

UN Network on Racial Discrimination and the Protection of Minorities
 Compilation of submitted information on relevant training initiatives
 Draft of 22.01.2013

UN entity	Title of training materials and web address (if any)	Content/integration of relevant issues
OHCHR/ UNESCO (2012)	<p>Plan of Action for the Second Phase of the World Programme for Human Rights Education</p> <p>http://www.ohchr.org/Documents/Publications/WPHRE_Phase_2_en.pdf</p>	<p>A. Context and definition of human rights education p.13 (c) The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and minorities; C. Principles for human rights education activities p.14 (b) Foster respect for and appreciation of differences, and opposition to discrimination on the basis of race, sex, language, religion, political or other opinion, national, ethnic or social origin, physical or mental condition, sexual orientation and other bases; 2. Strategies (p.32) (a) Training policies and other related policies 43 (c) Adopting policies to recruit and especially train officials appropriately suited for dealing with vulnerable groups which may be dealt with by the professions, such as children, women, minorities, people with disabilities, indigenous peoples etc.</p>
UNOG Staff Development and Learning Section (SDLS)	<p>The only somewhat related mandatory online training programmes with at least implicit relevance are:</p> <p>Prevention of Workplace Harassment, Sexual Harassment, and Abuse of Authority in the Workplace https://staffinfo.un.int/Harassment.aspx</p> <p>Integrity Awareness Programme https://integrity.unodc.org</p>	<p>http://hrits.unlb.org/harassment/ST-SGB-2008-5.pdf Section 1 Definitions 1.1 Discrimination is any unfair treatment or arbitrary distinction based on a person's race, sex, religion, nationality, ethnic origin, sexual orientation, disability, age, language, social origin or other status. Discrimination may be an isolated event affecting one person or a group of persons similarly situated, or may manifest itself through harassment or abuse of authority.</p>
New York / OHRM	<p>The training programme on "Global Diversity" and on "Cross Cultural Communication" is a centrally-coordinated programme, which means it is delivered within the whole UN Secretariat equally.</p> <p>Global Diversity Programme</p>	<p>Respect for diversity at the UN; all voices are equal, Dimensions of Difference: Primary and Secondary</p>

	<p>Communicating Within a Culturally Diverse Environment</p>	<p>Primary: race, ethnicity, gender etc. Secondary: education, religious beliefs etc. We are all part of a minority in one way or another Defeating bias in the Workplace Discrimination (slide 33) Seven steps to defeating bias (slide 34)</p> <p>Day 1: Respect for Diversity (slide 4) Culture (slide 38)</p> <p>Day 2: Managing Differences</p>
OHCHR 2012	<p>The Corporate Responsibility to Respect Human Rights: an Interpretive Guide</p> <p>http://www.ohchr.org/Documents/Publications/HR.PUB.12.2_En.pdf</p>	<p>Q 4. What additional human right standards may be relevant? p.11 United Nations human rights instruments elaborating the rights of persons belonging to particular groups or populations p.12 Examples of business impact on human rights p.17 Q 88. What would count as “severe” impact? P.84</p>
Office of the SAs on the Prevention of Genocide and the Responsibility to Protect (2011)	<p>The Office conducts trainings on genocide prevention for UN colleagues, Member States, regional and sub-regional organizations and civil society colleagues.</p> <p>One day seminar on “Preventing and Responding to Genocide and Mass Atrocities” The Office also organizes two-day seminars, and seminars of one-week or ten days in collaboration with other institutions.</p>	<p>The seminars incorporate modules on: a) Policy, legal and operational framework for UN work on genocide prevention; b) Analyzing genocide and mass violence from a socio-historical perspective; c) Responding to the possibility of genocide: frameworks for prevention; and d) roles and responsibilities of different actors in the prevention of genocide and mass atrocity crimes. These sections include case studies and interactive discussions. The different modules also incorporate reference to discrimination as one of the elements potentially conducive to genocidal processes (genocide as an extreme form of identity-related crisis).</p> <p>Information collection (slide 10) Global monitoring (slide 11)</p> <p>Presentation Policy Options to Respond to Genocide: Prong 1: Proactive measures</p>

		Identify, condemn, and remove policies that discriminate or facilitate discrimination (slide 9)
UNODC/UNDP, UNESCO, UNICEF	<p>A number of trainings have been implemented within the PROJECT MEXT99 in Chiapas Mexico focusing on minorities and in particular indigenous groups www.culturadepaz.org.mx</p> <p>Workshops: “Local, National and International rights of indigenous populations and its implementation” “Intercultural and worldview: How to treat the minorities groups that demand justice” “The implementation of Human Rights of indigenous population” “Intercultural and worldview: How to behave towards the indigenous population in the security sector” “Non criminalization of the Youth in indigenous population and Gender inclusion” “Displacement, Citizenship and Social Inclusion” “The Challenges of being Police”</p>	
UNODC	<p>In-class workshops in Vienna have been organized over the past few years, as well as the mandatory one on Prevention of Workplace Harassment and the HIV/AIDS orientation programme, which all cover in some way issues related to diversity, prevention of discrimination, etc.</p> <p>Cross-Cultural Communication: Communicating Within a Culturally Diverse Environment Mini Workshop: Gender Dialogue and Career Development Global Diversity - Gender and Generation Focus Global Diversity & Inclusion for Leaders and Managers Mini-Workshop: Emotional Intelligence</p>	
UNODC (2009)	Handbook on prisoners with special needs	chapter 3: Ethnic and racial minorities and indigenous peoples:

	<p>http://www.unodc.org/pdf/criminal_justice/Handbook_on_Prisoners_with_Special_Needs.pdf</p>	<p>In many countries members of ethnic, racial minorities and indigenous peoples are significantly overrepresented in the criminal justice system, often due to legislation and law enforcement strategies, which have a disparate impact on these groups.</p> <p>States need to take remedial action whenever there is an unjustifiable disparate impact of legislation and practice upon a group distinguished by race, colour, descent or ethnic origin. This principle obliges States to review their legislation, policies and practices, and take affirmative action to prevent or end policies with unjustified discriminatory impact. Such a review may cover the impact of mandatory sentencing, punitive sentencing with respect to certain drug offences and the targeting of minority groups and indigenous peoples by law enforcement officials.</p> <p>The implementation of human rights standards in prisons, which includes the equitable treatment of all prisoners, is vital to establish a positive prison environment and thereby to improve prison management. Equitable treatment encompasses eliminating all forms of discrimination, as well as taking affirmative action to ensure that the special needs of ethnic and racial minority and indigenous prisoners are met. For such a strategy to be successful the first step is for prison services to make clear their commitment to racial and ethnic equality and to transform commitment into practice, by taking specific measures and putting in place appropriate mechanisms, ideally in consultation with community representatives of ethnic and racial minorities and indigenous peoples.</p>
UNODC (2007)	<p>Handbook of basic principles and promising practices on Alternatives to Imprisonment</p> <p>http://www.unodc.org/pdf/criminal_justice/Handbook_of_Basic_Principles_and_Promising_Practices_on_Alternatives_to_Imprisonment.pdf</p>	<p>6.6 Over-represented groups</p> <p>In addition to the groups discussed above, the over-representation of certain other groups in prisons raises the question about whether authorities should pay special attention to providing alternatives for them. In some societies, two of these groups are indigenous minorities and foreign nationals.</p> <p>Indigenous peoples</p> <p>In some countries, indigenous minorities are grossly over-represented in the criminal statistics and in prisons. Canada and Australia, for example, have adopted formal strategies for dealing with this issue. They include diversion and the provision of alternatives that make more use of these communities' traditional punishments. The box below provides a concrete example.</p>
UNODC 2011	<p>Handbook on improving access to legal aid in Africa</p>	<p>In order to identify promising practices, two questions need to be asked: first, what models of legal aid have been applied and which of them have had an impact? Second, which models work to reach vulnerable groups such as ethnic minorities, women and children?</p>

	<p>http://www.unodc.org/pdf/criminal_justice/Handbook_on_improving_access_to_legal_aid_in_Africa.pdf</p>	<p>Minorities (including persons living with HIV/AIDS, persons with disabilities and other vulnerable groups), children and women face unique challenges in accessing justice, especially in the developing world. Although women constitute a small fraction of the total prison population in most countries (usually less than 2 per cent), they are at particular risk of being abused or disregarded. They are often less likely than men to be able to access legal aid or have knowledge of the legal system and have often been placed in pre-trial detention for reasons that were not in conformity with the formal law.</p> <p>[...]</p> <p>E. Targeting refugees: gender-based violence legal aid clinics in Guinea</p> <p>The American Refugee Committee (ARC) operates two gender-based violence legal aid clinics in Guinea, working with refugee survivors of gender-based violence from Liberia and Sierra Leone. The clinics provide primary services such as education on the legal rights of women and children and confidential advice to women and children regarding their legal rights and options. Since the early 1990s, the humanitarian community has increasingly focused its attention on the problem of gender-based violence. There are security measures in place and health and psychosocial programmes targeting gender-based violence survivors in the refugee population and nearby communities. Once these services had been established and trust had been built with the community, there was a rapid rise in the number of survivors coming forward for help. Over time, as survivors began their physical and emotional recovery from abuse, many expressed the need for legal justice. Since the legal justice system in Guinea is not easily accessible for refugees, ARC implemented gender-based violence legal aid clinics in response to the need for assistance and support to survivors seeking legal justice under the law, and provided legal representation for women and children whose rights had been violated. In addition, Government advocacy is emphasized. Throughout the legal aid process, survivors continue to have access to psychosocial support from ARC and other organizations in Guinea. This emotional and social support is essential for survivors pursuing the long and difficult process of legal justice. The two ARC legal aid clinics process between 400 and 600 cases per year, working only with refugees. The clinics prosecute cases of physical and sexual violence, domestic abuse, sexual exploitation, child prostitution and the pimping of children, forced prostitution, threats, paternity suits and child custody or kidnapping.</p>
UNODC (2006)	<p>Handbook on Restorative justice programmes</p> <p>http://www.unodc.org/pdf/criminal_justice/06-56290_Ebook.pdf</p>	<p>2.7 Indigenous and customary justice forums</p> <p>Aspects of the restorative justice approach are found in many cultures. In Australia and Canada, indigenous informal participation in sentencing procedures has been occurring in remote communities for some time. In Australia, since the late 1990s, this practise has been transposed to urban areas with the advent of indigenous sentencing and circle courts. Indigenous people, organizations, elders, family and kin group members are encouraged to participate in the sentencing process and to provide officials with insight into the offence,</p>

		<p>the character of victim-offender relations and an offender's readiness to change. With these developments, court processes may have become more culturally appropriate and greater trust may have grown between indigenous communities and judicial officers.</p> <p>Community based informal systems, or as they are sometimes called, non-state justice systems can take many forms and produce different outcomes in terms of access to justice as well as equity and fairness. A distinguishing feature of many of them is their informal and deliberative process. The outcome, however, is often decided by arbitration rather than mediation and the offender's consent to participate is not always a requirement. A critical question is: do such systems offer a viable alternative to state-run systems and, if so, can they be inspired by restorative goals and principles?</p>
<p>UNODC (2010)</p>	<p>Handbook on effective police responses to violence against women</p> <p>http://www.unodc.org/documents/justice-and-prison-reform/Handbook_on_Effective_police_responses_to_violence_against_women_English.pdf</p>	<p>B. Particularly vulnerable women</p> <p>Some organizations, such as the United Nations Children's Fund, have sought to define specific groups of children as being in need of special protection. This includes street children, the homeless, those displaced or made refugees by conflict or war, children who are forced to work, persons who are detained or imprisoned, victims of trafficking or sexual exploitation, minorities and the handicapped, to name but a few. Within the specific context of violence against women, there are additional groups of women who are sometimes overlooked, including immigrants (legal and illegal), lesbians and transgendered persons, and sex trade workers. What each has in common with the other is some level of increased vulnerability to abuse and violence. Immigrant women are often confronted with barriers that limit their access to services, such as language assistance, needed information, culturally sensitive services and individual shelters. They may face social isolation and in most cases are dependent on their abuser in one way or another. They may be ignorant of their rights and what assistance and protection may be offered locally. Thus they are often unable or reluctant to seek outside, official assistance. Sometimes this is exacerbated by a traditional fear or mistrust of justice officials in their home country or they are fearful of imprisonment or deportation. It is therefore vital that immigrant women victims have access to special services and protection as survivors of violence and are provided with equal treatment as victims of violence. In each instance, the police need to ensure that the rights of all are protected, including protection from all forms of violence.</p> <p>Good practice example</p> <p>In Vancouver (Canada), an NGO serving minority and immigrant communities has worked with a variety of groups to produce and distribute a DVD aimed at helping women, children and seniors understand and escape abuse within the home. Released in three languages (Mandarin, Punjabi and Spanish, with English subtitles), by the Vancouver and Lower Mainland Multicultural Family Support Services Society, the DVD depicts a series of culturally specific scenarios involving violence within the home, including child abuse, domestic violence and elder abuse.</p>

OHCHR (2011)	<p>Minority Rights: International Standards and Guidance for Implementation</p> <p>http://www.ohchr.org/Documents/Publications/MinorityRights_en.pdf</p>	
OHCHR (2004)	<p>ABC - Teaching Human Rights: Practical Activities for Primary and secondary Schools</p> <p>http://www.ohchr.org/Documents/Publications/ABCChapter3en.pdf</p>	<p>Chapter 3: Human Rights Topics for Upper Primary and Lower and Senior Secondary School Discrimination p.69 – p.72</p>
Equitas / OHCHR (2011)	<p>Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators</p> <p>http://www.ohchr.org/Documents/Publications/EvaluationHandbookPT18.pdf</p>	<p>In order to allow for gender-disaggregated analysis of evaluation data collected it is important to know and maintain a record of the gender of the respondents. A similar disaggregation and analysis can be carried out for other learner characteristics such as minority group status, linguistic ability, etc. (only 1 reference to minority on p.49)</p> <p>Part 3: Particular evaluation concerns p.129-p.132</p> <ol style="list-style-type: none"> 1. Gender in evaluation 2. Culture and language <p>SECTION C. COMBATING RACISM AND DISCRIMINATION AND THE ROLE OF HUMAN RIGHTS EDUCATION p.153</p>
OHCHR 2010	<p>Monitoring the Convention on the Rights of Persons with Disabilities: Guidance for Human Rights Monitors</p> <p>http://www.ohchr.org/Documents/Publications/Disabilities_training_17EN.pdf</p>	<p>The principle of non-discrimination – p.19 Multiple forms of discrimination (women)—p.20</p>
IPU/ OHCHR (2005)	<p>Human rights: a Handbook for Parliamentarians</p> <p>http://www.ohchr.org/Documents/Publications/training13en.pdf</p>	<p>The principle of non-discrimination- p.5-p.8 Incitement to racial or religious hatred p.21, p.110, p.117,p. 120</p>
OHCHR (2005)	<p>Economic, Social and Cultural Rights - Handbook</p>	<p>“without discrimination” – p. 13</p>

	<p>for National Human Rights Institutions</p> <p>http://www.ohchr.org/Documents/Publications/training12en.pdf</p>	<p>The obligation to protect p.17-18 Accessibility p.38 Principles p.75 Victims of violations p.121 General observations p. 126</p>
OHCHR (2005)	<p>Human Rights and Prisons - A Manual on Human Rights Training for Prison Officials</p> <p>http://www.ohchr.org/Documents/Publications/training11en.pdf</p>	<p>ICERD p.11, p.19 In most prison systems, minority groups are significantly overrepresented. The principle of equal rights without discrimination p.146 Topics for discussion, case studies p.149</p> <p>Provision should be made in cultural activities for the needs of ethnic minorities. This may best be done by involving outside groups representative of the ethnic minorities in the institution. p.106</p> <p>implications p.108 chapter 29 Non-discrimination p.145-p.149</p> <p>Section XII: THE ADMINISTRATION OF PRISONS AND PRISON STAFF p.210 Annex 2: Checklist for independent prison inspectors p.217 Non-discrimination p.221</p>
OHCHR (2005)	<p>Human Rights and Prisons - A Trainer's Guide on Human Rights Training for Prison Officials</p> <p>http://www.ohchr.org/Documents/Publications/training11Add2en.pdf</p>	<p>Pay particular attention to ensuring equal participation by women and members of minority groups, who may be accustomed to discrimination within their professional setting p. 18 Do not let discriminatory, intolerant, racist or sexist remarks pass without comment p.18. Points to be highlighted/suggested areas for discussion: The existence of prejudice in prisons, e.g. against religious groups, especially if they are a minority; p.76. Chapter 29 Non-discrimination p.137-139</p>
OHCHR (2002)	<p>Handbook on National Human Rights Plans of Action</p> <p>http://www.ohchr.org/Documents/Publications/training10en.pdf</p>	<p>A comprehensive and structured approach is more likely to ensure that the concerns of specific or vulnerable groups, such as women, children, minorities and indigenous peoples, are more effectively addressed p.10 Translation and special needs p.19 8.4 Vulnerable groups p.66 9.7.3 Civil and political rights p.80 9.7.4 Particular groups/vulnerable groups p.81 9.7.5 Collective rights p.81</p>

OHCHR	<p>Human Rights in the Administration of Justice: Manual on Human Rights for Judges, Prosecutors and Lawyers</p> <p>http://www.ohchr.org/Documents/Publications/training9Titleen.pdf</p>	<p>ICERD p.50-p.54, p.639, case law p.656-p.658 The Framework Convention for the Protection of National Minorities, 1995 p.108-111 State religion and religious minorities p. 543 Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, 1992, p. 642</p> <p>Framework Convention for the Protection of National Minorities, 1994, p. 648 Minorities p.676-p.678</p>
OHCHR/ Intern. Bar Association	<p>Human Rights in the Administration of Justice: A Facilitator’s Guide on Human Rights for Judges, Prosecutors and Lawyers</p> <p>http://www.ohchr.org/Documents/Publications/HRAAdministrationJustice.pdf</p>	<p>The efficiency – or lack of efficiency – in the way the police, prosecutors and the courts process alleged violations of human rights, such as extrajudicial killings, torture and other forms of ill-treatment, acts of racial or other forms of discrimination, and gender-based discrimination, including domestic violence, sexual harassment, and so on; p.172</p> <p>D. Case study/role play p.173 E. Role play p.189 C. Subject for discussion p.27 Exercise p. 38 and p.130, p. 145 Case study p.146-p.147</p>
OHCHR	<p>The Istanbul Protocol: Manual on the Effective Investigation and Documentation of Torture and Other Cruel, Inhuman or Degrading Treatment Punishment</p> <p>http://www.ohchr.org/Documents/Publications/training8Rev1en.pdf</p>	<p>Interview Structure p.33 Interview process p. 51</p>
OHCHR (2000)	<p>Human Rights Training: A Manual on Human Rights Training Methodology</p> <p>http://www.ohchr.org/Documents/Publications/training6en.pdf</p>	<p>For example, well-developed exercises (including roleplaying) which can make trainees aware of gender or racial bias in their own attitudes or behaviour can be valuable.p.2 ICERD: p.11</p> <p>(j) Facilitate the participation of individuals who tend not to speak up. Draw them out with direct questions and then acknowledge the value of their comments. Pay particular attention to ensuring equal participation from women and members of minority groups, who may be accustomed to discrimination within their professional setting. A discussion dominated by males, or by the dominant group in the society or professional group, will be less satisfactory for women and members of minority groups, and cannot succeed in convincing (by example) other participants in the course of the importance of non-discrimination in</p>

		<p>their own work; p.8</p> <p>UN Decl:p.12</p>
OHCHR/ UNSC	<p>HUMAN RIGHTS: A Basic Handbook for UN Staff</p> <p>http://www.ohchr.org/Documents/Publications/HRhandbooken.pdf</p>	<p>ICERD p. 13-p. 14</p> <p>CERD p.43</p> <p>Decade to Combat Racism and Racial Discrimination p. 68</p> <p>Human Rights Education: p.66</p> <p>The Sub-Commission on the Promotion and Protection of Human Rights (formerly Sub-Commission on Prevention of Discrimination and Protection of Minorities) p. 29</p> <p>ICCPR: p.12-p.13</p> <p>HRC: p.28</p> <p>Minorities p.73-p.74</p>
OHCHR (1997)	<p>Human Rights and Law Enforcement: A Manual on Human Rights Training for the Police</p> <p>http://www.ohchr.org/Documents/Publications/training5en.pdf</p>	<p>ICERD p.28</p> <p>Chapter X Police and Non-Discrimination p. 48-p.59</p> <p>Human rights, police and non-discrimination p. 158</p>
OHCHR	<p>International Human Rights Standards for Law Enforcement: A Pocket Book on Human Rights for the Police</p> <p>http://www.ohchr.org/Documents/Publications/training5Add1en.pdf</p>	<p>In protecting and serving the community, police shall not unlawfully discriminate on the basis of race, gender, religion, language, colour, political opinion, national origin, property, birth, or other status p.4</p> <p>Any exceptional measures must not discriminate solely on the basis of race, colour, gender, language, religion or social origin p.10</p>
OHCHR 2002	<p>Human Rights and Law Enforcement: A Trainer's Guide on Human Rights for the Police</p> <p>http://www.ohchr.org/Documents/Publications/training5Add2en.pdf</p>	<p>Racial discrimination p. 9, p.13, p.15</p> <p>Practice p.51-52</p> <p>Facilitate participation of minority groups p.10</p>
OHCHR 2004	<p>Human Rights Standards and Practice for the Police Expanded Pocket Book on Human Rights for the Police</p> <p>http://www.ohchr.org/Documents/Publications/training5Add3en.pdf</p>	<p>Human Rights Practice p. 8-9</p>

OHCHR 2010	<p>National Human Rights Institutions: History, Principles, Roles and Responsibilities</p> <p>http://www.ohchr.org/Documents/Publications/PTS-4Rev1-NHRI_en.pdf</p>	<p>5. Protecting and promoting the rights of specific groups p.26 Responsibilities and methods of operation p.34 Composition and pluralism p.37 6. Advice on treaty body reports p.108 Competence and responsibilities p.165 Role of NHRI p. 21 Protection p.22 Civil society p.24 Composition p.51 Support for the complainant p.83 The use of surveys in monitoring p.116 The administration of justice and the rule of law p.127-p.128 Roles of national human rights institutions in times of conflict p.139 Challenges in carrying out normal programme functions p.144 Investigation p.145 Human resources p.157</p>
OHCHR 1994	<p>Human Rights and Pre-trial Detention: A Handbook of International Standards relating to Pre-trial Detention</p> <p>http://www.ohchr.org/Documents/Publications/training3_en.pdf</p>	<p>Section I Non-Discrimination p.7</p>
OHCHR 1994	<p>Human Rights and Elections: A Handbook on the Legal, Technical and Human Rights Aspects of Elections</p> <p>http://www.ohchr.org/Documents/Publications/training2en.pdf</p>	<p>Section B Non-Discrimination p.4</p>
OHCHR 1994	<p>Human Rights and Social Work: A Manual for Schools of Social Work and the Social Work Profession</p> <p>http://www.ohchr.org/Documents/Publications/training1en.pdf</p>	<p>Section 3 Equality and Non-Discrimination p.8 ICERD p.16</p>
EAD/DPA and UN System Staff	<p>A Political Approach to Preventing and Responding to Electoral Violence and other Election-related Political Crises (training course)</p>	<p>Based on the notion that election-related violence a form of political violence, the root causes of which are most often systemic, long-standing and unresolved grievances rather than the election process itself. This can include grievances stemming from the</p>

College	http://unkampus.unssc.org/home/course/category.php?id=76	discrimination against, and exclusion of, groups.
DPA	Principles and Types of UN Electoral Assistance (policy directive)	Issued by the UN Focal Point for Electoral Assistance to ensure system-wide consistency and coherence. Includes principles relating to inclusiveness, including of under-represented and marginalized groups.
DPA	Promoting the Rights of Persons with Disabilities through UN Electoral Assistance (policy directive)	Also issued by the UN Focal Point for Electoral Assistance, with system-wide application. Provides key concepts and principles relating to persons with disabilities, to be kept in mind in designing and providing UN electoral assistance.
DPA and the Folke Bernadotte Academy (FBA)	DPA course on " Facilitation of Dialogue Processes and Mediation Processes ", held annually in November in Sando, Sweden	Special attention is devoted to the issues of racial discrimination and (inclusion of) minorities during stakeholder mapping exercises.
UNSSC	UNSSC course on " Conflict Analysis for DPA and DPKO ", Pilot version held this November in NY	Special attention is devoted to the issues of racial discrimination and (inclusion of) minorities during stakeholder mapping exercises.
DPA and the Geneva Centre for Security Policy (GCSP)	DPA/GCSP course on " Non-traditional security threats ", held annually in NY in August	Segments on racial discrimination and minorities have been included in previous sessions; however the programme is different each year.
UNITAR (not DPA, but 6 + DPA staff participate annually)	UNITAR course on " Diplomacy and mediation "	Includes sessions on the OSCE Special Rapporteur on Minorities.
UN Women	UN Women has developed a series of handbooks to assist States and other stakeholders to enhance existing, or develop new, laws and national action plans to prevent and address violence against women. The Handbooks set out recommendations, accompanied by explanatory commentaries and good practice examples from countries.	

		planning which include a discussion of issues and good practice examples concerning minority and other groups.
UNDP 2010	Marginalised Minorities in Development Programming: A UNDP Resource Guide and Toolkit http://www.undp.org/content/dam/aplaws/publication/en/publications/democratic-governance/dg-publications-for-website/marginalised-minorities-in-development-programming-a-resource-guide-and-toolkit/Marginalised%20Minorities%20in%20Development.pdf	Part one: Minority Protection: Conceptual Issues and Fundamental Rights and Principles p. 7-p.31.
UNDP/OHCHR 2010	UNDP-OHCHR Toolkit for collaboration with National Human Rights Institutions http://www.undp.org/content/dam/undp/library/Democratic%20Governance/IP/UNDP-UHCHR-Toolkit-LR.pdf	1.2.7 NHRIs and the protection of specific groups p.7 Annex 1: Table of UN Instruments and International Law p.15 3.1 Protection p. 32 3.7 Protecting and Promoting the Rights of Specific Groups p. 43 10.1 The Paris Principles p. 243
UNDP/CHRP/HR BA2J-Asia/PNP- HRAO 2011	A Manual on Human Rights-Based Approach to Realizing Equal Access to Justice http://www.undp.org.ph/Downloads/knowledge_products/DemGov/20120507%20-%20A%20Manual%20on%20Human%20Rights-Based%20Approach%20to%20Realizing%20Equal%20Access%20to%20Justice.zip	
UNDP 2001	Gender approaches in conflict and Post-conflict situations – Manual http://www.undp.org/content/dam/aplaws/publication/en/publications/womens-empowerment/gender-approaches-in-conflict-and-post-conflict-situations-/gendermanualfinalBCPR.pdf	Race, class, religion, ethnicity, economic circumstances and age influence gender roles p.4 Women’s Human Rights Instruments p.15 Political Participation as a Basic Human Right p.10
United Nations Permanent Forum	Resource Kit on Indigenous peoples Issues	

on Indigenous Issues /DSPD/DESA UNDP/UNICEF/ ILO/UNFPA/Convention on Biological Diversity/ 2008	http://www.undp.org/content/dam/aplaws/publication/en/publications/environment-energy/www-ee-library/local-development/resource-kit-on-indigenous-peoples-issues/resource_kit_indigenous_2008.pdf	
UICN/UNDP/ Global Gender and Climate Alliance 2009	Training Manual on Gender and Climate Change http://data.iucn.org/dbtw-wpd/edocs/2009-012.pdf	3.1 Causes of vulnerability, or specific conditions that make women, especially poor women, vulnerable to climate change p.80
NDI/UNDP 2012	Empowering women for stronger political parties: A Guidebook to Promote Women's Political Participation http://www.undp.org/content/dam/undp/library/gender/gender%20and%20governance/EmpoweringWomenFor%20StrongerPoliticalParties.pdf	
UNDP 2009	Elections and Conflict Prevention: A Guide to Analysis, Planning and Programming http://www.undp.org/content/dam/aplaws/publication/en/publications/democratic-governance/dg-publications-for-website/elections-and-conflict-prevention-guide/Elections-Conflict-Prevention.pdf	2.3 Exploring root causes p.12-13.
UNDP 3rd Edition 2007	Gender Mainstreaming in Practice: A Toolkit – methodology, Sectoral Briefs, and Case Studies http://www.undp.org.tr/publicationsDocuments/gm%20toolkit%20part%201.pdf	I. Human Rights and the Human Rights-Based Approach to Development Programming p.205 Gender is not the only variable to be considered.” Depending on the particular country, other factors such as race, ethnicity, religion, marital status, and age may also influence capabilities and “who gets what.” These should also be included as a basis of disaggregation and analysis of poverty – but not to the exclusion of gender p.13

		<p>Step 6 Deciding on a Course of Action: Designing Policy Interventions and Budgets p.41</p> <p>Steps for Gender Impact Assessment p.111</p> <p>II. Measuring Poverty p.15</p> <p>Possible Interventions and Entry Points p.50, p.64</p> <p>HIV and AIDS p.251, p.256-257</p>
UNDP/OHCHR/ SPC RRRT 2012	<p>Pacific Handbook on Human Rights Treaty Implementation</p> <p>http://www.undppc.org.fj/_resources/article/files/Human_Rights_Treaty_Implementation_Handbook_amd.pdf</p>	<p>Chapter 1 – What are Human Rights? p.5,6,9, 10,12, 13</p> <p>The Link between Human Rights, Peace, and Security p.43</p>
UNEP November 2012	<p>UNEP and Indigenous Peoples: A Partnership in Caring for the Environment</p> <p>Policy Guidance</p>	<p>3 Who are Indigenous Peoples? p. 3</p> <p>8.2 Disasters and Conflicts p. 12</p>
UNITAR	<p>Training Programme to Enhance the Conflict Prevention and Peacemaking Capacities of Indigenous Peoples’ Representatives</p> <p>This one week intensive training programme is held annually at the international or regional levels and invites those most marginalized to participate to strengthen their skills in conflict analysis, rights-based negotiation and interest-based negotiation to engage in dialogue with counterparts to improve the situation of their communities and nations. The next programme will take place the last part of February 2013 in Geneva.</p>	
UNHCR 2009	<p>Combating Racism, Racial Discrimination, Xenophobia and Related Intolerance through a Strategic Approach</p> <p>http://www.unhcr.org/refworld/docid/4b30931d2.html</p>	
UNHCR 2012	<p>Age, Gender and Diversity: Best Practice Compilation (Bureau for the Americas)</p>	<p>Persons belonging to National or Ethnic, Religious and Linguistic Minorities and Indigenous Groups p. 36-p.39.</p>

	http://www.unhcr.org/refworld/docid/50519c572.html	
UNHCR 2011	Age, Gender and Diversity Policy http://www.unhcr.org/refworld/docid/4def34f6887.html	Women and men belonging to national or ethnic, religious and linguistic minorities or indigenous groups often experience discrimination and marginalization, factors that are compounded in forced displacement situations p. 5
IASC 2006	Gender Handbook in Humanitarian Action – Women, Girls, Boys and Men. Different Needs – Equal Opportunities http://www.unhcr.org/refworld/docid/46978c842.html	
Inter-Agency 2007	Guidance on Profiling Internally Displaced Persons http://www.unhcr.org/refworld/docid/47b5ad3a2.html	
UNHCR 2012	Guidelines on Statelessness No. 1: The definition of “Stateless Person” in Article 1(1) of the 1954 Convention relating to the Status of Stateless Persons http://www.unhcr.org/refworld/docid/4f4371b82.html	
UNHCR 2005	Nationality and Statelessness: A Handbook for Parliamentarians http://www.unhcr.org/refworld/docid/436608b24.html	
UNHCR 2010	Action to Address Statelessness: A Strategy Note http://www.unhcr.org/refworld/docid/4b9e0c3d2.html	
UNHCR	Guidance document on measuring stateless	Stateless populations in some countries are found as visible and relatively static groups

2011	populations http://www.unhcr.org/refworld/docid/4f6887672.html	which exist due to a range of causes such as the failure to register children at birth, or discrimination due to race or ethnicity p.19.
UNHCR 2011	Refugee Protection and Mixed Migration: A 10-Point Plan of Action http://www.unhcr.org/refworld/docid/4d9430ea2.html	
UNHCR 2012	Guidelines on the Applicable Criteria and Standards relating to the Detention of Asylum-Seekers and Alternatives to Detention http://www.unhcr.org/refworld/docid/503489533b8.html	Guideline 5: Detention must not be discriminatory p. 25
UNHCR 2011	Handbook and Guidelines on Procedures and Criteria for Determining Refugee Status under the 1951 Convention and the 1967 Protocol Relating to the Status of Refugees http://www.unhcr.org/refworld/docid/4f33c8d92.html	
UNHCR 2002	Guidelines on International Protection No. 1: Gender-Related Persecution Within the Context of Article 1A(2) of the 1951 Convention and/or its 1967 Protocol Relating to the Status of Refugees http://www.unhcr.org/refworld/docid/3d36f1c64.html	
UNHCR 2005	Ensuring Gender Sensitivity in the Context of Refugee Status Determination and Resettlement. Module 1: Ensuring Gender Sensitivity in Refugee Status Determination (Resource Package) http://www.unhcr.org/refworld/docid/43e73af14.html	Race, Nationality p. 38, p. 143-p. 144
UNHCR 2004	Guidelines on International Protection No. 6: Religion-Based Refugee Claims under Article 1A(2) of the 1951 Convention and/or the 1967	In assessing religion-based claims, decision-makers need to appreciate the frequent interplay between religion and gender, race, ethnicity, cultural norms, identity, way of life and other factors p. 10.

	<p>Protocol relating to the Status of Refugees</p> <p>http://www.unhcr.org/refworld/docid/4090f9794.html</p>	The claimant may belong to a religious minority or majority p.5.
UNHCR 2006	<p>Guidelines on International Protection No. 7: The Application of Article 1A(2) of the 1951 Convention and/or 1967 Protocol Relating to the Status of Refugees to Victims of Trafficking and Persons At Risk of Being Trafficked</p> <p>http://www.unhcr.org/refworld/docid/443679fa4.html</p>	<p>32. Members of a certain race or ethnic group in a given country may be especially vulnerable to trafficking and/or less effectively protected by the authorities of the country of origin p.12.</p> <p>Race p.12 Nationality p.13</p>
UNHCR 2009	<p>Guidelines on International Protection No. 8: Child Asylum Claims under Articles 1(A)2 and 1(F) of the 1951 Convention and/or 1967 Protocol relating to the Status of Refugees</p> <p>http://www.unhcr.org/refworld/docid/4b2f4f6d2.html</p>	<p>Race and nationality or ethnicity p.17</p> <p>Religion p. 17</p>
UNHCR 2012	<p>Guidelines on International Protection No. 9: Claims to Refugee Status based on Sexual Orientation and/or Gender Identity within the context of Article 1A(2) of the 1951 Convention and/or its 1967 Protocol relating to the Status of Refugees</p> <p>http://www.unhcr.org/refworld/docid/50348afc2.html</p>	<p>Intersecting factors that may contribute to and compound the effects of violence and discrimination include sex, age, nationality, ethnicity/race, social or economic status and HIV status p.2.</p> <p>The five Convention grounds, that is, race, religion, nationality, membership of a particular social group and political opinion, are not mutually exclusive and may overlap. More than one Convention ground may be relevant in a given case p.11.</p>
UNHCR 2008	<p>Guidance Note on Refugee Claims Relating to Sexual Orientation and Gender Identity</p> <p>www.unhcr.org/refworld/docid/48abd5660.html</p>	Sexual orientation is a fundamental part of human identity, as are those five characteristics of human identity that form the basis of the refugee definition: race, religion, nationality, membership of a particular social group and political opinion p.6.
UNHCR 2010	<p>Guidance Note on Refugee Claims Relating to Victims of Organized Gangs</p> <p>www.unhcr.org/refworld/docid/4bb21fa02.html</p>	Race and nationality p.11

UNHCR 2006	Tool for Participatory Assessment in Operations http://www.unhcr.org/refworld/docid/462df4232.html	Generally, women and minority groups have less social, economic and political power and are less well represented in formal leadership structures p.11. Participatory assessment provides an insight into the gender, age, race, caste, ethnic, or tribal dynamics that can lead to such abuses and exploitation within and between communities ¹³ so that preventive measures can be adopted; p. 15 Key groups that have been identified as at risk p. 22 Analyse protection risks p. 43
UNHCR 2008	Manual on a Community Based Approach in UNHCR Operations http://www.unhcr.org/refworld/docid/47da54722.html	Community p.14 Participation p. 18 Community mapping of management structures p. 58 Human rights and culture p. 73
UNHCR 2011	Resettlement Handbook http://www.unhcr.org/refworld/docid/4ecb973c2.html	Race p. 86 5.2.6 Refugees from minorities and indigenous groups p.200-201 6.2.3 Threat to physical safety or fundamental human rights in the country of refuge p. 249 Minority p. 413
UNHCR 2009	Policy on Refugee Protection and Solutions in Urban Areas http://www.unhcr.org/refworld/docid/4ab8e7f72.html	h) Promoting livelihoods and self-reliance p. 17 Age, gender and diversity p. 7
UNHCR 2012	Education Strategy, Summary : 2012-2016 http://www.unhcr.org/refworld/docid/4f5f0bee2.html	Action 2 p. 5
UNHCR 2011	Ensuring Access to Education: Operational Guidance on Refugee Protection and Solutions in Urban Areas http://www.unhcr.org/cgi-bin/texis/vtx/home/opendocPDFViewer.html?docid=4ea9552f9&query=Education%20Strategy	1.1 Promoting an effective legal environment p.9 1.4 Ensuring education services are accessible to diverse needs p. 10 6.3 Engaging the community in identifying the educational context p. 30 7.3 Collecting, analyzing and reporting on data p. 32
UNHCR 2001	Learning for a Future: Refugee Education in Developing Countries	Attention to specific groups: gender, early childhood, adolescents, minorities, children with disability, separated children, ex-combatants p. 34

	http://www.unhcr.org/cgi-bin/texis/vtx/home/opedocPDFViewer.html?docid=4a1d5ba36&query=Education%20Strategy	Were these principles reflected in recent refugee emergencies? p. 43
UNHCR 2011	Ensuring Access to Health Care: Operational Guidance on Refugee Protection and Solutions in Urban Areas http://www.unhcr.org/refworld/docid/4e27d8622.html	1.4 Ensuring health services are accessible to diverse needs p.8
IASC 2005	Guidelines for Gender-Based Violence Interventions in Humanitarian Settings: Focusing on Prevention of and Response to Sexual Violence in Emergencies http://www.unhcr.org/refworld/docid/439474c74.html	Key Actions p. 31
UNHCR 2003	Sexual and Gender-Based Violence Against Refugees, Returnees and Internally Displaced Persons. Guidelines for Prevention and Response http://www.unhcr.org/refworld/docid/3edcd0661.html	Sexual violence p. 17 Ensure non-discrimination p.30 Race p. 116 Nationality p. 117
UNHCR 2012	A Framework for the Protection of Children http://www.unhcr.org/refworld/docid/4fe875682.html	State Responsibility p. 15 Non-Discrimination p. 17
UNHCR 2008	Guidelines on Determining the Best Interests of the Child http://www.unhcr.org/refworld/docid/48480c342.html	1.1 Convention on the Rights of the Child p. 14
Inter-Agency 2004	Guiding Principles on Unaccompanied and Separated Children http://www.unhcr.org/refworld/docid/4113abc14.html	An overall protection framework p. 18
UNHCR	Handbook for the Protection of Women and Girls	1.3 Promoting gender equality to protect women and girls p. 12-13

2008	http://www.unhcr.org/refworld/docid/47cfc2962.html	Principle: Equality and non-discrimination p. 24 2.4 Strengthening participation and empowerment of women p. 41 3.1 Risk factors faced by women and girls p. 68 4.1.2 UNHCR's protection response p. 103 4.2.6 Refugee status determination p. 139 4.3.2 Voluntary return and reintegration p. 156 5.1 Access to information p. 178 5.3.2 Smuggling, trafficking and abduction p. 218 5.3.4 Military recruitment and DDR p. 234 5.4.4 Transitional justice and justice in return situations p. 264 5.6 Access to safe and quality education p. 297 5.6 Access to safe and quality education p. 301 5.8 Housing, land and property p.320 6.1.4 International humanitarian law p. 346
UNHCR 2011	Need to know Guidance 2: Working with Lesbian, Gay, Bisexual, Transgender & Intersex Persons in Forced Displacement http://www.unhcr.org/refworld/docid/4e6073972.html	Overview p. 3 Ensure physical security: prevention and response to abuse and exploitation, including Sexual and Gender-Based Violence (SGBV) p. 10
UNHCR 2010	Summary Conclusions: Asylum-Seekers and Refugees Seeking Protection on Account of their Sexual Orientation and Gender Identity http://www.unhcr.org/refworld/docid/4cff99a42.html	A number of intersecting factors contribute to discrimination experienced by LGBTI asylum-seekers and refugees, including their sexual orientation, gender identity, age, nationality, race and HIV status p. 2.
UNHCR 2011	Working with National or Ethnic, Religious and Linguistic Minorities and Indigenous Peoples in Forced Displacement http://www.unhcr.org/refworld/docid/4ee72a2a2.html	
UNHCR 2002	Guidelines on International Protection No. 2: "Membership of a Particular Social Group" Within the Context of Article 1A(2) of the 1951 Convention and/or its 1967 Protocol Relating to the Status of Refugees	paragraphs 6, 9 and 11

	http://www.unhcr.org/refworld/docid/3d36f23f4.html	
UNHCR 2011	Action against Sexual and Gender-Based Violence: An Updated Strategy http://www.unhcr.org/refworld/docid/4e01ffeb2.html	p. 18 para. 5
UNHCR 2011	Need to know Guidance 1: Working with Persons with Disabilities in Forced Displacement http://www.unhcr.org/refworld/docid/4e6072b22.html	page 3 (persons with disabilities are at heightened risk of violence and discrimination, exclusion from nationality etc.) and page 4 on non-discrimination
UNHCR 2010	Conclusion on refugees with disabilities and other persons with disabilities protected and assisted by UNHCR, No. 110 (LXI) – 2010 http://www.unhcr.org/refworld/docid/4cbeaf8c2.html	paragraph 6 on discrimination, recommendations para. a)