask:** Have any of you had successful experiences using social media for raising awareness? Please share the stories and also let’s talk about what would be good for our group to do using social media for our UN work.

Lead a discussion on these points above.

APPENDICES

APPENDIX A

LIST OF USEFUL ORGANISATIONS:

THE UNREPRESENTED NATIONS AND PEOPLES ORGANIZATION (UNPO)

The Unrepresented Nations and Peoples Organization (UNPO) is an international, nonviolent, and democratic membership organisation. Its members are indigenous peoples, minorities, and unrecognised or occupied territories who have joined together to protect and promote their human and cultural rights, to preserve their environments, and to find nonviolent solutions to conflicts which affect them.

<http://unpo.org>

UPR-INFO

UPR-info is an NGO in Geneva that supports states and civil society groups throughout the UPR process to do advocacy. They pay for civil society organisations to come from the countries under review. UPR-info works on 2 states each Human Rights Council session. It is worth checking with them to see if they are working on your state and if they can support you to engage. If civil society members cannot safely come from the state itself, then UPR-Info will also work with groups that are based outside the country, e.g. Tibetan groups.

Where it is possible, they also follow up in the countries with the civil society organisations they hold workshops and arrange a dialogue day where government, civil society, parliament together come up with a national action plan for implementing the UPR recommendations.

<https://www.upr-info.org/en>

UPR report submission deadlines for 3rd cycle review:

https://www.upr-info.org/sites/default/files/general-document/pdf/deadlines_stakeholders_submissions_by_country_3rd_cycle.pdf

INTERNATIONAL SERVICE FOR HUMAN RIGHTS

International Service for Human Rights is a Geneva-based independent, non-governmental organisation dedicated to promoting and protecting human rights. They achieve this by supporting human rights defenders, strengthening human rights systems, and leading and participating in coalitions for human rights change.

<http://www.ishr.ch>

MINORITY RIGHTS GROUP INTERNATIONAL

Minority Rights Group International (MRG) is an international human rights organisation founded with the objective of working to secure rights for ethnic, national, religious and linguistic minorities and indigenous peoples around the world. MRG raises awareness of minority rights issues based on research, publication, and by providing information to the public. Their headquarters are in London, with offices in Budapest and Kampala.

<http://minorityrights.org/>

INDEPENDENT DIPLOMAT

Independent Diplomat is a non-profit organisation that give advices and assistance in diplomatic strategy and technique to governments and political groups - such as providing 'freelance' diplomats to unrecognised governments (i.e. governments of seceded or proto-states that do not (yet) have international recognition, and usually have little experience in dealing with international bureaucracy). It works to enable broader participation in diplomatic forums such as the United Nations, European Union, African Union, etc.

<https://independentdiplomat.org/>

SOCIETY FOR THREATENED PEOPLES

Society for Threatened Peoples STPI, or Gesellschaft für bedrohte Völker-International, GfbV-International in German, is an international NGO and human rights organisation. STPI aims to protect and raise awareness for the plights of minority peoples around the world who are threatened by oppressive governments. It has branches in Germany, Austria, Switzerland, Italy, Bosnia and Herzegovina and Iraqi Kurdistan.

<https://www.gfbv.de/en/>

continued...

THE CENTRE FOR DOCUMENTATION, RESEARCH AND INFORMATION (DOCIP)

Docip is a Swiss not-for-profit foundation whose primary objective is to support Indigenous Peoples in defence of their rights, mainly within the framework of the UN and European institutions. Docip receives and disseminates information regarding Indigenous Peoples on a daily basis, also performing searches on behalf of Indigenous Peoples-or any other civil society actor-of legal documents, UN periodic reports, international doctrinal texts and legal instruments, practical guides, historical documents.

<https://www.docip.org/en/>

THE QUAKER UNITED NATIONS OFFICE (QUNO)

The Quaker United Nations Office (QUNO) is a non-governmental organisation representing the Religious Society of Friends (Quakers) at the United Nations. QUNO staff work with people in the UN, multilateral organisations, government delegations and non-governmental organisations to advocate for changes in international standards and practice.

<http://www.quno.org/>

APPENDIX B

FURTHER READING

THE UNITED NATIONS AND HUMAN RIGHTS

Freedman, R. (2013). *The United Nations Human Rights Council: a critique and early assessment*. London, Routledge.

Pease, K. K. (2016). *Human Rights and Humanitarian Diplomacy*. Manchester, Manchester University Press.

Weiss, T. and S. Daws, Eds. (2008). *The Oxford Handbook on the United Nations*. Oxford, Oxford University Press.

SELF-DETERMINATION

Akram, S. (2014). "Self-Determination, Statehood, and the Refugee Question Under International Law in Namibia, Palestine, Western Sahara and Tibet." *Still Waiting for Tomorrow: The Law and Politics of Unresolved Refugee Crises*. Cambridge Scholars Publishing, Chapter 4: 75-140

Anan, K. (1999) *Two Concepts of Sovereignty*. The Economist, 16 September 1999
<http://www.economist.com/node/324795>

Buchanan, A. (2004). *Justice, legitimacy, and self-determination: Moral foundations for international law*. Oxford, Oxford University Press

Castellino, J. (1999). "Territory and Identity in International Law: The Struggle for Self-determination in the Western Sahara." *Millennium: Journal of International Studies* 28(3): 523-551.

Dulaney, A. G., et al. (1998). *The Case Concerning Tibet: Tibet's Sovereignty and the Tibetan People's Right to Self-determination*. New Delhi, TPPRC.
http://www.tibetjustice.org/reports/sovereignty/the_case_concerning_tibet-updated2013.pdf

Elden, S. (2006). "Contingent Sovereignty, Territorial Integrity and the Sanctity of Borders." *The SAIS Review of International Affairs* 26(1): 11-24.

Inman H. A. and Sharp, W. G. (1999) 'Revising the U.N. Trusteeship System – Will It Work?' *American Diplomacy, September 1999*. http://www.unc.edu/depts/diplomat/AD_Issues/amdipl_13/inman_somalia.html

Moore, M., Ed. (1998). *National self-determination and secession*. Oxford, Oxford University Press.

UN Department of Political Affairs. *UN and decolonisation*. <http://www.un.org/en/decolonization/index.shtml>

UN General Assembly agenda items. **No. 35-8, work related to the non-self-governing territories**.
<http://www.un.org/ga/61/issues/ps.shtml>

UN OFFICE OF THE HIGH COMMISSIONER FOR HUMAN RIGHTS:

General Comment No.12, the right to self-determination of peoples (Art. 1), 1984.
<http://www.refworld.org/docid/453883f822.html>

General Recommendation No. 21, right to self-determination, 1996.

<http://www.uio.no/studier/emner/jus/humanrights/HUMR5508/v12/undervisningsmateriale/General%20Recommendation%20No21-self-determination.pdf>

UNPO on self-determination. <http://www.unpo.org/section/2/2>

APPENDIX C

THEORY OF THE CASE HANDOUT

UNREPRESENTED DIPLOMATS TRAINING PROGRAM¹



Tibet Justice Center



THEORY OF THE CASE²

‘Theory of the case’ is a concept used by lawyers to work on and present their client’s cases to the court. It works well as a tool for civil society advocacy too, especially because we are dealing with legal instruments such as international laws and human rights treaties.

THEORY OF THE CASE

- It is a way of presenting your key issues “that describes what happened and why, in a way that is persuasive both to the mind and to the heart.”³
- It means thinking about the essence of your issue – saying it in just one or two sentences. It is a position that you would then advance through all of your advocacy – e.g. through your written submissions, through your press work and oral interventions etc.
- Having a theory of your case helps you to move from one UN legal mechanism to another, so that you’re building a movement around a central theme about your work.

How do you identify the most important facts that should go into your theory?

It helps to use the acronym **COMPASS** in order to breakdown your issue into a theory of the case. Your case theory should be:

Comprehensive | **Persuasive** | **Acceptable** | **Simple** | **Sufficient**

Comprehensive – Your theory should incorporate as much information that is core to your issue as possible, using carefully-chosen phrases that sum up your issue well. A comprehensive theory cannot include all facts and legal issues, so you will need to prioritize the critical issues and facts that illustrate the core of your situation. The more comprehensively the theory explains facts and law, the more likely it will be believed, and by a larger audience. The difficulty in crafting a comprehensive theory is that it still has to remain brief so that it is adaptable to many contexts, and memorable for your audience.

Persuasive – Your theory needs to be persuasive. This means that of all the possible reasons or rationales that can explain what is happening or has happened in the situation underlying your advocacy, your explanation is the most believable and convincing. The more you can incorporate about events and reasons into your theory, and refute explanations that go against it, the more persuasive your theory will be. This requires taking into account explanations that are put forward by people or governments that oppose your position – you want to find a way to include critical opposing explanations into your theory to persuade those who would otherwise agree with ‘the other side.’

Acceptable – This means your theory should respond to what people believe is the way the world works. Humans have a tendency to believe things, whether they're fact or not. Everyone holds to certain beliefs about the world. People who hear it will react more positively if it is packaged in a way that they can accept or understand it from their own point of view. This will therefore change depending on the audiences that you have.

Simple – Do not include lots of detail or complexity in your theory. You are trying to find the core of your issue – almost the one sentence that sums it up. The sentence or sentences should be framed in a way to be memorable and short enough to be used again in many different contexts.

Sufficient – This is the legal element and it means that your theory of the case should comply with and should conform to the legal requirements or the legal elements that you are working with. i.e. it needs to make sense in relation to the articles of the treaties and mechanisms you are engaging.

Think very systematically and brainstorm with your collaborators to come up with a theory that will carry through your strategy in the entire UN system. It will have a central theme, but you can adapt it for different mechanisms.

Once you have thought about your issue using COMPASS, you should be able to write your issue down in one or a few sentences, which will be the core of your theory of the case. We call this the summary.

You will then need to use your research and evidence to back up your theory of the case.

EXAMPLE 1: BALOCHISTAN

Issue: In a village in Balochistan the Iranian Government had been arresting and jailing men after quick trials – in some families all men had been arrested. The oldest daughter of one of the detained men wrote an open letter to the Chief of military operations of the province of Sistan and Balochistan demanding justice under the Iranian constitution. She didn't get any response. This left the community feeling even more angry with the government because although the government claimed that there was a legal system, and protection for individuals, it neither afforded the arrested men a fair trial, nor responded to the daughter's accusations.

Theory of the case (the way in which to present this situation to states and UN bodies)

Summary: 'The Iranian government is failing to comply with its own constitutional requirements'

BALOCH THEORY OF THE CASE:

Presenting this Issue as a 'Theory of the Case':

"The Iranian Government's claims of a constitutional system ring hollow when it comes to the Baloch people: it has failed to provide constitutionally-required fair trials or even minimum due process to Balochi men subjected to arrests and detention, and even refuses to respond to requests for accountability from family members."

This is **comprehensive** – it covers the issue. It is **persuasive** – everyone, including members of the government, can agree that a State should be complying with instrumental human rights instruments, and particularly with the rights set out in its own constitution. It is **acceptable** – people believe that state governments should adhere to their own constitutions. It is **simple** – instead of getting into details about the arrests initially, the one sentence theory is clear. It is **sufficient** – it relates to Iran's own legal requirements and also presumably to international human rights laws.

Evidence: In this example, the advocate chose to read aloud a letter from the detained man's daughter to the Iranian President demanding justice under the Iranian Constitution. This could be backed up by research on the situation in Iranian Baluchistan, and indicating exactly where the Iranian Government is violating both international laws and treaties, and the rights enshrined within the Iranian constitution.

EXAMPLE 2: TIBET

Issue: Tibetans in Tibet are denied access to most human rights by the Chinese government. Tibetans suffer policies designed to eradicate their language and culture, and face specific persecution with regards freedom of expression, assembly, association and movement. Torture is endemic in Chinese prisons.

Theory of the case summary: ‘China’s violations of Tibetans’ human rights originate in its refusal to afford the Tibetan people their inalienable right to self-determination under Article 1 of both the ICCPR and the ICESCR’

We argued that denial of self-determination is connected to the denial of every other fundamental right. It is very versatile. We could take it to any Committee or expert focusing on human rights at the UN. We often speak about other issues too, but we use this theory of the case to frame what we are saying.

Evidence: We mentioned specific cases to demonstrate our theory – examples help officials to remember the issue. We made sure to tie the individual violations to the existence and cultural violence against the people in question more generally.

We took this theory of the case to the UN Committee on Economic, Social and Cultural Rights (CESCR), and to the UN Committee Against Torture (CAT).

How do you use your theory of the case?

When you develop talking points and questions for the UN member states or UN human rights treaty bodies or UN Special Procedures, go to your theory of the case, and pull out your key words and key themes from that. You might present them a bit differently each time, but the rationale of your case will be the same each time. The key is to repeat these words and themes as often as possible so that UN officials and diplomats become used to hearing the issues presented in this way and may themselves start to think and talk about the issues in that way too.

How do you take that theory that’s already out there in the public mind and convert it to your theory? It is often the case there is a dominant narrative about the issue in the public domain already. For example, in terms of the Palestinian situation there was a poll some time ago in the US that showed that the majority of Americans believed that the Palestinians were occupying Israel! Trying to change their minds will be a hard task, but it is possible. In this instance, you will not be completely free to construct your own theory. Instead you will have to combat the theory that’s already out there. But you can again use the COMPASS and the theory of the case elements in order to do that.



ACTIVITY

Think about your own groups’ issue in relation to the theory of the case.

Task:

1. Think about your issue using COMPASS and try to write your issue out in one sentence (max. three). Ask yourself if it is versatile enough – i.e. could you take it to many different UN entities and state governments?
2. List some of the different UN mechanisms and audiences who you could present your issue to.
3. List a few examples of evidence that you would use to back up your case.

1. www.unrepresenteddiplomats.org

2. Based on a session taught by Prof. Susan Akram of Boston University School of Law’s Human Rights Law Clinic.

3. Robert P. Burns, *A Theory of the Trial*, p37

APPENDIX D

ADVOCACY PLAN TEMPLATE

THEORY OF THE CASE

.....
.....
.....

IDENTIFIED ISSUES:

- 1.....
- 2.....
- 3.....

GOALS

- 1.....
- 2.....
- 3.....

UN OPPORTUNITY:

Targets: (who you will be speaking to, in order to create the change you want)

.....
.....

MESSAGES

Message 1:

.....
.....

Alternative version of message 1:

.....
.....

Message 2:

.....
.....

Alternative version of message 2:

.....
.....

APPENDIX E

ADVOCACY PLAN TEMPLATE – TIBET EXAMPLE

TIBET EXAMPLE

THEORY OF THE CASE

The human rights violations that occur in Tibet are all related to the fact that Tibetans do not have self-determination, and the Chinese government is determined to prevent them from having it.

IDENTIFIED ISSUES:

- Forced resettlement of nomads which destroys their cultural life, and endangers environment.
- Torture of Tibetan prisoners – often to death.
- Lack of access to Tibet for monitoring human rights situation.

GOALS

1. To end the policy of resettlement of Tibetan nomads by end of 2017.
2. To force China to launch an independent investigation into Tenzin Delek Rinpoche's death by June 2016.
3. To get the High Commissioner for human rights to visit Tibet in 2017.

UN OPPORTUNITY:

Follow up from CAT review of China in November.
UPR Mid-term point.

TARGETS:

Possible ally UN diplomats from Human Rights Council member states, including Canada, Japan, UK, Czech Republic, Hungary, Denmark, and Germany.

MESSAGES

MESSAGE 1

The Chinese government has officially said in state media that all 2.5 million Tibetan nomads will be resettled in the name of development, but as a leaked government document described, they actually wish to prevent the nomads carrying out political protests, and to grab their land for mining. The UN Special Rapporteur on Food said in 2012 that China should halt this resettlement policy immediately, and we ask that you take up that recommendation when you next speak to China about human rights.

Alternative version: China must end the forced resettlement of Tibetan nomads. Environmental scientists, including some Chinese scientists, say that the Tibetan nomads and their herds are necessary for maintaining the grasslands, yet the Chinese government peddles a lie that the nomads are damaging the grass, so that profitable mining companies can replace them. Tibet - the world's third pole - is at great risk. We ask that you press for China to stop this resettlement scheme.

MESSAGE 2

Torture is endemic in Chinese prisons, and according to xxxx Tibetan prisoners are tortured more than other ethnic groups in China. The Committee Against Torture brought up his case with China in November 2015, and recommended that they allow an independent investigation into his case. China accepted 4 recommendations

continued...

related to torture during its UPR. As a sign that China is serious about human rights treaty compliance, we urge that you ask China to implement their accepted UPR recommendations on torture and to investigate Tenzin Delek's case.

Alternative version: Tenzin Delek Rinpoche was imprisoned on false charges in 2002 based on testimony from his cousin extracted by the use of torture, and after 13 years in detention, during which he was denied medical parole, he died in July 2015 under unexplained circumstances. He was the highest profile Tibetan prisoner at the time of his death, and if his case isn't addressed by the international community it will directly endanger all other political prisoners. China accepted 4 recommendations related to torture during its UPR. We urge that you ask China to implement their accepted recommendations on torture and investigate Tenzin Delek's case.

MESSAGE 3

It is very difficult and dangerous to get information out of Tibet as the Chinese government controls the media and internet and has a huge surveillance apparatus, as described in Human Rights Watch's recent report. It is really crucial that independent monitors are allowed access to Tibet. The High Commissioner for Human Rights is keen to visit, and China accepted a UPR recommendation that specifically said such a visit would include Tibet. We ask that you push for this to happen, as it would strengthen human rights in Tibet, but also the High Commissioner's ability to work on these issues, and the UPR process too.

Alternative version: During its last UPR, China accepted a recommendation that the The High Commissioner for Human Rights would visit China and Tibet. As news from Tibet is heavily monitored and controlled, it is vital that independent human rights experts can travel there and assess the situation. Such a trip would also demonstrate that China is serious about its place on the Human Rights Council. We ask that you push for this to happen.

APPENDIX F

UN MECHANISMS ACTIVITY – LABELS AND MAP (FOR DAY 2 ACTIVITY)

Print or photocopy these mechanisms and cut them out for the activity.
There should be a set for each group of people.



SECRETARIAT

SECURITY COUNCIL

GENERAL ASSEMBLY

ECOSOC (NGO COMMITTEE)

SECRETARY GENERAL

HIGH COMMISSIONER FOR HUMAN RIGHTS (AND STAFF – OHCHR)

HUMAN RIGHTS FIELD OFFICES

HUMAN RIGHTS COUNCIL

UPR

EXPERT MECHANISM ON THE RIGHTS OF INDIGENOUS PEOPLES

CHARTER-BASED BODIES

TREATY BASED BODIES

FORUM ON MINORITY ISSUES

PERMANENT FORUM ON INDIGENOUS ISSUES

SPECIAL PROCEDURES

CAT

CESCR

CEDAW

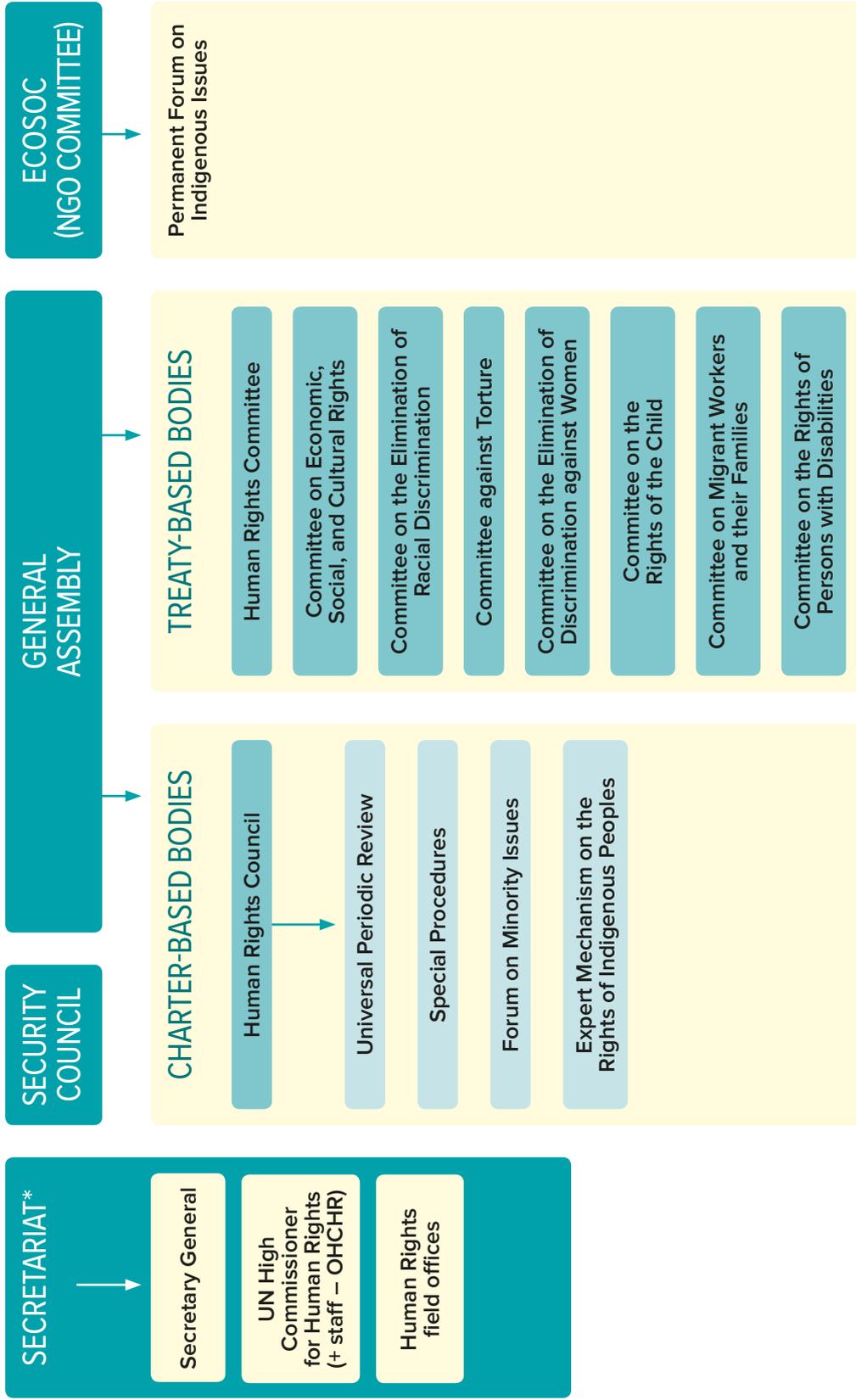
CRC

CERD

HRC

STRUCTURE OF THE UN HUMAN RIGHTS MECHANISMS

Note: This diagram is not exhaustive. It highlights the major human rights bodies and mechanisms which are covered in this training.



APPENDIX G

SCENARIOS FOR SESSION 6 ACTIVITIES

ACTIVITY: WHICH UN SPECIAL PROCEDURES?



EXAMPLE 1.

An activist from your community was forced into a car by two plain-clothed men when he carried out a lone non-violent protest against mining in his region. His whereabouts are currently unknown and no charges have been brought against him yet. The security forces in this country are known to disappear people and torture them.

EXAMPLE 2.

Your people are a minority religious group. They have recently been ordered not to attend their places of worship. Three women were recently arrested for trying to enter a sacred building in an act of protest against this new order.

EXAMPLE 3.

People from a rural part of your country have been protesting mining of sacred hills in the region. They say that it disrupts the local gods, and that it is also turning the water bad. The state security forces use tear gas and rubber bullets against them, and a number of people have been arrested without charge.

EXAMPLE 4.

Your people live on land that is believed to contain oil. Militias rumoured to be sponsored by the state have been raping women in the villages, using sexual violence to intimidate people into leaving their villages and land. The land is then used for oil exploration.

ACTIVITY: WHICH UN MECHANISMS?

SCENARIO 1:

In country X, the government has banned free speech, and has been arresting journalists in the past 2 weeks. Last week Ms. Poi, the editor of the main national newspaper disappeared and you strongly suspect the government is to blame. Country X had its last UPR review 2 years ago.

SCENARIO 2:

In Country Y, mining companies have been illegally occupying land and have been violent towards local villagers. Last week, three prominent human rights defenders who had been protesting the mining received death threats from unknown sources, but they suspect from the mining company or the government. The government has been ignoring what the mining company has been doing, and many believe that they are profiting from the mining. Country Y's next UPR will take place in 2 months. Country Y's government recently submitted a report to the Committee on Economic, Social and Cultural Rights.

APPENDIX H

SCENARIOS FOR SESSION 12 ACTIVITY



ACTIVITY: ROLE PLAY



SCENARIO 1:

The state where many of your people live has been targeting artists, writers and musicians for the content of their work, which the state says is anti-state. The UN Human Rights Council will soon be reviewing the state using the UPR mechanism. You have asked to have a meeting with the UK mission [you can choose another mission if it suits your group better] to Geneva about this. Work out as a group what your three asks will be, and plan the meeting.

Remember: Intro, background, 3 points and asks, end + follow-up.

SCENARIO 2:

The statistics from the state in which your people live show that your people are much more likely to be tortured in prison than people from the majority group. This figure has worsened every year for the past three years and you think the situation is becoming urgent. There is a political prisoner called Mr. H who is from your people. You are very worried about his safety and security. You are meeting with the Special Rapporteur on Torture's office to explain the situation and to ask them to take action. Work out as a group what your three asks will be, and plan the meeting.

Remember: Intro, background, 3 points and asks, end + follow-up.

APPENDIX I

ADDITIONAL INFORMATION ON UN MECHANISMS FOR MINORITY GROUPS AND INDIGENOUS GROUPS

Below are details of three UN mechanisms that are focused on indigenous and/or minority rights that you may want to consider engaging with.

1. UN FORUM ON MINORITY ISSUES

The UN Forum on Minority Issues was established in 2007 under Human Rights Council resolution 6/15. It provides a platform for promoting dialogue and cooperation on issues pertaining to national or ethnic, religious and linguistic minorities, as well as thematic contributions and expertise to the work of the Special Rapporteur on minority issues. The Forum identifies best practices, challenges, opportunities and initiatives for the further implementation of the Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities.

The Forum meets annually for two days in Geneva, usually in late November. Each year the Forum focuses on a different theme. The work of the forum is guided by the Special Rapporteur on minority issues, and they report on the thematic recommendations of the Forum to the Human Rights Council.

Registration is through the Forum's website: www.ohchr.org/EN/HRBodies/HRC/Minority/Pages/ForumIndex.aspx and ECOSOC status is not needed in order to register for or attend the Forum. Representatives of minority communities can make three minute oral interventions related to that year's theme during the Forum sessions. They can also organise a side-event, related to the general theme of the year, although slots are very competitive as the Forum only runs for two days.

2. UN PERMANENT FORUM ON INDIGENOUS ISSUES (UNPFII)

The UN Permanent Forum on Indigenous Issues (UNPFII) is a high-level advisory body to the Economic and Social Council. The Forum was established in 2000 by resolution 2000/22, and the first meeting was held in 2002. The Forum has a mandate to deal with indigenous issues related to economic and social development, culture, the environment, education, health and human rights. The Permanent Forum is one of three UN bodies that is mandated to deal specifically with indigenous peoples' issues. The others are the Expert Mechanism on the Rights of Indigenous Peoples and the Special Rapporteur Rights of Indigenous Peoples.

The UNPFII meets annually for two weeks, at the UN Headquarters in New York, usually in April/ May. Each session is thematically focused on a specific issue

Participation in the sessions of the Permanent Forum is open to NGOs in consultative status with ECOSOC, indigenous peoples' organizations (IPOs) and academic institutions. All participants need to pre-register for the sessions of the Permanent Forum. Online pre-registration tends to begin in January or February on the website of the Permanent Forum (<https://www.un.org/development/desa/indigenouspeoples/unpfii-sessions-2.html>). Pre-registration closes about 2-4 weeks before the session starts. Participants can organise side-events, but these are highly competitive and early applicants tend to be given precedence.

3. THE EXPERT MECHANISM ON THE RIGHTS OF INDIGENOUS PEOPLES (EMRIP)

The Expert Mechanism on the Rights of Indigenous Peoples (EMRIP) was established by the Human Rights Council in 2007. The Expert Mechanism is made up of seven independent experts on the rights of indigenous peoples who are appointed by the Human Rights Council.

The Expert Mechanism provides the Human Rights Council with expertise and advice on the rights of indigenous peoples as set out in the United Nations Declaration on the Rights of Indigenous Peoples, and assists Member

continued...

States, upon request, in achieving the ends of the Declaration through the promotion, protection and fulfilment of the rights of indigenous peoples.

The Expert Mechanism holds an annual session, usually in July, in which representatives from states, indigenous peoples, indigenous peoples' organisations, civil society, inter-governmental organisations and academia take part. The Special Rapporteur on the rights of indigenous peoples and a member of the Permanent Forum on Indigenous Issues are invited to attend the annual session of the Expert Mechanism to enhance coordination and cooperation between the mechanisms.

Funding for representatives of indigenous communities and organisations to attend the Expert Mechanism can be sought from the Voluntary Fund for Indigenous Peoples.

See more information at:

<http://www.ohchr.org/EN/Issues/IPeoples/EMRIP/Pages/EMRIIndex.aspx>

APPENDIX J

UNREPRESENTED DIPLOMATS SECURITY FACTSHEET

REPORTING INTIMIDATION, HARASSMENT, AND REPRISALS AT THE UN HUMAN RIGHTS MECHANISMS

The **UN Secretary General** takes very seriously the issue of intimidation, harassment and reprisals against human rights defenders as a result of their UN-related advocacy work. Since 2010, the Secretary General has produced an annual report on intimidation, harassment, and reprisals. If you have experienced any such incidents due to your UN-related advocacy, you should send details of these to the following email id, to add to the Secretary General's report – reprisals@ohchr.org

As a general rule, you should report any incidents to the UN officers and mechanisms that the incident was related to.

The **UN Special Procedures** take intimidation, harassment and reprisals related to working with them very seriously. You should report any such incidents to them through their general email addresses, or through urgent-action@ohchr.org. They also have a webpage on the topic – <http://www.ohchr.org/EN/HRBodies/SP/Pages/Actsofintimidationandreprisal.aspx>

If the incident is connected to the **Human Rights Council** or the **UPR**, then report it to the Secretariat of the Human Rights Council and/or the Universal Periodic Review.

The **Treaty bodies** should also be contacted if the incident is related to their work. petitions@ohchr.org

The Secretariat and Chair of the **UN Forum on Minority Issues** or **UN Permanent Forum on Indigenous Issues** should be alerted if people are harassed in relation to those Forums.

INTIMIDATION OR DISTURBANCE OF PUBLIC SIDE EVENTS AT THE UN

- If you feel that the event is sensitive and that it might be disturbed (because of previous experience for example), you can send a note to the security and the conference services in advance, so that they can provide a security presence during the event.
- If the event has been disturbed by an individual, you can 1) call the conference services / the security (using the phone at the entrance of the room), 2) note the name or take a picture of the badge of the individual(s)
- In any case, incidents should be reported by sending a detailed factual report of what happened to:
HRC events: hrcouncil@ohchr.org, CC: hrcngo@ohchr.org / civilsociety@ohchr.org
UNFMI events: minorityforum@ohchr.org / civilsociety@ohchr.org

FURTHER INFORMATION

How to share information about incidents:

<http://www.ohchr.org/EN/Issues/Reprisals/Pages/HowToShareInformationAboutCases.aspx>

See also: <http://www.ohchr.org/EN/Issues/Reprisals/Pages/ReprisalsIndex.aspx>

International Service for Human Rights (ISHR) has a reprisals handbook, which helps activists to analyse their risks when engaging the UN mechanisms, and what to do if something happens –

https://www.ishr.ch/sites/default/files/article/files/ishr_reprisals_handbook_web.pdf

continued...

They also have a webpage on ending reprisals (<http://www.ishr.ch/news/protecting-human-rights-defenders-reprisals>), and they make annual submissions to the UN Secretary General (e.g. their 2017 submission – https://www.ishr.ch/sites/default/files/documents/reprisals_submission_may_2017_final_updated.pdf).

HIGH-RISK SITUATIONS

If you think you will be at high risk of reprisals when you return to your country as a result of your UN advocacy work, then think about taking precautions before you leave, for example:

- Arrange a safe house for when you return (somewhere the authorities won't easily find you)
- Use safe telephone numbers (phones that are unlikely to be tapped)
- Arrange check-in calls with colleagues at the same time every day.
- If things get really bad, there are also organizations that can provide travel grants to leave a country and go into exile for a period of time, e.g. 6 weeks or three months. There is an organization called Frontline Defenders that specializes in this. You can read about them before you go to Geneva – <https://www.frontlinedefenders.org/>

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