



# Let's Act Together for Change

A Practical Guide to Democratic Citizenship for Youth and Women  
in the Middle East and North Africa



Government  
of Canada

Gouvernement  
du Canada



# Toolkit Development

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# Section 1 – The Toolkit





# Acknowledgements

The *Let's Act Together for Change* Toolkit is a joint initiative of Equitas – International Centre for Human Rights Education, the Arab Network for Human Rights and Citizenship Education (ANHRE) and civil society organizations involved in citizenship education in Egypt, Iraq, Jordan, Morocco and Palestine.

The Toolkit was designed and developed by the Equitas team: Jean-Sébastien Vallée, Vincenza Nazzari, Frédéric Hareau, Bing Arguelles, Daniel Roy and Kim Smeby, with the collaboration of the Regional Coordinator for the project – Fotouh Younis and the former Administrative Assistant – Muna Al-Sa'eed, Arab Network for Human Rights and Citizenship Education - ANHRE (Jordan) and the following contributors: Akram Amin, Together Association for Development and Environment (Egypt); Majida Salman Mohamed, Middle East Center for Legal Studies and Development (Iraq); Nadera Hanko, Birzeit Youth Centre (Jordan); Rana Aldabbas, Musa Saket Development Organization (Jordan); Latifa Zouhal and Abderrahim Elagzi, Association Al-Massar pour l'éducation à la citoyenneté (Morocco) and Refaat Sabbah, Teacher Creativity Center (Palestine). These organizations are all members of ANHRE.

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# Overview of the Toolkit

## Introduction

Equitas – International Centre for Human Rights Education, and our partners in Egypt, Morocco, Palestine, Jordan and Iraq have developed this important resource to help civil society organizations and other stakeholders advance democratic citizenship and participation amongst youth aged 16 to 30 and women. The Toolkit, *Let's Act Together for Change*, is a practical and user-friendly guide for engaging communities in a mutual learning process aimed at enhancing gender equality and building capacity for citizens to influence decision-making processes and hold their governments accountable.

The Toolkit recognizes that human rights principles and values are powerful tools to enhance participation, reinforce accountability and create spaces for peaceful dialogue. It will be a valuable resource for all those interested in the long-term process of building democracy in the Middle East and North Africa.

The Toolkit outlines approaches and activities that can help engage communities in a process of critical reflection while equipping them and motivating them to take concrete actions to enhance democratic participation. It was produced following an in-depth needs assessment and from an extensive piloting phase. The format allows users to choose and adapt the approaches and activities that will best respond to the needs of their communities and be most appropriate in their context.

## What is the goal of the Toolkit?

The goal of the Toolkit is to build necessary skills at the community level to undertake community-action projects that will contribute to greater respect for human rights and democratic citizenship.

## What are the objectives of the Toolkit?

- To equip civil society organizations and decision-makers with knowledge and skills to better promote citizen participation and engagement in their communities
- To increase the participation of local communities in developing and implementing community-action projects to address issues that affect them
- To facilitate dialogue among civil society organizations, communities, government authorities and the media on issues of concern to the community

## Who is this Toolkit intended for?

The Toolkit is designed primarily for use by **civil society organizations** and **decision-makers** working in non-formal and formal educational settings, coordinating activities on democratic citizenship with **youth aged 16 to 30** and **with women**.

## What is in the Toolkit?

The Toolkit has 4 sections.

## Section 1 – The Toolkit

This section provides an overview of the Toolkit and how to use it.

## **Section 2 – Doing a Community-Action Project**

This section includes an overview of the project development process and a step-by-step description to guide groups in the development of their community-action project:

Project Preparation

Step 1 – Exploring Your Context

Step 2 – Targeting Specific Changes

Step 3 – Preparing an Action Plan

Step 4 – Taking Action

Step 5 – Monitoring the Action and Making Adjustments

Step 6 – Final Evaluation and Next Steps

## **Section 3 –Activities**

This section provides the user with a selection of activities and case studies that can be used in the community-action projects.

3.1 – Icebreaker Activities

3.2 – Activities, Organized by Theme

3.3 – Case Studies

3.4 – Monitoring and Evaluation Activities

## **Section 4 – References, Additional Resources and Glossary**

This section includes a variety of tools to help groups in the development of their activities and community-action projects. These are:

4.1 – 13 Reference Sheets that focus on building an understanding of human rights principles and values, democracy, democratic citizenship, gender equality, civic participation and engagement, etc.

4.2 –15 Additional Resources related to the main themes being addressed

4.3 – A Glossary of Important Definitions

### **What are the values promoted by this Toolkit?**

The Toolkit aims to reinforce positive values that stem from the fundamental principles of human dignity and equality underpinning the *Universal Declaration of Human Rights*. These human rights values serve to guide the overall process of the community-action project as well as the implementation of the different activities of the Toolkit.

- Cooperation
- Respect
- Equality
- Inclusion
- Respect for diversity
- Responsibility
- Acceptance

To read more about the values promoted in the Toolkit, see ***Section 4.1, Reference 7 – Human Rights Values***.

### **What is the educational approach?**

The Toolkit is based on a transformative learning approach. As such, the activities and projects are intended to go beyond mere transmission of knowledge and skills and aim towards creating 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 Toolkit is designed to engage groups in a process that extends over a period of a few weeks or months. Specific activities can also be used independently. A variety of methods and techniques promoting critical reflection leading to action for change will be used in the Toolkit activities and projects. These include: debates, theatre, arts, music, sports, skits, games, community mapping, etc. The Toolkit follows a project development process model and takes groups through the different steps outlined below.

### ***Project Preparation***

The facilitator conducts research on potential focus of the action.

#### ***Step 1 – Exploring Your Context***

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

#### ***Step 2 – Targeting Specific Changes***

Groups will determine 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.

#### ***Step 3 – Preparing an Action Plan***

Groups will decide on the action(s) they will undertake to promote the desired changes. A plan for monitoring and an evaluation strategy will also be developed.

#### ***Step 4 – Taking Action***

Groups will carry out the action(s) in their communities.

#### ***Step 5 – Monitoring the Action and Making Adjustments***

Groups will monitor the project actions, process and results according to the monitoring and evaluation strategy developed.

#### ***Step 6 – Final Evaluation and Next Steps***

Groups will measure changes, document results and identify the next steps.

See ***Section 4.1, Reference 8 – Educational Approach of the Toolkit*** for more information.

### **What are the main themes addressed in the Toolkit?**

Key themes related to democratic citizenship addressed in this Toolkit and outlined below were identified through a needs validation process conducted in Egypt, Morocco, Palestine, Jordan and Iraq from January to April 2011. The findings were also informed by the work of Equitas and its partners in the Middle East and North Africa over the last five years as well as an extensive review of existing educational and research materials on the subject of citizenship in the Middle East and North Africa.

For more information on the themes below, see ***Section 4.2 – Additional Resources*** at the end of the Toolkit.

## **Women's Rights**

In the countries of focus, women's rights are not respected to the same extent as the rights of men and discrimination against women is a daily reality. Customs and traditions play an important role in restricting women's participation and fulfillment of their basic rights. Social pressures on both women and men to conform to traditional roles are still quite strong, especially at the level of the family. Religion is sometimes instrumentalized against promoting women's interests. In any citizenship education project, the question of gender equality and the advancement of women's rights should be considered.

See **Section 4.1, Reference 4 – Gender Equality** for more information.

## **Identity**

Diversity needs to be considered when implementing an initiative on democratic citizenship. Some of the groups to take into consideration include: youth, women, children, people living with disabilities, tribal communities, Bedouins, religious groups, urban versus rural communities, linguistic minorities, Christians as well as refugees in different countries. Sub-identities are generally important for people, ensuring their protection in social life, sometimes to a greater extent than their national identity. During the needs validation process a number of people mentioned the discrimination they face related to their identities. The integration of citizens from different origins (refugees amongst others) in particular was described as difficult.

“The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.”

University of Oregon (1998). *Definition of Diversity*.  
<http://gladstone.uoregon.edu/~asuomca/diversityinit/definition.html>, retrieved on March 30, 2012.

See **Section 4.1, Reference 1 – Human Rights, Reference 7 – Human Rights Values** and **Reference 6 – Non-Discrimination** for more information.

## **Rights and Responsibilities**

The needs validation revealed that people are usually aware of their rights and responsibilities, but often they are unable to claim their rights or contribute to defending the rights of others. Concepts related to citizenship remain difficult for some people. There is little or no space in society for citizens to put rights into practice. In a few cases, it was also mentioned that the focus is often put on rights, with responsibilities being neglected.

See **Section 4.1, Reference 1 – Human Rights, Reference 7 – Human Rights Values, Reference 6 – Non-Discrimination** and **Reference 12 – The Human Rights-Based Approach** for more information.

## **Civic Participation and Engagement**

Civic participation and engagement becomes a reality when human rights are promoted and protected. Youth and women, especially those who participated in the needs validation process indicated that they could express their opinions in certain situations, but that their opinions were seldom taken into account by relevant decision makers. Moreover, there is often a lack of opportunity for many traditionally marginalized segments of the population to participate in decision-making processes, despite their desire to serve their communities and their country. Most of the young people consulted did not participate in elections, citing that their participation would not change the current situation, due in particular to the absence of youth representatives at the political level. Consultations held indicated that participation in elections does not have an impact on the lives of youth, women and other marginalized groups.

See **Section 4.1, Reference 5 – Civic Participation and Engagement, Reference 3 – Democratic Citizenship** and **Reference 9 – Advocacy** for more information.

## **Challenges**

*Bureaucracy* at the local and national levels delays implementation of development projects and community initiatives and impacts on citizens' willingness to participate. *Corruption* and *lack of accountability* and *transparency* are considerable barriers affecting the legitimacy of government, resulting in frustration and thirst for change among citizens. *Lack of respect* for freedom of expression, information, assembly, opinion and religion continue to curb public life in the five targeted countries, including the involvement of their citizens in civic engagement initiatives. There is little awareness among the population about what government responsibilities include and how government institutions function or are supposed to function. *Government officials*, for their part, *have limited ability to consult the population* and *include people concerned in decision-making processes*. The *absence of citizenship education in schools* is also an obstacle, resulting in low participation of youth in public life. Additional obstacles to democracy and participation include *violence at different levels* (family, community, country) which influences people's willingness and opportunities to participate in social and community activities. Dialogue between the government and the population is crucial in developing an initiative on citizenship.

See **Section 4.1, Reference 2- Democracy, Reference 3 – Democratic Citizenship, Reference 5 – Civic Participation and Engagement** and **Reference 9 – Advocacy** for more information.

## **How are these themes addressed in the Toolkit?**

Through the development of a community-action project, groups will have the opportunity to explore their own contexts, identify issues that are important in their communities, determine what they would like to change or improve in the current situation and develop a plan for doing it. Groups will address their issues within the framework of one or more of the 5 main themes outlined in the Toolkit. Activities, case studies and resources are provided to assist them in this process.



# How to use the Toolkit

The Toolkit is designed to engage groups of youth and women in a comprehensive process that extends over a period of a few weeks or a few months.

To initiate a community-action project using the Toolkit, you should:

1. Read the *Overview of the Toolkit* in **Section 1** carefully.
2. Read the reference sheets in **Section 4.1** to learn about civic participation, gender equality, democratic citizenship, human rights values, the educational approach of the Toolkit, etc.
3. Look at **Section 2 - Doing a Community-Action Project** to set a general idea of the process and read each section of the community-action project.
4. Prepare your project using *Project Preparation* part in **Section 2**.

Alternatively, you can also use specific activities independently as a way to promote democratic citizenship and human rights and to engage groups in short 1 hour to 2 hour sessions. If you decide to use the Toolkit in this way, you can read the reference sheets to learn about the key concepts such as human rights, gender equality, civic participation and engagement and democratic citizenship in **Section 4.1** and choose icebreaker activities from **Section 3.1**, activities from **Section 3.2** or case studies from **Section 3.3** according to the issue you want to address.



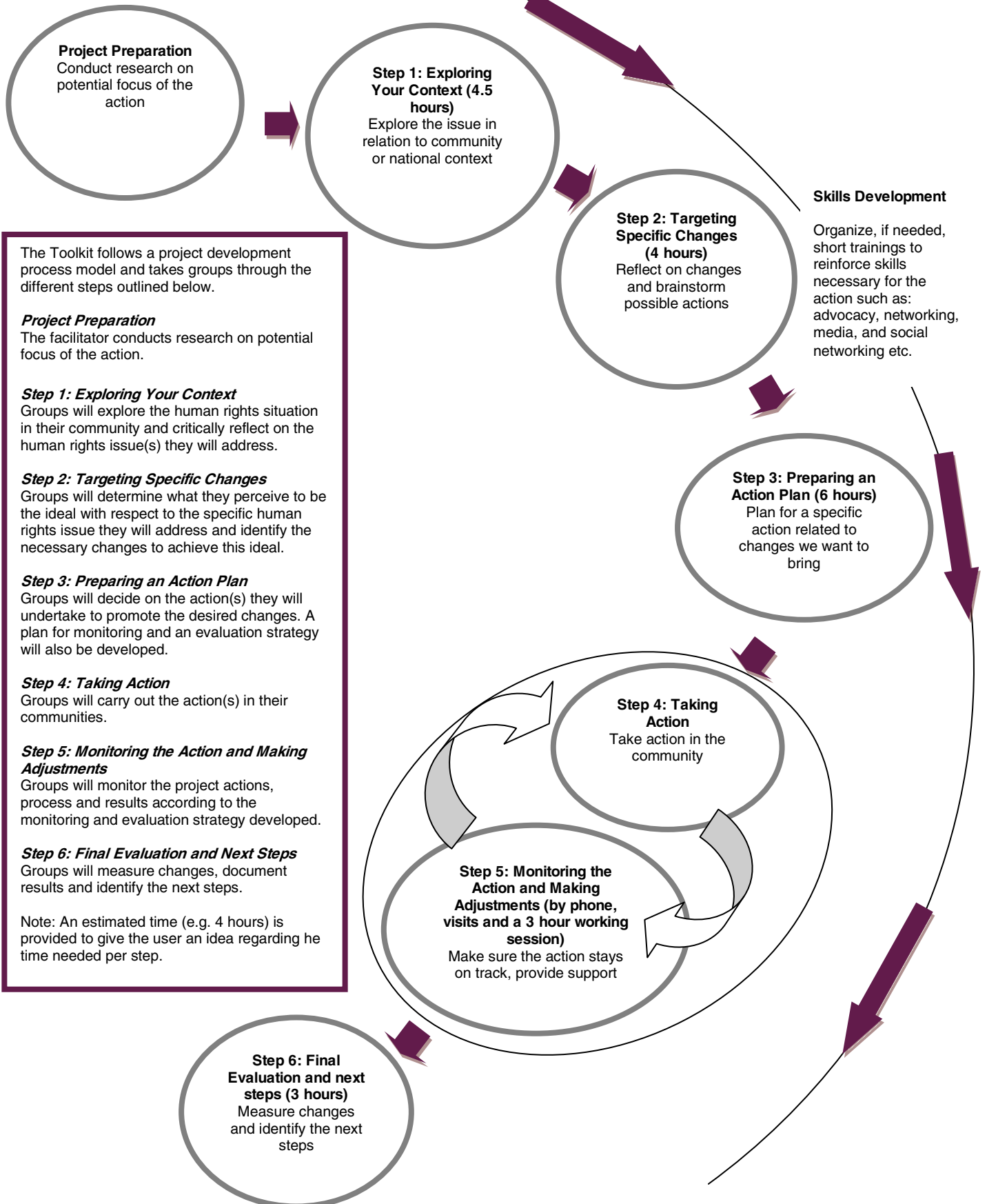


## Section 2 – Doing a Community-Action Project





# Overview



The Toolkit follows a project development process model and takes groups through the different steps outlined below.

**Project Preparation**

The facilitator conducts research on potential focus of the action.

**Step 1: Exploring Your Context**

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

**Step 2: Targeting Specific Changes**

Groups will determine 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.

**Step 3: Preparing an Action Plan**

Groups will decide on the action(s) they will undertake to promote the desired changes. A plan for monitoring and an evaluation strategy will also be developed.

**Step 4: Taking Action**

Groups will carry out the action(s) in their communities.

**Step 5: Monitoring the Action and Making Adjustments**

Groups will monitor the project actions, process and results according to the monitoring and evaluation strategy developed.

**Step 6: Final Evaluation and Next Steps**

Groups will measure changes, document results and identify the next steps.

Note: An estimated time (e.g. 4 hours) is provided to give the user an idea regarding the time needed per step.

**Skills Development**

Organize, if needed, short trainings to reinforce skills necessary for the action such as: advocacy, networking, media, and social networking etc.



# Project Preparation

**Goal** To prepare for the implementation of a community-action project

**By the end of this step, you should have** Identified human right issues to propose to the group for a community-action project, and validated them through consultations

Collected information about how the issues identified are being considered nationally and internationally (e.g. reports, UPR recommendations, etc.)

Developed an overall timeframe for the implementation of the project and prepared logistics for the first phase

**Time** A few hours

**Summary of this step** Part A – Getting Started

Part B – Determining Human Rights Issues to Propose to the Group (30 minutes)

Part C – Doing your Research (2 hours)

Part D – Consulting on the Issues (2 hours)

Part E – Preparing a Draft Plan (2 hours)

## Part A – Getting Started

The *Let's Act Together for Change* Toolkit outlines a step-by-step process designed to encourage greater participation of youth and women in decision-making processes through community-action projects.

As a facilitator, your role is to prepare the groundwork for a community-action project and accompany the community group through all of the steps, from planning to implementation, to follow-up. The timeframe envisioned for a community-action project can range from a few weeks to a few months.

1. The community-action project selected should:
  - Focus on an important human rights issue determined together with the group
  - Contribute to achieving desired changes identified by the group
  - Create new space for dialogue involving youth and women, civil society organizations and government institutions at both local and national levels and aimed at building sustainable consultative mechanisms to influence development and implementation of laws, policies and programs
2. The members of the group undertaking the project should:
  - Share a common interest
  - Be willing to work together on a community-action project
  - Commit to remaining engaged for the duration of the project

Whether you are working with an existing group or a newly formed group, you will work through the same project development process outlined in the Toolkit. 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 the community-action project while building a cohesive group dynamic.

3. To initiate the community-action project:
  - Identify the group you will carry out the community-action project with and determine some initial ideas for the project
  - Present your ideas to other colleagues and volunteers in your organization to get buy-in, input, support, and if necessary, approval from them. Don't forget to involve the management of your organization: talk to program management staff, the executive director etc.; and involve the national office, if needed
  - 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
  - Determine possible dates and times for the working sessions, keeping in mind that people involved might be volunteers and would most likely be able to meet outside of regular work hours. Involve the participants in choosing the appropriate dates and hours
  - Look into logistical arrangements, for example, arranging for a space to hold working sessions; seeking authorization for possible expenditures and equipment use; exploring whether you can use the space available at your organization

By the end of Part A, you should have some clear ideas about the group you will work with and the community-action project you will propose to the group.

## Part B – Determining Human Rights Issues to Propose to the Group

30 minutes

Key issues related to democratic citizenship were identified through a needs validation process conducted in Egypt, Morocco, Palestine, Jordan and Iraq from January to April 2011. The findings were also informed by the work of Equitas and its partners in the Middle East and North Africa over the last 5 years as well as by an extensive review of existing educational and research materials on the subject of citizenship in the Middle East and North Africa. The issues were then re-grouped into five broad themes that are addressed in this Toolkit. These themes include: **women’s rights; identity; rights and responsibilities; civic participation and engagement** and **challenges**. Each theme is described in greater detail in *Section 1*.

To determine the human rights issues to propose:

- Reflect on specific human rights issues that you believe are important to the group you will be working with and prepare a short list
- Review the description of the 5 themes that were determined through the needs validation process described above. See *Section 1* for more information on the themes. You can also review the reference sheets in *Section 4.1*
- Based on the information provided in the Toolkit and your own experience working with the community, determine 2 or 3 issues related to the themes that you will propose to your group

## Part C – Doing Your Research

2 hours

The community-action project that your group will develop aims to increase participation of youth and women in decision-making processes. Therefore it is important to establish early on the connections between the project and existing national policies and laws, and international human rights obligations, including the Universal Periodic Review (UPR) recommendations. This should facilitate the creation of new space for dialogue involving youth and women, civil society organizations and government institutions at both local and national levels.

In addition to gathering more information about the 2 or 3 issues you are planning to propose to your group you will also need to examine possible connections with existing national and international human rights laws, and mechanisms.

To learn more about how to engage with the UPR mechanism see *Section 4.1, Reference 10 – Engaging with the Universal Periodic Review (UPR) Mechanism*.

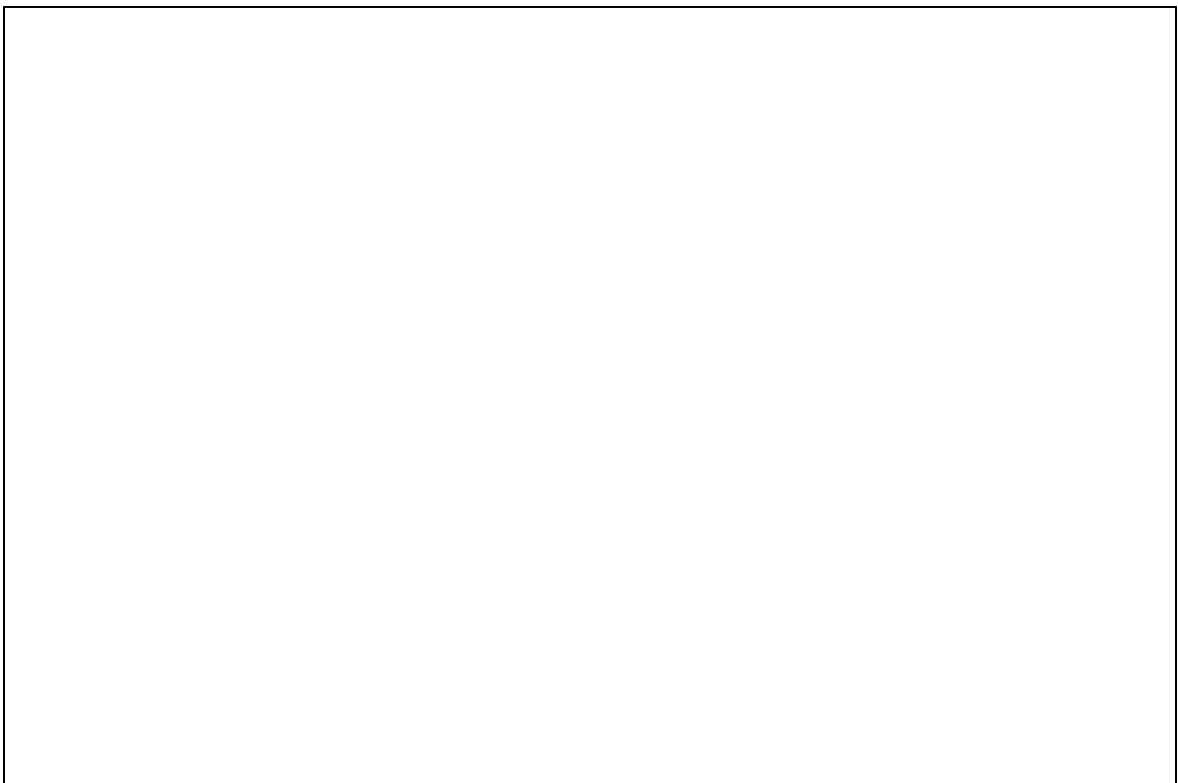
You can also examine connections with national human rights laws and policies. Use the chart provided below to guide you in your research.

## Your Research

1. List the issues that you plan to propose to the group and the broader theme(s) they address.



2. Reflect on the context. In relation to each issue you are researching, what do you think is the human rights situation in your country? Think about the following questions: What rights are violated? What are the consequences of such violations? Why is the issue important for the group you want to work with?

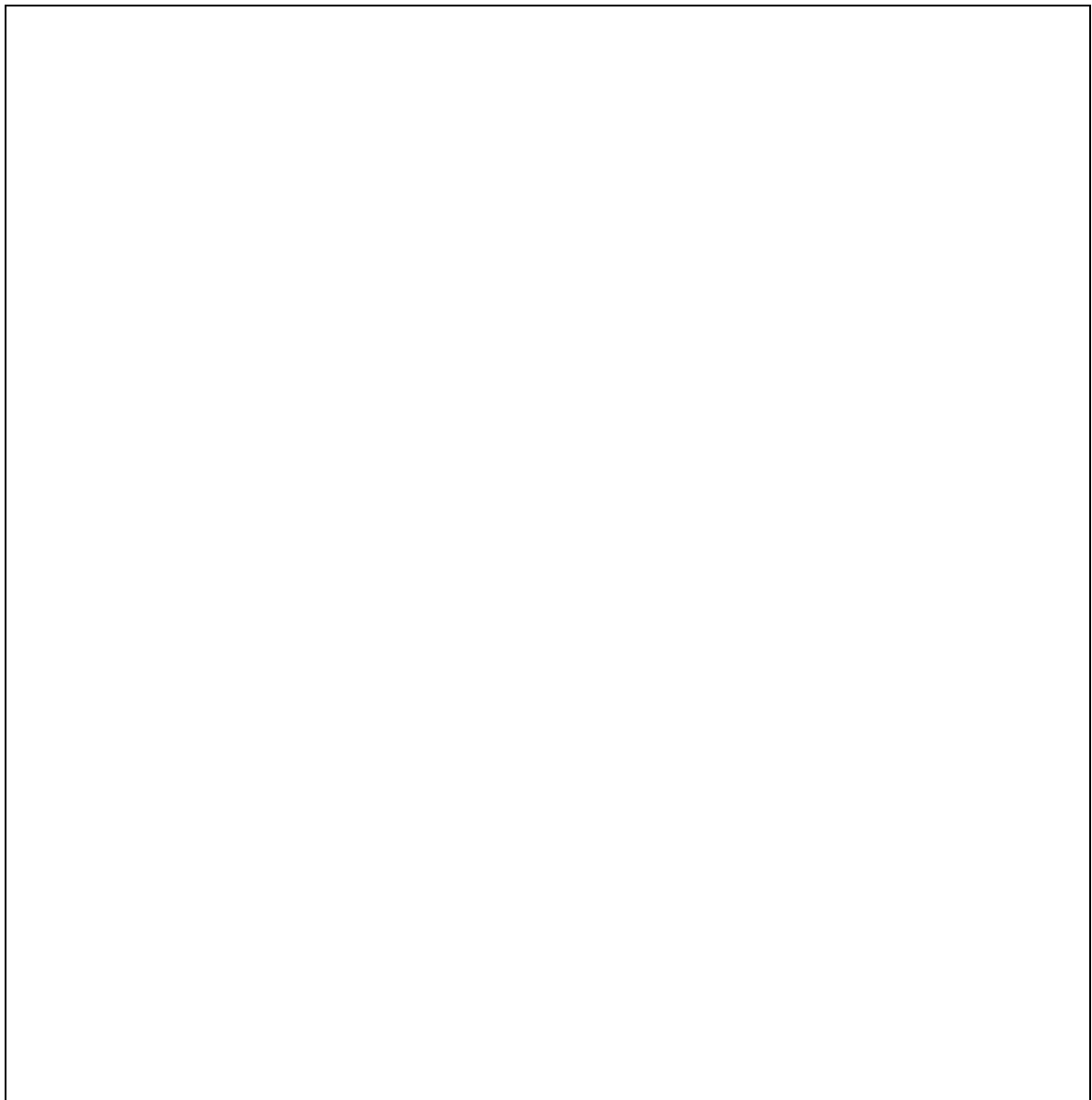




3. Explore connections with national and/or international human rights standards and mechanisms.

For Egypt, Jordan, Morocco, Iraq and Tunisia, examine connections with the Universal Periodic Review. Review the working group report (Part II Conclusions and/or recommendations) of the most recent UPR session of your country. Try to find the conclusions and recommendations that are linked to the issues you selected. 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.

For Palestine, examine connections with the most recent Human Rights Council report on the human rights situation in Palestine. Review the report and the conclusions and recommendations. Try to determine the conclusions and recommendations that are linked to the issues you selected. See, <http://www.ohchr.org>, select Human Rights Council and find the latest report.



4. Determine whether your country has implemented the conclusions and recommendations that were cited in the UPR outcome report or Human Rights Council report for Palestine by looking at other UN websites, websites of NGOs and governmental departments. Some examples are provided below.

To know what the situation of your country is, you can also look at the latest Human Rights Watch report at <http://www.hrw.org/world-report-2012#countries>. (Available in English, Arabic, French)

### Examples

If you work on the issue of people living with disabilities in Morocco, your general theme as described in **Section 1** is Identity. If you look at the UPR outcome report for Morocco in 2008, it was recommended that the country ratify the *Convention on the Rights of Persons with Disabilities*. Looking at *United Nations Enable*, the official website of the Secretariat for the *Convention on the Rights of Persons with Disabilities*, you will see out that Morocco ratified the Convention in 2009. Does that mean that Morocco is now implementing the Convention? Talk with NGOs, associations to find out more information.

If you work on the issue of discrimination against women in laws in Jordan, your general theme as described in **Section 1** is Women's Rights. In the UPR outcome report for Jordan in 2009, it was recommended that Jordan "harmonize legislation with standards and requirements contemplated in international human rights instruments ratified by Jordan." Jordan ratified the *Convention on the Elimination of All Forms of Discrimination against Women* (CEDAW) in 1992, in which they engaged to modify laws that constituted discrimination against women. However, in 2012, there is still discrimination against women in the nationality law of Jordan. For instance, a woman who marries a foreign-born man cannot pass on her nationality to her husband and children<sup>1</sup>.

Record similar information that you have discovered about your issue on the space provided:

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<sup>1</sup> Human Rights Watch (2012). *World Report 2012*. <http://www.hrw.org/world-report-2012/world-report-2012-jordan>, retrieved on February 16, 2012.

## Part D – Consulting on the Issues

2 hours

Before presenting to the group the issues you feel should be addressed through the community-action project, it is important to consult a number of individuals who you feel have the necessary knowledge and expertise to advise you on the relevance and importance of the issues for your particular group.

1. To prepare for the consultation:
  - Identify 3 or 4 persons among your colleagues, members of the group you want to work with, and/or partners that you will consult.
  - Prepare a short presentation based on your knowledge of the process and the information you outlined in the chart in Part C above. The presentation should include the following information:
    - the overall process of the community-action project
    - the importance of the issues(s) for the broader community/society and in particular for the group you want to work with
    - why the group would want to work on it
    - specific questions you would like people you consult to address
2. Consult the people you identified and ask for their feedback.
3. Based on the feedback, make adjustments to your initial ideas if necessary.

## Part E – Preparing a Draft Plan

2 hours

As explained earlier, the Toolkit outlines a 6-step process for developing a community-action project. Taking the time to properly prepare and plan your community-action project will help ensure that all the subsequent steps run smoothly.

1. 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 participants' strengths?
2. Now prepare a draft plan for your community-action 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 community-action project.

## Sample Plan

Step	Content	Timing
<b>Project Preparation</b>	<ul style="list-style-type: none"> <li>Preparing for the implementation of the action-oriented project: exploration of potential issues, research and logistical preparation</li> </ul>	A few weeks prior to the project, by the facilitator(s)
<b>Step 1 Exploring Your Context</b>	<ul style="list-style-type: none"> <li>Exploring the issue in relation to community or national context</li> </ul>	1 working session of 4 hours 30 minutes
<b>Step 2 Targeting Specific Changes</b>	<ul style="list-style-type: none"> <li>Reflecting on changes the group would like to see in their community.</li> <li>Brainstorming possible actions the group can take to promote these changes</li> </ul>	1 working session of 4 hours.
<b>Step 3 Preparing an Action Plan</b>	<ul style="list-style-type: none"> <li>Planning for specific action(s) the group can conduct to contribute to desired changes</li> </ul>	1 working session of 6 hours.
<b>Step 4 Taking Action</b>	<ul style="list-style-type: none"> <li>Implementing the action(s) with the group in the community</li> </ul>	This will be done by the group
<b>Step 5 Monitoring the Action and Making Adjustments</b>	<ul style="list-style-type: none"> <li>Making sure the group's actions stay on track and measuring the extent to which their actions contributed to the changes they wanted to see</li> <li>Providing coaching and support throughout the implementation of the action(s)</li> <li>Making adjustments to the action plan</li> <li>Planning for the next step(s) of the action(s)</li> </ul>	1 or more working session(s) of 3 hours.
<b>Step 6 Final Evaluation and next steps</b>	<ul style="list-style-type: none"> <li>Measuring the changes that resulted from the action</li> <li>Identifying good practices and lessons learned</li> <li>Thinking about other actions that would reinforce results accomplished and contribute to the desired changes</li> </ul>	1 working session of 3 hours.

## Planning Chart

Step	Content	Timing
Project Preparation		
Step 1 Exploring your Context		
Step 2 Targeting Specific Changes		
Step 3 Preparing an Action Plan		
Step 4 Taking Action		
Step 5 Monitoring the Action and Making Adjustments		
Step 6 Final Evaluation and next steps		



# Step 1 – Exploring Your Context

During this step, 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 community-action project. Since this is the first time participants 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** To determine how the issue selected for the community-action project will address the current human rights situation as viewed by the group

**By the end of this step, participants should have**

- Reviewed the overall process of the community-action project
- Developed a common understanding of the current human rights situation in their community
- Determined how the issue selected will address the human rights situation
- Identified strengths of the group
- Begun to build a productive group dynamic based on the human rights values the Toolkit aims to promote

**Time** 1 working session that lasts 4 hours 30 minutes

**Summary of this step**

- Part A – Introductions and Group Expectations (30 minutes)
- Part B – Overview of the Project Steps (30 minutes)
- Part C – Strengths of the Group (30 minutes)
- Part D – Our Values – (**Section 3.2, Activity 3**) (30 minutes)
- Part E – Selection of Issue (60 minutes)
- Part F – Community Mapping (**Section 3.2, Activity 23**) (45 minutes)
- Part G – Spheres of Influence (**Section 3.2, Activity 9**) (30 minutes)
- Part H – Debrief (15 minutes)

## Part A – Introductions and Group Expectations

30 minutes

The purpose of this first activity is to get to know the members of the group and to share expectations regarding the community-action project.

Carry out the activity with the group as described below.

1. Each participant and the facilitator will introduce herself/himself to the group and share their expectations.
  - Give each person 2 meta-cards, which have been prepared in advance: (Sets of cards will be labelled and numbered. See **Box 1** below.)
  - Explain how to complete the cards. On the first card participants and the facilitator clearly print their name. On the second card, they write one expectation they have for the community-action project.
  - Participants will have about 3 minutes to complete their cards.
2. Have each participant, including the facilitator, in turn, introduce herself/himself to the group using the information on the cards.
3. The facilitator comments on the expectations highlighting commonalities and differences.

### Box 1 – Sample Meta-cards

1 Name	1 Expectation
2 Name	2 Expectation

## Part B – Overview of the Project Steps

30 minutes

Explain that the overall purpose of this first working session is to determine the issue the community-action project will focus on and how it relates to the broader themes identified during a needs validation process conducted in the region. (See **Section 1, Overview of the Toolkit** for more information). Also explain that the entire process will involve a number of steps which you will describe.



1. Present the process for the community-action project.
  - Prepare a flipchart outlining the 6-step process. (See **Box 2** below.)
  - Briefly explain each step.
  - Highlight that the whole process will involve participants' commitment to participate in 3 to 5 meetings of 3 hours or more over a period of 2 to 3 months. It will also involve carrying out different tasks related to implementation of the community-action project.
  - Discuss the overall timeframe and the potential resources the project may require.
  - Provide a more detailed overview of Step 1 using the information on the previous page.
2. Invite participants to comment and ask questions they may have on the process.

### Box 2: Overview - Project Steps

**Step 1 – Exploring Your Context:** In this step, participants will explore the situation of the group and the community and think about the theme selected.

**Step 2 – Targeting Specific Changes:** In this step, participants will think about the ideal or improved context of their lives.

**Step 3 – Planning for Action:** In this step, participants will decide which actions the group will conduct to promote desired changes.

**Step 4 – Taking Action:** In this step, participants will take action in the community.

**Step 5 – Monitoring the Action and Making Adjustments:** In this step, participants will monitor their actions and the results as well as the process of the project.

**Step 6 – Final Evaluation and Next Steps:** In this step, participants will measure changes and identify the next steps.

## Part C – Strengths of the Group

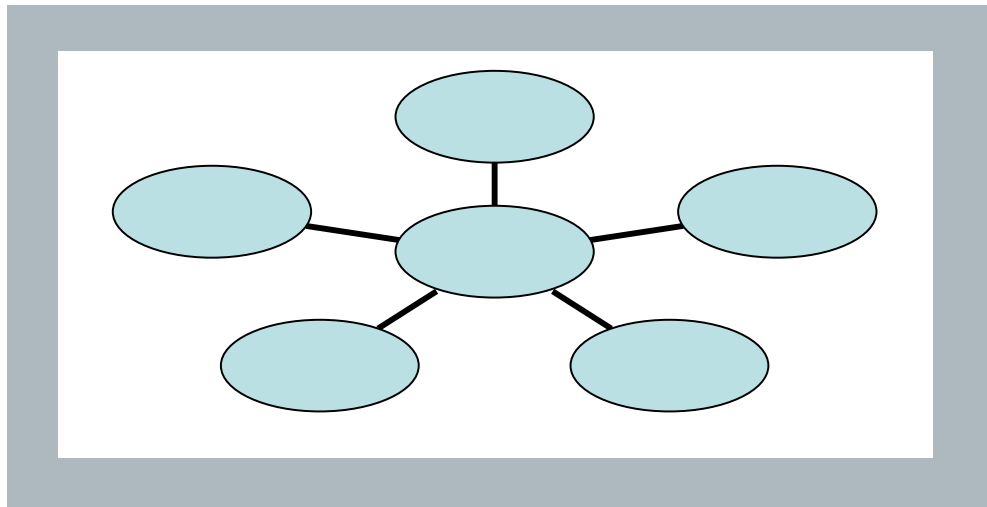
30 minutes

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

Carry out the activity with the group as described below.

1. Prepare on flipchart and a diagram like the one below (See Box 3). Write the name of each participant at the top of one of the circles. Ensure you include a circle for yourself.

### Box 3 – Strengths of Our Group



2. Ask each participant to name one or two of their strengths in terms of experience, knowledge and skills or personal characteristics that would contribute to the success of a community-action project. You can offer suggestions: children’s rights expert, women and gender, advocacy skills, good at networking, computer skills, organized, etc. 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. Debrief the activity. Discuss what participants learned about each other by asking the following questions:
  - Are you surprised by the results of this activity? Why or why not?
  - What strengths does our group share? What are some unique strengths?
  - How will our strengths contribute to the success of the project?
5. Place 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 working sessions.

## Part D – Our Values

30 minutes

The purpose of this activity is to help build a productive and mutually supportive group dynamic based on the human rights values of **cooperation, respect, equality, inclusion, respect for diversity, responsibility** and **acceptance**. It is an opportunity to present the values that the Toolkit aims to promote throughout all the activities the group will undertake.

To ensure that the values remain at the forefront, it is important to post them in a visible place and to refer to them during all of the working sessions. See **Section 4, Reference Sheet 7 – Human Rights Values** for more information on the values.

Carry out the activity with the group. See **Section 3, Activity 3 – Human Rights Values** for instructions.

## Part E – Selection of Issue

60 minutes

The purpose of this activity is to arrive at a group consensus on the human rights issue the community-action project will address.

Carry out the activity with the group as described below.

1. Begin by explaining how you arrived at the 2 or 3 issues you will propose to the group. Refer back to **Section 2, Project Preparation, Part B** for more details on the process.
2. Explain that the community-action project will focus on 1 issue which the group will now try to agree on.
3. Write each issue that you are discussing on a separate flipchart sheet and list the following elements to consider under each one. Elements to consider:
  - The importance of this issue or theme to the community
  - The potential for bringing about desired change in the lives of youth and women
  - Opportunities for dialogue with local authorities, government and the media
4. Post all the flipchart sheets on the wall and go over each issue.
5. Ask the members of the group 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 next to appropriate element.
6. Tabulate the results and discuss with the group.
7. Review the 5 main themes of the Toolkit: *Women's Rights; Identity; Rights and Responsibilities; Civic Participation and Engagement; and Challenges*. (See **Section 1 – Overview of the Toolkit**.) Have the participants agree on which theme their issue most closely addresses.

**Note:** Making this connection is essential for the selection of activities from the Toolkit throughout the project development process.

8. Remind the group that the community-action project they will develop to address the issue selected, ultimately aims to increase participation of youth and women in decision-making processes. Therefore it is important to establish early on the connections between the project goal and existing national policies and laws, and international human rights obligations, including the Universal Periodic Review (UPR) recommendations that aim to increase participation of youth and women.
9. Share with the group the UPR recommendation(s), for Palestine, the Human Rights Council Report recommendation (s) and recommendation(s) from other relevant UN Reports, or connections with national human rights laws and policies related to the issue, that you identified through your research. Mention that as a group you will try to identify ways to contribute to the implementation of the recommendation(s) or of the national human rights laws and policies through your community-action project.

## Part F – Community Mapping

45 minutes

Now that participants have agreed on the human rights issue their community-action project will address, they will work towards building a common understanding of the issue in the context of the community where they will carry out the project. The purpose of this activity is to help participants analyze the current state of the human rights issue in their community.

Through a community-mapping exercise, participants will explore the general human rights context in their community and situate their issue within this broader context. They will also explore what they consider to be the desired situation with respect to their issue.

Carry out the activity with the group. See *Section 3, Activity 23 – Community Mapping*.

**Note:** Ensure you keep a copy of the community map and a written record of the discussion points. The group will need this information in subsequent working sessions.

## Part G – Spheres of Influence

30 minutes

The purpose of this activity is to help participants reflect on the principal variables influencing the overall human rights situation in their community and more specifically, variables influencing the human rights issue they have agreed to work on.

Carry out the activity with the group. See *Section 3, Activity 9 – Spheres of Influence*.

**Note:** Ensure you keep a copy of the spheres of influence diagram and a written record of the discussion points. The group will need this information in subsequent working sessions.

## Part H – Debrief

15 minutes

Taking some time for debriefing at the end of each working session and after each activity is essential to ensuring the smooth development of the project. Debriefing will give the group a chance to reflect on the activities that took place and the progress made towards the development of the community-action project. It will also give you, as the facilitator, the opportunity to gauge participants' satisfaction to date and their level of motivation moving forward. Reflecting on lessons learned after each step will enable the group to make necessary changes to ensure the success of the project.

Carry out the debrief activity with the group. See *Section 3.4, Activity 2 – Bull's Eye*.

**Note:** *Section 3.4* provides a number of monitoring and evaluation activities you can use to debrief working sessions as well as individual activities.

## Step 2 – Targeting Specific Changes

The goal of the community-action project is to bring about changes in the community that will contribute to greater respect for human rights. Now that the group has agreed on a specific issue their project will address, it is important to determine the changes they will target through the project. During this second working session, the group will determine what the desired situation is with respect to their issue, identify specific changes that are needed to achieve it as well as some possible actions.

**Goal** To identify the changes the group would like to see in their community

**By the end of this step, participants should have**

Reviewed the current human rights context in the community

Developed a deeper understanding of the issue their project aims to address

Identified specific changes, linked to their issue, that they would like to see in their community

Determined some possible actions the group can take to promote the changes

**Time** 1 working session that lasts 4 hours

**Summary of this step**

Part A – Reconnecting (30 minutes)

Part B – Deepening Our Understanding (60 minutes)

Part C– The Desired Situation (60 minutes)

Part D – Changes and Possible Actions (60 minutes)

Part E – Debrief (30 minutes)

## Part A – Reconnecting

30 minutes

The purpose of this first activity of the working session is to help the participants reconnect and to have them focus on some key elements of successful group-project work such as cooperation, leadership and team work.

Carry out the activity with the group. See **Section 3.1, Activity 4 – Tower**.

**Note:** You can also choose another activity from this section that focuses on themes that interest your group.

## Part B – Deepening Our Understanding

60 minutes

The purpose of this activity is to further explore the issue the group has selected by working through selected activities and a case study.

1. Remind participants of the theme their issue most closely addresses which the group agreed on during the last working session. (See **Step 1, Part E**).
2. Depending on the level of your group, select one or more of the activities from the appropriate theme. (See **Box 1** below.)
3. Have the group work through the case study related to the theme.
4. Ensure you make links between the activities and the case study, and the issue the participants' community-action project will address.

## **Box 1 – Activities and Case Studies by Theme**

### **Women’s Rights**

Activity 1 – Complete the Sentences  
Activity 6 – Gender Description  
Activity 11 – Let’s Debate  
Activity 16 – Discrimination Against Women  
Activity 21 – My New Country  
Case Study 1 – Amina, Noor and Samar at the Community Council

### **Identity**

Activity 2 – Bingo  
Activity 7 – Webs of Connections  
Activity 12 – One Step Forward  
Activity 17– Against Racism  
Activity 22 – No to Discrimination  
Case Study 2 – Hibah and Wasfi are in Love

### **Rights and Responsibilities**

Activity 8 – Human Rights Quiz  
Activity 13 – Draw me a Right: Tell me about your Responsibilities  
Activity 18 – Forum Theatre  
Case Study 3 – Saeda and Mohamed participate in a Demonstration

### **Civic Participation and Engagement**

Activity 14 – Being an Active Citizen Means...  
Activity 19 – Let the Expert Talk  
A Case Study 4 – Four Friends Discuss the Elections

### **Challenges**

Activity 5 – Limits to Freedom  
Activity 10 – Survey  
Activity 15 – What’s Violence?  
Activity 20 – Obstacle Course  
Activity 25 – I Win, We Lose  
Case Study 5 – Malikah is Advocating

## Part C – The Desired Situation

60 minutes

The purpose of this activity is to have participants describe what for them represents the “desired situation” in their community with respect to the issue their project will address.

Carry out the activity as described below.

1. Begin by reviewing the results of the Community Mapping and Spheres of Influence activities you carried out with the groups in Step 1. Referring to the community map and the spheres of influence diagram, present a summary of the discussions by addressing the following questions:
  - Why is the issue we selected important to our community?
  - What is the potential of this issue for bringing about desired change in the lives of youth and women?
  - What opportunities are there for dialogue with local authorities, government and the media?
  - What are some of the things that would improve the situation?
2. Building on this analysis, have the group describe the desired situation with respect to their issue. Some suggested questions to guide the discussion are provided below.
  - What does your desired situation look like?
  - What do you want to achieve?
  - What will be the benefit?
  - What signs will you look for to know that things have become better?
  - How will you know you will have done enough?

## Part D – Changes and Possible Actions

60 minutes

The purpose of this activity is to identify specific changes needed to achieve the desired situation described by the group in Part C, as well as some indicators to measure progress made towards achieving the changes.

Carry out the activity with the group as described below.

1. You will need to prepare a flipchart version of the Changes in Our Community chart (See **Box 2**), to record the information from this activity.
2. Begin by reviewing the examples of changes provided. (See **Box 3** below.)
3. Have participants brainstorm specific changes that they would like to see regarding the issue they identified. They should draw on the collective experience of the group as well as the examples provided in **Box 3**.



4. Remind participants of the broader connections made with UPR or other UN recommendations, or national human rights laws and policies. These should also help to inform the changes they will identify.
5. Record the information on the flipchart version of **Box 2**.
6. Explain to the participants that indicators are the measures demonstrating to what extent the desired changes have been achieved. Have participants determine some possible indicators for the changes they would like to see. Also record these in the chart. Some examples of indicators are provided. (See **Box 4** below.)
7. Explain that they will now determine possible actions the group could undertake to promote the desired changes. Stress that they will need to take into account the indicators they have developed to measure the success of their project.

**Note:** You can look at **Box 4** for the example of a completed chart. Ensure you keep a copy of the chart, Changes in Our Community. The group will need this information in subsequent working sessions.

**Box 2 – Changes in our Community**

**Issue:**

**Current Context:**

**UPR recommendation (s), other UN recommendations, national human rights laws and policies and other reports to take into account:**

<b>Desired Changes</b>	<b>Indicators</b>	<b>Possible Actions</b>

### Box 3 – Examples of Changes

Women's Rights	Identity	Rights and Responsibilities	Civic Participation and Engagement	Challenges
<p>Women participate more in social life</p> <p>Women participate more in economic life</p> <p>Women participate more in political life</p> <p>Better consideration of the interests, needs and priorities of both women and men</p> <p>More consideration of a diversity of groups of women and men when different officials make decisions (social status, levels, age levels, etc.)</p>	<p>Greater respect for diversity</p> <p>Greater respect for personal identities</p> <p>Less religious discrimination</p> <p>Greater respect for people living with disabilities and better access to public facilities</p> <p>Greater respect for people from linguistic minorities</p> <p>Greater representation of marginalized and poor people at different levels of government or social life</p>	<p>Increased freedom of opinion</p> <p>Equality in my community</p> <p>Equal rights for everyone</p> <p>People know more about their rights and responsibilities</p> <p>Increased respect for religious and cultural celebrations</p> <p>More freedom of information</p> <p>Citizens better able to resolve conflicts peacefully</p>	<p>Youth are more engaged</p> <p>Women are more engaged</p> <p>Youth and women participate more in decision-making in my community</p> <p>People vote and feel it is important</p> <p>Increased freedom to use social media to engage other citizens in initiatives</p> <p>More spaces in my community for discussions, debates, criticisms</p> <p>Increased consciousness about others, in particular about marginalized people</p>	<p>Less violence in my community</p> <p>Less poverty</p> <p>Less corruption at all levels</p> <p>Less bureaucracy</p> <p>More accountability of government representatives</p> <p>Better relations between government representatives and citizens</p> <p>Diminished effects of conservative traditions and religious views in our actions</p>

## Box 4 – Example - “Changes in Our Community”

### Issue:

Gender Equality in Jordan: discrimination against women in the nationality law.

### Current Context:

There is gender discrimination in the nationality law of Jordan. A woman who marries a foreign-born man cannot pass on her nationality to her husband and children. See Human Rights Watch (2012). *World Report 2012*.

<http://www.hrw.org/world-report-2012/world-report-2012-jordan>, retrieved on February 16, 2012. As a consequence, there is inequality in Jordan between men and women in daily relationships between men and women, in relation to inheritance, access to employment, etc. Jordan ratified the *Convention on the Elimination of All Forms of Discrimination against Women* (CEDAW) in 1992. Article 2 of CEDAW states:

“States Parties condemn discrimination against women in all its forms, agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women and, to this end, undertake: [...] (f) To take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices which constitute discrimination against women”.

### UPR recommendation (s), other UN recommendations, national human rights laws and policies and other reports to take into account:

In the latest UPR report (2009), it was recommended that Jordan:

“Harmonise legislation with standards and requirements contemplated in international human rights instruments ratified by Jordan.” See <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/G09/136/38/PDF/G0913638.pdf?OpenElement>

Jordan ratified CEDAW, but the nationality law still discriminates against women. The next UPR session for Jordan will be in 2013.

Desired Changes	Indicators	Possible Actions
<ul style="list-style-type: none"> <li>Increased awareness of community members and leaders as well as decision-makers of the importance of eliminating discrimination against women in the nationality law.</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of people know about the consequences of discrimination against women in the nationality law</li> <li>Increased number of decision-makers are aware of the theme and support actions towards addressing the issue</li> <li>Level and nature of media coverage of the theme</li> </ul>	<ul style="list-style-type: none"> <li>Showing a video on the consequences of discrimination against women in the nationality law to women, youth and decision-makers, followed by a discussion</li> <li>Creating a Facebook page on the consequences of discrimination against women in the nationality law</li> <li>Organize a TV or radio show on the subject</li> <li>Organize a round table with government officials or members of parliament</li> </ul>

## Part E – Debrief

30 minutes

Carry out the debrief activity with the group. See Section 3.4, **Activity 5 – What’s hot? What’s not? Using the talking stick** .

**Note:** Section 3.4 provides a number of monitoring and evaluation activities you can use to debrief working sessions as well as individual activities.



## Step 3 – Preparing an Action Plan

During the 2 previous sessions, the group had the opportunity to thoroughly examine the issue their community-action project will address. By this third working session the group should have a fairly good idea of the most effective action(s) to undertake to promote the desired changes. During this session they will develop the plan for implementing their community-action project.

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

**Goal** To develop a concrete plan for implementing the community-action project

**By the end of this step, participants should have** Decided on the specific action or actions they will undertake to bring about the desired changes

Prepared a detailed plan for their community-action project

Prepared a budget

Assigned the tasks outlined in the plan to the members of the group

**Time** 1 working session that lasts 6 hours

**Summary of this step** Part A – Team Work (*Section 3.1, Activity 8*) (15 minutes)

Part B – Selecting Our Action(s) (30 minutes)

Part C – Developing Our Action Plan (3 hours)

Part D – Resource Mobilization Strategy (60 minutes)

Part E – Skills Development (30 minutes)

Part F – A Final Check on the Plan (30 minutes)

Part G – Debrief (15 minutes)

## Part A – Team Work

15 minutes

As the group moves into this critical step of the project development process it is important to highlight again the value of team work for the success of the project. It is also an opportunity to revisit the human rights values that underpin all project activities. The purpose for this first activity of the working session is to have the group experience what good team work can achieve.

Carry out the activity with the group. See *Section 3.1, Activity 7 – My Side*

**Note:** You can also choose another activity from this section that focuses on themes that interest your group.

## Part B – Selecting Our Action(s)

30 minutes

The purpose of this activity is to arrive at a group consensus on the action(s) to undertake.

Carry out the activity with the group as described below.

1. Begin by reviewing the results of the Changes and Possible Actions activity you carried out with the group in Step 2. Referring to the *Changes in Our Community* chart produced during the last session, present a summary of the discussions. Ensure that you review all the information in the chart and that there is an agreement in the group.
2. Building on this information, have the group select one or more action (s) that they feel would be most effective in improving the current situation. Stress to participants that other actions may very likely be necessary to fully achieve the desired changes. Therefore, they should view their activity as a starting point and be prepared to plan and carry out other actions. An example that you can share with the group is provided below. (See Box 1)

### Box 1 – Example of Action

In Salt, Jordan, in 2012, 10 – 15 youth (university students and community members) were involved in a project to combat youth violence in the university and raise awareness in the community about its negative impacts. They engaged university officials, the Ministry of Youth and other youth using a **video** and a **discussion session**. To reach a broader audience, the video was posted on a Facebook page. Through this initiative the group was able to gain support from the university administration and raise awareness in the community opening the opportunity for further action.

Some other ideas for engaging different individuals/groups/communities include:

- 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, etc.
  - Creating a YouTube video about an 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
3. Have the group agree on **1 action** they will carry out as a group. Participants 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 4.1 Reference 13– Tips and Suggestions** for a few tips and suggestions how to do a petition, how to do a press release, how to post a YouTube video, etc.

## Part C – Developing Our Action Plan

3 hours

The purpose of this activity is to produce a complete Action Plan for the community-action project. A model for the plan is provided. See Box 2 at the end of this step. Every member of the group should have a copy of the plan therefore you will need to make copies beforehand.

Carry out the activity with the group as described below.

1. Prepare a flipchart version of the Action Plan model and complete it with the participants. This plan summarizes the main parts of the community-action project and allows for planning the next steps.
2. Ensure that for the Tasks to Accomplish for the Action Plan (See **Box, Item 18**), you identify people and set clear deadlines. You should discuss how to address any problems that may lead to delays.

## Part D – Resource Mobilization Strategy

60 minutes

As part of the Action Plan, the group identified potential costs. Raising the necessary funds is an important part of realizing your initiative. The purpose of this activity is to explore possible avenues for mobilizing funds to implement the project.

Carry out the activity with the group as described below.

1. Review the costs section of the Action Plan.
2. Ask your group what they think they could do to raise the necessary funds for the actions. Some suggestions include:
  - Ask for funding locally (clubs, mosques, private companies, the “rich” in the community, etc.)
  - Ask government or municipality institutions
  - Ask existing donors (local, national and international)

3. Ask the group if they know people they could contact.
4. Based on the discussion, list fundraising actions and get commitment from group members as to who would do what. Record their names on the chart.
5. Mention to the group that you will be following up regularly on this action.

## **Part E – Skills Development**

**30 minutes**

Not all the group members will have the necessary skills to carry out project activities. Given that a main goal of the community-action project is to increase community participation including of the members of the group, it is important to ensure that group members have the necessary knowledge or skills to contribute effectively to the project. The purpose of this activity is to gauge the skills level of the group and plan on how to best develop these skills.

Carry out the activity with the group as described below.

1. Based on what was mentioned in the Action Plan, identify with the participants some areas for skills developments. Participants might for example, want to learn more about advocacy, networking, women's rights, or human rights standard.
2. Determine what can be done to develop their skills, for example through a training, information sessions, reading the reference sheets in the Toolkit. You could organize an evening based on the Toolkit or invite someone to do a training session on a specific subject.

## **Part F – A Final Check on the Plan**

**30 minutes**

The purpose of this activity is to ensure that all group members have a clear understanding of the plan and of their commitments on moving forward.

Carry out the activity with the group as described below.

1. Summarize Working Session by checking the following:
  - The Action Plan is complete and clear for all group members.
  - Everyone in the group has taken responsibility for certain tasks.
  - They are now ready to take action and implement their project.
2. Encourage everyone to move forward with their different tasks.
3. Inform participants that you will contact them in the following weeks to check on their progress in terms of their tasks and to address any questions they may have.
4. Remind them that the success of the project depends on everyone meeting their commitments.

## Part G – Debrief

15 minutes

Carry out the debrief activity with the group. See ***Section 3.4, Activity 9 – Heart, Head and Hands.***

**Note:** ***Section 3.4*** provides a number of monitoring and evaluation activities you can use to debrief working sessions as well as individual activities.

**Box 2 – Action Plan Model**

<b>Community-Action Project Title:</b>	
<b>1.</b> Who is part of our team?	<b>2.</b> What are our STRENGTHS?
<b>3.</b> What is the ISSUE we want to address?	
<b>4.</b> What is the CHANGE we would like to see in our community?	
<b>5.</b> How will we know we have succeeded? ( <i>What are the INDICATORS that will allow us to know whether or not we achieved what we wanted to achieve?</i> )	

6. Answer the following questions on the human rights values (**cooperation, respect, equality, inclusion, respect for diversity, responsibility and acceptance**):

- How will we take into consideration the values in the way we work together?
- How should our action promote these values?
- Which specific activity should we conduct to ensure we consider these values?

7. What UPR recommendation (s) or recommendations from the Human Rights Council report (for Palestine) do we want to consider in our action plan?

8. What is our NETWORKING STRATEGY? How are we going to connect with other organizations, networks to implement our action? See **Reference 11 – Networking** for more information.

**9.** Who are the KEY ACTORS we need to reach?

**10.** Who are the ALLIES and what are their roles of around the issue we identified?

**11.** Who are the OPPONENTS and how do we want to influence them?

**12.** How do we REACH the ALLIES and the OPPONENTS?

13. What ACTION should we undertake to achieve the changes we expect?

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

15. Who are we going to CONTACT during the implementation of our action (decision-makers, media)?

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

17. What are the COSTS for this action?

Items	Cost
Photocopies (pamphlets, posters, press release, etc.)	
Travel (taxi, bus, etc.)	
Communications (phone cards, Internet in coffee shops, etc.)	
Equipment rental (photo camera, video camera, etc.)	
Food for snacks (during the action or after)	
Stationary (post-its, markers, tape, etc.)	

18. What are the TASKS TO ACCOMPLISH for the Action Plan?

What are the tasks to accomplish?	Who is responsible?	Due date	Check when done



## Step 4 – Taking Action

During this step the group will work together to implement their community-action project. There is no formal working session for this step. However, the group may want to meet informally to do some further planning or address any difficulties that may arise. The facilitator will have an important role to play in accompanying the group throughout all aspects of the implementation of the action(s).

**Goal** To implement the action (s) in the community

**By the end of this step, participants should have** Completed about half of the work outlined in their action plan

**Time** 4 to 8 weeks

### Implementing the Action Plan

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 participates in all of the activities carried out by the group.

#### Facilitator Responsibility

1. **Contact participants** 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 participants (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.
  3. **Continue fundraising efforts** with the help of other group members. Follow up with potential funders you have contacted and try to meet with them in person. Review the tips on fundraising provided. See **Section 3.4 Reference 13 – Tips and Suggestions** to prepare for meetings with donors and funders.



## Step 5 – Monitoring the Action and Making Adjustments

This working session 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, Preparing an Action Plan**). During this working session, group members will have the opportunity to share their experiences and their assessment of results achieved to date. Depending on the type of project and the group, you may want to hold more than 1 of these sessions that focus on monitoring progress.

**Goal** To establish the extent to which the group’s action is on track and contributing to the desired change in the community

**By the end of this step, participants should have**

Assessed the project implementation to date

Identified whether their Action Plan is contributing to changes they wanted to see

Made any necessary adjustments to their Action Plan

Determined the next steps

**Time** 1 or more working sessions lasting 3 hours each

**Summary of this step** Part A – Qualities (**Section 3.1 Activity 2**) (15 minutes)

Part B – Monitoring our Action (60 minutes)

Part C – Making Adjustments (45 minutes)

Part D – Next Steps (45 minutes)

Part E – Debrief (15 minutes)

## Part A – Qualities

15 minutes

Carrying out actions as a group can surface interpersonal difficulties which could affect the effective functioning of the group and ultimately the success of the project. The purpose of this first activity of the working session is to help participants recall the strengths of each individual in the group. After completing the activity, you may want to revisit the conversation on strengths of the group, **Step 1, Part C**, and review the strengths identified. It is also an opportunity to revisit the human rights values promoted by the Toolkit.

Carry out the activity with the group. See **Section 3.1, Activity 2 – Zig Zag**

## Part B – Monitoring our Action

60 minutes

The purpose of this activity is to gauge the group's assessment of progress made so far in the implementation of their community-action project.

Carry out the activity with the group as described below.

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 action(s) 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*
3. Tape 1 statement above each rope. Each rope corresponds to 1 statement.
4. Give 5 post-its to each participant. Everyone must “vote” as to whether he/she thinks each statement is true or not. Participants can answer “yes” or “no” or nuance their responses by hanging their post-its wherever they want along the rope.
5. Ask participants to explain their answers and to give examples. Encourage participants 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 will use it in **Part C**.

## Part C – Making Adjustments

45 minutes

The purpose of this activity is to make any necessary changes to the Action Plan based on the discussions from *Part B*.

Carry out the activity with the group as described below.

1. Display the flipchart version of the Action Plan for the community-action 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 B**. Make any necessary adjustments or changes.
3. Ensure that participants record the changes, in particular those that involve tasks for which they are responsible.

## Part D – Next Steps

45 minutes

Since this monitoring session is taking place half way through the project implementation process and changes may be required as a result of the group experience to date, it is important to ensure there is a common understanding about moving forward. The purpose of this activity is to clarify the next steps and review responsibilities for tasks.

Carry out the activity with the group as described below.

1. Review what needs to be accomplished and by whom for the next steps in the project implementation.
2. Give an update on fundraising. Look at project costs and try to determine whether more funds are needed to implement the remaining steps of the project.
3. Decide whether you want to mobilize the media and decision-makers around your project during the implementation or at the end of the project. You can, for example, decide to organize an event or a conference to explain what you did and why. See *Section 4.1, Reference 13 – Tips and Suggestions* for ideas. If you decide to issue a press release remember to include how your project is linked to the themes at the national level. Remember to also include information on the UPR recommendations or Human Rights Council Report recommendations (in the case of Palestine) that you tried to address through your project.

## Part E – Debrief

15 minutes

Carry out the debrief activity with the group. See ***Section 3.4, Activity 7 – The Ball***.

**Note:** ***Section 3.4*** provides several monitoring and evaluation activities you can use to debrief working sessions as well as individual activities.

## Step 6 – Final Evaluation and Next Steps

During this final working session participants will be sharing their feedback on the project and on the work of the group. Maintaining a positive group dynamic is particularly important as it will influence the success of future collaborative actions.

**Goal** To establish the extent to which the group’s action contributed to the change they wanted to see and showcase the results of the project

**By the end of this step, participants should have**

- Evaluated the process of the action-oriented project
- Identified how their action contributed to changes they wanted to see
- Planned the next steps they would like to undertake

**Time** 1 working sessions that last 3 hours

**Summary of this step**

- Part A – Good Communications (**Section 3.1, Activity 6**) (30 minutes)
- Part B – Evaluating Our Project (90 minutes)
- Part C – Next Steps (60 minutes)

## Part A – Good Communications

30 minutes

In communicating with others, body language is often as important as words. This entire working session is dedicated to evaluating the community-action project and will require everyone involved to provide clear, honest and constructive feedback. The purpose of this first activity is to highlight the importance of our non-verbal cues in our communications with others.

Carry out the activity with the group. See *Section 3.1, Activity 6 – Say it Without Talking*.

## Part B – Evaluating our Project

90 minutes

The purpose of this activity is to reflect on the project as a group and determine how well the group did in terms of both process and results achieved.

Carry out the activity with the group as described below.

### 1. Overall Impressions

- Begin by asking participants to share their overall impressions about the process and about the results achieved. You can use the Continuum activity (*See Section 3.4, Activity 3 – The Continuum*).

### 2. Results Achieved

Review the changes and the indicators identified by the group in their Action Plan. Use the questions provided to guide your discussion.

- Did we achieve the expected changes? Why or why not?
- What can we do in the future to achieve the expected changes?
- How can we make sure we have a lasting impact?

### 3. Evaluating the Process

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

- What was most useful in the process we followed for our community-action project?
- What was less useful in terms of process?
- What would you recommend for next time?

### 4. 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?

**Note:** Ensure that you record the results of this evaluation session to produce your report on the project to be shared with the group. You will also need to refer to this information in *Part C*.



## Part C – Next Steps

60 minutes

The purpose of this activity is to determine how to communicate the results of the project and explore ideas for subsequent actions.

Carry out the activity with the group as described below.

### 1. Sharing Results

- Decide with your group on how to showcase the results of your action. At this point, will you be gathering and showing a video and discussing, inviting 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 additional actions you can undertake as a group
- Identify others who may be interested in joining your group
- Get commitment from participants on actions suggested by the group and establish a time frame

### 3. Follow Up

- Inform participants that you will follow up with them regarding what they have committed to do in terms of future actions
- Start the process of the action-oriented project again to implement new actions

## References for Section 2

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.

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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.

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%20to%20Action_en.pdf)

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# Section 3 – Activities





## 3.1 – Icebreaker Activities

### What is an icebreaker activity?

An icebreaker activity is a short (5 to 15 minutes), energizing and interactive activity that is intended to break the ice or get the group to relax or re-energize. Icebreaker activities are often used at the beginning of a session, but can be used at any time if the need arises.

### Why use an icebreaker activity?

Icebreaker activities are used to:

- Get to know each other better
- Make everyone comfortable
- Create a positive group dynamic
- Relieve tensions
- Re-energize the group
- Create a favourable environment for participation and learning
- Introduce a longer activity
- Have fun

### How do you conduct an icebreaker activity?

Explain that you will be conducting a short activity before beginning the main one. Specify that the goal is to have fun and to break the ice.

1. Ask the group to stand up and form a circle
2. Give the name of the icebreaker activity and explain briefly how it works
3. Give an example, if necessary, to make sure everyone understands
4. Conduct the activity enthusiastically to encourage participation
5. Lead a debrief of the activity.

### How do you do a debrief after an icebreaker activity?

Following an icebreaker activity, it is a good idea to lead a brief discussion with the group. Following are some general questions to prompt discussion after an icebreaker activity.

#### **Feel**

- How did you like this activity? Why?
- How did you feel during the activity?

#### **Think**

- What did you learn while doing this activity?
- What strategies did you use to succeed with this activity?

#### **Act**

- Can what you learned during the activity help improve our group's dynamic? How?
- How can you apply what you've learned from this activity to your everyday life?

On the next pages, there are 14 icebreaker activities related to the promotion of democratic citizenship<sup>2</sup>.

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<sup>2</sup> Some of the activities were adapted from activities found in Equitas's *Play It Fair* and *Speaking Rights* Toolkits or from *Energizers, Dinamicas, "Play it Fair!" National Training Session*, Equitas 1-3 December, 2008

Title	Theme	Description
<b>1. Protect Us</b>	<b>Civic Participation and Engagement</b>	<p>Choose someone to play the role of a mother and another one to play the role of a father. Choose someone to play the role of the wolf. The rest of the group are children who must be protected by both parents. The wolf must try to catch the children while the parents 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". The children have to run quickly towards the parent and stay around them and help others to do so. Play for a few minutes and then switch roles. Choose different children for the roles of parents, wolf, and children.</p>
<b>2. Zig Zag</b>	<b>Identity</b> <b>Women's Rights</b>	<p>Set up chairs in a circle and ask participants to sit down. Stand up in the middle of the circle. Ask everyone to identify one of their qualities. Each person needs to name something different. Choose one person to be the leader who will stand in the middle of the circle. The leader has 3 options:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• If he or she says 'zigzag', 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.</li> </ul>
<b>3. Bandmaster</b>	<b>Civic Participation and Engagement</b>	<p>Ask the participants to stand in a circle. Choose someone to be the "observer". Ask that person to go outside of the room for a few moments. Choose a leader, whose gestures are going to be mimicked by the rest of the group. The goal of the game is for the "observer" to guess who the leader of the group is. When the leader moves, in a discrete manner, everyone else has to move, mimicking every gesture he/she makes. Ask the "observer" to come back and to stand in the middle of the circle and watch the others to figure out who the leader is.</p>

Title	Theme	Description
4. Tower	Civic Participation and Engagement	Divide the groups into teams of 4-5. Hand out a number of objects like books, building blocks or small plastics bowls to each team. 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.
5. Say it Without Talking	Rights and Responsibilities	Divide the participants into pairs. Ask participants 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.
6. The Big Wind Blows	Rights and Responsibilities  Women's Rights	Make sure you have enough seats in the circle for all except for one person 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 wears 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 time.
7. My Side	Challenges	Place 5 or 6 chairs in the centre of the room. Form 2 teams and have them stand at opposite sides of the room. Then, explain the object of the game exactly as follows: participants have 2 minutes to bring all the chairs to one side of the room. Ask the teams to work out a peaceful solution, which means they will need to discuss how to solve the problem. After the 2 minutes are up, explain that the goal was not necessarily to bring all the chairs to your own side of the room, but, rather, to get participants to talk about cooperation, teamwork and competition

Title	Theme	Description
<b>8. Bully Escape</b>	<b>Challenges</b>	Ask the participants to stand in a line at one end of the room. Select 2 participants to play the role of the “bullies” and have them stand facing the group a few metres in front of the line. Participants 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 are give me your glasses,” or “only if you can speak English.” The participants who meet these conditions can calmly cross the room without being intimidated and without being chased by the bullies. Then the rest of the group must try to run across room without being tagged by the bullies. If a participant 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.
<b>9. My Name, My Story</b>	<b>Identity</b>	To introduce each other, participants explain the meaning of their names and why they think their parent(s) chose it.
<b>10. Roadmap</b>	<b>Challenges</b>	As a group, create an obstacle course. The obstacles should be easy to do, such as walking around a chair, avoiding objects or picking something up. Divide participants into pairs. Ask one person from each team to stand at the beginning of the obstacle course with a blindfold on. Ask the other team member to stand behind the blindfolded person and to guide him or her through the obstacle course. The guide should speak to their partner. If necessary, they can briefly touch their partner’s shoulder to help them and to guide them safely through the course. Remind everyone that this is not a race and that safety is important. Switch roles and have the other team member do the course blindfolded.
<b>11. Back to Back</b>	<b>Civic Participation and Engagement</b>	Divide the group into teams of 2. Have the teams sit on the floor back to back with their elbows linked and try to stand up without letting go. Put on some lively music to begin the activity. When one team manages to stand up, it joins another team that also succeeded in standing up and, together, they try to do the same thing again. Continue the activity until participants can meet the challenge of standing up together as one whole group.



Title	Theme	Description
<b>12. Guess My Message</b>	<b>Civic Participation and Engagement</b>	Give a short message to one person in the group. Ask everyone else to guess that message by asking “yes” or “no” questions to that person.
<b>13. Say Hi</b>	<b>Rights and Responsibilities</b>	<p>Ask participants to stand in two lines facing each other. Each person should face someone else. Ask participants to act out how they would say hi and introduce themselves to the following people:</p> <ul style="list-style-type: none"> <li>- President</li> <li>- Best friend you have not seen in 2 years</li> <li>- Mother</li> <li>- King or Queen of your country</li> <li>- Government representative</li> <li>- Teacher</li> <li>- Etc.</li> </ul>
<b>14. Human Scrabble</b>	<b>Rights and Responsibilities</b>	The participants are each given a letter to place on their chests. As a group, they try to make as many words as possible in 2 minutes. The facilitator writes down the words. At the end, the group tries to make a sentence out of the words.



## 3.2 – Activities, Organized by Theme

<b>Activities</b>		<b>Women's Rights</b>	<b>Identity</b>	<b>Rights and Responsibilities</b>	<b>Civic Participation and Engagement</b>	<b>Challenges</b>
1	Complete the Sentences	X				
2	Bingo		X			
3	Human Rights Values			X		
4	Needs and Offers				X	
5	Limit to Freedom					X
6	Gender Description	X				
7	Webs of Connections		X			
8	Human Rights Quiz			X		
9	Spheres of Influence				X	
10	Survey					X
11	Let's Debate	X				
12	One Step Forward		X			
13	Draw me a Right, Tell me about your Responsibilities			X		
14	Being an Active Citizen Means...				X	
15	What's Violence?					X
16	Discrimination Against Women	X				
17	Against Racism		X			

<b>Activities</b>		<b>Women's Rights</b>	<b>Identity</b>	<b>Rights and Responsibilities</b>	<b>Civic Participation and Engagement</b>	<b>Challenges</b>
18	Forum Theatre			X		
19	Let The Expert Talk				X	
20	Obstacle Course					X
21	My New Country	X				
22	No to Discrimination		X			
23	Community Mapping			X		
24	Let's Vote				X	
25	I Win, We Lose					X

# Complete the Sentences

## Values

Respect  
Inclusion  
Equality

## Theme

Women's Rights

## Activity

# 1

**Time** 30 minutes

**Group Size** 5-25

**Materials** Attached sentences

**Description of the Activity** Participants complete sentences about gender equality and discuss their meaning

**Purpose of the Activity** To think critically about gender equality

**Rights and Responsibilities** Right to non-discrimination (Article 2, UDHR). In order to enjoy this right, we need to respect each other's differences.

**Skills** Expressing your views, critical thinking

## Instructions

1. Copy and cut out the attached sentences for each participant.
2. Form a large circle.
3. Hand out the first sentence to participants and ask them to complete it.
4. Take the completed sentences back and put them in one pile.
5. Repeat step 3 and 4 with for the other 3 sentences.
6. Read out loud each comment from each pile and ask participants to say what they think and add information.

## Debrief

Following the activity, lead a discussion based on the following questions:

### *Feel*

- Was this activity easy? Why or Why not?
- What surprised you the most in this activity?

### *Think*

- Did you associate particular activities or characteristics with men and others with women? Why?
- Do you think that activities and characteristics you associated with men or women can be ascribed to either one of the genders? Why or why not?
- Why is gender equality important?

### *Act*

- What can we do as a group to work towards gender equality?
- How can we promote gender equality in society?

Based on a discussion activity suggested on page 153 in *Gender Matters*, Council of Europe, Council of Europe Publishing, Strasbourg, 2008, available at: <http://www.eycb.coe.int/gendermatters/contents.html>

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

The best thing about being a man in my country is....

The best thing about being a woman in my country is...

Gender equality means....

Gender equality is important because....





# Bingo

## Values

Respect for diversity  
Inclusion  
Equality

## Theme

Identity

## Activity

# 2

**Time** 30 minutes

**Group Size** 5-25

**Materials** Music, attached copies of the chart

**Description of the Activity** Participants meet and get to know each

**Purpose of the Activity** Find a person who fits each description listed in the chart

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

**Skills** Communicating effectively

## Instructions

1. Copy the “Find someone who ...” chart. Make one copy for each participant.
2. Form a circle. Ask participants to say something special about themselves that the others don't know. For example, someone could say that they play an instrument or that they got to meet a performer (musician, actor, etc.).
3. Specify that the goal of the activity is to get to know each other and to discuss identity. Distribute the charts.
4. Explain that the activity involves walking around the room and asking questions to the other participants, trying to find people who fit the descriptions on the chart. Participants write down the name of the person they find in the appropriate box. The goal is to fill in 2 lines as quickly as possible. As is the case with bingo, lines can be vertical, horizontal or diagonal. The first person to fill in 2 lines is the winner. A person's name cannot be repeated twice.
5. Put on some lively music to begin the activity.
6. When a winner is declared, ask the group to form a circle again.

### Variation

- Make your own chart for this activity.

## Debrief

Following the activity, lead a discussion based on the following questions:

### *Feel*

- Did you enjoy this activity? Why?

### *Think*

- Did you discover anything special about other people? What?
- What is part of your identity?
- Did someone surprise you? In what way?
- Do you see the group differently? Why? How?

### *Act*

- What else can we learn from other people?
- What can we do to get to know other people better and to respect their identity?

**Find someone who... (to be copied)**

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



# Human Rights Values

## Values

7 Human Rights Values

## Theme

Rights and Responsibilities

## Activity

# 3

**Time** 30 minutes

**Group Size** 5-35

**Materials** Value posters

**Description of the Activity** Participants create skits that illustrate different values

**Purpose of the Activity** To encourage the group to think about their own values and 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

**Skills** Creativity, communicating effectively

## Instructions

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 participants 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.
3. Ask the teams to discuss what their value means to them in their everyday life, giving concrete examples.
4. Have the teams prepare a short skit to illustrate the value they have chosen.
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 depicted.
6. For each skit, read the definition of the corresponding value (from Reference Sheet 7).
7. Ask participants if they agree with this definition.

## Debrief

Following the activity, lead a discussion based on the following questions:

### *Feel*

- What do you think about this activity? Why?

### *Think*

- Why are these values important in our life?
- Are there values which deserve to be more widely recognized and better respected?

### *Act*

- What can we do to promote these values and ensure that they are better respected?

# Needs and Offers

**Value**  
Responsibility

**Theme**  
Civic Participation and Engagement

**Activity**

**4**

**Time** 30 minutes

**Group Size** 5-25

**Materials** Post-its, markers and paper

**Description of the Activity** Participants write what they need from their community and what they can offer

**Purpose of the Activity** To think about participation and engagement and personal ways to make a difference

**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

**Skills** Expressing your views positively

## Instructions

1. Write the words “needs” and “offers” on two pieces of paper. Hang these words on the wall beside each other.
2. Give two post-its to each participant.
3. On one post-it, ask participant to write what they would need in their community to become engaged citizens. For example, they could mention having a safe space and welcoming environment to discuss, have a specific project, have a common goal, etc. Insist on the fact that you are looking for ideas about civic participation and engagement.
4. On the second post-it, ask participants to write what they can offer to their community as engaged citizens. For example, they could mention volunteering at a NGO, helping children to do their homework after school, cleaning up their street, etc.
5. Ask everyone to stick their post-its on the wall below the words “needs” and “offers”.
6. Read the ideas out loud.
7. Ask participants to add other ideas if they wish.

## Debrief

Following the activity, lead a discussion based on the following questions:

### *Feel*

- What did you think about this activity?

### *Think*

- Did you learn something from the group?
- Do you think that becoming more involved in themes that affect you is difficult? Why or why not?

### *Act*

- Are the ideas you suggested realistic? Why or why not?
- What can you do to engage other people in their community to become more involved in themes that affect them?



# Limits to Freedom

**Values**  
Responsibility

**Theme**  
Challenges

**Activity**

**5**

**Time** 30 minutes

**Group Size** 10-20

**Materials** Attached freedom cards

**Description of the Activity** Participants create skits that illustrate solutions to situations involving limits to freedom

**Purpose of the Activity** To think about freedom and possible solutions to rights abuses

**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 this right, it is important to respect other people's views and promote human rights in our everyday life

**Skills** Communicating effectively, teamwork

## Instructions

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

## Debrief

Following the activity, lead a discussion based on the following questions:

### *Feel*

- What will you remember about this activity?

### *Think*

- Why are there limits to your freedoms?
- Did the sketches give you any new ideas on how to deal with restrictions that are put on your 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 an arbitrary arrest?
- Are there people in your community who can help you? Who?

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

**Freedom of belief  
and religion**

**Freedom of opinion**

**Freedom of  
information**

**Freedom from  
arbitrary arrest**



# Gender Description

**Values**  
Respect  
Inclusion  
Equality

**Theme**  
Women's Rights

**Activity**

**6**

**Time** 35 minutes

**Group Size** 5-25

**Materials** Magazines, attached list of descriptive words, markers, glue, large piece of papers, scissors

**Description of the Activity** Participants list characteristics associated with men and women

**Purpose of the Activity** To think about gender stereotypes, roles and themes

**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

**Skills** Thinking critically, expressing your views

## Instructions

1. Ask participants 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. Display both of these on the wall.
3. Put 2 small boxes underneath each display.
4. Copy and cut out the descriptive words listed at the end of this activity for each participant.
5. Ask participants to put the characteristics that most people in society associate with men and women in the box underneath each display.
6. Open the boxes with the participants and count the number of each word that was put in each box.
7. Explore the question of stereotypes associated with men and women by asking participants to explain why they chose those words.
8. Ask participants to mention one characteristic that might describe them, but that is usually associated with the opposite gender.

## Debrief

Following the activity, lead a discussion based on the following questions:

### *Feel*

- Describe the activity you have just done in one word.
- Do you agree with the adjectives associated with men? With those used to describe 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?

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 Words (to be copied and cut)**

**Dependent**

**Submissive**

**Intelligent**

**Good leader**

**Independent**

**Dominant**

**Sensitive**

**Good at cooking**

**Accountable**

**Good at business**





# Webs of Connections

## Values

Respect for diversity  
Equality

## Theme

Identity

## Activity

# 7

**Time** 60 minutes

**Group Size** 5-20

**Materials** Copies of the “Personal Web of Connections” chart, markers, large pieces of paper

**Description of the Activity** Participants construct a personal diagram representing their identities and make connections with other members of the group

**Purpose of the Activity** To talk about identity and diversity

**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

**Skills** Communicating effectively

## Instructions

1. Copy the “Personal Web of Connections” chart. Make one copy for each participant.
2. Explain that within any group there is as much invisible diversity as visible diversity. Differences, whether small or great should be viewed as a resource rather than an obstacle. The activity we are going to do provides us with the opportunity to acknowledge diversity.
3. Ask participants to construct their personal “Web of Connections”. The participants begin by writing their name in the centre circle. Then, in the small circles, they write the names of 5 groups they personally belong to. They can refer to the list provided below the diagram for inspiration. They may add extra circles if they wish.
4. Form a large circle. Ask participants to describe briefly their diagrams to the members of the group. If members of the group share a similar circle, they should sign their names in the other person’s circle.
5. Explain to participants that they will now construct a web for the whole group.
6. Make a first circle in the middle of a large flipchart paper. Write the name of the group in the centre.
7. Ask participants to identify common groups to which everyone belong. Place these groups near the centre of the diagram in circles that connect by a line to the middle circle.
8. Ask participants to identify common groups to which 2 or more people belong to. Place these groups in circles further out from the centre. Connect these circles by a line to the middle circle.
9. Ask participants whether they would like to mention a group to which they are the only ones they belong to. Place these circles somewhere on the page without connecting lines.

## Debrief

Following the activity, lead a discussion based on the following questions:

### *Feel*

- Were you surprised by the results of this activity?

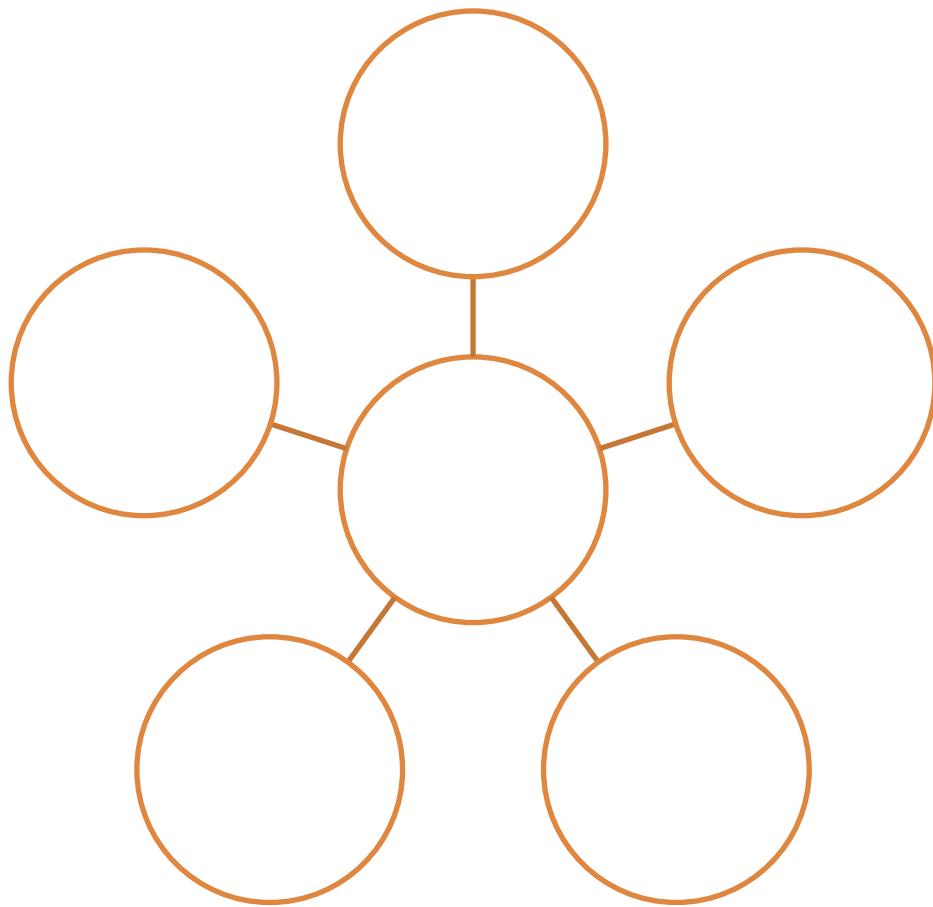
### *Think*

- What characteristics does our group share? Or does not share?
- What conclusions can you draw about your group on the basis of this activity?
- Did you identify with groups that are influential in your society? Why or why not?
- Have you ever felt pride or discrimination because of your membership to any of the groups?

### *Act*

- How can we use each other's differences in a positive way?
- What would you have to do to change society and/or yourself to change discriminatory behaviors?

## Personal Web of Connections (to be copied)



### Some types of groups might be:

religion	hobbies	belief/ideology
ethnicity	community service	profession/occupation
workplace	family role	race
gender	financial status	physical appearance
social status	geographic location	sexual orientation
friendship	education	particular experience
age	political affiliation	state of health

Source: Style, E.J. (1995). In Our Own Hands: Diversity Literacy. The New Jersey Project Journal, Fall 1995. Adapted with permission.

# Human Rights Quiz

**Value**  
Responsibility

**Theme**  
Rights and Responsibilities

**Activity**

8

**Time** 30 minutes

**Group Size** 10-25

**Materials** Attached Quiz

**Description of the Activity** In teams, participants answer the questions on the quiz

**Purpose of the Activity** To develop knowledge of human rights (dates, instruments, facts, etc.)

**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

**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 (i.e. a meowing cat, a barking dog). When a team thinks it has the answer, the whole team has to make that sound.
3. After each question, give the participants the additional information included in the attached quiz (where relevant).

## Debrief

Following the activity, lead a discussion based on the following questions:

### *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?

## Quiz

1. In what year was the *Universal Declaration of Human Rights* adopted?
  - a) 1988
  - b) 1948**
  - c) 2000

Adopted on December 10, 1948 by the United Nations, the *Universal Declaration of Human Rights* (UDHR) is the founding document of human rights.

2. According to international instruments, a child is a person below the age of...
  - a) 18**
  - b) 17
  - c) 19

Article 1 of the *Convention on the Rights of the Child* states that description.

3. Can you name 5 rights that you have?

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

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. The *Convention on the Rights of the Child* is an international treaty that recognizes rights to children and youth?
  - a) True**
  - b) False

The *Convention on the Rights of the Child* is an international treaty that recognizes the civil, political, economic, social and cultural rights of youth. This treaty was adopted by the United Nations on November 20, 1989.

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*).

**Opinion.**

7. Complete the sentence: “Everyone has the right to \_\_\_\_\_, liberty and security of person.” (Article 3, *Universal Declaration of Human Rights*).

**Life.**

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*).

**Cultural.**

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*).

**Movement.**

10. Complete the sentence: “Everyone has the right to freedom of thought, conscience and \_\_\_\_\_.” (Article 18, *Universal Declaration of Human Rights*).

**Religion.**

11. In what year was the *Convention on the Elimination of Discrimination against Women* adopted?  
a) 1967  
**b) 1979**  
c) 2005

**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. When was the *Convention on the Elimination of All Forms of Racial Discrimination* adopted?  
a) 1948  
b) 1979  
**c) 1965**

**It 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.**



# Spheres of Influences

## Values

Cooperation  
Responsibility

## Theme

Civic Participation and  
Engagement

## Activity

# 9

**Time** 30 minutes

**Group Size** 5-25

**Materials** “Spheres of Influence” diagram, markers, flipchart

**Description of the Activity** Complete a chart that describes the different spheres of influence.

**Purpose of the Activity** To reflect on the principal variables influencing the human rights situation of a community.

**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

**Skills** Critical thinking

## Instructions

1. Explain that many “variables” exert different degrees of influence on the human rights situation of our community. These “variables” are visible in different aspects of a community’s life: socially, economically, globally, etc.
2. Prepare a flipchart of the attached “Spheres of Influence” diagram.
3. As a whole group, complete the diagram with the participants thinking about their community by adding in each circle the specific variables. Remind the participants that both positive and negative “variables” should be included. Refer to the following examples to help participants.

### **Social influences**

- Religion and faith institutions
- Social movements
- Individuals’ perceptions, opinions
- Illiteracy
- Gender inequalities
- Customs and traditions
- NGOs, International NGOs
- Unions
- Press, media

### **Economical influences**

- Poverty
- Corruption
- Inflation
- Unemployment
- Country debt
- Regional Development Banks
- World Bank
- Big and small companies

### **Global influences**

- Wars
- Media and communications (Internet, Al Jazeera, etc.)
- United Nations
- Inflation
- Global economic crisis
- World powers, such as the USA, China, Russia, European Union
- League of Arab States
- African Union
- Sub-regional entities

4. Determine what the relationships between the different “variables” within the same circles and in other spheres (e.g. power relations, cooperation, etc.) by adding a coloured line between “variables” that have a relationship.

## Debrief

Following the activity, lead a discussion based on the following questions:

### *Feel*

- What is the most striking thing about this diagram?

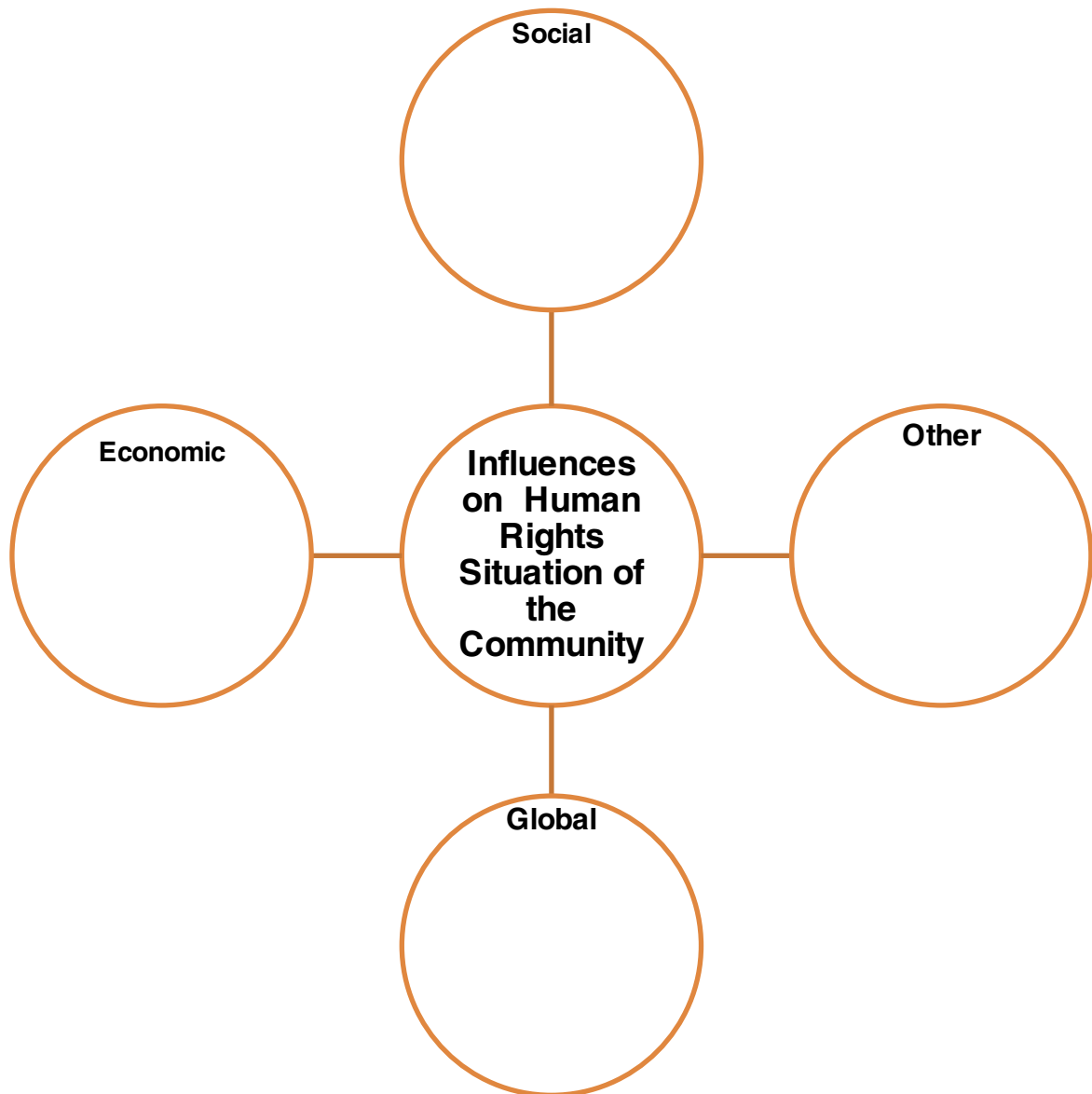
### *Think*

- What are the most important influences in your community?
- Do you feel you have some power over these variables? Why or why not?

### *Act*

- What can you do as an educator, a citizen, a woman, a man, etc. to address in some way the negative influences?
- What can you do to take advantage of the positive influences?

## Spheres of Influence (to be copied)



# Survey

**Value**  
Responsibility

**Activity**  
*10*

**Theme**  
Challenges

**Time** 60 minutes

**Group Size** 10-25

**Materials** None

**Description of the Activity** Participants survey the group about civic participation and obstacles

**Purpose of the Activity** To think about obstacles to democracy, civic participation and engagement and find possible solutions

**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

**Skills** Communicating effectively

## Instructions

1. Divide the groups into teams of 2 or 3 people.
2. Explain to the participants that they will prepare in teams a survey for the rest of the group.
3. Ask participants to list factors that limit their participation in social and public affairs of their country. You can mention examples such as: corruption, lack of spaces to express yourself, discrimination, lack of freedom, violence, security issues, monetary issues, lack of transparency of government officials, etc.
4. Ask each team to develop a short survey about one of the subjects that was mentioned by the group. Each group prepares 5 questions that they will ask other members of the group.
5. Give an example to the group to help them in the development of their survey, For example, a group could prepare questions about “the lack of freedom”.  
Sample questions could include:
  - Do you think that you are free to express your opinion? Why or why not?
  - What does freedom of religion mean to you?
  - What can we do to demand more freedom?
  - What responsibility do you have when you express yourself?
  - Are you free to access all the information you want on the Internet?
6. Each team surveys the rest of the group.
7. Ask each team to compile the results of their survey and to report the results to the group.

## Debrief

Following the activity, lead a discussion based on the following questions:

### *Feel*

- How was this activity?

### *Think*

- What did you learn in the survey?
- Do you feel that your group reflects what people think in your community? Why or why not?
- Has your opinion changed on a particular subject as you listened to your group’s opinions?

### *Act*

- What are some solutions to the factors that limit your participation in social and public affairs?

# Let's Debate

**Values**  
Inclusion  
Equality

**Theme**  
Women's Rights

**Activity**  
**11**

**Time** 60 minutes

**Group Size** 5-20

**Materials** Attached statements

**Description of the Activity** Participants debate issues related to gender equality

**Purpose of the Activity** To share different viewpoints and think about rights and equality

**Rights and Responsibilities** Right to non-discrimination (Article 2, UDHR). In order to enjoy this right, we need to respect each other's differences

**Skills** Expressing your views, communicating effectively

## Instructions

1. Choose four statements from the list that you feel the group would like to discuss.
2. Write down “Agree”, “Neutral” and “Disagree” on large pieces of paper. Place the words on three places in the room, creating a triangle shape.
3. Ask participants to take a chair. Read the first statement from the list and ask participants to express their opinion about the statement by putting their chairs by the Agree, Neutral or Disagree signs.
4. After voting, ask participants to take 5 minutes in their groups to find a few arguments to support their point of view.
5. Allow each group to express their opinion for a period of 2-3 minutes. Remind everyone to be respectful of each other’s opinions. During this time, the other groups are not allowed to interrupt. Give 2 minutes to the other groups to respond to each group’s presentation.
6. At the end of the debate, ask participants whose opinion may have shifted during the debate to change places if they want to.

## Debrief

Following the activity, lead a discussion based on the following questions:

### *Feel*

- How did you like this activity?
- Is it easy to discuss these subjects? Are some easier than others?

### *Think*

- What did you learn from this activity?
- Are there subjects that you would like to learn more about? If so, what can you do to learn more?
- What can you do to ensure that your opinions are respected and listened to? What can you do to have your opinions heard?

### *Act*

- How are these issues discussed in your family, community?
- Do any of these issues have an impact on your life? Are there things you wanted to do but couldn’t?
- Are there things we can do in our community on issues we want to see changed?



## Statements (to be copied and cut)

- Only women are discriminated against because of their sex.
- Women are not able to govern.
- In countries where men inherit more than women, laws should be changed so that women can inherit the same as men.
- Children with stay-at-home mothers are better off than those with both parents working full-time outside the home.
- Women can access the labour market easily.
- Women with disabilities face similar challenges as men with disabilities in getting jobs.
- Responsible governments should provide teenagers with education on how to prevent violence against women and how to promote equality between men and women.
- In most cases, men are the main income earners of their families; they therefore should be given priority access to jobs when the economy is in crisis.
- Conservative customs and traditions restrict women's participation and fulfillment of basic rights.
- Women are involved in community decision making.



# One Step Forward

## Values

Inclusion  
Respect for Diversity  
Equality

## Theme

Identity

## Activity

# 12

**Time** 30 minutes

**Group Size** 8-30

**Materials** Role cards and statements

**Description of the Activity** Participants put themselves in somebody else's shoes and try to imagine what their life is like

**Purpose of the Activity** To experience what it would be like to have a different identity and to think about discrimination and exclusion

**Rights and Responsibilities** Right to equality (Article 2, UDHR). In order to enjoy this right, we need to respect differences and treat everybody equally

**Skills** Critical Thinking

## Instructions

1. Copy and cut out the attached role cards. Give a card to each participant, clarify that two people may receive the same card. Ask participants to read their cards without showing them to anyone else. Ask participants 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 5 years from now?
2. Ask participants to stand in line facing you.
3. Read a statement from the attached list. If participants 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 participants will be way out in front, while others will not have moved at all.
4. Ask participants to describe who they were.

## Debrief

Following the activity, lead a discussion based on the following questions:

### *Feel*

- What do you think about this activity?

### *Think*

- How did you feel when you couldn't move? Or, when you stepped forward?
- Have you ever experienced situations where you felt excluded because of who you are?
- Do you always feel respected and listened to? Why? What lessons can we draw from this activity?

### *Act*

- What can you do to include others and make them feel respected?
- What concrete changes could we make to encourage everyone's participation in our activities?
- What services are available to people whose rights are not being respected?
- What are the factors that we don't have any control over and that determine who we are?

Adapted from *Take a step forward, in Compass – A Manual on Human Rights Education with Young People*, Council of Europe, 2002.

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

**You work at the  
Ministry of Education of  
your country.**

**You are a journalist  
covering human rights  
issues.**

**You are from an ethnic  
minority. You live in a  
medium size town.**

**You are 20 years old. You  
are the president of a  
political organization.**

**You are a Christian living in  
a Muslim community.**

**You are 18 years old and  
live in a big city with your  
parents who are devoutly  
religious people.**

**You have a disability and  
use a wheelchair in a large  
city where roads are not  
suitable and not accessible  
to you.**

**You are Jordanian. You live  
in a Tribal community in the  
south of Jordan.**

**You are a lawyer from  
Bedouin origin.**

**You are a 30-year-old  
Egyptian teacher living in a  
rural town.**

**You are a 22-year-old Iraqi who is studying Literature at the University.**

**Your mother is the Director of a government department.**

**You are a widow, living with your 4 children.**

**You are from a linguistic minority. Your first language is not Arabic.**

**You are a construction worker without the proper papers to stay in the country.**

**Your father is the President of a Bank.**

**You are a 16-year-old orphan who quit school to work.**

**You are a Palestinian woman. You live in Ramallah.**

**You are a Palestinian refugee living in Iraq.**

**You live in Morocco. You are 35 years old.**

## 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.





# Draw Me a Right, Tell Me about Your Responsibilities

**Values**  
Responsibility

**Theme**  
Rights and  
Responsibility

**Activity**

**13**

**Time** 60 minutes

**Group Size** 5-25

**Materials** List of rights, large pieces of paper and markers

**Description of the Activity** Participants guess what rights teammates are drawing and determine which rights are the most important

**Purpose of the Activity** To describe your vision of human rights and learn what everyone's rights and responsibilities are

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

**Skills** Expressing your opinion

## Instructions

### **Part A**

1. To prepare for the activity, make a list of 10 rights, choosing from the attached list. At one end of the room, tape 2 large pieces of paper to the wall leaving space between them.
2. Begin by asking participants 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 pieces of paper 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 one of them will be drawing. 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 taken from the list.
6. They then go back to their respective teams and draw this right. The others must try to guess which 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 participants to mention which responsibility is associated with each right. For example, to enjoy the right to opinion, you need to respect other people's ideas and listen to what they have to say.

### **Part B**

1. Tell the teams that a new country has just been founded and that they are its leaders. The new country must determine which rights and responsibilities will be granted to its citizens. The challenge is that citizens will be granted only 5 rights and 5 matching responsibilities. Each team must determine which 5 rights they consider most important among all those mentioned in Part A of this activity. They must mention the 5 responsibilities that go with those 5 rights.
2. Hand out the list of rights to the teams.
3. Ask the teams to discuss among themselves and to circle the 5 most important rights and to discuss the 5 responsibilities that match the rights they chose.
4. Reassemble the whole group. Each team presents its choices as chosen and explains why. Discuss:
  - Do you agree with the rights that were chosen?
  - How did you determine that some rights were more important than others?

## Debrief

Following the activity, lead a discussion based on the following questions:

### *Feel*

- What do you think about this activity?
- Were you familiar with the rights that were used in this activity?

### *Think*

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

### *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?

## 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 religion
- Right to opinion
- Right to association
- Right to rest
- Right to own property
- Right to work
- Right to education
- Right to participate in cultural life

# Being an Active Citizen means...

## Values

Responsibility  
Cooperation

## Theme

Civic participation and  
Engagement

## Activity

# 14

**Time** 30 minutes

**Group Size** 5-25

**Materials** Ball of yarn, scissors

**Description of the Activity** Participants express personal views about civic participation and engagement.

**Purpose of the Activity** To think about 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

**Skills** Communicating effectively

## Instructions

1. Explain the purpose of the activity. During the discussion, participants 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.
6. When everyone has caught the ball and the web is formed, ask participants 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?
7. Ask participants to mention something that can be an obstacle to active citizenship. For example, you could say corruption, violence, poverty, lack of spaces to express yourself, etc. After giving their example, each person cuts off their strand of yarn with scissors so that, at the end, the web is completely destroyed.

## Debrief

Following the activity, lead a discussion based on the following questions:

### *Feel*

- 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?
- Is it normal to face challenges and obstacles when you want to be more active in your community?

### *Act*

- What can you do to overcome some of the challenges or obstacles you face?

# What's Violence

**Value**  
Responsibility

**Activity**

**15**

**Theme**  
Challenges

**Time** 45 minutes

**Group Size** 5-20

**Materials** Paper, markers and attached statement cards

**Description of the Activity** Participants determine how violent a statement is and discuss what violence means

**Purpose of the Activity** To think about violence and its consequences

**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.

**Skills** Conflict management

## Instructions

1. Ask participants 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 participant.
4. Ask participants to place each of their statements next to the poster which they think best describes how violent the situation is.
5. 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.
6. Divide the group into teams of 4 to 5.
7. 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.
8. Ask each team to present the solutions they found to the whole group

## Debrief

Following the activity, lead a discussion based on the following questions:

### *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?

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)



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

**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**

**Forcing your wife or husband to have sex**

**Going through checkpoints**

**Death penalty for a murderer**

**Writing letters to campaign for human rights**

**Protesting for a cause on the streets**

**Stealing food from a store**

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

**Calling someone names**

**Talking behind someone's back**

**Attacking a group of racists**

**War**

**Joining the army**

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

**Suicide attacks**

**Joining a revolutionary  
movement against a dictator**

**Blocking a road to defend a  
cause**

**Being racist**

**Getting angry and pushing  
someone**

**Car bombings**

**Holding a community  
meeting to talk about politics**



# Discrimination Against Women

## Values

Respect  
Responsibility  
Equality

## Theme

Women's Rights

## Activity

# 16

**Time** 45 minutes

**Group Size** 5-25

**Materials** Attached cards

**Description of the Activity** Participants measure government should take to eliminate discrimination against women

**Purpose of the Activity** To think about what can be done to eliminate discrimination against women

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

**Skills** Critical thinking

## Instructions

1. Copy and cut the attached cards.
2. Ask participants to tell you what “discrimination against women” means.
3. Refer to article 1 of the *Convention on the Elimination of Discrimination Against Women*:

“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)
4. Inform the participants 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 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.
5. Divide the group into teams of 3.
6. Give each team a card that describes some obligations that states need to take to eliminate discrimination against women.
7. Ask each team to come up with 2 concrete solutions that the government could undertake.
8. Ask the teams to present their solutions to the groups.

## Debrief

Following the activity, lead a discussion based on the following questions:

### *Feel*

- What is your impression of this activity?

### *Think*

- Do you think that government can undertake easily 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?

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

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)



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 properties.  
(Article 15, CEDAW)

State Parties should take measures to ensure that women have equal rights of women in marriage and family relations.  
(Article 16, CEDAW)



# Against Racism

## Values

Respect for diversity  
Inclusion  
Equality

## Theme

Identity

## Activity

# 17

**Time** 30 minutes

**Group Size** 5-25

**Materials** Improvisation cards, timer, red and green voting cards

**Description of the Activity** Participants improvise situations

**Purpose of the Activity** To think about racism and discrimination

**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

**Skills** Communicating effectively

## Instructions

1. Ask each person to say one word that comes to their mind when you say “racism”.
2. Refer to the definition provided if needed. You don’t have to read it to the participants. Use the definition as a guide to help you answer some questions participants might have.
3. Copy and cut the attached improvisation cards.
4. Form teams of 3 or more people.
5. Explain the activity. The facilitator picks a card and read 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 and a solution if there is a conflict.
6. Each team performs.
7. After the improvisation, discuss what happened and what solutions the participants proposed.

## Debrief

Following the activity, lead a discussion based on the following questions:

### *Feel*

- Did you enjoy this activity? Why?

### *Think*

- Did you learn something?
- Is racism something that happens in your community?

### *Act*

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

## Racism

Racism is the conscious or unconscious belief that certain people or groups are inherently superior to other people or groups simply because they belong to a particular “race”. Racism is based on prejudices and stereotypes, which maintain that biological differences among “races” justify domination, persecution or aggression. Racism generally manifests itself in the form of attitudes, behaviours and actions that bring harm to people or groups for no other reason than the colour of their skin or their ethnic origin.

### **Only one human race**

*The term race usually refers to physical or morphological characteristics, such as skin colour, hair or ethnic origin. However, there is no scientific proof to support the existence of different “races.” In fact, biology identifies only one race: the human race. Human beings are genetically too similar to talk about differing “races.” For these reasons, the use of the term “race” is questionable. It is a social construct that mainly serves to justify the perpetuation of inequalities and injustices.*

## Improvisation Cards (to be copied and cut)

**Subject:** No religion is better than the other.

**Subject:** I am a Bedouin and proud of my community and culture.

**Subject:** I have many identities and they are part of who I am.

**Subject:** My language is important to me.

**Subject:** We are from different cultures, we can be friends.

**Subject:** Because of my identity, I am discriminated against.

# Forum Theatre

## Value

Responsibility  
Collaboration  
Equality

## Theme

Rights and  
Responsibility

## Activity

# 18

**Time** 30 minutes

**Group Size** 5-25

**Materials** Scenarios

**Description of the Activity** Participants act out situations and find solutions

**Purpose of the Activity** To think about rights and responsibilities and conflict resolution

**Rights and Responsibilities** Right to equality (Article 2, UDHR), freedom to 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

**Skills** Critical thinking, problem-solving

## Instructions

1. Copy and cut out the attached scenarios.
2. Explain how this activity will work: a 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 participants in the skit stop and allow the person who shouted “freeze” to join the team. The skit resumes and the new participant 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.
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.

## Debrief

Following the activity, lead a discussion based on the following questions:

### *Feel*

- Ask participants 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 to 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 annoy you?
- What will you do if one of the situations represented in the sketch occurs?



## 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. In a coffee shop

Amin explains to his group of friends that a big demonstration will be happening the day after tomorrow. He explains that everybody will be on the street demanding for more freedom and reforms from the government. He encourages everyone to come and not to go to work without telling their bosses. They need to surprise everyone, so they should not tell their companies. Not everyone is comfortable with this.

### 3. At a friend's house

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

### 4. 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.

### 5. On the street

A group of friends are walking down the street and discussing. Some of them eat a few small things and throw out 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.



# Let the Expert Talk

**Value**

Responsibility  
Cooperation

**Theme**

Civic Participation and  
Engagement

**Activity**

# 19

**Time** 45 minutes

**Group Size** 5-20

**Materials** Role cards

**Description of the Activity** As 'experts', participants present examples of reforms they would like to see

**Purpose of the Activity** To think about concrete changes you want to see in your community/country

**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

**Skills** Critical thinking

## Instructions

1. Copy and cut the attached 'expert cards'.
2. Hand out a card to each participant.
3. Ask participant to reveal their identity to the rest of the group.
4. Ask participant to stick their identity card on their shirt so that it is visible to the rest of the group.
5. Explain to participants 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. Tell participants, who are now acting as the 'experts', that they were brought together for a conference on reforms for the country.
6. Ask participants to think about 1 to 3 reforms they would like to suggest to the government, as experts, in these three areas:
  - Rights and Freedoms
  - Political Life
  - Finances
7. Invite participants to walk around the room and talk with 3 to 5 other experts about their reforms and answer questions other experts might have about their reforms.
8. Ask participants to present their reforms to the group.

## Debrief

Following the activity, lead a discussion based on the following questions:

### *Feel*

- How did you feel about this activity?

### *Think*

- Do you think the reforms suggested were realistic? Why or why not?
- Which reforms are easier to implement?
- What does it mean to be an active and engaged citizen?

### *Act*

- What can you do to express your opinion about subjects that matter to you?
- Do you know any 'experts' in your community?
- How can you network with other people in your community and have an impact on decisions your government makes?

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

**Journalist**

**Police Officer**

**Government Employee**

**Woman**

**Teacher**

**University Student**

**Small Company Owner**

**Community Elder**

**Non-Governmental  
Organization Employee**

**Chief Executive Officer  
(CEO) of a Big  
Company**



# Obstacle Course

**Value**  
Responsibility

**Theme**  
Challenges

**Activity**  
**20**

**Time** 30 minutes

**Group Size** 10-25

**Materials** Objects for the obstacle course

**Description of the Activity** Participants complete an obstacle course as quickly as possible and offer solutions to obstacles to democracy, civic participation and engagement

**Purpose of the Activity** To develop teamwork and think about how to deal with obstacles to democracy, civic participation and engagement

**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.

**Skills** Teamwork, critical thinking

## Instructions

1. Introduce the activity by talking briefly about obstacles to democracy, civic participation and engagement:
  - Do you feel that there are obstacles to your participation in civic actions in your country?
  - What are those obstacles?
2. Mention a few obstacles that are often referred to: bureaucracy, corruption, violence, poverty.
3. Ask participants to think of ways to overcome those obstacles. For example, they could denounce corruption, conduct a workshop on peace and offer alternative solutions to conflict, help people in need by doing fundraising activities, etc. Ask them not to say their ideas out loud right away, because they will need them for the activity.
4. Create 2 identical obstacle courses using the objects available. Create at least 4 tasks. These tasks should be easy to do, such as walking around a chair, crawling under a table, walking around in a circle with your finger placed on the ground, etc. After each task, place a large piece of paper on which the participants will write a possible solution to the obstacles to democracy. Prepare the following pieces of paper for each team:
  - Obstacle 1: Bureaucracy
  - Obstacle 2: Corruption
  - Obstacle 3: Violence
  - Obstacle 4: Poverty
5. Participants should avoid writing the same ideas as their team members.
6. As in any relay race, all the players in the race go through the obstacle course 1 at a time. When they complete the course, they should slap the hand of the next person to indicate that it is time for the next player to begin.
7. Ask participants to encourage their team members.
8. The first team whose members complete the course wins the race.
9. Form a large circle. Bring the sheets completed by the teams to the middle of the circle and read out some of the solutions.



## Debrief

Following the activity, lead a discussion based on the following questions:

### *Feel*

- How did you like this activity?
- What was the hardest part? What was the easiest part?

### *Think*

- Is it normal to face obstacles when you want to engage in your community? Why or why not?
- Amongst the ones mentioned by our group, what are the feasible solutions to overcome obstacles to democracy, civic participation and engagement?
- Can you think of other obstacles that you can face in your group or your community?

### *Act*

- What can we do as a group to deal with these obstacles?
- How can we cooperate to put into practice some of the solutions that we identified?
- Who, in your community, could collaborate with you when you want to overcome challenges?



# My New Country

**Value**  
Respect  
Responsibility

**Activity**  
**21**

**Theme**  
Women's Rights

**Time** 45 minutes

**Group Size** 5-25

**Materials** None

**Description of the Activity** Participants discuss a world in which there is gender equality

**Purpose of the Activity** To reflect on gender equality and discrimination

**Rights and Responsibilities** Right to equality, right to non-discrimination (Articles 1 and 2, UDHR). In order to enjoy these rights, we need to treat everybody equally

**Skills** Critical thinking

## Instructions

1. Form teams of 3 to 5 people.
2. Tell participants that a new country was created. In this country, men and women are equal in all areas of society (family life, social life and public life).
3. Ask each group to answer the following questions. In this country, where men and women are treated equally:
  - What do family relationships look like?
  - How do men and women interact socially?
  - What is the place of women in decision-making at the government level?
4. Give each group 15-20 minutes to discuss these questions.
5. Ask each group to present their answers.

## Debrief

Following the activity, lead a discussion based on the following questions:

### *Feel*

- Did you like this activity? Why or why not?

### *Think*

- Did any of the proposed solutions surprise you? Which ones?
- Do you think that it is possible to achieve gender equality in your community? Why or Why not?

### *Act*

- Can you mention something you can do in your community to contribute to the promotion of gender equality?

# No to Discrimination

## Values

Acceptance  
Respect for diversity  
Equality

## Theme

Identity

## Activity

# 22

**Time** 30 minutes

**Group Size** 5-20

**Materials** Attached cards and statements

**Description of the Activity** Participants discuss issues related to identity and discrimination

**Purpose of the Activity** To think about labelling, stereotyping and discrimination

**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

**Skills** Expressing your views, critical thinking

## Instructions

1. Copy and cut the attached role cards.
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 read statements and participants will have to indicate how they feel about each statement by positioning themselves on the line. Participants can answer “very good” or “very bad” or nuance their answers by positioning themselves wherever they want along the line.
3. Give a card to each participant, specifying that there are 4 types of cards: refugee, linguistic minority in your country, religious minority in your country and female citizen. Explain to participants that they will receive a card that may or may not correspond to their own identity.
4. Ask participants to read their cards without showing them to anyone else.
5. Ask participants to think about their role for the game and to think about how their lives might be if they had the identity on their cards.
6. Read the first statement from the attached list and ask participants to indicate how they feel about the statement by positioning themselves on the line. Ask participants to comment on or explain their answers.
7. After you have read each of the statements, those who wish to share which role they were assigned can do so with the group.

## Debrief

Following the activity, lead a discussion based on the following questions:

### *Feel*

- What will you remember from this activity?

### *Think*

- What is the role of identity?
- 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 put into practice to help someone who is discriminated against because of her/his identity?

## Statements

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)**

**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**



# Community Mapping

## Values

Cooperation  
Responsibility

## Theme

Rights and responsibilities

## Activity

# 23

**Time** 45 minutes

**Group Size** 5-15

**Materials** Pieces of paper, pencils, list of rights

**Description of the Activity** Participants draw a map of their community, and identify which rights correspond to the needs and desires of the group and think about a desired community where all of these rights are respected

**Purpose of the Activity** To develop an understanding of community and think about the changes you want to see

**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

**Skills** Teamwork, critical thinking

## Instructions

1. Ask participants to remember when they were young, to think about their community at that time, and how that community has changed or stayed the same. Ask them to reflect on how those changes took place and who made the decisions that led to these changes.
2. Ask participant to draw a map of their community (it could be their street, village, city or country) on that paper including places that are important for them, such as their houses, schools, subway stations, shopping centres, etc.
3. Provide participants with the list of attached rights. Ask them to identify 10 rights that are most important to them. Ask them to identify the places on the map that correspond to those 10 rights. For example, their school could be associated with the right to education, and a park with the right to play or rest. Ask participants to tell you which responsibility is associated with each right. For example, the right to education is associated with the responsibility to go to school and try to learn.
4. Ask each group to add to the map things that would create desired change in their community. What would they need to add to ensure that most of the rights that they have identified are respected and promoted? They can add as much as they like, there are no limits.
5. Ask the group to present their ideas and to explain how they came up with them.

## Debrief

Following the activity, lead a discussion based on the following questions:

### *Feel*

- Did you enjoy this activity?
- Did you know about the rights and responsibilities identified in this activity?

### *Think*

- What do you like about your community?
- What should be improved or changed? How can we better respect the rights of everyone?
- Is the ideal community you created possible? Why? Why not?
- Do you think you could discuss your ideas with some people? Why or why not?

### *Act*

- What could you do to see some of the changes you suggested in your community?
- Who makes decisions in your community?
- Do they listen to you and what can you do to be heard?

## 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 religion
- Right to opinion
- Right to association
- Right to rest
- Right to own property
- Right to work
- Right to education
- Right to participate in cultural life



# Let's Vote

## Values

Acceptance  
Responsibility

## Theme

Civic participation and  
engagement

## Activity

# 24

**Time** 35 minutes

**Group Size** 5-25

**Materials** Large pieces of paper, post-its

**Description of the Activity** Participants discuss rights and responsibilities by voting about statements

**Purpose of the Activity** To share viewpoints and to think about rights and responsibilities

**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

**Skills** Expressing your views, communicating effectively with others

## Instructions

1. Reproduce the attached diagram on a flipchart.
2. Give 4 post-its to each participant. Everyone must “vote” according to whether they agree that each statement is 100 % right or not. Participants can answer nuance their responses by placing their post-its wherever they want along the continuum on the flip chart.
3. Ask participants to explain their answers and to give examples. Use an object to symbolize the right to speak. When someone wants to talk, they should raise their hand and wait until they are handed the object before speaking.
4. Ask the group to suggest ways to better ensure the right referred to in each statement.
5. Write down the proposed solutions on a large piece of paper and tape it to the wall.

### Variations

1. Instead of using post-its to vote, participants vote by standing on an imaginary line that goes from “yes” to “no”.
2. You may create other statements on issues facing the participants. This type of activity can be used to explore the group’s views on a range of topics.

## Debrief

Following the activity, lead a discussion based on the following questions:

### *Feel*

- How did you like this activity? Why?

### *Think*

- What did you learn from this activity?

### *Act*

- How can you educate other people and the people in your community about rights and responsibilities?

I can express my opinion freely and I feel that I am listened to.	I feel that I have an important role to play in my community.	My community treats men and women equally.	I know about my rights and my responsibilities.

100%



50%



0%





# I Win, We Lose

**Value**  
Respect  
Responsibility

**Activity**  
**25**

**Theme**  
Challenges

**Time** 45 minutes

**Group Size** 10-20

**Materials** Attached unit cards

**Description of the Activity** Participants each try to get as many points as possible either through collaboration or bribing.

**Purpose of the Activity** To think about corruption and its influence on society

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

**Skills** Communicating effectively

## Instructions

1. Form a circle with the participants.
2. Copy and cut the unit cards and the blank cards for each participant. Make extra copies for you. Cut these unit cards and keep them for later.
3. Give each participant unit cards representing 100 units and blank cards.
4. The objective of the activity is to gain as many points as possible. There will be three rounds.
5. Put a hat or a box in the middle of the circle. The hat in the middle represents the pot, the value of which will be doubled after each round and redistributed equally amongst the participants.
6. For each round, participants have two choices:
  - Put a minimum of 10 units in the hat. They can put more if they wish.
  - Give 5 units to the facilitator and not put any units in the hat.In both cases, all participants will receive the benefits of the pot that will be doubled by the facilitator.
7. The participants make their choices secretly, without telling other participants, folding the unit cards they put in the hat or the ones they give to the facilitator. If they decide to give 5 units to the facilitator, they can fold blank cards to put in the hat so that the other participants can't guess their choice. If they decide to put units in the hat and not give any to the facilitator, they can give a blank card to the facilitator so that the other participants can't guess their choice.
8. Start the activity.
9. After the first round, count the points in the hat, double the amount and redistribute the points equally amongst all the participants.
10. Do two more rounds. After each round, double the amount of points and redistribute the points equally amongst all the participants.
11. At the end of the activity, count the points of every participant.

This activity was created in collaboration with Laura Butler, Program Officer at Equitas. It is based on economic game theories.

## Debrief

Following the activity, lead a discussion based on the following questions:

### *Feel*

- What did you think of this activity?

### *Think*

- What is the idea behind this activity?
- What was the best way to get as many points as possible? As an individual or as a group? How did this conflict with the objective of getting more points than the other players?
- Do you think that giving some units to the facilitator was the best solution? Why or why not?
- Can you make links between this game and corruption?

### *Act*

- Can you suggest any solutions to corruption?
- What are some solutions to the factors that limit your participation in social and public affairs?

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

**10 units**

**10 units**

**10 unit**

**10 units**

**10 units**

**10 units**

**10 units**

**10 units**

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

**5 units**

**5 units**

**5 unit**

**5 units**



## 3.3 – Case Studies, Organized by Theme

<b>Case Studies</b>		<b>Women's Rights</b>	<b>Identity</b>	<b>Rights and Responsibilities</b>	<b>Civic Participation and Engagement</b>	<b>Challenges</b>
1	Amina, Noor and Samar at the Community Council	X				
2	Hibah and Wasfi are in Love		X			
3	Saeda and Mohamed participate in a Demonstration			X		
4	Four Friends Discuss the Elections				X	
5	Malikah is Advocating					X





# Case Studies

## Values

Cooperation  
Responsibility  
Equality

## Themes

5 themes

*1 to 5*

<b>Time</b>	45 minutes
<b>Group Size</b>	5-25
<b>Materials</b>	Attached case studies
<b>Description of the Activity</b>	Read a case study and think about possible solutions
<b>Purpose of the Activity</b>	To reflect on real life situations that could happen
<b>Rights and Responsibilities</b>	Right to opinion (Article 19, UDHR), Right to social order ensuring respect for human rights (Article 28, UDHR). In order to enjoy these rights, we need to respect each other's
<b>Skills</b>	Critical Thinking

## Instructions

1. Form teams of 2 to 5 people.
2. Ask participants to read one of the case studies in their team and to discuss the questions that follow the case study. Each case study deals with one specific theme.

Case study 1: Women's Rights

Case Study 2: Identity

Case Study 3: Rights and Responsibilities

Case Study 4: Civic Participation and Engagement

Case Study 5: Challenges

3. Ask each team to act out the case study and to present the solutions they found to the whole group.

## Debrief

Following the case study, lead a discussion based on the following questions:

### *Feel*

- What was easy or difficult about the case study analysis?

### *Think*

- Do you know of any other situations, case studies that you would like to share with the group?
- Did you learn anything from this activity?

### *Act*

- How can you apply what you have learned and discussed in this activity to your daily life?

## Case Study 1 – Amina, Noor and Samar at the Community Council Theme – Women’s Rights

Amina, Noor and Samar are 20 year-old university students who have been trying to get involved in different kinds of community actions for a while. In their city in the South of the country, they feel that many actions or initiatives are decided only by men and they would like to be involved in decision-making processes.

They decide to participate in a local council meeting in which discussions are focused on the development of a new neighbourhood in the northern part of the city. The local council as well as community members who take part in the discussion are all men.

At different moments during the sessions, the young women tried to express their opinions and mentioned ideas that would encourage the participation of women in the design and planning of the new neighbourhood. Every time they tried to express their opinion, someone made a negative comment or ignored them. One man even said that “as women, I do not think that you know about urban planning, this is the work of men.” Some members of the local council met Amina’s father and advised him not to let his daughter and her friends participate in the council as it is full of men and that is not suitable for girls at their ages. People would talk about them badly and they should be careful. He said that if she were his daughter, he would not allow her to do this, he would protect her more.

Amina, Noor and Samar left the local council as they felt their opinions were not important. They don’t know what to do anymore.

### Questions

1. What rights are at stake in this situation?
2. What should Amina, Noor and Samar do in that case?
3. What role could Amina’s father play in this situation?
4. Do you think that gender affects the way people perceive you and interact with you? Why or why not?
5. What can we do to overcome the challenges you face?

## Case Study 2 – Hibah and Wasfi are in Love

### Theme – Identity

Hibah and Wasfi are friends and students at the university. Wasfi is Jordanian of Palestinian origin. Hibah is from a tribal community.

Hibah feels safe in mentioning the name of her tribe when asked. However, people sometimes make fun of her identity as a person from a tribal community. They label her a Bedouin who knows nothing about city life. She used to tell her colleagues that she lives in the capital and has a car to dispel the ideas that people had of her, but they still labeled her a Bedouin. At the same time, people envy her because of the privileges she has and because her well-known family name can help her.

Wasfi used to tell people that he was Jordanian when asked about his identity, but people insist on knowing his family name in order to determine his origins. He does not feel safe revealing this and sometimes feels that he is not a full member of Jordanian society.

Wasfi and Hibah fell in love, but Hibah's family disapproved of the relationship because, according to them, Wasfi was not from a well-known or a good family. Hibah's family thinks that their union will harm her, the couple and their children's future, because there will be nothing to protect them and they will not be privileged.

Hibah told her parents that they will be Jordanian and that they will enjoy all their rights. Her family laughed at her reminding her that if she does not belong to their family, she will not have the power that she has now and that life will be really hard.

## Questions

1. What rights are at stake in this situation?
2. What is the meaning of identity?
3. How could Hibah and Wasif overcome the challenges they face?
4. Do you ever feel that you are not respected because of who you are (identity, gender, status, etc.)?
5. What can we do to overcome the challenges we face?

## Case Study 3 – Saeda and Mohamed Participate in a Demonstration

### Theme – Rights and Responsibilities

Saeda, Mohamed and their friends are youth aged 25 to 30 years old. Although they have a good education, they cannot find jobs in their fields of study. They have been working in a factory for the last year.

Last week, a big demonstration was held and they left work to join it. More than 10,000 people were out on the street demanding more freedom and reforms from the government.

The group did not tell their boss about this demonstration and left work 3 hours earlier than usual.

Now, the company is very upset and threatens to fire the 15 employees who left work to join the protest. The company said that work had to be stopped as a result of their actions and that they are now behind in their production schedule.

Saeda, Mohamed and the others feel that they had the right to express their opinion and are unhappy about the possibility of losing their jobs.

## Questions

1. How do you feel about this situation?
2. What rights and responsibilities did they have?
3. Do you think that Saeda, Mohamed and the other employees should have told their boss about their possible participation in the demonstration? Why or why not?
4. What can we do to make sure everyone gets a chance to participate in public life and get involved in actions that can bring change?

## Case Study 4 – Four Friends Discuss the Elections

### Theme – Civic Participation and Engagement

Four friends met in a coffee shop. They started talking about participation in the election and community engagement.

**Khalil** – I did not vote last year during the election. I just don't see how my participation will change the situation.

**Rasmi** – I know what you mean. Who really cares? There are no youth representatives at the government level. And the issues are so complicated.

**Khadijah** – There are so many ways to get involved in our community besides the election. We can actually volunteer at an organization, organize an information campaign and create an advocacy group.

**Huda** – I know, think about what happened in Egypt and in Tunisia. People mobilized and things are changing.

**Khalil** – Maybe you are right! But I know someone who tried to get involved in an advocacy campaign and he was threatened by people who had opposite views. I am not sure I want to get into that and risk my safety.

**Huda** – You are right, but we can always start with something that is simple and safe to mobilize people, like an education campaign.

## Questions

1. What were the feelings expressed in this case study?
2. Do you and some of your friends feel that way sometimes? Why or why not?
3. What other arguments would you use to convince Khalil and Rasmi that participation and engagement in your community are important?
4. Is participation harder for some groups (disabled, women, elderly people, etc.)? Why or why not?
5. What can we do to make sure everyone gets a chance to participate in public life and get involved in actions that can bring changes?

## Case Study 5 – Malukah is Advocating

### Theme – Challenges

Malukah lives with her husband Fadi and their 2 children in a rural town. Fadi works six days a week in a nearby textile factory. Malukah, a stay-at-home mother, feels that she plays an important role in her family. She is a good mother who accomplishes a lot during the day. She raises her two children, takes care of school matters and makes sure that her children get the best education they can.

Malukah has been part of school meetings for the last year and has been discussing with other parents the role of women in society. She is really interested in human rights issues and the importance of women's participation in public life. Malukah feels that there is no space for women to express themselves freely and to advocate for changes at the community level. One parent suggested she speak with a local organization working on women's rights.

Malukah met with the coordinator of the women's rights organization and has become involved with them, doing some volunteer work. Recently, she has brought together a group of women who live in an precarious situation where safe drinking water is not available, health care is inadequate and public services are almost inexistent. She is trying to help these women advocate for their basic rights before the municipal council. She hopes that the municipal authorities will support their claims and find solutions.

Fadi is supportive of Malukah's initiatives and feels that she is doing a great job at advocating for women's rights. However, Fadi's boss has told him that Malukah's initiative is not well thought of by some people in the community and that the company feels that the grant that they were expecting to get might go towards helping these women instead. He strongly suggests to Fadi to tell his wife to stop the actions she has undertaken. Fadi now fears for his own job.

## Questions

1. What rights are at stake in this situation?
2. What kind of support could Malukah get?
3. What should Fadi do in this case?
4. What kind of obstacles do we face when we try to participate in community actions?
5. What can we do to overcome those challenges?





## 3.4 - Monitoring and Evaluation Activities

### 1 - Group Discussions

1. Hang 3 ropes across the wall. Write “Yes” at one end of the 3 ropes and “No” at the other end.
2. Write this 3 statements on large pieces of paper:
  - The action we took contributed to achieving our goal
  - The meetings we had throughout the process were effective
  - I would like to plan future actions on other important issues
3. Tape a statement above each rope. Each rope then represents a statement.
4. Give 3 post-its to each participant. Everyone must “vote” according to whether they agree that each statement is true or not. Participants can answer “yes” or “no” or nuance their responses by hanging their post-its wherever they want along the rope.
5. Ask participants to explain their answers and to give examples.
6. Write down the proposed solutions on a large piece of paper that you will tape to the wall.

### 2 – The Bull’s Eye

1. Draw a circle on a flip chart with a bull’s eye in the middle.
2. Ask participants to stick a post-it on the part of the circle that indicates how they liked a specific activity or step in the process of the community-oriented project. The post-it will be closer to the centre if they liked the activity and further away from the centre if they didn’t.
3. Gather additional feedback from the group by asking the following questions:
  - How did you enjoy the different activities we did during this session?
  - What did you enjoy the most and what did you like the least?
  - What have we learned from today’s activities?
  - Do you have suggestions on how to organize the next working sessions?
4. Go over the results and discuss changes to be made for the next steps or for the next time if you decide to implement another project.

## 3 – The Continuum

1. Read one of these statements to the participants.
  - The action we took contributed to achieving our goal
  - The meetings we had throughout the process were effective
  - I would like to plan future actions on other important issues
2. Ask participants “vote” according to whether they agree that each statement is true or not by standing on an imaginary line that goes from “yes” to “no”.

## 4 – A Short Questionnaire

1. Ask participants to give feedback in a questionnaire.
2. Design a short questionnaire with 5 questions. Suggestions of questions include:
  - Did this action-oriented project meet your expectations? Why or why not?
  - Did we achieve the expected changes we wanted to see?
  - What was most useful thing we did?
  - What was the least useful thing we did?
  - Do you have general comments on the activities we did?

## 5 - What’s hot? What’s not? Using the Talking Stick

1. Ask participants to sit in a circle.
2. Ask the participants to think of a special moment during an activity they participated in during the session. Ask the participants to think about the precise moment and what they liked or did not like before, during and after that special moment, as well as how they felt or what they were thinking during that particular moment.
3. Use a talking stick, a microphone or some other object to give everyone a turn to speak. When someone wants to speak, they should raise their hand and wait until they are handed the object before speaking.
4. Place the talking stick in the middle and invite the participants to express themselves. They can express a positive comment by beginning their sentence with: “It was hot when...” and they can express a negative comment by beginning their sentence with: “It was not hot when...”.
5. Invite each person to express comments. Continue the process until everyone has had the chance to speak.

(Adapted from Equitas, *Play it Fair Toolkit*, 2008)

## 6 – Questions under the Chair!

1. Write the following 5 questions on post-it notes. Write enough post-it notes for every participant. Some people will receive the same questions.
  - What was your favorite part of the day?
  - What was your least favorite part of the day?
  - What would you recommend for the next session?
  - Complete the sentence: I would like to know more about...
  - Complete the sentence: I think that the activities were... because...
2. During the last break of your session, when everyone is away, stick one question under each participant's chair.
3. Ask participants, one after another, to find the question under their seat and to give an answer.

## 7 – The Ball

1. Ask the group to form a circle.
2. Throw a ball to someone and ask a question about the activities of your session to the person who catches it. That person answers the question and throws it 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 the session?
  - What did you like about the session?
  - What did you not like about the session?
  - What did you learn?
3. The game continues until everyone has had a turn answering a question.
4. If you want, do another round in the opposite order of the answers that have just been given. Participants must throw the ball again and remember the other participants' answers.

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

## 8 – The Postcard

1. Create a postcard on which participants write to you, the facilitator. On the postcard, write a few sentences that the participants will have to complete. Here is an example:

<p>Date: _____ Dear _____, I benefited most from _____ because _____ _____ _____</p> <p>I did not really benefit from _____ because _____ _____ _____</p> <p>I would like to know more about _____ _____ _____</p> <p>I recommend for next time _____ _____</p>	<div style="border: 1px solid black; width: 100px; height: 60px; margin: 0 auto;"></div> <hr/> <hr/> <hr/> <hr/> <hr/>
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2. Collect the postcards and summarize the main ideas to take into consideration for the next working sessions.

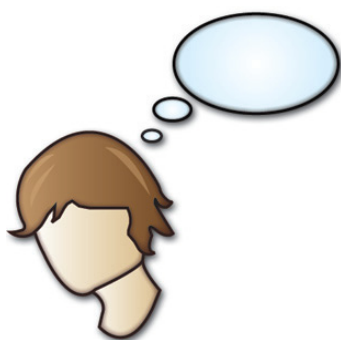
(Adapted from Equitas Office of the United Nations High Commissioner for Human Rights (OHCHR) 2011. *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators – Professional Training Series No. 18*, Geneva: Switzerland and Montreal: Canada)

## 9 – Heart, Head and Hands

1. Write down the following questions on a flip chart and ask participants to write down their answers on a piece of paper. The participants will be asked to write three things that they learned during your working session in terms of heart, head and hands.



- What did you learn in terms of feelings, discoveries about yourself, changes in values and beliefs?



- Did you learn new ideas, concepts, facts, information?



- Did you learn new skills, things that you will do differently, actions that you want to take?

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



## Section 4 – Reference Sheets, Additional Resources and Glossary







## 4.1 Reference Sheets

Reference 1	Human Rights
Reference 2	Democracy
Reference 3	Democratic Citizenship
Reference 4	Gender Equality
Reference 5	Civic Participation and Engagement
Reference 6	Non-Discrimination
Reference 7	Human Rights Values
Reference 8	Educational Approach of the Toolkit
Reference 9	Advocacy
Reference 10	Engaging with the <i>Universal Periodical Review</i> (UPR) Mechanism
Reference 11	Networking
Reference 12	The Human Rights-Based Approach
Reference 13	Tips and Suggestions <ol style="list-style-type: none"><li>1. Interaction with Government Officials</li><li>2. Writing a Petition</li><li>3. Raising Funds and Donations for your Initiative</li><li>4. Holding a Public Meeting or a Community Gathering</li><li>5. Creating and Disseminating Photos and Videos</li><li>6. Writing a Press Release, Contacting the Media</li></ol>



# 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:

- 1) 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, of belief and religion, right to vote, right to political participation, etc.
- 2) Economic, social and cultural rights, such as the right to food, water, housing, healthcare, education, the right to participate in cultural life, right to adequate income and social security, right to work, etc.
- 3) Collective rights, such as the right to a clean environment, right to development, 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. Human rights foster mutual respect among people. Human rights lead to conscious and responsible action, 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.

## **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)

## 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
5. Freedom from torture and degrading treatment
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 a 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 the rights and freedoms set forth in this 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 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>

### **Are there many international human rights instruments?**

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)

More information related to these instruments can be found on the Equitas Website. We also describe in more details the *Universal Periodic Review* in **Reference Sheet 10**. 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 indivisible?**

Human rights should be addressed as an indivisible body, including civil, political, economic social, cultural, and collective rights.

### **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>

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## 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 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.

### 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* (CCPR).

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.

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 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

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

### **Citizenship and nationality**

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
- 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 Toolkit help promote democratic citizenship?**

It is not easy to promote active 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 Toolkit aims to enhance their ability to participate more effectively in decision-making processes on issues that affect them and 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. **Activity 14 – Being an Active Citizen Means...** from **Section 3.2 – Activities, Organized by Theme** can help you address the debate on democratic citizenship.

## **Best Practices or Success Stories**

### **The effects of the Egyptian Revolution in enhancing citizenship and transforming conflicts (by Akram Amin)**

In Cairo, Egypt, in Tahrir Square during the 2011 revolution, a social movement towards creating national unity between both Muslims and Christians emerged. At these anti-government protests all people who had the conviction that their country needed to take down the Egyptian government, which had played a crucial role in fuelling violence particularly between Coptic and Muslim communities were brought together. Muslims and Christians struggled together against the ruling regime under the slogans “Muslims and Christians we are all Egyptian” “We are all one hand”. People stood side by side to protect each other and struggle equally without friction or harassment. The sign of the crescent embracing the cross was everywhere.

### **Effective Participation of Egyptians in the March 2011 Constitutional Amendments Referendum (by Akram Amin)**

On March 19, 2011, Egyptians voted in favor of a package of amendments to the constitution, which previously skewed towards the interests of Mubarak and his National Democratic Party. The referendum drew a record number of voters and paved the way for new elections in September 2011. All Egyptians across all political spectrums accepted the results of the referendum. The civilized conduct displayed by the Egyptian public in duly observing the rules and instructions, and the monitoring bodies of the referendum eased the procedures for voters and removed obstacles, which had always stood in the way of Egyptians and ballot boxes. Electoral bribery and violence almost disappeared. This contributed significantly to building trust towards the bodies administering the vote. There was strong participation of women, youth and Copts; groups that were always far from the political process. Additionally, the involvement of different sectors of Egyptian society made for an electorate that better reflected the real citizenry that was emerging after the revolution.

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Learning and Living Democracy, Council of Europe. [http://www.coe.int/t/dg4/education/edc/1\\_What\\_is\\_EDC\\_HRE/EDC\\_Q&A\\_en.asp](http://www.coe.int/t/dg4/education/edc/1_What_is_EDC_HRE/EDC_Q&A_en.asp), retrieved on August 17, 2011.

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## 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, 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. 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 the latter refers to the biological differences between women and men.

Gender differs from sex, because the latter 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 and girls and boys. 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-centered development. Women 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, etc.

### **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)

## ***Universal Declaration of Human Rights (UDHR)***

Adopted on December 10, 1948 by the United Nations, the *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 comprised 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).

## ***Convention on the Elimination of Discrimination against Women (CEDAW)***

It 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 properties (Art. 15)
- Equal rights of women in marriage and family relations (Art. 16)

### ***Convention on the Elimination of All Forms of Racial Discrimination (CERD)***

It 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

### ***International Covenant on Civil and Political Rights (ICCPR)***

It 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).

### ***International Covenant on Economic, Social and Cultural Rights (ICESCR)***

It was adopted 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?

<b>Conservative traditions</b>	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.
<b>Lack of real opportunities for the participation of women</b>	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.
<b>Poverty</b>	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.
<b>Discriminatory laws</b>	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.
<b>Violence</b>	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.

### 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 Toolkit with your group and implementing a community-action project aimed at improving gender equality in your community or facilitating activities on the subject of gender equality. You can follow the steps for implementing a project in part 4 of this Toolkit.

### **How does the Toolkit promote gender equality?**

The Toolkit's educational approach takes into account a gender perspective. The activities and reflections in the Toolkit are aimed at challenging gender stereotypes and promoting non-discriminatory gender relationships. The Toolkit 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.

You can lead your group through a community-action project that targets gender equality. See **Section 2 – Doing a Community-Action Project**.

You can also integrate specific activities in your organization's existing programs. The following activities and case study from **Section 3 – Activities** foster discussion on gender equality and gender-based discrimination:

- Activity 1 – Complete the Sentences
- Activity 6 – Gender Description
- Activity 11 – Let's Debate!
- Activity 16 – Discrimination Against Women
- Activity 21 – My New Country
- Case Study 1 – Amina, Noor and Samar at the Community Council

## Some References for Further Information

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**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.crtda.org/crtd.org/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>

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

## Best Practices or Success Stories

### **Women's Participation in Egypt**

During the pilot phase of this Toolkit, 17 development workers and volunteers in the Torra Garbage Collectors Area engaged over 100 women in literacy classes in a project focusing on political awareness. This initiative resulted in the following: 30 women obtained ID cards which are required in order to be able to vote and these women are planning to vote in the next elections; and 80 women began to promote the concept of citizenship in their surrounding community and in their families. Over all, there is strong engagement in the community to participate in the next elections.

### **Promoting Gender Equality in Palestine**

Twenty-four (24) young girls involved in one of the project carried out during the pilot phase of this Toolkit highlighted the importance of promoting gender equality in their community and in their country. They identified specific changes they wanted to see in their community, which included greater access to community facilities that respond to the needs and interests of women. The group developed an action plan to achieve the desired changes. Different activities were undertaken involving government officials and the media to raise awareness about the situation of young girls and women and their needs and rights. The media activity and community mobilization created an enthusiastic response across the broader region, and young girls from 9 villages gathered in March 2012 to take part in a television show that focuses on gender equality issues and young girls' rights. Recommendations will be prepared by the group and presented to designated officials.

## Sources for this section

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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>.

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## 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 taking part in **social, economic and political life** in a meaningful way in order to address issues on common concern. Civic participation can take many forms – from volunteering in the community to active membership in a group or association to expressing one's views and opinions at public forums and consultations, to voting in referendums and elections as well as celebrating cultural and religious holidays with community members, or 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 and that everyone incorporate human rights values such as cooperation, respect, inclusion, fairness, acceptance, respect for diversity and responsibility into their everyday actions and interactions with others. The political, economic and social situation of a country or community impact on how and to what extent people participate.

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

### 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<sup>3</sup> to consider, for facilitating youth participation and encouraging their continued involvement:

- Select issues to be addressed together with the youth you are working with. It is important that issues raised are ones that directly affect youth and that 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

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<sup>3</sup> These tips and the tips included in the 2 next sections on women and marginalized groups were developed based on the data of the needs validation process that was conducted in Jordan, Iraq, Egypt, Morocco and Palestine from January to April 2011.

- 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 the 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 community-action 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
- Empower women 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 in mind dates of religious and cultural celebrations 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 action-oriented projects
- Respect your group's privacy, be discreet and respect confidential information
- Acknowledge the discrimination group members and their community may face and empower 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 and engagement lead to social change?**

Changes you want to see start with each individual. The way we interact, react and work together influence 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. Each 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 other actions undertaken by other individuals, groups, and organizations. Remember also 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.

### **How does the Toolkit help promote civic participation and engagement?**

The Toolkit'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 community-action project will become more committed and active citizens as well as agents of change.

## Best Practices or Success Stories

### **Building Relationships and a Bridge in Iraq (by Majida Salman Mohamed)**

In the district of Ameriah in Baghdad, local community leaders mobilized to build peace and ensure security by opening a bridge connecting two districts in Baghdad that had previously been closed. Violence and ethnic discrimination had been prevalent in the interactions between the two districts. Through the campaigning and community mobilization efforts of local community leaders and their constituencies, people in the two districts now feel more encouraged to promote the idea of cooperation, and are convinced to use the bridge again. The community leaders succeeded in building peace and trust among people in the two districts by making a convincing case for the benefits to both communities of reconnecting via the bridge and of ignoring ethnicity and violence in favour of promoting peace and stability. Raising people's awareness led to greater security as no violence occurred after re-opening the bridge.

### **Mobilization in Morocco (by Latifa Zouhal)**

In 2011, 400 young Moroccan men and women belonging to different political organizations attended a Forum in Bouznika on "Youth for Change" that allowed them to discuss ideas and share experiences. As part of the Forum, they attended workshops led by young experts

covering topics such as: political and constitutional reforms; economic reforms and social justice; public and individual freedoms; corruption and protection of public property; rights; tools and instruments for change. This Forum and previous actions are key components of the movement initiated by young people on Facebook, and supported by several NGOs and members of civil society aimed at mobilizing people for change. Thousands of people demonstrated peacefully throughout Morocco in February and March 2011 calling for the establishment of a parliamentary monarchy in which, "The king should reign and not rule"; "A fairer Morocco", with less corruption, more freedom and dignity.

### **Youth Participation in Morocco**

During the pilot phase of this Toolkit, 25 students focused on youth participation in the school system in Morocco. The students worked in three groups and implemented three actions: they carried out a written survey on the prospects and limits of volunteerism; they elected a student council; and they published a school newspaper on citizenship.

## **Sources for this Section**

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

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

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?

Discrimination occurs when an individual or group excludes, isolates, treats differently or deprives another individual or group 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. All humans are entitled to exercise their fundamental rights. “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.” (*Universal Declaration of Human Rights, Article 2*).

### What is discrimination based on?

According to the international instruments, there are many grounds for discrimination, including

- Age
- Sex
- Social status (income, occupation, education, etc.)
- Skin colour
- Political beliefs
- Civil status (undocumented, adopted, single parent family, common-law, etc.)
- Pregnancy
- Disability
- Language
- Ethnic or national origin
- Religion
- Sexual orientation

### 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.

## 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

The Toolkit helps to reinforce the following 7 human rights values.

Values	Definitions	Examples
<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>
<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 in 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>Equality</b>	Equality is treating everyone the same without distinction, exclusion or preference of any kind, such as race, color, sex, language, religion, political or other opinion, sexual orientation, national or social origin, property, birth or other status.	<ul style="list-style-type: none"> <li>Including people from different religious background 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>Including everyone in your activities or community-action projects so that everyone can participate, especially those who are marginalized.</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, how they think.</li> </ul>
<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 <sup>4</sup> 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>

<sup>4</sup> The value of acceptance in this Toolkit includes the notion of tolerance as defined by UNESCO in its *Declaration of Principles on Tolerance, November 16, 1995*.

### **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 participants 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 right before your eyes to incorporate them actively and refer to them as needed.
- ***Make sure you keep these values in mind in your work and actions***  
When you undertake an action project with participants and go through the various steps, make sure you encourage participants to incorporate the 7 values into their tasks and live accordingly. Refer to the values when needed.

## **Best Practices or Success Stories**

***Play It Fair!*** is an educational Toolkit developed by Equitas to promote human rights, non-discrimination and peaceful conflict resolution within non-formal education programs for children aged 6-12 years and people working with them. ***Play It Fair!*** activities promote 7 human rights values, which are *cooperation, respect for diversity, fairness, inclusion, respect, responsibility* and *acceptance*. Over 40 000 children in Canada have benefited from ***Play It Fair!***. It has now expanded also to Middle East as well as Asia and Latin America. In the Middle East, the program is currently being implemented in Jordan, Iraq and Lebanon. The Toolkit was translated into Arabic by Amnesty International with the collaboration of ANHRE and Equitas and is available online:

<http://www.amnestymena.org/en/Resources.aspx>



## Reference 8 – Educational Approach of the Toolkit

### **What is the educational approach of the Toolkit?**

The Toolkit is based on a transformative learning approach. As such, the activities and projects are intended to go beyond mere transmission of knowledge and skills and aim towards creating 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 Toolkit is designed to engage groups in a process that extends over a period of a few weeks or months (see **Section 2 –Doing a Community-Action 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 Toolkit 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: participants start from their own experience.
- Critical thinking: participants have to reflect on the assumptions that shape how they understand and interpret their experiences.
- Using dialogue to validate assumptions: participants 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.
- **Transformative learning built on experience:** Learning requires sharing personal experiences.
- **Participant-centred curriculum:** The method places participants 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.

## 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><i>What do you want to achieve?</i></p>
<p><b>Evaluation Strategy</b></p> <ul style="list-style-type: none"> <li>• Determine short, medium and long-term results</li> </ul>	<p><i>How will you measure the results?</i></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><i>Who are the right people to target?</i></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><i>What message do your target groups need to hear?</i></p>
<p><b>A Variety of Messengers</b></p> <ul style="list-style-type: none"> <li>• Should include individuals who have credibility as "experts": <ul style="list-style-type: none"> <li>○ some who can speak from personal experience</li> <li>○ others who have special credibility or connection to the person or group you have targeted</li> </ul> </li> <li>• The same message will have a very different effect, depending on who communicates it</li> </ul>	<p><i>Who is the right messenger to deliver the message to the target group(s) selected?</i></p>
<p><b>A Variety of Delivery Methods</b></p> <ul style="list-style-type: none"> <li>• Different ways of delivering messages: 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><i>What are the most appropriate methods to deliver the messages to ensure they are heard?</i></p>

## Some References for Further Information

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

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

## Best Practices or Success Stories

### Youth mobilized against violence in Jordan

In Salt, Jordan, in 2012, 10 – 15 youth (university students and community members) were involved in a project to combat youth violence in the university and raise awareness in the community about its negative impacts. They engaged university officials, the Ministry of Youth and other youth using a **video** and a **discussion session**. To reach a broader audience, the video was posted on a Facebook page. Through this initiative the group was able to gain support from the university administration and raise awareness in the community opening the opportunity for further action.

### Global Campaign for Education 2011 – It is a Right, Make it Right! Education for Girls and Women Now!

In May 2011, organizations from across the MENA region launched a series of activities to raise people's awareness of the right to education, especially for women and young girls. The organizations led workshops, seminars, open discussions, media campaigns, etc. For more information on the Global Campaign for Education, see <http://www.campaignforeducation.org/ar/home/>

## 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 – Engaging with the *Universal Periodic Review (UPR) Mechanism*

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

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.

### **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 with 48 States reviewed each year. Around 16 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 for 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.

*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 the 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, 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.

## Some References for Further Information

### **UPR Step by Step, in Arabic:**

<http://www.annd.org/administrator/pubfile/final%20formatted%20UPR%20AR%20Step%20by%20step.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)

**Office of the High Commissioner for Human Rights. *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)

## Best Practices or Success Stories

The Human Rights Project (HRP) at the Urban Justice Center in their toolkit on the UPR provides the following examples of some ways NGOs can get involved and influence the implementation of outcomes include:

- Organize a press conference. Publicize the results of the outcome document that has been approved by the country under review, which means it has accepted recommendations and made voluntary commitments for improvement. Also highlight recommendations that were rejected and/or put on hold.

- Use the media. There are many media tools like the use of Facebook, Twitter, blogs and other avenues that can be used to spread the word, educate the public, and put pressure on the government to fulfill its UPR obligations. Each subsequent review will be based largely on implementation efforts and improvement in key areas identified in the previous review.
- Organize meetings. Discuss the relevance of the outcome document with your community, and how community members can engage in the implementation process.
- Develop a strategy to monitor implementation. Organizations should monitor government progress as well as problems or limitations during the 4 years between reviews.
- Participate in implementation. NGOs should engage in dialogue with the government to share expertise in the human rights field of concern, and to make the process and methods of implementation as effective and targeted as possible.
- Organize a webcast. Organizations in other countries have successfully organized events to inform civil society on the results of the review. Groups can host a webcasting event showing the interactive dialogue for their communities. Depending on the time, people may be able to watch live webcast of reviews. Please check this link to follow live webcast reviews: <http://www.un.org/webcast/unhrc/>.

Source: <http://www.hrpujc.org/documents/UPRtoolkit.pdf>

## Sources for this section

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

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)

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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)

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[www.ohchr.org/EN/HRBodies/UPR/Documents/UPRFactSheetFinal.pdf](http://www.ohchr.org/EN/HRBodies/UPR/Documents/UPRFactSheetFinal.pdf)

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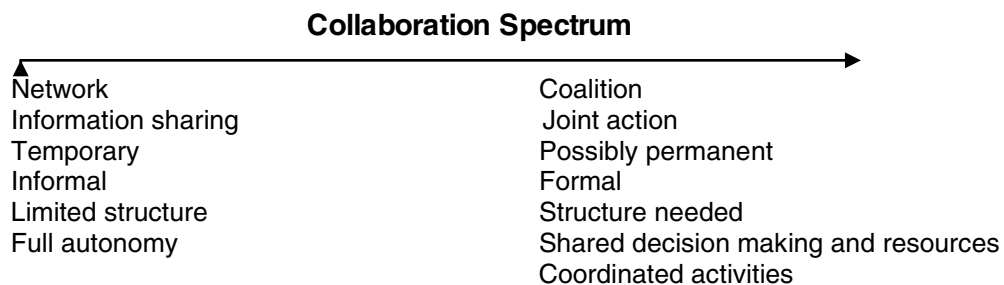
# Reference 11 – Networking

## 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

## 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
- Initiate a coalition of NGOs that serves your objectives, if it is necessary to your work or project
- Keep good relationships with other organizations
- Invite other organizations for a meeting or to partake 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

## Best Practices or Success Stories

### **A New Network in the Middle East and North Africa Region**

The Arab Network for Human Rights and Citizenship Education (ANHRE) was established with the support of Equitas and responds to a need in the region to unify efforts, strengths and expertise in the area of human rights and citizenship education in order to have a greater impact on democratic transformation. ANHRE is made up of more than 50 members from across the region. The idea of establishing the network came from program participants. They wanted to ensure that there would be an entity in place that shared the same methodology and would have a strong base in order to sustain the efforts of Equitas at the end of Equitas' 4-year program. <http://www.anhre.net/index.html>

### **Youth Network in the Middle East and North Africa (Mideast Youth)**

Mideast Youth is an independent grassroots network created in 2006. Its mission is to amplify diverse and progressive voices advocating for change throughout the Middle East and North Africa using digital media. <http://www.mideastyouth.com/>

## 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**

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:

- There is an obligation on the part of the government (duty-bearers) to respect, promote, protect, and fulfill many 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)
- The right can be enforced

## **What is the Human Rights-Based Approach (HRBA)?**

- Is founded on the conviction that every human being, by virtue of being human, is a holder of rights
- Assumes that all human beings, including children should have equal opportunity to realize their full developmental potential
- Involves a process of empowering those who do not enjoy their rights to claim their rights. It does not involve charity or simple economic development
- 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
- 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
- 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:

### **1. 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.

### **2. 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).

### 3. 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.

### 4. 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.

### 5. 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 to 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.

## 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 is a guide to some important things to consider when developing your action plans for your action-oriented 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 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 show up 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, quotation, examples. A short document synthesizing the information is a good way of complementing your presentation
- 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 for your Initiative

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 donors' 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 donors' 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 donors' 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

#### 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, 15, 2012

Mr. XXXX  
XXXX  
Jordan

Dear XXXX,

The organisation I work with, \_\_\_\_\_, has  
been implementing for the last few weeks a project on  
\_\_\_\_\_ with a group of  
\_\_\_\_\_

With the group we have decided to focus on this issue  
because \_\_\_\_\_  
\_\_\_\_\_

We are planning to implement the following action:

\_\_\_\_\_ that will  
contribute to our goal to which is \_\_\_\_\_.

In order to implement our plan of action, we are trying to raise\_\_\_\_\_.

We hope that you can contribute to the funding of our project in some ways.

We would be very happy to meet you and explain our project in more  
details. Don't hesitate to contact me for more information on our project.

Regards,

XXXX

## 4. Holding a Public Meeting or a 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, artworks or photos that convey the message, or you can link your event to a concert if appropriate

## 5. Creating and Disseminating Photos and 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 every person photographed before taking a photo
- 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))
- To uploads photos at 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 the 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.
- 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 the responsible persons in your organization, people in the field, and targeted people
- Then add information about your organization and its goal in the press release at the end
- 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!). Don’t forget 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 press release of 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, 54<sup>th</sup> floor, TD Centre, 66 Wellington Street West, Toronto

For more information on Equitas, visit [www.equitas.org](http://www.equitas.org).

To arrange an interview, obtain a press pass for the event or for more information, please contact: **Ian Hamilton**, Executive Director

T: (514) 795-2093

E-mail: [ihamilton@equitas.org](mailto:ihamilton@equitas.org)

## 4.2 Additional Resources

This guide to additional resources is intended to be a practical reference tool for civil society workers as well as government officials coordinating activities on citizenship education with the youth and women who wish to explore further the issues addressed in the Toolkit. They include research and monitoring reports, educational book and manuals and reference manuals. Most resources are available online in Arabic only. Detailed descriptions of each resource are provided in the Arabic version of this Toolkit.

1. [http://www.imamu.edu.sa/research\\_chairs/naief\\_chair/Documents](http://www.imamu.edu.sa/research_chairs/naief_chair/Documents)

This book on citizenship, rights and duties, published by the Maat Centre for Judicial & Constitutional Studies addresses Egyptian society and talks about the concept of citizenship, the historical development of the concept and the concept of the citizenship based on a religious or ideological basis. Citizenship as a right and a duty and the challenges are also discussed.

2. [http://www.benaa-undp.org/common/dir/file/general/instructors\\_materials/r1.doc](http://www.benaa-undp.org/common/dir/file/general/instructors_materials/r1.doc)

In this paper on Citizenship and Identity by Dr. Ahmad Qaraei, he discusses several topics related to citizenship, such as, citizenship in the political Arab context, the promotion of citizenship through the constitutional amendments of 2007 in Egypt and how to establish a culture of citizenship.

3. <http://www.benaa-undp.org/common/dir/file/general/books/08.pdf>

This book is a result of the Human Rights Capacity Building Project - BENAA in Cairo, Egypt. The goal of the book is to provide those interested in Human Right with a better understanding of the international covenants on human rights and Egypt's obligations towards them as it focuses on the social, cultural and economical backgrounds of human rights policies. It also discusses the future of human rights in the Arab world and the mechanisms of activating those rights in the Arab world, as well as how to ensure the effective application of those fundamental rights. It talks about civic education and political education to form better citizens who believe in their rights and are committed to their duties. It also includes other topics such as human rights policies, cultural and social privacy, the future of human rights in the Arab world, human rights and political reform: the international and contemporary experiences.

4. [http://pdf.usaid.gov/pdf\\_docs/PNADT945.pdf](http://pdf.usaid.gov/pdf_docs/PNADT945.pdf)

The manual is intended to reach a common understanding about the nature of civic education, and its importance in building the Palestinian citizen. It also enables teachers to improve their skills in selecting strategies that suit the teaching methods of civic education and motivate them to make greater efforts to achieve active learning through practice and from non-traditional learning methods. It presents civic education, the importance of having a reference manual in civic education, citizenship, human rights and international humanitarian law, civil society, good governance, planning and educational evaluation.

5. <http://www.pdfshere.com/up/index.php?action=viewfile&id=3951>

This Citizenship Education training manual was prepared by the Ministry of National Education and Higher Education, Training & Scientific Research Department of Morocco. The objective of this manual is to build the capacities of teachers and school supervisors to be able to prepare methods, techniques and a methodology that will develop citizenship values, and help them in practicing it in concrete ways. It also facilitates practicing and experiencing opportunities, which will enrich the educational program with new educational alternatives. The manual presents a suggested reference for Citizenship Education, methodologies that describe the activities, techniques and methods of citizenship education, and how to prepare an appropriate action plan and activities on citizenship that can be evaluated. In addition, it includes supporting documents that will help training, such as, the principles of the National Treaty for Education and Training, the general framework of the educational program, appropriate strategies, citizenship education curriculum, and other references.

6. <http://media.kenanaonline.com/files/0009/9793/%D9%83%D8%AA%D8%A7%D8%A8%20%D9%84%D8%A7%D8%B9%D8%B6%D8%A7%D8%A1%20%D8%A7%D9%84%D8%AF%D9%85%20%D8%A7%D9%84%D9%81%D9%86%D9%8A.doc>

This training of trainers manual was prepared by the Ministry of Education, in collaboration with the Education Development Program in Egypt. It was prepared to build the capacity of members of the Technical Support Units in both self-evaluation and planning to develop education materials for various educational departments. The content of the manual focuses on school reform and quality standards, self-evaluation skills for educational institutions, and school-plan design skills.

7. [www.teachercc.org/tcc-ar/social\\_education/files/12.doc](http://www.teachercc.org/tcc-ar/social_education/files/12.doc)

Wahid Jubran from the Teacher Creativity Center (TCC) in Palestine prepared this paper that describes a civic education conceptual framework. It aims to promote and strengthen citizenship values and integrate individuals into society to give them the chance to take an active part in their social, political and economical life. The writer points to several issues related to civic education, such as, the need for civic education, the concept of civic education, civic education components, and the importance of teaching civic education. The paper discusses the goals and objectives of civic education, the characteristics of effective civic education programs, civic education content, civic education and school life, the relationship between social education and civic education, the obstacles facing civic educators. Finally, the writer introduces challenges of Civic Education, raising questions that need to be considered and ends with recommendations.

8. <http://www.reefnet.gov.sy/booksproject/fikr/21/9madani.pdf>

This study entitled about civic Education and the identity crisis in official and unofficial Arab educational systems was prepared by Dr. Abdullah Mugaidel from Damascus University, Syria. He highlights the importance of building a citizen, who is responsible for the improvement of civilization and nation-building. He argues that there will be no development if we do not start working on human beings. The study also shows the importance of the teaching-learning process in building human character, which requires being aware of all aspects of the person: cognitive, behavioral, psychological, health, social, cultural, political etc. The study is divided into several sections: the concept of civic education and civil society, global trends in civic education, civic education in the modern world, civic education within the family and school contexts. The study also includes a brief section about the dynamic relationship between family & school in achieving civic education goals, and the democratic teacher.

9. <http://www.mediafire.com/?z3yl298h97f78hm>

This book talks about citizenship. It was issued by The Egyptian Center for Human Rights Studies and prepared by Sameh Fozy. The content of the book includes a definition of citizenship, highlights of citizenship in Egypt, citizenship challenges, barriers to legal citizenship, problems of political citizenship, the importance of being a citizen and denied citizenship.

10. <http://www.najah.edu/thesis/566.pdf>

This study entitled is about the Palestinian civic education curriculum and its role in the democratic upbringing of students in Palestine. It was prepared by Mr. Nazeer Hussein from Al-Najah University. The study includes an introduction to the concept of civic education, the democratic trends in the Palestinian civil education curriculum, and the Palestinian community's problems with the concept of democracy. The study concludes that Palestinian civic education should take into consideration that democracy is not a ready-made model that can be applied blindly in Palestine. In other words, democratic upbringing in Palestine should adopt only what fits with Palestinian values, laws, history and current circumstances.

11. <http://www.univ-emir.dz/benarab26.htm>

Dr. Abdul Kareem from Algeria talks about the concept of citizenship in this paper on citizenship. He argues that it is still difficult to find a standard definition to this concept which leads him to open the discussion to specialists in the field to share their point of view. The paper includes a definition of former citizenship, an introduction to modern citizenship in western countries, citizenship milestones through different generations, citizenship and religion, the role of people in citizenship, citizenship questions and dreams, and college students' concept of citizenship.

12. [www.teachercc.org/tcc-ar/social\\_education/files/8.doc](http://www.teachercc.org/tcc-ar/social_education/files/8.doc)

This worksheet talks about the challenges to achieve a unified definition for the concept of civic education. It explains the difficulties and challenges facing the Palestinian community regarding civic education because there is no a unified concept of civic education. It discusses in detail what type of civil society we are addressing, the relation between theory and practice, and who is responsible for teaching civic education. In addition, the writer reviews the Palestinian specificity and Arab and Global nationalism, the duplication of concepts and standards, as well as the hidden agendas for civic education projects. Finally, the writer shows how to reach a proposed form for Civic Education.

13. <http://old.crtdd.org/crtdd.org/www/acgen/pdf/Women%20and%20Education%20for%20All%20in%20Lebanon%20-%20Ilham%20Sawaya.pdf>

This paper is about active citizenship and gender equality. It discusses women and education in Lebanon. This paper aims to identify the referential framework upon which educational policy in Lebanon was built and the challenges faced by its application. It presents the role of civil society in general and social associations in particular, as well as of existing initiatives that are based on educational alternatives. The paper includes related topics as the legal structure and general policies and those related to gender, educational policies, some features of the educational system: discrimination and inequality, Palestinian education in Lebanon, male patriarchal values system, illiteracy and educational alternatives.

14. [http://elalami.net/index.php?option=com\\_content&view=article&id=54:2010-01-07-18-32-01&catid=34:2010-01-01-13-05-14&Itemid=37U](http://elalami.net/index.php?option=com_content&view=article&id=54:2010-01-07-18-32-01&catid=34:2010-01-01-13-05-14&Itemid=37U)

This study discusses issues related to citizenship specifically in Morocco, the concept of citizenship and the development of this concept, the elements of citizenship and citizenship education.

15. <http://www.teachercc.org/publications.htm>

This publication examines civic education programs in Palestinian schools to identify the different elements included in civic education. It is a good reference for anyone interested in civic education curricula in general and civic education in Palestine.

## 4.3 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.

### 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. They require a problem to be analyzed and then solutions 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 skills. The scenario for a case study can be presented to participants 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. “Conventional law”, is a term used to distinguish it from the other sources of international law, such as customary law or the general principles of international law. 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.

## CONVENTION ON THE RIGHTS OF THE CHILD (CRC)

Also known as the Children’s Convention, the CRC sets forth a full spectrum of civil, cultural, economic, social, and political 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 participants 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 participants 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 RIGHTS 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***.

### 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.

## **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 work 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 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.

## **F**

### **FACILITATOR**

A trainer who functions in a way that allows participants to assume responsibility for their own learning.

### **FEEDBACK**

Data received from or given to one or more participants 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 and girls and boys. 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-centered development. Compounded forms of discrimination need to be taken into account based on age, race, ethnicity, sexual orientation, educational and income level, residence, religion, marital, HIV or other status.

### **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**

### **HETEROSEXUAL**

Man or woman who has feelings of affection and attraction, both emotionally and physically, for other individuals of the opposite sex.

### **HOMOPHOBIA**

All negative attitudes that can lead to rejection and discrimination, whether direct or indirect, against gay, lesbian, bisexual, transsexual or transgender people, or any person whose appearance or behaviour fails to conform to male and female stereotypes.

### **HOMOSEXUAL**

Man or woman who has feelings of affection and attraction, both emotionally and physically, for other individuals of the same sex.

## 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 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.

## I

### ICEBREAKER

Structured, content-free training activity designed to relax participants, get them acquainted with one another, and energize them.

### 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.

### IMPACT

What happens in an organization or to a person over time as a result of a particular educational event.

## 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 participants 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**

### **MILLENNIUM 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.

## **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, participants will have designed teaching materials.

### **OFFICE OF THE HIGH COMMISSIONER FOR HUMAN RIGHTS (OHCHR)**

A department of the United Nations Secretariat, mandated to promote and protect the enjoyment and full realization, by all people, of all rights established in the Charter of the United Nations and in international human rights laws and treaties. It is led by the High Commissioner for Human Rights. Its mandate includes preventing human rights violations, securing respect for all human rights, promoting international cooperation to protect human rights, coordinating related activities throughout the United Nations, and strengthening and streamlining the United Nations system in the field of human rights. In addition to its mandated responsibilities, the Office leads efforts to integrate a human rights approach within all work carried out by United Nations agencies.

## 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. Learners who embrace the approach use their participatory learning experience to set the pre-conditions for their own engagement or participation in community and civic life. 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.

## RIGHTS-BASED APPROACH

A 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**).

## 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 participants 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, participants 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 participants 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 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).

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