



Developed in the framework of

ERASMUS+ 573861–EPP–1–2016–1–EE–EPPKA2–CBHE–JP
«European Human Rights Law for Universities of Ukraine and Moldova» – HRLAW

Needs Analysis Report

<https://hrlaw.eu.org/>

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Introduction

This Needs Analysis Report is the first output of the Erasmus + funded HRLAW Project. It has been undertaken by academic and administrative staff at National Aerospace University n. a. N. E. Zhukovsky "KhAI" in collaboration with academic staff at the following institutions:

- National Law University, Ukraine
- Khmelnytskyi National University, Ukraine
- International Scientific and Technical University, Ukraine

The main objective of this report is to identify and share the needs required in order to improve access and learning conditions for HEIs' students in Ukraine. These needs have been identified through surveys and focus groups with staff and students HEIs. Focus groups were undertaken by researchers at each of the institutions and data were analysed by research staff at KhAI.

The data was collected between January and May 2017, and the report has been reviewed, discussed and approved by staff at each participating institution.

Report was presented on the consortium meeting in Huddersfield university, UK.

About the Project

Project goals and objectives:

The wider objective of the HRLAW project is to enable Ukraine and Moldova to face the challenges of dealing with Human Rights policies in accordance with EU and international standards through capacity and institutional building measures.

Specific project objectives are:

- to establish the Offices of Student Ombudsman and to introduce the Code of Academic Integrity by September 2019;
- to introduce a case-oriented programme on Human Rights for master students in Ukrainian and Moldavian universities by September 2019;
- to introduce a case-oriented programme on Human Rights for doctoral students in Ukrainian and Moldavian universities by September 2019;
- to provide the mechanism for intensive capacity building measures for Ukrainian and Moldavian Law tutors by September 2019.

Results:

- ✓ Analyzed experience and best practice examples of the EU partners;
- ✓ Offices of Student Ombudsman (OSO) established at the PCUs within already existing relevant centers;
- ✓ 2 national code of academic integrity protocols developed and verified;
- ✓ Curricula & lecture books for 9 master modules for all 7 UA and MD universities developed;
- ✓ Case-oriented Human Rights curricula of 5 doctoral modules and lecture books for doctoral students are developed, verified and piloted;

- ✓ OSO equipped;
- ✓ Curricula + Lecture Books for 2 Lifelong Learning modules;
- ✓ The project website and OSOs web-sites developed;
- ✓ Two national funding maps, workplans developed;
- ✓ Quality plan developed, internal and external project evaluation performed.
- ✓ Dissemination & Sustainability Strategy developed and implemented.
- ✓ Project coordination, financial and operational management performed.

Activities:

- in-depth and SWOT analysis;
- creation and incorporation of Offices of Student Ombudsman (OSO) into host universities structure;
- equipping of the OSO offices;
- development of master modules, lecture books and internship schedule;
- development of doctoral modules, lecture books and internship schedule;
- implementation of curricula, guest lectures and internships;
- training by EU experts at UA & MD universities;
- development of LLL modules;
- preparation of technical and financial reports;
- executing inter-project coaching activities;
- design and initial development of the web site;
- operational & financial project management.

About the Work Packages

Development of case-oriented Human Rights curricula for master students (WP2)

The aim of this WP is to develop tailor made curricula for Human Rights for 7 partner universities in Ukraine and Moldova, in order to support a systematic approach to education and research in this very important topic. The development of the curricula will be based on knowledge transfer from EU partners, thus enabling development of European up-to-date curricula, in accordance with all current standards, including the Bologna process.

Master curriculum development will be based on the following steps: a) detailed needs assessment and planning of curricula and their placement for each university and its discussion among all the partners (at the Kickoff Meeting) and appointment of academic teams; b) knowledge transfer from EU (sharing and adapting curricula from EU partners, discussions, peer reviews, quality control, support to develop lecture books, guest lectures, support to development of processes), where all EU partners are involved.

Based on the needs analysis and experiences of EU partners. Monitoring / evaluation will be continuous part of this activity through a series of Quality Assurance measures and peer reviews. The programme will be officially approved and recognized by each participating UA/MD university and added into the study plans of the respective specialty in each university. This WP is closely connected with WP3, as the same processes, and where applicable same events will be used for reaching of project goals. Special attention will be paid to networking with other local

stakeholders relevant for the topics, to ensure awareness rising and sustainability.

Tasks on WP2:

2.1.1. Detailed needs analysis and appointment of academic teams

2.1.2. Development of master modules, lecture books and internship schedule

2.1.3. Peer reviews and fine tuning of lecture books

2.2.1. Implementation of curricula, guest lectures and internships

2.3.1. Literature and equipment purchase and installment

Target groups

The wider objective of the HRLAW project is to enable Ukraine and Moldova to face the challenges of dealing with Human Rights policies in accordance with EU and international standards through capacity and institutional building measures. To achieve these aims next 4 target groups were identified:

Group 1: MA/MSc students and PhD students from law specialties from the participated universities (around 400 persons per year);

Group 2: Activists, members of targeted communities, representatives of NGOs, those who need professional advice on their rights assurance and defense (no less than 150 persons per year per country);

Group 3: Internally displaced persons and refugees from occupied territories of Donbass and Crimea (Ukraine) and Transdnisteria (Moldova) who are seeking for legal advice and services on different issues rated to their new places of living and administrative procedures.

Needs Analysis

A needs analysis was conducted for each of the partner institutions in order to define the needs of the students and the universities regarding Human Rights policies and students learning conditions, with a particular focus on Ombudsmen Office support. We chose to use two key methods in this needs analysis. Firstly, project partners participated in a baseline needs analysis survey (see Appendix A). Secondly, project partners invited the following groups to participate in semi-structured focus groups (see Appendix B):

1. Master and Doctoral Students who were are main beneficiaries in development of case-oriented programme on Human Rights.

2. Students of all courses who were registered as interested in development of the Code of Academic Integrity

3. Students and staff who are involved in development the Offices of Student Ombudsman.

However, these methods and approaches were adapted for each institutional context where necessary. For example, students at one institution expressed discomfort at having their parents invited to participate in a focus group; for this reason, this method was not applied at that institution. This has also meant that the amount of data from each institution has varied. Some institutions chose to provide full transcripts, whereas others preferred to summarise their findings from the focus groups and share these with the team responsible for the needs analysis work package.

Data were translated either by project partners, or by those responsible for managing the needs analysis work package. This has meant that there were a large number of academic staff members from all partners working with this data, bringing a wide variety of perspectives to the needs analysis. Coventry University were responsible for co-ordinating these analytical approaches and ensuring consistency with the overall methodological approach.

A survey of 20 questions was developed, covering both level of demand for training and education to be delivered and demand on Ombudsman Office establishment.

The survey covered both an audit of human rights training and education that had been undertaken in the past or was currently being

provided, and a needs analysis of the types of training and education that universities wanted or felt they needed to be provided in the future.



Human Rights Education Survey

On the first stage were determined basics of Human Rights among students and their attitude to this problem.

Most students have learned/heard about Human Rights before (Table 1) and think that we have serious or fairly serious problem with development of Human Rights in Ukraine (Table 2).

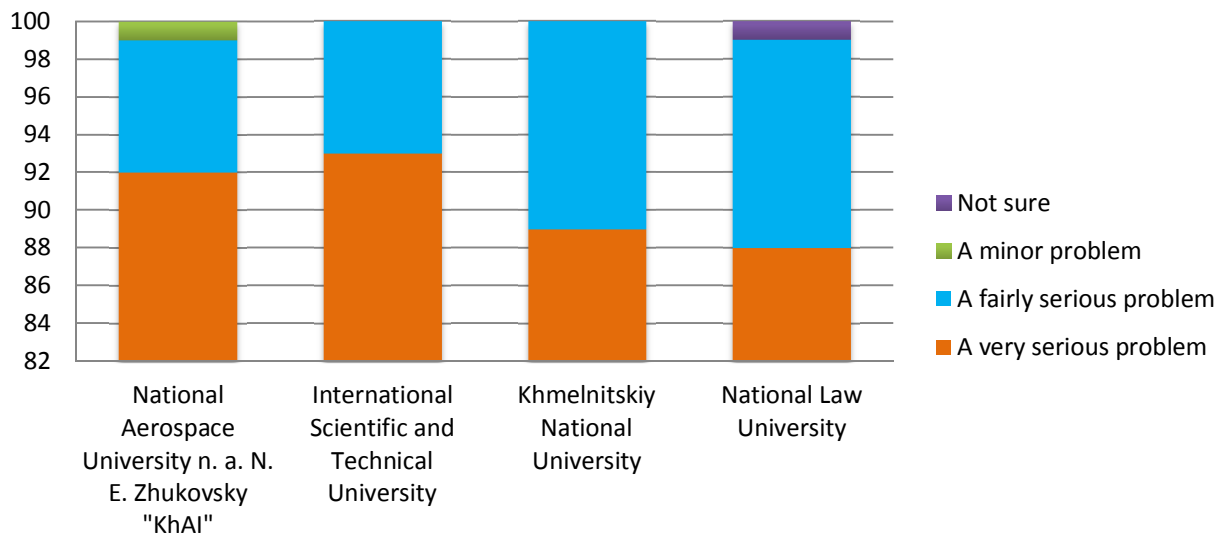


Table 1. Previous learning of Human Rights

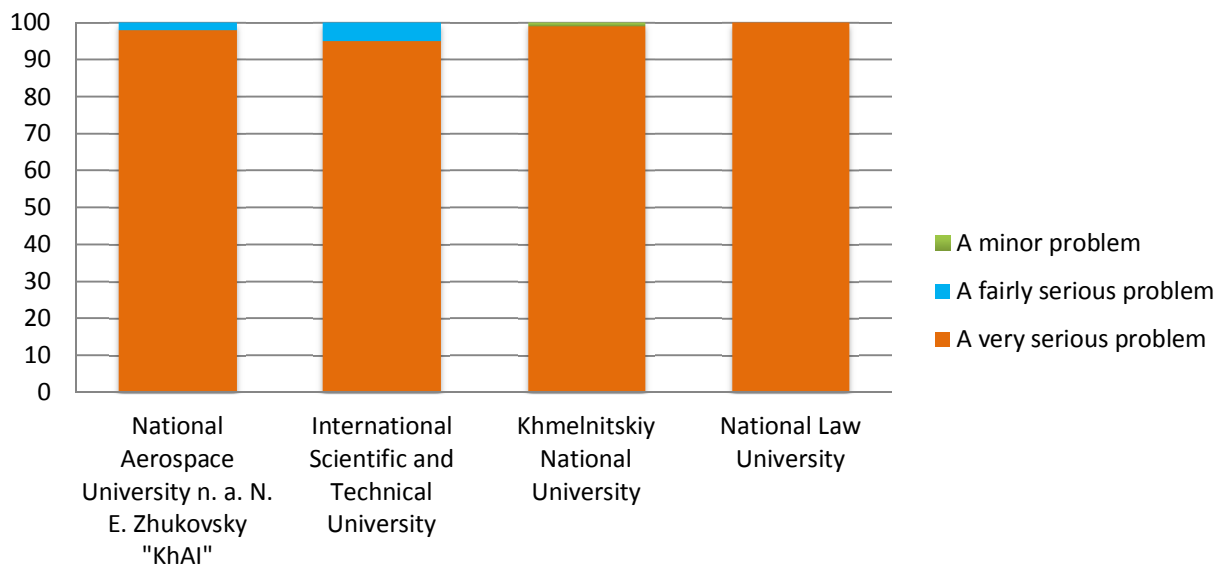


Table 2. Overall human rights situation in Ukraine

The next Question determines the level of Human Rights Protection in world context. Most students pointed that Ukraine takes position little below average (Table 3).

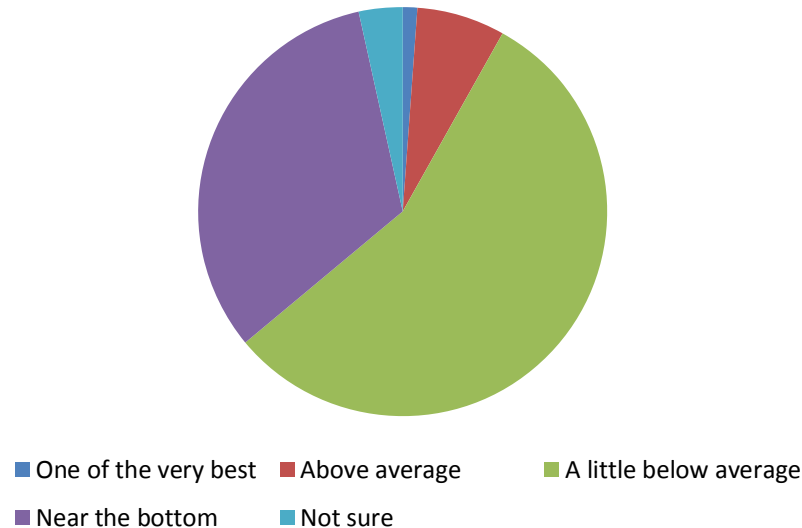


Table 3. The level of Human Rights Protection in world context

From their perspective, students in majority (54%) feel that they are not studying specific classes in their home university that will help their generation to care about and deal with the issues and problems facing our society in Human Rights Protection.

Human rights education and training appears to be widespread in the education sector. Overall, universities demonstrated a high level of commitment to human rights education amongst both their MSc and PhD students.

At National Aerospace University n. a. N. E. Zhukovsky "KhAI" 53% of respondent students are interested in Human right education, while at National Law University this number is 76%. At Khmel'nitskiy National University 58% of student that take part in survey answered that they are interested in Human rights education and at International Scientific and

Technical University – 64% are ready to study Human rights on their courses.

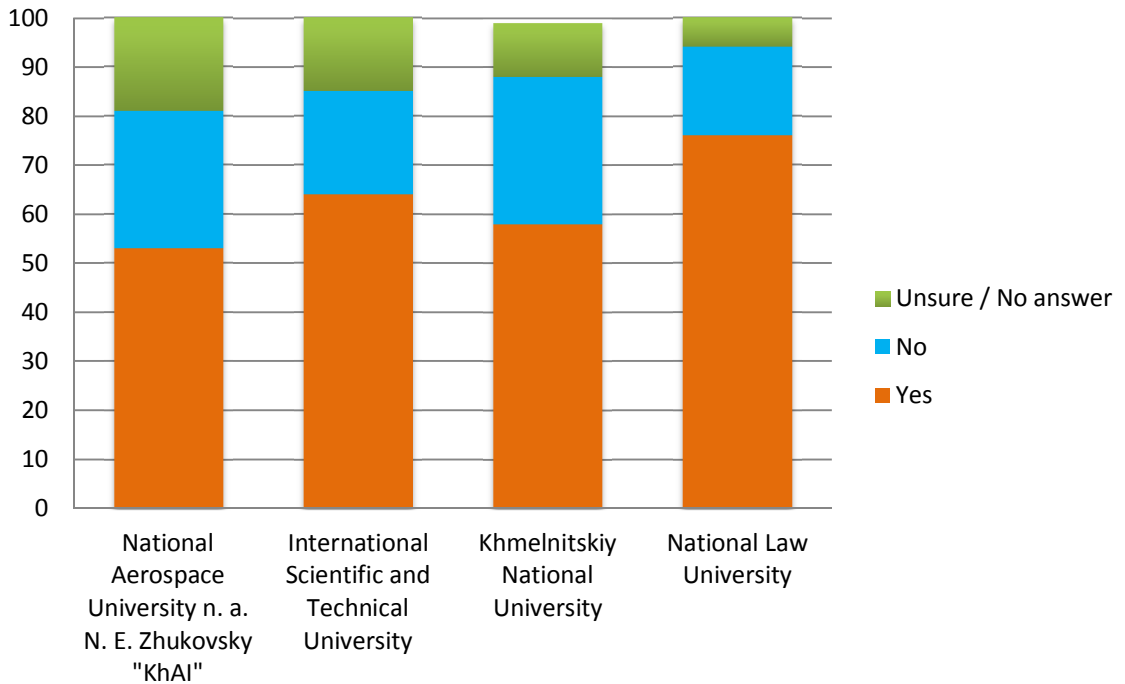


Table 4. Delivery of human rights training demand

Withal, 58% of all respondents answered that university needs to provide more opportunities to talk about Human Rights.

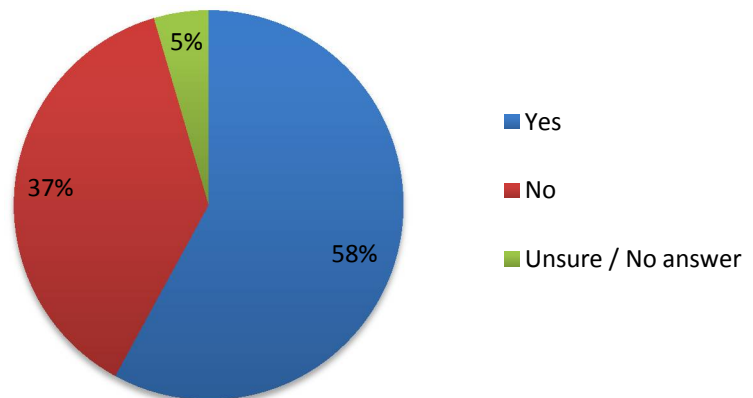


Table 5. Demand on Human Rights Discussion

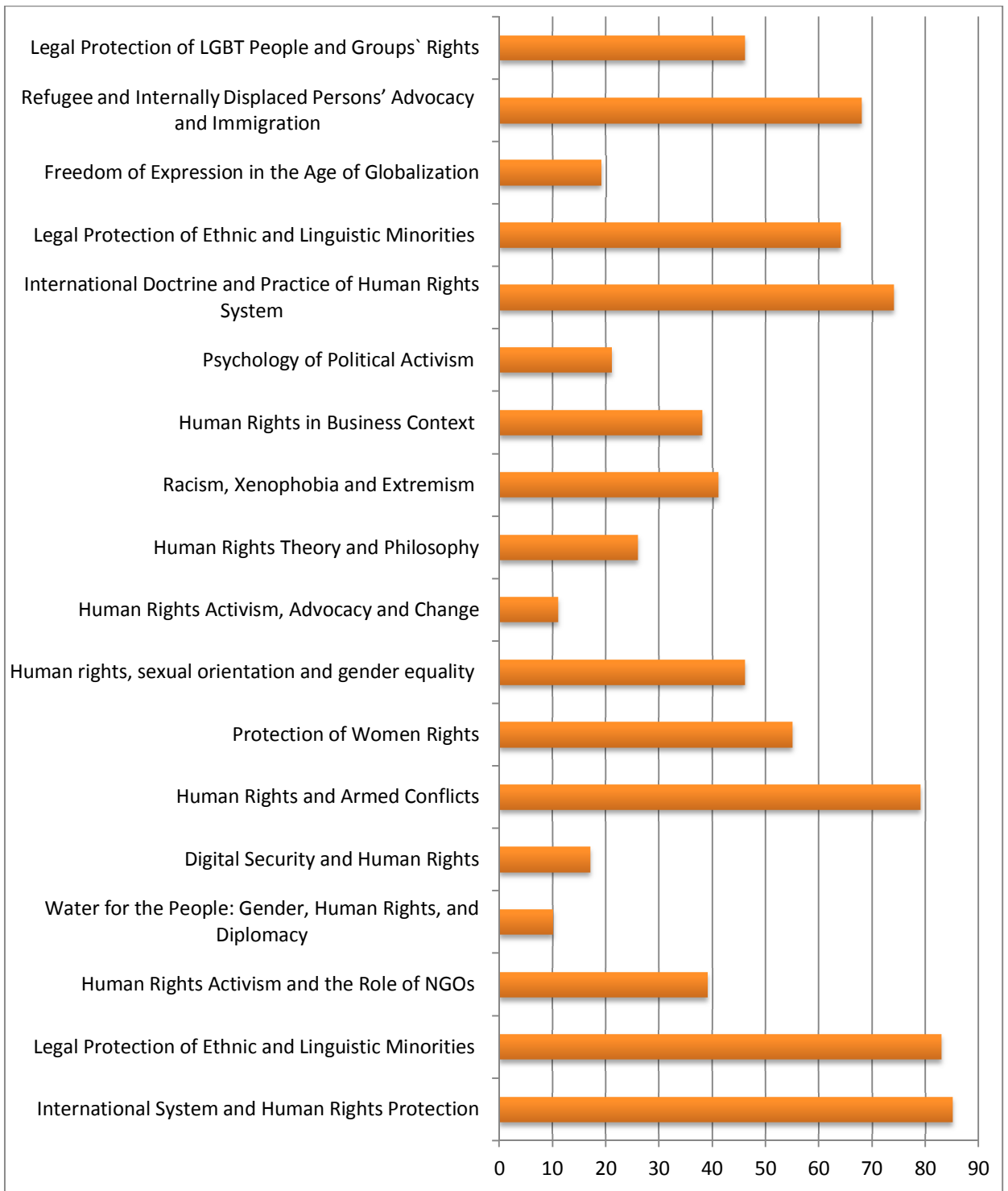


Table 6. Demand on Human Rights topics

On the question “Why is it important to learn about equality and human rights?” students answered in next proportions:

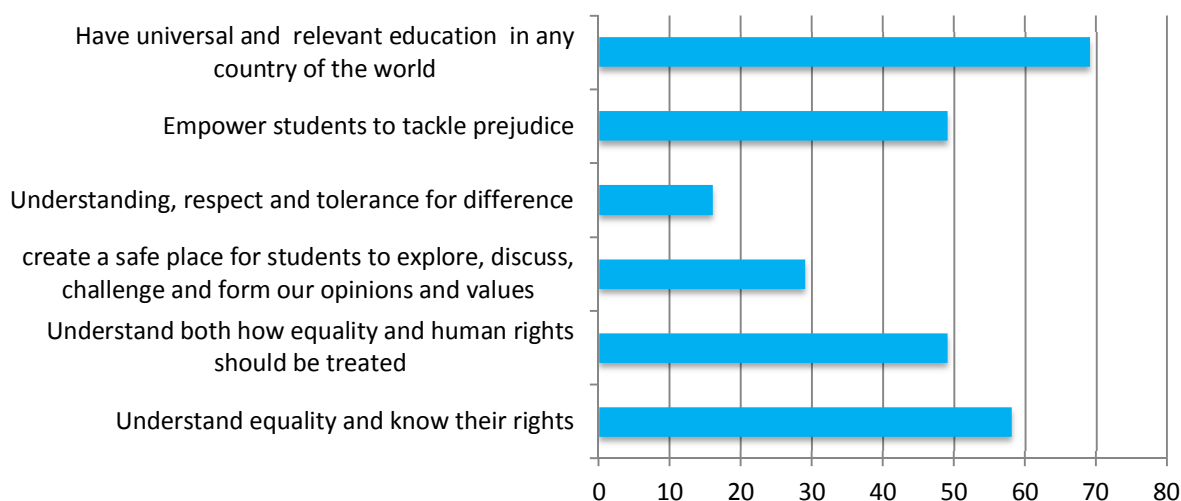


Table 7. Reasons to learn about equality and human rights

Among all types of benefits from learning Human Right, student identified as the most popular “Human rights ensure people have basic needs met” and “Human rights encourage equal work opportunities”

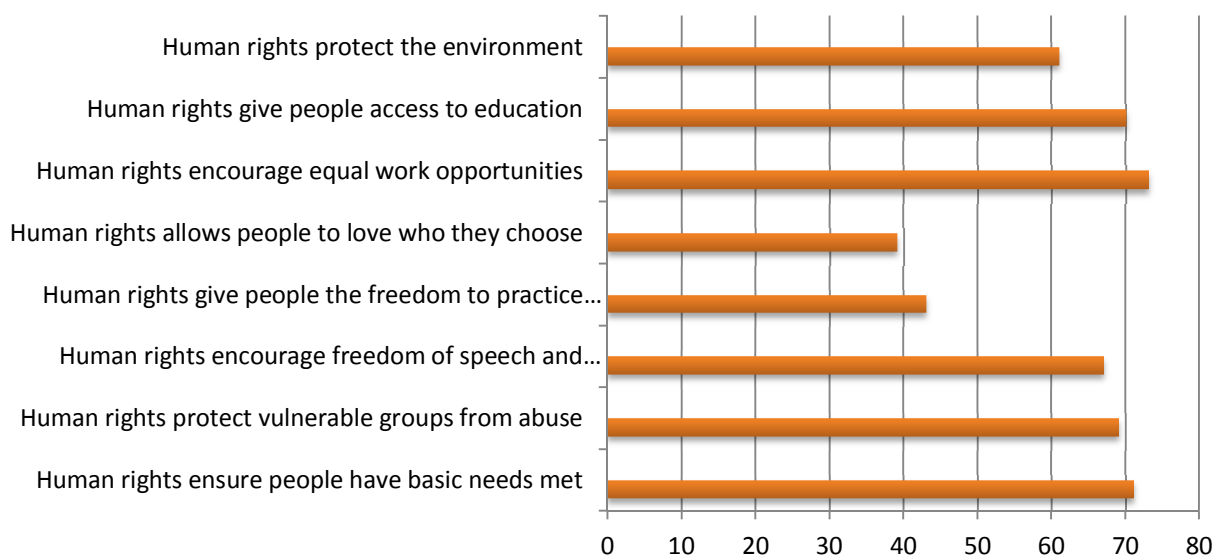


Table 8. Benefits from learning Human Right

Establishment Ombudsman Office Survey

Students from 4 Ukrainian universities answered 10 questions on Ombudsman Office operation. We identified that academic freedoms very much influence on comfortable attending university of 35% of respondent students and somewhat influence on 48%.

All universities has some unites that are responsible to protect fundamental rights and academic freedoms but only 18% know that they have similar unit now.

Student think that specific responsibility for supporting student fundamental rights and academic freedoms have Dean and Head of Student Government.

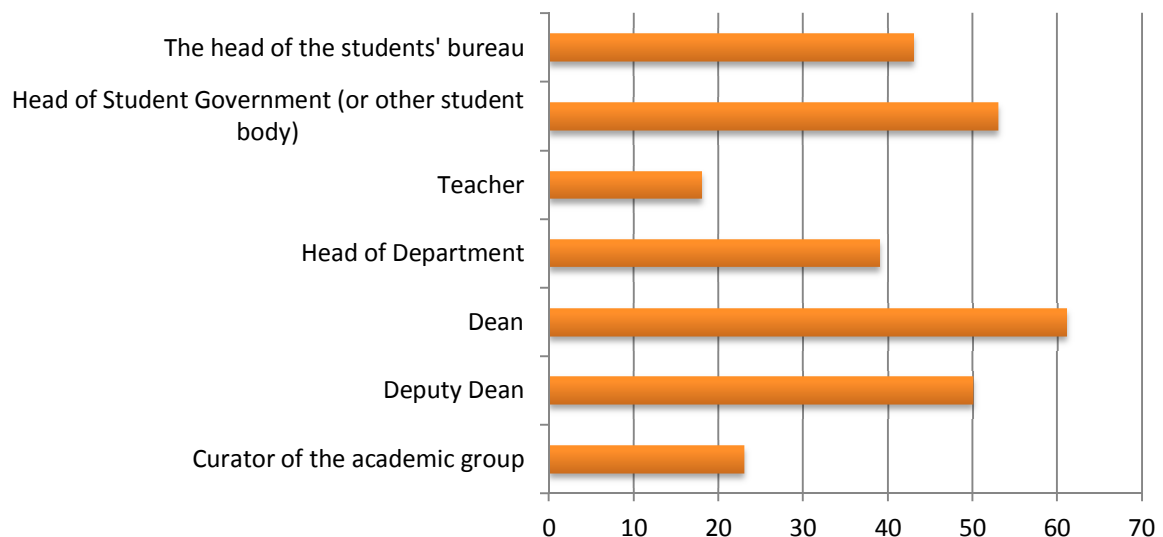


Table 9. Responsibility for supporting student's rights

Third part of all respondent student's gender and race rights and freedoms were violated:

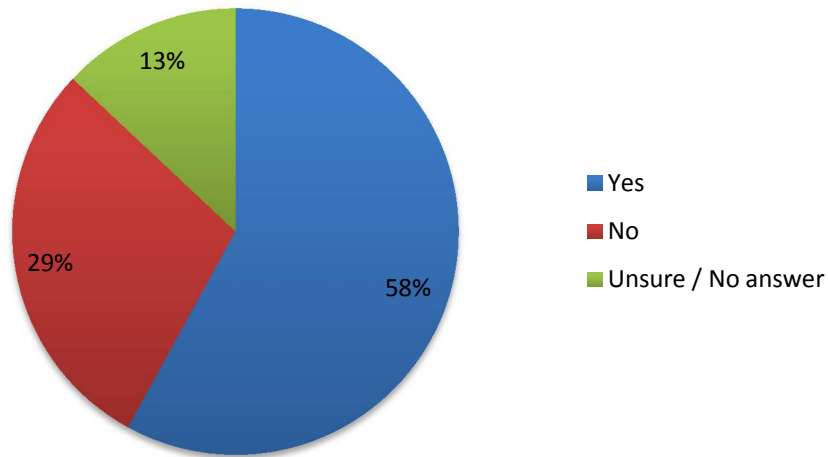


Table 10. Violation of gender and race rights and freedoms

It was interesting to identify are students familiar with determination of Ombudsman and have they ever heard about such type of support. 65% of students state that they have heard about Ombudsman before. But we need to develop advertising campaign to inform 35% about their ability to protect own rights and freedoms.

58% of students are interested in establishment of Students Ombudsman Office and only 10% of respondent students have no reason to contact with Ombudsman Office. Other students have following reasons:

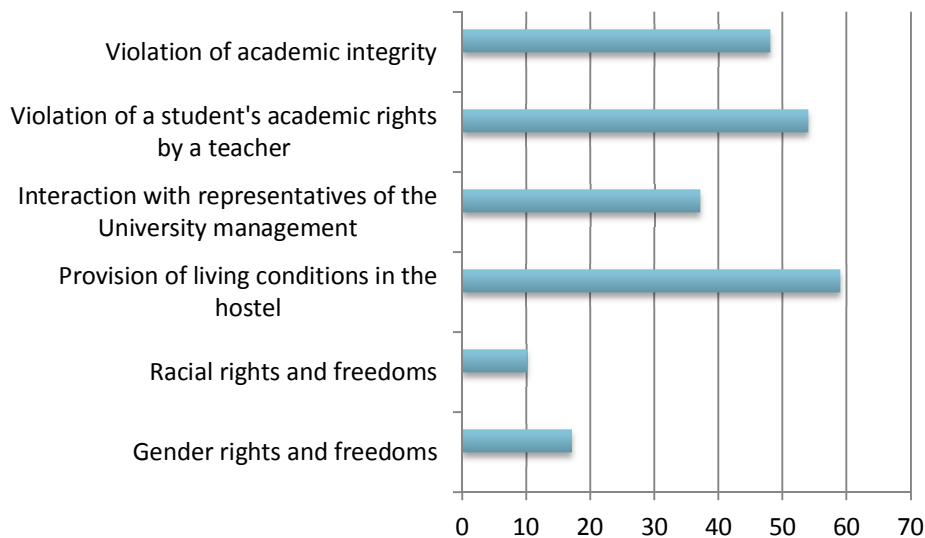


Table 11. Reason to contact with Ombudsman Office

On the other hand, 58% of students have concerns about the privacy issues of your complaint to the Ombudsman, so during advertising campaign we need to underline the level of privacy for students.

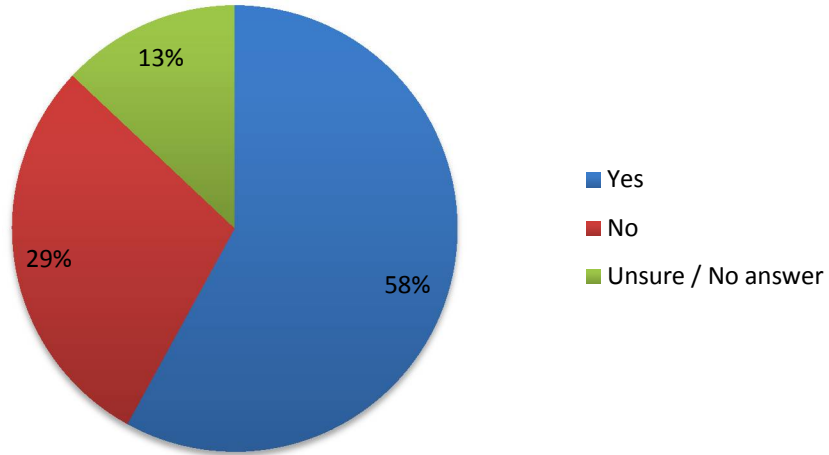
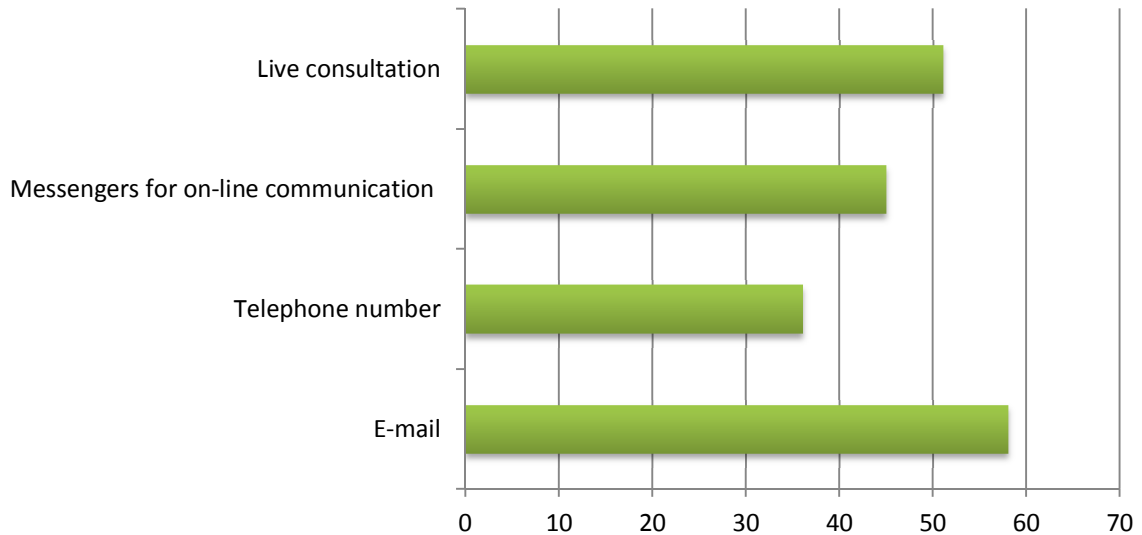


Table 12. Concerns about the privacy

Before establishment of Ombudsman office we identified different ways for communicating with Students Ombudsman:



Appendix A

HUMAN RIGHTS EDUCATION

(Questionnaire example, eng)

Please, select your university

- | | |
|--------------------------|--|
| <input type="checkbox"/> | National Aerospace University n. a. N. E. Zhukovsky "KhAI" |
| <input type="checkbox"/> | International Scientific and Technical University |
| <input type="checkbox"/> | Khmelnitskiy National University |
| <input type="checkbox"/> | National Law University |

Please indicate which course you are taking:

- | | |
|--------------------------|-------------|
| <input type="checkbox"/> | 1 year |
| <input type="checkbox"/> | 2 year |
| <input type="checkbox"/> | 3 year |
| <input type="checkbox"/> | 4 year |
| <input type="checkbox"/> | 5 year |
| <input type="checkbox"/> | 6 year |
| <input type="checkbox"/> | PhD student |

1. Have you learned about Human Rights in your classes before?

- | | |
|--------------------------|--------------------|
| <input type="checkbox"/> | Yes |
| <input type="checkbox"/> | No |
| <input type="checkbox"/> | Unsure / No answer |

2. From your point of view, how serious is the overall human rights situation in Ukraine?

- | | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | A very serious problem |
| <input type="checkbox"/> | A fairly serious problem |
| <input type="checkbox"/> | A minor problem |
| <input type="checkbox"/> | Not sure |

3. Thinking about the human rights situation in countries all over the world, how would you rank Ukraine?

- | | |
|--------------------------|------------------------|
| <input type="checkbox"/> | One of the very best |
| <input type="checkbox"/> | Above average |
| <input type="checkbox"/> | A little below average |
| <input type="checkbox"/> | Near the bottom |
| <input type="checkbox"/> | Not sure |

4. From your perspective as a student, do you feel that you are or are not learning things in university that will help your generation to care about and deal with the issues and problems facing our society in Human Rights Protection?

- Yes
 No
 Unsure / No answer

5. I want to learn more about Human rights in my classes.

- Yes
 No
 Unsure / No answer

6. My university needs to provide more opportunities to talk about Human Rights.

- Yes
 No
 Unsure / No answer

7. What areas of Human Rights Protection are you interested in:

- International System and Human Rights Protection
 Legal Protection of Ethnic and Linguistic Minorities
 Human Rights Activism and the Role of NGOs
 Refugee and Internally Displaced Persons' Advocacy and Immigration
 Legal Protection of LGBT People and Groups' Rights
 Human Rights and Armed Conflicts
 Protection of Women Rights
 Human rights, sexual orientation and gender equality
 International Doctrine and Practice of Human Rights System
 Legal Protection of Ethnic and Linguistic Minorities
 Racism, Xenophobia and Extremism
 Human Rights in Business Context
 Digital Security and Human Rights
 Human Rights Activism, Advocacy and Change
 Human Rights Theory and Philosophy
 Freedom of Expression in the Age of Globalization
 Psychology of Political Activism
 Water for the People: Gender, Human Rights, and Diplomacy

8. What does your motivation to learn human rights derive from?

- Personal interest
- Personal experience
- International trend

9. Why is it important to learn about equality and human rights?

- Understand equality and know their rights
- Understand both how equality and human rights should be treated
create a safe place for students to explore, discuss, challenge and
form our opinions and values
- Understanding, respect and tolerance for difference
- Empower students to tackle prejudice
- Have universal and relevant education in any country of the world

10. Please use the list below to show us what are the benefits of learning these topics for students in Ukraine?

- Human rights ensure people have basic needs met.
- Human rights protect vulnerable groups from abuse
- Human rights encourage freedom of speech and expression
- Human rights give people the freedom to practice their religion (or not practice any)
- Human rights allows people to love who they choose
- Human rights encourage equal work opportunities
- Human rights give people access to education
- Human rights protect the environment

Appendix B

STUDENT RIGHTS (Office of Student Ombudsman)

(Questionnaire example, eng)

Please keep in mind, that in this survey we use next definitions:

Students Ombudsman mission is aimed to promote and defend the interests of students within university

Ombudsman Students Office is a confidential service that strives to ensure that university processes related to students operate as fairly as possible.

Please, select your university

- | | |
|--------------------------|--|
| <input type="checkbox"/> | National Aerospace University n. a. N. E. Zhukovsky "KhAI" |
| <input type="checkbox"/> | International Scientific and Technical University |
| <input type="checkbox"/> | Khmelnytsky National University |
| <input type="checkbox"/> | National Law University |

Please indicate which course you are taking:

- | | |
|--------------------------|-------------|
| <input type="checkbox"/> | 1 year |
| <input type="checkbox"/> | 2 year |
| <input type="checkbox"/> | 3 year |
| <input type="checkbox"/> | 4 year |
| <input type="checkbox"/> | 5 year |
| <input type="checkbox"/> | 6 year |
| <input type="checkbox"/> | PhD student |

1. Please use the list below to show us how much fundamental rights and academic freedoms influence on comfortable attending university?

- | | |
|--------------------------|------------|
| <input type="checkbox"/> | Very much |
| <input type="checkbox"/> | Somewhat |
| <input type="checkbox"/> | Not really |
| <input type="checkbox"/> | Not at All |
| <input type="checkbox"/> | No answer |

2. Please tell us is there any unit, department or office with the responsibility to protect your fundamental rights and academic freedoms?

- | | |
|--------------------------|--------------------|
| <input type="checkbox"/> | Yes |
| <input type="checkbox"/> | No |
| <input type="checkbox"/> | Unsure / No answer |

3. Please list any staff members who have specific responsibility for supporting student's fundamental rights and academic freedoms at your department?

<input type="checkbox"/>	Curator of the academic group
<input type="checkbox"/>	Deputy Dean
<input type="checkbox"/>	Dean
<input type="checkbox"/>	Head of Department
<input type="checkbox"/>	Teacher
<input type="checkbox"/>	Head of Student Government (or other student body)
<input type="checkbox"/>	The head of the students' bureauc
<input type="checkbox"/>	

4. Please give details of any staff members who do not have direct responsibility for supporting students' rights, but who are actively involved with them, or would like to support them:

<input type="checkbox"/>	Curator of the academic group
<input type="checkbox"/>	Deputy Dean
<input type="checkbox"/>	Dean
<input type="checkbox"/>	Head of Department
<input type="checkbox"/>	Teacher
<input type="checkbox"/>	Head of Student Government (or other student body)
<input type="checkbox"/>	The head of the students' bureauc
<input type="checkbox"/>	

5. Please tell us whether your gender and race rights and freedoms were violated while attending university:

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Unsure / No answer

6. Have you heard about main functions of Ombudsman before?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Unsure / No answer

7. Are you interested in establishment of Students Ombudsman Office?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Unsure / No answer

8. On what occasion would you like to contact the Ombudsman **right now**:

<input type="checkbox"/>	Gender rights and freedoms
<input type="checkbox"/>	Racial rights and freedoms
<input type="checkbox"/>	Provision of living conditions in the hostel
<input type="checkbox"/>	Interaction with representatives of the University management
<input type="checkbox"/>	Violation of a student's academic rights by a teacher
<input type="checkbox"/>	Violation of academic integrity
<input type="checkbox"/>	There is no reason to contact
<input type="checkbox"/>	Other:

9. Please tell us about your concerns about the privacy issues of your complaint to the?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Unsure / No answer

10. Please use the list below to show the comfortable way for communicating with Students Ombudsman

<input type="checkbox"/>	E-mail
<input type="checkbox"/>	Telephone number
<input type="checkbox"/>	Messengers for on-line communication
<input type="checkbox"/>	Live consultation

Appendix C

Опитування студентів на тему

«ОРГАНІЗАЦІЯ ОФІСУ СТУДЕНТСЬКОГО ОМБУДСМЕНА»

Будь ласка майте на увазі, що під час дослідження використовуються наступні визначення:

Студентський Омбудсмен - це правозахисник основних свобод та інтересів здобувачів освіти, що навчаються в університеті, незалежно від форми навчання та членства в різних громадських організаціях.

Будь ласка, оберіть свій університет:

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Національний аерокосмічний університет ім. М.Є. Жуковського «ХАІ» |
| <input type="checkbox"/> | Міжнародний науково-технічний університет ім. академіка Юрія Бугая |
| <input type="checkbox"/> | Хмельницький національний університет |
| <input type="checkbox"/> | Національний юридичний університет ім. Ярослава Мудрого |

Вкажіть, на якому курсі ви навчаєтесь:

- | | |
|--------------------------|----------|
| <input type="checkbox"/> | 1 курс |
| <input type="checkbox"/> | 2 курс |
| <input type="checkbox"/> | 3 курс |
| <input type="checkbox"/> | 4 курс |
| <input type="checkbox"/> | 5 курс |
| <input type="checkbox"/> | 6 курс |
| <input type="checkbox"/> | Аспірант |

1. Будь ласка, визначте наскільки сильно впливає захист ваших основоположних права та академічні свободи на комфортне навчання в університеті:

- | | |
|--------------------------|--------------|
| <input type="checkbox"/> | Дуже сильно |
| <input type="checkbox"/> | Сильно |
| <input type="checkbox"/> | Мало впливає |
| <input type="checkbox"/> | Не впливає |
| <input type="checkbox"/> | Не знаю |

2. Будь ласка, вкажіть чи є в вашому університеті відділ, офіс або підрозділ, який спеціалізується на захисті основоположних права та академічні свободи студентів?

- | | |
|--------------------------|----------------------------|
| <input type="checkbox"/> | Так |
| <input type="checkbox"/> | Ні |
| <input type="checkbox"/> | Не впевнений / Не впевнена |

3 Будь ласка, перелічите, на вашу думку, які співробітники університету можуть нести відповідальність за захист ваших основоположних права та академічні свободи (на кафедрі, на факультеті або ін.):

Ви можете обрати декілька варіантів.

<input type="checkbox"/>	Куратор академічної групи
<input type="checkbox"/>	Заступник декана
<input type="checkbox"/>	Декан
<input type="checkbox"/>	Завідувач кафедри
<input type="checkbox"/>	Викладач
<input type="checkbox"/>	Голова студентського самоврядування (або іншого студентського органу самоуправління)
<input type="checkbox"/>	Голова профбюро студентів
<input type="checkbox"/>	Ваш варіант:

4. Будь ласка, вкажіть, до кого з перелічених осіб ви звертались хоча б один раз з приводу захисту основоположних права та академічні свободи протягом навчання в університеті:

Ви можете обрати декілька варіантів.

<input type="checkbox"/>	Куратор академічної групи
<input type="checkbox"/>	Заступник декана
<input type="checkbox"/>	Декан
<input type="checkbox"/>	Завідувач кафедри
<input type="checkbox"/>	Викладач
<input type="checkbox"/>	Голова студентського самоврядування (або іншого студентського органу самоуправління)
<input type="checkbox"/>	Голова профбюро студентів
<input type="checkbox"/>	Ваш варіант:

5. Будь ласка, вкажіть, чи порушувались під час навчання в університеті ваші гендерні та расові права і свободи?

<input type="checkbox"/>	Так
<input type="checkbox"/>	Ні
<input type="checkbox"/>	Не впевнений / Не впевнена

6. Чи були ви знайомі з поняттям Омбудсмен та його функціями до цього опитування?

<input type="checkbox"/>	Так
<input type="checkbox"/>	Ні
<input type="checkbox"/>	Не впевнений / Не впевнена

7. Чи вважаєте ви необхідним організацію Офісу студентського Омбудсмену у вашому університеті?

- Так
 Ні
 Не впевнений / Не впевнена

8. З якого приводу ви хотіли б ЗАРАЗ звернутися до Омбудсмена:

- Гендерні права і свободи
 Расові права і свободи
 Забезпечення умов проживання в гуртожитку
 Взаємодія з представниками керівництва Університету
 Порушення академічних прав студента викладачем
 Порушення академічної доброчесності
 Не маю приводу для звернення
 Ваш варіант: _____

9. Чи занепокоєні ви проблемами конфіденційності вашої скарги до Омбудсмена?

- Так
 Ні
 Не впевнений / Не впевнена

10. Будь ласка, позначте зручний для вас спосіб комунікації із Студентським Омбудсменом

- E-mail
 Телефон
 Додаток для онлайн спілкування
 Консультація в офісі

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Appendix D

Опитування студентів на тему «ОСВІТА В СФЕРІ ЗАХИСТУ ПРАВ ЛЮДИНИ»

Будь ласка, оберіть свій університет:

- | | |
|--|---|
| | Національний аерокосмічний університет ім. М.Є. Жуковського «ХАІ» |
| | Міжнародний науково-технічний університет імені ак. Юрія Бугая |
| | Хмельницький національний університет |
| | Національний юридичний університет ім. Ярослава Мудрого |

Вкажіть, на якому курсі ви навчаєтесь:

- | | |
|--|----------|
| | 1 курс |
| | 2 курс |
| | 3 курс |
| | 4 курс |
| | 5 курс |
| | 6 курс |
| | Аспірант |

1. Чи отримували ви інформацію про Права Людини на своїх заняттях раніше?

- | | |
|--|----------------------------|
| | Так |
| | Ні |
| | Не впевнений / Не впевнена |

2. На вашу думку, наскільки серйозна ситуація із захистом прав людини в Україні?

- | | |
|--|--------------------------|
| | Дуже серйозна проблема |
| | Досить серйозна проблема |
| | Незначна проблема |
| | Не впевнений (-а) |

3. Думаючи про ситуацію з правами людини в країнах світу, як би ви оцінили стан в Україні?

- | | |
|--|------------------------|
| | Один із найкращих |
| | Вище середнього |
| | Трохи нижче середнього |
| | Поганий |
| | Не впевнений (-а) |

4. Чи вважаєте ви, будучи студентом, що ви чи не вивчаєте теми щодо захисту пав людини, які допоможуть вашому поколінню піклуватися про проблеми, що стоять перед нашим?

- Так
 Ні
 Не впевнений / Не впевнена

5. Я зацікавлений дізнаватися більше про права людини на своїх заняттях в університеті.

- Так
 Ні
 Не впевнений / Не впевнена

6. Мій університет повинен забезпечити більше можливостей для обговорення проблем прав людини.

- Так
 Ні
 Не впевнений / Не впевнена

7. Які сфери захисту прав людини вас цікавлять:
 Ви можете обрати декілька варіантів.

- Міжнародна система та захист прав людини
 Правовий захист етнічних та мовних меншин
 Правозахисний активізм та роль НУО
 Адвокація та імміграція біженців та внутрішньо переміщених осіб
 Правовий захист прав людей та груп ЛГБТ
 Права людини та збройні конфлікти
 Захист прав жінок
 Права людини, сексуальна орієнтація та гендерна рівність
 Міжнародна доктрина та практика з прав людини
 Правовий захист етнічних та мовних меншин
 Расизм, ксенофобія та екстремізм
 Права людини в бізнес-контексті
 Цифрова безпека та права людини
 Правозахисний активізм, адвокація та зміни
 Теорія та філософія прав людини
 Свобода вираження поглядів в епоху глобалізації
 Психологія політичного активізму
 Права людей на воду: гендер, права людини та дипломатія

8. Яка ваша мотивація до вивчення прав людини?

- Особистий інтерес
- Власний
- Міжнародний тренд

9. Чому важливе навчання про рівність та права людини, на вашу думку?

Ви можете обрати декілька варіантів.

- Розуміти рівність і знати права людини
- Зрозуміти, як слід ставитися до рівності та прав людини
- Створити безпечне місце для студентів для вивчення, обговорення, виклику та формування нашої думки та цінностей
- Розуміння, повага та толерантність до того, в чому люди можуть відрізнятися
- Розширення можливостей учнів для подолання забобонів
- Мати універсальну та світу, яка є актуальною в будь-якій країні світу

10. Скористайтеся наведеним нижче списком, щоб показати нам, які переваги ви бачите у вивченні теми прав людини в Україні?

Ви можете обрати декілька варіантів.

- Права людини забезпечують задоволення основних потреб людей.
- Права людини захищають уразливі групи від зловживань
- Права людини заохочують свободу слова та вираження поглядів
- Права людини дають людям свободу сповідувати свою релігію (або не практикувати будь-яку)
- Права людини дозволяють любити людей, яких вони обирають
- Права людини заохочують рівні можливості роботи
- Права людини дають людям доступ до освіти
- Права людини захищають довкілля

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