



Compendium of activities « Our Freedom Prize 2022 »





Scan this QR code to access the digital version of the « Our Freedom Prize 2022 » compendium of activities with all the hyperlinks mentioned and to the appendixes.



The educational materials are in OpenDys font. This font allows for easy reading of educational materials for people with Dys disorders.

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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 2022" until 10 January 2022

15-25 year olds are invited to present, in an <u>online form</u> which can be accessed on the <u>prixliberte.normandie.fr</u> website, the person or organisation whose fight for freedom they wish to bring to a wider audience.

2. The deliberations of the international panel of judges Week of 7 February 2022

An international panel of judges composed of 24 young people between 15 and 25 years of age meets for two days in Normandy to study all the proposals for "Our Freedom Prize 2022". They collectively determine the three individuals or organisations whose struggles are, in their opinion, the most representative of a fight for freedom in 2022.

A <u>call for proposals</u> to join the panel of judges, made up of French- and English-speaking young people aged 15 to 25 from around the world from 1 September to 15 November 2020 via the site prixiliberte.normandie.fr

3. The online vote

from 15 March to 25 April 2022

The online vote enables young people aged 15 to 25 from around the world to choose the laureate of the Freedom Prize 2022 from the three people or organisations 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 involvement of young people will be recognised during the Freedom Prize award ceremony which will be held in in June 2022 as part of the Normandy World Peace Forum



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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.

Presentation of the compendium of educational activities

This compendium is a teaching resource for teachers, trainers and NGOs who want to deepen young people's thinking on concepts related to the Freedom Prize by encouraging personal and collective thought. It provides practical tools to help them take a critical look at the place and representation of freedom in today's world, its contours and limits, as well as the challenges of the struggles to keep or acquire it.

In the classroom, this compendium makes it possible to incorporate the Freedom Prize into a class project. Simple to use, it enables you to include topics such as freedom and commitment in the subjects you are teaching and to design multidisciplinary courses. This compendium, which offers activity sessions for teaching human rights and democratic citizenship, sets out a fun and participatory teaching method, centred on young people and the development of their personal skills, seamlessly integrating school methods and curricula.

The International Institute for Human Rights and Peace suggests addressing four problem areas developed over four two-hour sessions comprising different activities.

Who this stage is for: teachers and trainers who have registered with the programme

Duration: 7 hours (within a day)

Where and when: in Caen on Thursday 14 October 2021 and in Rouen on 18 October 2021 for teachers



and trainers from Normandy.

For teachers and trainers whose institutions are outside Normandy, this training session can be provided digitally via videoconference.

Format: Alternating between plenary sessions and experiential activities in small groups, face-to-face or via videoconference.

This day is a practical opportunity to learn about and become familiar with the methods and tools of the International Institute for Human Rights and Peace, which help to provide educational activities on human rights and democratic citizenship. Experiential and interactive activities are designed to be easily replicated in the classroom to encourage students' engagement with the Freedom Prize and the call for applications "Our 2022 Freedom Prize".

Who this stage is for: groups which have registered with the programme

Duration: 2 hours

Where and when: in the classroom or via videoconference from October to December 2021

Format: classroom or virtual classroom and group work

Contents of the educational compendium

1. Human rights and freedom

- 2. My freedom, our freedom
- 3. A fight for freedom
- 4. To choose and to present a fight for freedom

These four sessions are building the path of reflexion to guide the participants all along the first step of the Freedom Prize: the call of proposal "Our Freedom Prize 2022".

1. Human rights and freedom

Human rights and freedom are inextricably linked. Human rights are a tool to protect freedom at an international level.

During the first session, young people will learn about human rights and fundamental freedoms, how they work and their place in people's everyday lives. These activities put people and their fundamental rights at the heart of the Freedom Prize.

2. My freedom, our freedoms

A focus on freedom, the essence of the prize, follows. What is the meaning of this word which is used so often and yet is so difficult to define? The second session is an opportunity for young people to take a critical look at their own view of freedom and the importance they attribute to it. Their applications for "Our 2022 Freedom Prize" will encourage them to understand, analyse and present a fight for freedom, led by a third party. It is therefore vital to help them to understand this multi-faceted and subjective concept.

3. A fight for freedom

Given that commitment to freedom is at the heart of the Freedom Prize's values, the third session is an opportunity for young people to express their views about this concept. What does commitment mean to them, what are the backgrounds of the people who commit themselves to freedom, what are the different



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forms of commitment and the means used to defend freedom?

4. To choose and to present a fight for freedom

The fourth session is an opportunity for young people to familiarise themselves with the tool which is at the heart of the initiative: the application form "Our 2022 Freedom Prize". The three activities in this final session all focus on explaining the application form, which can seem intimidating at first. The participants can develop their answers to the various questions which make up the form and work on the fact sheet for the judges. The sheet is an essential document which will be considered by the international panel of judges for the 2022 Freedom Prize during the deliberations to find the three nominees for the online vote. Given that the research required to complete the form can be time-consuming and intensive, the third activity encourages the participants to take a critical look at the news and information available to them.

This activity guide has been compiled to provide broad, but not exhaustive, information about the subjects addressed by the Freedom Prize. Moreover, the organisation of these four sessions and their various activities is merely a suggestion. Although they are complementary, they aren't necessarily chronological and can be used independently, depending on the progress made by your group in their discussions and considerations, the issues you want to address, the educational objectives you want to achieve and the needs of your pupils.

Organisation of sessions and activities

Each session is introduced by a presentation of the link with the Freedom Prize and the objectives of the session.

Each activity is presented in the same way:

- A summary table of the activity describing the link with the Freedom Prize, the time required, the materials needed, etc.
- The sequence of events: the different stages in the implementation of the activity.
- A debriefing and evaluation phase to highlight the main concepts and points of view of the participants following the proposed experience.
- Avenues for reflection (numerical adaptations, variants, advice for the facilitator, activity materials, reference to an appendix).

Experience, debriefing, evaluation, and generalisation

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

The debriefing and evaluation of the activity is built in three phases:

- 1. Observation: what happened?
- 2. Interpretation: what did we learn from this experience? What did you learn?
- 3. Generalisation: what echoes and parallels can we find in everyday life, the world, current events, etc.?

To carry out and lead this evaluation time, questions are proposed for each activity, making it possible to meet the stated educational objectives. However, as with the activity, each facilitator is encouraged to adapt the questions to achieve the desired objectives and thus get the pupils to discuss the relevant



themes according to the needs of the group.

Tips for facilitating the sessions

The activities and themes covered are essentially based on exchange (group work, cooperation, debate, argumentation, etc.). Therefore, 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 without feeling judged. Everyone should feel comfortable enough to be able to participate in the experience.

Finally, don't hesitate to remind people at the beginning of each session that the group must evolve in a respectful atmosphere, that there is no right or wrong answer and that everyone is free to express their opinion and arguments.

Digital version

Over the last few months, the International Institute for Human Rights and Peace has developed digital versions of the various educational activities on human rights and democratic citizenship. Find out more about the digital tools which can be used to create new-generation sessions to raise awareness of these issues:

Genially

Genial.ly is a platform which offers reusable and adaptable templates for group or individual activities: quizzes, escape games, interactive maps and images, timelines, memory games, music games, etc. This fun and dynamic tool also has a range of templates which can be used to create digital presentations. Some features on Genial.ly require payment, including downloading PDF or JPG versions of your presentations, importing into PPT, organising presentations into folders, some presentation templates and features, etc.

Mentimeter

Mentimeter is an interactive presentation platform which makes it possible to conduct your entire session remotely. Using the URL menti.com and an access code for your presentation, the participants can follow the session on their phone or computer and take part in the various fun and interactive activities: quizzes, surveys, classification of concepts, word clouds, interactive images, open-ended questions, etc. The International Institute for Human Rights and Peace has chosen this platform to run awareness-raising sessions in digital format.

Payment is required to use some features, particularly if you want to access an unlimited number of slides and import your presentations to keep track of your participants' feedback.

Jitsi meet

This open-source video conferencing platform complies with the General Data Protection Regulation (GDPR). Up to 200 pupils can follow a session using the same link. No registration is required and no personal data is requested or collected. Simply visit the website, generate a link in the search bar on the homepage and share it with the participants. You can then organise a session using the various options: raising a virtual hand to speak, using the microphone, sharing a screen, broadcasting videos, using the written chat feature.



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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 cars, she is still incarcerated today in very worrying conditions.

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 Loujain 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



Prix Liberté 2021 : Sonita Alizada Afghanistan - 24 years old

Sonita Alizada is a rapper who was born in Afghanistan under the Taliban regime. After fleeing her country and several attempts to force her to marry, Sonita 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 song,

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

Sonita Alizadeh was nominated by students from Lycée Augustin Fresnel in Caen and Lycée Charles de Gaulle in Caen, two institutions which took part in the Freedom Prize's educational support programme created by the International Institute for Human Rights and Peace, along with Lycée Nelson Mandela in Nantes.

After the online vote, open to all young people around the world aged 15 to 25, Sonita Alizada was named the winner of the 2021 Freedom Prize.

The two other candidates for the online vote were Omar Radi, a Moroccan activist who fights for the freedom of expression and a free press in his country, and Agnes Chow, known for being one of the leaders of the Umbrella Movement in Hong Kong which fights for democracy.

Sonita Alizada received the 2021 Freedom Prize trophy on 30 September 2021 during the Normandy World Peace Forum.



Sonita Alizada ©Randy Shropshire



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Prelude to the activity guide for "Our 2022 Freedom Prize" by Willis From Tunis, President of the international panel of judges for the 2021 Freedom Prize

When I am asked to talk about freedom, I prefer to talk about a subject I am more familiar with: the absence of freedom. I wasn't born free. Can you believe it? Being born and forced to live in an open-air prison? At the time, President Bourguiba had changed the Tunisian constitution to become president for life. Fifteen years later, his prime minister, Ben Ali, staged a coup and took power for 23 years until he was ousted in January 2011.

But in addition to living in an autocratic state where censorship was rampant, where the police attacked the population, extorted money from them, humiliated them, where part of the population was complicit with those in power and contributed to oppression, in addition to all that, I lived in a patriarchal and conservative society. Yes, I also made the mistake of being born a woman in a sexist country. My upbringing was part of the political oppression: you can't do that, you're a woman; you can't say that, you're a woman; you can't dress like that, etc. And despite the image of Tunisia as being exemplary when it comes to women's rights, something which was cleverly developed by the rulers, the reality was quite different. Political oppression and patriarchal oppression. A double whammy.

So I had to wait until I was 38 years old to be able to express myself freely. Yep, 38 years in prison. The cause of my sentence? Being born in the wrong place at the wrong time.

In 2011, once the dictator was gone, I published my first drawings on social media and enjoyed the delicious taste of freedom. What a joy it was to be able to express myself freely everywhere and with everyone! It didn't last. The Islamists came to power and censorship returned. But I didn't give in to the pressure any more. 38 years was already too long! I didn't want to be given a life sentence or be sent into exile. So I continued drawing, expressing myself, living freely. Despite it all.

Today, as I see cancel culture spreading around the world in democratic countries, I fear the worst. I didn't want to make do with a scrap of freedom. I didn't want to relive what I'd had to put up with for decades.

"A piece of freedom is not freedom" (Max Stirner)

Willis from Tunis

Cartoonist

Présidente of the international panel of judges for the 2021 Freedom Prize





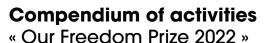
CE QUE L'ON NE PEUT PAS DESSINER SINON ON A DES PROBLÈMES.



^{*}What we cannot draw otherwise we have problems.

^{**} Prophet - Militias - Religion - Sex - National anthem - Insults - Police - Flag - Army - Porn - Manners - Rape - Union

^{***} And your sister? Can we draw your sister?





Session 1Human rights and freedom

Human rights and freedom are inextricably linked. Human rights as set out in the Universal Declaration of Human Rights of 10 December 1948 are the very foundation of what protects our freedom. The preservation of individual and collective freedoms, equality and human dignity is at the heart of international texts on the protection of human rights.

The Freedom Prize is an educational initiative about human rights and freedom which aims to encourage the emergence of a culture of peace within society. The "Our 2022 Freedom Prize" form encourages young people to consider the connections between human rights and freedom by asking them to list the freedoms at stake in their chosen fights. This is why it seems vital to offer the initiative's participants an introductory session to help them to familiarise themselves with human rights and the current implications, issues and challenges so that young people can analyse the close and obvious connections between fundamental rights and freedoms.



Activity 1: Memorise your rights

©International Institute for Human Rights and Peace

Duration	40 minutes
Materials	 Cards of the illustrated Universal Declaration of Human Rights (Appendix at the end of the activity guide: "The 30 articles of the Universal Declaration of Human Rights, illustrated by Yak") Scissors
Overview of the activity	This activity is a memory game which educates the participants about human rights and democratic citizenship. Instead of competing, the participants work together to match pairs, using their ideas and interpretations, while learning about the 30 articles of the Universal Declaration of Human Rights.
Questions addressed on the "Our 2022 Freedom Prize" form	1/ List the freedom(s) at stake in this fight
Educational objectives	 To learn about human rights and to understand their interdependence To develop communication, listening and analytical skills To compare and contrast a personal interpretation with that of other people

Process

Cut up the 30 articles of the Universal Declaration of Human Rights (Appendix at the end of the activity guide: "The 30 articles of the Universal Declaration of Human Rights, illustrated by Yak") so that there's a card with an illustration and another with a title.

- 1. Organise the participants into sub-groups of 3 to 4 people.
- 2. Set up each sub-group around a table or on the floor if space allows and if they feel comfortable.
- 3. Explain to the participants that they're going to play a memory game: there are 30 pairs to find. They have to match the pairs representing the different articles of the Universal Declaration of Human Rights (UDHR) with an "illustration" card and a "title" card.
- 4. Give each group one envelope with the illustrations and titles of the 30 articles.
- 5. Give the groups 20 minutes to play the game. The game is played in a co-operative way: the members of the group discuss and explain whether they think the illustration corresponds to the title. Once they agree, they put the pair aside and continue to match pairs.
- 6. Once a group thinks they have finished matching pairs, ask them to review their 30 decisions and make adjustments, if necessary. We then recommend sharing this QR code which will give the participants access to the digital booklet of the Universal Declaration of Human Rights, illustrated by the cartoonist Yak:



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In this way, if they want to, they can correct their pairs and compare their choices with these illustrated rights.

7. When they have completed the activity, you can move on to the debrief and assessment stage.

Debrief and assessment

Was it easy to find the pairs?

Have you paired titles with images other than those in the UDHR booklet? Why? What does this tell us about rights? (They are linked, they are interdependent).

Would you have represented certain titles differently? Which ones? Why?

Do some illustrations seem more understandable than others? Which ones?

Why were these rights created?

Who are these rights for?

Are all these rights respected? Everywhere? Have you got any examples?

What protects these rights?

In your opinion, why does the first question on the "Our 2022 Freedom Prize" form refer to the articles of the Universal Declaration of Human Rights? What links human rights and freedom?

Alternative to the activity

- 1. Choose some 15 of the 30 articles (the number of articles should be adjusted, depending on the number of students).
- 2. Put the members of the group in a U-shape in the room and explain that you are going to hang either an illustration or a title on their backs.
- 3. Explain that they will have to find their pair among the rest of the participants (an illustration and a title form a pair). Although they're not allowed to look at the card on their own back, they are allowed (and even encouraged!) to communicate with another person to describe the card on their back.
- 4. Once everyone thinks they have found their pair, display the articles of the illustrated Universal Declaration of Human Rights.
- 5. Move on to the debrief and assessment stage.



Digital version

1. Digital memory game

Share this link with the participants. As a group or individually, ask the participants to play a memory game. The aim is to help them to familiarise themselves with the articles of the Universal Declaration of Human Rights, to spark their curiosity and to work on their memory. When the activity is over, ask the participants about their interpretations of the illustrations, what they understand about the rights which were mentioned, if they feel that there are freedoms and rights which are missing; use the debrief and assessment of the activity as inspiration.



Available by scanning this QR code.

2. "Guess who?"

- 1. Tell the participants that they're going to play "Guess who?". In this version, instead of identifying a certain person, they will have to find an article of the Universal Declaration of Human Rights. One person in the group will give the rest of the group a series of clues to help them to guess the right.
- 2. Identify a volunteer. In a private conversation with this person, send him or her the article which the other participants will have to guess.
- 3. The participants who have to guess the mystery article can ask yes or no questions. To help them, you can send students the link to the illustrated UDHR. Once the group has identified the right, send another right to a volunteer.



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Activity 2: Flowers, rights and freedoms

©Council of Europe - Compass - Adapted by International Institute for Human Rights and Peace

Duration	50 minutes
Materials	 Cards of the illustrated Universal Declaration of Human Rights Flower template Bacteria template Scissors
Overview of the activity	This activity encourages the participants' creativity, along with individual and collective reflection. The participants reflect on why they see some freedoms as being more important than others; they question the hierarchy of freedoms while considering the different threats to freedoms. Lastly, they identify a connection between human rights and the preservation of freedoms.
Questions addressed on the "Our 2022 Freedom Prize" form	1/ List the freedom(s) at stake in this fight 2/ In what context did the fight start? 5/ Does the fight encounter difficulties?
Educational objectives	 To question the hierarchy of freedoms To reflect on the threats to freedoms and the role of human rights in preserving them To develop the ability to share, discuss, listen and reason To be able to compare and contrast a personal point of view with those of other people

Process

- 1. Give each participant a flower (Appendix 1). Explain that this is a freedom flower. With the arrival of the warm weather, its petals will start to emerge.
- 2. Explain to the participants that they will individually draw the petals of the flower, with each petal representing a different freedom. The size given to each petal will symbolise the importance of that particular freedom. The larger the petal, the more important that freedom is to them.
- 3. Tell the participants that two petals do not represent any particular freedoms: it is up to the participants to add two freedoms which aren't mentioned and which they consider to be essential.
- 4. Once each participant has added two freedoms and drawn the petals, divide the participants into small groups of 4 to 5 people.
- 5. Within each group, the participants have 5 minutes to discuss their respective flowers and explain their choices.
- 6. After 5 minutes of discussion, explain to the participants that their freedom flowers are threatened by a freedom-killing bacterium: Midox. Midox is a bacterium which symbolises the arrival or presence of obstacles which might stand in the way of each of the freedoms mentioned or the freedom flower



in general.

- 7. Ask the groups of participants to identify obstacles to each of the freedoms or to the preservation of the flower in general, by adding the bacteria (Appendix 2). All they have to do is write the threat on the template and put it on their flower.
- 8. Once they have identified these obstacles, ask the participants to find solutions to these obstacles by using the rights of the Universal Declaration of Human Rights (Appendix at the end of the activity guide: "The 30 articles of the Universal Declaration of Human Rights, illustrated by Yak", with an envelope of rights per group) which they feel would protect the flower's freedoms or solve the problems they have identified. All they have to do is place the chosen right(s) next to the identified obstacles.

Debrief and assessment

How did you decide on the different sizes of the petals? Why do some people see some freedoms as being more important than others?

Which freedoms did you add to your flower? Why?

What did you notice about other people's flowers in your group?

What obstacles or limitations did you identify? What did you base this on?

To what extent do these flowers reflect the reality of the protection of and obstacles to freedoms? What obstacles to freedoms do you encounter on a daily basis?

Do you think that the size of the petals and the obstacles to freedoms are the same for everyone?

Which groups of the population are more likely to face violations of their freedoms? What can the consequences be?

What rights have you identified to combat these obstacles to freedoms?

What links human rights and freedom?

In your view, are these rights sufficient to deal with the identified threats? Why? What rights would you add? How can being deprived of certain rights affect freedom and vice versa?

How do you take advantage of your rights and freedoms on a daily basis?

Are you aware of people who defend rights and freedoms?

How can you defend rights and freedoms?

Digital version

If hosting a remote session, you can carry out the activity in exactly the same way as you would face-to-face.

Make sure that your participants have a sheet of paper and pencils.

Share your screen with the blank flower template (Appendix 1) so that the participants have an example to look at. The participants can reproduce the flower and draw their petals as big or as small as they want. Use a platform which makes it possible to divide the participants into sub-groups, such as Zoom.

Once they are organised into digital sub-groups, the participants can discuss the obstacles which might affect the freedoms represented by the petals. Run the digital whiteboard option in each sub-group so that the participants can write down their discussions. At the same time, each participant should create his or her flower.

Send this link to the participants.



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Now, still in sub-groups, the participants should identify the rights which could protect freedoms from the identified threats or make it possible to access these freedoms. Each of the sub-groups appoints a spokesperson who will share his or her screen and choose the rights chosen by the whole group. Once these rights have been chosen, the spokesperson takes a screenshot and the group can share their choices with all the participants.

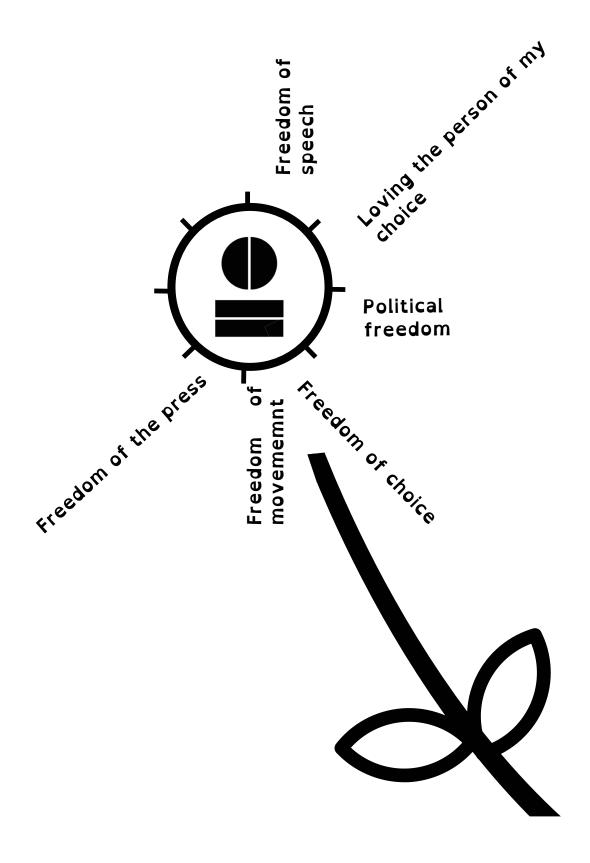


Available by scanning this QR code.





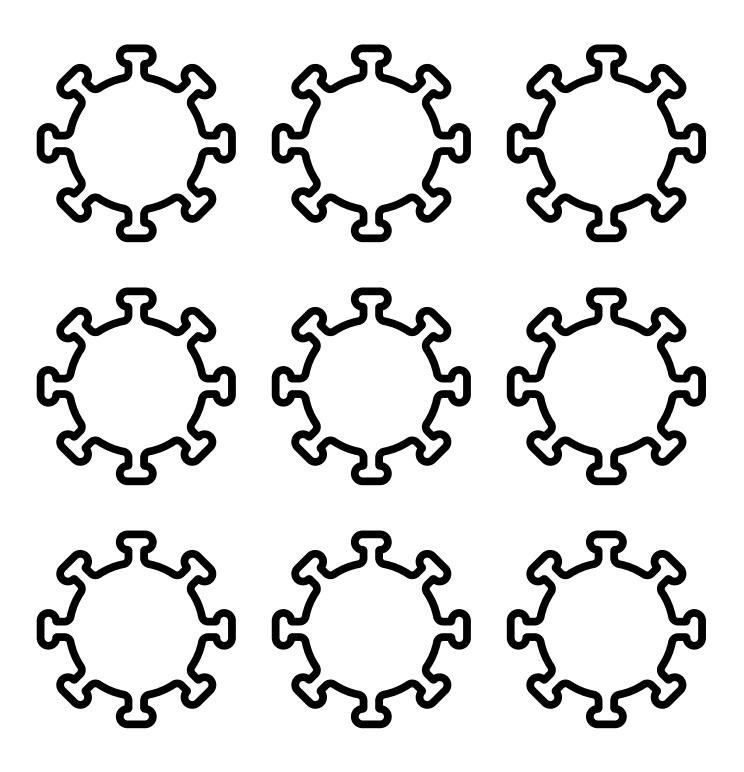
Appendix 1: Freedom flower







Appendix 2: Midox freedom-killing bacteria "obstacles"





Session 2My freedom, our freedoms

Freedom is a concept which is individual to each person and depends on their experiences, perceptions and aspirations. Ahead of the work to research and fill in the "Our 2022 Freedom Prize" form, it is vital for young people to have their own definition of freedom and to compare and contrast it with that of other people. In this way, they can collectively broaden their views of this multifaceted concept.

This session also helps the participants to consider the different issues related to freedom, both close to home and elsewhere in the world. In the course of this session, freedom is approached from different angles so that the participants can see how it relates to current events and their daily lives. In this way, the freedoms which are most important to them can emerge, enabling them to begin to identify the causes they want to highlight with the "Our 2022 Freedom Prize" form.



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Activity 3: Express your freedom

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Duration	30 minutes
Materials	 Sheets of paper Pens, pencils Music Speaker Stickers Paint Modelling clay
Overview of the activity	This activity is an introduction to the concept of freedom through collective reflection. The participants' different points of view contribute to a definition of this concept. It encourages the participants to think about what freedom is, both individually and collectively, using different artistic media.
Questions addressed on the "Our 2022 Freedom Prize" form	General introduction to the thinking process required for the "Our 2022 Freedom Prize" form.
Educational objectives	 To establish a personal view of freedom before comparing and contrasting it with other people To identify freedoms in everyday life and to understand the multifaceted nature of this concept To use their own interpretation to develop their creative and artistic thinking

Process

- 1. Give each group sheets of paper and pens.
- 2. Explain to the participants that they are world-famous artists (painters, singers, dancers, actors, etc.) and that they have been given a task today: to answer the question "what does freedom mean to you?". Write this sentence down so that it is visible to all the participants.
- 3. Explain to the participants that they will begin by discussing what freedom means to them. Give them 5 to 10 minutes for these discussions. Ask them to take notes (key words, names of people, symbols, etc.).
- 4. When each person has spoken, tell the different groups that they will have to represent their view of freedom (and therefore the key concepts discussed during the previous stage) by means of artistic expression (drawing, miming, singing, dancing).
- 5. Give the groups 15 to 20 minutes to prepare their performance to present their view of freedom.
- 6. Once the preparatory work is over, it's show time! Ask each sub-group to present their work to the whole group, answering the question: "What is freedom for you?"".



- 7. Allow time for discussions after each performance so that the participants can interpret the performance they have seen and share their impressions.
- 8. Once all the groups have given their performance, move on to the debrief and assessment stage.

Debrief and assessment

How did you feel as you prepared your performance? How did you go about answering the question? What inspired you to express your view of freedom?

What did you notice when sharing your view of freedom?

Did you all express your definition through the same art? Which art forms were used?

What did you learn from the definitions of each group? Which freedoms have emerged from your definitions?

What similarities and differences did you observe in the different definitions?

What can we understand about freedom with regard to the similarities and differences between all your representations and definitions?

Where do we find these freedoms? How is freedom expressed in everyday life? Where you live? And around the world?

In your view, how is art a form of freedom? Can art help to make freedom a universal concept? How can art be a means of action in the fight for freedom? Does artistic expression have its own risks? Do we all have access to the same freedoms? Which ones? Why?

How would you react if you were deprived of the freedoms which are important to you?

For which freedom(s) would you be willing to make a commitment?

Digital version

Option 1

Share the following QR code on your screen so that all the participants can access it:



On a platform which makes it possible to divide the participants into sub-groups, such as Zoom, organise them into groups of 4 to 5 people.

Ask each participant to choose the illustrations which best represent their definition of freedom.

Once this has been done, ask the participants to share their choices with the people in their sub-group. Taking differences and similarities into account, ask each sub-group to make a choice together, after discussions.

Close the sub-groups and come back together as a group; one reporter per sub-group can then take a screenshot of the group's choice and send it to the conversation or share their screen and present their



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sub-group's definition.

Option 2

Using the press cartoons which the participants will find by clicking on this link or by scanning this QR code:



Ask the participants to choose one or two press cartoons which they think best illustrate freedom.

Ask the participants to present the chosen cartoon(s) to illustrate their view of freedom. Take time to create a dialogue about the different drawings and their interpretations. Take the opportunity to give some advice on interpreting press cartoons.

During your debrief and assessment, ask them about the use of press cartoons as a means of action, the impact of their demands and ask them about the freedoms shown in the various cartoons.



Activity 4: The freedom galaxy

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Duration	50 minutes
Materials	 Planet sheets Table of questions Presentation slideshow
Overview of the activity	This activity is a role-playing game in which the participants take on the role of inhabitants of a fictitious galaxy, made up of different planets which are all very different yet complementary. The participants, divided into groups of 3 to 5 people, are asked to identify and suggest measures to improve access to freedoms and living conditions on their planet. They will need to consider the overall situation on the planet to make their choices. Each planet reflects contemporary situations and issues.
Questions addressed on the "Our 2022 Freedom Prize" form	1/ List the freedom(s) at stake in this fight 2/ In what context did the fight start? 3/ How is the fight conducted? 4/ Why did your group choose this person / organisation to represent the Freedom Prize 2022?
Educational objectives	 To reflect on the complementarity of freedoms and the key issues which are related to the concept of freedom To understand a situation, to identify major areas for improvement to be able to provide a proportionate and feasible solution To develop critical thinking skills based on listening and reasoning

Process

- Explain to the participants that they are inhabitants of a distant galaxy in which there are several
 planets. Although the planets are linked to one another, each planet has its own peculiarities and
 characteristics which differentiate it from the others. Every year, after consultation with the planet's
 inhabitants, representatives from each planet meet at the Intergalactic Summit to present the measures
 which the inhabitants want to implement to improve living conditions on their planet and to ensure
 better access to freedoms.
- 2. Divide the participants into groups. Each group represents a planet.
- 3. Give the descriptive map of the planet (Appendix 3) to the relevant group.
- 4. Give each group a few minutes to imagine what everyday life is like on this planet and to discuss their views. Emphasise that they are part of the planet's inhabitants and are acting on their behalf.
- 5. Once the participants have learned about their planet and the surroundings in which they live as inhabitants of the planet, give each group a table (Appendix 4).
- 6. Firstly, ask them to identify the most respected freedoms on their planet.



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- 7. Still using the table (Appendix 4), ask them to identify the freedoms which need to be protected, preserved and strengthened on their planet to improve living conditions.
- 8. Lastly, the participants must identify 3 measures to implement on their planet to improve living conditions and access to freedoms, in connection with the freedoms which need to be improved (protected, preserved, strengthened) identified in stage 6. They should write these down in the table (Appendix 4).

The measures which will be submitted must help to facilitate access to freedoms and improve inhabitants' daily lives. Ask them to think critically about their choices and to prepare to respond to arguments which might be used against them.

9. Ask each group to appoint an ambassador. This person will address the Intergalactic Summit and present the measures which are to be implemented.

Maximum of 6 minutes (1 minute per planet)

- 10. It's time for the Intergalactic Summit. The representatives of the different planets meet up. The facilitator quickly introduces the planet for which the measures will be announced. In turn, the ambassadors present the measures they want to implement to make their planet a freer and better place to live.
- 11. Move on to the debrief and assessment stage.

Debrief and assessment

What did you use to imagine your life on your planet?

What similarities and differences have you identified between each of the planets?

What were your planets' main advantages and main issues?

What similarities and differences have you identified between the measures presented by the different planets?

Is your entire group satisfied with the measures presented during the Intergalactic Summit? Why? Do they seem feasible? How?

The planets of the fictional galaxy are sure to have made you think of various realities on Earth: which ones? Could your measures be introduced in the real world? Why? In what way? Do we have institutions which could resemble the Intergalactic Summit? The UN, international organisations, etc.

In your view, are these institutions effective? If yes, why? If not, why not? What is an effective institution, in your view?

If there were a Freedom Summit in France, which freedoms would be at the heart of discussions? Why? Which measures should be considered, in your view?

If there were a Global Summit for Freedom, would the same freedoms for all countries be an issue? Why? Which freedoms would you personally like to defend?

Who is able to preserve and protect freedom?

How are you able to preserve freedom at your own level?



Digital version

For a video session, share the materials for the activity on a document-sharing platform, ideally allowing users to make changes to them.

Organise the participants into sub-groups.

Each digital sub-group represents a planet.

Provide access to the materials (a planet sheet (Appendix 3) and a table (Appendix 4) with the different considerations to be addressed in each group).

Bring everyone back to the main room so that you can host the Intergalactic Summit.

You can use this digital media when sharing a screen to make each presentation more dynamic:



Activate the slideshow's sound to hear the background music!

Please note that by clicking on the images in the presentation, the texts for each planet will appear; the texts have been slightly shortened to make them easier to read during the Intergalactic Summit. If you prefer, you can use the simplified texts throughout the activity.





Annex 3: Planets sheets

The planet Naboo

The planet Naboo is the mother planet of the Freedom Galaxy. It is an urban planet, home to all the great institutions of the Galaxy. It is here that all the decisions common to all the planets are taken. Cradle of education, Naboo is the planet that hosts all the renowned universities. The inhabitants are rather enlightened, have access to free and diversified information. It is also the crossroads of the business world. Although it is highly developed, inequalities between social classes are growing on this planet, and this is due in particular to overpopulation. Indeed, the flow of migration is very important: people come to settle here in the hope of finding work and a decent wage, hence its nickname "the employer of the Galaxy". Discrimination and hate speech are multiplying, particularly against migrants.

The Middle planet

The Middle Planet is one of the oldest planets in the Galaxy. Due to its historical identity status, this planet is considered to be the second mother planet. On this very cosmopolitan planet, cultures intersect and must live in harmony with each other. This is not always obvious. However, the legislation is clear and gives precedence to the right to claim cultural identity and minority rights, thus setting a real example of justice and inclusion. It is one of the only planets in the Galaxy that recognises transgender identity and has legalised same-sex marriage. By going further, they have simplified adoption procedures for same-sex couples over the past decade.

The planet Erebor

The planet Erebor is a distant planet. It is colloquially called «Man and His World», to denounce the patriarchal society that reigns there. The place of women in society and their freedoms are continually being questioned (not the right to drive, not always going to school to look after the home, not deciding how many children to have...). Erebor is also the only planet that still has the death penalty. Any form of uprising or protest is severely punished, which does not prevent the people from expressing their dissatisfaction. This planet holds a stronghold in the Galaxy because of its great wealth of natural resources.





The planet Tatooine

The planet Tatooine is the poorest planet in the Galaxy. The main sector of activity is rock mining. Its second activity is the installation of factories for the major brands run by the most powerful planets in the galaxy. It is also on this planet that the other planets send the waste they cannot recycle. Poverty and famine attract crime, making this planet the one with the highest crime rate in the entire Galaxy. Every year, at the Intergalactic Summit, Tatooine is punished for its multiple breaches of intergalactic law, in particular for its failure to respect the Intergalactic Convention on the Rights of the Child. Marriage has no minimum age and is traditionally forced.

The planet Woodstock

The Planet Woodstock is a sparsely populated planet, and presents itself as the most pacifist planet in the Freedom Galaxy. However, it is often defined as too libertarian, which earned it some criticism at the Intergalactic Summit. The almost abolished freedom reigning on the planet is considered by some to be problematic: legality of carrying a weapon, no limit to expression... One of the founding principles of the planet is the free exploitation of the resources of its territory. In short, everyone does what he or she wants, as he or she pleases. This creates disparities since a small group of elites share the most important wealth. Although Woodstock presents itself as tolerant and inclusive, it has for some time been experiencing delicate situations directly related to discrimination.

The Jurassic planet

The Jurassic planet is one of the least populated. An almost immaculate land, the inhabitants of the planet are very close to nature. Community organisation is paramount, and solidarity is the highest value. It is an agricultural land, but has been under strong pressure from real estate and tourism lobbyists for several years. In fact, this planet is highly coveted by large groups to invest in hotel complexes and open it up to the tourism and housing sector. Last year, certain groups of the population had to migrate to the other side of the Jurassic because their living space was razed to build buildings for tourists. Beyond the question of preserving the habitat of the inhabitants, Jurassic is the last planet where Popomons, a species of birds, can be found. One of the most recurring issues in the Jurassic period is the question of people with disabilities. By prioritising the preservation of nature and its ecosystem, the infrastructure is not adapted and this forces the most vulnerable to remain on the sidelines.





Appendix 4: Preparatory table for the Intergalactic Summit

The most respected freedoms on your planet		
The freedoms to improve on your planet		
The three measures to improve living conditions and access to freedoms on your planet		
1.		
2.		
3.		



Session 3A fight for freedom

The Freedom Prize enables young people to highlight the fights for freedom which they feel deserve to be known, recognised and heard. Nevertheless, they should be supported in their understanding of the concept of commitment to freedom before beginning their work to research and defend their chosen person or organisation.

The idea of a commitment to freedom is at the heart of the Freedom Prize's values. A commitment to protect, promote or ensure freedom can take different forms. Several factors should be taken into consideration when analysing a fight for freedom: the circumstances, the setting, the person's individual story, the means used, etc. This session aims to help young people to understand the diverse scope of a commitment so that they can critically assess the chosen course of actions of the people or organisations they want to nominate with the "Our 2022 Freedom Prize" form.



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Activity 5: Freedom Power

©Council of Europe - Compass - Adapted by International Institute for Human Rights and Peace

Duration	60 minutes
Materials	 String Post-It notes Chairs Pegs Scissors
Overview of the activity	This activity combines individual and collective reflection, analysis and quick thinking. The participants play the role of employees at a power station: Freedom Power. The power station is experiencing excessive voltage because it is powered by the threats to freedoms in the town. The participants (playing the employees) have to act to identify the different threats and find solutions to counter them.
Questions addressed on the "Our 2022 Freedom Prize" form	3/ How is the fight conducted? 5/ Does the fight encounter difficulties?
Educational objectives	 Ability to identify and solve a problem quickly and co-operatively To be able to adapt to a situation to suggest proportionate and effective means of action

Process

- 1. Stretch a string from one end of the room to the other to represent the power station cable (you can attach it to chairs or other furniture).
- 2. Form groups of 4 to 5 people.
- 3. Explain to the participants that they are technicians at Freedom Power.

Freedom Power is in Freedomville. This power station is rather special: it is powered by the threats to the town's freedoms. Freedom Power has become too dangerous for the inhabitants of Freedomville. The power station is experiencing excessive voltage and may explode because of the high number of threats it is currently experiencing. It will be closed if nothing can be done to bring down the voltage.

- 4. Explain to the participants that you are in charge of Freedom Power and that you are asking them, the technicians at the power station, to find a solution to each of the threats to freedom.
- 5. To begin with, the participants must consider the various existing threats in Freedomville; explain to them that they can be inspired by the threats they see in their everyday lives, without dwelling on major issues like terrorism or war.
- 6. Give 3 pink (or another colour) Post-It notes to each of the groups.

The participants must write down a threat which they have identified as a group on each of the Post-It



notes. Each threat must be written on a different Post-It note.

- 7. Collect the groups' Post-It notes. Read through the various Post-It notes, paying particular attention to any potential repetition.
- 8. Attach the Post-It notes to the electric cable you set up at the beginning of the session. Leave a space between each Post-It note.
- 9. Now divide all the participants into teams of 5 to 7 people (the number of teams depends on the size of your group). Please note that the number of teams must be even so that there are the same number of teams on each side. Give green Post-It notes (or another colour, but it must be different to the colour of the Post-It notes for threats) to the teams.
- 10. Things are serious at Freedom Power: the power station is temporarily closed. It will only reopen once the technicians (the participants) have found ways to respond to each of the identified threats.
- 11. Explain to the participants that as the person in charge of the power station, you must ensure the safety of the technicians and the inhabitants of Freedomville. If nothing is done to counter the threats, the only solution to prevent an explosion will be to cut the live cable, something which would have terrible consequences.
- 12. To avoid this, you will show the teams where you are about to cut.

Position your scissors between two threats. The teams on either side of the cable take one of the Post-It notes on either side of the scissors. The teams on each side must then come up with a course of action/ solution to the threat in record time and write their proposal on the new colour Post-It note. As soon as a course of action is found, they must rush to hang their solution on the cable to provide the power station with a new, more freedom-friendly form of energy.

For example: you have divided your group into four sub-groups, two on each side of the electrical cable. You can pretend to cut between threat 3 and threat 4, so two groups will work on identifying solutions to threat 3 and the other two will focus on threat 4. Each side of the electrical cable will therefore be working on the same problem and will suggest different solutions.

- 13. Once the two threats have been replaced by a green Post-It note, read out the identified courses of action and ask the teams if the solutions seem realistic. If they do, remove the pink "Threat" Post-It note and replace it with the green "Course of action" Post-It note.
- 14. Continue until there are no more threats facing Freedom Power and Freedomville.
- 15. Move on to the debrief and assessment stage.

Debrief and assessment

How did you identify the threats? Did you all agree with the different threats? What are the causes of these identified threats? What are the consequences of these identified threats? Who are the targets of these threats? Which freedoms were affected by the identified threats? Why?



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How did you find the process to identify courses of action? How do you feel?

Were all the suggested courses of action realistic? If so, in the short, medium or long term? If not, why not? Who will benefit from the suggested courses of action (the targets of the action)?

What difficulties might you encounter in implementing the suggested courses of action?

Are the suggested courses of action proportionate to the various threats to freedoms which have been identified?

Have you witnessed many threats to freedom?

What would you be willing to do personally to combat certain violations of freedom? Does committing to freedom have its own risks?

Why it is important to understand the threats to a fight for freedom to complete the "Our 2022 Freedom Prize" form?



Activity 6: Let's investigate!

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Duration	50 minutes	
Materials	 Table of answers QR codes A mobile phone or something to scan the QR codes 	
Overview of the activity	In groups, the participants can use different information materials to learn about freedom fighters. After analysing the document(s), the participants are asked to sort the requested information using a table of answers.	
Questions addressed on the "Our 2022 Freedom Prize" form	2/ In what context did the fight start? 3/ How is the fight conducted? 4/ Why did your group choose this person / organisation to represent the Freedom Prize 2022?	
Educational objectives	 To develop critical and analytical thinking skills so that they can understand and use information To spark the participants' curiosity to learn about the wide range of fights for freedom To question the nature of commitment 	

Process

- 1. Put the QR codes with clues (Appendix 5) all around the room.
- 2. Divide the participants into sub-groups of 3 to 4 people.
- 3. Give each sub-group a sheet (Appendix 6).
- 4. Explain to the participants that there are a number of clues displayed in the room (at this stage, don't mention that these are the stories of freedom fighters; you will discuss this in the debrief and assessment stage).
- 5. Explain to the participants that they are going to work in groups to find all the clues in the room.
- 6. Each of the sub-groups must choose one of the freedom fighters to fill in their form. This choice must be made by the group, just like the work to fill in the "Our 2022 Freedom Prize" form.
- 7. When the activity has been completed, you can move on to the debrief and assessment stage.

Debrief and assessment

Did you know these people? Where did you know them from? /Why, in your view, are you not aware of them?

What are the main characteristics of these 6 people?



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What similarities and differences did you observe between the 6 people?

What were your selection criteria for choosing your freedom fighter?

Did you have all the necessary information to understand the fight for freedom of all these people? If not, what did you do?

What were the sources of information? Were they all reliable? How do you know?

Which freedoms are defended by these people and organisations?

Which courses of action have you identified?

Which courses of action seemed the most relevant and the most striking, in your view?

Which situation did you find most striking? Why?

What difficulties or controversies have you identified in the fights for freedom which have been presented?

In your view, is there a place for controversy in a fight for freedom?

Do these fights involve risks or dangers? Why? Are some fights more dangerous than others?

Do you identify with some of the fights you have learned about during this activity? Why?

What other fights for freedom would you have liked to have seen?

Do you see the sheet you have filled in as being a brief conclusion to research work or as an outline of your work?





Appendix 5: The clues

6 freedom fighters: Print and display the 6 QR codes in the room

Loujain Al-Hathloul: Freedom Prize video, presenting her fight ©Freedom Prize



Sonita Alizada: Freedom Prize video, presenting her fight ©Freedom Prize



Chimamanda Ngozi Adichie: video ©Brut



#IAmHere article from BBC on 10 June 2019







Liu Xiaobo: article from The New York Times



Marsha P Johnson: <u>article from Vice</u> 12 February 12 2018







Appendix 6: the form

First name and surname/Name of the organisation	
Nationality/Town or country of its headquarters	
Age/Year founded	
Defended freedoms (3 max.)	•
Free presentation of the person/organisation and their fight	
Area(s) where the fight is taking place	
Actions: List below at least 1 example of action carried out in the fight since 2019, specifying, if possible, the date, period or regularity of the action (4 maximum).	• • •
Why choose this fight? List below at least 1 reason for choosing this fight for the Freedom Prize 2022 (3 maximum).	•
Difficulty(ies) (if relevant)	
Internet sources (full URLs, 2 maximum)	
A few last words to convince the judges?	



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Activity 7: The photofit of my Freedom Prize

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Duration	45 minutes
Materials	 Emoji bank Word bank Cards of the Universal Declaration of Human Rights Table of questions
Overview of the activity	This activity is an opportunity for the participants to get to grips with the various questions on the "Our 2022 Freedom Prize" form. The participants will have to answer 5 questions on the form and other wide-ranging questions, using different media (emojis, images, hashtags, etc.). In this way, they will be able to start thinking about different issues such as media coverage, the scale and the target of a fight for freedom. During this activity, the participants will develop an outline of their ideal proposal for the 2022 Freedom Prize.
Questions addressed on the "Our 2022 Freedom Prize" form	1/ List the freedom(s) at stake in this fight. 2/ In what context did the fight start? 3/ How is the fight conducted? 4/ Why did your group choose this person / organisation to represent the Freedom Prize 2022? 5/ Does the fight encounter difficulties?
Educational objectives	 To use imagination and symbols to conceptualise the ideal 2022 Freedom Prize To identify the initial selection criteria when choosing a fight for freedom for the "Our 2022 Freedom Prize" form To familiarise themselves with the "Our 2022 Freedom Prize" form

Process

- 1. Ask the participants to divide into groups of 3 or 4 people.
- 2. Give the table (Appendix 10) to the participants: it features the questions which the participants must answer, using the following media:
- Emojis (Appendix 7)
- Words (Appendix 8)
- Hashtags (Appendix 9)
- Articles of the Universal Declaration of Human Rights (Appendix at the end of the activity guide: "The 30 articles of the Universal Declaration of Human Rights, illustrated by Yak")
- 3. Explain to the participants that they're going to develop an photofit of their ideal 2022 Freedom Prize by answering different questions with emojis, words and articles from the Universal Declaration of Human Rights.
- 4. Ask the groups to present their photofit in front of the other participants and give them time to discuss these outlines before moving on to the debrief.



Debrief and assessment

How did you find the activity?

Which question generated the most discussion in the group? Why?

In your view, which answer is the most significant? Why?

Are you satisfied with the features which emerge from your outline?

What similarities or differences did you find between the different groups' presentations? Did any elements of the other presentations inspire you?

Looking at your photofits, what are the main features of the Freedom Prize?

In your view, does your outline seem more like a person or an organisation?

What kind of fight for freedom would you choose? Which freedoms do you want to defend with your form? Why?

In your view, should the fight for freedom you present be media-friendly?

In your view, can the 2022 Freedom Prize be controversial? If so, where would you draw the line?

What risks can a person or an organisation face in fighting for freedom?

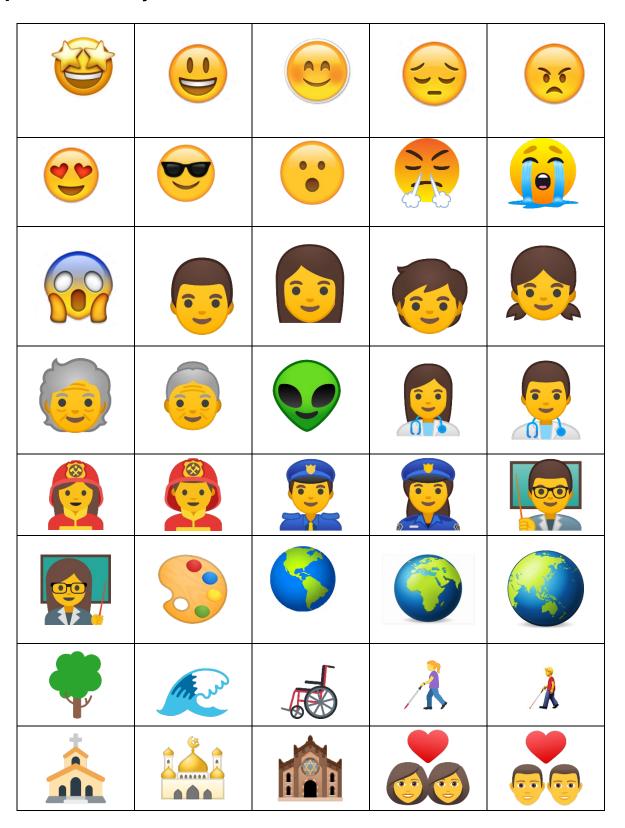
Does your outline reflect a person or an organisation you know or who you have heard about?

Where can you find the names of people or organisations fighting for freedom? Would you prefer to use traditional media or social media?





Appendix 7: emoji bank



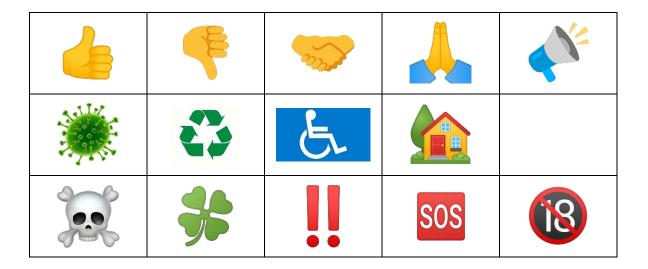
















Appendix 8: word bank

Love	Family	Frienshi	Respect	Humility
Solidarity	Kindness	Норе	Fight	Committment
Freedom	Choice	Environment	Planet	Expression
Deprivation	Migration	Country	Village	City
Community	History	Education	Opinions	Demonstrations
School	Work	Rights	Human Rights	Justice
Equity	Equality	Inclusion	Generation	Culture
Information	Law	Limit	Peace	Peaceful





Appendix 8: word bank

Violence	Polemics	Freedoms	Tolerance	Health
Security	Dignity	Child	Minority	Differences
Injustice	Controversies	Association	Citizenship	Peace
Boarders	Democracy	State	Politics	Obligations
Refugees	Stereotypes	Prejudice	Hate speech	Individual
Collective	Society	People	Organisation	Life
Institution	Crime	Gender	Sexuality	Globalisation





Appendix 9: hashtag bank

#Metoo	#BalanceTonPorc
#HandsUpDontShoot	#AllLivesMatter
#No JusticeNoPeace	#MakeOurPlanetGreatAgain
#BlackLivesMatter	#JeSuisCharlie
#ICantBreath	#Happy
#FridayForFuture	#NousToutes
#SilenceOnArme	#NoHateSpeech
#LoveArmy	#YouthIsWatchingYou
# M adeToShine	#ProudBoys
#StopAmazon	#4Novembre16h16
#Lundi14Septembre	#Peace





Appendix 10: Table to fill in

Discuss the profile of your 2021 Freedom Prize (person, organisation, age, nationality, year it was founded, headquarters, etc.). Use emojis to convey your discussions.		
List the freedom(s) you would like to see defended by your 2022 Freedom Prize. Choose one of the Universal Declaration of Human Rights cards.	If your 2022 Freedom Prize was a hashtag, what would it be? Choose your answer from the hashtags or create your own.	
Can the fight of the 2022 Freedom Prize be criticised? Discuss this with each other and write down the ideas you discuss.	In your view, who should be the target of the fight led by your Freedom Prize? (Who should benefit?) Use emojis to convey the target.	
What is the focus of the fight for freedom of your 2022 Freedom Prize? Write down your answer or use one of the media available to you.	Which methods does your Freedom Prize use to carry out the fight for freedom? Choose 3 words from the word bank.	



Session 4

To choose and to present a fight for freedom

In addition to challenging young people to think about what is being done today to defend freedoms, the Freedom Prize encourages the development of critical thinking and the ability to summarise information. This educational initiative focuses on research work and the proper use of information, the reliability of sources and the need to properly consider all information.

This final session focuses on the work required to research and fill in the "Our 2022 Freedom Prize" form.

It is vital for young people to familiarise themselves with the form before starting their in-depth research and writing work. This session therefore provides the participants with an opportunity to discuss and familiarise themselves with each of the questions on the form so that they feel more comfortable before they start writing.



« Our Freedom Prize 2022 »

Activity 8: Crossover interviews

Olnstitute for Human Rights and Peace

Duration	60 minutes	
Materials	 "Our 2022 Freedom Prize" form "Freedom fighter" stickers "Journalist" stickers Envelopes 	
Overview of the activity	This activity includes individual and collaborative work. In groups of 4 people, the participants either take on the role of freedom fighter or journalist. This workshop helps them to familiarise themselves with the questions asked on the "Our 2022 Freedom Prize" form.	
Questions addressed on the "Our 2022 Freedom Prize" form	1/ List the freedom(s) at stake in this fight. 2/ In what context did the fight start? 3/ How is the fight conducted? 4/ Why did your group choose this person / organisation to represent the Freedom Prize 2022? 5/ Does the fight encounter difficulties?	
Educational objectives	 To develop active listening skills to gather the necessary information To understand the questions on the form 	

Process

- 1. Start by asking the participants to close their eyes in silence.
- 2. Explain to them that you're going to ask them a number of questions which the participants must answer in their heads. Before reading the questions, make sure that the group is calm and quiet. If necessary, play some gentle music.

Once the room is quiet, ask the following questions, pausing between each one to allow the participants to answer them in their heads, with their eyes closed if they want.

What is your best quality?

What's the last thing you did to help someone?

What's the last nice thing you did for someone?

What outrages you in everyday life?

What are you most proud of having done?

What motivates you?

How far would you be prepared to go to protect your freedoms?

What have you done which could make you a freedom fighter?

If you can't answer that question, what would you like to do for more freedom and how?

- 3. Divide the participants into sub-groups of 4 people.
- 4. Explain to the participants that 2 people in each sub-group will be journalists and the other 2 people will be nominees for the Freedom Prize: the "freedom fighters".



- 5. Give 1 envelope with the 6 questions (Appendix 11) to the participants who are the journalists in each sub-group; the two journalists in each sub-group should pick three questions each. The pairs of journalists are free to choose the order in which the questions are put to the nominees for the Freedom Prize.
- 6. While the journalists read and prepare their questions, ask the nominees for the Freedom Prize to discuss their fights for freedom among themselves before they are interviewed by the journalists. You can provide them with the 6 questions (Appendix 6) which they will be asked.
- 7. Once the journalists have read the questions they will have to ask and the nominees for the Freedom Prize have prepared their arguments, the discussion can begin. The journalists take it in turns to ask questions of the two nominees for the Freedom Prize who must each give an answer to the journalists.
- 8. Once the interviews are over, each pair of journalists must present the two fights for freedom to the rest of the group in 2 minutes (1 minute per fight).

Debrief and assessment

How did it feel to imagine yourself as a freedom fighter? Why?

For the journalists, how did you find the questions? Were some more complicated than others? How did you feel when you had to answer the questions?

Were there any questions in the interview which you found difficult? Which ones? Why?

Journalists, how did you transcribe the freedom fighters' words?

Freedom fighters, how did you feel about the transcription of your words by the journalists? Were your words well transcribed and was the transcription faithful to what you said?

Journalists, were you missing any information for your presentation at the end? If yes, was this problematic? What should you do if some information is not accessible?

How do you check the information you find when doing research?

Advice for the facilitator

Once the activity and the debrief have been completed, tell the participants that their work to prepare for the interviews is a simplified version of the work required for the "Our 2022 Freedom Prize" form. You can also tell the participants that the questions on which they have worked during this activity are the questions which are asked on the "Our 2022 Freedom Prize" form.

This activity is a good transition/introduction to the form. You can also share the "Our 2022 Freedom Prize" form to bring this activity to a close.





Appendix 11: the 6 questions for the crossover interviews

For which freedom or which cause do you/could you commit yourself on a daily basis and why?	What makes/could make this commitment difficult? Have you ever received criticism for your commitment to this cause?
What do you do on a daily basis to defend this freedom or this cause?	Why did you choose to take up this cause?
What prompted your desire to commit to this freedom or cause?	What can prove or illustrate your commitment?

Advice for the facilitator

If your participants find it difficult to see themselves and their actions as commitments to freedom, start the activity with a brainstorming session by asking them what makes them freedom fighters. In this way, the participants who find it more difficult to answer the question can be inspired by their peers' answers.

You can lead your brainstorming activity with the help of the "Freedom Hero" character (Appendix 12) and the stars (Appendix 13).

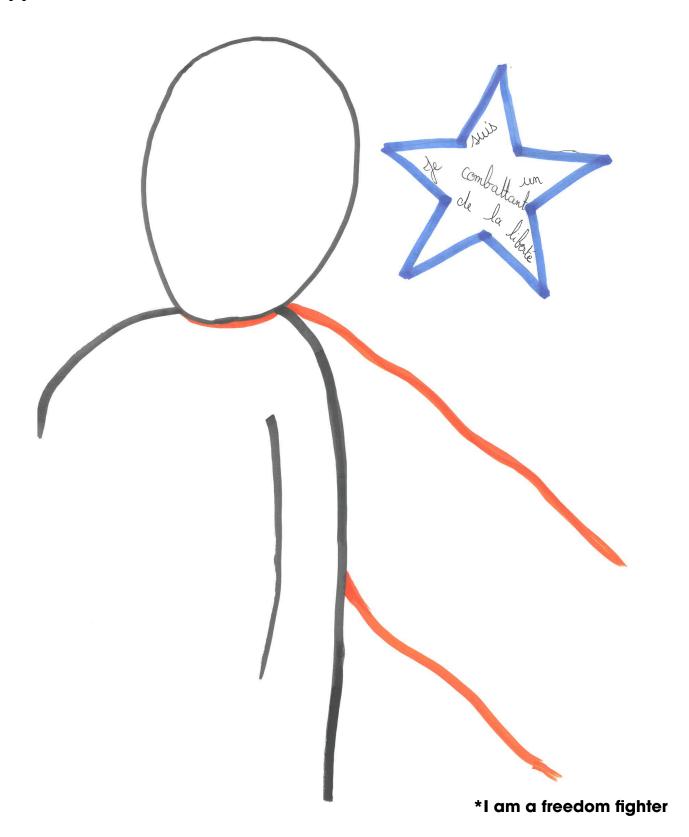
Print a large version of the character in Appendix 12.

Ask the participants the following question: "How can you be freedom fighters?". They must write their answers on the stars (Appendix 13) and come and stick them to the character (Appendix 12). When someone comes up to stick a star on the character, he or she should also read it out loud to the whole group, sharing their answer.





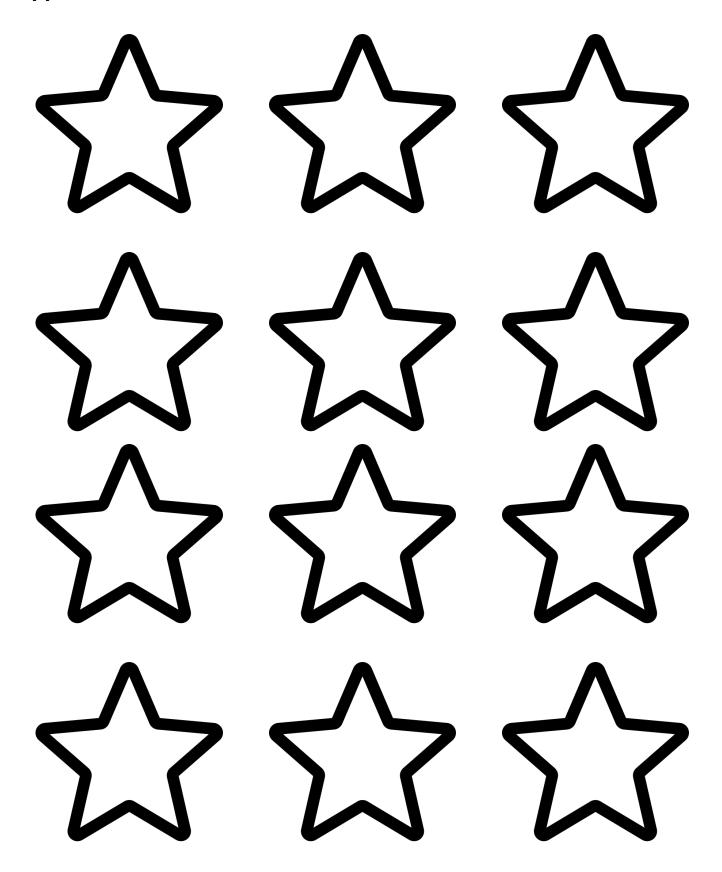
Appendix 12: freedom heroes







Appendix 13: stars





Activity 9: What if the Freedom Prize were...

©International Institute for Human Rights and Peace

Duration	50 minutes	
Materials	 "Our 2022 Freedom Prize" form Fact sheet for the panel of judges Research resources 	
Overview of the activity	In groups of 4 or 5 people, the participants are asked to present a summary of a person or an organisation, whether real or fictional, which could be nominated for the 2022 Freedom Prize.	
Questions addressed on the "Our 2022 Freedom Prize" form	The Panel Factsheet	
Educational objectives	 To learn about and understand the fact sheet for the panel of judges and its role in the Freedom Prize To develop the ability to summarise so as to be able to use a reliable source, to sort and to prioritise information To be able to work as a group, ensuring that all group members have a role 	

Process

- 1. Ask the participants to divide themselves into sub-groups of at least 2 people:
- 2. Show this presentation:



Or ask the participants to scan this QR code and the presentation will appear directly on their phone or tablet.

- 3. Give each sub-group a sheet (Appendix 14).
- 4. Explain to the participants that they are going to have to choose a person or an organisation, whether real or fictional (the aim is not to choose the actual nominee for the Freedom Prize but to understand the expectations and the importance of the fact sheet for the panel of judges), which they believe is fighting for freedom.
- 5. Using the research resources of their choice and/or personal knowledge, the sub-groups should work together to complete their fact sheet.
- 6. Once each of the sub-groups has filled in the form, they should present their proposal to the whole group, explaining their choice.



Compendium of activities « Our Freedom Prize 2022 »

- 7. After each presentation, ask all the participants to provide the group which has just given its presentation with feedback. Encourage them to mention things which could be improved but to focus on the positive points of the presentation too.
- 8. Once all the presentations have been given, you can move on to the debrief and assessment stage.

Debrief and assessment

In your group, how did you go about choosing your proposal? Was the decision an obvious choice for the entire group? Is your entire group satisfied with the final choice? Why?

How did you go about collecting all the necessary information for the final presentation?

How did you organise your work in your group? Where did you start?

Did you divide up the various tasks? How did you decide on dividing up the tasks for each person?

Where did you find the information you gathered? What types of sources did you use? Why is it important to state the sources of your research?

Is all your information reliable? What did you base your research on? Have you checked all your sources? Have you recorded all your sources? Why?

What is the purpose of making a short presentation?





Appendix 14: Information sheet

First name and surname/Name of the organisation	
Nationality/Town or country of its headquarters	
Age/Year founded	
Defended freedoms (3 max.)	•
Free presentation of the person/organisation and their fight	
Area(s) where the fight is taking place	
Actions: List below at least 1 example of action carried out in the fight since 2019, specifying, if possible, the date, period or regularity of the action (4 maximum).	•
Why choose this fight? List below at least 1 reason for choosing this fight for the Freedom Prize 2022 (3 maximum).	•
Difficulty(ies) (if relevant)	
Internet sources (full URLs, 2 maximum)	•
A few last words to convince the judges?	



« Our Freedom Prize 2022 »

Activity 10: To learn about tools for research work

©Kévin Razy - Fake News - Adapted by International Institute for Human Rights and Peace

Duration	40 minutes	
Materials	 "Our 2022 Freedom Prize" form Fact sheet for the panel of judges Quiz 	
Overview of the activity	Quiz to be carried out in groups or individually, asking the participants about false information and presenting them with true or false information. They have to work out what's true and what's false! The Freedom Prize involves research work and it is important that young people are aware of the need for sources to enhance their research.	
Questions addressed on the "Our 2022 Freedom Prize" form	 Research work throughout the "Our 2022 Freedom Prize" form. Sources 	
Educational objectives	 To develop a critical approach to information and to understand the importance of cross-checking sources To learn about tools for research work 	

Process

- 1. Print the posters (images + context Appendix 15) or prepare a digital presentation and print the real news/fake news signs (Appendix 16).
- 2. You can have the group sit in a semi-circle in front of you or leave them in their seats. The participants must be facing you.
- 3. Explain to the participants that you are going to read out some sentences, some of which are real news, some of which are fake news (false information).
- 4. For each item, the participants need to tell you whether the information is true or false and justify their answer. Give each participant a real news sign and a fake news sign (Appendix 16).
- 5. Once the participants have justified their answers, you can give them the right answer by contextualising the information. Give them time for discussions between each situation. Once the activity is completed, move on to the debrief stage:

Debrief and assessment

How did you feel at the end of this quiz? Had you already heard some of this news? What news can you remember? Did you find some news more difficult than others? Why?



How did you make a decision about each of these items of news? What questions did you ask yourself? Was the source of each item of news explained to you? If yes, what were the sources of information? If not, how should you react when you don't know the source of information?

Have you ever shared information which wasn't true? What was it? Where? What did you do when you realised?

In your view, what are the main channels of false information?

What connection is there between false information and your work on the Freedom Prize?

Why is research into reliable sources necessary for your work on the "Our 2022 Freedom Prize" form?

Do you know about any information analysis tools? If not, why not? If so, which ones?





Appendix 15: images and contexts

©Some examples are from the book Fake News : éviter de tomber dans le piège (Fake News: Avoiding The Trap) by Kévin Razy.

Α



After Hurricane Sandy, an aquarium explodes in a shopping centre, leaving sharks swimming among the shops.

It's an impressive sight. And the process to recapture and relocate them without injuring them is time-consuming, expensive and dangerous. We're talking about an operation costing nearly 250,000 dollars.

"Did you know? "Minions" (from the German Minion which means henchman) was the name given to Jewish children used by Nazi scientists for their experiments. They spent much of their lives in pain, and as they didn't speak

the Germans laugh a lot.

Facebook post by Luciano Gonzales including a black and white photo showing men wearing helmets with portholes which look like the minions from the film - shared 40,000 times.

German, their words were sounds which made

C



https://observers.france24.com/en/20181001-debunked-minions-na-

Maitre Gims has one eye smaller than the other.

Hip-hop historian Olivier Cachin said this in an interview where he explained Maître Gims' various tics and complexes. He claimed that the rapper has a major complex about his eyes.

D



The birth of Cleopatra is closer to the release of the latest iPhone than to the construction of the first pyramids.







The 10-year challenge was very popular on social media, focusing on various subjects. The aim: to show two photos of the same subject, 10 years apart. This challenge was used to show the progress of global warming. This photo was one of the most shared images and shows us the melting of a glacier at a 10-year interval.



Back to school - unvaccinated students will be forced to carry the rucksacks of their vaccinated classmates.

©Legorafi

Ε





Answers

- A. FALSE this photo does exist, but without the sharks! This is the result of a flood in Union Station underground station in Toronto. The creator of the photo has admitted on his Twitter profile that it's a fake.
- B. FALSE the Chilean behind the urban legend has published another post where he claims to have wanted to "carry out a test" to show that 90% of Internet users who read a text introduced by "did you know" accept it as the truth.
- C. Neither true nor false we don't know, but if it's not life-changing information for you or for society, then we don't care. This is also about privacy.
- D. TRUE To find out, you just have to research the date of construction of the first pyramids and the date of Cleopatra's birth.
- E. FALSE While the ice is melting in Antarctica six times faster than it was forty years ago, according to a report published by the National Academy of Sciences (NAS), the trend suggested by the juxtaposition of these two photos is false. The photo on the left was taken in 2016, not 2008. It shows the Getz Ice Shelf in the Antarctic Ocean, photographed by scientist Jeremy Harbeck on a NASA mission. Although the photo on the right is from 2018, it doesn't show the same glacier at all because it was taken in the Arctic, on the other side of the world, by the scientist Julienne Stroeve for the National Snow and Ice Data Centre (NSIDC).
- F. FALSE This information is not true because it comes from the French parody news website Le Gorafi, which was created in May 2021 during the presidential campaign and is inspired by the Onion, a satirical newspaper based in America. Le Gorafi is very popular on social media.

https://observers.france24.com/en/20181001-debunked-minions-nazis-children-hoax





Appendix 16: real news/fake news signs

Real news

Fake news



Compendium of activities « Our Freedom Prize 2022 »

Digital version

1. Ask the participants to scan the QR code below and find <u>a digital version of the activity</u> to learn more about real news and fake news:





Appendix

- Universal Declaration of Human Rights illustrated by ©Yak
- 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
- Convention on the Rights of the Child 20 November 1989
- Web resources



« Our Freedom Prize 2022 »

Appendix

Universal Declaration of Human Rights illustrated by ©Yak



Art.1 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.



Art. 2 Everyone is entitled to all rights and freedoms without distinction of any kind.



Art.3 Everyone has the right to life, liberty and security of person.



Art.4 No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.



Art. 5 No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.



Art.6 Everyone has the right to recognition everywhere as a person before the law.



Art.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.



Art. 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.



Art.9 No one shall be subjected to arbitrary arrest, detention or exile.



Art.10 Everyone has the right to a fair trial.



Art. 11 Any person charged shall be presumed innocent until proven guilty.



Art.12 Everyone has the right to protection of his or her private and family life.



« Our Freedom Prize 2022 »



Art.13 Everyone has the right to move freely within and outside his or her country.



Art. 14 Everyone has the right to seek asylum in other countries.



Art.15 Everyone has the right to a nationality and is free to change it.



Art.16 Every adult has the right to marry and found a family, without any restriction as to race, nationality or religion.



Art. 17 Everyone has the right to own property and no one shall be arbitrarily deprived of his property.



Art.18 Everyone has the right to freedom of thought, conscience and religion.



Art.19 Everyone has the right to freedom of opinion and expression.



Art. 20 Everyone has the right to freedom of peaceful assembly and association.



Art.21 Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.



Art.22 Everyone has the right to social security.



Art. 23 Everyone has the right to work under just and favorable conditions and to join a trade union.



Art.24 Everyone has the right to rest and leisure.



Compendium of activities

« Our Freedom Prize 2022 »



Art.25 Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family.



Art. 26 Everyone has the right to education, which should be aimed to the full development of human beings and the strengthening of respect for their rights.



Art.27 Everyone has the right freely to participate in the cultural life of the community.



Art.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.



Art. 29 Everyone has duties to the community in which alone the free and full development of his personality is possible.



Art.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.

The booklet of the Universal Declaration of Human Rights is available or <u>by clicking here</u> on this QR code:





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.



Compendium of activities

« Our Freedom Prize 2022 »

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



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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.



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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



Convention on the Rights of the Child 20 November 1989

Accessible by clicking here or by scanning this QR code:





Web ressources

Scan this QR code to access the digital version of the "Our Freedom Prize 2021" 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



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<u>African Union</u> African Commission on Human and Peoples' Rights

L'Institut du monde Arabe

<u>Association of Southeast Asian Nations</u>

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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