Documentation projects: from proposals to reports

*Information is a cornerstone in the struggle against discrimination*

Judith Dueck, HURIDOCS

*Please review enclosed workshop materials before arrival.*
# Documentation and evidence based advocacy

## ILGA Europe July 9 – 11, 2008

### Day 1  Documentation projects: from Proposals to Reports – Judith Dueck

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tr>
<td>9:15 – 9:45</td>
<td>Introductions and expectations</td>
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<tr>
<td>9:45 – 11:15</td>
<td>Gathering the information: Fact Finding and Monitoring</td>
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<td>11:30-13:00</td>
<td>Break</td>
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<td>13:00 – 14:00</td>
<td>Documentation: Organizing the elements of information</td>
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<td>14:00 – 15:30</td>
<td>Lunch</td>
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<td>14:00 – 15:30</td>
<td>Analyzing and presenting the data</td>
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<td>The ILGA proposal</td>
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<td>Break</td>
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<td>15:45 – 18:00</td>
<td>Writing the Impact Report</td>
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</table>

### Day 2: Evidence based advocacy

### Day 3: Looking at reports and Proposals – Group work

Simultaneous individual meetings with the resource people to look at participant reports.

**Closing and Wrap up**

Please review this booklet prior to the workshop and complete page 5.

**NOTE:** This is a selection of materials for use during a training workshop.
What are human rights and human rights violations?

I. What are human rights?
Any group, in which human beings come together for any length of time, requires some mechanism to ensure its collective stability. Among other things, that mechanism must assure a predictable degree of conformity by the members of the group to some coherent rules of conduct determining things that the group can do and/or should refrain from doing, in given circumstances. These sets of rules are what is often referred to as the law and are the basis of a country’s legal system.

While national laws are normally passed by the legislature (parliament/congress), human rights law and standards are agreed internationally or regionally by governments. Human rights are those rights without which we cannot live as a human being in dignity. Human rights permit us to develop to our full potential and to satisfy our fundamental intellectual and physical needs.

One of the paramount achievements of the United Nations (UN) is the creation of a comprehensive body of human rights law, which, for the first time in history, provides us with a code of human rights, one to which all nations can subscribe and to which all people can aspire.

The foundations of international human rights law are the United Nations Charter and the Universal Declaration of Human Rights. But since then, the United Nations has gradually expanded human rights law to cover specific documents (instruments) for women, children, disabled persons, minorities, migrant workers and other vulnerable groups, who now have recognised rights that protect them from discriminatory practices that had long been common in many societies.

Characteristics of human rights

Human rights do not have to be given, bought, earned or inherited. They belong to people simply because they are human – human rights are ‘inherent’ to each individual. Human rights are inherent because we are born with them.

Human rights are the same for all human beings regardless of sex, religion, ethnicity, political, or other opinion, national or social origin. We are all born free and equal in dignity and rights - human rights are ‘universal’. Human rights are universal because they apply to everyone in the world.

Human rights cannot be taken away - no one has the right to deprive another person of them for any reason. People still have human rights even when the laws of their countries do not recognise them, or when they violate them – for example, when slavery is practised, slaves still have rights even though these rights are being violated – human rights are ‘inalienable’.

To live in dignity, all human beings are entitled to freedom, security and decent standards of living concurrently – human rights are ‘indivisible’.

Human rights are proclaimed in international documents such as the Universal Declaration of Human Rights, the International Covenants on Civil and Political Rights and Economic, Social and Cultural Rights and regional documents like the African Charter on Human and Peoples’ Rights.

After a government has agreed to be party to a Convention or Treaty they undertake the commitment to incorporate it into their local legal code and to abide by it.

Certain rights may never be suspended or limited, even in emergency situations. These are the rights to life, to freedom from torture, to freedom from enslavement or servitude, to protection from imprisonment for debt, to freedom from retroactive penal laws, to recognition as a person before the law, and to freedom of thought, conscience and religion.

1 Paul Sieghart, The international law of human rights, 1983, Oxford University Press, United Kingdom
2 This process is called ratification
II. What are the differences between human rights violations and infractions of the law?

A human rights monitor should not deal with all cases of violence or crime but only with violations or abuses of human rights. So how do we establish what constitutes a human rights violation or abuse?

Three sub-questions have to be answered:
1. Was the act a breach of national and/or international human rights law?
2. Who was responsible?
3. What was the motivation?

1. Was the act a breach of national and/or international human rights law?

To answer this question it is important to realise that national law usually includes many provisions from international human rights law. States that have ratified an international human rights Convention have to adapt their constitution and national laws in accordance with the Convention. So, what we call a human rights violation is always a breach of international human rights law but can also be a breach of national law. However, an infraction of national law is usually not referred to as a human rights violation if it is not also a breach of international human rights law (see examples in Box).

2. Who was responsible?

(i) The State

Human rights violations are primarily committed by person(s) representing the State who violate national or international law relating to the protection of human rights. For example, to qualify as a violation of human rights the act has to be committed by a person(s) representing the State such as a police officer, or a civil servant.

The State should
- Respect – not breach, no interference with the enjoyment of a right
- Protect – stop, prevent violations
- Fulfill – adopt appropriate measures towards the full realization of rights; and the obligation to facilitate, provide and promote human rights.

(ii) Non-state actors

a. Armed opposition groups

Armed opposition groups have not, in a formal legal sense, committed themselves to obeying human rights law. But under International Humanitarian Law such groups are also obliged to respect human rights.

b. Multinational and international companies

In recent years, because of their power and wealth, there have been more voices arguing that international and multinational companies should also be made more accountable and responsible for respecting human rights. This debate, however, has not yet come to a conclusion and as such there is no clear system that holds these entities responsible for committing human rights violations.

c. Common criminals

Undoubtedly a situation where there is a lot of crime and violence prevents a community from enjoying their rights (i.e. freedom of movement, or the right to own property), but this does not mean that ordinary criminals or vandals are committing human rights violations. They are breaking the law and should be dealt with by law enforcement agencies according to the legal code of the country.

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3 A ‘state’ is a political entity possessing sovereignty: not being subject to any higher political authority.
3. What is the motivation?
Any discrimination on grounds of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status with the purpose or effect of nullifying or impairing the equal enjoyment or exercise of any human rights constitutes a violation of human rights.

III. How are human rights violations be committed?
A human rights violation is committed by an act (i.e. arbitrarily depriving someone of their freedom or torturing them) or by omission (i.e. not providing protection against systematic abuse committed by one group against another).

The primary responsibility to protect human rights rests with the government. It is its duty to ensure that the law protects everyone (does not discriminate) and that it is enforced. When some cultural practices justify actions contrary to human rights standards the authorities have to put into practice the law and find ways to transform such practices so that they no longer violate human rights.

Omission is negligence in performing the requirements of national or international law relating to the protection of human rights. These laws give governments duties to be performed as a means of protecting the human rights of the public, and it is an omission when the authorities neglect to perform them.

In the case of omission, the actual hurt can be committed by common citizens. In such cases you need to be able to show that the incidents of hurt are widespread, have a pattern, and infringe the integrity and dignity of the victims; therefore, the authorities have a responsibility to act to stop these incidents and provide protection to the victims. If the authorities don’t do so, they are violating the rights of the victims by their omission. For example: a high incidence of abductions of children into forced labour in a certain region can be labelled a human rights violation; this is even the case if the abductions are not committed by government agents or armed opposition groups, or if the authorities are not taking the necessary steps to stop this situation so that the abductions persist.

Examples (Are all of these human rights violations?)

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<thead>
<tr>
<th>The type</th>
<th>Example</th>
<th>Example</th>
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<tbody>
<tr>
<td>A human rights violation committed by an agent of the State</td>
<td>A police officer beats a person in their custody who is not offering any resistance or posing a threat</td>
<td>Arbitrarily without due process a Minister of Interior orders 50 refugees to be forcibly repatriated to their country of origin</td>
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<tr>
<td>A human rights abuse committed by a non-state actor</td>
<td>Members of a known identifiable anti-gay gang beats up an LGBT person</td>
<td>A militia is killing fighters of another armed group who surrendered and put down their weapons</td>
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<tr>
<td>An infraction of the law</td>
<td>Mr. Miko kills his neighbour during a fight</td>
<td>A police officer steals from the funds of the police station where he works</td>
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<tr>
<td>Omission of government to stop abuses by citizens</td>
<td>A pattern of police not dealing with reported rape cases</td>
<td>Government not actively implementing a national law that prohibits forced marriages</td>
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</table>
What is a human rights violation?

“Human rights violations” include governmental transgressions of the rights guaranteed by national, regional and international human rights law and acts and omissions directly attributable to the State involving the failure to implement legal obligations derived from human rights standards. Violations occur when a law, policy or practice deliberately contravenes or ignores obligations held by the State concerned or when the State fails to achieve a required standard of conduct or result. Additional violations occur when a State withdraws or removes existing human rights protections.

All human rights — civil, cultural, economic, political and social — impose three distinct types of obligations on governments: obligations to respect, protect and fulfil. The failure of a government to perform any of these obligations constitutes a violation of human rights.

Although the full realization of some aspects of certain rights might only be achievable in a progressive manner, this does not alter the nature of the legal obligations of States, nor does it mean that all rights possess some components which are always subject to immediate implementation. ……

Any discrimination on grounds of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status with the purpose or effect of nullifying or impairing the equal enjoyment or exercise of any human rights constitutes a violation of human rights.

The phrase “human rights abuses” is used in this Manual as a broader term than “violations”, and includes violative conduct committed by non-State actors.

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While most human rights are perceived as individual rights vis-à-vis the Government, human rights norms may also apply to non-State actors (such as armed opposition groups, corporations, international financial institutions and individuals who perpetrate domestic violence) who commit human rights abuses. The campaign to abolish slavery, one of the oldest efforts to protect human rights, was an attempt to prevent private actors from keeping or trading in slaves. …. More recently, international human rights norms have been addressing the responsibility of governments to restrain individuals from committing human rights abuses in the areas of domestic violence, female genital mutilation, etc. The Maastricht Guidelines on Violations of Economic, Social and Cultural Rights (adopted 26 January 1997 by a group of 30 international legal experts) state:

... The obligation to protect requires states to prevent violations of such rights by third parties. Thus, the failure to ensure that private employers comply with basic labour standards may amount to a violation of the rights to work or the right to just and favourable conditions of work …

In sum, currently the term “human rights” should be viewed as incorporating both the rights traditionally defined by the International Bill of Human Rights, as well as the expansion of that definition to include rights guaranteed by international humanitarian law. Further, human rights norms are now perceived to be enforceable against some non-State actors.
Categorizing Acts (incidents)
ILGA-Europe, July, 2008


02 Violations against personal integrity – Physical assaults
02 Violations against personal integrity – Sexual assaults
02 Violations against personal integrity – Psychological harassment
03 Violations against the right to liberty
04 Violations against the right to privacy
10 Violations of the right to expression
12 Violations of the right to association and assembly
13 Violations of the right to own/retain property
30 Labor rights violations
51 Violations of the right to adequate housing
53 Violations of the Right to Health
55 Violations of the right to education

- Assaulted or wounded with a weapon
- Attacks by skinhead and neo-nazi groups
- Omission by police to provide protection during skinhead attacks
- Punches, kick, kicked or beaten because of sexual orientation
- Banishing of an LGBT newspaper
- Beaten or assaulted by the police
- Incestuous rape of lesbians to "cure" them
- Being left out or ignored deliberately in classroom activities
- Chased or followed by school bullies
- Discriminatory graffiti on LGBT office (no police action)
- Evicted from housing due to sexual orientation
- Failure by teachers to intervene to protect students
- Dismissed from university due to orientation
- Harassed by the police without assault
- Health information released to employers
- Information about sexual orientation released by employer
- Jokes and other verbal abuse related to sexual orientation in the place of employment
- Lack of police protection at a public demonstration or meeting
- LGBT office looted by a local gang
- Name calling by supervisors at a community center
- Refused permit to hold public demonstrations without good cause
- Personal property damaged or destroyed (refusal of police action)
- Objects thrown at a person by gang members
- Personal information in government records leaked to a newspaper
- Police arrest and detention because of sexual orientation
- Verbal and physical ill-treatment during arrest and detention by police
- Detained by the police without being given clear reasons
- Raped
- Refused a job even though qualifications were exemplary because of sexual orientation
- Fired on discovery of sexual orientation
- Refused access to healthcare and services (for example, not treated because perceived or identified as LGBT)
- Refused commercial services (e.g., not allowed into/asked to leave a restaurant/bar/taxi)
- Sexually assaulted
- Sexually harassed (without assault)
- Spat at
- Teacher uses humiliating terms with reference to LGBT people
- Threatened with physical violence because of orientation
- Workplace harassment
- Refused housing
- Refused access to washroom facilities
- Community paper refuses to print notices of LGBT meetings
Fact Finding Mission to the Southern Caucasus. Joint ILGA-Europe / COC Netherlands Human Rights Violation Incidents Documentation

1. Interview

Date: 22.01.2006
Location of the interview: private apartment in Yerevan, Armenia
Interviewer: Maxim Anmeghichean, ILGA-Europe

2. Personal data:

Name (if possible) / or nickname: Hovik
Age: 23
Sex: male
Residence (city): Yerevan
Sexual orientation / gender identity: homosexual
Social identity (unemployed/worker/official/professional): barman
Extent of being out (not out at all, only to close friends, only to family, very out): everybody knows
Connected to the local LGBT community (in the place of residence)? Yes

Hovik is a young Armenian homosexual, who works as a barman in one of regular Yerevan bars. For the past six years he suffered on numerous occasions from humiliation and human rights abuses, including name calling, threats with physical violence, being chased, left out or ignored deliberately, harassed, beaten and assaulted by the police, refused commercial services, detained by the police without being given reasons, and even tried in the court for his homosexuality.

In January 1999 Hovik (then just turned 16) got to know an elder homosexual in the park and had sex with him. The man reported Hovik’s homosexuality to the police. On 5th of February 1999 at 8:00 am (Hovik was still sleeping, as well as his parents) the police came to Hovik’s home and arrested him. He was brought to the police station of Masiv district of Yerevan. Hovik spent 10 days in the police station before a trial was held. There he was beaten and made fun of by the police officers. Hovik relates that at the same time in the court five people were convicted of consenting same-sex acts, including the elder man, who reported Hovik to the police. Three of the five convicted persons were given a 1 to 2 years sentences, Hovik was given 3 months due to a bribe of 1000 USD which his aunt gave to the judge. He spent his sentence in a colony for minors, but managed to avoid the destiny of most homosexuals who get to prison, as he was introduced to his cell-mates by the guards as a robber. At night the guards would take him out of the cell into their office rooms and would humiliate him with questions: “Why are you doing ‘this’?”, “Do you like it ‘this’ way?”, “Why do you like it?”, etc. Hovik says the guards were not harassing him sexually. Known homosexuals (till 2003 mostly those convicted under the Penal Code article) in prison are given a place to sleep under the bed next to the toilet. They are also the ones to clean the toilet, do all the ‘dirty’ work, are a constant object of jokes, humiliation, violence, sexual harassment, and serve as sexual slaves. After abolition of the article, Hovik’s sentence was not repealed- he did not make a request for this matter to the public authorities. He believes that since the abolition of the article the criminal records are deleted upon request.

In winter of 2002 Hovik was fired from the job because of his sexual orientation. The police came to his workplace, and took him to the police station, asking for bribe. Hovik called Mikael Danielyan, who came to the police station and persuaded the policemen to let Hovik free. However, the next day the policemen came to his workplace again and revealed his sexual orientation to the employer. The same day Hovik was fired.
Hovik says that the position of sexual minorities in the country since the article 116 of the Penal Code was abolished, did not improve much. Although formally the situation is better, the police continue blackmailing and harassment. The most common victims of police harassment are closeted homosexuals. Hovik knows at least 5-6 homosexuals who are currently blackmailed by the police. In 2004 one of Hovik’s friends was fined (a bribe) 10 000 Armenian drams (around 20 euros) for ‘being a minor’, although he was already over 18.

To his knowledge, there is no condom or lubricant distribution in meeting places for LGBT people. There are LGBT people, who go to the AIDS Centre for condoms, but most homosexuals who frequent cruising areas do not use condoms. Condoms are relatively accessible in the pharmacies. Lubricant is hardly accessible in Armenia and is not sold in pharmacies.

Hovik was one of the people who was interrogated by the police during Joshua Hugland murder investigation. He was taken to the police station from his workplace. Although treated relatively well by the police, Hovik says that the whole community felt very intimidated during that period, and hardly anyone was going out to LGBT bar or the disco.

“My life could've been different, very different, if I wasn’t imprisoned and didn’t have to go through all this humiliation. I always dreamed of being a hairdresser. And although later, this dream is coming true. I attend a hairstyle course, and after studies will start working in a new, so much longed for profession”.

Who are the perpetrators?
What are the human rights violations?
How many specific acts can you identify?
**EVENT / Act categorization**

102 Event title: ____________________________________________________________________________________________ 108 Confidentiality: __________________________________________________________________________________

112 Local Geographic area: __________________________________________________________________________________

113 Initial date of event: ______________ 114 Final date of event: ______________ 115 Violation Status: (MT 41 – p 164) __________________________________________________________________________________

154 Index terms (MT 1 – page 9): __________________________________________________________________________________

153 Rights affected (MT 3 – page 20): __________________________________________________________________________________

161 Date of entry: today (ddmmyyyy) ______________ 162 Entered by: __________________________________________________________________________________

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<thead>
<tr>
<th>Act</th>
<th>describe in a few words (by state actors or those in authority)</th>
<th>2111 Date (ddmmyyyy)</th>
<th>2412 Type of Perpetrator MT 24 p. 145</th>
<th>2109 Type of Act MT4 page 27 Include the 2 digit code</th>
<th>2153 Type of Location MT 17 Page 131</th>
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WinEvsys Fact Sheet  [http://www.huridocs.org/tools/violations](http://www.huridocs.org/tools/violations) (scroll down)

1. What is WinEvsys, and what does it do?

WinEvsys (or “Windows Events System”) is a database application to record and manage information on events which contain human rights violations.

When a human rights organisation only documents a small number of events per year, it can manually manage the information. However when an organisation starts collecting data in a systematic way and has to handle dozens or hundreds of cases, then a database system is necessary to process and retrieve this information efficiently. A computer-based information management system is even more necessary when several organisations wish to share the information they collect. Human rights organisations use this database to:

a. **Produce analysis of human rights violations**, and identify trends and patterns of abuse. It makes it possible to answer analytical questions such as:
   - How many incidences of violation X occurred in region Y during a given time period
   - Which region of country X was most affected by violations committed by the military?
   - How many victims were journalists? Minors? Women?

b. **Quickly retrieve information about a particular human rights case**: WinEvsys can be used to retrieve information about what happened in a particular event, who were the victims, what acts were committed, etc – without having to consult paper files.

c. **Keeping track of cases, monitoring interventions**: Human rights organisations can also use WinEvsys to manage their caseload (pending cases, urgent cases, etc) and monitor the impact of their interventions. WinEvsys allows recording the impact of a particular intervention, the response of the authorities, etc.

d. **Sharing data between organisations**: WinEvsys also provides a framework which makes it possible for a network of human rights organisations to pool together data on violations which were collected by its members, for a better overall analysis of the human rights situation. As WinEvsys provides a common language for describing and recording violations, making systematic analysis possible.

WinEvsys comes with a related application, called WinEvConso (consolidation tool), which makes it possible to consolidate several databases and perform analysis on all the data at the same time.
2. The methodology behind WinEvsys

WinEvsys is build on a methodology developed by HURIDOCS Task Forces - documentation experts from human rights organisations who had been monitoring violations in their own countries.

It is based on the “who did what to whom” relational data model:

- Human rights violations are recorded as events, which contain a number of acts (violations).
- Persons are first described by their general characteristics and then linked to the events as victims, perpetrators, sources, or intervening parties. A person can have several roles in the same event, and also appear in other events.
- Standard formats, each containing an extensive list of fields, make is possible to describe the various aspects of the event, the acts, the persons, and the various roles they play.
- For many of these fields, comprehensive controlled vocabularies (or “micro-thesauri”) have been developed which make it possible to describe violations in a systematic way, eliminating errors which come from using related terms or making spelling mistakes during data entry.

WinEvsys is popular among human rights organisations, because also non-technical users can easily control and adapt the system to their needs. This is due to two characteristics:

- WinEvsys comes fully loaded with all the formats and controlled vocabularies.
- All of these formats can be easily customised to the exact needs of the organisation using it: fields can be hidden; terms can be hidden, terms can be modified, or added.
- Local controlled vocabularies can be added

3. Language versions

Currently WinEvsys has been translated into English, French, Spanish, and Russian. It is currently being translated into Turkish and Portuguese by partners who are using the tool.

4. Who uses WinEvsys?

- WinEvsys is being actively used by organisations in the following countries: Philippines, Kenya, and Ecuador. Indonesia, Liberia, Somalia
- WinEvsys is currently being set up by organisations or networks in the following countries: Russia, Serbia, Great Lakes region, Turkey, Nepal and Mozambique

HURIDOCS readily provides advice and consultation to organisations that want to adapt WinEvsys to their local needs and/or for documenting particular types of violations. The Coalition Against Trafficking in Women – Asia Pacific (CATW-AP) adapted WinEvsys to document violence against women and has provided training to several organisations in the region.

5. How can organisations obtain WinEvsys?

The WinEvsys database system is provided free of charge and can be downloaded from the HURIDOCS website. It runs on Microsoft Access, which needs to be installed on the computer.

It is part following package of tools, which should be used together:

- HURIDOCS Standard Formats
- The Micro-thesauri
- WinEvsys, and its user manual
- WinEvConso, and its user manual

HURIDOCS can provide training on implementing a human rights documentation system based on WinEvsys. It works on a project basis with organisations or networks that wish to develop their capacities in this area. Training is often carried out by its international pool of trainers. More about training and advisory services here: http://www.huridocs.org/training

6. About HURIDOCS

HURIDOCS is a global capacity-building network of organisations that use documentation techniques, monitoring methods, information management systems and available technologies in the defence of human rights and the prevention of abuses. More information here: http://www.huridocs.org/about - contact us at info @huridocs.org
HuriSearch.org
A specialised multilingual HUman RIghts SEARCH engine

Why HuriSearch?

- A powerful cost effective medium for informing the world about human rights issues
- An efficient medium for obtaining relevant information about human right issues
- An immediate connection between information creators and information users

General search engines do not adequately highlight the large number of sites of smaller organisations who often provide detailed, on-site information as it happens. Nor do they allow fast and easy access to relevant information strictly on human rights and related topics. HuriSearch provides even small human rights organisations with a means of disseminating their information widely and effectively; and also provides those who need this information with an efficient means of finding it.

Developed and managed by HURIDOCS, HuriSearch uses powerful software created by Fast Search & Transfer ASA (FAST, Norway), a leading provider of information retrieval solutions. HuriSearch was launched jointly by HURIDOCS and Human Rights Education Associates (HREA, United States) in 2003. It was relaunched in 2006.

Users requested the inclusion of other types of human rights information. HURIDOCS responded. By February 2008, the new HuriSearch includes almost 4,500 sites of human rights organisations, including national human rights institutions, inter-governmental organisations, academic institutes and non-governmental organisations.

What does HuriSearch provide?

- effective web access to human rights information
- egalitarian and known ranking and indexing principles without regard to commercial agendas, censorship issues or political pressure
- search capabilities in 77 different languages
- advanced linguistic tools using FAST technology
- nine interface languages
- look-up lists by country and organisation
- enhanced access to sites of smaller organisations
- a dynamic list of most frequently occurring key-words based on each search, allowing users to refine their searches by a simple click
- world wide information dissemination opportunities even for small organisations
- enhanced relevancy of searches on human rights related topics

What languages are searched?

<table>
<thead>
<tr>
<th>Language</th>
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<td>Thai</td>
<td>Turkish</td>
<td>Ukrainian</td>
<td>Vietnamese</td>
<td>Tagalog</td>
</tr>
<tr>
<td>and others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total = 77</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What topics can be searched?

Dynamic full text search on human rights and related topics such as: gender, government, arrest, detention, AIDS, violence, family, law, discrimination, homophobia, refugees, asylum, human rights defenders, indigenous people, children, women, lgbt people, hate crimes, statistics, death penalty, civil rights, economic, social and cultural rights, sexual orientation, media, disabilities, hate crimes, trafficking, public security, education, domestic violence, democracy, health, education, migration, specific geographical areas etc.

HuriSearch has been supported by:

- Fast Search & Transfer ASA
- Organisation for Security and Co-operation in Europe, Office of Democratic Institutions and Human Rights, OSCE/ODIHR
- Federal Department of Foreign Affairs of Switzerland
- Netherlands Ministry of Foreign Affairs
- Norwegian Agency for Development Cooperation (NORAD)
- Human Rights Education Associates (HREA)
- Reebok Human Rights Foundation
- Rights & Democracy, Canada
- International Development Research Centre (IDRC)
- Mennonite Central Committee Canada (MCCC), and others
Who finds HuriSearch useful?

- **Non-governmental organisations** with a focus on human rights or related topics
- **Human Rights activists** who need accurate information to mount campaigns
- **Professional groups** with human rights as part of their core activities
- **Journalists** and media professionals
- **Government** officials (judges, police officers, prison staff, medical professionals) who encounter human rights issues almost daily and need to know what international and regional human rights instruments and bodies state, what information is available to help them deal with difficult issues and what constitutes good practice
- **Government officials** in ministries of **foreign affairs** who need global information involving national interests, country situations, dictatorial practices, good practices or potential violent conflict
- **Officials** in **international and intergovernmental organisations**, who either work directly or indirectly on human rights issues and need regular, up-to-date and often elusive human rights information
- **Academics** and students, in politics, law, social sciences in general, environment, development economics
- **Private sector businesses** and corporations. Labour rights, healthy working environments, reasonable pay, discrimination in the work place, best practices and pollution all are issues which can seriously affect profit and loss
- **Corporations** who have human rights policies and programmes
- **Human rights organisations**, particularly those without high levels of resources, who need an avenue to make their valuable information widely and easily available to a broad audience of people

One of the biggest problems for the dissemination of information about human rights has been that web sites disappear among the results in the regular search engines. I recommend that everyone interested in human rights remember the name HuriSearch—Lars Våge, PANDIA Search Engine News

HuriSearch was #15 of the Top 50 search engines rated by SOSIG, Dec. 2004

By pooling information the groups hope to do a better job of co-ordinating work to highlight human rights abuse and campaigns to free prisoners of conscience—Search engine aids rights workers—BBC News Website, 1 December

HuriSearch provides an avenue for even small organisations to make their information available worldwide. A large number of organisations have HuriSearch boxes or links to HuriSearch on their pages - creating needed global connections. Some examples include:

- American Association for the Advancement of Science, USA
- Antigone, Greece
- Asian Resources for Librarians, Thailand
- Bahrain Human Rights Watch
- Brazil Human Rights and Justice
- Center for Democracy and Reconciliation in Southeast Europe
- Campus Ouvré: Droits, Ethique et Société, France
- Cátedra UNESCO de Educación para la Paz, Puerto Rico
- East Timor & Indonesia Action Network, United States
- EQ Rule of Law Commission, Canada
- German Institute for Human Rights
- Human Rights & Equal Opportunity Commission, Australia
- Human Rights in Armenia; Civil Society Institute, Armenia
- IFLA Committee on Free Access to Information, United Kingdom
- Institute for Justice and Democracy, Haiti
- Labis, Serbia
- Perempuan untuk Perdamaian-Women for Peace, Indonesia
- Raoul Wallenberg Institute of Human Rights and Humanitarian Law, Sweden
- Resource Centre for Children’s Rights, Belarus
- Rights & Democracy, Canada
- SOVA Center, Russian Federation
- Tolerance and Non-Discrimination Information System; OSCE ODIHR, Poland
- UNESCO Chair and Institute of Comparative Human Rights, South Africa
- United Nations High Commissioner for Human Rights, Switzerland
- University of Copenhagen, Denmark
- University of Portsmouth, United Kingdom
- Women’s Commission for Refugee Women and Children, United States
- and many others
Drawings/Graphs/Charts

A graph is a chart or drawing that shows the relationship between changing things. They are diagrams displaying the relationship between numbers or amounts. Common graphs use bars, lines, or parts of a circle to display data.

When should we use drawings/graphs/charts?

1. Use graphs to display data, to aid in understanding and interpreting data, and to manage facts. You may also use graphs to illustrate targets, goals and benchmarks.

2. Use graphs to present facts in visual form. They are drawings that display the relative sizes of numerical quantities. A graph is one of the easiest ways to compare numbers.

3. Use graphs to illustrate many types of data and are not limited to the simpler types such as line, bar, and pie. They should be used to make facts clearer and more understandable.

<table>
<thead>
<tr>
<th>Figure</th>
<th>Chart Type</th>
<th>Use/Function</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="http://quality.dlsu.edu.ph/tools/graphs.html" alt="Bar chart" /></td>
<td><strong>Bar charts</strong> make it easier to recognize small differences in quantities and to compare one category with another. They are easy to construct.</td>
<td>To compare two (2) or more sets of data.</td>
</tr>
<tr>
<td><img src="http://quality.dlsu.edu.ph/tools/graphs.html" alt="Line graph" /></td>
<td><strong>Line graphs</strong> make trends and data variations over a period of time easy to track. They highlight changes and can track more than one set of data at a time.</td>
<td>To show trends or patterns over a period of time. You can put several lines in different colors</td>
</tr>
<tr>
<td><img src="http://quality.dlsu.edu.ph/tools/graphs.html" alt="Pie chart" /></td>
<td><strong>Pie charts</strong> show relative proportion of each category to the whole.</td>
<td>To show contributions of parts to a whole</td>
</tr>
</tbody>
</table>
What makes a good graph?

1. It accurately shows the facts.
2. It grabs the readers’ attention.
3. It shows trends or changes.
4. It is clear and easy to read.
5. It has a title.
6. It has labels for the x- and y-axes.
7. It has a label for the origin, the point where the x- and y-axes meet.
8. It uses colors and patterns to show differences.
9. It uses appropriate font sizes.
10. It should be large enough to be readable.

What are the elements of a good graph?

A good graph should indicate:

- when the data were gathered;
- where the data were gathered;
- who gathered the data;
- whether they are raw data, percentages, or averages; and
- how the data were calculated (a formula).

How do we develop a graph?

1. The scale used in a graph can be adjusted to show the situation. It can be expanded to emphasize variation or compressed to show control. All graphs should indicate the total number of data points represented. If all the data points (the “population”) are represented, this is indicated by a capital \( N = \)____. A sample number is indicated by a lowercase \( n = \)____.

2. It is generally considered good practice to include the “0” (zero) point. If you want to magnify some portion of the graph to show detailed variation, show the “0” (zero) point and indicate a departure from the scale with some wavy lines.

3. If there is a “good” direction, indicate this with an arrow. (For example, an arrow pointed up would indicate that a high mark on the y-axis is desirable.)
### Audience Analysis example

<table>
<thead>
<tr>
<th>Audience</th>
<th>Audience knowledge level. What do they know about my topic? What do they not know?</th>
<th>Your knowledge level What do I know that they don’t?</th>
<th>Audience’s attitudes, values, beliefs around my topic?</th>
<th>What effect do I want this piece of writing to have on my audience?</th>
</tr>
</thead>
</table>
| **Primary Parents**           | They know  
- Have been to a funeral of someone who they suspect died of HIV/AIDS, and that many young people are very sick and dying.  
- Of children who could well be orphaned soon.  
- Know it’s spreading fast, and mainly through sex.  
- Have some myths.  
- That the president caused some controversy with his views on the link between HIV/AIDS.  
They don’t know  
- Or understand what the substance of the controversy was about.  
- About antiviral drugs. May have heard of AZT.  
- About government AIDS policy.  
About latest research on HIV/AIDS, e.g. pregnancy, breastfeeding, etc.  
Know about anti retroviral drugs.  
About debates around government policy.  
Am familiar with education campaigns. The NGO and government HIV/AIDS support organisations. | People die from AIDS.  
Catholic church does not condone condom use.  
Although married, fidelity may not be the norm.  
Patriarchal attitudes and behaviour from men.  
Some denial, especially from men.  
Some may be disgusted at people who are HIV+, and want them isolated  
May want to blame a particular grouping for the disease. Some in audience who are HIV+ may fear disclosing their status. | Want them to know latest statistics, medicines.  
HIV and pregnancy, birth and breastfeeding info.  
How to prevent transmission.  
How to best protect and educate their children.  
What can rape survivors do?  
How to plan for HIV AIDS orphans.  
What the future holds.  
Choices they can make |
| Working class Poor black people KwaZulu-Natal | As above.  
- A lot about what teenagers are thinking about HIV/AIDS.  
- Students who are HIV+.  
- About HIV/AIDS for curriculum.  
They don’t know  
- Much about the controversy, government policy or support organisations. | Need to research:  
- What’s in school curricula  
- Student’s attitudes towards HIV/AIDS  
- Find out more about outcomes based education in schools. | Believe children engaged in sexual activity should protect themselves.  
Important to integrate HIV/AIDS education in curriculum.  
Concern about their students and their families.  
Believe everything possible should be done to develop drugs and a vaccine. | Want advice on the best teaching methods around HIV/AIDS.  
How to handle HIV positive students – counselling skills, etc.  
Information about legislation, and government policy.  
Ideas on HIV/AIDS awareness activities. |
| **Secondary Teachers**        | They know  
- Much about the controversy, government policy or support organisations. | As above.  
Need to research:  
- What’s in school curricula  
- Student’s attitudes towards HIV/AIDS  
- Find out more about outcomes based education in schools. | Believe we must do what we can to prevent its spread.  
Need to promote home-based care & peer counselling. | May want to offer own inputs from their experiences.  
May want to find out how effective HIV/AIDS campaigns have been. What lessons can we learn from other countries? |
| **Tertiary Health workers, e.g. nurses** | They know  
- Medical details and protocol around nursing HIV+ people and people with AIDS.  
- How serious the disease is.  
They might not know latest studies, policy debates, etc. | As above.  
Need to research  
- Home-based care and its implications.  
Successful behaviour change campaigns in other places eg Uganda | | |
Mind Maps

Mind Map and Audience Analysis are adapted from CIVICUS Better Communications and Planning Civil Society Toolkits
Report Writing Checklist

**What must be proven and highlighted?**

**What is the main objective of this report?**
The report will be most successful if the objective is clear and achievable. What is it that this report will achieve? Examples of objectives:
- to obtain redress for the victims,
- to make specific policy changes,
- to implement specific new laws;
- to bring to justice specific people responsible for human rights violations.
- to change public opinion regarding a specific situation
- to put pressure on the government regarding a specific situation
- to provide useful information to a donor/funder on any of the above

**Who is the target audience?**
Are you writing this report principally for: the organization internally? the government? the media? the public at large? the international community? other NGOs? Your funder? etc. Be sure the whole document is geared to that audience. If it is for a funder – does it lead toward the next project.

**Explicitly clear recommendations**
What do you want the target audience to do? Be very clear and precise. A good recommendation has two qualities:
- It addresses a specific authority (and not “the international community”)
- It requests an action which is: specific, measurable, realistic, and has a time frame
If this is a donor report – make sure the donor knows what you did, how you did it, what changed – and what you recommend as the next step

**How to present the findings so that the report can be convincing and credible.** Once you've identified your main message, your objectives, and your target audience, you then need to turn to the presentation of your arguments and the facts. At this stage, the most important question you need to ask yourself is: how best can I present the facts?

There is no one single way to present the facts. The format to be followed depends very much on the answers you have provided to the first questions. But you cannot avoid including the following issues:
- the social, political, historical or economic context and circumstances;
- a description of the incidents;
- the nature of the human rights violations
- the identity of the victims, unless it is confidential;
- the alleged perpetrators and/or responsibility of the authorities;
- recommendations on actions to be taken or next steps

You may also wish to indicate the methodology you used to gather the facts, note the evidence and make suggestions for further investigations.

**Language**
- be concise and clear;
- do not use more words than you need – keep it brief and to the point
- avoid insulting words – even about the perpetrator
- avoid politically loaded words that may demonstrate a lack of impartiality
- if you quote anyone, be sure they have agreed – unless the quote is already in the public domain

## Strategies for report writing

### Check in with yourself

Be sure you know where you are coming from:

~ How am I reacting to this information?
~ What values and beliefs do I bring to this case?
~ What are my motives and intentions in working on it?
~ What are my personal biases toward it?
~ What are the limitations of my perspectives?
~ What dangers are inherent in this situation for me and those around me?
~ What inspires me in this situation?

### Collect additional information about:

~ The victim
~ The perpetrator
~ The violation
~ The context
~ Testimonies and other evidence
~ Other indicators
~ The legal issues
~ Related situations and their outcomes
~ Potential reporting ideas
~ Potential community responses

### Relate to the players and community

~ Understand the various perspectives even those you don’t agree with.
~ Is there an us/them divide?
~ Understand the context, motivation and perspectives of perpetrator, victim, community and other players

~ Who will work with you on this case?
~ Who can add to the credibility of the case?
~ Who has the power to make changes?

~ Developing a referral network involves contacting other organizations to learn of their services, and establishing working relationships. Every case is an opportunity to expand your network.

*Sometimes collaboration comes from unexpected places….*

### Write effectively

**Strategize:**

~ Main objective
~ Main message
~ Main target audience
~ Action requested
~ Possible outcomes
~ Timing
~ Partners
~ Contacts
~ Method
Structure of an external report

1. Executive summary (depending on the length and purpose of the report)
   - Should be written after you have finished the rest of the report
   - One maximum one page, summarize the main finding and recommendations of the report, and stating what you want to achieve (e.g. a stop to the violation or redress, etc.).

2. Introduction
   - “Hook” your audience
   - Introduce the objective of the report, specify its intended audience
   - Introduce your organization, your mandate, refer to previous reports or other actions which precede it
   - Explain your methodology, how the information was collected

3. Body of the report: your findings
   - Findings can be organized by theme, by geographic region, by perpetrator, etc
   - For each section: overview of the problem, description of its consequences, description of attitudes or statements of authorities
   - Problems can be illustrated by examples (selected victim testimonies, accounts of particular events, etc), or by statistical evidence (tables, charts, maps), by photos.
   - Keep your reader interested

4. Conclusion
   - Make a link with the relevant international and national law
   - Provide your assessment: serious, grave, etc
   - Make your recommendations
   - Point to the next steps

If you are writing this report for a donor:
- be sure you did what you said you would – or explain why not
- fill every requirement of the report writing guidelines
- be sure you give donors something they can use (for their constituents, board of directors, colleagues, public etc)
- make it interesting – not a chore to read
- point to the future – what are the next steps, the next needs ....
- Be certain that the donor knows they spent their money wisely


For Friday, be ready to:
- make an elevator speech about your project
- assess what is good about your report and what needs improvement
Evaluating your report

What is the main message?

What is the objective of the report?

Who is the audience?

Is there an executive summary? Does it intrigue the reader? Is it a good “elevator speech”?

Does the introduction make the reader want to read more? What makes it interesting?

What are the recommendations? Do everything in the report point to the recommendations?

Is the report convincing and credible? Why or why not? Do you think it will have an impact? What are the possible impacts?
Is the following information included and used effectively? Why or why not?

- the social, political, historical or economic context and circumstances;
- a description of the incidents;
- the nature of the human rights violations
- the identity of the potential victims
- the responsibility of the authorities;
- recommendations on actions to be taken
- future directions?

Is the language appropriate for the audience?

Are the graphs, charts, photos effective? What do they communicate? What do they add to your theme?

Other good features of this report

What improvements would you make?

Comments
ILGA-Europe Pilot Human Rights Violations Documentation Fund
Guidelines for activity reporting for the grantees – 2007

Does your report to ILGA contain all of this information?

Please, do not exceed a total of 6 pages

Reporting period:

1. Organizational details
   Name of the organization:
   Name of the contact person:
   Postal address:Phone:
   Fax:
   E-mail:
   Web-site:
   Number of people working on the project (staff and volunteers):
   Changes in the project leadership (if different from the application):

2. Narrative Report
   2.1 What kind of information did you collect?
   2.2 How did you collect it? Please provide an example of your method in annex.
   2.3 Did you have any partners in this project? Briefly describe the role of each partner.

3. Results
   3.1 What product has come out of the project (e.g. report, CD ROM, survey)? Please, give a short description.
   3.2 Give details on how you plan to use this information - for advocacy or other purposes (at local, national and/or European level)?
   3.3 Has the project had any positive or negative impact on your organization?
   3.4 What are the lessons you have learned internally? What learning would you share with others undertaking similar projects?

4. ILGA-Europe
   4.1 Do any of your findings have relevance for European-level policy on LGBT issues?
   4.2 What role could ILGA-Europe play in raising the findings at European level with you?
   4.3 Were you satisfied with the quality of cooperation with ILGA-Europe? Please, give a maximum of three positive and three negative points / examples, preferably with suggestions on how the latter can be improved.

PLEASE, INCLUDE A COPY OF THE PRODUCT THAT HAS COME OUT OF THE PROJECT (DOCUMENT, CD ROM etc) WITH THE ACTIVITY REPORT.

What will make ILGA staff WANT to read your report?
Acknowledgements and Resources

- ILGA Europe human rights documentation fund
  http://www.ilga-europe.org/europe/funding_capacity_building/funding_opportunities/ilga_europe_human_rights_violations_documentation_funds
- ILGA Europe completed projects and current projects
  http://www.ilga-europe.org/europe/funding_capacity_building/funding_opportunities/ilga_europe_human_rights_violations_documentation_funds
- HuriTools at HURIDOCS http://www.huridocs.org/tools/overview
- European handbook on equality data. European Commission.
- Spirer & Spirer. Intermediate Data Analysis for Human rights.
- CIVICUS Better Communications and Planning Civil Society Toolkits http://www.civicus.org/new/civicus_toolkit_project.asp
- Handbook on Observations of Pride Marches by Christine Loudes. ILGA Europe