equitas

Implementing a human rights-based approach

About the manual

Acknowledgments

This manual was adapted from the following training manual: *Integrating HRBA and Equitable Partnerships into Development Programming: Operationalizing the Istanbul Principles,* developed by Vincenza Nazzari and Frédéric Hareau (Equitas), Shelagh Savage (Coady) and Fraser Reilly-King (CCIC). This version of the manual was developed by Vincenza Nazzari and Jean-Sébastien Vallée (Equitas).

Workshop goal

The goal of this workshop is to enable civil society organizations (CSOs) to improve the effectiveness and impact of their development initiatives by integrating a human rights-based approach (HRBA).

Objectives

By the end of the training participants should be able to:

- better integrate the elements of HRBA into the programs and projects of their organizations

- share knowledge with peers and partners on how to integrate a HRBA

Methodology

The workshop is designed according to a participatory approach, based on principles of adult experiential learning, which promote the sharing of personal knowledge and experience. Participants and facilitators commit themselves to engage in a process of mutual teaching and learning. The emphasis is on practical application and the development of strategies for action. Continued reflection and evaluation are central to the learning process. Transformative learning theory underpins the workshop content and process.

The Canadian Council for International Co-operation (CCIC)

The Canadian Council for International Co-operation (CCIC) is Canada's national coalition of civil society organizations (CSOs) working globally to achieve sustainable human development. Our members represent a broad range of CSOs working in international development and humanitarian assistance — from faith-based and secular groups to labour unions, cooperatives and professional associations. CCIC seeks to end global poverty and to promote social justice and human dignity for all.

Equitas – International Centre for Human Rights Education

Equitas is a Montreal-based non-profit organization established in 1967 to advance equality, social justice and respect for human dignity in Canada and around the world. Our training and education programs inspire and equip local leaders in governments, national human rights institutions and civil society organizations to promote equality, respect for diversity, inclusion, cooperation and peaceful conflict resolution.

Working in partnership with a global network of human rights practitioners, Equitas develops innovative programs that promote more inclusive and effective participation in local decision-making processes, particularly for women, children, youth and members of marginalized or vulnerable communities.

Our programs are recognized in Canada and around the world for their effectiveness in transferring learning into concrete action on the ground, resulting in increased civic participation, greater protection of groups facing discrimination and persecution, strengthening of democratic institutions, increased accountability and transparency and greater social cohesion.

Schedule and index

Day 1

Day 2

(1hr 30 min)	**Activity 9 - continued**	

(45 min)	**Activity 10 – HRBA and development projects** **Objective:** • To have participants identify the elements of HRBA in development projects	p. 64

(15 min)	**Break**	

(45 min)	**Activity 11 – Preparing your Action Plan** **Objective:** • To prepare an action plan for integrating HRBA into the work of their organizations	p. 67

(30 min)	**Wrap up and evaluation** **Objective:** • To provide an opportunity for evaluations, reflections, and discussion	

Appendix

Activity 1
Welcoming and introductory activity

Objectives

- To welcome participants, explain the rationale for the workshop and what we are trying to achieve

- To enable participants to get to know each other and begin to build an effective group dynamic

Key learning

After completing this activity, participants will be familiar with:

- a participatory introductions activity which sets the tone for a participant-centred training session

Time (30 mins)

Materials

Paper and markers

Description

Part A: Presentation (3 min)
Begin with a territorial acknowledgment of the indigenous land where the training is taking place. Ideally this would be done from a member of the Indigenous community.

An example is provided below for Montreal. If you wish to you this version, you will need to replace the underlined words depending on your location.

Montreal example:
*I/We would like to begin by acknowledging that **Equitas** is located on unceded Indigenous lands. The **Kanien'kehá:ka Nation** is recognized as the custodians of the lands and waters on which we gather today. **Tiohtiá:ke/Montreal** is historically known as a gathering place for many **First Nations**. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the **Montreal community**.*

Then, introduce yourself and say a few words about the training.

Facilitation notes

Territorial acknowledgement
A connection to the land is inextricably linked to Indigenous identity. Historically, the cultural protocol of acknowledging traditional territory symbolizes the importance of place and identity for Indigenous peoples. Within many Indigenous communities, protocol requires that individuals situate themselves, and their relationships to the people and the land. For many Indigenous peoples in Canada, and increasingly in broader Canadian society, traditional territory acknowledgements are an important cultural protocol practiced at ceremonial events as a way to acknowledge and honour Indigenous peoples' connections to their ancestral lands.

Source: This description is adapted from : https://www.concordia.ca/about/indigenous/territorial-acknowledgement.html

Part B: Activity – My work in 3 words (17 min)

1. Divide participants into groups of 5's.

2. Provide each group with 1 flipchart sheet and each participant with a sheet of paper and a marker.

3. Ask each participant to write on a piece of paper:

- their name
- the name of their organization
- **2 words** that describe their organization
- **1 word** about their work

These should be written large enough so that when participants hold up their paper the other participants can see the words. Provide an example:

- **Jean-Sébastien from Equitas**
- **UDHR**
- **50**
- **Instructional design**

4. Each participant in turn:

- posts their sheet on the flipchart
- states their name and the name of their organization
- presents their 3 words and explains them

For example:

My name is Jean-Sébastien and I work with **Equitas**.

- One of founders of Equitas, John P. Humphrey, participated in drafting the Universal Declaration of Human Rights **(UDHR)**.

- In 2017, Equitas celebrated its **50th anniversary**.

- My main work at Equitas involves **designing the educational materials** for our Human Rights education (HRE) projects.

5. Ask participants to come back as a whole group. Have the groups post their flipcharts on the wall and invite participants to get to know the other participants by reviewing the information on the flipcharts during breaks and lunch.

6. Ask each group to briefly introduce themselves and state one thing they have in common.

Part C: Discussion (10 min)

- Lead a discussion based on the following questions.
- How is this activity connected to the subject of this training?
- How will what we learned about each other help us during this training?
- How will it contribute to effective group dynamics?

END OF ACTIVITY

Activity 2
Verifying needs and offers

Objectives

- To review participants' needs and what they have to offer in relation to the objectives and content of the workshop.

- To reflect on the participatory approach and develop guidelines for working effectively as a group.

Key learning

After completing this activity, participants will be familiar with:

- a participatory approach to human rights education which promotes and values the sharing of personal knowledge and experience of human rights, encourages critical reflection on individual beliefs and values and the development of concrete actions for social change.

Time (20 min)

Materials

A flipchart of participants' needs and offers and a second flipchart of the workshop objectives.

Reference sheet 1– Applying a participatory approach

Facilitation notes

Participants were asked to complete a pre-training assignment (PTA) prior to the workshop, in which they provided information about their needs, offers and other information for the workshop.

For Part A, prepare a flipchart of the participants' needs and offers using the information they provided in their PTAs. See chart in Part A for an example.

Also prepare a flipchart of the workshop objectives.

Encourage participants to meet with other members of the group who have complementary needs and offers.

Description

Part A: Needs and offers (5 min)

1. Post, on a wall in the training room, the flipchart you prepared of participants' needs and offers. Ensure to also include facilitators' needs and offers.

Needs and offers	
My needs	**What I can offer**

2. Go over the needs and offers highlighting commonalities and differences. Ask participants if they want to add anything. Also, point out any needs that cannot be met during this workshop. Explain the idea of a parking lot, where participants can list issues, topics and questions not necessarily addressed during the training, but which are nonetheless of interest to participants. The parking lot issues can be listed on a flipchart posted in the room and discussed informally during breaks.

3. Hand out a blank card to each participant. Ask them to write on the card how they think this workshop on a HRBA will help them in their work.

4. Ask participants to keep the cards as we will be asking them to reflect on what they wrote as we move through the workshop.

This part of the activity is meant to encourage continuous reflection on learning and the applicability of the learning to participants' work.

Part B: Objectives and content (5 min)

Review the objectives and content of the workshop referring to the participants' needs and offers. Refer to the training objectives and schedule presented at the beginning of this guide.

Part C: Participatory approach and guidelines (10 min)

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

Part C aims to explain a participatory approach by having participants experience and then reflect on a non-participatory process through development of group guidelines.

Behaviours that help or interfere with effective functioning of a group

+	-
+	-
+	-
+	-
+	-
+	-

2. Once participants have provided their ideas, pull out a flipchart version of the group guidelines provided below which you prepared in advance. Place it over the one containing the participants' ideas and use your version to summarize and conclude the brainstorming.

Group guidelines

- Turn cell phones off during the sessions.
- Challenge ideas not people.
- Be on time.
- Be present (listen and participate).

3. Debrief this activity by asking participants:

- How did you feel during the brainstorming part of this activity? How about at the end? Why did you feel this way?

- Did the brainstorming reflect a participatory approach? Why or why not?

- How could the brainstorming have been more participatory?

- How can we relate what we did here to our project work?

4. Refer back to the behaviours that participants identified at the beginning of the activity and write down the guidelines with them.

5. Refer participants to **Reference sheet 1 - Implementing a participatory approach.** Highlight the following key ideas:

- The three pillars of a participatory approach.

- An interactive activity (technique) does not necessarily mean that the participatory approach is being implemented (e.g. first part of this activity). In order for a technique or an activity or a process to be truly participatory, the three pillars need to be reflected.

- The participatory approach operates at many levels (in training sessions, programs, interactions with beneficiaries and partners).

- Why a participatory approach is important.

6. Review the training manual with the participants.

END OF ACTIVITY

Reference sheet 1
Applying a participatory approach

Definition of a participatory approach

The participatory approach is an educational approach based on the belief that the purpose of education is to expand the ability of people to become shapers of their world by analyzing the social forces that have historically limited their options. A participatory approach in HRE promotes and values the sharing of personal knowledge and experience of human rights, and encourages critical reflection on individual beliefs and values. It is founded on principles of mutual respect and reciprocal learning and seeks out and includes the voice of the participants in the learning process. It enables people with different backgrounds, cultures, values and beliefs to learn effectively together and learn from each other. It encourages social analysis aimed towards empowering adult participants to develop concrete actions for social change that are in accordance with human rights values and standards.

The three pillars of a participatory approach

The three fundamental characteristics – or pillars – of a participatory approach are:

- starting with the participants' experience

- critically analyzing and reflecting

- developing strategies for action

These three conditions must be met both in the design and in the implementation of HRE training according to a participatory approach.

Sources

Equitas and OHCHR, 2011. *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*. Montreal: Equitas – International Centre for Human Rights Education and Geneva: Office of the High Commissioner for Human Rights.

Activity 3
What are human rights?

Objective

- To have participants reflect on their personal notion of human rights

Key learning

After completing this activity, participants will be familiar with:

- the meaning of human rights

- the human rights principles of human dignity, equality, non-discrimination, universality, indivisibility, interdependency, inalienability, and responsibility

Time (60 min)

Materials

Reference sheet 2 – Summary of the UDHR and definitions of human rights and Reference sheet 3 – Underlying principles of human rights

Description

Part A: Thinking about human rights (20 min)

1. Begin by explaining that the goal of HRBA is to use human rights standards as the foundation of development work in all sectors and all phases of programming. An understanding of human rights is key to incorporating HRBA into development programming.

2. Ask participants to take a few moments to respond individually to the question below:

- What do "*human rights*" mean to you? Give some examples.

Ask participants to write their ideas in the space below.

Facilitation notes

Point out that in keeping with a participatory approach, each activity of the workshop will begin by starting with their experience.

3. Lead a large group discussion based on the following questions:

- Do you think that human rights are universal? Why or why not?

- Which of the rights contained in the *Universal Declaration of Human Rights* (UDHR) seem most important to you? Refer to the summary of the UDHR in Reference 2.

- Is it possible to consider the right you selected without taking into account the other rights contained in the UDHR?

- Do you feel that the group shares a common concept of human rights?

Part B: Underlying principles of human rights (40 min)

1. Begin by explaining that human rights principles are principles that ensure the effective realization of human rights. They establish the minimum standards of conduct or behaviour of duty-bearers (i.e., primarily the State). Human rights principles do not stand alone but are part of human rights standards and implementation. They become effective when they are linked to and applied together with human rights. As such, these principles are central the implementation of a human rights-based approach.

2. Divide participants into groups of 3 or 4.

3. Assign each group **one** or **two** of the human rights principles listed in *Reference sheet 3 – Underlying principles of human rights*.

4. Ask each group to give a 3-minute presentation on the principles they have been assigned. The groups can go over the descriptions of the principles provided on the next page and add their own ideas.

5. Refer to *Reference sheet 2 – Summary of the UDHR and definitions of human rights* and *Reference sheet 3 – Underlying principles of human rights* provided below if needed.

6. Lead a large group discussion based on the following questions:

- How do you see these principles of human rights being addressed in your own work and the work of your organization?

- What are some barriers to their full application (e.g., cultural or religious norms and practices)?

- How do the principles of equality and non-discrimination apply to the experiences of men and women and of people whose appearance or behavior does not conform to traditional male and female gender norms (i.e. LGBTQI people)?

END OF ACTIVITY

Reference sheet 2

Summary of the articles of the UDHR and definitions of human rights

Summary of the Articles of the UDHR

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

Definitions of human rights

1. "Human rights are the rights and freedoms … that everybody has from the moment of birth, simply because they are human beings. They are not privileges, which need to be won, and they apply equally to everybody, regardless of age, sex, race, ethnicity, wealth or social standing. Because they are rights, they cannot be taken away from anyone by the government (although they can be limited and sometimes suspended during states of emergency).

It is very important to remember that these rights belong to everyone. This means that people have a responsibility to respect other people's human rights. Also, these rights do not replace the laws we already have, and so people must respect these laws as well. For example, the fact that I have a right to follow my own customs does not mean that I can do whatever I want. I must make sure in following my customs that I do not infringe anyone else's rights."

Source: Building a Culture of Human Rights Workshop Manual, South African Human Rights Commission British Council and Humanitas Educational.

2. "Human rights are commonly understood as being those rights which are inherent to the human being. The concept of human rights acknowledges that every single human being is entitled to enjoy his or her human rights without distinction as to race, colour, sex, language, religion, political or others opinion, national or social origin, property, birth or other status.

Human rights are legally guaranteed by human rights law, protecting individuals and groups against actions that interfere with the fundamental freedoms and human dignity."

Source: Human Rights: A Basic Handbook for UN Staff, OHCHR, UN Staff College Project 1999 p. 3.

3. "The concept of human rights springs from modern human thought about the nature of justice; it does not spring from an anthropologically based consensus about the values, needs, or desires of human beings. As Jack Donnelly puts it, the concept of human rights is best interpreted by constructivist theory:

Human rights aim to establish and guarantee the conditions necessary for the development of the human person envisioned in … [one particular] underlying moral theory of human nature, thereby bringing into being that type of person…. The evolution of particular conceptions or listsof human rights is seen in the constructivist theory as the result of the reciprocal interactions of moral conceptions and material conditions of life, mediated through social institutions such as rights.

Human rights tend to be particularly characteristic of liberal and/or social democratic societies […].

Human rights adhere to the human being by virtue of being human, and for no other reason […].

Human rights, then, are a particular expression of human dignity. In most societies, dignity does not imply human rights. There is very little cultural – let alone universal – foundation for the concept, as opposed to the content, of human rights. The society that actively protects rights both in law and in practice is a radical departure for most known human societies […]."

Source: Howard, Rhoda. 1992. "Dignity, Community and Human Rights". In Abdullahi An-Na'in (ed.), Human Rights in Cross-Cultural Perspectives, Philadelphia: University of Philadelphia Press, 81-102.

Reference sheet 3
Underlying principles of human rights

Human rights principles are principles that ensure the effective realization of human rights. They establish the minimum standards of conduct or behaviour of duty-bearers. Human rights principles do not stand alone but are part of human rights standards and implementation. They become effective when they are linked to and applied together with human rights. Non-discrimination is the most frequently used human right principle in the judicial sphere. If for example allegations of human rights violations by a duty bearer are presented before a court, the evidence will be strengthened if it can be demonstrated that the conduct or behaviour of the duty bearer was also discriminatory.

Human dignity

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

Equality

The equality concept expresses the notion of respect for the inherent dignity of all human beings. As specified in Article 1 of the Universal Declaration of Human Rights, it is the basis of human rights: "All human beings are born free and equal in dignity and rights."

Non-discrimination

Non-discrimination is integral to the concept of equality. It ensures that no one is denied the enjoyment of their human rights based on particular characteristics or factors. These include, race*, skin colour, sex, language, religion, political or any other opinion, national or ethnic or social origin, property, birth, disability, age, sexual orientation or any other status. Many of these characteristics or factors are contained in international and/or regional human rights documents. These characteristics and factors should, however, be viewed as examples; it does not mean that discrimination is allowed on other grounds.

*"Race: A social construction used to categorize individuals based on certain physical or social differences, including skin colour, accent, name, diet, etc. One can reject the notion of "race" as a biological category while recognizing that racism and racist attitudes and barriers exist." (McGill SEDEO).

Universality

The principle of universality affirms that human rights are inherent to all human beings everywhere in the world and must be protected. Governments and communities in all regions of the world should recognize and uphold human rights. The universality of rights does not mean, however, that the rights cannot change or that they are experienced in the same manner by all people.

Indivisibility

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

Interdependency

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

Inalienability

The rights that individuals have cannot be taken away, surrendered, or transferred.

Responsibility

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. As duty-bearers governments have the obligation to respect, protect and fulfill human rights.

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. A private entity such as a corporation, a family, or a local government can also be duty-bearers.

Sources

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

McGill Social Equity and Diversity Education Office. https://www.mcgill.ca/equity_diversity/files/equity_diversity/racism_fact_sheet_4vh.pdf

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

Activity 4
Human rights standards and instruments

Objective

- To have participants gain greater familiarity with the fundamentals of human rights.

Key learning

After completing this activity, participants will be familiar with:

- the foundations of human rights
- categories of rights
- main features of international human rights instruments

Time (1 hr)

Materials

PowerPoint: "Human rights standards and Instruments" and handouts of the presentation

Description

In **Part A**, participants will do an activity on the structure of the UN human rights system.

In **Part B**, the facilitator will do a PowerPoint presentation on human rights standards and instruments.

In **Part C**, the facilitator will lead a large group discussion.

Facilitation notes

Make handout copies of the PowerPoint presentation "Human Rights Standards and Instruments" for the participants.

The PowerPoint provides an overview of human rights and includes a video on the UN human rights system.

Part A: Activity (30 min)

1. Have participants do the activity on the overview of the UN human rights system.

2. Post the "Elements of the UN Human Rights System" cards (see Appendix) on a wall or a flat surface with enough space to assemble a diagram similar to the one on "The Main UN Human Rights Mechanisms and Bodies" (in Appendix)

3. Divide the participants into groups of 3 or 4 and randomly distribute all the cards containing the "Description of the Key Elements of the UN Human Rights System".

4. Ask participants to reflect on the roles and responsibilities of the mechanisms and bodies they received and to place them under the appropriate element in the diagram on the wall.

5. Once all the cards are posted on the wall, ask participants if they agree with the diagram. Modify the diagram as necessary.

6. Compare the group's diagram to the one provided in the Appendix ("The Main UN Human Rights Mechanisms and Bodies").

7. Make changes to the group's diagram if necessary, explaining the reasons for moving the cards.

8. Using the information on the "Description of the Elements of the UN Human Rights System", explain the composition, areas of intervention, recommendations made and the normative content of each mechanism or body. Draw on participants' knowledge and experience and add this information to the group diagram.

Part B: PowerPoint Presentation (20 min)

For the video, ask participants to think about the questions on slide 3 as they view the video.

The presentation will address the questions below.

• What are the foundations of human rights?

• What are the main features of the international human rights system?

• How are human rights enforced?

• What are the connections between human rights and development?

Part C: Group discussion (10 min)

Lead a Question and Answer period.

END OF ACTIVITY

Activity 5

Power walk[3]- Why is it important to address human rights in our development work?

Objective

- To have participants reflect on the disparities that exist in any society and their causes (mainly power imbalance), and to consider how to address these disparities through programming.

Key learning

After completing this activity, participants will be familiar with:

- the value added of human rights in the development process

- strategies to address power imbalances through programming

Time (30 min)

Materials

Worksheet 1 (Role cards) and Worksheet 2 (Statements)

Description

This activity simulates a community in 'development'. Everyone starts off as equals, in a straight line that reflects Article 1 of the UDHR: "All human beings are born free and equal in dignity and rights". By the end of the activity, participants have all experienced very different outcomes, based on the process of development and individual abilities to 'claim their rights'. It will seem as if some lives are worth more than others.

This activity is divided into two parts.

In **Part A** the participants will take part in an activity about *power*.

In **Part B**, the facilitator will lead a discussion.

1. This activity is adapted from *Take a step forward, in Compass – A Manual on Human Rights Education with Young People*, Council of Europe, 2002 and Power Walk – UN Practioners' Portal Human Rights Based Approach to Programming -UN Common Learning Package (English) Facilitation Guide - HRBA-RBM In-country workshop (23-5-2011) EN only.doc

Facilitation notes

Copy and cut out the attached role cards for Part A (see Worksheet 1).

Part A: Take a step forward (10 min)

1. Give a role card to each participant (see Worksheet 1). Ensure that there is a ratio of powerful to 'vulnerable' characters of about 1:3. Ask participants to read their cards to themselves without showing them to anyone else. Ask participants to imagine they are the person on their card.

2. Ask participants to form a straight line, facing you. Explain the line represents the *Universal Declaration of Human Rights* (UDHR) – Article 1: All human beings are born free and equal in dignity and rights.

3. Read a statement from the list provided below (see Worksheet 2). 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. You will need enough space for powerful characters to take around 20 steps. At the end, some participants will be way out in front, while others may not have moved at all.

4. Ask participants to remain where they are for Part B.

Part B: Debriefing and large group discussion (20 min)

1. Lead a large group debrief/discussion using the questions provided below.

- Begin by asking participants at the front to name their characters. Ask them to explain why they feel they are in front. Record their responses on flipchart.

- Then ask the people at the back who they are and how they felt as they watched all the others moving forward. Record their responses on flipchart.

- Ask who is male, and who is female (strategically it will be important to have a majority of female characters at the back in order to demonstrate gender inequality).

- Refer back to the Article 1 of the UDHR (all are born equal in dignity and rights), and ask the group what to do? Should we work with those that have advanced? With those that have not advanced? Both? Should we hold people back?) The message should be that we should not hold people back, but we cannot allow people to regress beyond the minimum guarantees that human rights provide. After all, human rights are minimum rules.

- Ask participants for their ideas on how to reach the people at the back. Because communities are very heterogeneous, it is important to make deliberate efforts to reach the poor and the marginalized, and especially women and youth.

- The rich and powerful (especially those at the very front of the line) will not have too much interest in helping the ones at the back. How could human rights assist in mitigating the differences?

2. Invite participants to return to their seats and lead a large group discussion on the questions below. Record the responses for future reference.

- What have we learned about power relations and their impact on people's opportunities in communities? What are the visible and invisible forms of power at play? Why is it important?

- What capacities do the different people need in order to participate effectively or to listen to others?

- What does the outcome of the power walk tell us about the way in which we should work during our program planning, implementation and evaluation?

3. Conclude by highlighting these key messages:

- Development is not power neutral. Power relations have a huge impact on us in terms of what we can become, what we can access, and what we feel we can do and what we feel is possible.

- Lack of power can often lead to discrimination against and exclusion of those who do not have the power to influence, access and control. Refer to examples from the power walk.

- Human rights-based development calls for a rebalancing of power relations: between rights-holders and duty-bearers, between NGOs and the groups they work with.

- To do this, we need to work in a way and with strategies that enable the empowerment of groups that are excluded and in particular women and girls.

END OF ACTIVITY

Worksheet 1
Role cards

Local municipal councillor	Unemployed boy, aged 17
Subsisitence farmer with 14 family dependents	Village chairperson
Primary school boy, aged 12	School teacher who identifies as a lesbian
Sex worker (girl, aged 16)	District police officer (man, aged 52)
Teenage girl with a disability, living in a slum	Refugee woman, aged 30, widow with 3 children, unemployed

Director of a National TV Channel (man aged 47)

Political party leader who identifies as a gay man

Provincial prosecutor

National development NGO Director (woman)

One of the top 5 richest businessmen in the country, aged 37

National Ombudsman

UNDP Country Representtive (man)

School teacher in a urban area (man aged 40)

Prisoner (man aged 26)

Policeman who frequently pays for sex, aged 34, father of 4 children

Local journalist, woman aged 26

Clothing factory worker earning $50 per month (transwoman)

Worksheet 2
Statements

1. I get to meet visiting government officials.

2. I can read newspapers regularly.

3. I have access to and time to listen to the radio.

4. I have access to micro credit.

5. I can speak in extended family meetings.

6. I have access to confidential counseling services.

7. I can negotiate condoms use with my partner.

8. I expect to go to secondary school.

9. I enjoy a healthy environment in my community.

10. I won't face discrimination or stigma when using public services.

11. I will be consulted on issues affecting health services in our community.

12. I can pay for treatment at a private hospital if necessary.

13. I eat at least two full meals a day.

14. My home and family are not vulnerable to natural disasters.

15. I sometimes attend workshops and seminars on development issues in my country.

16. I am not in danger of being sexually harassed or abused.

17. I could own a small business.

18. I can question the expenditure of public funds.

19. I get paid the at least the official minimum wage.

20. I have access to or can afford the legal counsel of a lawyer.

21. I have access to public financial information from the provincial government

Activity 6
Elements of a human rights-based approach

Objectives

- To have participants gain greater familiarity with the main elements of a human rights-based approach (HRBA).

- To have participants reflect on how Global Affairs Canada's Feminist International Assistance Policy and a HRBA are interconnected.

Key learning

After completing this activity participants will be familiar with:

- the definition, main elements and foundations of HRBA
- the rationale for implementing HRBA and its value-added to development
- opportunities and challenges in implementing HRBA
- Global Affairs Canada's Feminist International Assistance Policy and how it integrates a HRBA

Time (1 hr 15 min)

Materials

PowerPoint: "Elements of a human rights-based approach" and handouts of the presentation; Reference sheet 4: What value does HRBA add to development?

Description

This activity is divided into two parts.

In **Part A**, The facilitator will give a brief presentation on HRBA and the Feminist International Assistance Policy. (35 min)

In **Part B**, the facilitator will lead a large group discussion (25 min)

END OF ACTIVITY

Facilitation notes

Preparing for the activity
Make handout copies of the PowerPoint presentation "A human rights-based approach" for the participants.

Reference sheet 4
What value does a HRBA add to development?

"There are two main rationales for a human rights-based approach: (a) the intrinsic rationale, acknowledging that a human rights-based approach is the right thing to do, morally or legally; and (b) the instrumental rationale, recognizing that a human rights-based approach leads to better and more sustainable human development outcomes. In practice, the reason for pursuing a human rights-based approach is usually a blend of these two."[2]

The question of adding value goes primarily to the instrumental case for a human rights-based approach.

Importantly, a human rights-based approach seeks to build upon and learn from, rather than discard, the lessons of good development practice and strengthen arguments for their more consistent implementation. Empirical evidence and practice show the vital importance to development of many human rights outcomes, such as improved girls' education, enhanced security of tenure and ensuring women's equal access to land, and the importance of civil and political rights for good governance. The practical value of a human rights-based approach to development lies in the following:

Whose rights?

A human rights-based approach focuses on the realization of the rights of the excluded and marginalized populations, and those whose rights are at risk of being violated, building on the premise that a country cannot achieve sustained progress without recognizing human rights principles (especially universality) as core principles of governance. Universality means that all people have human rights, even if resource constraints imply prioritization. It does not mean that all problems of all people must be tackled at once.

Holistic view

A programme guided by a human rights-based approach takes a holistic view of its environment, considering the family, the community, civil society, local and national authorities. It considers the social, political and legal framework that determines the relationship between those institutions, and the resulting claims, duties and accountabilities. A human rights-based approach lifts sectoral "blinkers" and facilitates an integrated response to multifaceted development problems.

International instruments

Specific results, standards of service delivery and conduct are derived from universal human rights instruments, conventions and other internationally agreed goals, targets, norms or standards. A human rights-based approach assists countries in translating such goals and standards into time-bound and achievable national results.

Participatory process

Accountabilities for achieving these results or standards are determined through participatory processes (policy development, national planning), and reflect the consensus between those whose rights are violated and those with a duty to act. A human rights-based approach seeks both to assist in the participatory formulation of the needed policy and legislative framework, and to ensure that participatory and democratic processes are institutionalized locally and nationally (including through capacity-building among families, communities and civil society to participate constructively in relevant forums).

2 http://www.unicef.org/policyanalysis/rights/index_62012.html#4

Transparency and accountability

A human rights-based approach helps to formulate policy, legislation, regulation and budgets that clearly determine the particular human right(s) to be addressed—what must be done and to what standard, who is accountable—and ensures the availability of needed capacities (or resources to build the lacking capacities) The approach helps to make the policy formulation process more transparent, and empowers people and communities to hold those who have a duty to act accountable, ensuring effective remedies where rights are violated.

Monitoring

A human rights-based approach to development supports the monitoring of State commitments with the help of recommendations of human rights treaty bodies, and through public and independent assessments of State performance.

Sustained results

A human rights-based approach leads to better sustained results of development efforts and greater returns on investments by:

- Building the capacity of prime actors to engage in dialogue, meet their own responsibilities and hold the State accountable;

- Strengthening social cohesion through seeking consensus with participatory processes, and focusing assistance on the excluded and most marginalized;

- Codifying social and political consensus on accountabilities for results into laws, policies and programmes aligned with international conventions;

- Anchoring human rights entitlements within a framework of laws and institutions;

- Institutionalizing democratic processes; and

- Strengthening the capacities of individuals and institutions to carry out their obligations as expressed in local, national and international laws, policies and programmes."

Sources

http://www.unicef.org/policyanalysis/rights/index_62012.html#4

http://www.ohchr.org/Documents/Publications/FAQen.pdf

Activity 7
Identifying the human rights issues

Objective

- To have participants identify human rights issues using a case study example.

Key learning

After completing this activity participants will be familiar with:

- how to analysis a situation from a human rights perspective

- the connections between development and human rights

Time (1 hr 10 min)

Materials

Worksheet 3 – The Wind Turbines of Summerland – case study; Worksheet 4 – What are the human rights issues in this case?; Reference sheet 5 – Summary of CEDAW; Reference sheet 6 – Summary of the CRC; Reference sheet 7 – Summary of the ICCPR; Reference sheet 8 – Summary of the ICESCR; Reference sheet 9 – International human rights treaties ratified by Summerland

Description

This activity in divided into two parts.

In **Part A**, the participants will work on a case study in small groups.

In P**art B,** the facilitator will lead a large group discussion.

Part A: Small group work (40 min)

Together with the members of your group read and briefly discuss the case study - The Wind Turbines of Summerland (see Worksheet 3).

1. Identify the human rights issues in this case. Record your responses in Worksheet 4. Refer to Reference sheet 5 – Summary of CEDAW. See also Reference sheets – 6, 7 and 8 to help you.

Part B: Sharing back and large group discussion (30 min)

1. Ask each group to share their answers.

- The facilitator will lead a large group discussion addressing the questions provided below.

- How should the human rights analysis inform development work?

- What can you say about the impact of development interventions on human rights?

- How can human rights standards strengthen development work?

END OF ACTIVITY

Worksheet 3

The Wind Turbines of Summerland – case study

Read the case study and fill in the chart below. Begin by reviewing Reference sheet 9 – International human rights treaties ratified by Summerland. Then refer to Reference sheet 5 – Summary of CEDAW, Reference sheet 6 – Summary of the CRC, Reference sheet 7 – Summary of the ICCPR and Reference sheet 8 – Summary of the ICESCR to help you identify the human rights issues.

The Wind Turbines of Summerland

Summerland is a small, overpopulated country with a population of 15 million, mostly landless peasants, who live in abject poverty. For the last four years, the country has been attempting to establish a democracy after over 30 years spent under a dictatorship. The old single-party rule led to an exodus of the most educated people, most of them men. The indigenous Tapirapé people were victims of the regime's abuses, and the surviving members are just barely scraping by living in extreme poverty on land that was taken from them. The country still lacks decent, universally accessible academic institutions, and health services are in ruins.

From the beginning of its term, the government of Summerland has been exploiting the country's potential for wind power generation in an effort to create employment. It is doing this by taking over arable land. The government invited international companies to invest as it has neither the capital nor the skills required to develop the wind industry on its own.

The government has ratified most international and regional human rights treaties, but what the population wants more than anything is more humane living conditions. For this reason, many men have left to work abroad in order to help their families. This in turn has made the women's burden much heavier, as they are now the heads of the family and must tend their plots of cropland and take care of their meager livestock to feed the family. Children often miss school in order to work in the fields, and elementary school attendance rates are dropping. The quality of education is also becoming poor. The landless peasants also complain about wind turbine towers that have been built encroaching on their land and the constant noise they make. The animals too seem to be affected by the noise; their fertility rates are starting to drop. On top of it all, almost none of the jobs that people were hoping for are actually available to the local population because it is assumed they do not have the specialized skillsneeded and thus foreign labour has been brought in. Some foreign workers have begun taking advantage of the women's precarious conditions and are exploiting and abusing them.

In an effort to win over the local population in a pre-election climate, the government decided to ask wind power companies to contribute 15% of their profits from electricity sales to local NGOs so they can work with rural communities to improve their living conditions. Your local partner, Women First, has been selected as one of these NGOs to develop and implement a project.

Aim of the project:
Improve the situation of rural women and increase their capacity to meet their basic needs, including the health and wellbeing of their families and security.

Project activities:

- Create a women's agricultural co-operative to diversify food production and reduce competition between women

- Make specialized training accessible to women so that they will be able to meet the needs of the establishing wind energy companies and industries and find paid work

- Strengthen the skills of elementary school teachers

- Create a drop-in centre for preschool-aged children to foster their growth and improve their physical and mental condition

- Raise awareness among the police force about violence against women

What does Women First need to do to ensure that they develop a project that integrates a human rights based approach?

THIS CASE STUDY AND ITS RELATED DOCUMENTS WAS PREPARED BY THÉRÈSE BOUCHARD.

Worksheet 4

What are the human rights issues in this case?

(See Appendix for answer key)

Human rights issues
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Reference sheet 5
Summary of CEDAW

Summary of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) 1979

(Unofficial summary)

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted in

1979 by the UN General Assembly, is often described as an international bill of rights for women.

The CEDAW Treaty contains a preamble and 30 articles. It defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination. It provides a practical blueprint to promote basic human rights, achieve progress and overcome barriers of discrimination against women and girls, while recognizing that it is up to each country to determine how best to bring their policies and laws in line with ending discrimination against women. A summary of the preamble and key articles follows.

The *Preamble* to the Convention explicitly acknowledges that "extensive discrimination against women continues to exist", and emphasizes that such discrimination "violates the principles of equality of rights and respect for human dignity".

Article 1: *Definition of Discrimination.* Defines discrimination against women to cover all facets of human rights and fundamental freedoms.

Article 2: *Country duties.* Countries must eliminate discriminatory laws, policies, and practices in the national legal framework.

Article 3: *Equality.* Women are fundamentally equal with men in all spheres of life. Countries must take measures to uphold women's equality in the political, social, economic, and cultural fields.

Article 4: *Temporary special measures.* Countries may implement temporary special measures to accelerate women's equality.

Article 5: *Prejudice.* Countries agree to modify or eliminate practices based on assumptions about the inferiority or superiority of either sex.

Article 6: *Trafficking.* Countries agree to take steps to suppress the exploitation of prostitution and trafficking in women.

Article 7: *Political and public life.* Women have an equal right to vote, hold public office, and participate in civil society.

Article 8: *International work.* Women have the right to work at the international level without discrimination.

Article 9: *Nationality.* Women have equal rights with men to acquire, change, or retain their nationality and that of their children.

Article 10: *Education.* Women have equal rights with men in education, including equal access to schools, vocational training, and scholarship opportunities.

Article 11: *Employment.* Women have equal rights in employment, including without discrimination on the basis of marital status or maternity.

Article 12: *Health.* Women have equal rights to affordable health care services.

Article 13: *Economic and social life.* Women have equal rights to family benefits, financial credit, and participation in recreational activities.

Article 14: *Rural women.* Rural women have the right to adequate living conditions, participation in development planning, and access to health care and education.

Article 15: *Equality before the law.* Women and men are equal before the law. Women have the legal right to enter contracts, own property, and choose their place of residence.

Article 16: *Marriage and family.* Women have equal rights with men in matters related to marriage and family relations.

Articles 17-24: concern the Committee on CEDAW and reporting procedures.

Articles 25-30: concern the administration of the Convention.

Sources

http://www.cedaw2011.org/index.php/about-cedaw/summary-of-provisions; retrieved September 27, 2013

http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm#intro retrieved September 27, 2013

Reference sheet 6
Summary of the CRC

Summary of the Convention on the Rights of the Child (CRC) 1989

(Unofficial summary)

The UN General Assembly adopted the Convention on the Rights of the Child (CRC) on November 20, 1989. The Convention came into force on September 2, 1990. An unprecedented number of States have ratified or acceded to the Convention. As of May 1st, 2017, the Convention has 196 Parties and 140 Signatories. It is the most widely ratified Convention.

The Convention contains 54 articles and encompasses the whole range of human rights - civil, political, economic, social and cultural. The Convention recognizes the indivisibility of rights. The Convention provides for the enjoyment of rights by children without discrimination of any kind. The Convention recognizes the child as a subject and guarantees the freedom of expression and participation in making decisions affecting their rights. The Convention takes into account the situation of children of minority and indigenous groups and deals with children threatened by drug abuse and neglect. The Convention also contains three Optional Protocols.

Article 1: Everyone under 18 has these rights.

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4: The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5: Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6: You have the right to be alive.

Article 7: You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8: You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9: You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10: If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11: You have the right to be protected from kidnapping.

Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15: You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16: You have the right to privacy.

Article 17: You have the right to get information that is important to your well-being, from radio, newspapers, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18: You have the right to be raised by your parent(s) if possible.

Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20: You have the right to special care and help if you cannot live with your parents.

Article 21: You have the right to care and protection if you are adopted or in foster care.

Article 22: You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23: You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25: If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26: You have the right to help from the government if you are poor or in need.

Article 27: You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30: You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.

Article 31: You have the right to play and rest.

Article 32: You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33: You have the right to protection from harmful drugs and from the drug trade.

Article 34: You have the right to be free from sexual abuse.

Article 35: No one is allowed to kidnap or sell you.

Article 36: You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37: No one is allowed to punish you in a cruel or harmful way.

Article 38: You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39: You have the right to help if you've been hurt, neglected or badly treated.

Article 40: You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41: If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 42: You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Articles 43 to 54: These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights

Source

This child-friendly version of the *Convention on the Rights of the Child* was produced by UNICEF. For more information on the Convention on the Rights of the Child, consult the UNICEF website: http://www.unicef.org/crc.

Reference sheet 7
Summary of the ICCPR

Summary of International Covenant on Civil & Political Rights (1966)

(Unofficial summary)

This Covenant was adopted by the United Nations General Assembly on 16 December 1966 and entered into force on 23 March 1976. As of May 18, 2011, the Covenant had been ratified by 167 states.

The Covenant elaborates further the civil and political rights and freedoms listed in the Universal Declaration of Human Rights.

The Preamble to the Covenant recognizes the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world. And recognizing that these rights derive from the inherent dignity of the human person…

Under **Article 1** of the Covenant, the states commit themselves to promote the right to self- determination and to respect that right. It also recognizes the rights of peoples to freely own, trade and dispose of their natural wealth and resources.

Article 2: These rights will be exercised without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article 3: Men and women are equally entitled to the enjoyment of all civil and political rights

Article 4: In times of public emergency a state may derogate from these rights except for articles 6, 7, 8, 11, 15, 16 and 18 may be made under this provision.

Article 5: Nothing in this covenant implies for anyone the right to destroy any of the rights or freedoms herein.

Article 6: Every human being has the inherent right to life. No one shall be arbitrarily deprived of his life.

Article 7: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 8: No one shall be held in slavery; slavery and the forced labor shall be prohibited.

Article 9: Everyone has the right to liberty and security of person, and freedom from arbitrary arrest or detention.

Article 10: All persons deprived of their liberty shall be treated with humanity and with respect for their dignity.

Article 11: No one shall be imprisoned for being unable to fulfil a contractual obligation.

Article 12: Everyone has the right to liberty of movement and freedom to choose his residence.

Article 13: A non-citizen may be expelled from a state only following a legal decision unless national security dictates otherwise.

Article 14: All persons shall be equal before the courts and tribunals.

Article 15: No one shall be held guilty of any criminal offence which was not an offence at the time it was committed

Article 16: Everyone shall have the right to recognition everywhere as a person before the law.

Article 17: Everyone has the right to freedom from interference with his privacy, family, honour or reputation.

Article 18: Everyone shall have the right to freedom of thought, conscience and religion.

Article 19: Everyone shall have the right to hold opinions without interference, and freedom of expression

Article 20: Any propaganda for war shall be prohibited by law.

Article 21: The right of peaceful assembly shall be recognized.

Article 22: Everyone has the right to freedom of association with others, including joining trade unions

Article 23: The family is the natural and fundamental group unit of society and is entitled to protection.

Article 24: Every child has the right to protection from the state.

Article 25: Every citizen has the right to take part in the conduct of public affairs, and to vote freely in fair elections.

Article 26: All persons are equal before the law

Article 27: In those States in which ethnic, religious or linguistic minorities exist, persons belonging to such minorities shall not be denied the right, to enjoy their own culture, to profess and practise their own religion, or to use their own language.

Articles 28-47 concern the Human Rights Committee through which States have to submit reports on their adherence to the clauses of this treaty.

Articles 48-53 concern mechanisms for signing onto the treaty.

The Covenant is legally binding; the Human Rights Committee established under Article 28, monitors its implementation.

Source

The Minnesota Human Rights Resource Center, based on UN Centre on Human Rights, The International Bill of Rights, Fact Sheet #2. and CARE Human Rights Initiative Basic Introduction to Human Rights and Rights-Based Programming Facilitators' Guidebook

Reference sheet 8
Summary of the ICESCR

Summary of International Covenant on Economic, Social and Cultural Rights (ICESCR) (1966)

(Unofficial summary)

Cultural Rights (1966), together with the Universal Declaration of Human Rights (1948) and the International Covenant on Civil and Political Rights (1966), make up the International Bill of Human Rights. In accordance with the Universal Declaration, the Covenants recognize that "... the ideal of free human beings enjoying civil and political freedom and freedom from fear and want can be achieved only if conditions are created whereby everyone may enjoy his civil and political rights, as well as his economic, social and cultural rights."

Preamble: Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world. Recognizing that these rights derive from the inherent dignity of the human person….

Article 1: All peoples have the right of self-determination, and to freely dispose of their natural wealth and resources.

Article 2: These rights will be exercised without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article 3: Men and women are equally entitled to the enjoyment of all economic, social and cultural rights

Article 4: These rights may only be limited if they conflict with other rights in this covenant and only to promote the welfare of society in general.

Article 5: Nothing in this covenant implies for anyone the right to destroy any of the rights or freedoms herein.

Article 6: Everyone has the right to work and to gain his living by work which he freely chooses or accepts.

Article 7: Everyone has the right to just conditions of work including fair wages, equal pay for equal work, and rest and leisure

Article 8: Everyone has the right to form trade unions, the right to strike,

Article 9: Everyone has the right to social security, including social insurance.

Article 10: The family should be protected as natural and fundamental group unit of society, with special protection for mothers during childbirth and children.

Article 11: Everyone has the right to an adequate standard of living for himself and his family, including adequate food, clothing and housing, and to the continuous improvement of living conditions. States Parties shall take measures to ensure an equitable distribution of world food supplies in relation to need.

Article 12: Everyone has the right to the highest attainable standard of physical and mental health.

Article 13: Everyone has the right to education, including compulsory primary education

Article 14: Each state undertakes to provide compulsory, free primary education within 2 years

Article 15: Everyone has the right to take part in cultural life of his/her state.

Articles 16 -31 are mostly about the process of reporting to ECOSOC, and signing onto this treaty.

Source:

The Minnesota Human Rights Resource Center, based on UN Centre on Human Rights, The International Bill of Rights, Fact Sheet #2 and CARE Human Rights Initiative Basic Introduction to Human Rights and Rights-Based Programming Facilitators' Guidebook

Reference sheet 9

International human rights treaties ratified by Summerland[3]

International Bill of Human Rights	Signature	Ratification	Accession	Succession	Entry into Force
International Covenant on Economic, Social and Cultural Rights	14 Apr 1970	22 Sep 1971			
International Covenant on Civil and Political Rights	17 Sep 1969	21 Jun 1971			
Optional Protocol to the International Covenant on Civil and Political Rights	17 Sep 1969	21 Jun 1971			
Second Optional Protocol to the International Covenant on Civil and Political Rights, aiming at the abolition of the death penalty	24 Sept 2012				
Prevention of Discrimination on the Basis of Race, Religion, or Belief; and Protection of Minorities	Signature	Ratification	Accession	Succession	Entry into Force
International Convention on the Elimination of All Forms of Racial Discrimination	18 Dec 1967	7 Feb 1969			
Women's Human Rights	Signature	Ratification	Accession	Succession	Entry into Force
Convention on the Elimination of All Forms of Discrimination against Women	17 Jul 1980	17 Mar 1989			
Optional Protocol to the Convention on the Elimination of Discrimination against Women	7 Sep 2000				

3 This is not a complete list.

Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment	1 Oct 2001				
Rights of the Child	**Signature**	**Ratification**	**Accession**	**Succession**	**Entry into Force**
Convention on the Rights of the Child	19 Apr 1990	19 Mar 1991			
Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflicts	7 Sep 2000	22 Sep 2004			
Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour		4 Oct 2001			
Freedom of Association	**Signature**	**Ratification**	**Accession**	**Succession**	**Entry into Force**
Freedom of Association and Protection of the Right to Organise Convention		1 Nov 1960			
Right to Organise and Collective Bargaining Convention		3 Jun 1998			
Employment and Forced Labour	**Signature**	**Ratification**	**Accession**	**Succession**	**Entry into Force**
Convention concerning Forced or Compulsory Labour		1 Nov 1960			
Equal Remuneration Convention		10 Aug 1962			
Discrimination (Employment and Occupation) Convention		11 Aug 1961			
Employment Policy Convention		21 Nov 1966			
Convention concerning Occupational Safety and Health and the Working Environment	Not signed				

Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families	Not signed				

Education	Signature	Ratification	Accession	Succession	Entry into Force
Convention against Discrimination in Education		21 Dec 1964			

Refugees and Asylum	Signature	Ratification	Accession	Succession	Entry into Force
Convention relating to the Status of Refugees			18 Dec 1967		
Convention relating to the Status of Stateless Persons			20 Feb 1962(*)	(*) Denounced the Convention	the de-nunciation took effect on 2 April 1966.

African Regional Conventions	Signature	Ratification	Accession	Succession	Entry into Force
African [Banjul] Charter on Human and Peoples' Rights			9 Mar 1992		
Convention Governing the Specific Aspects of Refugee Problems in Africa	10 Sep 1969				
Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa	Not signed				
Protocol to the African Charter on Human and Peoples' Rights on the Establishment of an African Court on Human and Peoples' Rights	9 Jun 1998				
African Charter on the Rights and Welfare of the Child	27 Feb 1992				

Activity 8
Case study – Applying a HRBA

Objectives

- To have participants practice applying the elements of HRBA in a case study example

Key learning

After completing this activity, participants will be familiar with:

- how they can apply the elements of HRBA

Time (1 hr 45 min)

Materials

Worksheet 3 – The Wind Turbines of Summerland; Worksheet 5 – Implementing a human rights-based approach; and Reference sheet 10 – Elements of HRBA

Description

This activity in divided into two parts.

In **Part A**, the participants will work in the same small groups as the groups on the case study.

In **Part B**, the facilitator will lead a large group discussion.

Part A: Small group work (1 h 15 min)

1. Together with the members of your group review the case study - The Wind Turbines of Summerland (see Worksheet 3).

2. Determine how the different elements of a human rights-based can be applied in this particular case. Record your responses in the Worksheet 5 provided below. Refer to Reference sheet 10 – Elements of a HRBA to guide you. (30 min)

3. The facilitator will take up the responses with the larger group. (10 min)

Facilitation notes

An answer key is provided for Worksheet 5 in the Appendix.

Part B: Large group discussion (30 min)

The facilitator will lead a large group discussion addressing the questions provided below.

1. What are some examples of the differences between a needs-based approach and HRBA in this case?

2. What are some of the advantages and challenges of using HRBA?

3. Why is it important that HRBA be an organizational approach to development programming rather that at the individual project level?

END OF ACTIVITY

Worksheet 5

Implementing a human rights-based approach in the Summerland case study

(See Appendix for answer key)

Elements of HRBA	Considerations, strategies and/or actions for implementing an HRBA in the Women First project. Please explain your answer.
Direct links to human rights	The first step in implementing an HRBA is to identify which human rights are being affected, determine which ones are to be targeted in the project and examine which ones are covered by international treaties that Summerland has ratified and which it is therefore accountable for realizing (see Activity 7, Worksheet 4).
Participation 1. How did *Women First* determine the project activities? 2. Who was consulted? Who should have been consulted? 3. How can *Women First* encourage and ensure the participation of the people whose living conditions are to be improved and whose human rights are to be defended through the project?	

Elements of HRBA	Considerations, strategies and/or actions for implementing an HRBA in the Women First project. Please explain your answer.
Accountability 4. In the context of the project and the rights being targeted, who are the rights-holders?	4. Rights-holders

Elements of HRBA	Considerations, strategies and/or actions for implementing an HRBA in the Women First project. Please explain your answer.
5. Which people and institutions are responsible for realizing the rights (i.e. duty-bearers)?	5. Duty-bearers are: **Government bodies** **Wind power companies**
6. What is *Women First* accountable for? How can it be held accountable?	6. Women First
7. What actions must *Women First* take to hold the government accountable?	7. Actions

Elements of HRBA	Considerations, strategies and/or actions for implementing an HRBA in the Women First project. Please explain your answer.
Non-discrimination 8. How can *Women First* ensure that the rights of the poorest are given priority?	
Empowerment 9. Whose capacities must *Women First* strengthen? What types of skills are required? For whom?	

Reference sheet 10
Elements of a human rights-based approach

A human rights-based approach

- Is founded on the conviction that every human being, by virtue of being human, is a holder of rights;

- Assumes that all human beings 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), and that they are holistic and inclusive.

Elements of HRBA	Questions to address
Participation HRBA creates channels for the participation of a broad spectrum of stakeholders, including, poor and disadvantaged people, minorities, indigenous peoples, women, children and youth. HRBA promotes active, meaningful and continuous voluntary participation; it stresses that developing capacities for participation is an important result in itself.	Who should participate? How should they participate? In what decisions?
Accountability HRBA in programming demands that duty-bearers be identified and held accountable for the violation or neglect of human rights. In this sense, one of the fundamental contributions of the HRBA is the emphasis it places on challenging the power imbalance between duty-bearers and rights-holders.	Who is accountable? And to whom? How? Who are the rights-holders and duty-bearers?

Non-discrimination HRBA gives particular attention to non- discrimination, equality, equity and marginalized groups (which may include women, minorities, Indigenous peoples, prisoners and the poor). A HRBA requires that the question of who is marginalized be answered locally. From this perspective, people are not seen simply as beneficiaries but as rights-holders.	Who are the marginalized and vulnerable? Who should be included? How should they be included?
Empowerment HRBA aims to give rights-holders the capacity and the power to claim their human rights and hold duty-bearers accountable. (UNDP 2005).	Who should become empowered? How?
Direct links to human rights The goal of HRBA work is to use human rights standards as the foundation for all development work in all sectors and in all phases of programming, from planning to implementation, with the goal of promoting human rights and human dignity for all.	What human rights are involved? What are the applicable human rights standards, instruments and mechanisms (national, regional, international)?

An easy way to recall these key elements of a human rights-based approach is the acronym *PANEL*.

P articipation

A ccountability

N on-discrimination and equality

E mpowerment and

L inkages to the legal human rights framework rights

Rights-holders and duty-bearers

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

In human rights language, a rights-holder:

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

Consequently, those who have the obligation to respect, protect, and fulfill the rights of the rights-holders are duty-bearers. The overall responsibility for meeting human rights obligations rests with the State. This responsibility includes all the organs of the State such as parliaments, ministries,

local authorities, judges and justice authorities, police and teachers. 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.

Source

Adapted from Equitas- Facilitator's manual - International Human Rights Training Program (2013) pp.5-17 to 7-18. For more on HRBA see http://www.ohchr.org/Documents/Publications/FAQen.pdf

Activity 9
Integrating HRBA into your development project

Objectives

- To have participants practice integrating HRBA into a specific project of their organizations

Key learning

After completing this activity, participants will have ideas on:

- How to integrate a HRBA into their projects.

Time (2 hrs 30 min)

Materials

Worksheet 6 – Project description, Worksheet 7 – Framework for integrating HRBA into programming and post-it notes

Description

This activity is divided into three parts.

Part A: Presentation (45 min)

Participants will prepare their project description on a flipchart and the participants will familiarize themselves with each other's projects.

Part B: Individual work (1h)

Participants fill out *Worksheet 7 – Framework for integrating HRBA into programming.*

Part C: Sharing and large group discussion (45 min)

Participants share their work and the facilitators lead a large group discussion.

Facilitation notes

Part A: Presentation (45 min)

1. Ask each participant (or participants from the same organization) to fill out and prepare a flipchart version of their project description (see Worksheet 6).

2. Post the flipcharts on the walls in different places in the room. Provide each participant with a number of post-it notes and ask them to go around the room and familiarize themselves with the different projects. Participants can write on post-it notes any questions or comments they have about the projects and stick their notes on the related projects.

3. During the last 15 minutes take some questions and comments from the group.

4. Then ask participants to use the questions and comments received on their projects in Part B.

Part B: Individual work (1h)

Ask participants to fill out individually *Worksheet 7 – Framework for integrating HRBA into programming*.

Part C: Sharing and large group discussion (45 min)

1. Divide participants into groups of 5.

2. In the small groups, ask each participant to present briefly (3 min each):

- The country where the project is taking place

- The human rights issue that the project addresses

- The human rights context of the country in which the project takes place

- Who the rights-holders and duty-bearers are

- How their projects ensures participation, empowerment and inclusion of relevant groups, including marginalized groups.

- What the key expected result of the project is

- How the activities support the achievement of the expected result

3. Invite each group to share highlights of their discussions.

4. Lead a large group discussion based on the following questions:

- Do you think that doing the analysis of your project, integrating a HRBA, can improve/support the achievement of your project results? If yes, explain. If not, why?

- According to you, what is the value added of HRBA?

END OF ACTIVITY

Worksheet 6
Project description

Participant's name and organization:	
Project title/name:	Country:

CONTEXT

1. Problem/issue/the project aims to address	

STAKEHOLDERS

2. Main target audience/ beneficiary of the project	
3. Partners and others directly involved in the project	
4. Other stakeholders	

PROJECT DESIGN DETAILS

5. Expected results	
6. Goal and objectives	
7. Activities	

Worksheet 7
Framework for integrating HRBA into programming

Project Description

Title:

Country:

Steps in HRBA programming	Suggested questions to address
STEP 1 – Context analysis in human-rights terms 1. This step involves identifying the **human rights problem/issue** the project is aiming to address and **determining root causes of the issue**. HRBA involved not only addressing the effects of the problem or issue but to try to address the root causes as well.	1. What is the specific **problem or issue** your project or is aiming to address? 2. What specific **human rights are not being respected**, protected or fulfilled because of this issue?

Steps in HRBA programming	Suggested questions to address
	3. What **human rights treaties** have been ratified by the country (name the main treaty (ies) related to your issue)? Are national laws, policies, the Constitution consistent with those treaties or not? To check the state of ratification, see UN website at: https://treaties.un.org/Pages/Treaties. aspx?id=4&subid=A&clang=_en
	4. Do you know of any **national action plans, bodies, or legislation** that exist related to the issue that can support your project?
	5. Are there **existing laws or policies that could put the success of your initiative at risk**?
	6. What are the **barriers** to people's ability to exercise their rights? What are the underlying interests, incentives, and institutions that contribute to or prevent the realization of human rights?

Steps in HRBA programming	Suggested questions to address
	7. Explain the situation regarding **gender equality** in the country. (e.g., In terms of equal access for women and girls to services, participation of women and girls in economic, social and cultural life, the situation regarding sexual and gender-based violence)
	8. What are **the root causes** contributing to the specific human rights not being respected, protected or fulfilled? (i.e., economic, social, cultural, political)
	9. How do **factors** such as religious beliefs, cultural practices and traditions, social mores, superstitions impact human rights or cause them to be violated?
	10. Are **all groups** affected by the issue? Are all groups affected in the same way?
	11. What are the effects of the problem on **women and girls?** On **boys and men?**

Steps in HRBA programming	Suggested questions to address
STEP 2 – Identifying rights-holders and duty-bearers Who are the **rights-holders and duty-bearers? What is their capacity?**	**Rights-holders** 1. In the context of the project in question, whose rights are not being respected or are at risk? Who is being affected by the human rights problem? 2. What is the situation of women and girls' rights-holders? Are **women and girls** and men and boys affected differently by the issue? 3. Among the rights-holders who are the **most marginalized**? 4. How will women and girls and marginalized groups **participate** in the project? What specific barriers exist to their and meaningful participation? How will these barriers be addressed? 5. What is the **capacity of the different rights-holders** to claim their rights? i.e., Are they aware of their rights? Are they aware of duty-bearers' obligations? Can they seek effective remedy for their rights? Do they have the necessary information and know-how? Are they organized?

Steps in HRBA programming	Suggested questions to address
STEP 2 cont'd	**Duty-bearers** 6. Who are the relevant "duty-bearers" including "moral" duty-bearers? How will they be held **accountable**? 7. What is their c**apacity to fulfill their duty or legal obligation** to respect, protect and fulfill human rights? In other words, do the duty-bearers have the authority to perform their role? Do they have the necessary know-how and resources? If not, why? 8. Are there **risks** associated with developing the human rights capacity of duty-bearers? If so, what can be done to mitigate those risks? 9. Who are the **other stakeholders** with an interest and influence concerning this issue?

Steps in HRBA programming	Suggested questions to address
STEP 3 – Monitoring and evaluation Monitoring and evaluation needs to be sensitive to human rights concerns both in terms of process and outcomes	1. What **principles** should guide the development of outcomes and indicators for your project? 2. How will you **report on gender equality** results? 3. How will you **ensure effective monitoring and evaluation** of both process and outcomes? 4. **Who will you involve** in monitoring and evaluation of the project?
STEP 4 – Knowledge building and sharing This step involves reflecting on outcomes and sharing lessons learned and good practices with project stakeholders and more broadly	1. **How will you share the success** of your project? Is empowering and inclusive (not victimizing and excluding) language used in success stories? 2. Is the **security of partners** protected when sharing success stories? 3. What **lessons learned and good practices** have emerged from the project regarding respect for human rights and the promotion of **gender equality**?

Reference sheet 11
Monitoring and Evaluation

Monitoring and evaluation are critical components of any project or program. Projects that incorporate a human rights-based approach focus on monitoring and evaluating both process and outcomes of development projects. HRBA places a particular focus on the process because:

- In development, the effectiveness of a program is seen not only in its outputs, but also in its processes

- Final outcomes of a program as it relates to the progressive realization of human rights may only be visible in the long term

- a good way of checking the effectiveness of the program is to ensure the process is human rights-friendly[4]

Given that the realization of human rights is a key result, monitoring and evaluation of these projects focus on four main issues:

- Participation and empowerment of rights-holders, in particular women and girls and the most marginalized in context of the project

- Accountability of duty-bearers

- Capacity of and improvement in relations between rights-holders and duty-bearers

- Changes at all levels of society[5]

Outcomes

The expected ultimate, intermediate and immediate outcomes of a project or program are drawn from the context analysis, which identifies the specific human rights to be addressed.

The **ultimate outcome** of a project represents the sustainable change in the lives of rights-holders (i.e., state, condition, well-being) of women, men, girls and boys or of persons who do not conform to traditional female or male gender norms, in the communities or broader society where the project or program has been implemented. Some examples are provided below.

- More inclusive democratic decision-making processes where women and marginalized groups have an equal voice in select countries

- Greater enforcement of existing laws and practices that protect and promote gender equality and the empowerment of women and girls in country X

- More inclusive social and political environment for people who self-identify as LGBTI in country X

- Safer more equitable communities where key actors, including children and youth are participating and taking leadership in promoting democracy and greater respect for human rights

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4   UNFPA, *Human Rights-Based Approach to Programming, Session 3 : Applying a HRBA to Monitoring and Evaluation*, retrieved March 2018 : https://www.unfpa.org/resources/human-rights-based-approach-programming

5   UNICEF, 2015, I*ntroduction to the Human Rights-Based Approach – A Guide for Finnish NGOs and Their Partners*, page 30, retrieved March 2018 : http://hrbaportal.org/wp-content/files/HRBA_manuaali_FINAL_pdf_small2.pdf

Intermediate outcomes describe changes in behaviour, practice or performance not only among those directly involved in the project, but expands to include organizations, neighbourhoods, families, surrounding them that are influenced by the program (i.e. changes in rights-holders, duty-bearers and other stakeholders). Some examples are provided below.

- Decreased barriers to access and benefit from service delivery for marginalized individuals and groups

- More effective social actions by people, especially women and marginalized

- groups, to hold their governments to account in country X

- Strengthened policies of public institutions to respond to the diverse needs and rights of people, especially women and marginalized groups in country X

- Greater access to justice for women in country X and improved collaboration among women's organizations

- Increased engagement in transparent and consultative decision-making by State bodies

Immediate outcomes result directly from the delivery of project activities (outputs). They often refer to expected changes among individuals directly participating in the activities. Some examples are provided below.

- Improved awareness of human rights and the role of duty-bearers

- Increased ability of community members, especially women and marginalized groups, to participate in democratic decision making in their communities

- Strengthened skills of community members, especially women and marginalized groups, to undertake actions to influence socio-economic policy and programs in country Y

- Increased awareness among police officers in district Z of their responsibility to protect human rights[6]

Indicators

Human rights principles and standards needs to guide the selection of related indicators. (i.e., participation, non-discrimination, gender equality, and accountability). Indicators should capture the extent to which the human rights principles have been incorporated into all stages of the program (i.e., process) and demonstrate how incorporating rights has contributed to overall program effectiveness (i.e., outcomes).

The chart below provides an example of outcomes and related indicators.

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6   *Advancing human rights*, Government of Canada, November 2017, retrieved March 2018, http://international.gc.ca/world-monde/funding-financement/advancing_human_rights-promouvoir_droits_personne.aspx?lang=eng

Example

Ultimate outcome

Increased empowerment of women from marginalized in country Y, to engage in democratic processes, and enjoy and exercise their human rights

Outcomes	Quantitative Indicator	Qualitative indicator
Intermediate outcome Enhanced women's participation in democratic decision-making in country Y	# of women participating in the political process (e.g., consultations, decisions, representations, influence)	Level of participation (on a four-point scale) of women in the political process (e.g., consultations, decisions, representations, influence)
Immediate outcome Strengthened skills of community leaders to accompany women to carry out actions for advancing women's participation in democratic decision making in their communities	# of community leaders (f/m) trained that can explain how they will accompany women in their communities to carry out actions for advancing women's participation in democratic decision making in their communities	Level of perceived ability (on a four-point scale) of community leaders (f/m) to accompany women in their communities to carry out actions for advancing women's participation in democratic decision making in their communities

Gender-sensitive indicators[7]

Having results and indicators as well as related baselines and targets that allow us to measure changes in gender equality is fundamental in all development programming. Gender equality means that all human beings, regardless of sex or gender identity (i.e., women and men, girls and boys or any person whose appearance or behaviour does not conform to traditional male and female gender norms), are free to develop their personal abilities, pursue their professional careers and make choices without the limitations set by stereotypes, rigid gender roles and prejudices.

Indicators of gender equality should be considered for each stage of the project cycle, the planning, development, implementation and evaluation. A gender-sensitive indicator enables us to:

- Measure the gender gaps and inequalities we are seeking to redress through our programming

- Determine the differences in the roles and responsibilities, of different members of society as well as their access to resources

- Discern the power structures that underlie the relationships among different members of society

- Demonstrate the impact of changes in power relations between women and men and boys and girls

Some examples of gender-sensitive indicators are provided below.

Quantitative
- Ratio of women to men in decision-making positions in the government

- # of laws that grant equal rights to men and women

- # of people (f/m/x) who suffer from gender-related violence

Qualitative
- # of women who feel they receive equal treatment in decision-making

- Perceived confidence (on a four-point scale) of LGBTI persons in accessing gender-sensitive health services

Disaggregating data for indicators[8]
Data disaggregation is sometimes referred to as "separating a whole into its component parts" and data aggregation as "summing the data". General statistical data give only the global picture and do not necessarily allow us to see what is happening at the level of specific groups. Disaggregation of data allows us to see hidden relations, gather details about those who are most often excluded or marginalized, and in essence capture the real situation in order to be able to effectively measure progress towards the results.

In keeping with the Sustainable Development Goals' primary aim of leaving no one behind, as well as HRBA's focus on the most disadvantaged and marginalized, it is imperative that the indicators we develop allow for the collection of disaggregated data that will enable us to demonstrate how different people or groups in society experience or are affected by our projects.

Wherever possible, indicators should aim to gather disaggregated data related to principle grounds for discrimination, including sex, age, economic and social situation, race, colour, language, religion, political or other opinion, national or social origin, property, birth, disability, health status, nationality, marital and family status, sexual orientation and gender identity, place of residence and other status.

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7   Equitas and OHCHR, *Evaluating the impact of human rights training: A guidance tool on developing indicators,* to be published in 2018.

8   Ibid

Activity 10
HRBA and development projects

Objectives

- To have participants identify the elements of HRBA in development projects
  Facilitation notes

Key learning

After completing this activity, participants will gained:

- Greater familiarity with the integration of a HRBA in different contexts

Time (45 min)

Materials

Worksheet 8 – Examples of development projects incorporating a HRBA

Description

This activity s divided into two parts.

Part A: Group work (20 min)

- Divide participants into groups of 5's.

- Assign each case study to half of the groups.

- Ask the groups to read the case study assigned to their group and answer
  the questions

Part B: Large group discussion (25 min)

Discuss each case study addressing the questions provided.

END OF ACTIVITY

Facilitation notes

Worksheet 8

Examples of development projects incorporating a HRBA

1. Case study from Myanmar[9]

In Myanmar, after a terrible flood, agricultural production was impossible because of damage to a small dam responsible for irrigating more than 2,000 acres of land owned by five villages. We helped people get the irrigation department to agree to support engineering design and provide heavy machinery to rebuild the dam. But they needed US$40,000 to buy materials. ActionAid Myanmar worked with communities to agree on a clear strategy for how landless people would benefit directly from the project. Villagers came up with the idea that landowners would get irrigation water from the dam, but landless people would have the right to cultivate fish in the lake behind the dam. Landless people would get 70% of the income from the fish while 30% would be used to maintain the dam. Villagers also decided that half of the dam construction project committee members would be women and a women's self-help group would be supported to create a "women-only space" for their economic empowerment. On the basis of this agreement, ActionAid agreed to provide materials for the dam.

Even in a post-emergency context we can promote rights-based approaches to service delivery.

Task Explain how ActionAid incorporated HRBA.

1. Identify the rights-holders and duty-bearers their capacity-building needs

2. Explain how the key elements of a HRBA were addressed:

- Participation
- Accountability
- Non-discrimination and equality
- Empowerment
- Links to human rights

9   People's Action in Practice, ActionAid, 2012 retrieved March 2018 from http://www.actionaid.org/sites/files/actionaid/peoples_action_in_practice_english_amended_kcp7.pdf

2. Case study: Women's right to land in Sierra Leone[9]

"I am one of dozens of women in Kambia district who no longer sits and sees men take what belongs to us. We go for it," says N'mah Damba, 61, a petty trader.

ActionAid sponsored N'mah to attend our Climate change and right to land training in South Africa in November 2011. "My husband died and left me with three children and a piece of land. His relatives mistreated us and the land was seized by one of his brothers and sold unbeknownst to me. I had no alternative but to accept the situation because even the authorities that should have helped me believe a woman cannot own land." "When I came into contact with ActionAid through the Women's right to land project during the general Violence Against Women community meeting, things started changing. After attending several Violence Against Women meetings and training in advocacy, land laws and the Devolution of Estate Act, I began to know my rights as a woman and what I should do to get back what belonged to me. Using the knowledge from the trainings, I sued the person who bought my land and my husband's brother. After several court appearances, I won the case and the land was handed over to me." "I am planning to build a makeshift structure which I can rent out to raise funds to educate my children. It is also a way of securing the land from other grabbers. I thank ActionAid for giving me this opportunity through the Women's right to land project. I'll continue to use my experience to help other women who are in similar situations."

Task Explain how ActionAid incorporated HRBA.

1. Identify the rights-holders and duty-bearers and their capacity-building needs

2. Explain how the key elements of a HRBA were addressed:

- Participation
- Accountability
- Non-discrimination and equality
- Empowerment
- Links to human rights

Activity 11
Preparing your action plan

Objective

- To have participants prepare an action plan for integrating HRBA into the work of their organizations

Key learning

After completing this activity, participants will have concrete ideas about how to:

- Implement HRBA in their organizations.

Time (45 min)

Materials

Worksheet 9 – Action Plan

Description

This activity is divided into three parts.

Part A: Individual reflection (25 min)
Participants fill out their action plan.

Part B: Presentations (15 min)
Ask participants to present one element of their plan.

Part C: Next step (15 min)
Ask the team members to present the next steps.

Ask participants to reflect on the following question: What are some of the opportunities you see for integrating a HRBA into the work of your organization?

END OF ACTIVITY

Facilitation notes

Worksheet 9
Action Plan

Date:_____

Name: _____

Organization:_____

This training allowed me to…

Actions	Timeframe (3-6 months)

When I return to my organization, I will :

1.

2.

3.

4.

5.

Appendix

Activity 4
Part A - materials

Elements of the UN human rights system cards

Human Rights Council	Special Procedures
Office of the High Commissioner for Human Rights	Universal Periodic Review
Treaty Bodies	Others

Activity 4
Part A - materials

Description of the key elements of the UN human rights system cards

(subsidiary organ of the General Assembly established in accordance with the UN Charter; composed of State representatives)	Human Rights Committee (CCPR)
(established by treaties; composed of independent experts)	Thematic Mandates: Examples – Freedom of Opinion and Expression, Freedom of Religion or Belief, Freedom of Assembly and Association, Human Rights while countering Terrorism, Human Rights Defenders, Independence of Judges and Lawyers, Racism, Extrajudicial and Summary Executions, International Solidarity, Torture, Health, Food, etc.
Country Mandates: Cambodia, Democratic People's Republic of Korea, Haiti, Myanmar, Palestinian territories occupied since 1967, Somalia, Sudan	Committee on the Elimination of Racial Discrimination (CERD)
(Examples: Complaint Procedure; Advisory Committee; Forum on Minority Issues; Expert Mechanism on the Rights of Indigenous Peoples; Working groups; etc.)	Committee on the Elimination of Discrimination against Women (CEDAW)
Committee on Economic, Social and Cultural Rights (CESCR)	Committee against Torture (CAT) / Subcommittee on Prevention of Torture (SPT)

Committee on the Rights of the Child (CRC)

Committee on the Rights of Persons with Disabilities (CRPD)

Committee on Enforced Disappearances (CED)

Committee on Migrant Workers

(Part of the UN Secretariat; its mandate also includes supporting the activities of the human rights mechanisms and bodies, like the Human Rights Council and the treaty bodies)

Main UN human rights mechanisms and bodies

Diagram of the UN human rights system*

A. Human Rights Council

(Subsidiary organ of the General Assembly established in accordance with the UN Charter, composed of State representatives)

A1. Special Procedures (Independent experts)

Thematic Mandates: Freedom of expression and opinion; Freedom of Religion or Belief; Freedom of peaceful Assembly and Association; Right to Privacy, Human Rights while countering Terrorism; Human Rights Defenders; Persons with disabilities; Older persons; Independence of Judges and Lawyers; Discrimination, Racism, Xenophobia and Intolerance; Extrajudicial, Summary or Arbitrary Executions; International Solidarity; Torture; Health; Environment; Food; Housing; Education; Hazardous Substances and Wastes; Extreme Poverty; Foreign Debt; Safe Drinking Water and Sanitation; Cultural Rights; Rights of Indigenous Peoples; Promotion of truth, justice, reparation and guarantees of non-recurrence; Promotion of a democratic and equitable international order; Internally Displaced Persons; Minority Issues; Slavery; Migrants; Albinism; Sale of Children; Trafficking in persons; Violence against Women; Unilateral coercive measures; Working Group on Arbitrary Detention; Working Group on Enforced or Involuntary Disappearances; Working Group on Mercenaries; Working Group on Discrimination against Women in Law and Practice; Working Group on people of African Descent; Working Group on Human Rights and Business; Right to Development; Protection against violence and discrimination based on sexual orientation and gender identity.

Country Mandates: Belarus; Cambodia; Central African Republic; Côte d'Ivoire; Democratic People's Republic of Korea; Eritrea; Haiti; the Islamic Republic of Iran; Mali; Myanmar; Palestinian territories occupied since 1967; Sudan; Somalia; Syrian Arab Republic.

A2. Universal Periodic Review
(Peer review among States)

A3. Others (Complaint Procedure; Advisory Committee; Universal Periodic Review Working Group, Forum on Minority Issues; Expert Mechanism on the Rights of Indigenous Peoples; Social Forum, Forum on Business and Human

Rights) http://www.ohchr.org/EN/HRBodies/HRC/Pages/OtherSubBodies.aspx

B. Treaty Bodies

(Established by treaties; composed of independent experts)

- Human Rights Committee (CCPR)

- Committee on Economic, Social and Cultural Rights (CESCR)

- Committee on the Elimination of Racial Discrimination (CERD)

- Committee on the Elimination of Discrimination against Women (CEDAW)

- Committee against Torture (CAT)

- Subcommittee on Prevention of Torture (SPT)

- Committee on the Rights of the Child (CRC)

- Committee on Migrant Workers (CMW)

- Committee on the Rights of Persons with Disabilities (CRPD)

- Committee on Enforced Disappearances (CED)

C. Office of the High Commissioner for Human Rights

(Part of the UN Secretariat; its mandate is to support human rights mechanisms of the UN, such as the Human Rights Council and the treaty bodies.)

Description of the elements of the UN human rights system

Human Rights Council

What is it?

The Human Rights Council is the principal United Nations intergovernmental body responsible for human rights. Established by General Assembly resolution 60/251, it replaced and assumed most mandates, mechanisms, functions and responsibilities previously entrusted to the **United Nations Commission on Human Rights. The Office of the United Nations High Commissioner for Human Rights** (OHCHR) is the secretariat for the Human Rights Council, as it was for the Commission on Human Rights.

How does it work?

The Human Rights Council is an intergovernmental body of 47 member States based in Geneva. It meets for at least 10 weeks a year spread over no fewer than three sessions, and can also hold special sessions. While the Commission was a subsidiary organ of the **Economic and Social Council** (ECOSOC), the Human Rights Council is a subsidiary organ of the **General Assembly**. Its role includes addressing violations of human rights, including gross and systematic violations, and the promotion of effective coordination and the mainstreaming of human rights within the United Nations system.

On 18 June 2007, one year after its first meeting, the Human Rights Council agreed on a package that established the procedures, mechanisms and structures to form the basis for its future work. This package, adopted as its **resolution 5/1**, included the Council's agenda, program of work and rules of procedure and made modifications to the system of expert advice and the complaints procedure inherited from the Commission. Resolution 5/1 also set out the modalities for the operation of the Council's new universal periodic review mechanism and established a process for reviewing, rationalizing and improving all special procedures mandates.

Special Procedures

What are they?

'Special procedures' is the general name given to the mechanisms established by the **Commission on Human Rights** and assumed by the **Human Rights Council** to examine, monitor, advise and publicly report on human rights situations in specific countries or territories (**country mandates**), or on major phenomena of human rights violations worldwide (**thematic mandates**). As of March 27 2015, there are 55 special procedures (41 thematic mandates and 14 country mandates) in operation. Persons appointed to the special procedures are independent experts (mandate-holders) and may be known as special rapporteurs, representatives, special representatives, independent experts or members of working groups.

The **Office of the United Nations High Commissioner for Human Rights** (OHCHR) provides them with personnel, logistical and research assistance to support them in their mandates.

How do they work?

The special procedures:

- Interact daily with actual and potential victims of human rights violations and advocate the protection of their rights;

- Act upon human rights concerns either in individual cases or on more general issues through direct communications with Governments;

- Undertake fact-finding missions in countries and issue reports with recommendations;

- Prepare thematic studies that serve as a guide on norms and standards; and

- Raise public awareness through the media on issues within their mandates.

Unlike United Nations treaty bodies, special procedures can be activated even where a State has not ratified the relevant instrument or treaty, and it is not necessary to have exhausted domestic remedies to access the special procedures.

Universal Periodic Review (UPR)

What is it?

Established by General Assembly **resolution 60/251**, the Universal Periodic Review (UPR) is a relatively new human rights mechanism (2006). Through it the **Human Rights Council** reviews, on a periodic basis, the fulfillment by each of the 193 United Nations Member States of their human rights obligations and commitments. The UPR is a cooperative mechanism and is intended to complement, not duplicate, the work of the **human rights treaty bodies.**

How does it work?

Human Rights Council **resolution 5/1** sets out the periodicity and process. The UPR operates on a four and a half-year cycle and consists of several stages, for instance:

Preparation of the information upon which reviews are based, including: information prepared by the State under review (national report); a compilation of United Nations information on the State under review prepared by the **Office of the United Nations High Commissioner for Human Rights** (OHCHR); and a summary of information submitted by other stakeholders (including civil society actors), also prepared by OHCHR;

- The review itself takes place in Geneva in the Working Group on the UPR, which is composed of the 47 member States of the Council, and takes the form of an interactive dialogue between the State under review and the member and observer States of the Council. The Working Group meets in three two-week sessions each year.

- A group of three rapporteurs ('troika'), drawn from among the Council's member States, facilitates the review of each State;

- The Working Group's adoption of an outcome document at the end of each review; The Council's consideration and adoption of the UPR outcome document, normally at its next regular session; and

- Follow-up by reviewed States and other stakeholders, including civil society, on the implementation of the conclusions and recommendations contained within outcome documents.

Others (e.g., Social Forum)

What is it?

The Social Forum is a subsidiary body of the United Nations Human Rights Council. It serves as unique space for open and interactive dialogue between the representatives of Member States, civil society, including grass-roots organizations, and intergovernmental organizations on issues linked with the national and international environment needed for the promotion of the enjoyment of all human rights by all.

How does it work?

The Social Forum is open to the participation of interested stakeholders, including:

- Intergovernmental organizations;

- Different components of the United Nations system, especially mandate-holders of thematic procedures and mechanisms of the human rights machinery;

- Regional economic commissions;

- Specialized agencies and organizations, in particular the United Nations Development Programme (UNDP), the World Bank, the International Monetary Fund and the World Trade Organization;

- Representatives designated by national human rights institutions (NHRIs), and NGOs in consultative status with ECOSOC; and

- Other NGOs, in particular newly emerging actors such as small groups and rural and urban associations from the North and the South, anti-poverty groups, peasants' and farmers' organizations and their national and international associations, voluntary organizations, youth associations, community organizations, trade unions and associations of workers, as well as representatives of the private sector, regional banks, and other financial institutions and international development agencies.

Treaty Bodies

What are they?

The **human rights treaty bodies** are the **committees of independent experts** that monitor the implementation of the United Nations human rights treaties by States parties. They do this by reviewing reports submitted periodically by States parties on steps taken to implement treaty provisions. Most human rights treaty bodies are competent to receive and consider individual complaints, while several may conduct inquiries. One, the **Subcommittee on Prevention of Torture**, is mandated to conduct visits to places where persons may be deprived of their liberty in order to prevent torture.

How do they work?

In addition to its obligation to implement the substantive provisions of the treaties to which it is a party, each State party is required to submit regular reports on how it has implemented treaty provisions. The relevant human rights treaty body considers these reports in the presence of a delegation of the State party and in the light of all information, including further written information provided by the State party, as well as information provided orally during the consideration of the report.

The committees also receive information from United Nations agencies, national human rights institutions (NHRIs) and civil society actors, in particular non-governmental organizations (NGOs), professional associations and academic institutions.

Based on this process, human rights treaty bodies adopt what are generally known as 'concluding observations', which refer to the positive aspects of a State's implementation of the treaty and the areas where the treaty body recommends the State to take further action.

In addition to considering States parties' reports, treaty bodies exercise other functions to strengthen the implementation of treaties.

The Human Rights Committee, the Committee on Economic, Social and Cultural Rights, the Committee on the Elimination of Racial Discrimination, the Committee against Torture, the Committee on the Elimination of Discrimination against Women, the Committee on the Rights of the Child, the Committee on the Rights of Persons with Disabilities, and the Committee on Enforced Disappearances may consider complaints or communications from individuals (or groups

of individuals in the case of the Committee on Economic, Social and Cultural Rights, Committee on the Elimination of Racial Discrimination, the Committee on the Elimination of Discrimination against Women, the Committee on the Rights of the Child and the Committee on the Rights of Persons with Disabilities) who claim their rights have been violated by a State party.

The Committee on Economic, Social and Cultural Rights, the Committee against Torture, the Committee on the Elimination of Discrimination against Women, the Committee on the Rights of Persons with Disabilities, the Committee on Enforced Disappearances and the Committee on the Rights of the Child may initiate inquiries if they have received reliable information containing well-founded indications of serious, grave or systematic violations of the treaties in a State party.

The Committee on Economic, Social and Cultural Rights, the Committee on the Elimination of Racial Discrimination, the Human Rights Committee, the Committee against Torture, the Committee on the Elimination of Discrimination against Women, the Committee on the Rights of the Child, the Committee on Migrant Workers and the Committee on Enforced Disappearances have procedures for addressing either inter-State complaints or disputes.

The Human Rights Committee, the Committee on the Elimination of Racial Discrimination and the Committee on the Rights of the Child have also established an **ad hoc** Conciliation Commission to resolve disputes between State parties regarding the fulfilment of a State's obligations under the relevant Convention.

The Committee on the Elimination of Racial Discrimination has developed procedures relating to early warning measures and urgent action.

Human rights treaty bodies also adopt general comments and convene thematic discussions on a particular subject to provide substantive guidance on implementation

Source

OHCHR, 2008. *Working with the United Nations Human Rights Programme: A Handbook for Civil Society)*. Geneva: Office of the High Commissioner for Human Rights; http://www.ohchr.org/EN/HRBodies/TBPetitions/Pages/HRTBPetitions.aspx

Activity 7
Worksheet 4

Suggested answer key

Human rights issues
1. Right to an adequate standard of living (ICESCR, art. 11)
2. Right to quality education (ICESCR, art. 13 and 14, CRC, art. 28, CEDAW, art.10)
3. Right to accessible health care (ICESCR, art. 12, CRC, art. 24, CEDAW, art. 12)
4. Right to paid work (ICESCR, art. 7, CEDAW, art. 11)
5. Right to the protection of the law and equality before the law (ICCPR, art. 14 and 26)
6. Right of association (ICCPR, art. 22)
7. Right to participate in public life (including development planning) (ICCPR, art. 25, CEDAW, art. 14)
8. The right to family life (ICESCR, art. 10, ICCPR, art. 23, CRC, art. 9 and 11)
9.
10.

Activity 8
Worksheet 5

Suggested answer key

Elements of HRBA	Considerations, strategies and/or actions for implementing an HRBA in the Women First project. Explain your answer
Direct links to human rights	The first step in implementing an HRBA is to identify which human rights are being affected, determine which ones are to be targeted in the project and examine which ones are covered by international treaties that Summerland has ratified and which it is therefore accountable for realizing (see Activity 7 , Worksheet 4).
Participation 1. How did **Women First** determine the project activities?	1. This information is not provided in the case study.
2. Who was consulted? Who should have been consulted?	2. The context does not indicate who the NGO consulted. However, the women who work in the fields and those who have children would be in the best position to identify their priorities and their availability to contribute to the project. **Women First** should consult these individuals. It is also important to consult with children to understand their interests and to seek their participation in implementing the project.
3. How can **Women First** encourage and ensure the participation of the people whose living conditions are to be improved and whose human rights are to be defended through the project?	3. **Women First** must be transparent and consistent when it comes to the required level of participation of each group of actors in the project: when, in what structures, what roles (who does what, who decides what, etc.). The desired results of this project cannot be achieved without the will of the target population, women in this case. Consultation is already part of the project implementation process; it demonstrates to the target population that the NGO wishes to work with and for them, and that they are seen as the drivers of their own development. Consultation also provides a preliminary view—one to be further explored—of the people's awareness of their rights. **(This step may be reviewed and improved after Step 3 [Accountability], and the people identified in this step could be consulted.**

Elements of HRBA	Considerations, strategies and/or actions for implementing an HRBA in the Women First project. Explain your answer
Accountability 4. In the context of the project and the rights being targeted, who are the rights-holders?	4. Rights-holders, are: **Women** (right to security, equality, protection of the law, participation in development planning, fairly paid work, etc.) (responsibility to educate their children and to make their interests a priority) **Children** (right to education, health, recreation, a stable family environment, participation, to have their interests considered, etc.) **Teachers** (right to fair work conditions, including adequate training) (responsibility to respect children's rights, to encourage them, to make children's interests a priority)
5. Which people and institutions are responsible for realizing the rights (i.e duty-bearers)?	5. Duty bearers are: **Government bodies** The government is obligated to: • Make companies comply with environmental laws • Meet its international commitments when it comes to human rights • Protect landowner rights • Ensure that the people have a dignified standard of living • Provide quality and education and accessible, universal health care • Ensure that the proper conditions are in place to provide adequate services (training, salary, infrastructure, etc.) • Put in place structures that allow for significant participation **Wind power companies** The companies have obligations according to the laws that apply in the country, specifically those that concern them directly: 15% must go to the community. The government set these obligations in exchange for giving them operating rights. The government is accountable for ensuring that the companies follow its legislation.

Elements of HRBA	Considerations, strategies and/or actions for implementing an HRBA in the Women First project. Explain your answer
6. What is **Women First** accountable for? How can it be held accountable?	6. **Women First** Women first is accountable by delegation, because the funds received come from a government law to help the government meet its obligations to citizens. By virtue of the Funds received, **Women First** is accountable for realizing these rights.
7. What actions must **Women First** take to hold the government accountable?	7. **Women First** must be transparent and accountable to the population. This can be achieved by engaging citizens to participate in achieving the desired results and assessing them each year. The use of international human rights treaties ratified by the government provide legitimacy to the people's actions. It is also important to propose group actions. For example, Women First could help the community to establish action committees on specific issues.
Non-discrimination 8. How can **Women First** ensure that the rights of the poorest are given priority?	8. In this project, the mothers with the most children may be the poorest and will have less time to participate. We need to find ways to consult them. Therefore, the timing of this is very important, as these women very likely do not have a lot of free time. The choice of facilitators for the consultation is equally important. These should be people from the community who are good listeners and would not be intimidating to the women. On occasion, the general public may also be asked to contribute, provided this does not cause humiliation to the target group. People know their neighbours well, and inviting them to contribute can sometimes incite them to become more involved in their communities, and prioritize the most marginalized community members. Very often, the "strongest" people, those who are educated and are well connected, are those who make themselves heard during consultations. It is important to find ways to make the voices of the "voiceless" heard, perhaps by organizing consultation meetings that target them specifically.

Elements of HRBA	Considerations, strategies and/or actions for implementing an HRBA in the Women First project. Explain your answer
Empowerment 9. Whose capacities must *Women First* strengthen? What types of skills are required? For whom?	**9. The general public** **Women First** must educate the general public about their rights, empower people to demand them in a non-violent manner and to propose solutions. Training in interest-based negotiation could be a highly effective advocacy tool. **Women First** is not a substitute for citizens. It must first and foremost analyze the capacity required for citizens to become engaged in holding the government accountable for its actions and in claiming their rights. **Government bodies** **Women First** must also consider the capacity that the government and its representatives (in the context of this project, this means teachers and the judiciary) will need if they are to meet their obligations. Therefore, Women First must work to ensure that the government develops this capacity. Note that the balance of power is an important factor in progress. On the one hand, in the context of a weak civil society, power that is overly authoritarian will simply maintain the status quo. On the other hand, an opposition force that is too strong will destabilize the government and may provoke a defensive or aggressive reaction on its part. This is why it is important to consider the skills development of all parties involved Although it is not within its area of responsibility, the NGO can raise awareness among other funders or teachers' unions, for example, to support the government in meeting its obligations. Citizens' committees (which the project can help establish) can also put pressure on the government to improve its response to their claims. **Women First** Lastly, the NGO must also assess its own skills when it comes to adopting a HRBA and train its staff accordingly. In particular, it should focus on skills needed to improve its participation strategies and its strategies in analysis of situations and of power relations. This strengthening of skills becomes a key component in the project, as it is both a means and an end of HRBA.

End of training evaluation questionnaire

Thank you for filling out the evaluation questionnaire. Your evaluation and comments will help us to revise our programs and in the development of other programs so that we can better respond to your needs.

| Results of the training session | | | | |
The objectives of the training session Please choose appropriate box	Strongly disagree	Disagree	Agree	Strongly agree
1. This training session allowed me to reflect on how to better integrate the elements of HRBA into the programs and projects of my organization	☐	☐	☐	☐
Comments :				
2. This training session allowed me to share knowledge with peers and partners on how to integrate a HRBA	☐	☐	☐	☐
Comments :				

Results of the training session

Other comments

3. Did this workshop meet your expectations?	Yes	Partially	No
	☐	☐	☐

Comments:

4. What was most useful to me in the training :

5. What was the least useful to me in the training :

6. What other content would you recommend that we add to our next workshops?

Other comments :

The Istanbul Principles

Principle 1: Respect and promote human rights and social justice

CSOs are effective as development actors when they … develop and implement strategies, activities and practices that promote individual and collective human rights, including the right to development, with dignity, decent work, social justice and equity for all people.

Principle 2: Embody gender equality and equity while promoting women's and girls' rights

CSOs are effective a s development actors when they … promote and practice development cooperation embodying gender equity, reflecting women's concerns and experiences, while supporting women's efforts to realize their individual and collective rights, participating as fully empowered actors in the development process.

Principle 3: Focus on people's empowerment, democratic ownership and participation

CSOs are effective as development actors when they … support the empowerment and inclusive participation of people to expand their democratic ownership over policies and development initiatives that affect their lives, with an emphasis on the poor and marginalized.

Principle 4: Promote environmental sustainability

CSOs are effective as development actors when they … develop and implement priorities and approaches that promote environmental sustainability for present and future generations, including urgent responses to climate crises, with specific attention to the socio-economic, cultural and indigenous conditions for ecological integrity and justice.

Principle 5: Practice transparency and accountability

CSOs are effective as development actors when they … demonstrate a sustained organizational commitment to transparency, multiple accountability, and integrity in their internal operations.

Principle 6: Pursue equitable partnerships and solidarity

CSOs are effective as development actors when they … commit to transparent relationships with CSOs and other development actors, freely and as equals, based on shared development goals and values, mutual respect, trust, organizational autonomy, long-term accompaniment, solidarity and global citizenship.

Principle 7: Create and share knowledge and commit to mutual learning

CSOs are effective as development actors when they … enhance the ways they learn from their experience, from other CSOs and development actors, integrating evidence from development practice and results, including the knowledge and wisdom of local and indigenous communities, strengthening innovation and their vision for the future they would like to see.

Principle 8: Commit to realizing positive sustainable change

CSOs are effective as development actors when they … collaborate to realize sustainable outcomes and impacts of their development actions, focusing on results and conditions for lasting change for people, with special emphasis on poor and marginalized populations, ensuring an enduring legacy for present and future generations.

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