

UNDP Training Manual on Human Rights and Sustainable Human Development

Introduction

The manual was prepared jointly by the Management Development and Governance Division of the Bureau for Development Policy (MDGD/BDP) of UNDP and the Office of the High Commissioner for Human Rights (OHCHR) in accordance with the 1998 Memorandum of Understanding between the two organizations. Its preparation was undertaken in broad consultation with numerous human rights specialists and development practitioners. A number of the exercises were pilot tested in the regional workshops organized in 1999 by UNDP in collaboration with OHCHR.

The manual is expected to contribute to putting into operation **the human rights approach to programming** for UNDP which was outlined in the policy document, *Integrating Human Rights with Sustainable Human Development* issued in 1998. It is designed for use in training workshops and other learning activities by all UNDP staff as well as by others who are interested in the interrelationship between human rights and human development. Moreover, the Human Development Report 2000 focuses on the nexus between human rights and development.

In order to operationalize the UNDP policy on human rights and development, staff need to consider the following four points:

1. UNDP already has a mandate to respect and promote human rights which derives from its Mission Statement and the United Nations Charter.
2. The UN Secretary General has repeatedly stressed the importance of human rights as a cross-cutting issue that must be integrated into all of the UN's activities and programmes.
3. There is an extensive body of human rights principles, standards and mechanisms that inform the work of UNDP and are important tools for sustainable human development programming. Using the human rights framework will be a valuable methodological tool in strengthening people-centred, sustainable programmes.
4. While the work of UNDP already contributes to the enjoyment of human rights, integration of human rights with SHD requires systematic attention to human rights principles and standards in all policies, programmes and relevant activities of UNDP including programme stages of assessment, formulation, monitoring and evaluation.

The manual is presented in two parts.

Part I contains eight sections of activities and information that cover the full range of UNDP programming focus areas in the context of the human rights framework which are at the foundation of the United Nations itself.

Part II is a Resource Manual, containing all the basic human rights documents referred to in Part I, including the texts of human rights instruments, commentaries on the UN human rights system and explanatory monographs and essays on specific issues that impinge on both human rights and development. This is intended to serve not only as a

ready reference for the training and learning process, but also as a standard source of information for UNDP offices. It also has an extensive bibliography in the Reference Library.

The approach of the training manual derives from the recognition that UNDP, as an integral part of the United Nations system, ultimately bases its own existence and operation on the principles set out first in the Charter of the United Nations and enunciated with even greater precision in the Universal Declaration of Human Rights, Treaties, Declarations and Guiding Principles and the consensus emerging from various international summits and conferences, as well as decisions of bodies such as the General Assembly and the Commission on Human Rights. In short, human rights are central to the work of UNDP. In some ways, UNDP programme staff are not unlike Monsieur Jourdain, Molière's hero in the play, *Le Bourgeois Gentilhomme*, who discovered that he had been speaking prose all his life. As a result of using the material in this manual, UNDP staff will recognize that in many ways they have been supporting human rights for years without being fully aware of it. The difference now, however, is that staff will learn how to apply the human rights framework to strengthen their work that is already contributing to the enjoyment of human rights.

The design of Part I of the Manual, is based on **participatory methodologies**. The emphasis is on facilitator-guided activities and interactive exercises that enable participants to discover the information they need for themselves, rather than listening primarily to presentations. To the extent possible, the activities are based on real-life or realistic situations that either have already been encountered by UNDP staff or could very likely be encountered.

Each section of Part I begins with a **Facilitator's Introduction**. In a training workshop, this can serve as the basis for a formal presentation on the subject matter and themes dealt with in that section. Alternatively, a facilitator may prepare presentations based on the reference material cited at the beginning of the Facilitator's Introduction. A resource person or resource persons with expertise in the area dealt with by the section in question may also be invited to provide the introduction based on their own knowledge and experience. In addition, the Facilitator's Introduction can also serve to provide a good summary of major issues for individual learning and for participants who are preparing for a workshop exercise.

The **case studies** are drawn directly from UNDP programme documentation, including Country Cooperation Frameworks. As the materials from this manual are used in a participatory training situation, it is expected that participants will be able to contribute to a growing body of relevant case studies, drawing on their own experiences. **Scenarios** are somewhat fictionalized accounts of situations that UNDP staff might encounter in the needs assessment phase of programming. Some represent composite pictures of situations that may be encountered by many different country offices. Others reflect a desire to maintain anonymity for the country concerned, both to protect against possible problems with political sensitivities and to preclude snap judgements based on pre-conceived notions relating to the country in question.

A Menu of Activities

Within each section of the training module, there is a range of activities/exercises. Some are designed to be used with all UNDP staff, while others are tailored to meet the needs and specific interests of the staff, such as of the governance and gender focal points. Organizers of a training and learning programme will be able to select from the full range of activities provided

to create a structure that is fully suited to the participants' background knowledge of human rights and their learning goals. Activities are identified in the Section Guidelines as **core** (applicable to all participants and designed to impart essential information), **optional** (useful for staff with responsibilities which relate directly to the topic covered) and **advanced** (intended for staff who want to develop a deeper understanding of the issues and the instruments). Some, but not all activities have exercises of case studies presented in handouts. In some cases, a facilitator's guide is included with handout materials in order to provide extra information to assist the facilitator in giving feedback to the results of group work.

The training and learning materials presented in this manual are neither definitive nor final. The materials are intended to be an evolving package. Elements of the package can be adapted for workshops focusing on human rights in the development contexts of different countries or regions. An evaluation form is provided at the end of Part I. This will enable the facilitators and participants to add their own insights and information that will in turn provide guidelines for revisions and special additions. In particular, each UNDP country office can contribute by identifying case studies, examples and best practices which will add depth and richness to the entire package and make it more flexible and adaptable for future use.

Key Themes

Throughout the manual, the activities and presentation materials provided are designed to establish a well-rounded level of comfort and familiarity with the basic concepts of human rights and their application to the work of UNDP. In particular, it is important that every person who follows the training process understand the following aspects of the human rights approach:

- **Fundamental Principles**

Principles of human rights form the basis for the existence and operation of the entire United Nations system. The Charter of the United Nations begins with a recognition, of the importance of respect for, protection and promotion of human rights as necessary conditions for the establishment of international peace and security and for the promotion of social progress and improved living standards for everyone.

- **Universality and Non-Discrimination**

The rights which have been recognized in the various human rights instruments of the United Nations, beginning with the UN Charter, Universal Declaration of Human Rights, continuing through the International Covenant on Economic, Social and Cultural Rights and the International Covenant on Civil and Political Rights, and including all the Conventions, are all equally valid and important in every part of the world. Nor can some rights be excluded on the basis of contrary customs or practises. All UN member states have ratified voluntarily one or more of the human rights treaties and conventions. Thus, they have recognized and formally obliged themselves to uphold the universal principles of human rights set out in them. All human rights-- civil, cultural, economic, political and social-- are acquired at birth and belong equally to all human beings regardless of their race, colour, sex, language, religion, political or other opinion, national or social origin, birth or other status. They apply to **all people** wherever they may be found.

- **Interdependence/Indivisibility**

All rights are equally important, and the fulfilment or enjoyment of any one right, or set of rights, is dependent on the fulfilment or enjoyment of other rights. In the same way, the various United Nations human rights instruments, including the Universal Declaration of Human Rights, the Covenants and the Conventions are interrelated and interdependent.

Interdependence and Indivisibility means that some rights cannot be classified as being more basic than others. All human rights are therefore essential for the dignity and worth of every person. One cannot deal with one specific right in isolation without taking into consideration the whole range of related rights. However, development is a process of managed change, which requires setting priorities for successive phases of activities. Therefore, in practical programming situations, the UN country team and national counterparts will need to differentiate between immediate objectives and longer- term goals in realizing human rights through programmes and projects.

- **Participation**

The cluster of human rights which are generally defined as "participation rights" -- freedom of opinion and expression, freedom of assembly and association, the right to vote and access to information-- must be protected and respected. They represent the most effective way for people to claim and exercise all the other rights to which they are entitled. Therefore, the rights of all people to participate actively and meaningfully in the decisions that directly affect them should be promoted in the development process at all stages.

- **States' Duties and Obligations**

All United Nations human rights Covenants and Conventions are international treaties that are binding on states and require them to act in order to ensure the implementation of the provisions of those instruments. States' obligations include reviewing and enacting legislation to ensure harmony with international standards, establishing national monitoring mechanisms, putting policies in place and implementing programmes to protect and promote human rights, as well as ensuring full access to information about the rights for all people within the boundaries of the state. For purposes of promoting respect of the rights of all human beings, the state assumes primary responsibility for implementing human rights. However, in doing so, it should engage other elements of society in the implementation process including NGOs, private sectors and civil society.

Using this Manual

The materials presented in Part I of this manual are primarily designed for use in facilitated training workshop situations, although some of the activities (primarily those involving case studies) can be adapted for use in self-guided study groups and independent study. The inherent flexibility of the Manual should enable users to focus on the issues of specific interest to them, by selecting those activities which respond directly to their needs, while making the necessary connections to the fundamental principles of human rights, the international human rights system and relevant UNDP policies.

While it is possible to consider working through the Manual from section to section, following the sequence of activities as presented for each section, this would be an overwhelming exercise for all concerned. Instead, it is recommended that materials be selected from the Manual as a whole to create a more or less comprehensive opportunity for participants to become acquainted with both underlying principles and the practical application of the human rights approach. In some circumstances, a cumulative process might be adopted, starting with a general introductory workshop, followed several weeks later by a more intensive workshop (or a series of such workshops) dealing with issues of particular importance for the participants.

As this manual is used to support training and self-learning throughout UNDP and, by extension, in collaboration with other UN bodies, different combinations will be possible. The selection of materials will depend on three main factors:

1. the nature of the audience and availability and knowledge of resource persons
2. the objectives of the workshop
3. the national context
4. the time available for a workshop

Audiences

Some of the key audiences for workshops on human rights and development are the following:

- UNDP staff at headquarters

There are actually two audiences at headquarters. One is senior management, which has oversight of UNDP policy and programming procedures. It is critical for this level of management to benefit from carefully selected training and/or sensitization, as senior management needs to be fully "on board" about the centrality of human rights in UNDP programming. A major responsibility of senior management is to remind the rest of the organization of their accountability for results mandated by the Executive Board, the Mission Statement and official policies of the United Nations.

The second headquarters audience is the operational staff in UNDP policy divisions and regional bureaux. This level of staff needs general orientation to and familiarity with the human rights principles, standards and mechanisms and should examine their relevance and added value to their work.

- Resident Coordinators and UN country teams (including Agency heads)

UNDP cannot easily address each human right fully in its programming (note the statement about its comparative advantage in the policy document, *Integrating Human Rights with Sustainable Human Development*). The Resident Coordinator system, which coordinates the UN country team of Agency representatives, can address all human rights more holistically. Thus, a certain re-focusing of materials and methodology for UN country teams is needed for certain workshops. Activities built around the UNDAF

process and the Country Strategy Note (CSN) are especially valuable for this audience.

- Deputy Resident Representatives, Assistant Resident Representatives and Programme Staff (international and national)

Participants would study the appropriate materials and come up with strategies linking the programming of the respective agencies as regards human rights. Section 1 must be covered in depth, as most UNDP staff have, at best, a nodding acquaintance with most of the treaties and conventions on human rights. Programme staff in country offices need to be concerned with specific steps in introducing human rights considerations in the Country Strategy Note (CSN), the Country Cooperation Framework (CCF), the Programme Support Document (PSD) and the Project Document (PD).

- National counterparts

UNDP works with a variety of counterparts, mainly in government. Special consideration is needed for the national institutions involved in implementing programmes. NGOs and CSOs are also partners to be included in national workshops on human rights and development.

- Small groups

A modified version of the materials is needed for **self-study** or for use in small groups. This will require revising instructions for some of the case studies and providing case answers, as the learner(s) would not necessarily have access to a human rights specialist to answer questions and support them. Eventually, a self-study version would be well-adapted for use on the UNDP Intranet.

Other Training Resources

The training materials in this Manual may be supplemented and complemented by other training packages available throughout the United Nations system and from other compatible sources. Some of these are listed in the Reference Library section of Part II of this manual. Of particular relevance to the various components of this Manual are the following:

- ◆ The **Basic Handbook on Human Rights for UN Staff** developed by the Office of the High Commissioner for Human Rights. (Please also refer to the website of the High Commissioner's www.unhchr.ch for a full listing of their publications and documents available.)
- ◆ **UNDP's training module on Developing Governance Capacity**
- ◆ **Advocacy Kit on the Convention on the Elimination of All Forms of Discrimination Against Women** produced by the UN Development Fund for Women (UNIFEM)
- ◆ **Training Manual on Women, Environmental Management and Sustainable Development** produced by the UN International Research and Training Institute for the Advancement of Women (INSTRAW)

- ◆ **The Crisis Environment Training Initiative (CETI) of the Department of Humanitarian Affairs (DHA)** has two training manuals relevant to human rights concerns in relation to crisis countries:
 1. Humanitarian Principles
 2. Conflict Transformation by Peaceful Means (The Transcend Method)
- ◆ **The ILO** has a wide range of training materials on international labour standards, including the rights of women workers. They are available from the International Training Centre of the ILO in Turin, Italy.
- ◆ **UNICEF's training materials on the Convention on the Rights of the Child** are useful for more in-depth learning of child rights.
- ◆ The NGO, **People's Decade for Human Rights Education**, has a wide range of training materials. See web-site: www.pdhre.org

Workshop Planning and Management

While training workshops will be conducted at UNDP headquarters, at regional or at the country office level, most workshops will involve participants from different countries and may be large enough to be held at an off-site location. The following suggestions on workshop planning and management are provided to assist in running a large workshop that requires resource persons, a rented space and international travel.

There should be a distinction made between coordinating and facilitating the workshop. The format, methods and contents must be modified to suit the needs of different audiences. For example, a workshop with over forty participants in addition to resource people is a challenge to manage in a participatory way, especially if conducted off-site in the field. It is therefore important to sketch out the roles and responsibilities of **three key functions**. Depending on who is going to be in charge of each workshop and the degree of support available from the host UNDP office and/or national counterpart organization, the following needs should be addressed.

1. The coordinator's responsibilities may include:
 - managing pre-workshop preparations, including setting the budget, organizing the training materials, contacting local resource persons or presentors for specific sessions
 - planning and managing logistics, including an appropriate workshop venue with a large plenary room (adequate lighting, ventilation), break-out rooms, training equipment
 - ensuring that binders, documents and other training materials are available on time
 - consulting on the agenda (opening session with Resident Coordinator, dignitaries, special speakers) plan field trips (if any), receptions, etc.
 - coordinating with the hotel or host institution on coffee breaks, meals and other services, including billing procedures
 - managing a workshop secretariat (updating list of participants, resource persons, doing revisions to the agenda, preparing daily and final evaluation forms, making special announcements, providing instructions about hotel, transportation, DSA, special events)
 - sending out correspondence inviting participants and resource persons

- checking authorized airplane fares and DSA arrangements
 - handle problems of delayed arrivals, hotel reservations, unpaid DSA advances
 - checking invoices and making arrangements for payment at end of workshop.
2. The facilitator's responsibilities may include:
- preparing substantive materials for each activity and introducing activity to the participants
 - identifying appropriate resource persons, possibly with assistance from other organizations
 - revising the current, or selecting new, elements for the basic training materials and the agenda on an on-going basis
 - presenting workshop objectives, doing ice-breaking exercises, presentations, eliciting participant expectations
 - moderating plenary discussions
 - timing management of the sessions
 - ensuring equitable participation of all
 - clarifying case study and role play methodology
 - coordinating group work and presentations
 - giving feedback and responding to procedural and policy questions
 - synthesizing the conclusions of the various presentations and discussions
 - conducting daily reviews or evaluations
 - guiding preparations for post-workshop follow-up
 - revising training materials or training strategy based on evaluations and personal observations about the workshop process
 - submitting a comprehensive report on the workshop to the supervisor.
3. The resource person's responsibilities may include:
- designing and delivering presentations on specific workshop topics, as per the facilitator's instructions
 - preparing and using hand-outs, case studies, transparencies, PowerPoint presentations
 - supervising and guiding group work on case studies
 - providing expert advice and answers to technical questions on topics
 - giving feed-back on group work
 - suggesting options for post-workshop follow-up.

A good coordinator who manages the logistics of the workshop and a facilitator who focuses on the substance are essential for a successful workshop. It is difficult for the facilitator to play two roles. This is especially important if the facilitator is also going to be a resource person for some sessions (a third role).

Suggestions for Opening Session

Opening the workshop

UNDP training workshops that include national counterparts and participants from other countries are normally opened with a welcoming and brief statement by the Resident Coordinator or the Deputy Resident Representative. If a high-level national dignitary is scheduled to participate in the opening, that person may be scheduled to give a statement. Having a good keynote speaker is a good idea to set the stage for the themes to be highlighted in the programme. For example, if the workshop will focus on women's rights, a good speaker on the subject would be an appropriate guest for the keynote presentation. Workshops do not have to include a formal opening session and can be designed with a more informal beginning.

Introductions *(optional)*

There are many different techniques used by trainers to enable participants in a workshop to get acquainted with each other as quickly as possible. These methods are best used with participants who have not previously met each other. In the UNDP context, it is likely that participants will know each other if they work in the same country office or headquarters division. In such a situation, introductions are not necessary, and the workshop can begin with "expectations". On the other hand, if participants from other country offices, NGOs, CSOs or UN Agencies are present, introductions are appropriate and useful.

Ice Breakers *(optional)*

If participants of different rank or status are present (even from the same UNDP country office), it may be useful to do an "ice-breaker" to make people feel comfortable about discussing issues openly. An easy and non-threatening ice-breaker is to ask each participant to state his/her name, position (in UNDP or other organization) favourite food, (or something else he likes very much) and something he/she dislikes intensely. This experience usually invites humour and puts people at ease. The facilitator should model the process, which is a good way of introducing himself/herself.

If the group is relatively small (fewer than twenty-five participants) and most of the participants do not know one another, the "journalist game" is an interesting combination of introduction and ice-breaker. The facilitator asks people to work in dyads. The object is to interview the other person and present him in plenary. Then the roles are reversed and the interviewee presents the person who interviewed him earlier. Information to ask for in the interviews may include: name, country office and position, professional and academic background, perception of human rights issues, personal information such as family and hobbies and so forth. Presentations should not exceed three minutes.

Expectations

Ideally, participants' expectations should be assessed in advance of the workshop. If this is not possible, then by asking participants to express goals and objectives, in one or two simple sentences, their expectations of the workshop, two purposes will be accomplished. First, the facilitator will have an opportunity to discuss the goals and objectives with all the participants. Second, participants will understand where their own interests fit with those of the others in the workshop and can direct their participation

accordingly. Summary statements of the expectations should be written on large sheets of paper and kept posted in view of all throughout the workshop.

Some participants may raise issues or ask questions which are not of immediate concern to the overall workshop goals or agenda. The facilitator can post a sheet of flip chart paper labelled "The Parking Lot". Whenever someone raises a point that can be answered at another point in the programme, the point or question is written on a Post-It and stuck on the Parking Lot page. At the end of the morning or afternoon session, the facilitator should return to the remaining Parking Lot issues and provide answers or open them for discussion once scheduled activities and presentations have concluded.

Developing Ground Rules

It is best to establish the conditions of participation in the workshop from the beginning. If participants have some experience with participatory training, they may be asked to develop their own rules. Otherwise, the facilitator should propose a set of ground rules which participants can modify. Some suggested ground rules are:

- the workshop sessions will begin and end on time
- everyone is expected to participate
- interventions and comments should be brief to ensure maximum participation and to respect programme

Presentation of Workshop Outline and General Goals

People feel more comfortable if they know what to expect. The Facilitator should go over the plan for the entire workshop and make sure that the participants understand and agree to the proposed structure and content. If participants have been given their own manuals or workbooks, the facilitator should go through those as well, so that participants are familiar with the materials they have been given.

Opening Exercise 20 minutes (optional)

Human rights are deeply interwoven with development activities, questions of justice, transparency of institutions and many other issues. The following brief, but unfortunately true vignette, illustrates the relationship between human rights and human development. After reading it, work in groups to make a list of the following:

1. the human rights issues raised explicitly or implicitly
2. governance, gender and environmental issues connected with the event
3. implications for SHD programming.

Each group will choose a member to report its list in plenary. The facilitator may keep the lists as a baseline of participant knowledge. The lists will be given back to the groups at the end of the workshop and/or may be used as the basis of a final de-briefing during the evaluation at the end of the workshop.

In February 1988, nine deaths, all suicides by cotton farmers (including three women) were reported within a two-month period in the Prakasam district of

Andhra Pradesh in India. All the victims were young, below thirty years of age. They were all small farmers who had been cultivating cotton for the previous four years. They were heavily in debt because of the high cost of seeds, fertilizer, pesticides and the periodic irrigation services, all part of a development scheme in the area. The farmers had borrowed heavily from local money lenders at usurious rates, as there were no alternative sources of credit in the area. The wives of some of the farmers had pledged their wedding ornaments in order to secure loans for their husbands' cotton crops.

The cotton plants had to be sprayed with pesticides to protect them from the "white fly" menace. Local "vultures" preyed on the unfortunate farmers, selling them a mock pesticide that was in fact talcum powder. The farmers paid dearly for the product, which was of course ineffective. The crops consequently failed. The farmers could not repay their loans and were destitute. The subsequent humiliation prompted some of the suicides. In the case of the three women, there were pressures from their in-laws. As for the "vultures", they escaped punishment, since they had protection in high places. One was reportedly the son of a Minister. The District Collector of the area stated that arrangements would be made to provide compensation of Rs 3000 to each victim's family under the social security insurance scheme. He assured that no criminal action would be taken against the victims' families on humanitarian grounds.

(From an article in the *Indian Express*)

Opening Assignment 15 minutes (*optional*)

Ask participants to write, in no more than half a page, the description of a situation or problem they have faced that made them raise questions about human rights. Examples of problems or situations could include: a programming choice, becoming aware of a violation of someone's rights, a decision or recommendation on whether to pursue an alliance with a specific partner, a personal decision regarding one's own actions. Next, ask participants to describe their actual response to the problem or situation. Finally, ask them to describe, to the degree possible, how and why they decided on this course of action. What information did they collect? What factors did they consider? Did they face any dilemmas -- if so, what were they? What were the main reasons for their particular course of action?

Participants may be asked to share this reflection at the beginning of the workshop. Participants may also refer back to their description at the end of the workshop and asked to add any additional observations/remarks.

Quick Assessment of Understanding of Human Rights Issues (*optional*)

A good way to begin a workshop (fewer than 30 participants) is to ask each participant to identify briefly the three main human rights issues in the country where they work (or alternatively a country where they have recently worked or lived). The facilitator should list all the issues on a flip-chart and point out those that are most common or were raised by other participants. During the workshop the facilitators/resource persons should refer to some of the issues listed in their presentations or comments as a means to connect with the specific interests of the participants. This exercise is a helpful way to assess quickly participants' knowledge and understanding of human rights issues and may be useful when a full assessment of participants' expectations was not obtained in advance.

HUMAN RIGHTS WEBSITES

United Nations Human Rights related websites

Commission on Human Rights

<http://www.unhchr.ch>

Crime and Justice:

- Commission on Crime Prevention and Criminal Justice
<http://www.unhchr.ch/html/menu2/2/crimepr.htm>
- United Nations Crime and Justice Information Network
<http://www.uncjin.org/>
- UN Conference on Plenipotentiaries on Establishment of an International Criminal Court
<http://www.radicalparty.org/news/150698.htm>

Inter-American Court of Human Rights – Organization of American States

<http://corteidh-oea.nu.or.cr/ci/>

International Court of Justice – The Hague, the Netherlands (ICJ)

<http://www.icj.cij.org/>

International Criminal Tribunal for the former Yugoslavia

<http://www.unhchr.ch/html/menu2/2/yugtrib.htm>

International Criminal Tribunal for Rwanda

<http://www.unhchr.ch/html/menu2/2/rwatrib.htm>

International Labour Organization – Geneva, Switzerland (ILO)

<http://www.ilo.org>

International Trade Centre UNCTAD/WTO – Geneva, Switzerland (ITC)

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

Joint United Nations Programme on HIV/AIDS – (UNAIDS)

<http://www.unaids.org>

Landmines (United Nations Demining Database)

<http://www.un.org/Depts/dpko/mine/>

Office of the High Commissioner for Human Rights

<http://www.unhchr.ch>

Sub-Commission on the Promotion and Protection of Human Rights

<http://www.unhchr.ch/html/menu2/2/sc.htm>

United Nations Children's Fund – New York, USA (UNICEF)

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

- Child Rights
<http://www.unicef.org/crc/>

United Nations Development Programme – New York, USA (UNDP)

<http://www.undp.org>

- Management, Development and Governance Division – New York, USA (MDGD)
<http://magnet.undp.org>

United Nations Educational, Scientific and Cultural Organization – Paris, France (UNESCO)

<http://www.unesco.org>

United Nations Headquarters – New York, USA (UN)

<http://www.un.org>

Human Rights Websites and Links to Human Rights Organizations

AAAS Directory of Human Rights Sites on the Internet,
American Association for the Advancement of Science
<http://ahr.aaas.org/dhr.htm>

Accion contre la Hunger/Action Against Hunger
<http://www.acf-fr.org>

American Civil Liberties Union
<http://www.aclu.org>

Amnesty International
<http://amnesty.org>

Anti-Slavery International
<http://www.antislavery.org>

B'Tselem: The Israeli Information Center for Human Rights in the Occupied Territories
<http://www.btselem.org>

The Carter Center
http://www.emory.edu/CARTER_CENTER/homepage.htm

The Coalition for International Justice
<http://www.cij.org/>

Committee to Protect Journalists
<http://cpj.org/>

CUSHRID Net Homepage
The Canadian-U.S. Human Rights Information and Documentation Network
<http://shr.aaas.org/cushrid.htm>

International Institute for Sustainable Development

DIANA: An International Human Rights Database

- <http://diana.law.yale.edu>
- <http://www.law.uc.edu/Diana/>
- <http://umn.edu/humanrts/>

Derechos Human Rights
<http://www.derechos.org/>

Election Frontier Foundation (USA)
<http://www.eff.org>

Electronic Resource Centre for Human Rights Education and Training
<http://www.erc.hrea.org>

Index on Censorship
http://www.oneworld.org/index_oc/

Institute for Global Communications (IGC)
<http://www.igc.org/>

Interaction
<http://www.interaction.org>

International Bureau for Children's Rights
<http://www.web.net/~tribunal/>

The International Committee of the Red Cross
<http://www.icrc.org>

International Crisis Group
<http://intl-crisis-group.org>

International Helsinki Federation
<http://www.ihf-hr.org>

<http://iisd1.iisd.ca/>

Introduction

Lawyers Committee for Human Rights

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

Médecins Sans Frontières / Doctors
Without Borders

<http://www.msf.org>

The Multilaterals Project

<http://www.tufts.edu/departments/fletcher/multilaterals.html>

National Organization for Women

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

New Politics

<http://www.newpolitics.com>

Oneworld Homepage

<http://www.oneworld.org>

Oxfam

<http://www.oxfam.org.uk>

Peace Brigades International

<http://www.igc.apc.org/pbi/>

PEN American Center

<http://www.pen.org>

The Penal Lexicon

<http://www.penlex.org.uk>

The Francois-Xavier Bagnoud Center for
Health and Human Rights

<http://www.hri.ca/partners/xfbcenter/>

Globalvision's Human Rights Resources

<http://www.globalvision.org/hmnrts.html>

GILC (Global Internet Liberty Campaign)

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

Greenet

<http://www.gn.apc.org>

Handicap International

<http://www.handicap-international.org>

Hong Kong Human Rights Monitor

<http://members.hknet.com/~hkhrm/>

Human Rights USA

<http://hrusa.org>

Human Rights in China

<http://www.hrichina.org>

Human Rights Internet

<http://www.hri.ca>

Human Rights Watch

<http://www.hrw.org>

Human Rights Web Resources Page

<http://www.hrweb.org>

People's Decade for Human Rights
Education

<http://www.pdhre.org>

Physicians for Global Survival

<http://www.pgs.ca/>

Physicians for Human Rights

<http://216.117.141.99/index.html>

The Progressive Directory

<http://www.igc.org/igc/issues/hr/or.html>

Reliefweb

<http://www.reliefweb.int>

RightsLink

<http://www.columbia.edu/cu/rightslink>

University of Minnesota Human Rights
Library

<http://www.umn.edu/humanrts/>

WebActive

<http://www.webactive.com/>

Websites on Women's Rights

Commission on the Status on Women:
<http://www.un.org/womenwatch/daw/csw>

UN Division for the Advancement of Women (including CEDAW)
<http://www.un.org/womenwatch/daw/index.html>

International Research and Training Institute for the Advancement of Women-Santo Domingo, Dominican Republic (INSTRAW)
<http://www.un.org/instraw>

United Nations Development Fund for Women (UNIFEM)
<http://www.unifem.undp.org>

Center for Women's Global Leadership
<http://www.cwgl.rutgers.edu>

National Organization for Women
<http://www.now.org>

Women's net
<http://womensnet.org.za>

Women Watch
<http://www.un.org/womenwatch>

About.com's Guide to Human Rights
<http://humanrights.about.com/newsissues/humanrights/msub20.htm?once=true&>

Beijing +5
<http://www.igc.org/beijing>

Center for Women Policy Studies
<http://www.centerwomenpolicy.org>

International Women's Health Coalition
<http://www.iwhc.org>

Madre Organization
<http://www.madre.org/>

Sisterhood Is Global Institute (SIGI)
<http://www.sigi.org/>

Women, Law & Development International
<http://www.wld.org/>

Human Rights International Alliance
<http://www.hria.net/womens-rights/index.html>

Women's Caucus for Gender Justice
<http://www.iccwomen.org/index.htm>