







Scan this QR code to access the digital version of the compendium of activities with all the hyperlinks mentioned and to the appendixes.



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The Freedom Prize is an educational project to raise awareness of freedom, peace and human rights, organised by the Normandy Region and implemented with the International Institute for Human Rights and Peace, in close partnership with the academic authorities of Normandy and the Canopé Network.

















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The Freedom Prize

The Freedom Prize is an educational initiative which aims to raise awareness of freedom, peace and human rights, inspired by the values of the D-Day landings of 6 June 1944 in Normandy.

The Freedom Prize invites young people aged 15 to 25 from France and around the world to choose an inspiring person or organisation, committed to an exemplary fight for freedom.

The unique feature of this scheme is that it involves young people at every stage, from the proposals submitted to the international jury of young people to the final selection of the prize laureate.

Organised by the Normandy Region, implemented with the International Institute for Human Rights and Peace, in partnership with the academic authorities of Normandy and the Canopé network, the Freedom Prize pays tribute to all those who have fought and continue to fight for this ideal.

An educational project in 3 stages

 Call for proposals "Our Freedom Prize 2021" until 18 January 2021

15-25 year olds were invited to present in an online form the person or organisation whose fight for freedom they wish to bring to a wider audience. A total of **370 applications** were sent in from all over the world, proposing **251 different people and organisations** and as many different struggles for freedom. In total, **1,386 young people were involved in this call for proposals.**

2. The deliberations of the international panel of judges from 10 to 13 February 2021

An international panel of 30 young people aged 15 to 25 from France and 16 other countries around the world (Argentina, Nicaragua, Germany, Niger, Morocco, Ivory Coast, Spain, the United States, India, the Netherlands, Ukraine, Jordan, Canada, Italy, Mexico and Poland). After studying all the proposals during several days of exchanges and debates, the young members of the international panel of judges selected these three people and their struggles for the next stage of the Freedom Prize:

- Agnes Chow (24 Hong Kong), democracy activist in Hong Kong
- Sonita Alizadeh (25 Afghanistan), Afghan rapper against forced child marriage
- Omar Radi (34 Morocco), investigative journalist

3. Online Voting

15 March to 25 April 2021

Online voting invites 15–25-year-olds from all over the world to choose the laureate of the Freedom Prize 2021 from among the three people chosen by the international panel of judges.

Participation in each of these stages involves a separate, independent process. Young people can participate in French or in English.

The laureate of the Freedom Prize will receive an endowment of €25,000 to support his or her struggle at an award ceremony to be held on 3 June 2021 in Caen, as part of the Normandy World Peace Forum.

The commitment of young people will also be highlighted during this ceremony.



Teachers, trainers, NGOs: how can you take part?

As an educational initiative which focuses on freedom, peace and human rights, the Freedom Prize also aims to supplement the educational projects of teachers, trainers and NGOs with two of its key stages:

- The call for proposals "Our Freedom Prize 2021" provides an opportunity for in-depth consideration
 of the concepts of freedom and the fight for freedom while encouraging personal and well-argued
 involvement.
- The voting period provides an opportunity to debate issues of citizenship and democracy. It also makes it possible to learn, through the example of the three people or organisations who are chosen for the online vote, about the fight for freedom and its different contexts around the world.

By questioning freedoms and commitment in today's world, the Freedom Prize encourages young people to express themselves concerning the struggles to be defended through the women, men and organisations that are involved in them. By helping them to identify and understand current issues, and by soliciting collective reflection, research, argumentation, empathy and critical thinking, this programme can play a big role in young people's development as citizens.

The International Institute for Human Rights and Peace is available to help you develop educational activities during these two key stages.

How do you participate in the online voting?

The vote is open to all young people aged 15 to 25, from France and around the world, from 15 March to 25 April 2021. It is not necessary to have participated in the previous stages of the Freedom Prize to take part.

The voting platform is accessible by computer, smartphone and tablet at prixliberte.normandie.fr, and proposes the following pathway:

- 1. A quick and easy registration form.
- 2. Receipt of a confirmation email or SMS (1 minute after registration).
- 3. Access to 3 videos presenting the three people and their struggles, and to additional resources on the platform.
- 4. The final vote (with the option of a blank vote).

The teaching proposal of the International Institute for Human Rights and Peace

The online voting stage is an opportunity to reflect on democracy and digital citizenship, to question freedom and commitment, two concepts that are central to the project, by discovering the three struggles selected by the international panel of judges of the Freedom Prize and submitted to the vote of young people.



This stage is as much an opportunity to learn about these themes as it is to deepen the reflection or work begun at the beginning of the year on the call for proposals "Our Freedom Prize 2021".

In order to help you set up activities around the Freedom Prize online voting, this activity compendium provides an example of a session.

There are three main pedagogical objectives around the vote:

- 1. To raise young people's awareness of voting, democracy and civic participation by reflecting on the place and role of freedom and liberties in civic and democratic life.
- 2. To discover the three people nominated by the international panel of judges of the Freedom Prize by analysing and reflecting on the struggles, the freedoms at stake and defended by these three people.
- 3. To guide and support the young people in the voting procedure, fully aware of the issues at stake in the three struggles presented.

This two-hour session proposes three teaching activities inspired by methods of education for human rights and democratic citizenship.

Each activity is presented in the same way:

• A summary table of the activity: themes covered, presentation of the activity, educational objectives, skills used



The process: how to carry out the activity and the time needed



A debriefing and evaluation phase



A proposal for adaptation to digital format

Experience, reporting, evaluation and generalisation

The activity is an experience that allows students to reflect on a topic that will feed into the discussions on freedom and commitment. The debriefing and evaluation phase is essential to the experiential learning process. It is the most important part as it will it will allow participants to put what they have experienced through the suggested activity into a global context.

It is built in three phases:

- 1. Observation: What happened?
- 2. Interpretation: What did you learn?
- **3. Generalization:** What about in your daily life? Broadening into daily life, the world, the news, high school and so on.

In order to carry out the evaluation successfully, we have provided a series of questions for each activity so that you can meet the teaching objectives that need to be achieved. However, as with the activity when it is in progress, each facilitator is encouraged to adapt the questions in order to achieve the objectives set and thus encourage the students to discuss the relevant themes.



Advice for facilitating the sessions

The activities and themes are essentially based on the idea of exchange (working in groups, cooperating, negotiating, debating, persuading, and so on). This is why it is essential to establish an environment of trust and respect. These two values are the basis for the smooth running of the sessions. They allow participants to express themselves freely and to take part in the activity. Everyone must feel comfortable enough to be able to take part in the experience.

All the participants must feel listened to, free to express themselves and to participate. It is always interesting to take participants out of their comfort zone without going so far that they feel uncomfortable. Finally, do not hesitate to reiterate at the beginning of each session that the group must go forward in a respectful atmosphere, that there are no right or wrong answers and that everyone is free to express their opinions and arguments.

Covid-19

The international health context related to the Covid-19 pandemic cannot be ignored. This is why the International Institute for Human Rights and Peace provides certain digital alternatives that allow distance learning programmes to be followed in the case of stricter health measures.

Some practical tools for digital facilitation

Jitsi meet

This open source videoconferencing platform complies with the General Data Protection Regulation (GDPR). It allows the desired number of students (up to 200) to be brought together on the same link. No registration is required, and no personal data is requested or collected. Simply go to the website, generate a link in the search bar on the homepage and send it to the participants. It is then possible to organise a session using the different options: raise your virtual hand to speak, use the microphone, share a screen, broadcast videos, use the written discussion space.

The International Institute for Human Rights and Peace turned to this application to set up videoconference calls during the voting period that took place during lockdown.

Drag'n Survey

This platform allows you to create and distribute quizzes or surveys with the option of inserting images and integrating the answers to the questions. Creations can be shared using a link or a QR code so that participants can easily access them from a computer or a smartphone.

Genially

Genially offers reusable and adaptable templates to breathe life into the sessions: quizzes, escape games, interactive maps and images, chronological friezes, and more.

Regardless of the activities, it is also possible to brighten up the presentation slideshows with pre-built and dynamic templates.

You can suggest this platform to your students for presenting, with a visual support, the personality or organisation they have chosen for the Freedom Prize 2021.



The International Institute for Human Rights and Peace

Founded in 2008 by the Normandy Region, the Caen Bar Association, the University of Caen-Normandy, the City of Caen and the Caen Memorial, the International Institute for Human Rights and Peace is a non-profit organisation whose aim is to promote human rights, international humanitarian law and the peaceful settlement of disputes.

To help develop a culture of peace by promoting knowledge of human rights in all citizens.

By drawing on its scientific expertise and on the methods for teaching human rights and democratic citizenship developed by international organisations such as the Council of Europe, the Institute aims to further the knowledge, understanding and promotion of human rights.

In order to fulfil this objective, the Institute organises its work around two main areas: disseminating human rights and training in human rights education.

Disseminating human rights

The actions of the International Institute for Human Rights and Peace provide a selection of tailor-made participatory activities that encourage participants to listen, express themselves freely, understand and respect other people's opinion, but also to act as a team. Each activity consists of a period of individual or collective experience, and an essential period for reflection and collaborative evaluation.

• Training in education for human rights and democratic citizenship: creating multipliers

Aware of the effectiveness and relevance of education for human rights and democratic citizenship in developing a culture of peace aimed at respecting human rights, the Institute regularly organises training sessions for professionals, civil society organisations, teachers, lawyers and magistrates. The aim of these training sessions is to create multipliers who are then able to reuse the method and tools to facilitate the dissemination of a culture of peace among the whole of society.

The method: providing education in human rights and democratic citizenship

The purpose of providing education in human rights and democratic citizenship is to:

- Raise awareness:
- Furnish the knowledge and skills to understand human rights, respect and defend them;
- Lead participants to become actors in the dissemination of human rights.

This method breaks down prejudices, leading participants to reflect, argue, develop their critical thinking and find ways of taking action. It also bolsters legal knowledge about human rights.

Providing education in human rights and democratic citizenship is a flexible tool that can be adapted to all types of audiences. Thus, the International Institute for Human Rights and Peace carries out actions in Normandy, Europe and internationally, in schools and universities, with associations, civil society organisations, legal professionals, people in conflict with the law and anyone who wishes to get involved in the dissemination of human rights.



Providing education in human rights and democratic citizenship as well as the legal skills of the Institute's team give it the ability to adapt to the demands of those who request its services: its flexible methods are able to suit everyone.

The Freedom Prize team



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Freedom Prize: zoom on the laureates

Freedom Prize 2019: Greta Thunberg Sweden - 17 years old

Greta Thunberg, a 17-year-old Swedish girl, received the 2019 Freedom Prize for her fight for climate justice. From the start of the record temperatures and fires of summer 2018, the high school student demonstrated in Stockholm every Friday to urge world leaders to act for «climate justice».

"I care about climate justice and a living planet. Our civilization is being sacrificed so that a small handful of people can continue to make huge amounts of money.'

With 41.64% of the votes, Greta Thunberg was named winner of the 2019 Freedom Prize.

The other two nominees for the online vote were Raif Badawi, a 36-year-old Saudi blogger, and Lu Guang, a 59-year-old Chinese photojournalist. They received 37.21% and 19.68% of the votes respectively (with 1.44% blank votes).

Greta Thunberg received the Freedom Prize during an award ceremony in Caen on 21 July 2019.

Freedom Prize 2020: Loujain Al-Hathloul Saudi Arabia - 31 years old

Loujain Al-Hathloul, born in 1989, is an emblematic figure of women's rights activism in Saudi Arabia. Arrested for defying the ban on women driving a car, she was incarcerated in very worrying conditions and then released in February 2021 after 1,001 nights in prison.

The nomination of Loujain Al-Hathloul was proposed by young people from the CIFAC of Caen and the Charles de Gaulle high school in Caen. These two establishments participated in the educational support programme for the Freedom Prize implemented by the International Institute for Human Rights and Peace.

Nearly 5,500 young people aged 15 to 25 from 81 countries took part in the vote that ended on 6 June 2020 by electing Louiain Al Hathloul. The winner received 42% of the ballot, or 2,321 votes.

The other two people put to the vote were Father Pedro Opeka, known for his fight against poverty in Madagascar, and Nasrin Sotoudeh, a prominent Iranian lawyer specialising in the defence of human rights and fundamental freedoms. They obtained respectively 29.3% and 25.3% of the ballot (with 2.9% blank votes).







Loujain Al-Hathloul @Marieke Wijntjes



Sonita Alizadeh, Agnes Chow, Omar Radi: the 3 nominees for the Freedom Prize 2021

Sonita Alizadeh Afghanistan - 25 years old

Sonita Alizadeh is a rapper who was born in Afghanistan under the Taliban regime. At the age of 9, her parents planned to sell her as a bride. Because of the war, her family was forced to leave the country and the planned marriage fell through. They fled to Iran.

In Tehran, an NGO provided her with access to education and a cleaning job to pay for her school supplies.

While cleaning a sports hall, Sonita stumbled upon a song by the rapper Eminem; this marked a real breakthrough!

Sonia began writing to tell her story and to speak out against forced marriage and the plight of millions of children around the world.

Her first single, "Brides for Sale", recorded secretly in Tehran, garnered worldwide attention.

Having moved to the United States, Sonita now studies law and travels the world to share her message. Her goal is to become a lawyer and to return to her country to defend Afghan women and children.

- Time: https://time.com/collection-post/5277970/sonitaalizadeh-next-generation-leaders/
- Rolling Stone: https://www.rollingstone.com/culture/culture-features/how-afghan-rapper-sonita-alizadehs-song-brides-for-sale-changed-her-fate-198272/





Agnes Chow Hong Kong - 24 years old

24 year old Agnes Chow is one of the leading figures of the democracy movement in Hong Kong.

At the age of 15, she joined the student movement Scholarism to campaign against the introduction of "patriotic education" in public schools. In response to widespread protests, the government was forced to withdraw the planned reform.

At the age of 17, she played a decisive role in the "Umbrella Revolution", a movement calling for Hong Kong's Chief Executive to continue to be elected by direct universal suffrage.

In 2016, she helped to found the political party Demosist . Two years later, she ran in an election but Beijing disqualified her candidacy.

Agnes Chow is multilingual and is followed by 580,000 people on social media. She relentlessly recounts China's authoritarian abuse of power in Hong Kong.

Arrested in August 2020, she was sentenced to 10 months in prison because of the national security law enacted by Beijing.

- New York Times: https://www.nytimes.com/2020/12/02/world/asia/joshua-wong-agnes-chow-hong-kong.html
- BBC: https://www.bbc.com/news/world-asiachina-55098392





Omar Radi Morocco - 34 years old

Omar Radi is a Moroccan investigative journalist who denounces injustice and corruption. He is interested in the relationship between power and business, human rights and social movements.

In 2013, he won the IMS-AMJI prize for investigative journalism, following his investigation into sand quarry exploitation and the tax havens used by the companies involved.

He helped to found various new media like Le Desk. He published several investigations which provoked a response from the Moroccan authorities.

He covered protest movements in the Rif Valley, whose spokesman was heavily condemned by Moroccan justice. He criticized this decision on social media and was given a 4-month suspended prison sentence in March 2020.

In July 2020, the Moroccan authorities opened several judicial investigations, alleging that he had undermined Morocco's national and international security, received foreign financial support and committed indecent assault and rape.

Many human rights organisations and journalists have condemned the way in which "judicial harassment" is being used to silence a journalist.



- The Guardian: https://www.theguardian.com/world/2020/jun/24/moroccan-police-summon-journalist-days-after-israeli-spyware-allegations
- The Guardian: https://www.theguardian.com/
 technology/2020/jun/21/journalist-says-he-was-targeted-by-spyware-from-firm-despite-its-human-rights-policy



Activity 1 Voting and digital citizenship quiz

Objectives:

- Reflect on the links between voting, democracy and freedom
- Discover new approaches to digital citizenship
- Question citizen participation in favour of freedom
- Enrich personal knowledge on democracy and citizenship



Activity 1: Voting and digital citizenship quiz

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Duration	30 minutes			
Themes	 Human Rights and freedom Freedom around the world Voting and democracy Active citizenship Commitment in the digital age 			
Activity overview	This is a series of multiple-choice questions on democracy, inclusion, voting, citizenship and freedom. The aim is not to test participants on their knowledge but to approach, playfully, the sometimes surprising or unknown information related to the notions of voting, democracy and citizens' commitment. Surveys are also provided to give young people the opportunity to express their opinions.			
Objectives	 Reflect on the links between voting, democracy and freedom Discover new approaches to digital citizenship Question citizen participation in favour of freedom Enrich personal knowledge on democracy and citizenship 			
Teaching format	Individual participation or participation in small groups			
Materials	Votar or Plickers applicationVideo projector			
Skills applied	CuriosityCritical thinkingGeneral cultureReasoning			
Link to the Freedom Prize	Introduce the issues of voting, democracy, citizenship and freedom so that young people can appreciate the different forms of participation and reflect on the impact of their vote for the Freedom Award 2021.			



Instructions

Present the quiz (proposed in the appendix on page 18) to all participants in the form of a projected slide show. Participants can answer each question individually or in small groups, for example by showing the letter of their answer (A, B, C or D) on a sheet of paper.

You can also use a digital application for young people to answer the quiz using printed QR codes. Two apps are recommended for this:

• **Plickers** (Android and iOS): an application that allows the whole group to be quizzed simultaneously and individually on the same question. No slide show is required, but the questions must be entered manually on the platform. Students answer using printed QR codes. The facilitator scans the participants' answers with a smartphone or tablet. The answers are processed instantly.

For more info here or by scanning the QR code below:





VotAR (Android only): an application that allows a group (even a very large one) to be asked questions with a maximum of 4 choices. To answer, the participants have a sheet of paper with 4 colours corresponding to 4 possible answers. Using the application on a smartphone or tablet, the facilitator takes a photo of the whole group to get instant statistics on the answers. Provide a slide show of questions to be projected.

More info here or by scanning the QR code below:



Between each question, do not hesitate to ask the participants for their opinion on the topic addressed in the question. Arouse their curiosity by adding anecdotal or complementary information to the questions/ answers.



Adaptation to digital format:

In the context of a distance learning session, this guiz can be adapted to digital format. You can also share the following Genial.ly link also accessible by scanning this QR code:



Genial.ly

Genial.ly is a platform for interactive digital presentations. It allows you to create dynamic content. Genial. ly offers reusable and adaptable templates to enliven sessions: quizzes, escape games, interactive maps and images, timelines, etc. Independently of the activities, the tool can also liven up presentation slideshows with pre-built and dynamic templates.

It is advisable to share your screen to display the questionnaire and for participants to open the link on a second web page or directly on their phone by scanning the the QR code above.

Explain to the participants that you are going to work on the questionnaire together. This encourages



discussion between each question. Don't forget to invite them to interact with each other on the answers they have given.



$lacktrel{2}^{*}$ Debriefing and evaluation

How did you find the activity?

What were your reactions to the different questions and answers? Which question challenged you the most? Why?

What does voting mean to you? Is voting a right or a duty? Should it be imposed? Is voting a commitment? Should voting be rewarded? Should not voting be punished?

How would you define democracy? Is democracy limited to voting in elections? What do you think guarantees democracy?

Do you think that electing your representatives is enough for real citizen participation? Do you know of other ways of participating in society and democracy? Do all individuals have access to the same possibilities of participation (according to their age, their place of life, their profession, etc.)?

In your opinion, is everyone capable of making decisions? What skills do you think are needed to govern? In your opinion, is everyone capable of participating in society? From what age do you think people can participate? Do you have any examples of people who are unable to do so?

What links do you make between voting and freedom?

What role does digital technology play in the participation of citizens in democratic life? What do you think are the advantages or disadvantages of voting online?

If your audience is under 18:

Do you feel able to vote before you come of age? Do you think the legal voting age should be lowered in your country?

Have you ever taken part in the public or civic life of your school/commune/city? Why? Why or why not? If yes: in what way? If not: Is there a particular reason? An obstacle?

On which occasion(s) can we vote? Have you ever voted?

How would you define the citizen you are today? What is your role?



Appendix - Digital voting and citizenship quiz

Voting and democracy

- 1. Saudi women were granted the right to vote and stand for election in:
- a. 1998
- b. 2011
- c. 2015
- d. 1944

In their first election in 2015, around 130,000 women registered to vote, while 978 of them stood for election, according to BBC News. The 2015 election marked a significant advance for women's rights in the country. Since then, women in Saudi Arabia have gradually achieved more successes and strengthened their rights (the right to drive, to obtain a passport and to travel abroad freely).

Sources:

- Global Citizen: https://www.globalcitizen.org/fr/content/voting-rights-around-the-world/
- BBC: https://www.bbc.com/news/world-middle-east-35075702
- 2. In the 2019 presidential election in Afghanistan, what was one of the main reasons for the high level of abstention?
- a. Lack of interest in politics
- b. Fear of Taliban violence
- c. Lack of means to travel
- d. Lack of a plurality of candidates

More than ever, voting in Afghanistan requires courage and faith in democracy. The 2019 presidential election, the fourth since 2004, showed clear progress in terms of organisation, but mistrust of the leadership and strong security fears linked to Taliban violence deterred a record number of voters from going to the polls. The Taliban stepped up their violence after their peace talks with the Americans broke down. Rocket attacks on polling stations, mainly in the north, left at least five people dead and 76 injured, according to authorities. In Kabul, police reported three explosions.

- Le Monde: https://www.lemonde.fr/international/article/2019/09/28/election-presidentielle-en-afghanistan-tout-le-monde-m-a-dit-de-ne-pas-venir-a-cause-de-l-insecurite_6013474_3210.html
- Le Monde: https://www.lemonde.fr/international/article/2019/09/27/en-afghanistan-une-election-presidentielle-dans-la-peur_6013272_3210.html
- 3. In Bolivia, citizens:
- a. Have the right to vote
- b. Have a duty to vote
- c. Cannot vote



d. Can vote on the basis of tax-based voting system

Like many other Latin American countries, Bolivia has compulsory voting. This law, introduced in 1952, obliges all citizens to vote. Those who do not vote can be fined and deprived of their wages. Proponents of compulsory voting argue that democratic governments become more legitimate when a higher proportion of the population participates. The main argument against compulsory voting is that it contradicts the idea of freedom associated with democracy.

Sources:

- Global Citizen: https://www.globalcitizen.org/fr/content/voting-rights-around-the-world/
- The Guardian: https://www.theguardian.com/politics/2005/jul/04/voterapathy.uk
- France TV info: https://www.francetvinfo.fr/elections/departementales/ces-pays-ou-le-vote-est-une-obligation_846847.html

Voting and inclusion

- 4. In India, migrants from Afghanistan, Pakistan and Bangladesh can apply for Indian citizenship, unless they are:
- a. Christians
- b. Sikhs
- c. Buddhists
- d. Muslims

With 800 million voters, India is the world's largest democracy. However, the country's Muslim minority does not have the same rights as others. According to estimates by Missing Voters, nearly 120 million citizens apparently disappeared from the electoral rolls in the 2019 national election, more than half of whom would be Muslims or lower-caste Dalits. Women have also been disproportionately affected. In December 2019, a new citizenship law was passed to regularise refugees, except for Muslims.

Sources:

- Global Citizen: https://www.globalcitizen.org/fr/content/voting-rights-around-the-world/
- The Conversation: https://theconversation.com/le-jour-ou-linde-a-ferme-ses-portes-aux-musulmans-128796
- RTBF: https://www.rtbf.be/info/monde/detail_le-gouvernement-indien-veut-regulariser-des-refugies-sauf-les-musulmans-les-cles-pour-comprendre-la-contestation?id=10393337
- Humans Right Watch: https://www.hrw.org/fr/news/2020/04/09/inde-la-nouvelle-loi-sur-la-citoyennete-declenche-manifestations-et-affrontements
- 5. In 2015, what was the turnout in the second round of regional elections in France?
- a. 32%
- b. 47%
- c. 58%
- d. 66%

Turnout in the 2015 regional elections reached 58.53% in the second round, compared to 49% in the first round. This is also higher than the turnout in the second round of the 2010 regional elections (43.47%) and



the previous round in 2004 (51.24%).

Sources:

- Le Monde: https://www.lemonde.fr/les-decodeurs/article/2015/12/13/elections-regionales-2015-laparticipation-en-forte-hausse-partout-en-france_4830865_4355770.html
- France Politique: https://www.france-politique.fr/participation-abstention.htm

6. How many members make up the Regional Youth Council of Normandy?

a. 18

b. 24

c. 30

d. 36

The Regional Youth Council of Normandy (Conseil Régional des Jeunes de Normandie (CRJ)), created by the Normandy Region, is a non-political and non-partisan body for young people aged 15 to 25 living or studying in Normandy. This new body is part of a process of education in citizenship and democratic life. As a space for consultation and proposals, the CRJ allows young people from Normandy to participate directly in the life and future of the region.

The CRJ is made up of 30 young people aged 15 to 25, with equal numbers of girls and boys and a sociological representation (high school students, apprentices, students, vocational training trainees, young people seeking employment, entrepreneurs, salaried employees, etc.).

The term of office of the members of the CRJ is two years, not renewable. The mandate of a CRJ member is a voluntary one.

Source:

Normandy Region: https://www.normandie.fr/conseil-regional-des-jeunes-crj

7. How was voting organised in the Republic of Florence in the Middle Ages?

- a. Majority system
- b. By carrier pigeon
- c. Mixed system of nomination, election and drawing of lots
- d. Citizens could not vote

In the Middle Ages, there was no democracy, yet elections were everywhere. In the 12th century, communes multiplied in the cities of Europe. However, these small republics often appointed some of their magistrates by election.

In the Republic of Florence in the 14th century, a system was used that combined co-optation, election and drawing of lots, in the hope that the advantages of the three procedures would be cumulative and temper the perverse effects of the others.

The citizens designated those among them whom they considered most worthy of holding public office. Whenever a public office was to be filled, a draw was organised. In the drawing of lots, a commission determined whether the person nominated was suitable for the office.

According to the advocates of stochocracy (from the Greek stokhastikos meaning 'random'), the drawing of lots is more representative of the population. However, critics argue that this system runs the risk of appointing someone who is not qualified for the position for which he or she is drawn. For this reason, the Florentines also used co-option and election to limit the disadvantages of drawing lots. The Florentines saw this mixed system as a model of balance, compromise and social harmony.



Source:

Slate: http://www.slate.fr/story/144739/comment-votait-au-moyen-age

8. What is the minimum age of the 150 members of the Citizens' Climate Convention?

- a. 16 years old
- b. 18 years old
- c. 21 years old
- d. 35 years old

The Citizens' Climate Convention, a new democratic experiment in France, aims to give a voice to citizens to accelerate the fight against climate change. Its mission is to define a series of measures to achieve a reduction of at least 40% in greenhouse gas emissions by 2030 (compared to 1990) in a spirit of social justice.

Decided by the President of the Republic, it brings together 150 people, all drawn by lot, taking into account gender, age, level of education, socio-professional categories, type of territory and geographical area, to obtain a representative sample of the French population.

These citizens inform themselves, debate and participate in the preparation of bills on all issues relating to the means of combating climate change.

The President of the Republic has committed that these legislative and regulatory proposals will be submitted «without filter» either to a referendum, to a vote in parliament, or to direct regulatory application.

Source:

Citizen's Climate Convention: https://www.conventioncitoyennepourleclimat.fr/

9. Which EU country was the first to recognise the right to vote from the age of 16?

- a. Croatia
- b. Austria
- c. Greece
- d. Finland

In 2007, Austrians were given the right to vote at the age of 16, a move that boosted the country's electorate by 200,000 people, according to The Independent. The move was intended to compensate for a rapidly ageing population and encourage Austrians to engage in politics earlier in life. Critics, however, pointed out that 16- and 17-year-olds lacked the maturity to make informed and considered political decisions.

- Global Citizen: https://www.globalcitizen.org/fr/content/voting-rights-around-the-world/
- Independent: https://www.independent.co.uk/news/world/europe/austria-opens-the-polls-to-16-year-olds-943706.html
- France Inter: https://www.franceinter.fr/societe/voter-des-16-ans-une-idee-encore-peu-repandue-dans-le-monde



Digital citizenship

- 10. Which of the following countries blocked access to the internet during the counting of the presidential election results in December 2018?
- a. Iran
- b. Russia
- c. Democratic Republic of Congo
- d. Venezuela

The entire internet network was cut off as of 31 December 2018, while results for the presidential, legislative and provincial elections of 30 December were being counted.

The government is accused of having, faced with the impossibility of electing its candidate, chosen to make the opposition candidate who was the least hostile to the regime win.

The results of the legislative elections were announced in advance, giving a large two-thirds majority to the coalition of the outgoing government, the Common Front for the Congo, which augured a cohabitation that would render alternation null and void.

Sources:

- La Tribune Afrique: https://afrique.latribune.fr/politique/2019-01-02/depouillement-des-votes-pourquoi-internet-est-coupe-en-rdc-802556.html
- RFI: https://www.rfi.fr/fr/emission/20190105-election-censure-rdc-media-internet-rfi-accreditation
- 11. In 2015, the Sustainable Development Goals (SDGs) were adopted by the 193 UN member states. How were these 17 goals chosen?
- a. A draw
- b. A vote of the 193 Heads of State
- c. An online citizen consultation
- d. A report by 3 international NGOs

Citizens from all over the world were involved in a survey to determine the goals. Many young people were involved from the start on social media platforms and in the UN's My World global survey, which received over 7 million votes from around the world. About 75% of the participants were under the age of 30.

Some examples of Sustainable Development Goals: Zero Hunger; Quality Education; Gender Equality; Sustainable Cities and Communities; Action on Climate Change; Peace, Justice and Effective Institutions; and so on.

- United Nations: https://sdgs.un.org/goals
- United Nations: https://news.un.org/fr/story/2013/03/262862-une-initiative-de-lonu-elargit-la-participation-citoyenne-la-formulation-des
- 12. The change.org website is an example of an online petition site. How many different petitions are submitted there each month by citizens from all over the world?
- a. 1,000
- b. 15,000



c. 25,000d. 41,000

Every month, over 41,000 campaigns are launched on Change.org on hundreds of different issues. The site has over 329 million members worldwide. Every hour, one of these campaigns leads to a victory and changes a law, a business practice or a government decision. The goal is to create a virtuous circle of participation in which more people feel equipped and legitimate to participate by launching petitions. This can allow each person to measure the importance of his or her own voice and make him or her want to participate in civic life, and thus push decision-makers to better take into account the general interest.

Source:

 Change.org: https://static.change.org/brand-pages/impact/reports/2020/2020_Impact+Report_ Change_EN_final.pdf

Polling questions

Do you think voting should be compulsory?

- a. Yes
- b. No
- c. No opinion

Should the minimum voting age in France be lowered to 16?

- a. Yes
- b. No
- c. No opinion

Do you feel that you are able to act on a daily basis in civic life?

- a. Yes
- b. No
- c. No opinion



Activity 2 Hunt for clues, discover the three fights

Objectives:

- Discover the nominees and their fights for freedom
- · Understand what is at stake in each of the three fights
- · Identify the means used
- · Identify the freedoms at stake



Activity 2: Hunt for clues, discover the three fights

©International Institute for Human Rights and Peace

Duration	50 minutes			
Themes	 Human rights Freedom and commitment Freedom around the world Limits to freedom 			
Activity overview	The aim of this activity is to discover the struggles of the three personalities selected by the international panel of judges of the Freedom Prize by looking for clues. It is a fun way to understand and study the freedoms they defended, the context in which their actions were carried out and what was at stake in their struggle for freedom. The participants have to find the clues corresponding to each person.			
Objectives	 Discover the nominees and their struggles for freedom Understand what is at stake in each of the three struggles Identify the means used Identify the freedoms at stake 			
Teaching format	Indifferent - Young people can work individually or in small groups of 3 to 5 people.			
Materials	 Clues for each person Blank clue grids Clue grid with answers Optional: video projector 			
Skills applied	CuriosityCooperationLogical thinkingEmpathy			
Link to the Freedom Prize	Provides an opportunity to discover and discuss the struggles of the three people selected by the international panel of judges of the Freedom Prize. Provides an opportunity to prepare participants before voting for the Freedom Prize 2021.			



Déroulé

- 1. Print the lettered and numbered clues and display the them in different places in the room.
- 2. Form small groups of 3 to 4 people.
- 3. Explain to the participants that they are going to discover the profiles and fights of the 3 nominees of the international panel of judges of the Freedom Prize.
- 4. Explain to participants that each clue is referenced by a letter from A to G, and a number from 1 to 3.
- 5. Explain to the participants that they will have to match each person with the 7 clues that correspond



to them:

- A line of emojis referring to the person's identity and their fight (letter A);
- A globe indicating the country where the fight is occurring (letter B);
- Two short biographical texts (letters C and D);
- A series of illustrations representing the freedoms sought. These drawings illustrate articles of the Universal Declaration of Human Rights related to the fight being waged (letter E);
- A photograph related to the fight (letter F);
- A photograph of the person, followed by a quotation (letter G).
- 6. Give each group a blank answer sheet and explain that they must match each letter with the correct number for each person.
- 7. Once the answer sheet is completed, the correction can be made using the answer grid.

Debriefing and evaluation

How did you find the activity? Did you manage to find the three identities hidden behind the clues?

How did you assign the clues Individual?

Do you know these people? If so, how do you know them? If not, why do you think you do not know them?

What makes these three people special? Did you notice any strong differences between these three fights? Do they have anything in common? (In particular with regard to geographical location, gender, age, era, fame, and so on.)

What are the freedoms at stake in these three fights?

What are the ways and means used in these three fights? In your opinion, are all the ways and means used legitimate/appropriate? Why or why not?

In your opinion, what is the scale of these three fights? (Local or global) In your opinion, which scale has the most impact? Why?

Are there risks and dangers in these fights? Why or why not? What are they? Are some fights more dangerous than others? Why? Do we have to put ourselves in danger to fight for freedom? Why?

Are these three people taking the same risks to wage their fight? Do they have access to the same means?

Could these fights be carried out in France? Why or why not?

Which fight do you identify with the most? Why?





Adaptation to digital format

In a virtual session you can use the different media of the activity by projecting them or by sharing this Genial.ly link also accessible by scanning this QR code:



The instructions and teaching objectives remain unchanged. However, the activity is conducted individually rather than in groups.

In the context of a digital adaptation, invite the participants to exchange, bounce ideas off each other and share their thoughts after each slide of clues.



Appendix - Clues

Agnes Chow



Omar Radi



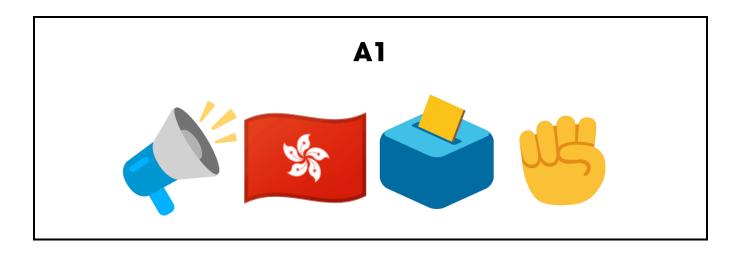
Sonita Alizadeh

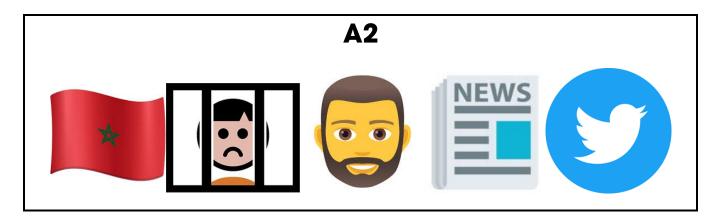


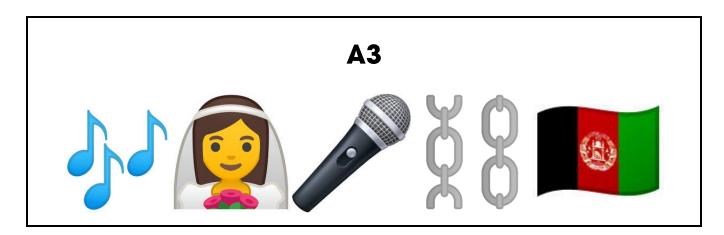


Compendium of activities

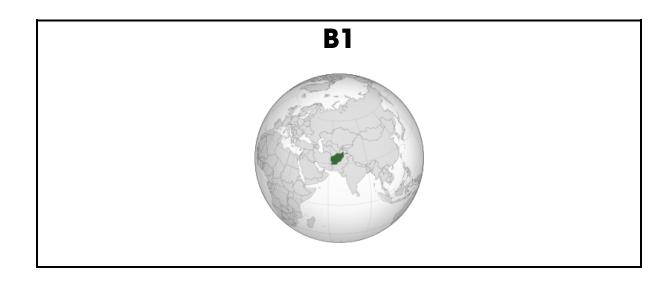
The vote

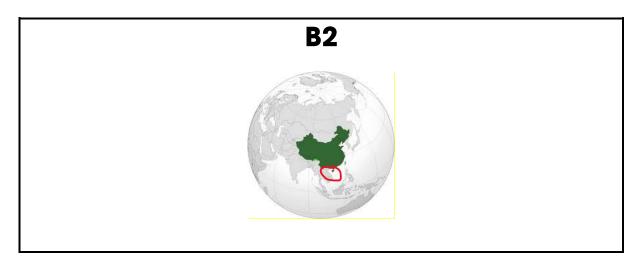


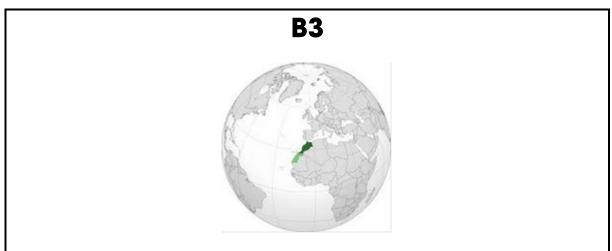














C₁

Born in Afghanistan under the Taliban regime. At the age of 9, his.her parents planned to sell him.her as a bride. Because of the war, his.her family was forced to leave the country and the planned marriage fell through. They fled to Iran. In Tehran, an NGO provided him.her with access to education and a cleaning job to pay for her school supplies

C₂

He.she is a Moroccan investigative journalist who denounces injustice and corruption. He.she is interested in the relationship between power and business, human rights and social movements.

In 2013, he.she won the IMS-AMJI prize for investigative journalism, following his investigation into sand quarry exploitation and the tax havens used by the companies involved.

He.she helped to found various new media like *Le Desk*. He.she published several investigations which provoked a response from the Moroccan authorities.

C3

At the age of 15, he.she joined the student movement Scholarism to campaign against the introduction of "patriotic education" in public schools. In response to widespread protests, the government was forced to withdraw the planned reform.

At the age of 17, he.she played a decisive role in the "Umbrella Revolution", a movement calling for Hong Kong's Chief Executive to continue to be elected by direct universal suffrage.



D1

2016: He.she covered protest movements in the Rif Valley, whose spokesman was heavily condemned by Moroccan justice. He.she criticized this decision on social media and was given a 4-month suspended prison sentence in March 2020.

2020: the Moroccan authorities opened several judicial investigations, alleging that he.she had undermined Morocco's national and international security, received foreign financial support and committed indecent assault and rape. Many human rights organisations and journalists have condemned the way in which "judicial harassment" is being used to silence a journalist.

D2

While cleaning a sports hall, he.she stumbled upon a song by the rapper Eminem; this marked a real breakthrough! He.she began writing to tell his.her story and to speak out against forced marriage and the plight of millions of children around the world.

2015: His.her first single, "Brides for Sale", recorded secretly in Tehran, garnered worldwide attention.

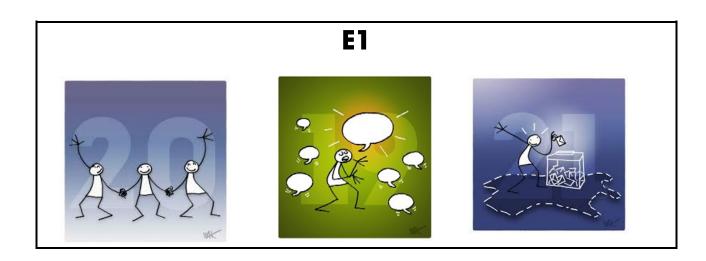
Having moved to the United States, He.she now studies law and travels the world to share his.her message. His.Her goal is to become a lawyer and to return to his.her country to defend Afghan women and children.

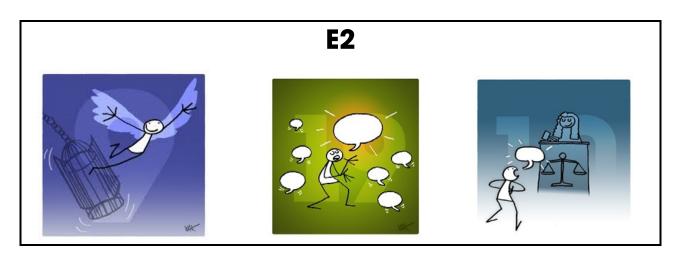
D3

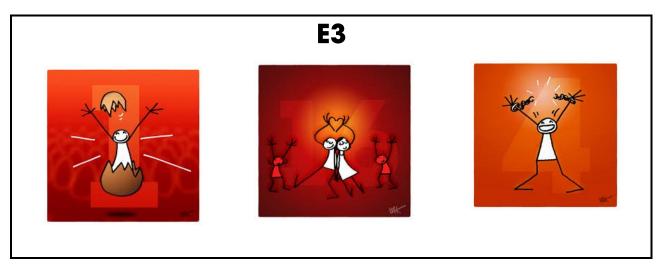
2016: He.she helped to found the political party Demosisto. Two years later, he.she ran in an election but Beijing disqualified him.her candidacy. He.she is multilingual and is followed by 580,000 people on social media. He.she relentlessly recounts China's authoritarian abuse of power in Hong Kong.

2020: arrested in August 2020, he.she was sentenced in December to 10 months in prison for unlawful assembly and he.she is still being prosecuted under Beijing's National Security Law.















F2



F3





G1



"Just because we're being watched does not mean that we're not going to do our job."

Omar Radi

G2



"I had so many dreams inside of me. I wanted to be someone, to have a different life than my mother or sister who got married very young without being asked who or when they wanted to marry."

Sonita Alizadeh

G3



"But even though we are under pressure and are suppressed, we still insist on human rights and freedoms."

Agnès Chow

Series of clues	Agnes Chow	Omar Radi	Sonita Alizadeh
Serie A			
Serie B			
Serie C			
Serie D			
Serie E			
Serie F			
Serie G			



Series of clues	Agnes Chow	Omar Radi	Sonita Alizadeh	
Serie A	Al	A2	А3	
Serie B	B2	В3	B1	
Serie C	СЗ	C2	C 1	
Serie D	D3	Dì	D2	
Serie E	E1	E2	E3	
Serie F	F2	F3	F1	
Serie G	G3	G1	G2	



Activity 3 Taking action on line

Objectives:

- Stimulate young people's civic commitment
- Use social networks in a positive way
- Reflect on the limits and benefits of digital commitment



Activity 3: Taking action on line

©International Institute for Human Rights and Peace

Duration	20 minutes		
Themes	 Human Rights and freedom Online commitment: The place of social networks in a struggle for freedom 		
Activity overview	The aim of this activity is to get participants to reflect on the positive use of social networks, which are part of young people's daily environment. This time will allow them to become involved at their own level by promoting a struggle for freedom. The idea is not to put the three struggles in competition with each other, but rather to reflect on the use of digital technology in order to arouse interest in their struggles and the freedoms they defend.		
Objectives	 Stimulate young people's civic commitment Use social networks in a positive way Reflect on the limits and benefits of digital commitment 		
Teaching format	Indifferent - Young people can work individually or in small groups of 3 to 5 people.		
Materials	 Mobile phone or computer Support to create a dummy publication Optional: Instagram, Facebook or Twitter account 		
Skills applied	CuriosityPersuasivenessCreativity		
Link to the Freedom Prize	Promotes a struggle for freedom by using social networks in a positive way social networks being a communication space for the Freedom Prize.		



Déroulé

- 1. Randomly assign one of the three people to each participant or group.
- 2. Explain to the participants that they will have to make an online publication (post, story, snap, tweet) to promote the vote, explaining or highlighting the struggle of this person. If participants prefer, they can also make a dummy publication using Zeoob or Canva.
- 3. In their publication, they should include at least:
- 1 hashtag or the hashtag #FreedomPrize2021
- 1 photo or video or survey to illustrate their arguments
- 1 call to action as an invitation to vote
- The address of the website to vote: prixliberte.normandie.fr
- Tag the International Institute for Human Rights and Peace

In order to help them in this exercise, an information sheet is at their disposal page 45.

4. Participants can choose to vote directly on their own social network account, or pretend to do so on the



support intended for this purpose (see appendix).



Adaptation to digital format

This activity can be done in a virtual session. Use the same instructions and invite participants to share their screen so that they can present their work to the rest of the class.

If the publication work is done from a smartphone and screen sharing is too complicated or if the participants are not on social networks, invite them to present a creation from **Zeoob** or **Canva**.

Canva

Requires you to create an account.

Once logged in to Canva, go to the "Templates" tab, go to the "social networks" section, select "Instagram stories". The participants just have to select the template they want and make their dummy publication. Once they have completed their work on one of these two tools, they can download their creation in PDF or jpeg format and share it on screen.

Zeoob

Does not require you to create an account.

This is a platform for generating Instagram posts, Snapchat stories, or tweets. Simple and intuitive, the site allows you to simulate digital content and save your creations in jpeg format. You do not need to be present on social networks.



Debriefing and evaluation

How do you feel after this activity?

Was it easy to communicate about a fight that you did not choose?

What aspect(s) of the fight did you choose to illustrate and highlight in your publication?

How did you choose to illustrate the arguments in your publication? What tools did you choose? Why?

Should we pass on all the information we have when we communicate information on our social networks? What do you think is a positive use of social networks? How should they be used?

Is there a place for controversy on social networks? Are social networks vectors of hatred or on the contrary of hope through the promotion of positive initiatives?

In your opinion, are social networks too prevalent or should they be taken into account more?

What is the difference between traditional media and social networks? Is the impact the same?

Who can act in favour of a struggle for freedom? Why? How? What tools other than social networks are



used?

What impact do you think an action on your own scale, such as a story or a post on a social network, can have on larger scale struggles such as those of the 3 nominees?

Does a message of support or promotion have more impact when spoken or posted on a social network?

Why? What place do you give to digital technology in a fight for freedom? The advantages? Limitations?

Do you think that social networks are a good way to communicate around the Freedom Prize vote?

Is digital commitment a commitment to freedom in your eyes? If yes, why? If not, why not?



Appendix

#FREEDOMPRIZE #SONITAALIZADEH











Post 😊





Compendium of activities

The vote

#FREEDOMPRIZE #AGNESCHOW









Post





#FREEDOMPRIZE #OMARRADI





Post 😊







Activity 3 - Taking action on line Guide to posting on social media



3

Keep it short! A post A post that is too long or a too long text in story will not be read, be direct.

2 Use hashtags to reference and increase the visibility of your post/story.

For example: #FreedomPrize #Freedom #Vote

Identify Freedom Prize organisers, friends or influencers who might share your post/story. It will be more seen!

FREEDOM

The organisers of the Freedom Prize:

- International Institute for Human Rights and Peace: @2idhp or @institutdesdroitsdelhomme on Instagram
 - Normandy Region: @regionnormandie
- Academy of Normandy: @acnormandie

#FreedomPrize

Vote

1f you want to add a link, choose the address prixliberte.normandie.fr which refers to the videos of the nominees and the voting platform.





Appendix

- Preamble and Article 1 of Chapter 1 of the Charter of the United Nations 26 June 1945
- Universal Declaration of Human Rights 10 December 1948
- International Covenant on Civil and Political Rights 23 March 1976
- International Covenant on Economic, Social and Cultural Rights 3 January 1976
- Web resources



Preamble and Article 1 of Chapter 1 of the Charter of the United Nations - 26 June 1945

We the people of the United Nations determined

to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and

to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and

to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and

to promote social progress and better standards of life in larger freedom,

and for these ends

to practice tolerance and live together in peace with one another as good neighbours, and to unite our strength to maintain international peace and security, and

to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and

to employ international machinery for the promotion of the economic and social advancement of all peoples,

have resolved to combine our efforts to accomplish these aims

Accordingly, our respective Governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations.

Chapter 1: purposes and principles

Article 1

The Purposes of the United Nations are:

- To maintain international peace and security, and to that end: to take effective collective measures
 for the prevention and removal of threats to the peace, and for the suppression of acts of aggression
 or other breaches of the peace, and to bring about by peaceful means, and in conformity with
 the principles of justice and international law, adjustment or settlement of international disputes or
 situations which might lead to a breach of the peace;
- 2. To develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples, and to take other appropriate measures to strengthen universal peace;
- 3. To achieve international co-operation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion; and
- 4. To be a centre for harmonizing the actions of nations in the attainment of these common ends.



Universal Declaration of Human Rights - 10 December 1948



Charles Habib Malik (Lebanon)



Alexander E. Bogomolov (USSR)



Peng-chun Chang (China)



René Cassin (France)



Eleanor Roosevelt (United States)



Charles Dukes (United Kingdom of Great Britain and Northern Ireland)



William Hodgson (Australia)



Hernan Santa Cruz (Chile)



John Peter Humphrey (Canada)

UDHR Editorial Board



Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article I

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and the security of person.



Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

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

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

- 1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
- 2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor



to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

- 1. Everyone has the right to freedom of movement and residence within the borders of each State.
- 2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

- 1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
- 2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

- 1. Everyone has the right to a nationality.
- 2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

- 1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- 2. Marriage shall be entered into only with the free and full consent of the intending spouses.
- 3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

- 1. Everyone has the right to own property alone as well as in association with others.
- 2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.



Article 20

- 1. Everyone has the right to freedom of peaceful assembly and association.
- 2. No one may be compelled to belong to an association.

Article 21

- 1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- 2. Everyone has the right to equal access to public service in his country.
- 3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

- 1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- 2. Everyone, without any discrimination, has the right to equal pay for equal work.
- 3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- 4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

- 1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- 2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.



Article 26

- 1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- 2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- 3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

- 1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
- 2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

- 1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
- 2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
- 3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.



International Covenant on Civil and Political Rights - 23 March 1976

Adopted and opened for signature, ratification and accession by General Assembly resolution 2200A (XXI) of 16 December 1966, entry into force 23 March 1976, in accordance with Article 49

Preamble

The States Parties to the present Covenant,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Recognizing that these rights derive from the inherent dignity of the human person,

Recognizing that, in accordance with the Universal Declaration of Human Rights, the ideal of free human beings enjoying civil and political freedom and freedom from fear and want can only be achieved if conditions are created whereby everyone may enjoy his civil and political rights, as well as his economic, social and cultural rights,

Considering the obligation of States under the Charter of the United Nations to promote universal respect for, and observance of, human rights and freedoms,

Realizing that the individual, having duties to other individuals and to the community to which he belongs, is under a responsibility to strive for the promotion and observance of the rights recognized in the present Covenant,

Agree upon the following articles:

Part I

- 1. All peoples have the right of self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.
- 2. All peoples may, for their own ends, freely dispose of their natural wealth and resources without prejudice to any obligations arising out of international economic co-operation, based upon the principle of mutual benefit, and international law. In no case may a people be deprived of its own means of subsistence.
- 3. The States Parties to the present Covenant, including those having responsibility for the administration of Non-Self-Governing and Trust Territories, shall promote the realization of the right of self-determination, and shall respect that right, in conformity with the provisions of the Charter of the United Nations.



Part II

Article 2

- 1. Each State Party to the present Covenant undertakes to respect and to ensure to all individuals within its territory and subject to its jurisdiction the rights recognized in the present Covenant, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
- 2. Where not already provided for by existing legislative or other measures, each State Party to the present Covenant undertakes to take the necessary steps, in accordance with its constitutional processes and with the provisions of the present Covenant, to adopt such laws or other measures as may be necessary to give effect to the rights recognized in the present Covenant.
- 3. Each State Party to the present Covenant undertakes:
- (a) To ensure that any person whose rights or freedoms as herein recognized are violated shall have an effective remedy, notwithstanding that the violation has been committed by persons acting in an official capacity;
- (b) To ensure that any person claiming such a remedy shall have his right thereto determined by competent judicial, administrative or legislative authorities, or by any other competent authority provided for by the legal system of the State, and to develop the possibilities of judicial remedy;
- (c) To ensure that the competent authorities shall enforce such remedies when granted.

Article 3

The States Parties to the present Covenant undertake to ensure the equal right of men and women to the enjoyment of all civil and political rights set forth in the present Covenant.

- 1 . In time of public emergency which threatens the life of the nation and the existence of which is officially proclaimed, the States Parties to the present Covenant may take measures derogating from their obligations under the present Covenant to the extent strictly required by the exigencies of the situation, provided that such measures are not inconsistent with their other obligations under international law and do not involve discrimination solely on the ground of race, colour, sex, language, religion or social origin.
- 2. No derogation from articles 6, 7, 8 (paragraphs I and 2), 11, 15, 16 and 18 may be made under this provision.
- 3. Any State Party to the present Covenant availing itself of the right of derogation shall immediately inform the other States Parties to the present Covenant, through the intermediary of the SecretaryGeneral of the United Nations, of the provisions from which it has derogated and of the reasons by which it was actuated. A further communication shall be made, through the same intermediary, on the date on which



it terminates such derogation.

Article 5

- 1. Nothing in the present Covenant may be interpreted as implying for any State, group or person any right to engage in any activity or perform any act aimed at the destruction of any of the rights and freedoms recognized herein or at their limitation to a greater extent than is provided for in the present Covenant.
- 2. There shall be no restriction upon or derogation from any of the fundamental human rights recognized or existing in any State Party to the present Covenant pursuant to law, conventions, regulations or custom on the pretext that the present Covenant does not recognize such rights or that it recognizes them to a lesser extent.

Part III

Article 6

- 1. Every human being has the inherent right to life. This right shall be protected by law. No one shall be arbitrarily deprived of his life.
- 2. In countries which have not abolished the death penalty, sentence of death may be imposed only for the most serious crimes in accordance with the law in force at the time of the commission of the crime and not contrary to the provisions of the present Covenant and to the Convention on the Prevention and Punishment of the Crime of Genocide. This penalty can only be carried out pursuant to a final judgement rendered by a competent court.
- 3. When deprivation of life constitutes the crime of genocide, it is understood that nothing in this article shall authorize any State Party to the present Covenant to derogate in any way from any obligation assumed under the provisions of the Convention on the Prevention and Punishment of the Crime of Genocide.
- 4. Anyone sentenced to death shall have the right to seek pardon or commutation of the sentence. Amnesty, pardon or commutation of the sentence of death may be granted in all cases.
- 5. Sentence of death shall not be imposed for crimes committed by persons below eighteen years of age and shall not be carried out on pregnant women.
- 6. Nothing in this article shall be invoked to delay or to prevent the abolition of capital punishment by any State Party to the present Covenant.

Article 7

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. In particular, no one shall be subjected without his free consent to medical or scientific experimentation.



Article 8

- 1. No one shall be held in slavery; slavery and the slave-trade in all their forms shall be prohibited.
- 2. No one shall be held in servitude.

3.

- (a) No one shall be required to perform forced or compulsory labour;
- (b) Paragraph 3 (a) shall not be held to preclude, in countries where imprisonment with hard labour may be imposed as a punishment for a crime, the performance of hard labour in pursuance of a sentence to such punishment by a competent court;
- (c) For the purpose of this paragraph the term «forced or compulsory labour» shall not include:
- (i) Any work or service, not referred to in subparagraph (b), normally required of a person who is under detention in consequence of a lawful order of a court, or of a person during conditional release from such detention;
- (ii) Any service of a military character and, in countries where conscientious objection is recognized, any national service required by law of conscientious objectors;
- (iii) Any service exacted in cases of emergency or calamity threatening the life or well-being of the community;
- (iv) Any work or service which forms part of normal civil obligations.

- 1. Everyone has the right to liberty and security of person. No one shall be subjected to arbitrary arrest or detention. No one shall be deprived of his liberty except on such grounds and in accordance with such procedure as are established by law.
- 2. Anyone who is arrested shall be informed, at the time of arrest, of the reasons for his arrest and shall be promptly informed of any charges against him.
- 3. Anyone arrested or detained on a criminal charge shall be brought promptly before a judge or other officer authorized by law to exercise judicial power and shall be entitled to trial within a reasonable time or to release. It shall not be the general rule that persons awaiting trial shall be detained in custody, but release may be subject to guarantees to appear for trial, at any other stage of the judicial proceedings, and, should occasion arise, for execution of the judgement.
- 4. Anyone who is deprived of his liberty by arrest or detention shall be entitled to take proceedings before a court, in order that that court may decide without delay on the lawfulness of his detention and order his release if the detention is not lawful.
- 5. Anyone who has been the victim of unlawful arrest or detention shall have an enforceable right to compensation.



Article 10

1. All persons deprived of their liberty shall be treated with humanity and with respect for the inherent dignity of the human person.

2.

- (a) Accused persons shall, save in exceptional circumstances, be segregated from convicted persons and shall be subject to separate treatment appropriate to their status as unconvicted persons;
- (b) Accused juvenile persons shall be separated from adults and brought as speedily as possible for adjudication.
- 3. The penitentiary system shall comprise treatment of prisoners the essential aim of which shall be their reformation and social rehabilitation. Juvenile offenders shall be segregated from adults and be accorded treatment appropriate to their age and legal status.

Article 11

No one shall be imprisoned merely on the ground of inability to fulfil a contractual obligation.

Article 12

- 1. Everyone lawfully within the territory of a State shall, within that territory, have the right to liberty of movement and freedom to choose his residence.
- 2. Everyone shall be free to leave any country, including his own.
- 3. The above-mentioned rights shall not be subject to any restrictions except those which are provided by law, are necessary to protect national security, public order (ordre public), public health or morals or the rights and freedoms of others, and are consistent with the other rights recognized in the present Covenant.
- 4. No one shall be arbitrarily deprived of the right to enter his own country.

Article 13

An alien lawfully in the territory of a State Party to the present Covenant may be expelled therefrom only in pursuance of a decision reached in accordance with law and shall, except where compelling reasons of national security otherwise require, be allowed to submit the reasons against his expulsion and to have his case reviewed by, and be represented for the purpose before, the competent authority or a person or persons especially designated by the competent authority.

Article 14

1. All persons shall be equal before the courts and tribunals. In the determination of any criminal charge against him, or of his rights and obligations in a suit at law, everyone shall be entitled to a fair and public hearing by a competent, independent and impartial tribunal established by law. The press and the public



may be excluded from all or part of a trial for reasons of morals, public order (ordre public) or national security in a democratic society, or when the interest of the private lives of the parties so requires, or to the extent strictly necessary in the opinion of the court in special circumstances where publicity would prejudice the interests of justice; but any judgement rendered in a criminal case or in a suit at law shall be made public except where the interest of juvenile persons otherwise requires or the proceedings concern matrimonial disputes or the guardianship of children.

- 2. Everyone charged with a criminal offence shall have the right to be presumed innocent until proved guilty according to law.
- 3. In the determination of any criminal charge against him, everyone shall be entitled to the following minimum guarantees, in full equality: (a) To be informed promptly and in detail in a language which he understands of the nature and cause of the charge against him;
- (b) To have adequate time and facilities for the preparation of his defence and to communicate with counsel of his own choosing;
- (c) To be tried without undue delay;
- (d) To be tried in his presence, and to defend himself in person or through legal assistance of his own choosing; to be informed, if he does not have legal assistance, of this right; and to have legal assistance assigned to him, in any case where the interests of justice so require, and without payment by him in any such case if he does not have sufficient means to pay for it;
- (e) To examine, or have examined, the witnesses against him and to obtain the attendance and examination of witnesses on his behalf under the same conditions as witnesses against him;
- (f) To have the free assistance of an interpreter if he cannot understand or speak the language used in court;
- (g) Not to be compelled to testify against himself or to confess guilt.
- 4. In the case of juvenile persons, the procedure shall be such as will take account of their age and the desirability of promoting their rehabilitation.
- 5. Everyone convicted of a crime shall have the right to his conviction and sentence being reviewed by a higher tribunal according to law.
- 6. When a person has by a final decision been convicted of a criminal offence and when subsequently his conviction has been reversed or he has been pardoned on the ground that a new or newly discovered fact shows conclusively that there has been a miscarriage of justice, the person who has suffered punishment as a result of such conviction shall be compensated according to law, unless it is proved that the non-disclosure of the unknown fact in time is wholly or partly attributable to him.
- 7. No one shall be liable to be tried or punished again for an offence for which he has already been finally convicted or acquitted in accordance with the law and penal procedure of each country.



Article 15

- 1. No one shall be held guilty of any criminal offence on account of any act or omission which did not constitute a criminal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time when the criminal offence was committed. If, subsequent to the commission of the offence, provision is made by law for the imposition of the lighter penalty, the offender shall benefit thereby.
- 2. Nothing in this article shall prejudice the trial and punishment of any person for any act or omission which, at the time when it was committed, was criminal according to the general principles of law recognized by the community of nations.

Article 16

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

Article 17

- 1. No one shall be subjected to arbitrary or unlawful interference with his privacy, family, home or correspondence, nor to unlawful attacks on his honour and reputation.
- 2. Everyone has the right to the protection of the law against such interference or attacks.

Article 18

- 1. Everyone shall have the right to freedom of thought, conscience and religion. This right shall include freedom to have or to adopt a religion or belief of his choice, and freedom, either individually or in community with others and in public or private, to manifest his religion or belief in worship, observance, practice and teaching.
- 2. No one shall be subject to coercion which would impair his freedom to have or to adopt a religion or belief of his choice.
- 3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health, or morals or the fundamental rights and freedoms of others.
- 4. The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to ensure the religious and moral education of their children in conformity with their own convictions.

Article 19

1. Everyone shall have the right to hold opinions without interference.



- 2. Everyone shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of his choice.
- 3. The exercise of the rights provided for in paragraph 2 of this article carries with it special duties and responsibilities. It may therefore be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
- (a) For respect of the rights or reputations of others;
- (b) For the protection of national security or of public order (ordre public), or of public health or morals.

Article 20

- 1. Any propaganda for war shall be prohibited by law.
- 2. Any advocacy of national, racial or religious hatred that constitutes incitement to discrimination, hostility or violence shall be prohibited by law.

Article 21

The right of peaceful assembly shall be recognized. No restrictions may be placed on the exercise of this right other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.

Article 22

- 1. Everyone shall have the right to freedom of association with others, including the right to form and join trade unions for the protection of his interests.
- 2. No restrictions may be placed on the exercise of this right other than those which are prescribed by law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others. This article shall not prevent the imposition of lawful restrictions on members of the armed forces and of the police in their exercise of this right.
- 3. Nothing in this article shall authorize States Parties to the International Labour Organisation Convention of 1948 concerning Freedom of Association and Protection of the Right to Organize to take legislative measures which would prejudice, or to apply the law in such a manner as to prejudice, the guarantees provided for in that Convention.

Article 23

1. The family is the natural and fundamental group unit of society and is entitled to protection by society



and the State.

- 2. The right of men and women of marriageable age to marry and to found a family shall be recognized.
- 3. No marriage shall be entered into without the free and full consent of the intending spouses.
- 4. States Parties to the present Covenant shall take appropriate steps to ensure equality of rights and responsibilities of spouses as to marriage, during marriage and at its dissolution. In the case of dissolution, provision shall be made for the necessary protection of any children.

Article 24

- 1. Every child shall have, without any discrimination as to race, colour, sex, language, religion, national or social origin, property or birth, the right to such measures of protection as are required by his status as a minor, on the part of his family, society and the State.
- 2. Every child shall be registered immediately after birth and shall have a name.
- 3. Every child has the right to acquire a nationality.

Article 25

Every citizen shall have the right and the opportunity, without any of the distinctions mentioned in article 2 and without unreasonable restrictions:

- (a) To take part in the conduct of public affairs, directly or through freely chosen representatives;
- (b) To vote and to be elected at genuine periodic elections which shall be by universal and equal suffrage and shall be held by secret ballot, guaranteeing the free expression of the will of the electors;
- (c) To have access, on general terms of equality, to public service in his country.

Article 26

All persons are equal before the law and are entitled without any discrimination to the equal protection of the law. In this respect, the law shall prohibit any discrimination and guarantee to all persons equal and effective protection against discrimination on any ground such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article 27

In those States in which ethnic, religious or linguistic minorities exist, persons belonging to such minorities shall not be denied the right, in community with the other members of their group, to enjoy their own culture, to profess and practise their own religion, or to use their own language.



International Covenant on Economic, Social and Cultural Rights 3 January 1976

Preamble

The States Parties to the present Covenant,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Recognizing that these rights derive from the inherent dignity of the human person,

Recognizing that, in accordance with the Universal Declaration of Human Rights, the ideal of free human beings enjoying freedom from fear and want can only be achieved if conditions are created whereby everyone may enjoy his economic, social and cultural rights, as well as his civil and political rights,

Considering the obligation of States under the Charter of the United Nations to promote universal respect for, and observance of, human rights and freedoms,

Realizing that the individual, having duties to other individuals and to the community to which he belongs, is under a responsibility to strive for the promotion and observance of the rights recognized in the present Covenant,

Agree upon the following articles:

Part I

Article 1

- 1. All peoples have the right of self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.
- 2. All peoples may, for their own ends, freely dispose of their natural wealth and resources without prejudice to any obligations arising out of international economic co-operation, based upon the principle of mutual benefit, and international law. In no case may a people be deprived of its own means of subsistence.
- 3. The States Parties to the present Covenant, including those having responsibility for the administration of Non-Self-Governing and Trust Territories, shall promote the realization of the right of self-determination, and shall respect that right, in conformity with the provisions of the Charter of the United Nations.

Part II

- 1. Each State Party to the present Covenant undertakes to take steps, individually and through international assistance and co-operation, especially economic and technical, to the maximum of its available resources, with a view to achieving progressively the full realization of the rights recognized in the present Covenant by all appropriate means, including particularly the adoption of legislative measures.
- 2. The States Parties to the present Covenant undertake to guarantee that the rights enunciated in the present Covenant will be exercised without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
- 3. Developing countries, with due regard to human rights and their national economy, may determine



to what extent they would guarantee the economic rights recognized in the present Covenant to nonnationals.

Article 3

The States Parties to the present Covenant undertake to ensure the equal right of men and women to the enjoyment of all economic, social and cultural rights set forth in the present Covenant.

Article 4

The States Parties to the present Covenant recognize that, in the enjoyment of those rights provided by the State in conformity with the present Covenant, the State may subject such rights only to such limitations as are determined by law only in so far as this may be compatible with the nature of these rights and solely for the purpose of promoting the general welfare in a democratic society.

Article 5

- 1. Nothing in the present Covenant may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights or freedoms recognized herein, or at their limitation to a greater extent than is provided for in the present Covenant.
- 2. No restriction upon or derogation from any of the fundamental human rights recognized or existing in any country in virtue of law, conventions, regulations or custom shall be admitted on the pretext that the present Covenant does not recognize such rights or that it recognizes them to a lesser extent.

Part III

Article 6

- 1. The States Parties to the present Covenant recognize the right to work, which includes the right of everyone to the opportunity to gain his living by work which he freely chooses or accepts, and will take appropriate steps to safeguard this right.
- 2. The steps to be taken by a State Party to the present Covenant to achieve the full realization of this right shall include technical and vocational guidance and training programmes, policies and techniques to achieve steady economic, social and cultural development and full and productive employment under conditions safeguarding fundamental political and economic freedoms to the individual.

Article 7

The States Parties to the present Covenant recognize the right of everyone to the enjoyment of just and favourable conditions of work which ensure, in particular:

- (a) Remuneration which provides all workers, as a minimum, with:
- (i) Fair wages and equal remuneration for work of equal value without distinction of any kind, in particular women being guaranteed conditions of work not inferior to those enjoyed by men, with equal pay for equal work;
- (ii) A decent living for themselves and their families in accordance with the provisions of the present Covenant:
- (b) Safe and healthy working conditions; (c) Equal opportunity for everyone to be promoted in his employment to an appropriate higher level, subject to no considerations other than those of seniority and competence;



(d) Rest, leisure and reasonable limitation of working hours and periodic holidays with pay, as well as remuneration for public holidays

Article 8

- 1. The States Parties to the present Covenant undertake to ensure:
- (a) The right of everyone to form trade unions and join the trade union of his choice, subject only to the rules of the organization concerned, for the promotion and protection of his economic and social interests. No restrictions may be placed on the exercise of this right other than those prescribed by law and which are necessary in a democratic society in the interests of national security or public order or for the protection of the rights and freedoms of others;
- (b) The right of trade unions to establish national federations or confederations and the right of the latter to form or join international trade-union organizations;
- (c) The right of trade unions to function freely subject to no limitations other than those prescribed by law and which are necessary in a democratic society in the interests of national security or public order or for the protection of the rights and freedoms of others;
- (d) The right to strike, provided that it is exercised in conformity with the laws of the particular country.
- 2. This article shall not prevent the imposition of lawful restrictions on the exercise of these rights by members of the armed forces or of the police or of the administration of the State. 3. Nothing in this article shall authorize States Parties to the International Labour Organisation Convention of 1948 concerning Freedom of Association and Protection of the Right to Organize to take legislative measures which would prejudice, or apply the law in such a manner as would prejudice, the guarantees provided for in that Convention.

Article 9

The States Parties to the present Covenant recognize the right of everyone to social security, including social insurance.

Article 10

The States Parties to the present Covenant recognize that:

- 1. The widest possible protection and assistance should be accorded to the family, which is the natural and fundamental group unit of society, particularly for its establishment and while it is responsible for the care and education of dependent children. Marriage must be entered into with the free consent of the intending spouses.
- 2. Special protection should be accorded to mothers during a reasonable period before and after childbirth. During such period working mothers should be accorded paid leave or leave with adequate social security benefits.
- 3. Special measures of protection and assistance should be taken on behalf of all children and young persons without any discrimination for reasons of parentage or other conditions. Children and young persons should be protected from economic and social exploitation. Their employment in work harmful to their morals or health or dangerous to life or likely to hamper their normal development should be punishable by law. States should also set age limits below which the paid employment of child labour should be prohibited and punishable by law.



Article 11

- 1. The States Parties to the present Covenant recognize the right of everyone to an adequate standard of living for himself and his family, including adequate food, clothing and housing, and to the continuous improvement of living conditions. The States Parties will take appropriate steps to ensure the realization of this right, recognizing to this effect the essential importance of international cooperation based on free consent.
- 2. The States Parties to the present Covenant, recognizing the fundamental right of everyone to be free from hunger, shall take, individually and through international co-operation, the measures, including specific programmes, which are needed:
- (a) To improve methods of production, conservation and distribution of food by making full use of technical and scientific knowledge, by disseminating knowledge of the principles of nutrition and by developing or reforming agrarian systems in such a way as to achieve the most efficient development and utilization of natural resources;
- (b) Taking into account the problems of both food-importing and food-exporting countries, to ensure an equitable distribution of world food supplies in relation to need.

Article 12

- 1. The States Parties to the present Covenant recognize the right of everyone to the enjoyment of the highest attainable standard of physical and mental health.
- 2. The steps to be taken by the States Parties to the present Covenant to achieve the full realization of this right shall include those necessary for:
- (a) The provision for the reduction of the stillbirth-rate and of infant mortality and for the healthy development of the child;
- (b) The improvement of all aspects of environmental and industrial hygiene;
- (c) The prevention, treatment and control of epidemic, endemic, occupational and other diseases:
- (d) The creation of conditions which would assure to all medical service and medical attention in the event of sickness.

- 1. The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They furtheragree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.
- 2. The States Parties to the present Covenant recognize that, with a view to achieving the full realization of this right:
- (a) Primary education shall be compulsory and available free to all;
- (b) Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education;
- (c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education;
- (d) Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education;



- (e) The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved.
- 3. The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to choose for their children schools, other than those established by the public authorities, which conform to such minimum educational standards as may be laid down or approved by the State and to ensure the religious and moral education of their children in conformity with their own convictions.
- 4. No part of this article shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph I of this article and to the requirement that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 14

Each State Party to the present Covenant which, at the time of becoming a Party, has not been able to secure in its metropolitan territory or other territories under its jurisdiction compulsory primary education, free of charge, undertakes, within two years, to work out and adopt a detailed plan of action for the progressive implementation, within a reasonable number of years, to be fixed in the plan, of the principle of compulsory education free of charge for all.

- 1. The States Parties to the present Covenant recognize the right of everyone:
- (a) To take part in cultural life;
- (b) To enjoy the benefits of scientific progress and its applications;
- (c) To benefit from the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.
- 2. The steps to be taken by the States Parties to the present Covenant to achieve the full realization of this right shall include those necessary for the conservation, the development and the diffusion of science and culture.
- 3. The States Parties to the present Covenant undertake to respect the freedom indispensable for scientific research and creative activity.
- 4. The States Parties to the present Covenant recognize the benefits to be derived from the encouragement and development of international contacts and co-operation in the scientific and cultural fields



Web resources

Scan this QR code to access the digital version of the compendium of activities with all the hyperlinks mentioned and to the appendixes.



- United Nations official website
- Official website of the Council of Europe
- Amnesty international
- Reporters Without Borders
- The Defenter of Rights

<u>Council of Europe resources</u> used for the production of this compendium and recommended for further reflection by students in the framework of their education for human rights and democratic citizenship:

- Compass: manual for the practice of human rights education with young people
- Bookmarks and We Can!: handbooks for combatting hate speech and online hate
- All different all equal: a manual to combat intolerance and discrimination
- Gender Matters: a handbook on addressing gender-based violence affecting young people

Educadroit.fr: the Defender of Rights: online resources for understanding the law.

Sakharov Prize website
Nobel Prize website
Bayeux Calvados-Normandy Award website

Arte - Mapping the world

Reuters
Agence France-Presse
Associated agency press
Refworld
Médecins sans frontières
International Committee of the Red Cross
World Health Organization

La commission nationale consultative des droits de l'Homme Médiateurs et Ombudsman de la francophonie Inter-American Commission on Human Rights The Organization of American States Canadian Museum for Humain Rights



African Union
African Commission on Human and Peoples' Rights

L'Institut du monde Arabe

Association of Southeast Asian Nations

UNESCO

United Nations:

- Human Rights Council
- Commission on the Status of Women
- The United Nations Regugee Agency
- Comité des droits de l'Homme OHCHR
- Comité des droits de l'enfant
- Comité des droits économiques, sociaux et culturels CESCR

Council of Europe:

- No hate speech movement
- Human rights
- Democracy
- European convention on Human rights

Ensemble contre la peine de mort
World Organisation Against Torture
Human Rights Watch
Menarights
International Crisis Group
International Service for Human Rights
International Federation for Human Rights
Freedom House

Greenpeace

WWF

Organization for Security and Co-operation in Europe
Organisation for Economic Co-operation and Development
International campaign to abolish nuclear weapons

<u>Iransparency international</u> <u>International Labour Organization</u>

Global Alliance for National Human Rights Institutions GANHRI:

- European Network of National Human Rights Institutions ENNHRI
- Asian Pacific Forum of National Human Rights Institutions APF
- Network of African National Human Rights Institutions NANHRI
- Instituciones Nacionales para los Derechos Humanos
- Commonwealth forum for National Human Rights Institutions



Informations

Information, regulations & forms **prixliberte.normandie.fr**

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