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Office of the United Nations High
Commissioner for Human Rights (OHCHR) /
Human Rights Council Working Group

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OHCHR/Human Rights Council Working Group
Follow-up of the draft resolution A/HRC/38/L.5
“Human Rights and Climate Change”
from the 38th session of the Human Rights Council



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I. Introduction

Commemorating the 70th anniversary of the adoption of the Universal Declaration of Human Rights, the 56th Graduate Study Program (GSP), at the United Nations Office at Geneva (UNOG), built its session around human rights, the cornerstone of the United Nations (UN). As the GSP session coincided with the final week of the 38th session of the Human Rights Council (HRC), one of the working groups was designed to produce a report analysing one of the drafted resolutions presented to the HRC.

The working group, made up of 12 graduate students from across the globe and led by Cédric Sapey, press officer for the HRC, decided to work on the drafted resolution on climate change, A/HRC/38/L5, initially sponsored by Bangladesh, Philippines, and Vietnam.

A. Objective

In order to gain a better understanding of the inner functions of the HRC, the working group investigated the historic and institutional background of the Council, leaning on knowledge provided by presentations given to the GSP by expert UN officials and civil society representatives. The group then analyzed the key functions of the HRC, the process of drafting resolutions, and the HRC's voting procedure. All of those investigations were developed in order to obtain accurate and practical knowledge of the dynamics of the HRC.

B. Audience

The working group would like to address the resolution's analysis to all members of the HRC, and all Member States of the UN which are not a part of the HRC. Additionally, in accordance to the 44th session of the Committee on the Elimination of Discrimination against Women (CEDAW), the resolution's analysis shall especially concern States, which are threatened by the climate change due to their geographical factors, or any other factor outlined in the 44th CEDAW session. Furthermore, we're addressing this resolution to every country, which have had pledged its commitment to the implementation of the Paris Agreement. In accordance to the Special Rapporteur on the issue of human rights obligations (A/HRC/31/52) the resolution shall concern all relevant Civil Society organizations, which work on fighting the effects of the climate change and empowering women, and those which are spreading awareness of the effects of the climate change and works with the governments in climate change-related actions, as well as women and girls rights.

C. Methodology

The working group, guided by moderator Cédric Sapey, analyzed a list of draft resolutions proposed by members of the HRC attending its 38th session, convened between June 18th to July 6th 2018.

Instead of merely producing a theoretical report, the working group decided to analyse the draft resolution A/HCR/38/L.5 titled ‘Human Rights and Climate Change’ mainly sponsored by Bangladesh, the Philippines, and Vietnam. Research was conducted on the instruments found in the preamble of the draft resolution, in order to understand the legal background, the existing mechanisms addressing climate change, and the intersection of climate change and human rights with the rights of women and girls.

The working group observed the session of the HRC on July 5th when the draft resolution A/HCR/38/L.5 was adopted by consensus by the members of the HRC. Remarks presented by delegations concerning the resolution were also incorporated into the analytical process adopted by the group.

The next phase of the analysis incorporated a review of the operative clauses in the adopted resolution in which the group proposed improvements and adjustments to the text oriented by a human rights perspective. Further, addressing the specific impacts of climate change on the rights of women and girls was a key focus.

II. History of the Relation Between Climate Change and Human Rights:

A. Key Changes and Dangers in the Globe

The 1972 UN Conference on the Human Environment in Stockholm brought environmental issues to the forefront of the UN, but climate change has gained the most traction within the last 20 years especially in the media and broader society. The fight against climate change has become an increasingly important part of the work of international organizations¹, including as a key part of the 2015 Sustainable Development Goals. Climate change is caused primarily by the emission of CO₂, which can last up to 100 years in the atmosphere. It is caused by the use of fossil fuels like coal, oil or natural gas. Climate change is also exacerbated by demographic factors, where the world population is expected to dramatically rise by 2050 to almost 10 billion people, especially on continents with higher birth rates like Asia and Africa which are at high risk of the effects of climate change².

¹ D'Alembert, Centre, director. *Hervé Le Trent "Changement Climatique: Prévission, Scénario, Catastrophisme"*. YouTube, YouTube, 3 Jan. 2018, www.youtube.com/watch?v=hWuIVvgETA8.

²https://www.lemonde.fr/planete/article/2017/06/22/la-population-mondiale-atteindra-9-8-milliards-d-habitants-en-2050-selon-l-onu_5149088_3244.html

Despite the numerous international agreements and conventions dealing with climate change and environmental degradation such as the Conference of the Parties (COP) established by the UN Framework Convention on Climate Change (UNFCCC), there has been no reduction in temperatures or emissions of greenhouse gases. In fact, both the temperature and greenhouse gas emissions are increasing dramatically. Changes to the climate caused by temperature and greenhouse gas increases already have an impact on the environment: desertification, drought, the intensity and frequency of natural disasters, biodiversity loss, and more. Climate change's immediate effects have become most prominent in agriculture, where natural cycles of seasons are impacted which puts farmers in doubt about levels of sowing crops. As a result, farmers do not produce as much as in the past, reducing local production to a low level³. The unpredictable nature of climate change and its effects leads us to an uncertain environmental, economic, social and political future.

The proposed solution to this is to dramatically and immediately reduce greenhouse gas emissions by a factor of 4, or around 3.5 billion tons per year. Europe's total emissions constituted 2 billion tons of total global emissions, while the United States constituted 5 or 6 billion tonnes. The United States alone should reduce its emissions by a factor of 10⁴, which from an economic standpoint is both inconvenient and, in the short-term, impossible.

B. The Correlation Between Human Rights and Climate Change

Climate change has a substantial impact on people's lives. It directly or indirectly impacts the realization of human rights of millions of people around the world⁵. It affects people's livelihoods, health and their future⁶. Climate change can translate into natural disasters, rising sea-levels, floods, heat waves, droughts, desertification, water shortages, or the spread of tropical and vector-borne diseases. In this sense, it directly impacts some crucial human rights, such as the rights to life, to water and sanitation, food, health, housing, self-determination, culture and development⁷. Important findings of in-depth research on the impact of climate change on human

³ Julien Hardelin «Les instruments alternatifs de couverture des risques climatiques en agriculture: une opportunité pour les pays en développement», *Mondes en développement* 2010/3 (n° 151), p. 25-34. DOI 10.3917/med.151.0025

⁴ *Ib id.*

⁵ 'OHCHR | Human Rights And Climate Change' (*Ohchr.org*, 2018) <<https://www.ohchr.org/EN/Issues/HRAndClimateChange/Pages/HRClimateChangeIndex.aspx>> accessed 10 July 2018

⁶ Environment Programme U (*Wdocs.unep.org*, 2015) <https://wdocs.unep.org/bitstream/handle/20.500.11822/9530/-Climate_Change_and_Human_Rights%20human-rights-climate-change.pdf.pdf?sequence=2&jsAllowed=1>

⁷ *Ibid*

rights can be found in the Fifth Assessment Report published by the Intergovernmental Panel on Climate Change⁸.

Climate change disproportionately affects regions of the world classified as developing states, which contributed the least to greenhouse gas emissions. These populations are the most vulnerable not only because of their poverty but also their geographical situation, gender, age and disability⁹. A rights-based response to climate change ensures the adoption of adequate and sufficient policies that takes the condition of these vulnerable populations into consideration¹⁰. For example, women constitute the majority of the world's poor¹¹. They face higher risks from climate change effects and often carry greater burdens in situations of poverty. For this reason, all responses to climate change should aspire to be gendered¹².

In addition, the Agenda 2030 for Sustainable Development sets the “operational” agenda of human rights. Nonetheless, human rights and the Sustainable Development Goals (SDGs) are interconnected. For example, SDG 13 urges UN Member States to take action on climate change, as it has an impact on the human rights of people, especially of vulnerable groups including women and girls. Improvements on SDG 13 will have an impact also on SDG 5 (gender equality), as it will help to empower women and girls. There will be also an impact in several other SDGs: to achieve SDG 13 we will need clean energy (SDG 7), and, in addition, the achievement of SDG 13 will help the achievement of SDG 14 (life below water) and SDG 15 (life on land).¹³

C. The Concept of “Climate Justice”

Climate change is not just a matter for scientists and bureaucrats: it affects people. Climate justice is the term often used to frame climate change as a political and social justice issue¹⁴. This term was used for the first time at the 2000 Climate Justice Summit, and it was reaffirmed in the Rio+10 Earth Summit in 2002

⁸ Environment Programme U (*Wdocs.unep.org*, 2015) <https://wdocs.unep.org/bitstream/handle/20.500.11822/9530/-Climate_Change_and_Human_Rightshuman-rights-climate-change.pdf.pdf?sequence=2&jsAllowed>

⁹ 'OHCHR | Human Rights And Climate Change' (*Ohchr.org*, 2018)

¹⁰ Ibid

¹¹ Climate Change U, 'Introduction To Gender And Climate Change | UNFCCC' (*Unfccc.int*, 2018) <<https://unfccc.int/topics/gender/the-big-picture/introduction-to-gender-and-climate-change>> accessed 10 July 2018

¹² Ibid

¹³ 'Sustainable Development Goals - United Nations' (*United Nations Sustainable Development*, 2015) <<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>> accessed 9 July 2018

¹⁴ Uprising P, 'What Is Climate Justice?' (*PeacefulUprising*, 2016) <<http://www.peacefuluprising.org/what-is-dimate-justice>> accessed 9 July 2018

through the adoption of the Bali Principles of Climate Justice, mainly sponsored by civil society actors. The Principles broadly recognize climate change as a social matter, which requires a fair and equitable distribution of its negative impacts, and community-led solutions to the problem¹⁵. Particularly, the Declaration stresses the greater responsibility of industrialized countries and transnational corporations in dealing with climate change, the necessity of creating new sustainable socio-economic models, and the importance of sharing information and involving local communities and women¹⁶ ¹⁷. The draft resolution A/HRC/38/L.5 links climate change with human rights and broader social issues, and is therefore taking into account and putting into practice this concept of climate justice¹⁸.

D. UN Organs and Specialized Agencies dealing with Climate Change

Within the United Nations, the primary body dealing with climate change is the Intergovernmental Panel on Climate Change (IPCC). The IPCC was established under the auspices of the UN in 1988, and remains the leading international body for the assessment of climate change. It acts as a source of scientific information and technical guidance for parties to the UNFCCC, including the Kyoto Protocol and Paris Agreement. The IPCC's main activities include:

- Preparing comprehensive Assessment Reports on climate change;
- Providing practical guidance to assist Parties to the international climate change treaties prepare national greenhouse gas inventories; and
- Creating Special Reports on various topics.

The IPCC does not undertake new research, but examines published and peer-reviewed literature to develop a comprehensive assessment of scientific understanding, which is published in IPCC Assessment Reports.

Within the UNFCCC, the COP exists as the supreme decision-making body of the Convention. These COP meetings, held yearly, serve as the formal meeting of the UNFCCC Parties to assess progress in dealing

¹⁵ 'Climate Justice' (*Global Justice Ecology Project - Home*, 2018) <<https://globaljusticeecology.org/dimate-justice/>> accessed 9 July 2018

¹⁶ 'Bali Principles Of Climate Justice | Corpwatch' (*Corpwatch.org*, 2002) <<https://corpwatch.org/artide/bali-principles-dimate-justice>> accessed 9 July 2018

¹⁷ Kennedy H, 'Five Ways To Achieve Climate Justice' (*the Guardian*, 2015) <<https://www.theguardian.com/sustainable-business/2015/jan/12/achieve-dimate-justice-human-rights>> accessed 9 July 2018

¹⁸ 'Mary Robinson Foundation – Climate Justice | Principles Of Climate Justice' (*Mrfcj.org*, 2018) <<https://www.mrfcj.org/principles-of-dimate-justice/>> accessed 9 July 2018

with climate change¹⁹. Beginning in the mid-1990s, COP meetings also endeavoured to negotiate international mechanisms including the Kyoto Protocol to establish legally binding obligations for developed and developing countries to reduce their greenhouse gas emissions.

Resolution A/HRC/38/L.5 resembles Resolution A/HRC/35/20, passed in 2010, which focused on the correlation between human rights, climate change, migrants and forced displacement across international borders. The resolution called for many of the same actions as A/HRC/38/L.5, including research and the creation of a report by the Office of the UN High Commissioner for Human Rights (OHCHR) concerning the effects of climate change on the human rights of migrants and displaced persons which was released in April 2018, and undertaking an intersessional expert panel discussion which took place as mandated in October 2017.

Previously adopted resolutions are not the first time that the UN has discussed both climate change and human rights. In March 2012, as part of A/HRC/RES/19/10, the OHCHR established a mandate for the Special Rapporteur on Human Rights and the Environment which investigated human rights obligations to the enjoyment of safe environments. The Special Rapporteur deals with human rights and the environment with an emphasis on the effects on minority groups, including women and most recently children's rights as explored in the Rapporteur's 2018 report A/HRC/37/58. The Special Rapporteur is also tasked with producing thematic reports concerning human rights and the environment, with publications including:

- 2014 mapping report (A/HRC/28/61), which included 14 individual reports on human rights obligations relating to the environment;
- 2015 compendium on good practices (A/HRC/28/61), which outlined good practices undertaken by governments, international organisations, corporations and others;
- 2016 climate change report (A/HRC/31/52), which looked at the procedural and substantive human rights obligations of States relating to climate change;
- 2016 implementation report (A/HRC/31/53), which explored methods which actors can implement human rights obligations in tandem with the right to a healthy environment;
- 2017 biodiversity report (A/HRC/34/49), which investigated the important role of ecosystem services and biodiversity on human rights obligations.

The Special Rapporteur has also undertaken several country visits including to Costa Rica, France, Madagascar, Uruguay and Mongolia.

¹⁹ Unfccc.int. (2018). *Conference of the Parties (COP) | UNFCCC*. [online] Available at: <<https://unfccc.int/process/bodies/supreme-bodies/conference-of-the-parties-cop>> Accessed 11 Jul. 2018.

III. Analyzing the Resolution

The working group focused firstly on analyzing the resolution's historical precedent, investigating all the references quoted in the text of the resolution. Those references can be classified into three categories: binding documents, other documents like programs of declarations, and documents from UN institutions.

A. UN Instruments

1. UN Charter

The UN Charter is the treaty that created the UN and binds all UN Member States to its principles. It is also a fundamental document that serves as a base to remind the commitment of the UN Member States to the UN's three pillars of peace and security, development, and human rights. Despite the Charter being older than the Universal Declaration of Human Rights, human rights remain a central principle present throughout the Charter. However, the Charter does not make any direct reference to climate change or environmental issues, but indirectly these issues are present. For instance, in Chapter IX, it is stated that the UN Member States shall promote higher standards of living, solutions to international problems, and respect for the 'human rights and fundamental freedoms for all without distinction as to race, sex, language, or religion.'²⁰ This means that Member States ought to find a solution to climate change, as it challenges the standard of living of people around the world, as well as the enjoyment of human rights.²¹

2. General Treaties on Human Rights

The UN has assisted in the creation of two generic treaties on human rights: the International Covenant on Economic, Social and Cultural Rights, and the International Covenant on Civil and Political Rights.

The International Covenant on Economic, Social and Cultural Rights (ICESCR) is a multilateral treaty which was adopted on December 16 1966 by the UN General Assembly. The ICESCR includes a broad set of rights related to the economic, social and cultural elements of life that States must provide for their citizens. The Covenant, like the UN Charter, does not address specifically the topic of climate change. However, the human rights to life, health, food and water stand to be affected by floods, storms, extreme weather and fires, among other effects of climate change. Moreover, under ICESCR, States are obliged to submit reports to the Committee on the implementations of the Covenant. In recent years, the Committee has expressed some

²⁰ United Nations, Charter of the United Nations, 24 October 1945, 1 UNTS XVI, Chapter IX

²¹ United Nations, Charter of the United Nations, 24 October 1945, 1 UNTS XVI

considerations relevant to the Covenant in relation with climate change. For example, in General Comment 15, which refers to the right to water, the Committee affirmed that “States Parties should adopt comprehensive and integrated strategies and programmes to ensure that there is sufficient and safe water for present and future generations.”²².

Secondly, the International Covenant on Civil and Political Rights (ICCPR), introduced in 1966, addresses a specific category of human rights. The political scenario at the time influenced States to endorse two different instruments which separated civil and political rights from economic, social and cultural rights. However, the enjoyment of the right to a safe, healthy and ecologically-balanced environment depends on the fulfilment of human rights on a global scale, reinforcing its indivisibility. In this sense, the enjoyment of civil and political rights also encompasses the obligation of States to ensure public information, in order to permit the participation of individuals, in this case, regarding the effect of climate change in the respect and protection of human rights.

3. Instruments dealing with Specific Issues

a. The Rights of Women and Girls

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) was adopted on December 18 1979 by UN Member States to address pervasive discrimination against women. It covers civil, political, social and economic rights. Drawing on the principle of human dignity, CEDAW acknowledges the vulnerability of women in situations of poverty, as they have the least access to food, health or education. This Convention does not specifically address climate change, but it is relevant because climate change’s effects can cause or exacerbate poverty. The Convention provides for women’s rights to protection of their health and reproductive function, as well as adequate living conditions. It further addresses the particular situation of rural women and urges States to take the problems they face into account²³.

In order to implement the Convention, the Beijing Declaration was adopted at the Fourth World Conference on Women in September 1995. As part of the Declaration, the global community commits to advance equality, development and peace. To this end, the Declaration calls for the empowerment of all women. It reaffirms the right for all women to control all aspects of their health, including their fertility. The Declaration promotes “people-centred sustainable development, including sustained economic growth, through the

²² 'Committee on economic, social and cultural rights | General Comment 15' (*Ohchr.org*, 2018)
<http://www2.ohchr.org/english/issues/water/docs/CESCR_GC_15.pdf> accessed 11 July 2018

²³ CEDAW, *Statement of the CEDAW Committee on Gender and Climate Change*, 44th session, New York 2009.

provision of basic education, lifelong education, literacy and training, and primary health care for girls and women”²⁴. It acknowledges the interconnection between economic development, equitable social development and the protection of the environment, as condition to sustainable development.

b. Climate Change

The United Nations Framework Convention on Climate Change (UNFCCC) was adopted at the United Nations Conference on Environment and Development, also known as the Rio Summit, in Rio de Janeiro in 1992. This summit was a turning point in the international approach to the environment. The subsequent treaty, signed in New York the same year, was the first international treaty that, as part of the UN, attempted to find ways to combat the effects of climate change. The Convention underlines that the climate system is a shared resource that can be affected by human activity such as industrial carbon emissions, or emissions from other greenhouse gases.

Under this Convention, governments must:

- a) Share information about gas emissions, their national policies but also the best practices;
- b) Set up national policies to address gas emissions, but also technology and financial aids to developing countries;
- c) Establish a cooperation to prepare the adaptation to climate change.

However, the first draft of the UNFCCC was not legally binding for States. For this reason, the UNFCCC was strengthened by the Kyoto Protocol which consisted of legally binding commitments for states. The Paris Agreement then followed in 2016 which aimed to create a platform for all countries of the UN to work towards mitigating the impacts of climate change and assisting developing countries in meeting the objectives of the Agreement. However, it did not hold very strong legal commitments for developed countries in comparison to the Kyoto Protocol even though it aimed to limit the increase in global temperature. The Conference of the Parties, which are signatories to the UNFCCC, meets annually to assess the implementation of the UNFCCC.

This Convention is important for human rights as it recognizes that climate change has an impact, direct or indirect, on the effective enjoyment of human rights. Thus, by binding States Parties to some extent,

²⁴ United Nations, *Beijing Declaration and Platform of Action, adopted at the Fourth World Conference on Women*, 27 October 1995.

the Convention calls on them to take action aiming at respecting their individual State obligations relating to human rights.

The 16th session of the COP to the Convention (FCCC/CP/2010/7/Add.1, decision 1/CP.16.), also known as the Cancun Conference, was a step forward in reinforcing international cooperation on climate change. This conference was held in late 2010, in Cancun, Mexico. Key components of this conference included addressing deforestation in developing countries, establishing an enhanced adaptation framework, demanding enhanced mitigation action, and the creation of the Green Climate Fund to assist developing countries in climate change mitigation and adaptation. Additionally, cooperation within the area of finance, technology and capacity building was highlighted. Climate change is presented not just environmentally but also as having economic costs and implications for national resources and the lives of everyone across the globe.²⁵

As the UNFCCC is a framework convention, it needs the creation of additional, more technical treaties. The Paris Agreement (Convention FCCC/CP/2015/10/Add.2, decision 1/CP.21, annex) was established through the UNFCCC and was adopted by consensus on December 12 2015. The Paris Agreement remains the major primary mechanism for internationally-binding action on climate change and greenhouse gas reduction. The aims of the Paris Agreement are to maintain a global average temperature below 2°C and try to limit it to 1.5°C, communicate the emissions levels of States parties every 5 years, ensure transparency in emissions reductions strategies, and that developed countries will continue to provide funding in order to help developing countries to strengthen their capacity to withstand to the effects of climate change.

B. Non-Binding Instruments

Within the United Nations system, treaties and other documents including declarations and programs exist as either binding or non-binding mechanisms to govern aspects of international importance including human rights, sustainable development and disaster management.

1. Human Rights

The first and most important document on human rights is the Universal Declaration of Human Rights (UDHR) of 1948. The articles of the UDHR are inherently codified with the recognition of human dignity, which may come under threat from the negative effects of climate change. Climate change itself threatens several aspects of the Declaration including Article 3 regarding people's right to life, liberty and security, as well

²⁵ FCCC/CP/2010/7/Add.1

as Articles 14, 15, 16, 21 and 25. In particular, climate change can result in forced migration of persons from countries which face direct risk from rising sea levels, which is in direct violation of the Declaration's Articles 13 and 15.

The Vienna Declaration and Programme of Action adopted by the World Conference on Human Rights in 1993 established a more substantial framework that encompassed all human rights: the Declaration was the first to affirm the universality, indivisibility, interdependence and interrelatedness of human rights. Climate change is not specifically addressed in the text, however, the Declaration highlights the right of living in a safe environment in relation with the right of development, in order to guarantee the needs to present and future generations. In this sense, climate change can affect directly the fulfilment of a range of rights due to their indivisibility.

2. Sustainable Development

The notion of sustainable development has become increasingly important in the UN's actions against climate change and in promoting human rights. This idea is outlined through the 2030 Agenda for Sustainable Development. The Transforming Our World: The 2030 Agenda for Sustainable Development, also known as the 2030 Sustainable Development Goals (SDGs), is an action plan for people, planet and global prosperity. When the Resolution establishing the Agenda (A/RES/70/1) was signed in 2015, 17 goals were also created with under the assumption that universal partnership would enable the goals to be achieved by 2030. These newly created goals built upon the previous 8 Millennium Development Goals, signed in 2000, aimed to be achieved by 2015. One of these 8 goals, to ensure environment sustainability, was continued and was expanded in the 2030 goals as Goal 13, emphasising the need to take urgent action to combat climate change and its impacts. The other 16 goals address human rights aspects from multiple avenues, from access to water and proper sanitation, providing justice for all, ending poverty, managing and protecting marine and land resources, and achieving gender equality, among others. The Agenda addresses those most vulnerable to unfulfilled goals, noting children, older persons, persons with disabilities and migrants and refugees. While stressing the importance of international cooperation as a main component for the Agenda's success, it also acknowledges the sovereignty of each nation. However, a system of follow up and review has been created to ensure the SDGs progress and ultimately succeed.

In addressing the financial aspects of the Sustainable Development Goals, the Addis Ababa Action Agenda (AAAA) was established in July 2015 in Addis Ababa, Ethiopia. It follows on from the Monterrey Consensus on Financing for Development, signed in March 2002, which outlined major aspects of international development cooperation and financing. The AAAA posits that the SDGs, and the broader post-2015

development agenda, should be financed through a variety of resources including domestic and international financing through public and private sources, sustainable debt and international development cooperation. Further, it emphasises addressing systemic issues within financial management, promoting capacity-building and innovation, and transparent use of data and monitoring.

3. Other Technical Instruments

The Sendai Framework for Disaster Risk Reduction 2015–2030 aims to create disaster risk reduction at a local, national, regional and global level through facilitating cooperation and partnership for the development of policies and strategies especially for mutual learning and sustainable development. Furthermore, the underlying conscript of the framework highlights that climate change can exacerbate disasters which can dampen progress towards sustainable development and affect individuals at the community level, especially on a disproportionate level for small island states as outlined in the Accelerated Modalities of Action (SAMOA) Pathway 11. The guiding principle 19C of the Sendai Framework for Disaster Risk Reduction 2015–2030 accentuates that managing the risk of disasters aim to protect persons and their health, property, livelihood, culture and environment in order to uphold broadly, their human rights and their right to development.

The Geneva Pledge for Human Rights in Climate Action²⁶ is a pledge initially signed by 18 countries in Geneva in February 2015, which emphasised the role of addressing human rights aspects of climate change and environmental degradation. It commits signatories to better coordinate between the HRC and the UNFCCC, with specific concern towards those disproportionately affected by climate change, and to exchange knowledge and best practices between environmental and human rights experts to build collective capacity to deal with the effects of climate change.

C. Documents from Specific UN Mechanisms

1. Institutions on Climate Change

a. Intergovernmental Panel on Climate Change

The Intergovernmental Panel on Climate Change (IPCC), as mentioned previously, is devoted to providing the world with an objective, scientific view of climate change and its political and economic impacts.

²⁶ <https://carbonmarketwatch.org/wp-content/uploads/2015/02/The-Geneva-Pledge-13FEB2015.pdf>

The IPCC has published five comprehensive assessment reports reviewing the latest climate science, as well as a number of special reports on particular topics.

The IPCC's reports have highlighted the correlation between human rights and climate change. The IPCC's fourth assessment report projected an increase in people suffering from death and injury occurring from an increase in floods, storms, heatwaves, fires and droughts. Climate change will equally affect the right to life through an increase in hunger and malnutrition and related disorder impacting child growth and development, respiratory morbidity and ground-level ozone.²⁷ The IPCC fifth assessment report states that freshwater-related risks increase significantly with increasing greenhouse gas concentrations, with climate change over the 21st century projected to reduce renewable surface water and groundwater resources significantly in most dry subtropical regions.

b. Climate Vulnerable Forum

The Climate Vulnerable Forum is an international partnership of countries vulnerable to climate change. Its first meeting happened on November 2009 and it gathered head of states, ministers and other government representatives from countries who were the most threatened by the climate change all around the world. Since then, the Forum has met six times following a rotation chairmanship, including nations such as the Maldives, Kiribati, Bangladesh, Costa Rica, Philippines and Ethiopia.

During this forum, the countries participating aim to:

- a) Highlight concerns, issues, and the main challenges caused by climate change;
- b) Try to build a consensus and a convergence on international policies;
- c) Share knowledge and good practices on climate change adaptation and mitigation;
- d) Contribute to effectively change world governance towards climate change.

The Forum enjoys institutional support from the UN, who manages their trust fund through the United Nations Development Program (UNDP). The Forum is essential in highlighting the relation between climate change and human rights, because it allows a discussion between countries for whom climate change is not urgent, and countries for whom climate change is becoming an increasingly existential challenge.

²⁷ Report of the Office of the United Nations High Commissioner for Human Rights on the relationship between climate change and human rights “*Annual report of the United Nations High Commissioner for Human Rights and reports of The Office of The High Commissioner and The Secretary-General*” from 15 January 2009 submitted at the Tenth session of the HRC

2. Human Rights Mechanisms

a. Office of the United Nations High Commissioner for Human Rights

The Office of the High Commissioner for Human Rights has undertaken numerous reports and panel sessions stipulated under the mandates given to them by the Council. A panel session, “The adverse impact of climate change on States’ efforts to realise the rights of the child and related policies, lessons learned and good practices”, was held by the Council, under its Resolution 32/33, and later submitted to the Council its summary report (A/HRC/35/14). The report and the panel found that climate change has an impact on children’s life, for instance, in education as schools can be affected by natural disasters or in times of disaster are used as a shelters for communities. The report and panel also found that States need to do more to achieve the goals agreed to in the Paris Agreements, and as a result will also improve the rights of children. During the panel session it was also noted that children are entitled to participate in decision making, given their importance as “drivers of change in the climate arena” and as part of the 2030 Agenda for Sustainable Development.²⁸

b. Human Rights Council

The Resolution A/HRC/38/L5 was built on the issues that were addressed by OHCHR in its Annual Report A/HRC/38/21 of April 23 2018 which addressed human rights protection gaps in the context of migration and displacement of persons across international borders. The Report recognizes that displacement results from the adverse effects of climate change, and stresses the importance of supporting adaptation and mitigation plans of developing countries to bridge the protection gap. This is pursuant to the the Council’s Resolution A/HRC/RES/35/20 of June 22 2017. According to Resolution 35/20, climate change has a range of implications for the effective enjoyment of human rights, including the rights to life, food, health, housing, self-determination, water, sanitation and development.

3. Committees

There exists a plethora of committees dealing with climate change and human rights. The Paris Committee on Capacity Building, in managing the 2016–2020 work plan of the Paris Agreement, adopted the

²⁸ Resolution A/HRC/35/14 on “Summary of the panel discussion on the adverse impact of climate change on States’ efforts to realize the rights of the child and related policies, lessons learned and good practices”. Report of the Office of the United Nations High Commissioner for Human Rights submitted at the Thirty-Fifth Session of the HRC (6-23 June 2017)

FCCC/CP/2016/10/Add.2, decision 16/CP.22, under the name “Third comprehensive review of the implementation of the framework for capacity-building in developing countries under the Convention”. This review was adopted during the 22nd Conference of the Parties in 2016. It makes references to the importance that capacity building has as part of the Agreements. The Committee invites Parties to share information about good practices and lessons learned from the application of the Agreements and relevant frameworks, and to work with others outside the Paris Agreement. The decision also refers to the need of taking an ontological approach to capacity building that uses indigenous peoples’ knowledge, but also takes into consideration gendered perspectives and a rights-based approach.²⁹

The Committee on the Elimination of Discrimination against Women, during its 44th session in 2009, investigated the situation of women’s and girls’ rights in relation to climate change. The Committee found that there is an absence of gendered perspectives in UNFCCC responses to climate change. Gendered perspectives must be implemented in dealing with the effects of climate change, because climate change affects men and women in differing ways. In accordance to the 44th Committee session the most vulnerable groups are those that are vulnerable due to factors such as geography, poverty, gender, age, indigenous or minority status, national or social origin, birth or other status and disability. Furthermore, as women play significant role in societies they must not be perceived only as a victim, but also as a significant contributors in fighting with climate change effects. Despite this, women are most often depredated from some of the rights that they are entitled to, and due to the effects of climate change women in vulnerable social groups would be put at risk, as their rights might be violated even more. Therefore the principle of gender equality has to be enhanced in climate change counterplans³⁰.

4. Special Rapporteurs

a. Special Rapporteur on the Issue of Human Rights Obligations, Report A/HRC/31/52

The Report of the Special Rapporteur on the Issue of Human Rights Obligations relating to the enjoyment of a safe, clean, healthy and sustainable environment” examined the relation between human rights and climate change related actions, especially those related to the protection of the rights of the most vulnerable groups and the States’ obligation relating to climate change. The Report found that in accordance to the 44th

²⁹ FCCC/CP/2016/10/Add.2, decision 16/CP.22. “Third comprehensive review of the implementation of the framework for capacity-building in developing countries under the Convention”. 22nd Conference of the Parties

³⁰ CEDAW, *Statement of the CEDAW Committee on Gender and Climate Change*, 44th session, New York 2009.

CEDAW session, the most vulnerable groups are those that are facing factors such as geography, poverty, gender, age, indigenous or minority status, national or social origin, birth or other status and disability.

Furthermore, climate change will force people to migrate, although the most vulnerable groups may be unable to migrate. Therefore, their rights might be subjected into further violations. Regarding the right to self-determination, the Report reached the conclusion that the right to self-determination might be in danger, due to the rise of seas and oceans levels, which may threaten to the existence of some small islands. Additionally, the Report emphasized the significant role of States in creating institutional and legal framework, with respect to the human rights standards especially for the most vulnerable groups, to protect its population from harmful effects of the climate change³¹.

b. Special Rapporteur on the Right to Food, Report A/HRC/37/61

This Report focuses on the inherent right to food, specifically in the cases of natural disasters while also addressing the right to food in conflict situations. Eastern & Southern Africa, Central America, the Caribbean, and the Pacific region are used as examples to illustrate the direct and indirect impact of natural disasters on the right to food and people's livelihoods. This Report also notes the specific demographics which are severely impacted: marginalized groups, the poor, and children. Additionally, it provides suggestions on what should be done to combat violations to the environment, reduce human rights violations, and ensure food security.

The Report also underlines the importance of achieving a convergence between emergency food aid, food assistance and development cooperation, to ensure the realization of the right to food. Finally, the idea of volunteerism is challenged when it is seen as inhibiting the success of achieving these goals, as it is central to humanitarian response efforts, which can drastically affect access should States be unwilling.

D. Other UN Institutions Referenced

The resolution also references some UN subsidiary institutions working on climate change with a gender perspective. The oldest one, the International Labour Organization³², founded in 1919, promotes

³¹ UN General Assembly 31/52, *Report of the Special Rapporteur on the issue of human rights obligations relating to the enjoyment of a safe, clean, healthy and sustainable environment*, UN Doc A/HRC/31/52 (paras. 27-29, 68, 81-83)

³² Organization I, 'International Labour Organization' (Ilo.org, 2018) <<http://www.ilo.org/global/lang-en/index.htm>> accessed 9 July 2018

sustainable jobs and firms as well as gender equality in order to prevent climate change. All established post-World War II, the Food and Agriculture Organization³³, the Commission on the Status of Women and the World Health Organization³⁴ have programs to educate and involve women with climate change. The empowerment of women and sustainable development was actually the theme of the Commission on Status of Women's 2016 Review. The UNDP³⁵ and United Nations Environment Program³⁶ try to reframe climate change with a gendered perspective, working on eliminating poverty and protecting global environment respectively. Finally, UN Women³⁷ has been creating programs since 2010 in order to obtain a central place for women in all areas of UN work, including in climate change responses and sustainable development practices.

IV. Recommended Alterations to Draft Resolution

Although the draft resolution addressed an array of topics and the resolution's sponsors advocated passionately for action on climate change, the group felt as though there could have been adjustments made to this draft resolution. The following sections will address the areas of concern.

A. Initial Changes

We added our countries as sponsors or co-sponsors if not members voting in the HRC.

1. Amendments added to the draft resolution by the OHCHR/HRC Working Group

The working group included the following amendments to the draft resolution:

³³ Organization F, 'Home' (Food and Agriculture Organization of the United Nations, 2018) <<http://www.fao.org/home/en/>> accessed 9 July 2018

³⁴ Organization W, 'WHO | World Health Organization' (Who.int, 2018) <<http://www.who.int/>> accessed 9 July 2018

³⁵ Nations U, 'UNDP - United Nations Development Programme' (UNDP, 2018) <<http://www.undp.org/>> accessed 9 July 2018

³⁶ Nations U, 'UN Environment' (UN Environment, 2018) <<https://www.unenvironment.org/>> accessed 9 July 2018

³⁷ Nations U, 'UN Women - United Nations Entity For Gender Equality And The Empowerment Of Women' (UN Women, 2018) <<http://www.unwomen.org/en>> accessed 9 July 2018

- An introductory clause regarding the Paris Agreement. As the working group considered this agreement as vague and lacking in concrete obligations, the Group included recommendations on promoting the Green Climate Fund as a financial mechanism in relation with the Paris Agreement (see paragraph 6 of the final draft resolution in Annex 1).
- The addition of paragraph 2 which urged the Council to recognize the right to a clean and healthy environment as a human right given that this principle is not yet recognized as a human right (see paragraph 2 of the final draft resolution in Annex 1).
- A change to the last introductory clause, which refers of the Committee on the Status of Women, when the current form of the institution is the Commission on the Status of Women (see the last introductory clause of the final draft resolution in Annex 1).
- The addition of paragraph 5 which urges States to ratify the Paris Agreement (see paragraph 5 of the final draft resolution in Annex 1).
- The addition of paragraph 7 which stresses the importance of investigating the situation of small island developing states (SIDS), in particular the Pacific Islands, Southeast Asia and in the Caribbean as they are the most vulnerable to the effects of climate change (see paragraph 7 of the final draft resolution in Annex 1).
- The addition of paragraph 11 and 12 which stresses the importance of dealing with forced migration caused by climate change: such migration is not defined or taken into account within the legal texts on migration and climate change (see paragraph 11 and 12 of the final draft resolution in Annex 1).

2. Changes made by the OHCHR/HRC Working Group to the draft resolution:

- Extension of paragraph 2 in order to include principles present in the Rio Declaration including the “ecological debt” of industrialized countries in relation to the concept of climate justice. The working group understands the controversial nature of this paragraph, however the concept of climate justice plays a crucial role in the climate change debate (see paragraph 3 of the final draft resolution in Annex 1).
- Extension of paragraph 4 to refer to other relevant conventions related to human rights (see paragraph 4 of the final draft resolution in Annex 1).
- Extension of the meaning and range of paragraph 4 by adding the ICCPR and Aarhus Convention into the introductory paragraphs, which cover the link between society and government (see introductory clause of the final draft resolution in Annex 1).

- Extension of paragraph 5 by adding an additional paragraph devoted to the role of the private sector, civil society and non-governmental organizations in fighting the effects of climate change (see paragraph 13 of the final draft resolution in Annex 1).
- Extension of paragraph 9 to include the findings of the 44th session of CEDAW, which highlighted the role and the situation of women and girls in climate change (see paragraph 9 of the final draft resolution in Annex 1).
- Changes to paragraphs 7 through 14, including renaming the “discussion panel” to a conference, included future conferences in the HRC Agenda Item 3 “Promotion and protection of all human rights, civil, political, economic, social and cultural rights, including the right to development”, and the addition of sub-bullets on paragraphs (see paragraph 10 of the final draft resolution in Annex 1).

B. Final Draft Resolution including Amendments

The final draft resolution with the amendments proposed (highlighted in bold) by the working group are found in Annex 1.

V. Outcome of Draft Resolution Vote

A. Voting (Supporters and Opponents)

The resolution had a total of 78 co-sponsors, and was presented to the Council by its three sponsors: Vietnam, Bangladesh and the Philippines. It was “adopted without a vote”, meaning that no voting took place as it was passed through consensus. There were no explanations before the vote by the HRC members. Some general comments were provided by Slovakia (on behalf of the European Union), and South Africa.

B. Amendments

No Council members presented amendments to the draft resolution.

C. Key Arguments

Vietnam introduced the resolution to the Council, on behalf of the two other co-sponsors Philippines and Bangladesh, and the 78 cosponsors. It cited the Core Group’s attention towards rights of women and girls in the context of climate change, which disproportionately affects them and their being as ‘agents of change’. It recognised that an integration of a gender responsive approach in climate change is essential, particularly in

terms of access to education, energy, science and technology, and female participation in climate change response participation. Vietnam highlighted that climate change is a major threat and a common concern for humankind. Therefore, a comprehensive approach to climate change that synthesizes the connection between climate change, socio-economic conditions, human rights, and common but differentiated responsibilities is needed. Vietnam also recognised that practices and research have strengthened the consensus on the importance of enhancing international cooperation, in particular in financing, transferring technology and capacity buildings to build climate change resilience and increase effectiveness of medication and adaptation in developing countries, especially those who are most vulnerable to climate change and its impact. On the other hand, Vietnam also acknowledged that the Paris Agreement recognizes gender responses with climate change policies but noted that it needs to be strengthened in all activities concerning adaptation, medication, and related to finance, technology, and capacity building to build climate change resilience. Finally, Vietnam stressed that the resolution required the organization of a HRC panel discussion on best practices and lessons learned in regard to climate actions and women rights plus an OHCHR research on the integration of a gender responsive approach in climate actions.

As one of the three cosponsors, Philippines reinforced how the resolution focuses on adverse impacts of climate change on the full enjoyment of human rights specifically for women and girls. The Philippines also said that it undertook three informal negotiations and several bilateral and multinational consultations. It emphasised the disproportionate effects that climate change causes, particularly towards women and girls, indigenous people, the poor and people with disabilities. Climate change diminishes economic possibilities and forces people to seek alternatives ways of life. In addition, climate change does affect everyone, but not evenly: for some countries, the threat is existential, like the islands where the level of sea continue to claim coastal lands. That being said, the uneven and differentiated nature of climate change is being increasingly recognized. The Philippines sought to focus primarily on weak and vulnerable communities, and emphasise the Resolution's provision of a panel discussion and research on best practices learned in order to study the impact of climate change on human rights, particularly in the context of women and girls.

The third cosponsor, Bangladesh, started by citing the Geneva Pledge on Human Rights in Climate Action and the Talanoa Dialogue Platform adopted in 2018. It then continued by remembering the impacts of climate change on key human rights including the right to life, food, enjoyment of physical and mental health, adequate housing, safe drinking water and sanitation, work and development. Bangladesh emphasised how for the particular case of women who are “agents of change”, but also other vulnerable communities; for them, being able to enjoy all of those rights is crucial because it would allow them to effectively act as “agents of change”. Bangladesh also recognised the strength of bilateral and group collaboration in the creation of the resolution. That being said, Bangladesh reaffirmed that they are one of the most climate vulnerable countries

in the world, and that being a developing country, climate change continues to reverse the efforts made to achieve their development objectives. To be able to realize the national ambitions of states, the rights of women, girls and other vulnerable communities have to be protected from the negative impacts of climate change. Nonetheless, Bangladesh reaffirmed its commitment to implement the Paris Agreement, stressing how effective and meaningful climate actions would inevitably require consideration and respect of human rights.

D. General Comments

General comments on the resolution were given by two countries: South Africa and Slovakia, who spoke on behalf of the EU.

South Africa discussed how climate change is a complex and global challenge, and therefore countries cannot respond independently. The Council must deal with the issue of climate change without being at the detriment of developing countries and women in developing countries and should not undermine the Paris Agreement. With that being said, the resolution is directly related to human rights, particularly, the rights of women. Nevertheless, there is consensus on the resolution, it could have been strengthened to remain true to the letter and spirit of the Paris Agreement and its cornerstone, particularly with regard to finance, capacity building, and technology transfer in context where finance is distinct from overseas development assistance. South Africa also stressed the importance of addressing loss and damage associated with adverse impacts of climate change for the enjoyment of human rights. Within this resolution, the global goal of adaptation in tandem with the financial support for adaptation efforts for developing countries, in particular less developed countries and small islands must be seen as priorities as in the Paris Agreement. That is the reason why, climate change impacts most profoundly women and their years of gains made, it is important that how the council locates itself in this matter does not adversely impact on structured work that has already been done, like the UNFCCC and the Paris Agreement, which provide the certainty of the international rule of law.

Slovakia, on behalf of the EU, agreed that climate change is a common concern of humankind and states need to be sure that taking actions to address it does not translate into negative outcomes for human rights. However, as South Africa and Slovakia noted, the resolution could be further developed, specifically regarding the positive role that women can play in climate change. Women were titled the ‘agents of change’, insinuating their influence should be more represented in the resolution. Slovakia also stressed the principle of common but differentiated responsibilities, and that while all countries are vulnerable to climate change, all countries must respect human rights, no matter their socioeconomic status. After having reiterated the high importance Slovakia and the EU attach to human rights principles and the UNFCCC, Slovakia asserted that the implementation of Paris Agreements will strengthen and broaden international efforts to tackle climate

change and will therefore attacks on the fulfilment of human rights. As noted above, it is imperative that this resolution on human rights and climate change reflects the ideals of the Paris Agreement.

E. Previous Items Being Cited

During the key arguments and general comments, the interveners referred to several items: the Paris Agreement; Geneva Pledge for Human Rights in Climate Action; UNFCCC; Talanoa Declaration; Global Goal for Adaptation and A/HRC/RES/35/20. The majority of these items have been discussed in detail in previous sections.

VI. Action Plan and Budget

Two days before the voting on the draft resolution, Mr. Johannes Huisman, Director of Programme Planning and Budget Division, of the Office of Program Planning, Budgeting and Accounts (OPPBA) sent an interoffice memorandum to Mr. Goro Onojima, Secretary of the HRC, under the name “Oral Statement of programme budget implications arising from draft resolution A/HRC/38/L5 of the Human Rights Council”. He requested the document to be distributed before the vote of the draft resolution. The operational aspects of the draft resolution are related to the organisation of a panel discussion on “Women's rights and climate change, climate action, best practices and lessons learned” at the 41st session of the Council, the submission of the summary of the panel discussion to the 42nd session of the HRC; the conduction of an analytical study in consultation with: the HRC, the UN Entity for Gender Equality and the Empowerment of Women, the Commission on the Status of Women, the UN Environment Programme, the World Meteorological Organization and other relevant international organizations and intergovernmental bodies, including the Intergovernmental Panel on Climate Change and the secretariat of the UNFCCC. It also requested assistance from the Secretary-General and the High Commissioner on Human Rights in order for the previous points to be organised effectively and on time.

A. Logistics and Budget

The OPPBA director statement notes that, in order to make the activities feasible, three months assistance at the P-3 level is necessary to organize the Resolution’s mandated panel discussion; the travel of three experts to participate in the panel discussion, and six months assistance at the P-3 level to undertake the requested analytical study. Finally, provisions will need to be made for services to translate the two reports.

To finance the activities, an increase of \$181,200 USD will be needed for the budget over the biennium 2018/2019. This spending is not included in the budget: it will be necessary to ask the General Assembly at its 73rd session to revise the budget allocated to the HRC. The proposed budget can be found in Annex 2, as part of the Oral Statement of programme budget implications arising from draft resolution A/HRC/38/L.5 of the Human Rights Council.

The amount necessary to finance the implementation of the draft resolution can be reduced if the panel is comprised of experts already present in Geneva or nearby, or if said panel discussion was undertaken through an online video meeting. This would permit savings of over \$11,300 USD and would reduce the carbon footprint of the panel discussion.

VII. Conclusion

The purpose of the paper and the resolution A/HRC/38/L.5 created by the OHCHR/HRC Working Group was to analyze the work of the HRC in its 38th session, by drafting a resolution on climate change with a gendered perspective. Thanks to the seminars and Cédric Sapey's guidance, the Group acquired general knowledge on the HRC and its mechanisms, which contributed in the analysis of the chosen resolution. In accordance to draft a resolution, the group firstly established the historical background, which considered the intersection between human rights (especially the rights of women and girls), climate change, and the concept of climate justice. Furthermore, the group analyzed the legal framework of the draft resolution, by examining treaties such as the United Nations Framework Convention on Climate Change and the Paris Agreement, non-binding agreements such as Agenda 2030, and the work of some UN bodies, such as the Intergovernmental Panel on Climate Change. Following that, the group drafted a resolution, which included its own amendments or modified already existing ones, with a particular focus on the gendered perspective on climate change, legal framework on the situation of the climate migrants, and the role of private sector. In order to update the analysis of the resolution the group followed the adoption of the resolution in real time. Before the voting, an action plan was proposed to implement a proposal made in the resolution, specifically to create a panel discussion on women's rights and climate change in line with the Resolution's mandate. The group studied such action plan to complete its paper. Climate change is still a critical challenge in the UN agenda, and with this resolution, the HRC takes another step to mitigate it, adding a much needed gendered perspective.

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Annex 1 - Final draft resolution including amendments from the OHCHR/Human Rights Council working group

United Nations

A/HRC/38/L.5



General Assembly

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18 June–6 July 2018

Agenda item 3

**Promotion and protection of all human rights, civil,
political, economic, social and cultural rights,
including the right to development**

Algeria,³⁸* Andorra,* Australia, Bangladesh,* Bolivia (Plurinational State of), Brazil,* Cameroon,* Chile, Fiji,* France,* Italy,* Maldives,* Mexico, Pakistan, Paraguay,* Peru, Philippines,* Poland,* Portugal,* Romania, San Marino, Togo,* Trinidad and Tobago,* The former Yugoslav Republic of Macedonia, Ukraine, United States of America, Uruguay,* Viet Nam,* Zambia:* draft resolution**

38/... Human rights and climate change

The Human Rights Council,

Guided by the Charter of the United Nations, and reaffirming the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights, the Convention on the Elimination of All Forms of Discrimination against Women, the Beijing Declaration and Platform for Action and the Vienna Declaration and Programme of Action,

³⁸ * State not a member of the Human Rights Council. ** State who withdrew from the HRC in June 2018, prior to voting on this resolution, but was represented at the OHCHR/HRC Working Group.

Recalling the 2030 Agenda for Sustainable Development, including, inter alia, its Goal 13 on taking urgent action to combat climate change and its impact, and Goal 5 on achieving gender equality and empowering all women and girls,

Reaffirming the Addis Ababa Action Agenda as an integral part of the 2030 Agenda,

Reaffirming also that all human rights are universal, indivisible, interdependent and interrelated,

Recalling all its previous resolutions on human rights and climate change,

Reaffirming the United Nations Framework Convention on Climate Change and the objectives and principles thereof, and emphasizing that parties should, in all climate change-related actions, fully respect human rights as enunciated in the outcome of the sixteenth session of the Conference of the Parties to the Convention,³⁹

Reaffirming also the commitment to realize the full, effective and sustained implementation of the United Nations Framework Convention on Climate Change and the Paris Agreement adopted under the Convention,⁴⁰ including, in the context of sustainable development and efforts to eradicate poverty, in order to achieve the ultimate objective of the Convention,

Stressing the importance of holding the increase in the global average temperature to well below 2°C above pre-industrial levels and of pursuing efforts to limit the temperature increase to 1.5°C above pre-industrial levels, while recognizing that this would significantly reduce the risks and impact of climate change,

Acknowledging that, as stated in the United Nations Framework Convention on Climate Change, the global nature of climate change calls for the widest possible cooperation by all countries and their participation in an effective and appropriate international response, in accordance with their common but differentiated responsibilities and respective capabilities and their social and economic conditions, and acknowledging also that article 2, paragraph 2 of the Paris Agreement states that the Agreement will be implemented to reflect equity and the principle of common but differentiated responsibilities and respective capabilities, in the light of different national circumstances,

Noting the invitation by the Conference of the Parties to the United Nations Framework Convention on Climate Change to the Paris Committee on Capacity-building, in managing the 2016–2020 work plan, to take into consideration cross-cutting issues, such as gender-responsiveness, human rights and indigenous peoples' and local communities' knowledge,⁴¹

Welcoming the adoption of the first gender action plan under the Lima Work Programme on Gender at the twenty-third session of the Conference of the Parties to the United Nations Framework Convention on Climate Change,

Noting the importance of the work of the scientific community and the Intergovernmental Panel on Climate Change, including its assessment reports, in support of strengthening the global response to climate change, including considering the human dimension, and indigenous peoples' and local communities' knowledge,

Noting the importance of public participation and information and therefore calling on States to include the participation of the wider society in addressing

³⁹ FCCC/CP/2010/7/Add.1, decision 1/CP.16.

⁴⁰ See FCCC/CP/2015/10/Add.2, decision 1/CP.21, annex.

⁴¹ See FCCC/CP/2016/10/Add.2, decision 16/CP.22.

climate change, to enhance legislation pertaining to the issue and to promote information sharing between States as outlined in the International Covenant on Civil and Political Rights and the Aarhus Convention,

Acknowledging that, as stated in the United Nations Framework Convention on Climate Change, responses to climate change should be coordinated with social and economic development in an integrated manner with a view to avoiding an adverse impact on the latter, taking into full account the legitimate priority needs of developing countries for the achievement of sustained economic growth and the eradication of poverty,

Recognizing that poverty eradication is critical to the implementation of the Sustainable Development Goals, climate change resilience and the promotion and protection of human rights, including the rights of women and girls, who account for the majority of people living in poverty worldwide,

Affirming that human rights obligations, standards and principles have the potential to inform and strengthen international, regional and national policy making in the area of climate change, promoting policy coherence, legitimacy and sustainable outcomes,

Emphasizing that the adverse effects of climate change have a range of implications, which can increase with greater global warming, both direct and indirect, for the effective enjoyment of human rights, including, inter alia, the right to life, the right to adequate food, the right to the enjoyment of highest attainable standard of physical and mental health, the right to adequate housing, the right to self-determination, the rights to safe drinking water and sanitation, the right to work and the right to development, and recalling that in no case may a people be deprived of its own means of subsistence,

Recognizing that climate change poses an existential threat for some countries, and recognizing also that climate change has already had an adverse impact on the full and effective enjoyment of human rights enshrined in the Universal Declaration of Human Rights and other international human rights instruments,

Expressing concern that, while these implications affect individuals and communities around the world, the adverse effects of climate change are felt most acutely by those segments of the population that are already in vulnerable situations owing to factors such as geography, poverty, gender, age, indigenous or minority status, national or social origin, birth or other status and disability,

Recognizing that women and girls are disproportionately affected by the negative impact of climate change, and emphasizing that sudden-onset natural disasters and slow-onset events seriously affect their access to food and nutrition, safe drinking water and sanitation, health-care services and medicines, education and training, adequate housing and access to decent work,

Recognizing also that women are not only victims but also agents of change, and that the integration of a gender-responsive approach into climate policies, including by conducting gender analysis, ensuring women's right to participate, access to education and training and access to and control over adequate resources, such as clean energy and technology, would increase the effectiveness of climate change mitigation and adaptation,

Noting that gender-responsive climate policies continue to require further strengthening in all activities concerning adaptation, mitigation and related means of implementation, such as finance, technology development and transfer, and capacity-building,

Expressing concern that countries lacking the resources to implement their adaptation plans and programmes of action and effective adaptation strategies may suffer from higher exposure to extreme weather events, in both rural and urban areas, particularly in developing countries, including those in least developed countries and small island developing States,

Taking into account the imperatives of a just transition of the workforce and the creation of decent work and quality jobs in accordance with nationally defined development priorities,

Recalling that the Paris Agreement adopted under the United Nations Framework Convention on Climate Change acknowledges that climate change is a common concern of humankind and that parties should, when taking action to address climate change, respect, promote and consider their respective obligations on human rights, the right to health, the rights of indigenous peoples, local communities, migrants, children, persons with disabilities and people in vulnerable situations and the right to development, as well as gender equality, empowerment of women and intergenerational equity,

Urging States that have not already ratified the Paris Agreement and the Doha Amendment to the Kyoto Protocol to do so,

Emphasizing the importance of implementing the commitments undertaken under the United Nations Framework Convention on Climate Change on mitigation, adaptation and the provision of finance, technology transfer and capacity-building to developing countries, and emphasizing also that realizing the goals of the Paris Agreement would enhance the implementation of the Convention and would ensure the greatest possible adaptation and mitigation efforts in order to minimize the adverse impact of climate change on present and future generations,

Welcoming the twenty-third session of the Conference of the Parties to the United Nations Framework Convention on Climate Change and the Climate Change Conference, organized by Fiji and held in Bonn, Germany in November 2017 and April and May 2018 respectively, and looking forward to the twenty-fourth session of the Conference of the Parties in Katowice, Poland in December 2018,

Reaffirming the need for the continuing implementation of the Sendai Framework for Disaster Risk Reduction 2015–2030, adopted at the Third United Nations World Conference on Disaster Risk Reduction, and its references to human rights,

Noting the importance for some of the concept of “climate justice” when taking action to address climate change,

Welcoming the convening of the intersessional panel discussion on human rights, climate change, migrants and persons displaced across international borders, and taking note of the summary report on the panel discussion prepared by the Office of the United Nations High Commissioner for Human Rights,⁴²

Noting the research on addressing human rights protection gaps in the context of migration and the displacement of persons across international borders resulting from the sudden onset and slow onset adverse effects of climate change and the necessary means of implementation of adaptation and mitigation plans of developing countries to bridge the protection gaps undertaken by the Office of the High Commissioner, pursuant to Human Rights Council resolution 35/20 of 22 June 2017,⁴³

Noting that the human rights obligations and responsibilities as enshrined in the relevant international human rights instruments provide roles for States and other duty bearers, including businesses, to promote, protect and respect, as would be appropriate, human rights, including those of women and girls, when taking action to address the adverse effects of climate change,

⁴² A/HRC/35/14.

⁴³ A/HRC/38/21.

Taking note of the report of the Special Rapporteur on the issue of human rights obligations relating to the enjoyment of a safe, clean, healthy and sustainable environment focusing on climate change and human rights,⁴⁴

Noting that the Special Rapporteur on the right to food asserted that climate change has a long-term and deeper impact on food insecurity, and recommended that increasing finance to support developing countries in tackling climate change impacts, through adaptation and by addressing loss and damage, is essential,⁴⁵

Noting with appreciation the work of the Climate Vulnerable Forum which asserted that climate change is a major threat to the enjoyment of human rights and fundamental freedoms,

Noting the importance of facilitating meaningful interaction between the human rights and climate change communities at both the national and international levels in order to build capacity to deliver responses to climate change that respect and promote human rights, taking into account the Geneva Pledge for Human Rights in Climate Action and other similar efforts,

Noting also the establishment and work of regional and subregional initiatives on climate change, including those incorporating a gender-responsive approach,

Noting with appreciation the statement made in 2009 by the Committee on the Elimination of Discrimination against Women on gender and climate change,

Noting the work being undertaken on the rights of women and girls in the context of the adverse impacts of climate change by United Nations agencies, bodies and entities, including the United Nations Environment Programme, the United Nations Development Programme, the World Health Organization, the International Labour Organization, the Food and Agriculture Organization of the United Nations, the United Nations Entity for Gender Equality and the Empowerment of Women and the **Commission** on the Status of Women,

1. *Expresses concern* that climate change has contributed and continues to contribute to the increased frequency and intensity of both sudden-onset natural disasters and slow-onset events, and that these events have adverse effects on the full enjoyment of all human rights;

2. ***Urges the Council to recognize the right to a safe, clean, healthy and sustainable environment as a human right essential for the full enjoyment of life and all human rights, and requests that States recognize this right at a national and regional level;***

3. *Emphasizes* the urgent importance of continuing to address the adverse consequences of climate change on all people, particularly those in developing states and those who are most vulnerable to the effects of climate change as they relate to states' human rights obligations and responsibilities, and *recognizing* the "ecological debt" industrialized countries have in their responses to climate change;

4. *Calls upon* States to consider, among other aspects, human rights within the framework of the United Nations Framework Convention on Climate Change **and related frameworks on other human rights issues;**

5. ***Urges States to ratify the Paris Agreement and implement the Agreement on their domestic level, and requests States to consider contributing to***

⁴⁴ A/HRC/31/52.

⁴⁵ See A/HRC/37/61.

the Green Climate Fund which addresses climate change and human rights, especially the rights of women and girls;

6. *Calls upon* all States to adopt a comprehensive, integrated and gender-responsive approach to climate change adaptation and mitigation policies, consistent with the United Nations Framework Convention on Climate Change and the objective and principles thereof, to address efficiently the economic, cultural and social impact and challenges that climate change represents, for the full and effective enjoyment of human rights for all, particularly to support the resilience and adaptive capacities of women and girls both in rural and urban areas to respond to the adverse impacts of climate change;

7. *Calls upon* the Office of the High Commissioner, in cooperation with the secretariat of the United Framework Convention on Climate Change and other relevant international and intergovernmental bodies as well as non-governmental organizations, to hold a special consultation and joint fact-finding investigation with small island developing states on the effects of climate change on human rights, their geographical existence and to specifically assess the impact on persons who are likely to seek protection from these islands, and publish the subsequent report from this investigation and consultation during the forty-first session of the Human Rights Council;

8. *Calls upon* States to continue and enhance international cooperation and assistance, in particular in financing, the transfer of technology and capacity-building, for mitigation and adaptation measures to assist developing countries, especially those that are particularly vulnerable to the adverse effects of climate change, to better promote human rights in general and women's access in particular to food and nutrition, safe drinking water and sanitation, health-care services and medicines, education and training, adequate housing and decent work, clean energy, science and technology;

9. *Urges* States to strengthen and implement policies aimed at increasing the participation of women in climate change mitigation and adaptation processes, including:

- a) **Ratifying the Convention on Elimination of All Forms of Discrimination Against Women,**
- b) **Incorporating responses at the local, national, regional and international level,**
- c) **Considering women not just as a group particularly affected by climate change but also as agents of change,**
- d) **Requesting the support of the UN Entity for Gender Equality and the Empowerment of Women, other UN and civil society agencies to implement national programmes and projects in this regard;**

10. *Decides* to incorporate into the program of work of the forty-first session of the Human Rights Council under Agenda Item 3, "Promotion and protection of all human rights, civil, political, economic, social and cultural rights, including the right to development", a conference entitled "Women's rights and climate change, climate action, best practices and lessons learned", which focuses on implementation of the best practices and lessons learned, in actions that could be taken in the future, to promote and protect the rights of women and girls in the context of the adverse impacts of climate change:

a) *Invites* the special procedure mandate holders, within their respective mandates, and other relevant stakeholders with appropriate expertise, including academic experts and civil society organizations, to contribute actively to the conference;

b) *Encourages* relevant special procedure mandate holders to continue to consider the issue of climate change and human rights, including the adverse impacts of climate change on the full and effective enjoyment of human rights, particularly women's rights, within their respective mandates;

c) *Decides* to consider the possibility of organizing follow-up events on climate change and human rights;

d) *Requests* the Office of the United Nations High Commissioner for Human Rights, in consultation with and taking into account the views of States, the special procedures of the Human Rights Council, UN Entity for Gender Equality and the Empowerment of Women, the Commission on the Status of Women, the United Nations Environment Programme, the World Meteorological Organization, and other relevant international organizations and intergovernmental bodies, including the Intergovernmental Panel on Climate Change and the secretariat of the United Nations Framework Convention on Climate Change, and other stakeholders, to conduct, from within existing resources, an analytical study on the integration of gender-responsive approach into climate action at local, national, regional and international levels for the full and effective enjoyment of the rights of women, to be circulated to States and other stakeholders and submitted to the Human Rights Council in sufficient time but no later than thirty days prior to the start of the Council's forty-first session;

e) *Requests* the Office of the United Nations High Commissioner for Human Rights to submit a summary report of the conference to the forty-second session of the Human Rights Council;

f) *Requests* the Secretary-General and the High Commissioner to provide all the human and technical assistance necessary for the effective and timely realization of the above-mentioned conference and the summary report thereon;

11. *Urges* States to guarantee the protection of internally displaced people or migrants crossing international borders seeking protection from environmental effects, encompassing sudden and slow onset disasters;

12. *Recommends* that States address the possibility of admitting migrants crossing international borders due to environmental impacts despite their status not being addressed in the Convention Relating to the Status of Refugees;

13. *Calls upon* the private sector, civil society and non-governmental organizations to become more active within international society to provide assistance needed to combating the effects of climate change.

14. *Decides* to remain seized of the matter. _____

Annex 2 - Oral Statement of programme budget implications arising from draft resolution A/HRC/38/L.5 of the Human Rights Council

United Nations  Nations Unies

INTEROFFICE MEMORANDUM

MEMORANDUM INTERIEUR

TO: Mr. Goro Onojima
A: Secretary of the Human Rights Council

3 July 2018

REFERENCE:

THROUGH:
S/C DE:

FROM: Johannes Huisman, Director
DE: Programme Planning and Budget Division,
OPPBA

SUBJECT: **Oral Statement of programme budget implications arising**
OBJET: **from draft resolution A/HRC/38/L.5 of the Human Rights**
Council

I would be grateful if the text of the attached oral statement could be read and distributed prior to adoption of draft resolution **A/HRC/38/L.5**, entitled "Human rights and climate change".

cc: Ms. Bartsiotas
Mr. Ward
Ms. Veaudour

ORAL STATEMENT BY THE SECRETARIAT IN CONNECTION WITH DRAFT
RESOLUTION A/HRC/38/L.5 ENTITLED "HUMAN RIGHTS AND CLIMATE
CHANGE"

1. This statement is made in accordance with rule 153 of the Rules of procedure of the General Assembly.

2. Under the terms of operative paragraphs 7, 8, 9 and 13 of draft resolution A/HRC/38/L.5, the Human Rights Council would:

- (a) Decide to incorporate into the programme of work of the forty-first session of the Human Rights Council, on the basis of the different elements contained in the present resolution, a panel discussion on "Women's rights and climate change, climate action, best practices and lessons learned", which focuses on best practices and lessons learned in the promotion and protection of the rights of women and girls in the context of the adverse impacts climate change;
- (b) Request the Office of the United Nations High Commissioner for Human Rights to submit a summary report of the panel discussion to the forty-second session of the Human Rights Council;
- (c) Request the Office of the United Nations High Commissioner for Human Rights, in consultation with and taking into account the views of States, the special procedures of the Human Rights Council, UN Women, the Commission on the Status of Women, the United Nations Environment Programme, the World Meteorological Organization, and other relevant international organizations and intergovernmental bodies, including the Intergovernmental Panel on Climate Change and the secretariat of the United Nations Framework Convention on Climate Change, and other stakeholders, to conduct an analytical study on the integration of gender-responsive approach into climate action at local, national, regional and international levels for the full and effective enjoyment of the rights of women, to be circulated to States and other stakeholders and submitted to the Human Rights Council in sufficient time but no later than thirty days prior to the start of the Council's forty-first session; and
- (d) Request the Secretary-General and the High Commissioner to provide all the human and technical assistance necessary for the effective and timely realization of the above-mentioned panel discussion and the summary report thereon.

3. In order to implement the requests contained in the draft resolution, the following activities and one-time resources would be required:

- (a) General temporary assistance at the P-3 level for three months to organize a panel discussion on "Women's rights and climate change, climate action, best practices and lessons learned", prepare a concept note in consultation with all relevant stakeholders, identify and invite relevant experts, coordinate/review background papers for the panel and prepare the summary report;
- (b) Travel of three experts to Geneva to participate in the panel discussion in Geneva;
- (c) General temporary assistance at the P-3 level for six months to research, consult and prepare the requested analytical study on the integration of gender-responsive approach into climate action at local, national, regional and international levels for the full and effective enjoyment of the rights of women; and
- (d) Conference services for the translation of the two reports.

4. The activities referred to above relate to section 2, General Assembly and Economic and Social Council affairs and conference management, and section 24, Human rights, of the programme budget for the biennium 2018-2019.

5. The adoption of the draft resolution would give rise to total annual requirements of \$181,200 as follows:

(United States dollars)

	<i>Total requirements</i>	<i>Included in 2018-2019 budget</i>	<i>Additional requirements for 2018-2019</i>
Section 2, General Assembly and Economic and Social Council affairs and conference management			
Pre-session documentation	58 200	-	58 200
Subtotal, section 2	58 200	-	58 200
Section 24, Human rights			
Travel of 3 experts to Geneva	11 300	-	11 300

General temporary assistance - 1 P-3 for 9 months	111 700	-	111 700
Subtotal, section 24	123 000	-	123 000
Total	181 200	-	181 200

6. The related provisions have not been included under the programme budget for the biennium 2018-2019. Accordingly, should the Council adopt draft resolution A/HRC/38/L.5, the related additional requirements of \$181,200 would arise, including \$58,200 under section 2, General Assembly and Economic and Social Council affairs and conference management, and \$123,000 under section 24, Human rights, of the programme budget for the biennium 2018-2019.

7. These requirements, in accordance with established procedures, would be brought to the attention of the General Assembly, at its 73rd session, in the context of the annual report of the Secretary-General on the revised estimates resulting from resolutions and decisions adopted by the Human Rights Council during 2018.

UN Conference on Trade and
Development (UNCTAD) Working Group



Trade, Development & Human Rights: Selling the Story

Declaration on the Right to Development

1. The right to development is an inalienable human right by virtue of which every **human person and all peoples** are entitled to **participate** in, **contribute** to, and **enjoy economic, social, cultural and political** development, in which all human rights and fundamental freedoms can be fully realized.
2. The human right to development also implies the full realization of the right of peoples to **self-determination**, which includes, subject to the relevant provisions of both International Covenants on Human Rights, the exercise of their inalienable right to full sovereignty over all their natural wealth and resources.

The right to development is a relatively new human right and is not widely known or implemented. For that reason it is important to create an effective communication strategy to reach those who are instrumental in implementing it as well as those who are entitled to benefit from it. For this to be effective, the communication needs to be tailored to a specific audience. Accordingly, we have identified three general distinct spheres: the public, policy makers and the private sector.

In the context of this assignment, we have chosen to focus on the private sector. With regards to human rights, it is extremely important to get businesses on board. We still observe many human rights violations in business endeavours and supply chains and we want to target and change this matter for the better. We wanted to sell the story how respecting the right to development in business helps to stay ahead of business competitors and leads to development benefits for both business and society.

We decided it would be most effective to convey our message via a video because it seems the most straightforward and compelling way to do so. In that sense, we thought it was important for that message to revolve around positive, rather than negative, reinforcement and offer specific steps that can be taken. Therefore, the video message aims to cover the following questions:

- What is the right to development?
- Why is it relevant to the private sector?
- What steps can be taken?

1. What is the right to development?

The right to development is a human right and every human being is therefore entitled to it by virtue of being born. Furthermore, it applies to “peoples”, which means that states and nations are also entitled to it. By its definition, the right entitles all right holders to participate, contribute and enjoy the right to development. In that sense, it is an active as well as a passive right that includes a responsibility to pursue development of all subjects, both individually and collectively. However, even though human beings and nations are both right holders and duty bearers, human beings are the primary right holders and states are the primary duty bearers.

This right to development is necessary because there is an unequal distribution of social justice across the world, which means that not everyone has the same opportunity and ability to manifest economic, social, cultural and political freedom. In that sense, the right to development attempts to create greater social justice and to reduce inequality by creating an enabling and empowering economic, social, cultural and political environment. In the economic sphere, this means, for everyone to have the capacity to cover basic human needs such as food, shelter, health, and protection. Social development is about improving the wellbeing of every individual in society so they can reach their full potential by accessing jobs and better education. Cultural development is the process of enabling and stimulating cultural activities, such arts, industries, and the conservations of heritage to ensure rich and vibrant communities. This will generate greater individual and national self esteem. And finally, political development refers to the ability of individuals to have a voice, to determine their desired future, and way of living.

2. Why is it relevant to the private sector?

The democratic social justice organization *Global Justice Now* released a ranking of the world’s largest 100 economics for 2016 (World Bank, 2016). Surprisingly, 69 out of 100 are corporations, leaving only 31 places for countries. While US and China take the first and second place, Walmart

leapfrogged Spain and Australia to become the world's tenth-largest economy. Ten multinational corporations are richer than Switzerland, Norway, and Russia. It is clear these leading companies possess even stronger effect than some governments.

As capability begets responsibility, large corporations should take more social responsibilities with their robust expertise, creating long-term social and economic value rather than purely pursue maximization of shareholders' interests.

Furthermore, the responsibilities for development and the duties towards the community are placed by the declaration on the right to development on all human beings, and are shared by all relevant actors and organs of society, including the private sector. According to the current standards in international human rights law, i.e the Guiding principles on Business and Human Rights and the ESC Committee comment No. 24 companies are also responsible to respect human rights.

Corporate social responsibility activities should not be seen as simple donations and volunteering activities, but should aim to build shared interests and reciprocal relationships with the community. Furthermore, they must be seen as long term investment project that will reap benefits for the company in the short and long term. This is the cornerstone of sustainability of corporate social responsibility activities. Recent studies and pilot projects have shown that both communities, companies and governments can benefit from comprehensive and socially responsible development projects. Below three case studies illustrate this reality:

Case Studies:

Zürich Insurance Company: Ensuring Risk Reduction

Zürich Insurance Company (2016) committed to invest USD 22.7 million in 2013 to strengthen early warning systems, accelerate construction of flood resilience infrastructures, and train local communities of flood awareness and self-rescue measures. While those investments significantly reduced devastating economic, social and humanitarian losses, Zürich Insurance, in return, not only lowered the payment amount of insurance indemnity to flood but also effectually achieved comprehensive market penetration to catastrophe-affected areas. This example vividly illustrates that well-designed corporate social responsibility activities are profitability drivers through cost savings and revenue enhancement.

Olam: Harvesting development

"...taking a holistic approach to sustainability producing cotton can reap rewards for Olam and the communities that it works with"

Olam, an agri-business has achieved a global leadership position in supplying food and industrial raw materials, focusing especially on edible nuts, cocoa, coffee and cotton. In 2008, Olam launched an initiative to improve cotton productivity and livelihoods in Côte d'Ivoire. The national cotton production was affected by civil war, low quality or outdated seeds and poor farming skills. Therefore, Olam provided seeds, fertilizers, pesticides, and trainings in "Farmer Business Schools" and additional input for farmers to grow maize for household consumption and a diversified income. As a result, Olam's smallholder network expanded. This had a positive impact on the company's and farmers' revenues, which in turn lead to an improvement in their lifestyles. Additionally, Olam secured a reliable supply of quality cotton.

MAS: Empowering your company

MAS is a Sri Lankan apparel Manufacturer. After entering in two joint ventures, one with Victoria Secret and another with a German company called Triumph, providers of manufacturing technology, the company established itself on the countryside due to lack of textile workers and proper infrastructure in urban areas. From the start the company adopted basic workplace conditions: limit on working hours, age limits, safe work conditions, and benefits for the workers such as free transport and decent breakfast and healthcare services onsite. The company, where also 90% of the Staff are women, has a nursery and a nurse for taking care of the health of the employees and their children. In order to retain the personnel who left for maternity and other reasons, the company launched an empowerment program called "Women Go Beyond in 2003" which promotes knowledge, awareness, leadership skills, and the ability to balance work and personal life. Furthermore the company also provides technology and English classes on the request of their employees. The Company benefits from these conditions, as the employees are now able to communicate better with the customers, and the company is creating a talent pool of future managers. The company has also gained good publicity and awards for its good practices; which has led to new partnerships with companies such as NIKE, Marks and Spencer, and GAP; in spite of MAS prices being higher than its Chinese counterparts. It also gave it the strength to face the expiry of the Multi Fibre Arrangement (MFA) in January 2005, and, instead of losing ground, Sri Lanka's exports raised by an 8% in 2005. The company also increased its number of employees and became Victoria Secret's largest single supplier..

3. What concrete steps can be taken to advance development as a right?

New opportunities are emerging from global crises, and Business can be part of the solution! The SDGs find meaning and relevance from several UN documents especially the Universal Declaration on Human Rights and the 1986 Declaration on the Right to Development. Sustainable businesses could create 380 million jobs by 2030. Sustainability is a new territory for businesses and it requires a long-term commitment to undertake innovative projects and work with governments and civil society.

The following are the concrete steps companies can take:

→ **Focus on Measurable Results:** From a practical standpoint, no CSR program will be successful if its results cannot be effectively measured. As the saying goes, you can't manage what you don't measure, and a successful CSR program must be properly managed to yield results.

→ **Go in with a long-term commitment:** To ensure that long-term success, the company must engage in a comprehensive examination of its business that includes evaluating the past and "visioning" the future. This process involves what you have done and what you need to do to ensure that it has the "legs" to sustain itself for many years to come.

→ **Involve your customers in product development:** businesses can for example arrange workshops and give training material and share technical information and experience with suppliers and customers to get them involved in pollution control programmes.

→ **Work hand in hand with your suppliers sourcing raw material locally:** Business suppliers and distributors can be powerful allies in corporate giving campaigns. Their financial, personnel, and PR support can be invaluable. But they need to feel connected to and behind the cause to the same extent as your organization, or their efforts can't be coordinated effectively.

→ **High quality of life for employees by giving employees competitive paypacks:** Employees tend to be more productive, happier, and more likely to stick with a company that they feel shares their values and cares about more than just profit. (This is especially true of Millennials, who studies have shown are more motivated by working with a company that shares their values than by higher pay.)

→ **Environmental protection: plant trees to optimize your carbon footprint:** Promoting green energy that reduces the use of fossil fuels.

→ **Reducing Inequality- by investing in equipment and infrastructure providing loans**

→ **Find smart partners to contribute more to the development:** Ngos, governments etc these will be those that benefit from your core business activities and capabilities and that you can benefit from in turn. When both sides see win-win potential there is greater motivation to realize the substantial benefits.

Furthermore, we would want to encourage companies to seek further information from <https://www.business-humanrights.org>.

Possible following steps of the Communication Strategy:

- A documentation effort of good practices in sustainable projects: like an index, an annuary, etc
- UNCTAD could develop policy guidelines
- Other videos aimed towards the general public and policy makers to connect all three dots of the development triangle
- In workplace policy campaign
- Developing a certification or quality certification, like a certification mark for companies

The video

- **English Version:** <https://explee.com/video/z7v9r>
- **French Version:** <https://explee.com/video/8yb0z>

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Office of the Director General
Working Group



UNOG
THE UNITED NATIONS OFFICE
AT GENEVA

Office of the Director General,
United Nations Office at Geneva



Remarks by Mr. Michael Møller

United Nations Under-Secretary General

**Director-General of the United Nations Office at
Geneva**

**WOMEN AND GIRLS BEYOND TERRORISM
GENEVA**

WEDNESDAY, 21 AUGUST 2019, 10:05

Secretary-General, Excellencies, Dear friends,

I am very pleased to welcome you to today’s event “Women and Girls Beyond Terrorism”, on the occasion of the International Day of Remembrance and Tribute to the Victims of Terrorism. Today is a good opportunity for us all to reflect upon how we can help those who are victims of terrorism.

Over 4000 women and girls are victims of terrorism each year. Today we will hear from Fatima, a girl who was born in Nigeria in the midst of Boko Haram activity. Kidnapped when she was only 11 years old, she was forced into marrying a fighter. Upon her refusal, she was fitted with explosives and sent into crowds of people to blow herself up. She managed to escape from her captors. However, hundreds and thousands of women are also subjected to the violence of terrorism. Women like Nadia who is a Yazidi woman kidnapped from her home when she was 21 years old, by extremist fighters. She was submitted to organised rape, sexual

assault, and even sexual slavery. She was no longer treated as an autonomous human being, but as an inanimate object.

Similarly to Fatima and Nadia, hundreds and thousands of women and girls are subject to the same treatment. Such violations occur internationally, in places where terrorism is persistent. These girls are the forgotten victims of terrorism, whose names are ignored and are only briefly mentioned in the media. Fundamentally, this conveys the severity of the situation many women and girls face, as victims of terrorism.

Today's event seeks to bring awareness to the mistreatment of these women and girls, in the context of terrorism. I am very pleased to be part of this important discussion. Importantly, 52 countries strengthened legislation to address violence against women and girls since 2014.

In 2015, members of the United Nations, together agreed on 17 goals to achieve an ambitious, but not impossible: '2030 Agenda for Sustainable Development'. The new paradigm established the goal of: "peace, justice and strong institutions". Combating violence during conflict, is an important part of the goal. Indeed terrorism-related violence, particularly harms innocent women and girls. Physical and psychological repercussions as a result of this mistreatment, occur. Ultimately, with the commitment of every single actor this goal of "peace, justice and strong institutions" is possible.

Already, we can acknowledge new initiatives and results. Such as the work of some UN agencies, focusing either on topics of violence against women and girls like the "Orange the world" campaign held by the UNDP and with the target of eradicating different types of violence. Simultaneously, UN Women contributes to these initiatives by engaging on the gendered dynamics of violent extremism, by empowering women and promoting social cohesion through their leadership.

It is important to support all women and girls, as victims of terrorism. Frequently displayed simply as numbers on a screen, we seek to raise awareness for these victims as individual human beings. Our main objective for the event and we hope, also for the future, is for the uniqueness of victims to be realised. For this we need every single one of you, your participation today is crucial and you are the current factors of change, needed by the affected women and girls.

I thank you all for being here with us and please enjoy the event. I also invite you to visit our photo exhibition dedicated to victims of terrorism, with images drawn by girls who have endured the pains of violent extremism.

PROJECT PROPOSAL

“Women and Girls Beyond Terrorism”

GSP 2018

ODG group

Prepared by

The project was prepared by:

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GENEVA 2018

Women and Girls Beyond Terrorism

CONCEPT STATEMENT

The United Nations Office at Geneva (UNOG) is organizing an interactive three-day event titled “Women and girls Beyond Terrorism” on the occasion of the International Day of Remembrance and Tribute to the Victims of Terrorism, from 21 to 23 August 2019. The event will bring together the diplomatic community, civil society and experts in social affairs from permanent missions, in order to raise awareness about women and girls as victims of terrorism and to advocate for the strengthening of their protection. The event will comprise of an exhibition to share testimonies of the victim’s pain, a conference and a concert.

BACKGROUND

Women and girls face considerable suffering as a result of terror attacks and are simultaneously, most often forgotten by society. Extremist groups in Iraq, Syria, Al Qaeda and the Taliban in Afghanistan and Pakistan and also Boko Haram in West Africa leave numerous women and girls facing physical, mental and emotional challenges. Our definition of victims of terrorism refers to women and girls being subjected to acts of terror.

Boko Haram is one example of the direct consequences of terrorism in a specific region of Nigeria. The Boko Haram group constantly kidnaps girls, taking them from their communities and families. According to the UN report ‘Peace and Security in Africa’ published in March 2018 over 4,000 women and girls have been abducted by the extremist group Boko Haram. Many of the girls who are abducted are forced girls into marriage or sexual slavery. A September 2017 UN report found 130 attacks attributed to Boko Haram, along with an increase in fatalities from 107 in April and May 2017 to 284 in June and July 2017. Even if the victims manage to escape, they are rejected by their communities and sometimes even their own families. Astoundingly, there is a lack of awareness from the international community, of the fate of the abuse faced by these victims.

There is a need to put in a place a psychological support system to address the individual mental health issues and to assist them with their reintegration into society.

It is important to recognize them as victims and to provide protection. We should face this task together because caring for the victims of terrorism is also an essential weapon in the fight against it.

OBJECTIVES

1. To raise awareness of needs and experiences of victims with a focus on women and girls, and the effects of terrorism
2. To examine how States can strengthen their national legislation, procedures and practices to better protect and support victims, their communities and their families.

OUTCOMES

1. Provide a report to be shared with the state members in order to improve national legislations, including a plan of action that sets priorities to address local victims of terrorism and find new ways of formulations of public policy to prevent exterminism.
2. This event will bring together the scientific community and state members to provide specific needs to the victims through the release of the common report and recommendations of NGOs and institute (Inseim, Institute Pasteur).
3. To propose writing a draft resolution on the prevention of violence of terrorism against women and girl
4. The UNHCR Global Education Strategy includes a new policy that emphasizes the integration of refugee learners within national systems. Strategic improvements will make it more effective through the coordination of the international effort to improve access of the tools to a quality education. We finally need to mobilise resources throughout existing funds dedicated to countering terrorism. Therefore, this event aim at bringing together national efforts to counter terrorism to the integration of the narrative of direct victims of terrorism, respecting all Security Council resolutions.

PROGRAM, LOCATION & FACILITIES

DAY 1 / 21 August 2019

Location: Palais des Nations, Room XX

10:00 - 11:30

High-Level Conference “Women and girls beyond terrorism?”

Schedule:

10:00 - 10:05 Mr. António Guterres, United Nations Secretary-General video message)

10:05 - 10:10 Mr. Michael Møller, Director-General of the United Nations Office at Geneva

10:10 - 10:20 Special Guest – **Ms. Emma Watson**, UN Women Goodwill Ambassador

10:20 - 10:30 Pink, UNICEF Ambassador

10:30 - 10:45 Boko Haram Victims (**Fatima** 19 years old, **Amma** 21 years old)

10:45 - 11:00 Victims of ISIS (**Nadia Murad** 25 years, **Melanie Morais** 18 years)

11:00 - 11:10 Peter Maurer, the President of ICRC

11:10 - 11:20 Robert Kissane, Human Rights Watch Co-Chair

11:20 - 11:30 Kofi Annan, President of the Kofi Annan Foundation and the former Secretary-General of the United Nations

Location: Palais de Nations, Room VII

15:00 - 17:00 Panel I: Women and girls in terror: reasons and consequences

PARTICIPANTS

Ms. Kate Gilmore, Deputy High Commissioner for Human Rights

Boko Haram Victims (Fatima 19 years old, Amma 21 years old)

Victims of ISIS (Nadia Murad 25 years, Melanie Morais 18 years)

Peter Maurer, the President of ICRC

Robert Kissane, Human Rights Watch Co-Chair

Sarah Crowe, Spokesperson of UNICEF

Susi Bahat, co-chair of the Human Rights Watch Women’s Rights Committee

Nancy Cushing Jones, Co-Chair the Human Rights Watch Women’s Rights Committee

Lorraine Loder, co-chair of the Human Rights Watch Women’s Rights Committee

Carol Scott, member of the Human Rights Watch Women’s Rights Committee

Robert W. Shaffer. Jr., member of the Human Rights Watch Women’s Rights Committee

Neesha Sodha, member of the Human Rights Watch Women’s Rights Committee

Girls Rights Division Members of Human Rights Watch (to be confirmed)

Permanent Missions' representatives and diplomats located in Geneva (to be confirmed)

ICRC representatives (to be confirmed)

UNICEF representatives (to be confirmed)

UN WOMEN representatives (to be confirmed)

WHO representatives (to be confirmed)

OHCHR representatives (to be confirmed)

UNHCR (to be confirmed)

Civil society (academia, small NGOs) - registered for the event through the form

Media

DAY 2 / 22 August 2019

Location: Palais de Nations, Room VII

10:00 - 12:00 Panel II: Specific health problems of the girls affected by terrorism and possible aid mechanisms, including physical and mental health assistance for victims .

PARTICIPANTS

Peter Maurer, the President of ICRC

ICRC representatives (to be confirmed)

Ellen DuBois, Vice Chair co-chair of the Human Rights Watch Women's Rights Committee

Mary Garvey, Vice Chair co-chair of the Human Rights Watch Women's Rights Committee

Christina Gray, member of the Human Rights Watch Women's Rights Committee

Cheryl Justice, member of the Human Rights Watch Women's Rights Committee

Claudia Kahn, member of the Human Rights Watch Women's Rights Committee

Sheila King, member of the Human Rights Watch Women's Rights Committee

Shari Leinwand, member of the Human Rights Watch Women's Rights Committee

Girls Rights Division Members of Human Rights Watch (to be confirmed)

Permanent Missions' representatives and diplomats located in Geneva (to be confirmed)

UNICEF representatives (to be confirmed)

UN WOMEN representatives (to be confirmed)

WHO representatives (to be confirmed)

OHCHR representatives (to be confirmed)

UNHCR (to be confirmed)

Civil society (academia, small NGOs) - registered for the event through the form

Media

Location: Palais de Nations, Room VII

15:00 - 17:00 Panel III: Violence towards women and girls during the terror, how to prevent, reduce and end?

PARTICIPANTS

Peter Maurer, the President of ICRC

Ms. Kate Gilmore, Deputy High Commissioner for Human Rights

Boko Haram Victims (Fatima 19 years old, Amma 21 years old)

Victims of ISIS (Mahmoud 9 years, Nadin 10 years)

Peter Maurer, the President of ICRC

Robert Kissane, Human Rights Watch Co-Chair

Sarah Crowe, Spokesperson of UNICEF

Susi Bahat, co-chair of the Human Rights Watch Women's Rights Committee

Nancy Cushing Jones, Co-Chair the Human Rights Watch Women's Rights Committee

Permanent Missions' representatives and diplomats located in Geneva (to be confirmed)

UNICEF representatives (to be confirmed)

UN WOMEN representatives (to be confirmed)

WHO representatives (to be confirmed)

OHCHR representatives (to be confirmed)

UNHCR (to be confirmed)

Civil society (academia, small NGOs) - registered for the event through the form

Media

DAY 3 / 23 August 2019

Location: Assembly Hall

19:00 A closing concert: (a special song from Sting and Alicia Keys for the occasion in order to send a common message)

Related Activities:

Location: Palais des Nations, the corridors

21 - 23 August, 2019 Photography exhibition dedicated to victims of terrorism including pictures drawn by girl victims

VR Glasses (Provides simulation VR videos that reflect the destroyed cities where the girls and women who faced terror live).

Locations: Palais des Nations: near Room XX and near Room VII and the Place des Nations: Near the Broken Chair on the 23 August, 2019 - open to public

Concert performers: Sting, Alicia Keys, Victims of terrorism, UN Orchestra

*The proposed artists are known for their participation in the human rights promotion activities.

EVENT BUDGET

Given the fact that it is organized by UNOG, planning such an international event in an efficient & cost effective way is the top priority in the groundwork & preparation.

Category	Cost
Conference Halls & Rooms	Provided by UN
6 interpreters; opening day	3,000 CHF
2 interpreters; 3 day panel discussions	3,000 CHF
Travel costs for victims and special guests	22,500 CHF
VR simulation - Travel, Camera, designing and montage	6,700 CHF
Photography Expo - Installation, technical personnel	750 CHF
Concert - Equipment; sound operators audio visual technicians	4,990 CHF
Flyers & Banners	1,200 CHF

Total: 42,140 CHF

Partners:

UNICEF, UN Women, CERN and OHCHR.

COMMUNICATION STRATEGY

Two communication channels:

Group I – participants of the conference (general conference, panels)

- We will communicate with potential participants in the general conference and the panels via email and phone and provide the participants with the necessary information about the event, time and venue, and the topics that will be addressed during the panels. They will have a RSVP according to our timeline, and to potential visa applications processing time.
- We will have plan B and C regarding the invitees in order to make sure to fill the panels, respectively in case of negative RSVP to our invitation, and in case of late cancellation.
- Invitations will be sent soon as possible, to ensure the confirmation of the panellists in order to proceed with the advertisement of the event on social media
- Flyers & Banners will be provided

Group II – attendees (target groups, diplomats in Geneva, Civil Society, general public, media actors)

- We will communicate mainly via emails, and general social media channels, such as Twitter, Facebook, and the website of UNOG.
- We will target Permanent Missions in Geneva, NGOs, and media actors.
- Furthermore, we will share a general advertisement and open invitation to the public, which includes also Civil Society, or any other actors interested to attend, on the UNOG website, on Facebook and on Twitter.
- We will create an event on Facebook where we will update posts and news about the event. There will be created a hashtag associated to the event **#herbeyondterrorism**.
- There will be a live podcast, in order to reach out as much as possible.
- An interview with a spokesperson for UNOG is planned with the main media channels in Geneva to advertise the event and its importance.
- There will be the need for prior registration to the General Conference, and each of the panels, due to limited capacity of attendees. Registration will be based on first-come, first-served.
- Reservations should be secured for the targeted groups before-mentioned that will be invited personally.

TIMELINE

Event Date: 21st of August 2019

Preparations for the event start by March

ITEM	TARGET DATE	COMPLETION DATE
Create Event Plan - Who, What, Why, When - Connection to Plan of Work - Financial Issues	March 2019	
Create a Budget - Request for Proposal - Contract Negotiation	March 2019	

- Signed Contract		
Procurement and Logistics Plan	March - April 2019	
Book Speakers & Concert Performers & Victims - Communication with the Speakers and Concert Performers - Visa Invitations if necessary - Providing Welcome Package (transportation and accomodation) for the Special Guests and Victims	April 2019	
Create a Preliminary Agenda of Event	March - July 2019	
Request photos from the field from the respective countries through permanent missions	March - April 2019	
Find VR videographers and send them to the field in order to provide the graphical materials	March 2019	
Room Bookings	May 2019	
Monitoring and Evaluation	March - October 2019	

Event Evaluations and Follow up Plan

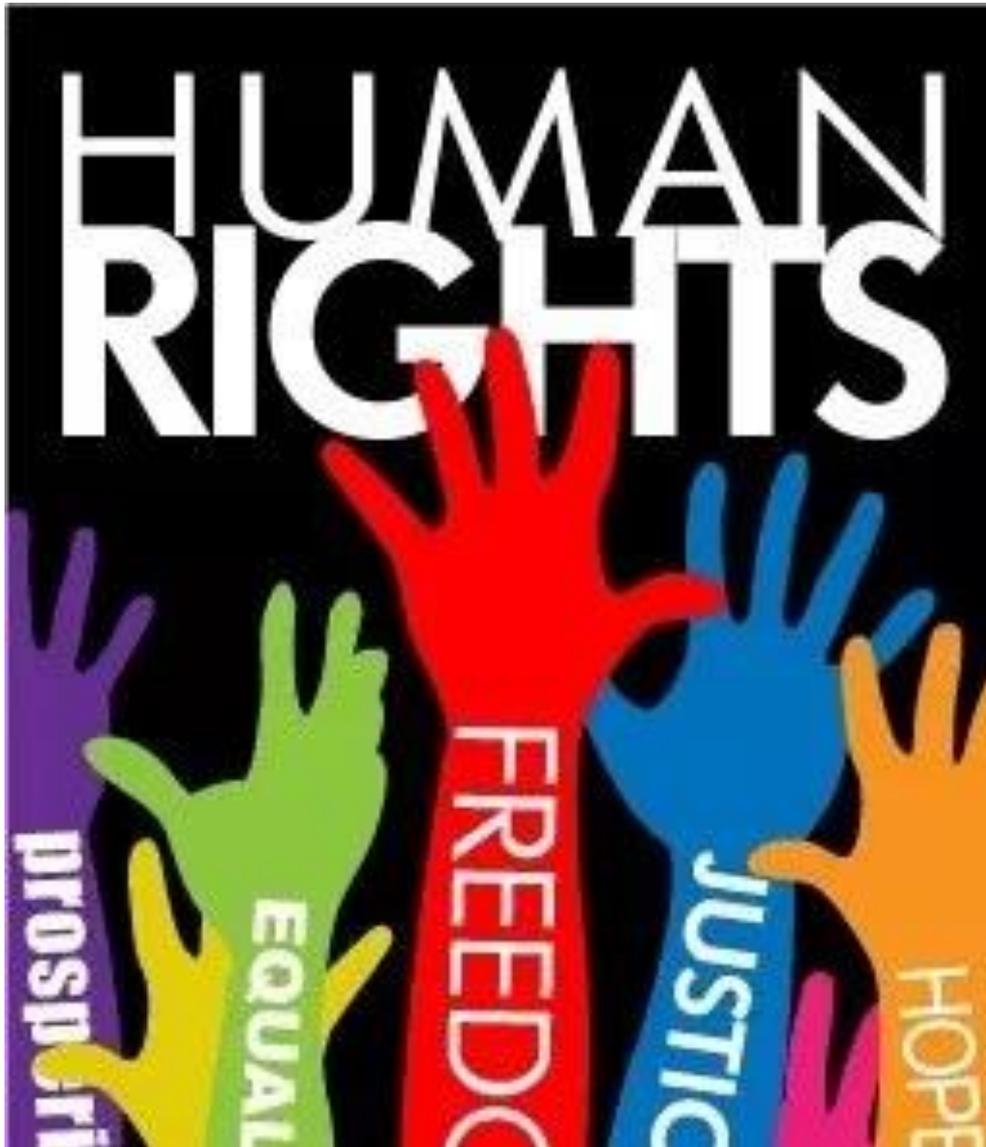
1. Post-Event Evaluation
2. Questionnaires and exit surveys
3. De-briefing sessions – venue, staff, contractor
4. Venue feedback

5. Media reports and publicity
6. Asking for feedback from the civil society involved participants who is attending the event and works directly on the field with the victims of terrorism.

Office of the United Nations High
Commissioner for Human Rights (OHCHR)
Working Group

Proposal for an OHCHR Human Rights Education Youth Strategy

A two-year Education Programme for All



56th Graduate Study Programme 2-13 July 2018

Human rights at a crossroads: Where we stand in 2018

OHCHR Working Group - Human Rights Education for Youth

OHCHR WORKING GROUP - HUMAN RIGHTS EDUCATION FOR YOUTH

Moderators:

- Elena Ippoliti
- Gianna Alessandra Sanchez Moretti

Graduate students:

- Lara Bianchet
- Sahara Leonor Córdova Molina
- Maria Fernanda De Brasdefer De Gante
- Sarah Lajeunesse
- Anita Rutendo Mukiza
- Cheikh Kalidou Ndaw
- Benitte Nyongoni
- Ana Claudia Salgado Cortez
- Soukaina Taoufik
- Joannes Paulus Yimbesalu

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Table of abbreviations

HRE	Human rights education
HREA	Human Rights Education and Training Center
HURICAP	Human Rights Capacity-Building Programme
NGOs	Non-governmental organisations
OHCHR	Office of the United Nations High Commissioner for Human Rights
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations Human Rights Council
UNICEF	United Nations Children's Fund

1. INTRODUCTION

On 10 December 1948, a very important date in the history of the United Nations (UN) and the world, Member States adopted the Universal Declaration of Human Rights (UDHR). Despite being the most translated document in history, many people remain unaware of their basic rights as human beings. In 2018, the global community celebrates the 70th anniversary of the UDHR. While there have been advances in the protection of human rights, there still exist several human rights violations in humanitarian settings and in political upheavals from gender-based violence and LGBTI rights, to the human rights of refugees and migrants, as well as challenges to human rights posed by the digital age and climate change. The Office of the United Nations High Commissioner for Human Rights (OHCHR) strongly believes that young people play a key role and have the potential of changing the current landscape in advancing and championing human rights education in their communities, countries and globally.

The OHCHR was created “to work for the protection of all human rights for all people; to help empower people to realize their rights; and to assist those responsible for upholding such rights in ensuring that they are implemented ”.⁴⁶ Today, there is a universal roadmap for development, the 2030 Agenda for Sustainable Development, which is premised on a foundation of human rights. Human rights are an integral part of this Agenda and of each of its 17 Sustainable Development Goals. This is why implementing the SDGs requires institutional reforms at the international and national levels, to truly mainstream human rights with a strong emphasis on meaningful youth engagement.

According to the UN (2018), there is about 1.8 billion young people in the world today between the ages of 10 and 24, this is the largest youth population ever and 90% of them live in developing countries. Additionally, the conceptualization of ‘youth’ has always been a problem since there is no universally agreed international definition of youth. However, for statistical purposes, the UN Secretariat defines youth as individuals aged between 15 and 24 years. Young people want to and already contribute to the resilience of their communities, proposing innovative solutions, driving social progress and inspiring political change, in urban as well as rural contexts, but they also face incredible challenges and even life-threatening risks that amount to violations and the non-realization of their human rights.

⁴⁶ <https://www.ohchr.org/EN/ABOUTUS/Pages/MissionStatement.aspx>

The 2018 United Nations Youth Strategy prioritizes “Youth and Human Rights”, establishing the aim of protecting and promoting the rights of young people and supporting their civic and political engagement. To contribute to that goal, the strategy identifies the specific target of increasing the UN’s efforts to promote human rights education and training for young people, as well as global citizenship and sustainable development education, without discrimination to foster civic awareness and participation, volunteerism and a culture of peace and non-violence among young people.

The present strategy aims to provide stakeholders (governments, international and regional organizations, NGOs and members of civil society) with concrete and realistic human rights education tools. The strategy operates at four levels: international, regional, national and local. For each of them, specific objectives and activities have been identified. Those activities are initiatives that involve school programmes, informal education, interactive projects, artistic contests, as well as campaigns on social media. The first goal pursued by the strategy is to raise awareness about human rights. In order to defend one’s rights, people must be aware of them in the first place and that is the reason why awareness stands at the top of the list as the number one pillar that will support the rest of the initiatives. In addition to that, the strategy aims at giving young people tools to stand up for their rights and for other people’s rights with the purpose of creating well-informed new generations that will eventually contribute to eradicate human rights violations all over the world.

1.1 The Youth Population in the World

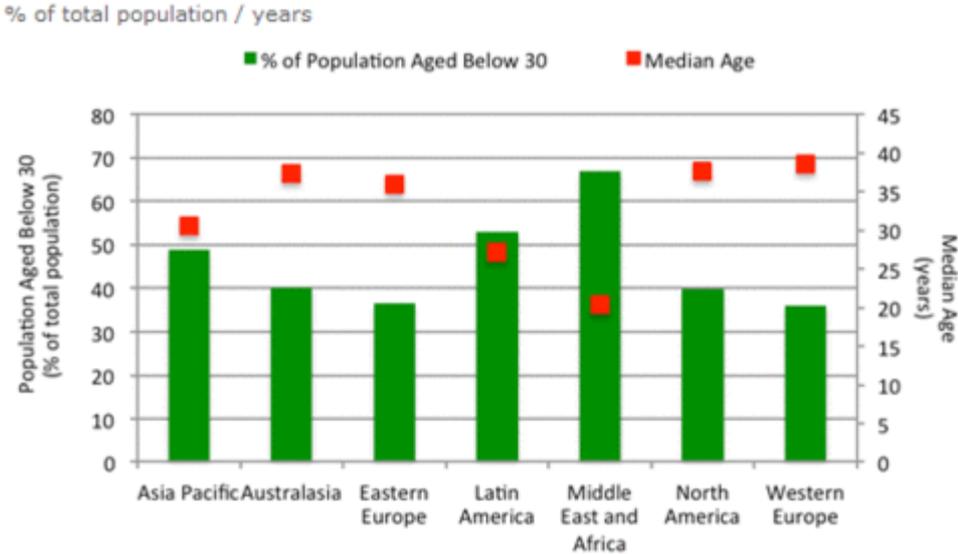
Over time, young people have always been a crucial socioeconomic factor in the history of nations. It is education, resources and political stability that remain important factors that usually have the power to determine the level of productivity of the next generation’s workforce and the political landscape of a country. Healthy educated, productive and fully engaged young people can help break the cycle of intergenerational poverty and are more resilient in the face of individual and societal challenges. As skilled and informed citizens, they can fully contribute to their communities and nations (UNFPA, 2014).

The graph below shows the proportion of youth population under 30 and the median age by region. This data implies that young people will be the “new global power reshaping the world”.

By 2020, 3.6 billion people in the world will be aged below 30, with a median age of 31.5, up from 29.7 in 2012. Middle East and Africa will have the youngest proportion of population under 30 at 63.9%, with a median age of 21.7 in 2020. According to the United Nations (UN), with 726 million people aged below 30 in 2020, India will have the youngest population in size, followed by China (456 million).

Figure 1:

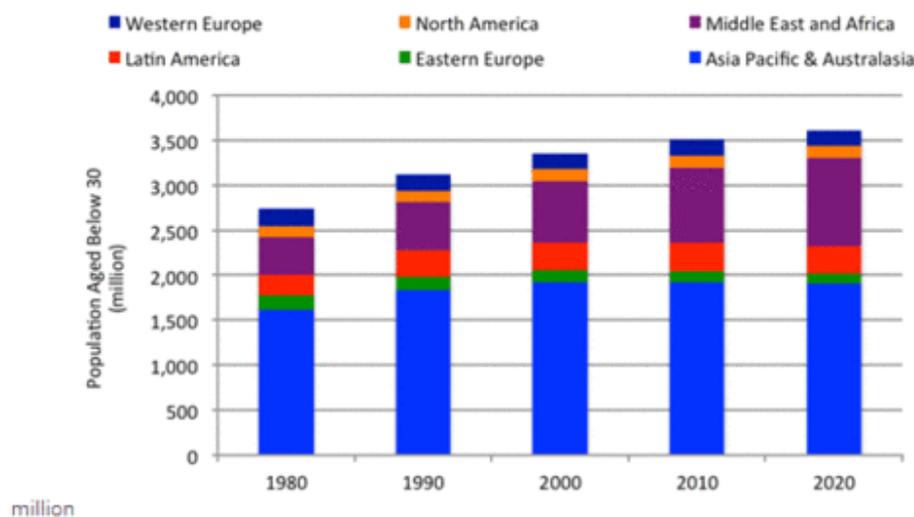
Proportion of the Population Aged Below 30 and Median Age by Region



Source: Euromonitor International from national statistics/UM

Figure 2:

Population Aged Below 30 by Region: 1980-2020



Source: Euromonitor International from national statistics/UN

According to Euromonitor International, 50.5% of the 7 billion-world population in 2012 were under 30. As seen in the second graphic, young people (below 30) represent an important part of the population in developing economies. For example, 89.7% of fewer than 30 lived in an emerging country in 2012.

Both graphics show that the challenges regarding the youth population are not the same in every region worldwide and, therefore, the needs are different. In Niger and Burundi for example, less than 13% of young people have a primary school diploma according to UNICEF. Although there are a lot of struggles regarding young people in developing countries, the lack of education and the poor quality of life do not only exist in those countries. For example, the International Labor Office states that young people with no education at all (NEET) represent, in developed countries, 10% of the youth. It has been shown that education is a key to improve the quality of life while, on the contrary, lack of education often leads to the violation of basic rights, including development.

The OHCHR believes that young people have a key role to play in shaping the future and are thus the focus this strategy, since they represent an important part of the population. The following section of the introduction explains why young people are the target of the education programme proposed, while the second one focuses more on the implication of the project, and the third one on the importance of human rights education.

1.2 What are the strengths, weaknesses, opportunities and threats of young people in the promotion of human rights?

As the 2018 UN Youth Strategy explains, young people are willing to contribute to the resilience of their communities, proposing innovative solutions, driving social progress and inspiring political change, in urban as well as rural contexts. However, young people are also facing incredible challenges and even life-threatening risks, disproportionately carried by girls and young women in many parts of the world. These arise when accessing their rights, including to quality education, healthcare or decent work. They also arise in situations of conflict, or when young people flee home in search of survival, or move for better opportunities. With this large and increasing number of young people across the globe, it is abundantly clear that it is only by engaging and working with them, supporting them in standing up for their rights and creating the conditions allowing them to progress and play an active role, that the international community will be able to achieve peace, security, justice, climate resilience and sustainable development for all.

1.2.1 Strengths

- Young people are becoming increasingly aware (and curious) of their immediate environment and can be easily reached through the use of existing technologies and social media platforms (such as Facebook, Twitter, Instagram etc.)
- Today, a larger number of young people have liberal ideologies/perspectives to the situations happening around them, which makes them very open-minded.
- Despite the many challenges our world faces, young people remain very positive, hopeful, and see humanity in a more optimistic way.
- Young people today are more determined and have the power in their hands to influence the decisions they make and the future they want to see thereby enabling them to dream and create change in their communities.
- Young people are using their voices to stand up and speak out on injustices they see or experiences in their communities, partly because of the influence of technology.
- They are more aware of the contemporary evolution of daily situations since they grew up in a fast-evolving era.

- Young people today are increasingly multi-lingual and can therefore reach a wider audience at all levels.
- Young people today are more informed and have access to timely information on human rights violations or achievements.

1.2.2 Weaknesses

- Young people today often do not have the credibility that comes with experience and thus, are not taken seriously enough or engaged with meaningfully.
- They do not have any experience in decision-making processes and as a result, have very little political influence.
- Most young people today do not have the finances to be able to support their work, which is a huge barrier to their participation and engagement.
- Because young people have very creative minds, their viewpoints can be quite radical. Due to age, they often lack enough real-life experiences to be able to take full ownership, negotiate and claim responsibility.
- Young people continue to face oppression in many parts of the world as their freedom of speech, among others, is often questioned, compromised by laws or repressed by the military and governments in some cases. Therefore, they are sometimes afraid to take a stand against human rights violations.
- Cultural differences, traditions, gender inequality, religion can be challenging to overcome as they relate to certain violations of human rights, which are never seen as a such because of the perceptions of cultural and traditional norms that have long existed.
- Youth is seen as lacking perspective, a point of reference, a solid foundational basis, and be short of ideas on what they could do.
- Access to information continues to be a challenge for young people especially those living in the most remote communities, hence posing a huge barrier to human rights education.
- Many young people today feel that the UN has failed them, especially those living in conflict and remote areas.

1.2.3 Opportunities

- Young people are the future leaders, so providing them with adequate and solid human rights education at an early age equips them with the necessary tools for their future.
- The use of arts through music, dance and theatre, etc. is a unique way for young people to better communicate and inform society.
- More than ever, young people today are increasingly accessing more opportunities to actively take part in conferences, events and exchange programmes around the world. These experiences are crucial in promoting cultural diversity, tolerance and intergenerational dialogue. These are opportunities to open the minds of youth, allowing them to think freely, stand up and speak out for their human rights and those of others. It is thus fundamental to enable young people to put their learning into practice in social processes and make sure that these programmes are accessible and affordable to young people, so they can be empowered to better engage and participate at all levels.

1.2.4 Threats

- Institutions, such as schools, family structures and beliefs can often constitute barriers preventing young people from being independent and able to nurture their ability to critic and ask questions on important issues. In the absence of these existing barriers, these same institutions can serve as an influence on youth participation and engagement.
- Young people are under constant pressure to balance and reconcile traditions, religions, cultures and conservative ideas with modern society and human rights.
- Social media represents a great opportunity for youth participation and engagement; however, it can also constitute a threat in terms of the quality and veracity of the information shared through these networks, and unfortunately, it can also be used as a platform for manipulation and radicalization.

1.3 Implications of the project and how to overcome possible situations

The proposed strategy must take into account the diversity of issues about human rights education (HRE) around the world. Being “young” does not mean the same concept everywhere in the world, nor in every culture, traditions or religion. Regarding the strengths and weaknesses of youth nowadays in general, not all young people face the same struggles. Being a young

person in a country at war, for example, does not equally translate into being a young person living in a peaceful country. In order to incorporate those implications and pursue an achievable and realistic goal, the strategy has to be sufficiently comprehensive. For the purpose of the present strategy, youth includes 15 to 30-year-olds.

1.4 Why is human rights education important?

Human rights education (HRE) is a fundamental pillar of the right to education. Everyone, regardless of his or her gender, religion, race, age, physical situation, sexual orientation, etc., has the right to HRE. Those who are not aware of their rights are more vulnerable and are more at risk of suffering from more violations and abuses. Consequently, everyone should know about their human rights and fundamental freedoms for all to be able to enjoy a more peaceful and inclusive world.

Article 1 of the United Nations Declaration on Human Rights Education and Training (2011), states that “Everyone has the right to know, seek and receive information about all human rights and fundamental freedoms and should have access to human rights education and training.”⁴⁷ “A rights-based approach to education that embodies human rights education empowers children and other stakeholders and represents a major building block in efforts to achieve social transformation towards rights-respecting societies and social justice.”⁴⁸

HRE can change the life of millions, as it constitutes a powerful tool of achievement and empowerment. It has the power to uphold human rights as a priority area at many levels and raise awareness on fundamental freedoms worldwide. HRE is also a means to create a new culture where human rights and human dignity are respected, both on paper and, most importantly, in practice, in every country and for everyone without discrimination of any sort. The promotion of social inclusion through cultural, religious, linguistic and ethnic diversity can also be achieved through HRE, thereby promoting and fostering more peaceful and onclusive societies. Furthermore, it contributes to greater gender equality in the private and public spheres and helps increase active citizen participation. According to the UN, the young global population has an immense potential for economic development and the creation of business

⁴⁷ [https://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/UnitedNationsDeclarationonHumanRightsEducationandTraining\(2011\).aspx](https://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/UnitedNationsDeclarationonHumanRightsEducationandTraining(2011).aspx)

⁴⁸ UNESCO, 2007, <http://unesdoc.unesco.org/images/0015/001548/154861e.pdf>

opportunities for sectors across industries. Young people are the future. Focusing on their education is a way to invest in a sustainable future.

The strategy comprises four different levels: international, regional, national and local. This multi-level structure sheds light on important features of HRE from various angles, even if certain challenges and issues are common or interrelated. Certain projects proposed in this strategy could be implemented at various levels and contributing to different objectives.

2. INTERNATIONAL LEVEL

2.1 Introduction

At the international level, the relationship between education and human rights can be traced back to Universal Declaration of Human Rights (1948), the Convention Against Discrimination in Education (1960), the International Convention on the Elimination of All Forms of Racial Discrimination (1965) and the International Covenant on Economic, Social and Cultural Rights (1966). These international normative instruments show that education is an intrinsic human right for the realization of other rights and a fundamental pillar of human development.

Education must play a decisive role in the promotion of human rights and democracy, guiding people towards the development of human dignity and social participation. Finally, in 2011, the United Nations General Assembly adopted the United Nations Declaration on Human Rights Education and Training, which establishes human rights education and training as a right⁴⁹.

The UN-held International Congress on Education for Human Rights and Democracy established the World Programme of Action for Human Rights Education, during the World Conference in Vienna in 1993. The World Programme aims to encourage and guide States to commit themselves to education in defense of peace, democracy, tolerance and respect for the dignity of each human being.

In addition, the Vienna Declaration drew attention to the inclusion of human rights in the curricula of all formal and non-formal education institutions, as well as the inclusion of peace, democracy and social justice. Thus, the said Declaration emphasized the importance of HRE as a key element for the promotion and implementation of human rights.

In order to strengthen the guidelines of the World Programme of Action for Human Rights Education, the UN General Assembly, in December 1994, instituted the period between 1995

⁴⁹ “Article 1: 1. Everyone has the right to know, seek and receive information about all human rights and fundamental freedoms and should have access to human rights education and training.
2. Human rights education and training is essential for the promotion of universal respect for and observance of all human rights and fundamental freedoms for all, in accordance with the principles of universality, indivisibility and interdependence of human rights.
3. The effective enjoyment of all human rights, in particular the right to education and access to information, enables access to human rights education and training.”

and 2004 as the Decade of HRE. In addition, to implement the objectives of this Decade, the OHCHR prepared the International Plan of Action for the Decade. The main objectives were 1. to evaluate needs and define strategies; 2. to create and strengthen human rights education programmes at international, regional, national and local levels; 3. to coordinate the development of educational materials on human rights; 4. to strengthen the role of the media and promote the dissemination of the UDHR worldwide.

On 10 December 2004, the General Assembly of the United Nations proclaimed the World Programme for Human Rights Education (2005-ongoing) to advance the implementation of human rights education programmes in all sectors. The World Programme was established by the General Assembly's resolution 59/113 (10 December 2004). OHCHR provides global coordination of the World Programme.

Building on the achievements of the United Nations Decade for Human Rights Education (1995-2004), the World Programme seeks to promote a common understanding of basic principles and methodologies of human rights education, to provide a concrete framework for action and to strengthen partnerships and cooperation from the international level down to the grass roots.

Unlike the specific period of the Decade, the World Programme is structured in consecutive phases, in order to further focus national human rights education efforts on specific sectors/issues. The first phase (2005-2009) focused on human rights education in the primary and secondary school systems. The second phase (2010-2014) focused on human rights education for higher education and on human rights training programmes for teachers and educators, civil servants, law enforcement officials and military personnel. The third phase (2015-2019) focuses on strengthening the implementation of the first two phases and promoting human rights training for media professionals and journalists.

On 19 December 2011, the General Assembly adopted, without voting, the United Nations Declaration on Human Rights Education and Training by Resolution 66/137. This Declaration invites governments, agencies and organisations of the UN system, intergovernmental and non-governmental organisations, to intensify their efforts to disseminate the UDHR and to promote universal respect.

The UN General Assembly decided in its Resolution 48/141, that the High Commissioner for Human Rights be responsible for coordinating “relevant United Nations education and public information programmes in the field of human rights”. The OHCHR has promoted HRE by:

- supporting national and local capacities for HRE in the context of its Technical Cooperation Programme and through the ACT Project, which provides financial assistance to grass-roots initiatives;
- developing selected HRE and training materials;
- developing selected resource tools, such as a database on HRE and training, a resource collection on HRE and training and a web section on the UDHR;
- globally coordinating the World Programme for HRE.

Other UN agencies and NGOs also work to promote and improve human rights and education worldwide. The main actors identified by UNESCO and UNHRC besides educational policy units, are: teacher training institutions; national human rights institutions; teachers’ associations; non-governmental organisations (NGOs); parents’ and students’ associations. The involvement of other actors is fundamental as it can foster a more participatory role of the community and the civil society in implementing HRE. Whilst encouraging a bottom-up approach, it also allows other bodies to monitor the policy development initiated by relevant entities. The role of NGOs is crucial for the development of HRE.

When it comes to HRE for youth, there is plenty more to be done, especially since, as shown above, the proportion of young people in the world is growing at a startling rate since the past decades. Rightly, the 2018 UN Youth Strategy prioritizes human rights education and training, aiming to increasing “UN’s efforts to promote human rights education and training for youth, as well as global citizenship and sustainable development education, without discrimination, to foster civic awareness and participation, volunteerism and a culture of peace and non-violence among young people.”

As the UN Youth Strategy further explains, “youth development and youth engagement are cross-cutting issues in the 2030 Agenda for Sustainable Development, other internationally agreed frameworks as well as a central aspect of Security Council Resolutions 2250 (2015) and 2419 (2018), acknowledging that young people play an important and positive role in the

realization of sustainable development, in the prevention of crises and in the advancement of peace.”

International level actors may face various obstacles to implement HRE, due to various local, national, regional and global differences. Thus, the following elements might be problematic for actors at the international level:

1. In practice, countries must implement HRE through national policies, programs and plans, especially at the state and municipal levels.
2. It is important to adapt the teaching of human rights to different realities and cultures. It cannot be a universal top-down process that does not reflect the realities and diversity of the wide array of target audience. It must consider the needs of each country, people and community.
3. Developing countries present even greater challenges for HRE, because they are faced with more structural human rights challenges, such as lack of access to education, lack of access to adequate food, health, etc.

International level actors may also find it easier to promote HRE for other reasons, such as:

- A widespread strategy that can lead to international standards regarding HRE.
- The international system is an important mechanism for encouraging countries to commit to the implementation of HRE.
- Countries can use the international level as a platform to exchange experiences and good practices regarding HRE.

2.2 Goals and desired results

A 2 year-plan does not leave much time to build a concrete and complete programme, especially at the international level. In the UN for example, building projects, implementing them and approving them take a lot of time, particularly when it comes to a complex issue such as the realization of human rights. However, the strategy could be established in the next 2 years and be implemented afterwards.

Concretely, what we expect in 2 years is a change in mentality and culture in the way we face human rights issue at the international level. The aim is to improve and increase human rights knowledge among young people. A few desired results arise from availability, accessibility, acceptability and adaptability of education.

The main desired result is to increase the number of institutions (NGOs, academic institutions, technical colleges, media, art programmes, unionists, etc) working with HRE worldwide in order to amplify the knowledge regarding human rights among young people. Currently, only a few worldwide human rights organisations have a concrete education plan and work with human rights education, such as OHCHR, UNESCO, UNICEF, Amnesty International, Equitas, HREA, and Soka Gakkai International, amongst others. Education should be strengthened and reinforced for organisations like Children's Defense Fund (CDF), Human Rights Action Center, National Association for the Advancement of Colored People (NAACP), Oxfam, World Vision, etc.

Some organisations and NGOs that work with HRE are the following: Council of Europe, Democracy and Human Rights Education in Europe (DARE), European Union Agency for Fundamental Rights (FRA), Organization arabe por l'Éducation, la Culture et la Science (ALECSO), Organization for Security and Cooperation in Europe (OSCE), Organization of American States (OAS).

2.3 Objectives and activities

2.3.1 Objective 1 (formal education): Increase the teaching of human rights in academic courses (schools, universities, technical colleges)

Activity

To improve HRE through formal education systems all over the world, a strategic approach could encompass an academic activity that reaches as many young people as possible. *Arts for Rights Project*, is an international art project that will take the form of a contest. Every student who wants to participate must pick an article from the UDHR and try to illustrate it through an art piece. The goal of this activity is to promote human rights and to show the beauty of a more equal and peaceful world for all.

The contest will feature the following categories: drawing and painting (including plastic arts); multimedia; writing (books, poem, play, etc); and music (symphony, song, etc.). The plastic art piece should not be bigger than 2 square meters, the multimedia piece should not be longer than

60 minutes, the writing piece should not exceed 300 pages and the music piece should not take more than 30 minutes. For big plastic arts projects, students can send 4 pictures of different angles with a small explanation of the project, without sending the entire piece. Every other project needs to be sent in digital format or on paper (for the writing pieces). Those are the only rules, since we want every student to feel free to innovate, imagine and dream. We want the projects to be as true to everyone as they can be. To help guide the creative process, these are a few basic questions that each participating student should reflect upon: What is the article about? What does it remind you of? How would you represent that right in your regular life? What happens when this right is violated?

If students want to, they can work in groups of up to 4 people. There would be up to three winners for each category based on creativity, uniqueness of the project, while taking into consideration gender, sexual orientation, ethnicity, physical abilities etc. and more to encourage diversity, openness and to counter discrimination. The winners would be invited to our special art exhibition world tour for a duration of 2 months, all expenses covered. This would be an opportunity for the winners to meet with young people from around the world, promote human rights and engage in various exchanges. This human rights project also aims to promote arts and culture and education for young people.

Target groups

Students from high school, college and university level

Partners

Governments, OHCHR, UNICEF, UNESCO, NGOs, universities and schools.

Resources

Resources would come from governments and private donors, as well as from OHCHR, UNICEF and UNESCO. The project is not paid, neither is the material students decide to use. The jury will be formed by two OHCHR representatives, two UNESCO representatives, two UNICEF representatives, as well as five independent law and arts professors selected by the organizing committee. The arts exhibition world tour will also depend partly on the collaboration and support provided by the participating universities and schools.

2.3.2 Objective 2 (informal education): Increase the teaching of human rights in informal education (NGOs, Media, arts)

Activity 1 : Supporting NGOs with grants

In order to improve the teaching of human rights in the sphere of informal education, this activity aims to support and encourage NGOs to focus more on education (prevention) and less on reacting to human rights violations. OHCHR aims to support civil society organisations working for the implementation of HRE in both, developed and developing countries. To achieve this goal, a call for proposals will be published by OHCHR for organisations working in Latin America, Africa and Asia in the area of HRE. OHCHR will support two organisations in each of the three regions, with grants of up to \$30,000. The projects submitted must be of a one-year duration. Priority will be given to projects that have a gender perspective, focusing on minority groups and cultural diversity. The selected NGOs must submit a mid-term and final activity reports and budget report.

Target group

NGOs working for HRE in Latin America, Africa and Asia

Partners

OHCHR, UNICEF, UNESCO, UN regional offices, UN media departments, media networks in each region.

Resources

Funds for the grants covered by OHCHR, UNICEF and UNESCO); two people from the OHCHR team who will be responsible for the call for proposals and for the selection and monitoring of the selected projects and local visits. Funds to carry out at least one local visit by the OHCHR team to each selected project during the middle of the implementation will be necessary.

Activity 2 : Creation of a UN Human Rights Education Channel on Youtube

The second activity under this objective is to create a UN human rights channel (the *UN Human Rights Education Channel*). OHCHR will develop a channel on human rights for education purposes on Youtube. The channel aims to amplify human rights knowledge among young people worldwide. The programmes would be conducted once a week in English, French, Spanish, Arabic, Russian and Mandarin Chinese, and will have sign language and subtitles in

other several languages. Human rights experts (UN staff, academics, activists, representatives of civil society organisations, unions, etc) will be invited to record a video of about ten minutes on different human rights issues.

The idea is to shed light on different perspectives of human rights and realities. In order to reach as many people as possible, social media paid ads and algorithms to reach young people directly will be used.

The main goals of this activity are:

1. Short-term: Reach a number of 300,000 people every year;
2. Mid-term: Reach all kind of people worldwide;
3. Long-term: The channel will become a reference on human rights education for teachers, students and people interested in the subject.

Target group

Young people, students, teachers, journalists, and parents.

Partners

1. OHCHR, UNDP, UNICEF, UNESCO: The funding of the programme will be shared with these organisations.
2. Influencers (famous people, musicians, youtubers, bloggers etc): Famous people like Emma Watson, for example, will be invited to participate in the programme, so it can attract and reach more public.
3. Youtube: The YouTube Partner Programme allows creators to monetize their content on YouTube. They generate revenue through ads on their videos and to YouTube Red subscribers who watch their content.
4. Facebook: Facebook will be an important partner for publicity, mobilizing and fundraising.
5. People participating and featured in the channel.
6. UN News: This organisation will support the creation of the programme and its publicity.

Resources

Followers (human resources); Studio, camera, a youtube channel, spotlights, microphones, computers, cameraperson, OHCHR staff (one focal point for the programme, one administrative staff), one journalist, and one media designer.

2.3.3 Objective 3 (formal and informal education): Implement human rights trainings (teachers, NGOs, unions, individuals who want to be Human Rights ambassadors)

Activity

The purpose of this activity is to develop a human rights online course for young people around the world. Paid advertisement on social media (Facebook, Twitter, Instagram and Twitter) using algorithms would be used to reach young people. The ad could have the following catchy titles: How much do you know your rights? and Peace and equality, for me too? When clicking on the link, young people will be directed to a small quiz. In the end, the result will suggest that they become HR ambassador by doing a free online course. The course will also be easily accessible for everyone from the UN and OHCHR website, as well as easily found on search engines.

The online course will be at a distance, self-paced, and be held three times a year, during a period of three months. As the course is self-paced, there is no limit of slots. The students, who in addition to weekly online lessons and activities, will be responsible for developing a human rights education programme to be implemented in their own countries by the end of the course. The online course will benefit from a wide array of human rights experts from around the world. After successfully completing the course, students will receive a UN certificate and be considered as human rights ambassadors.

The course aims to reach as many young people as possible to have numerous trained human rights ambassadors worldwide, who would implement HRE projects in their countries. The course will be available in the six official UN languages: English, French, Spanish, Arabic, Russian and Mandarin. The online course will give the opportunity to its participants to identify each other via an interactive global map, thereby giving them the opportunity to exchange knowledge and experiences and possibly co-organize initiatives at the different levels.

Target group

Young people between 18 and 35 years and interested in human rights

Partners

- OHCHR, UNESCO and UNICEF
- Local NGOs: can support in reaching out to local human rights leaderships.

- Universities and technical colleges: These institutions will be key in order to encourage their students to take the human rights course.

Resources

Distance learning course technology, human rights teachers and experts; an online course platform; four OHCHR staff and one technology manager.

3. REGIONAL LEVEL

3.1 Introduction: Youth champions of human rights education

For illustrative purposes, the regional level part of this strategy will focus on the African continent. According to the United Nations Population Fund, over 60% of the fastest growing African population is under 25 years old with a projected increase of 42% by 2030 (UNFPA, 2015). With young Africans making up 37% of the workforce, 60% is still unemployed. This means they are likely to work for longer hours under precarious working conditions often characterized by poor productivity, hence very poor wages. These situations are more severe for girls and young women who not only face many challenges in the workforce, but also the consequences that come with child marriage, different forms of violence, harmful practices and lack of education. Despite the past and on-going work being done globally, even more work needs to be done to ensure that young people are not only champions of this agenda, but are seen as agents of sustainable development, peace and good governance.

The poverty that still exists in many African countries has also challenged the effective implementation of education related policies. This has been an impediment to HRE, because if HRE is excluded from the schools' curricula, then it can negatively affect the ability of people to claim their rights and can lead to other negative consequences in society, like corruption and human rights violations.⁵⁰

3.2 Goals and desired results

This activity will be based on three main documents:

- Universal Declaration of Human Rights
- African Charter on Human and People's rights
- Convention on the Rights of the Child

This regional activity aims to:

⁵⁰ Ambrose, B. P. (1995), *Democratization and the protection of human rights in Africa: Problems and prospects*. Greenwood Publishing Group.

- Raise awareness about human rights through education amongst the African youth;
- Use HRE as a tool for the development of the African continent through its youth;
- Provide the authorities at every level with HRE through trainings.

Knowing your rights is the very first step to enjoy, defend and stand up for them, as well as to identify violations or abuses. The African youth will not be able to achieve the full potential they benefit from their rights without effective HRE. Too often, young people lack opportunities to get involved in the development of their continent, yet they represent a worthwhile resource. HRE is a fundamental tool that contributes to democracy, good governance, education in general, economic growth, and the reduction of inequalities and exclusions. This proposal encourages the full use of the numerous opportunities provided by HRE for the benefit and development of the African continent.

3.3 Objectives and activities

3.3.1 Objective 1: Raise awareness and educate

Making people aware that they are entitled to claim their rights is the cornerstone of an effective human rights training. As stated in article 26 of the UDHR, “[e]ducation shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms”.

So far, most human rights awareness and education initiatives come from international actors, like the UN and other international organisations or local entities and NGOs. However, the implementation of an effective strategy could change this landscape and contribute to the development of a bottom-up approach where students, authorities, teachers and other figures can use their knowledge, skills and recourses as tools to encourage governments. The combination of these two can ultimately lead to change.

Activity 1: Training trainers and authorities

One of the most common problems of promoting HRE in Africa is the quality of the trainers and other authoritative figures. Despite the fact that many schools have already included HRE as a part of their curricula, the attitude with which trainers understand the subject regarding

their own values and life experiences turns the training into a non-standardized process. An example of this would be the case of Kenya and Uganda, where the former has shown commitment by integrating HRE in their primary and secondary school curricula,⁵¹ while Uganda only counts with an informal HRE approach.

Training should be formal in public schools and informal in cultural centers. While formal education is common, including informal HRE guarantees the possibility to reach a vast young audience that might be deprived from acquiring regular education and training in schools and other institutions. People who become human rights trainers have usually done so because they felt drawn to that field. There is a lot of people who have the potential of becoming informal trainers and trainers who do not necessarily need an official position to spread their knowledge.

Informal education and training usually takes place somewhere other than in a formal learning environment like a school or university and, when done in public spaces, it has the potential to reach more people. The programmes listed in the Human Rights Education and Training Center (HREA) could be used as a tool for trainers working in informal environments and the E-learning programmes should be promoted for the students who have access to internet either at home or in nearby facilities.

Target group

Trainers, schoolteachers and authorities, youth between the ages of 15 and 30 who are either part of public institutions or other organisations. This includes also potential trainers who want to acquire that information informally.

Resources and partners

Including authorities in HRE training is a crucial part of this process because even if the transfer of knowledge between trainers and students is successful, the authorities' behaviour will reinforce this knowledge and their training will also serve as a preventative measure.

Pursuing a partnership with the Institute of Human Rights and Development in Africa (IHRDA), for example, would allow the trainers and authorities to come together and complement each other. They also propose a *pro bono* legal counseling for victims of human rights abuses in Africa and their work is composed by three pillars: defend, educate and inform.

⁵¹ Karugu, A. M., Rights of Children in the Kenyan Primary School Curriculum. International Journal of Education and Research (2013), 1-10.

The combination of the formal and informal education and training provided by OHCHR, Amnesty International and IHRDA would allow for the training of trainers and authorities in a standardized. Trainers should be able to teach their students how not to feel disempowered because of their socioeconomic status and how to reach out to organisations when their rights have been violated.

Activity 2: Communication Campaign

A proper communication campaign at the regional level is particularly important when targeting youth. It has the power to convey a message not only for potential students and learners, but also for trainers and authorities. Even individuals who might be interested in donating money to support the cause may be involved.

The first part of the campaign would focus on a social media campaign through social networks like Facebook, Instagram, Twitter, Youtube, amongst others. The campaign will be in a simple language and translated to the most predominant languages according to the region. It will also be composed by visual elements like photos and videos. The objective is to capture the audience's attention and promote cultural diversity in the area of human rights. Regarding this last point, the African figures and voices, as well as human rights historic regional developments, are crucial in order to spread the message.

A lot has been done in terms of first generation rights, like the rights to life and to freedom of speech, but HRE campaigns rarely focus on second and third generation rights (economic, social and cultural, and environmental). These rights are continuously emphasized in the African Charter on Human and People's rights (1981) and deserve more attention. An example of this is the Article 22 *"All peoples shall have the right to their economic, social and cultural development with due regard to their freedom and identity in the equal enjoyment of the common heritage of mankind"*. This is important because there is no point in guaranteeing the right to life without guaranteeing the complementary right to the means of sustaining that life or a healthy environment. Through this campaign, young Africans will also understand that engaging in human rights can have direct economic and social impact in their lives.

In marginalized areas where people do not have access to internet, flyers and banners will be used to promote HRE and its benefits and to encourage people to attend the human rights

festival (see activities at the local level) as a way to get acquainted with these concepts in a more interactive way.

Target group

The campaign will target young people between the ages of 15 and 30 and its key message will aim to inform and to engage young Africans in acquiring HRE and the potential benefits this could bring to their lives.

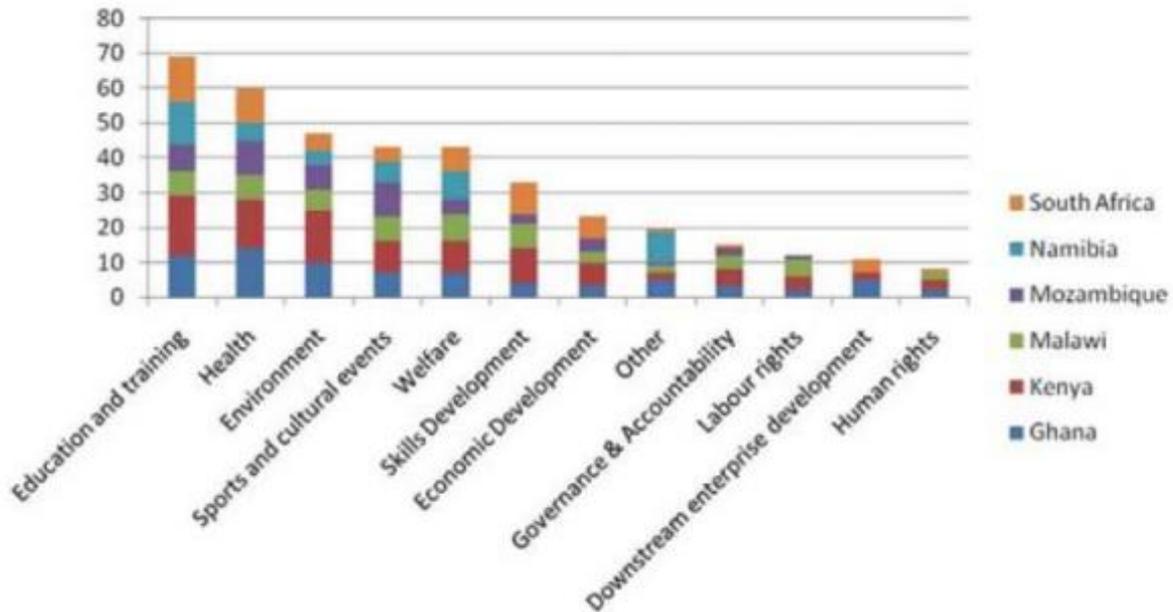
Resources and partners

In order to effectively engage young Africans in HRE, it is important to show them successful cases of people with whom they can identify. Authority figures in the region that can share their stories and famous African human rights advocates, like the zimbabwean activists Jestina Mukoko and Beatrice Mtetwa. Africa is often seen as a continent that suffers from economic stagnation, but in reality, economies in Africa have been growing more rapidly in recent years than at any time in modern history. Between 2001 and 2008, African economies grew at an increasing rate, averaging over 6% for the period. In 2010, the average economic growth rate across the continent overtook both Brazil and India.⁵² This opens the possibility of using Corporate Social Responsibility (CSR) as a tool to create partnerships with socially engaged companies. Some companies like the Standard bank and the telecommunications firm MTN have been working on providing mobile banking in poor African regions and on improving literacy challenges respectively. The Japanese electronics giant Toshiba has been actively supporting several causes in Africa during the past years and this makes them a good potential partner for the diffusion of these initiatives. Interestingly, *Figure 1* shows the development of CSR in six African countries by area where ‘Education and Training’ is located in the first place and ‘human rights’ in the last one.

⁵² Forstater, M., Zadek, S., Guang, Y., Yu, K., Hong, C. X., and George, M., Corporate responsibility in African development: Insights from an Emerging Dialogue. Corporate Social Responsibility Initiative (2010).

Figure 3

CSR focus areas of businesses in six African countries



Source: Harvard University, John F. Kennedy School of Government

Since education and training is already CSR's main priority, this opens an opportunity to use the expertise they already have in this field but with a human rights focus – which needs to be reinforced - that gives place to the diffusion of the importance of HRE.

3.3.2 Objective 2: Empower

Human rights education plays a vital role in formal education, not only as a mean to reach the standards and objectives of the 21st century curriculum, but also to empower the youth. While government bodies regard HRE as a tool to maintain security and prevent anti-social behaviour, this section focuses on the empowerment mechanisms such as school programmes and training initiatives as an emancipatory tool with the ultimate goal of the role the youth plays in the human rights arena.

Activity

There are a number of school programmes and initiatives that provide HRE but that lack the experiential or practical component to transfer the knowledge and skills learned into a real-world realm/perspective. The regional leadership centre championed by the Young African

Leaders Initiative (YALI) provides for a four weeks intensive curriculum programme that is immersive of four levels, namely:

- Personal level: which focuses on personal transformation of participants and the tools to build the right leadership skills within themselves.
- Leadership level: which provides the critical analysis of their (youth) as leaders and the philosophy behind leadership. This results in the development of skilled, innovative and solution-oriented youth leaders.
- Professional level: provides the participants with perspective about the sectors on which they are focusing on, whether public management, civic leadership or business and entrepreneurship. This entails building the necessary knowledge, tools and skills to be successful within their sector of focus.
- Community/country: the above-mentioned levels lay the foundation for the fourth level which is empowering participants to transform their communities and countries, which will ultimately have an impact in Africa as a whole.

The combination and collaboration of the Young African Leaders Initiative in encouraging the role of the youth in HRE will be a beneficial and significant contribution as it specifically targets Africa and aims to breed future leaders who will bring about the desired changes in the continent.

Resources and partners

The contributors and partners may include governments and other stakeholders, financial resources and manpower which will aid in the realisation of the project. Both regional and local governments play a crucial role in the empowerment of the youth in the advocacy of human rights education.

The initiative pursues to partner with the Young African Leaders Initiative (YALI), which seeks to empower and train a new breed of future leaders who will transform the African continent. Partnering with the Young African Leaders Initiative can be a significant component to support the OHCHR in the advocacy of empowering the youth through HRE. YALI's regional centre provides a curriculum that is designed to stretch the boundaries of current leadership paradigms to create new opportunities for dialogue and capacity building. The centre utilises the combination of static instruction, on-line learning and collaborative and immersive learning. With these components channelled into the human rights streams, awareness about human

rights can be raised, youth can be empowered and critical thinking can be stimulated among them.

Governmental and non-governmental organisations also play a crucial role in the realisation of the role of youth in HRE. Partnership with the Institute of Human Rights and Development in Africa (IHRDA) would not merely provide the youth with legal advice of their human rights violation but it will educate and empower them to act upon their inherent human rights.

Another useful contributor in the advocacy of HRE among the youth is OHCHR's World Programme for Human Rights Education⁵³ that encourages for the implementation of human rights education programmes worldwide. The collaboration with the World Programme will bring among comprehensive understanding of basic methodology and principles of HRE among young people, and therefore raise awareness and opt for youth empowerment.

3.3.3 Objective 3: Raise awareness and promote democracy and good governance through HRE

Under this objective, the aim is to empower and encourage the effective participation of the African youth in its society, at the political and governance levels. While democracy presupposes the realization of human right, human rights protection needs democracy too. Both concepts are interrelated and are necessary for their mutual effectiveness. Also, the protection of human rights requires an accountable government and a free and empowered civil society. Human rights and freedoms are necessary for the protection and the efficacy of a democratic government.

African youth needs more opportunities to engage in their society, in the development of their continent and the settlement of stable and democratic institutions. Socio-cultural and economic inequalities and exclusions, capacity gaps in the organisation of institutions, as well as inadequate budgets and resources prevent the development of good governance to which young people would participate in. This part of the strategy aims at providing African youth with adequate tools in order to promote human rights and democracy, and therefore, be able to engage in changes regarding democratic elections, constitutional and institutional reforms, transparent and accountable structures, technological progress, economic growth, and peaceful reconciliations in conflict and post-conflict situations.

⁵³ <https://www.ohchr.org/EN/Issues/Education/Training/Pages/Programme.aspx>

The importance of promoting democracy and good governance is a priority for the African Union. “An Africa of good governance, democracy, respect for human rights, justice and the rule of law” is the third African Aspiration, out of seven, inspired from a consultative process with the African Citizenry during the drafting process of the Agenda 2063. As described in the Agenda 2063 Framework Document, it aims at enabling “women, men, youth, the elderly and all races of the continent [to] enjoy fundamental freedoms and rights to participate in the development of modern societies in the continent.”⁵⁴

The respect of human rights and democratic principles also constitutes the first principle of the Human Rights Strategy for Africa (2012-2016), whose first purpose is to “deepen the culture of democracy and human rights”. Furthermore, the importance of promoting democratic principles is strengthened in the *Declaration de la Conférence sur le thème de l’année 2016*.⁵⁵ Finally, democracy, good governance and human rights were also amongst the priority of the African Union and the European Commission during the 8th College-to-College meeting between the African Union Commission and the European Commission, on 7 April 2016, in Addis-Ababa. In their *Joint Communiqué*, they highlighted the necessity to “fight against corruption in all its forms and manifestations”.

For those reasons, this objective aims to provide young African people with the necessary knowledge and tools to understand the relation between human rights and democracy and to stand up for both.

Activity

To promote democracy in relation with human rights, this one-day workshop will target young people between 15 and 30 years of age. The workshop is conceived as an interactive animation, mixing theoretical knowledge, activities and discussion. It endeavours at developing critical thinking and independence of young Africans. The OHCHR and local stakeholders will work together to organize the workshop and adapt it to the reality on the ground. The OHCHR aims at developing an activity which can be held in a very small village in a developing country as well as in a flourishing city. For this reason, local NGOs and human rights defenders are

⁵⁴ <http://www.un.org/en/africa/osaa/pdf/au/agenda2063-framework.ppt>; Agenda 2063, Framework Document, The Africa We Want, The African Union Commission (September 2015), 12.
Available at <http://www.un.org/en/africa/osaa/pdf/au/agenda2063-framework.pdf>

⁵⁵ adopted at the 27th Ordinary Session of the African Union (AU) Assembly of Heads of State and Government held on 17-18 July 2016 in Kigali, Rwanda (Declaration Assembly/AU/Decl.1/(XXVII)Rev.1)

essential partners. The programme is for every young African, regardless of his or her background, religion and culture.

Guidelines:

a) *Reflection on human rights: what are human rights and who enjoys them?*

The purpose is to make participants reflect upon the definition of human rights based on their own knowledge in order to stimulate their critical thinking. It is important to insist on the features of human rights, as they are inalienable, inherent and interrelated.

Participants must be briefly taught about international instruments as well as national and local ones.

b) *Reflection on democracy: what is a democratic system?*

There is no unique definition of democracy. In *Police and Human Rights*, Ralph Crawshaw defines a democratic state as follows:

- “A government is accountable to the people through free and fair elections to public office;
- Adults have equal rights to vote and stand for elections;
- Civil and political rights are respected;
- A form of civil society can function where social associations, independent of state, exist.”⁵⁶

A democratic state is based on the prevalence of the rule of law and the respect of freedoms. Those principles are also fundamental for the realization of human rights. In practice, human rights must be protected under the enforceable law (see UDHR, third paragraph of the Preamble).⁵⁷

c) *Why are human rights and democracy interrelated?*

Focus on the following human rights enshrined in the African Charter on Human and Peoples' Rights (Banjul Charter):

- Article 3 – Right to Equality before the Law and equal protection of the law

⁵⁶ Ralph Crawshaw, *Police and Human Rights, A Manual for Teachers, Resources Persons and Participants in Human Rights Programmes*, Kluwer Law International (1999), 67.)

⁵⁷ Ralph Crawshaw, *Police and Human Rights, A Manual for Teachers, Resources Persons and Participants in Human Rights Programmes*, Kluwer Law International (1999), 67.)

- Article 6 – Right to personal liberty and protection from arbitrary arrest
- Article 7 – Right to fair trial
- Article 9 – Right to Receive Information and Free Expression
- Article 11 – Right to freedom of assembly
- Article 13 – Right to participate in government (and Article 11 of the 2006 African Youth Charter)
- Article 19 – Right of All Peoples to Equality and Rights
- Article 20 – Right to self-determination
- Article 23 – Right to national and international security and peace

The workshop will be carried out in small groups (5 to 15 people) to ensure interaction between participants. The event can take place in public premises, such as schools and universities. Furthermore, it will be free of charge. Those requirements are necessary to guarantee the accessibility of the workshop to every young individual between 15 and 30 years.

OHCHR material and the guidelines provided by the strategy must be used as a basis for the workshop which must be adapted to realities on the ground in collaboration with local stakeholders. It is essential that the animation proposed and the information given are adequate and appropriate for the local context.

Target group

young people between 15 and 30 years of age.

Partners

Democracy, good governance and human rights are part of the goals pursued by the African Governance Architecture, under the aegis of the African Union, which has developed the Youth Engagement Strategy 2016-2020 (AGA-YES).⁵⁸ The workshop proposed by the OHCHR constitutes a complementary programme to the initiatives elaborated under the AGA-YES. It is an opportunity to raise awareness, as a first step for future projects and therefore, to promote and facilitate AGA-YES goals and activities. Consequently, the OHCHR aims at proposing its workshop at the AGA Secretariat, responsible for the implementation and the coordination of

⁵⁸ Youth Engagement Strategy 2016-2020, Publication of African Governance Architecture (AGA) Department of Political Affairs, African Union Commission (January 2018). Available at <http://agaplatform.org/sites/default/files/2018-05/AGA-YES%20web%20english-2.pdf>

the AGA-YES. Besides the African Governance Architecture, local NGOs must also be involved.

Resources

The first resource needed is a human rights education expert from the OHCHR in order to supervise the project. His/her task is to propose the workshop to the African Governance Architecture and to work with them for its effective realisation. Together, they must find local partners at two levels:

- Authorities to provide for an accessible premise during one day.
- A team of human rights defenders who would have experience in the geographical area involved, know about its realities, challenges and opportunities, and who could be in charge of the workshop.

A budget from the OHCHR and the African Governance Architecture must be set, with the contribution of donors and governments.

4. NATIONAL LEVEL

4.1 Introduction

Actions are being taken to tackle human rights gaps on education, especially in developing countries. Some selected examples include:

- The Brazilian government, since 2006, has approved several plans, such as the National Plan for Human Rights Education to promote education in human rights throughout the country.
- In Morocco, a national HRE programme was established in 1994 within the Ministries of National Education and Human Rights.
- Add a few more developing countries (research needs to be expanded here)
- With regard to more developed countries, the government of Canada provides direct support for institutions and provides legal and administrative training. It provides guidelines about human rights regarding to what they are, how they are protected in Canada, how to complain in case of dispute and the country also organizes sporadic commemorative and human rights awareness days.

An interesting case is HRE in Senegal. Senegalese universities offer some master degrees dealing with human rights. In schools, the UDHR and the Convention on the Rights of the Child are generally taught either in regular lessons, through the use of drawings, or other art activities. Moreover, initiatives to strengthen citizens' knowledge on their rights also exist. In the University of Gaston Berger there is an Office of the litigant assisting people to have a better understanding of their rights. Within the academic system, there are several NGOs and other human rights defenders who are active and globally benefit from freedom of action, expression and movement. In the field of associative life, we can find some organisations that deal with HRE as part of their self-assigned objectives. In this regard, the Association of Senegalese Women Lawyers is a good example. Although these are good initiatives, there is still more to be done in this regard, especially due to the gap regarding education between schools in rural and urban areas.

4.2 Goals and desired results

The aim is to achieve, at the national level, an improvement in the current quality of human rights education for young people and to expand the scope to include every region and province of the country. For example, at least 80% of young people in formal education have gained a good level of knowledge of their human rights, which would need to be measured through evaluation. It will be crucial to create and provide enough platforms easily accessible to the greater majority of the youth population at the national level to learn about human rights.

4.3 Objectives and activities

4.3.1 Objective 1 (Formal education): Increase the teaching of human rights in academic courses (schools, universities, technical colleges)

Activity 1 : Mandatory human rights courses

Introduce mandatory human rights courses as part of the curriculum of the educational system across all disciplines and add more degree programmes focusing on human rights.

Target groups

Pre-schools, primary and secondary schools, universities and colleges.

Potential partners and Resources

- Relevant government departments in charge of education, e.g. Ministry of education.
- Negotiate with the relevant partners or actors even governments to include human rights education as part of the compulsory education system curriculum.
- Administrations of the private education sector.

Activity 2 : Creation of an international exchange programme

This activity aims to create an international exchange programme primarily focused on human rights, especially for students from developing countries to improve their human rights knowledge.

Target public

High school and university students.

Potential partners and Resources

- The concerned government
- International organisations
- NGO working on the promotion of human rights
- Financial assistance through provision of scholarships and assistance by different foundations and non-governmental organisations

Activity 3 : Creatino of human rights clubs in schools

Consolidate existing and create interactive human rights clubs on both national and international levels in all schools where students can acquire, discuss, share and deepen their human rights knowledge.

Target group

Students in high schools, universities and higher tertiary education institutions.

Potential partners and resources

- Volunteers, especially recent graduate or post-graduate students
- Young students studying at their respective schools, universities or colleges
- National UN Offices to assist and provide information and guidance on human rights
- Universities administrations to provide necessary facilities or allocate the venues to host the club meetings
- Visuals aids and tools such as TV sets, wifi, computers, books, posters, brochures, t-shirts, informative animation videos, etc.
- A human rights section in all academic libraries

4.3.2 Objective 2 (Informal education): Increase the teaching of human rights in informal education (NGOs, Media, arts)

Activity 1 : Educational campaigns

To organize educational campaigns throughout the country. For example, roadshows, concerts, music festivals, launch informative campaigns on widely used social networks, such as Facebook, Twitter, Snapchat, Instagram, etc.

Target public

Young people, essentially those who do not have access to formal education and in rural and remote areas.

Potential partners and Resources

In Senegal, for example, the *Badiaanu goox* are a group of women engaged in their respective local districts to help populations get health information and assistance. These women could serve as referenced human rights hotspots if equipped with the adequate HRET.

Partner with organizers of sports activities, such as the rainy season football contest, which is the most popular sporting activity in the country (*Navetanes*) and the national wrestling association to promote human rights during their tournaments. Initiate and organize a competition aimed at rewarding groups of supporters that carry out human rights education in their respective communities.

Partner with celebrities, musicians and artists to write songs celebrating human rights, and make them ambassadors/human rights activists.

Partner with media companies and journalists to cover the stories, events, the contests and the various sport tournaments.

Collaborate with local authorities to assist with security and in maintaining order during the festivals and roadshows.

Partner with local services and associations, for example students' associations.

Activity 2: Translation of relevant human rights documents in all national languages

- Provide printed versions of translated human rights documents to young people who do not have access to the formal educational system.
- Television and radio talk shows in partnership with the Ministry of telecommunications and its relevant departments and actors.
- Develop an App easily accessible, in different languages with text and audio versions for young people not involved in a formal education system but with access to smartphones or computers. Technological experts, web designers, tech companies, etc will be needed to develop the app.

- Consult traditional community leaders on translating the documents and other possible activities.

4.3.3 Objective 3 (Formal and Informal education): Implement Human Rights trainings (teachers, NGOS, any people who want to be a human rights ambassador)

Activity 1 : Creation of human rights training centers

Establish human rights training centers that offer unemployed young people professional education and training (technical and vocational), eg. construction crafting and trade with mandatory human rights classes. The idea would be to combine and align technical and vocational training (skills development that is job-market oriented) with human rights education and training.

The activity includes the construction of specialized training centers in every capital-region of the country. The programme targets primarily unemployed young people, including those with disabilities, in order to train them to be human rights educators. The programme encompasses follow-up mechanisms to make sure these young people effectively achieve the goals set out by the training.

Potential Partners and Resources

- Local governments
- Professionals with significant experience to provide training in carpentry, plumbing, painting, etc.
- Professionals with experience in human rights education and training.
- Local companies to contribute to the construction of the training centers and possibly offer job opportunities for the participants who successfully complete the programme, or with whom a fellowship programme can be created.
- International organisations, such as the UN to provide funding for the construction of the centers and also fund the training of the young people as well as resource persons.
- Publicity of the training programme with the help of media networks.

Activity 2 : Mandatory human rights training for teachers

This activity aims to make HRE part of the mandatory training of all teachers. It consists in including HRE in the training of teachers, professors, lectures and pedagogic personnel to enable them to provide HRE to their respective students.

Potential partners and resources

- Local governments
- UN relevant offices
- NGOs and experts to provide assistance and human rights education
- Relevant national authorities responsible for education
- Didactical materials and relevant human rights documents

5. LOCAL LEVEL

5.1 Introduction

The local level is crucial for HRE among young people. Local initiatives allow for reaching a larger audience of young people, irrespective of their education, economic, cultural and social background. It can be considered as the most affordable and accessible level regarding the economic and time aspects. Furthermore, being able to engage within their own community can be more comfortable for young people without any background in human rights and it can be seen as an empowering and fulfilling activity.

5.2 Goals and desired results

The strategy at the local level can be adapted to any place, irrespective of the size of the locality and the level of economic, social and cultural development. During the two years, any locality or group of the civil society should be able to have concrete activities to organise with the aims of raising awareness about human rights among its youth and empowering them with concrete tools. The strategy involves young people at two different levels: citizens and professionals.

5.3 Objectives and activities

5.3.1 Objective 1: Raise awareness among young people as citizens

Activity 1: Human Rights Festival

The Human Rights Festival consists in a weekend fully dedicated to the future of human rights and the special role of youth through inspiring meetings and activities, sharp conferences and lively debates. The festival offers an opportunity to meet civil organisations and movements which daily work with human rights challenges. The OHCHR aims at creating a platform for citizens to be directly in contact with activists, organisations and experts to achieve a dual exchange of information and experiences about human rights. In order for our message about

human rights to be received by young people at the local level, the festival aims to promote knowledge about what human rights through activities and provide tools different situations.

The main objective of the event is to reach as many young people as possible and alongside with them discover, understand, discuss the issues and challenges that lie ahead. By the end of the festival, they should be aware of the importance of the concept of human rights and what they can do to help promote and protect human rights in their communities.

Target groups

The activity addresses civil society (students, teachers, young professionals and parents), especially young people between 15 and 30 years of age. In addition, we will work profoundly to ensure that marginalized and minority groups are able to assist and participate in every activity.

How?

The event will take place on a weekend and will have many activities during the day, which will be divided depending on the schedule and the audience.

It will begin in the morning with activities and entertainment aimed at the youngest, and for those who are 15 years old or above, there will be stands proposing tasks and games to attract their attention.

The event will feature the participation of human rights defenders in order to discuss their experiences and answer questions from the audience in an entertaining, interactive and informative way. These local defenders will be invited and contacted through the organisation and we believe that they will accept to contribute to our cause to share their knowledge and experience with the next generation so as to prevent future human rights abuses.

An official event flyer will be prepared with the schedule of the activities and a description. A map will also be designed for the attendees' facility so all the stands can be easily located.

During the day, the activities will be diverse and inclusive for all with the purpose of making participants feel comfortable and involved in the event. We will present compelling films that combine a convincing artistic language with the exploration of pressing human rights issues. Moreover, we will invite local artists to show their talent using human rights through music performances, role play, drawings, etc. To obtain a better diffusion, each presentation will be designed with the purpose of being for all ages and free of cost.

We will request organisations to participate in the Human Rights Festival with the goal of synchronizing our objectives and working together with the youth and achieve a massive impact. The organisations will be in charge of providing the necessary material for the realization of the activities that they will design to reach the common goal. We will help these organisations to have a space to develop activities and support them with visibility of their projects and training.

Strategy

To increase the interest of young people in human rights, a contest will be organised. It will consist of attending as many stands as possible and complying with an activity that the organisation will design, in order to obtain a stamp on a special sheet delivered at the entrance, one by activity completed. An artistic t-shirt (or a bag) with a message related to human rights (for example, "I stand up for my rights", "I am a human rights defender, and you?", UDHR article 1) will be gifted to any participant that completes the tasks.

In addition, a specialized course on human rights will be delivered with the support of associations. To be part of the course, there will be a specific activity during the festival, where groups of four people maximum will work on a particular human rights situation, such as developing a HRE activity for schools. At the end of the day, the first three groups that come up with the best performance/ideas will be part of the course. A Committee set up with the organisers of the festival will select them.

The festival will have a dedicated large space for NGOs and each of them will have their own stand. There, they can present a human rights campaign they have carried out, so that young people who are interested can participate and collaborate with the organisations involved. This enables young people to be directly in contact with them, to discuss and to know more about the objectives and the mission of those NGOs and learn about possibilities to contribute to their work.

One of the main objectives is to reach a large and diverse audience of young people to enrich the event and foster mutual benefits and exchanges.

Resources

OHCHR could help fund this activity and provide some resources. Likewise, donors can also participate in order to cover the expectations of the event, like the African Development Foundation. In addition, in the private sector the support of companies committed to the future

of young people, such as Open Society Foundations, Bill & Melinda Gates Foundation, can also take part in the funding.

The tasks of the government are to represent and empower their people, and to facilitate meaningful and active involvement of civil society in its processes. The government must ensure that democratic processes become well-known and that they reach all citizens of the country and that the civil liberties of every citizen is maintained. Thus, local authorities are asked to promote the project and require local companies and associations to help organise the event. Working with the government is an opportunity to ensure that we approach the community in a more effective way, since they know better the needs and opportunities of their population.

Publicity

- The advertising strategy relies on local media, such as television, newspaper and community radio.
- Schools and universities can also deliver flyers and open their doors for a quick speech about the festival.
- In the main public places, posters about the event must be hung and volunteers can meet future participants to talk about the festival.
- On social networks, an event will be created and the festival promoted.

Partners

Since this festival is a local gathering, local organisations will be responsible for developing the activity in collaboration with OHCHR. Amongst others, the African Commission on Human Rights and people's rights, Amnesty International, Doctors Without Borders, FIDH, Human Rights Watch, Red Cross, Organisation of African Unity, UNESCO, UNICEF.

Activity 2: Training trainers and authorities

A lot of the responsibility regarding HRE involves not only the learners, but mainly the people who are responsible of teaching them, which at a local level are usually school teachers, volunteers or experts. This is a very important part of the process, because the success of the strategies implemented depends a lot on the methodology used.

The training of trainers (TOT) and authorities at a local level could involve the participation of expert volunteers that provide formal HRE through lectures, workshops and activities and the

participation of local artists that can spread the knowledge and that can educate in a more informal way. Bell and Roberts (2010) found that using performance activities allowed participants to think creatively, intimately, and deeply about racism, which is why performance arts like theater, dance and music are good ways of creating an impact and training at a local level. This is not just an interactive way of teaching, but it also gives place to the performer to show their skills in front of several audiences and to create a true impact.

Arts like theater or graphic arts could allow trainers and authorities to gain a better understanding of HRE and to identify themselves with issues that are relevant to their lives.

Resources and partners

Ideally, the local governments should be involved in these initiatives at a local level. Volunteers and NGOs can offer training to trainers but there should be a dialogue with the local governments to encourage authorities like police officers and civil servants amongst others to get involved in the training process.

Local NGOs have the possibility of offering free workshops for authorities or keeping them informed about seminars regarding HRE in surrounding areas.

Evaluation is also very important at a local level in order to ensure that the limited resources are not wasted. The Kirkpatrick's four-level model (1959) is the most widely used model for the evaluation of training and learning in the area of HRE and all trainers should be acquainted with it and they should be able to monitor their student's progress through a twelve to twenty-four-month follow-up questionnaire.

Activity 3: Video campaign on social media

Majority of young people have access to social media today. OHCHR could use this great tool for communities to develop a peer-to-peer campaign: a short video to be published and shared on social media. The goal of this video is to raise awareness about human rights. The message to be delivered through this campaign is that everybody has human rights. Raising awareness about their and others' human rights is the very first step for people to stand for them, and to identify violations or abuses. The video must be short enough to be watched until the end on Facebook or Instagram, for example.

This activity has three main advantages: 1. social media enable to easily reach a large audience; 2. the peer-to-peer method within local communities makes people watching identify

themselves to the people in the video, with a clear and accessible language; 3. all required resources can be easily found and are cost effective.

A group of young people in a community (a city, a school, a sports club, a youth movement) must interview their peers asking them to spontaneously answer two questions in 30 seconds:

- What are human rights?
- For who?

When introducing the interview, it is important to mention that there is no right or wrong answer. The footage must be used to create a short video of maximum 45 seconds/1 minute. The purpose of the video is to make the young people watching it wondering about human rights. For those who would like to learn more about this issue, it is important to conclude the video with some links to useful resources, such as the OHCHR website, the UDHR and local NGOs.

Guidelines for the content of the video:

- *What do you know about human rights?*
- *first question: What are human rights?*
- *a video editing with extracts of the interviews*
- *second question: For who?*
- *a video editing with extracts of the interviews*
- *a message:*

Human rights are the rights we ALL have as human beings

UNIVERSAL for all

INALIENABLE no one can take them away from you

INHERENT you benefit from them because you are a human being, regardless of any other condition

INTERRELATED they depend on each other

useful infos/links:

logo 70th anniversary of the UDHR

<http://www.un.org/en/universal-declaration-human-rights/>

<https://www.ohchr.org/EN/Issues/Pages/WhatareHumanRights.aspx>

An example of a video campaign will be available to guide volunteers.

Target group

Any group of young people (15 to 30 years old) to set up the project and their peers to be interviewed.

Partners

This activity can be developed by any group of individuals. The accessibility of the project is one its main advantages. However, if the group wishes to go further in its knowledge on human rights, they can contact local NGOs involved in human rights to assist them with the project. In a school, for example, a Human Rights Day could be organised in relation to the campaign.

Resources

What they need to do:

- Record the interviews: This can be easily done with a smartphone.
- Define a message to close the video (or use the message of the OHCHR video example) and chose useful resources to inform people watching the video on human rights (thinking about local resources)
- Edit the video
- Post and share it on social media

5.3.2 Objective 2: Raise awareness among young people as future professionals

Activity

OHCHR believes that changes in the implementation and respect of human rights must involve civil society and at every level. Therefore, it is essential to empower young people as citizens, but also as future professionals. For this purpose, OHCHR calls for human rights classes to be included in the study programme for the police, health care services, journalists, justice officers and teachers.

Human rights constitute a framework that must be applied in any context. It is thus important to educate future practitioners for them to respect and ensure the respect of human rights and dignity in their daily work. While initiatives and publications exist on the training of professionals on human rights, study programmes of all sectors should include human rights elements pertinent to each field.

Police, health care services, journalists, justice officers and teachers are priority professions to be educated on human rights, because of their constant contact with the population. For those

reasons, it is fundamental that future professionals are aware of people's rights and have tools to ensure their respect. Awareness on human rights is especially crucial since they meet people from different cultures, backgrounds, religions, beliefs and sexual orientation.

The human rights classes must be included within a study programme as a mandatory course and validated for credits. Those requirements are essential to ensure consideration for human rights lessons, which should be compulsory. Depending on the organisation of each study programme, the classes could be established as an independent course or as a part of another course, such as deontology and ethics for example.

While OHCHR develops human rights education and training guidelines, details must be set by national experts and relevant stakeholders in each field.

The human rights course aims to:

- a) Raise awareness and educate about human rights – what they are, their features, their beneficiaries, where they are enshrined, etc.;
- b) Give concrete tools to future practitioners to apply a human rights approach in their daily life at work;
- c) Empower young people for them to stand up for their rights and those of others, both as citizens and professionals.

The classes are divided into two parts:

- Theoretical lectures: aim at providing students with basic knowledge about human rights and human rights instruments. In order to develop young people's critical thinking, the lectures must start with a brainstorming session about what the audience already knows about human rights and what they think they are.
- Practical exercises: It is necessary for students to understand how and in which ways human rights apply in their future profession. Role-plays amongst participants, supervised by one expert in the profession and one human rights expert, must be organised to enable students to realise how to concretely implement and respect human rights.

To validate the credits of the human rights course, students must be present and participate in both the theoretical and practical lectures. At least six hours must be devoted to human rights education (three hours dedicated to the theoretical lectures and three hours to the practical

exercises). Six hours seems to be a reasonable time to discuss and raise awareness while being short enough to be included in an already established study programme.

Target group

Students involved in a study programme in one of the six domains identified by OHCHR in the present strategy.

Resources and partners

In order to implement the human rights classes, local entities, schools and universities would have to integrate the lessons in their study programmes. This project requires a widespread and representative number of education centres that would agree to integrate human rights classes within their study programmes, for example, three study programmes per continent for each of the five professions.

The main resources needed are finance, people and time. Each pilot project needs local human rights experts or defenders who would develop the programme in partnership with professionals in the domain concerned. Both a professional and a human rights expert must be in charge of the teaching. When developing the programme, the experts must pursue the objectives set above.

An expert in HRE must be appointed by the OHCHR for the achievement of two main tasks: he/she must develop and coordinate the project as well as find partners in the area of education on each continent, and he/she must provide them with the available resources and supervise the lecture programme set by experts. Local schools and universities could provide professional experts from their own programmes and OHCHR should provide human rights education experts.

The participation of local authorities is also required for the payment of the experts.

The agenda could be planned as follows:

- First 6 months: OHCHR identifies and coordinates with the partners (education centres and experts);
- By the next six months: those partners work at building a concrete study programme involving theoretical lectures and practical activities;
- By the next year: the six hours classes on human rights are included in the programme, implemented and evaluated.

By the end of the two years, OHCHR could design more detailed programmes for each profession. This basic programme could then be adapted by local experts for each school, depending on the realities on the ground, the organisation and the dedicated time offered in each education centre.

Similar initiatives aiming at integrating human rights into a school programme have already been developed under the framework of the World Programme. E.g. as in the Informal Summary of Information additional to the High Commissioner's Progress Report A/HR/21/20 from June 2012.⁵⁹ This document can serve as a guideline.

⁵⁹ Available at <https://www.ohchr.org/Documents/issues/education/training/InformalSummaryOtherInitiatives.pdf>

6. GLOBAL CONCLUSIONS

The focus on youth regarding HRE aims at involving a whole generation in the development of societies through the respect and the implementation of human rights. We believe that HRE starts with raising awareness about the rights that young people are entitled to benefit from and fully enjoy. Knowing about their human rights enables them to identify potential violations and abuses and to stand up for their rights wherever and whenever it is necessary.

HRE is a powerful tool for the improvement of democracy, good governance, education, economic growth, reduction of inequality and exclusion. These are the reasons why the strategy aims at providing government authorities and civil society with concrete and affordable tools and knowledge to promote HRE for youth through the arts, interactive activities, school programmes and informal education. Furthermore, the strategy identifies the need to train authorities, professionals and trainers involved in HRE. It is important that government authorities, international organisations, NGOs, civil society and volunteers get involved as soon as possible in these identified actions. HRE must be a priority for all. In fact, as Immanuel Kant wrote in his *Reflections On Education*: “Man can become a man only through education”.

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