



Youth Human Rights Toolkit

Egypt • 2019

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Section 1

The Toolkit

Acknowledgements

This edition of the Youth Toolkit was developed by the Equitas team, as part of the National Council for Human Rights (NCHR) capacity development program on human rights education in Egypt, in the framework of the project “Strengthening Reform Initiatives in the Public Administration” (SRIP), commissioned by the German Federal Ministry for Economic Cooperation and Development and co-funded by the European Union. The project SRIP is implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ).

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Overview of the Toolkit

Introduction

A draft of the Toolkit for youth 13 to 18 years old for the project “NCHR Capacity Development Program on Human Rights Education in Egypt” is provided in the following pages.

The Toolkit is a human rights education tool designed for staff of the National Council for Human Rights (NCHR) in Egypt and non-governmental organizations (NGOs) working with youth on human rights issues.

This Toolkit offers specific activities that can be used to promote human rights values.

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

During the training of trainers that will take place in 2019, participants will learn how to use the Toolkit. The NCHR staff and other participants will experience how to use the activities with school students 13 to 18 years old, in selected governorates in Egypt.

What is the goal of the Toolkit?

The goal of the Toolkit is to promote human rights values, non-discrimination through active participation of youth 13 to 18 years old.

Who is this Toolkit intended for?

The Toolkit is designed primarily for use by staff of the National Council for Human Rights (NCHR) in Egypt and non-governmental organizations (NGOs) working with youth on human rights issues.

What is in the Toolkit?

The Toolkit has 3 sections.

Section 1 – The Toolkit

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

Section 2 –Activities

This section provides the user with a selection of activities and case studies.

- 2.1 – Icebreaker Activities
- 2.2 – Activities
- 2.3 – Case Studies
- 2.4 – Monitoring and Evaluation Activities

Section 3 – References

This section includes a variety of reference sheets to help groups in the development of their activities.

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 3 Reference 4 – Human Rights Values**.

What is the educational approach?

The Toolkit is based on a transformative learning approach. As such, the activities 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 critically reflect on their lived experience and determine changes they want to see. The approach promotes the active participation of youth in a way to encourage them to incorporate values such as respect, inclusion, acceptance, respect for diversity, responsibility, equality and cooperation into their daily lives. 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: theatre, arts, music, debates, skits, games, community mapping, etc.

See **Section 3, Reference 5 – Educational Approach of the Toolkit** for more information.

Section 2

Activities

2.1 – 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 10 icebreaker activities¹

.

¹ 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	Values	Description
1. Protect Us	Cooperation, responsibility	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.
2. Zig Zag	Respect for diversity, cooperation	<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"> • If he or she points to a person and says 'zig', that person needs to name the quality of the person on his or her right • If he or she points to a person and says 'zag', that person needs to name the quality of the person on his or her left • If he or she says '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.
3. Bandmaster	Cooperation, responsibility	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.

Title	Values	Description
4. Tower	Cooperation Inclusion	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	Responsibility	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	Respect for diversity Acceptance	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 Name, My Story	Respect for diversity Acceptance	To introduce each other, participants explain the meaning of their names and why they think their parent(s) chose it.
8. Guess My Message	Cooperation	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.

Title	Values	Description
9. Say Hi	Respect Cooperation	<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"> - President - Best friend you have not seen in 2 years - Mother - King or Queen of your country - Government representative - Teacher - Etc.
10. Human Scrabble	Cooperation Respect	<p>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.</p>

2.2 – Activities

Activities

1	Complete the Sentences
2	Bingo
3	Human Rights Values
4	Needs and Offers
5	Gender Description
6	Webs of Connections
7	Human Rights Quiz
8	Survey
9	Let's Debate
10	One Step Forward
11	Draw me a Right, Tell me about your Responsibilities
12	What's Violence?
13	Discrimination Against Women
14	Against Racism
15	Forum Theatre
16	Let The Expert Talk
17	We complement each other

18	No to Discrimination
19	Community Mapping
20	Let's Vote

Complete the Sentences

Values
Respect
Inclusion
Equality

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

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?
- How did it feel to share something about yourself with others?

Think

- Did you discover anything special about other people? What are they? Did any of the talents surprise you?
- Do you see the group differently? How?

Act

- What are some effective ways to break the ice and approach someone you don't know?
- What can we do to get to know other people better?
- How can we celebrate everyone's strengths in the group?

Find someone who... (to be copied)

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

Human Rights Values

Values

7 Human Rights Values

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 4 on the Human Rights Values).
7. Ask participants if they agree with this definition.

Variations

- Instead of creating sketches on values, ask the teams to do a drawing that illustrates a value, rap about a value, etc.
- To take the activity further, ask participants to bring a photo or an illustration from a magazine that represents a value.
- At the end of the activity, have participants create value-based group guidelines.

Debrief

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

Feel

- How does it feel to share the personal meaning of these values with others?
- Did you like trying to describe your values using a skit instead of words?

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

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?

Gender Description

Values
Respect
Inclusion
Equality

Activity

5

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. Ask participants to write down characteristics that society associates with women and men next to the pictures. If necessary, give them the list of descriptive words provided.
4. Explore the question of stereotypes associated with women and men by asking participants to share other characteristics of men and women that are not stereotypes.

Debrief

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

Feel

- How does it feel to read those stereotypes about your gender? Why?

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?
- 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, if necessary)

Sensitive

Submissive

Intelligent

Good leader

Considerate

Dominant

Sensitive

Good at cooking

Accountable

Good at business

Dependent

Independent

**Takes care of their
appearance**

Faithful

Gentle

Spiritual

Discrete

Courageous

Webs of Connections

Values

Respect for diversity
Equality

Activity

6

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?

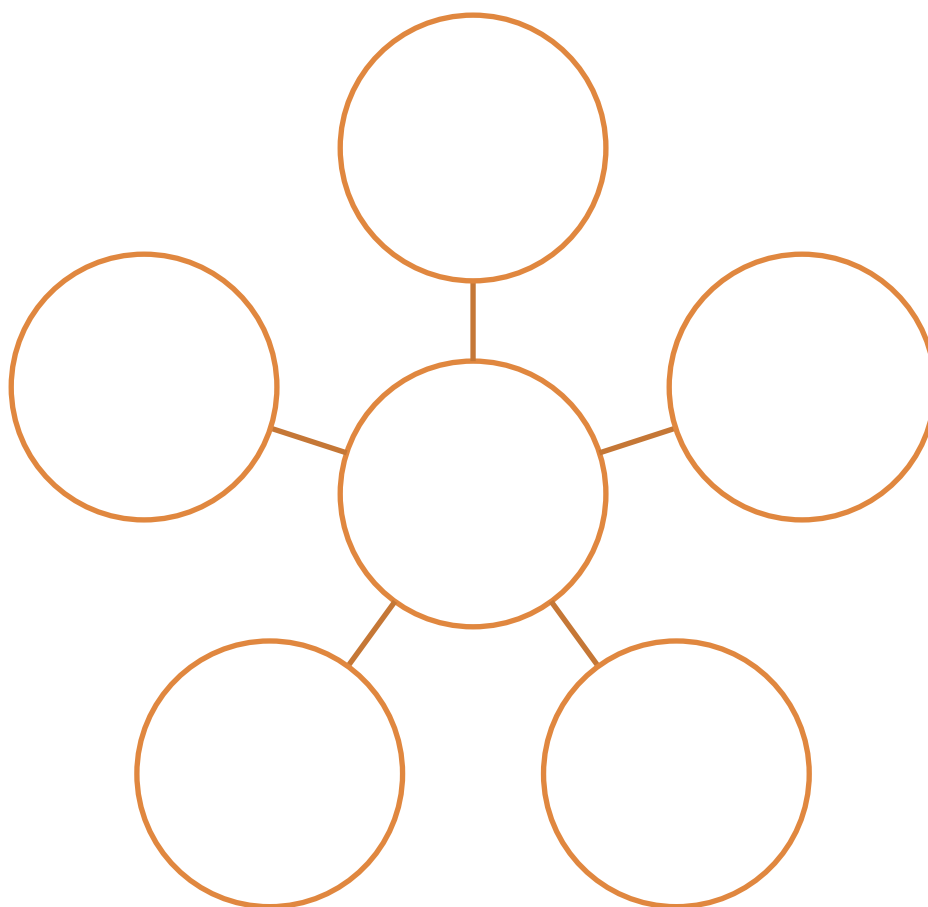
Think

- 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 identity and diversity	financial status	physical appearance
social status	geographic location	particular experience
friendship	education	state of health
age	political affiliation	

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

Activity
7

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.

Survey

Value
Responsibility

Activity
8

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

Activity 9

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

Activity

10

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 take a look around the room and observe where people are standing compared to themselves.
5. Ask participants to describe who they were.
6. Ask if another participant shared the same role and invite them to express how they felt. Comment on whether or not they advanced as far as the other participants with the same role. Discuss the different interpretations of the same role.

Debrief

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

Feel

- What do you think about this activity?
- How did you feel when you couldn't move? Or, when you stepped forward?

Think

- Why did some people move forward and others not?
- What are the assumptions you made about the role? Where do these assumptions come from?
- What are some systemic barriers that make it difficult for some individuals to step forward and others not?

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?

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

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

**You are Egyptian. You live
in Upper Egypt.**

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

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

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

You are a 22-year-old Syrian 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 refugee woman. You live in Cairo.

You are a refugee living in Sohag.

You live in Cairo. You are 15 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

Activity

11

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

What's Violence

Value
Responsibility

Activity
12

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?
- What are some strategies to manage our reactions?

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

Statements Cards (to be copied and cut)

Slapping a child in the face

**Physical violence against
women**

**Harass someone because of
his religious affiliation**

**Asking someone to respect
you**

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

Stealing food from a store

**Talking behind
someone's back**

Calling someone names

**Attacking a group of
racists**

Being racist

**Getting angry and pushing
someone**

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

Discrimination Against Women

Values

Respect
Responsibility
Equality

Activity

13

Time	45 minutes
Group Size	5-25
Materials	Attached cards
Description of the Activity	Participants measures 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

Activity

14

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

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

Subject: My language is important to me.

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

Forum Theatre

Value

Responsibility
Collaboration
Equality

Activity

15

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 _____.
- How did it feel to act out these conflicts?

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. 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.

3. In the park

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

4. On the street

A group of friends are walking down the street and discussing. Some of them 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

Activity
16

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**

We complement each other

Value
Respect
Responsibility

Activity
17

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

Activity

18

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

Activity 19

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

Activity

20

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%				

2.3 – Case Studies

Case Studies

1	Amina, Noor and Samar at the Community Council
2	Four Friends Discuss the Elections
3	Malikah

Case Studies

Values

Cooperation
Responsibility
Equality

1 to 3

Time	45 minutes
Group Size	5-25
Materials	Attached case studies
Description of the Activity	Read a case study and think about possible solutions
Purpose of the Activity	To reflect on real life situations that could happen
Rights and Responsibilities	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
Skills	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
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

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 3 – Four Friends Discuss the Elections

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 a group.

Huda – You are right, but it is still important to vote.

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 4 – Malikah

Malikah lives with her husband Fadi and their 2 children in a rural town. Fadi works six days a week in a nearby textile factory. Malikah, 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.

Malikah 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. Malikah 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.

Malikah 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 Malikah'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 Malikah'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 Malikah 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?

2.4 - 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: _____</p> <p>Dear _____,</p> <p>I benefited most from _____</p> <p>because _____</p> <p>_____</p> <p>_____</p> <p>I did not really benefit from _____</p> <p>because _____</p> <p>_____</p> <p>_____</p> <p>I would like to know more about _____</p> <p>_____</p> <p>_____</p> <p>I recommend for next time _____</p> <p>_____</p>	<div style="border: 1px solid black; height: 60px; margin-bottom: 10px;"></div> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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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 3

Reference Sheets

3 – Reference Sheets

Reference 1	Human Rights
Reference 2	Gender Equality
Reference 3	Non-Discrimination
Reference 4	Human Rights Values
Reference 5	Educational Approach of the Toolkit
Reference 6	Networking
Reference 7	The Human Rights-Based Approach

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 | 16. Right to marriage and family |
| 2. Freedom from discrimination | 17. Right to own property |
| 3. Right to life, liberty, personal security | 18. Freedom of belief and religion |
| 4. Freedom from slavery | 19. Freedom of opinion and information |
| 5. Freedom from torture and degrading treatment | 20. Right of peaceful assembly and association |
| 6. Right to recognition as a person before the law | 21. Right to participate in government and free elections |
| 7. Right to equality before the law | 22. Right to social security |
| 8. Right to remedy by competent tribunal | 23. Right to desirable work and to join trade unions |
| 9. Freedom from arbitrary arrest and exile | 24. Right to rest and leisure |
| 10. Right to fair public hearing | 25. Right to adequate living standards |
| 11. Right to be considered innocent until proven guilty | 26. Right to education |
| 12. Freedom from interference with privacy, family, home, and correspondence | 27. Right to participate in cultural life and community |
| 13. Right to free movement in and out of any country | 28. Right to social and international order in which the rights and freedoms set forth in this Declaration can be fully realized |
| 14. Right to asylum in other countries from persecution | 29. Community duties essential to free and full development |
| 15. Right to a nationality and freedom to change it | 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 – 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

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?

Conservative traditions	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.
Lack of real opportunities for the participation of women	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.
Poverty	Poverty affects women in a disproportional 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.
Discriminatory laws	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.
Violence	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 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 5 – Gender Description
- Activity 9 – Let's Debate!
- Activity 13 – Discrimination Against Women
- Activity 17 – We complement each other
- Case Study 1 – Amina, Noor and Samar at the Community Council

Some References for Further Information

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

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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.crt-da.org/crt-d.org/www/acgen/pdf/Arabic%20Seminar%20Report.pdf>

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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>.

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

Reference 3 – 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 and gender identity and diversity
- 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

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, 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, retrieved on April 3, 2012.

Reference 4 – Human Rights Values

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

Values	Definitions	Examples
Cooperation	Cooperation is working together to achieve a common goal.	<ul style="list-style-type: none"> Exchanging ideas and pooling our talents to accomplish a group task. Getting together and working together to plan our actions
Respect	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"> Treating every individual with respect. Treating men and women equally. Respecting other people's opinions.
Equality	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"> Including people from different religious background in your activities and making sure everyone is respected. Giving men and women equal opportunities to express themselves in mixed groups.
Inclusion	Inclusion is recognizing that each person is a full member of society and of the group.	<ul style="list-style-type: none"> Exploring ways to reach out to members of other communities (Tribal, linguistic or religious minority, etc.) and including them in your initiatives. Including everyone in your activities or community-action projects so that everyone can participate, especially those who are marginalized.
Respect for diversity	Respect for diversity is recognizing and appreciating individual differences.	<ul style="list-style-type: none"> Valuing differences so that everyone can feel proud of who they are, their culture, their origin, their physical appearance, their tastes, how they think.
Responsibility	Responsibility is thinking before we act and being ready to accept the consequences of our actions (or inaction).	<ul style="list-style-type: none"> Speaking respectfully when we disagree with an idea.
Acceptance	Acceptance ² is acting to ensure full participation from everyone, without exception.	<ul style="list-style-type: none"> 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.

² 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. The program is currently being implemented in Egypt by the National Council for Human Rights.

Reference 5 – 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.

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.

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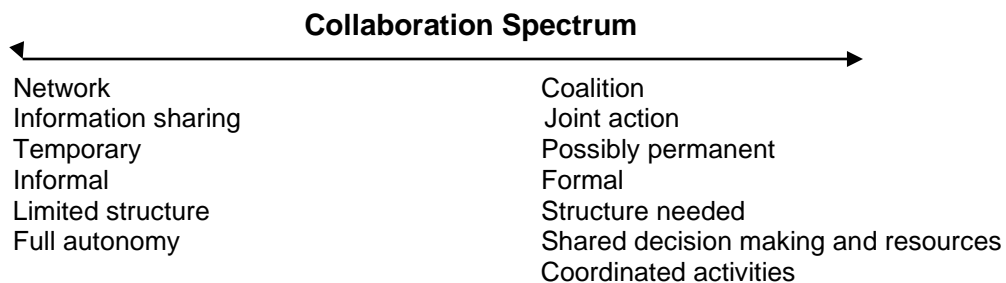
Reference 6 – Networking

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 Clusters or Thematic Working Groups, i.e. CRIN – Child Rights Information Network <http://www.crin.org/>, United Nations Protection Cluster, NGO coordination bodies

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Reference 7 – 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">• Rights are realized• Rights always imply duties and obligations• Rights are universal• Rights can only be realized by attention to both outcome and process• All rights are equally important• Rights empower individuals and groups• Rights entitle individuals to social welfare assistance• Rights focus on structural causes and their manifestations	<ul style="list-style-type: none">• Needs are met or satisfied• Needs do not imply duties or obligations• Needs are not necessarily universal• Basic needs can be met by goal or outcome oriented strategies• Needs can be ranked in hierarchical priorities• Needs imply that individuals and groups are objects of social welfare interventions• Needs imply that individual needs are deserved• Needs focus on immediate causes of problems

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.

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