



NGOs protecting human rights

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NGOs protecting human rights

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[Link to the lesson](#)

Before you start you should know

- You are able to define international governmental and non-governmental organisations (NGOs) and indicate the differences between the two,
- You are able to classify the international human rights protection systems and analyze their functioning.
- You are able to explain the most important human rights.

You will learn

- You will be able to analyze the function of non-governmental organisations protecting human rights.
- You will be able to present the methods of NGOs.
- You will be able to present the activities of a chosen national and international NGO.

[Nagranie dostępne na portalu epodreczniki.pl](#)

nagranie abstraktu

Apart from legal norms and various institutions, non-governmental organisations **stand guard** over human rights. They play an extremely important role in the protection of human

rights. Intensive development of non-governmental organisations in this sector took place in the last 50–60 years.



1

Regulatory function

It consists in co-creating or creating legal norms (laws, international conventions) and certain moral patterns of conduct by the organizations. Non-governmental organizations urge governments to ratify conventions and adopt instruments for the protection of human rights.

2

Control function

It is the creation of special mechanisms of observation and verification, to what extent states observe the rights and freedoms. Non-governmental organizations create a kind of inspection systems and collect information on human rights violations.

3

Information function

Based on the collected materials, non-governmental organizations inform national and international authorities and the public about human rights violations.

Promotional and educational function

It is associated with the dissemination of the idea of protection of rights and freedoms.

The functions of non-governmental organizations in the field of human rights

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Non-governmental organisations exert **bottom-up pressure** on individual states and international organisations. In many cases their activities are extremely effective. Today, it is difficult to even imagine the functioning of the system of human rights protection, whether at the national or international level, without the participation of non-governmental organisations. In many situations they remain the only **impartial** actors and, unlike the states, they are less likely to be subjected to political or economic pressure. NGOs gather information on human rights violations and then inform the public and **relevant** institutions about it.



1

acting as a pressure group in political circles – parliamentary and governmental

2

providing indirect and direct help to victims of human rights violations

3

submitting complaints to international institutions operating on the basis of conventions that uphold human rights

4

conducting their own investigations

5

analysing the human rights situation in individual countries or regions

6

sending their representatives to court trials

7

organising public debates, campaigns, publishing reports

Methods used by non-governmental organisations

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Without the activities of NGOs, we would probably never hear of human rights violations such as torture or secret detention at the Central Intelligence Agency (CIA). In addition, non-governmental organisations collect valuable statistical data, including the data on executed death sentences. Their tasks also include influencing the education system in individual countries and raising the awareness in the field of human rights.

Non-governmental organisations (national and international) are very willing to cooperate with government organisations. There are many benefits of this cooperation:

- the possibility of influencing the development of international law in the field of human rights,
- the ability to influence countries that are members of the organisation,
- the ability to influence the organs of the organisation itself,
- the opportunity to present your position and the organisation's achievements.

Thanks to cooperation with government organisations, the third sector has been very successful:

- At the UN's founding conference in 1945, the participation of (at that time not very numerous) NGOs at the UN founding conference in 1945 influenced the

implementation of relevant provisions regarding the protection of human rights in the United Nations Charter.

- During the World Conference on Human Rights in Vienna in 1993, thanks to the activity of NGO activists (especially Amnesty International and Human Rights Watch), a decision was made to establish the United Nations High Commissioner for Human Rights at the United Nations.
- To a large extent due to NGOs, the International Criminal Court was established.

These are just a few examples of the third sector's activity, thanks to which the standards of human rights protection have improved.

Currently, there are many non-governmental organisations. Some of them work to make the states comply with a specific law or freedom (e.g. freedom of expression), others have broader goals and work to protect the entire generation of rights. Below are some non-governmental organisations (international and national) that work for the protection of human rights:

- International Red Cross and Red Crescent Movement,
- Amnesty International,
- Human Rights Watch,
- Doctors Without Borders,
- Helsinki Foundation for Human Rights,
- Polish Humanitarian Action.

Exercise 1

Choose one of the NGOs below and describe its functioning briefly.

Choose one of the NGOs below and describe its functioning briefly.

Organisation:

Where does it work?

How does it work?

Exercise 2

Find out what you already know about NGOs working to protect human rights. Read the text carefully and fill in the gaps.

Non-governmental organisations play role in the protection of human rights. Today, it is difficult to imagine the functioning of the international and national for the protection of human rights . There is no area where national and international organisations would not be active. They the human rights situation, take part in , support victims of violations, file to international . They are an invaluable source of , without which the world would never hear of many of human rights.

human rights

information

the legislative process

systems

courts

monitor

an invaluable

complaints

violations

without them

Exercise 3

Listen to the abstract recording to review the material and new vocabulary. Then do the vocabulary exercise. Match the pairs: English and Polish words.

to raise the awareness

podnosić świadomość

bottom-up pressure

grupa nacisku

to urge

wzywać, nakłaniać

impartial

bezstronny

pattern of conduct

prowadzić

to stand guard

stać na straży

pressure group

oddolna presja

to conduct

wzorzec zachowania

Keywords

regulatory/ control/information/promotional/educational function, methods used by NGOs, International Red Cross and Red Crescent Movement, Amnesty International, Human Rights Watch, Doctors Without Borders, Helsinki Foundation for Human Rights, Polish Humanitarian Action

Glossary

to stand guard

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to stand guard

stać na straży

pattern of conduct

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Nagranie słówka: pattern of conduct

wzorzec zachowania

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Nagranie słówka: bottom-up pressure

oddolna presja

impartial

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: impartial

bezstronny
relevant

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: relevant

istotny
pressure group

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: pressure group

grupa nacisku
to raise the awareness

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to raise the awareness

podnosić świadomość
invaluable

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: invaluable

nie do przecenienia

Lesson plan (Polish)

Temat: Organizacje pozarządowe chroniące prawa człowieka

Autorka: Anna Rabiega

Adresat:

uczeń liceum ogólnokształcącego i technikum

Podstawa programowa:

- stara podstawa programowa:

poziom rozszerzony

38. Światowy i europejski system ochrony praw człowieka.

Uczeń:

7) opisuje i ocenia działania wybranych organizacji pozarządowych zajmujących się ochroną praw człowieka.

- nowa podstawa programowa:

poziom podstawowy

IV. Prawa człowieka i ich ochrona.

Uczeń:

6) wskazuje organizacje pozarządowe zajmujące się ochroną praw człowieka i charakteryzuje działania jednej z nich.

poziom rozszerzony

XII. Prawa człowieka i ich ochrona międzynarodowa.

Uczeń:

10) charakteryzuje działania organizacji pozarządowych zajmujących się ochroną praw człowieka, odnosząc się do przykładów aktywności kilku z nich.

Ogólny cel kształcenia:

Uczeń wyjaśnia specyfikę praw i wolności człowieka oraz podstawowe mechanizmy ich ochrony.

Cele operacyjne:

Uczeń:

- analizuje funkcje organizacji pozarządowych w dziedzinie ochrony praw człowieka.
- przedstawia metody działania organizacji pozarządowych w tej dziedzinie.
- przedstawia działania podejmowane przez wybraną międzynarodową lub krajową organizację pozarządową w dziedzinie ochrony praw człowieka.

Kształtowane kompetencje kluczowe:

- porozumiewanie się w języku obcym,
- kompetencje informatyczne,
- umiejętność uczenia się,
- kompetencje społeczne i obywatelskie.

Metody nauczania:

- dyskusja,
- lekcja odwrócona,
- rozmowa nauczająca z wykorzystaniem schematu interaktywnego, ćwiczeń interaktywnych.

Formy pracy:

- indywidualna,
- grupowa,
- zbiorowa.

Środki dydaktyczne:

- komputery z głośnikami i dostępem do internetu, słuchawki,
- zasoby multimedialne zawarte w e-podręczniku,
- tablica interaktywna/tablica, pisak/kreda.

Przebieg zajęć:

Faza wstępna:

1. Przed zajęciami ochotnicy zapoznają się z treścią abstraktu i przygotowują quiz wiedzy dla kolegów i koleżanek.
2. Nauczyciel przedstawia cel zajęć: Przeanalizujecie aktywność organizacji pozarządowych w dziedzinie ochrony praw człowieka.
3. Zajęcia przeprowadzane metodą odwróconej lekcji. Podczas jednego z poprzedzających spotkań nauczyciel dzieli klasę na 6 grup, których zadaniem jest przygotowanie prezentacji

multimedialnych na temat:

I. Międzynarodowego Komitetu Czerwonego Krzyża i Czerwonego Półksiężyca,

II. Amnesty International,

III. Human Rights Watch,

IV. Lekarzy bez granic,

V. Helsińskiej Fundacji Praw Człowieka,

VI. Polskiej Akcji Humanitarnej.

Podczas przygotowywania prezentacji uczniowie wykorzystują materiały z abstraktu, m.in. schematy interaktywne, oraz inne źródła internetowe. Zadanie uczniów polega na znalezieniu (lub opracowaniu) i uwzględnieniu w swojej prezentacji przede wszystkim materiałów wizualnych (krótkich filmów, fotografii, schematów). Prezentacje powinny zawierać jak najmniej tekstu. Każda prezentacja może trwać nie więcej niż 5 minut.

Faza realizacyjna:

1. Grupy przedstawiają swoje prezentacje – komentują materiały wizualne zawarte w prezentacji. Mogą też zachęcać pozostałych uczniów do odgadnięcia, jakie treści kryją się pod zamieszczonymi w prezentacji materiałami wizualnymi (np. na czym polegają działania danej organizacji przedstawione na zdjęciu).
2. Po każdej prezentacji nauczyciel prosi uczniów, którzy byli jej odbiorcami o skomentowanie pracy kolegów i koleżanek: co w prezentacji im się podobało, a co można było przedstawić inaczej?
3. Nauczyciel przeprowadza krótką dyskusję nt. „Organizacje pozarządowe skutecznie zwalczają naruszenia praw człowieka”. Chętni/wybrani uczniowie przedstawiają swoje argumenty. Na zakończenie dyskusji nauczyciel prosi jednego ucznia o jej podsumowanie z własnego punktu widzenia.
4. Nauczyciel prosi uczniów o rozwiązanie Ćwiczenia 2. Chętni/wybrani uczniowie przedstawiają swoje propozycje odpowiedzi. Nauczyciel poprawia je w razie potrzeby.

Faza podsumowująca:

1. Wybrani przed lekcją uczniowie prezentują przygotowany przez siebie quiz wiedzy związany z tematem lekcji. Klasa odpowiada na pytania. Nauczyciel ocenia aktywność i zaangażowanie uczniów.
2. Propozycja zadania domowego:

- a. Wykonaj Ćwiczenie 1. Wybierz inną organizację niż ta, której działanie przedstawiłeś w swojej prezentacji na lekcji.
- b. Odsłuchaj nagranie abstraktu, aby powtórzyć materiał i utrwalić nowe słowa. Następnie wykonaj ćwiczenie słownikowe na końcu rozdziału.

W tej lekcji zostaną użyte m.in. następujące pojęcia oraz nagrania

Pojęcia

to stand guard

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Nagranie słowa: to stand guard

stać na straży

pattern of conduct

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: pattern of conduct

wzorzec zachowania

to urge

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: to urge

wzywać, nakłaniać

bottom-up pressure

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: bottom-up pressure

oddolna presja

impartial

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: impartial

bezstronny
relevant

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: relevant

istotny
pressure group

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Nagranie słówka: pressure group

grupa nacisku
to raise the awareness

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Nagranie słówka: to raise the awareness

podnosić świadomość
invaluable

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: invaluable

nie do przecenienia

Teksty i nagrania

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nagranie abstraktu

NGOs protecting human rights

Apart from legal norms and various institutions, non-governmental organisations stand guard over human rights. They play an extremely important role in the protection of human rights. Intensive development of non-governmental organisations in this sector took place in the last 50–60 years.

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Thanks to cooperation with government organisations, the third sector has been very successful:

- At the UN's founding conference in 1945, the participation of (at that time not very numerous) NGOs at the UN founding conference in 1945 influenced the implementation of relevant provisions regarding the protection of human rights in the United Nations Charter.
- During the World Conference on Human Rights in Vienna in 1993, thanks to the activity of NGO activists (especially Amnesty International and Human Rights Watch), a decision was made to establish the United Nations High Commissioner for Human Rights at the United Nations.
- To a large extent due to NGOs, the International Criminal Court was established.

These are just a few examples of the third sector's activity, thanks to which the standards of human rights protection have improved.

Currently, there are many non-governmental organisations. Some of them work to make the states comply with a specific law or freedom (e.g. freedom of expression), others have broader goals and work to protect the entire generation of rights. Below are some

non-governmental organisations (international and national) that work for the protection of human rights:

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- Human Rights Watch,
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- Helsinki Foundation for Human Rights,
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Lesson plan (English)

Topic: Non-governmental organisations protecting human rights

Author: Anna Rabiega

Addressee:

high school / technical school student

Core curriculum:

- old curriculum:

extended level:

38. A global and European system for the protection of human rights.

The student:

7) describes and evaluates the activities of selected non-governmental organisations dedicated to protecting human rights.

- new curriculum:

standard level:

IV. Human rights and their protection.

The student:

6) identifies non-governmental organisations dedicated to protecting human rights and characterises the activities of one of them.

extended level:

XII. Human rights and their international protection.

The student:

10) characterises the activities of non-governmental organisations dedicated to protecting human rights, referring to examples of activities of several of them.

The general aim of education:

The student explains the specificity of human rights and freedoms as well as the basic mechanisms of their protection.

Learning outcomes:

The student:

- analyses the functions of non-governmental organisations in the field of human rights protection.
- presents the working methods of non-governmental organisations in this field.
- presents the activities undertaken by a selected international or national non-governmental organisation in the field of human rights protection.

Key competences:

- communicating in a foreign language,
- digital competence,
- learning to learn,
- social and civic competences.

Teaching methods:

- discussion,
- flipped classroom,
- teaching conversation using interactive scheme, interactive exercises.

Forms of work:

- self-learning,
- group work,
- whole-class activity.

Material & equipment needed:

- computers with loudspeakers/headphones and internet access,
- multimedia resources from the e-textbook,
- interactive whiteboard/blackboard, felt-tip pen/a piece of chalk.

Lesson plan overview (Process):

Introduction:

1. Before the classes the volunteers read the abstract and prepare a quiz for their colleagues.
2. The teacher presents the goal of the lesson: You will analyse the activity of non-governmental organisations in the field of human rights protection.
3. Classes conducted using flipped learning method. During one of the previous meetings the teacher divides the class into 6 groups, whose task is to prepare multimedia

presentations on:

I. International Committee of the Red Cross and Red Crescent,

II. Amnesty International,

III. Human Rights Watch,

IV. Doctors Without Borders,

V. Helsinki Foundation for Human Rights,

VI. Polish Humanitarian Action.

When preparing the presentation, students use abstract materials such as, among others, interactive schemes and other Internet sources. The students' task is to find (or develop) mainly visual materials (short films, photographs, schemes) and include them in their presentations. Presentations should contain as little text as possible. Each presentation should last no more than 5 minutes.

Implementation:

1. Groups give their presentations –they comment on the visual materials contained in their presentation. They can also ask other students to guess the content of the visual material in the presentation (e.g. what the activities of the organisation shown in the picture consist in).
2. After each presentation, the teacher asks the students who have been the audience to comment on the work of their colleagues: what do they like about the presentation and what could be presented in a different way?
3. The teacher conducts a short discussion on the subject: “Non-governmental organisations are effective in combating human rights violations”. Willing/selected students present their arguments. At the end of the discussion, the teacher asks one student to summarize the discussion from his/her own point of view.
4. The teacher asks the students to do Exercise 2. Willing/selected students present their proposals for answers. The teacher corrects them if necessary.

Summary:

1. The students selected before the lesson present their quiz related to the topic of the lesson. Students answer the questions. The teacher assesses the participation and involvement of students.
2. Homework proposal:

- a. Do Exercise 1. Choose an organisation other than the one you presented in your presentation during the classes.
- b. Listen to the abstract recording to review the material and new vocabulary. Then do the vocabulary exercise at the end of the chapter.

The following terms and recordings will be used during this lesson

Terms

to stand guard

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to stand guard

stać na straży

pattern of conduct

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: pattern of conduct

wzorzec zachowania

to urge

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Nagranie słówka: to urge

wzywać, nakłaniać

bottom-up pressure

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Nagranie słówka: bottom-up pressure

oddolna presja

impartial

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Nagranie słówka: impartial

bezstronny
relevant

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Nagranie słowa: relevant

istotny
pressure group

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Nagranie słowa: pressure group

grupa nacisku
to raise the awareness

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Nagranie słowa: to raise the awareness

podnosić świadomość
invaluable

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Nagranie słowa: invaluable

nie do przecenienia

Texts and recordings

[Nagranie dostępne na portalu epodreczniki.pl](#)

nagranie abstraktu

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