



UNDERSTANDING THE PRINCIPLES AND STANDARDS OF PROTECTION OF HUMAN RIGHTS DEFENDERS

METHODOLOGICAL MATERIALS



Realizing Principles and Standards to Protect Human Rights Defenders. Handbook / O.Voytenko, O.Kozoroh, O.Ohred'ko, L. Kolomyeyets, V.Potapova/ Edited by V.Potapova, M.Sulialina. – Kyiv: ALMENDA Center for Civic Education, 2021 – 89 p.

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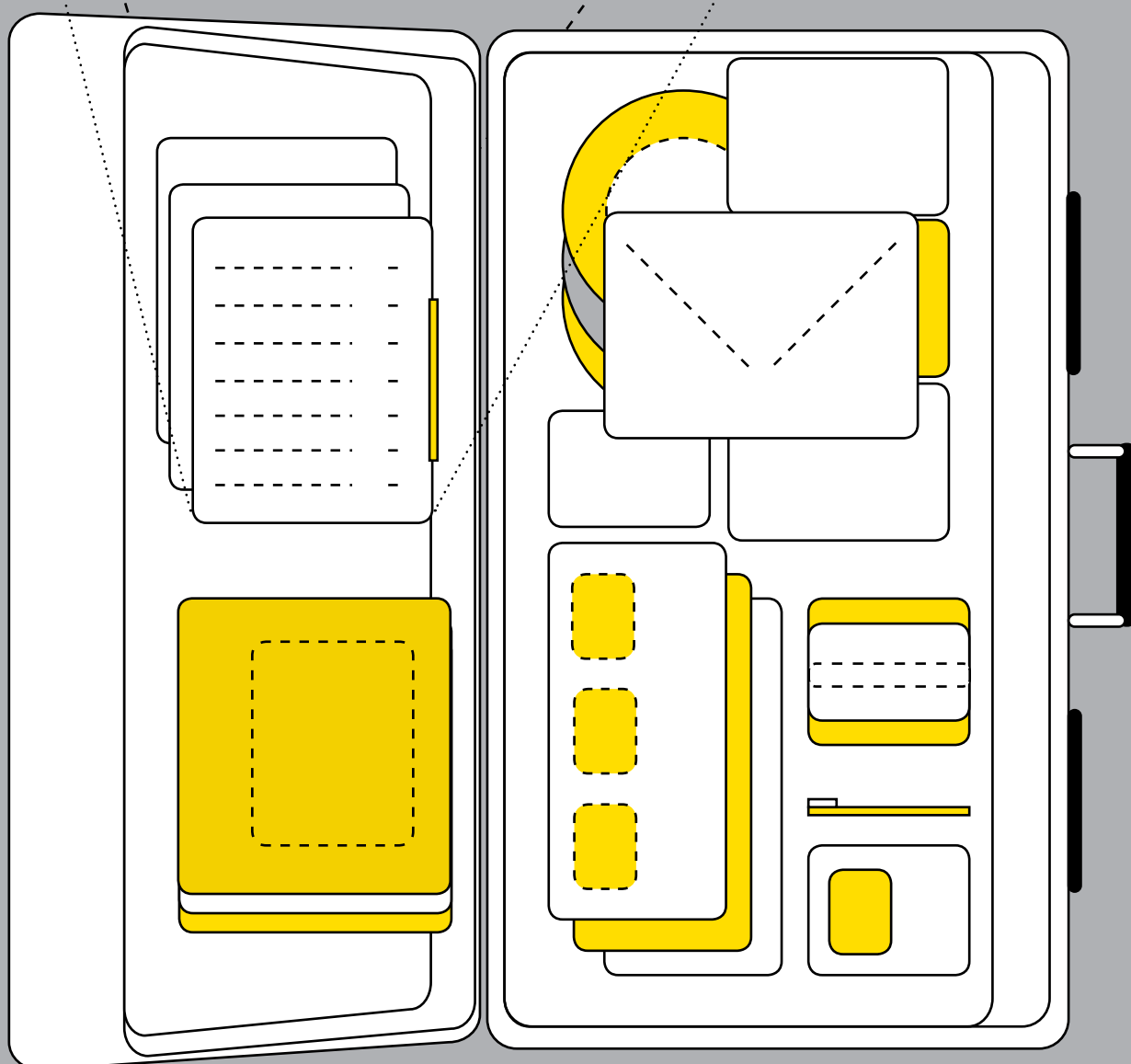


The handbook is intended for conducting online and offline workshops in order to associate the public nationwide for supporting and protecting human rights defenders and activists, whose work is aimed at protecting human rights, through raising their recognition and implementing behavioral models among young people to respond to human rights violations. The handbook is structured in three parts: theoretical, practical, and instructive (recommendations for conducting online and offline workshops).

It would be useful for those working in the field of human rights to educate children and youth (methodologists of postgraduate pedagogical education, university lecturers and school teachers, out-of-school educational facilities staff, NGO activists, etc.).

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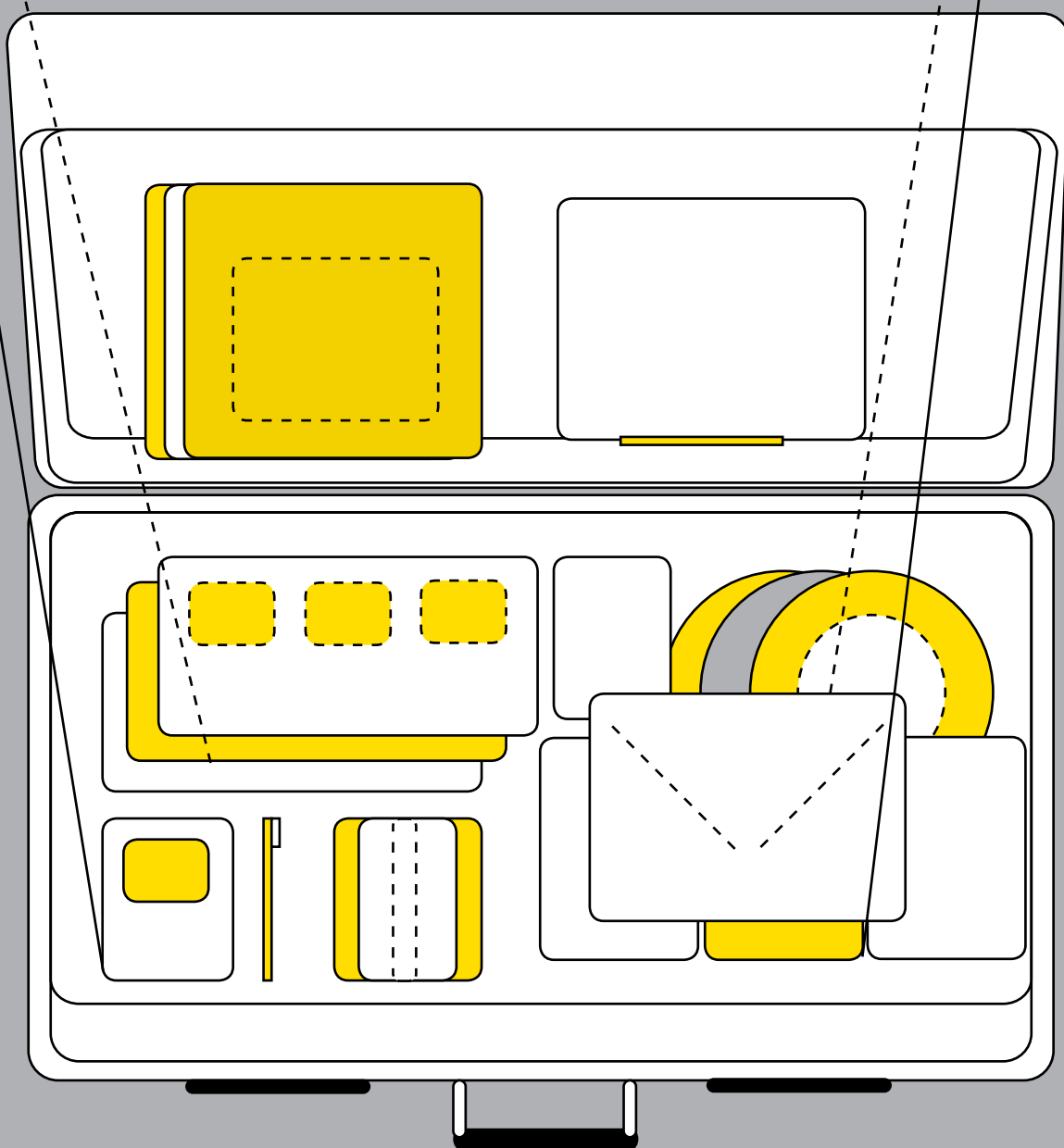
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Introduction



INTRODUCTION

ABOUT THE HANDBOOK OR HOW TO USE THIS HANDBOOK

The handbook you are looking at is intended for online and offline workshops in order to associate the public nationwide for supporting and protecting human rights defenders and activists, whose work is aimed at protecting human rights, through raising their recognition and implementing behavioral models among young people to respond to human rights violations.

The writing team developed these materials, realizing the importance and necessity to apply in practice the [Principles and standards of protecting and strengthening human rights activities](#) developed by the Human Rights House Foundation. Methodological materials are recommended for human rights education activists, teachers, representatives of NGOs and Human Rights Houses all over the world. It offers theoretical materials and practical guidance as well as training exercises, with a step-by-step guide for a trainer, explaining the issue of the Standards and principles of protecting human rights defenders, and developed to implement these standards effectively at the national level.

The concept of the methodological materials is based on methods developments for the Ukrainian exhibition «Suitcases of Human Rights Defenders». The exhibition project «Suitcases of Crimean Human Rights Defenders (Life during the Armed Conflict)» and «Suitcases of Human Rights Defenders at Risk» was developed by representatives of the Educational Human Rights House (Chernihiv) and the NGO Center of civic education «Almenda» to the 20th anniversary of adopting the «United Nations Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally» (commonly referred to as the «Declaration on Human Rights Defenders»). The exposition display consisted of 7 suitcases with personal belongings of human rights defenders who had to leave the Crimean peninsula, occupied in 2014, the eastern regions of Ukraine, seized by armed men with the support of the Russian Federation; were endangered in Azerbaijan and Belarus. The exposition also includes a suitcase of an activist of Roma origin.

The contents of the cases was demonstrated to the exhibition visitors to help them perceive personally an image of present-day human rights defender and understand who were human rights defenders, how they were working, defending the human rights, and what risks they were facing. Through communication with the guides, the visitors got to know the contents and fundamentals of the Declaration on Human Rights Defenders.

Working on the methodological materials, the authors intended to use, to the highest extent possible, open access information and method materials, developed by well-known Ukrainian and international human rights organizations, namely [Kharkiv Human Right Group \(KHRG\) – Presentation of Facts no 29. Human Rights Defenders: Defending the Human Rights](#), Human Rights House Foundation – [«Rights of defenders: principles and standards protecting and empowering human rights work»](#) the OSCE Office for Democratic Institutions and Human Rights (ODIHR) – [Guidelines on the Protection of Human Rights Defenders](#), Directorate of Youth and Sport of the Council of Europe – [Compass: Manual for Human Rights Education with Young people](#).

As the Internet and online learning have become an integral part of modern life, the

methodological materials are designed so that it can be used during distance learning and online activities as well as in the systems of in class or training forms of learning by all working in the field of human rights in order to educate children and youth (methodologists of postgraduate pedagogical education, university lecturers and school teachers, employees of out-of-school institutions, activists of NGOs, etc.).

An important purpose of this methodological materials is to provide with methods support those who deliver trainings for teachers, methodologists, coaches, NGO representatives that present the interests of various target groups. The prime purpose of the methodological materials is to develop a conscious attitude to international standards for protecting the human rights defenders and to communicate substantial, clear and meaningful information on the standards of such protection as well as to explain the context that human rights defenders exist in, through their personal histories.

METHODOLOGICAL MATERIALS STRUCTURE

Methodological materials are based on LEGO idea: when a person planning a training and preparing an agenda is selecting him/herself what information and from what section would be used to put the training in line with the needs of participants and peculiarities of the target groups (communities) to be addressed.

The Handbook consists of three major parts: theoretical, methods, and instructive (recommendations for conducting online and offline workshops).

The theoretical part explains the concept of «human rights defenders», provides examples of human rights activities, contains a list of international documents on the protection of human rights defenders and the history of their creation, that the lecturer / coach should be aware of. Manuals of the [Kharkiv Human Rights Group \(KHPG\)](#), the [Human Rights House Foundation](#), etc. have been used for this part. The theoretical part offers basic knowledge on the topic, but hyperlinks allow to study the theory of the issue in depth.

The methods part focuses on the algorithm of work, methods, approaches and tools of education on the standards and principles of protection of human rights defenders. This part of the methodological materials is based on the materials of the exhibition project «Suitcases of Human Rights Defenders» and contains personal stories of Ukrainian human rights defenders (here the method of storytelling – telling stories to create a situation of thoughtful, attractive interaction in learning the material).

Each individual history of human rights activities is a component of the five «Cases of Standards and Principles for the Protection of Human Rights Defenders». Each «case» explains the meaning of one of the standards through the personal stories of Ukrainian human rights defenders, in particular, through the story of the destiny of those who have come from the temporarily occupied territories. These are the stories of people who were forced to leave their homes due to their own civic position, who are working

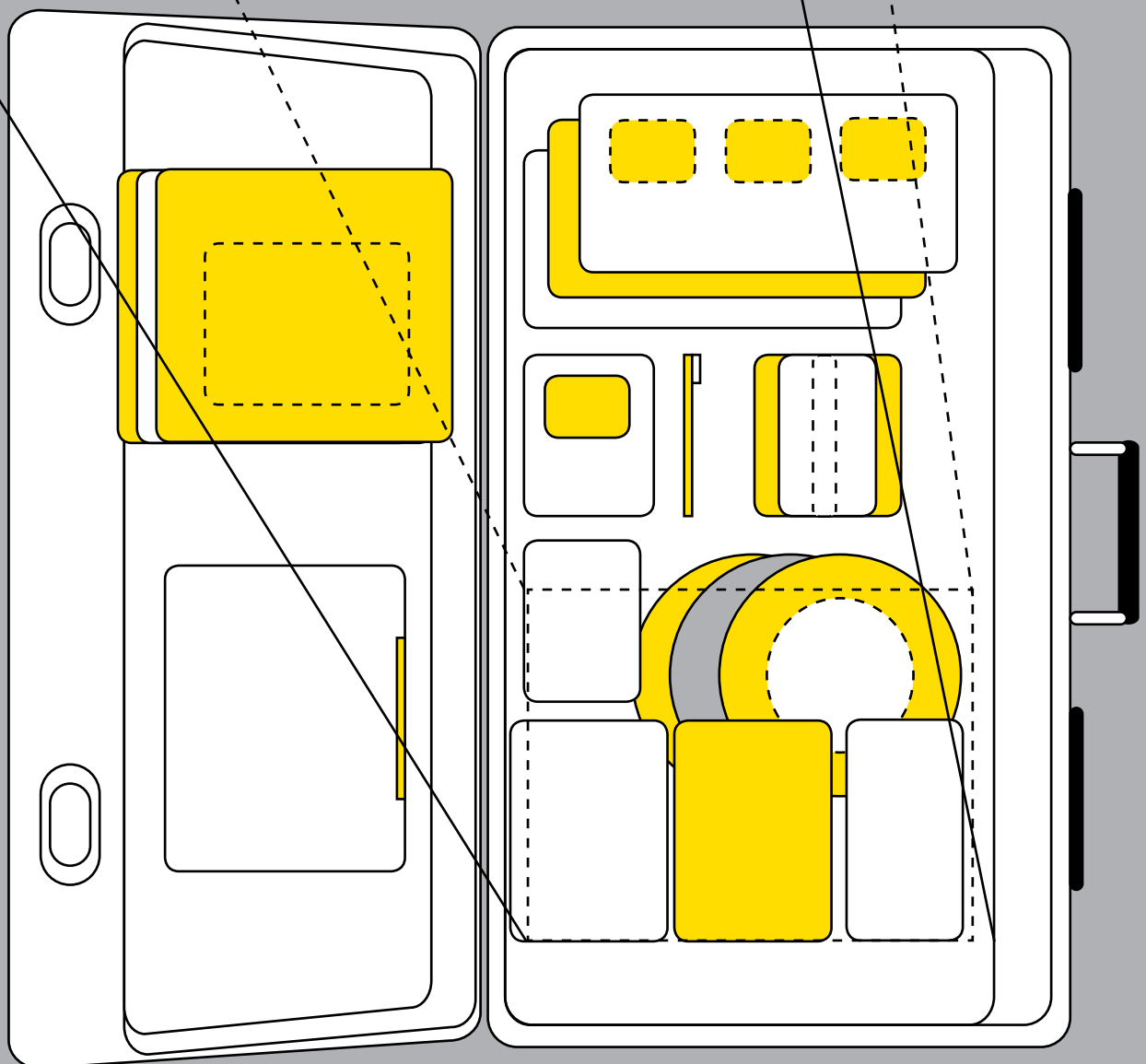
now in the spheres of human rights, activism, and journalism in the Ukraine controlled territory. The basic task of this unit is to provide the lecturer / trainer with information and advice before planning and delivering the training.

A high practical value for users of the handbook would have the Step-by-step guide for delivering the training with training exercises and appendices, in particular, such as «Description of Standards and Principles for the Protection of Human Rights Defenders», biographies of human rights defenders.

Instructions for using online tools for the webinar present a step-by-step description of using such tools and programs as Zoom, Padlet, Mentimeter.

We hope that the offered information, practical recommendations, examples, stories of human rights defenders would be very useful for you in planning training events in order to promote the Standards and Principles of Protection of Human Rights Defenders in Ukraine and abroad.

WHO ARE HUMAN RIGHTS DEFENDERS?



WHO ARE HUMAN RIGHTS DEFENDERS, HOW THEY WORK AND WHAT THEY ADVOCATE FOR?

«Today when human rights defenders are suffering attacks, victimization, and stigmatization all over the world... we must pay tribute to these thousands of men and women to whom we owe so much...»

– Michel Forst, Special Rapporteur on the Situation of Human Rights Defenders

HUMAN RIGHTS DEFENDERS are those who advocate and defend human rights by all peaceful means without discrimination. Human rights defenders can join groups of people in or outside appropriate structures or organizations, such as associations or foundations. Everyone, regardless of profession, can be a human rights defender; they are classified primarily by the content of their activities, not by profession.

THE DEFINITION OF «HUMAN RIGHTS DEFENDERS» is used to refer to persons who, individually or together with others, fight for or defend human rights.

TO BECOME A HUMAN RIGHTS DEFENDER a person must decide to take care of any human right (or rights) on behalf of individuals or groups. Human rights defenders seek to advocate and protect civil and political rights as well as to promote, defend and exercise economic, social and cultural rights (individual and collective).

SOME HUMAN RIGHTS DEFENDERS ARE HUMAN RIGHTS PROFESSIONALS, human rights lawyers, journalists and media people, trade unionists or development workers. Other human rights defenders do not get any profit from working for human rights. Working in different parts of the world, human rights defenders mostly work at the local or national level, supporting the respect for human rights in their communities and countries. Some of them cooperate with the international human rights community, acting at the level of the United Nations, regional bodies such as the European Union or the Council of Europe, and at the level of countries.

HUMAN RIGHTS DEFENDERS ADDRESS ALL HUMAN RIGHTS ISSUES, which can vary in content, such as executions without due court proceedings, torture, arbitrary arrests and detentions, female genital mutilation, discrimination, employment issues, forced evictions, access to health care, and the management of toxic waste and its impact on the environment. Human rights defenders stand up for all human rights, such as the right to life, adequate and necessary housing, freedom of peaceful assemblies, education, freedom of movement and non-discrimination. Sometimes they care for the rights of certain categories of people, such as women's rights, children's rights, the rights of indigenous peoples, the rights of refugees and internally displaced persons, and the rights of national, linguistic or sexual minorities.

The human rights defenders all over the world intend to improve the society, support peace and democracy. The human rights defenders are agents for positive changes and social development, residents for protection against the violations of human rights and for development of general human rights¹.

¹ Rights of Human Rights Defenders Brochure, Human Rights Houses Foundation. URL: <https://humanrightshouse.org/wp-content/uploads/2018/08/Rights-of-Defenders.pdf>

At the same time, human rights defenders are constantly under pressure from the authorities and the state machinery. From time immemorial, when the state and the laws appeared, there have been people who have been using legal methods to defend human rights. The authorities, surely, did not like this, and they tried to neutralize those who defended human rights in any way. With the development of states and the improvement of legal systems, the opportunities for people to defend the rights increased, with the pressure of the authorities becoming more and more powerful. The twentieth century was marked with the successful development of the human rights movement – Mahatma Gandhi and Martin Luther King, Vaclav Havel and Nelson Mandela, Petro Hryhorenko and V'yacheslav Chornovil, hundreds and thousands of human rights defenders, who, despite of intensive resistance, were creating and improving the human rights in the world.

RECENTLY, AS THE INTERNATIONAL COMMUNITY STATES, THE SITUATION IN THE WORLD WITH THE PROTECTION OF HUMAN RIGHTS DEFENDERS HAS BEEN WORSENING. The human rights defenders often become victims in different parts of the world, suffering executions, torture, beatings, arbitrary arrests and detentions, threats of murder, harassment and defamation, restrictions on freedom of movement, expression, and disregard for the right to associations and assemblies. It is more than common when both state and non-state institutions seek to distort the narrative of human rights defenders, gloss over the meaning of their activities, represent them not as defenders of the people, but as enemies of the state, using such markers as «foreign agents», «grant eaters» and so on. Of course, this hinders the development of democracy and requires communicating the honest information to the society.

DOZENS OF CASES OF PERSECUTION OF HUMAN RIGHTS DEFENDERS OCCUR IN UKRAINE EVERY YEAR. For instance, only in June-September 2020, 21 cases were recorded (a total of 27 separate incidents) when activists were obstructed or intimidated. For this period, there were also reports on beatings activists, obstructing their activities by the police, wiretapping and threatening, harassing and holding discretionary media campaigns, attacking the community centers and other actions aimed at obstructing human rights activities. At the same time, the state does not always respond adequately to events and does not take the necessary preventive action. In many cases, investigative actions are either not carried out or postponed².

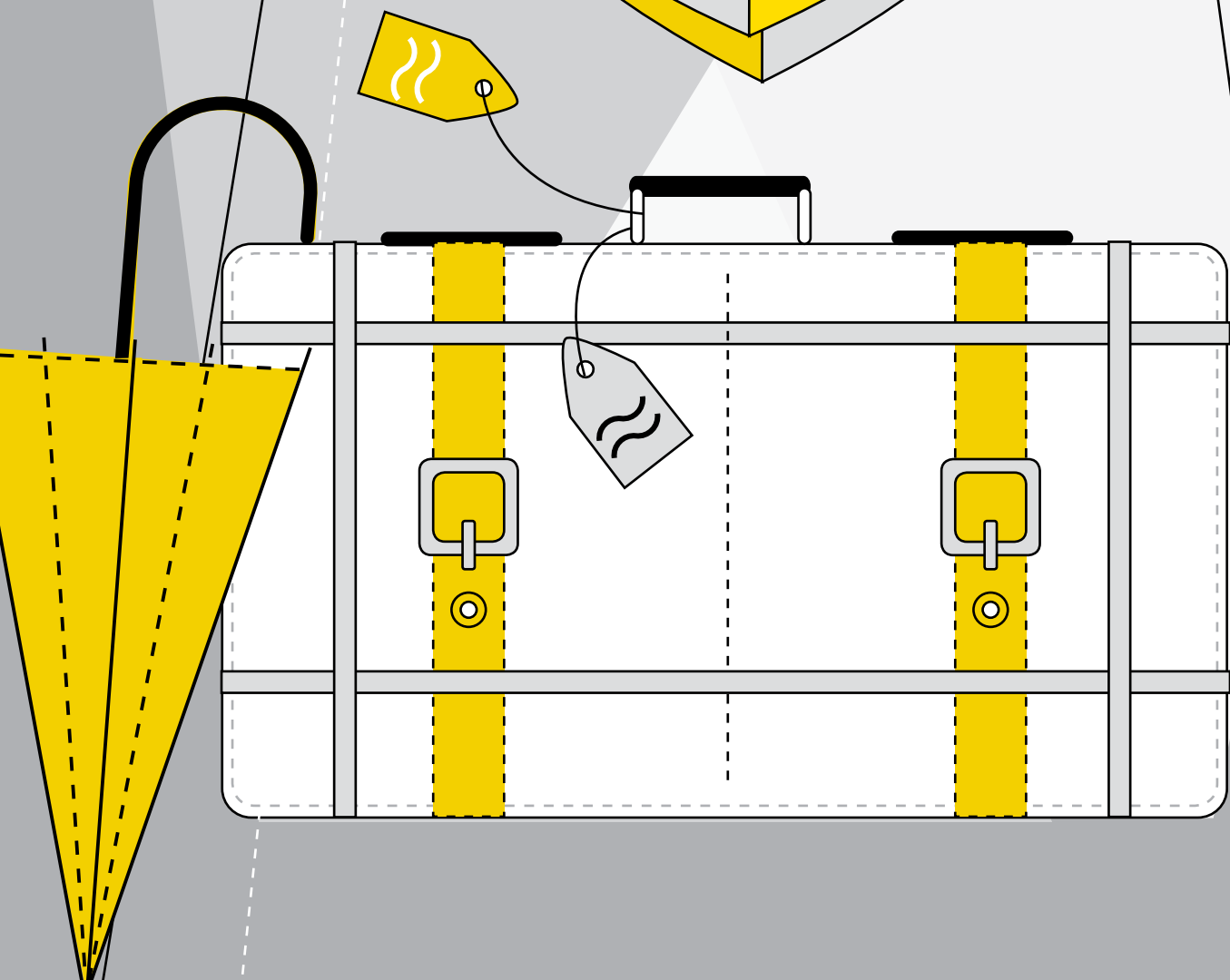
Human rights defenders do not exist in a vacuum, they live among us, in society, and are constantly on guard for human rights. As Mrs. Eleanor Roosevelt, Chair of the UN Commission on Human Rights, noted when the Universal Declaration of Human Rights had been adopted, 'human rights are woven into the fabric of our daily lives'. That is why today we treat human rights as a social constant. However, without the solidarity of people in fighting for their rights where they live, from local communities to states, it is useless to hope for progress in the big world.

Therefore, without a public support for activities of human rights defenders, without explaining the sense, value and need of their actions, it would be impossible to build a democratic society.

INTERNATIONAL PRACTICE OF

² Monitoring report on persecuting the activists, human rights defenders and journalists in Ukraine (July – September 2020) | / H.Rozhkova, K.Pomazana, S.Pernikoza, V.Pivovarov. Kyiv: UMDPL Association, 2020. 40p. URL: http://umdpl.info/wp-content/uploads/2020/10/ACTVST_eng-1.pdf

**INTERNATIONAL
PRACTICE OF
PROTECTING AND
SUPPORTING THE
HUMAN RIGHTS
DEFENDERS**



PROTECTING AND SUPPORTING THE HUMAN RIGHTS DEFENDERS

The right to be a human rights defender guarantees that they are able to carry out their work non-obstructed and, if necessary, be protected at the level of international and national laws. This covers actions on all human rights and the choice of methods, whether the human rights defender advocates for human rights through peaceful protests or social media, through the establishment of human rights organizations, participation in court cases or any other non-violent methods.

Recognition of the vital role of human rights defenders and the existence of violations they face with convinced the United Nations Organization of the need for special efforts to protect human rights defenders and their activities.

This need was enshrined in the Helsinki Final Act of 1975, and in 1984 work on the Declaration on Human Rights Defenders started that ended on 9 December 1998 with the adoption by the United Nations General Assembly of the Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms.

ACTIONS OF THE UNITED NATIONS IN FAVOR OF HUMAN RIGHTS DEFENDERS ARE BASED ON THE FOLLOWING CONSIDERATIONS:

- The implementation of international human rights standards in countries depends to a large extent on the contribution of individuals and groups (working both inside and outside the country), and the support of these human rights defenders is crucial to achieving universal respect for human rights;
- When governments, national legislation, the police, the judiciary power and the state as a whole do not provide the necessary protection against human rights violations in the country, human rights defenders build the last line of defense;
- It is human rights defenders who are often victims of human rights disrespect because of their human rights work, therefore they need protection.

Almost 15 years before the adoption of the Declaration on Human Rights Defenders since 1984, the international community had taken important steps to define the «protection» of human rights as an independent law sphere and to recognize people defending the human rights as «human rights defenders».

The Copenhagen meeting of the Conference on the Human Dimension of the Conference on Security and Co-operation in Europe (1990) identified the important role of human rights defenders and civil society in achieving common goals within the OSCE.

The 1994 Budapest Document «Towards a Genuine Partnership in a New Era» stated that human rights and key freedoms, the rule of law and democratic institutions were fundamental to peace and security. In addition, the document stressed the need to protect human rights defenders.

In 2000, the Secretary-General of the United Nations appointed a Special Representative

for Human Rights Defenders. Through his/her work, the Special Representative supports the implementation of the Declaration and the collection of information on the situation of human rights defenders around the world. The Special Representative while acting is absolutely independent from any state, is not a UN employer and is not remunerated.

At the 2010 OSCE Summit in Astana, participating States reaffirmed the important role of civil society and the free media in promoting full respect for human rights, general freedoms, principles of democracy and the rule of law (Astana Jubilee Declaration 2010).

In 2017, the UN adopted a consensus resolution aimed at reaffirming the public importance of human rights defenders.

At the meeting of the OSCE Council of Ministers in Dublin in 2012, a network of civil society organizations issued a joint statement expressing strong concerns about the safety of human rights defenders in the OSCE region and calling on the OSCE to develop guidelines for the protection of human rights defenders.

In response to this call and in accordance with its mandate, the ODIHR began work on drafting the Guidelines for the Protection of Human Rights Defenders.

These Guidelines are based on the commitments and universally recognized human rights standards that OSCE participating States have committed themselves to, and are based on key international instruments on the protection of human rights defenders, in particular the UN Declaration on Human Rights Defenders referred to above. The Guidelines do not introduce new rules or create «special» rights for human rights defenders; they deal primarily with protecting the human rights of those who are at risk due to their own human rights activities.

Following the Guidelines, the Human Rights House Foundation (HRRF) issued the booklet «Rights of defenders» presenting the information in a clearer form and providing a better understanding and, consequently, more effective implementation of international standards for protecting and supporting the human rights defenders on the national level.

PRINCIPLES AND STANDARDS FOR PROTECTING AND EMPOWERING HUMAN RIGHTS WORK.

- **SUPPORT PUBLICLY HUMAN RIGHTS DEFENDERS**
- **DON'T CRIMINALISE DEFENDING HUMAN RIGHTS**
- **RESPECT NGO INDEPENDENCE**
- **END RESTRICTIONS ON NGO FUNDING**
- **AVOID REGISTRATION AND LEGAL RESTRICTIONS**
- **END ALL FORMS OF REPRISALS**
- **ACCEPT DISSENTING VIEWS**
- **END ARBITRARY DETENTION AND ARREST**
- **ENSURE FREE ACCESS AND CHOICE OF MEDIA**
- **FACILITATE PEACEFUL PROTESTS**
- **UPHOLD RESPONSIBILITY OF BUSINESS**

- **FIGHT AGAINST IMPUNITY, SHOW ACCOUNTABILITY**
- **PROTECT WOMEN HUMAN RIGHTS DEFENDERS**
- **PROTECT DEFENDERS OF MINORITIES**
- **PROTECT HUMAN RIGHTS LAWYERS**
- **PROTECT FAMILY MEMBERS OF HUMAN RIGHTS DEFENDERS**

The issue of persecution of human rights defenders and public activists, the problem of impunity for such persecution are still relevant for Ukraine. According to a nationwide public opinion poll in Ukraine, 84% of citizens are convinced of the importance of the issue of attacking civic activists, and 77% of respondents believe that being a civic activist in Ukraine is dangerous³.

Ukraine's international human rights commitments are set out in the [Universal Declaration of Human Rights](#), the [International Covenant on Civil and Political Rights](#) and the protocols thereto⁴, the [International Covenant on Economic, Social and Cultural Rights](#), the [Convention for the Protection of Human Rights and Fundamental Freedoms](#) and other international agreements.

Pursuant to the contents of the [UN Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms](#) – «The Declaration on human rights defenders» – the state is primarily responsible for protecting the human rights defenders.

The state has both positive and negative commitments regarding the rights of human rights defenders. According to its commitments within the international law that commits the state to respect, protect and ensure the human rights, Ukraine shall:

- refrain from any actions that violate the rights of human rights defenders due to their human rights activities;
- protect human rights defenders from abuses and other acts committed by third parties due to their human rights activities and take all appropriate measures to do so;
- take active action to ensure exercising the rights of human rights defenders in full, including their right to protect human rights.

However, the fact that regarding human rights defenders their human rights are still brutally violated suggests that much more needs to be done to support their activities and protect them from the detrimental effects of the state's misconduct.

WHY PRINCIPLES AND STANDARDS

³ Upon the outcomes of interviewing carried out by Ilko Kucheriv Democratic Initiatives Foundation, together with Kyiv International Sociology Institute, on November 4-19m 2019

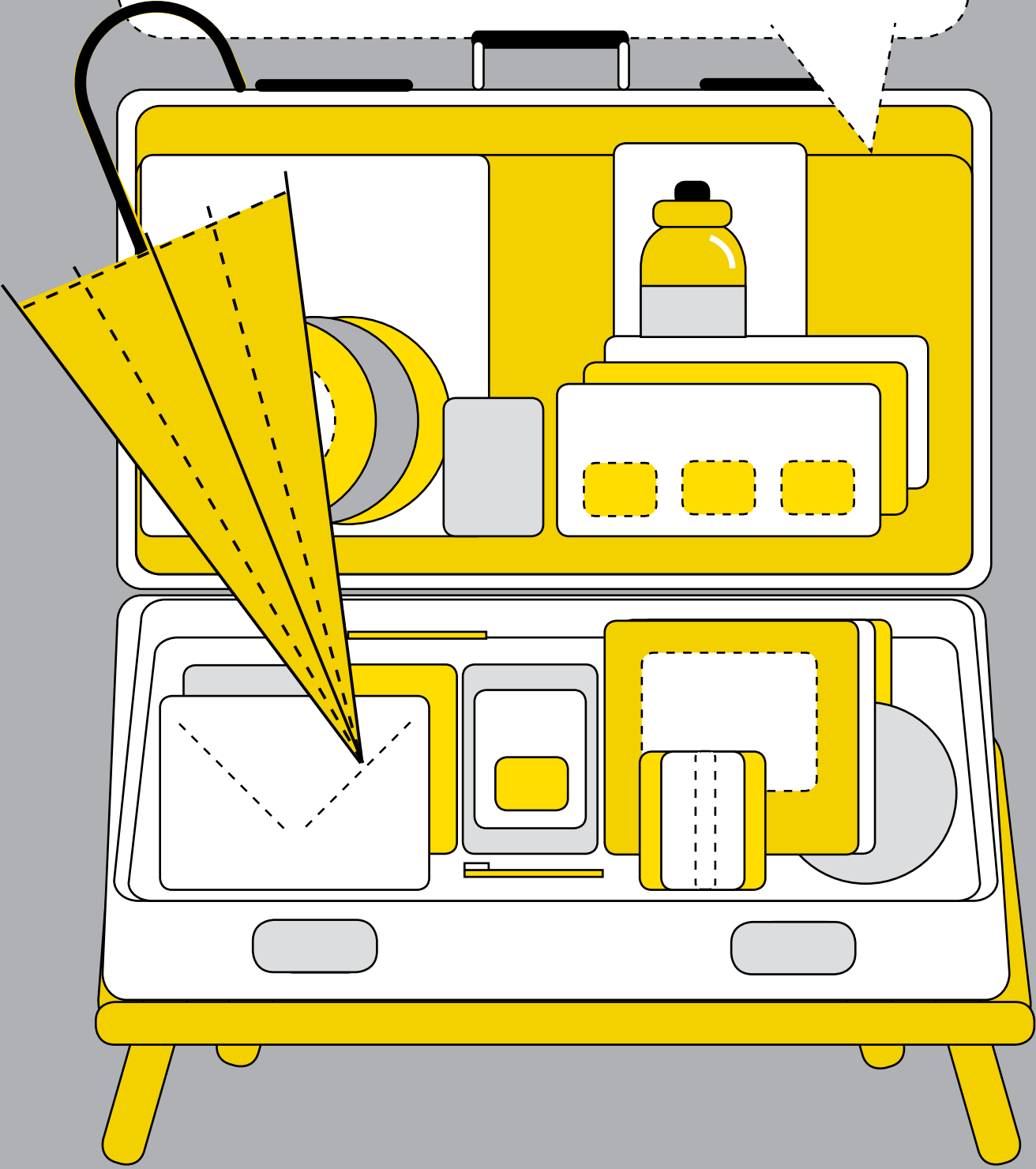
<https://dif.org.ua/article/gromadska-dumka-listopad-2019>

⁴ Optional protocol to the International Covenant on Civil and Political Rights.

https://zakon.rada.gov.ua/laws/show/995_086 Second Optional Protocol to the International Covenant on Civil and Political Rights aiming at the abolition of the death penalty.

https://zakon.rada.gov.ua/laws/show/995_187

**WHY PRINCIPLES AND
STANDARDS OF PROTECTING
AND SUPPORTING HUMAN
RIGHTS DEFENCE ARE WORTH
MENTIONING?**



OF PROTECTING AND EMPOWERING HUMAN RIGHTS WORK ARE WORTH MENTIONING?

*«...that every individual and every organ of society... shall strive by teaching and education to promote respect for these rights and freedoms...»
Universal Declaration of Human Rights, Preamble, 1948*

All citizens living in a democracy should ask themselves: am I ready to uphold and protect human rights and human rights defenders in order to ensure a stable democracy in my community and country? What tools can we use to protect human rights and human rights defenders?

Among such instruments of legal protection one may distinguish combating human rights violations in the courts, assisting those whose rights have been neglected, advocating for changes in national or international law, disseminating information about human rights among the population, provided that respect for them is cultivated.

Education in the human rights files is the most vibrant way to communicate the information on human rights in the society.

HOW WOULD PEOPLE EXERCISE THE HUMAN RIGHTS AND DEFEND THEM WHEN THEY HAVEN'T BEEN EVER TAUGHT THIS?

Throughout the history, each society has developed its own systems of social cohesion through the adoption of a set of rights and responsibilities of its citizens. It was not until 1948 that the international community agreed on a code of rights that would affect all states. The Universal Declaration of Human Rights (UDHR) became such a document. After 1948, other human rights instruments were agreed and adopted, including the 1950 European Convention on Human Rights and the 1990 United Nations Convention on the Rights of the Child (CRC).

«Human rights as armor – they protect us; they are like rules – they tell us how to behave; and they are like arbitrators – we can turn to them. They are abstract – as emotions, and as emotions they belong to everyone and exist, no matter what happens around. They are similar to nature because they can be despised; and to the spirit, because they cannot be destroyed. Like time, they treat all of us equally: rich and poor, old and young, white and black, high and low. They offer us respect and demand that we treat others with respect. They are like kindness, truth, and justice: we may disagree about their definition, but we recognize them when we see them being violated»⁵.

The Universal Declaration of Human Rights (UDHR) recognizes in its preamble the importance of education in the field of human rights, and Article 26 ensures everyone the right to education, which should serve to «strengthen respect for human rights and fundamental freedoms.» The purpose of human rights education is to create a world with a culture of human rights⁶. This is the culture that, according to the norms,

⁵ Compass: Manual for Human Rights Education with Young people

URL: <https://www.coe.int/uk/web/compass/hre-and-activism>

⁶ <https://www.coe.int/ru/web/compass/introducing-human-rights-education>

respects the rights of every person and respects these rights themselves; the culture in which people understand their rights and responsibilities, identify human rights violations and take steps to protect other people's rights. This is the culture where the human rights limit the powers' interference into the autonomy of each human, and the representatives of the state are aware of their own responsibility for ensuring their exercising and protecting.

Since 1948, extensive and diverse work has been initiated - and continues to this day - in the interests of human rights education. There are many ways to implement human rights education because people see the world differently, teachers work in different situations, and different organizations and public institutions have different interests; that is, when the principles remain constant, the practice of their application may differ. To get a picture of the diversity of teaching methods and activities applied in this area, it is enough to look at the roles and interests of «individuals and institutions of society» to understand what emphasis they place and how they develop their own interests spheres in the human rights field.

In 1993, the World Conference on Human Rights declared that human rights education was «essential for the development and achievement of sustainable and harmonious relations between countries and for the promotion of mutual understanding, tolerance and peace». In 1994, the General Assembly declared the 1995 to 2004 Decade of United Nations Human Rights Education and called on all UN Member States to promote «education, dissemination of knowledge and information in order to create a common culture of human rights».

The Council of Europe Charter on the Education of Democratic Citizenship and Human Rights Education (2010)⁷ defines human rights education (HRE) as education, training, awareness raising, information, holding exercises and events to transfer relevant knowledge, skills and attitudes to students. to have impact on their way of life and behavior in order to teach them to participate in the building and protection of a general culture of human rights in society for the promotion and protection of human rights and fundamental freedoms.

Reflecting on how to organize human rights education, how to help people acquire the necessary knowledge, skills, and to master the relevant behavior to play a role in shaping a culture of human rights, we see that human rights cannot simply be “taught” because learning must be mastered by people through their own experience. That is, human rights education must also go through immersion in human rights in practice. This means that human rights values must be reflected in how and where human rights education (HRE) is implemented. The environment and exercises should be such that human dignity and equality become an integral part of the training course.

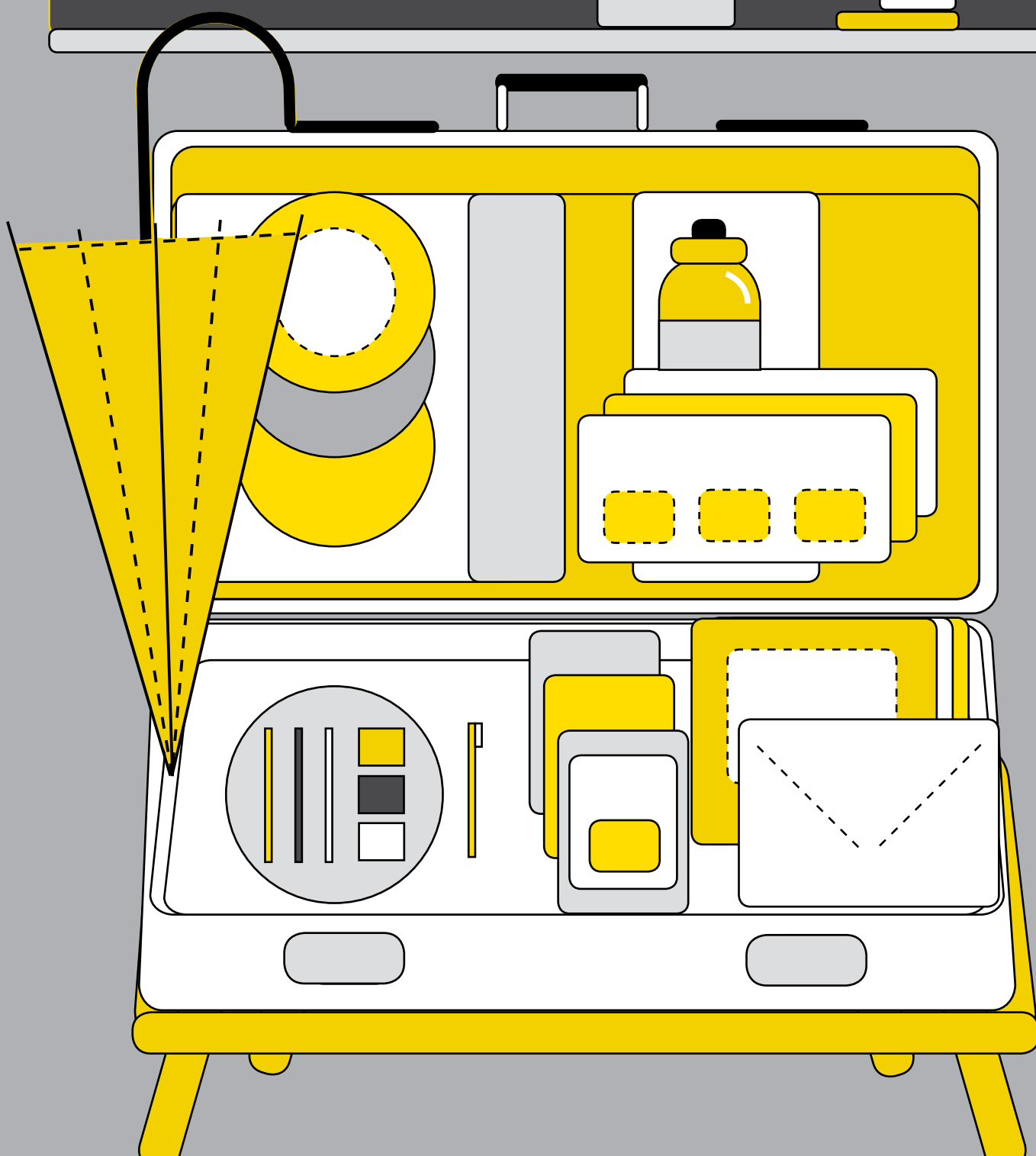
Presenting the content and essence of human rights, ways to defend them, educators should emphasize that without the active position of human rights defenders, their daily struggle for high human rights standards, these rights would have remained a good political slogan and would not have become tangible obstacles for the state to prevent its interference in our freedom. When informing about the guidelines and standards of protecting the human rights defenders that have become common at

⁷ Committee of Ministers Recommendation CM / Rec (2010) 7 on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education.

the international level, it is necessary to do this through providing trainees with the appropriate national and international context. Reviewing specific cases, both in historical situation, and in the contemporary events, facts of violating the rights of those who stand for human rights and freedoms should be pointed out, demonstrating the state's commitments and responsibility for such facts.

The methodological materials authors are convinced that no matter how interesting and exciting the teaching methods and exercises could be, the content itself should reproduce human rights issues, so that the study of human rights makes sense. To this end, the methodological materials presents various recommendations for learning through action.

HOW TO ORGANIZE TRAINING ON PRINCIPLES AND STANDARDS OF PROTECTING AND SUPPORTING THE HUMAN RIGHTS DEFENCE ACTIVITIES?



HOW TO ORGANIZE TRAINING ON PRINCIPLES AND STANDARDS OF PROTECTING AND EMPOWERING HUMAN RIGHTS WORK?

Developing a proper attitude and effective behavioral models to increase public attention to the activities of human rights defenders in order to strengthen their security as well as forming a positive image of human rights defenders and the belief in the effective impact of human rights work on society – this should be the purpose for enlightenment on these issues.

Among the key competencies that will contribute to lifelong learning, social and civic ones are important. [The Competence Framework for the Culture of Democracy of the Council of Europe](#) provides for knowledge and understanding of such concepts as democracy, justice, equality, citizenship and civil rights, the main provisions of the Universal Declaration of Human Rights and other fundamental international instruments on the subject. Education in the spirit of respect for human rights and human dignity is the main area of present-day social education in secondary schools in democratic countries. Understanding the role and place of human rights defenders in a democratic society is extraordinary important not only for developing the attitude to them, but also to realizing own resources to influence the processes through solidarity and support.

The methodology of suggested training is based on recommendations of the [UN Declaration on Human Rights Education and Training](#) (2011) that states that «Human rights education and training encompasses:

- a) Education **about human rights**, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection;
- б) Education **through human rights**, which includes learning and teaching in a way that respects the rights of both educators and learners;
- в) Education **for human rights**, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.»

The basis of the methodological approach of the proposed educational materials is the value dimension. Human rights are a value that is the basis of peace and democracy, their understanding is the basis for developing an appropriate level of conscious demands for guarantees of their respect by the state. It is in this perspective that the guarantees of activities of human rights defenders should be considered.

The following tasks are relevant for an educator who plans to teach the principles and standards of protecting and supporting the human rights activities: the development

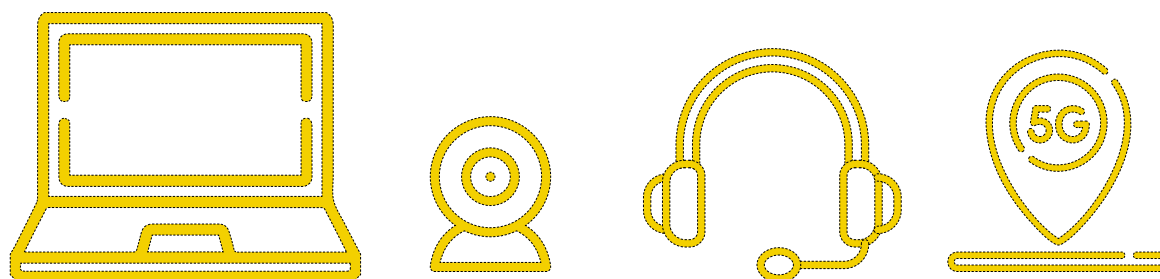
of critical thinking; ability to analyze evidence as historical sources, work with materials of legal and historical documents, media reports; the ability to argue their own position and build up an attitude to certain historical facts, legal institutions, phenomena of public life.

The methodology provides subject-subject teaching methods - interactive learning, integrated learning, when academic and interactive forms and methods are combined. The development of modern technologies makes it possible to transfer educational activities to the online environment. The tools used in online learning are constantly evolving, which allows the implementation of educational activities on the same principles while maintaining the interactivity and interaction of those who will participate in them.

The target group of the proposed online training can be both human rights activists, representatives of civil society, and students - high school or university students. It is assumed that students have a basic knowledge of human rights and understand the meaning of «human rights activities».

The number of participants can range from 10 to 30 people.

Technical specifications: PCs equipped with video camera, audio system and microphone, high-speed Internet.



The training can be delivered on the ZOOM platform or any convenient (familiar) for students online platform, the parameters of which allow in group work, demonstration of video files, communication (video, voice, chat) of participants.

While working, it is planned to offer participants to watch presentations, short videos, work with textual sources of information. During the session, participants will use several handy online tools⁸.

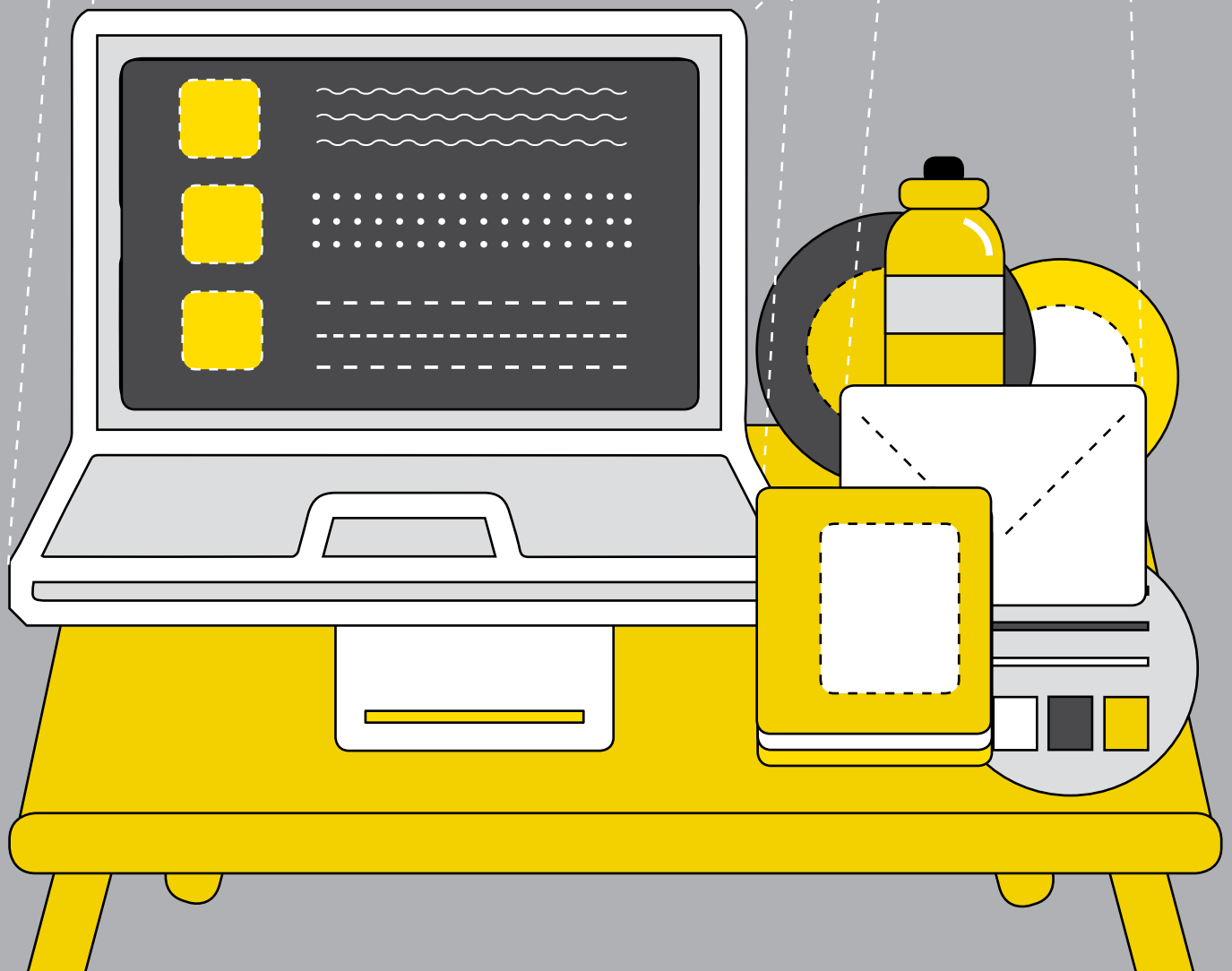
⁸ Guide on using online tools for holding a webinar is given in the next methodological materials sections.

With a selection of the proposed cases, not only protection standards of human rights defenders may be considered, but also, subject to the efficient use of time, individual rights and freedoms, illustrating the meaning of these concepts with specific examples given in the cases, may be paid attention to.

For example, working with the case FACILITATE PEACEFUL PROTESTS , the educator has the opportunity to describe in a more comprehensive way the contents of Article 11 of the ECHR Freedom of assemblies and associations, while the case PROVIDE FREE ACCESS AND CHOICE OF MEDIA would help to understand better Art. 10 Freedom of expression. A case dedicated to the protection of human rights lawyers can be used to illustrate certain aspects of Art. 6 Right to a fair trial, and others would be useful to consider the issue of the state's responsibilities in the field of human rights and its responsibility guarantees in this area.

The indicative duration of webinar is 3 – 3.5h, with one 20min break provided.

STEP-BY-STEP INSTRUCTION MANUAL FOR CONDUCTING ONLINE TRAINING



STEP-BY-STEP GUIDE TO DELIVER ONLINE TRAINING

PURPOSE: Strengthening solidarity at the national level in the field of support and protection of human rights defenders and activists, whose work involves the protection of human rights by raising awareness of these rights, support and dissemination of behavioral models for responding to human rights violations among young people.

RESULTS EXPECTED:

Trainees would become able to:

- explain who the human rights defenders are and tell about their activities;
- give examples of risks the human rights defenders activities are related to;
- tell how the international law protects the human rights defenders and indicate several standards of such defence;
- present their attitude to the human rights activities, and justify its social significance;
- argue a need to protect human rights defenders and demonstrate a social and personal solidarity with them.

To deliver the webinar the following [presentation](#) is suggested to be used.

INTRODUCTION (10 min.)

- Welcome the participants and ask them to register in the chat. **(Slide 1-2)**
- Inform about the expected webinar duration, outline the rules of work and specific features of using the online platform.
- Suggest participants to introduce themselves in brief (name, residence place, profession) and their expectation, using Padlet board⁹. **(Slide 3)**
- Describe project 'Cases of Human Rights Defenders' and its educational opportunities in brief. **(Slide 4)**
- Inform the audience on the webinar purpose. **(Slide 5)**

MAIN PART

STEP 1 (40-50MIN)

- Remind the participants the information on adopting in 1975 the Helsinki Final Act to reconcile the obligations of States that acceded to international agreements on human rights and fundamental freedoms. It is since then that the active human rights movement in Ukraine started. **(Slide 6)**
- Ask: «Who are the human rights defenders and what challenges they have faces in non-democratic states?». Listen to answers and add the information. **(Slide 7)**

⁹ For information on creating and using Padlet board – see section “Guide on using online tools when holding a webinar”

- Suggest to watch a [short video](#) with a Kateryna Handziuk's speech. **Take into account** that the interview contents and conditions it was recorded in may be impressive for many, and evoke emotions of pity, compassion and resentment. Tell the participants about this in advance.

Discuss the following:

- Which emotions has the viewing evoked?
- What is Kateryna speaking about and encouraging to?
- What may the information presented by Kateryna proclaim?

(Slide 8)

- Give information on the situation with human rights defence in the country and present statistics/ examples of violating the human rights defenders' rights.

(Slide 9)

- Inform about the protection the human rights defenders enjoy in the international practice. Brief on standards of protecting human rights defenders **(Slide 10)**
- Sum up this part of training and give a task for the break: to familiarize with suggested [5 standards of protecting the human rights defenders](#) and [brief biography notes of case «owners»](#) **(Slide11)**
- Make a 20min break.

STEP 2 (60MIN)

AT THIS WEBINAR STAGE A COACH, USING LEGO PRINCIPLE, SHOULD SELECT STANDARDS AND CASES THAT HE/SHE CONSIDERS RELEVANT TO THE AUDIENCE HE/SHE IS WORKING WITH.

- Ask the participants how they are feeling after the break. For this purpose suggest them to choose one of characters at slide, that is mostly in line with their mode. **(Slide 12)**
- Suggest the participants to learn about 5 selected standards of protecting human rights defenders [\(Annex1\)](#), ask to watch a [short video](#) of one case characters and identify which protection standard is illustrated by the message contents. **(Slide 13)**
- Interview the audience using Mentimeter¹⁰ Consider how specifically the participants are able to explain their choice? Which of the information received, in their opinion, indicates the risks of the human rights activist? **(Slide 14)**
- Inform the participants that the next stage would be work in groups **(Slide 15)**
- Remind the information about the case «owners» [\(Annex2\)](#).

During the training, participants are asked to work in the following way, not all five cases (they are available in the next section) to the appropriate standards, but only one or two at the choice of the coach.

- Instruct on working in groups: to brief with 5 standards for protecting human rights defenders [\(Annex1\)](#) and to learn the contents of 1 or 2 suggested cases (a

¹⁰ For information on using Mentimeter – see section “Guide on using online tools when holding a webinar”

necessary case may be selected in the next section). Based on the case contents review, to identify which protection standards have been violated.

- Time for exercise – 20min **(Slide 15)**
- Group participants (3 to 5 depending on the number) and start working¹¹.
- Suggest participants to select a standard that the case they studied using Mentimeter referred to . **(Slide 16)**
- To finalise, display the outcomes on the monitor and start discussion:
 - What kinds of human rights defense activities of characters have become known from the materials?
 - What has guided the group on identifying the disrespected standard?
 - Which materials suggested in the cases helped to make a decision?
 - How does the standard protect the human rights defenders?
- Listen to the answers and comment on them.
- Suggest the participants to present their own considerations on strengthening the role of standards in the country – how to make the state to meet the commitments undertaken?

STEP 3 (15 MIN)

- Suggest reading the statement of Mrs Eleanor Roosevelt on human rights.

*«Where, after all, do universal human rights begin? In small places, close to home—so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighbourhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. **Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.**»*

Eleanor Roosevelt

(Slide 17)

Discuss:

- What does the saying «Where, after all, do universal human rights begin? In small places, close to home...» mean?
- Why, if our rights are enshrined in Constitution and laws, did the politician state a need to get them respected and defended? Who should defend our rights?
- How do you understand the last sentence from the quoted extract: «Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world»? **(Slide17)**
- Ask the participants to consider and express themselves on solidarity actions that the citizens may suggest to support human rights defenders. Use Padlet. **(Slide18)**

Review the suggested.

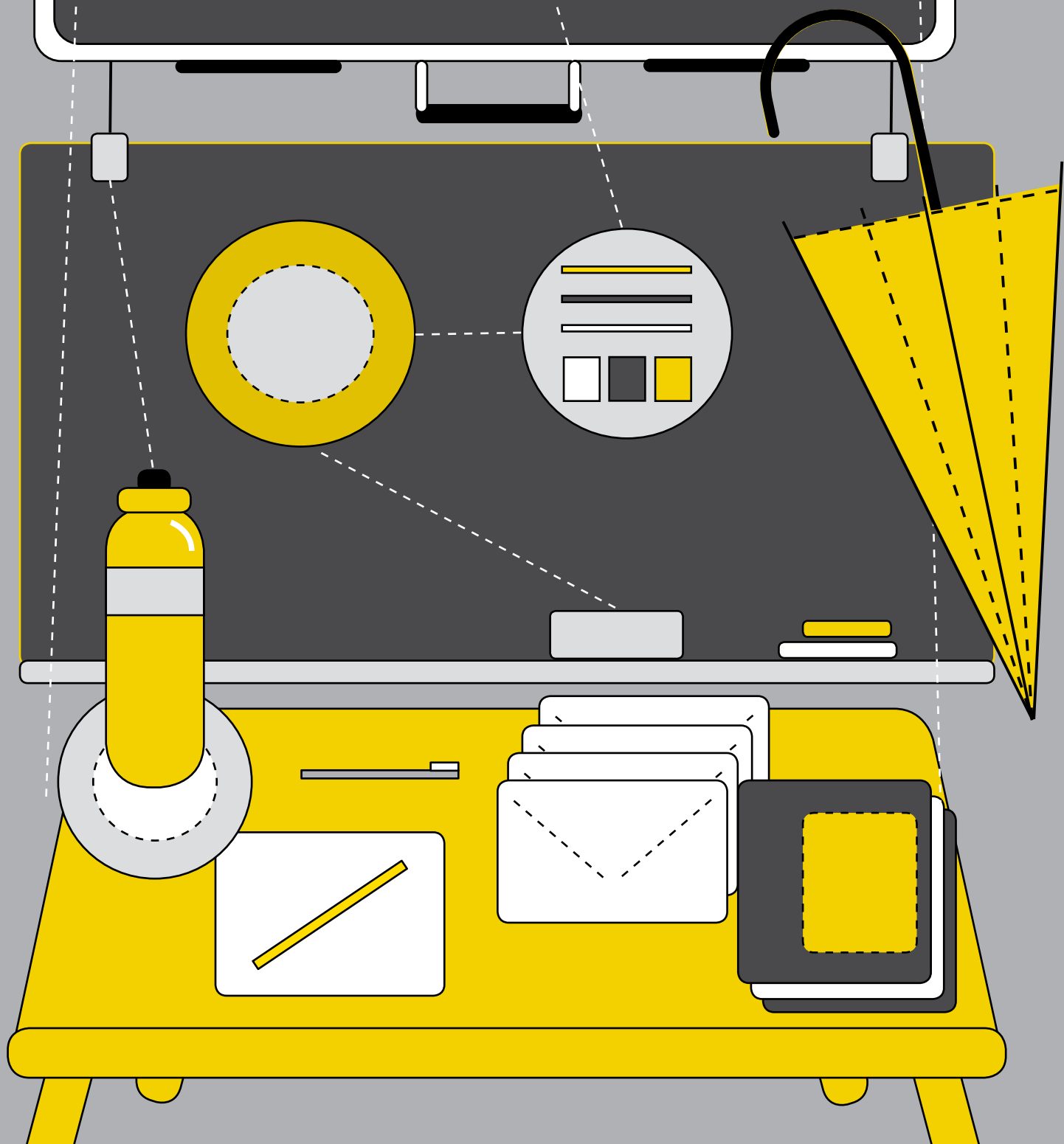
¹¹ How to group participants in Zoom – see section “Guide on using online tools when holding a webinar”

- Use quotations of former Ukrainian political prisoners on significance of writing letters to visualize the impact of solidarity forces to support the actions of human rights defenders. **(Slide 19)**
- Suggest the participants to demonstrate their own solidarity with human rights defenders by their own actions «here and now» to their network environment. For instance, you may use a [ready template](#) in Canva for this purpose and hashtag #SupportHumanRightsDefenders. **(Slide 20)**

STEP 4 (10 – 15 MIN)

- Sum up briefly the session and suggest the participants to reflect their own impressions and gains upon the webinar results on Padlet. **(Slide 21)**

STEP-BY-STEP INSTRUCTION MANUAL FOR CONDUCTING OFFLINE TRAINING



STEP-BY-STEP INSTRUCTION MANUAL FOR CONDUCTING OFFLINE TRAINING

During the training, participants will get acquainted with the methodological materials and learn to work with the manual “Understanding the principles and standards of protection of human rights defenders” in online and offline formats.

PART 1. BRIEFLY ABOUT HUMAN RIGHTS

ACTIVITY. “ACQUAINTANCE - BINGO!”

BRIEF DESCRIPTION OF THE ACTIVITY: this is a quiz in the form of “interviews”, where participants question each other and thus get acquainted and share knowledge and experience on human rights.

Group size: 12-18 people

Duration: 15 minutes

TASKS:

- to present the participants to each other positively and optimistically, which demonstrates the value of the participant for the group (icebreaking)
- to diagnose the group’s level of awareness of human rights
- to improve listening and critical thinking skills
- to develop respect for other people and their views

MATERIALS:

- one copy of the quiz sheet and one pen for each participant
- flipchart paper and markers

INSTRUCTIONS:

- Hand out question sheets and pens.
- Explain that each participant should find a partner, make acquaintance and ask one of the questions. It is necessary to note the key words of the answer under the question addressed to the interlocutor.
- After talking, pairs split and find others to pair up with.
- The aim of the game is not only to answer all the questions but also to get answers from different people.
- Whoever gets an answer to each question first shouts out “Bingo!” This participant is the winner.
- Move on to the discussion. Read the first question and ask participants to take turns sharing their answers. Write down the keywords on the flipchart. At this stage, allow

participants to make short comments.

- When the table on the flipchart is ready, discuss the answers to each question in more detail.

TENTATIVE QUESTIONS FOR DISCUSSION:

- Were all the questions related to human rights? Which rights?
- Which questions were the most difficult to answer? Why?
- Which question was the most controversial? Why are rights inherently controversial?
- Where did the participants get this information about human rights and cases of their violations? Do they trust these sources of information?

ACTIVITY TIPS

This activity is described in more detail in the [Compass: Manual for Human Rights Education with Young People](#).

You can feel free to replace any question with another to tailor the activity to the interests and capabilities of your group.

When recording participants' responses, write down keywords only. The table on the flipchart should help the discussion. After each question, briefly review any questions of clarification or different interpretations.

Keep notes of the issues that require more in-depth discussion and leave them to be dealt with at the end. It is likely that participants will give examples that you yourself may not know about, either because they are obscure or because they are personal. This should not matter. It is impossible to know everything!

Some answers will be controversial. Some participants may be very zealous in supporting their views, while others may be just as stubbornly disagreeing. The first instructive point is that it is very important to be able to consider the issue from all perspectives: try to find out why people hold this view. No matter how different the opinions of individuals and their interpretations of rights are, people should always treat views other than their own with respect. One may disagree with another person's point of view, but one should definitely respect that person.

SUGGESTIONS FOR FOLLOW-UP

Take one or more controversial answers and discuss the real-life dilemmas while trying to build a culture of communication and respect for human rights.

Ask participants what information they lacked to win the game, what information they expect from the training. Inform about the goals and objectives of the training and announce the next activity.

HANDOUTS:

Annex 3 "Interview Questions"

ACTIVITY. "LEARN ABOUT HUMAN RIGHTS AND TELL OTHERS ABOUT THEM"

BRIEF DESCRIPTION OF THE ACTIVITY: the trainer provides a mini-lecture and texts related to human rights issues to update the participants' knowledge of the basic principles of human rights theory. Through drawings and mutual communication, participants consolidate the acquired knowledge.

Group size: 12-18 people

Duration: 60 minutes

TASKS:

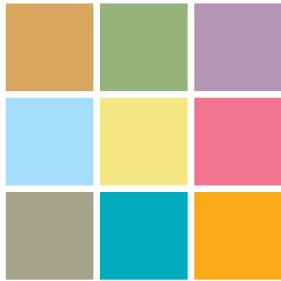
- to update participants' knowledge of basic human rights principles
- to consolidate the understanding of nine theses on human rights theory.
- to develop communication and active listening skills.

MATERIALS:

- Texts for participants "Nine Human Rights Messages".
- Sheets of paper and markers to create symbol drawings according to the texts of messages.
- Flipchart to place the "Human Rights Album".
- Sheets to fill in one's own "Human Rights Album".

INSTRUCTIONS:

- Ask participants what they know about human rights.
- Briefly tell the participants about human rights.
- Warn the participants that later during the activity they will elaborate on individual human rights theses and share their content with other participants
- Divide the participants into 9 micro groups and distribute a thesis message to each group. Give **5 minutes** to read and review the information. In the discussion, participants should find 3 important points in the part of the text that they are working on to communicate about them during the presentation.
- After that ask participants to find a simple symbol that relays the meaning of the human rights of the part they have been considering and draw it on an A4 sheet.
- Give participants **10 minutes** to agree upon and draw their symbol.
- Explain to participants that the next task is to present their symbol for 2 minutes and tell about the content of the message that the group/pair has been working on. Place sheets with pictures prepared by groups/pairs on the flipchart "Human Rights Album".
- Warn participants about the need to listen carefully and, as far as possible, record the key messages of the speaker.



- Distribute sheets with blank boxes to groups/pairs and give the task to recover the information provided by the participants during the presentations.

EXAMPLE OF THE RESULT TABLE

HUMAN RIGHTS = A SPECIFIC LIST AND NOT SOME SORT OF WHIM	HUMAN RIGHTS = STANDARDS	HUMAN RIGHTS = THERE ARE NO "CORRECT" SOLUTIONS FOR ALL SITUATIONS
HUMAN RIGHTS = NON-DISCRIMINATION	HUMAN RIGHTS = VALUES	HUMAN RIGHTS = EXIST WITHOUT "HUMAN OBLIGATIONS"
HUMAN RIGHTS = NOT ONLY ME BUT OTHERS ALSO HAVE THEM	HUMAN RIGHTS = OBLIGATION OF THE STATE	HUMAN RIGHTS = PROTECTION MECHANISMS

TENTATIVE QUESTIONS FOR DISCUSSION:

- How do you like this activity?
- What did you learn?
- Why did you choose these symbols?
- What questions did you have during the communication that remained unclear?
- What will you change in your understanding of human rights?

ACTIVITY TIPS:

During the activity, it is important to remember that participants should process all 9 messages. Thus, pay attention to the number of groups, there should be 9 of them. If there are fewer participants and it is impossible to create at least 9 pairs, create 3 groups and give 3 messages to each one.

Change the time allotted for the preparation of the presentation and the symbol drawings accordingly.

When participants draw symbols, it is important that they choose only one marker color and try to use fewer details in the drawing. But different groups can choose different colors, do not limit them.

SUGGESTIONS FOR FOLLOW-UP:

It is very important to learn to “read” the symbols suggested by the participants to each other because further training activities are related to their interpretation. Also, invite participants to take a closer look at the message **HUMAN RIGHTS = PROTECTION MECHANISMS**.

HANDOUTS:

Додаток 4: Annex 4: “Nine Human Rights Messages”

PART 2. HUMAN RIGHTS DEFENDERS

ACTIVITY. “DISTINGUISHING CHARACTERISTICS OF THOSE WHO ARE CALLED HUMAN RIGHTS DEFENDERS”

BRIEF DESCRIPTION OF THE ACTIVITY: all participants are invited to take part in a blitz poll. A large sheet lists the characteristics and “signs” of those who are called human rights defenders. Everyone is invited to mark the two most relevant, in their opinion, characteristics from the list.

Group size: 12-18 people

Duration: 10 minutes

TASKS:

- to find out the level of awareness on the understanding of who is considered a human rights defender;
- to visualize the primary understanding of participants about human rights;
- to update the topic and create motivation to acquire knowledge.

MATERIALS:

- Flipchart sheet with a table and markers

INSTRUCTIONS:

- Please inform the participants that a list of the characteristics and “signs” of those who are called human rights defenders is presented on the large flipchart sheet.
- Invite participants to individually mark the two most relevant, in their opinion, characteristics from the list.
- Please inform that one person can only make two marks in the first column.
- Do not comment on the marks and inform that the participants will return to this table at the end of the training.

WHO ARE HUMAN RIGHTS DEFENDERS	THE FIRST (AT THE BEGINNING)	THE SECOND (AT THE END)
Lawyers and jurists who are well versed in the law		
Activists who know what human rights are and know how to protect them but need solidarity and help		
Those who are ready to organize robust activities against the government – actions, rallies, pickets, etc. and participate in them		
Representatives of the state in international organizations – UN, OSCE, Council of Europe		
Activists who help others defend their rights and provide appropriate legal assistance		
Lawyers and jurists assisting in litigation		
Activists who raise public awareness.		
People who, while defending human rights, run the risk of being persecuted		
Activists who are often persecuted for their human rights activities		

ACTIVITY TIPS:

This activity is special, it is motivational and aims to diagnose the group. After completing the training, the trainer should return to this table to indicate the changes that have occurred during the training.

SPECIAL ADVICE: do not comment on marks.

ACTIVITY. "INVESTIGATING THE SUITCASES OF HUMAN RIGHTS DEFENDERS"

BRIEF DESCRIPTION OF THE ACTIVITY: During the activity, participants analyze personal stories of human rights defenders and the signs of activities of people in the face of challenges related to human rights violations, using the information provided in parts that needs to be summarized.

Group size: 12-18 people

Duration: 40 minutes

TASKS:

- provide information on who is considered a human rights defender;
- to acquaint with the activities of human rights defenders through storytelling;
- to form an understanding of the importance of human rights defenders.

MATERIALS:

- Markers, envelopes with photos and description of things (suitcase with photos of things with description), informational text about the "owner of the suitcase", flipchar sheets, glue.

INSTRUCTIONS:

- Briefly inform about who these human rights defenders are and what is the sphere of their concerns.
- Divide the participants into small groups (3-6 people).
- Give the participants the task of compiling a "profile" of human rights defenders with the help of handouts (Suitcase with photos of things with a description).
- Please inform that the group will need to find answers to the following questions while processing the materials:
 - Who could be an owner of a suitcase? Age, sex, region of residence, etc. Which of the things indicate this or that information about the owner?
 - What is the object and what is its possible origin? What can this object tell us about the person? Who can own a suitcase?
 - Which things can be related to this person's activities? What is this activity? What could be its causes?
- After working with suitcases, the group fills in a "profile" on the flipchart sheet and prepares a presentation of their hero. You can offer an additional task: to formulate 2-3 questions for the hero.
- The groups present the results of their work.
- At the end of the presentation, the trainer offers to read information about the heroes of the exhibition - the owners of suitcases.
- After combining the "profiles" of the human rights defenders with real information about certain people, the trainer suggests to start discussing the following issues:

TENTATIVE QUESTIONS FOR DISCUSSION:

- How do such activities affect the human rights situation in the country?
- Who and in what way can help human rights defenders in their activities?
- What are the risks of human rights activities?

ACTIVITY TIPS:

During the activity to create an atmosphere of investigation work in groups. It is worth using the “competition effect”: who will recreate the “mysterious” human rights defender most accurately. Use human figure templates.

SUGGESTIONS FOR FOLLOW-UP:

After this activity, it is appropriate to generalize information on human rights activities and through empathy to move to the formation of understanding of the need to protect human rights defenders both at the state level and at the level of public support.

HANDOUTS:

- Envelopes with photos of things with descriptions. The layout can be downloaded at:

[Suitcase 1](#)

[Suitcase 2](#)

[Suitcase 3](#)

- Інформативний текст про «власника валізи»:

[Suitcase 1](#)

[Suitcase 2](#)

[Suitcase 3](#)

ACTIVITY “IS IT SAFE TO BE A HUMAN RIGHTS DEFENDER”

BRIEF DESCRIPTION OF THE ACTIVITY: during this activity the participants get acquainted with the challenges of human rights activities in Ukraine and the world.

Group size: 12-18 people

Duration: 30 minutes

TASKS:

- to update the challenges faced by human rights defenders in their activities;
- to provide information on the state of protection of human rights defenders in Ukraine;
- to form emotional intelligence by watching a video by Kateryna Gandziuk;

MATERIALS:

- video file, slide presentation, laptop, projector, speakers

INSTRUCTIONS:

- Remind participants of the adoption in 1975 of the Helsinki Final Act to reconcile the obligations of States that have acceded to international agreements on human rights and fundamental freedoms. It is from this time that the active human rights movement in our country begins.
- Ask the participants: who are the human rights defenders and what problems have they faced in non-democratic countries? Listen to the answers and add information.
- Suggest that the participants watch a short video with a speech by Kateryna Gandziuk. Keep in mind that the content of the interview and the conditions of its creation can be sensitive for many and may cause emotions of pity, compassion and resentment. Warn the participants about this. [Video link](#).
- Discuss the video with the participants.

QUESTIONS:

- What feelings did the viewing evoke?
- What is Kateryna talking about and what is she calling for?
- What can the information provided by Kateryna testify to?

Inform the participants about the state of human rights activities in the country and provide statistics / examples of human rights violations.

QUESTIONS FOR DISCUSSION:

- What do the proposed statistics and the story of Kateryna Gandziuk testify to?
- How can you assess the situation with human rights defenders in our country?
- Do you think there is a need to protect human rights defenders in Ukraine?
- Does the State of Ukraine fulfill its obligations to protect human rights defenders?
- In your opinion, what should be done if the State does not protect human rights defenders but, on the contrary, puts pressure on them?

ACTIVITY TIPS:

Use the materials from the section "Who are human rights defenders?" for more information.

Keep in mind that the content of the interview with Kateryna Gandziuk and the conditions of its creation can be vulnerable for many, causing emotions of pity, compassion and indignation. Warn the participants about this.

Prepare examples of pressure on human rights defenders by the State of Ukraine and other states (Russian Federation, Belarus, etc.).

SUGGESTIONS FOR FOLLOW-UP:

Summarize this section and report on the need to protect human rights defenders at the international level, especially in cases when human rights defenders come under pressure at the national level. During the next activity proceed to analyze information on the protection of human rights defenders in international practice.

HANDOUTS: no.

PART 3. WHY AND HOW TO PROTECT HUMAN RIGHTS DEFENDERS

ACTIVITY. "FAMILIARITY WITH THE STANDARDS FOR THE PROTECTION OF HUMAN RIGHTS DEFENDERS"

BRIEF DESCRIPTION OF THE ACTIVITY: all participants are given the opportunity to get familiar with the mechanisms of protection of human rights defenders through the processing of information about human rights defenders and its compliance with the Standards for the protection.

Group size: 12-18 people

Duration: 20 minutes

TASKS:

- to get familiar with the international mechanisms of protection and support of human rights defenders and Standards for the protection of human rights defenders.
- to contribute to the understanding of the Standards for the protection of human rights defenders through the processing of information.
- to form an understanding that the protection of human rights defenders is an international obligation of the State of Ukraine.

MATERIALS:

- the presentation of the Standards for the protection of human rights defenders, the video of Lilia Gemedzhi, a laptop, speakers, a projector, handouts, the description of 5 Standards, stickers, a board or a flipchart.

INSTRUCTIONS:

- Inform the participants what protection human rights defenders enjoy in international practice. Briefly describe the Standards for the protection of human rights defenders.
- Invite the participants to get familiar with [5 Standards for the protection of human rights defenders](#) (Annex 1, page 30) and discuss the content of the Standard. Ask participants if they can give examples of compliance with or violation of this Standard in relation to human rights defenders

- Ask to watch a [short video](#) with the participation of Crimean lawyer Lilia Gemedzhi and determine which of the Standards for the protection is illustrated by the content of the message.
- Place the symbols of 5 Standards on the flipchart and conduct an anonymous survey using stickers with numbers according to your proposed numbering of the Standards.

QUESTIONS FOR DISCUSSION:

- Which of the information received, in their opinion, indicates the risks of the activities of the human rights defender?
- Who is the threat to the human rights defender?
- Are there any mechanisms to protect the activities of the human rights defender and her “clients”?
- How exactly is the State obliged to act in such cases?

ACTIVITY TIPS:

At this stage of the webinar, the trainer, using the constructor principle, selects Standards and cases that he/she considers relevant to the audience with which he/she works. The activity is introductory to the algorithm of analysis during the next activity.

SUGGESTIONS FOR FOLLOW-UP:

According to the previously proposed algorithm for reviewing information and its relationship with the Standard for the protection of human rights defenders, prepare information “cases” regarding the Standards, using more complex information.

HANDOUTS:

Annex 1, Standards for the Protection of Human Rights Defenders. A full list of Standards is available on pages 14-15 of this manual.

ACTIVITY. “DECODING INFORMATION CASES FROM THE PERSPECTIVE OF THE STANDARDS”

BRIEF DESCRIPTION OF THE ACTIVITY: during the activity, participants work with information, analyze it and relate it to the description of the Standards for the protection of the human rights defenders

Group size: 12-18 people

Duration: 30 minutes

TASKS:

- to contribute to the understanding of the State’s obligations under international instruments.

- to inform about the types of human rights activities.
- to develop an attitude to human rights activities.

MATERIALS:

- 4 envelopes with cases, covering the principles and Standards for the protection and support of human rights activities, flipchart sheets, glue.

INSTRUCTIONS:

- Divide participants into 4 groups and instruct them to work in groups, which implies familiarization with the short description of 5 Standards for the protection of human rights defenders and the content of 1 of the proposed cases (you can choose the relevant case in the next section).
- Invite participants to identify based on an analysis of the content of the cases which protection Standards have been violated and to mark the appropriate symbol.
- Summarize the voting, ask participants to express their views and start a discussion.

QUESTIONS FOR DISCUSSION:

- What types of human rights activities of the heroes did you learn from the materials?
- How did the group define the Standard that was neglected?
- Which of the materials offered in the cases helped to define it?
- How does the Standard protect human rights defenders?
- What needs to be done to strengthen the role of the Standards in the country?
How to enforce the State implement the commitments?

ACTIVITY TIPS:

During the activity, participants are invited to work in the following way not with all 5 cases related to the appropriate Standards but only with one or two at the choice of the trainer. At the same time, it should be noted that according to the proposed algorithm the trainer can choose any of the Standards for the protection and support of human rights activities, using both materials from the manual and their own additional materials to illustrate the Standard.

SUGGESTIONS FOR FOLLOW-UP:

The following learning objectives are related to the formation of attitudes towards human rights activities and the formation of behavioral models of solidarity in support of human rights defenders.

HANDOUTS: 4 envelopes with cases. The cases are in the section **TRAINING MATERIALS AND CASES COVERING CERTAIN PRINCIPLES AND STANDARDS FOR THE PROTECTION AND SUPPORT OF HUMAN RIGHTS ACTIVITIES** of this manual.

ACTIVITY. "HUMAN RIGHTS BEGIN WITH YOU"

BRIEF DESCRIPTION OF THE ACTIVITY: the activity aims to summarize the knowledge gained from the previous activities.

Group size: 12-18 people

Duration: 30 minutes

TASKS:

- to form an attitude to human rights activities;
- to promote the creation of behavioral models of solidarity in support of human rights defenders.

MATERIALS:

- markers, presentation, table.

INSTRUCTIONS:

- Suggest reading Eleanor Roosevelt's statement on human rights.
- *"Human rights begin in very small places, very close to home. These places are so small that they cannot be seen on any map of the world. Yet these places are the whole world of the individual person: the neighbourhood he lives in, the school or college or university he attends, the factory, farm or office he works... Such are the places where every man, woman and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without **concerned citizen action to uphold them close to home**, we shall look in vain for progress in the larger world."*
- **Discuss:**
 - What exactly does the phrase say: "Human rights begin in very small places, very close to home"?
 - Why, if our rights are enshrined in the Constitution and laws, did the politician talk about the need to enforce and protect them? Who should protect our rights?
 - How do you understand the last sentence of the quoted passage:
*"Without **concerned citizen action to uphold them close to home**, we shall look in vain for progress in the larger world."*
- Ask participants to think and write suggestions on the cards about what solidarity actions citizens can offer in support of human rights defenders.
- Analyze the suggested ideas together with the whole group.

- Use quotes from former Ukrainian political prisoners about the importance of writing letters to highlight the influence of solidarity forces in supporting human rights defenders.
- Ask participants to come up with ideas on how personal actions “here and now” can demonstrate their solidarity with human rights defenders in their online environment.
- Summarize the activity results and invite participants to reflect on their own impressions and achievements by returning to the table of the Activity “Distinguishing characteristics of those who are called human rights defenders” (see Activity “Distinguishing characteristics of those who are called human rights defenders”).

QUESTIONS FOR DISCUSSION:

- Have your answers in the table changed?
- If they have changed, why?
- What new did you learn about human rights defenders? What new did you learn about human rights?
- How has your attitude towards human rights activists changed or has it changed at all?
- Who do you think is responsible for adhering to international principles and standards of protection and support of human rights activities?
- What actions can citizens take if the State does implement its commitments?

ACTIVITY TIPS:

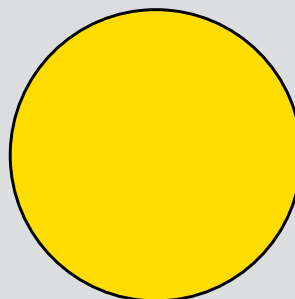
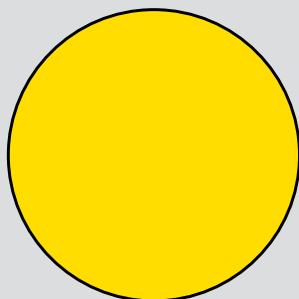
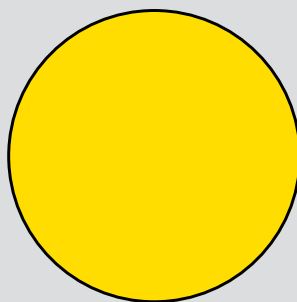
This activity is aimed at understanding the problem and forming a personal attitude to it, therefore give participants more time to speak.

SUGGESTIONS FOR FOLLOW-UP:

It is possible to organize solidarity actions to protect human rights defenders both in Ukraine and at the international level, in accordance with the challenges at the time of the training.

HANDOUTS: no.

**TRAINING MATERIALS AND
CASES TO DESCRIBE CERTAIN
PRINCIPLES AND STANDARDS
FOR PROTECTION AND
SUPPORT OF HUMAN RIGHTS
DEFENCE ACTIVITIES**



TRAINING MATERIALS AND CASES TO DESCRIBE CERTAIN PRINCIPLES AND STANDARDS FOR PROTECTION AND SUPPORT OF HUMAN RIGHTS DEFENCE ACTIVITIES

The cases are based on the stories of the «heroes» of the exhibition project «Suitcases of Human Rights Defenders», as well as the book «Crimean Album: Stories of Human Rights Defenders».

This methodological materials contains the development of 5 cases, each of which reveals one of the following standards: **END ALL FORMS OF REPRISALS; ENSURE FREE ACCESS AND CHOICE OF MEDIA; FACILITATE PEACEFUL PROTESTS; PROTECT HUMAN RIGHTS LAWYERS; FIGHT AGAINST IMPUNITY, SHOW ACCOUNTABILITY.**

At the same time it should be noted that using the suggested algorithm, a coach/ educator may choose any other standard of protection and support of human rights activities, using to visualize the standard both materials from the 'cases' as well as own supplementary materials.

To deliver the training session, the coach/ educator is suggested to use Annexes.

Annex 1 presents a brief description of 5 suggested standards.

ANNEX 1

STANDARDS FOR PROTECTING HUMAN RIGHTS DEFENDERS¹²

END ALL FORMS OF REPRISALS

States shall refrain from any action to intimidate or repress human rights defenders and promote a secure environment by ensuring the right to cooperate with international mechanisms. The UN «strongly condemns repression and violence against human rights defenders for their human rights activities, documentation and search for information on human rights violations and abuses.»



¹² Booklet «Rights of defenders. Principles and standards protecting and empowering human rights work». URL: <https://humanrightshouse.org/wp-content/uploads/2018/08/Rights-of-Defenders.pdf>

ENSURE FREE ACCESS AND CHOICE OF MEDIA

States shall provide human rights defenders with «access to and use of information technologies and the media of their choice, including radio, television and the Internet.» People must have access to and use information technologies and the media of their choice. They should not suffer from external pressure or abuse by public authorities.



FACILITATE PEACEFUL PROTESTS

States shall provide human rights defenders with «the opportunity to play their important role in the context of peaceful protests.» To this end, they should promote peaceful protests by «providing protesters with access to public space and their protection without discrimination, if necessary, from any threats or persecution.»



PROTECT HUMAN RIGHTS LAWYERS

The definition of «human rights lawyer» applies to any lawyer who provides legal assistance to victims of human rights violations, regardless of membership in a professional association. Lawyers play an «important role in upholding human rights» and should be able to «perform their functions freely, independently and without fear of repression.»



FIGHT AGAINST IMPUNITY, SHOW ACCOUNTABILITY

States shall «fight impunity by investigating and holding accountable for all attacks and threats by state and non-state actors against any person, group or public association that protects human rights.» Impunity for crimes against journalists is a particular problem. The personal danger of the journalist and the impunity of crimes against them raise fears of repression and self-censorship throughout the community. This weakens democracy and deprives the population of the balanced information people need to make choices.



Annex 2 contains biographic information on «case» owners.

ANNEX 2



MS. OLHA SKRYPNYK AND MR. VISSARION ASEYEV

Olga Skrypnyk and Vissarion Aseyev are a Ukrainian-Ossetian human rights defenders family.

Olya was born in 1987 and lived in the Crimea - in the city of Yalta, until March 2014. She studied and worked at the Crimean Humanities University (Yalta). She also dedicated herself to the public activities, and was one of the founders of the Center of civic education «Almenda». After the beginning

of the occupation of Crimea, she left for Kyiv, where she took part in setting up the Crimean Human Rights Group.

Vissarion was born in 1969 in the city of Beslan, Northern Ossetia. As a public activist who fought for democracy and defended human rights he has been repeatedly persecuted by the Russian authorities.

MR. VOLODYMYR CHEKRYHIN

He was born in Sevastopol in 1981. After studying in Kyiv in the early 2000s, he returned to Sevastopol and worked as a professional diver. The impetus to join the active civic activity was the events on the Maydan in Kyiv. In December 2014, he joined the Sevastopol Euromaidan. Later, together with like-minded people, during the active phase of the occupation in March 2014, he started a peaceful resistance

to the actions of the Russian Federation. They protected military units from seizures, helped the army with food in blocked military units, and organized actions near the Ukrainian Navy Headquarters. After the annexation, separate actions were organized: used demonstratively the Ukrainian symbols, painted the center of Sevastopol at night with PTN PNKh (Putin – Go F... Yourself).





MR. OLEKSIY BIDA AND MS. YULIYA KISHENKO

Oleksiy Bida and Yuliya Kishenko were born in Luhansk and lived there until 2014, when they moved to Kyiv. They, as co-organizers of the Luhansk Maydan, have no way home.

Since childhood, Oleksiy has been emotionally reacting to the humiliation of dignity. He joined human rights defence activities through participating in the

DOCUDAYS UA festival, was the coordinator of the festival in Luhansk region. During the revolutionary events, he advocated nonviolent resistance on the Luhansk Maydan.

Juliya worked in the regional center of tourism and local lore. When the war broke out, she was forced to leave her home. Yuliya became interested in human rights defence and active public activity - helping people who suffered during the armed conflict.

MR. RUSLAN KHALAPOV

He was born in 1993 in the city of Sudak. At that time, the parents still lived in the Krasnodar Territory of the Russian Federation, but preferred that the first child in the family be born in Crimea. He later moved to the peninsula. After graduating from school in 2010 he continued his studies at the Faculty of History of V.I.Vernadsky Tavriya National University. Thanks to his academic supervisor Viktor Hankevych, he aspired to become a scholar, historian, to search for the truth, researching the past. Everything changed on February 26, 2014, when Ruslan went to a rally at the Verkhovna Rada of the Autonomous Republic of Crimea against the occupation of the peninsula by the Russian Federation.

He has never planned to leave Crimea, seeking another place for permanent residence, because Crimea is the Motherland to which the Crimean Tatar people aspired to return after 1944. This resulted into the decision to stay in Sudak after the Russian occupation in 2014. Ruslan left the university and began working with his father on construction.



For the two years he lived in the occupied Crimea, relatives, acquaintances and friends were being arrested and searched, in particular, with whom he had taken part in the rally on February 26, 2014 near the building of the Verkhovna Rada of the Autonomous Republic of Crimea. These factors together pushed him to the decision to go to Kyiv and resume his studies.

Since there are more opportunities for any activities in Kyiv related to reporting the unlawful activities of the Russian Federation in the occupied Crimea, Ruslan has become a journalist though his background is history. He wishes he could do more and speed up the liberation of Crimea and Crimeans from the occupation 'slavery'.



MR. YAROSLAV MINKIN

Born in Lugansk, the first 17 years of his life grew up in Yalta, but returned to Donbass where he devoted more than 15 years to public activism and social art. Since 2014 he has been living and working in Ivano-Frankivsk due to forced resettlement from Lugansk.

He left Luhansk in early March 2014, when it was already impossible to show his position peacefully, without weapons.

By education – a teacher of labor art, graduated from the Lugansk Pedagogical University. In 2019, he received a master's degree at UCU under the Non-Profit Organization Management program.

One of the active members of the literary group «STAN», and since 2008

- the chairman of the board of the youth organization «STAN», which, first in Luhansk, and later in Ivano-Frankovsk, supported cultural diversity and became a youth outpost of human rights in the Carpathian region.

To his first peaceful protest went at the age of 15 in Yalta, in ripped jeans, baubles on his arms and bells on his neck. Then in 1999, at his solitary picket, he demanded a trial against the CPSU (The Communist Party of the Soviet Union).

Since 2004, he has organized several hundred protests in Lugansk and Kyiv. Together with friends and like-minded people, they fought against impunity under the walls of the police, library, prosecutor's office, culture and education department, SBU, Presidential Secretariat, detention centers, Verkhovna Rada and other state structures. The identity of the human rights defender began to form already in 2010, when he entered the Understanding Human Rights program for young people. During that first week of his studies, Yaroslav suddenly felt the power of non-formal education and gradually began to participate in the formation of a new conscious generation of activists.

ANNEX 3

INTERVIEW QUESTIONS

The name of a document that proclaims human rights	A special right all children should have	A song/ film/ book about human rights
A right denied to some people in your country	A human right that has been denied to you personally	The organization that fights for human rights
A duty we all have in relation to our human rights	An example of discrimination	A right sometimes denied to women
Someone who fights for human rights	A violation of the right to life	An example of how someone's right to privacy may be violated
A human right that is often denied to young people	A group of people whose freedom from discrimination is often violated in your country	An example of a violation of the right to a safe environment in your community

ANNEX 4

NINE HUMAN RIGHTS MESSAGES

HUMAN RIGHTS = A SPECIFIC LIST AND NOT SOME SORT OF WHIM	<p>Human rights are a list of specific rights and not any human need to which the phrase “I have a right to” can be added. Although human rights are based on human needs, they are not personal permissiveness based on the needs of an individual.</p> <p>For example, messages like the following have little to do with human rights: “I have the right to cheap transport”, “I have the right to free university education”, “I have the right to self-defense”, “I have the right to smoke because it’s my health”, etc.</p> <p>When it comes to human rights, the rights enshrined in the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights should be considered first.</p>
HUMAN RIGHTS = STANDARDS	<p>Human rights are the minimum standards for ensuring a dignified life for all people. Each individual State can define and apply higher (general) or more specific standards.</p> <p>For example, all people have the right to work, but the conditions that ensure this right depend on the economic opportunities of each country. At similar plants in England or Bulgaria, such conditions may look different.</p> <p>Another example. Everyone has the right to housing. However, the technical characteristics of this housing in Germany, Algeria or Ukraine are different. And the minimum standard of this right is set in these countries by their governments.</p>

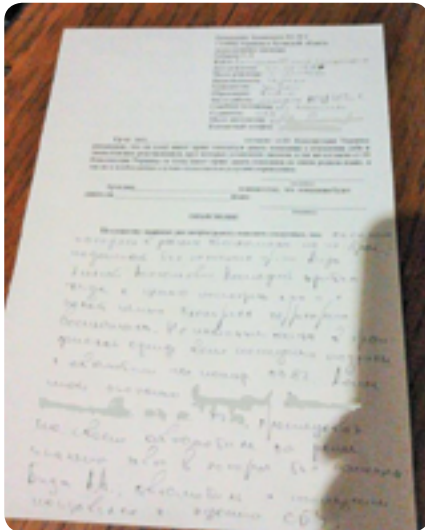
<p>HUMAN RIGHTS = THERE ARE NO "CORRECT" SOLUTIONS FOR ALL SITUATIONS</p>	<p>Human rights are not a stable and complete concept. They are constantly evolving, being challenged and improving. Scientists, politicians, public activists try to understand each other, argue, develop modern ideas, offer new arguments.</p> <p>In addition, the human community is also evolving, society is progressing. New spheres of life are emerging, where the question of the realization of human rights also arises, in particular, such a global system of computer networks as the Internet.</p> <p>Therefore, in practice, it often happens that in the situation of human rights violations it is impossible to find "the only correct solution".</p>
<p>HUMAN RIGHTS = NON-DISCRIMINATION</p>	<p>The principle of non-discrimination is closely linked to the concept of human rights.</p> <p>Discrimination is the deprivation, exclusion, restriction of a certain human right for an individual or a group due to the presence of certain features. At the same time, preference in the realization of the right is given to another person or group who is deprived of these features.</p> <p>Discrimination occurs when people are treated less favorably than others in a similar situation simply because they belong to a certain group or category of people. They may be denied the right (discriminated) on the grounds of age, disability, ethnicity, political affiliation, race, religion, sex or gender, sexual orientation, language, culture and a number of other grounds.</p> <p>Discrimination, which is often the result of prejudices and stereotypes, makes people helpless, prevents them from becoming active citizens, restricts their development and access to work, health care, education and more.</p> <p>Discrimination is prohibited on the grounds of sex, race, color, etc., because all people are born free and equal in dignity and rights.</p>

<p>HUMAN RIGHTS = VALUES</p>	<p>The concept of human rights is based on two core values.</p> <p>The first is human dignity, the second is equality. Human rights set out the basic norms needed to live with dignity, and in that all people are equal. You can't single someone out. To paraphrase it, equal conditions for all, so that everyone has a decent life.</p> <p>Of these two basic values, many others have emerged.</p> <p>Freedom: because human freedom is an important part of human dignity, deprivation or restriction of freedom degrades human dignity.</p> <p>Respect for others: lack of respect for others affects human dignity.</p> <p>Non-discriminatory treatment: treating people without judging their physical (or other) characteristics shows respect for their dignity.</p> <p>Tolerance: as tolerance demonstrates respect for the inequality of different people, it emphasizes their dignity.</p> <p>Justice: because people are all equal (since they are members of the human race), everyone deserves to be treated fairly.</p>
<p>HUMAN RIGHTS = EXIST WITHOUT "HUMAN OBLIGATIONS"</p>	<p>Some philosophers, politicians, and NGO activists argue for the need to talk not only about rights but also about so-called "human obligations". Many human rights defenders oppose this idea.</p> <p>If we move towards the existence of special human obligations as an integral part of human rights, there is a high risk of human rights being abused and violated. Governments may begin to speculate on the concept of "obligations" and will require the "granting" of human rights, depending on some of the "obligations" regulated by the State.</p> <p>In this case, the idea of the universality and inalienability of human rights by the mere fact of birth will lose its meaning.</p> <p>The only obligation in the concept of human rights is the responsible attitude of each person to the rights of others (not to disregard human rights and not to give priority to their own or others' rights).</p>

<p>HUMAN RIGHTS = NOT ONLY ME BUT OTHERS ALSO HAVE THEM</p>	<p>Respect for one's own human rights must not interfere with the enjoyment of one's rights by others. That is, not only me but others also have human rights. If I can demand respect for "my human rights", then anyone else could do the same towards me.</p> <p>For example, if I violate another person's right to life, then my right to freedom will be limited by the State. Or if I do not respect someone's right to privacy, my right to freedom of expression will be suspended.</p> <p>At the individual level, each person must respect the rights of the other person.</p>
<p>HUMAN RIGHTS = OBLIGATION OF THE STATE</p>	<p>International human rights law obliges States to protect human rights.</p> <p>Recognition of human rights means not only the right to enjoy them but also the observance of certain obligations by the State. Respect for human rights implies non-interference of the State in the enjoyment of human rights and refraining from restricting rights. The obligation to protect human rights requires the State not to sanctify offenses. The realization of human rights obliges the State to guarantee the unimpeded enjoyment of basic human rights.</p>
<p>HUMAN RIGHTS = PROTECTION MECHANISMS</p>	<p>If human rights have been violated, there are certain protection mechanisms.</p> <p>In particular, one can inform the press, write an appeal to a member of parliament or the president, inform human rights NGOs and seek their help. One can apply to the Commissioner for Human Rights of the Verkhovna Rada of Ukraine.</p> <p>Recourse to the courts is a common remedy. At the national level, human rights are upheld by national courts (because international human rights instruments ratified by the State are part of national law).</p> <p>If the State itself knowingly violates human rights and the person living in this country no longer has anyone to appeal to, the mechanism of international courts becomes operational.</p>

CASE:
**«END ALL FORMS OF
REPRISALS»**





Based on the story:

Oleksiy Bida went to film (stream) seizing the SBU.

Yuliya (his wife) was in the garden when intuition pushed her to come to the phone. At that moment, a phone call rang out, and the girl on the other side called herself Nataalka and said that her husband had seen Oleksiy, with his hands tied, at rifles, taken to the SBU. The phone in Yuliya's hands shattered into pieces, she assembled the device, got dressed and went to the SBU. There was no telephone connection with acquaintances.

Yuliya was told that if there was a message, there was a chance. She started calling TV acquaintances. She called from the cafe, but after a while the cafe closed.

Together with Konstantin Reutsky, Yuliya went to the police, where she wrote a statement. Oleksiy called a few hours later and said he was in the SBU. They were waiting for him at the SBU building until midnight.

Oleksiy was tortured and harsh-treated. They wanted him to pay for his own life with information, they wanted to know about Maydan activists.

Pro-Russian acquaintances called, they worried about Oleksiy and wanted sincerely to support.

The next day, before noon, Oleksiy was released.



УНИАН-ЕВРОПІСЬКИЙ ПРОСКОМІСЬКИЙ ІНСТІТУТ

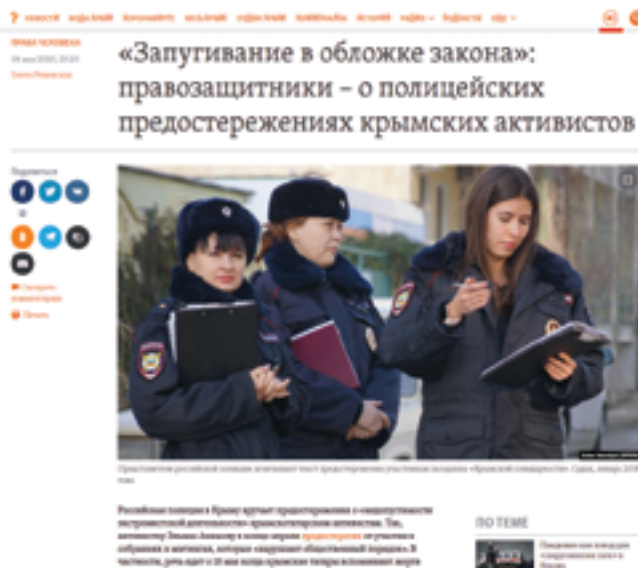
3 мая 2016 года — вторая годовщина с того дня, когда мне позвонили и сказали: «Это Юлиа? Люди в камуфляже повели вашего мужа со связанными руками и под прицелом автомата, посадили в машину и увезли». С этого началась небольшая борьба за жизнь и здоровье моего — тогда еще будущего — мужа. Вот история плена. Женский взгляд.

Утро.

Тогда была «горячая» пора. Были захвачены все административные здания в Луганске. В уже модила без желто-голубой ленты на сумке. Не спорила о взглядах со случайными людьми. Но жизнь продолжалась, и я решила посадить цветы во дворе нашего дома.

Убогий день начался с похода на рынок. Пока покупала нужные вещи, позвонили и сказали, что толпа чеченских мигрантов избивает одного моего парня. В городе становилось жарко.

Screen of article: «Husband's Capture. Woman's View»



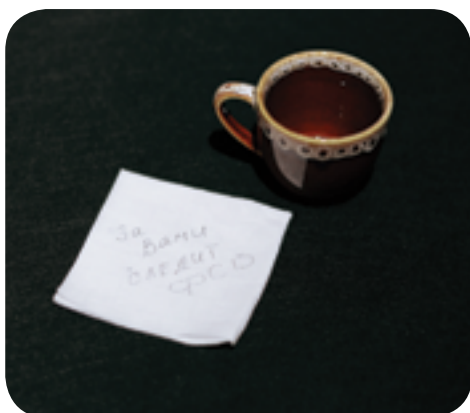
Russian police in Crimea issue a warning about the «inadmissibility of extremist activities» to Crimean Tatar activists. In late April, activist Ms. Elmaz Akimova was warned against participating in rallies and assemblies that «violate public order.» In particular, it is a memorial day on May 18, when Crimean Tatars commemorate the victims of the 1944 deportation.

<https://ru.krymr.com/a/pravozashitniki-o-rossiyskih-policeyskih-preduprezhdeniyah-krymskih-aktivistov/30591984.html>



Over a hundred of Ukrainian citizens (most of whom are Crimean Tatars) recognized political prisoners by international human rights organizations are in custody on the territory of the Russian Federation.





In May 2014, Ms. Valentina Potapova, who had an active negative attitude towards the events of the 'Crimean Spring', caught the eye of the FSB. Her activity was to explain to students the meaning of the Crimean Spring situation in terms of the international law and to help those young people who left their studies at Crimean universities, preferring to continue their education in the universities of mainland Ukraine dies. One day a former student called her and invited her for coffee. During a neutral and friendly conversation, he took a napkin and wrote, «The FSB is watching

you.» He wanted to help, he really wanted to warn... This was the time when the wave of arrests had started in Crimea (Oleh Sentsov, Oleksandr Kolchenko, etc.) and as it became known later the colleague of Ms Valentina Potapova at the same department had reported her already to the FSB.



Mr.Volodymyr Balukh is a Ukrainian public activist and political prisoner of the Putin regime.

At the beginning of the temporary occupation of Crimea by Russia, he demonstratively renounced Russian citizenship and remained a citizen of Ukraine.

In December 2013, Volodymyr raised the Ukrainian flag over his home. The occupation authorities removed and expropriated the flag twice. On November 29, 2016, Balukh placed a sign «18

Heroes of the Heavenly Hundred Street» on the wall of his house. He took an active part in pro-Ukrainian actions.

He was constantly exposed to pressure by the occupying authorities.

In December 2016 Volodymyr was arrested and in August 2017 the occupation court sentenced him to 3 years and 7 months in the general regime penal colony.

On September 7 2019 Volodymyr Balukh was released within the prisoners of war exchange between Ukraine and Russia.



With the start of Euromaydan, there appeared leaflets depicting activists who were called «traitors to the interests of Crimea.» Soon a video about «traitors of the Crimea» began to be aired all over Crimea. And leaflets were often placed near activists' homes.

URL: <https://www.segodnya.ua/regions/krym/Vse-podrobnosti-skandala-vokrug-videorolika-o-predatelyah-s-Maydana-v-Krymu-495375.html>

CASE:
**«ENSURE FREE
ACCESS AND CHOICE
OF MEDIA»**





Volodymyr Chekryhin: «In the summer of 2014, the idea was born to make a stencil 'PTN-PNH' and stamp these inscriptions on the asphalt in the city. After the first attempt, we saw, in the post on the social network a photo of our inscription with the author's comment, where he wrote how glad he was to see it in Sevastopol, that now he is convinced that he is not the only one in the city. So we realized that this was an important matter. And we realized that not everyone understood the meaning of the abbreviation, so we decided to make the inscription complete «Putin is a scoundrel.»

Subsequently, in September 2014, these stencils became the main reason for leaving the Crimea. We

were detained during the next drawing. But at that time there had been understood already that, sooner or later, but it had to happen - if not for stencils, then because of something else. (video 2.30. -3.00)

URL: <https://youtu.be/tioOF6qZYHQ>



«Peninsula of Fear: A Chronicle of Occupation and Human Rights Violations in Crimea»

This publication presents the results of work on collecting facts of violation of international law through the occupation of the territory of the Autonomous Republic of Crimea and Sevastopol (Ukraine) by Russian troops as well as human rights violations in the temporarily occupied territory of Crimea, for February 2014 - March 2015.

URL: <https://precedent.in.ua/wp-content/uploads/2016/05/1430823389.pdf>

Quote: «The occupation of Crimea was accompanied by the «cleansing» of the information space, especially television.

For instance, on March 3, 2014, the largest opposition TV and radio company «Black Sea» was removed from the broadcasting network, and on March 9 all Ukrainian TV channels were disconnected from the air broadcast in Crimea»



Journalist Taras Ibrahimov was banned to enter the RF until May 31, 2054.

The resolution (photo) handed Taras Ibrahimov at the administration border between Crimea and Kherson Region states that he is forbidden to enter Russia and Crimea until the end of May 2054. As the journalist said,

everything was done politely but no clear explanation what the ban had been caused by, was provided either in the resolution or in oral explanation.



Article about the ban for Taras Ibrahimov to enter Crimea URL: <https://ru.krymr.com/a/news-resheniye-o-zaprete-na-viezd-v-krim-tarasy-ibragimovy-nezakonnoe/30384579.html>

In November 2018 the Russian FSB forbade Ms Olena Savchuk, a Ukrainian journalist, who also co-worked for Krym.Realii, to enter Crimea and neighboring Russia till 2028.

On February 18, 2019 Ms Alina Smutko, a photographer, who worked for Krym.Realii, was also forbidden to enter Crimea annexed by Russia, until 2028. The reason for the ban, as Ms Smutko said, was her professional activity.



During Euromaidan 2013/2014, Ukrainian media mostly ignored discussions and coverage of events in the country. Then activists in Crimea (Yalta) organized actions to draw public attention to topics important for the development of the state. The discussion was taking place in the open air.



«Because I work as a journalist, I definitely have press cards, editorial certificates, accreditations, and so on. This is only a small part of my work, but these documents constantly remind me of who I am, where I come from, what my professional duty is as a journalist from Crimea. This is a separate responsibility, because I am able to ask questions on behalf of those who are still restricted in expressing their opinions,» – Ruslan Khalapov

Увага
23.07.2004
11.40

3. Російський політтехнолог Гліб Павловський заявив, що його зв'язують «дружні» відносини з головою адміністрації президента Віктором Медведчуком. Про це Павловський повідомляє в інтерв'ю «5 каналу».
Коментар. Відсутній до всієї інформації з даної теми.

In 2001–2004, Temnyk was a daily closed directive to the Ukrainian media senior management with detailed instructions on how to cover political events in Ukraine in the news. The name «temnik» comes from the original title of this document, the term «Topics of the Week» (Russian «Темы недели»), introduced in circulation in the early 2000s in Russia by local political technologists. It is important to note that temniks are not recommendations, they are much closer in their sense to orders.

*decoding of major 'temnik' concepts presented by [Ukrayinska Pravda](#)

Comment	Interpretation
Topic is important and relevant	In fact this means that this news should be published
Event is important and relevant. Analysts consider that the mass media focus attention on information in bold	In fact this means that the text in bold should be quoted or emphasized.
To be submitted additionally	Analysts are thinking of the representation of the topic because they do not know what the event development would finish with.
Absent	This news is banned to be presented
Absent regarding all the information on the topic	The severest ban on pre-senting the news
Absent absolutely to all information on the topic	The highest ban on the information about the events

Censorship has become an integral part of the oppression of freedom of speech in Crimea. It manifests itself in the form of oral and written demands from the authorities to remove certain materials from the media, withdrawals of the newspaper issue, refusals

to subscribe to publications, letters of recommendation to the editor with instructions on content, ban on Ukrainian music and requirements to remove information about such a ban.

Examples:

At the end of April 2014, journalists of the Crimean Tatar edition of the State TV and Radio Company «Crimea» were banned from broadcasting materials where Crimean Tatar leader Mustafa Dzhemilev, Majlis Speaker Refat Chubarov, and members of the Crimean Tatar People's Majlis were present.

On September 23, 2015, the Prosecutor of Crimea Natalia Poklonskaya recommended the media not to use the word «Mejlis» in the materials. Letters of recommendation with this instruction were received by several editorial offices of the peninsula.

At the end of March 2016, Ms. Anastasiya Silina, the producer of the only music radio station that had an editorial office on the peninsula, MORE, said that Ukrainian performers were banned from airing in Crimea. For example, Ukrainian singer Ruslana, Ukrainian music group «Vopli Vidopliasova», Crimean Tatar singer Jamala and the song «Warriors of Light» by the Belarusian music group «Lyapis Trubetskoy» are banned on her radio station.

URL: <https://crimeahrg.org/wp-content/uploads/2020/02/chronology-of-pressing-the-freedom-of-speech-in-crimea-rus.pdf>

CASE:
**«FACILITATE
PEACEFUL PROTESTS»**





Flags of Ukraine from
Crimea of Euromaydan
time

From cases of Volodymyr
Chekryhin, Valentina
Potapova, Olha
Skrypnyk, and Vissarion
Aseyev



Year 2014. Flash mob dedicated to Day of Flag in the
occupied Crimea



From the case of human rights
defenders – Olha Skrypnyk and
Vissarion Aseyev (Crimea).

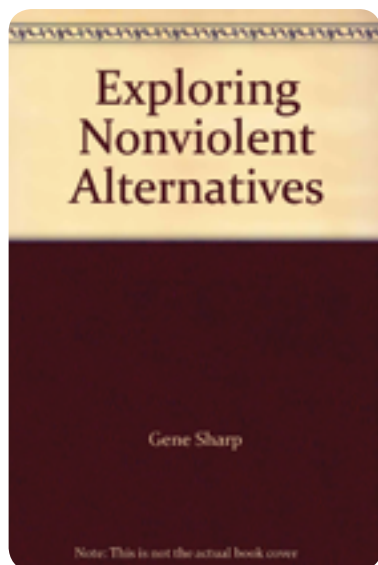
Oli's grandfather was a Soviet-era
military man and did not support
the Maydan, trusting the Russian
propaganda. However, in January
2014, Vissarion decided to go to Kyiv
and join the protesters on the Maydan.
When saying goodbye to Vissarion,
the old man handed him a helmet, an
ordinary builder's helmet. «Despite

different views, we remained a family, we preferred to keep each other. The main thing
for my grandfather was for Vissarion to return alive,» – Oliia recalls.



«Our tradition is freedom!» – this was the slogan of the largest equality march in the history of Ukraine in Kyiv in 2019. For the first time, more than 30 organized columns, in particular, LGBT + military columns, LGBT + people with disabilities, LGBT parents + children, the Public Health Center of the Ministry of Health of Ukraine, etc. took

part in the Equality March. More than 8,000 people participated. URL: <https://ua.news/ua/na-marsh-rivnosti-u-kyievi-vyjde-rekordna-kilkist-uchasnykiv/>



From the case of Yuliya Kishenko and Oleksiy Bida
Cover page of book by Gene Sharp
«Exploring Non-Violent Alternatives»



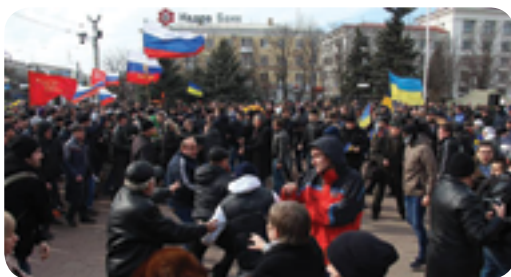
February 26, 2014 at the building of the Verkhovna Rada of the ARC in Simferopol. After the revolutionary events of 2013-2014, the Crimean leadership publicly announced the possibility of considering the issue of Crimea's secession from Ukraine. This step by local authorities provoked two protests. The pro-Ukrainian rally was joined by the Mejlis of the Crimean Tatar people, Euromaydan-Crimea and fans of the TAVRIYA Simferopol football club

URL: https://zmina.info/ru/articles-ru/sprava_26_ljutogo_rosija_ne_maje_prava_rozsliduvati_podiji_pid_krimskim_parlamentom/



Server Karametov was detained by the Russian police on the Day of Memory of Deportation Victims for a single person protect with a flag and photos of relatives at the monument to Lenin in Simferopol, 2017.

URL: <https://crimeahrg.org/ru/v-den-pamyati-zhertv-deportatsii-v-kryimu-grubonarushalas-svoboda-mirnyih-sobraniy/>



On March 9 2014 Luhansk residents met at the center of the city at the monument to Taras Shevchenko to commemorate the Kobzar on his 200th birthday anniversary. «Fight and You Will Win» the square heard. 20 minutes after the meeting start a crowd of local Russia supporters filled in with brought «titushkas» attacked a peaceful assembly...

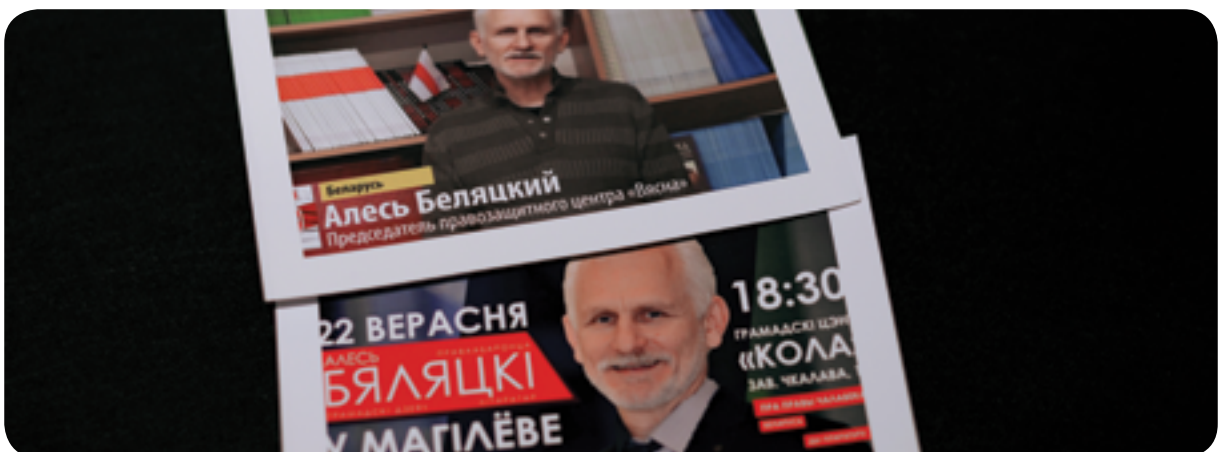
URL:<https://informer.media/archives/147511>



Ales Bieliatsky, a Belarus human rights defender, VIASNA human rights defence center head, a former political prisoner and 'prisoner of conscience', and photos of marches of protests against the recognition of official results of Belarus President election in 2020

URL:

<https://censuru.net/2020/09/13/belarus-ohvatili-masshtabnye-marshi-geroev-k-rezidencii-lukashenko-stjanuli-voennuju-tehniku-prozvuchali-vystrely.html>



**CASE:
«PROTECT
HUMAN RIGHTS
LAWYERS»**





Video «‘Iron Lilia’. Why the Russian Law Enforcement Bodies Are Afraid of Her”
 URL: <https://ru.krymr.com/a/video-istoriya-lili-gemedzhi/29710622.html>

Ms.Liliya Gemedzhi is one of the few lawyers who undertakes political cases during the annexation. After the events of 2014, searches and detentions of those who disagreed with the Russian annexation took place one after another in Crimea.



In 2018, the Ukrainian Helsinki Human Rights Union and the Regional Center for Human Rights released a report containing an analysis of the situation with respect for the rights of lawyers in the armed conflict in Crimea and Sevastopol as well as in some districts of Donetsk and Luhansk regions of Ukraine in 2014 -2018.

It contains facts that confirm the true state of the bar in the occupied territories as well as the state of affairs with the protection of professional rights of lawyers from the occupied territories by the bar self-government of Ukraine.

Report ‘Lawyers in Occupation’
https://helsinki.org.ua/wp-content/uploads/2019/01/1_Advocates_occupation_2018.pdf



Screenshot of Krym.Realii. article URL:

<https://ru.krymr.com/a/news-advokat-kurbedinov-presledovanie-iz-za-dela-ukrainskih-voennih/29641628.html>

Mr. Emil Kurbedinov is a Crimean lawyer who mainly provides professional defense in politically motivated administrative and criminal cases.

After 2014, the occupation authorities repeatedly have put

pressure on E. Kurbedinov in connection with his professional activities. Such cases were recorded, among others, by the international human rights organization Amnesty International.



Mr. Server Mustafayev – a human rights defender, a civil journalist, founder and coordinator of Crimean Solidarity public association.

Born on May 5, 1986, lived in Bakhchisarai. He has four small kids. In custody since May 21, 2018.

Sentenced to 14 years in the maximum security regime penal colony.

Server Mustafayev acted publicly in Bakhchisarai. He organized children's holidays, social events, helped low-income families.

Since 2014, he has been actively helping families deprived of their parents.

In the city of Sudak, on January 27, 2018, Russian police officers interrupted a meeting of the public association «Crimean Solidarity», attended by Server Mustafayev. Police officers kept the participants in the room for about 7 hours and collected the personal data in writing, making it a condition for leaving the building.

On May 21 2018 at about 07:00am the police searched the house of Mr Mustafayev, and then arrested him.

Sentenced to 14 years in the maximum security regime penal colony under RF Criminal Code articles 205.5-2 (Participation in Activity of Terrorist Organization), Article 30-1 and Article 278 (Preparation for the violent seizure of power).

CASE:
**«FIGHT AGAINST
IMPUNITY, SHOW
ACCOUNTABILITY»**



Активістці погрожують зґвалтуванням після викриття плагіату в дисертації Шкарлета

Дата: 07 Жовтня 2020



A+ A-

Щоб отримувати корисні матеріали, підпишіться на розсилку

Підписатися

Активістка, голова ГО "Точка росту, освіти і науки" та координаторка антиплагіатної ініціативи "Дисергейт" Світлана Благодетєлєва-Вовк заявляє про погрози зґвалтуванням та переслідуванням, які розпочалися після того, як вона публічно викрила плагіат у наукових працях тимчасового виконувача обов'язків міністра освіти і науки Сергія Шкарлета.

Про це вона **розповіла** сьогодні під час пресконференції в Інтерфаксі, повідомляє ZMINA.



НОВИНИ

24 Грудня 2020

У Росії Дума дозволила блокувати Youtube, Facebook і Twitter за модерацію російських ЗМІ

Фонд "Демініціатив" звинувачує Офіс президента в маніпулюванні соціологією

Кабмін дозволив білорусам перебувати в Україні до 180 днів протягом року

"ЮліяГрийд" просить поліцію пошукати патрулювання на Подолі через налади на ЛГБТ

МЗС Литви просить Росію надати медичну допомогу політ'язневі Абдуллаєву



Svetlana Blagodeteleva-Vovk, after the exposure of plagiarism in the works of Sergei Shkarlet, began to be pursued on the Internet and followed.

«On the recommendation of lawyers, on September 2, after the second note at the door, I called the patrol police. They called the investigative-operational group and handed my application to the Darnytsia police department. I never received information about the opening of criminal proceedings. Moreover, on September 4, mine statement about the crime was issued only as an appeal from citizens,» – Svetlana said.

URL: <https://zmina.info/news/aktyvistczi-pogrozhuuyut-zgvaltuvannyam-pislya-vykryttya-plagiatu-v-dysertacziyi-shkarleta/>



I went out to my first peaceful protest at the age of 15 in Yalta, in ripped jeans, baubles on my arms and bells on my neck. Then in 1999, at my solo picket, I demanded a trial against the communism party of soviet union. At least it was written on my poster. So I started to fight impunity in a post-totalitarian society.



The public organization «Viasna» in 2010 was an organization that observed the elections and publicly stated that there were violations during the campaign – the elections were not transparent and democratic.

On December 19, more than 1000 people were detained – participants of the demonstration, who were beaten. On the same day, seven out of ten candidates for the presidency were also detained. Five of them were out into detention centers. The democratic opposition was hit hard by the authoritarian regime. Human rights activists testified that there was no reason to use force against the demonstrators to the extent that they used the power and spoke wherever they could for the release of political prisoners accused of organizing riots, attempting to seize power, etc. As a result, all the detainees were released, and human rights defenders were attacked for their irreconcilable and open position.

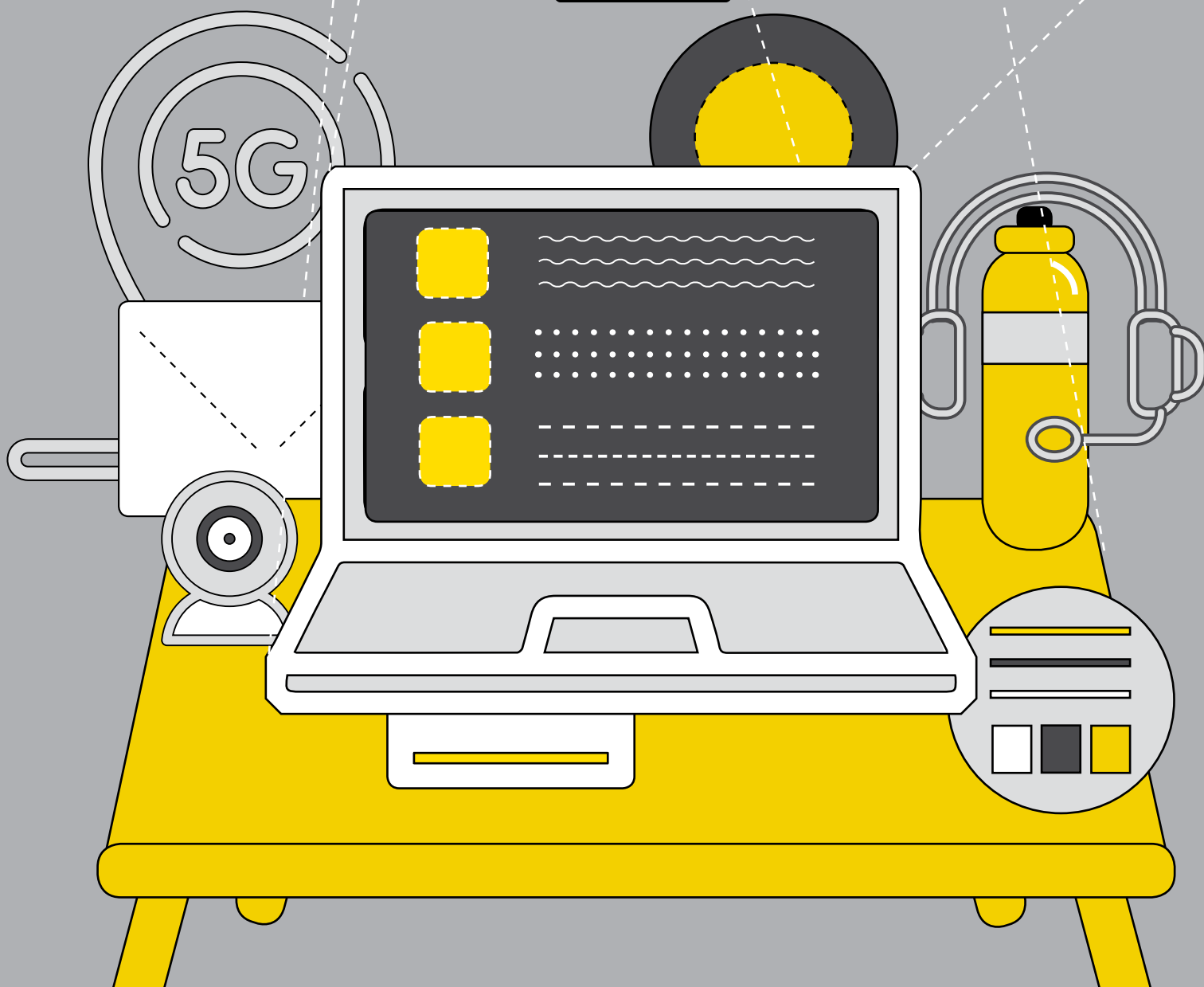
In August 2011, Ales Bialiatski was sent into prison.



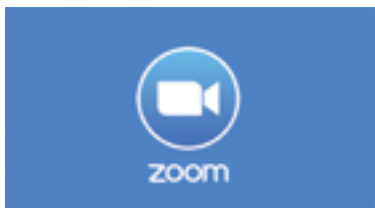
Certificate of an official observer from the candidate for the post of President V.A. Yushchenko

In 2014, together with the young writer Lyuba Yakimchuk and Bogdana Gayvoronskaya, as well as several student activists, Yaroslav observed the elections in Lugansk and was in Kyiv on the Maidan for several days. Despite the fact that in Donbas more than 90% of the votes were cast for Yanukovich, these activists openly walked with orange ribbons on their clothes and supported the pro-democratic forces

GUIDE ON USING ONLINE TOOLS DURING ONLINE TRAINING



ZOOM



Application site – <https://zoom.us/>

Zoom – software for videoconferencing.

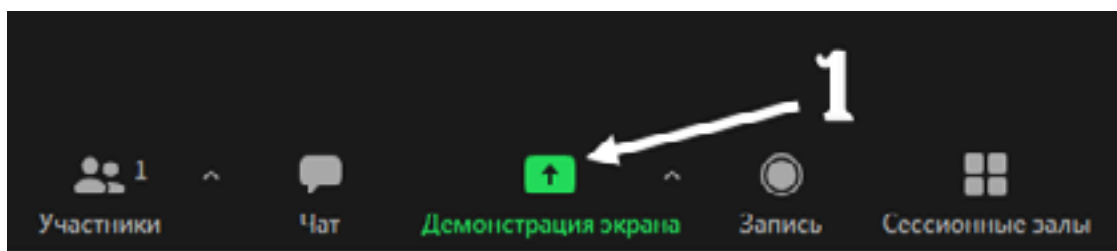
This article will present information on the steps required to hold online trainings using the Zoom program. It is believed that participants have a basic understanding of Zoom.

SCREEN DEMONSTRATION.

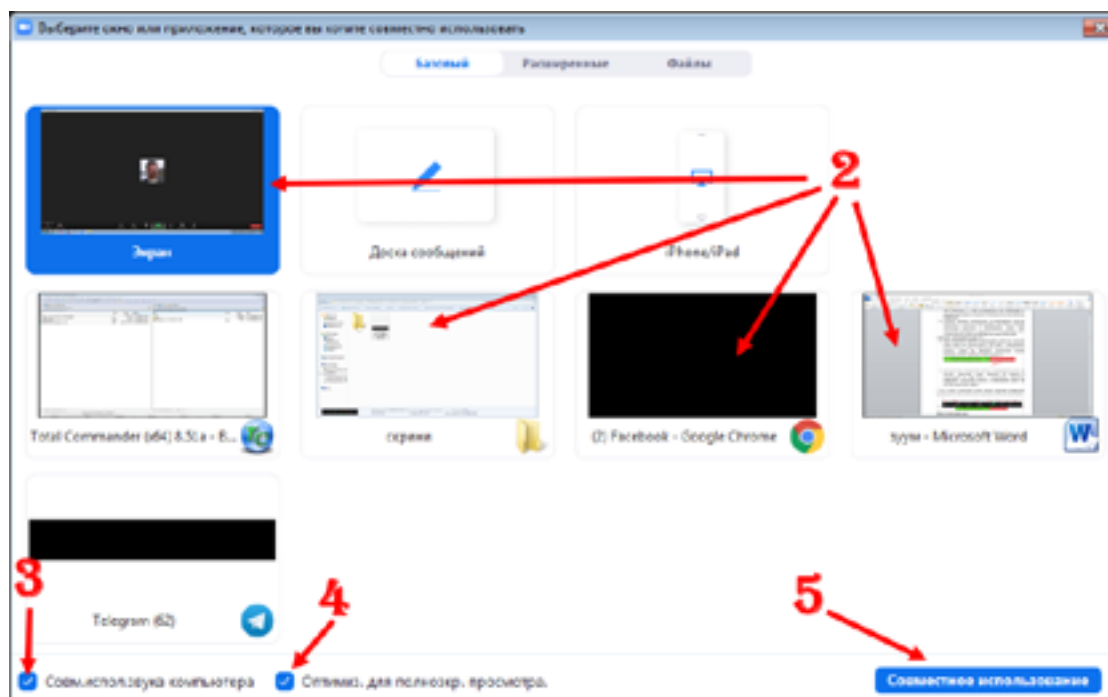
Zoom allows you to display the contents of the screen of a desktop computer, laptop, tablet and other gadgets.

- The organizer and a participant can switch on a screen demonstration.
- The organizer does not need to give other participants the right to access the demonstration of his/her screen.
- The organizer may ban participants on accessing the screen demonstration function.

1. Push on the button 'Screen Demonstration' (1), located in the conference control elements.



2. In the window that opens, select the screen (2) to demonstrate.

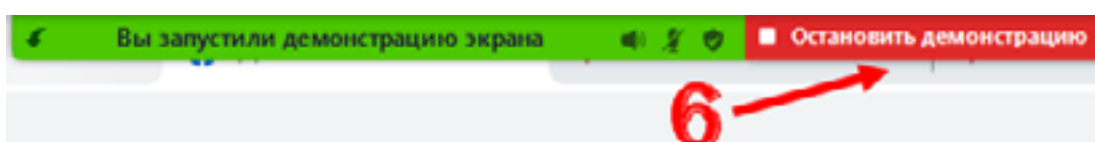


3. If necessary, enable the following functions.

- Flag on 'Share computer sound' (3). If this is flagged on, any sound heard on your computer will be broadcast to the conference
- Flag on «Optimize for full-screen video» (4). Flag on this box if you want to enable a full screen video demonstration. If you do not plan to show the video, do not install it, as it may blur the image when showing the screen

4. Push 'Share use' (5)

- Zoom will automatically switch to full screen mode to optimize the screen that will be displayed. To exit full screen mode, press Exit full screen mode or press the Esc key on the keyboard. You can stop the demonstration by clicking the «Stop Demonstration» button (6).



- To disable automatic full-screen switch-on when viewing a screen demonstration, disable this option in the Zoom settings in the conference organizer settings: «Automatically enter full-screen mode when viewing a screen demonstration.»

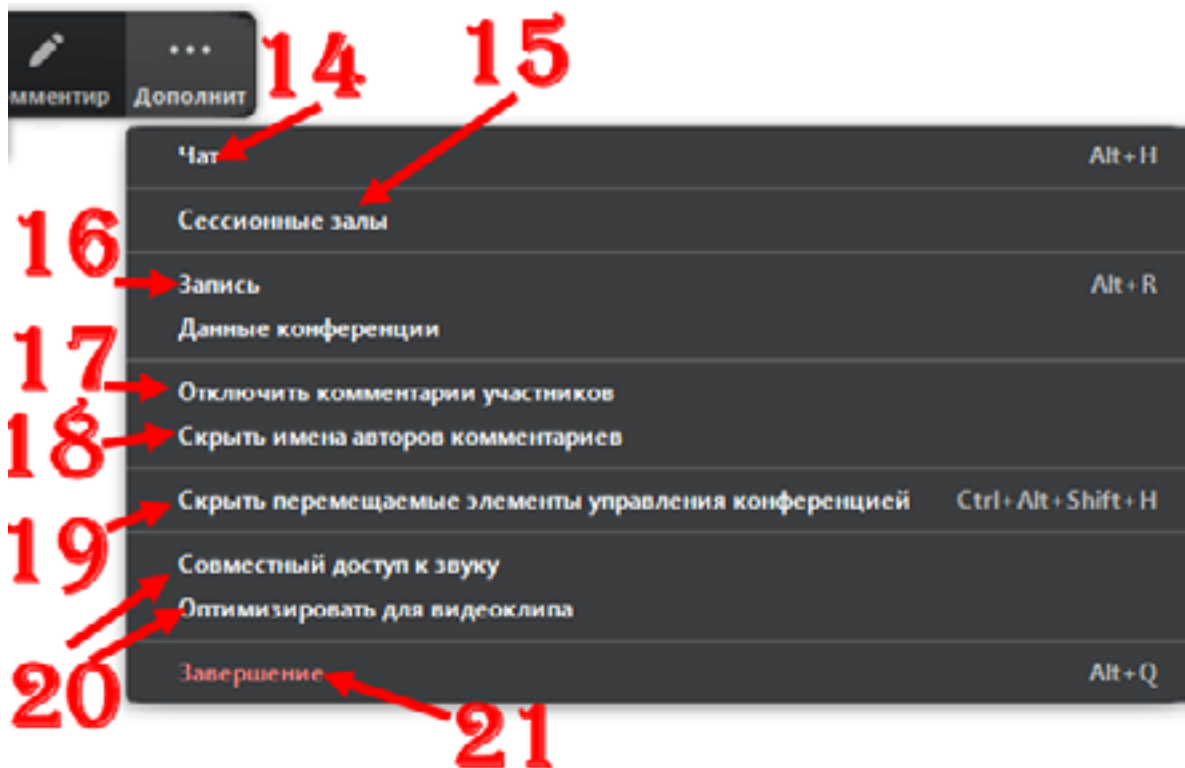
5. When you run the screen demonstration, the conference controls move to a menu that you can drag anywhere on the screen.

Screen Demonstration Menu

- Turn the sound on / off (7). Turn your microphone on or off.
- Activate / stop video (8). Enable or disable your video in the conference.
- Participants / participant management (9). View or manage participants by the organizer. Participants do not have the ability to manage.



- New demonstration (10). New screen demonstration. A window will open to select the screen for the demonstration.
- Demonstration pause (11). Pause the current screen demonstration
- Comment / Message board (12). Display comment tools for drawing, adding text, and more.
- Additional features (13).



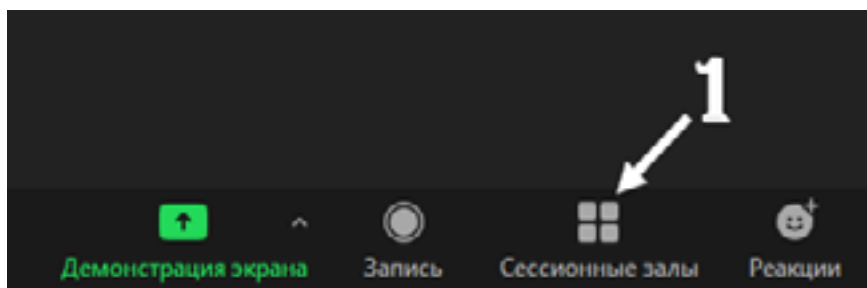
6. Point to for activating additional parameters (13).

- Chat (14). Open a chat window where it is possible to exchange both collective and individual correspondence.
- Session halls (15). Grouping participants and group work in separate conferences with the possibility of return.
- Recording (16). Recording of the conference broadcast. Run a local record or a cloud record.
- Enable / disable participant comments (17). Allow or deny participants from using comments during the screen demonstration.
- Show / hide comment authors' names (18). Show or hide the names of participants who comment on the screen demonstration. If you select the «Show» option, the participant's name will be displayed next to the comment for a while.
- Show / hide the video broadcast panel (19). Enable or disable camera demos.
- Show / hide conference controls. (20). Enable or disable the demo control panel.
- Optimize the demo for full-screen video viewing (21). Enable optimization to show the video in full screen.
- End the conference (22). Exit the conference or end the conference for all participants.

GROUPING AND GROUP WORK. SESSION HALLS.

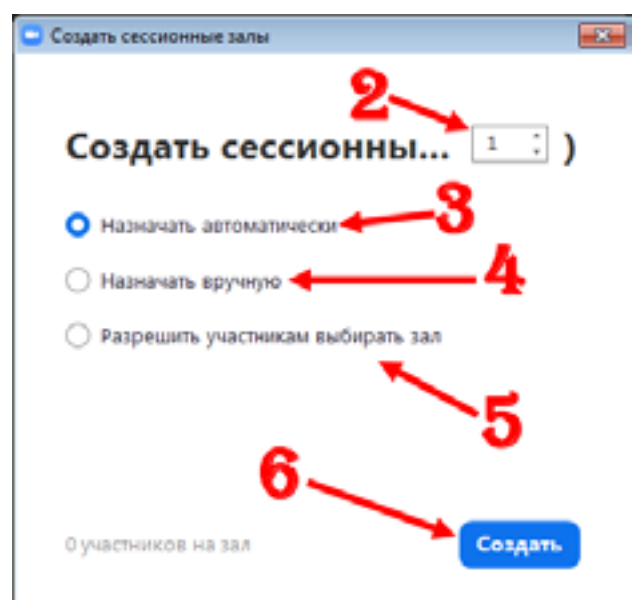
Zoom session halls are a program option that allows you to group participants and work in separate virtual rooms (halls).

- Session rooms can be created only by the conference organizer.
 - Only the organizer can assign participants to the session halls.
 - Co-organizers may enter and leave the session halls only if they have been designated in these session halls by the organizer.
 - To create session rooms, the conference organizer must have the appropriate options in the settings (<https://zoom.us>).
 - To create session halls, it is necessary that more than 2 participants take part in the conference.
1. **To create session halls, you need to create a conference and in the conference control panel click on «Session rooms» (1) - four white squares.**

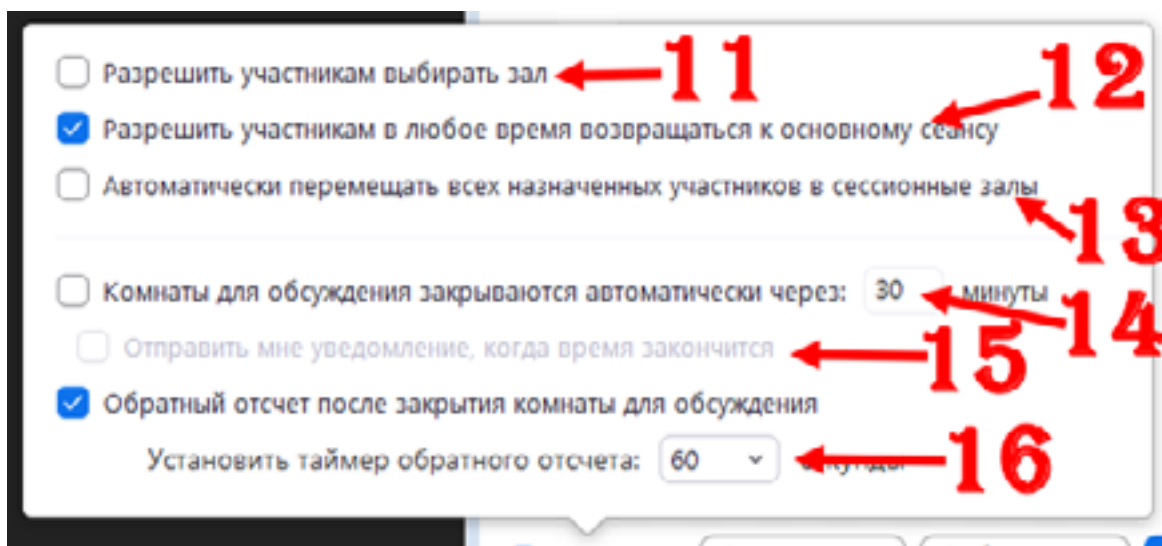
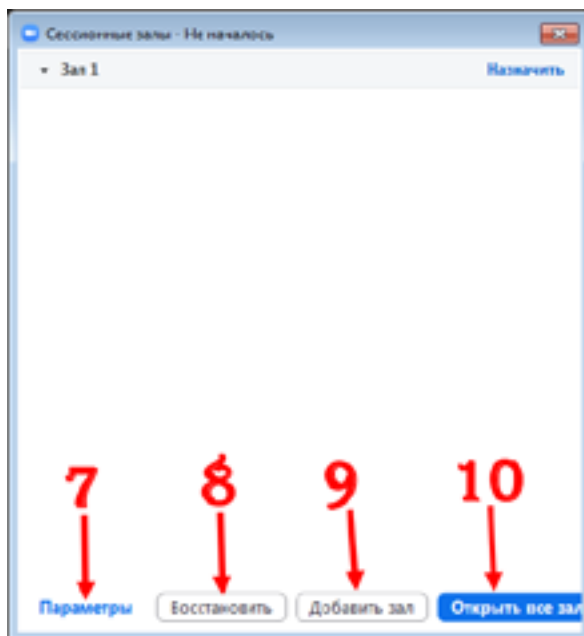


2. In the window that opens you need:

- set the number of session halls (2)
- determine how participants will get to the session halls - automatically (3) or will be appointed by the organizer (4)
- decide whether participants will be able to choose the session hall independently (5)
- click «Create» (6) and go to the following settings.

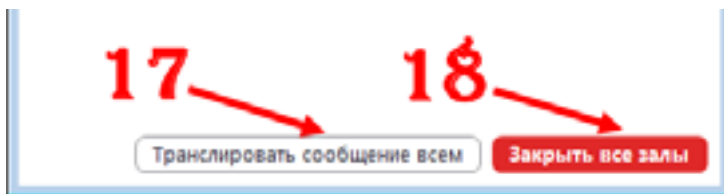


3. In the next window that opens, set:

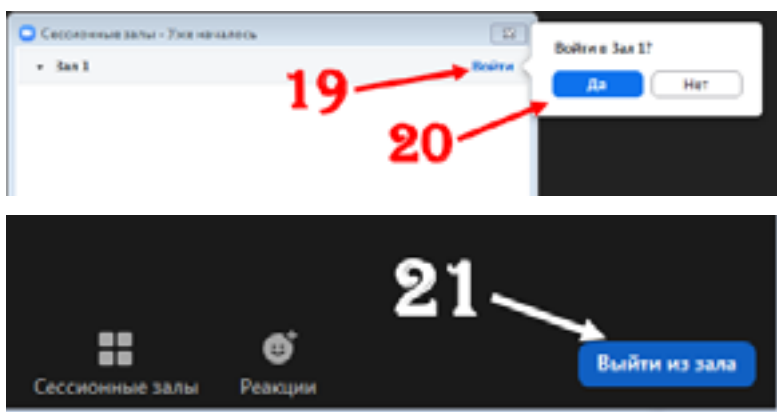


- Session hall settings (7) (flag on the settings you want to use for session halls).
 - o Allow participants to choose a hall (11). Enable participants to choose independently their own session hall in which to work.
 - o Allow participants to return to the main session at any time (12). If it is flagged on, participants can return to the main session using the conference controls. If it is not flagged on, they will have to wait for the session halls to close.
 - o Automatically move all participants to the session halls (13). Flag on to move all participants to the waiting rooms automatically. If it is not flagged on, participants will need to click the «Login» button, which will appear after the session halls appear, to enter the session hall.
 - o Session rooms close automatically after x minutes (14). If it is flagged on, the session rooms will automatically close when the time specified expires.
 - o Notify me at the end of the time (15). If it is flagged on, the organizer will be notified when the session hall runs out.

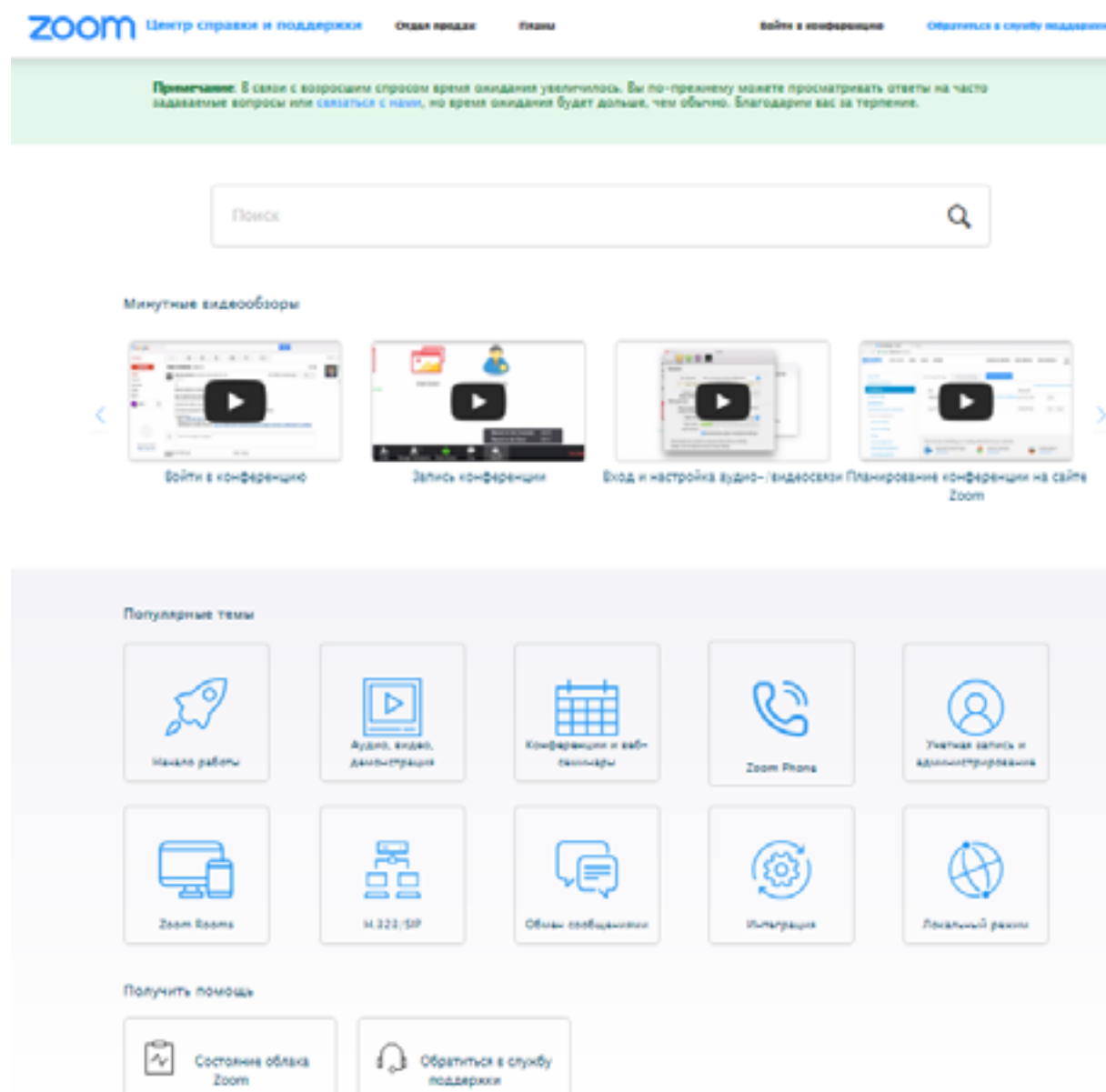
- o Countdown after the closing of the session halls (16). If it is flagged on, participants will see a countdown to their return to the main hall.
 - Restore (8). Existing session halls are deleted and new ones are created.
 - Add a hall (9). Add another session room.
 - Open all halls (10). Run session halls. All participants will be moved to the appropriate session halls according to the organizer's settings (automatically without confirmation or by confirmation (participants confirm entry to the session hall) or participants decide independently in which session hall to work).
4. The organizer will remain in the main conference until joining one of the halls manually (if necessary or desired).
 5. When all participants «disperse» in the session halls, the organizer may send a message to all session halls (17) or stop all halls (18).



6. The organizer can move participants between the halls by clicking on the name of the participant, as a result, next to the name of the participant there will be a list of groups to which the organizer can move the participant.
7. When participants are staying in the session halls, the organizer may move to the session halls. To do this, click «Login» (19) in the desired session room and the window that opens, click «Yes» (20) and move to the selected session hall. To return to the main hall, the organizer shall press «Exit the hall» (21).



There is Information and Support Center at the Zoom official website where you may find a lot of additional information how to work with the software, presented both narratively, and visually.



PADLET

Application site – <https://uk.padlet.com>

Universal virtual interactive whiteboard (online whiteboard, electronic whiteboard, wall,) with intuitive interface, multimedia resource for creating, sharing and storing information



1. The program has a Ukrainian-language interface.
2. To work in the interactive whiteboard, go to the link <http://padlet.com/> and configure the interface language
3. If you are not registered in the program - click «Register» (1), if you have already worked in the program, you need to click «Login» (2).

Співпрацюйте більш ефективно. Будьте більш продуктивними.

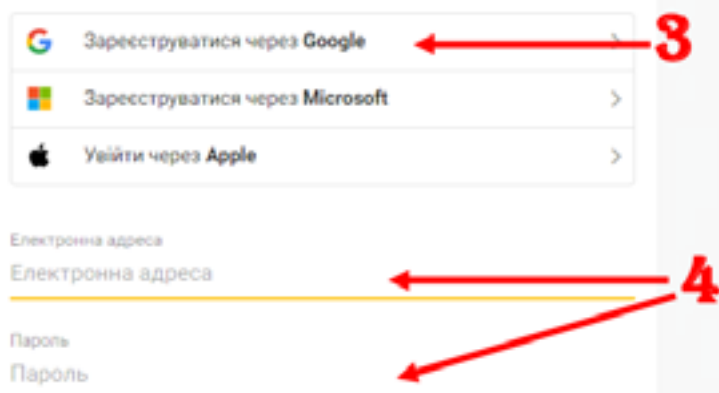
Створюйте чудові дошки, документи та вебсторінки,
які буде легко читати та весело доповнювати.



4. You can register via Facebook, Google (you can do it if you have your account) (3) or by registering separately (fill in the fields (enter the e-mail address in the E-mail field, in the Password - password field) and click « Register »(4)

Підписатися на Padlet

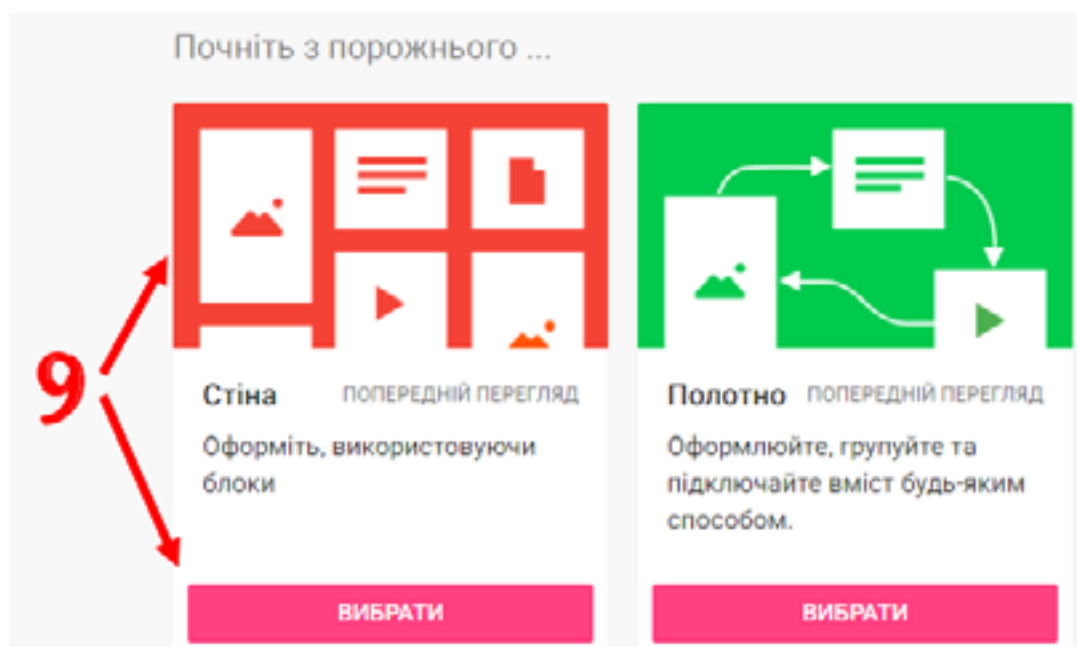
Уже маєте обліковий запис? [Увійти](#)



5. You can create a board without registering by clicking «Create a padlet» on the main page of the program, but the board created in this way can be edited only for 24 hours, then this possibility disappears.
6. To create a new board, click «CREATE PADLET (5), to join the already created board, click» JOIN PADLET «(required link to the board you want to join) (6). To view ready-made boards that can be an inspiration for your own board, press «GALLERY» (7). And your boards are in the center of the screen (8)

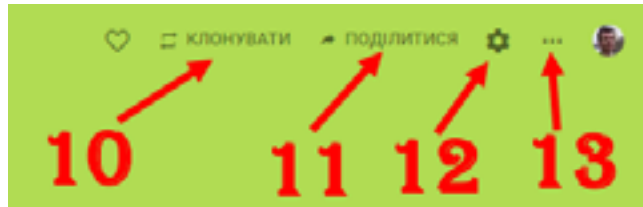



7. Creating your own board begins with choosing the type of board (9). The type of board can be changed during operation.




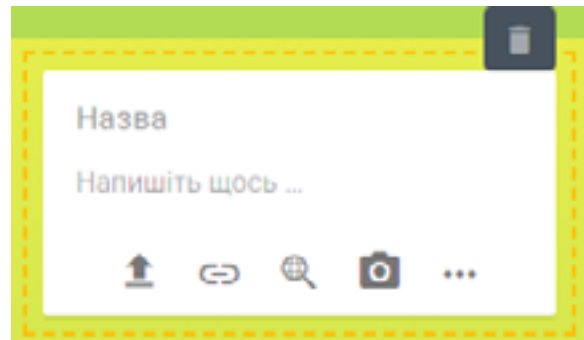
8. The newly created board has the control panel in the upper left corner:

- 10 - copying the board
- 11 - distribution (access) to the board
- 12 - board settings
- 13 - additional operations with the board



9. In «Settings» (12)  you can change the name and description of the board, choose wallpaper, adjust the settings of posts, change the settings of publishing and collaboration etc.

10. You can add Creating your own board begins with choosing the type of board (9). The type of board can be changed during operation posts to the wall using the button  in the lower right corner of the board or by double-clicking the left mouse button anywhere on the board. Posts are attached in the form of stickers. You can also add photos, videos and other information to the sticker



11. By pressing the three dots (14) it is possible to obtain additional tools.

12. Distribute the board via the «Links» tab (11), where you can get a QR code, copy the link, embed it in the site, send it by e-mail, share it on Facebook, share it on Twitter, share it in Classroom, save it as a picture or PDF etc.

13. To decide on the actions of participants, open «Share», click «Change privacy settings» and select options by clicking «Allow visitors» and clicking on the desired action.



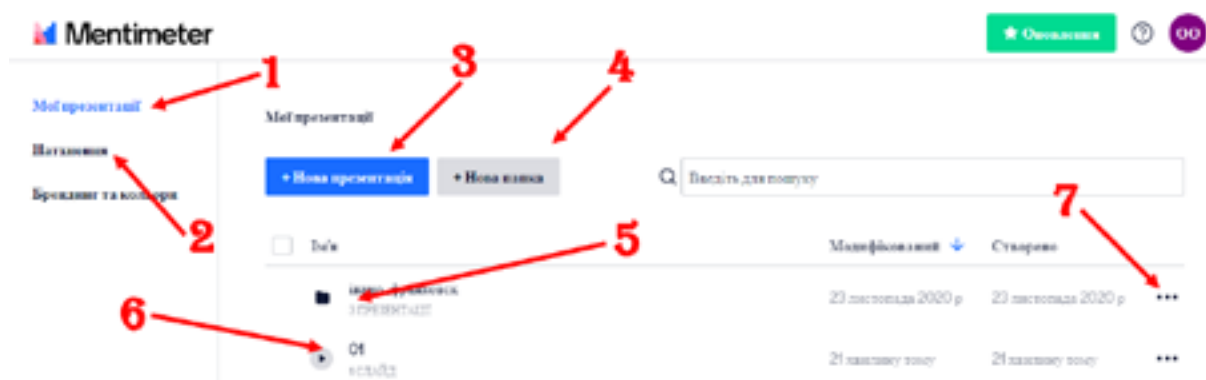
MENTIMETER

Application site –

<https://www.mentimeter.com>

Application to create presentations with a real time feedback mode.

1. The application has no Ukrainian or Russian interface but a contextual translation via the Chrome browser is possible. To do this, right-click or touchscreen and select «Translate to Ukrainian». However, you need to translate each page as well as after reloading the page.
2. Mentimeter can constantly overload the page (after a few minutes, the image may disappear from the screen), so you need to refresh the page and translate again if necessary.
3. Mentimeter has free and paid options. The free version has limitations.
4. To work in Mentimeter, you need to register or log in through Google or Facebook accounts.
5. To get started, after downloading Mentimeter and authorization, click the blue button «Your presentations» in the center or in the upper right corner.
6. Working with the Home Page:
 - Main page (1)
 - Examples of presentations (2)
 - Creation of new presentations (3)
 - Creating a folder (4)
 - Created folders (5)
 - Created presentations (6)
 - Additional features for each folder or presentation (7)

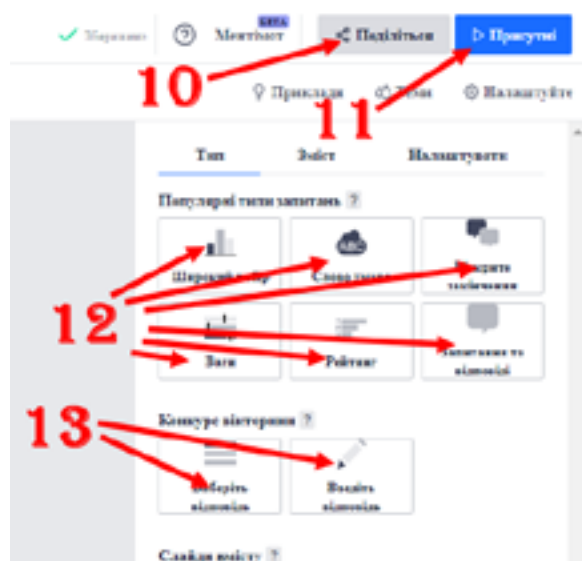
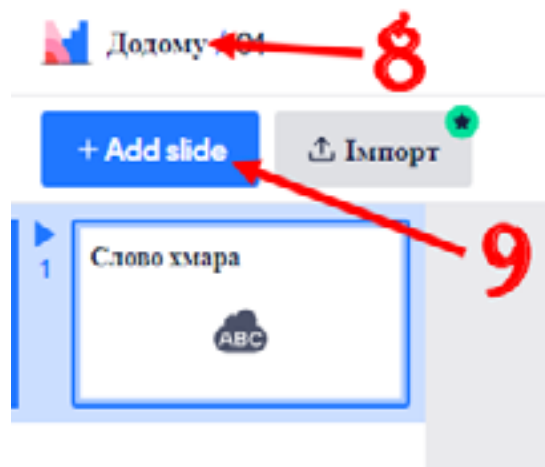


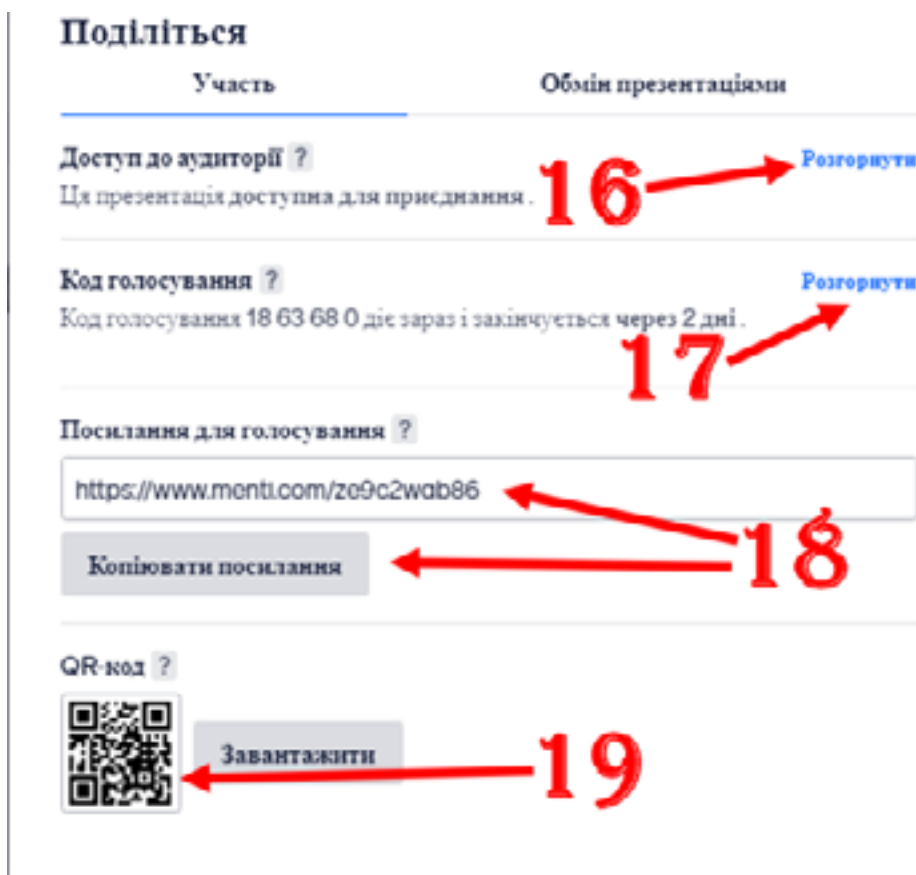
7. Mentimeter offers 13 templates (options) of presentations.

8. Creating a presentation:

- On the Home page, click the blue New Presentation button (3).
- In the window that opens, type the name of the presentation that will be created.
- Working with the presentation:

- Back to Home Page (8)
- Adding another Slidey to the presentation (9), but in the free version it is possible to have only 2 Slidey in the presentation
- Presentation distribution settings (10).
- Demonstration of the presentation (full screen) (11).
- The «Type» tab, which offers all presentation templates (12).
- Quiz templates (13).
- Special presentation templates (14).
- Templates of presentations with questions (15).



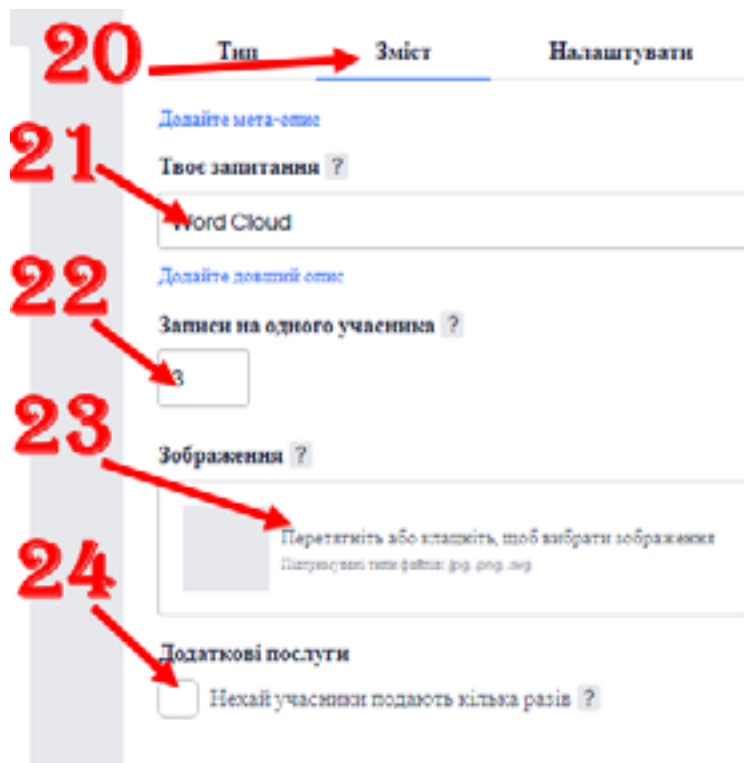


4. Presentation distribution

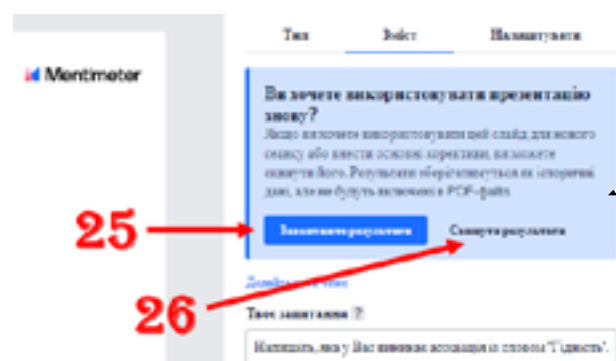
- Press the «Share» button (11) - the «Share» window will open.
- Gives access to the presentation (by clicking on the option «Expand» it is possible to block the presentation) (16)
- Setting the validity of the code to access the presentation (2 days by default, when you click on «Expand» it is possible to extend the period to 7 days) (17).
- Presentation link, which allows you to go directly to the presentation without entering the code. When you click on «Copy link» the link itself is copied to the clipboard and ready for pasting (18).
- QR-code, which allows direct access to the presentation without entering the code. When you click on «Download» a separate page with a QR-code opens, so I recommend copying the image of the QR-code by right-clicking or touchscreen and selecting the option «Copy» (19).

6. Example of creating a CLOUDS presentation

- Create a new presentation (click on the Home page, click the «New presentation» button, in the window that will open, type the name of the presentation and click on the blue button «Create presentation» (3)



- In the created presentation on the tab on the right «Type» in the option «Popular question types» select «Word Cloud».
- Click the Contents tab (20)
- Print the question to be asked to the audience. If necessary, add more information or explanation to the question by clicking «Add a longer description» (21).
- Specify the number of answers you will need to enter for the answers by changing the number in the box (22).
- Add an image (if required) (23)
- Allow multiple replies (24).
- After the participants have entered their answers, it is possible to save the results in pdf format (25).
- If you need to use it again, you can clear the presentation by clicking Reset Results (26).



Напишіть, яка у Вас виникає асоціація із словом "Гідність".

ніість
ювага
овага
відвага
правда
лобнота