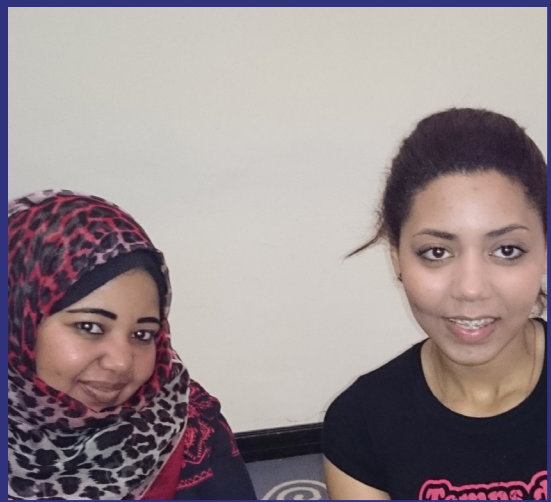


# Mosharka

## Youth human rights project guide



**equitas**

Centre international d'éducation aux droits humains  
International Centre for Human Rights Education



Canada 

Equitas – International Centre for Human Rights Education  
666, Sherbrooke West, Suite 1100  
Montréal (Québec) H3A 1E7  
Canada  
Tel.: 514.954.0382  
Fax.: 514.954.0659  
E-mail: [info@equitas.org](mailto:info@equitas.org)  
Website: [www.equitas.org](http://www.equitas.org)

This publication may be reproduced by any organization for use in human rights education activities, provided the source is acknowledged and Equitas – International Center for Human Rights Education is notified of such use.

No part of this publication may be adapted, distributed in any form or by any means, or stored in a database or retrieval system without the authorization of Equitas. Commercial use and reproduction are prohibited.

Copyright © 2015 Equitas – International Centre for Human Rights Education  
ISBN – 978-2-923696-90-4  
Legal Deposit – Bibliothèque et Archives nationales du Québec, 2015

All content is the intellectual property of Equitas unless otherwise noted herein.

This publication has been produced with the assistance of the European Union, the Ford Foundation, and the Canadian Fund for Local Initiatives (CFLI). The contents of this publication are the sole responsibility of Equitas and can in no way be taken to reflect the views of the European Union, the Ford Foundation, and the Canada Fund for Local Initiatives (CFLI).

# Acknowledgements



The *Mosharka youth human rights project guide* was designed and developed by the Equitas team: Jean-Sébastien Vallée, Daniel Roy, Vincenza Nazzari, Bing Arguelles, Frédéric Hareau and Nadjat Bouda, in collaboration with the working group for the development of the Guide and the support of the Regional steering committee. Equitas would like to thank the resource people who were members of the Regional steering committee and all the contributors:

- ⊙ Fotouh Younis, Arab Network for Civic Education - ANHRE (Jordan)
- ⊙ Tharwat Gaid Salama, Horus Foundation (Egypt)
- ⊙ Imen Hamza, Association des femmes tunisiennes pour la recherche et le développement (Tunisia)
- ⊙ Safa Abdulkarem Rawia, Youth Leadership Development Foundation (Yemen)
- ⊙ Kafia Alafif, Youth Leadership Development Foundation (Yemen)
- ⊙ Karima Benjelloun, Association marocaine pour l'éducation de la jeunesse, AMEJ, Section Fès (Maroc)
- ⊙ Kamal Mashreqi, Change Academy for Democratic Studies and Development (Jordan)
- ⊙ Noura Nagy Naguib Labib, New Way Foundation for Education and Development (Egypt)
- ⊙ Ali Hamza M. Hamza, Youth Leadership Development Foundation (Yemen)
- ⊙ Omar El Hamoumi, Association marocaine pour l'éducation de la jeunesse, AMEJ, Section Fès (Maroc)
- ⊙ Tasneem Ahmad Al-Homouze, Arab Network for Civic Education - ANHRE (Jordan)
- ⊙ Nawras Chriti, Association des femmes tunisiennes pour la recherche et le développement, (Tunisa)
- ⊙ Hashim Labaddeh, Youth Leader (Jordan)

Many thanks to partners who worked on an earlier version of this Guide, *Let's Act Together for Change*. Equitas would like to thank Alison Hall for the design of this toolkit, and Marian Deldelian for the InDesign development of this toolkit. Many thanks to Sawsan Kanhoush and Nadjat Bouda for the revision of the Arabic version of this Guide. Equitas also wishes to thank the youth leaders from Morocco who designed the logo of the Mosharka project.

Equitas wishes to acknowledge the many groups of youth, women, researchers, civil society workers, representatives from government institutions who actively participated in the needs validation process of this project.

This program was made possible with the support of the European Union, the Ford Foundation, and the Canada Fund for Local Initiatives (CFLI).

For more information on Equitas and its programs, please visit our website: [www.equitas.org](http://www.equitas.org).



# Table of contents



<b>Introduction</b>	9
<b>Section 1 – Doing a youth human rights project</b>	13 - 150
<i>Project preparation (4 hours)</i>	17 - 26
Activity A - Identify human rights issues affecting youth in the community (1 hr and 30 min)	18
Activity B - Identify the youth group to work with (45 min)	20
Activity C - Prepare a plan (1 hour)	23
Activity D - Organize logistics (45 min)	26
<i>Step 1 – Exploring motivation (4 hr)</i>	27 - 54
Workshop 1 – Getting started (2 hr and 30 min)	29 - 42
Activity 1 – Intro bingo (15 min)	31
Activity 2 – Overview of the project steps (20 min)	35
Activity 3 – What motivates me (60 min)	37
Activity 4 – Human rights values (40 min)	39
Activity 5 – Debrief of workshop 1 – bull’s eye (15 min)	41
Workshop 2 – Working together (1 hr and 30 min)	43 - 54
Activity 6 – The noisiest game in the world (15 min)	45
Activity 7 – Group guidelines (20 min)	47
Activity 8 – Strengths of the group (25 min)	49
Activity 9 – Building a memory of step 1 (15 min)	51
Activity 10 – Debrief of workshop 2 – talking stick (15 min)	53
<i>Step 2 – Exploring the context (3 hr)</i>	55 - 80
Workshop 3 – Human rights issues affecting youth (1 hr and 30 min)	57 - 68
Activity 11 – Draw me a right, tell me about your responsibilities (30 min)	59
Activity 12 – Human rights in our community (45 min)	63
Activity 13 – Debrief of workshop 3 – the continuum (15 min)	67
Workshop 4 – What are the barriers to youth participation? (1 hr and 30 min)	69 - 79
Activity 14 – Why youth participation is important (25 min)	71
Activity 15 – Zooming in on the issue (40 min)	73
Activity 16 – Building a memory of step 2 (15 min)	77
Activity 17 – Debrief of workshop 4 – heart, head and hands (10 min)	79

<i>Step 3 – Targeting changes and planning for action (8 hr)</i>	81 - 130
Workshop 5 – Deepening our understanding (1 hr and 30 min)	83 - 92
Activity 18 – Obstacle course (30 min)	85
Activity 19 – Let the expert talk (45 min)	87
Activity 20 – Debrief of workshop 5 – the ball (15 min)	91
Workshop 6 – Identifying changes (3 hr and 30 min)	93 - 114
Activity 21 – My side (15 min)	95
Activity 22 – Identifying the change (1 hr and 30 min)	97
Activity 23 – Linking change to the <i>Universal Periodic Review</i> (60 min)	101
Activity 24 – Who are our allies? (30 min)	109
Activity 25 – Debrief of workshop 6 (15 min)	113
Workshop 7 – Preparing an action plan (3 hr)	115 - 130
Activity 26 – Selecting an action (30 min)	117
Activity 27 – Developing an action plan (2 hr)	119
Activity 28 – Building a memory of step 3 (15 min)	127
Activity 29 – Debrief of workshop 7 (15 min)	129
 <i>Step 4 – Taking action</i>	 131
No activities from the Guide, it is the implementation of the actions for the youth human rights project.	
 <i>Step 5 – Monitoring and evaluating (3 hr)</i>	 133 - 150
Workshop 8 – Monitoring our action and making adjustments (1 hr and 30 min)	135
Activity 30 – Zig zag (15 min)	137
Activity 31 – Monitoring (75 min)	139
Workshop 9 – Final evaluation and next steps (1 hr and 30 min)	143 - 149
Activity 32 – Say it without talking (15 min)	145
Activity 33 – Evaluating (75 min)	147
 <b>Section 2 – More activities</b>	 151 - 196
Activity 34 – Protect us (15 min)	153
Activity 35 – Tower (15 min)	155
Activity 36 – The big wind blows (15 min)	157
Activity 37 – Bully escape (15 min)	159
Activity 38 – Gender description (35 min)	161
Activity 39 – Discrimination against women (45 min)	165
Activity 40 – No to discrimination (30 min)	171
Activity 41 – Human rights quiz (30 min)	175
Activity 42 – Forum theatre (30 min)	181

Activity 43 – Being an active citizen means (30 min)	185
Activity 44 – Limits to freedom (30 min)	187
Activity 45 – What is violence? (45 min)	191

**Section 3 – Reference sheets and Glossary** 195 - 269

Reference 1 – Human rights	197
Reference 2 – Democracy	203
Reference 3 – Democratic citizenship	207
Reference 4 – Gender equality	211
Reference 5 – Civic participation and engagement	219
Reference 6 – Non-discrimination	223
Reference 7 – Human rights values	225
Reference 8 – Educational approach of the Guide	227
Reference 9 – Advocacy	229
Reference 10 – The Universal Periodic Review	233
Reference 11 – Networking	237
Reference 12 – The human rights-based approach	241
Reference 13 – Tips and suggestions	245 - 252
• Interaction with government officials	245
• Writing a petition	246
• Raising funds and donations	247
• Holding a public/community gathering	249
• Creating and disseminating photos/videos	249
• Writing a press release, contacting media	250

Glossary	253- 269
----------	----------

**Section 4 – Learning about human rights standards and mechanisms** 273 - 304

Activity 4.1 – Learning the basics about human rights (90 min)	273
Activity 4.2 – Exploring gender equality (45 min)	281
Activity 4.3 – The UN human rights system (1 hr 45 min)	287
Activity 4.4 – The Universal Periodic Review (45 min)	299





# Introduction



The *Mosharka youth human rights project guide* (henceforth Guide) is a human rights education tool designed for civil society organizations (CSOs), youth leaders and organizations working with youth on issues of human rights and democratic participation in Morocco, Tunisia, Egypt, Yemen and Jordan. This Guide was developed as an essential part of the Equitas program *Mosharka: Strengthening regional youth networks to promote human rights and democratic participation in the Middle East and North Africa*, funded by the European Union, the Ford Foundation, and the Canada Fund for Local Initiatives (CFLI). A first version of this Guide was developed following a needs validation in 2012-2013 and piloted in 2013-2014 for the implementation of the first phase of youth human rights projects. This current version includes input from a regional steering committee made of partners, youth leaders and resource people from the region, based on their experience in using the pilot.

Human rights education (HRE) as defined in the United Nations' plan of action for the second phase (2010-2014) of the World Programme for Human Rights Education involves "... not only learning about human rights and the mechanisms that protect them, but also the acquisition or reinforcement of skills needed to apply human rights in a practical way in daily life, the development of values, attitudes and behaviour which uphold human rights **as well as taking action to defend and promote human rights.**"<sup>1</sup>

This Guide offers organizations and individuals working with youth a step-by-step process for effectively engaging youth to take action for human rights in peaceful ways.

## Who this Guide is for

Although designed for youth leaders and organizations working with youth in the Middle East North Africa region, this Guide is a very useful resource for any organization or youth leader wishing to address human rights issues and increase youth participation in their communities.

## Goal of the Guide

**The primary goal of this Guide** is to enable youth and civil society organisations (CSOs) working with youth to develop the necessary knowledge, skills and attitudes to better engage and mobilize youth around human rights through the implementation of youth human rights projects.

This includes knowledge, skills, and attitudes to:

- Better promote human rights, democratic participation and mobilization of youth
- Use international human rights standards and norms and the *Universal Periodic Review* (UPR) mechanism to engage in effective action at the community, national and regional levels aimed at promoting youth participation, as well as the protection and defence of their rights
- Network effectively with youth leaders and CSOs working with youth across the region
- Increase the participation of youth, particularly of discriminated against and marginalized youth and local communities in developing and implementing youth human rights projects to address human rights issues that affect them
- Determine strategies for ensuring equal and effective participation of young women in youth organizations and youth-led actions

<sup>1</sup> Adapted from A/HRC/15/28, paras. 3 and 4. The plan of action was adopted by the United Nations Human Rights Council on 30 September 2010 (resolution 15/11).

## Values promoted

The Guide reinforces positive values that stem from the fundamental principles of human dignity and equality underpinning the *Universal Declaration of Human Rights*:

- Equality and non-discrimination
- Inclusion
- Respect
- Respect for diversity
- Responsibility
- Acceptance
- Cooperation

## Educational approach

The participatory approach is the educational approach that was used in the development of the Guide and it is also a key skill to be mastered. This approach, which is particularly appropriate for HRE, promotes and values the sharing of personal knowledge and experience of human rights, and encourages critical reflection on individual beliefs and values. For more information on the approach, see *Reference sheet 8*. The participatory approach to human rights education is both the process through which this will be achieved as well as a main skill to be mastered.

## How the Guide is organized

The Guide is designed to engage groups of youth in developing a youth human rights project that will be implemented over a period of a few weeks or a few months. Specific activities and/or modules could also be used independently as a way to promote human rights and democratic participation.

The Guide consists of three sections that interweave content and process elements aimed at building human rights knowledge, skills and attitudes for effective social action.

**Section 1 – Doing a youth human rights project** focuses on youth engagement for social change. It includes a step-by-step “how to” description of a youth human rights project to guide groups in the development of initiatives. The project development is outlined below.

- Project preparation
- A project leader prepares for undertaking a project with a group of youth in his/her community.
- Step 1 - Exploring motivation
- Step 2 - Exploring the context
- Step 3 - Targeting changes and planning for action
- Step 4 - Taking action
- Step 5 - Monitoring and evaluating

**Section 2 – More activities** provides additional dynamics and activities that can be used in the implementation of the youth human rights projects or on their own.

**Section 3 –Reference sheets and glossary** include a variety of tools to help groups in the development of their youth human rights projects. These include:

- Reference sheets that focus on building an understanding of human rights principles and values, democracy, democratic citizenship, gender equality, youth participation and empowerment;
- A Glossary of key terms used in this Guide.

**Section 4 - Learning about human rights standards and mechanisms** includes four training activities that can be used to reinforce the group’s knowledge about human rights standards and mechanisms.



# Section 1

## Doing a youth human rights project

This section focuses on youth engagement for social change. It includes a step-by-step “how to” description to guide groups in the development of youth human rights projects.





# The 5-step process

The diagram below provides an overview of the process you will use to develop a youth human rights project with your group.

**Project preparation:** A project leader prepares for undertaking a project with a group of youth in his/her community by identifying human rights issues that youth might be facing, identifying the specific group to work with, drafting a preliminary plan of the activities he/she will do with the group and organizing logistics. The project leader then follows the process outlined below with his/her group.



**Step 1 - Exploring motivation**  
The group explores how and why they want to get involved in a youth human rights project.

**Step 2 - Exploring the context**  
The group explores the human rights situation in their community and critically reflects on the human rights issue(s) they will address.

**Step 3 - Targeting changes and planning for action**

The group determines what they perceive to be “the ideal” with respect to the specific human rights issue they will address and identify the necessary changes to achieve this ideal. The group will also decide on the action(s) they will undertake to promote the desired changes.

**Step 4 - Taking action**  
The group carries out the action(s) in their communities.

**Step 5 - Monitoring and evaluating**  
The group monitors their plan, measures changes, documents results and identifies the next steps.





## Project preparation



### Goal

To prepare for undertaking a youth human rights project.

### Objectives

**By the end of the project preparation, you should have:**

- ⊙ Identified human right issues that affect youth in the community in which you are going to work;
- ⊙ Identified the youth group that will take part in the process;
- ⊙ Researched how the issues identified are being considered nationally and internationally (e.g. human rights reports, *Universal Periodic Review* (UPR) recommendations);
- ⊙ Developed an overall timeframe for the implementation of the project and prepared logistics for the first phase.

## Summary of this step

**Project preparation involves about 4 hours of work to do the following:**

**Activity A.** Identify human rights issues affecting youth in your community (1 hr 30 min)

**Activity B.** Identify the youth group you will work with (45 min)

**Activity C.** Prepare a plan (1 hr)

**Activity D.** Organize logistics (45 min)

## Section 1 Project preparation

### **A. Identify human rights issues affecting youth in your community (1 hr 30 min)**

Before you start working with a group, it is important to identify human rights issues that affect youth in the community in which you are going to work. Some questions and suggestions are provided to guide your reflection.

#### **1. To identify the human rights issues you will propose to the group:**

- ⊙ Begin by listing the issues that you feel affect youth in the community where you are going to work;
- ⊙ Take into account the priorities of your organization;
- ⊙ Draw on your expertise working with youth;
- ⊙ Do some research if necessary.

---

---

---

---

---

#### **2. Reflect on the broader human rights situation in your country:**

- ⊙ What rights are violated?
- ⊙ What are the consequences of these violations?
- ⊙ Why are the issues important for the group you want to work with?

---

---

---

---

---



## Section 1 Project preparation

### **B. Identify the group (45 min)**

Whether you are working with an existing group or a newly formed group, you will work through the same project development process outlined in this Guide. Through a series of working sessions that will take place over a few weeks or months you will work together to develop the plan for a youth human rights project while building a cohesive group dynamic.

#### **The members of the group undertaking the project should:**

- ⊙ Share a common interest;
- ⊙ Be willing to work together on a youth human rights project;
- ⊙ Commit to remaining engaged for the duration of the project.

#### **To initiate the youth human rights project:**

- ⊙ Identify the group you will carry out the youth human rights project with.
- ⊙ Present your ideas to others in your organization to get buy-in, input, support, and if necessary, approval from them. These should include:
  - ◆ Colleagues;
  - ◆ Management of your organization (e.g. the executive director and other decision makers);
  - ◆ The national office, if appropriate.
- ⊙ Speak with members of the group you are planning to work with about the project to get them interested.
- ⊙ Invite others who might be also interested to join the group.

#### **Ask yourself these questions:**

1. Are you going to work with an existing group of youth you know or are you going to form a new group to do the youth human rights project? Explain your rationale for your decision.

---

---

---

---

---

## Section 1 Project preparation

**2.** What do you know about the youth who are going to be part of your human rights project? Prepare a profile which includes the information listed below.

Age:

---

Gender:

---

Language:

---

Culture:

---

Occupation:

---

Education level:

---

Ability (physical):

---

Knowledge/experience of human rights:

---

Interests/motivation:

---

Other:

---

**3.** Is the group representative of the diversity of youth in the community? See *Reference sheet 6 - Non-discrimination* for more information.

---

---

---

---

---

**4.** What problems or issues do the youth face?

---

---

---

---

---



## C. Prepare a plan (1 hr)

As explained earlier, the Guide outlines a 5-step process for developing a youth human rights project. Taking the time to properly prepare and plan the project will help ensure that all the subsequent steps run smoothly.

**Before you begin to prepare your draft plan, reflect on the group you will be working with.**

**Here are some questions to guide you:**

- ⊙ Do the members of the group know each other?
- ⊙ Have they ever worked together as a group?
- ⊙ What do you feel are the strengths of this group?
- ⊙ What are some challenges you foresee with this group?
- ⊙ What are some strategies you will use to address potential challenges and build on the group members' strengths?

Now prepare a draft plan for your youth human rights project. A sample plan is provided below, outlining what each step involves and a suggested timeframe for the different steps. A planning chart is also provided to help you to develop the draft plan for your youth human rights project.

**End of activity**

## Section 1 Project preparation

### Planning chart – sample plan

Step	Content	Timing
<b>Project preparation</b> Getting ready for the project	<b>A.</b> Identify human rights issues <b>B.</b> Identify the group <b>C.</b> Prepare a plan <b>D.</b> Prepare logistics	Month 1
<b>Step 1 - Exploring motivation</b> Defining the group's motivation to engage in a youth human rights project	<b>Workshop 1</b> – Getting started and defining your motivation (2 hours) <b>Workshop 2</b> – Working together (1 hr 30 min)	Month 2
<b>Step 2 - Exploring the context</b> Developing a common vision of human rights issues affecting the community	<b>Workshop 3</b> – Human rights issues affecting youth (90 min) <b>Workshop 4</b> – Human rights and youth participation (1 hr 30 min)	Month 2
<b>Step 3 - Thinking about changes and planning for action</b>	<b>Workshop 5</b> – Deepening our understanding (90 min) <b>Workshop 6</b> – Identifying changes (3 hr 30 min) <b>Workshop 7</b> – Preparing an action plan (3 hours)	Month 3
<b>Step 4 - Taking action</b> Implementing the action	Implementing the action(s) with the group in the community	Months 4 & 5
<b>Step 5 - Monitoring and evaluating</b> Monitoring the progress and evaluating the results	<b>Workshop 8</b> – Monitoring the action and making adjustments (1 hr 30 min) <b>Workshop 9</b> – Final evaluation and next steps (1 hr 30 min)	Months 5 & 6



Planning chart		
Step	Content	Timing
<p><b>Project preparation</b></p> <p>Getting ready for the project</p>		
<p><b>Step 1 - Exploring motivation</b></p> <p>Defining the group's motivation to engage in a youth human rights project</p>		
<p><b>Step 2 - Exploring the context</b></p> <p>Developing a common vision of human rights issues affecting the community</p>		
<p><b>Step 3 - Thinking about changes and planning for action</b></p>		
<p><b>Step 4 - Taking action</b></p> <p>Implementing the action</p>		
<p><b>Step 5 - Monitoring and evaluating</b></p> <p>Monitoring the progress and evaluating the results</p>		

## Section 1 Project preparation

### D. Organize logistics (45 min)

It is very important to plan and organize logistics well ahead of each workshop. The list below will help you. You can add other items you feel are missing.

Item	Date	Done ✓	Notes
<b>Group members</b>			
List of the members with contact info.			
Invitation for workshop			
Transportation			
<b>Venue for the workshop</b>			
Training room			
Table and chairs			
Lunch for group members			
<b>Materials for the workshop</b>			
Copies of the Guide			
Markers			
Paper			
Pen and/or pencils			
Post-it notes			
Computer			
Projector			
Camera			
<b>Other</b>			



## Step 1

# Exploring motivation

During this first step, the group will explore the reasons why they want to do a human rights project. Since this is the first time the group members are meeting as a group, it will be important to begin to build a productive group dynamic based on human rights values. These values will govern the relationships among group members as well as underpin all project activities.

## Goal of step 1

To define the group's motivation to engage in a youth human rights project.

## Objectives

By the end of step 1, group members should be able to:

- ⊙ Explain what motivates them to participate in a youth human rights project;
- ⊙ Identify the strengths of the group members;
- ⊙ Define how the group will work together effectively.



**Step 1** lasts 3 hours and 30 minutes and involves 2 workshops:

**Workshop 1** – Getting started (2 hr)

**Workshop 2** – Working together (1 hr 30 min)

A summary of which activities will be facilitated during each workshop is provided at the beginning of each workshop.



# Workshop 1

## Getting started

The purpose of Workshop 1 is to get to know the members of the group and identify what motivates them to do a human rights project. Do activities 1 to 5 with the group as described below. Facilitate each activity according to the instructions provided and then lead a short discussion based on the suggested questions.



## Summary of workshop 1

- Activity 1** Intro bingo (15 min)
- Activity 2** Overview of the project steps (20 min)
- Activity 3** What motivates me (30 min)
- Activity 4** Human rights values (40 min)
- Activity 5** Debrief of workshop 1 (15 min)

Total time: 2 hr





Activity 1

Intro bingo (15 min)



**Purpose of the activity**

To have group members get to know each other.

**Materials**

Music, copies of *Worksheet 1 - Find someone who...* Bingo card.

**Rights and responsibilities**

Right to equality, right to non-discrimination and right to recognition as a person before the law (Articles 1, 2 and 6, UDHR). In order to enjoy these rights, we need to respect others.

**Life skills**

Communicating effectively.

Instructions

1. Make one copy of *Worksheet 1 - Find someone who...* for each group members.
2. Form a circle. Explain that the goal of the activity is to get to know one another.
3. Distribute the bingo cards.
4. Explain that the activity involves walking around the room and asking questions to the other group members, trying to find people who fit the descriptions on the Bingo card. Group members write down the name of the person they find in the appropriate box. The goal is to fill in 2 rows as quickly as possible. As is the case with bingo, lines can be vertical, horizontal or diagonal. The first person to fill in 2 rows is the winner. The same person's name cannot be repeated twice in any row.
5. When a winner is declared, ask the group to form a circle again.

## Section 1 Step 1 Workshop 1

6. Ask each group member to introduce him/herself by providing:

- ⦿ His/her name;
- ⦿ The organization he/she is representing, if pertinent;
- ⦿ One thing he/she learned from another group member through this activity.



### Group discussion

#### Feel

- ⦿ Did you like this activity? Why?

#### Think

- ⦿ What did you learn while doing this activity?

#### Act

- ⦿ How can we apply what we learned during this activity to set a positive group dynamic?

**End of activity**



## Worksheet 1 - Find someone who...

Can name 5 human rights	Knows the definition of democracy	Has been promoting women's rights	Knows about rights of people living with disabilities	Likes to dance
Is friends with someone who practices a different religion	Has experienced discrimination	Is engaged in his/her community	Writes poetry	Knows about rights of minorities
Belongs to a group	Is a minority in his/her country and fights for his/her rights	Has been to a public meeting	Has plans for the future	Likes going to the movies
Knows how to cook	Has won an award	Speaks 3 languages	Is very good at sports	Is on Twitter
Is an artist	Is fighting for a cause	Has lived in another country	Plays a musical instrument	Does volunteer work



Activity 2

## Overview of the project steps (20 min)



### Purpose of the activity

To ensure a common understanding among the members of the group of the steps involved in implementing a youth human rights project.

### Materials

Flipchart version of the project steps, *Reference sheet 8 : Educational approach*

### Rights and responsibilities

Right to opinion and expression (Article 19, UDHR). In order for everyone to enjoy this right, it is important to respect other people's views.

### Life skills

Communicating effectively.

## Instructions

1. Prepare a flipchart version of the project steps (see below).
2. Briefly explain each step.
3. Highlight that the whole process for doing a project will require the commitment of all group members to participate in 3 to 5 meetings of 3 hours or more over a period of 5 to 6 months. It will also involve carrying out different tasks between meetings related to implementation of the project.
4. Explain the approach by highlighting key points in *Reference sheet 8 : Educational approach*.

## Section 1 Step 1 Workshop 1

### Project steps

#### Project preparation

The project leader prepares for undertaking the project.

#### Step 1: Exploring motivation

Groups explore how and why they want to get involved in a project and what their motivation is.

#### Step 2: Exploring the context

Groups explore the human rights situation in their community and critically reflect on the human rights issue(s) they will address.

#### Step 3: Targeting changes and planning for action

Groups determine what they perceive to be the ideal situation with respect to the specific human rights issue they will address and identify the necessary changes to achieve this ideal. Groups will also decide on the action(s) they will undertake to promote the desired changes.

#### Step 4: Taking action

Groups will carry out the action(s).

#### Step 5: Monitoring and evaluating

Groups monitor their plan and measure changes, document results and identify the next steps.



End of activity

## Activity 3

### What motivates me (20 min)



## Instructions

#### **Purpose of the activity**

To have group members explore their motivation for participating in a youth human rights project.

#### **Materials**

Flipchart, markers.

#### **Rights and responsibilities**

Right to participate (Article 21, UDHR). In order to enjoy this right, we need to participate fully and take everybody's opinion into consideration.

#### **Life skills**

Expressing your views, critical thinking.

1. Invite group members to think about what motivates them to participate in this kind of project.
2. Write the following statements on a flipchart and ask the group members to complete each statement individually:
  - ⊙ I would like to see my community be more...
  - ⊙ What motivates me to improve my community is...
  - ⊙ What discourages me from doing things to improve my community is...
  - ⊙ What I personally can do to improve my community is...
3. Form teams of 3 to 5 people.
4. Ask the teams to discuss their statements and highlight similarities and differences.

## Section 1 Step 1 Workshop 1

5. Ask each team to present the main factors that motivate them to improve their community and the factors that discourage them from doing things to improve their community.
6. List in two columns on flipchart the factors that motivate and those that discourage identified by the teams.
7. Ask group members to share examples of what can be done to maintain a high level of motivation and engagement among community members for actions to improve their communities.
8. Write the examples on flipchart.
9. Discuss the factors that motivate the group members using the suggested questions in the group discussion.



### Group discussion

#### Feel

- ⊙ Were you surprised by the factors that motivate or discourage people from engaging in community activities?
- ⊙ Do you think that you will be able to mobilize people from your community? Why or why not?

#### Think

- ⊙ How can we ensure that everyone can participate according to their capacity and interest?
- ⊙ Do you think that the factors that motivate men and women are the same?

#### Act

- ⊙ What can we do to maintain a high level of motivation and engagement among community members?

**End of activity**

## Activity 4

## Human rights values

(40 min)

**Purpose of the activity**

To help build a productive and mutually supportive group dynamic based on the human rights values of inclusion, respect, cooperation, respect for diversity, equality and non-discrimination, responsibility and acceptance.

**Materials**

Value posters, *Reference sheet 7 – Human rights values*.

**Rights and responsibilities**

Right to opinion and expression (Article 19, UDHR). In order for everyone to enjoy this right, it is important to respect other people's views.

**Life skills**

Creativity, communicating effectively.

## Instructions

This is an opportunity to present the values that the Guide aims to promote throughout all the activities the group will undertake. To ensure that the values remain at the forefront of all the activities, it is important to post them in a visible place in the training room and to refer to them often during all the workshops. See *Reference sheet 7 – Human rights values* for more information on the values.

1. Write the following 7 values on pieces of cardboard and place them around the room: inclusion, respect, cooperation, respect for diversity, equality, responsibility and acceptance.
2. Ask group members to go stand next to the value that is most important to them. Form a team with the people who have gathered around the same value.

## Section 1 Step 1 Workshop 1

3. Ask the teams to discuss what the value they have chosen means to them in their everyday lives and to give concrete examples.
4. Have the teams prepare a short skit to illustrate the value.
5. Have each team present their skit. After each skit, the rest of the group comments on the skit and discusses the value that was presented.
6. Then read out loud the definition of the value provided in *Reference sheet 7 - Human rights values*.
7. Ask group members if they agree with the definition.



### Group discussion

#### Feel

- ⊙ What do you think about this activity? Why?

#### Think

- ⊙ Why are these values important in our lives?

#### Act

- ⊙ What can we do in our project to promote these values and ensure that we also live by these values?

**End of activity**



## Activity 5

## Debrief of workshop 1 bull's eye (15 min)



### Purpose of the activity

To reflect on the activities that the group has done so far and the progress made in the development of the youth human rights project. It will also give you, as the project leader/facilitator, the opportunity to gauge the group members' satisfaction to date and their level of motivation moving forward.

### Materials

Flipchart, post-its, markers.

### Rights and responsibilities

Right to opinion and expression (Article 19, UDHR). In order for everyone to enjoy this right, it is important to respect other people's views.

### Life skills

Expressing your views.

## Instructions

1. Draw a circle on a flipchart with a bull's eye in the middle.
2. Ask group members to stick a post-it on the part of the circle that indicates their willingness to engage in the youth human rights project. The post-it will be closer to the centre (bull's eye) if they are willing to engage and further away from the centre if they are not.
3. Gather additional feedback from the group by asking the following questions:
  - ⦿ How did you enjoy the different activities we did during this workshop?
  - ⦿ What did you enjoy the most and what did you like the least?
  - ⦿ What have we learned from the activities in this first workshop?
4. Go over the results and discuss changes to be made for the next workshop.



## Workshop 2

### Working together

The purpose of workshop 2 is to strengthen the group dynamic and create a positive learning environment for the next steps of the project implementation. Do activities 6 to 10 with the group as described below. Facilitate each activity according to the instructions provided and then lead a short discussion based on the suggested questions.



### Summary of workshop 2

---

- Activity 6** The noisiest game in the world (15 min)
- Activity 7** Group guidelines (20 min)
- Activity 8** Strengths of the group (25 min)
- Activity 9** Building a memory of step 1 (15 min)
- Activity 10** Debrief of workshop 2 (15 min)

Total time: 1 hr 30 min





## Activity 6

## The noisiest game in the world (15 min)



### Purpose of the activity

To help group members reconnect and create a favourable environment for participation and learning. This activity will allow the group to think about how the way we communicate affects the way we work as a group.

**Materials:** None.

### Rights and responsibilities

Right to opinion and expression (Article 19, UDHR). In order for everyone to enjoy this right, it is important to respect other people's views.

### Life skills

Communicating effectively.

## Instructions

1. Choose 2 or 3 group members to be "Messengers." Invite them to move to one end of the workshop room and ask them to make up a message to send, such as the name of a movie, a song or a saying. The number of Messengers can vary according to the size of the room and the number of group members.
2. Choose an equal number of group members (2 or 3) to be "Receivers." They stand at the other end of the room, a good distance away from the Messengers.

## Section 1 Step 1 Workshop 2

3. All the other group members stand between the Messengers and Receivers and try to stop the communication of the message by providing interference. To do this, they can shout and call to their friends, trying to distract the Messengers and the Receivers as much as possible.
4. The Messengers must try to get their message understood by the Receivers, by shouting even louder, by acting out their message, or by doing both.
5. You can set a time limit for the message to be transmitted (10, 15 or 30 seconds, depending on the complexity of the message). The Messengers and the Receivers are replaced if the message has not been transmitted in the allotted time.



### Group discussion

#### Feel

- ⊙ Messengers: How did you feel when you could not get your message across?
- ⊙ Receivers: How did you feel when you could not figure out the message?

#### Think

- ⊙ What challenges can get in the way of getting a message across?
- ⊙ What are some strategies to help get a message across effectively?

#### Act

- ⊙ What can we do in our group to make sure everyone is heard?

**End of activity**

Activity 7

Group guidelines (15 min)



**Purpose of the activity**

To reflect on effective group dynamics and to develop guidelines for working effectively as a group.

**Materials**

Flipchart, markers.

**Rights and responsibilities**

Right to equality, right to non-discrimination and right to recognition as a person before the law (Articles 1, 2 and 6, UDHR). In order for everyone to enjoy these rights, we need to respect others.

**Life skills**

Communicating effectively.

Instructions

1. Lead a brainstorming session to identify behaviours that either help or interfere with the effective functioning of a group. As the group members provide ideas, list these in different columns on flipchart; i.e., behaviours that interfere with the effective functioning of the group are listed in RED (-) in one column and those that help the group process are listed in GREEN (+) in the second column.

Behaviours that help or interfere with effective functioning of a group	
-	+

## Section 1 Step 1 Workshop 2

2. Based on the ideas presented in number 1 above, develop with group members a number of guidelines for working effectively together.
3. Write the guidelines agreed to on flipchart paper and post them in the room for the remainder of the workshop. It is important that all members of the group, including the project leader/facilitator, feel comfortable with the guidelines and commit to respecting them. Ensure that the guidelines are a living document by referring to them as necessary through the workshops. Encourage group members to do the same.



Guidelines for the group



### Group discussion

#### Feel

- ⊙ Are you comfortable with the group guidelines? Why or why not?

#### Think

- ⊙ Is it important to come up with guidelines? Why or why not?
- ⊙ Who should be responsible for monitoring compliance with the group guidelines?

#### Act

- ⊙ What should we do if someone does not comply with the guidelines agreed upon? How can we ensure that what we do is in line with human rights values (respect, equality, non-discrimination, cooperation, etc)?

**End of activity**



## Activity 8

## Strengths of our groups

(15 min)

**Purpose of the activity**

To determine how each member of the group can contribute to the success of the project by exploring the strengths of each person, including the project leader/facilitator, in terms of experience, knowledge, skills, etc. It will be important to keep in mind the strengths identified as you move ahead in the project to ensure that they are taken into account when assigning tasks and responsibilities.

**Materials**

Flipchart, markers.

**Rights and responsibilities**

Right to non-discrimination (Article 2, UDHR). In order for everyone to enjoy this right, it is important to respect each other.

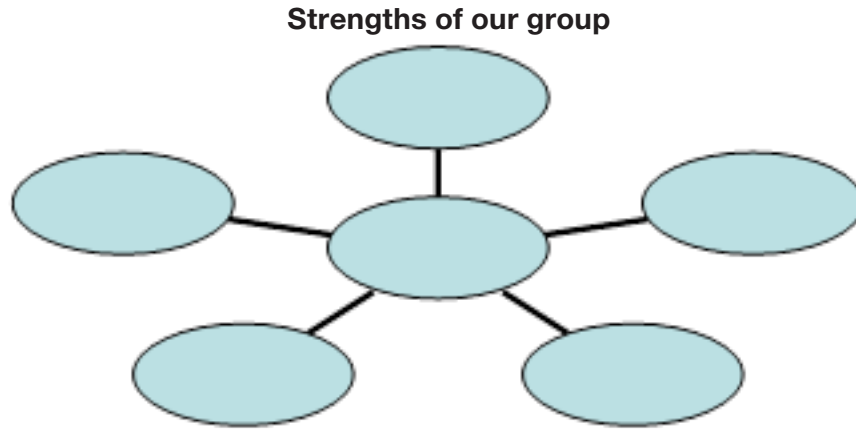
**Life skills**

Communicating effectively.

## Instructions

1. Prepare on flipchart a diagram like the one on the following page. Write the name of each group member at the top of one of the circles. Ensure to include a circle for yourself.

## Section 1 Step 1 Workshop 2



2. Ask each group member to name one or two of their strengths in terms of experience, knowledge, skills or personal characteristics that would contribute to the success of a youth human rights project. You can offer suggestions such as children's rights expert; women and gender; advocacy skills; good at networking; computer skills; organized; and write these in the appropriate circles.
3. Agree on a name for your group and write it in the middle circle of the diagram.
4. Post the chart up on the wall and remember to take the information into account as you plan the next steps. Ensure you keep a record of the information for subsequent workshops.



### Group discussion

#### Feel

- ⊙ Are you surprised by the results of this activity? Why or why not?

#### Think

- ⊙ What strengths does our group share? What are some unique strengths?

#### Act

- ⊙ How will our strengths contribute to the success of the project?

**End of activity**

## Activity 9

## Building a memory of step 1 (15 min)



### Purpose of the activity

The “Building a memory” activity is an opportunity to keep an on-going record of the group’s progress and learning as you develop and implement your project. This activity will be repeated at the end of each step of the process.

### Materials

Crayons, coloring pencils markers, index cards.

### Rights and responsibilities

Right to opinion and expression (Article 19, UDHR). In order for everyone to enjoy this right, it is important to respect other people’s views.

### Life skills

Expressing your views, creating.

## Instructions

1. Provide everyone with a small box of crayons, colouring pencils or markers and an index card.
2. Explain that the index cards represent bricks to build a wall which illustrates the group’s progress and serves as a record of what they accomplish together.
3. At the end of each project step, each group member will be asked to add a brick to the wall that reflects their feelings about the step, something they learned, or something they absolutely want to remember.

## Section 1 Step 1 Workshop 2

4. Invite group members who would like to, to present their brick to the group.
5. After each step, add everyone's brick to the wall and watch it grow over time.



### Group discussion

#### Feel

- ⦿ Are you surprised by the results of this activity? Why or why not?

#### Think

- ⦿ So far, what have you accomplished as a group?

#### Act

- ⦿ How can you use what you have learned so far in upcoming steps?

**End of activity**

Activity 10

Debrief of workshop 2-  
talking stick (15 min)



**Purpose of the activity**

To reflect on the activities that the group has done so far and the progress made in the development of the youth human rights project.

**Materials**

An object to serve as a 'talking stick', e.g. a microphone.

**Rights and responsibilities**

Right to opinion and expression (Article 19, UDHR). In order for everyone to enjoy this right, it is important to respect other people's views.

**Life skills**

Expressing your views.

Instructions

1. Ask group members to sit in a circle.
2. Ask group members to think of a particular moment during the workshop that was significant for them. Ask them to think about that precise moment and to reflect on what they liked or did not like before, during and after that moment, as well as how they felt or what they were thinking.
3. Use a 'talking stick'. When someone wants to speak, he/she should raise his/her hand and wait until he/she is handed the 'talking stick' before speaking.

## Section 1 Step 1 Workshop 2

4. Place the talking stick in the middle of the circle and invite group members to share their reflections. They can express a positive comment by starting with: “During workshop 2, it was hot when...” and they can express a negative comment by starting with: “During workshop 2, it was not hot when...”
5. Invite each group member to share their comments and reflections. Continue the process until everyone has had the chance to speak.
6. Summarize the comments and reflections and use them to make necessary changes for the next workshop.





## Step 2

# Exploring the context

During Step 2, the group will analyze the human rights situation in their community and critically reflect on the key human rights issues they will address through their youth human rights project. The group will also reflect on barriers to youth participation.

## Goal of step 2

To develop a common vision of human rights issues affecting youth in the community.

## Objectives

By the end of step 2, group members should be able to:

- ⦿ Explain the current human rights situation in their community;
- ⦿ Identify the power structure within their community to see where youth have a voice and where they do not have a voice;
- ⦿ Identify the barriers to youth participation.



**Step 2** lasts 3 hours and involves 2 workshops:

**Workshop 3** – Human rights issues affecting youth  
(1 hr 30 min)

**Workshop 4** – Human rights issues and youth participation  
(1 hr 30 min)

A list of activities for each workshop is provided at the beginning of the workshop.





## Workshop 3

### Human rights issues affecting youth

The purpose of Workshop 3 is to identify human rights issues affecting youth in the community in which the group wants to implement a human rights project. Do activities 11 to 13 with the group as described below. Facilitate each activity according to the instructions provided and then lead a short discussion based on the suggested questions.



### Summary of workshop 3

**Activity 11** Draw me a right, tell me about your responsibilities (30 min)

**Activity 12** Human rights in our community (45 min)

**Activity 13** Debrief of workshop 3 - the continuum (15 min)

Total time: 2 hr





## Activity 11

## Draw me a right, tell me about your responsibilities (30 min)



### Purpose of the activity

To gain familiarity with human rights and make connections with responsibilities.

### Materials

List of rights, flipchart and markers, *Reference sheet 1: Human rights.*

### Rights and responsibilities

All rights in the UDHR. In order to enjoy these rights, we need to respect everyone's rights.

### Life skills

Expressing your opinion.

## Instructions

1. To prepare for the activity, make a list of 10 human rights, choosing from the list below. At one end of the workshop room, tape 2 sheets of flipchart to the wall leaving space between them. Place a few markers near each sheet.
2. Begin by asking group members if they can name some of their rights. Ask them what these rights mean in their daily lives.
3. Form 2 teams. Have each team sit next to one of the sheets of flipchart taped to the wall. Stand at the other end of the room.
4. Explain to the group that this is a race where the members of each team must identify the right that another member of their team draws. The first team to guess all the rights that are drawn wins.
5. Have a member of each team run to you so you can whisper in their ear one of the rights from the list.

## Section 1 Step 2 Workshop 3

6. They then go back to their respective teams and draw this right on the flipchart sheet. The other members of the team must try to guess what right it is. Once they have guessed correctly, another member of the team runs to you to hear the next right.
7. The activity ends when one of the teams has identified all the rights.
8. Form a circle and ask group members to name a responsibility that they feel is associated with each right. For example, to enjoy the right to an opinion, you need to respect other people's ideas and listen to what they have to say.



### Group discussion

#### Feel

- ⦿ What did you think about this activity?
- ⦿ Were you familiar with the human rights in this activity?

#### Think

- ⦿ Do we all have the same human rights?
- ⦿ Which rights are truly respected in your community?
- ⦿ Which rights are not always respected?
- ⦿ Why is it important to know your human rights?

#### Act

- ⦿ What can you do to ensure your rights are respected?
- ⦿ How can you educate other young people about their rights?
- ⦿ What events could we organize in our community to promote human rights?

**End of activity**

## List of rights (based on the *Universal Declaration of Human Rights*)

- ⊙ Right to equality
- ⊙ Right to life
- ⊙ Right to a nationality
- ⊙ Right to marry
- ⊙ Right to legal aid
- ⊙ Right to privacy
- ⊙ Right to free movement
- ⊙ Right to practice a religion
- ⊙ Right to an opinion
- ⊙ Right to association
- ⊙ Right to rest
- ⊙ Right to own property
- ⊙ Right to work
- ⊙ Right to education
- ⊙ Right to participate in cultural life

### Knowledge building

After completing Activity 11, ensure that the group members have a good basic understanding of human rights by doing Section 4 - Learning about human right standards and mechanisms  
*Activity 4.1 Learning the basics about human rights*



## Activity 12

## Human rights in our community (45 min)



### Purpose of the activity

To have group members identify human rights issues faced by youth in their community, determine how they are experienced by young women and men and identify the changes they want to see.

### Materials

Copies of Worksheet 2, large pieces of paper or flipchart and markers, summary of the articles of the *Universal Declaration of Human Rights* (UDHR) from Section 4 Activity 4.1 *Learning the basics about human rights*, Reference sheet 2: *Democracy*.

### Rights and responsibilities

Right to opinion and expression (Article 19, UDHR), right to equality and freedom from discrimination (Articles 1 and 2, UDHR). In order for everyone to enjoy these rights, it is important to respect everyone's rights.

### Life skills

Teamwork, critical thinking.

## Knowledge building

Before starting Activity 12, ensure that the group members have a basic understand of gender equality and non-discrimination by doing Section 4 - Learning about human rights standards and mechanisms Activity 4.2 *Exploring gender equality*.

### Instructions

1. Assign small groups and provide each group with a copy of the Summary of the articles of the *Universal Declaration of Human Rights* (UDHR) from *Section 4 Activity 4.1 Learning the basics about human rights*.
2. Ask group members to think about their community and to draw a map of the community on large pieces of paper. Ask them to include places that are important to youth such as their homes, schools, bus stations, community centres, parks, religious centres, shopping centres, hospital and health centres.
3. Ask them to write on their map the human rights issues that youth face in the different places they identified in their community. They can refer to the summary of the articles of the UDHR to help them.
4. Ask them to indicate if and how the issues are experienced differently by young women and young men.
5. Once they have completed their community maps, provide a copy of *Worksheet 2: Issues youth face* to each group and ask them to complete the chart. Have them:
  - ⦿ Begin by reflecting on some of the issues they identified on their community map.
  - ⦿ Select 2 of these issues and write them in the first column of Worksheet 2. They should choose the issues they feel are the most current and most important. Ensure group members also indicate if and how the issues are experienced differently by young women and young men.
  - ⦿ Describe, for each issue they selected, what the current situation is like and what the ideal or desired situation would be.
  - ⦿ Describe what they could do to improve the situation.







## Group discussion

### Feel

- ⦿ What did you think about this activity? Why?
- ⦿ Was it easy to identify human rights issues facing youth in your community?

### Think

- ⦿ Why is it important to consider the different experiences of young women and young men?
- ⦿ Which of the issues can we easily address together?
- ⦿ Who makes decisions in your community and how can you engage with them?

### Act

- ⦿ As a group, what could you do to see some of the changes you suggested in your community?
- ⦿ Who in your community can help you?

**End of activity**

# Worksheet 2 - Human rights issues youth face

Community	
-----------	--

Human rights issues	What is the current situation for youth?	What is the ideal or desired situation?	What can you do to improve the situation?

## Debrief of workshop 3- the continuum (15 min)

### Activity 13



#### **Purpose of the activity**

To reflect on the activities that the group has done so far and the progress made in the development of the youth human rights project.

#### **Materials**

None.

#### **Rights and responsibilities**

Right to opinion and expression (Article 19, UDHR). In order for everyone to enjoy this right, it is important to respect other people's views.

#### **Life skills**

Expressing your views.

## Instructions

1. Explain to group members that they will reflect on the activities they have done so far by doing a continuum dinamica.
2. Explain that they will indicate their response to different statements by placing themselves along an imaginary line or "continuum" extending from one side of the room to the other. The position they choose along the line will indicate their position with regard to the statement. One side of the room will represent a strongly positive response; the other side will represent a strongly negative response while the middle of the room is for responses somewhere in between the two extremes.

## Section 1 Step 2 Workshop 3

3. Read the statements below one at a time. After each statement, ask group members to “vote” according to whether they agree with the statement or not by standing along an imaginary line that goes from “agree” to “disagreed”. After each statement ask a few group members why they are standing where they are.
  - ⦿ The activities we did today were interesting.
  - ⦿ Today, I learned new things.
  - ⦿ I Would like to improve something for the next session.
4. Summarize the comments and reflections and use them to make necessary changes for the next workshop.



**End of activity**

## Workshop 4

### Human rights issues and youth participation

The purpose of workshop 4 is to identify reasons why the participation of youth is essential in addressing human rights issues youth face in their communities and to have the group decide on the issue they would like to address through their youth human rights project. Do activities 14 to 17 with the group as described below. Facilitate each activity according to the instructions provided and then lead a short discussion based on the suggested questions.



### Summary of workshop 4

**Activity 14** Why youth participation is important (25 min)

**Activity 15** Zooming in on the issue (40 min)

**Activity 16** Building a memory of step 2 (15 min)

**Activity 17** Debrief of workshop 4 (10 min)

Total Time: 1 hr 30 min





## Why youth participation is important (25 min)

### Activity 14



### Instructions

1. Have group members stand in a circle and explain that they will be throwing a ball to each other in a random order. Ask them to call out words relating to the word “participation” when they catch the ball.
2. After saying their word, group members will throw the ball to someone else.
3. Keep going until everyone has had the ball at least once.
4. Use Reference sheet 5 and explain the key elements of participation.
5. Prepare a flipchart with 2 columns and write one of the following questions at the top of each column:
  - a) How does youth participate in your community?
  - b) Why does youth participation matter?

#### Purpose of the activity

To explore what youth participation looks like in a community.

#### Materials

Sticky notes, flipchart, markers, *Reference sheet 4: Gender equality, Reference sheet 5: Civic participation and engagement*

#### Rights and responsibilities

Right to opinion and expression (Article 19, UDHR). In order for everyone to enjoy this right, it is important to respect other people’s views.

#### Life skills

Communicating effectively.

## Section 1 Step 2 Workshop 4

6. Give each group member 2 sticky notes of two different colours and a pen or thin marker.
7. On one sticky note ask them to write their answer to question a. (Colour 1).
8. On the second note, ask them to write their answer to question b. (Colour 2).
9. Ask group members to put up their sticky notes in the appropriate column on the flipchart.
10. Invite two group members to come up to the flipchart and group similar notes together. Have them share some to their answers. 1



10. Have the group draw some conclusions about the importance of youth participation in addressing the issues they identified in *Activity 12 - Human rights in our community*.



### Group discussion

#### Feel

- ⦿ What will you remember most about this activity?

#### Think

- ⦿ What kinds of participation seem to be the most common from the ones the group has identified? Which seem the least common?
- ⦿ What kinds of participation were not mentioned but do happen?
- ⦿ How do young women participate in your community?
- ⦿ What kind of youth participation is essential for successfully addressing the human rights issues youth face in the community?

#### Act

- ⦿ How does participation in the community impact individuals? How does it impact young women and young men differently? How does it impact the community?

**End of activity**



## Activity 15

## Zooming in on the issue (40 min)



### Instructions

1. Explain that the youth human rights project will focus on 1 human rights issue which the group will now try to agree on.
2. Prepare a flipchart version of the table below. In the first column list the main issues that have been discussed so far both in the Project preparation phase and in *Activity 12 – Human rights in our community*.
3. Then explain that to help the group decide on the issue they will focus on in their project they will rate each issue according to the 3 elements listed in table, namely:
  - ⦿ The importance of the issue to the community
  - ⦿ The potential of addressing the issue for bringing about desired change in the lives of youth
  - ⦿ Opportunities for dialogue with decision-makers around the issue

#### Purpose of the activity

To determine which human rights issue affecting youth the group wants to focus on for their youth human rights project and identify root causes and related consequences.

#### Materials

Flipchart, markers, completed table from *Activity 12*.

#### Rights and responsibilities

Right to opinion and expression (Article 19, UDHR). In order for everyone to enjoy this right, it is important to respect other people's views.

#### Life skills

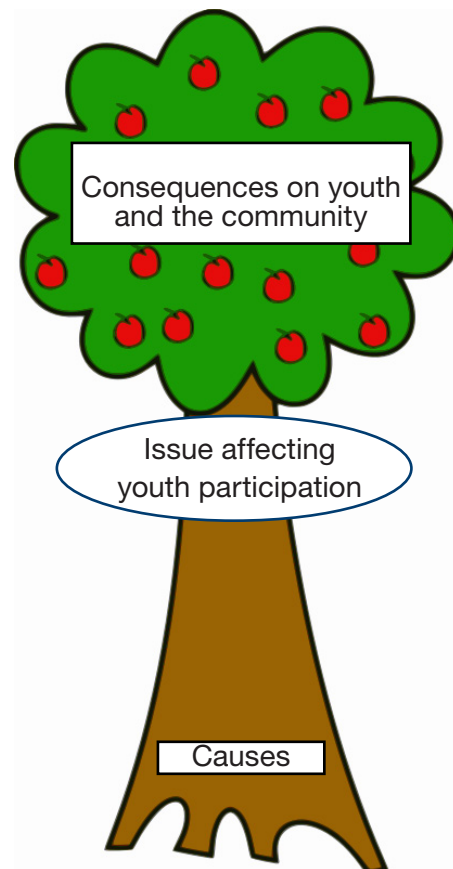
Communicating effectively, critical thinking.

## Section 1 Step 2 Workshop 4

Human rights issues	Elements		
	Importance to the community	Potential for bringing about desired change	Opportunities for dialogue with decision makers
a.			
b.			
c.			
d.			

- Ask group members to reflect on each of the issues. Then for each issue, have them rate the elements on a scale of 1 to 5 (where 5 is high and 1 is low) by writing the appropriate number under the appropriate elements.
- Tabulate the results and choose the issue that ranked the highest.
- Explain to the group that they will now analyze the issue they selected in terms of causes and consequences using a tree metaphor. On a flipchart, draw a tree with roots, a trunk, branches and leaves. Tell the group that the tree is an “Issue analysis tree”. On the trunk, write the issue to be explored together, that is, the issue that was just selected. Explain that the tree trunk represents the issue itself, the roots of the tree represent the underlying causes of the issue, and the branches and leaves represent the consequences of the issue on youth (branches) and on the broader community (leaves). See an example of an issue analysis tree on the right.

**Issue analysis tree**



7. Ask group members to identify possible causes of the issue and write their answers on the roots of the tree.
8. Ask them to think about the effects of the issue on youth in general and also on young women (branches) and on the broader community (leaves) and write their answers on the branches and leaves respectively.
9. Review the ideas with the group and ensure that it is clear which ideas are causes and which are consequences. Make adjustments as necessary. This activity will help you in the next step to identify the changes you want to see and the action you want to implement to contribute to the changes.



## Feel

- ⦿ How do you feel about what emerged from the “Issue analysis tree” ?
- ⦿ Are there certain causes or consequences you think are more important than others? Are there some that resonate with you personally? Which ones and why?

## Think

- ⦿ Who are some of the principal actors identified in the “Issue analysis tree”? How do they perpetuate the problem or help to mitigate it?

## Act

- ⦿ As a group, how did you decide which of the issues to youth participation is most important to you and that you would like to explore further and focus on throughout your youth human rights project?

**End of activity**



## Building a memory of step 2 (15 min)

### Activity 16



#### Purpose of the activity

The “Building a memory” activity is an opportunity to keep an on-going record of the group’s progress and learning as you develop and implement your project. This activity will be repeated at the end of each step of the process.

#### Materials

Bricks created in Activity 9 at the end of Step 1 posted on the wall, crayons, coloring pencils, markers, and index cards

#### Rights and responsibilities

Right to opinion and expression (Article 19, UDHR). In order for everyone to enjoy this right, it is important to respect other people’s views.

#### Life skills

Expressing your views, creating.

## Instructions

1. Review step 1 of the project by selecting a few bricks from the wall and asking group members to share what they represent.
2. Provide everyone with a small box of crayons, colouring pencils or markers and an index card.

## Section 1 Step 2 Workshop 4

3. Ask each group member to add a brick to their wall that reflects their feelings about step 2 of the project; something they learned, or something they absolutely want to remember.
4. Invite group members who would like to, to present their brick to the group.



### Group discussion

#### Feel

- ⦿ Are you surprised by the results of this activity? Why or why not?

#### Think

- ⦿ So far, what have you accomplished as a group?

#### Act

- ⦿ How can you use what you have learned so far in upcoming steps?

**End of activity**

# Debrief of workshop 4

(10 min)

## Activity 17



### Instructions

1. Write the following questions on flipchart and ask group members to write down their answers on a piece of paper. Ask them to write three things that they learned during workshop 4 in terms of “heart”, “head”, and “hands” as explained below.



- ⦿ How do you feel about the activities we did in this workshop?



- ⦿ What did you learn about youth participation in your community?



- ⦿ How will you use what you learned in your youth human rights project?

2. Summarize the comments and reflections and use them to make necessary changes for the next workshop.

#### Purpose of the activity

To reflect on the activities that the group has done so far and the progress made in the development of the youth human rights project.

#### Materials

Flipchart and markers.

#### Rights and responsibilities

Right to opinion and expression (Article 19, UDHR). In order for everyone to enjoy this right, it is important to respect other people's views.

#### Life skills

Expressing your views.







## Step 3

# Targeting changes and planning for action

During the previous steps, the group had the opportunity to examine the issue their project will address. During this session they will develop the plan for implementing their project.

The facilitator will play a key role in the successful implementation of the project. As the focal point for the group, you will need to provide leadership and ensure that the project stays on track.

### Goal of step 3

To identify changes that the group would like to see in the community and plan for action.

### Objectives

**By the end of step 3, group members should be able to:**

- ⦿ Explain in detail the issue they will focus on for their youth human rights project;
- ⦿ Identify specific changes, linked to their issue, that they would like to see;
- ⦿ Plan for action.



**Step 3** lasts 8 hours and involves 3 workshops:

**Workshop 5** – Deepening our understanding (1 hr 30 min)

**Workshop 6** – Identifying changes (3 hr 30 min)

**Workshop 7** – Preparing an action plan (3 hr)

A list of activities for each workshop is provided at the beginning of the workshop.



## Workshop 5

### Deepening our understanding

The purpose of Workshop 5 is to deepen the group's understanding of the issue they decided to focus on for the youth human rights project. Do activities 18 to 20 with the group as described below. Facilitate each activity according to the instructions provided and then lead a short discussion based on the suggested questions.



### Summary of workshop 5

**Activity 18** Obstacle course (30 min)

**Activity 19** Let the expert talk (45 min)

**Activity 20** Debrief of workshop 5 (15 min)

Total Time: 1 hr and 30 min





## Activity 18

### Obstacle course (30 min)



#### Purpose of the activity

To discuss barriers to youth participation and think about solutions to overcome those barriers.

#### Materials

Flipcharts, markers.

#### Rights and responsibilities

Right to equality and freedom from discrimination (Articles 1 and 2, UDHR), right to participate (Article 21, UDHR). In order to enjoy these rights, we need to take into account particular needs of different individuals or groups, participate fully and take everybody's opinion into consideration.

#### Life skills

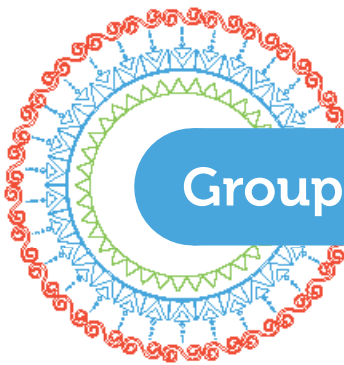
Problem-solving.

## Instructions

1. Create an obstacle course by using objects available around you, for example: going around a chair, along a wall, over a bench, under a table, etc.
2. At the end of the obstacle course, place a large sign (flipchart) with the words "Increasing youth participation", and explain that this is the goal. Next to this sign, place another flipchart with the following question, and have a few markers available: "How can we encourage youth participation in the community?"

## Section 1 Step 3 Workshop 5

3. Divide the group into at least 2 teams of equal numbers. When you give the signal, a team member from each team will 1) go through the obstacle course towards the goal, 2) write down an answer to the question on the flipchart, 3) return through the course and tag a teammate, who will then do the same, until the whole team has gone through the course and returned.
4. Once everyone has completed the course, form a circle around the flipcharts and lead a discussion. Variation: Write different goal statements and questions according to which issue/barrier the group identified in the previous workshop.



### Group discussion

#### Feel

- ⦿ How do you like the activity?

#### Think

- ⦿ What do you think of the solutions that are presented? Are they realistic?
- ⦿ What strategies are needed to increase the participation of young women?

#### Act

- ⦿ Do you think that the ideas presented can be implemented in your community?  
How?

**End of activity**

## Activity 19

### Let the expert talk (45 min)



#### **Purpose of the activity**

To reflect on the issue the group has decided to focus on from the perspective of different “expert” stakeholders.

#### **Materials**

Role cards, masking tape.

#### **Rights and responsibilities**

Right to participate (Article 21, UDHR). In order to enjoy this right, we need to participate fully and take everybody’s opinion into consideration.

#### **Life skills**

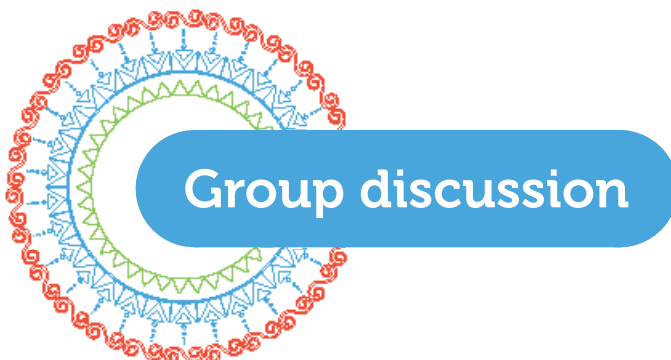
Critical thinking.

## Instructions

1. Copy and cut out the role cards provided.
2. Hand out a card to each group member.
3. Ask group members to reveal their identity to the rest of the group and stick their role card on their torso shirt so that it is visible to everyone.
4. Explain to group members that they are all experts in their roles as journalists, police officers, government employees, women, teachers, university students, small company owners, community elders, NGO employees, CEOs of big companies. Inform them that as the ‘experts’, they were brought together for a conference on reforms for the country.

## Section 1 Step 3 Workshop 5

5. Ask them to reflect on the issue that the group has selected to focus on. Ask them to identify 1 to 3 actions they would like to suggest to the group, as experts, to address the issue.
6. Invite them to walk around the room and talk with 3 to 5 other experts about their ideas and answer questions other experts might have about their solutions.
7. Ask group members, in their role as experts, to present their ideas for actions to the group.



### Feel

- ⦿ How did you feel in your role as an expert?

### Think

- ⦿ Do you think the actions suggested were realistic? Why or why not?

### Act

- ⦿ Do you know any “experts” in your community that you might want to consult regarding your youth action project?
- ⦿ How can you use what you learned in this activity?

**End of activity**



**Role cards (to be copied and cut)**

**Journalist**

**Police officer**

**Government worker**

**Woman**

**Teacher**

**University student**

**Small company owner**

**Community elder**

**Non-governmental organization staff**

**Chief executive officer (CEO) of a big company**



## Debrief of workshop 5 (15 min)

### Activity 20



#### **Purpose of the activity**

To reflect on the activities that the group has done so far and the progress made in the development of the youth human rights project.

#### **Materials**

Ball, flipchart, markers.

#### **Rights and responsibilities**

Right to opinion and expression (Article 19, UDHR). In order for everyone to enjoy this right, it is important to respect other people's views.

#### **Life skills**

Expressing your views.

## Instructions

1. Write the 4 questions listed below on flipchart.
2. Ask the group to form a circle.

## Section 1 Step 3 Workshop 5

3. Throw the ball to someone and ask 1 of the questions about the activities in workshop 5 to the person who catches it. That person answers the question and throws the ball to someone else, while asking them a question. It is always the person who throws the ball who asks the question and the one who catches it who answers. Examples of questions:
  - ⦿ How did you like workshop 5?
  - ⦿ What did you like about the workshop?
  - ⦿ What did you not like about the workshop?
  - ⦿ What did you learn?



4. The activity continues until everyone has had a turn answering a question.
5. Summarize the comments and reflections and use them to make necessary changes for the next workshop.

(Adapted from Equitas *Speaking Rights Guide*, 2010)

**End of activity**

## Workshop 6

### Identifying changes

The purpose of Workshop 6 is to identify the changes the group expects to see in the community regarding the issue that the group wants to work on. Do activities 21 to 25 with the group as described in below. Facilitate each activity according to the instructions provided and then lead a short discussion based on the suggested questions.



### Summary of workshop 6

**Activity 21** My side (15 min)

**Activity 22** Identifying the change (90 min)

**Activity 23** Linking change to the *Universal Periodic Review* (UPR) (60 min)

**Activity 24** Who are our allies (30 min)

**Activity 25** Debrief of workshop 6 (15 min)

Total Time: 3 hr and 30 min





## Activity 21

### My side (15 min)

**Purpose of the activity**

To experience what good teamwork can achieve.

**Materials**

5 or 6 chairs.

**Rights and responsibilities**

Right to equality, right to non-discrimination and right to recognition as a person before the law (Articles 1, 2 and 6, UDHR). In order to enjoy these rights, we need to respect the rights of others.

**Life skills**

Collaboration and team work.

## Instructions

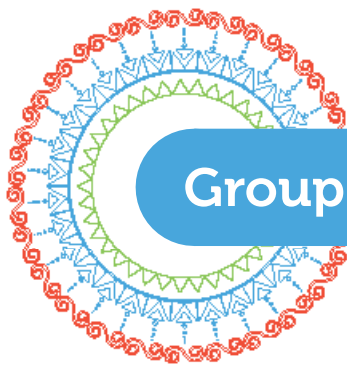
1. Place all the chairs in the room in the centre.
2. Form 2 teams and have team members stand at opposite sides of the room facing the chairs in the middle of the room.
3. Then, explain the object of the activity exactly as follows:

“At my signal you have 1 minute to bring all the chairs to one side of the room.”

## Section 1 Step 3 Workshop 6

4. Give the signal for the activity to begin.
5. After 1 minute ask the teams to stop. Have them remain standing and leave the chairs where they are.
6. Debrief the activity using the questions below.

**Note:** In many cases the teams compete and try to bring all the chairs to their team's side of the room. The instructions were to bring all the chairs to ONE side of the room and not to their team's side of the room.



### Group discussion

#### Feel

- ⦿ Do you feel you were successful in completing the task? Why or why not?

#### Think

- ⦿ What instructions did you receive at the start of the activity?
- ⦿ What did you understand the task was from the instructions?
- ⦿ Was your understanding of the instructions correct?
- ⦿ What could you have done differently?

#### Act

- ⦿ What have you learned during the activity that can help you work more effectively together and with other in your community?

**End of activity**



## Identifying the change

(90 min)

### Activity 22



#### Purpose of the activity

To have group members begin planning for action by having them:

- ⦿ describe what represents for them the “desired situation” in their community with respect to the human rights issue their project will address
- ⦿ identify specific changes needed to achieve the desired situation
- ⦿ determine indicators to measure success in achieving the changes

The work carried out in activities 22 to 24 will help the group develop the action plan for their youth human rights project. (Workshop 7, Activity 27).

#### Materials

Flipchart, markers, flipchart version of *Worksheet 3 – Changes in our community*.

#### Rights and responsibilities

Right to participate (Article 21, UDHR). In order to enjoy this right, we need to participate fully and take everybody’s opinion into consideration.

#### Life skills

Critical thinking, planning skills.

## Instructions

1. You will need to prepare a flipchart version of the *Worksheet 3 – Changes in our community*, to record the information for the preparation of the action plan in Activity 27.

## Section 1 Step 3 Workshop 6

2. To begin discussing what group members view as the **desired situation** review the following activities from step 2:

- ④ The community map from *Workshop 3 Activity 12 – Human rights in our community*, where group members developed a picture of their community and some ideas about the changes they wanted to see and issues they might address.
- ④ The issue analysis tree from *Workshop 4 Activity 15 – Zooming in on the issue*, where group members selected 1 issue they felt they would like to focus on in their youth human rights project.



3. Present a summary of the results of these activities, then address the following questions:

- ④ What is the **current context** of this issue in your community?
- ④ What does the **desired situation** look like?

4. Building on this analysis ask the group to think about specific changes they would like to see in their community as a result of their youth human rights project.

5. To have group members share their **ideas for changes**, write the following statement on a flipchart and ask them to complete it.

- ④ As a result of our youth human rights initiative, we see...

Remind group members that they need to be realistic.

You can give a few examples of results to help the group:

- ④ As a result of our awareness campaign for university students on the marginalization of youth drug users, we see university students making efforts to reach out and provide assistance to these youth.
- ④ As a result of our video on the negative impacts of early marriage on girls, we see positive, supporting coverage in the media.

Record the information on the flipchart version of Worksheet 3.

6. Now that group members have developed ideas for specific changes, have them determine some possible indicators to measure the changes or results they would like to see.

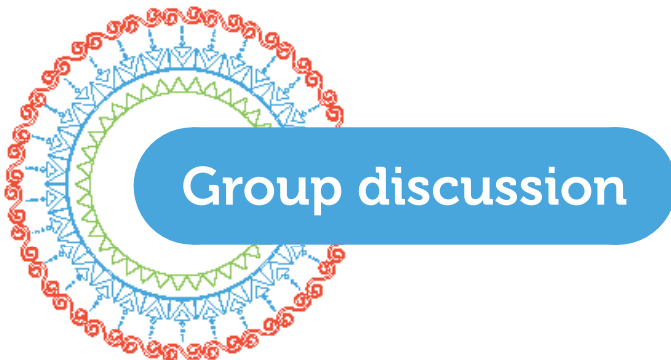
- ④ Begin by going over the definition of “indicator” and the types of indicators as described below.

An **indicator** is “evidence” that helps you to measure progress towards achieving results. An indicator is a means of measuring, actual results against planned or expected results in terms of quality, quantity and timeliness. Indicators should be directly related to the result they are measuring.

Two types of indicators are:

Quantitative indicators	Qualitative indicators
Number of...	Presence of...
Frequency of...	Quality of...
Percentage of...	Extent of...
Ratio of...	Level of...

7. Then have group members determine 1 or 2 indicators for each specific change they identified. A question that might help them is:
  - ⦿ What signs will you look for to know that things have become better?
8. Record the information on the flipchart version of *Worksheet 3*.



### Feel

- ⦿ Was it easy to identify specific results and indicators for your project?

### Think

- ⦿ How will having specific results and indicators strengthen your project?

### Act

- ⦿ How can you use what you learned in this activity in your work?

**End of activity**

# Worksheet 3 - Changes in our community

<b>Human rights issue</b>	
<b>Current context</b>	
<b>Desired situation</b>	
<b>Specific changes</b>	<b>As a result of our project, we see...</b>
<b>Indicators</b>	

## Activity 23

## Linking change to the *Universal Periodic Review (60 min)*

**Purpose of the activity**

To have group members determine how their youth human rights projects can support the *Universal Periodic Review (UPR)* recommendations aimed at improving the enjoyment of human rights in their countries and in particular the rights of women, children and youth.

**Materials**

Materials: Summary of the most recent UPR recommendations for the group members' countries; copies of *Worksheet 4 – Links to UPR recommendations*, *Reference sheet 10: The Universal Periodic Review*.

**Rights and responsibilities**

Right to participate (Article 21, UDHR). In order to enjoy this right, we need to participate fully and take everybody's opinion into consideration.

**Life skills**

Critical thinking and analysis skills.



## Knowledge building

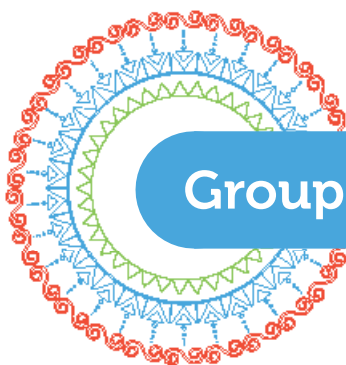
Before starting Activity 23, ensure that group members have the necessary knowledge and skills about the UPR. Begin by situating the UPR mechanism within the UN human rights system. Do *Section 4 – Learning about human rights standards and mechanism, Activity 4.3 The Main UN Human Rights Mechanisms and Bodies*. Then do *Section 4 – Learning about human rights standards and mechanism, Activity 4.4 The Universal Periodic Review (UPR)*.

## Instructions

1. You will need to prepare a flipchart version of the *Worksheet 4 – Links to UPR recommendations*, to record the information for the preparation of the action plan in Activity 27.

## Section 1 Step 3 Workshop 6

2. Provide group members with a summary of the most recent and most relevant UPR recommendations for their country. A sample is included below at the end of Activity 24, which you can use if it is still up to date, or use as a model to prepare a more recent version for your group.
3. Have group members review the recommendations and answer the following questions:
  - ⦿ Which UPR recommendation(s) accepted by your government in the most recent UPR process can you use to support your project? Mention the date of the report and the recommendation number.
  - ⦿ Explain how your youth human rights project could support the implementation of the UPR recommendation.
4. Record the information on the flipchart version of *Worksheet 4*.



### Feel

- ⦿ How easy was it to link UPR recommendations to the human rights issue your project will address?

### Think

- ⦿ How can connecting your project to relevant UPR recommendations strengthen its results?

### Act

- ⦿ How can you use what we learn in this activity about the UPR?

**End of activity**

# Worksheet 4 - Links to UPR recommendations

Human rights issue	UPR recommendation(s) to take into account

## Section 1 Step 3 Workshop 6

### Summary of UPR recommendations for Egypt, Jordan, Morocco, Tunisia and Yemen:

For each country listed above, we have selected the UPR recommendations accepted by these governments relevant to the rights of children and youth that were available at the time of publishing this Guide.

All UN Member States are reviewed every four and a half years. For the latest report, see <http://www.ohchr.org/EN/HRBodies/UPR/Pages/Documentation.aspx> Select your country and access the section on conclusions and recommendations in the working group report

#### Egypt (November 2014)

- 166.32. Pursue efforts to promote and protect human rights.
- 166.37. Continuing efforts aimed at promoting awareness of the culture of human rights in the society.
- 166.50. Continue policy to empower women and children.
- 166.51. Continue to implement measures towards the rights of youth and encourage voluntary initiatives and charity work for the promotion of these rights.
- 166.52. Continue the implementation of measures aimed at promoting the enjoyment of human rights by youth.
- 166.53. Expand social programmes for the promotion of youth employment.
- 166.55. Continue the promotion and protection of children's rights.
- 166.71. Step up measures to eliminate discrimination against vulnerable groups, especially women.
- 166.85. Continue its policy to empower women and respect and protect their rights, including the fight against female genital mutilation.
- 166.86. Continue to strengthen the empowerment of women in all areas of public life.
- 166.99. Put forward more efforts to eliminate all forms of violence and discrimination against women and to ensure greater women's empowerment, representation and advancement in all sectors to comply with the new Constitution.
- 166.141. Ensure that persons with disabilities enjoy their rights in detention centres.
- 166.146. Establish measure to effectively address discrimination and violence against women and girls.
- 166.197. Encourage initiatives aimed at promoting respect and religious tolerance and cultural diversity.



**Jordan (January 2014)**

- 118.14. Continue its efforts to strengthen the role of its national mechanisms and institutions for the promotion and protection of human rights in the country, particularly those of women and children.
- 118.17. Continue to focus on human rights education through awareness-raising campaigns as well as necessary legislation
- 118.18. Continue national efforts that aim to promote a culture of and the principles of human rights, including them in the educational curriculum.
- 118.19. Continue strengthening its efforts in the promotion and protection of the rights of vulnerable groups, particularly women and persons with disabilities.
- 118.22. Continue to devote special attention to the promotion and protection of the human rights of vulnerable groups, such as women, children and the elderly.
- 118.24. Guarantee the protection of child rights and provide adequate juvenile justice facilities.
- 118.26. Continue to conduct outreach activities to raise the awareness of people on human right.
- 118.36. Continue with the efforts to fight against discrimination suffered by children, especially girls with disabilities.
- 118.39. Continue to take measures to protect children against economic exploitation and violence.
- 118.40. Continue efforts to eradicate child labour within the framework of protection and promotion of the rights of the child.
- 118.72. Fully ensure the right to exercise freedom of expression, including Internet freedom, and, in this respect, amend the regulations for online media.
- 118.73. Guarantee freedom of opinion and expression in accordance with the International Covenant on Civil and Political Rights.
- 118.81. Take measures to allow peaceful public meetings to be held freely and avoid using politicized charges and vague terminology which prevent citizens from exercising their freedom of assembly and association.
- 118.94. Continue the efforts which aim at expanding the inclusion of the general public in the decision-making process.
- 118.109. Continue its efforts to improve access to quality education for all.

## Section 1 Step 3 Workshop 6

### Morocco (July 2012)

- 129.25. Revise the Family Code and adopt and implement other appropriate measures to prevent marriages of minors.
- 129.106. Allocate more resources in promoting and protecting human rights in crucial areas such as poverty eradication, justice administration, education, public health and gender equality for all sections of the population.
- 129.111. Intensify efforts to consolidate economic and social rights, especially in the area of health, education, housing and unemployment.
- 129.116. Continue putting forward effective measures for reducing illiteracy and boosting the quality and performance of education in the country.
- 129.118. Continue its considerable efforts to integrate human rights education in the school programmes and textbook.
- 129.119. Increasing mainstreaming of human rights value in education curricula.
- 129.120. Continue its efforts to enhance general education, awareness campaigns and training programmes on human rights.
- 130.4. Address unemployment among young people.
- 130.9. Continue to ensure basic education for all children in all the territory of Morocco and continue providing quality education programs with a special attention to the prevention of school dropout.

### Tunisia (July 2012)

- 114.15. Further pursue its efforts to ensure the increased participation of all citizens in public life.
- 114.18. Continue its efforts to improve the situation of children in different aspect.
- 114.24. Adopt and implement appropriate measures to ensure that persons with disabilities, particularly women and girls, have access to an inclusive education system, and that they can participate effectively and fully in political and public life on an equal basis with others.

## Section 1 Step 3 Workshop 6

- 114.83. Speed up its efforts to reduce poverty and unemployment and decrease the economic and social disparities between the region.
- 114.84. Continue to promote economic and social development, and to improve educational and medical infrastructure, so that the people can equally enjoy the benefits of development.
- 114.85. Continue to pursue current policies to ensure the enjoyment of all human rights by all Tunisians, particularly with regard to health and education.
- 114.91. Pursue and strengthen efforts to eradicate differences between the regions and between urban and rural areas in the sphere of education.
- 115.15. Strengthen policies and measures aimed at the economic empowerment of the rural population and ensure their access to health-care services, education and social services.

### Yemen (April 2014)

- 115.15. Adopt the new law proposing a minimum marital age as a matter of urgency and prohibit forced marriages in all cases.
- 115.16. Amend the Personal Status Law to bring it into conformity with international standards, that protection of women from domestic violence and investigations of violence within families be ensured, and forced marriage be prohibited in all cases.
- 115.19. Continue efforts to adopt and implement legislative and administrative measures for the promotion and protection of the rights of the child.
- 115.20. Spare no effort to expedite the guarantee of the rights of the child at the constitutional level.
- 115.39. Establish an institutional framework which protects the rights of the child and guarantees implementation of these rights.
- 115.49. Protect and promote the human rights of the entire population, particularly the most vulnerable groups such as women, children and minorities, and include these rights in the upcoming constitutional review process.
- 115.53. Take human rights into account in the constitutional process, particularly those of women and marginalized or vulnerable groups.
- 115.56. Respect the Convention on the Rights of the Child, to which Yemen is party, with regard to the death penalty.
- 115.64. Continue activities to protect and promote the rights of children by taking steps – such as implementing the Action Plan on Child Soldiers – to eliminate the unlawful recruitment and use of child soldiers.
- 115.93. Continue its efforts to foster an environment that harmonizes the exercise of rights by its citizens with preserving the security and integrity of the country, as well as efforts to maintain public order and protect public and private property.

## Section 1 Step 3 Workshop 6

- 115.94. Ensure that special attention is paid to cases where the age of alleged juvenile offenders is in dispute, while fully respecting international human rights law.
- 115.97. Continue efforts to eradicate early marriage and take necessary measures to further promote girls' education, including through enhancement of the educational system.
- 115.100. Take all necessary measures to abolish in practice cases of early and forced child marriages.
- 115.101. Accelerate the drafting, adoption and implementation of laws to determine the age of marriage so as to do away with underage marriage.
- 115.104. Implement the recommendation of its National Dialogue Conference to set the minimum marriage age at 18 years in line with its obligation under the Convention on the Rights of the Child to take measures with a view to abolishing practices detrimental to the health of children.
- 115.108. Incorporate the proposed recommendation of the National Dialogue Conference, to set the minimum age for marriage at 18 years for men and women equally in the Yemeni legislation.
- 115.124. Continue efforts by the Government to ensure the enjoyment of economic, social and cultural rights, especially medical care and education, despite the difficulties and challenges identified in its national report.
- 115.130. In cooperation with ILO and other relevant international organizations, continue to provide vocational training, especially for the youth, to build up a skilled workforce to support its development.
- 115.141. Continue its efforts to strengthen the educational and health sectors and raise awareness regarding human rights issue.
- 115.143. Promptly investigate any continued allegations of child, early and forced marriage, especially in the case of young girls, and undertake measures to prevent girls from being forced to withdraw from school.
- 115.144. Take necessary measures to promote girls' access to education, particularly in rural areas.
- 115.145. Continue the efforts of reforming the educational sector and reducing illiteracy, especially among women.
- 115.148. Continue actions to improve the quality of education.
- 115.149. Continue its efforts in improving access, enrolment and quality of education in the country, including through the allocation of adequate financial resources.
- 115.150. Continue to implement the National Basic Education Development Strategy, especially in the areas of enrolment and improvement of quality of education.
- 115.152. Speed up the process of implementing the Compulsory Education Law.

Activity 24

Who are our allies? (30 min)



**Purpose of the activity**

To have group members identify the actors that have an influence on the human rights issue their project will address.

**Materials**

Flipchart, markers, *Worksheet 5: Allies and opponents*, *Reference sheet 11: Networking*

**Rights and responsibilities**

Right to participate (Article 21, UDHR). In order to enjoy this right, we need to participate fully and take everybody's opinion into consideration.

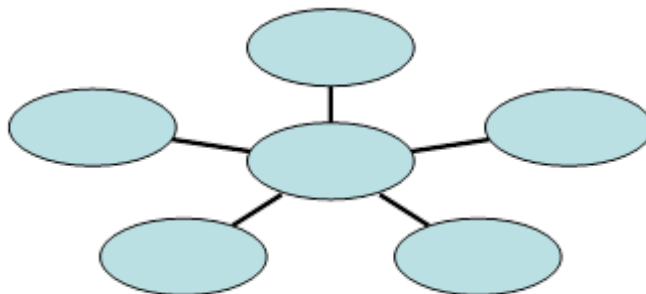
**Life skills**

Critical thinking.

Instructions

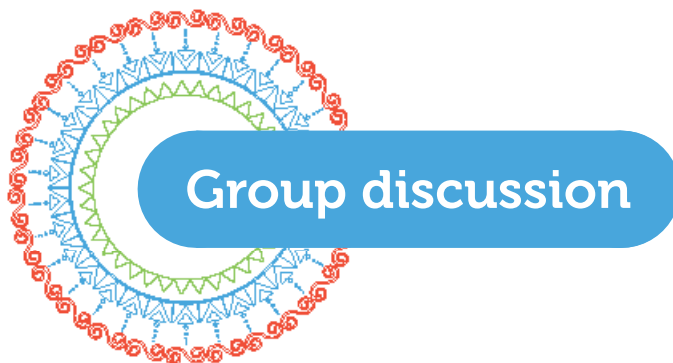
Actors influencing our project

1. You will need to prepare a flipchart version of the *Worksheet 5 – Allies and opponents* to record the information for the preparation of the action plan in Activity 27.
2. Draw a power map (see example) below. Place the issue you are working on in the centre.



## Section 1 Step 3 Workshop 6

3. Identify all the actors that influence the issue and write them in the circles around the issue. Be sure to include actors such as the press, international agencies, religious leaders, community leaders, city councilors, government officials, etc.
4. Classify each of the actors as allies, opponents or undecided. Actors for which you have no information should be classified as undecided.
5. Prioritize the allies, opponents and undecided based on the degree of influence that they have on the issue.
6. Identify the 3 most important allies or undecided actors and the 3 opponents that might have a negative influence on your project.
7. Record the information on the flipchart version of Worksheet 5.



### Feel

- ⦿ Do you feel you were able to identify the most important actors that could have an impact on the success of your project?

### Think

- ⦿ How can having allies make a difference in the results of your project?

### Act

- ⦿ How will you engage the allies you identified?

**End of activity**

# Worksheet 5 - Allies and opponents

<b>Human rights issue</b>	
<b>Allies or undecided</b>	
<b>Opponents</b>	





# Debrief of workshop 6

(15 min)

Activity 25



### Purpose of the activity

To reflect on the activities that the group has done so far and the progress made in the development of the youth human rights project.

### Materials

Cards, markers.

### Rights and responsibilities

Right to opinion and expression (Article 19, UDHR). In order for everyone to enjoy this right, it is important to respect other people's views.

### Life skills

Expressing your views.

## Instructions

1. Create a postcard on which group members write to you, the facilitator<sup>1</sup>. On the postcard, write a few statements that they will have to complete. Here is an example of sentences to write on the postcard:

Date\_\_\_\_\_

Dear\_\_\_\_\_,

I benefited most from\_\_\_\_\_ because\_\_\_\_\_.

I did not really benefit from\_\_\_\_\_ because\_\_\_\_\_.

I would like to know more about\_\_\_\_\_.

2. Collect the postcards and summarize the main ideas to take into consideration for the next working sessions.

### End of activity

<sup>1</sup> (Adapted from Equitas Office of the United Nations High Commissioner for Human Rights (OHCHR) 2011. *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators* – Professional Training Series No. 18, Geneva: Switzerland and Montreal: Canada)



## Workshop 7

### Preparing an action plan

The purpose of Workshop 7 is to start thinking concretely about the youth human rights project by preparing the action plan. Do activities 26 to 29 with the group as described below. Facilitate each activity according to the instructions provided and then lead a short discussion based on the suggested questions.

### Summary of workshop 7

- Activity 26** Selecting an action (30 min)
- Activity 27** Developing an action plan (2 hours)
- Activity 28** Building a memory of step 3 (15 min)
- Activity 29** Debrief of workshop 7 (15 min)

Total Time: 3 hr





## Selecting an action

(30 min)

### Activity 26



### Instructions

1. Begin by reviewing the results of *Activity 22 – Identifying the change*, referring to *Worksheet 3 – Changes in our community*. Present a summary of the discussions highlighting the specific changes that the group wants to see as a result of their project.

Ensure that you review all the information in the chart and that there is agreement in the group.

2. Building on this information, have the group identify one or more action(s) that they feel would be most effective in achieving the results they envisage. Stress to group members that other actions may very likely be necessary to fully achieve the desired changes. Therefore, they should view their action as a starting point and be prepared to plan and carry out other actions.

Some ideas for your youth human rights project are listed on the following page.

#### Purpose of the activity

To have the group agree on the action to undertake.

#### Materials

None.

#### Rights and responsibilities

Right to participate (Article 21, UDHR). In order to enjoy this right, we need to participate fully and take everybody's opinion into consideration.

#### Life skills

Critical thinking, reaching an agreement.

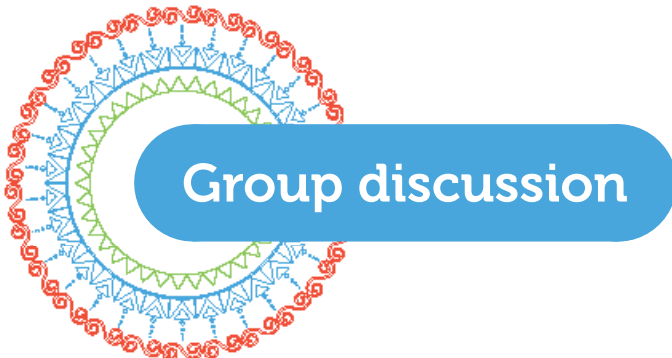
## Section 1 Step 3 Workshop 7

- ⦿ Creating a brochure on the issue and distributing it in the community.
- ⦿ Setting up a fundraising campaign to support vulnerable people in the community.
- ⦿ Organizing a petition and presenting it to City council, government departments, government officials, or other decision makers in the community.
- ⦿ Creating a YouTube video about the issue, posting it on the Internet.
- ⦿ Organizing a human rights theatre to raise awareness among the public.
- ⦿ Approaching different media to generate attention around the issue you are promoting.



For examples of actual projects see [www.mosharka.net](http://www.mosharka.net).

3. Have the group agree on 1 action they will carry out as a group. Group members will very likely have many ideas for actions that they will want to undertake to contribute to the change they identified. Emphasize, however, the importance of doing 1 action first and doing it well. More information is provided on possible actions and how to carry them out. See *Section 3 Reference 13 – Project tips and suggestions* for some ideas on how to for example do a petition, a press release, post a YouTube video.



### Feel

- ⦿ How do you feel about the action you have selected to do?

### Think

- ⦿ Was it difficult to come to an agreement on the action? Why?

### Act

- ⦿ When are you going to meet for the next session to develop your plan?

**End of activity**

## Activity 27

## Developing an action plan (2 hours)



### Instructions

#### Purpose of the activity

To produce a complete Action Plan for the youth human rights project including a budget.

#### Materials

Flipchart, markers, copies of the action plan template and budget template for each group member, *Reference sheet 9: Advocacy*, Reference sheet 13: Tips and suggestions.

#### Rights and responsibilities

Right to participate (Article 21, UDHR). In order to enjoy this right, we need to participate fully and take everybody's opinion into consideration.

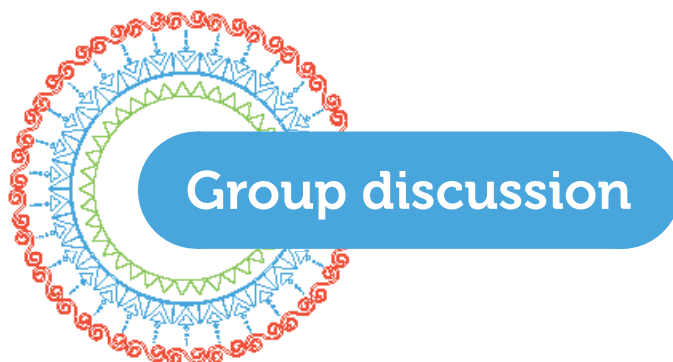
#### Life skills

Critical thinking, project planning and budgeting.

1. Explain to the group that together you will draft the action plan and budget for their project. Stress that the action plan and budget will be valuable tools for implementing and monitoring their youth human rights project as well as for planning the next steps.
2. Prepare flipchart versions of the action plan template and of the budget template provided below. Give each group member a copy of both templates. Inform them that as you complete the templates together they should record the information on their copies.
3. Using the flipchart versions of worksheets 3, 4 and 5, begin by completing the action plan with the group members. Remind them that, except for the assignment of tasks, all the information needed to complete the action plan has been previously discussed.

## Section 1 Step 3 Workshop 7

4. Ensure that for each of the tasks in the action plan, the group identifies the group members who are responsible for carrying out the tasks and sets clear deadlines for completing them. The group should also discuss how to address any problems that may lead to delays.
5. Once the action plan has been completed, together with the group, prepare a budget for the project using the Budget template provided.
6. Ensure that group members understand their assigned tasks, the deadlines for completion and the funds available.
7. Inform the group members that you will contact them in the following weeks to check on their progress in terms of their assigned tasks and to address any questions they may have.
8. Remind them that the success of the project depends on everyone meeting their commitments.



### Feel

- ⦿ How did you find the experience of developing the plan and budget for your action as a group?

### Think

- ⦿ Do you feel the plan and budget are realistic? Have the tasks been well distributed among group members?

### Act

- ⦿ How do you plan to move forward in the next few weeks?

**End of activity**



# Action plan template

Youth human rights project title:	
1. Who are the members of our group?	2. What are their strengths? (Activity 8)
3. What is the issue we want to address? (Activity 15)	
4. What are the changes we would like to see in our community? (Activity 22)	
5. How will we know we have succeeded? (What are the INDICATORS that will allow us to know whether or not we achieved what we wanted to achieve?) (Activity 22)	
6. What UPR recommendation or recommendations do we want to consider in our action plan? (Activity 23)	
7. Who are the ALLIES and what are their roles of around the issue we identified? (Activity 24)	
How do we the REACH them?	

## Section 1 Step 3 Workshop 7

8. Who are the OPPONENTS and how do we want to influence them? (Activity 24)

How do we the REACH them?

9. What ACTION will we undertake to achieve the changes we expect? (Activity 26)

10. What is the TIMEFRAME for the overall plan and for the different activities?

11. Who will we CONTACT during the implementation of our action (decision-makers, media)?

12. Which DECISION-MAKERS and GOVERNMENTS OFFICIALS can we present recommendations to as part of our action? If there are several people, prioritize.

13. What are the TASKS TO ACCOMPLISH for the action plan?			
Task	Person(s) responsible	Date	Check ( ✓ ) when done

## Section 1 Step 3 Workshop 7

# Budget for human rights project

Partner organization:			
Name of activity:			
Implementation period (date):			
	A	B	C = A X B
Description	Number of units	Cost	Total cost (local currency)
1. Human rights education materials development			
1.1. Development of new HRE materials			
Total HRE materials development:			
2. Honoraria			
2.1. Facilitators			
2.2. Resource persons			
2.2. Interpreter/ translator			
Total honoraria:			
3. Travel			
3.1. Youth leaders			
3.2. Resource persons			
3.3. Group members			
Total travel:			
4. Meals and accommodation			
4.1. Accommodation			
4.2. Meals			
4.3. Coffee breaks			
Total meals and accommodation:			

## Section 1 Step 3 Workshop 7

	A	B	C = A X B
Description	Number of units	Cost	Total cost (local currency)
<b>5. Training session/ workshop / meeting</b>			
5.1. Facilities rental			
5.2. Equipment rental			
5.3. Materials and supplies			
5.4. Printing/ Photocopying			
5.5. Miscellaneous session costs			
<b>Total training session/ workshop/ meeting:</b>			
<b>6. Other expenses</b>			
6.1. Communications			
<b>Total other expenses:</b>			
<b>Grand Total:</b>			
Prepared by:			
Signature and date:			

### Explanation:

1. Human rights education materials development - refers to the costs incurred in the development of materials for the Youth Human Rights Project.
2. Honoraria - honorarium allocated to resource persons, facilitators, etc. involved in the project.
3. Travel costs using public transportation incurred by youth leaders and group members in implementing the project, e.g., estimated cost per group member attending a 2-day workshop.
4. Meals & accommodations - costs allocated to cover meals and accommodation of youth leaders, resource persons, facilitators and group members in the implementation of the project.
5. Training session / workshop / meeting - these refer to estimated costs in implementing different activities, e.g., a training session, workshop or a meeting, that are part of the project. For instance, the cost of flipcharts, pens and notebooks to be used for a workshop can be included in costs of materials & supplies.
6. Other expenses - include estimated costs that are not included in the first 4 categories of estimated costs.



## Building a memory of step 3 (15 min)

### Activity 28



#### Purpose of the activity

The “Building a memory” activity is an opportunity to keep an on-going record of the group’s progress and learning as you develop and implement your project. This activity will be repeated at the end of each step of the process.

#### Materials

Bricks created in Activity 9 and Activity 16 at the end of Steps 1 and 2 respectively, posted on the wall, crayons, coloring pencils, markers and index cards.

#### Rights and responsibilities

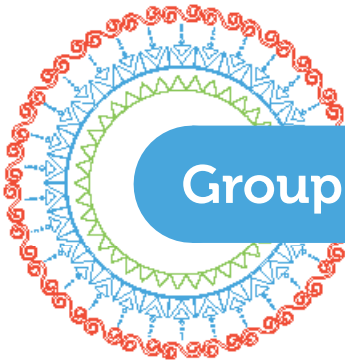
Right to opinion and expression (Article 19, UDHR). In order for everyone to enjoy this right, it is important to respect other people’s views.

#### Life skills

Expressing your views.

## Instructions

1. Review the previous steps of the project by selecting a few bricks from the wall and asking group members to share what they represent.
2. Provide everyone with a small box of crayons, colouring pencils or markers and an index card.
3. Ask each group member to add a brick to the wall that reflects their feelings about step 3 of the project; something they learned, or something they absolutely want to remember.
4. Invite group members who would like to, to present their brick to the group.



## Group discussion

### Feel

- ⦿ Are you surprised by the results of this activity? Why or why not?

### Think

- ⦿ So far, what have you accomplished as a group?

### Act

- ⦿ How can you use what you have learned so far in upcoming steps?

**End of activity**



## Debrief of workshop 7

(15 min)

### Activity 29



#### **Purpose of the activity**

To reflect on the activities that the group has done so far and the progress made in the development of the youth human rights project.

#### **Materials**

None.

#### **Rights and responsibilities**

Right to opinion and expression (Article 19, UDHR). In order for everyone to enjoy this right, it is important to respect other people's views.

#### **Life skills**

Expressing your views.

## Instructions

1. Form small groups of 3-5 people.
2. Invite each group to identify key elements of the workshop such as the highlights, something they learned, or something they want to remember, etc.
3. Ask the groups to compose a rap song or other type of song or a poem that describes the workshop. They can base their song on a familiar tune.
4. Ask the groups to share their work with everyone.
5. Summarize the comments and reflections and use them to make necessary changes for the next workshop.

**End of activity**





## Step 4

# Taking action

### Goal of step 4

To implement the action(s) in the community.

### Objectives

**By the end of step 4, group members should be able to:**

- ⦿ Complete most of the project and monitor its progress.



**Step 4** lasts 4 to 8 weeks

The facilitator's role in the project implementation is to provide leadership, assistance, and support, that is, to accompany group members throughout the entire process. It is strongly recommended that the facilitator participate in all of the activities carried out by the group.

#### Facilitator responsibility

- 1. Contact group members one week after the working session** during which the group prepared the action plan, to ensure everyone is clear on their tasks and is on track. It is important to contact group members (either individually or in small groups) at different stages throughout the implementation of the group action plan to ensure the work remains on track. Contact with group members can be made in person or by telephone. Email might be less effective.

During these conversations it is important to:

- ⦿ Review each activity that was planned;
- ⦿ Have group members describe what they have done so far;
- ⦿ Determine with group members if any changes are needed and plan the changes;
- ⦿ Plan on how to assist them during the rest of the process (ask them explicitly what kind of support they would need).

- 2. Plan a time to do a monitoring session** that will allow you to evaluate the implementation process to date and orient the next steps of the action plan. You should plan for this monitoring session to take place at the half-way point of the project implementation. The session is described in the next step.





## Step 5

# Monitoring and evaluating

During this step, group members will have the opportunity to monitor the progress of their human rights project and evaluate the final results.

## Goal of step 5

To establish the extent to which the group's action is on track and contributing to the desired change in the community.

## Objectives

**By the end of step 5, group members should be able to:**

- ⊙ Assess the project implementation to date;
- ⊙ Identify whether their action plan is contributing to changes they wanted to see;
- ⊙ Make any necessary adjustments to their action plan;
- ⊙ Plan the next steps they would like to undertake.



**Step 5** lasts 3 hours, involves 2 workshops

**Workshop 8** – Monitoring our action and making adjustments

(1 hr and 30 min)

**Workshop 9** – Final evaluation and next steps

(1 hr and 30 min)

A summary of which activities will be facilitated during each workshop is provided at the beginning of each workshop.



## Workshop 8

### Monitoring our action and making adjustments

The purpose of workshop 8 is to give group members the opportunity to share their experiences and their assessment of results achieved to date.



Workshop 8 should take place about half way through the implementation of the action plan, that is, 2 to 4 weeks after the last formal working session (See *Step 3, Workshop 7 – Preparing an action plan*).

Depending on the type of project and the group, you may want to hold more than 1 of these workshops that focus on monitoring progress.

Do activities 30 and 31 with the group as described below. Facilitate each activity according to the instructions provided and then lead a short discussion based on the questions suggested.

### Summary of workshop 8

**Activity 30** Zig zag (15 min)

**Activity 31** Monitoring (75 min)

Total Time: 1 hr and 30 minutes







## Activity 30

### Zig zag (15 min)

**Purpose of the activity**

To help group members recall the strengths of each individual in the group and revisit the human rights values promoted in the guide

**Materials**

None.

**Rights and responsibilities**

Right to participate (Article 21, UDHR). In order to enjoy this right, we need to participate fully and take everybody's opinion into consideration.

**Life skills**

Listening skills.

## Instructions

1. Set up chairs in a circle facing the centre. Ask group members to sit down.
2. Stand in the middle of the circle.
3. Go around the circle and ask each person to name one of their qualities. Each person needs to name something different.

## Section 1 Step 5 Workshop 8

4. Choose one person to be the leader and have this person stand in the middle of the circle. The leader has 3 options:
- ⊙ If he or she points to a person and says 'zig', that person needs to name the quality of the person on his or her right
  - ⊙ If he or she points to a person and says 'zag', that person needs to name the quality of the person on his or her left
  - ⊙ If he or she says 'zig zag', everyone changes places. During this time the leader also tries to find a place to sit. Anyone who makes a mistake or who can't find a chair becomes the leader



### Group discussion

#### Feel

- ⊙ How did you feel during the activity?

#### Think

- ⊙ What did you learn while doing this activity?

#### Act

- ⊙ Can what you learned during the activity help improve our group dynamics? How?

**End of activity**

## Activity 31

## Monitoring (75 min)



## Instructions

**Purpose of the activity**

To gauge the group's assessment of progress made so far in the implementation of their youth human rights project.

**Materials**

5 ropes, each about one meter long, post-its, paper, flipchart, markers.

**Rights and responsibilities**

Right to participate (Article 21, UDHR). In order to enjoy this right, we need to participate fully and take everybody's opinion into consideration.

**Life skills**

Critical thinking

**Part A**

1. Hang 5 ropes across a wall. Write "yes" at one end of the 5 ropes and "no" at the other end.
2. Write each of the 5 statements below on a large piece of paper:
  - ⊙ I am satisfied with the project.
  - ⊙ We are implementing the action plan and it is going well.
  - ⊙ The activities we have implemented so far are contributing to achieving the change we want to see.
  - ⊙ We should continue to implement our activities as described in our action plan
  - ⊙ As a group, we work well together

## Section 1 Step 5 Workshop 8

3. Tape 1 statement above each rope. Each rope corresponds to 1 statement.
4. Give 5 post-its to each group member. Everyone must “vote” as to whether he/she thinks each statement is true or not. Group members can answer “yes” or “no” or nuance their responses by hanging their post-its wherever they want along the rope.
5. Ask group members to explain their answers and to give examples. Encourage them to share any solutions they may have to address difficulties they have surfaced.
6. Draw some conclusions about the overall process so far.
7. Record the information on flipchart. You should refer back to it in *Activity 33 – Evaluating*.



### Part B

1. Display the flipchart version of the action plan for the youth human rights project that you developed with the group during step 3.
2. Review the action plan with your group in light of what was discussed in Part A. Make any necessary adjustments or changes.
3. Ensure that group members record the changes, in particular those that involve tasks for which they are responsible



## Group discussion

### Feel

- ⦿ What do you think about this activity? Why?

### Think

- ⦿ Do you think that your project is contributing to the changes you identified?

### Act

- ⦿ How can you use what you learned in this activity moving forward in your project?

**End of activity**



## Workshop 9

### Final evaluation and next steps

The purpose of this final workshop is to have group members share their feedback on the project and on the work of the group. The entire workshop is dedicated to evaluating the youth human rights project and will require everyone involved to provide clear, honest and constructive feedback. Maintaining a positive group dynamic is particularly important as it will influence the success of future collaborative actions. Do activities 32 and 33 with the group as described below. Facilitate each activity according to the instructions provided and then lead a short discussion based on the suggested questions.



### Summary of workshop 9

**Activity 32** Say it without talking (15 min)

**Activity 33** Evaluating (75 min)

Total Time: 1 hr and 30 minutes







## Activity 32

# Say it without talking (15 min)



## Instructions

1. Divide group members into pairs.
2. Ask them to explain, without talking, something they did last night or since they last met. They are only allowed to use gestures and facial expressions to communicate or to get the message across. Make sure to talk about communication and obstacles to clear communication after this activity.

### Purpose of the activity

To highlight the importance of our non-verbal cues in our communications with others. In communicating with others, body language is often as important as words.

### Materials

None.

### Rights and responsibilities

Right to participate (Article 21, UDHR). In order to enjoy this right, we need to participate fully and take everybody's opinion into consideration.

### Life skills

Communication skills.



## Group discussion

### Feel

- ⦿ How did you feel during this activity?

### Think

- ⦿ What did you learn about communicating in this activity?

### Act

- ⦿ Can what you learned during the activity help improve communication within the group? How?

**End of activity**

## Activity 33

## Evaluating (75 min)



## Instructions

**Purpose of the activity**

To establish the extent to which the group's human rights project contributed to the change they wanted to see and to showcase the results.

**Materials**

Flipchart and markers.

**Rights and responsibilities**

Right to participate (Article 21, UDHR). In order to enjoy this right, we need to participate fully and take everybody's opinion into consideration.

**Life skills**

Critical thinking, communication skills.

**Part A – Evaluating our project**

1. Begin by reviewing the information provided by group members in *Activity 31 – Monitoring*.
2. Overall impressions  
Ask group members to share their overall impressions about the process and about the results achieved. You can use the continuum activity.
3. Results achieved  
Review the changes and the indicators identified by the group in their action plan. Use the questions below to guide your discussion.
  - ⊙ Did we achieve the expected changes? Why or why not?
  - ⊙ What more can we do in the future to achieve the expected changes?
  - ⊙ How can we make sure we have a lasting impact?

## Section 1 Step 5 Workshop 9

### 4. Evaluating the process

Review the process you undertook with the group by asking the following questions:

- ⦿ What was most useful in the process we followed for our youth human rights project?
- ⦿ What was less useful in terms of process?
- ⦿ What would you recommend for next time?

### 5. Individual learning

- ⦿ What new knowledge, skills, connections did you develop?
- ⦿ How will this help you in your work with your community?
- ⦿ What are some overall lessons learned that will help us in our future work?



## Part B – Next steps

### 1. Sharing results

Decide with your group on how to showcase the results of your project. At this point, will you come together and show a video and discuss, invite media and decision makers? How will you share the results with the community?

### 2. Planning future actions

- ⦿ Based on the results of the group evaluation discuss ideas for other projects you can undertake as a group.
- ⦿ Identify others who may be interested in joining your group.
- ⦿ Get commitment from group members on projects suggested by the group and establish a time frame.

### 3. Follow up

- ⦿ Inform the group that you will follow up with them regarding what they have committed to do in terms of future projects.
- ⦿ Start the process of the youth human rights project again to implement new projects.



## Group discussion

### Feel

- ⦿ How effective was this activity in helping you evaluate your project? Why?

### Think

- ⦿ How can we use what we learn in this activity?

### Act

- ⦿ How are you going to ensure the sustainability of the results of your project?

**End of activity**

## References

**The following references were consulted in the development of the youth human rights project process:**

Arnold, R., Burke, B., James, C. Martin, D., Thomas, B. (2002). *Educating for a Change*, Toronto: Canada.

Commonwealth Foundation (2005). *Citizens' Education for Good Governance: Citizens' Education Action Learning (CEAL) Guide*, London: England.

Craig Kielburger and Marc Kielburger (2009). *Take Action! A Guide To Active Citizenship*, Toronto: Canada.

Equitas and Office of the United Nations High Commissioner for Human Rights (OHCHR) 2011. *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators – Professional Training Series No. 18*, Geneva: Switzerland and Montreal: Canada.

Equitas (2010). *Speaking Rights: Human Rights Education Toolkit for Youth 13-17*. Montréal: Equitas- International Centre for Human Rights Education.

Taking IT Global. *Guide to Action: Simple Steps Towards Change*, available at [http://tig.phpwebhosting.com/guidetoaction/Guide\\_to\\_Action\\_en.pdf](http://tig.phpwebhosting.com/guidetoaction/Guide_to_Action_en.pdf)

Youth Action Network (2002). *Fire it Up: A Toolkit for Youth Action*, Toronto: Canada.

## Section 2

### More activities

This section provides additional dinamicas and activities that can be used in the implementation of the youth human rights projects or on their own. Activities 34 to 37 are dinamicas and activities 38 to 46 are content activities.







## Activity 34

### Protect us (15 min)

**Purpose of the activity**

To discuss protection, security and defending human rights in a society where there are many obstacles.

**Materials**

None.

**Rights and responsibilities**

Right to opinion and expression (Article 19, UDHR). In order to enjoy this right, it is important to respect other people's views.

**Life skills**

Problem-solving.

## Instructions

1. Choose someone to play the role of parents.
2. Choose someone to play the role of the wolf. The rest of the group are children who must be protected from the wolf by both parents.
3. The wolf must try to catch the children while the parents try to protect them. The wolf repeats: "I am the Wolf...and I am going to catch you". The parents repeat: "we are the parents and no one will hurt you".

## Section 2 More activities

4. The children have to run quickly towards the parents and stay around them and help others to do the same.
5. Play for a few minutes and then switch roles.
6. Choose different group members for the roles of parents, wolf, and children.



### Group discussion

#### Feel

- ⦿ How did you feel during the activity?

#### Think

- ⦿ What did you learn while doing this activity?

#### Act

- ⦿ Can what you learned during the activity help improve our group dynamics?  
How?

**End of activity**

## Activity 35

## Tower (15 min)

**Purpose of the activity**

To focus on key elements of successful group work such as cooperation, leadership and team work.

**Materials**

Books, building blocks, small plastic bowls and a number of miscellaneous objects.

**Rights and responsibilities**

Right to equality, right to non-discrimination and right to recognition as a person before the law (Articles 1, 2 and 6, UDHR). In order to enjoy these rights, we need to respect others.

**Life skills**

Communicating effectively.

## Instructions

1. Divide the group into teams of 4-5.
2. Hand out the same number of objects like books, building blocks, etc. to each team.
3. Ask the team to build the highest possible tower in 3 minutes. After they are done, lead the discussion by focusing on leadership and teamwork.



### Feel

- ⦿ Do you feel you worked as a team during this activity? Give some examples.

### Think

- ⦿ What might you do differently next time?

### Act

- ⦿ How can you use that activity to improve the dynamic of the group?

**End of activity**

## Activity 36

## The big wind blows (15 min)



### Purpose of the activity

To get to know each other better.

### Materials

None.

### Rights and responsibilities

Right to equality, right to non-discrimination and right to recognition as a person before the law (Articles 1, 2 and 6, UDHR). In order to enjoy these rights, we need to respect others.

### Life skills

Communicating effectively.

## Instructions

1. Make sure you have enough seats in the circle for all except for one person.
2. You are the big wind, and whoever you blow on has to move. Instead of blowing, you call out, "The big wind blows on everyone who. .." and then add your own description; for example, "on everyone who is wearing black socks," or "everyone who knows 2 human rights." Everyone who fits the description must get up and change seats; in the general commotion, you also try to get a seat. Whoever is left standing gets to be the big wind next round

## Section 2 More activities



### Feel

- ⦿ How did you feel during the activity?

### Think

- ⦿ What did you learn while doing this activity?

### Act

- ⦿ Can what you learned during the activity help improve our group dynamics?  
How?

**End of activity**

Activity 37

Bully escape (15 min)



**Purpose of the activity**

To experience and discuss discrimination and bullying.

**Materials**

None.

**Rights and responsibilities**

Right to equality, right to non-discrimination and right to recognition as a person before the law (Articles 1, 2 and 6, UDHR). In order to enjoy these rights, we need to respect others.

**Life skills**

Communicating effectively.

Instructions

1. Ask the group members to stand in a line at one end of the room.
2. Select 2 group members to play the role of the “bullies” and have them stand facing the group a few metres in front of the line.
3. Group members try to get across the room and the bullies state a condition that will determine who is allowed to go across freely. Examples of conditions could be: “only if you are wearing sandals,” or “only if you give me your glasses,” or “only if you can speak English.”

## Section 2 More activities

4. The group members who meet these conditions can calmly cross the room without being intimidated and without being chased by the bullies. The other group members must try to run across room without being tagged by the bullies. If a group member is tagged by one of the bullies then he/she becomes a bully, replacing one of the two bullies. If no one gets tagged, the bullies stay the same and the activity continues.



### Feel

- ⦿ How did you feel during the activity? Did you feel treated equally?

### Think

- ⦿ What did you learn while doing this activity?
- ⦿ Were the conditions imposed by the group members fair?

### Act

- ⦿ Can what you learned during the activity help improve our group dynamics?  
How?

**End of activity**



## Activity 38

## Gender description (35 min)

**Purpose of the activity**

To think about gender stereotypes, roles and themes.

**Materials**

Magazines to cut up, list of characteristics, markers, glue, large piece of papers, scissors.

**Rights and responsibilities**

Right to non-discrimination (Article 2, UDHR). In order for everyone to enjoy this right, it is important to respect each other in a non-discriminatory way.

**Life skills**

Thinking critically, expressing your views.

## Instructions

1. Ask group members to cut out pictures of men and women from magazines, flyers, catalogues, newspapers, etc.
2. Glue the pictures of men on a large piece of paper and the pictures of women on another to create a display. Post both displays on the wall.
3. Put 2 small boxes underneath each display.
4. Copy and cut out the characteristics listed at the end of this activity for each group member.
5. Ask group members to put the characteristics that most people in society associate with men and women in the box underneath the appropriate display.

## Section 2 More activities

6. Open the boxes with the group members and count the number of characteristics in each box.
7. Explore the question of stereotypes associated with men and women by asking group members to explain their choice of characteristics attributed to men and women.
8. Ask group members to name one characteristic that might describe them, but that is usually associated with the opposite gender.



### Feel

- ⊙ Describe the activity you have just done in one word.
- ⊙ Do you agree with the characteristics associated with men? With those associated with women?

### Think

- ⊙ Why do we associate particular characteristics with men and others with women?
- ⊙ Can a man have certain so-called “feminine” qualities? Why? Can a woman have certain so-called “masculine” qualities? Why? What are the consequences of stereotyping?

### Act

- ⊙ How can we promote a more positive image of both men and women?
- ⊙ What can we do to change gender stereotypes and discrimination within our group or when we are with our friends or family? How?

### End of activity

Based on the *Gender in a box* suggested in *Gender Matters*, Council of Europe, Council of Europe Publishing, Strasbourg, 2008, available at: <http://www.eycb.coe.int/gendermatters/contents.html>.

List of characteristics (to be copied and cut out)

Dependent

Submissive

Intelligent

Good leader

Independent

Dominant

Sensitive

Good at cooking

Accountable

Good at business



## Activity 39

## Addressing discrimination against women (45 min)



### Purpose of the activity

To think about what can be done to eliminate discrimination against women.

### Materials

Attached cards.

### Rights and responsibilities

Right to equality, right to non-discrimination (Articles 1, 2, UDHR). In order to enjoy these rights, we need to respect others.

### Life skills

Critical thinking.

## Instructions

1. Copy and cut the attached cards.
2. Ask group members to explain what they explain what they understand by “discrimination against women”. Refer to article 1 of the *Convention on the Elimination of Discrimination Against Women (CEDAW)* for a formal definition:

“For the purposes of the present Convention, the term “discrimination against women” shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.” (Article 1, CEDAW).

## Section 2 More activities

3. Inform the group members about the *Convention on the Elimination of Discrimination Against Women*. Read *Reference Sheet 4 – Gender Equality* for more details on the subject.

*Adopted in 1979 by the United Nations, it came into force in 1981. It is a comprehensive and legally binding instrument that prohibits discrimination against women and obliges governments to take steps to advance equality of women. CEDAW protects women's rights to equality and non-discrimination in economic, social and cultural realms.*



4. Divide the group into teams of 3.
5. Give each team a card that describes obligations of States regarding the elimination of discrimination against women.
7. Ask each team to come up with 2 concrete actions that the government could undertake to meet their obligations.
8. Ask the teams to present their actions to the groups.



### Group discussion

#### Feel

- ⦿ What is your impression of this activity?

#### Think

- ⦿ Do you think that government can easily undertake measures to eliminate discrimination against women? Why or Why not?
- ⦿ Are there obstacles to the implementation of such measures? What are they?

#### Act

- ⦿ Can you mention something you can do in your community to contribute to the elimination of discrimination against women?
- ⦿ What can you do to advocate for the establishment of measures that fight discrimination against women in your country or your community?

**End of activity**

**Cards (to be copied and cut out)**

**State Parties should establish policy measures to eliminate discrimination.**

**(Article 2, CEDAW)**

**State Parties should undertaking measures to eliminate sex role stereotyping and prejudices.**

**(Article 5, CEDAW)**

**State Parties should take measures to ensure the participation of women in public and political life.**

**(Article 7, CEDAW)**

**State Parties should take measures to make sure women have access to education at all levels.**

**(Article 10, CEDAW)**

**Cards (to be copied and cut)**

**State Parties should take measures to recognize women's right to work on the basis of equality between men and women.**

**(Article 11, CEDAW)**

**State Parties should take measures to eliminate discrimination against women in rural areas.**

**(Article 14, CEDAW)**

**State Parties should take measures to ensure that women have equal treatment before the law, with respect to signing contracts, buying and selling property. (Article 15, CEDAW)**

**State Parties should take measures to ensure that women have equal rights in marriage and family relations.**

**(Article 16, CEDAW)**



## Section 2 More activities

5. Explain the activity. The facilitator picks a card and reads aloud the subject of the improvisation. The teams have 60 seconds to consult among themselves and decide what they are going to improvise. In their improvisation, they have to present the situation related to the topic and a solution to the instance of racism
6. Each team performs their improvisation.
7. After each improvisation, discuss what happened and what solutions the group members proposed.



### Feel

- ⦿ Did you enjoy this activity? Why?

### Think

- ⦿ Is racism something that happens in your community?
- ⦿ What did you learn about addressing racism?
- ⦿ What else did you learn?

### Act

- ⦿ How can we promote respect for different cultures in our community?
- ⦿ How can you fight racism?

**End of activity**



# No to discrimination

(30 min)

## Activity 40



### Purpose of the activity

To think about labelling, stereotyping and discrimination.

### Materials

Role cards and questions.

### Rights and responsibilities

Right to non-discrimination (Article 2, CRC), Right to privacy (Article 2, UDHR). In order for everyone to enjoy these rights, it is important to treat everyone equally.

### Life skills

Expressing your views, critical thinking.

## Instructions

1. Copy and cut the role cards provided below. Ensure you have a card for each group member.
2. Draw a line on the floor using tape. Write “very good” at one end of the line and “very bad” at the other end. During this activity, you will ask questions and group members will indicate their response by positioning themselves on the line. Group members can answer “very good” or “very bad” or nuance their answers by positioning themselves anywhere along the line.
3. Give a card to each group member and explain that they will assume the identity of the person on the role card. Explain that there are 4 different role cards: refugee, linguistic minority in your country, religious minority in your country and female citizen. Explain that different group members may receive the same role card or identity.

## Section 2 More activities

4. Ask group members to read their cards without showing them to anyone else.
5. Ask group members to think about their role and what their life might be like if they were that person.
6. Read the first question from the list provided and ask group members to indicate how they feel about their response by positioning themselves along the line. After each question, ask group members to comment on or explain their answers.
7. After you have read out all the questions, those who wish to share which role they were assigned can do so with the group.



### Feel

- ⊙ What will you remember from this activity?

### Think

- ⊙ Do you think that refugees, female citizens, linguistic and religious minorities are treated equally in your community? Why or why not?

### Act

- ⊙ What could we do to help someone who is discriminated against because of her/his identity?

**End of activity**

## Questions

1. What is your perception of your identity as described on your card?
2. How would you feel if you lived that way in your daily life?
3. How would you say society views people with your identity?
4. How would you say society treats people with your identity?

**Role cards (to be copied and cut out)**

Refugee

Linguistic minority in your country

Religious minority in your country

Female citizen

Refugee

Linguistic minority in your country

Religious minority in your country

Female citizen

## Human rights quiz

(30 min)

### Activity 41



#### **Purpose of the activity**

To develop knowledge of human rights (dates, instruments, facts, etc.)

#### **Materials**

Quiz provided.

#### **Rights and responsibilities**

Right to know your rights (Article 42, CRC). In order to enjoy this right, we need to learn what are our rights and responsibilities are.

#### **Life skills**

Teamwork, communicating effectively.

## Instructions

1. Form teams of 3 to 5 people.
2. Explain the rules of the quiz. The first team to come up with the right answer gets one point. Ask each team to come up with a sound that will represent their team (e.g. a meowing cat, a barking dog). When a team thinks it has the answer, the whole team has to make that sound and one person should give the answer.
3. After each question, provide to group members any additional information included in the answer key at the end of the quiz.



### Feel

- ⦿ Did you like this activity?

### Think

- ⦿ Do you know your rights? Which ones do you know?
- ⦿ Do we all have the same rights? Why? Do we also have responsibilities? Which ones?
- ⦿ Which rights are fully respected in your community?
- ⦿ Which rights are not always respected?

### Act

- ⦿ What can you do to ensure that your rights and other's rights are respected?
- ⦿ How can we educate other people about their rights?

**End of activity**



Quiz

1. In what year was the *Universal Declaration of Human Rights* adopted?

- a) 1988
- b) 1948
- c) 2000

2. According to international instruments, a child is a person below the age of...

- a) 18
- b) 17
- c) 19

3. Name 5 rights that you have.

---

---

---

---

4. As an active citizen, can you name 5 responsibilities that you have?

---

---

---

---

5. The *Convention on the Rights of the Child* is an international treaty that recognizes the rights of children and youth?

- a) True
- b) False

## Section 2 More activities

6. Complete the sentence: “Everyone has the right to freedom of \_\_\_\_\_ and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.” (Article 19, *Universal Declaration of Human Rights*).
7. Complete the sentence: “Everyone has the right to \_\_\_\_\_, liberty and security of person.” (Article 3, *Universal Declaration of Human Rights*).
8. Complete the sentence: “Everyone has the right freely to participate in the \_\_\_\_\_ life of the community, to enjoy the arts and to share in scientific advancement and its benefits.” (Article 27, *Universal Declaration of Human Rights*).
9. Complete the sentence: “Everyone has the right to freedom of \_\_\_\_\_ and residence within the borders of each state. (Article 13, *Universal Declaration of Human Rights*).
10. Complete the sentence: “Everyone has the right to freedom of thought, conscience and \_\_\_\_\_.” (Article 18, *Universal Declaration of Human Rights*).
11. In what year was the *Convention on the Elimination of Discrimination against Women* adopted?
  - a) 1967
  - b) 1979
  - c) 2005
12. When was the *Convention on the Elimination of All Forms of Racial Discrimination* adopted?
  - a) 1948
  - b) 1979
  - c) 1965

## Quiz answer key

1. 1948 - Adopted on December 10, 1948 by the United Nations, the *Universal Declaration of Human Rights* (UDHR) is the founding document of human rights.
2. 18 - Article 1 of the *Convention on the Rights of the Child* states that description.
3. There are 30 rights in the UDHR. Some of these rights include:
  - ⊙ Right to life
  - ⊙ Right to equality
  - ⊙ Right to express yourself
  - ⊙ Right to education
  - ⊙ Right to practice a religion
  - ⊙ Right to information
  - ⊙ Right to social security
4. A few responsibilities include:
  - ⊙ Respect other people's opinions
  - ⊙ Participate in public life
  - ⊙ Vote at governmental elections
  - ⊙ Treat everyone equally
  - ⊙ Respect everyone's religion
  - ⊙ Include other people
  - ⊙ Respect each other's differences
  - ⊙ Respect other people's privacy
5. True - The *Convention on the Rights of the Child* is an international treaty that recognizes the civil, political, economic, social and cultural rights of children and youth under 18 years of age. This treaty was adopted by the United Nations on November 20, 1989.
6. Opinion.
7. Life.
8. Cultural.
9. Movement.
10. Religion.
11. 1979 - The *Convention on the Elimination of Discrimination against Women* was adopted in 1979 and it came into force in 1981. It is a comprehensive and legally binding instrument that prohibits discrimination against women and obliges government to take steps to advance equality of women.
12. 1965 - It was adopted in 1965 and it came into force in 1969. The *Convention on the Elimination of All Forms of Racial Discrimination* forbids any "distinction, exclusion, restriction or preference based on race, colour, descent or national or ethnic origin.



## Forum theatre

(30 min)

### Activity 42



#### Purpose of the activity

To think about rights and responsibilities and conflict resolution.

#### Materials

Scenarios.

#### Rights and responsibilities

Right to equality (Article 2, UDHR), freedom of belief and religion (Article 18, UDHR), Right to peaceful assembly and association (Article 20, UDHR). In order to enjoy these rights, we need to respect other people's rights.

#### Life skills

Critical thinking, problem-solving.

## Instructions

1. Copy and cut out the scenarios provided below.
2. Explain how the activity will work: one team acts out a situation. The audience is asked to react. When someone from the audience notices a violent action or a confrontational or discriminatory gesture or language, they shout "freeze". The group members in the skit stop and allow the person who shouted "freeze" to join the team. The skit resumes and the new group member tries to act in a way that resolves the situation.
3. Form teams of 3 to 5 people and give a scenario to each team.

## Section 2 More activities

4. Ask the teams to act out the scenarios they were given, adapting them if they wish.
5. Have the teams take turns acting out their scenarios.

**Variation:** Instead of handing out scenarios to the teams, have them imagine a situation involving issues around rights and responsibilities or discrimination and ask them to act it out.



### Group discussion

#### Feel

- ⊙ Ask group members to complete the following sentence: The activity we just did was \_\_\_\_\_.

#### Think

- ⊙ What is the key idea of each skit?
- ⊙ Have you ever found yourself in situations like the ones that were acted out?
- ⊙ How did you react in those situations? How did you feel in those situations?
- ⊙ Why are people often hesitant to intervene in conflict situations?

#### Act

- ⊙ What do you do when people make comments that you feel are inappropriate?
- ⊙ What will you do if one of the situations represented in the skits occurs?

**End of activity**

## Scenarios

### 1. In a group meeting at a local organization

A group of men and women start discussing the discrimination women face in society. One woman mentions that she does not feel free to do what she wants, when she wants. Another one says that she would like to create an association to protect and defend women's rights. Suddenly, one man says in an aggressive tone that women always criticize everything and that discrimination does not exist. Women are making this up.

### 2. At a friend's house

Your friend starts making jokes about immigrant workers and saying things that are uncomfortable for Huda. Everybody laughs except her.

### 3. In the park

A group of young people are taking a walk in the park. Everyone seems in a good mood, walking, chatting and laughing. Someone comes up to them and says: "You're taking up the whole path. Young people today—they do whatever they want, no concern for anyone else." The person shoves you out of the way, pushes through the group and continues down the path.

### 4. On the street

A group of friends are walking down the street and discussing. Some of them are eating small things and throw their garbage on the street. Hassen can't help noticing all the garbage lying around. He tells them not to throw out their garbage on the street, it is dirty and disrespectful. Everyone laughs at him and tells him to stay home if he doesn't like it.





## Being an active citizen means (30 min)

### Activity 43



#### Purpose of the activity

To think about civic participation and engagement.

#### Materials

Ball of yarn, scissors.

#### Rights and responsibilities

Right to opinion and expression (Article 19, UDHR). In order for everyone to enjoy this right, it is important to respect other people's views.

#### Life skills

Communicating effectively.

## Instructions

1. Explain the purpose of the activity. During the discussion, group members will create a spiderweb using a ball of yarn. This symbolic web represents the bonds we form with members of our community.
2. Ask the group to form a circle.
3. Take the end of the ball of yarn and hold it in your hand. Start the activity by completing the following sentence: "Being an active citizen means..." You could say, for example: "Being an active citizen means voting during the election."
4. Throw the ball to another person, while holding the end of the yarn. The web will begin to take shape.
5. The person you throw the ball to also completes the sentence "Being an active citizen means ..." and then throws the ball to someone else.

## Section 2 More activities

- When everyone has caught the ball and the web is formed, ask group members to think about the examples that were given by asking a few questions such as:
  - What is the idea behind the web that was created with the ball of yarn?
  - Are there connections between the examples that were given?
  - What is a good network?
- Ask group members to name something that can be an obstacle to active citizenship. For example, corruption, violence, poverty, lack of spaces to express yourself. After giving his/her example, each person cuts off their strand of yarn with scissors so that, at the end, the web is completely destroyed.



### Group discussion

#### Feel

- How did you feel when the web connected the group members?
- How did you feel when the web was destroyed?
- How did you like this discussion?
- Is it easy to talk about active citizenship?

#### Think

- Why do we need to be active citizens?
- What do freedom and equality mean in a society?

#### Act

- What can you do to overcome some of the challenges or obstacles you face as a citizen in your community?

**End of activity**

## Limits to freedom

(30 min)

### Activity 44



#### **Purpose of the activity**

To think about freedom and possible solutions to rights abuses.

#### **Materials**

Attached freedom cards.

#### **Rights and responsibilities**

Right of belief and religion (Article 18, UDHR), Right to opinion and information (Article 19, UDHR), Right to be free of arbitrary arrest (Article 9, UDHR). In order for everyone to enjoy these rights, it is important to respect other people's views and promote human rights in our everyday life.

#### **Life skills**

Communicating effectively, teamwork.

## Instructions

1. Ask everyone to say one word that comes to mind when they think about freedom.
2. Set up 4 teams of 4 to 5 people. Give each team one of the 4 freedom cards provided below.
3. Ask each team to create a short skit that gives an example of a violation of this freedom. The skit should illustrate the violation and provide a peaceful solution to overcome the challenge.
4. Ask the teams to present their skits.



## Group discussion

### Feel

- ⊙ What will you remember about this activity?

### Think

- ⊙ Why are there limits to your freedoms?
- ⊙ Did the skits give you any new ideas on how to deal with violations to freedoms?

### Act

- ⊙ What can you do if you or people you know are victims of discrimination? If your opinion is not respected? If you are victim of arbitrary arrest?
- ⊙ Are there people in your community who can help you? Who?

**End of activity**

**Cards (to be copied and cut out)**

**Freedom  
of belief  
& religion**

**Freedom  
of opinion**

**Freedom of  
information**

**Freedom of  
peaceful  
assembly**



# What is violence?

(45 min)

Activity 45



## Purpose of the activity

To think about violence and its consequences.

## Materials

Paper, markers and attached statement cards.

## Rights and responsibilities

Right to non-discrimination (Article 2, UDHR), Right to life, freedom and personal security (Article 3, UDHR). In order for everyone to enjoy these rights, it is important to respect differences and to respond peacefully to violence.

## Life skills

Conflict management.

## Instructions

1. Ask group members to tell you what the word “violence” means to them.
2. Write down the following words on large pieces of paper: “very violent”, “violent”, “moderately violent” and “peaceful.” Place the 4 posters in different spots on the floor around the room.
3. Copy and cut out the statements listed at the end of this activity and give a few to each group member.
4. Ask group members to place each of their statements next to the poster which they think best describes how violent the situation is.

## Section 2 More activities

- When everyone has finished, ask the group if they agree with where the statements have been placed. Move the statements around if the group agrees.
- Divide the group into teams of 4 to 5.
- Ask the teams to choose one of the violent or very violent statement. Ask them to find solutions to the issue of violence they have chosen.
- Ask each team to present the solutions they found to the whole group.



### Group discussion

#### Feel

- What did you think of this activity?

#### Think

- How does violence affect your lives?
- Do you sometimes react violently? Why?

#### Act

- Are the proposed solutions to violence realistic? Why?
- What can you do to reduce violence in your community?

**End of activity**

Adapted from the activity suggested in the following guide: *Peace by Piece – A One World Week Educational Pack*, National Youth Council of Ireland, 2003, available at: [www.youth.ie](http://www.youth.ie)



**Statement cards (to be copied and cut out)**

**Slapping a child in the face**

**Circulating a petition for a cause**

**Harass someone because of his religious affiliation**

**Doing a YouTube video against the detention of a prisoner**

**Asking someone to respect you**

**Physical violence against women**

**Death penalty for a murderer**

**Going through checkpoints**

**Participating in a community meeting**

**Writing letters to campaign for human rights**

**Stealing food from a store**

**Sexual harassment**

## Section 2 More activities

Writing an anonymous  
offensive letter to  
someone you don't like

Calling someone names

Talking behind  
someone's back

Attacking people who disagree  
with you

Visiting sick children  
at a hospital

Joining the army

Writing a press release to  
advocate for your rights and  
bringing media attention to your  
cause

Holding a community meeting  
to talk about issues important to  
the community

Expressing discriminatory views

Getting angry and pushing  
someone

Tree planting campaign

War

# Section 3

## Reference sheets and Glossary

This section includes a variety of tools to help groups in the development of their youth human rights projects. These include:

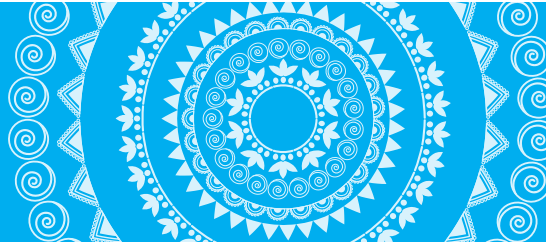
- Reference sheets that focus on building an understanding of human rights principles and values, democracy, democratic citizenship, gender equality, youth participation and empowerment;
- A Glossary of key definitions.





## REFERENCE 1

# Human rights



## What are human rights?

Human rights are fundamental rights that belong to all people simply because they are human beings. Human rights are based on the principle that every human being is born equal, in dignity and rights. All human rights are equally important and they cannot be taken away under any circumstances. Human rights can be divided into 3 categories:

- ⦿ Civil and political rights, such as the right to life, liberty and security, right to equality and non-discrimination, right to private life, as well as fundamental rights and freedoms associated with democracy: freedom of expression, opinion, association, assembly, movement, belief and religion, right to vote, right to political participation, etc;
- ⦿ Economic, social and cultural rights, such as the right to food, water, housing, healthcare, education, the right to participate in cultural life, the right to an adequate income and social security, the right to work, etc;
- ⦿ Collective rights, such as the right to a clean environment, the right to development, the right to peace and security as well as culture and language, etc.

## What is the purpose of human rights?

Human rights are important because they protect our right to live in dignity, which includes the right to life, freedom and security. To live in dignity means that we should have such things as a decent place to live and food to eat, to be able to participate in society, to get an education, to work, to practice our religion, to speak our own language and to live in peace. Human rights are tools to protect everyone from violence and abuse. They foster mutual respect among people. Human rights lead to conscious and responsible actions that ensure the rights of others are not violated. For example, it is our right to live free from all forms of discrimination, but at the same time, it is our responsibility not to discriminate against others.

## What is the *Universal Declaration of Human Rights*?

The *Universal Declaration of Human Rights (UDHR)* is the founding document of human rights. Adopted on December 10, 1948 by the United Nations, the *UDHR* stands as a shared reference point for the world and sets human rights standards to achieve. Although the *UDHR* does not officially have force of law, its fundamental principles have become international standards worldwide and most States view the *UDHR* as international law. Human rights have been codified in various legal documents at international, national, provincial and municipal levels.

## Section 3 Reference sheets and glossary

### Summary of the articles of the *Universal Declaration of Human Rights*

1. Right to equality
2. Freedom from discrimination
3. Right to life, liberty, personal security
4. Freedom from slavery
6. Right to recognition as a person before the law
7. Right to equality before the law
8. Right to remedy by competent tribunal
9. Freedom from arbitrary arrest and exile
10. Right to fair public hearing
11. Right to be considered innocent until proven guilty
12. Freedom from interference with privacy, family, home, and correspondence
13. Right to free movement in and out of any country
14. Right to asylum in other countries from persecution
15. Right to nationality and freedom to change it
16. Right to marriage and family
17. Right to own property
18. Freedom of belief and religion
19. Freedom of opinion and information
20. Right of peaceful assembly and association
21. Right to participate in government and free elections
22. Right to social security
23. Right to desirable work and to join trade unions
24. Right to rest and leisure
25. Right to adequate living standards
26. Right to education
27. Right to participate in cultural life and community
28. Right to social and international order in which rights and freedoms set forth in the Declaration can be fully realized
29. Community duties essential to free and full development
30. Freedom from state and personal interference in the above rights

### What is the *International Bill of Rights*?

It is the informal name given to a number of instruments that define human rights. The *International Bill of Rights* includes the following instruments:

- ⊙ The *Universal Declaration of Human Rights* (1948);
- ⊙ *International Covenant on Economic, Social and Cultural Rights* (adopted in 1966, into force in 1976);
- ⊙ *International Covenant on Civil and Political Rights* (adopted in 1966, into force in 1976);
- ⊙ *First Optional Protocol to the International Covenant on Civil and Political Rights* (adopted in 1966, into force in 1976);
- ⊙ *Second Optional Protocol to the International Covenant on Civil and Political Rights for the abolition of the death penalty* (adopted in 1989, into force in 1991).

### What is the *Declaration on Human Rights Defenders*?

The *Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms* (commonly known as the *Declaration on Human Rights Defenders*), adopted by the UN General Assembly on December 9, 1998, is the first UN instrument that recognizes the importance of the work of human rights defenders as well as the need for better protection of those carrying out human rights activities. Many human rights defenders have found their own human rights violated by those who oppose their work. The Declaration contains provisions on the rights of human rights defenders, and the duties of States to guarantee these rights. In addition, the Declaration includes provisions dealing with the responsibilities of human rights defenders, and the responsibilities of those who can affect the enjoyment of human rights by others. The *Declaration on Human Rights Defenders* was adopted by all 185 member States of the UN sitting at the General Assembly. The mere existence of the Declaration today is extremely important. It shows that States already accept international norms which should protect human rights defenders and that such norms should be observed even though States have not yet signed or ratified a legally binding document such as a convention or a covenant. States are already morally bound to the Declaration even though their practice may not necessarily be consistent with its provisions. There is a Special Rapporteur on the situation of human rights defenders whose main roles include seeking, receiving, examining and responding to information on the situation of human rights defenders.

For more information, consult:

<http://www.ohchr.org/EN/Issues/SRHRDefenders/Pages/Declaration.aspx>

## Section 3 Reference sheets and glossary

### How many international human rights instruments are there?

There are over 100 United Nations treaties, guidelines and declarations that protect women's rights, children's rights, religious rights, disability rights, Aboriginal rights, etc.

Important international instruments include:

- ⦿ *International Covenant on Civil and Political Rights (ICCPR)*
- ⦿ *International Covenant on Economic, Social and Cultural Rights (ICESCR)*
- ⦿ *Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)*
- ⦿ *Convention on the Rights of the Child (CRC)*

For more information on other human rights issues and treaties, go the Office of the High Commissioner for Human Rights Website: <http://www2.ohchr.org/arabic/index.htm>

### What is human dignity?

Human dignity is a fundamental principle of human rights, which affirms that all people deserve to be respected simply because they are human beings. Irrespective of age, culture, religion, ethnic origin, colour, sex, sexual orientation, language, ability, social status, civil status or political convictions, all individuals deserve respect.

### What is equality?

Equality is another fundamental principle of human rights. It affirms that all human beings are born free and equal. Equality presupposes that all individuals have the same rights and deserve the same level of respect. Non-discrimination is an integral part of the notion of equality. It ensures that no one is denied their rights because of factors such as age, ethnic origin, sex, etc.

### Are human rights values universal?

Certain moral and ethical values are shared in all regions of the world, and governments and communities should recognize and uphold them. The universality of rights does not mean, however, that the rights cannot change or that they are experienced in the same manner by all people.

### What do we mean when we say that human rights are interdependent?

Human rights concerns appear in all spheres of life - home, school, workplace, courts, markets - everywhere! Human rights violations are interconnected; the loss of one right detracts from other rights. Similarly, promotion of human rights in one area supports other human rights.



### Who is responsible for the promotion and protection of human rights?

Everyone is responsible, from government entities to civil society organizations to every individual.

- ⊙ *Government responsibility:* human rights are not gifts bestowed at the pleasure of governments. Nor should governments withhold them or apply them to some people but not to others. When they do so, they must be held accountable.
- ⊙ *Individual responsibility:* Every individual has a responsibility to teach human rights, to respect human rights, and to challenge institutions and individuals that abuse them.
- ⊙ *Other responsible entities:* Every organ of society, including corporations, non-governmental organizations, foundations, and educational institutions, also shares responsibility for the promotion and protection of human rights.

### What is human rights education?

Human rights education is a process of social transformation that begins with the individual and branches out to encompass society at large. The goal of human rights education is empowerment. The result is social change. Human rights education involves the exploration of human rights principles and instruments and the promotion of critical reflection and inquiry. Ultimately, human rights education inspires people to take control of their own lives and the decisions that affect their lives. The role of human rights educators is to foster within each person an awareness of human rights and a sense of the individual's capacity to effect change. It is the responsibility of human rights educators to provide a supportive environment where people are free to define which issues are at the heart of their own human rights struggles. The practice of human rights education is founded on mutual respect and reciprocal learning. A participatory approach that promotes the sharing of personal knowledge and experience is fundamental. The modes of communication are numerous (from brain- storming and discussion to street theatre and festivals), but the challenge lies in discovering how to truly communicate across different cultures, values and perception.

### What is the human rights situation in your country?

You can read about your country's human rights situation, the instruments your government ratified and the progress it is making in implementing them on the *Universal Periodic Review* section of the Office of the High Commissioner for Human Rights Website:

<http://www.ohchr.org/EN/HRBodies/UPR/Pages/Documentation.aspx>



## SOURCES FOR THIS SECTION

AFCNDH et OIF (2009). *L'éducation aux droits de l'Homme: Comprendre pour agir ensemble*. Paris: AFCNH et OIF.

Equitas (2010). *Speaking Rights: Human Rights Education Toolkit for Youth 13-17*. Montréal: Equitas- International Centre for Human Rights Education.

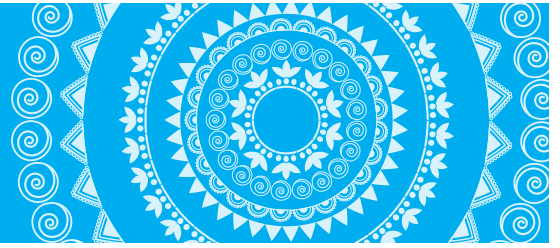
Equitas (2011). *International Human Rights Training Program*. Montréal: Equitas- International Centre for Human Rights Education.

Flowers, N. (2000). *The Human Rights Education Handbook: Effective Practices for Learning, Action, and Change*. Minneapolis, MN: University of Minnesota.

Ravindran, D. J. (1998). *Human Rights Praxis: A Resource Book for Study, Action and Reflection*. Bangkok, Thailand: The Asia Forum for Human Rights and Development.

## REFERENCE 2

# Democracy



### What is democracy?

The word “democracy” is derived from the Greek words *demos* meaning “the people” and *krátos* meaning “force” or “power”. Hence, democracy means “the rule of the people”. In its early forms, democracy was understood as “the direct participation of all citizens” (i.e., male property owners) in the work of government (**direct democracy**). As this became increasingly impractical because of the growing size of communities, democracy came to be understood as a form of representative government in which people choose leaders to govern on their behalf (**representative democracy**).

Today’s liberal democracies are examples of representative democracies; however, they also allow the opportunity for direct democracy, in the form of voting in referendums and participating in other initiatives (Johnston, 2001).

The Inter-Parliamentary Union (IPU), an international organization of the parliaments of sovereign States, adopted in 1997 at its session in Cairo, Egypt, a *Universal Declaration on Democracy*. The Declaration affirms the principles of democracy, the elements and exercise of democratic government, and the international scope of democracy. Paragraph 3 of the Declaration provides a description of the aims of democracy:

“As an ideal, democracy aims essentially to preserve and promote the dignity and fundamental rights of the individual, to achieve social justice, foster the economic and social development of the community, strengthen the cohesion of society and enhance national tranquility, as well as to create a climate that is favourable for international peace. As a form of government, democracy is the best way of achieving these objectives; it is also the only political system that has the capacity for self-correction.”

Inter-Parliamentary Union, *Universal Declaration on Democracy*, Cairo September 1997, paragraph 3.

<http://www.ipu.org/cnl-e/161-dem.htm>, retrieved on April 3, 2012.

### Democracy and human rights

The link between democracy and human rights is captured in article 21 of the *Universal Declaration of Human Rights* and article 25 of the *International Covenant on Civil and Political Rights*.

For citizens to effectively exercise the right to participation, they must first enjoy other rights such as freedom of expression, assembly and association, and basic economic and social rights. Therefore, the rights enshrined in the *International Covenant on Economic, Social and Cultural Rights* and subsequent human rights instruments covering group rights (e.g. indigenous peoples, minorities, people with disabilities) are equally essential for democracy as they ensure an equitable distribution of wealth, and equality and equity in respect of access to civil and political rights.

## Section 3 Reference sheets and glossary

Democracy is premised on the idea that all citizens are equally entitled to have a say in decisions affecting their lives. It is no longer considered as a mere set of procedural rules for the constitution and exercise of political power, but also, along with human rights, as a way of preserving and promoting the dignity of the person.

### What are the core elements of democracy?

“In 2000, the United Nations Human Rights Commission recommended a series of important legislative, institutional and practical measures to consolidate democracy (resolution 2000/47); and in 2002, the Commission declared the following as essential elements of democracy:

- ⊙ Respect for human rights and fundamental freedoms
- ⊙ Freedom of association
- ⊙ Freedom of expression and opinion
- ⊙ Access to power and its exercise in accordance with the rule of law
- ⊙ The holding of periodic free and fair elections by universal suffrage and by secret ballot as the expression of the will of the people
- ⊙ A pluralistic system of political parties and organizations
- ⊙ The separation of powers
- ⊙ The independence of the judiciary
- ⊙ Transparency and accountability in public administration
- ⊙ Free, independent and pluralistic media”

*Democracy and Human Rights*, OHCHR, 2008,

[http://www.unis.unvienna.org/pdf/Democracy\\_Human\\_Rights\\_2008.pdf](http://www.unis.unvienna.org/pdf/Democracy_Human_Rights_2008.pdf), retrieved on April 3, 2012.

### What are the main challenges to democracy?

“Main challenges to democracy, human rights and the rule of law identifies by 2 expert seminars organized by OHCHR in 2002 and 2005 include:

- ⊙ Deepening poverty
- ⊙ Threats to human security
- ⊙ The infringements of individual rights and impediments to the enjoyment of fundamental freedoms
- ⊙ Erosions of the rule of law in contexts such as counter-terrorism
- ⊙ Illegal occupation involving the use of force
- ⊙ The escalation of armed conflicts
- ⊙ Unequal access to justice by disadvantaged groups
- ⊙ Impunity”

*Democracy and Human Rights*, OHCHR, 2008, [http://www.unis.unvienna.org/pdf/Democracy\\_Human\\_Rights\\_2008.pdf](http://www.unis.unvienna.org/pdf/Democracy_Human_Rights_2008.pdf), retrieved on April 3, 2012.

Citizenship is closely tied to the concept of democracy. In the next reference sheet (*Reference Sheet 3*), we explore what democratic citizenship entails.

## SOURCES FOR THIS SECTION



Inter-Parliamentary Union, *Universal Declaration on Democracy*, Cairo September 1997, paragraph 3. <http://www.ipu.org/cnl-e/161-dem.htm>, retrieved on April 3, 2012.

Johnston, L. (2001). *Politics: An Introduction to the Modern Democratic State*. Peterborough: Broadview Press, LTD.

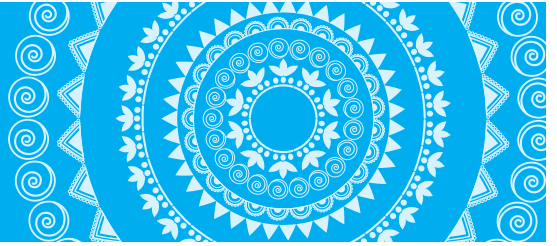
Office of the High Commissioner for Human Rights (2008). *Democracy and Human Right* (2008). [http://www.unis.unvienna.org/pdf/Democracy\\_Human\\_Rights\\_2008.pdf](http://www.unis.unvienna.org/pdf/Democracy_Human_Rights_2008.pdf), retrieved on April 3, 2012.

Office of the High Commissioner for Human Rights (2005). *Human Rights: Handbook for Parliamentarians*. <http://www.ohchr.org/Documents/Publications/training13en.pdf>, retrieved on April 3, 2012.



## REFERENCE 3

# Democratic citizenship



## What is citizenship?

Citizenship refers both to the status of being a citizen of country/State or geographic area with a corresponding government, and the enjoyment of human rights, the respect of responsibilities and contributions to the community. At the heart of the concept of citizenship is the state of belonging to a community, that is, to a grouping of people who recognize that they have something in common.

“What unites them may simply be an acceptance of the legitimacy of the State within which they live. It may also be a strong affective bond based on shared history, ethnicity, religion or common purpose.” (Starkey, 2002, p. 7).

## Citizenship and nationality

Citizenship brings with it a set of legal, social, cultural and political practices, as well as rights and responsibilities.

Although citizenship is often closely associated with nationality (i.e., the status of belonging to a nation), it is a separate and independent concept. The nation or State is only one potential community within which citizenship is exercised (Anderson, 1991). In theory, nationals and non-nationals living within a State can exercise citizenship. That means that they can participate in the economic, social and political life of their community. In a democratic society, for example, being a citizen can mean being actively involved in your community and feeling empowered to influence decision-making.

## Democratic citizenship

Democratic citizenship is a skill that everyone needs to develop and involves much more than just voting in elections. Exercising effective democratic citizenship requires the following knowledge, skills, attitudes and behaviours:

- ⊙ Knowing how a country and society works - why government functions as it does, where to get information and how to vote
- ⊙ The skills needed to live well in a family and community
- ⊙ How to resolve disputes in a friendly and fair way
- ⊙ How to negotiate and find common ground
- ⊙ How to ensure that rights are respected

## Section 3 Reference sheets and glossary

- ⦿ The ground rules of the society we live in
- ⦿ Personal responsibilities that need to be respected
- ⦿ An understanding of key human rights concepts such as: non-discrimination; gender equality; respect for diversity and identity justice
- ⦿ What is involved in civic participation and engagement in community actions, social, cultural and political life

Skills for democratic citizenship are developed through education, socialization, exposure to politics and public life as well as day-to-day experiences.

### **How does the Guide help promote democratic citizenship?**

It is not easy to promote the active practice of democratic citizenship, particularly among people who have been traditionally marginalized from social and political spheres. By engaging communities in a process of critical reflection while equipping them and motivating them to take concrete actions, the Guide aims to enhance their ability to participate more effectively in decision-making processes on issues that affect them and to hold their governments accountable.

Discussing the meaning of citizenship within the context of different countries in the Middle East and North Africa is an important step in empowering people to determine their role as active citizens in their country.



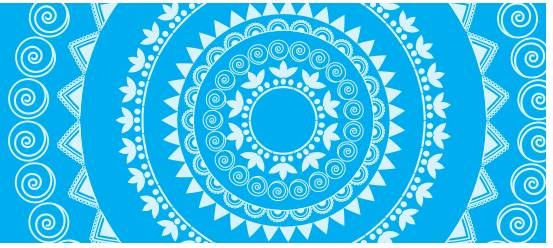
## SOURCES FOR THIS SECTION

- Anderson, B. (1991). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.
- Harty, S. and Murphy, M. (2005). *In Defence of Multinational Citizenship*. Vancouver: UBC Press.
- Johnston, L. (2001). *Politics: An Introduction to the Modern Democratic State*. Peterborough: Broadview Press, LTD.
- Joseph, S. (2002). *Gender and Citizenship in the Arab world*, University of California, Concept Paper, United Nations Development Program, Mediterranean Development Forum, April 8, 2002, Amman, Jordan. Retrieved April 4, 2011 from <http://www.pogar.org/publications/gender/suad/gender.pdf>
- Learning and Living Democracy, Council of Europe.  
[http://www.coe.int/t/dg4/education/edc/1What is EDC HRE/EDC Q&A en.asp](http://www.coe.int/t/dg4/education/edc/1What%20is%20EDC%20HRE/EDC%20Q&A%20en.asp),  
retrieved on August 17, 2011.
- Parolin, Gianluca P. (2009). *Citizenship in the Arab World: Kin, Religion and Nation-State*. Amsterdam, Netherlands: Amsterdam University Press.
- Starkey, H. (2002). *Democratic Citizenship, Languages, and Language Diversity and Human Rights*. <http://www.coe.int/t/dg4/linguistic/Source/StarkeyEN.pdf>,  
retrieved on April 3, 2012.



## REFERENCE 4

## Gender equality



### What is gender?

Gender refers to the culturally specific set of characteristics that identify the social behaviour, roles and status of women and men and the relationship between them. Gender, therefore, does not simply refer to women or men but to the relationship between them and to the way it is socially constructed. Because it is a relational term, gender must include women and men. Like the concepts of class, race and ethnicity, gender is an analytical tool for understanding social processes. In this way, gender differs from sex, because sex refers to the biological differences between women and men.

### What is gender equality?

Gender equality refers to the equal rights, responsibilities and opportunities of women and men, girls and boys or any person whose appearance or behaviour fails to conform to traditional male and female gender norms. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities, and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration - recognizing the diversity of different groups of women and men. Gender equality is not a 'women's issue' but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development. Women and men, girls and boys, or any person whose appearance or behaviour fails to conform to traditional male and female gender norms may experience not only discrimination on the grounds of sex, but may also experience the compounding effects of race, ethnic and religious identity, disability, age, class, sexual orientation.

### Which international human rights instruments deal with gender equality?

Equal rights of women and men (i.e., gender equality) are enshrined in the *Charter of the United Nations*, the *Universal Declaration of Human Rights*, the *International Covenant on Civil and Political Rights*, the *International Covenant on Economic, Social and Cultural Rights* and the *Convention on the Elimination of All Forms of Discrimination against Women* and other international human rights instruments.

The principle of equality constitutes the core of the human rights vision of the Charter, which states that one of the key purposes of the United Nations is "... to achieve international co-operation ... in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion." The principle of the equal rights of women and men, therefore, is one of the pillars upon which the United Nations was founded. The section below provides information on selected relevant instruments.

[http://ap.ohchr.org/documents/E/HRC/resolutions/A\\_HRC\\_RES\\_6\\_30.pdf](http://ap.ohchr.org/documents/E/HRC/resolutions/A_HRC_RES_6_30.pdf)

## Section 3 Reference sheets and glossary

### UDHR

Adopted on December 10, 1948 by the United Nations, the *Universal Declaration of Human Rights* (UDHR) stands as a shared reference point for the world and sets universal human rights standards to achieve. Articles 1 and 2 state that:

“All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood” (Article 1).  
“Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.” (Article 2)

Articles 1 and 2 are applied in accordance with the principles of equality and non-discrimination to the other rights contained in the UDHR, such as: Equal rights for men and women as to marriage, during marriage and at its dissolution (Art. 16); Right to own property (Art. 17); Right to social security (Art.22); Right to work and the right to equal pay and work (Art. 23); Right to form and join trade unions (Art. 23); Right to education (Art.26).

### CEDAW

The *Convention on the Elimination of Discrimination Against Women* (CEDAW) was adopted in 1979 and it came into force in 1981. It is a comprehensive and legally binding instrument that prohibits discrimination against women and obliges government to take steps to advance equality of women. CEDAW protects women’s rights to equality and non-discrimination in economic, social and cultural realms. The *Convention on the Elimination of Discrimination against Women* covers different areas, including:

- ⦿ Establishment of policy measures to eliminate discrimination (Art.2)
- ⦿ Undertaking measures to eliminate sex role stereotyping and prejudices (Art.5)
- ⦿ Elimination of trafficking in women and prostitution (Art. 6)
- ⦿ Participation in public and political life (Art. 7)
- ⦿ Access to education at all levels (Art.10)
- ⦿ Recognition of women’s right to work on the basis of equality between men and women (Art. 11)
- ⦿ Elimination of discrimination against women in rural areas (Art. 14)
- ⦿ Equal treatment before the law, with respect to signing contracts, buying and selling property (Art. 15)
- ⦿ Equal rights of women in marriage and family relations (Art. 16)

### CERD

The *Convention on the Elimination of All Forms of Racial Discrimination* (CERD) was adopted in 1965 and it came into force in 1969. CERD forbids any “distinction, exclusion, restriction or preference based on race, colour, descent or national or ethnic origin, which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise on an equal footing of human rights and fundamental freedoms in political, economic, social, cultural or any other field of public life.” For many racial minority women who file race and sex discrimination complaints, CERD provides an avenue to ensure that the race element is addressed in the economic, social and cultural realms. Article 5(e) of this Convention codifies a number of rights including the right to:

- ⦿ Work, and free choice of employment
- ⦿ Just and favorable working conditions
- ⦿ Equal pay for work of equal value
- ⦿ Housing
- ⦿ Public health, medical care, social security and social services
- ⦿ Education and training
- ⦿ Equal participation in cultural activities
- ⦿ Access to any place or service intended for the general public

### ICCPR

The *International Covenant on Civil and Political Rights* (ICCPR) was adopted in 1966 and came into force in 1976. This Covenant focuses on civil and political rights. Article 3 deals specifically with the equality of men and women.

“The States Parties to the present Covenant undertake to ensure the equal rights of men and women to the enjoyment of all civil and political rights set forth in the present Covenant” (Article 3).

The *International Covenant on Economic, Social, and Cultural Rights* (ICESCR) was adopted in 1966 and came into force in 1976. Some of the rights related to gender equality are found in this Covenant, including rights to:

- ⊙ Equality between women and men (Art. 3)
- ⊙ Work and favourable conditions of work (Arts. 6 and 7)
- ⊙ Form and join trade unions (Art. 8)
- ⊙ Social security (Art. 9)
- ⊙ Protection of the family, mothers and children (Art. 10)
- ⊙ An adequate standard of living including: adequate food, housing and clothing (Art. 11.1)
- ⊙ The highest attainable level of health and health care (Art. 12)
- ⊙ Education (Art. 13)
- ⊙ Free and compulsory primary education (Art. 14)

### What is the situation in your country?

You can read more about the conditions of women in your country, the state of the laws, the gender reforms undertaken, whether your country ratified the *Convention on the Elimination of Discrimination against Women* (CEDAW) and more on the UNDP Program on Governance in the Arab Region Website. There is a resource section on gender for each country in Arabic: <http://www.undp-pogar.org/arabic/governance/gender.aspx>

## What are some challenges and obstacles facing the advancement of gender equality?

<p><b>Conservative traditions</b></p>	<p>There are strong pressures not to challenge traditional roles that men and women have in society. Conservative customs and traditions play an important role in perpetuating stereotypical views of men and women, and particularly in restricting women's participation and the fulfillment of their basic rights. Social and family pressures to conform to traditional roles are very strong; therefore, it is extremely difficult for women to challenge those laws, traditions and customs which they consider discriminatory. Passed on from one generation to the next, these traditions keep women apart from men. In some instances, these discriminatory traditions are not accepted or tolerated by some men, but they still prevail in communities. Religion is also used as an argument against women's interests.</p>
<p><b>Lack of real opportunities for the participation of women</b></p>	<p>Women are generally interested in participating in public life and activities to bring about changes in society, but there is no space for them besides participation in elections.</p>
<p><b>Poverty</b></p>	<p>Poverty affects women in a disproportioned manner. As a consequence of unequal relations between men and women, some groups of women such as widowed women or divorced women face poor living conditions and discrimination.</p>
<p><b>Discriminatory laws</b></p>	<p>Laws often contain provisions which are discriminatory against women, especially in terms of nationality, divorce, and inheritance. For example, women may not pass on their nationality to their children (if the woman's nationality is different from her husband's) and they may not inherit land. Other laws prevent women from seeking work, working on equal terms with men, forming unions, or returning to work after maternity leave.</p>
<p><b>Violence</b></p>	<p>Gender-based violence is a form of discrimination which violates women's right to life and to safety (endorsed in Article 3 of the UDHR). Violence against women is a major problem everywhere in the world. Women face abuses of all sorts: physical violence, sexual, psychological, and economic violence). Perpetrators are often people with whom the affected women have close relations, such as husbands, brothers, fathers and other family members.</p>

## Section 3 Reference sheets and glossary

### How can you promote gender equality in your programs and activities?

A first step in promoting gender equality involves applying a gender equality perspective in your work. This implies looking at ways to change gender relations by questioning and addressing the underlying values and factors that lead to unequal status and treatment. Including a gender equality perspective means looking at the impact of gender on people's opportunities, social roles and interactions.

A second step starts with carrying out a gender analysis. Gender analysis centres on understanding the causes and consequences of gender discrimination and the unequal power relations between men and women in a specific context, whether rooted in prevailing social attitudes and customary practices or discriminatory laws and policies, among other factors. Gender analysis also refers to the variety of methods used to understand the relationships between men and women, their access to resources, their activities, and the constraints they face relative to each other. Gender analysis provides information that recognizes that gender, and its relationship with race, ethnicity, culture, class, age, disability, sexual orientation and/or other status, is important in understanding the different patterns of involvement, behaviour and activities that women and men have in economic, social and legal structures. Gender analysis is an essential element of socio-economic analysis. A comprehensive socio-economic analysis would take into account gender relations, as gender is a factor in all social and economic relations. An analysis of gender relations provides information on the different conditions women and men face, and the different effects policies and programs may have on them because of their situations. Such information can inform and improve policies and programs, and is essential in ensuring that the different needs of both women and men are met. At the local level, gender analysis makes visible the varied roles women, men, girls and boys play in the family, in the community, and in economic, legal and political structures. Four essential questions to ask in doing gender analysis are:

- ⦿ Who does what?
- ⦿ Who has what?
- ⦿ Who decides? How?
- ⦿ Who wins? Who loses?

A third step involves using this Guide with your group and implementing a youth human rights project aimed at improving gender equality in your community or facilitating activities on the subject of gender equality.

### How does the Guide promote gender equality?

The Guide's educational approach takes into account a gender perspective. The activities and reflections in the Guide are aimed at challenging gender stereotypes and promoting non-discriminatory gender relationships. The Guide can be used with mixed group or with women-only groups in order to give women the chance to express themselves freely and feel safe in an empowering environment.



## FURTHER REFERENCES

**Economic and Social Commission for Western Asia**, Centre for Women, in Arabic – <http://www.escwa.un.org/arabic/divisions/ecw.asp?division=ecw>

**Equality for Women: A handbook for NHRIs on Economic, Social and Cultural Rights**, Equitas, 2008, in English – [http://equitas.org/wp-content/uploads/2010/09/b4c3\\_Resources\\_WESCRHandbook.pdf](http://equitas.org/wp-content/uploads/2010/09/b4c3_Resources_WESCRHandbook.pdf)

**Report on the Workshop on Citizenship and Gendered Social Entitlements**, Collective for Research and Training on Development - Action (CRTD-A), 2005 – in Arabic – <http://old.crt-da.org/crtd/www/acgen/pdf/Arabic%20Seminar%20Report.pdf>

**UNDP Program on Governance in the Arab Region**, Resource section on gender, in Arabic - <http://www.undp-pogar.org/arabic/governance/gender.aspx>

**Women's Rights in Muslim Communities: A Resource Guide for Human Rights Educators**, Equitas, May 2009, in Arabic – <http://equitas.org/wp-content/uploads/2011/04/Equitas-Manual-Research-Women-Muslim-Comm-AR.pdf>

## SOURCES FOR THIS SECTION

African National Congress (1997) *The need for a gender perspective from the ANC and its cadres*. Retrieved from: <http://www.anc.org.za/ancdocs/discussion/gender.html>.

Equitas (2011). *International Human Rights Training Program*. Montréal: Equitas- International Centre for Human Rights Education.

Equitas (2008). *Equality for Women: Handbook for NHRIs on Economic, Social and Cultural Rights*. Montreal: Equitas- International Centre for Human Rights Education.

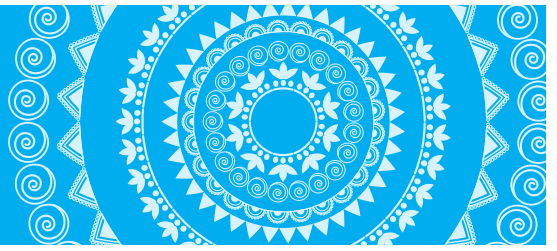
IASTP III *Gender Mainstreaming and Analysis Course Manuals*; SICTP *Gender Training Manuals 2005-2008*; and *Gender Analysis 9043 Study Guide 2007 Graduate Certificate in Gender Mainstreaming Policy and Analysis*, Gender Consortium, Flinders University.

UNFPA (2007). *Gender Mainstreaming Strategy*. Retrieved from: OSAGI (2001). *Gender Mainstreaming*. Retrieved from <http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>.



## REFERENCE 5

# Civic participation and engagement



## What is participation?

Participation is a fundamental right recognized in the *Universal Declaration of Human Rights*. The concept of participation is implicit in Article 3 (Right to life, freedom, personal security), Article 18 (Right of belief and religion), Article 20 (Right to peaceful assembly and association), Article 21 (Right to participate in public affairs and elections), and article 27 (Right to participate in a community's cultural life). The right to participation is guaranteed in the *International Covenant on Civil and Political Rights* (Article 25). It is also implicit in the *International Covenant on Economic, Social and Cultural Rights*; Articles 8 (on freedom of association), 13 (on education), and 15 (on cultural life).

## What is civic participation and engagement?

Civic participation and engagement involves individuals, groups and/or community organizations willing to take part in **social, economic and political life** in a meaningful way in order to address issues of common concern. Civic participation can take many forms, including: volunteering in the community, active membership in a group or association, expressing one's views and opinions at public forums and consultations, voting in referendums and elections, as well as celebrating cultural and religious holidays with community members, and advocating for gender equality.

Civic participation entails a sense of personal responsibility to do one's part as a member of a community or country by incorporating human rights values such as cooperation, respect, inclusion, fairness, acceptance, respect for diversity and responsibility into one's everyday actions and interactions with others. The political, economic and social situation of a country or community impact how and to what extent people participate.

Civic participation may be initiated by the community, by individual members of the community, or by local or national authorities. What is important is that there is shared decision-making at the different levels of society, which includes people at grassroots, civil society organizations, government officials, private corporations, professional associations and others.

## How can we promote civic participation of youth?

Youth have a lot of ideas, but often lack the space and resources to present them and put them into action. Therefore, it is important to involve them at different levels of the decision-making process. Here are a few tips to consider for facilitating youth participation and encouraging their continued involvement:

## Section 3 Reference sheets and glossary

- ⦿ Select issues to be addressed collaboratively with the youth you are working with. It is important that issues raised are ones that directly affect youth and spark their interest. Subjects of interest to youth might include: democracy, equality, social justice, environmental protection, community development, social media, etc.
- ⦿ Encourage youth groups to launch their own initiatives with support from your organization.
- ⦿ Provide safe spaces for discussions, debates, critiques, where youth feel comfortable stating their opinions and speaking freely.
- ⦿ Provide youth the opportunity to enhance knowledge and skills through training and practice.
- ⦿ Coach youth and support them in their endeavors.
- ⦿ Use social media throughout the process.
- ⦿ Make sure there is an opportunity for concrete actions, not just discussion.
- ⦿ Have confidence in youth and see them as the driving force of the action.
- ⦿ Respect your group's privacy, be discreet and respect confidential information.
- ⦿ Recognize the accomplishments of youth.

### How can we promote the participation of women?

Women have a strong willingness to participate in public life, become more engaged in their communities and address issues that affect them. Women often face challenges and obstacles when they want to get involved in their community. For more details on gender equality and challenges women face, see *Reference Sheet 4 – Gender Equality*. Here are a few tips to consider for facilitating women's participation and their continued involvement:

- ⦿ Make sure you create a welcoming and safe environment for women to have access to and be able to fully participate in activities or youth human rights projects. For example, ensure dates and times selected for activities do not conflict with women's other responsibilities and commitments.
- ⦿ Select issues with your group of women that are of interest to them.
- ⦿ Enable the empowerment of women by providing opportunities to develop their skills and knowledge through program activities.
- ⦿ Respect your group's privacy, be discreet and respect confidential information.
- ⦿ Be prepared to provide references to your group of additional resources to help them deal with issues related to physical and psychological health and issues related to personal finances.
- ⦿ Be conscious of the fact that most women have a lot of personal responsibilities, time is often an issue. Be flexible in your schedule and accommodate women who cannot participate in each session.
- ⦿ Maintain an open and respectful atmosphere, fostering inclusion and respect for differences.
- ⦿ Recognize your group's accomplishments.

### How can we promote the participation of marginalized groups?

A number of people from marginalized groups might be part of initiatives you undertake, or you might want to involve them in the initiatives. Some groups to take into consideration include: people living with disabilities, religious, ethnic and linguistic minorities, refugees, and migrant workers. Reach out to different groups of marginalized people and try to facilitate their involvement in your action. Here are some tips that might help you when trying to reach out to marginalized groups or when you implement an initiative that includes people from different groups:

- ⦿ Invite people from a diversity of backgrounds to participate in your group's actions. Invite them through informal channels and reach out to people in different communities.
- ⦿ Keep dates of religious and cultural celebrations in mind when planning activities.
- ⦿ Hold your meetings in locations close to the community you are trying to reach.
- ⦿ Make sure you create a welcoming and safe environment for your group to participate in activities or youth human rights projects.
- ⦿ Respect your group's privacy, be discreet and respect confidential information.
- ⦿ Acknowledge the discrimination group members and their community may face and enable the empowerment of your group to take action by strengthening their skills and knowledge.
- ⦿ Maintain an open and respectful atmosphere, fostering inclusion and respect for differences.
- ⦿ Recognize your group's accomplishments.

### How can civic participation lead to social change?

The changes you want to see start with each individual. The way we interact, react and work together influences our perceptions and the types of actions we undertake. Reinforcing positive human rights values is an important step in thinking about social interactions and changes. See *Reference sheet 7- Human rights values* for details.

Civic participation and engagement are powerful actions that can lead to significant social change. The activities you undertake with your target group should aim at building necessary skills for effective and informed action. These skills include: critical thinking, analysis of community issues and problem solving, conflict resolution, and networking. Each individual involved in the process becomes a more engaged citizen and ultimately an agent of change. Types of actions that can lead to change include: awareness raising, advocacy actions directed at local and national government and law-makers, research and monitoring, report writing and dissemination of information, including through Internet and social media. Every action is important in favouring the promotion and protection of human rights.

Keep in mind that you are part of a broader movement and that your actions are related to actions undertaken by other individuals, groups, and organizations. Also remember that social change takes time. The active participation of you and your group will contribute to building a better society in which human rights are promoted and respected by the authorities and by citizens alike.

## Section 3 Reference sheets and glossary

### How does the Guide help promote civic participation and engagement?

The Guide's educational approach builds on the experience of the target groups and is intended to engage them in a process where they will realize that they have not only the right to participate in their community, but also the responsibility to do so. The goal is that the target groups who participate in the activities and take on a youth human rights project will become more committed and active citizens as well as agents of change.

### SOURCES FOR THIS SECTION

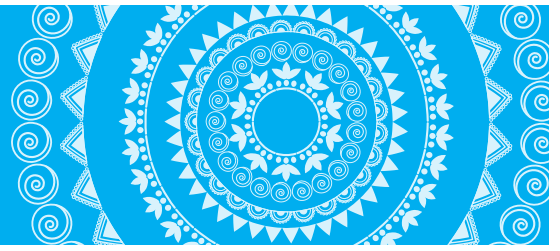
Civic Education and Community Mobilization (no date). Train-the-Trainer Manual, Participation. Netherlands.

Equitas (2011). *International Human Rights Training Program*. Montréal: Equitas-International Centre for Human Rights Education.

Peace Building (2011). Between Revolution and Repression: Democratic Transitions in the Middle East and North Africa? Cairo and Ottawa June 2, 2011 Round Table – Report and Policy Recommendations.

## REFERENCE 6

# Non-discrimination



## What is discrimination?

Human dignity is a fundamental principle of human rights, which affirms that all people deserve to be respected simply because they are human beings. Discrimination occurs when an individual or group excludes or isolates another individual or group, treats them differently, or deprives them of their rights because of particular characteristics such as age, sex, ethnic origin, etc. Discrimination is the act of excluding an individual or a group or denying them, for example, a job, housing or access to public space or a service.

## What is the right to non-discrimination?

The right to non-discrimination means that all people have the right to be treated equally. It ensures that no one is denied the protection of their human rights based on external factors, which include age, sex, social status (income, occupation, education, etc.), skin colour, political beliefs, civil status (undocumented, adopted, single-parent family, common-law, etc.), gender identity, sexual orientation, pregnancy, disability, language, ethnic or national origin and religion.

## Tips to assist you in applying the principle of non-discrimination

The *Human Rights Based Approach Development Toolkit* suggests the following tips to assist development planners apply the principle of non-discrimination.

- ⦿ “Identify and address claimholders’ inherent disadvantages, and the prejudices, customary and other practices that prevent claimholders from enjoying their human rights.
- ⦿ Disengage from supporting any action that has unjustifiable disparate impact upon any individual or group distinguished by the prohibited grounds of discrimination.
- ⦿ Base development plans on disaggregated data and information.
- ⦿ Design temporary special measures to secure to disadvantaged groups the full and equal enjoyment of human rights and fundamental freedoms.”

The *Human Rights Based Approach Development Toolkit*, [http://www.hrbatoolkit.org/?page\\_id=116](http://www.hrbatoolkit.org/?page_id=116),  
retrieved on April 3, 2012.

### Section 3 Reference sheets and glossary



## SOURCES FOR THIS SECTION

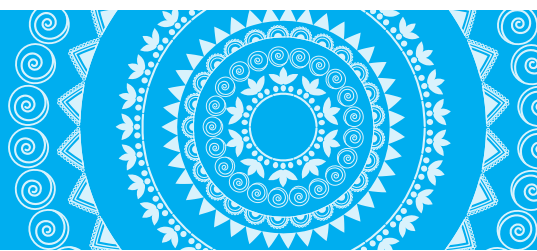
Equitas (2010). *Speaking Rights: A Human Rights Education Toolkit for Youth 13 to 17*. Montréal: Equitas- International Centre for Human Rights Education.

*Human Rights Based Approach Development Toolkit*, [http://www.hrbatoolkit.org/?page\\_id=116](http://www.hrbatoolkit.org/?page_id=116), retrieved on April 3, 2012.



## REFERENCE 7

# Human rights values



This Guide helps to reinforce the following 7 human rights values

Values	Definitions	Examples
<b>Equality and non-discrimination</b>	Equality is treating everyone the same way without distinction, exclusion or preference of any kind, regardless of race, color, sex, language, religion, political or other opinion, sexual orientation, national or social origin, property, birth, or other status. Non-discrimination is integral to the concept of equality. It ensures that no one is denied the protection of their human rights based on external factors, such as social class, national origin, religion, etc.	<ul style="list-style-type: none"> <li>⦿ Including people from different religious backgrounds in your activities and making sure everyone is respected.</li> <li>⦿ Giving men and women equal opportunities to express themselves in mixed groups.</li> </ul>
<b>Inclusion</b>	Inclusion is recognizing that each person is a full member of society and of the group.	<ul style="list-style-type: none"> <li>⦿ Exploring ways to reach out to members of other communities (tribal, linguistic or religious minority, etc.) and including them in your initiatives.</li> <li>⦿ Being inclusive in your activities or youth human rights projects so that everyone can participate, especially those who are marginalized.</li> </ul>
<b>Respect</b>	Respect is recognizing that every person is important and must be treated with dignity. In the context of human rights, respect does not need to be earned; it is the right of every person under all circumstances.	<ul style="list-style-type: none"> <li>⦿ Treating every individual with respect.</li> <li>⦿ Treating men and women equally.</li> <li>⦿ Respecting other people's opinions.</li> </ul>
<b>Respect for diversity</b>	Respect for diversity is recognizing and appreciating individual differences.	<ul style="list-style-type: none"> <li>⦿ Valuing differences so that everyone can feel proud of who they are, their culture, their origin, their physical appearance, their tastes, and how they think.</li> </ul>

## Section 3 Reference sheets and glossary

<b>Responsibility</b>	Responsibility is thinking before we act and being ready to accept the consequences of our actions (or inaction).	<ul style="list-style-type: none"> <li>⦿ Speaking respectfully when we disagree with an idea.</li> </ul>
<b>Acceptance*</b>	Acceptance is acting to ensure full participation from everyone, without exception.	<ul style="list-style-type: none"> <li>⦿ Encouraging everyone to share ideas or to participate without fear of being judged or rejected, regardless of their age, gender, culture, religion any other personal characteristic.</li> </ul>
<b>Cooperation</b>	Cooperation is working together to achieve a common goal.	<ul style="list-style-type: none"> <li>⦿ Exchanging ideas and pooling our talents to accomplish a group task.</li> <li>⦿ Getting together and working together to plan our actions.</li> </ul>

### Where do these values come from?

These values stem from human rights as defined in the *Universal Declaration of Human Rights*. By promoting these values and bringing them into our everyday behaviour, we can demonstrate respect for human rights. When these values are not respected or well understood, discrimination and racism can develop. The values are fundamental to sustaining the key principles of human dignity and equality that are inherent in the *Universal Declaration of Human Rights*.

### How can you promote these values?

Your goal should be that group members in your programs and activities incorporate human rights values such as cooperation, respect, inclusion, fairness, acceptance, respect for diversity and responsibility into their everyday actions and interactions with other people. A first step towards this goal is to integrate these values into your own programs or activities. Here are a few suggestions:

- ⦿ **Integrate these values into your program objectives**

It is important to make your colleagues and your target groups aware of the values your organization promotes. If you haven't already incorporated this into your practice, make a habit of referring to these values when introducing your organization and explaining the reasons for working with these values. You might also consider mentioning these values in your organization's official documents.

- ⦿ **Display these values**

Keep these values in plain view to ensure you refer to them often.

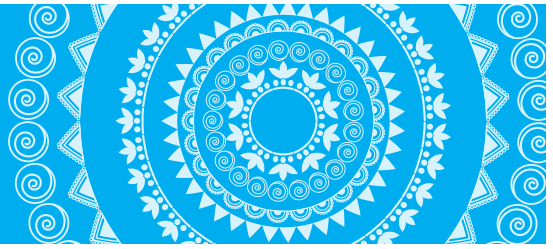
- ⦿ **Make sure you keep these values in mind in your work and daily actions**

When you undertake an action project with group members and go through the various steps, make sure you encourage group members to incorporate the 7 values into their tasks and lives accordingly. Refer to the values when needed.

\*Note: The value of acceptance in this Guide includes the notion of tolerance as defined by UNESCO in its *Declaration of Principles on Tolerance*, November 16, 1995.

## REFERENCE 8

# Educational approach



## What is the educational approach of the guide?

The participatory approach is the educational approach that was used in the development of the Guide. As such, the activities and projects are intended to go beyond mere transmission of knowledge and skills and aim towards creating an awareness of human rights and encouraging action by having participating groups critically reflect on their lived experience and determine changes they want to see in their communities. Building on their lived experience, groups engage in a process where they come to realize that not only do they have the right to participate in their community, but also the responsibility to do so. The approach, therefore, promotes the active participation of youth and women in an empowerment process that encourages them to incorporate human rights values into their daily lives as well as developing appropriate actions that promote these values in their communities.

The Guide is designed to engage groups in a process that extends over a period of a few weeks or months (see **Section 2 –Doing a Youth Human Rights Project** for more details). Specific activities can also be used independently. A variety of methods and techniques promoting critical reflection leading to action for change are used in the Guide activities and projects. These include: debates, theatre, arts, music, sports, skits, games, community mapping, etc.

## What is transformative learning?

Transformative learning is a process leading to a revision of our underlying assumptions, perspectives and world view. The adult education professor and theorist Jack Mezirow (1978) developed the theory of transformative learning. Mezirow believes that individuals can be “transformed” through a process of critical thinking. This transformation process involves three key elements:

- ⊙ Experience as the starting point: group members start from their own experience.
- ⊙ Critical thinking: group members have to reflect on the assumptions that shape how they understand and interpret their experiences.
- ⊙ Using dialogue to validate assumptions: group members must be able to compare their views with those of others to determine their validity.

## What are the key conditions for fostering transformative learning?

Mezirow and subsequent researchers have identified some ideal conditions for fostering critical thinking and transformative learning:

- ⊙ **Ideal learning conditions:** Learning conditions that promote a sense of safety, openness and trust. For example, an environment where young people feel safe and secure.
- ⊙ **Situations that are open and conducive to critical reflection:** A learning situation that is democratic, open and follows a logical path provides access to all available information and promotes critical thinking.

## Section 3 Reference sheets and glossary

- ⦿ **Transformative learning built on experience:** Learning requires sharing personal experiences.
- ⦿ **Participant-centred curriculum:** The method places group members at the centre of learning and promotes autonomy, participation and collaboration.
- ⦿ **Feedback and self-assessment:** Learning conditions that support and encourage feedback are a key aspect of a participatory approach.
- ⦿ **Group work:** The opportunity to get to know others' cultural background; the importance of embracing, not avoiding dissonant voices and conflicting ideas; the need to act on new ideas.
- ⦿ **Facilitator characteristics:** Facilitators need to be trusting, empathetic, authentic, and sincere, and demonstrate a high degree of integrity.

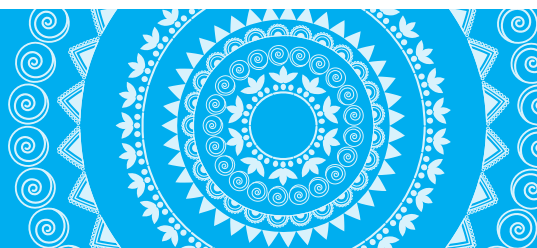


### SOURCES FOR THIS SECTION

V. Nazzari, P. McAdams and D. Roy, Using Transformative Learning as a Model for Human Rights Education: The Case Study of the Canadian Human Rights Foundation's International Human Rights Training Program, *Intercultural Education*, vol. 16, n° 2, May 2005, pp. 171-186.

## REFERENCE 9

# Advocacy



### What is advocacy?

Advocacy can be defined as identifying and acting upon opportunities to influence and become involved in the policy decision-making process at national and international levels. Cohen et al. (2001) define **social justice advocacy** as the “pursuit of influencing outcomes – including public-policy and resource-allocation decisions within political, economic, and social systems and institutions – that directly affect people’s lives. Advocacy consists of organized efforts and actions based on the reality of ‘what is’.” These actions aim at highlighting critical issues that have been disregarded, influencing public outlook, and enacting and implementing laws and public policies so that the vision of “what should be” in a just society becomes a reality.

VeneKlasen and Miller (2007) define **citizen-centered advocacy** as “an organized political process that involves the coordinated efforts of people to change policies, practices, ideas, and values that perpetuate inequality, intolerance, and exclusion. It strengthens citizens’ capacity as decision makers and builds more accountable and equitable institutions of power.” Other definitions exist reflecting the different assumptions about how power and politics function and how change occurs.

### What is human rights-based advocacy?

Human rights – civil, political, economic, social and cultural – provide the basic framework for citizen-centered advocacy. Human rights-based advocacy builds on the legitimacy of these rights gained through UN conventions ratified by the country and procedures, e.g., the *Universal Periodic Review* (UPR). Civil and political rights, e.g., freedom of association, freedom of speech, etc., enshrined in national laws and international conventions, provide a legal framework for action. In cases such as these, the advocacy focuses on compliance, enforcement, and equal protection. Economic, social and cultural rights, e.g., healthcare, housing, the environment, etc., are usually not enshrined in law and hence do not provide a legal framework for action, in which case the advocacy focuses on legislation and policy change.

### Why is human rights advocacy necessary?

The actions and policies of powerful national and international institutions often undermine the work of NGOs and grassroots organizations focused on problems of poverty, sustainable development, democratic rights and women’s equality. Top-down government and international donor practices often limit the ability of marginalized populations to participate in public-decision making. In recent years, however, globalization, economic liberalization, structural adjustment and related privatization policies have strengthened the role of the market and tended to weaken the operations of the State and its ability to provide basic services. A greater need and opportunity for advocacy emerges from these current circumstances and problems. Moreover, advocacy by NGOs and grassroots groups is critical if the State and the elites that exacerbate economic and political disparities are to be held in check and if less powerful groups do not wish to be excluded from public decision making.

## Section 3 Reference sheets and glossary

### Key elements for effective advocacy

Issue selected	Your advocacy campaign
<p><b>Clear objective</b></p> <ul style="list-style-type: none"> <li>⦿ Easily explainable and understood</li> <li>⦿ General enough to attract people’s interest while specific enough to achieve some concrete results within a reasonable time (six months to a year)</li> </ul>	<p>What do you want to achieve?</p>
<p><b>Evaluation strategy</b></p>	<p>How will you measure the results?</p>
<p><b>Well-defined target audiences</b></p> <ul style="list-style-type: none"> <li>⦿ Primary target: The group or individual who has the authority “to give you what you want”</li> <li>⦿ Secondary target: Those who will most directly influence the “authority”</li> </ul>	<p>Who are the right people to target?</p>
<p><b>A clear message</b></p> <ul style="list-style-type: none"> <li>⦿ The message must be clear, true and persuasive to the audiences that your campaign is targeting. It is not enough that the message is clear to you.</li> </ul>	<p>What message do your target groups need to hear?</p>
<p><b>A variety of messengers</b></p> <ul style="list-style-type: none"> <li>⦿ Should include individuals who have credibility as “experts”:</li> <li>⦿ Some who can speak from personal experiences</li> <li>⦿ Others who have special credibility or connection to the person or group you have targeted</li> <li>⦿ The same message will have a very different effect, depending on who communicates it</li> </ul>	<p>Who is the right messenger to deliver the message to the target group(s) selected?</p>
<p><b>A variety of delivery methods</b></p> <ul style="list-style-type: none"> <li>⦿ Different ways of delivering messages include: lobbying, media work, protest and direct action</li> <li>⦿ Campaigns must carefully examine their options for action and combine the most appropriate ones together to achieve success.</li> </ul>	<p>What are the most appropriate methods to deliver the messages to ensure they are heard?</p>

## FURTHER REFERENCES

Cohen, David, Gabrielle Watson, and Rosa de la Vega (2001). *Advocacy for Social Justice: A Global Action and Reflection Guide*.

VeneKlasen, L. with V. Miller (2007). *A New Weave of Power, People, and Politics: The Action Guide for Advocacy and Citizen Participation*.

## SOURCES FOR THIS SECTION

Cohen, David, Gabrielle Watson, and Rosa de la Vega (2001). *Advocacy for Social Justice: A Global Action and Reflection Guide*.

Equitas (2011). *International Human Rights Training Program*. Montréal: Equitas-International Centre for Human Rights Education.

Flowers, N. (2000). *The Human Rights Education Handbook: Effective Practices For Learning, Action, And Change*. Minneapolis, MN: University of Minnesota.

Ravindran, D. J. (1998). *Human Rights Praxis: A Resource Book for Study, Action and Reflection*. Bangkok, Thailand: The Asia Forum for Human Rights and Development.

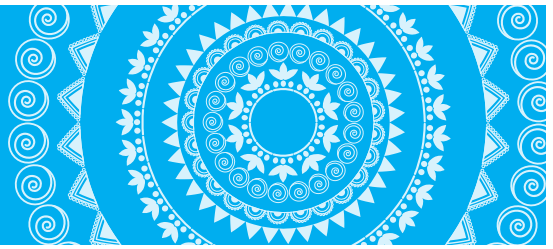
VeneKlasen, L. with V. Miller (2007). *A New Weave of Power, People, and Politics: The Action Guide for Advocacy and Citizen Participation*.





## REFERENCE 10

# The *Universal Periodic Review*



## What is the *Universal Periodic Review (UPR)*?

The UPR is a new human rights monitoring mechanism aimed at improving the human rights situation in all of the 192 UN Member States. The UPR is a state-driven process which provides the opportunity for each State to declare the actions taken to improve the human rights situations in their countries and to fulfill their human rights obligations. The UPR was created through the UN General Assembly on 15 March 2006 by Resolution 60/251.

## What are the objectives of the UPR?

- ⦿ To address human rights violations all over the world
- ⦿ To improve the human rights situation everywhere
- ⦿ To encourage States to fulfill their human rights obligations and commitments
- ⦿ To assess positive developments and challenges faced by States
- ⦿ To enhance the State's capacity to ensure the enjoyment of human rights by all
- ⦿ To provide technical assistance to States, when requested
- ⦿ To share best practices between States and other stakeholders

## How does the UPR process work?

*UPR cycle of reviews and number of States reviewed each year*

All UN Member States will be reviewed every four years and a half with 42 States reviewed each year. Around 14 States are reviewed during each session.

*Who conducts the State review?*

The reviews are conducted by the UPR Working Group which consists of the 47 members of the Council. However any UN Member State can take part in the discussion/dialogue with the reviewed States. Each review is facilitated by groups of three States, known as "troikas", who serve as rapporteurs. The selection of the troikas is done through a drawing of lots prior to each Working Group session.

*How the reviews are conducted?*

Reviews take place through an interactive discussion between the State under review and other UN Member States. This takes place during a meeting of the UPR Working Group. During this discussion any UN Member State can pose questions, comment and/or make recommendations to the States under review. The duration of the review will be three hours for each country in the Working Group.

## Section 3 Reference sheets and glossary

### *Human rights obligations addressed by the review*

The review assesses the extent to which States respect their human rights obligations contained in: (1) the UN Charter; (2) the Universal Declaration of Human Rights; (3) human rights instruments to which the State is a party (covenants, conventions and other human rights treaties ratified by the State concerned); (4) voluntary pledges and commitments made by the State (e.g. national human rights policies and/or programs implemented); and (5) applicable international humanitarian law.

### *Documents that form the basis for the review*

Three reports serve as a basis for each State review: (1) State report: information provided by the State under review; (2) UN Summary Report: information contained in the reports of independent human rights experts and groups, known as the Special Procedures, human rights treaty bodies, and other UN entities; (3) Stakeholder Summary Report: information from other stakeholders including non-governmental organizations and national human rights institutions.

## **What is the outcome of the review?**

Following the State review by the Working Group a report is prepared by the troika with the involvement of the State under review and assistance from the OHCHR. This report, referred to as the “outcome report”, provides a summary of the actual discussion. It consists of the questions, comments and recommendations made by States to the country under review, as well as the responses by the reviewed State.

## **What is the duty of the State regarding the outcome of the UPR?**

States are responsible for implementing the conclusions, recommendations, voluntary pledges and commitments that are part of the outcome documents.

## **How can different stakeholders engage with the UPR mechanism? (i.e. NGOs, grassroots organizations, and national human rights institutions)**

There are many opportunities to engage in the UPR process. Although the review process provides limited space for stakeholders participation, the work before and after the review is key to implement concrete recommendations of the “outcome report”.

Below are some ways that NGOs can participate:

- ⊙ Participate in the national consultation held by the State under Review
- ⊙ Send submissions to the Office of the High Commissioner before the Review for the “Stakeholder Summary Report”
- ⊙ Lobby members of the Working Group
- ⊙ Attend and participate in the plenary before the adoption of the outcome
- ⊙ Monitor the implementation of the UPR recommendations by the State under review

### How can you engage with UPR mechanisms?

Civil society has an important role to play in relevant stages of the UPR—in preparing submissions for the reviews, in attending reviews, and by contributing to follow up to the implementation of UPR recommendations and conclusions.

#### *Working in preparation of reports*

Civil society organizations and human rights defenders can prepare reports to be submitted for the UPR process.

#### *Working on Follow up to UPR Review outcomes*

Once adopted by the Working Group on the UPR, the report on each reviewed country is transmitted to the Human Rights Council. The Council normally considers and adopts these outcome documents at its next regular session. The conclusions/recommendations contained in an outcome document which enjoy the support of the reviewed State serve as the basis for UPR follow up.

Resolution 5/1 provides that it is primarily the responsibility of States to implement their review outcomes (including conclusions and recommendations, and voluntary pledges and commitments). Resolution 5/1 also states that other relevant stakeholders, including civil society actors, have a role to play in the implementation.

Civil society actors, including NGOs, academia, the media, trade unions and professional groups, can work on follow-up to UPR outcomes in a number of ways, for instance:

- ⦿ Working with national entities (including Government, parliament, the judiciary and NHRIs) to help the State meet its obligations; civil society often acts as a catalyst to promote national legislative reforms and develop national policies. It can also use the UPR outcomes as a basis for dialogue with State entities and for defining its own programmes of action;
- ⦿ Monitoring the human rights situation and steps taken locally to implement UPR outcomes;
- ⦿ Raising awareness about the UPR, the outcomes States are required to implement, and how outcomes can be used to improve the enjoyment of human rights nationally. This may be done by organizing thematic discussions, round tables, seminars and workshops, translating and publishing UPR outcomes and working with NHRIs and the national media, and by raising awareness of UPR outcomes among the general public and civil society;
- ⦿ Engaging with national entities towards the preparation of information for the next periodic review; and
- ⦿ Collaborating with other civil society actors in the preparation and submission to OHCHR of follow-up information on the implementation of UPR outcomes.

## FURTHER REFERENCES

**Office of the High Commissioner for Human Rights. (2008). Fact Sheet: Human Rights Council – Universal Periodic Review. Available online in English:**  
[www.ohchr.org/EN/HRBodies/UPR/Documents/UPRFactSheetFinal.pdf](http://www.ohchr.org/EN/HRBodies/UPR/Documents/UPRFactSheetFinal.pdf)

**Office of the High Commissioner for Human Rights. (2008). Working with the United Nations Human Rights Programme: A Handbook for Civil Society. Geneva. Available online in English:** [http://www.ohchr.org/EN/AboutUs/CivilSociety/Documents/Handbook\\_en.pdf](http://www.ohchr.org/EN/AboutUs/CivilSociety/Documents/Handbook_en.pdf)  
**and in Arabic:** [http://www.ohchr.org/Documents/Publications/ngohandbook\\_ar.pdf](http://www.ohchr.org/Documents/Publications/ngohandbook_ar.pdf)

**UPR Step by Step, in Arabic:** <http://www.annd.org/administrator/pubfile/final%20formatted%20UPR%20AR%20Step%20by%20step.pdf>

## SOURCES FOR THIS SECTION

Equitas (2011). *International Human Rights Training Program*. Montréal: Equitas-International Centre for Human Rights Education.

Human Rights Project at the Urban Justice Centre. (2010). *A Practical Guide to the United Nations' Universal Periodic Review (UPR)*. New York. Available online:  
<http://www.hrpujc.org/documents/UPRtoolkit.pdf>

Irish Council for Civil Liberties (ICCL) and UPR-info.org. *Your Rights. Right Now. A Plain English Guide to the Universal Periodic Review*. Available online:  
[http://www.rightsnow.ie/assets/5/EBAA5041-D2DE-8672-55C9086A7A967DA7\\_document/UPR\\_web.pdf](http://www.rightsnow.ie/assets/5/EBAA5041-D2DE-8672-55C9086A7A967DA7_document/UPR_web.pdf)

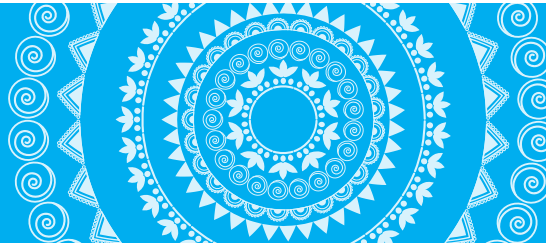
*Office of the High Commissioner for Human Rights. (2008). Fact Sheet: Human Rights Council – Universal Periodic Review. Available online in English:*  
[www.ohchr.org/EN/HRBodies/UPR/Documents/UPRFactSheetFinal.pdf](http://www.ohchr.org/EN/HRBodies/UPR/Documents/UPRFactSheetFinal.pdf)

*Office of the High Commissioner for Human Rights. (2008). Working with the United Nations Human Rights Programme: A Handbook for Civil Society. Geneva. Available online in English:* [http://www.ohchr.org/EN/AboutUs/CivilSociety/Documents/Handbook\\_en.pdf](http://www.ohchr.org/EN/AboutUs/CivilSociety/Documents/Handbook_en.pdf)

OHCHR. *Working with the United Nations Human Rights Programme: A Handbook for Civil Society*. P. 145-151 [http://www.ohchr.org/EN/AboutUs/CivilSociety/Documents/Handbook\\_en.pdf](http://www.ohchr.org/EN/AboutUs/CivilSociety/Documents/Handbook_en.pdf)

## REFERENCE 11

# Networking

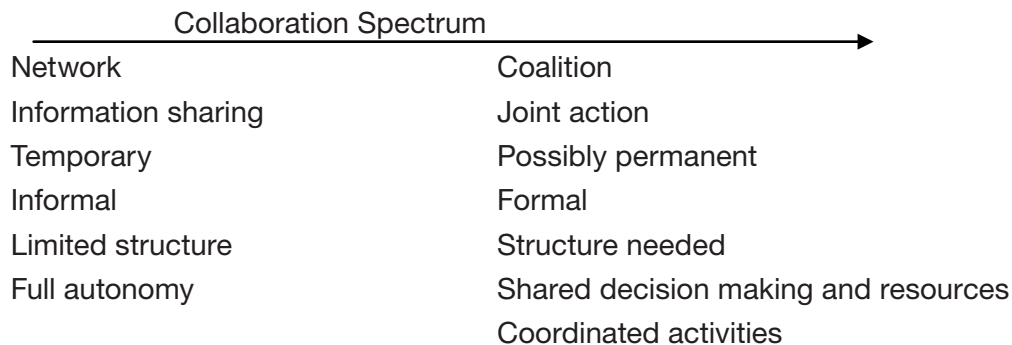


### What is a network?

A network is a group of individuals, groups, or institutions that exchange information and/or services. The emphasis in networking is on exchange.

### What is a coalition?

A coalition is an alliance of organizations for joint action. Like networks, coalitions can exchange information and services, but the emphasis is on action. Coalitions are basically networks that go one step further in providing for action.



### What are some reasons to work with a network/coalition?

- ⊙ Speaking with a stronger voice/increasing the pressure
- ⊙ Enabling linkages with groups that do not necessarily do the same work as you but can support your advocacy campaign
- ⊙ Increasing the pool of information, experience, sharing of best practices, and contacts
- ⊙ Avoiding duplication of efforts
- ⊙ Coordinating quick responses to a crisis
- ⊙ Creating collective security

## Section 3 Reference sheets and glossary

### What are the reasons for failed networks/coalitions?

- ⊙ Can actually drain individual groups' resources, rather than augment them
- ⊙ Environmental factors beyond the control of coalition members can also derail the effort to act as a collective
- ⊙ Communications barriers
- ⊙ Credibility: a human rights group will not want to associate with other groups that it feels could damage its credibility
- ⊙ Undemocratic decision-making
- ⊙ Loss of autonomy
- ⊙ Competition between coalition members
- ⊙ Money tensions

### What are some tips on good networking?

In the area of human rights education, networking is really important. Here a few suggestions to help you in your work.

- ⊙ Explore the existing network and choose which is suitable to your objectives, mission and vision and join it
- ⊙ Keep updated data about the existing organizations and their work
- ⊙ Keep good relationships with other organizations
- ⊙ Invite other organizations for a meeting or to take part in some of your activities
- ⊙ Share what you do through a newsletter, meetings, your website and social media
- ⊙ Try to connect with other NGOs through social media such as Facebook, Twitter, Mobile Phone Messages, Blogs and join the free networks on the Internet
- ⊙ Share your ideas for proposals; ask them what they are working on to avoid duplication and promote complementarity of programs
- ⊙ Make available to the other organizations the services of experts in your field
- ⊙ Organize networking conferences
- ⊙ Organize joint activities, trainings
- ⊙ Send a bulletin and mailing information, include information about your partners and invite other partners to submit information
- ⊙ Join the Arab Network of human rights educators (ANHRE) - <http://www.anhre.net/index.html>
- ⊙ Join Clusters or Thematic Working Groups, i.e. CRIN – Child Rights Information Network <http://www.crin.org/>, United Nations Protection Cluster, NGO coordination bodies

## SOURCES FOR THIS SECTION

Canadian Human Rights Foundation (2003). *Human Rights Monitoring and Advocacy*.

National Workshop for NGOs. Jakarta, Indonesia, May 5-9, 2003. CHRF: Montréal.

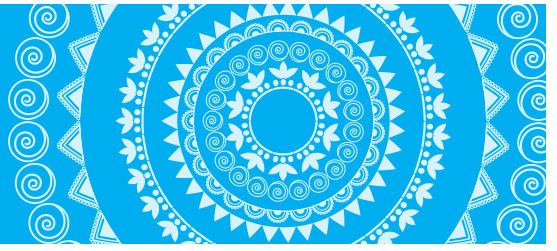
The Fund for Peace. (1994). *A Handbook on Establishing and Sustaining Human Rights Organizations*.





## REFERENCE 12

# The human rights-based approach



## Introduction to the human rights-based approach (HRBA)

A human right is something everyone is entitled to simply because he or she is a human being. Human rights belong to every individual, man or woman, girl or boy, infant or elder simply because he or she is a human being.

A human right is what enables me to live in dignity. Once something is defined or identified as a right it means that:

1. There is an obligation on the part of the government (duty-bearers) to respect, promote, protect, and fulfill the rights of all people within its territory as well as certain rights to particular groups of people: for example, the right to vote is only owed to citizens of a State (rights-holders)
2. The right can be enforced

## What is the human rights-based approach?

- ⊙ It is founded on the conviction that every human being, by virtue of being human, is a holder of rights.
- ⊙ It assumes that all human beings, including children, should have equal opportunity to realize their full developmental potential.
- ⊙ It involves a process of empowering those who do not enjoy their rights to claim them. It does not involve charity or simple economic development.
- ⊙ It integrates the norms, standards and principles of the international human rights system into the plans, policies and processes of development programs, social programs and other programs.
- ⊙ It supports the concept that all people, regardless of age, gender, race, religion, ethnicity, social status or any other difference, have a basic right to life with dignity.
- ⊙ It ensures that programs address all aspects of life (for example, from ensuring basic survival through meeting psychological needs). They are holistic and inclusive.

## What are the key elements of a human rights-based approach?

The key elements of a rights-based approach can guide the content and practice of your work. A human rights situational analysis should be based on accepted human rights principles. These elements include:

### Participation

- ⊙ Aims for a high degree of participation, from communities, civil society, minorities, indigenous peoples, women, children and others.
- ⊙ Sees youth and children as active participants in finding constructive solutions.

## Section 3 Reference sheets and glossary

### Increased levels of Accountability

- ⊙ Identifies rights-holders (and their entitlements) and corresponding duty-bearers (and their obligations).
- ⊙ Identifies the positive obligations of duty-bearers (to protect, promote and provide) and their negative obligations (to abstain from violations).

### Non-discrimination

- ⊙ Gives particular attention to discrimination, equality, equity and marginalized groups. These groups may include women, minorities, indigenous peoples and prisoners. A rights-based approach requires that the question of who is marginalized here and now be answered locally.

### Move from dependency to Empowerment

- ⊙ Focuses on beneficiaries as the owners of rights and the directors of development instead of the objects of programs and actions to address their needs.
- ⊙ Gives people the power, capabilities and access needed to change their own lives, improve their own communities and influence their own destinies. Places a higher emphasis on the strengths of individuals and communities including children to play a more active part in the societies in which they live.

### Direct Links to Rights

- ⊙ Establishes direct links to international, regional and national human rights instruments.
- ⊙ Considers the full range of indivisible, interdependent and interrelated rights: civil, cultural, economic, political and social.

## **What is the difference between a human rights-based approach and a needs-based approach?**

A right is different from a need. A need is an aspiration. A need can be legitimate, however, it is not necessarily associated with a government obligation. Satisfying a need cannot be enforced. A right entails a government obligation and can be enforced. Rights are associated with “being”. Needs are associated with “having”.

Rights approach	Needs approach
<ul style="list-style-type: none"> <li>⦿ Rights are realized</li> <li>⦿ Rights always imply duties and obligations</li> <li>⦿ Rights are universal</li> <li>⦿ Rights can only be realized by attention to both outcome and process</li> <li>⦿ All rights are equally important</li> <li>⦿ Rights empower individuals and groups</li> <li>⦿ Rights entitle individuals to social welfare assistance</li> <li>⦿ Rights focus on structural causes and their manifestations</li> </ul>	<ul style="list-style-type: none"> <li>⦿ Needs are met or satisfied</li> <li>⦿ Needs do not imply duties or obligations</li> <li>⦿ Needs are not necessarily universal</li> <li>⦿ Basic needs can be met by goal or outcome oriented strategies</li> <li>⦿ Needs can be ranked in hierarchical priorities</li> <li>⦿ Needs imply that individuals and groups are objects of social welfare interventions</li> <li>⦿ Needs imply that individual needs are deserved</li> <li>⦿ Needs focus on immediate causes of problems</li> </ul>

### What is a “rights-holder” and a “duty-bearer”?

A human rights-based approach is a conceptual framework that sets the achievement of the full range of human rights as an objective of social actions. It is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It focuses on developing the capacities of duty-bearers to meet their obligations and of rights-holders to claim their rights.

In human rights language, a rights-holder:

- ⦿ Is entitled to rights
- ⦿ Is entitled to claim rights
- ⦿ Is entitled to hold the duty-bearer accountable
- ⦿ Has a responsibility to respect the rights of others

Consequently, those who have the obligation to respect, protect, and fulfill the rights of the rights-holders are duty-bearers. The overall responsibility for meeting human rights obligations rests with the State. This responsibility includes all the organs of the State such as parliaments, ministries, local authorities, judges and justice authorities, police, teachers or extension workers. All these are legal duty-bearers. Every rights-holder has the responsibility to respect the rights of others. In this sense you can say that every individual or institution that has the power to affect the lives of rights-holders is a moral duty-bearer – the greater the power, the larger the obligation to fulfill and especially to respect and protect the human rights of others. In this sense private companies, local leaders, civil society organizations, international organizations, heads of households, and parents, and in principle every individual are moral duty-bearers. You should remember that the State as a legal duty-bearer also has a duty to regulate the actions of moral duty-bearers – e.g. parents, companies etc. – to ensure that they respect human rights.

## Section 3 Reference sheets and glossary

### SOURCES FOR THIS SECTION

Danish Institute for Human Rights. (2007). Applying a Rights-Based Approach: An Inspirational Guide for Civil Society. Available online: <http://www.humanrights.dk/files/pdf/Publikationer/applying%20a%20rights%20based%20approach.pdf>.

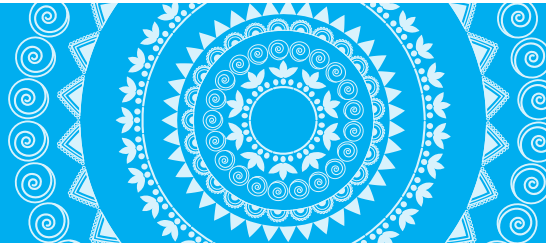
Equitas (2011). *International Human Rights Training Program*. Montréal: Equitas- International Centre for Human Rights Education.

Office of the High Commissioner for Human Rights Human Rights. A Basic Handbook for UN Staff. Available online: <http://www.ohchr.org/Documents/Publications/HRhandbooken.pdf>.

UNHCR website, <http://www.unhcr.ch/development/approaches-04.html>

## REFERENCE 13

# Tips and suggestions



Here are some important things to consider when developing your action plans for your youth human rights project and some simple tips to keep in mind. This reference sheet includes tips on the following subjects:

1. Interaction with Government Officials
2. Writing a Petition
3. Raising Funds and Donations for your Initiative
4. Holding a Public Meeting or a Community Gathering
5. Creating and Disseminating Photos and Videos
6. Writing a Press Release, Contacting the Media

## 1. INTERACTION WITH GOVERNMENT OFFICIALS

In order for your initiative to be effective, making contact with decision makers is important and often necessary in order for the issue you are focusing on to be resolved. Here are a few tips on how you can influence government officials.

### Creating contact

- ⦿ Identify who is responsible for the issue you are focusing on. In some cases the information you need might be available from different government entities.
- ⦿ Check with other organizations or individuals involved in your initiative to see if anybody has contacts with the relevant authorities. Based on others' experience with the government, this can also be useful in terms of getting an initial idea of how receptive the decision makers in question might be to your ideas.
- ⦿ When you contact the people you want to meet with, be humble and friendly, and make sure to emphasize that you want to work on the issue in a spirit of collaboration.
- ⦿ Preparing an agenda and sharing it with the decision makers before the meeting is a good way to summarize the main points you would like to discuss and for everybody to arrive prepared.

### Meeting with government officials

- ⦿ A first meeting could be more informal, e.g. over lunch, where you can introduce your initiative and establish the officials' level of interest.
- ⦿ Recognize the work the government is already doing in this area – emphasize that what you are proposing is an effort to strengthen their work, not to criticize or undermine it.
- ⦿ Emphasize what you base your suggestions on – prepare data, figures, quotations, examples. A short document synthesizing the information is a good way of complementing your presentation.

## Section 3 Reference sheets and glossary

- ⦿ If you are talking on behalf of a group, it is important to get authorization from people involved beforehand. Some people involved in the initiative might not necessarily want to have their names mentioned during a meeting with government officials.
- ⦿ It can be beneficial to have a second person accompany you to a meeting to show that persons/organizations are involved and to get additional ideas on how to interact with the government.
- ⦿ Be open to questions and criticism from government officials you meet with.
- ⦿ Establish which next steps you will take to keep the dialogue going after your meeting.

### Following up

- ⦿ Write a letter to thank the officials for meeting with you.
- ⦿ Share the discussion points and outcomes of the meeting with the group involved in your initiative to get ideas on how you can take the initiative forward in light of the new information you have acquired.
- ⦿ Continue to monitor government actions related to your initiative and follow up with them when developments are observed, both positive and negative.
- ⦿ If appropriate, invite government officials to meet with the group you are representing to sensitize them further to the issue you are concerned with.

## 2. WRITING A PETITION

A petition is a formal written request addressed to an official person or an organized body. Normally a petition will advocate for some sort of change, and it is opened up for signature by individuals who support its demands. It is therefore a useful tool for promoting your cause and sensitizing people in your community.

Here are a few suggestions on how to effectively communicate your message through a petition:

- ⦿ State your demands clearly.
- ⦿ Write down the statement of the campaign (petition) including who you are (better to be a coalition or group of people), background of the issue, and clear demands from the government.
- ⦿ Have all figures, numbers and status of the issue available and communicate them in a way that is easily understandable.

### Example of a petition

- ⦿ <http://www.amnesty.org/en/library/asset/MDE12/035/2009/en/334dfe83-c408-4e00-8f51-36a8c9333cce/mde120352009en.pdf>

### Websites offering spaces for creating online petitions

- ⦿ <http://www.petitionspot.com>
- ⦿ <http://www.gopetition.com>

### 3. RAISING FUNDS AND DONATIONS

You will likely incur some costs as a result of your initiative. Raising funds and obtaining donations is an important part of making your initiative feasible.

#### In preparation

- ⦿ Establish what your needs are in terms of funds and donations. Be aware that some of your needs can be covered through in-kind donations (e.g. for banners, promotional objects and food).
- ⦿ Establish which donors might be interested in your initiative. Be certain that their funding priorities are a good match with your initiative. Such funders may include government funds, international organizations and the private sector. Consider individual donors who might be interested.
- ⦿ Check with other people involved in your initiative to see if they have contacts with the different donors and enterprises you would like to approach. A personal contact to 'open up doors' is invaluable.
- ⦿ Reflect on how you can ensure donor visibility and respond to their priorities and needs. What can you offer them in return for their support?
- ⦿ Prepare different sponsor packages and/or levels so that they can pick the one that best suits them.

#### Meeting with donors

- ⦿ Present your initiative in a concise manner, detailing its starting points and the changes you want to achieve. Ensure they have a copy of your sponsorship package to refer to during your discussion.
- ⦿ Remind the donor how your initiative matches their funding priorities.
- ⦿ Emphasize and explain in detail how the donor's contribution and support will make a true difference in the realization of your initiative and assure them about their visibility in the initiative.
- ⦿ Use simple and understandable language – the donor's reality might be quite different from yours, especially in the case of the private sector.
- ⦿ Be open and prepared to answer questions and clarify aspects of your initiative.
- ⦿ Make sure you identify next steps to your collaboration during the meeting.

## Section 3 Reference sheets and glossary

### Following up

- ⦿ Send a follow-up message to thank them for the meeting the same day.
- ⦿ Share the discussion points and outcomes of the meeting with the group involved in your initiative to get ideas on how you can take the initiative forward in light of the new information you have acquired. Be sure to thank anyone who may have helped make the connection with the donor or set up the first meeting.
- ⦿ Follow up with the donors a few weeks after the meeting if they need to discuss things internally before making a decision.
- ⦿ If appropriate, invite donors to one or more of the events held as part of the initiative.
- ⦿ Ensure you continue to follow up with the donor after the initiative is over. A donor who gave once is likely to give again – but must be continually recognized as having an important and invaluable role in your initiative.

One of the steps in your fundraising strategy could be writing a letter to some potential donor to explain your project. Here a sample letter you can start with:

May XX, 201X

Mr. XXXX  
XXXX

Dear XXXX,

The organization I work with, (Name), has been implementing for the last few weeks a project on (Subject) with a group of (Individuals).

With the group, we have decided to focus on this issues because (Explanation).

We are planning to implement the following action: (Plan) that will contribute to our goal which is (Objective).

In order to implement our plan of action, we are trying to raise (Amount).

We hope that you can contribute to the funding of our project in some ways.

We would be very happy to meet with you and explain our project in more detail. Please, do not hesitate to contact me for more information on our project.

Regards,  
XXXX



### 4. HOLDING A PUBLIC/ COMMUNITY GATHERING

A public event is an opportunity to raise the community's awareness about the issues you are promoting. In other words, it is a chance to foster additional support for your cause. Here are a few ideas for how you can most effectively organize such an event:

- ⦿ Think carefully about the format of your event and when would be a good time to have it. Ultimately this will depend on your target group.
- ⦿ Make sure the invitation or press release you circulate clearly communicates what the event is about and who is organizing it (see additional tips under "Writing a press release" below).
- ⦿ Some key people to have on your invitation list may include: community leaders, government officials, celebrities and public figures.
- ⦿ Ensure the invitation is circulated widely, and send reminders as the event approaches.
- ⦿ Youth are usually technologically savvy and have big networks of contacts. Find a way of including them in the organization of your event.
- ⦿ Find creative ways of promoting your cause. E.g., you can show a video, a theatre piece, artwork or photos that convey the message, or you can link your event to a concert if appropriate.

### 5. CREATING AND DISSEMINATING PHOTOS/VIDEOS

Photos and videos can be powerful tools for raising awareness and advocating for change. Modern technology makes it possible to capture photos and videos with inexpensive cameras and even on your cell phone. Internet sites such as Flickr and YouTube make it easy to disseminate your photos and videos and spread your message.

Things to take into account when making a video or taking a photo:

- ⦿ It is very important to get the consent of every person involved in the video before filming them, and of every person in the photos before taking the picture.
- ⦿ People involved must also be made aware of the implications of their involvement. Once a video or a photo is published through YouTube, Flickr or similar channels, everyone can see it.
- ⦿ Think carefully about what you are exposing in your video and the consequences it might have for the people portrayed. Do not expose them to unnecessary danger.

#### Disseminating photos and videos

- ⦿ To upload a video to YouTube you have to have an account, which can be created for free, and then you can upload it to your channel. Here is a link that explains the steps: <http://www.google.com/support/youtube/bin/answer.py?answer=57924>
- ⦿ Other free video publishing sites include Blip.TV ([www.blip.tv](http://www.blip.tv)), the Hub (<http://hub.witness.org>) and Daily Motion ([www.dailymotion.com](http://www.dailymotion.com)).

## Section 3 Reference sheets and glossary

- ⦿ To uploads photos to Flickr you need to create an account at [www.flickr.com](http://www.flickr.com), which is free of charge. A simple user guide to Flickr can be found here: [http://news.cnet.com/8301-17939\\_109-9703620-2.html?tag=blog](http://news.cnet.com/8301-17939_109-9703620-2.html?tag=blog)
- ⦿ Other photo publishing sites include the Hub (<http://hub.witness.org>), Shozu ([www.shozu.com](http://www.shozu.com)) and Picasa (<http://picasaweb.google.com>).

### Additional resources

- ⦿ The Quick 'n Easy Guide to Online Advocacy from Tactical Technology Collective <http://onlineadvocacy.tacticaltech.org/>
- ⦿ Witness: Video Advocacy Resources & Tools [http://www.witness.org/index.php?option=com\\_content&task=blogcategory&id=101&Itemid=262](http://www.witness.org/index.php?option=com_content&task=blogcategory&id=101&Itemid=262)
- ⦿ The Audio/Video edition of NGO-in-a-Box is a collection of Free and Open Source Software tools, guides and tutorials for multimedia production and distribution <http://audiovideo.ngoinabox.org/?q=node/102>

## 6. WRITING A PRESS RELEASE, CONTACTING MEDIA

A press release is a short notice circulated to members of the press that seeks to generate attention from the media around a particular issue. It is a useful tool for different activities you might undertake as part of your initiative, including the organization of a public meeting, the announcement of specific developments of your initiative or to publicize a position that you have taken on a particular issue. Keep a list of media contacts and update it over the course of your initiative. You might want to categorize the list according to the different themes journalists cover (e.g. youth activities, sports, social and community affairs, etc.). The list should also specify what is the best way of communicating with each person concerned (email, fax, mail, hard copy, etc).

### The headline of the press release

- ⦿ The headline should be brief, clear and to the point to attract the readers.
- ⦿ it should be in bold and larger than the press release text.
- ⦿ It should contain all the keywords of the press release.

### The body of the press release

- ⦿ The first sentence should grab the reader and say concisely what is happening. The next 1-2 sentences then expand upon the lead.
- ⦿ The press release body should be compact. Avoid using very long sentences and paragraphs. Avoid repetition and do not use complicated language.
- ⦿ A first paragraph (two to three sentences) should sum up the press release and subsequent sections should elaborate on it, such as the event or activities, achievement, result, people, etc.
- ⦿ An ideal press release includes all the relevant information in one page.
- ⦿ In a fast-paced world, neither journalists nor other readers will read the entire press release if the start of the article does not generate interest.

## Section 3 Reference sheets and glossary

- ⊙ Deal with actual facts - events, products, services, people, targets, goals, plans, projects. Try to provide maximum use of concrete facts.
- ⊙ Communicate the 5 Ws and the H. Who, what, when, where, why, and how. Then consider the points below if pertinent.
- ⊙ Add quotations from responsible people in your organization, people in the field, and targeted people.
- ⊙ Then add information about your organization and its goal at the end of the press release.
- ⊙ Put your contact information in the press release in order for journalists and media workers who receive it to contact you if they need any other information or to set up an interview.
- ⊙ If you sent it by fax or e-mail, contact them to make sure they got it.
- ⊙ Add a photo to the press release if it is an event.

### A few things to consider when doing your press release:

- ⊙ What is the release for? Are you informing the media? Inviting them? Both?
- ⊙ How does your story connect to the issues that the media are covering? Why should journalists be interested in your story?
- ⊙ If this is for an event, is the speaker/trainer/guest available prior to the event for an interview? (This must be confirmed with him/her in advance).
- ⊙ Is there a specific time that would be good for the media to come for a special photo? (If the event is from 4:00 – 6:00, do the media need to be there for the entire 2 hours, or should they come at a designated time for 30 minutes when the ‘important’ stuff (for the media) will happen?)
- ⊙ While you can send out a press release widely, it’s good to think about a few key journalists who might realistically be interested. Who is the journalist who writes ‘personal interest’ stories? Which journalist is known to like to write about Human Rights or education issues? Basically – don’t send this to the sports or business journalists! Do some research – and then do some follow up.
- ⊙ Have alternative media sources been considered? Can a message be crafted to spread on Facebook and Twitter? Can a blogger be invited to blog (maybe even live) about the event?
- ⊙ Post-event release: once you have had the event, a release can be sent out as well (or, if you haven’t sent one before, you can send one after). This is a great opportunity to inform everyone of the great success your event was, what wonderful things your speaker said, what great activities the youth planned...etc. You can provide quotes and have photos ready to be used. Make sure they know the photos are available – but also make sure you have the person’s permission to use their photo (both the person being photographed and the photographer!) Remember to put this information on your website.

You can look at Human Rights Watch’s Website or Amnesty International’s website for examples of press releases of advocacy initiatives:

⊙ <http://www.hrw.org/ar>

⊙ <http://www.amnesty.org/ar/news>

On the next page is a model of a press release for an event.

### Media Advisory

#### **Canadian human rights organization recognizes Asma Jahangir Courageous Pakistani Human Rights Defender to receive Equitas Award for Human Rights Education**

**Montreal, March 8** – Asma Jahangir has been imprisoned, kept under house arrest and received numerous death threats in her native Pakistan for her commitment to equality and human rights. In recognition of her courage and unwillingness to be silenced in her fight for women’s rights and religious freedom, Montreal-based organization Equitas has awarded Ms Jahangir the 2012 Equitas Award for Human Rights Education. The award will be presented to Ms. Jahangir on April 4 at a gala cocktail event in Toronto.

“The struggle for women’s equality can be at times frustrating and dangerous, but without it, there can be no lasting peace in our world,” says Jahangir. “I hope this award will encourage others to continue this struggle, knowing their work is recognized and appreciated by stellar organizations like Equitas.”

#### **Exceptional Achievements in Human Rights**

Ms. Jahangir has distinguished herself as an outspoken and highly effective advocate for women’s rights and religious freedom. As a legal practitioner and civil society activist, Ms. Jahangir has been a staunch critic of laws discriminating against the rights of women in Pakistan. She has also been an effective advocate in the courts challenging unjust actions, whether committed by the community or the Government. Ms Jahangir was the President of the Supreme Court Bar Association of Pakistan and Director of the AGHS Legal Aid Cell, which provides free legal assistance to women and to marginalized and vulnerable groups. In 1998, Ms. Jahangir was appointed United Nations Special Rapporteur on Extrajudicial, Summary or Arbitrary Execution and in 2004 she was appointed United Nation Special Rapporteur on Freedom of Religion or Belief of the Council of Human Rights.

“Equitas feels privileged to be able to honour Asma Jahangir’s tremendous accomplishments,” says Executive Director Ian Hamilton. “Today, in honour of International Women’s Day, we are proud to share this story and highlight some of the outstanding work done by Asma Jahangir in tackling some of the most sensitive human rights issues in the world today.”

#### **Award Ceremony**

**When:** Wednesday, April 4 from 5:30 p.m. to 7:30 p.m.

**Where:** Lambert Room, 54th floor, TD Centre, 66 Wellington Street West, Toronto.

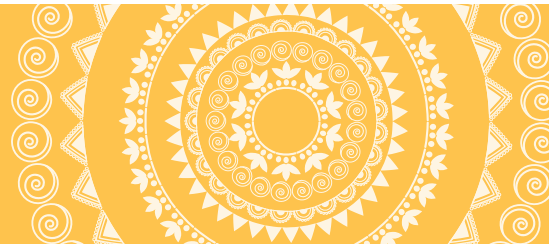
For more information, visit (website).

To arrange an interview, obtain a press pass for the event or for more information, please contact (name), Executive Director.

T: (XXX) XXX-XXXX

E-mail: XXXXXXXXXXXXX

# Glossary



## A

### Advocacy

Advocacy can be defined as identifying and acting upon opportunities to influence and become involved in the policy decision-making process at national and international levels. Cohen et al. (2001) define social justice advocacy as the “pursuit of influencing outcomes – including public-policy and resource-allocation decisions within political, economic, and social systems and institutions – that directly affect people’s lives. Advocacy consists of organized efforts and actions based on the reality of ‘what is.’” These actions aim at highlighting critical issues that have been disregarded, influencing public outlook, and enacting and implementing laws and public policies so that the vision of “what should be” in a just society becomes a reality.

VeneKlasen and Miller (2007) define citizen-centered advocacy as “an organized political process that involves the coordinated efforts of people to change policies, practices, ideas, and values that perpetuate inequality, intolerance, and exclusion. It strengthens citizens’ capacity as decision makers and builds more accountable and equitable institutions of power.” Other definitions exist reflecting the different assumptions about how power and politics function and how change occurs (for more information on advocacy, see *Reference 9 – Advocacy*).

### Alternative report

Report prepared by a non-state actor, usually a non-governmental organization (NGO) or a national human rights institution (NHRI), to a committee. Such a report is termed an alternative report where no government report is available. If the NGO or NHRI submits its report where a government report exists, it is called a shadow report.

### Attitude

Ways of acting that are replete with values, such as respect, openness to diverse cultures, and maintaining rigorous standards; the “As” in SKAs (skills, knowledge, attitudes). New attitudes become apparent when they are manifested in new actions or behaviours.

## Section 3 Reference sheets and glossary

### B

#### Brainstorming

A basic and highly popular tool for group problem solving. The purpose of using brainstorming is to generate ideas or to seek solutions to both theoretical and practical problems. Brainstorming is used when a problem needs to be analyzed and then solutions need to be developed. Brainstorming encourages and requires a high degree of participation and it stimulates those involved to maximum creativity. During a brainstorming session, only ideas are recorded; no explanations are required and no interventions are judged or rejected at this stage. In a subsequent stage, responses are categorized and analyzed; ideas are then combined, adapted or rejected.

### C

#### Case study

A technique designed to give a group training in solving problems and making decisions. A case study is a written description of a hypothetical situation that is used for analysis and discussion. Case studies should be based on credible and realistic scenarios which are not too complex and which focus on two or three main issues. Case studies are useful when discussing common problems in a typical situation. They also provide a safe opportunity to develop problem-solving skills, and to promote group discussion and group problem-solving. The scenario for a case study can be presented to group members for consideration, in its entirety, or “fed” to them sequentially as a developing situation to which they have to respond.

#### Charter

Term used for particularly formal and solemn instruments, such as the constituent treaty of an international organization. The term itself has an emotive content that goes back to the Magna Carta of 1215. Well-known recent examples are the Charter of the United Nations of 1945 and the Charter of the Organization of American States of 1952.

#### Civil and political rights

The rights of all human beings to liberty and equality; sometimes referred to as first generation rights. Civil rights include freedom to worship, to think and express oneself, to vote, to take part in political life, and to have access to information. Civil and political rights are defended in a number of international instruments including the *International Covenant on Civil and Political Rights*.

### **Civil society**

Civil society refers to all groups outside government such as community groups, non-governmental organizations, labour unions, indigenous peoples' organizations, charitable organizations, faith-based organizations, professional associations and foundations. Civil society expresses the interests of social groups and raises awareness of key issues in order to influence policy and decision-making. In recent decades, such organizations have been successful in shaping global policy through advocacy campaigns and mobilization of people and resources.

### **Convention**

The general meaning of “convention” is an international agreement. The generic term “convention” thus is synonymous with the generic term “treaty”. Unlike declarations, conventions are legally binding for governments that have signed them. When the UN General Assembly adopts a convention, it creates international norms and standards. Once a convention is adopted by the UN General Assembly, Member States can then ratify the convention, promising to uphold it. Governments that violate the standards set forth in a convention can then be censured by the UN.

### ***Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)***

CEDAW is sometimes called the “international bill of rights for women.” Adopted in 1979, consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination. The Optional Protocol to CEDAW, adopted in 1999, created a mechanism for access to justice for women at the international level by giving them the right to present their claims for review by the CEDAW Committee.

### ***Convention on the Elimination of all Forms of Racial Discrimination (CERD)***

CERD forbids any “distinction, exclusion, restriction or preference based on race, colour, descent or national or ethnic origin, which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise on an equal footing of human rights and fundamental freedoms in political, economic, social, cultural or any other field of public life.” It was adopted by the UN General Assembly in 1965.

## Section 3 Reference sheets and glossary

### ***Convention on the Rights of the Child (CRC)***

Also known as the Children's Rights Convention, the CRC sets forth a full spectrum of civil, political, cultural, economic and social rights for children. It was adopted in 1989.

### ***Convention on the Rights of People with Disabilities (CRPD)***

Convention adopted in 2006 which determines what discrimination on the basis of disability constitutes, and recognizes the importance of multiple effects of discrimination for women with disabilities (Article 6 (1)).

## **D**

### **Debate**

A technique where group members state conflicting views and argue their points. A moderator is required.

### **Debriefing**

Also termed "sharing" or "reporting," debriefing is the final phase of an experiential activity. At this stage the trainer aids the group members to report back and interpret what was learned from the game, exercise, role-play or other activity.

### **Declaration**

The term applies to various international instruments, including binding or non-binding international or universal aspirations made by parties to the declaration. Some declarations may have maintained provisions that were not binding when first adopted, but with the passage of time, developed into customary international law, and thereby eventually became binding in character. The *Universal Declaration of Human Rights* offers such an example.

### ***Declaration on the Right of Indigenous Peoples***

Declaration adopted by the United Nations General Assembly in December 2007, stating that that indigenous peoples and individuals are free and equal to all other peoples and that indigenous peoples have the right to freely pursue their economic, social and cultural development.



### Democracy

The word “democracy” is derived from the Greek words demos meaning “the people” and krátos meaning “force” or “power”. Hence, democracy means “the rule of the people”. In its early forms, democracy was understood as “the direct participation of all citizens” (i.e., male property owners) in the work of government, **(direct democracy)**. As this became increasingly impractical because of the growing size of communities, democracy came to be understood as a form of representative government in which people choose leaders to govern on their behalf **(representative democracy)**.

Today’s liberal democracies are examples of representative democracies; however, they also allow the opportunity for direct democracy, in the form of voting in referendums and participating in other initiatives (Johnston, 2001). The Inter-Parliamentary Union (IPU), an international organization of the parliaments of sovereign states, adopted in 1997 at its session in Cairo, Egypt, a *Universal Declaration on Democracy*. The Declaration affirms the principles of democracy, the elements and exercise of democratic government, and the international scope of democracy. Paragraph 3 of the Declaration provides a description of the aims of democracy that:

“As an ideal, democracy aims essentially to preserve and promote the dignity and fundamental rights of the individual, to achieve social justice, foster the economic and social development of the community, strengthen the cohesion of society and enhance national tranquility, as well as to create a climate that is favourable for international peace. As a form of government, democracy is the best way of achieving these objectives; it is also the only political system that has the capacity for self-correction ”

Inter-Parliamentary Union, *Universal Declaration on Democracy*, Cairo September 1997, paragraph 3. <http://www.ipu.org/cnl-e/161-dem.htm>, retrieved on April 3, 2012.

For more information, see *Reference 2 – Democracy*.

## Section 3 Reference sheets and glossary

### Democratic citizenship

Democratic citizenship is a skill that everyone needs to develop and involves much more than just voting in elections. Exercising effective democratic citizenship requires the following knowledge, skills, attitudes and behaviours:

- ⦿ Knowing how a country and society works - why government functions as it does, where to get information and how to vote
- ⦿ The skills needed to live well in a family and community
- ⦿ How to resolve disputes in a friendly and fair way
- ⦿ How to negotiate and find common ground
- ⦿ How to ensure that rights are respected
- ⦿ The ground rules of the society we live in
- ⦿ Personal responsibilities that need to be respected
- ⦿ An understanding of key human rights concepts such as: non-discrimination; gender equality; respect for diversity and identity justice
- ⦿ What is involved in civic participation and engagement in community actions, social, cultural and political life

For more information, see *Reference 3 – Democratic Citizenship*.

### Discrimination

Unfair treatment of a person or group on the basis of prejudice. See racial discrimination, discrimination against women, gender discrimination.

### Discrimination against women

Defined in the *Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)* as “any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field” (Article 1).

### Domestic violence

Violence among members of a family or household; in these cases, one person gains power through use of physical, sexual, psychological, and economic coercion. Any person in a household could be the target of domestic violence but it is most frequently experienced by women.

### Dialogue

Informational or conversational discourse between two people.

### Dinamica

Structured training activity designed to relax group members, get them acquainted with one another, and energize them. Dinamica are usually used at the beginning of a session to create a favourable environment for participation and learning and to introduce a longer activity.

## E

### Economic, social, and cultural rights

Economic, social and cultural rights (ESC rights) are the fundamental human rights that support and enhance human existence and dignity by assuring equality and preventing discrimination. ESC rights concern the necessities of life, including the right to enjoy one's cultural identity and the benefits of development. Examples include the right to work; the right to an adequate standard of living, including food, clothing, and housing; the right to physical and mental health; the right to social security; the right to a healthy environment; and the right to education. These rights are deeply intertwined with civil and political rights. For example, the right to speak freely means little without a basic education. Similarly, the right to work is diminished if you are not allowed to meet and assemble with co-workers to discuss working conditions.

### Equality

The notion that all human beings are entitled to the same human rights without distinction. The equality principle is embodied in Article 2 of the *Universal Declaration of Human Rights*. Equality does not necessarily mean treating people the same but rather taking whatever steps are necessary to promote a more just society for all. A distinction is often drawn between the interconnected concepts of formal and substantive equality. Formal equality assumes that equality is obtained if a law or a policy treats everyone, e.g. men and women, in the same way, or in a neutral manner. Substantive equality is concerned with the effects of laws and policies and with ensuring that they alleviate, rather than propagate, the inherent disadvantage experienced by traditionally discriminated against groups, such as women.

### Energizer

Activities designed to pep up the group after significant periods of inactivity, fatigue, or plain dullness.

### Empowerment

Empowerment is: a dynamic, enabling process that focuses on power relations and accountability in order to build societies where human rights are enjoyed by all. Empowerment involves: expanding people's capabilities and opportunities (e.g. decision making, participation) and increasing people's choices and freedom of action in line with human rights values and standards and aimed towards achieving sustainable human development.

## Section 3 Reference sheets and glossary

### F

#### **Facilitator**

A trainer who functions in a way that allows group members to assume responsibility for their own learning.

#### **Feedback**

Data received from or given to one or more group members concerning one's behaviour, attitudes and relationships in the training situation.

#### **Focus group**

A group of individuals who are convened to express their opinions, attitudes or reactions to a particular program, activity or product.

#### **Forum**

Free, open question/discussion period immediately following a presentation.

### G

#### **Gender**

Gender refers to the culturally specific set of characteristics that identify the social behaviour, roles and status of women and men and the relationship between them. Gender, therefore, refers not simply to women or men but to the relationship between them and to the way it is socially constructed. Because it is a relational term, gender must include women and men. Gender differs from sex, because the latter refers to the biological differences between women and men.

#### **Gender equality**

Gender equality refers to the equal rights, responsibilities and opportunities of women and men, girls and boys or any person whose appearance or behaviour fails to conform to traditional male and female gender norms. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities, and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration - recognizing the diversity of different groups of women and men. Gender equality is not a 'women's issue' but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development. Women and men, girls and boys, or any person whose appearance or behaviour fails to conform to traditional male and female gender norms may experience not only discrimination on the grounds of sex, but may also experience the compounding effects of race, ethnic and religious identity, disability, age, class, sexual orientation.

### Goal

The general change that organizations or individuals expect to see as a result of education and training.

### Good governance

A general ideal of the State's decision-making process and how public affairs are conducted and public resources managed. It is generally agreed that good governance has eight major characteristics. It is participatory, consensus oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive, and it follows the rule of law. In practice, good governance assures that corruption is minimized, the views of minorities are taken into account and that the voices of the most vulnerable in society are heard in decision-making. It is also responsive to the present and future needs of society.

### Group discussion

Mutual exchange of ideas and opinions by members of small groups (8 to 20) on a problem or issue of common concern. The purpose of using group discussions is to develop understanding.

## H

### Human rights

Human rights are the fundamental rights and freedoms which, it is generally agreed, everybody has from the moment of birth, simply because they are human beings. They are not privileges which need to be won and they apply equally to everybody, regardless of age, sex, race, ethnicity, wealth or social standing. Because they are rights, they cannot be taken away from anyone by the government (although they can be limited and sometimes suspended during states of emergency). These rights are based on a number of human rights principles. Human rights become enforceable as they become codified as conventions, covenants or treaties, or as they become recognized as customary international law.

### Human rights-based approach

A human rights-based approach to development is a conceptual framework for human development that “integrates the norms, standards and principles of the international human rights system into the plans, policies and processes of development” (according to the Office of the High Commissioner for Human Rights, <http://www.unhchr.ch/development/approaches.html>) (for more information, see *Reference 12 – The Human rights-based approach*).

### Human rights education

Simply stated, human rights education (HRE) is all learning that builds human rights knowledge, skills, attitudes and behaviours. It is a process of empowerment that begins with the individual and branches out to encompass the community at large.

## Section 3 Reference sheets and glossary

### I

#### Indicator

A quantitative or qualitative variable that provides a simple and reliable means to measure achievement, to reflect the changes connected to an intervention, or to help assess the performance of a development actor.

#### ***International Covenant on Civil and Political Rights (ICCPR)***

ICCPR addresses the State's traditional responsibilities for administering justice and maintaining the rule of law. While this Covenant focuses on civil and political rights, Article 3 deals specifically with the equality of men and women, and thus creates a link with the rights set out in the *International Covenant on Economic, Social and Cultural Rights*. The ICCPR was adopted in 1966 and forms part of the International Bill of Rights together with its optional protocols.

#### ***International Covenant on Economic, Social, and Cultural Rights (ICESCR)***

The principal codification of economic, social and cultural rights is found in the ICESCR. Adopted in 1966, it sets out rights relating to work in just and favourable conditions; to social protection; to an adequate standard of living including clothing, food and housing; to the highest attainable standards of physical and mental health; to education and to the enjoyment of the benefits of cultural freedom and scientific progress. The ICESCR is part of the *International Bill of Rights*.

### K

#### **Knowledge**

One of the SKAs (skills, knowledge and attitudes) that make up the content being taught in a course; a set of cognitive material that may be presented in a great variety of ways.

### L

#### **Learning**

Constructed knowing, according to the precepts of popular education; skills, knowledge, and attitudes that are so internalized that they become the learner's own.

#### **Learner - centered training**

A training situation wherein group members are given the opportunity to assume responsibility for their own learning.

#### **Lobbying**

Supporting or opposing a measure by working to influence a legislator's vote.

### M

#### **Millenium Development Goals (MDGs)**

The MDGs represent a global partnership that has grown from the commitments and targets established at the world summits of the 1990s. Responding to the world's main development challenges and to the calls of civil society, the MDGs promote poverty reduction, education, maternal health, gender equality, and aim at combating child mortality, AIDS and other diseases. Set for the year 2015, the MDGs are an agreed set of goals that can be achieved if all actors work together and do their part.

#### **Monitoring**

Monitoring means observing, collecting, cataloguing and analyzing data, and reporting on a situation or event. It can have as its objective: human rights education, the documentation of human rights abuses, preventative measures or advocacy. A monitoring report is essentially an account of what has been observed either directly by the NHRI or as reported by others.

## Section 3 Reference sheets and glossary

### N

#### **Needs analysis**

The primary step in the training cycle utilizing interviews and/or questionnaires.

### O

#### **Objective**

Objectives are set for the learning session in order to delineate exactly what learners will achieve. Objectives are specific and immediate, unlike goals, which are general and long term. Objectives are usually defined as being behavioural objectives because they can be demonstrated and they affect the behaviour of the learner. Action verbs are used for objectives. Example: By the end of this training, group members will have designed teaching materials.

#### **Optional protocol**

Very often, human rights treaties are followed by “optional protocols” which may either provide for procedures with regard to the treaty or address a substantive area related to the treaty. Optional protocols to human rights treaties are treaties in their own right, and are open to signature, accession or ratification by countries who are party to the main treaty. A party to the main treaty can opt but is not required to sign, accede or ratify the optional protocol.

### P

#### **Participatory approach to human rights education (HRE)**

Our understanding of HRE and what it should achieve must be reflected in the way we carry out our work. Fundamental to the effective practice of HRE, therefore, is a participatory approach. A participatory approach in HRE promotes and values the sharing of personal knowledge and experience of human rights, and encourages critical reflection on individual beliefs and values.. A participatory learning experience involves the expression of human rights values in a learning environment which allows participants to experience and reflect upon the way that they would like to treat others and be treated (power dynamics) in their home, community, or workplace. A participatory approach to HRE is founded on principles of mutual respect and reciprocal learning and seeks out and includes the voice of the learners in the learning process. It enables people with different backgrounds, cultures, values and beliefs to learn effectively together and learn from each other. A participatory approach encourages social analysis aimed towards empowering adult learners to develop concrete actions for social change that are in accordance with human rights values and standards. Participants who embrace this approach engage in framing these actions in the context of their own environments, and exchanging methodologies that contribute to a systematic approach in their own work.



### R

#### **Racial discrimination**

Any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin, which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.

#### **Ratification**

The act by which a State formally agrees to be legally bound by a treaty's provisions. It usually requires the approval of the State's legislative body (or bodies, in the case of federal States). A State that ratifies a treaty is called a "State Party" to that treaty. An agreement that is ratified is applicable and legally binding on the State Party. Some treaties do not enter into force until they have been ratified by a certain number of the States that have signed it. The number of ratifications required is specified in the text of the treaty.

#### **Reporting procedure**

This mechanism is available under the Human Rights Committee, Committee on Economic, Social and Cultural Rights, Committee on the Elimination of Racial Discrimination, Commission on the Elimination of Discrimination against Women, Commission Against Torture, Commission on the Rights of the Child and the Committee on Migrant Workers. A state that has ratified or acceded to one of these treaties is required to submit a report on its fulfillment of its obligations under the treaty. The aim of the reporting mechanism is to make States Parties accountable in the area of human rights and monitor their progress. In general, reports are submitted to the Secretary General of the UN, who transmits them to the relevant treaty body.

#### **Reservation**

A reservation is a declaration made by a State by which it purports to exclude or alter the legal effect of certain provisions of the treaty in their application to that State. A reservation enables a State to accept a multilateral treaty as a whole by giving it the possibility not to apply certain provisions with which it does not want to comply. Reservations can be made when the treaty is signed, ratified, accepted, approved or acceded to. Reservations must not be incompatible with the object and the purpose of the treaty. Furthermore, a treaty might prohibit reservations or only allow for certain reservations to be made.

#### **Resolution**

Within the United Nations system, a resolution (or UN resolution) is a formal text adopted by a United Nations body. Although any UN body can issue resolutions, in practice most resolutions are issued by the Security Council or the General Assembly.

## Section 3 Reference sheets and glossary

### Role play

In a role play, two or more individuals enact parts in a scenario related to a training topic. Role plays are used to help change people's attitudes, enable people to see the consequences of their actions on others, provide an opportunity for learners to see how others might feel/behave in a given situation, provide a safe environment in which group members can explore problems they feel uncomfortable about discussing in real life.

## S

### Sex

Sex refers to the biological differences between men and women. In contrast, gender is the culturally specific set of characteristics that identify the social behaviour of women and men and the relationship between them.

### Sexual orientation

Feelings of affection and attraction a person has, both emotionally and physically, for another person. For example, a person can be bisexual, homosexual or heterosexual.

### Shadow report

A comprehensive critique of the State report submitted under the reporting mechanism. Shadow reports are usually prepared by non-governmental organizations and NHRIs who have not had an opportunity to participate in the state reporting process. See also alternative report.

### Skill

The practices or behaviours that the learners will learn; along with knowledge and attitudes, they are part of the content of a learning training session. Skill building has a large psychomotor component, but is not only physical.

### Skit

Also referred to as “dramatic skit” or “dramatic presentation.” A short, rehearsed dramatic presentation that is presented to the group. In a skit, group members closely follow instructions provided by the trainer.

### Small group discussion

An activity that allows learners to share their experiences and ideas or to solve a problem. This training technique enhances problem-solving skills, helps participants learn from each other, gives group members a greater sense of responsibility in the learning process, promotes teamwork, and clarifies personal values. The optimal size of a small group is four.

### Special rapporteurs

Experts who are assigned to particular thematic issues or country situations. Their functions vary according to their particular mandate. In general, they collect information on alleged violations of human rights and formulate policy recommendations. In some cases, they visit individual countries.

## T

### Target group/ audience

A group of people for whom a course or training program is intended.

## U

### ***Universal Declaration of Human Rights (UDHR)***

Primary UN document adopted in 1948 establishing human rights standards and norms. Although the declaration was intended to be non-binding, through time its various provisions have become so respected by States that it can now be said to be customary international law.

### ***Universal Periodic Review (UPR) Mechanism***

*The Universal Periodical Review (UPR) mechanism of the Human Rights Council is a fundamental tool to measure the extent to which each State has fulfilled its human rights obligations and commitments. The UPR is looks at best practices but also at challenges and obstacles that a State might face, based on information provided by the State concerned; reports of Treaty bodies, special procedures, and other United Nations documents deemed relevant by the Office of the High Commissioner for Human Rights; and information from other relevant stakeholders, including nongovernmental organizations and NHRIs (for more information, see Reference 10- Engaging with the Universal Periodic Review (UPR) Mechanism).*

## Section 3 Reference sheets and glossary

### SOURCES FOR THIS SECTION

Centre for Development and Population Activities (CEDPA). (1995). *Training Trainers for Development: Conducting a Workshop on Participatory Training Techniques*. Washington, D. C.: CEDPA.

Cohen, David, Gabrielle Watson, and Rosa de la Vega (2001). *Advocacy for Social Justice: A Global Action and Reflection Guide*.

Commission des droits de la personne et des droits de la jeunesse, *De l'égalité juridique à l'égalité sociale, Vers une stratégie nationale de lutte contre l'homophobie*, Rapport de consultation du Groupe de travail mixte contre l'homophobie, 2007.

Eitington, J. E. (1996). *The Winning Trainer: Winning Ways to Involve People in Learning* (3rd ed.). Houston: Gulf Publishing.

Equitas and Office of the United Nations High Commissioner for Human Rights (OHCHR) 2011. *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators – Professional Training Series No. 18*, Geneva: Switzerland and Montreal: Canada, page 11.

Equitas (2008). *Equality for Women: Handbook for NHRI's on Economic, Social and Cultural Rights*. Montreal: Equitas- International Centre for Human Rights Education.

Geis, G. L., & Smith, M.E. (1992). The Function of Evaluation. In Stolovitch, H. & Keeps, E. (Eds.), *Handbook of Human Performance Technology: Improving Individual and Organizational Performance Worldwide* (pp. 130-150). San Francisco: Jossey Bass.

Hutchings, P. (1993). *Using Cases to Improve College Teaching: A Guide to More Reflective Practice*. Washington, DC: American Association for Higher Education.

Lewis, S., & Davies, A. (1988). *Gender Equity in Mathematics and Science*. Canberra, Australia: Curriculum Development Center.

Marshall, D. (1991). *Educating for Change*. Institute for Education and Action.

Newby, T.J., Stepich, D. A., Lehman, J.D., & Russell, J.D. (1996). *Instructional Technology for Teaching and Learning: Designing Instruction, Integrating Computers, and Using Media*. Englewood Cliffs, NJ: Prentice-Hall.

Sanders, J. R. (1994). *The Program Evaluation Standards: How to Assess Evaluations of Educational Programs*. Thousands Oaks, CA: Sage Publications.

### Section 3 Reference sheets and glossary

Tibbitts, F. (1997). *Evaluation in the Human Rights Education Field: Getting Started*. The Hague: Netherlands Helsinki Committee.

United Nations. (2000). *Professional Training Series no. 6: Human Rights Training: A Manual on Human Rights Training Methodology*. New York: United Nations.

Vella, J., Berardinelli, P., & Burrow, J. (1997). *How Do They Know They Know? Evaluating Adult Learning*. San Francisco: Jossey Bass.



## Section 4

### Learning about human rights standards and mechanisms

This section includes four training activities that can be used to reinforce the group's knowledge about human rights standards and mechanisms.







## Learning the basics about human rights (90 min)

### Activity 4.1



#### Purpose of the activity

To have group members reflect on their personal notion of human rights.

#### This activity is divided into four parts:

- ⊙ In Part A, group members will reflect individually about a question and they will share their thoughts with the larger group.
- ⊙ In Part B, group members will discuss human rights principles and the *Universal Declaration of Human Rights*.

## Instructions

### 30 min Part A Individual Reflection and Discussion

1. Write on a flipchart the following question:
  - ⊙ What do human rights mean to you?
2. Ask group members to take 5 minutes to respond individually to the question. They can write their answers on a piece of paper or reflect on the question.
3. Ask group members to share their answers with the group.
4. Review the UDHR and the key points in *Reference sheet 1: Human rights*.

## Section 4 Learning about human rights standards and mechanisms

### 60 min Part B Continuum and Discussion

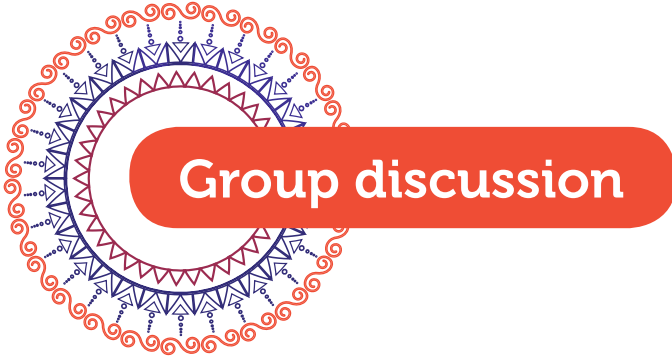
1. Explain to group members that they will do a dinamica called **continuum**. They will indicate their response to a question or statement by placing themselves along an imaginary line or “continuum” extending from one side of the room to the other. The position they choose along the line will indicate their position with regard to the question. One side of the room will represent a strongly positive response; the other side will represent a strongly negative response; while the middle of the room is for responses somewhere in between the two extremes.
2. Ask the group members to stand up and do an example with them. After each question, invite a few group members to share why they have chosen to place themselves where they are on the continuum. Provide comments as necessary. Suggested comments are provided in the chart below. Refer also to *Definitions of human rights and Underlying principles of human rights*.

Questions	Suggested comments (key)
How is your day so far? Great – so-so – terrible	
I have a good understanding of human rights Agree – not sure – disagree	
Human rights apply to everyone, everywhere. Agree – not sure – disagree	<p>The <b>equality</b> concept expresses the notion of respect for the inherent dignity of all human beings. As specified in Article 1 of the Universal Declaration of Human Rights, it is the basis of human rights: “All human beings are born free and equal in dignity and rights.”</p> <p><b>Non-discrimination</b> is integral to the concept of equality. It ensures that no one is denied the protection of their human rights based on some external factors. Reference to some factors that contribute to discrimination contained in international human rights treaties include: race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status. The criteria identified in the treaties, however, are only examples; it does not mean that discrimination is allowed on other grounds.</p>
Human rights cannot be taken away from people. Agree – not sure – disagree	Human rights are <b>inalienable</b> which means that the rights that individuals have cannot be taken away, surrendered or transferred.

## Section 4 Learning about human rights standards and mechanisms

<p>Some human rights are more important than others.</p> <p>Agree – not sure – disagree</p>	<p><i>Human rights are <b>indivisible and interdependent</b> and should not be prioritized. This means that they should be addressed as an indivisible body including civil political, economic, social, cultural and collective rights. Human rights violations are interconnected; loss of one right detracts from other human rights. Similarly, promotion of human rights in one area supports other human rights.</i></p>
<p>All human beings have the same rights.</p> <p>Agree – not sure – disagree</p>	<p><i>Human rights are <b>universal</b>-they apply to everyone equally regardless of sex, politics, colour, race, ethnic origin, nationality, sexual orientation, religious or economic or social class we are all entitled to human rights</i></p>
<p>Any human being can violate the rights of any other human being</p> <p>Agree – not sure – disagree</p>	<p><i>You don't have to be a government official or a soldier or a police officer to violate human rights. Although only states can sign international recognized treaties to protect human rights, all of us can violate the rights of others and therefore we all have a responsibility for respecting the human rights of others</i></p>
<p>Governments are responsible for the protection, promotion and fulfilment of human rights</p> <p>Agree – not sure – disagree</p>	<p><i>Human rights are not gifts bestowed at the pleasure of governments. Nor should governments withhold them or apply them to some people but not to others. When they do so, they must be held accountable. As '<b>duty bearers</b>' governments have the obligation to respect, protect and fulfil human rights.</i></p> <p><i>Every individual has a responsibility to teach human rights, to respect human rights, and to challenge institutions and individuals that abuse them.</i></p> <p><i>Every organ of society, including corporations, non-governmental organizations, foundations, and educational institutions, also shares <b>responsibility</b> for the promotion and protection of human rights. A private entity such as a corporation, a family, or a local government can also be 'duty bearers'.</i></p>

## Section 4 Learning about human rights standards and mechanisms



### Group discussion

#### Feel

- ⦿ Do you feel that the group shares a common understanding of human rights?

#### Think

- ⦿ What do the human rights principles discussed mean in your context? (e.g., universality, equality between women and men).

#### Act

- ⦿ How can these principles of human rights be applied in your community?

**End of Activity**

### Definitions of human rights

1. “Human rights are the rights and freedoms ... that everybody had from the moment of birth, simply because they are human beings. They are not privileges, which need to be won, and they apply equally to everybody, regardless of age, sex, race, ethnicity, wealth or social standing. Because they are rights, they cannot be taken away from anyone by the government (although they can be limited and sometimes suspended during states of emergency).

It is very important to remember that these rights belong to everyone. This means that people have a responsibility to respect other people’s human rights. Also, these rights do not replace the laws we already have, and so people must respect these laws as well. For example, the fact that I have a right to follow my own customs does not mean that I can do whatever I want. I must make sure in following my customs that I do not infringe anyone else’s rights.”

Source: Building a Culture of Human Rights Workshop Manual,  
South African Human Rights Commission British Council and Humanitas Educational.

2. “Human rights are commonly understood as being those rights which are inherent to the human being. The concept of human rights acknowledges that every single human being is entitled to enjoy his or her human rights without distinction as to race, colour, sex, language, religion, political or others opinion, national or social origin, property, birth or other status. Human rights are legally guaranteed by human rights law, protecting individuals and groups against actions that interfere with the fundamental freedoms and human dignity.”

Source: Human Rights: A Basic Handbook for UN Staff, OHCHR, UN Staff College Project 1999 p. 3.

3. “The concept of human rights springs from modern human thought about the nature of justice; it does not spring from an anthropologically based consensus about the values, needs, or desires of human beings. As Jack Donnelly puts it, the concept of human rights is best interpreted by constructivist theory:

Human rights aim to establish and guarantee the conditions necessary for the development of the human person envisioned in ...[one particular] underlying moral theory of human nature, thereby bringing into being that type of person.... The evolution of particular conceptions or lists of human rights is seen in the constructivist theory as the result of the reciprocal interactions of moral conceptions and material conditions of life, mediated through social institutions such as rights. Human rights tend to be particularly characteristic of liberal and/or social democratic societies [...]. Human rights adhere to the human being by virtue of being human, and for no other reason[...].

Human rights, then, are a particular expression of human dignity. In most societies, dignity does not imply human rights. There is very little cultural – let alone universal – foundation for the concept, as opposed to the content, of human rights. The society that actively protects rights both in law and in practice is a radical departure for most known human societies [...].”

Source: Rhoda Howard, Dignity, Community and Human Rights In Abdullahi An-Na'in (ed.),  
Human Rights in Cross-Cultural Perspectives 81 (1992).

## Section 4 Learning about human rights standards and mechanisms

### Underlying principles of human rights

“Human rights are universal and inalienable; indivisible; interdependent and interrelated. They are universal because everyone is born with and possesses the same rights, regardless of where they live, their gender or race, or their religious, cultural or ethnic background. Inalienable because people’s rights can never be taken away. Indivisible and interdependent because all rights – political, civil, social, cultural and economic – are equal in importance and none can be fully enjoyed without the others. They apply to all equally, and all have the right to participate in decisions that affect their lives. They are upheld by the rule of law and strengthened through legitimate claims for duty-bearers to be accountable to international standards.”

#### Equality

The equality concept expresses the notion of respect for the inherent dignity of all human beings. As specified in Article 1 of the Universal Declaration of Human Rights, it is the basis of human rights: “All human beings are born free and equal in dignity and rights.”

#### Non-discrimination

Non-discrimination is integral to the concept of equality. It ensures that no one is denied the protection of their human rights based on some external factors. Reference to some factors that contribute to discrimination contained in international human rights treaties include: race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status. The criteria identified in the treaties, however, are only examples; it does not mean that discrimination is allowed on other grounds.

#### Universality

Certain moral and ethical values are shared in all regions of the world, and governments and communities should recognize and uphold them. The universality of rights does not mean, however, that the rights cannot change or that they are experienced in the same manner by all people.

#### Indivisibility

Human rights should be addressed as an indivisible body, including civil, political, social, economic, cultural, and collective rights

#### Interdependency

Human rights concerns appear in all spheres of life - home, school, workplace, courts, markets - everywhere! Human rights violations are interconnected; loss of one right detracts from other rights. Similarly, promotion of human rights in one area supports other human rights.

#### Inalienability

The rights that individuals have cannot be taken away, surrendered, or transferred.

Participation and Inclusion: All people have the right to participate in and access information relating to the decision-making processes that affect their lives and well-being. Rights-based approaches require a high degree of participation by communities, civil society, minorities, women, young people, indigenous peoples and other identified groups.

## Section 4 Learning about human rights standards and mechanisms

<p><b>Human dignity</b></p> <p>Human dignity affirms that all people deserve to be respected simply because they are human beings. Regardless of age, culture, religion, ethnic origin, colour, sex, sexual orientation, language, ability, social status, civil status or political convictions, all individuals deserve equal respect.</p>	<p><b>Responsibility</b></p> <p><i><b>Government responsibility:</b></i> human rights are not gifts bestowed at the pleasure of governments. Nor should governments withhold them or apply them to some people but not to others. When they do so, they must be held accountable. As ‘duty bearers’ governments have the obligation to respect, protect and fulfill human rights.</p> <p><i><b>Individual responsibility:</b></i> Every individual has a responsibility to teach human rights, to respect human rights, and to challenge institutions and individuals that abuse them.</p> <p><i><b>Other responsible entities:</b></i> Every organ of society, including corporations, non-governmental organizations, foundations, and educational institutions, also shares responsibility for the promotion and protection of human rights. A private entity such as a corporation, a family, or a local government can also be ‘duty bearers’.</p>
<p><b>Sources:</b></p> <p>Equitas, 2013. International Human Rights Training Program: Montreal: Equitas – International Centre for Human Rights Education.</p> <p>Flowers, N. (2000). The Human Rights Education Handbook: Effective Practices For Learning, Action, And Change. Minneapolis, MN: University of Minnesota.</p> <p>Ravindran, D. J. (1998). Human Rights Praxis: A Resource Book for Study, Action and Reflection. Bangkok, Thailand: The Asia Forum for Human Rights and Development.</p> <p>United Nations Population Fund <a href="http://www.unfpa.org/rights/principles.htm">http://www.unfpa.org/rights/principles.htm</a> (retrieved September 27, 2013).</p>	

## Section 4 Learning about human rights standards and mechanisms

### Summary of the articles of the UDHR

1. Right to equality
2. Freedom from discrimination
3. Right to life, liberty, personal security
4. Freedom from slavery
6. Right to recognition as a person before the law
7. Right to equality before the law
8. Right to remedy by competent tribunal
9. Freedom from arbitrary arrest and exile
10. Right to fair public hearing
11. Right to be considered innocent until proven guilty
12. Freedom from interference with privacy, family, home, and correspondence
13. Right to free movement in and out of any country
14. Right to asylum in other countries from persecution
15. Right to nationality and freedom to change it
16. Right to marriage and family
17. Right to own property
18. Freedom of belief and religion
19. Freedom of opinion and information
20. Right of peaceful assembly and association
21. Right to participate in government and free elections
22. Right to social security
23. Right to desirable work and to join trade unions
24. Right to rest and leisure
25. Right to adequate living standards
26. Right to education
27. Right to participate in cultural life and community
28. Right to social and international order in which rights and freedoms set forth in the Declaration can be fully realized
29. Community duties essential to free and full development
30. Freedom from state and personal interference in the above rights



Activity  
4.2

Exploring gender  
equality (45 min)



**Purpose of the activity**

To think critically about gender equality and to make links with youth engagement.

**This activity is divided into two parts:**

- ⦿ In Part A, group members take part in an activity.
- ⦿ In Part B, the facilitator leads a discussion on the activity.

Instructions

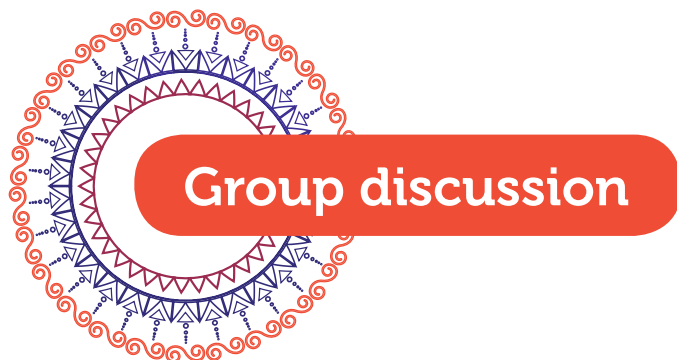
**30 min Part A Take a step forward**

1. Give a role card to each group member and explain that two people may receive the same card. Ask group members to read their cards to themselves without showing them to anyone else. Ask them to imagine they are the person on their card. To help them, ask them a few questions which they will answer in their heads:
  - ⦿ What was your childhood like? Describe the house you lived in. What were the games you used to play? What were your parents like?
  - ⦿ What is your life like now? Where do you live? What do you do during your spare time or holidays?
  - ⦿ What motivates you and what scares you?
  - ⦿ Where would you like to be five years from now?

## Section 4 Learning about human rights standards and mechanisms

2. Ask group members to stand in line facing you.
3. Read a statement from the list below. If group members believe that the statement applies to the person on their card, they take one step forward. Otherwise, they stay where they are. Continue on with the other statements. At the end, some group members will be way out in front, while others will not have moved at all.
4. Ask them to describe who they were.

15 min Part B Lead the group discussion



### Feel

- ⊙ How did you feel when you could not move? Or, when you stepped forward?

### Think

- ⊙ Do you feel that you would have advanced more if your character had been of the opposite gender? Why?
- ⊙ What are the barriers to gender equality?

### Act

- ⊙ How can you consider gender equality when you engage youth?

### End of Activity

Activity adapted from Take a step forward, in *Compass – A Manual on Human Rights Education with Young People*, Council of Europe, 2002.

[http://eycb.coe.int/compass/en/chapter\\_2/2\\_38.asp](http://eycb.coe.int/compass/en/chapter_2/2_38.asp)

## Role cards (to be copied and cut)

You work at the Ministry of Education of your country.  
You are a woman.

You are a journalist covering human rights issues.  
You are a man.

You are from an ethnic minority.  
You live in a medium size town.  
You are a woman.

You are 29 years old. You are the president of a political organisation. You are a woman.

You have a disability and use a wheelchair in a large city where roads are not suitable and not accessible to you. You are a man.

You are 25 years old and live in a big city with your parents who are devoutly religious people.  
You are a woman.

You live a rural town.  
You are a man.

You are a religious minority in your country. You are a man.

You are a lawyer from a small town. You are 27 years old.  
You are a man.

You are a 30-year-old teacher living in a rural town.  
You are a woman.

You are 25 years old and you are studying literature at the University. You are a man.

Your mother is the Director of a government department.  
You are a woman.

**Section 4** Learning about human rights standards and mechanisms

You are a divorced woman, living with your four children.

You are from a linguistic minority. Your first language is not the main language of the country. You are a man.

You are a construction worker without the proper papers to stay in the country. You are a man.

Your father is the President of a Bank. You are a woman.

You are a 16-year-old orphan who quit school to work. You are a man.

You are a woman. You live in a big city.

## Statements

- ⊙ You have never been in serious financial difficulty.
- ⊙ You live in an apartment with a telephone and TV.
- ⊙ You believe that your language is respected.
- ⊙ You believe that your religion is respected.
- ⊙ You feel that your culture is respected
- ⊙ You feel that your views are really listened to.
- ⊙ You aren't afraid of being arrested by the police.
- ⊙ You have never been discriminated against.
- ⊙ You can go on vacation once a year.
- ⊙ You can invite friends over.
- ⊙ You have an interesting life and feel positive about your future.
- ⊙ You can celebrate important religious holidays with your family and close friends.
- ⊙ You feel that your competence is appreciated and respected in the society where you live.
- ⊙ You can vote in national elections.
- ⊙ Other people consult you about different issues.
- ⊙ You can fall in love with whomever you wish.
- ⊙ You can access the Internet.
- ⊙ You have adequate social and medical protection.



## The UN human rights system (105 min)

### Activity 4.3



#### Purpose of the activity

To have group members explore the main elements of the United Nations human rights system as well as the links between them.

#### This activity is divided into two parts:

- ⊙ In Part A, group members will work in teams to build a diagram of the UN human rights system.
- ⊙ In Part B, group members will validate the answers with the group.

## Instructions

### 45 min Part A Group Work

1. Assign groups of three or four individuals and explain that they will build a diagram of the UN human rights system.
2. Post the 'Elements of the UN system' cards on a wall or a flat surface with enough space to assemble a diagram similar to the one on *The Main UN Human Rights Mechanisms and Bodies*.
3. Distribute the 'Descriptions of elements of the UN human rights system' cards among the groups. Ask group members to reflect on the descriptions of the mechanisms and bodies on their cards and to place them under the appropriate element in the diagram on the wall.

## Section 4 Learning about human rights standards and mechanisms

### 60 min Part B Large Group Discussion

1. Once all the cards are posted on the wall, ask the group if they agree with the diagram. Modify the diagram as necessary.
2. Have the group compare their diagram with the one in *The Main UN Human Rights Mechanisms and Bodies*. Make changes to the group's diagram if necessary, explaining the reasons for moving the cards.
3. Using the descriptions of the elements of the UN human rights system provided, explain the composition, areas of intervention, recommendations made and the normative content of each mechanism or body. Draw on group members' knowledge and experience and add this information to the group diagram.
4. Lead a discussion on the group members' experience with the UN human rights system based on the following questions:



### Feel

- ⊙ Have you ever worked with UN bodies and mechanisms? Do you feel you might use them in the future?
- ⊙ Are you familiar with any of regional mechanisms?

### Think

- ⊙ How are these UN mechanisms and bodies relevant in addressing issues facing youth in your region?

### Act

- ⊙ How can you use the UN human rights system to address human rights violations in your community?

End of Activity



**'Elements of the UN human rights system' cards**

**Human Rights Council**

**Office of the High Commissioner  
for Human Rights**

**Treaty bodies**

**Special Procedures**

**Universal Periodic Review**

**Others**

## 'Description of the Elements of the UN Human Rights System' Cards

(Subsidiary organ of the General Assembly established in accordance with the UN Charter; composed of State representatives)

(Established by treaties; composed of independent experts)

**Country Mandates: Burundi, Cambodia, Democratic People's Republic of Korea, Haiti, Myanmar, Occupied Palestinian Territories since 1967, Somalia, Sudan**

(Examples: Complaint Procedure; Advisory Committee; Forum on Minority Issues; Expert Mechanism on the Rights of Indigenous Peoples; Working groups; etc.)

**Thematic Mandates: Examples – Freedom of Opinion and Expression, Freedom of Religion and Belief, Freedom of Assembly and Association, Human Rights and Counter-Terrorism, Human Rights Defenders, Independence of Judges and Lawyers, Racism, Extrajudicial and Summary Executions, International Solidarity, Torture, Health, Food, etc.**

**Section 4** Learning about human rights standards and mechanisms

**Human Rights Committee (CCPR)**

**Committee on Economic, Social  
and Cultural Rights (CESCR)**

**Committee on the Elimination  
of Racial Discrimination (CERD)**

**Committee on the Elimination  
of Discrimination against Women (CEDAW)**

**Committee against Torture (CAT)  
Subcommittee on Prevention of Torture (SPT)**

**Committee on the Rights of the Child (CRC)**

**Committee on Migrant Workers (CMW)**

## **Section 4** Learning about human rights standards and mechanisms

**Committee on the Rights of  
Persons with Disabilities (CRPD)**

**Committee on Enforced Disappearances (CED)**  
**(Part of the UN Secretariat; its mandate also includes  
providing the secretariat to the human rights  
mechanisms and bodies, like the Human Rights  
Council and the treaty bodies)**

## The Main UN Human Rights Mechanisms and Bodies

### Human Rights Council

(Subsidiary organ of the General Assembly established in accordance with the UN Charter, composed of State representatives)

### Special Procedures (Independent experts)

Thematic Mandates: Freedom of expression, Freedom of Religion and Belief, Freedom of Assembly and Association, Human Rights and Counter-Terrorism, Human Rights Defenders, Independence of Judges and Lawyers, Racism, Extrajudicial and Summary Executions, International Solidarity, Torture, Health, Food, Housing, Education, Hazardous Substances and Toxic Wastes, Extreme Poverty, Foreign Debt, Water and Sanitation, Cultural Rights, Rights of Indigenous Peoples, Promotion of truth, justice and reparation, Internally Displaced Persons, Minorities and Forum on Minority Issues, Slavery, Migrants, Sale of Children, Trafficking in persons, violence against Women, Working Group on Arbitrary Detention, Working Group on Enforced or Involuntary Disappearances, Working Group on Mercenaries, Working Group on Discrimination against Women in Law and Practice, Working Group on people of African descent, Working Group on Human rights and transnational corporations

Country Mandates: Burundi, Cambodia, Democratic People's Republic of Korea, Haiti, Myanmar, Occupied Palestinian Territories since 1967, Sudan

**Universal Periodic Review** (Peer review among States)

**Others** (Complaint Procedure; Advisory Committee, Forum on Minority Issues, Expert Mechanism on the Rights of Indigenous Peoples; Working groups, etc.)

### Treaty Bodies

(Established by treaties; composed of independent experts)

- ⊙ Human Rights Committee (CCPR)
- ⊙ Committee on Economic, Social and Cultural Rights (CESCR)
- ⊙ Committee on the Elimination of Racial Discrimination (CERD)
- ⊙ Committee on the Elimination of Discrimination against Women (CEDAW)
- ⊙ Committee against Torture (CAT)
- ⊙ Subcommittee on Prevention of Torture (SPT)
- ⊙ Committee on the Rights of the Child (CRC)
- ⊙ Committee on Migrant Workers (CMW)
- ⊙ Committee on the Rights of Persons with Disabilities (CRPD)
- ⊙ Committee on Enforced Disappearances (CED)

### Office of the High Commissioner for Human Rights

(Part of the UN Secretariat its mandate also includes providing the Secretariat to the human rights mechanisms and bodies like the Human Rights Council and the treaty bodies)

\*As of June 2012

## Section 4 Learning about human rights standards and mechanisms

### Description of the elements of the UN human rights system

#### Human Rights Council

##### What is it?

The Human Rights Council is the principal United Nations intergovernmental body responsible for human rights. Established by General Assembly resolution 60/251, it replaced and assumed most mandates, mechanisms, functions and responsibilities previously entrusted to the Commission on Human Rights. The Office of the United Nations High Commissioner for Human Rights (OHCHR) is the secretariat for the Human Rights Council, as it was for the Commission on Human Rights.

##### How does it work?

The Human Rights Council is an intergovernmental body of 47 member States based in Geneva. It meets for at least 10 weeks a year spread over no fewer than three sessions, and can also hold special sessions. While the Commission was a subsidiary organ of the Economic and Social Council (ECOSOC), the Human Rights Council is a subsidiary organ of the General Assembly. Its role includes addressing violations of human rights, including gross and systematic violations, and the promotion of effective coordination and the mainstreaming of human rights within the United Nations system.

On 18 June 2007, one year after its first meeting, the Human Rights Council agreed on a package that established the procedures, mechanisms and structures to form the basis for its future work. This package, adopted as its resolution 5/1, included the Council's agenda, programme of work and rules of procedure and made modifications to the system of expert advice and the complaints procedure inherited from the Commission. Resolution 5/1 also set out the modalities for the operation of the Council's new universal periodic review mechanism and established a process for reviewing, rationalising and improving all special procedures mandates.

#### Special Procedures

##### What are they?

'Special procedures' is the general name given to the mechanisms established by the Commission on Human Rights and assumed by the Human Rights Council to examine, monitor, advise and publicly report on human rights situations in specific countries or territories (country mandates), or on major phenomena of human rights violations worldwide (thematic mandates). By September 2008 there were 38 special procedures (30 thematic mandates and 8 country mandates) in operation. Persons appointed to the special procedures are independent experts (mandate-holders) and may be known as special rapporteurs, representatives, special representatives, independent experts or members of working groups.

**The Office of the United Nations High Commissioner for Human Rights (OHCHR)** provides them with personnel, logistical and research assistance to support them in their mandates.

##### How do they work?

## Section 4 Learning about human rights standards and mechanisms

The special procedures:

- ⊙ Interact daily with actual and potential victims of human rights violations and advocate the protection of their rights;
- ⊙ Act upon human rights concerns either in individual cases or on more general issues through direct communications with Governments;
- ⊙ Undertake fact-finding missions in countries and issue reports with recommendations;
- ⊙ Prepare thematic studies that serve as a guide on norms and standards; and
- ⊙ Raise public awareness through the media on issues within their mandates.

Unlike United Nations treaty bodies, special procedures can be activated even where a State has not ratified the relevant instrument or treaty, and it is not necessary to have exhausted domestic remedies to access the special procedures.

### Universal Periodic Review (UPR)

#### What is it?

Established by General Assembly resolution 60/251, the universal periodic review (UPR) is a relatively new human rights mechanism (2006). Through it the Human Rights Council reviews, on a periodic basis, the fulfilment by each of the 193 United Nations Member States of their human rights obligations and commitments. The UPR is a cooperative mechanism and is intended to complement, not duplicate, the work of the human rights treaty bodies.

#### How does it work?

Human Rights Council resolution 5/1 sets out the periodicity and process. The UPR operates on a four-year and a half cycle and consists of several stages, for instance:

- ⊙ Preparation of the information upon which reviews are based, including: information prepared by the State under review (national report); a compilation of United Nations information on the State under review prepared by the Office of the United Nations High Commissioner for Human Rights (OHCHR); and a summary of information submitted by other stakeholders (including civil society actors), also prepared by OHCHR;
- ⊙ The review itself takes place in Geneva in the Working Group on the UPR, which is composed of the 47 member States of the Council, and takes the form of an interactive dialogue between the State under review and the member and observer States of the Council. The Working Group meets in three two-week sessions each year and reviews 14 States at each session—a total of 42 States each year;
- ⊙ A group of three rapporteurs ('troika'), drawn from among the Council's member States, facilitates the review of each State;
- ⊙ The Working Group's adoption of an outcome document at the end of each review; The Council's consideration and adoption of the UPR outcome document, normally at its next regular session; and
- ⊙ Follow-up by reviewed States and other stakeholders, including civil society, on the implementation of the conclusions and recommendations contained within outcome documents.

## Section 4 Learning about human rights standards and mechanisms

### Others (e.g., Social Forum)

#### What is it?

The Social Forum is a subsidiary body of the United Nations Human Rights Council. It serves as a unique space for open and interactive dialogue between the representatives of Member States, civil society, including grass-roots organisations, and intergovernmental organisations on issues linked with the national and international environment needed for the promotion of the enjoyment of all human rights by all.

#### How does it work?

The Social Forum is open to the participation of interested stakeholders, including:

- ⊙ Intergovernmental organizations;
- ⊙ Different components of the United Nations system, especially mandate-holders of thematic procedures and mechanisms of the human rights machinery;
- ⊙ Regional economic commissions;
- ⊙ Specialized agencies and organizations, in particular the United Nations Development Programme (UNDP), the World Bank, the International Monetary Fund and the World Trade Organization;
- ⊙ Representatives designated by national human rights institutions (NHRIs), and NGOs in consultative status with ECOSOC; and
- ⊙ Other NGOs, in particular newly emerging actors such as small groups and rural and urban associations from the North and the South, anti-poverty groups, peasants' and farmers' organizations and their national and international associations, voluntary organizations, youth associations, community organizations, trade unions and associations of workers, as well as representatives of the private sector, regional banks, and other financial institutions and international development agencies.

### Treaty Bodies

#### What are they?

The human rights treaty bodies are the committees of independent experts that monitor the implementation of the United Nations human rights treaties by States parties. They do this by reviewing reports submitted periodically by States parties on steps taken to implement treaty provisions. Most human rights treaty bodies are competent to receive and consider individual complaints, while several may conduct inquiries. One, the Subcommittee on Prevention of Torture, is mandated to conduct visits to places where persons may be deprived of their liberty in order to prevent torture.

#### How do they work?

In addition to its obligation to implement the substantive provisions of the treaties to which it is a party, each State party is required to submit regular reports on how it has implemented treaty provisions. The relevant human rights treaty body considers these reports in the presence of a delegation of the State party and in the light of all information, including further written information provided by the State party, as well as information provided orally during the consideration of the report.



## Section 4 Learning about human rights standards and mechanisms

The committees also receive information from United Nations agencies, national human rights institutions (NHRIs) and civil society actors, in particular non-governmental organizations (NGOs), professional associations and academic institutions.

Based on this process, human rights treaty bodies adopt what are generally known as ‘concluding observations’, which refer to the positive aspects of a State’s implementation of the treaty and the areas where the treaty body recommends the State to take further action.

In addition to considering States parties’ reports, treaty bodies exercise other functions to strengthen the implementation of treaties.

The Human Rights Committee, the Committee on the Elimination of Racial Discrimination, the Committee against Torture, the Committee on the Elimination of Discrimination against Women, the Committee on the Protection of the Rights of All Migrant Workers and Members of Their Families, the Committee on the Rights of Persons with Disabilities, and the Committee on Enforced Disappearances (by September 2008, not yet established) may consider complaints or communications from individuals (or groups of individuals in the case of the Committee on the Elimination of Racial Discrimination, the Committee on the Elimination of Discrimination against Women and the Committee on the Rights of Persons with Disabilities) who claim their rights have been violated by a State party.

When it enters into force, the Optional Protocol to the *International Covenant on Economic, Social and Cultural Rights* will also allow for individual complaints. Within these complaint mechanisms, treaty bodies can adopt interim measures in urgent cases to preserve a situation until they can make a final decision on the matter.

The Committee against Torture, the Committee on the Elimination of Discrimination against Women, the Committee on the Rights of Persons with Disabilities and the Committee on Enforced Disappearances may initiate inquiries if they have received reliable information containing well-founded indications of serious, grave or systematic violations of the treaties in a State party.

The Committee on the Elimination of Racial Discrimination, the Human Rights Committee, the Committee against Torture, the Committee on the Elimination of Discrimination against Women and the Committee on Migrant Workers have procedures for addressing either inter-State complaints or disputes.

The Committee on the Elimination of Racial Discrimination has developed procedures relating to early warning measures and urgent action.

Human rights treaty bodies also adopt general comments and convene thematic discussions on a particular subject to provide substantive guidance on implementation

### Source

OHCHR, 2008. *Working with the United Nations Human Rights Programme: A Handbook for Civil Society*. Geneva: Office of the High Commissioner for Human Rights.



## The Universal Periodic Review (45 min)

### Activity 4.4



#### Purpose of the activity

To examine the Universal Periodic Review mechanism and gain familiarity with this mechanism.

#### This activity is divided into two parts:

- ⦿ In Part A, the group members will do a quiz.
- ⦿ In Part B, the facilitators will answer the questions group members have.

### Instructions

#### 25 min Part A Quiz

1. Form teams of 3 to 5 people.
2. You will be doing a quiz. The rules are as follows: the first team to come up with the right answer gets one point. Ask each team to come up with a sound that will represent their team (i.e. a mowing cat, a barking dog, etc.). When a team thinks they have the answer, the whole team has to make the sound.
3. After each question, give the group members the additional information included in the quiz.

#### 20 min Part B Question Period

Group members can ask their questions about the UPR.

End of Activity

## Section 4 Learning about human rights standards and mechanisms

### Quiz

Name:

1. What is the Universal Periodic Review (UPR)?
  - a) The funding document of human rights.
  - b) An international covenant adopted in 1999 by the United Nations.
  - c) A human rights monitoring mechanism aiming at improving the human rights situation in all of the UN Member States.
2. What is one of the objectives of the UPR?
  - a) To punish states for their human rights violations
  - b) To encourage States to fulfil their human rights obligations and commitments
  - c) To bring member states to Geneva for a conference
3. Member states are reviewed every...
  - a) 4 and a half years
  - b) 3 years
  - c) 4 years
4. Who conducts the State review?
  - a) The UPR Working Group and facilitated by the “Troikas”
  - b) Countries from the same region of the world as the one reviewed
  - c) The Office of the High Commissioner for Human Rights in Geneva
5. Which documents serve as the basis for the UPR review?
  - a) A State Report prepared by the country under review and a report prepared by the CSOs of the country under review
  - b) A State Report prepared by the country under review, a UN Summary Report and a Stakeholder Summary Report
  - c) Reports written by experts on human rights in the country under review.
6. What is the outcome of the review?
  - a) An Outcome report is prepared and includes questions, comments and recommendations
  - b) An outcome report is prepared and includes a maximum of 10 recommendations
  - c) An oral summary report is presented to the State under review.

## Section 4 Learning about human rights standards and mechanisms

7. What is the duty of the State regarding the outcome of the UPR?
  - a) States are not responsible
  - b) States are responsible for implementing the conclusions, recommendations, voluntary pledge and commitments that are part of the outcome documents.
  - c) States are responsible for implementing half of the conclusions, recommendations, voluntary pledge and commitments that are part of the outcome documents.
  
8. How can different stakeholders engage with the UPR mechanism? (i.e., NGOs, grassroots organizations and National Human Rights Institutions)
  - a) Participate in the national consultation held by the State under Review.
  - b) Send submissions to the Office of the High Commissioner before the Review for the “Stakeholder Summary Report”
  - c) Monitor the implementation of the UPR recommendations by the State under review.

## Quiz answer key

1. Answer: c)

The UPR is a new human rights monitoring mechanism aiming at improving the human rights situation in all of the 192 UN Member States. The UPR is a state driven process which provides the opportunity for each State to declare the actions taken to improve the human rights situations in their countries and to fulfill their human rights obligations. The UPR was created through the UN General Assembly on 15 March 2006 by resolution 60/251.

2. Answer: b) Here are the objectives of the UPR:

- ⊙ To address human rights violations all over the world
- ⊙ To improve the human rights situation everywhere
- ⊙ To encourage States to fulfill their human rights obligations and commitments
- ⊙ To assess positive developments and challenges faced by States
- ⊙ To enhance the State's capacity to ensure the enjoyment of human rights by all
- ⊙ To provide technical assistance to States, when requested
- ⊙ To share best practices between States and other stakeholders

3. Answer: a)

All UN Member States will be reviewed every four years and a half with 42 States reviewed each year. Around 14 States are reviewed during each session.

4. Answer: a)

The reviews are conducted by the UPR Working Group which consists of the 47 members of the Council. However any UN Member State can take part in the discussion/dialogue with the reviewed States. Each review is facilitated by groups of three States, known as "troikas", who serve as rapporteurs. The selection of the troikas is done through a drawing of lots prior for each Working Group session.

Reviews take place through an interactive discussion between the State under review and other UN Member States. This takes place during a meeting of the UPR Working Group. During this discussion any UN Member State can pose questions, comment and/or make recommendations to the States under review. The duration of the review will be three hours for each country in the Working Group.

The review assesses the extent to which States respect their human rights obligations contained in: (1) the UN Charter; (2) the Universal Declaration of Human Rights; (3) human rights instruments to which the State is a party (covenants, conventions and other human rights treaties ratified by the State concerned); (4) voluntary pledges and commitments made by the State (e.g. national human rights policies and/or programs implemented); and (5) applicable international humanitarian law.

## Section 4 Learning about human rights standards and mechanisms

5. Answer: b)  
Three reports serve as a basis for each State review: (1) State report: information provided by the State under review; (2) UN Summary Report: information contained in the reports of independent human rights experts and groups, known as the Special Procedures, human rights treaty bodies, and other UN entities; (3) Stakeholder Summary Report: information from other stakeholders including non-governmental organizations and national human rights institutions.
6. Answer: a)  
Following the State review by the Working Group a report is prepared by the troika with the involvement of the State under review and assistance from the OHCHR. This report, referred to as the “outcome report”, provides a summary of the actual discussion. It consists of the questions, comments and recommendations made by States to the country under review, as well as the responses by the reviewed State.
7. Answer b)
8. Answer: a), b) and c)  
There are many opportunities to engage in the UPR process. Although the review process provides limited space for stakeholders participation, the work before and after the review is key to implement concrete recommendations of the “outcome report”.

Below are some ways that NGOs can participate:

- ⊙ Participate in the national consultation held by the State under Review.
- ⊙ Send submissions to the Office of the High Commissioner before the Review for the “Stakeholder Summary Report”
- ⊙ Lobby members of the Working Group
- ⊙ Attend and participate in the plenary before the adoption of the outcome
- ⊙ Monitor the implementation of the UPR recommendations by the State under review.

Civil society has an important role to play in relevant stages of the UPR—in preparing submissions for the reviews, in attending reviews, and by contributing to follow up to the implementation of UPR recommendations and conclusions.

### *Working in preparation of reports*

Civil society organizations, human rights defenders can prepare reports to be submitted for the UPR process.

### *Working on Follow up to UPR Review outcomes*

Once adopted by the Working Group on the UPR, the report on each reviewed country is transmitted to the Human Rights Council. The Council normally considers and adopts these outcome documents at its next regular session. The conclusions/recommendations contained in an outcome document which enjoy the support of the reviewed State serve as the basis for UPR follow up.

## Section 4 Learning about human rights standards and mechanisms

Resolution 5/1 provides that it is primarily the responsibility of States to implement their review outcomes (including conclusions and recommendations, and voluntary pledges and commitments). Resolution 5/1 also states that other relevant stakeholders, including civil society actors, have a role to play in the implementation.

Civil society actors, including NGOs, academia, the media, trade unions and professional groups, can work on follow-up to UPR outcomes in a number of ways, for instance:

- ⊙ Working with national entities (including Government, parliament, the judiciary and NHRIs) to help the State meet its obligations; civil society often acts as a catalyst to promote national legislative reforms and develop national policies. It can also use the UPR outcomes as a basis for dialogue with State entities and for defining its own programmes of action;
- ⊙ Monitoring the human rights situation and steps taken locally to implement UPR outcomes;
- ⊙ Raising awareness about the UPR, the outcomes States are required to implement, and how outcomes can be used to improve the enjoyment of human rights nationally. This may be done by organizing thematic discussions, round tables, seminars and workshops, translating and publishing UPR outcomes and working with NHRIs and the national media, and by raising awareness of UPR outcomes among the general public and civil society;
- ⊙ Engaging with national entities towards the preparation of information for the next periodic review; and
- ⊙ Collaborating with other civil society actors in the preparation and submission to OHCHR of follow-up information on the implementation of UPR outcomes.