



Compendium of activities

The vote



Scan this QR code to access the digital version of the 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...

A 3-stage educational project

1. 'Our Freedom Prize 2022' call for proposals - Until 10 January 2022

15-25-year-olds were asked to submit an online form introducing the person or organisation whose struggle for freedom they wanted to make known. 1363 young people responded to this call for proposals. In total, 370 submissions were received, representing 254 different struggles for freedom, nominated for the Freedom Prize 2022.

2. Deliberations of the international panel of judges - From 9 to 11 February 2022

An international panel made up of 22 young people aged between 15 and 25 of 11 different nationalities met in Caen to study all 254 struggles nominated by young people at the 'Our Freedom Prize 2022' stage.



Having studied all the proposals over several days of intense discussion and debate, the young people on the international panel selected three struggles to go forward to the next stage of the Freedom Prize:

- **Mohamad Al Jounde (Lebanon)** - Set up a school in a Syrian refugee camp in Lebanon to facilitate children's access to education.
- **Child Rights and Rehabilitation Network / CRARN (Nigeria)** - Provides shelter and support to children discriminated against and assaulted because of their supposed evil powers.
- **Theresa Kachindamoto (Malawi)** - Tribal chief who fights against child marriage and facilitates access to education for young girls.

3. Online voting - From 15 March to 25 April 2022

Online voting allows 15-25-year-olds from all over the world to choose the winner of the Freedom Prize 2022 from the three struggles selected by the international panel.

The winner of the Freedom Prize will receive a €25,000 donation to support their cause at an award ceremony to be held in Normandy (France) on 31 May 2022.

Participation at each stage is independent of the others. It can be in French or English.

How to take part to the vote

Voting is open to all young people aged between 15 and 25, in France and around the world, from 15 March to 25 April 2022. You do not need to have participated in the previous stages of the Freedom Prize to take part.

The voting platform can be accessed via computer, smartphone or tablet at [**prixliberte.normandie.fr**](https://prixliberte.normandie.fr)

You can choose one of the three nominees (or cast a blank vote) with no registration required by completing a quick and easy voting form. After entering your mobile phone number, you will be sent a text confirmation to submit your vote.

You will find videos introducing the three nominees and online resources on this page.

Educational proposal of the International Institute for Human Rights and Peace

The online voting stage is an opportunity to discuss democracy and digital citizenship while asking questions about freedom and engagement by learning about the 3 fights selected by the Freedom Prize international panel and voted on by young people.

This stage is also a chance both to learn about these topics and to build on discussion begun at the start of the year as part of work on the 'Our Freedom Prize 2022' call for proposals.

To help you carry out activities around online voting for the Freedom Prize, this collection of activities gives you an example of a session.

There are three key learning objectives around voting:

1. Promote young people's awareness of voting, democracy and citizen participation by discussing the place and role of freedom in civic and democratic life.
2. Learn about the 3 struggles selected by the Freedom Prize international panel through analysis and discussion around the struggles and freedoms at stake and defended by the 3 people and organisations.
3. Help young people vote, with full awareness of the issues raised in the 3 struggles submitted.

This session, lasting 3 hours, provides educational activities based on methods of human rights and democratic citizenship education.

Each activity is presented in the same way:

- A summary table of the activity: subjects covered, introduction to the activity, learning objectives, skills required;



Carrying out the activity: how to do it and the time required;



A reporting and evaluation phase;



A proposal for adaptation to digital format.

Experience, debriefing, evaluation, and generalization

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 valuation 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:

Genial.ly

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](https://www.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.

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.

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 laureate 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.



Greta Thunberg ©Anders Hellberg

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

Freedom Prize 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 laureate 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 Freedom Prize trophy on 30 September 2021 during the Normandy World Peace Forum.



Sonita Alizada ©Randy Shropshire

The 3 Freedom Prize 2022 nominees

Mohamad Al Jounde Lebanon - 21 years old

Mohamad Al Jounde was born and raised in Syria. In 2013, his mother received several death threats because of her activism in the Syrian revolution. The family was forced to leave their war-torn country and sought refuge in a camp in Lebanon. There, he set up a learning environment where he taught mathematics, English and photography to children younger than him.

From a makeshift tent, the Gharsah School now has a proper building with teachers and around 250 students and 500 women attending on a daily basis.

Mohamad Al Jounde is currently studying in Sweden and has founded an NGO to raise funds to support the Gharsah School. In 2017, he won the International Children's Peace Prize. He is one of the protagonists of the film *Bigger Than Us* directed by Flore Vasseur and released in 2021.

Nominated by students from Saint Just (Lyon), Saint Sébastien (Landerneau) and Nelson Mandela (Nantes) secondary schools.



Child Rights and Rehabilitation Network (CRARN) Nigeria - Created in 2003

CRARN is a Nigerian NGO that provides assistance to children accused of witchcraft and being responsible for poverty, illness or family tragedies. These 'child witches', also called 'skolombo', are victims of stigmatisation and inhuman treatment (caning, burns, chaining, starvation, etc.), sometimes to death.

Since 2003, the Child Rights and Rehabilitation Network (CRARN) founded by Sam Itauma has cared for these abandoned street children at its orphanage. It provides them with medical care, food, education, safety and counselling. Supported through private donations and international NGOs, CRARN helps these children rebuild their lives and, in the best cases, finds them a new family.

Since its creation, the organisation has cared for and helped over 8000 children in Nigeria.

Nominated by students from the Camille Saint-Saëns secondary school in Rouen.



Theresa Kachindamoto
Malawi - 63 years old

Theresa Kachindamoto is the first female traditional leader of a central region of Malawi, one of the poorest countries in the world. Since her inauguration, she has campaigned for girls' rights and against sexist cultural practices. The education of young girls and the fight against child marriage are at the heart of her struggle. She meets families living in poverty who participate in these unions for a bit of money. Despite hostility from men, Theresa Kachindamoto has had hundreds of these child marriages annulled and got many girls back to school. Through her struggle, she brought about a national change. In 2017, Malawi finally outlawed child marriage without exception. This new law is unfortunately poorly enforced: 46% of young Malawian girls are married before the age of 18, one of the highest rates in the world according to UNICEF.

Nominated by civic service volunteers at Unis-Cité in Rouen, and students from Auguste Loutreuil agricultural college.



Interview with Rony Brauman Chairman of the Freedom Prize 2022 international panel of judges

How do you feel about the week you spent with the 22 young people from around the world who make up the Freedom Prize 2022 panel? And what was your experience of the deliberations of this panel?

This experience was great fun and full of nice surprises. Fun because the atmosphere was friendly and relaxed, but also very focused. These young people knew why they were there and were determined to see the exercise through to the end.

And the nice surprise was the relevance of the questions they asked me, given their relatively young age.

For example, I was asked about the situation in Nigeria with regard to issues of witchcraft or bewitchment in the violent political environment of that country. These were situations with which I was more or less familiar. The answers I was able to give led to one or two other questions, which demonstrated the young people's interest in looking into the various situations and understanding them better. That's what I mean by pleasantly surprised: surprised by the individual opinions, but also the collective intelligence. It was striking to see how much they discussed with each other. We should bear in mind that human rights are not just a list of requirements to be followed, but sometimes complex political issues that can conflict with each other, and this is food for thought. Seeing this thinking take place and develop in the sometimes long conversations they had with each other, and shared with me or members of the institute, was a nice surprise. That was the natural atmosphere that emerged from this group.

Thinking about the struggles of the three nominees selected following deliberations, how representative are they of freedom today? And how relevant are they?

All the struggles nominated were directly related to the recognition of rights. The young people were spoilt for choice, which is why selection was so difficult.

Among the three nominees - Mohamad Al-Jounde, Theresa Kachindamoto and Child Rights and Rehabilitation Network (CRARN) - I was pleased to note that I made the same choice as them. It fit perfectly with my thoughts. I say thoughts because we cannot be absolutely certain. Since we are far from the action, we do not understand it exactly, nor the people involved. We therefore have to assess the credibility, legitimacy and impact of each of these struggles with considerable uncertainty.

I think perhaps the struggles of the three nominees are slightly better reasoned. For example, understanding that under certain conditions, in some social contexts (we must not generalise), children are considered devilish, destined to be excluded or even eliminated from society, is shocking.

The same applies to Theresa Kachindamoto, traditional Malawian leader and administrative manager, who embarked on a struggle in her own region, in her village, against child marriage, which is also a form of slavery. She is using her social status and determination to try and reduce this practice.

Mohamad Al-Jounde, the young refugee, has not abandoned his country even though he lives in Sweden. He may no longer feel threatened on a daily basis, but he continues to help his young fellow citizens and provide them with whatever he can in Lebanon.

In many cases, these are people from a group that has had difficult experiences. These people are best placed to help those left behind. There is something exemplary in these three cases. The scope is broader, it goes beyond the case itself. These are people who are fighting locally, but also embarking on a struggle with global reach. The scope and depth of their struggle is both global and local.

I was touched once again by the same struggles, so I was very happy to see that we were of one mind.

How can the Freedom Prize vote form part of a citizenship education programme?

Firstly, I would say that it would be interesting to follow the young people in their discussions leading to the vote. That is, look at their Internet searches and how they try to figure people out, test the credibility of the struggle, understand the action and its challenges. And secondly, how they assess each of the three nominees in comparison to the other two.

I have no evidence to make assumptions or know how that will go. The important thing is their interest in this vote and the reasons why they want to take part in it. How they try to understand them, figure them out, compare them and make a choice that is necessarily a bit arbitrary, since they all deserve to be finalists. This process of understanding and making a final choice is where we can see the educational benefits. This thought process leads to a discussion about what it means to be a citizen. A free man or woman. What it means to experience changes and sometimes violence in a society you identify with, that you don't reject.

It is this critical process that leads to new issues emerging, new problems in new ways, and this is the road to citizenship and understanding of freedoms.



Rony Brauman
Ex President of Doctors Without Borders

Activities

Activity 1 - Quiz on voting, citizenship and the digital world

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

Duration	30 minutes
Materials	<ul style="list-style-type: none"> • 1 questionnaire (attached) • VotAR, Plickers, Mentimeter or slideshow with the various questions.
Overview of the activity	This activity is a series of multiple-choice questions on the subjects of citizenship, participation, democracy and engagement. This is not a test of knowledge, but a way of approaching social issues and sparking debate and discussion among participants. The aim is to challenge their relationship with citizenship and democracy in order to open their minds to the study of freedom and engagement.
Learning objectives	<ol style="list-style-type: none"> 1. Deepen your understanding of the subjects of voting, democracy, citizenship and participation; 2. Draw a parallel between different democratic approaches; 3. Express your opinion on topical issues or historical events.

Déroulé

1. Explain to the participants that they are taking part in a quiz on the subjects of voting, citizenship, participation and democracy.

Emphasise that it is not a test of knowledge, but a fun and participatory way to deepen their understanding and discuss topical issues with each other.

2. Introduce the various questions attached, with suggested answers (projection, paper copies, reading, etc.).
3. Ask the participants to answer the various questions at the same time. You can use several platforms and applications to run this quiz:

Plickers (Android et iOS) : application that allows you to ask a question individually and at the same time to the whole group. No slideshow to prepare, but the questions must be entered manually on the platform. The students answer using printed QR codes. The activity leader scans participants' answers with a smartphone or tablet. The answers are processed instantly. Click here or scan the QR code below for more information:



VotAR (Android only) : application that allows you to ask questions with a maximum of four possible answers to a group (even a very large group). To answer, participants have a sheet with four colours corresponding to the four possible answers. Using the application on a smartphone or tablet, the activity leader takes a photo of the whole group to receive instant answer statistics. Prepare a slideshow of questions to show.

Click here or scan the QR code below for more information:



Mentimeter : Mentimeter is a participatory presentation platform that allows you to deliver all your sessions remotely. Using the URL menti.com and your presentation's access code, participants can follow the session from their phone or computer and take part in various fun, interactive and participatory slides: quizzes, polls, ranking of ideas, word clouds, interactive images, open questions, etc. The International Institute of Human Rights and Peace has fully adopted this platform to lead awareness-raising sessions in digital format. Some features have to be paid for, especially if you want access to an unlimited number of slides and to import your presentations to keep track of your participants' feedback.



Reporting and evaluation

How did you find this quiz?
 What information spoke to you most and why?
 Do you think citizen engagement and participation are as simple as the act of voting? Why?
 What different forms of citizen participation are you taking away from this quiz?
 Do you think everyone is capable of making decisions? Why?
 What do people need to be informed citizens?
 What do you think guarantees democracy?
 How is democracy an appropriate tool for citizen participation?
 Who should get most involved in society? In what way?
 What is the place of the digital world in citizen participation in democratic life?
 How is voting in the Freedom Prize an example of citizen engagement?

Tips for the activity leader

Don't wait until the end of the quiz for participants to give their opinions on the subjects covered by the various questions. Initiate discussion after each question to allow for interaction between the participants, where everyone can express themselves, give their opinion and also understand why participants gave the answer they did. This will enable them to put their portrayals or views on certain topics into perspective.

Digital adaptation

In a virtual session, you can use the various activity materials by showing or sharing [this Genial.ly link](#), which can also be accessed via QR code:



Appendix - Who votes and citizenship

1. 1) In France, Défenseur des droits is the organisation appointed to ensure respect for children's rights. In 2020, one of its reports focused on:

a. Taking children's opinions into account

- b. Access to education
- c. Children's mental health
- d. Respect for children's privacy

This stemmed from a consultation called 'I have rights, listen to me', in which children aged between 4 and 18 gave their opinions about their rights. Based on this survey of children, the Défenseur drew up a list of 17 recommendations submitted to the French government to improve respect for this right enshrined in the ICRC (International Convention on the Rights of the Child). Children have the right to citizen participation and to have their opinion taken into account in any decision or matter affecting them.

Source

- [Rapport annuel sur les droits de l'enfant 2020 du Défenseur des droits](#)

2. POLL: With the 2022 presidential election in France, a debate has emerged on the issue of electronic voting, which would allow people to vote from home online. Public opinion is divided on this issue, but what do you think?

- a. For electronic voting
- b. Against electronic voting
- c. No opinion

Sources

- [Nouvel Obs « Généraliser le vote électronique : la mauvaise idée d'Emmanuel Macron »](#)
- [Le Monde, Les décodeurs « Elections régionales 2021 : le vote électronique, remède à l'abstention ? »](#)
- [Ouest-France « Présidentielle 2022. Et si... on pouvait tous voter en ligne ? »](#)

3. Which of these countries has made voting compulsory for all citizens?

- a. Finland
- b. Russia
- c. Ukraine
- d. **Bolivia**

Like many other Latin American countries, Bolivia has made voting compulsory. This law, introduced in 1952, requires all citizens to vote. Those who do not vote may be fined or lose their wages.

Supporters of compulsory voting believe that democratic governments become more legitimate when a higher proportion of the population votes. The main argument against compulsory voting is that it contradicts the idea of freedom associated with democracy.

Sources

- [Global Citizen « Le droit de vote dans 6 pays du globe »](#)
- [The Guardian « Compulsory voting around the world »](#)
- [France Info « Ces pays où le vote est une obligation »](#)

4. POLL: Do you think voting should be compulsory in France?

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

5. What was the first European Union country to give 16-year-olds the right to vote?

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

In 2007, Austrians were granted the right to vote from the age of 16, a decision that saw the number of voters in the country jump by 200,000, according to The Independent. This decision was intended to counteract the rapid ageing of the population and encourage Austrians to get involved in politics earlier in life. Critics, however, pointed out that young people aged 16 and 17 lacked the maturity to make informed and considered political decisions.

Sources

- [Global Citizen « Le droit de vote dans 6 pays du globe »](#)
- [Independant « Austria opens the polls to 16-year-olds »](#)
- [France Inter « Voter dès 16 ans une idée encore peu répandue dans le monde »](#)

6. POLL: Do you think the voting age should be lowered to 16?

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

7. In 2020, people shared blue squares on their social media profiles. What did they mean?

- a. Call to protect the seas and oceans
- b. Support for the Black Lives Matter movement
- c. Condemnation of the persecution of the Uighur community**
- d. Support for the inhabitants of Beirut following an explosion at a port warehouse

In 2020, Instagram users changed their profile pictures to a blue background to show their support to the persecuted Uighur population in China. The Uighurs are a Muslim community in China, who have been subjected to internment and repression since 2016. The Uighur people are imprisoned in so-called re-education camps for the purpose of deradicalisation. The Uighur population are victims of discrimination

and stigmatisation because of their Muslim faith.

Sources

- [Nouvel Obs « Pourquoi tant de fonds bleus sur Instagram ce jeudi ? »](#)
- [France Culture « Comprendre la répression des Ouïghours par la Chine en quatre points clés »](#)

8. POLL: Do you think social media is a good engagement tool?

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

9. What is the worldwide percentage of women running a business?

- a. 25%
- b. 37%
- c. 5%**
- d. 11%

This figure is from a survey carried out by the Young Presidents' Organisation (YPO), the Financial Times and the UN Women's HeforShe campaign. These figures are supported by the international organisation Women's Forum for the Economy and Society. Women's Forum highlights the fact that if men and women had equal participation in business, global GDP would increase by up to 6% or the equivalent of 5,000 billion dollars. It also emphasises that women make up 8% of mayors in the 300 biggest cities in the world.

Sources

- [TV5 Monde « 5% de femmes à la tête d'entreprises dans le monde, une progression à tout petits pas, selon une étude »](#)
- [Women's Forum - Women 4 Business](#)

10. The Nouvelle-Aquitaine region wanted to explain the challenges of the ecological transition to its residents, especially the debate around the installation of wind turbines on the Île d'Oléron. But how did they go about it?

- a. A poll
- b. A video game**
- c. A conference
- d. A citizens' assembly

To enable residents of the French region to understand the challenges of the ecological transition, the Energie 2049 video game put players in the role of mayor of Oléron dealing with government decisions, pressure from NGOs, and the demands and expectations of residents. In the form of a scenario, players must make the decisions they consider most appropriate to the situation, challenges and expectations. Information provided by HugoDecrypte in his weekly column '5 good news stories from the week' from his Instagram page.

Sources

- [Débat public - Éoliennes en mer Nouvelle-Aquitaine](#)
- [Energie 2049](#)

11. For 2 years, the city of Toulouse has adopted an environmentally responsible initiative to cut waste by refurbishing residents' broken items. But what is the bonus of this citizen initiative?

- a. A voucher for a new item
- b. A payment of €100**
- c. A reduction on the electric bill
- d. Cultural vouchers

The goal of this initiative is to reduce the repair bill by paying up to 30% of the purchase price, or a maximum of €100, but also to support tradespeople. It should be noted that there are between 50 and 113 million unused mobile phones in France. We should remember that making a mobile phone uses 75 kg of resources, hence the environmental benefit of repairing it.

Sources

- [20 minutes « Toulouse : Une prime de réparation pour redonner vie aux objets au lieu de les jeter »](#)
- [Le Journal Toulousain « Transition écologique, Toulouse Métropole offre des primes pour réparer vos objets »](#)

12. In 2021, how many countries still have the death penalty?

- a. 32
- b. 54**
- c. 8
- d. 109

54 countries still have the death penalty (including the United States, India, China, Thailand, Indonesia, Vietnam and Belarus), 32 countries have de facto abolished it (including Russia, Nigeria, Morocco and Algeria) and 8 countries have abolished it except for exceptional crimes (including Brazil, Kazakhstan and Peru). 109 countries have abolished the death penalty (including all European Union countries, Canada, Turkey, Argentina and Australia).

In 2020, the organisation Amnesty International drew up a list of 483 executions in 18 countries, 88% of which were in Iran, Iraq, Egypt and Saudi Arabia. According to Amnesty, China is probably the country that uses the death penalty the most, with an estimate of several thousand executions a year. These figures are classified as state secrets and cannot be included in the statistics.

Sources

- [Le Monde, Les décodeurs « Quarante ans après la loi Badinter, quels pays pratiquent encore la peine de mort ? »](#)
- [Amnesty International « La peine de mort en 2020. Malgré la pandémie de COVID-19, certains pays ont impitoyablement continué de prononcer des condamnations à mort et de procéder à des exécutions »](#)
- [Ensemble contre la peine de mort \(ECPM\) « La peine de mort dans le monde »](#)

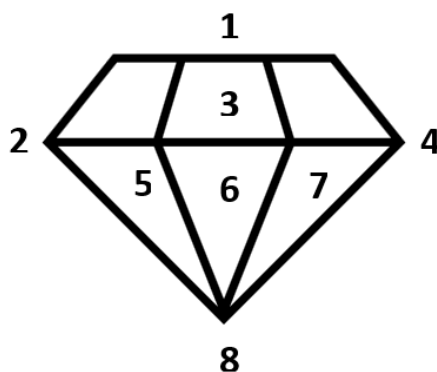
Activity 2 - Citizenship City

©International Institute for Human Rights and Peace

Duration	45 minutes
Materials	<ul style="list-style-type: none"> • 18 pictograms • 3 white cards • A 'Citizenship City' sign
Overview of the activity	This activity asks participants to work together to build a city based on respect for the foundations of citizenship. The participants must put forward their priorities in terms of infrastructure and essential places to create an inclusive city, giving every individual the chance to participate fully in the civic life of their community.
Learning objectives	<ol style="list-style-type: none"> 1. Understand citizen participation at city level 2. Express your view of citizen participation

Process

1. Display the 'Citizenship City' sign in plain view in the room.
2. Explain to the participants that they are now citizens of Citizenship City, the only city of its kind. Citizenship City wants to become a model of inclusion and participation. For this transformation, the city is asking citizens to suggest what they need to enjoy full citizenship in the city.
3. Citizenship City is made up of several neighbourhoods. Each neighbourhood is represented by a group of participants (adjust the number of neighbourhoods according to the number of participants - groups should ideally have 4-5 people).
4. Give each group an envelope with all the pictograms shown in the appendix.
5. Explain to the groups that they will have to choose eight pictograms that, for them, represent a place, activity or infrastructure that is essential for the residents of their neighbourhood to be able to participate fully in the civic life of Citizenship City.
6. Please tell the participants that they have 3 white cards per neighbourhood. These white cards allow them to add ideas that are not included in the range of 18 pictograms.
7. 10. The participants must rank the 8 pictograms chosen from the most important to the least important (1 being the most important and 8 the least important):



8. For each group, a representative of the neighbourhood must address all residents. He or she must explain the choices made with his or her fellow citizens that they believe will enable them to encourage citizen participation.

Debrief and assessment

Was it easy to make your choices? Why?

Did you all want the same things in your neighbourhoods? How did you reach agreement?

How did you establish priorities?

Did you add any places, infrastructures or activities that were not included? Which ones?

What do you see in the different neighbourhoods?

What did you highlight in your neighbourhoods? Why did you make these choices?

Do your choices reflect your everyday life?

How do you participate in civic life in your everyday life?

Who is responsible for the civic life of residents?

In which places do you most feel your opinion is taken into account? Why?

How is a living space where we can freely exercise our citizenship a place that promotes access to our freedoms?

What do you think is the place of the digital world in citizen participation? Can you be a 'cyber citizen'? In what way?

Tips for the activity leader

Citizenship is perceived in terms of four aspects that are essential to the existence of a society and its individuals:

- The political/legal aspect concerning political rights and democratic values;
- The social aspect, which relates to the individual's behaviour with other individuals within a society;
- The cultural aspect, which each individual will enjoy through the acquisition of knowledge and skills;
- The economic aspect, relating to employment and economic issues (different markets, consumption, etc.).

It is important to emphasise that these four aspects can be achieved through various channels, all responsible for building a citizenship education programme for everyone: school, family, civic

organisations, political parties, associations, mass media, neighbourhood, etc.)










Finally, to benefit from balanced citizenship, each citizen must have access to these four complementary aspects. These four aspects are the foundations of the citizenship of each individual within society.

When these four aspects are balanced, each citizen can choose to get involved and participate more in one or more areas of action to encourage civic life shared by the whole of society.

Appendix - 'Citizenship City' sign



Appendix - pictograms

 <p>Places to ensure justice</p>	 <p>Places to sort and recycle my waste</p>	 <p>Places for artistic expression</p>
 <p>A place to vote</p>	 <p>Associations</p>	 <p>People who enforce the law</p>
 <p>Places to play sports</p>	 <p>Places to research and study</p>	 <p>Spaces to connect with each other</p>



Places to create
and innovate



A market for better
consumption



Places to express
yourself



Adapted locations



A place to learn



Cultural places



Places to work



A political assembly



Media

White card

White card

White card

Activity 3 - Cyber citizenship

©International Institute for Human Rights and Peace

Duration	60 minutes
Materials	<ul style="list-style-type: none"> • Blank sheets of paper • Pencils • Felt-tip pens • Coloured pencils
Overview of the activity	This activity asks participants to look at the issue of participation in the digital world and more specifically on social media. This activity asks participants to imagine and create the ideal social network in terms of participation, respect for human rights, inclusion and freedom.
Learning objectives	<ol style="list-style-type: none"> 1. Think about citizenship and the digital era: its benefits, its improvements and its challenges. 2. See the digital world as a tool for citizenship, democracy and the exercise of your freedoms.

Process

1. Explain to the participants that they have been contacted by the representatives of a new social network that wants to respect human rights and freedoms. What better way to do this than by speaking to the generation aged 15-25 to build this network!
2. First, the representatives ask the participants to brainstorm words or ideas that come to mind when asked the question: 'In your opinion, what is digital citizenship and online citizen participation?'

You can assist the discussion by stating 'What it should be/allow', 'What it should not be/allow'.

Write the answers on a board. They may provide support throughout the activity.

3. Organise the participants into groups of four. The groups must now think about the features of the various existing social networks they use that may encourage citizen participation (6 minutes).

If necessary, you can then guide them to consider polls, information sharing, creation of groups, reporting, etc.

4. Once this list has been drawn up, ask the participants to discuss with their group the negative aspects of the social networks they currently use (10 minutes).
5. The groups must now create their ideal citizen social network, which is inclusive, free and safe. Ask the groups to set out the features, options, formats and other opportunities that this new network must provide (10 minutes).

This new network must include any features missing from existing social networks (through addition or adaptation), and address the risks, misuse and other negative aspects identified that may impede the smooth functioning of an online public space. It must take into account respect for human rights and personal freedoms.

6. Ask the participants to conceptualise their ideas and illustrate their ideal social network through drawings or graphics. This representation will allow them to use their creativity and imagination to bring to life on paper ideas that were, up to that point, listed in writing.

It will then be interesting, during the reporting and evaluation phase, to question the participants about the signs, symbols, logo, images and words they chose and their meaning.

7. Bring all the participants together and ask them to share the ideas discussed in their groups for the necessary features of an ideal, free, safe and inclusive citizen social network. Write the ideas on the board.

Variation: To encourage all participants to work together to create the social network, each suggested feature may be put to a vote to decide whether or not it should be included. Before the vote, one argument can be given for and one against if necessary. Make sure the arguments are civil, even in case of disagreement.

8. Compare the ideas written down with the original board on digital citizenship.

Debrief and assessment

How did you find the activity?

Did you face any challenges? If so, what were they?

What are the negative aspects of the social network you currently use? Write the answers on the board.

How can we differentiate between these various negative aspects? (Examples of misuse, bad habits, risks, etc.).

Who should ensure that social networks are used correctly and why?

What participatory features currently exist that you want to keep? Why? What do they provide?

What do you want to add and what do you think is missing from current social networks?

Do you think a free, inclusive and safe social network is possible? Why?

What other practices should be highlighted to ensure full digital citizenship that would complement a citizen social network? Do you know of any other ways to express your citizenship online?

Going back to the brainstorming at the start of the session, what do you think is required to be an informed cyber citizen?

In your view, is digital engagement a commitment to freedom? What place do you give the digital world in the fight for freedom?

Activity 4 - Election campaign

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

Duration	50 minutes
Materials	<ul style="list-style-type: none"> • 1 'agree' sign • 1 'disagree' sign • Statement signs • String
Overview of the activity	This activity allows participants to start a debate. They will have the chance to discuss statements with no right or wrong answer. They will also address issues of participation and representation. They will be required to make a choice and adopt a stance.
Learning objectives	<ol style="list-style-type: none"> 1. Develop your ability to debate and compare opinions 2. Think about the idea of representation

Process

1. Mark a line on the floor with string. Put the 'agree' sign at one end and the 'disagree' sign at the other (cf. Appendix). Place two chairs in the middle of the room. One chair on the 'agree' side, another chair on the 'disagree' side.
2. You will read a statement aloud (included in the appendix). The participants will have to arrange themselves along the line depending on how strongly they agree or disagree with this statement. This is an individual choice.
3. Once the participants have arranged themselves along the line, get the two people at each end to sit on the chairs and present their view.

They each have 1 minute to give their arguments.

4. The other participants cannot take part in the confrontation. At the end of the confrontation, ask the participants to stand behind the person they agree with most. They must adopt a stance.
5. Once the two groups have been formed, give them 10 minutes to prepare their new arguments as a group, still on the same statement.
6. After 10 minutes' preparation time, a new spokesperson in each group must take part in the confrontation to present the arguments of their supporters. They each have 2 minutes, one after the other.
7. At the end of the second confrontation, ask the participants to change sides if they were convinced by their opponent's arguments.
8. If any participants change sides, give each group another 2 minutes to prepare new arguments. Otherwise, change the statement and repeat the same process.

Debrief and assessment

How did the activity go? How did you feel?

Did anyone change their opinion during the discussion? Which arguments convinced you?

Did you feel influenced by factors other than the arguments set out?

How did you organise your arguments as a group? How did you choose your spokespeople?

How did the participants feel being represented by someone in the discussions, and conversely, how did the spokespeople feel being in that position and having to communicate their group's arguments?

What is the benefit of debating these statements?

Why did you have different opinions? Can we tolerate all opinions? What are the risks of being extreme in our opinions?

In everyday life, is it always easy to take a stand? Why?

How is engaging in a struggle for freedom a way of taking a stand?

What do you do to make your voice heard on issues that matter to you?

Tips for the activity leader

This debate focuses on the issues raised by the Freedom Prize 2022 vote. However, it can easily be adapted for a session around the presidential elections. It allows participants to give their opinions on topical issues, and to question the issue of representation, extreme ideas, taking a stance and abstaining. Just adapt the statements and focus them on the issues that interest you for your session. The activity will then take place in the same way as the one included. You may need to adapt the content of your reporting and evaluation phase to meet the objectives you set for your session.

Appendix – The statements

- In 2022, it is more important to fight for education than personal safety.
- The Freedom Prize 2022 should be awarded to young people.
- The struggle for education is no longer a priority in France.
- All children in France have access to their rights.
- Violence against children, even in other countries, affects everyone.
- It is always possible for a refugee to integrate into their host country.
- We cannot judge the traditions of a culture that is not our own.
- You can do your bit for children's rights.

Appendix – ‘Agree’ sign

Agree

Appendix – ‘Disagree’ sign

Disagree

Activity 5 - Clue hunt

©International Institute for Human Rights and Peace

Duration	50 minutes
Materials	<ul style="list-style-type: none"> • Clues for each nominee • Blank clues table • Clues table with the answers
Overview of the activity	This activity allows participants to learn about the three struggles nominated by the Freedom Prize 2022 international panel. By hunting for clues, participants learn in an active and fun way about the specifics of each of the three struggles: their features, their area of operation, the freedoms defended, the context, and the means used.
Learning objectives	<ol style="list-style-type: none"> 1. Learn about the 3 nominees and their struggle 2. Understand the issues associated with the struggles of each of these 3 nominees 3. Be able to vote by having all the necessary information about the 3 nominees

Process

1. Print the lettered and numbered tables (attached) and display them in different places in the room.
2. Form small groups of 3 or 4 people.
3. Explain to the participants that they are going to learn about the profiles and struggles of the 3 people nominated by the Freedom Prize international panel.
4. Explain to the participants that each clue is referenced by a letter from A to G, and a number from 1 to 3.
5. Explain to the participants that they will have to match the 7 clues to the relevant person/organisation:
 - A line of emojis referring to the identity of the person and their struggle (letter A);
 - A globe indicating the country where the struggle is being fought (letter B);
 - Two short biographical texts (letters C and D);
 - A series of illustrations representing the freedoms defended. These drawings illustrate articles of the Universal Declaration of Human Rights related to the struggle being fought (letter E);
 - A photograph related to the struggle being fought (letter F);
 - A photograph of a person, followed by a quotation (letter G).
6. Give each group a blank answer sheet and explain that they have to match the correct number of each letter set to the correct person.
7. At the end of the activity, it can be marked using the answer sheet.

Debrief and assessment

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

How did you go about allocating the clues to each nominee?

What are the particular features of these three profiles? Did you notice any significant differences between these three struggles? What about similarities? (Particularly in terms of geographical location, gender, age, time, prominence, etc.).

What freedoms are at stake in these three struggles?

What means are used in these three struggles? Do you think all the means used are legitimate/appropriate? Why?

What do you think is the scale of these three struggles? (Local or global) What do you think is the most important scale? Why?

Do these struggles pose any risks or dangers? Why? Which ones?

Are all 3 nominees taking the same risks? What are the risks encountered by each of them?

Are the 3 nominees equal in terms of the means at their disposal/that they can put in place? Why? Is advocacy of freedom a privilege?

Why do you think the three struggles nominated for the Freedom Prize 2022 focus on education and children's rights?

What do you think would be the impact for each of the 3 nominees if they won the Freedom Prize 2022?

Could these struggles be fought in France? Why?

If you were going to advocate for one of these three struggles, which would it be and why?

A proposal for adaptation to digital format

In digital format, just show the clues in a slideshow. In this version, it is recommended that participants complete the activity individually. Don't be afraid to encourage discussion and the sharing of thoughts among participants between each clue slide. Ask them what they see, how they interpret the clues, their feelings about the various struggles, what they understand about these three forms of advocacy and what they are taking away from these three profiles.

The learning objectives set out remain the same, but there is more opportunity for interaction, discussion and the sharing of thoughts among participants.

The reporting and evaluation phase can also be adapted according to the debate and discussion that takes place during the activity.

In a virtual session, you can use the various activity materials by showing or sharing [this Genial.ly link](#), which can also be accessed by scanning this QR code:



Appendix - Clues

A1



A2



A3



Appendix - Clues

B1



B2



B3



Appendix - Clues

C1

He/she was born and raised in Syria. In 2013, he/she was forced to flee his/her country because of war and sought refuge in a camp in Lebanon. Like many children in this camp, he/she does not go to school.

In order to fill this gap, he/she created a place of learning and taught mathematics, English and photography to younger children.

He/she founded Gharsah School. This school supports Syrian refugees through education, psychosocial support and building the capacity of children, teenagers and women.

C2

In Nigeria, he/she cares for children accused of witchcraft by their families and suspected of being responsible for their poverty, illness or family tragedies.

These 'child witches', also called 'skolombo', are victims of stigmatisation, inhuman and degrading treatment, and even acts of torture (caning, burns, chaining, starvation, etc.), sometimes to death.

C3

The traditional leader of a central region of Malawi, he/she is a parent of five boys. Sixteen years ago, he/she was chosen to serve as leader of his/her home region 'because of his/her 'kindness to people'.

He/she is known for his/her advocacy for children's education and his/her fight against child marriage and sexist cultural practices.

Appendix - Clues

D1

He/she is currently studying in Sweden and has founded an NGO to raise funds to support the Gharsah School.
In 2017, he/she won the International Children's Peace Prize.

He/she is one of the protagonists of the film "Bigger Than Us" directed by Flore Vasseur and released in 2021.

D2

He/she has had hundreds of child marriages annulled and got many girls back to school.

Through his/her struggle, he/she has brought about national change since in 2017, Malawi outlawed child marriage without exception, but this new law is unfortunately poorly enforced.

He/she meets impoverished families who participate in these unions in exchange for money.

D3

Since 2003, he/she has cared for these abandoned street children at his/her orphanage. They are provided with medical care, food, education, safety and counselling.

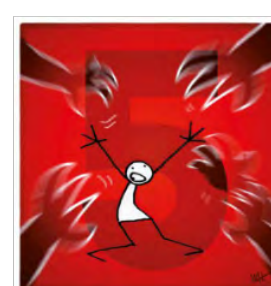
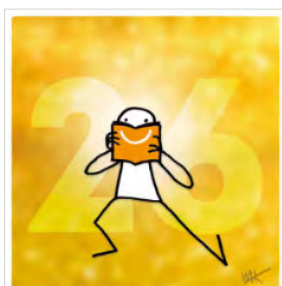
Since it was founded, it has helped over 8000 children in Nigeria and, in the best cases, found them a new family.

Appendix - Clues

E1



E2



E3



Appendix - Clues

F1



F2



F3



Appendix - Clues

G1

‘Unfortunately, out of ignorance and unfounded fear, stigmatised men and women, including children, have hardly anyone to speak up for them or defend them. I am asking civil society organisations to step up and defend the rights of people stigmatised on the basis of accusations of witchcraft’.

G2

‘Educate a girl and you educate a whole region... You educate the world’.

G3

‘In a situation of exile, school is not just a place where you learn to read and count. It’s one of the only safe and stable places you have. In itself, it’s a base for getting your life back on track. School is dignity.
Life in a camp does not define you’.

Appendix - Answer sheet

Sets of clues	Mohamad Al Jounde	CRARN	Theresa Kachindamoto
Set A			
Set B			
Set C			
Set D			
Set E			
Set F			
Set G			

Appendix - Corrected answer sheet

Sets of clues	Mohamad Al Jounde	CRARN	Theresa Kachindamoto
Set A	1	3	2
Set B	3	1	2
Set C	1	2	3
Set D	1	3	2
Set E	1	2	3
Set F	3	2	1
Set G	3	1	2

What if the Freedom Prize 2022 became part of a school-wide momentum?

The Freedom Prize is in its 4th year. For 4 years, staff of the International Institute of Human Rights and Peace have watched the teaching staff from various schools signed up to the Freedom Prize embrace the voting period with increasing independence.

As a result of this independence and ownership of the scheme, we are implementing an initiative in various schools: campaigns by students to promote voting in the Freedom Prize.

What does it involve?

Students, with the help and supervision of their teachers, carry out a campaign within their school, not to promote one struggle over another, but to promote voting in the Freedom Prize and to get their classmates interested. This stage of the project does not necessarily require participation in the previous stages.

Whether through social media, poster campaigns on the school premises or oral presentations in other classes, students embrace this voting period to highlight the three struggles nominated for the Freedom Prize.

These inter-school campaigns are a good example for students of citizen participation and engagement in their schools.

Organising these campaigns requires various skills and abilities, such as teamwork, transparency, communication, public speaking and the development of all forms of expression. These skills are all necessary for building a citizen education programme for young people.

A few tips for a digital campaign

Canva (account required)

Once logged in to Canva, go to the 'Templates' tab, go to the 'Social Media' section and select 'Instagram Stories'. Participants just need to choose the template they want and publish their story.

Once they have completed their work on one of these two tools, they can download their creation in PDF or jpeg format and share their screen.

Zeob (account not required)

Platform where you can generate Instagram posts, Snapchat stories, or even tweets. Simple and intuitive, this site allows you to simulate content and save your creations in jpeg format. You do not need a social media presence.

Tutorial for a successful publication on social network









- 1 Keep it short!** A post that is too long or a too long text in story will not be read, be direct.
- 2 Use hashtags to reference and increase the visibility of your post/story.**
For example: #FreedomPrize #Freedom #Vote
- 3 Identify Freedom Prize organisers, friends or influencers who might share your post/story. It will be more seen!**
The organisers of the Freedom Prize:
 - International Institute for Human Rights and Peace: @2idhp or @institutdesdroitsdelhomme on Instagram
 - Normandy Region: @regionnormandie
 - Academy of Normandy: @acnormandie
- 4 If you want to add a link, choose the address prixliberte.normandie.fr which refers to the videos of the nominees and the voting platform.**

Appendix

- 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 Convention on the Rights of the Child – 20 November 1989
- International Covenant on Civil and Political Rights - 23 March 1976
- International Covenant on Economic, Social and Cultural Rights - 3 January 1976
- Resources web

Appendix

Universal Declaration of Human Rights illustrated by ©Yak

		
<p>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.</p>	<p>Art. 2 Everyone is entitled to all rights and freedoms without distinction of any kind.</p>	<p>Art.3 Everyone has the right to life, liberty and security of person.</p>
		
<p>Art.4 No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.</p>	<p>Art. 5 No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.</p>	<p>Art.6 Everyone has the right to recognition everywhere as a person before the law.</p>



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.



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.



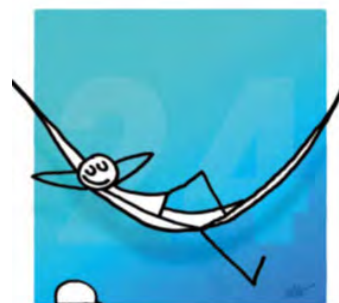
Art.21 Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.






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.

		
<p>Art.25 Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family.</p>	<p>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.</p>	<p>Art.27 Everyone has the right freely to participate in the cultural life of the community.</p>

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

The booklet of the Universal Declaration of Human Rights is available or [by clicking here](#) 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:

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

Universal Declaration of Human Rights - 10 December 1948



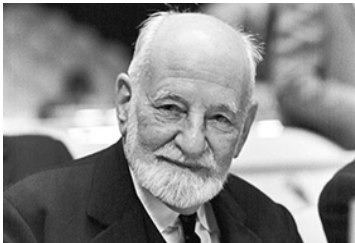
Charles Habib Malik
(Lebanon)



Alexander E. Bogomolov
(USSR)



Peng-chun Chang
(China)



René Cassin
(France)



Eleanor Roosevelt
(United States)



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



William Hodgson
(Australia)



Hernan Santa Cruz
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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 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.

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.

Article 25

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.

Convention on the Rights of the Child - 20 November 1989

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Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989

Entry into force 2 September 1990, in accordance with article 49

Preamble

The States Parties to the present Convention,

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,

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

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, 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,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,

Bearing in mind that, as indicated in the Declaration of the Rights of the Child, «the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth»,

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict, Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child, Recognizing the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries,

Have agreed as follows:

PART I

Article 1

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

Article 4

States Parties shall undertake all appropriate legislative, administrative, and other measures for the

implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Article 6

1. States Parties recognize that every child has the inherent right to life.
2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.
2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.
2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.

Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.
2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.
3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.

4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

Article 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.

2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the 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 Convention.

Article 11

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.

2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 13

1. The child 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 the child's choice.

2. The exercise of this right may 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; or
- (b) For the protection of national security or of public order (ordre public), or of public health or morals.

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.
2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.
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.

Article 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.
2. No restrictions may be placed on the exercise of these rights 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 16

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

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.

To this end, States Parties shall:

- (a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
- (b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
- (c) Encourage the production and dissemination of children's books;
- (d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;
- (e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.

2. States Parties shall in accordance with their national laws ensure alternative care for such a child.

3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

Article 21

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

- (a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;
- (b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if

the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;
(c) Ensure that the child concerned by inter-country adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;
(d) Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it;
(e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason , as set forth in the present Convention.

Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.

3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development

4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account

shall be taken of the needs of developing countries.

Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

- (a) To diminish infant and child mortality;
- (b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;
- (c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;
- (d) To ensure appropriate pre-natal and post-natal health care for mothers;
- (e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;
- (f) To develop preventive health care, guidance for parents and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

Article 25

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

Article 26

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.
3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.
4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
 - (a) Make primary education compulsory and available free to all;
 - (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
 - (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
 - (d) Make educational and vocational information and guidance available and accessible to all children;
 - (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.
2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.
3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to:
 - (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
 - (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
 - (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
 - (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
 - (e) The development of respect for the natural environment.
2. No part of the present article or article 28 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 principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Article 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

- (a) Provide for a minimum age or minimum ages for admission to employment;
- (b) Provide for appropriate regulation of the hours and conditions of employment;
- (c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

- (a) The inducement or coercion of a child to engage in any unlawful sexual activity;
- (b) The exploitative use of children in prostitution or other unlawful sexual practices;
- (c) The exploitative use of children in pornographic performances and materials.

Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37

States Parties shall ensure that:

(a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;

(b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;

(c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;

(d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

Article 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.

2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities.

3. States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces. In recruiting among those persons who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall endeavour to give priority to those who are oldest.

4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and

reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.

2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:

(a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;

(b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:

(i) To be presumed innocent until proven guilty according to law;

(ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;

(iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;

(iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;

(v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;

(vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;

(vii) To have his or her privacy fully respected at all stages of the proceedings.

3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:

(a) The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;

(b) Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected. 4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

Article 41

Nothing in the present Convention shall affect any provisions which are more conducive to the realization

of the rights of the child and which may be contained in:

- (a) The law of a State party; or
- (b) International law in force for that State.

PART II

Article 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

Article 43

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be established a Committee on the Rights of the Child, which shall carry out the functions hereinafter provided.

2. The Committee shall consist of eighteen experts of high moral standing and recognized competence in the field covered by this Convention.^{1/} The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution, as well as to the principal legal systems.

3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.

4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.

5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting.

7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.

8. The Committee shall establish its own rules of procedure.

9. The Committee shall elect its officers for a period of two years.

10. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other

convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.

11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.

12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide.

Article 44

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights

- (a) Within two years of the entry into force of the Convention for the State Party concerned;
- (b) Thereafter every five years.

2. Reports made under the present article shall indicate factors and difficulties, if any, affecting the degree of fulfilment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.

3. A State Party which has submitted a comprehensive initial report to the Committee need not, in its subsequent reports submitted in accordance with paragraph 1 (b) of the present article, repeat basic information previously provided.

4. The Committee may request from States Parties further information relevant to the implementation of the Convention.

5. The Committee shall submit to the General Assembly, through the Economic and Social Council, every two years, reports on its activities.

6. States Parties shall make their reports widely available to the public in their own countries.

Article 45

In order to foster the effective implementation of the Convention and to encourage international co-operation in the field covered by the Convention:

(a) The specialized agencies, the United Nations Children's Fund, and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, the United Nations Children's Fund and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, the United Nations Children's Fund, and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;

(b) The Committee shall transmit, as it may consider appropriate, to the specialized agencies, the United Nations Children's Fund and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee's observations

and suggestions, if any, on these requests or indications;

(c) The Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;

(d) The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

PART III

Article 46

The present Convention shall be open for signature by all States.

Article 47

The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

Article 48

The present Convention shall remain open for accession by any State. The instruments of accession shall be deposited with the Secretary-General of the United Nations.

Article 49

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.

2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.

Article 50

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties, with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly for approval.

2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.

3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.

Article 51

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.
2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.
3. Reservations may be withdrawn at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General.

Article 52

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.

Article 53

The Secretary-General of the United Nations is designated as the depositary of the present Convention.

Article 54

The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations. In witness thereof the undersigned plenipotentiaries, being duly authorized thereto by their respective Governments, have signed the present Convention.

International Covenant on Civil and Political Rights - 23 March 1976

Accessible [by clicking here](#) or by scanning this QR code.



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

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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](#)
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[Council of Europe resources](#) 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

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- [Instituciones Nacionales para los Derechos Humanos](#)
- [Commonwealth forum for National Human Rights Institutions](#)

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