

# « Our Freedom Prize 2023 »



A guide to implementing the Freedom Prize for 15-25 year olds  
who register for the call for proposals "Our Freedom Prize 2023".



## **Acknowledgements**

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- Léna and Timothé, students of the Lycée Camille Saëns in Rouen who participated in the call for proposals "Our Freedom 2022 Prize
- Sara, member of the international jury of the Prix Liberté 2022
- Claire, History-geography and moral and civic education teacher at Pierre Simon de La Place high school in Caen
- Margaux, History-geography and moral and civic education teacher at Ferdinand Buisson high school in Elbeuf
- Caroline, trainer for adults, specialised in adapted learning and who accompanies a public of young adults with disabilities, with learning disabilities, within the ADAPT of Mondeville
- Nicole Ameline, President of the International Institute for Human Rights and Peace
- Jonas Bochet, Director of the International Institute for Human Rights and Peace
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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.**

What makes this prize so special is that it involves young people at each of its stages: from the proposals submitted to the international panel of judges to the final selection of the laureate.

Organised by the Normandy Region, implemented with the International Institute of 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 initiative

### **1.The call for proposals "Our Freedom Prize 2023"**

#### **Until 10 January 2023**

Using a detailed form available online, 15-25-year-olds from around the world are invited to present in an argumentative manner, the person or organization whose fight for freedom they wish to defend.

### **2.The deliberations of the international jury**

#### **8 to 10 February 2023**

An international panel of judges composed of 24 young people between the ages of 15 and 25 will meet for several days in Normandy to study all the "Our Freedom Prize 2023" proposals sent in by young people from all over the world. They collectively determine the three people or organizations whose struggles they believe are most representative of a fight for freedom in 2023.

These three individuals or organizations are nominated and voted on online.

### **3. The vote**

#### **15 March to 25 April 2023**

The online voting invites 15–25-year-olds from around the world to select the Freedom Award winner from among the three nominees of the international jury. The winner will be awarded €25,000 to support his or her struggle at an award ceremony to be held in Caen, France, in early June 2023.

## **Teachers and educators: how to get involved**

Every year, the Freedom Prize encourages young people all over the world to give their views on the struggles, causes and freedoms they care about, defended by men, women, and organisations from all walks of life.

This educational project also aims to foster school and extracurricular projects while promoting a multidisciplinary approach and perspective. It develops many skills, its strengths lying in the ease with which it can be tailored to the needs and wants of the teachers and young people involved.

It also aims to support young people in their citizenship education and the development of their own commitments. Through the identification and understanding of current issues, collective discussion, research, reasoning and summarising, participants are encouraged to open their minds, learn empathy and develop critical thinking in order to become informed citizens now and in the future. Two highlights of the project are particularly well suited to this work: the ‘Our Freedom Prize 2023’ call for proposals and the online vote.

# **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.

## Freedom Prize staff at the International Institute for Human Rights and Peace



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# Introduction to the 'Our Freedom Prize 2023' textbook

This textbook is an educational resource for teachers, educators and professionals in the voluntary sector who want to participate in the Freedom Prize with their groups.

The Freedom Prize 2023 is about empowerment and ownership. With four years' experience providing educational support to teachers and educators involved in the project, the International Institute of Human Rights and Peace, as well as all the partners of the Freedom Prize, wants to empower them to carry it out as they see fit.

This textbook is therefore intended as a guide for activity leaders to support young people on their intellectual journey when responding to the 'Our Freedom Prize 2023' call for proposals.

The objectives of this textbook are to:

- Help teachers or educators develop teaching methods for human rights and democratic citizenship education;
- Provide guidance on overcoming the difficulties young people and staff may encounter when responding to the 'Our Freedom Prize' call for proposals;
- Give accounts from various participants in the Freedom Prize;
- Promote empowerment and ownership of the project.

In this textbook, you will find tips for activity leaders, key points to address with your young people, interviews with several people who have experience of the Freedom Prize (teachers, students, partners, members of the panel) and educational resources with flagship activities to use during the project. This selection of activities draws on the experience of the International Institute of Human Rights and Peace of running the project over the last four years, but also feedback from teachers and educators who benefited from educational support in 2022.

## **How the 'Our Freedom Prize 2023' textbook works**

In this textbook, several characters give advice on the highlights of the Freedom Prize. Through three fictional characters, you will find issues that arise when participating in the call for proposals, both for young people and responsible adults.

This textbook also aims to encourage readers to draw inspiration from past experiences in order to master the tools provided and make the most of the various accounts given. These accounts are from real beneficiaries of the Freedom Prize.

This textbook is divided into two sections:

### **Section 1: Participating in the Freedom Prize**

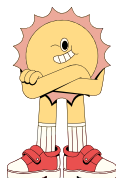
Section 1 of the collection is the theory part. This is where you will find key points and information to help you carry out the project with your group. For each topic covered in this first section, references to educational activities in section 2 are provided.

### **Section 2: Collection of activities**

Section 2 is a collection of activities. All the activities provided are accessible both from a logistics point of view, and in terms of ownership and leadership. Most of them have already been tried by young people or teachers and educators.

# Characters in the textbook

## Main characters



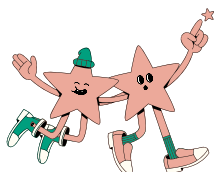
### **DUDeH\***

Freedom Prize activity leader at the International Institute of Human Rights and Peace. DUDeH will suggest possible answers throughout the textbook and advise on relevant educational activities at each stage.



### **Mrs Darbus**

Teacher who is participating in the Freedom Prize with her class.



### **Lee and Bertie**

Two students in Mrs Darbus' class who are preparing to respond to the 'Our Freedom Prize 2023' call for proposals.

\*DUDeH: in French, 'DUDH' is an initialism for the Universal Declaration of Human Rights. The first name DUDeH is a play on the word 'dude'.

## **Participants**

### **Léna and Thimothé**

Two students who responded to the 'Our Freedom Prize 2022' call for proposals and nominated the Child's Right and Rehabilitation Network, the 2022 laureate.

### **Sara**

Member of the Freedom Prize 2022 international jury.

### **Claire**

Geography, history, and moral and civic education teacher at Pierre Simon de Laplace upper secondary school, who has participated in the Freedom Prize for 3 years.

### **Margaux**

Geography, history, and moral and civic education teacher at Ferdinand Buisson upper secondary school, who has participated in the Freedom Prize for 4 years.

### **Caroline**

Adult educator specialising in adapted learning, who supports young adults with disabilities or learning difficulties.

### **Nicole Ameline**

President of the International Institute of Human Rights and Peace, and member of the United Nations Committee on the Elimination of Discrimination Against Women.

### **Jonas Bochet**

Director of the International Institute of Human Rights and Peace.

They appear in the manual in the form of correspondence and interviews.

## Pictograms in the textbook



Activity



Activity tested and approved by teachers who have benefited from educational support



Example



Interview



Key point

## Editorial

At a time of great historical and civilisational changes, existential, health and climate crises, and digital transition, we need a new ethical compass more than ever. The human rights for which the UN is the virtual home express this universal consciousness.

Although in the 20th century, we succeeded in defeating one of the worst fates that shaped the history of the European peoples, it is clear that freedom is still a daily struggle.

Given its history, France has always been at the forefront of this struggle, but today no country can take on this responsibility alone. Only the combined strength of the multilateral system, Europe, and human rights and civil society institutions can achieve this. I would add, here in Normandy, the Regional Council - which, with the Liberation, plays a key role in world history.

With the Normandy Peace Forum and the Institute for Human Rights and Peace, the Normandy region sets an example of responsibility and political innovation. Its action in the area of decentralised cooperation, combining development goals with respect for human rights, is a case in point. We know the current challenges: destitution and poverty; war; inequality and discrimination that still affects women, including the worst forms of exclusion; new forms of slavery, including the persistent horrors of human trafficking. Human rights are not just basic obligations - they are the first step towards addressing the issues of our time.

Along with the major international conventions, the United Nations Sustainable Development Goals are a universal roadmap. In addition to these known threats, new areas of knowledge are opening up which, from life sciences to the digital transition, come with high hopes, but also potential infringements of our fundamental freedoms.

With the aim of broadening its human rights education and training activities, the Institute for Human Rights, alongside its regional partners and UNESCO, follows this universal approach to building peace and mobilising current generations for a fairer world of freedom, as the foundation of modern humanism.



**Nicole Ameline**

President of the International Institute  
for Human Rights and Peace.

Member of the United Nations Committee  
on the Elimination of Discrimination Against Women.

# **SECTION 1**

## **Participating in the Freedom Prize**



## Presenting the Freedom Prize to my group

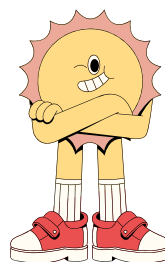


Hello, everyone! This year, I've decided to get my group involved in the Freedom Prize. DUDeH is going to help me take ownership of the project and carry it out in my class.



Hello, DUDeH. Tomorrow's the big day. I'm presenting the Freedom Prize to my young people. I hope they won't be afraid and it'll be a bit different to normal lessons.

Let's ask some young people what they thought of it!



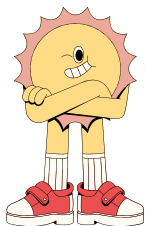
**from :** Léna and Timothé  
**to :** DUDeH and Madame Darbus

We were happy to take part in the project, but we didn't realise the scale of it. It took some time to really understand its scope.



**from :** Sara  
**to :** DUDeH and Madame Darbus

The Freedom Prize also highlights the importance of working for the rights we take for granted. Actually, they're not guaranteed. Men and women fought for our rights, our freedoms, and it's up to us, the younger generation, to continue their struggles.



After 4 years' experience participating in the Freedom Prize and going into classrooms, I've realised the importance of taking the time to present it. To talk about the project while making young people feel like the key players from the start.

## **Presenting the Freedom Prize to your group**

The Freedom Prize is an educational project aimed directly at young people. So, you must present it to them while making them the players from the start. It's important that they believe it's aimed at them, that it's their voice that matters.

### **What is the Freedom Prize?**

The Freedom Prize is an educational project that each year invites young people aged 15 to 25 in France and around the world to nominate an individual or organisation engaged in an exemplary and recent struggle for freedom. It asks them about human rights and freedoms.

Finally, it's a project for you. You shape it, with friends in your group but also with young people all over the world. Let me explain.

### **A project for 15-25-year-olds all over the world**

As young people aged between 15 and 25, you are asked: 'Who do you think defends our rights and freedoms in 2023? In this project, you are asked for your views on causes, topics and issues related to the human rights and freedoms you care about and on which you want to be heard. The Freedom Prize gives you a space where you are the key players. Your ideas and arguments matter and will be instrumental.

## **A struggle for freedom?**

Throughout history, we have seen various struggles that have secured rights and freedoms. In all struggles for freedom, there were leading figures who shaped history and other players who remained anonymous but had a key role in improving freedoms. The struggles continue and others have arisen over the years, but what are they today? Who, in 2022-2023, is engaged in daily struggles to secure more rights, more freedoms? Who are the new Simone Veil and Rosa Parks, the new Martin Luther King and Nelson Mandela? Are yesterday's struggles the same as today's? What means to act do we have today? Are the struggles the same everywhere or are they different? Do we all have the same priorities in terms of rights, freedoms, equality and justice?

### **First stage of the project: Call for proposals - your means of expression on the Freedom Prize**

The call for proposals is the first stage. This is your chance to shine a light on the individual or organisation you believe is a freedom fighter in 2023. Through the individual or organisation you have chosen to present for the Freedom Prize, you will be able to convey your vision of freedom, your priorities in terms of struggles and your interpretation of engagement. You will demonstrate your own engagement through the cause and individual or organisation you choose to nominate. It's a chance for you to take charge of your rights and freedoms.

The call for proposals is a form that will provide all the information you think is most important in understanding the struggle carried out by the individual or organisation you have chosen. This will be a summary of their journey and their story that shines a light on their struggle. This form is also where you will share with the Freedom Prize international panel the information you think is most important for their deliberations.

## **Second stage of the project: The International panel of judges of the Freedom Prize**

The panel is made up of 24 young people, aged 15 to 25, from France and around the world. The panel is representative of young people in terms of age, gender, geography, academic and professional background, personal experience and interests in order as far as possible to reflect a broad sample of young people around the world. The panel aims to speak for the thousands of young people who respond to the call for proposals and present struggles for the Freedom Prize. They have to nominate 3 struggles that seem to best represent the concerns of young people in 2023. These 3 struggles, which are selected after the panel's deliberations, will be put to a vote of young people in order to award the Freedom Prize 2023 to one of the 3 individuals or organisations engaged in them.

## **Third stage of the project: The vote - your voice matters**

The third stage of the Freedom Prize is the online vote. The online vote allows young people to decide between the 3 struggles nominated for the Freedom Prize. They can give their voice to the one they want to win. The vote is also an example of citizen engagement and participation in the fight for the freedoms defended by their chosen nominee.



**Lina Al-Hathloul, sister of Loujain Al-Hathloul,  
Freedom Prize 2020  
(Email dated 8 June, 2020 received after the results  
of the online vote were announced):**

'My sister has today been awarded the Freedom Prize. My family and I are deeply touched. She sacrificed her freedom and has now been rewarded for her struggle and her ideals. This is not a prize, it's recognition of the support of all these young people. I would like to thank them. By voting for Loujain, you have voted for her peaceful activism, her remarkable courage and her continued perseverance. Above all, you have shown that despite two years behind bars, Loujain is more than ever a symbol of a struggle for freedom. My family and I thank you'.

As we understand from Lina Al-Hathloul's message, young people have a special resonance when it comes to commitment and recognition. The Freedom Prize is a reflection of your voice, beliefs and convictions. It helps build your life as a citizen and your personal as well as collective engagement.

It empowers young people as citizens, but also fulfils their right to participation by offering them a space for engagement and freedom of opinion where they can give their views and express their outrage. It is an educational tool - it is by educating young people that freedoms and human rights will be vehicles for peace.

## The laureates

The Freedom Prize has already been awarded to 3 individuals and an organisation. This clearly shows that both individuals and organisations can be represented. The four struggles that have been selected are diverse, giving us a sample of the freedoms young people are concerned about and with which they would like to engage.



**Freedom Prize 2019**  
**Greta Thunberg**

Swedish environmental activist for global climate justice.



**Freedom Prize 2020**  
**Loujain Al-Hathloul**

Saudi women's rights activist.



**Freedom Prize 2021**  
**Sonita Alizada**

Afghan rapper who campaigns against forced child marriage.



**Freedom Prize 2022**  
**Child's Right and Rehabilitation Network**

Nigerian association for the protection of street children who are victims of discrimination because of alleged evil powers

## **Useful links**

To find out more about the winners of the Freedom Prize, their journey and their struggle, click on this link to go to the Freedom Prize website:

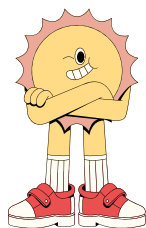
<https://prixliberte.normandie.fr/en>

Or scan this QR code:



## **Useful digital materials for your presentation**

You can also use this interactive presentation of the Freedom Prize. Here you will find all the key aspects of the project.

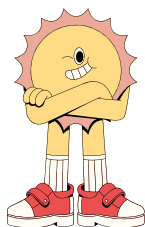


The 3 stages, key figures, useful videos for each stage and videos of the award ceremonies, making your presentation more lively and immersive.

**Once you have accessed the presentation, all you have to do is let it play.**

Or scan this QR code:





Claire is also going to share how she presents the project to her students to give you a fun and interactive idea.



**from :** Claire  
**to :** DUDeH

Absolutely, DUDeH! At the start of the year, I start presenting the Freedom Prize immediately by organising a class vote on the 3 nominees from the previous year. I use the video portraits. Each student can explain their choice verbally to the rest of the class. At the end, I explain the project and the main steps for responding to the call for proposals. I show them the questionnaire from the previous year. Finally, they get into groups (never more than 4 students per group).



**To start the project with your young people in a fun and interactive way, here's a suggestion for an introductory activity that you can find in section 2 of the textbook:**

### **Activity 1: The ball of wool**

This is an introductory activity that highlights the ties and common ground binding the young people in your group on the Freedom Prize. They are asked to answer the following question individually: What do you want to achieve by participating in the Freedom Prize? By answering using the ball of wool, they gradually build the ties that will bind them together throughout their experience. For this activity, it is recommended that you keep a record of these discussions so you can also use this introduction as a conclusion after the experience. In this way, you can draw up a summary of the project with the young people by comparing their initial thoughts to their thoughts at the end of the experience.



**I would like to introduce you to Caroline, an adult educator who specialises in adapted learning and supports young adults with disabilities or learning difficulties.**

**DUDeH : Hello, Caroline. Can you tell us about the group with whom you participated in the Freedom Prize 2022?**

Hello, DUDeH!

This year, I helped a group of 7 young people (6 boys and a girl, aged 18 to 24) and a second group of 5 boys (aged 19 to 23) to participate in the Freedom Prize 2022.

**DUDeH : How did you and your young people get to grips with the Freedom Prize?**

For me, the Freedom Prize is a great way to discuss human rights because the struggles speak for themselves. It opens young people's minds to what's happening in other countries and lets them see how the rules may differ from one system to another, which can be surprising and sometimes shocking for some of them.

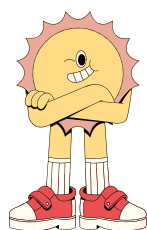
As for me, before starting work on the Freedom Prize, and even before presenting it to them, I need to get them involved in human rights in general. This happens through open conversation. In this way, I can see what they come out with, their feelings, the topics that interest them. For some it might be poverty, for others LGBTQIA+ rights, for example. That gives me a starting point without imposing anything on them. I let them take me to the subjects they want to talk about. If it's the opposite, I lose them. Building on the topics that interest them, I start by telling them about previous struggles for freedom. That opens them up to other countries, other contexts, and allows them to ask questions with human rights as the common thread.



After learning about previous struggles for freedom, I ask them several questions: if they had to honour one of them, which one would it be? Why? How would they honour it? That's when I introduce them to the Freedom Prize.

## Links with the curriculum and different teaching methods

Two examples of participation in the Freedom Prize in schools:

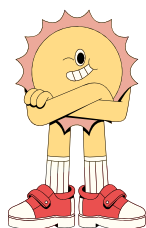


Hello, Claire! Mrs Darbus is participating in the Freedom Prize for the first time. Can you briefly describe the setting in which you participate in the Freedom Prize?



**from :** Claire  
**to :** DUDeH

I've been participating in the Freedom Prize for 3 years with a first-year class [aged 15-16] at the Laplace general and technical upper secondary school in Caen. I'm the form teacher for this class - students who've chosen to specialise in engineering and technological innovation. The majority are male, and moral and civic education, history and geography (which I teach) are often not a priority.



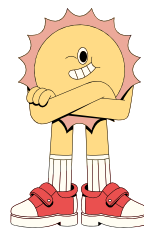
Hello, Margaux. You're a history, geography, and moral and civic education teacher. You've participated in the Freedom Prize with your classes for 4 years. Can you tell us a bit more about it?



**from :** Margaux  
**to :** DUDeH

Hello, DUDeH! I participate in the Freedom Prize as part of European history and geography lessons with both first and second-year upper secondary school students, so young people aged 15-17.

I'm helping Mrs Darbus in her first year participating in the Freedom Prize.  
Can you explain to us how the Freedom Prize fits into your curriculum?



**from :** Margaux  
**to :** DUDeH

We link the Freedom Prize to moral and civic education. It also allows us to take a geographer's approach to the political and economic situation in different countries, providing an easy link with the geography curriculum.

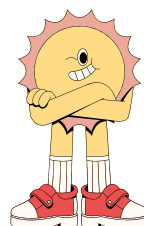


Thank you very much! But I'd also like my students to be able to learn in other ways. DUDeH, what teaching methods can we use for the Freedom Prize?

The Freedom Prize focus on a multidisciplinary approach and puts at the heart of its method education for human rights and democratic citizenship through a non-formal educational approach.

It calls upon the experience, sensitivities, knowledge, skills and competences of each individual.

The most important thing about the Freedom Prize is what learners discover and what they can learn from this learning, this experience.

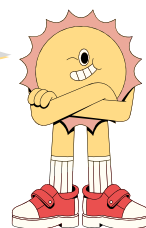




I worry about the links with my school programmes. However, the Freedom Prize is also to work on knowledge, skills of my students by involving their centers of interest and stimulate their sensitivity.

I better understand the multidisciplinary aspect which also can be found in the implementation methods of the Freedom Prize. However, can we still go through the details of the different forms of education?

All right, let's take a look to the different definitions.



## The Freedom Prize throughout the formal, informal, non-formal education

### The formal education

As defined by the Council of Europe, formal education refers to "the structured education system that runs from primary (and in some countries from nursery) school to university, and includes specialised programmes for vocational, technical and professional training.

Formal education often comprises an assessment of the learners' acquired learning or competences and is based on a programme or curriculum which can be more or less closed to adaptation to individual needs and preferences. Formal education usually leads to recognition and certification."

The Freedom Prize complements the learning process in the various school curricula. It contributes to the development of critical thinking and synthesis, research work, group work, but also to the development of a sense of responsibility. Indeed, it contributes to the development of critical thinking and synthesis, research work, group work, but also to the appropriation of concepts such as human rights, freedom, voting and commitment.

### **The informal education**

The informal education is defined by the Council of Europa such as : "A lifelong learning process, whereby each individual acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience. People learn from family and neighbours, in the market place, at the library, at art exhibitions, at work and through playing, reading and sports activities. The mass media are a very important medium for informal education, for instance through plays and film, music and songs, televised debates and documentaries. Learning in this way is often unplanned and unstructured." The Freedom Prize complements and structures the learning received through informal learning, such as exchanges with our neighbours, information conveyed on freedom and commitment, learning from a cultural visit...

### **The non-formal education**

Still defined by the Council of Europe, the non-formal education "covers all individual and social education programmes for young people, aimed at improving a range of skills and competences, outside the formal education curriculum. skills and competences, outside the formal education curriculum". The Council of of Europe also states that non-formal education should be: "voluntary, accessible to all, an organised process with an educational aim, participatory, learner-centred, based on individual as well as group learning, in a collective, holistic and process-oriented approach, based on experience and action, aiming at the acquisition of life skills and active citizenship, based on the needs of the participants."

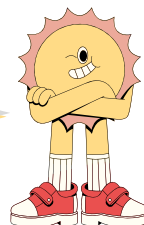
The Freedom Prize uses non-formal education by structuring the various learning activities acquired by the learner in a playful, participatory and experiential way.

This project makes it possible to provide historical and current knowledge in order to help young people understand the world around them, without sanctioning achievements through an assessment of competences. The pedagogical objectives are structured but students are not graded on their perception of freedom and commitment, which would be counterproductive. The Freedom Prize calls for the interpretation of freedom and commitment of young people in order to highlight struggles but also the concerns of young people around the world on the subject of human rights and freedoms. As you will be able to experience and observe in the activities related to the definition of freedom, the interpretation and representation of freedom and commitment are influenced by the environment in which one evolves, one's interests and personal concerns.



Finally, non-formal education is somewhat similar to the method used by the Institute.

Yes indeed! At the Institute, we carry out all our projects using the method of education for human rights and democratic citizenship.



The Council of Europe has defined human rights and democratic citizenship education as follows:

‘Human rights education’ means education, training, dissemination, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and moulding their attitudes and behaviour, to empower them to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms’ .

Human rights and democratic citizenship education is based on 3 dimensions:

- Learning about human rights: what are they? How are they protected? Who guarantees them?
- Education through human rights: the context and environment in which the activities are carried out must reflect the values of human rights (freedom of expression, respect, equal treatment, etc.).
- Learning for human rights: so each learner can draw on and enrich their skills, abilities and knowledge in a voluntary and interactive process.

Human rights education should not be forced - it should be tailored to the audience to take into account each individual's feelings and experiences. This method is practical, providing participants with an experience based on the idea that human rights should be lived and learned by doing to be understood, integrated, and later shared and disseminated.



**The Council of Europe is the continent's leading human rights human rights organisation on the continent. It comprises 46 member states, including the 27 members of the European Union.**

To find out more about human rights and democratic citizenship education, you can go to the Council of Europe website:

Accessible by scanning this QR code:







**As well as the International Institute of Human Rights and Peace, other individuals and organisations practise this teaching method. Caroline is going to tell us how she helps her young people learn in various workshops, including human rights and democratic citizenship education workshops.**

**DUDeH : Caroline, in your opinion and experience, how does human rights and democratic citizenship education make the Freedom Prize accessible to the young people involved in it?**

This method, with its participatory approach, allows me to give the floor to the young people I help with the Freedom Prize. Human rights feature throughout the learning process: listening to each other, respecting each other's opinions, freedom of expression. By respecting, listening to and accepting all opinions, we give credibility to their statements. This takes the provocative edge off some of the contributions and the young people realise that they don't need to speak by force because they're listened to, and their contributions are taken into account.

By putting human rights at the heart of their learning, human rights and democratic citizenship education makes young people believe their contributions and participation can be valid even though they're young, they may not have qualifications, they don't all have the same experiences, and they may have gaps in their schooling, learning difficulties or other problems. In the first workshops, they believe they're unable to vote, that they're not entitled to make choices. But giving them experience through fun and interactive activities makes them participants and gives them awareness. So, because they're participants, they're valid and have the ability.

## **DUEH : Do you have any tips on mastering the tools provided to run human rights and democratic citizenship workshops?**

Be comfortable and let go!

When we want to introduce content or run an activity, we have to be comfortable with it.

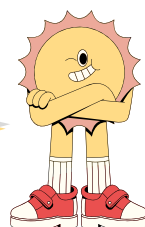
If we put in place something we're not comfortable with, young people can tell and it doesn't work. We need to learn to let go: it doesn't matter if we don't follow the proposed activity from start to finish. The collection of activities is reassuring, it's a cornerstone of the implementation of the project, but we have to adapt it to feel more comfortable with it. For example, we can highlight key words that speak to us or offer young people activities they want to try. Don't forget, the main aim is that it's enjoyable for them and they get something out of it.

## **Preparing for the 'Our Freedom Prize 2023' call for proposals: the concept of freedom**



DUDEH, what's the starting point for discussion among young people?

The starting point for young people to take ownership of the project is firstly that they take ownership of their own definition of freedom. Let's look at how to help them because freedom is a broad and intimidating concept at first!



## Defining freedom

Defining freedom is the first hurdle. Not just for young people participating in the Freedom Prize, but for everyone.

Let's take a step back. Have you asked yourself what freedom means to you? Go on, try and come up with your own definition in five minutes.

Even for us at the Institute, it's complex and can have a variety of definitions. Catherine-Amélie Chassin, General Secretary of the International Institute of Human Rights and Peace, and lecturer in public law at the University of Caen Normandy, set out the definition of freedom in an essay published in 2021 for the 'Our Freedom Prize 2021' collection of activities (page 12):

'The first hurdle is defining freedom. Because, like rights, there are subsets of freedom: freedom of movement, freedom of expression, freedom of association, freedom of conscience and religion, freedom to join a union - there is no shortage of examples. Freedom therefore exists in a litany of freedoms, which makes it dynamic and plural. We can note here that in many textbooks on human rights and freedoms, 'freedom' is not mentioned - it is freedoms that are studied in turn. Freedom is a whole that is beyond the scope of the analysis.'



**Jonas Bochet, Director of the International Institute for Human Rights and Peace, played along and shared with us his definition of freedom:**

### **DUDeH : What is your vision of freedom?**

The first idea that comes to my mind is the motto of the French Republic "Liberté-Egalité-Française" "Freedom - Equality - Fraternity". Here, freedom refers to many other freedoms: freedom to come and go, freedom of the press, freedom to demonstrate, etc. All are protected by various sources such as the Declaration of the Rights of Man and of the Citizen of 1789, the Preamble to the Constitution of 1946, the fundamental principles recognised by the laws of the Republic and the Constitution of 1958.

Beyond this first reflex, the link between fundamental rights and the notion of freedom seems natural to me. Numerous international texts protect these rights and freedoms, such as the European Convention on Human Rights or the Charter of Fundamental Rights of the European Union. Among the rights/freedoms protected by these Conventions, I think of the freedom of thought, conscience and religion or the freedom of association, also protected by a famous law in France.

I also believe that there is no freedom without education. The right to education is fundamental and allows all citizens to exercise their rights and freedoms. Through transmission, sharing and teaching, children, like adults, become aware of their rights and are able to exercise and defend them. It is therefore imperative to provide all children in the world with the conditions for a good education.

To conclude, I would simply say that this vision of freedom is very personal and is the result of my experiences and my life path. Everyone has their own vision of freedom, and the aim of the Freedom Prize is not to say which vision of freedom is good or bad. On the contrary, this project offers the possibility to share one's vision of freedom, to discuss it but also to make it evolve.

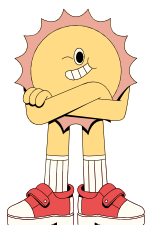
But young people participating in the Freedom Prize are asked to come up with a definition of freedom through their interpretation of the struggles they nominate. How should we define freedom with them?

Freedom as interpreted in the Freedom Prize is subjective and unique to each individual. Indeed, the struggles for freedom presented by young people each year arise from their feelings, emotions, experiences, everyday lives, and aspirations, as individuals, as a group and as individuals within society.

However, although the definition of freedom is subjective and unique to each individual, defining it is a key aspect of participating in the Freedom Prize with your group. It's essential that young people put into words what freedom means to them.

This definition will anchor their thoughts throughout their experience on the project.

By defining their vision of freedom, young people will identify the freedoms they care about and for which they want to fight.



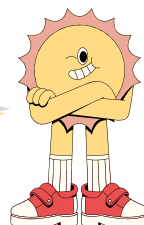
Léna and Timothé know something about that!



**from :** Léna and Timothé  
**to :** DUDeH

If we had to give one piece of advice to future participants for choosing their proposal, it would be to choose the freedoms that are most important to them.

This advice is key to starting work on the Freedom Prize. Don't forget to keep putting freedom at the heart of young people's discussions. They are nominating an individual or an organisation, but it is primarily the struggle and a cause for freedom that they are choosing.





**To help your young people draft a definition of freedom, here are two activities to choose from that can be found in section 2 of the textbook.**



### **Activity 2: The star of freedom**

The aim of this activity is to ask young people what freedom means to them, and how they interpret it. They must define freedom in words and identify it in their everyday life. This highlights the main concepts related to freedom and makes them aware of its multiple definitions by comparing their ideas and perceptions. Through their star, they can explore the individual but also collective aspect of freedom by sharing their perceptions with some of their friends, or through different but complementary concepts.



### **Activity 3: The flower of freedoms**

This activity provides an opportunity to reflect on the ranking of freedoms, but also their complementarity. The flower makes young people think about current threats to freedoms and identify solutions to each of them. The students compare their ideas and opinions. The flower also allows them to question their relationship with freedom in their everyday life, education, environment, knowledge, etc.



**While you were thinking about the threats to your flower of freedoms, I took the opportunity to ask Jonas Bochet for his opinion on the issue by looking at a real news item:**

**DUDeH : In June 2022, the United States Supreme Court revoked the right to abortion. What do you think are the consequences of this decision in terms of freedoms, in the United States but also internationally?**

This regrettable decision will have a major impact on the rights of millions of women in the United States but also throughout the world. Very concretely, millions of American women will no longer have access to this right. This will lead to a break in equality that was unimaginable just a few months ago: depending on the American state in which she is located, a woman will be able to access abortion or not. A woman in California will thus be able to continue to enjoy this right, whereas a woman in Texas can no longer have an abortion.

Beyond this questionable breach of equality, the right to abortion reflects the notion of the interdependence of human rights. This means that several other rights are directly impacted by this decision of the US Supreme Court. Through the right to abortion, the freedom to dispose of one's body is protected: a woman is free to choose what she does with her body. Preventing a woman from having an abortion means going back on this right to control her body, which is enshrined in numerous international human rights conventions.

The right to abortion is also the right to social security. A State that recognises the right to abortion protects all women who wish to benefit from a medical intervention to terminate a pregnancy. It is then ensuring them health, quality care, and medical and psychological support in complete safety. Numerous studies show that banning abortion does not prevent women from having abortions. They will do so in much more precarious and dangerous conditions, putting their health at risk. The right to abortion is also a question of recognising women and their rights, their status and their freedom of conscience.

To take away the right to abortion is to restrict women to the role of mother and to maintain the image that a woman is necessarily a mother, capable of loving and sacrificing herself.

By criminalising the right to abortion, the US Supreme Court demonstrates that even the most inalienable rights are not acquired and are not irreversible.

This decision will also have a global impact. This country is the world's leading power and likes to call itself the "protector of democracy". The message sent is incredibly negative and reflects, in a way, the decline of the values carried by the United States. How strong a message will the US send to the Afghan Taliban when they demand respect for women's rights? In reality, this decision sends a strong message to all nations inclined to remove or limit women's rights. It means to the world that women will never be at peace, never be equal to men, and will always face more obstacles, more abuses, more struggles. By revoking this right, the Supreme Court is vindicating those states that believe they own women's rights and freedoms.

## **Freedom and its stakes**

It's important for young people to open their minds to several issues related to freedoms and human rights. The same struggle for freedom can be carried out in various ways, in different places around the world, with different stakes. To understand the stakes of a struggle for freedom, you have to keep in mind and take into account the context.

When we talk about context, we may be referring to several things: the social context, the environmental context, the economic context, the political context, etc. Family or personal background may also be an important part in a struggle for freedom: does the struggle come in response to a particular experience or situation? Other triggers of a struggle for freedom may include feelings, emotions and the management of specific events.



Context is also reflected in the scale of the struggle: is it carried out locally (in a country, part of a country, a city), regionally (a region of the world) or globally? All of these aspects shape the stakes of freedoms as well.

For example, a struggle for women's rights in France and a struggle for women's rights in Afghanistan do not share the same context and the stakes are not the same. In France, one of the stakes of the struggle for women's rights is pay equity, for example. In Afghanistan, in light of the social-political-economic context, one of the stakes is getting girls back to school.



**To prepare young people to take into account context and understand certain stakes for freedoms, I suggest the following activity, which can be found in section 2 of the textbook.**

#### **Activity 4: The freedom galaxy**

This activity is a role play where participants play residents of a fictional galaxy. In groups of 3-5, they are asked to think about the issues facing their planet regarding respect for, securing of or improvement of freedoms. They have to analyse the context in order to make the choices that seem most appropriate to the situation. Each proposed planet reflects modern contexts and issues.



**Jonas Bochet, Director of the International Institute of Human Rights and Peace, talks once more to DUDeH:**

**DUDeH : In light of recent events, what are the main challenges to overcome and priorities for action in 2023 with regard to freedoms and human rights?**

In 2023, the challenges are unfortunately multiple. As Director of the International Institute for Human Rights and Peace, I believe that one of the major challenges remains access to education. As we saw during the health crisis and more recently with the conflict in Ukraine, education is one of the first rights to be trampled on. Yet education is one of the keys to the emancipation of the younger generation and one of the most important aspects of the notion of freedom. Through the right to education, we know our rights better and we learn to live together, despite our differences. We know that education is a massive weapon in the fight against discrimination and different forms of oppression. It allows us to fight against extreme poverty and enables everyone to have an adequate standard of living.

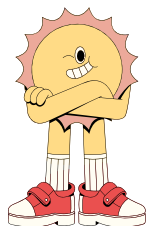
It is through education that people rise up and do not accept the abusive influence of their leaders. It is also through education that we are able to act, mobilise and fight for our rights when they are threatened.

**DUDeH : In your opinion, what role do young people and their engagement play in helping to overcome these challenges?**

There is too often a tendency to see young people as the future generation of citizens. But this is wrong. They are already full-fledged citizens and their courage and commitment are already leading to major changes in society. In 2018/2019, it was young people who mobilised to draw adults' attention to climate change and the urgent need to mobilise for climate justice. The summer of 2022 only proved this movement right and many heads of states and governments had to rethink their plans to fight climate change more actively.

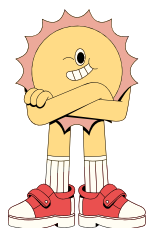
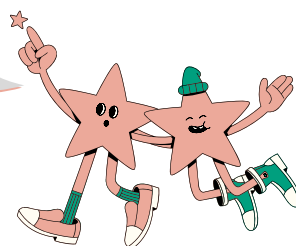
The younger generation has also made its voice heard on the issue of women's rights and LGBTQI+ people. They have been able to make themselves heard, deconstruct their generation and change the representations that have been built up over the years. It is a courageous, emotional, but committed generation. Every year, we receive a real lesson when we see the number of responses to the call for proposals "Our Freedom Prize" and when we discover the multitude of personalities and organisations, known or not, proposed. The arguments and debates that we are lucky enough to attend in class or at the jury are a real source of inspiration. Today's youth is shaking us up, shaking our consciences, deconstructing our representations and ideals.

## Preparing for the 'Our Freedom Prize 2023' call for proposals: the concept of struggle and engagement



Hello Lee and Berty. To prepare you for for the call for proposals "Our Freedom Prize 2023", I suggest that we look together at the notion of commitment, the fight for freedom.

DUDeH, what is an 'exemplary struggle for freedom'?



That's a very good question, Lee and Berty! I'll tell you.

An exemplary struggle for freedom involves actions that promote the securing of access to and improvement of freedoms and rights through small everyday acts and various means of action, which may or may not include risk-taking. These are individuals or organisations that fight for the common good and promote a culture of peace.

Throughout history, we have seen various struggles that have secured these rights and freedoms. In all struggles for freedom, there were leading figures who shaped history. Other players remained anonymous but had a key role in improving freedoms. The struggles continue and others have arisen over the years, but what are they today? Who, in 2022-2023, is engaged in daily struggles to secure more rights, more freedoms? Who are the new Simone Veil and Rosa Parks, the new Martin Luther King and Nelson Mandela?

Do freedom fighters work in the shadows, or do they get extensive media coverage? Are yesterday's struggles the same as today's? What means to act do we have today? Are the struggles the same everywhere or are they different? Do we all have the same priorities in terms of rights, freedoms, equality, and justice? Do we all share the same context?

An exemplary struggle for freedom may differ from one person to another. Again, it comes down to our feelings and experiences. For some, an exemplary struggle will be chivalrous, almost heroic. For others, it will be fought in the shadows. Some people think an exemplary struggle for freedom is carried out peacefully; others believe some forms of violence are necessary.

### **Means of action**

All struggles for freedom use unique means of action, regardless of the topic, cause, freedoms and rights defended.

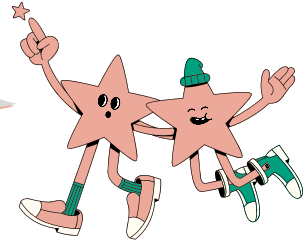
A means of action is how we achieve our goal or objective, or engage in a struggle. It's what we do to achieve our ends.

In addition to the freedoms defended and the cause fought for, it's important that you agree with the means used.

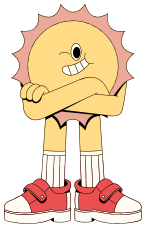
Some means of action may be controversial and this may not be an obstacle. However, you must ensure that:

1. The means of action used are in line with your values and beliefs. This is not a requirement, but guidance. If you agree with how the struggle is carried out, regardless of the means used, you will be in a better position to justify and present your proposal and find the right arguments.
2. The means of action used, like the struggle as a whole, are in line with the goals and principles of the United Nations, as defined in the preamble and Chapter 1, Article 1 of the United Nations Charter of 26 June, 1945.

What do these goals and principles say?



Here's the text I'm referring to. Take the time to read it and discuss it amongst yourselves. In fact, it could also help you filter your choices.



#### WE THE PEOPLES 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'.

United Nations Charter, Chapter I:

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'.

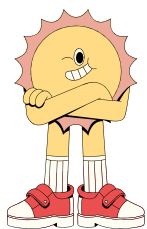


**In order to consider means of action for a struggle for freedom, I suggest this activity, which can be found in section 2 of the textbook.**



### **Activity 5: What's your choice?**

This role play activity puts young people in the shoes of someone facing a situation where their freedoms are at stake. The character can choose whether or not to act, and how to act. This flexible activity, involving individual participation, combines debate and oral arguments. Throughout this activity, the various cases discussed allow for comparison between different situations of varying severity, with different characters and different scope for action. What's interesting is raising issues of privilege and equality in the face of danger.



Margaux, I think you've done this activity in your class, did you?  
What did you think of it?



**from :** Margaux  
**to :** DUDeH

Indeed. This activity was popular because it makes students aware of the variety of struggles and questions their own engagement.



### **Key points**

It's important to address the issue of privileges within a struggle for freedom. Of course, everyone will have a different opinion on this issue if you address it in class, but it's an interesting topic on which to compare opinions.



Is being able to engage in a struggle for freedom a form of privilege? Can we all engage in a struggle for freedom? What do we risk? Do we all face the same risks and dangers?

These questions also allow context to be analysed from a different perspective, requiring a step back and therefore more honesty.

Freedom sometimes also involves taking risks. The risks may be more or less dangerous. Not everyone puts their life at risk, but it's interesting to give rise to discussions on the interpretation of risk-taking: its extent, whether it's inevitable in carrying out a struggle for freedom, how to measure it, etc. That's why sound analysis and understanding of the context is always required.

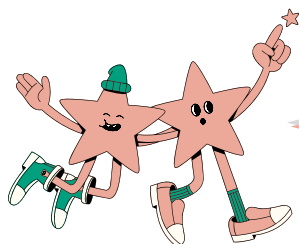


**To learn about freedom fighters and different forms of engagement, I suggest the following activity, which can be found in section 2 of the textbook:**

#### **Activity 6: Freedom fighters**

This activity involves learning about various freedom fighters, all engaged in a struggle for freedoms. None of the same share the same context or have the same stakes, but they may have similarities. Participants are tasked by the Inequalities Observatory with solving given problems and have to call on some freedom fighters whom they consider best able to help them. This is a collaborative group activity, guided by the challenges to be addressed.

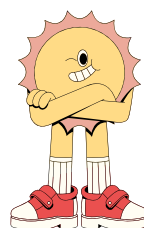
## Finding your struggle for freedom



DUDeH, this is really hard, we don't know how to choose. There are too many choices, too many topics we want to address. How do we do it? How can we be sure it's THE struggle for us?

Let's go back to Léna and Thimothé to find out a bit more about what was going on in their heads when they too had to choose their proposal.

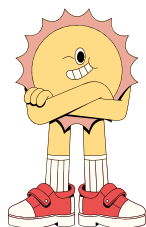
Léna, Thimothé, can you explain to Lee and Berty what you thought about before making your choice?



**from :** Léna and Thimothé

**to :** DUDeH, Lee and Berty

Before choosing this association\*, we asked ourselves what freedoms were most important for us to defend and the criteria we wanted in our candidate: whether it was an association, whether it fought for one or more causes, whether the struggle was well known, how it was fought, etc.



You talk about criteria - that's good because that's exactly where you should start when it comes to finding THE struggle, as you put it! Let me explain why having criteria is essential in getting you started.

\*Reference to the Nigerian association Child's Right and Rehabilitation Network (CRARN), winner of the Freedom Prize 2022.

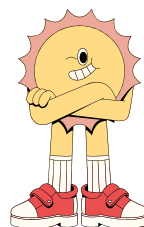
## Draw up criteria to focus your search

What are criteria? Criteria are particular features of a struggle that help identify what's important to young people. They may be thought of as representing an ideal version of the Freedom Prize 2023 winner. The idea is to share everyone's vision of the ideal winner in order to filter their wants and preferences. Thinking about criteria can also be considered as profiling: drawing up a description of the ideal Freedom Prize winner. This allows young people to find several ways to start their research work and identify the criteria they see as non-negotiable (the individual or organisation they will choose to present must meet this criteria) and the criteria that is less significant in their choice (if the individual or organisation meets this criteria, great, but if not, they'll do).



That seems like a good starting point for finding a struggle, but how can I guide my students on these criteria?

I'm going to show you an educational activity we've used at the Institute, precisely so young people can engage with this discussion as the starting point for their research work.



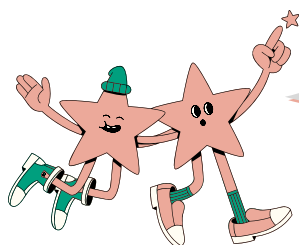


On order to start a discussion on the criteria that will guide young people's choice, I suggest the following activity, which can be found in section 2 of the textbook:



### Activity 7: Photofit

This is a conceptualisation activity. Through various questions covering different issues (freedoms, means of action, controversies, scale of the struggle. etc.), participants are asked to discuss their ideal Freedom Prize winner in groups. By answering each of these questions, they filter their wants and preferences to reach starting points for their research work and find the individual or organisation they want to nominate for the Freedom Prize 2023.



Léna, Timothé, what were your criteria in choosing Child's Right and Rehabilitation Network (CRARN)?

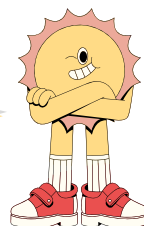


**from :** Léna and Timothé  
**to :** Lee and Berty

We chose CRARN because we wanted an association that fights for a little-known cause. What's more, CRARN brings together the freedoms and rights we wanted to defend, namely the right to education and the right to health. We like the way CRARN carries out its struggle. It combines action on the ground and prevention, which we think is effective. Another factor that led us to make this choice was giving the association visibility. Even if it didn't win the prize, it would have raised awareness of CRARN and its struggle among the international panel.

Thank you very much for this account. Let me just emphasise that the Freedom Prize is not a competition. It's a sometimes difficult exercise, but it's best not to use the language of competition.

That would mean some struggles are worth more than others. The aim of the Freedom Prize is to shine a light on struggles for freedom, not to put them in competition with each other.



### Key point

It's important that young people take the time to consider the various features they want to see in the struggle they will nominate.

In fact, the defining characteristic of the Freedom Prize is the choice of those who nominate an individual or organisation. It's important that they take the time to think about what matters to them. They can draw on their emotions: what situations move them, make them angry, make them want to get involved? What situations do they feel comfortable enough with to give their views? It's important to guide them in their discussions and direct them to information sources that will allow them to narrow down their choice. However, it's also important not to choose for them. A choice that is entirely their own will be easier to work with, more relevant, more powerful.



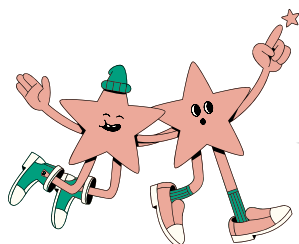
**Claire, history, geography, and moral and civics education teacher, shares her experience supporting young people's discussions:**

**DUDeH : How do your students end up choosing the proposal they submit for the Freedom Prize?**

They're still getting there.... However, you have to guide them with a questionnaire that allows them to target the freedom they want to defend, the location, the means used and the profile of their 'Freedom Prize' nominee. I always try to make sure it's not a default choice because wanting to shine a light on a cause will be their main motivation for further work. You have to give them time to discuss, share ideas and present their arguments in their group.

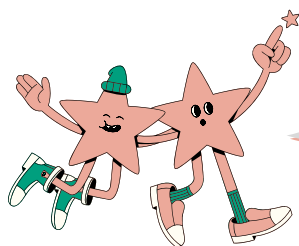
**Do you have any good practices to share to help a group of young people with their Freedom Prize call for proposals? What would you advise if one of your colleagues wanted to participate in the Freedom Prize for the first time?**

The teacher's role is key. They must help groups choose their 'Freedom Prize' proposals and make sure it's not a random or default choice. But the most time-consuming work is helping them with their research.



Mrs Darbus asked us to choose criteria we care about, but I'm worried that our criteria aren't the ones expected by the international panel of judges of the Freedom Prize during their deliberations...

Wait, I know Sara, who was on the panel for the 2022 edition. Maybe she can answer this one.



Hi, Sara. Can you tell us a bit about how you made your selection during your deliberations?



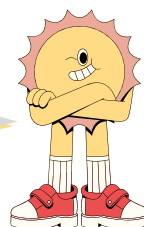
**from :** Sara  
**to :** Lee et Berty

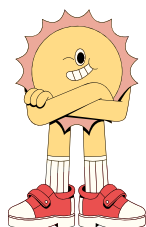
Hi, Lee and Berty! The criteria of members of the panel emerged quite naturally, in my opinion. The first and I think most important was to learn about a little-known cause/struggle. To promote an individual or organisation that doesn't have a global presence. Our motivation was really to shine a light on an unknown cause. And, above all, to provide financial support to an organisation or individual with no or few resources.

This association (Child's Right and Rehabilitation Network, 2022 winner) won because we felt that children are the future of this planet. If they can't get an education, what will happen to future generations? Children are the hope of tomorrow; they, in turn, will be able to fight for rights and against injustice. It's essential that everyone has the chance to better themselves in this unequal world.

Thanks, Sara, it's nice to give them an answer. But remember that the criteria of members of the panel are revised each year. For this reason, members of international panel of judges also call on your feelings, experiences and wants, both as an individual and within a group.

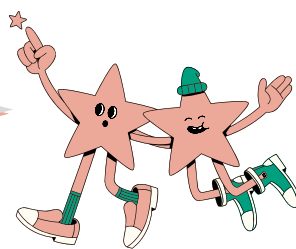
You too should think about your definition of freedom, what you believe in and what you want to defend. Always follow this guideline: what best represents young people's concerns?  
Whoa! What a responsibility!



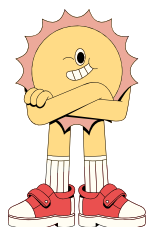


Lee and Berty, no two panel of judges are the same, so the criteria that will determine their choice will very much depend on the collective intelligence. In conclusion, make sure you make a choice you believe in. Whatever happens, this struggle will be brought to light and studied by members of the panel.

We might have found someone who meets some of our criteria for the Freedom Prize 2023. But she's in prison at the moment. We don't know whether we can nominate her?

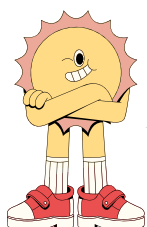


This is a question that comes up every year and I have two specific examples to answer it. In 2019, Saudi blogger Raif Badawi was one of the three freedom fighters nominated for the Freedom Prize vote. He was in prison when he was nominated.



In 2020, the Freedom Prize was awarded to Saudi women's rights activist Loujain Al-Hathloul. When she received it, she was in prison and her family didn't know much about what was happening to her.





For these two individuals, the very fact that they were in prison was seen as strong action for freedom - they were fighting for it at the cost of their own. It's a powerful symbol and was recognised by young people several times.

The Freedom Prize also allows you to speak out about situations, living conditions, violations of our rights and constraints on our freedoms as a human being.

### **Understand and analyse all the features of the chosen struggle**

Choosing a cause to defend is one thing; finding arguments in support of this struggle for freedom is another. Before starting to draft the proposal, set out arguments and summarise, I advise you to help young people gain a holistic understanding of the topic they are addressing. Indeed, although they nominate an individual or organisation, bear in mind that the Freedom Prize rewards a cause and a struggle for freedom carried out by an individual or organisation. So it's the struggle itself that they really need to understand in order to develop arguments in support of the individual or organisation.

To achieve this, you can ask them to see the chosen struggle as a tree. A struggle for freedom is made up of roots and branches. The roots are the causes, origins and context that led to the struggle. The struggle is the trunk of the tree. The branches are the consequences, actions and effects of the struggle.

Before even knowing the identity of the individual or organisation they want to nominate for the Freedom Prize, it's a good idea to analyse the causes and consequences of a struggle for freedom. This can identify more specific topics and thereby allow them to filter their search further. Indeed, a struggle for freedom may have several different.

Let's take the example of a struggle for climate justice:





The tree shown above can be completed with the following activity, which can be found in section 2 of the textbook. There you will find all the instructions to support your group.

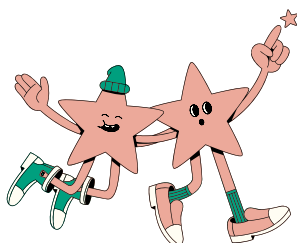
### Activity 8: The tree of freedom

This activity is a tool for analysis, organisation of ideas and research. Just like DUDeH's tree on a struggle for climate justice, this tree of freedom can be used to highlight the origins, causes and some aspects of the context of a struggle for freedom. This activity also encourages participants to think about the consequences of a struggle for freedom: what are the limits? The effects? Are there any controversies? What actions can be taken? What's the impact or scale of the struggle? Through this activity, you can also ask them to consider prospects and potential changes.

Berty, a group in your class want to work on animal rights. You weren't there, but during the lunch break, there was a debate on whether this struggle could be a struggle for freedom. I must admit, I'm finding it hard to take a view. I'd love to hear your opinion.

Personally, regardless of the cause, I think the first question to ask yourself is: what freedoms and what human rights are at stake?

And like Mrs Darbus showed us with the tree, we can then analyse the impact and consequences on our freedoms as men and women.



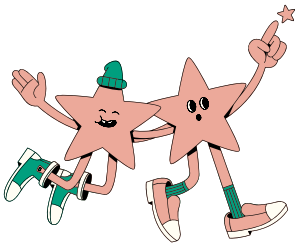
So you have to think about what this struggle will bring about in our everyday life and our future as human beings. Admittedly, struggles for freedom are sometimes less obvious.

For example, if we take Greta Thunberg's struggle, I remember when my brother took part in the Freedom Prize in 2019, he didn't really understand what environmental issues had to do with defending our freedoms.

He said that, when DUDeH came to his class, they were able to analyse and understand more about the struggle.

It was actually a struggle for climate justice. In addition, Greta Thunberg's struggle also raised issues of inequalities related to climate change, man's impunity for destruction of the planet and resource issues, and what that entails for human survival...

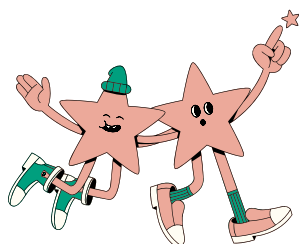
Luckily, we do this project in pairs! Thanks, Berty.



### Key point

You can nominate a deceased individual or dissolved organisation for the Freedom Prize, as long as their struggle included a specific action between 2020 and 2023.

## Completing the 'Our Freedom Prize 2023' form



We're starting to complete the 'Our Freedom Prize 2023' form. Léna, Timothé, how was your experience of completing the form?



**from :** Léna et Timothé  
**to :** Lee et Berty

We really enjoyed working on the call for proposals. Both the research and drafting the application. The hardest thing was writing the proposal. We had to not only write a description and answer the questions, but also be convincing so our proposal would be selected by the panel.

The 'Our Freedom Prize 2023' call for proposals form has several questions allowing young people to present the individual or organisation chosen, in their own words. The form requires research work as well as drafting and summarising. To ensure both the supporting adults and the young people understand the form, I suggest browsing the various questions and the expected answers.

### 'Our group'

This section collects information about the group:

#### 1 - Nature of your group

Country: state the country from which the form is being submitted

Example: France

Town/city: state the town/city where the form is being completed

Example: Saint-Émilion (33)

Are you participating in an educational setting or via an association?  
If you tick 'yes', you'll have to provide information on the organisation with which the group is participating in the Freedom Prize.  
Example: Agricultural upper secondary school

Contact details of the organisation.

If you tick 'no', that means you're participating in the Freedom Prize independently. You'll still need a responsible adult, who can be a member of the group as long as they're over 18.

## 2 - Responsible adult for your group

The responsible adult will be the contact person if required in relation to the group's participation in the Freedom Prize. The responsible adult must be at least 18 and may be part of the group as long as they're not over 25.

## 3 - Composition of the group

To respond to the 'Our Freedom Prize 2023' call for proposals, a proposal must be submitted by an individual or a group of 2 or more people. However, group work is recommended. Working together allows for discussion and differences of opinion, which strengthens the argument.

Everyone who responds to the 'Our Freedom Prize 2023' call for proposals must be aged between 15 and 25.

You must give details of the composition of the group and the identity of everyone in it.

### **'Profile'**

This section brings together all the information on the identity of the individual or organisation nominated.

In this section, young people are asked to give contact information for the individual or organisation. This information, if known, is essential to be able to contact the individual or organisation if the group's proposal is one of the three nominated for the Freedom Prize.

## The questions to the form “Our Freedom Prize 2023”

### What freedoms?

Here, young people must shine a light on the freedom(s) at stake in the struggle they have chosen. They have to select 1 to 3 freedoms from a list. The freedoms and rights listed are those that come up most often in the struggles nominated. Of course, this list is not exhaustive and they can select the ‘other’ box if no suggestion matches their analysis of the struggle nominated.

The Freedom Prize is an educational project aimed at questioning young people’s vision of freedom. Therefore, it’s important that they set out, in a few words, their arguments in support of their choice of the freedom(s) selected. Their explanation is even more important than the identification of the freedoms at stake via the list. So it’s a good idea for them to share their interpretation of the freedom(s) chosen.



**heck in the list below the freedom(s) that best match the fight led by your Freedom Prize 2023 (3 maximum choices). (maximum of 3 choices).**

The freedoms at stake in Greta Thunberg’s struggle (according to DUDeH’s interpretation):

- |   |  |
|---|--|
| <input type="checkbox"/> Women’s rights                     | <input type="checkbox"/> Child rights                              |
| <input type="checkbox"/> LGBT+ rights                       | <input type="checkbox"/> Ethnic minorities rights                  |
| <input type="checkbox"/> Rights of persp, with disabilities | <input type="checkbox"/> Refugee rights                            |
| <input type="checkbox"/> Freedom of speech and opinion      | <input type="checkbox"/> Freedom to love the person of your choice |
| <input type="checkbox"/> Right to protest                   | <input type="checkbox"/> Freedom to love the person of your choice |
| <input type="checkbox"/> Sexual freedom                     | <input type="checkbox"/> Freedom of movement                       |

- |   |  |
|---|--|
| <input type="checkbox"/> Right to education   | <input type="checkbox"/> Right to health   |
| <input type="checkbox"/> Right to security of person                                | <input type="checkbox"/> Right to life   |
| <input type="checkbox"/> Right to a fair trial                                      | <input type="checkbox"/> Right to human dignity  |
| <input type="checkbox"/> Right to have control over your own body                   | <input type="checkbox"/> Right to access to culture and leisure                            |
| <input checked="" type="checkbox"/> Right to participate in civic or political life | <input checked="" type="checkbox"/> Right to live in a healthy and sustainable environment |
| <input type="checkbox"/> Right to decent work                                       | <input checked="" type="checkbox"/> Right to an adequate standard of living                |
| <input type="checkbox"/> Right to a cultural identity                               | <input type="checkbox"/> Right to identity   |
| <input type="checkbox"/> Combating inhuman and degrading treatment                  | <input type="checkbox"/> Combating racism and discrimination                               |
| <input type="checkbox"/> Combating oppression                                       | <input type="checkbox"/> Combating social exclusion  |
| <input type="checkbox"/> Other  | <input type="checkbox"/> Fight for democracy   |

You can reformulate or specify the freedoms you have selected depending on the fight chosen (or if you have checked "Other")

1 - Right to an adequate standard of living in order to fight against inequalities related to climate change

2 - Right to live in a healthy and sustainable environment by protecting natural resources and biodiversity, but also promoting social, environmental and economic actions for a more responsible, respectful and fair future

3 - Right to participate in civic and political life by using freedom of expression, engaging with politicians and speaking at international forums.





## Key point

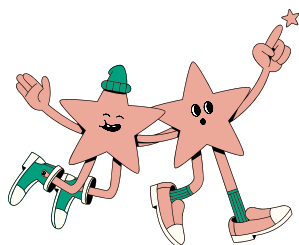
Please note that this is not an exhaustive list of freedoms. It is taken from the freedoms set out in the Universal Declaration of Human Rights and also reflects the interests of young people who have participated in previous editions of the Freedom Prize. This list may also help young people consider the concept of freedom and put into words their personal view of freedom of the values that their struggle for freedom entails.

## What fight?

This question provides insight into the roots of the struggle: what are its causes and origin? Why is the individual fighting for this freedom? Why was the organisation founded? Why was it necessary to set up an organisation to protect certain freedoms? What was the trigger (a specific political, social, economic or environmental context)?

The cause or origin of a struggle may also be a personal event. This second question lies at the heart of all the discussions young people will have throughout their participation. Understanding the context means understanding why the struggle arose, why it was necessary and its impact. This also allows them to understand the difficulties that the individual or organisation may encounter in carrying out their struggle. This question requires a lot of research, analysis and understanding of information. Work on the reliability of sources is also required.

This question also gives young people a chance to describe the organisation's work or the activities of the individual carrying out the struggle. It's worth elaborating on the areas of action of the struggle. Finally, still with a view to analysing and understanding the 'roots and branches of the struggle', it's a good idea for young people to highlight the objectives, impact or prospects of the struggle. They will then reflect on the scale of the struggle: short, medium or long term.



Claire, you've been helping your students with the call for proposals for several years. Why is it important to understand the context of a struggle?



**from :** Claire  
**to :** Lee et Berty

Research on the background of their 'Freedom Prize' nominee will make students aware of phenomena studied in the geography curriculum (international mobility, unequal development, etc.). In short, it will give them the 'highlights of the modern world'. They are sometimes faced with international situations that you need to shed light on. So contextualisation is key. The support of a school librarian is invaluable.



**You must now present and explain the fight for freedom you have chosen.**

With global warming, temperatures are rising, droughts are becoming more extreme and the ice is melting faster. The world is seeing an increase in natural disasters:

- March 2019: cyclones Idai and Kenneth in Zimbabwe, Malawi and Mozambique, which caused food and service shortages in various geographical areas in southern Africa. Homes were destroyed by landslides in which residents lost their lives.
- Since the start of 2020: fires in Australia reflect the hottest year ever recorded in the country. Hectares of agricultural land were burned, as well as homes and an ecosystem destroyed by the flames.

- Since 2011, we have seen unusual droughts in East Africa, destroying crops and livestock. Residents are facing severe food shortages, causing famine, water scarcity and hunger. Many people are dying as a result of these droughts in Ethiopia, Kenya and Somalia.

These and many other natural disasters exacerbate regional inequalities at national but also international levels. In fact, as a result of lack of resources, some people are fleeing their region or country to seek refuge in a neighbouring country or on the other side of the world. Where the climate does not impoverish or kill people. An observation: climate change and natural disasters affect all countries and don't know the difference. However, when it comes to the means required to keep themselves safe, not all countries are equal, and that again exacerbates the social, economic and environmental disparities between rich countries and poor countries. However, industry giants continue to grow and get rich, ignoring environmental concerns and major human rights issues. The lack of responsiveness of politicians and governments makes the situation worse. We have to fight for greater climate justice.

In 2018, Sweden experienced a heatwave, forest fires and temperatures never before recorded in the country. Greta Thunberg, a Swedish girl aged 16 (in 2019), decided to act. She has been passionate about environmental issues since the age of 8-10 after being moved by her lessons on this subject at school. She is concerned about the environmental reality around the world and how people are directly affected by climate change. That's why, following the summer of 2018, she decided to question her country's leaders and call on them to take strong measures against the climate crisis.



**To prepare your young people to research and select information, I suggest the following activity, which can be found in section 2 of the textbook.**



### **Activity 9: Let's investigate**

By searching for clues and information and handling several types of information sources, participants are asked to put together a summary sheet of key information presenting one of the freedom fighters suggested in the activity. It is suggested here to cover the selection of information and the complementarity of resources, but it can also be used to analyse different types of struggles when addressing the issue of engagement with your group.

## **What actions?**

For this question, young people must highlight the means of action used to carry out the struggle. What are the actions taken and the objectives that the individual or organisation wants to achieve? It's a good idea to highlight the reason(s) why the actions were taken. Also, who is the individual or organisation addressing through this action (target of the action)? Is the target politicians? Heads of state? A group within society? Young adults? Adults? Children? Companies? etc. Is the aim to question them? To be heard? To make demands? To speak out? To support them? To contradict them? etc.

It is strongly recommended that you list the actions here and date them. Don't forget that for the proposal to be eligible, the most recent action must not go back more than three years, i.e. 2020. If the struggle has been going on for several years, young people may choose either to focus only on recent actions or to highlight past actions that provide a better understanding. If past actions are still ongoing today, they must be highlighted.

Young people may highlight certain means of action and criticise them. They may not agree with the means used, but still support the cause. You can encourage them to develop their own views on how the struggle is carried out.



**To complete your presentation, indicate below at least one action or type of action carried out between 2020 and 2023 by your Freedom Prize.**

(For Greta Thunberg, winner of the Freedom Prize 2019, the actions must have taken place between 2016 and 2019)

Example of action	When?	Where?
Strikes and protests	2018	In front of the Swedish parliament and in various large European cities
Use of social media	2018 to present	Instagram, Twitter
Democratic and citizen participation	December 2018	Poland, COP24
Engagement and personal actions	For several years	In her everyday life

To complete your presentation, state below at least one action or type of action carried out between 2020 and 2023 by your Freedom Prize nominee.

1 - 2018: Strikes and protests - Greta Thunberg decided to go on strike from school. This was her reaction to the climate situation in the summer of 2018 in Sweden.

Every Friday afternoon, she didn't go to school and protested in front of the Swedish parliament in Stockholm. She decided to continue her strike until September 2018, when a general election was held in her country. Her aim was simple: to attract the attention of Swedish politicians and make them take strong measures in response to the effects of climate change, but also the measures required to slow down the climate crisis. Little by little, people joined her every Friday to protest in front of the Stockholm parliament. The slogan was the same every week: 'Skolstrejk för klimatet', which means 'school strike for climate' in English. She justified her school strike on the basis that if nothing is done for the planet, there will be no point going to school to prepare for the future because there won't be a future.

2 - Use of social media: Greta Thunberg is very active on social media and uses several hashtags that quickly went viral: #Klimatstrejka, #ClimateStrike and #FridaysforFuture. Her hashtags were read and passed on by young people worldwide. So young people all over the world joined her every Friday afternoon to go on strike from school. Through her struggle and actions, young people are tackling climate issues and calling for climate justice for a more sustainable future.

3 - December 2018: Democratic and citizen participation: Greta Thunberg was noticed by world leaders and invited to take part in COP24 in Poland. A 16-year-old stood before a large number of heads of state and alerted them to the severity of the situation, describing the climate crisis as 'the biggest crisis humanity has ever seen'. Ultimately, she decided to carry out her struggle through freedom of expression and the power of words.

4 - Engagement and personal actions: Greta Thunberg carries out her struggle through her personal choices: refusing to fly, deciding to become vegan in order to limit her carbon footprint as much as possible.

## Why did you choose this individual/organisation?

This question allows young people to explain the reason for their choice: why did they decide to support this struggle? What moves them? What motivates them? What do they find inspiring about this struggle? They need to draw on their feelings and emotions to answer this question. The arguments backing up their choices are key because they allow the individual or organisation to be viewed alongside all the struggles submitted to the Freedom Prize international panel. That's why it's essential that the choice is their own. It will make the arguments and the answer to this question even more powerful and convincing.



**Explain to the international jury of the Freedom Prize why you have chosen this person or organisation and their fight.**

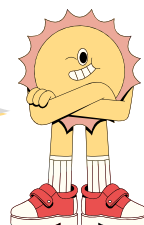
### **Extracts from the arguments of a group of young people who nominated Greta Thunberg for the Freedom Prize 2019 :**

Whatever our age, gender, country and ideals, Greta shows us that we are all free. Free to think, express our opinions and work to achieve our aspirations. And that people with autism can change the world like her. (...) We chose Greta Thunberg because this struggle affects you too. As proof, her name is now known around the world. We are all responsible for global warming. If the panel is made up of thirty young people, we hope you share the struggle. If Normandy councillors are reading this document, we hope you will fight for our planet.



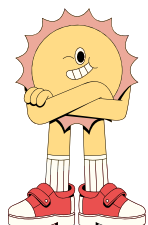
I'd love for my students to work on reasoning and persuasion. Can you recommend any activities?

In her class, Margaux uses various materials to work on reasoning. Let's see what it's all about.



**from :** Margaux  
**to :** DUDeH et Madame Darbus

We plan time to participate in the Freedom Prize: oral presentations, making signs, but also organising 'Our Freedom Prize' within the class. Each group presents their struggle and we have a vote to choose the one that is most convincing.



Thanks, Margaux! Oral and artistic arguments, and peer assessment - three interesting exercises accessible to everyone that can help your class with reasoning.

### **Does the fight encounter any difficulties?**

This question highlights any obstacles or limits of the struggle. Here are some examples: financial problems, lack of visibility, challenging political/social/economic/environmental context, strong opposition to the struggle, or means of action used.

Highlighting the difficulties faced by a struggle and its limits doesn't lessen its impact, scope or our impression of it. It's important to highlight this information in the interests of transparency and understanding the overall context. The difficulties outlined may justify the means of action chosen, the impact and/or scope of the struggle, its scale, etc.





### Potential difficulties (3 max.)

- |   |   |
|---|---|
| <input type="checkbox"/> No difficulty to report                    | <input type="checkbox"/> Financial difficulties           |
| <input type="checkbox"/> Lack of human resources                    | <input type="checkbox"/> Lack of material resources       |
| <input type="checkbox"/> Lack of support                            | <input type="checkbox"/> Lack of media coverage           |
| <input type="checkbox"/> Too much media coverage                    | <input type="checkbox"/> Lack of experience               |
| <input type="checkbox"/> Lack of credibility                        | <input type="checkbox"/> Lack of general coordination     |
| <input type="checkbox"/> Lack of freedom to act                     | <input type="checkbox"/> Authoritarian regime             |
| <input checked="" type="checkbox"/> Powerful opponents and pressure | <input type="checkbox"/> Fear of reprisals                |
| <input type="checkbox"/> High risk or danger of death               | <input type="checkbox"/> Corruption                       |
| <input type="checkbox"/> Threats or intimidation                    | <input type="checkbox"/> Unfair or arbitrary justice      |
| <input type="checkbox"/> Currently in prison                        | <input type="checkbox"/> Currently under surveillance     |
| <input type="checkbox"/> Currently exiled                           | <input type="checkbox"/> Need to stay hidden or anonymous |
| <input type="checkbox"/> Illegal actions                            | <input checked="" type="checkbox"/> Complex subject       |
| <input type="checkbox"/> Taboo subject                              | <input type="checkbox"/> Misunderstood fight              |
| <input type="checkbox"/> Criticized fight                           | <input checked="" type="checkbox"/> Problematic customs   |
| <input type="checkbox"/> Hard to change mentalities                 | <input type="checkbox"/> Worsening situation              |
| <input type="checkbox"/> Censorship                                 | <input type="checkbox"/> Fight against a law              |

☐ Too wide fight

☐ Linguistic difficulty

☐ Difficult accessing the area

☐ Difficulty imposing oneself

☐ Complicated administrative procedures

☐ Other

**You can specify below the difficulties you have identified or if you checked "Other".**

1 - Greta Thunberg's struggle for international climate justice. Her struggle is complicated because the subject isn't well known to everyone, is misinterpreted and is not given much credibility by some heads of state.

2 - By challenging them, Greta Thunberg rubs shoulders with people with global influence who do not necessarily share her ideas and beliefs. Donald Trump, for example, is a well-known climate sceptic, and one of the most fervent opponents of her and her struggle.

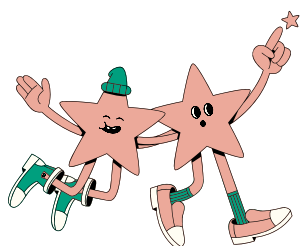
3 - Her climate struggle is only intensifying in the face of the worsening climate situation.

### **Is the struggle criticised?**

This last question is intended to help young people take a step back and critically analyse the struggle they have nominated. It's essential to highlight information on any criticism or controversy to provide a clearer picture of the struggle. Even if young people feel they are providing criticism, it won't harm the cause. Quite the contrary! Being transparent means including all aspects of your chosen struggle.

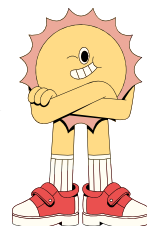
It's interesting to raise the issue of controversy or criticisms of a struggle for freedom in discussions with young people. Ask the group to give an opinion on these issues. This will allow them to compare opinions and share different interpretations in order to understand the various aspects of a struggle for freedom. They will then be able to take a step back from the various struggles nominated and develop a critical analysis of an event or situation.

The fact that there is criticism of an individual, organisation or the struggle carried out does not necessarily call into question the legitimacy of the Freedom Prize nomination. A struggle for freedom, regardless of its cause, means of action, context and protagonists, often has opponents and critics, and there is not always consensus.



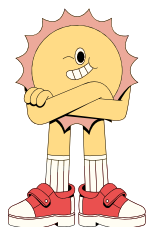
What is a controversy?

Sara, member of the Freedom Prize 2022 international panel, will answer that.



**from :** Sara  
**to :** DUDeH, Lee et Berty

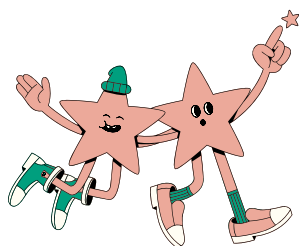
A controversy is a subject that gives rise to debate driven by differing opinions or interpretations. Controversy is often associated with aggression or violence. It is a source of fierce criticism.



Let's take the example of Barack Obama.

He was President of the United States from 20 January 2009 to 20 January 2017. In the United States, presidents are elected on 3 November and take office on 20 January. On 10 December 2009, Barack Obama, then president-elect of the United States for his first term, was awarded the Nobel Peace Prize. The Nobel Committee justified this honour on the basis of 'his extraordinary efforts to strengthen diplomacy and international cooperation between peoples', but also his vision, expressed in his speech in Prague in April 2009, of a world without nuclear weapons. However, this award was fiercely controversial. In fact, in 2009, the United States was still involved in the Iraq war. The last American soldiers left Iraqi territory in December 2011.

Iraq is still experiencing a severe political crisis. In 2009, the United States was still carrying out military intervention in Afghanistan, dating back to the attacks of September 11, 2001. The intervention ended in 2021. These declared military interventions were also accompanied by secret actions, ordered by the Obama administration. In fact, through the CIA, the United States waged a continuous and secret war against Al-Qaeda using drones in Afghanistan, Pakistan and Yemen. There were many civilian casualties of these drone attacks. The contentious US positions and military actions made this Nobel Prize, and Barack Obama himself, highly controversial. In fact, his actions were considered contrary to his image as a role model for the modern world - the first black American president and a so-called pacifist. The highest honour was therefore discredited in light of his positions and those of his administration, going against international law, human rights and freedom.



Thanks. But why highlight the negative aspects of a struggle? We choose a struggle because it moves us and brings something out in us.

So from our point of view, we have no interest in addressing criticism.



**from :** Sara  
**to :** DUDeH, Lee et Berty

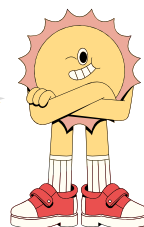
I think it's important to highlight these aspects because, whether we like it or not, they're an integral part of each cause and struggle. The Freedom Prize panels have to discuss each of the struggles as objectively and transparently as possible. So they have to know everything about a struggle, not just the positive aspects of it. Again, criticism or controversy around a struggle will not stop it from being awarded the Freedom Prize (see below).

Bear in mind, however, that the interpretation of controversies or even difficulties may vary greatly according to where we stand, our experience, our feelings, etc. We all have our own perceptions and we do not all see things in the same way.

Just like our definition of freedom and engagement, we analyse a controversy differently.

For example, the National Liberation Front (an Algerian political party founded in 1954) was considered a terrorist organisation by France, but was seen as an organisation fighting for Algerian independence by Algerians.

So you should not avoid controversies when nominating a struggle for freedom. You have to be as objective as possible, set out the facts and give your opinion! Don't be afraid to be critical. Don't censor yourself!





### Possible criticisms (max. 2 choices)

- |  |   |
|--|---|
| <input type="checkbox"/> No criticism to report  | <input type="checkbox"/> Few reliable sources on the fight                      |
| <input type="checkbox"/> Criticism of the cause of the fight                                   | <input type="checkbox"/> Criticism for the radicality of speech                 |
| <input checked="" type="checkbox"/> Criticism of the legitimacy of the individual/organisation | <input type="checkbox"/> Criticism for the honesty of the person / organisation |
| <input type="checkbox"/> Criticism for violent actions   | <input type="checkbox"/> Criticism for speech without action                    |
| <input checked="" type="checkbox"/> Criticism of actions in contradiction with the fight       | <input type="checkbox"/> Accusations of lies                                    |
| <input type="checkbox"/> Accusations of corruption   | <input type="checkbox"/> Accusations of embezzlement of money                   |
| <input type="checkbox"/> Accusations of other crimes   | <input type="checkbox"/> Accusations of sexual assault/rape                     |
| <input type="checkbox"/> Other   | <input type="checkbox"/> Hate or offensive speech                               |

You can specify below the criticisms you have identified or if you checked "Other".

1 - She began her struggle when she was very young, only 16. At that age, she spoke to heads of state all over the world and this was not well received by everyone. Some political representatives used her youth, and sometimes even her disability or physique, to justify their lack of interest and consideration of the messages she wanted to convey. Here are a few extracts: 'This young girl has a face like a cyborg that shows no emotion: she doesn't smile or laugh, doesn't look surprised or amazed, doesn't look sad or happy. She reminds me of those silicone dolls that herald the end of the human race and the advent of the post-human world. She has the face, age, sex and body of a cyborg from the third millennium, wrapped in neutral packaging. Unfortunately, this is where humanity is heading'. Michel Onfray, 'Greta la science', week of 23 July, 2019.

‘We wonder who’s behind this young girl, who’s manipulating her, who’s indoctrinating her. We’re reminded of the indoctrination of young people in totalitarian regimes - the Hitler Youth, the Maoist youth, etc.’. Yvan Rioufol, Figaro columnist, on CNews, 23 September, 2019. As the last example above shows, one of the criticisms made is manipulation of a child. Saying that Greta Thunberg is just a tool, the face of a cause that’s not her own. That adults are manipulating her to win over young people. These various criticisms have been widely echoed by public opinion, divided into two camps: pro-Greta and anti-Greta, thereby hindering collective action on issues common to all citizens.

2 - Another controversy is her journey across the Atlantic to the United Nations in New York. This trip was the subject of controversy over carbon emissions from her zero-carbon sailing trip. A spokesman for the German sailor Boris Herrman pointed out that several people flew to New York to bring the boat back to Europe after the young activist’s journey.

## **The sources**

It’s essential to provide sources for your work. Any work for which sources are not provided may be excluded from deliberations by decision of the organisers. This means young people’s work may not be submitted to members of the Freedom Prize international panel. The issue of sources is one of the main reasons for organisers intervening directly in the selection process.

Sources further your research work. It doesn’t matter if the resource is in digital or paper format. Young people must make a note of each reference they use to build their arguments. As stated above, this research work must be supervised and supported.

As well as verifying the eligibility of the individual or organisation, providing sources will give members of the panel an initial research base during deliberations if they want to access other information on them. That's why it's best not to limit yourself to the Wikipedia page. Feel free to share sources that go further in the information you provide.



**List the sources that helped you to fill out your form.**

**Link to source 1**

Greta Thunberg's speech at COP24 - YouTube:  
<https://www.youtube.com/watch?v=Bypt4H8K5dI>

**Link to source 2**

Article by Madame Figaro "Greta Thunberg, the Swedish woman who inspires youth around the world":  
<https://madame.lefigaro.fr/societe/greta-thunberg-la-jeune-activiste-suedoise-ecolo-qui-a-bouscule-la-cop24-171218-162636>

**Link to source 3**

Article Le Monde "In Sweden, Greta Thunberg, on 'school strike' for the climate":  
[https://www.lemonde.fr/climat/visuel/2018/12/13/en-suede-greta-thunberg-en-greve-scolaire-pour-le-climat\\_5396984\\_1652612.html](https://www.lemonde.fr/climat/visuel/2018/12/13/en-suede-greta-thunberg-en-greve-scolaire-pour-le-climat_5396984_1652612.html)

**Link to source 4**





**from :** Claire  
**to :** DUDeH

Research for their 'Freedom Prize' nomination takes place in the school library, assisted by our two school librarians, who help them in particular with research and source verification. At the same time, the groups start completing the online questionnaire. This is the hardest part for the students, who have to do a lot of reading and writing. The week before the deadline for the questionnaires to be sent, I use our history and geography lessons for this work.

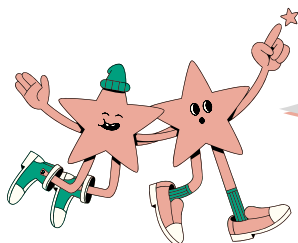


**from :** Margaux  
**to :** DUDeH

They do most of their research in these sessions. We suggest resources according to the profile of their freedom fighter (e.g. Cartooning for Peace for freedom of the press). They tend to limit themselves to digital sources and don't think to consult the resources in the library, for example, despite our encouragement.

## After completing the form

It's 10 January, 2023...



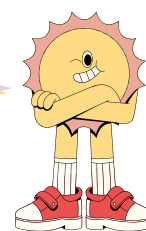
That's right, Bert. Here we are - we've completed the 'Our Freedom Prize 2023' call for proposals form. Now all we have to do is submit it.

Oh my gosh, it's crazy, it's gone so fast!  
It feels like only yesterday Mrs Darbus was telling us about the Freedom Prize for the first time...by the way, DUDeH, what happens to our form once it arrives?

That's a good question! Once you've confirmed submission of your form, some of this information will automatically be included on a summary sheet for each individual or organisation nominated.

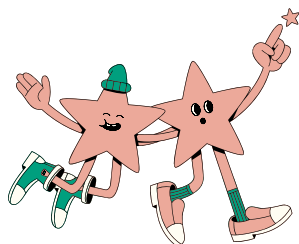
These sheets will be shown to the Freedom Prize international panel during their deliberations. Of course, all the information given on these sheets will be information you provided on your form.

No information will be added or removed by the organisers. Once the sheets have been created, the organisers will re-read them to check one last time that the individual or organisation is eligible for the Freedom Prize, i.e.:



- At least one action is mentioned that took place between 2020 and 2023;
- There is at least one source confirming the existence of the individual or organisation;
- The struggle is in line with the goals and principles of the United Nations, as defined in the preamble and Chapter 1, Article 1 of the United Nations Charter of 26 June, 1945.

Members of the panel may, however, access the full forms during their deliberations, on request to the organisers.



But why don't members of the panel just read our forms, which have all the information?



**from :** Sara

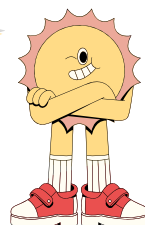
**to :** Lee and Berty

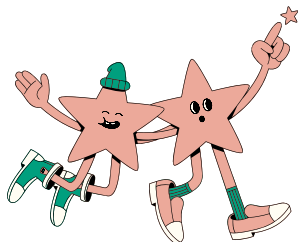
These sheets are essential. In fact, they are the first things members of the panel look at during their deliberations. The first few words tell us about the various struggles. Motivated by a desire to learn about an unknown struggle, the sheets are even more important as they provide us with an overview of unknown struggles.

The panel sheet should be seen as the automatic creation of an identity card for the individual or organisation young people choose to nominate.  
It's a summary of the form.

As Sara pointed out, these sheets are essential for members of the panel. Last year, members of the Freedom Prize international panel had over 250 struggles to analyse.

So on the first read, they need to have all the key information on the struggle and the individual or organisation carrying it out.

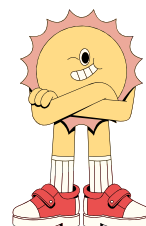




If several groups nominate the same individual or organisation, how is the sheet created?

In this case, all the information from the various groups will be combined to create the sheet.

Let's look at the sections of the form used for the automatic creation of the panel sheet.



- The selection of freedoms at stake in the struggle (details of the freedoms at stake will only be provided to members of the panel on request);
- The text presenting the struggle;
- The list of actions taken (details of these actions will only be provided to members of the panel on request);
- The text setting out the reasons for their choices (additional information will only be provided to members of the panel on request);
- The selection of difficulties encountered by the individual or organisation (details of the difficulties will only be provided to members of the panel on request);
- The selection of possible criticisms (details of the criticisms made will only be provided to members of the panel on request);
- The first two sources provided.

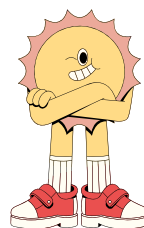


Thanks, DUDeH and all the participants, for helping us with Lee and Berty on this project! Where can we find all the educational activities you've recommended?

Thank you. Of course, we at the International Institute of Human Rights and Peace are here to answer any other questions that may arise during the 'Our Freedom Prize 2023' call for proposals.

All the activities can be found in section 2: activities.

Don't forget that three other collections of activities are available to everyone on the websites of the Freedom Prize and the International Institute of Human Rights and Peace!



# **SECTION 2**

## **Activities**

## **Method: human rights and democratic citizenship education**

The aims of human rights and democratic citizenship education are:

- To raise awareness;
- To provide knowledge and understanding of human rights, and to respect and defend them;
- To give participants an active role in the promotion of human rights.

This method deconstructs prejudices, making participants think, set out arguments, develop a critical mind and find solutions. It also improves legal knowledge around human rights.

The International Institute of Human Rights and Peace carries out activities in Normandy, Europe and around the world, in schools and universities, and with associations, civil society organisations, legal professionals, individuals in conflict with the law and anyone who wants to be involved in the promotion of human rights.

Human rights and democratic citizenship education, together with the legal expertise of staff at the Institute, allow it to adapt to the needs of the groups it works with - its flexible methods are suitable for everyone.

All the activities provided in this textbook are accessible both from a logistics point of view and in terms of ownership and leadership. Most of them have already been tried by young people or teachers and educators.

Each activity works in the same way:

- A summary table of the activity describing the time required, the materials needed, the learning objectives, etc.
- Carrying out the activity: the various stages involved;
- A reporting and evaluation phase emphasising the key concepts and views of the participants following the experience;
- Areas for discussion.

## **Experience, reporting, evaluation and generalisation**

The activity is an experience allowing young people to discuss a topic that will inform debate on freedom and engagement. The reporting and evaluation phase is key to the experiential learning process. It's the most important part. It's what allows participants to put their experience of the proposed activity in its overall context.

Reporting and evaluation of the activity takes place in three stages:

1. Observation: what happened?
2. Interpretation: what can you take from this experience? What have you learned?
3. Generalisation: what echoes and parallels can we find in everyday life, the world, the news, etc.?

To successfully lead this evaluation, there are suggested questions for each activity in order to meet the learning objectives set out. However, each activity leader is encouraged to tailor the questions to the way in which the activity is carried out in order to achieve the desired objectives, thereby encourage students to discuss relevant topics according to the needs of the group.

### **Tips for leading the sessions**

The activities and topics covered are based mainly on discussion (group work, cooperation, debate, setting out arguments, etc.). That's why it's essential to build an environment of trust and respect. These two values are the foundation for the smooth running of the sessions. They allow participants to speak freely and take part in the activity without feeling judged. Everyone has to feel comfortable enough to participate in the experience.

Finally, feel free to remind students at the start of the session that the group has to work in a respectful atmosphere, that there is no right or wrong answer, and that everyone is free to express their opinion and arguments.



## Section 2

### Activities

#### Contents

Activity 1 - The ball of wool

Activity 2 - The star of freedom

Activity 3 - The flower of freedoms

Activity 4 - The freedom galaxy

Activity 5 - What's your choice?

Activity 6 - The inequalities observatory: the freedom fighters

Activity 7 - Photofit

Activity 8 - The tree of freedom

Activity 9 - Let's investigate

The materials for all the proposed activities are in OpenDyslexic font to make it easier for people with dyslexia to read them.

## Activity 1 - The ball of wool

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<b>Duration</b>	20 minutes
<b>Materials</b>	<ul style="list-style-type: none"><li>• A fairly large space</li><li>• A ball of wool</li><li>• A large poster to write on</li></ul>
<b>Overview of the activity</b>	This introductory activity highlights the ties that bind the group in terms of their motivation and wish to participate in the Freedom Prize, specifically the 'Our Freedom Prize' call for proposals.
<b>Learning objectives</b>	<ul style="list-style-type: none"><li>• Give your opinions on the word 'freedom'</li><li>• Come up with a group definition based on individual views</li></ul>

### Carrying out the activity

1 - Put the participants in a closed circle.

2 - Ask them the following question: What do you want to achieve by participating in the Freedom Prize 2023?

Variation of the question: What are your reasons for participating in the 'Our Freedom Prize 2023' call for proposals?

3 - Explain that to answer the question, participants will have to start off the ball of wool. The person who has the ball in their hand answers the question. Once they have given their answer, they have to keep a piece of the ball by holding it in their hands and throwing the ball to someone else.

4 - Participants must take it in turns to give a brief answer to the question. Write the key words from each participant on the poster. If a word comes up several times, underline it as many times as required. This will allow you to discuss it during the reporting and evaluation phase.

5 - At the end of the activity, participants should all be linked with thread from the ball.

### **Reporting and evaluation**

How did you choose your answer? What did you draw on? Was it easy to give a brief answer? Why?

What do you think the ball represents? (Write their answers down in a different colour)

Are there any words or ideas that come up more than once? Which ones? Are there any surprising words among the contributions? Which ones? What conclusions can be drawn from your contributions?

What do you think might happen if you cut one of these ties?

Do you think the ties that bind you on the Freedom Prize are strong enough to carry out this project together? Why? What do you need to ensure or strengthen these ties?

### **Tips for the activity leader**

Keep the poster with participants' answers to the initial question on the ball of wool (write it at the top of the poster) and their answers to the question: 'What do you think the ball represents? '. You can display this poster throughout their participation in the 'Our Freedom Prize 2023' call for proposals or put it to one side and bring it out again at the end. This will allow you and the young people in your group to draw conclusions from their experience and question their perceptions at the start of the project: have they achieved what they wanted? Do they want to continue their commitment? etc.

## Activity 2 - The star of freedom

©Council of Europe, Compass

Adapted by the International Institute for Human Rights and Peace

<b>Duration</b>	30 minutes
<b>Materials</b>	<ul style="list-style-type: none"><li>• 1 star per person</li><li>• Felt-tip pens, coloured pencils</li></ul>
<b>Overview of the activity</b>	This activity is an introduction to the concept of freedom and collective discussion, both key to the Freedom Prize. It provides participants with a wide-ranging and complementary overview. It encourages an initial personal and collective ideas of what freedom is.
<b>Learning objectives</b>	<ul style="list-style-type: none"><li>• Define what freedom means to you</li><li>• Compare your view of freedom with that of others</li></ul>

### Carrying out the activity

1 - Give each of the participants a star and explain that it represents the star of freedom.

2 - Explain that this star no longer shines. To give it back its sparkle, each participant must answer the question: 'What is freedom to you?' Participants must answer the question individually, writing an answer on each of the six branches of the star. (Don't specify this, but don't worry if some of them add branches or don't manage to fill in all the branches - discuss it during the reporting and evaluation phase). Give them 10 minutes.

3 - Once all six branches are filled in, ask participants to move around and look at other people's stars, and therefore their views of freedom.

4 - Explain to the group that every time a concept written on their own star is also written on another participant's star, both of them should write their first name next to the word that represents their shared view of freedom. In this way, each participant will have names, different colours and different words next to some branches of their star. Give them 8 minutes.

5 - Once participants have seen more or less all the stars, ask them to sit down and start the reporting and evaluation phase.

### **Reporting and evaluation**

What did you think of the first step? Did you manage to find 6 words referring to freedom? What inspired you to fill in your star?

What observations did you make when comparing with your friends? Were there lots of differences between the branches of your star and those of your friends? What about similarities?

Were you surprised by what you saw/read on your friends' stars? Why? What types or categories of freedoms emerge from the concepts written on your stars? What freedoms hadn't you thought of that appeared on other people's stars?

Where do you find the freedoms you wrote on your star of freedom? Do you have examples from your everyday life? What does that tell us about freedom?

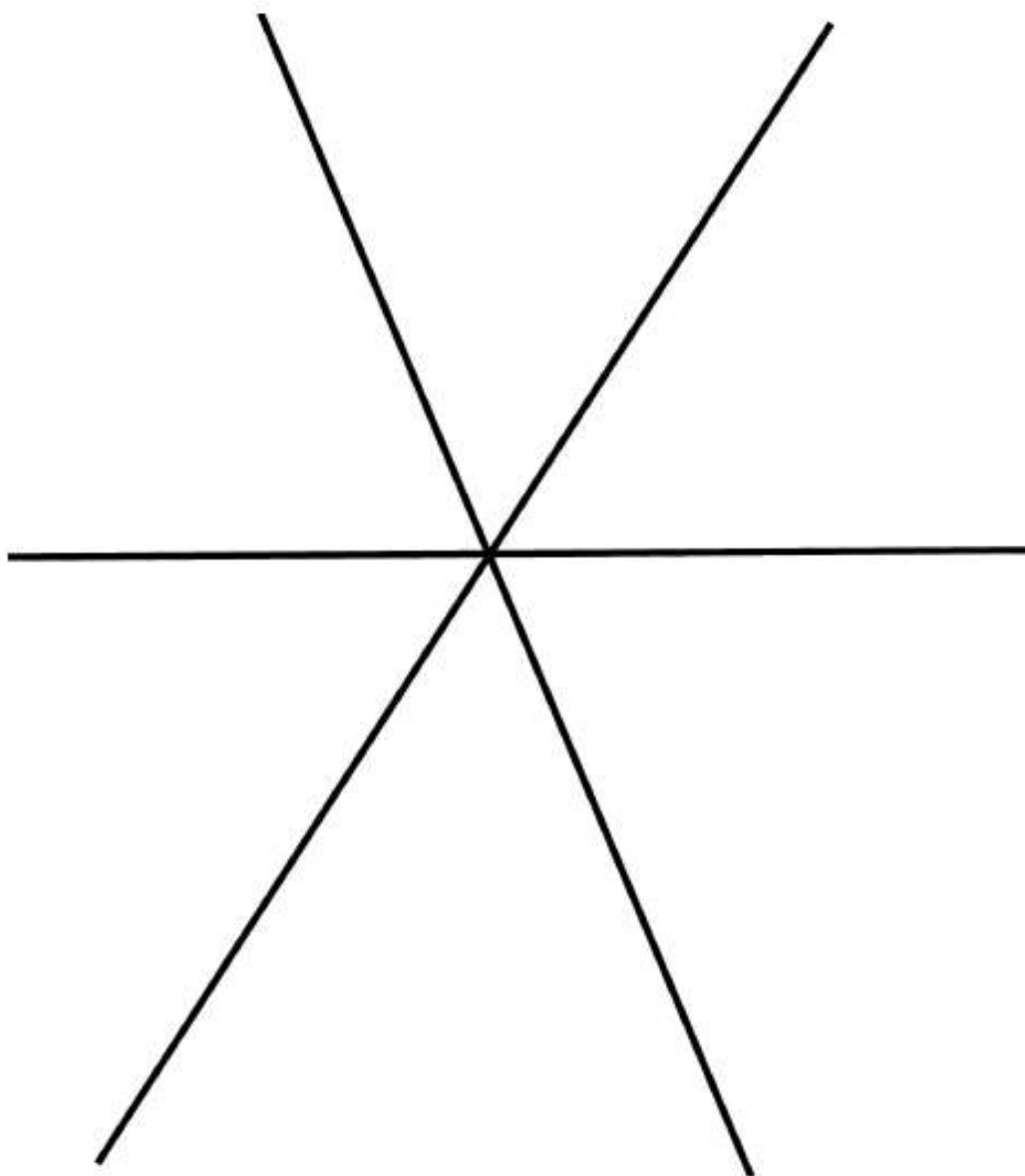
Can we prioritise freedoms? Choose only some of them? If yes, why? If not, why not?

Are all the freedoms you wrote on your star respected? For you? For everyone? Do you have examples?

How would you react if you were deprived of the freedoms you care about? What freedom would you be prepared to fight for?

## Appendix - The star of freedom

The star of freedom



## Activity 3 - The flower of freedoms

©Council of Europe, Compass

Adapted by the International Institute for Human Rights and Peace

<b>Duration</b>	50 minutes
<b>Materials</b>	<ul style="list-style-type: none"><li>• 1 flower per person</li><li>• Felt-tip pens, coloured pencils</li></ul>
<b>Overview of the activity</b>	<p>This activity stimulates participants' creativity by encouraging both personal and collective reflection. Here, participants are asked to think about the importance they attach to certain freedoms, and therefore to question the ranking of freedoms. The flower allows participants to set out what they see as current threats to the freedoms listed, and encourages the identification of solutions and means of action to counter these threats.</p>
<b>Learning objectives</b>	<ul style="list-style-type: none"><li>• Reflect on the ranking of freedoms;</li><li>• Reflect on the current threats; find solutions;</li><li>• Compare your points of view and perceptions</li></ul>

### Carrying out the activity

1 - Take 10 minutes to brainstorm on freedom. Ask participants, using key words, to answer one of the following questions: 'What is freedom to you?' or 'What makes you free in your everyday life? '. Explain that both positive and negative concepts are welcome. Write all the answers on the board. Keep the brainstorm on the board throughout the activity, so participants can refer to it for inspiration.

2 - At the end of this brainstorm, put the participants into subgroups of 3 or 4.

3 - Give each participant a flower. Explain that this flower nurtures freedoms. When summer rolls around, its petals will come out.

4 - Individually, participants are asked to draw the flower's petals. The bigger the petal around the freedom, the more important the freedom is to them. Tell participants that two petals are blank and it's up to them to complete the flower by writing down two freedoms that are important to them. Give them about 8 minutes.

5 - Once the flowers have been completed, participants are asked to share their flower with the people in their group.

6 - Once they have done this, explain that their flower is threatened by a freedom-killing bacteria: Midox. Midox is present when freedoms are threatened. Participants must then identify threats to the freedoms on their flower by writing them down next to their petals. Give them 8 minutes

7 - Explain that they can't save flowers attacked by threats to freedom. For each threat identified, the groups will have to find a solution for their flower to regain its brightness. Give them 8 minutes.

8 - Move on to the reporting and evaluation phase.

## **Reporting and evaluation**

What freedoms did you add? Why? (Write the freedoms young people added to their flower on the board in a different colour to complete the brainstorm)

How do you enjoy these freedoms in your everyday life?

What influenced your choice of the size of the petals? (Write the answers in a different colour on the board to complete the brainstorm). Was it easy to rank the freedoms? Why? Can we really rank our freedoms?

What did you notice when comparing your petals to those of the other people in your group? Do you all have the same priorities? Why?

What threats did you identify? (Write the threats on the board in a different colour to complete the brainstorm)

Where do these threats come from? Do they reflect reality? Is this your reality? Is it the reality of certain groups of people? Which groups of the population do you think may experience more violations (threats) of their freedoms? What might the consequences be?

Taking the freedoms on our flower as an example, how do we differentiate between a threat to freedom and a limit on freedom? Why limit freedom?



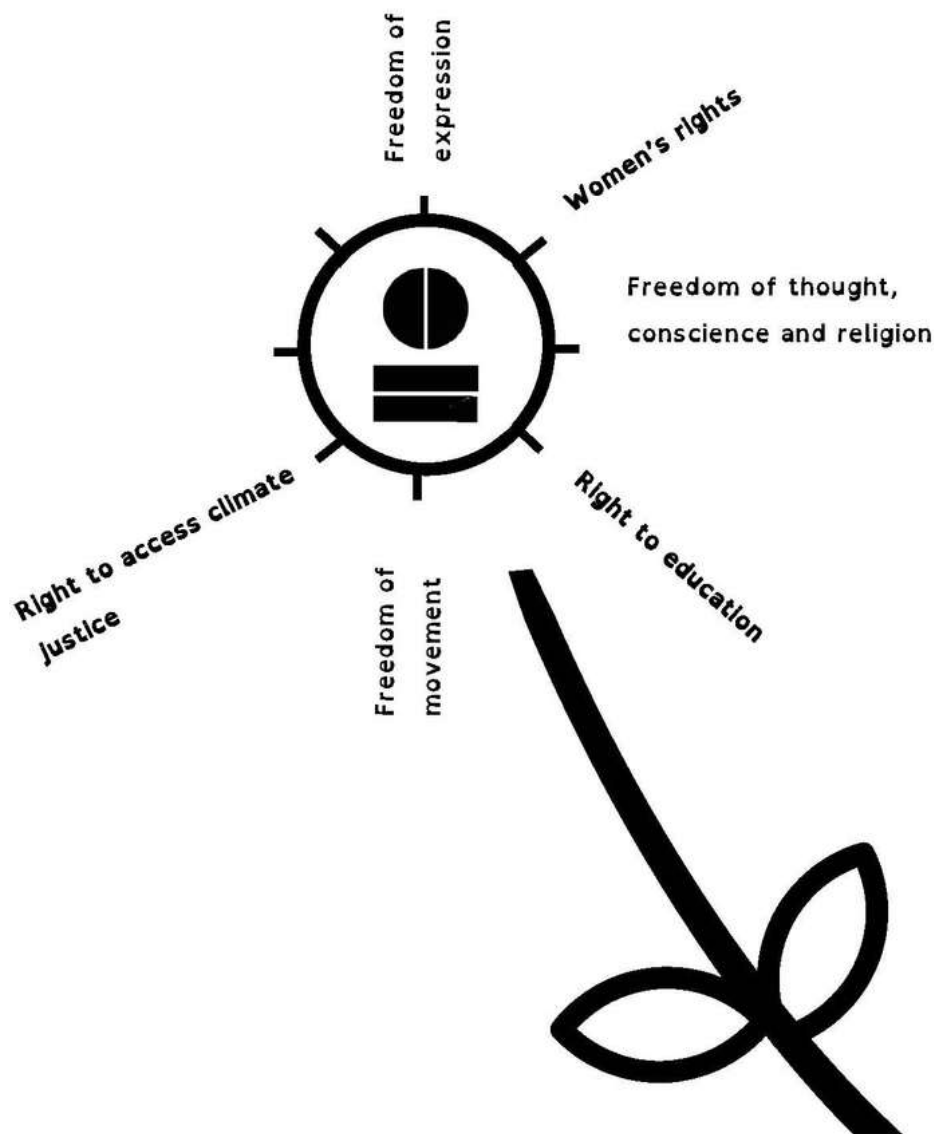
What solutions did you identify? (Write the solutions on the board in a different colour to complete the brainstorm). What inspired you in resolving the threats?

Are your solutions realistic? Who can implement them? Do you know any defenders of freedoms?

What can you do to defend freedoms?

## Appendix - The flower of freedoms

### The flower of freedoms



## Activity 4 - The freedom galaxy

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<b>Duration</b>	50 minutes
<b>Materials</b>	<ul style="list-style-type: none"><li>• Planet sheets</li><li>• Table of questions</li><li>• Presentation slideshow</li></ul>
<b>Overview of the activity</b>	<p>This activity is a role-playing game in which the participants take on the role of inhabitants of a fictitious galaxy, made up of different planets which are all very different yet complementary.</p> <p>The participants, divided into groups of 3 to 5 people, are asked to identify and suggest measures to improve access to freedoms and living conditions on their planet. They will need to consider the overall situation on the planet to make their choices. Each planet reflects contemporary situations and issues.</p>
<b>Learning objectives</b>	<ul style="list-style-type: none"><li>• To reflect on the complementarity of freedoms and the key issues which are related to the concept of freedom</li><li>• To understand a situation, to identify major areas for improvement to be able to provide a proportionate and feasible solution</li><li>• To develop critical thinking skills based on listening and reasoning</li></ul>

### Carrying out the activity

1 - Explain to the participants that they are inhabitants of a distant galaxy in which there are several planets. Although the planets are linked to one another, each planet has its own peculiarities and characteristics which differentiate it from the others. Every year, after consultation with the planet's inhabitants, representatives from each planet meet at the Intergalactic Summit to present the measures which the inhabitants want to implement to improve living conditions on their planet and to ensure better access to freedoms.

2 - Divide the participants into groups. Each group represents a planet.

3 - Give the descriptive map of the planet (Appendix 1) to the relevant group.

4 - Give each group a few minutes to imagine what everyday life is like on this planet and to discuss their views. Emphasise that they are part of the planet's inhabitants and are acting on their behalf.

5 - Once the participants have learned about their planet and the surroundings in which they live as inhabitants of the planet, give each group a table (Appendix 2).

6 - Firstly, ask them to identify the most respected freedoms on their planet.

7 - Still using the table (Appendix 2), ask them to identify the freedoms which need to be protected, preserved and strengthened on their planet to improve living conditions.

8 - Lastly, the participants must identify 3 measures to implement on their planet to improve living conditions and access to freedoms, in connection with the freedoms which need to be improved (protected, preserved, strengthened) identified in stage 6. They should write these down in the table (Appendix 2).

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

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

Maximum of 6 minutes (1 minute per planet)

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

## Reporting and evaluation

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

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

What were your planets' main advantages and main issues?

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

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

The planets of the fictional galaxy are sure to have made you think of various realities on Earth: which ones? Could your measures be introduced in the real world? Why? In what way? Do we have institutions which could resemble the Intergalactic Summit? The UN, international organisations, etc. In your view, are these institutions effective? If yes, why? If not, why not?

What is an effective institution, in your view?

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

If there were a Global Summit for Freedom, would the same freedoms for all countries be an issue? Why?

Which freedoms would you personally like to defend?

Who is able to preserve and protect freedom?

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

## Digital adaptation

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

Organise the participants into sub-groups.

Each digital sub-group represents a planet.

Provide access to the materials and a table with the different considerations to be addressed in each group).

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

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



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

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

## **Appendix 1 - Planet description**

### **The planet Naboo**

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

### **The Middle planet**

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

### **The Planet Woodstock**

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

### **The planet Tatooine**

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



### **The Jurassic planet**

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

### **The planet Erebor**

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

## Appendix 2 - Preparatory table for the Intergalactic Summit

<p><b>The most respected freedoms on your planet</b></p>
<p><b>The freedoms to improve on your planet</b></p>
<p><b>The three measures to improve living conditions and access to freedoms on your planet</b></p> <p><b>1 -</b></p> <p><b>2 -</b></p> <p><b>3 -</b></p>

## Activity 5 - What's your choice?

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<b>Duration</b>	45 minutes
<b>Materials</b>	<ul style="list-style-type: none"><li>• Means of action signs</li><li>• Scenario signs</li></ul>
<b>Overview of the activity</b>	This activity is a role play in which participants play different characters, each facing different situations but all questioning the protection of their own or others' freedoms. Participants are asked to stand under the sign of the action that seems most appropriate to the situation. It's up to them to assess the proportionality, relevance and effectiveness of the action chosen.
<b>Learning objectives</b>	<ul style="list-style-type: none"><li>• Understand the concept of engagement for freedom and position yourself as an active participant in the fight for freedom</li><li>• Develop active listening skills and objectivity</li><li>• Be able to adapt to a context or situation in order to suggest proportionate and effective means of action</li></ul>

### Carrying out the activity

1 - Spread the action signs all over the room.

2 - Give the participants 2 minutes to study the signs. We recommend reading them aloud one by one to make sure everyone understands them.

3 - Put all the participants in the middle of the room.

4 - Explain that they are going to face different scenarios. Each scenario is made up of a situation and a character facing the situation.

5 - Explain that for each scenario, they will be the ones playing the character shown. All participants will face the same scenario (same situation and same character). However, they must individually choose to stand under the sign representing the action they would take to deal with the situation in the scenario presented.

6 - Read the scenario aloud. Afterwards, participants are asked to stand under the sign representing the action they think is most appropriate for dealing with the situation set out.

7 - Once they have positioned themselves, ask for volunteers to explain their choice. Also ask about the freedoms at stake in the situation in question.

### **Reporting and evaluation**

Was it difficult to put yourself in the characters' shoes? Which was the easiest/hardest? Why?

How did you feel about the various situations?

How did you choose which action to take for each situation?

Was one person alone in their choice? If so, how did you feel?

What factors influenced you, other than your personal opinion?

Are the proposed means of action realistic for all situations? Do you think other means are more suitable?

Does the same action have the same weight regardless of the person carrying it out? Why?

Do you think taking part in situations similar to these carries risks? For everyone? Is it equally dangerous for everyone? Why?

Is fighting for freedom a matter of privilege? Why?

Who can fight for freedom?

## Appendix 1 - Scenarios

### Scenario n°1

**Profile:** 24-year-old English law student

**Situation:** An area of London is facing a wave of anti-LGBTQ+ violence.

### Scenario n°2

**Profile:** world-famous American actor

**Situation:** an ethnic minority is being exploited for the benefit of a major clothing brand.

### Scenario n°3

**Profile:** 16-year-old girl in Afghanistan

**Situation:** In Afghanistan, young girls are traditionally forced into marriage for money.

### Scenario n°4

**Profile:** 17-year-old upper secondary school student in Normandy

**Situation:** Your best friend tells you he/she is being bullied online (social media).

**Scenario n°5**

**Profile: Mayor of a village in France**

**Situation: You receive many complaints from your residents because hunters in your village have killed several protected species.**

**Scenario n°6**

**Profile: 22-year-old Bolivian influencer**

**Situation: The army carries out a coup and the country's president is removed from office. You are subject to an authoritarian regime.**

## Appendix 2 - Means of action signs

To display the signs in the room, you'll need to change the layout:

- Set Word to landscape;
- One Word page per means of action;
- Make the font large enough that the signs can be read all over the room.

<b>Post on social media</b>	<b>Sign/ask others to sign a petition</b>	<b>Protest</b>
<b>Call for a boycott</b>	<b>Use a form of violence</b>	<b>Use art to express your opinion on the issue</b>
<b>Find out more about the subject</b>	<b>Do nothing</b>	<b>Other means of action</b>
<b>Raise the alarm</b>	<b>Join an association</b>	<b>Use the law</b>

## Activity 6 - The inequalities observatory: freedom fighters

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Adapted by the International Institute for Human Rights and Peace

<b>Duration</b>	45 minutes
<b>Materials</b>	<ul style="list-style-type: none"><li>• Scenario cards</li><li>• Freedom fighter profile cards</li></ul>
<b>Overview of the activity</b>	<p>This activity involves learning about various freedom fighters, all engaged in a struggle for freedoms. None of them really share the same context or have the same stakes, but they may have similarities. Participants are tasked with solving given problems and have to call on some freedom fighters whom they consider best able to help them. This is a collaborative group activity, guided by the challenges to be addressed.</p>
<b>Learning objectives</b>	<ul style="list-style-type: none"><li>• Learn about various struggles for freedom;</li><li>• Understand that everyone can carry out a struggle;</li><li>• Select and identify people fighting for an issue;</li><li>• Work together to address the challenges.</li></ul>

### Carrying out the activity

- 1 - Display profiles of the various freedom fighters on the walls of the room.
- 2 - Divide participants into groups of 4 or 5.
- 3 - Explain that they have been tasked by the Inequalities Observatory with solving the world's problems.
- 4 - Ask them to familiarise themselves with the various profiles displayed in the room. Give them 10 minutes. Ask them to sit down.
- 5 - Distribute the scenarios to the students so that the same scenario occurs twice in the class (the same scenario addressed by two different groups). Give them a minute to familiarise themselves with their scenario in their groups and discuss the issue.



6 - Once they have familiarised themselves with their situation, explain that they are not the only ones working to solve these problems. To be as effective as possible in the face of the given situation, they must bring together as many freedom fighters as possible from those whose profiles are displayed in order to create an expert committee to analyse the situation.

Note: to join forces with the freedom fighters, participants must call on those whose area of action matches the scenario they have been given. Students will also have to complete the challenge set by the freedom fighter before they can advise them on their struggle.

7 - Participants must choose 3 freedom fighters who they think are most able to help them in the situation the Observatory has given them. Give them 10 minutes to make their choice and debate within their group. Ask them to identify the context of each freedom fighter: the means of action used, whether there's a particular context, the freedoms defended, etc. Advise them to take notes so they don't forget anything during their presentations.

8 - When they have finished, ask each subgroup to come together in a plenary.

9 - Ask them to present the situation received, the people chosen (briefly) to help them resolve the situation, and the results of the challenges they completed.

10 - Move on to the reporting phase.

## **Reporting and evaluation**

How did the activity go?

What problems arose in the various scenarios? What freedoms were at stake?

Did you all successfully respond to your scenarios?

Did you know the freedom fighters? Which ones? Why do you think you didn't know them? What were your reactions to the various struggles and profiles?

How was it having to choose struggles and not being able to choose them all?

What were the particular features of the profiles you chose? Why did you choose them? What stood out in their profile?

What are the different causes fought for by the various freedom fighters?

What are the differences between these freedom fighters? What do they have in common?

What means most impressed you? What solutions can your freedom fighters provide to the situation you had to deal with?

What do you think is the impact of their action? Is the scale of the struggle the same?

Were the challenges easy to complete? How did you do it? What do you think was the most relevant, powerful and helpful challenge? Did you choose your freedom fighter because of their struggle or because of the challenge? Would you have completed the challenge if you had been on your own? What weight does an individual action have compared to collective action in a struggle for freedom? In your opinion, does a struggle always justify the actions taken? Do you have examples?

Why do you think an expert committee should be assembled to solve a specific issue? Do such committees exist in real life? Which ones? What do they do? Do you think they are effective? What's the benefit of including only people who already fight for the cause defended?

Which of all the struggles presented inspires you the most? What struggle do you identify with the most?

Who can be a freedom fighter?

## Appendix 1 - Scenarios

The environment department of the Observatory has issued a worrying report on the inequalities created by global warming between developed and developing countries. It tasks you with bringing together experts to debate the need to act on the causes or consequences of global warming.

The gender equality department has found that women are more affected by social, environmental or economic inequalities. It tasks you with consolidating the various struggles for greater gender equality and drawing inspiration to overcome inequalities on a global scale.

The children's rights department is worried about the situation of children in various countries. Their access to rights is unequal depending on where they are. (access to education, access to health, right to be protected in times of war, etc.). You must bring together the main players in the fight for children's rights to form a committee to discuss this issue.

The press freedom department is worried about the situation of reporters around the world. In fact, there are currently 502 journalists in prison all over the world. However, despite their situations, some of them are real symbols of the struggle for freedom of expression. The Observatory needs you to identify them in order to take the necessary steps so that each journalist can do their job freely.

During Pride month, the gender department wants to review the various actions taken in the fight against anti-LGBTQI+ discrimination. You are tasked by the Observatory with carrying out this investigation: listing the various actions taken by freedom fighters so it can highlight them in its committee.

## Appendix 2 - Freedom fighter sheets

### Mohamad Al Jounde

He was born in 2001 and grew up in Syria. He was forced to flee his country because of war and sought refuge in a camp in Lebanon. In this camp, he and many children did not go to school. At the age of 16, he set up a learning environment in the middle of the refugee camp, where he taught mathematics, English and photography to the younger children. He then founded the Gharsah School in a real building with teachers, where over 250 students and 500 women come every day to be taught.

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

'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'.

**Challenge: Summarise his struggle in emojis.**

### **Child's Right and Rehabilitation Network**

A Non-Governmental Organisation (NGO) founded in 2003 in Nigeria, it cares for children accused of witchcraft.

In Nigeria, fear of witchcraft is deeply rooted in popular belief. Children are regularly accused of demonic possession by their families and suspected of being responsible for their poverty, illness or family tragedies.

This practice is encouraged by evangelical priests seeking to manipulate these fears, who have set up a very lucrative exorcism business. 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.

Since 2003, this association has cared for these abandoned street children at its orphanage. They are provided with medical care, food, education, safety and counselling.

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

'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'.

**Challenge: Which children's rights do you think are restored thanks to this association's struggle?**

### **Theresa Kachindamoto**

The traditional leader of a central region of Malawi, she is a parent of five boys. Sixteen years ago, she was chosen to serve as leader of her home region 'because of her kindness to people'. Since her inauguration, she has campaigned for girls' rights and against sexist cultural practices, starting with the 'hyena' tradition. This results in young girls losing their virginity to older men to prepare them for marriage.

The education of young girls and the fight against child marriage are at the heart of her struggle. She meets with poverty-stricken families who marry off young girls for a bit of money to make them aware of the risks of sexual violence and the dangers of giving birth for young girls. She has had hundreds of child marriages annulled and got many girls back to school. She is known as the 'Terminator' of child marriages.

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

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

**Challenge:** Draw some stick figures and indicate where it is acceptable for a friend, parent and lover to touch a boy or girl.

## **Omar Radi**

Moroccan investigative journalist who speaks out against injustice and corruption in Morocco. He is interested in the relationship between power and business, human rights and social upheaval. In 2013, he received the IMS-AMJI Investigative Journalism Award for his investigation into the development of sand quarries and the tax havens of the companies involved. He helped found several media companies such as le Desk. His investigations have come to the attention of the Moroccan government. Since 2016, he has been covering social upheaval in the Rif Valley. In particular, he uses social media to criticise the heavy sentences given to Rif Valley spokesmen. He was himself given a 4-month suspended prison sentence for this criticism of the Moroccan justice system in March 2020.

In July 2020, the Moroccan authorities opened several criminal investigations into him for 'an attack on the internal and external security of the state', 'foreign funding', and 'indecent assault and rape'. Many human rights organisations and journalists have spoken out against this 'judicial harassment' to silence him.

'We won't stop our work just because we're being watched'.

**Challenge:** Come up with a title for a newspaper article summarising his struggle

## **Agnes Chow**

She is one of the leaders of the democracy movement in Hong Kong.

At the age of 15, she joined the Scholarism student movement against the introduction of 'patriotic education' in state schools. Faced with the scale of the movement, the government scrapped this reform.

At the age of 17, she played a key role in the 'Umbrella Movement', calling for the continuation of direct election by universal suffrage of the Chief Executive of Hong Kong.

In 2016, she helped found the Demosisto political party and two years later stood for election as an MP, but Beijing revoked her candidacy.

She has 580,000 followers on social media. She constantly tells them about the Chinese government's drift towards authoritarianism in Hong Kong.

Arrested in August 2020, she was sentenced to 10 months in prison for unlawful assembly. She is still being prosecuted under the highly controversial national security law imposed by Beijing in July 2020.

'But even though we are under pressure and repressed, we are still fighting for human rights and freedoms'.

**Challenge: Create a social media hashtag summarising her struggle.**



### **Mounir Baatour**

First gay man to stand in the presidential elections in Tunisia in 2019. After his candidacy was announced, he received hundreds of death threats. He collected 20,000 supporting signatures, while the law requires 10,000 signatures to stand as a candidate. But the Independent High Authority for Elections, in Tunisia, revoked his candidacy on 'procedural grounds'.

Standing in the presidential elections was a continuation of his engagement and personal struggle. In 2015, he founded Shams, a Tunisian LGBTQI+ rights organisation. He feels he has given voice to his struggle in a country where homosexuality carries a sentence of 3 years in prison. Mr Baatour has already been sentenced several times to 3 years in prison for being gay. He campaigns to make people understand that this is actually a life sentence, since sexual orientation does not change.

He also speaks out on anti-gay violence in police practices, in prison or simply in everyday life.

'I chose to stand in the presidential elections because they get more publicity and gave me more of a voice. I need the ideas I defend - personal freedoms and gender equality - to be debated. I want to get every candidate to take responsibility for these social issues' .

**Challenge:** In your group, debate the effectiveness of standing for the presidential elections in your country as a way of promoting your struggle. Write down the key words from your discussions.

## **Hugh Evans**

He founded the association Global Citizen in 2012 with the aim of ending extreme poverty by 2030. The community shares ideas based on humanity: that there is only one world, with one people, where everyone should have an equal opportunity to thrive. For Hugh Evans, the 17 Sustainable Development Goals set out by the United Nations provide a guide for leaders, associations and citizens on issues such as poverty, global warming, equality, education, protection of the seas and oceans, etc.

The Global Citizen community is made up of individuals who act in various ways, using social media to post, tweet and send messages, as well as signing petitions and voting. The aim is to question leaders and citizens to urge them to act.

In 2012, the Global Citizen festival was held in Central Park. The currency for getting a ticket was action. Actions included engaging with world leaders and advocating for change, whether by writing a petition, making calls or through a tweet. Since then, several festivals have been held every year with international artists such as Beyoncé, Coldplay and Lady Gaga.

'History shows that all protest movements use symbols - boycotts, strikes, sit-ins, flags, songs, etc. Symbolic action on any scale [...] is designed to shake us out of our everyday complacency and make us think'.

**Challenge: You want a ticket to the Global Citizen festival. What action do you take to get one?**

## **Raif Badawi**

Raif Badawi is a Saudi writer, blogger, journalist and activist for freedom of expression, opinion and conscience. He advocates for gender equality and has encouraged public debate in his country, Saudi Arabia, on these issues. From an early age and since the death of his mother, Raif Badawi has clashed with his traditionalist father, disobedience for which he was sentenced to 6 months in prison at the age of 13. A few years later, he clashed with his father again to protest against the forced marriage of his sister.

In 2008, he created his blog, 'Saudi Free Liberals', with women's rights activist Souad al-Shamani. The purpose of this blog is to provide a digital space for public debate, where he campaigns for the moral liberation of his country and calls for religious tolerance.

In 2012, a fatwa (a legal opinion on religious issues, which may result in a court order) was issued against him for saying that: 'Muslims, Christians, Jews and atheists are all equal'. Accused of apostasy (public renunciation of religion) and insulting Islam, he was sentenced to 10 years in prison, 1000 lashes (50 a week) and a fine of one million riyals (around 260,000 euros).

Following his imprisonment, his family (women and children) were placed under the guardianship of his father. To escape him, they sought political asylum in Canada, in the city of Sherbrooke, Quebec. From there, his wife, Ensaf Haidar, campaigns tirelessly for her husband's freedom and rights. In March 2022, he was freed after 10 years in prison, but is forbidden from leaving the country for another 10 years.

'As soon as a thinker starts to reveal his ideas, you will find hundreds of fatwas accusing him of being an infidel just because he had the courage to discuss sacred subjects'.

**Challenge:** The organisation Amnesty International campaigned tirelessly for Raif Badawi's freedom alongside his wife, Ensaf Haidar. Like them, come up with a campaign to help him regain all his rights.

## **Lu Guang**

Lu Guang is Chinese and has worked as a freelance photojournalist since 1993, based in the United States. A former factory worker, he reports on the harsh living conditions in industrial towns, but also the devastating economic, social and health effects of industrialisation.

He speaks out against the price paid by a section of the population for his country's economic growth. From 2004 to 2015, his work won several awards. He won the World Press Photo Award 3 times, as well as the Henri Nannen Photography Award and the Prince Claus Award. His reports have received international recognition. They are watched all over the world.

His pictures upset the Chinese government because they show and speak out against what is happening. On 3 November 2018, he disappeared in Xinjiang province, one of the most militarised and monitored provinces in China. In fact, in this region near Tibet, millions of Uyghurs are locked up in re-education camps. However, the reasons for his arrest are unknown. He has reported for many years on the AIDS epidemic, drug problems along the border between China and Myanmar, the environmental impact of the construction of a railway line in Tibet, and industrial pollution and its effects on health.

Since his arrest, his wife, alongside international organisations such as Reporters Without Borders, have fought for and demanded his immediate release.

'I firmly believe I am on the right side of humanity against manufacturers who want to keep stealing with impunity'.

**Challenge:** Go online, choose one of Lu Guang's photos that you think best represents a struggle for human rights and write a short explanation of your choice.

### **Leonardo DiCaprio**

American actor, screenwriter and producer born on 11 November, 1974 in Los Angeles.

In 1998, he founded the Leonardo DiCaprio Foundation to support organisations and initiatives promoting sustainable development of the planet.

He was co-written and co-produced several documentary films portraying the fight against global warming as the most important challenge in protecting the environment and speaking out on environmental problems associated with human activity.

He was appointed as a Messenger of Peace by United Nations Secretary-General Ban Ki-moon in 2014, with a focus on the fight against global warming.

‘Global warming is not only the number one environmental challenge we face today, but one of the most important issues facing all of humanity’.

**Challenge: Come up with a title for a film about global warming.**

### **'Pour un réveil écologique' website and Instagram page**

Student group set up following the 'Pour un réveil écologique' Student Manifesto in September 2018. This group aims to support the ecological transition by delivering a 'wake-up call' to several stakeholders.

Indeed, students can be active participants in the ecological transition of their school or university. The website provides many resources for students to call on their school or university to fill in the 'Grand Baromètre', a national survey on environmental awareness in higher education. Their challenge? Speeding up the transformation by encouraging institutions to ask the right questions and more regularly report their ecological transition initiatives. The results are available on the group's website.

And with regard to employment, the website allows young graduates to find an employer committed to the climate transition and/or to commit as employees to climate efforts.

The site also suggests transformation of public service professions to make the government sit up and take notice.

**Challenge: Think of a simple action you could take in your everyday life to promote a climate transition at your school or university**

### **Camille Etienne and her Insta page @graine\_de\_possible**

She is a French environmental activist. She is the spokesperson of the group 'On est prêts'. This group aims to connect scientists fighting for climate justice with the cultural community to create imaginative and exciting stories that will engage young people and politicians to fight for the future we would like to see.

She now meets European leaders alongside Greta Thunberg to alert them to the climate emergency.

In 2020, she shared a short film called 'Réveillons-nous' on YouTube. This video has been viewed more than 15 million times and been translated into several languages. She calls on people to raise awareness of the climate crisis and act for a better future.

'We are the first generation to experience the consequences of global warming and the last who can do something about it'.

**Challenge: Make a short video with a positive message on the environment.**

### **Sonita Alizada**

Rapper born in Afghanistan under the Taliban regime. At the age of 9, her parents considered marrying her off, but because of the war, her family was forced to flee to Iran, so the agreement failed. In Tehran, an NGO gave her access to education and a job as a cleaning lady to pay for her school supplies.

Coming across a song by the rapper Eminem while working was an eye-opener. She began writing her story, speaking out against force marriage and the fate of millions of children around the world. Her first song, 'Daughters for Sale', caused a sensation.

Now a refugee in the United States, she is studying human rights to become a lawyer and go back to her country to defend Afghan women and children.

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

**Challenge: Write three sentences of a rap verse speaking out against a violation of women's rights.**



### **Pedro Opeka**

Born in 1948 in Argentina, Father Pedro Opeka fights against poverty in Madagascar.

He went there for the first time in 1970, when he assisted farmers and set up villagers' groups to help them take control of their destiny. He moved there permanently as a priest in 1975. In 1989, he found a community of men, women and children looking for food at a landfill in Andralanitra. He then founded the association Akamasoa, which means 'good friends' in Malagasy. His aim was to build a town to house the poorest people and help them live a dignified life. This association, which has charitable status, helps build decent housing - over 3000 houses in 22 villages. It also campaigns for schooling, access to health care and well-paid jobs. Since its creation, it has supported over 500,000 people.

Father Pedro travels the world to draw attention to the situation in Madagascar and raise funds for his charity.

'I can't bear to see children sleeping in the street, working at the landfill (...) As a human being, I can't bear it. We all have the same rights - him, me and his parents' .

**Challenge: Make a human statue representing his struggle.**

### **Nasrin Sotoude**

57-year-old Iranian lawyer who specialises in human rights. Since the protests following the June 2009 elections, she has defended activists and political opponents. Deeply feminist and secular, she was arrested for the first time in 2010 for 'propaganda against the regime' and 'activities endangering national security'.

She was sentenced to 11 years in prison and banned from practising her profession or leaving Iran for 20 years. Between 2010 and 2012, she went on hunger strike 3 times in protest at the abuse she suffered and to assert her rights.

She won the Sakharov Prize in 2012 and was pardoned in 2013. She was sentenced again in 2019 to 38 years in prison and 148 lashes. Her crime: protesting against legislation requiring the wearing of the hijab and defending women who removed their hijab in public. It's the harshest sentence given to a human rights defender in Iran in recent years.

The international community has been tireless in demanding her release. 'I hope from the bottom of my heart that by peaceful means, we can end the denial of women's rights (...) in the name of ideology, religion or ethics'.

**Challenge: Identify 3 peaceful means of defending women's rights.**

### **Loujain Al-Hathloul**

This 30-year-old Saudi woman is a key figure in peaceful women's rights activism. Particularly active on social media, she fights to end the repressive male guardianship system. She also demands the right for women to drive. In 2014, she was arrested while filming herself at the wheel of a car, trying to cross the border to the United Arab Emirates in protest. She was released after 73 days in prison. She was imprisoned again in May 2018 for defying the driving ban. In her cell, she reported being tortured and sexually assaulted.

After an unfair trial in March 2019, with no lawyer and no clear charges against her, she is still in prison. However, since June 2018, women have been allowed to drive in her country.

In August 2019, the Saudi prosecution service offered to release her in exchange for false testimony about her detention conditions, but she refused. She has been in total isolation since April 2019.

'She was one of the first women to speak out about laws that are out of touch with reality. Her country should thank her and recognise her for what she is: a model for Saudis'.

Sarah Leah Whitson, North Africa and Middle East Director, Human Rights Watch

**Challenge: Come up with a slogan to speak out about Loujain's imprisonment.**

## **Christine Jorgensen**

She was born George William Jorgensen in 1926 in the Bronx, New York. She is famous worldwide for being the first person to speak publicly about transgenderism.

She had a miserable childhood, feeling like a prisoner in a body that was not her own and questioning her identity. She then turned her attention to changing gender, and self-administered hormone therapy that made her ill. After this failure, she decided to inquire about doctors performing transition operations. She learned about the work of Dr Christian Hamburger, who had himself undergone hormone therapy. He was the first doctor to use the term 'transgender' to talk about gender identity, where other doctors confused gender identity and sexual orientation.

She decided to undergo hormone replacement therapy and a number of successful operations. She suffered no side effects or complications and chose her first name in honour of her doctor.

On her return to the United States, journalists were waiting with interest and curiosity. The extensive media coverage made her famous, so much so that she became an actress and was voted woman of the year by the Scandinavian society in New York.

During her lifetime, her struggle was for the recognition of LGBTQI+ rights through media interviews and visits to university campuses to meet lecturers and students.

'We didn't start the sexual revolution, but I think we've given it a good kick in the ass'.

**Challenge:** Come up with the title of a newspaper that talks about the struggles of LGBTQI+ people.

## **Greta Thunberg**

She is a 19-year-old environmental activist who fights for global climate justice. From an early age, she has been concerned about environmental issues. In summer 2018, her struggle reached a turning point. That summer, Sweden experienced record temperatures, causing many forest fires.

Outraged, she decided to take a stand against the inaction of heads of state and the lack of awareness of the climate emergency.

That same summer, she called a school strike for climate: every Friday, she refused to go to school and protested in front of her country's parliament to demand strong action against the climate crisis. Very active on social media, she started #FridaysforFuture, which went viral.

Since then, she has rallied young people all over the world to her cause. Every Friday for months, primary school, secondary school and university students protested and still protest by following her example and calling for more justice with respect to climate change. Since 2018, she has travelled around Europe to take part in protests and attend international events to continue questioning heads of state.

On 12 December, 2018, she rewrote the political rulebook by directly addressing heads of state in Katowice, Poland, accusing them of being 'immature' in the face of their children's future. In 2019, she attended the World Economic Forum in Davos. That summer, she crossed the Atlantic in a sail boat to visit the United Nations in New York, where she gave a powerful speech to the entire international community.

'I care about climate justice and a living planet. Our civilisation is being sacrificed for a very small amount of people to continue making enormous amounts of money'.

**Challenge:** Like Greta Thunberg, address politicians with a powerful speech. Prepare a short extract (3-4 lines) of the speech you would make if you had to challenge heads of state on the climate emergency.

## Activity 7 - Photofit

© International Institute for Human Rights and Peace

<b>Duration</b>	40 minutes
<b>Materials</b>	<ul style="list-style-type: none"><li>• Envelope</li><li>• Scissors</li><li>• Profile questions</li><li>• Blank white sheets of paper</li><li>• Coloured pencils, felt-tip pens</li></ul>
<b>Overview of the activity</b>	<p>This activity allows participants to address the various issues of the 'Our Freedom Prize 2023' call for proposals. They are asked to think about who their ideal Freedom Prize winner would be: what are their expectations regarding the freedoms defended in the struggle? What cause would they like to support through the individual or organisation they are nominating? What is the scale of the combat they would like to highlight? Do they agree with a struggle that is controversial? etc.</p>
<b>Learning objectives</b>	<ul style="list-style-type: none"><li>• Use your imagination and interpretation to conceptualise your ideas;</li><li>• Draw up initial selection criteria for the struggle young people will nominate through the 'Our Freedom Prize 2023' call for proposals;</li><li>• Familiarise yourself with the expectations of the 'Our Freedom Prize 2023' call for proposals.</li></ul>

### Carrying out the activity

1 - Cut out the questions in the activity appendix. Each group must have an envelope with the questions. Adjust the envelope number according to the number of groups you have.

2 - Give each group an envelope with the profile questions (preferably cut out, cf. instruction 1).

3 - Participants will create the profile of their ideal Freedom Prize winner. To do this, ask them to answer each of the questions one after the other.

4 - They will do this by conceptualising their answer on a blank sheet of paper: drawings, emojis, key words, hashtags, song lyrics, symbols, slogan, mind map, etc. Insist that they write down all the answers to the questions that come to mind. This will allow them to skim read as they search for profiles of freedom fighters.

5 - If time allows, ask them to leave their drawing on the table and study the other profiles.

## **Reporting and evaluation**

What questions led to the most discussion within your group?

What are the key points that emerge from your profile?

What symbols did you use? Did other people use the same ones as you?

What are the main features of your ideal Freedom Prize 2022 winner?

What type of struggle do you prefer? What freedoms would you like to defend?

What causes do you care about in light of your profiles?

Could the Freedom Prize 2023 be controversial? 0

Is your profile consistent with your flower? Your view on means of action?

Does your profile reflect any of the characters or situations in the previous activity?

Could your profile reflect real individuals or organisations?

## **Digital adaptation**

For digital profiles, Miro allows you to create digital mental maps, which several people can work on at the same time: [miro.com/](https://miro.com/)

You can also suggest a digital alternative to various questions. By snapping this QR code, participants can access a digital question box. In this way, they can browse the various questions and create their profile or mental map, in writing or through the Miro platform.



## **Tips for the activity leader**


















































If your participants have trouble putting their ideas on paper, you can prepare envelopes with the various emojis, words and hashtags we provide in the following appendices. This will allow them to take inspiration from the various symbols and help them illustrate their thoughts. Of course, you can tailor the content of these materials - they are not exhaustive.

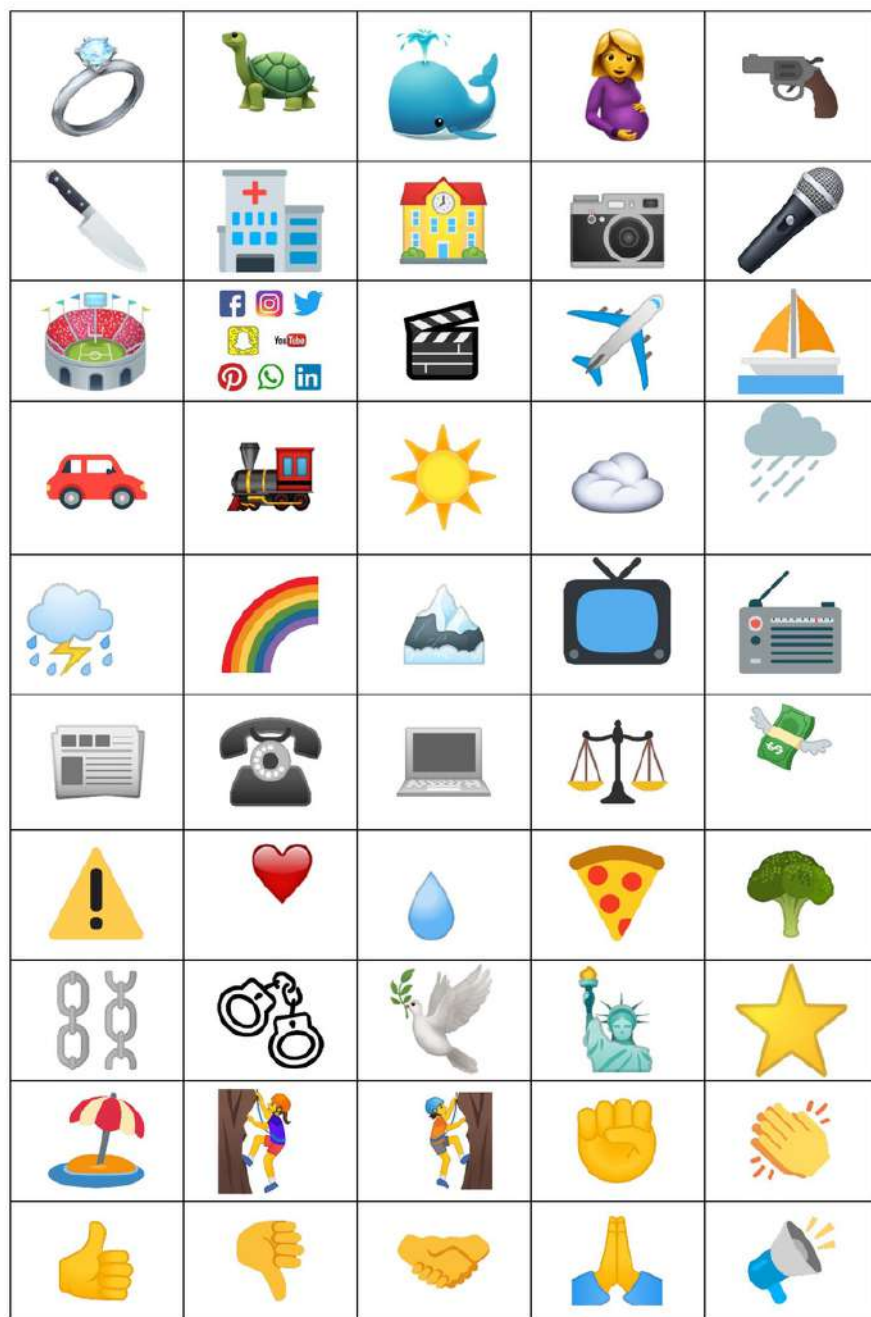


## **Appendix 1 - Photofit questions to cut out**

<b>Why did you choose to defend this cause?</b>	<b>Could Your Freedom Prize echo existing people or organization?</b>
<b>For which freedom would your Freedom Prize be committed?</b>	<b>What would be the typical profile of your Freedom Prize (age, gender, character...)</b>
<b>What are the means of action used by your Freedom Prize (Petition, art, demonstration, peaceful or not).</b>	<b>What would be the area of action or struggle of your Freedom Prize?</b>
<b>My Freedom Prize should not...</b>	<b>Who do you want your Freedom Prize to address?</b>
<b>How far would your Freedom Prize go to defend its cause?</b>	<b>Why choose this fight over another?</b>
<b>On what scale do you think its fight should be carried out? (local, national, international...)</b>	<b>In your opinion, should your Freedom Prize already be publicized or known?</b>

## Appendix 2 - Emoji bank



### Appendix 3 - Words bank

<b>Love</b>	<b>Family</b>	<b>Friendship</b>	<b>Respect</b>	<b>Humility</b>
<b>Solidarity</b>	<b>Kindness</b>	<b>Hope</b>	<b>Fight</b>	<b>Commitment</b>
<b>Freedom</b>	<b>Choice</b>	<b>Environment</b>	<b>Planet</b>	<b>Expression</b>
<b>Deprivation</b>	<b>Migration</b>	<b>Country</b>	<b>Village</b>	<b>City</b>
<b>Community</b>	<b>Story</b>	<b>Education</b>	<b>Opinions</b>	<b>Protest</b>
<b>School</b>	<b>Work</b>	<b>Rights</b>	<b>Human rights</b>	<b>Justice</b>
<b>Fairness</b>	<b>Equality</b>	<b>Inclusion</b>	<b>Generation</b>	<b>Culture</b>
<b>Information</b>	<b>Law</b>	<b>Limit</b>	<b>Peace</b>	<b>Peaceful</b>
<b>Violence</b>	<b>Controversial</b>	<b>Freedoms</b>	<b>Tolerance</b>	<b>Health</b>

### Appendix 3 - Words bank

<b>Security</b>	<b>Dignity</b>	<b>Child</b>	<b>Minority</b>	<b>Difference</b>
<b>Injustice</b>	<b>Controversy</b>	<b>Charity</b>	<b>Citizenship</b>	<b>Peace</b>
<b>Border</b>	<b>Democracy</b>	<b>State</b>	<b>Politics</b>	<b>Obligation</b>
<b>Refugee</b>	<b>Stereotypes</b>	<b>Prejudices</b>	<b>Hate speech</b>	<b>Individual</b>
<b>Collective</b>	<b>Society</b>	<b>People</b>	<b>Organisation</b>	<b>Life</b>
<b>Institution</b>	<b>Crime</b>	<b>Gender</b>	<b>Sexuality</b>	<b>Globalisation</b>

## Appendix 4 - Hashtags bank

#Metoo	#BalanceTonPorc
#HandsUpDontShoot	#AllLivesMatter
#NoJusticeNoPeace	#MakeOurPlanetGreatAgain
#BlackLivesMatter	#JeSuisCharlie
#ICantBreathe	#Happy
#FridayForFuture	#NousToutes
#SilenceOnArme	#NoHateSpeech
#LoveArmy	#YouthIsWatchingYou
#MadeToShine	#ProudBoys
#StopAmazon	#4Novembre16h16
#Lundi14Septembre	#Peace

## Activity 8 - The tree of freedom

©Council of Europe, Bookmarks

Adapted by the International Institute for Human Rights and Peace

<b>Duration</b>	45 minutes
<b>Materials</b>	<ul style="list-style-type: none"><li>• Envelope</li><li>• Scissors</li><li>• Profile questions</li><li>• Blank white sheets of paper</li><li>• Coloured pencils, felt-tip pens</li></ul>
<b>Overview of the activity</b>	<p>This activity allows participants to address the various issues of the 'Our Freedom Prize 2023' call for proposals. They are asked to think about who their ideal Freedom Prize winner would be: what are their expectations regarding the freedoms defended in the struggle? What cause would they like to support through the individual or organisation they are nominating? What is the scale of the combat they would like to highlight? Do they agree with a struggle that is controversial? etc.</p>
<b>Learning objectives</b>	<ul style="list-style-type: none"><li>• Use your imagination and interpretation to conceptualise your ideas;</li><li>• Draw up initial selection criteria for the struggle young people will nominate through the 'Our Freedom Prize 2023' call for proposals;</li><li>• Familiarise yourself with the expectations of the 'Our Freedom Prize 2023' call for proposals.</li></ul>

### Carrying out the activity

1 - Ask participants to get into groups to work on the Freedom Prize project.

2 - Explain that this activity will allow them to get to the heart of the struggle they have chosen to defend. In fact, to understand the issues, impact and scale, it is essential to consider the origins of the struggle: History, context in which the struggle emerged, milestones, etc.

3 - Participants will have to draw the tree that is home to the struggle.

4 - Explain that the roots of this tree drink not water, but the causes, reasons and origins of the struggle that lives there. They will therefore have to look back at the origins of the struggle and the causes that led the individual or organisation to engage in it. Specify that each cause must be symbolised by a root, which must give as much detail as possible (the cause of the cause).

5 - Tell participants that when this tree has sufficiently identified the causes, origins and reasons that led the individual or organisation to carry out this struggle for freedom, its branches will get stronger thanks to the impact of this struggle, both positive and negative, on individuals and society. Ask them to write on the branches of the tree all the consequences of this struggle for individuals and/or society: what has it achieved? What has it not achieved? What are the controversies around this struggle? etc.

6 - Finally, for the tree to grow in comfort, explain to participants that they will have to provide it with a clear blue sky that will allow it to look to the future of the struggle:

- What is the lifespan of this struggle?
- What is the short, medium and long-term impact?
- What changes could be brought about through this struggle?
- What are the limits?

7 - Using their tree for support, ask each group to give an oral presentation of the struggle they are going to work on and submit for the Freedom Prize.

If time allows:

They will have 5 mins. to convince the rest of the group by shining a light on the origins and impacts of the struggle, any controversies, and finally, how they see the future of this struggle.

Finally, the presentations must end with a catchy sentence supporting their proposal aimed at the Freedom Prize 2023 panel.

Alternatively, ask participants to leave their tree on the table and move around to look at those of the other groups.

## **Reporting and evaluation**

How did you go about creating your tree?

What was the easiest part? What difficulties did you encounter?

What freedoms are defended by your struggle?



What are the similarities and/or differences between the various struggles?  
What different types of means are used by your nominee for the Freedom Prize? What do you think of them?  
What links can you make between the causes and the consequences?  
Did you learn anything about your Freedom Prize nominee that you did not know? Can you give examples? Were they positive or negative?  
Did you have enough information to complete the tree? How did you find the information? Where do your sources come from? Are they reliable? How do you know? What role do the media play in the struggles you present?  
Is your individual or organisation controversial? If yes, why? If not, why not?  
What future do you see for your Freedom Prize nominee? What analysis can you draw from this?  
Has your Freedom Prize nominee overcome any obstacles in their struggle? Does it have any limits? (Means used, target audience, struggle, etc.)

### **Tips for the activity leader**

For a comprehensive understanding, analysis and control of the struggle chosen by participants, it is important to analyse each root of the struggle: get to the 'root of the roots', going as far back as possible. The same applies to the branches: the impact of a struggle may be felt at the highest level, more broadly, if it affects each branch, with new struggles being added. Don't be afraid to press these issues and give your participants areas for discussion.

Giving them the chance to do research (computer room, smartphones, print press, dictionaries, etc.) at the same time as creating their trees is highly recommended.

## Activity 9 - Let's investigate

©International institute for human rights and peace

<b>Duration</b>	50 minutes
<b>Materials</b>	<ul style="list-style-type: none"><li>• Table of answers</li><li>• QR codes</li><li>• A mobile phone or something to scan the QR codes</li></ul>
<b>Overview of the activity</b>	In groups, the participants can use different information materials to learn about freedom fighters. After analysing the document(s), the participants are asked to sort the requested information using a table of answers.
<b>Learning objectives</b>	<ul style="list-style-type: none"><li>• To develop critical and analytical thinking skills so that they can understand and use information</li><li>• To spark the participants' curiosity to learn about the wide range of fights for freedom</li><li>• To question the nature of commitment</li></ul>

### Carrying out the activity

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

7 - When the activity has been completed, you can move on to the debrief and assessment stage.

## **Reporting and evaluation**

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

What are the main characteristics of these 6 people?

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

What were your selection criteria for choosing your freedom fighter?

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

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

Which freedoms are defended by these people and organisations?

Which courses of action have you identified?

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

Which situation did you find most striking? Why?

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

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

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

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

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

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

## Appendix 1 - The clues

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



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



**Chimamanda Ngozi  
Adichie**



**#jagarhar**



**Liu Xiaobo**



**Marsha P Johnson**











## Appendix 2 - The form

First name and surname / name of the organisation	
Nationality /town or country of its headquarters	
Age / year founded	
Defended freedoms (3 max.)	- - -
Free presentation of the person / organization and their fight	
Area(s) where the fight is taking place	
List below at least 1 example of action carried out in the fight	- - - -
Why choose this fight? List below at least 1 reason for choosing this fight for the Freedom Prize 2023 (3 maximum)	- - -
Difficulties in the fight (si pertinent)	-
Sources internet	- -
Few last words to convince the judges	

# RESOURCES & GLOSSARY










## Resource

The 30 articles of the Universal Declaration of Human Rights simplified and illustrated by the cartoonist Yak.

		
<p><b>Art.1</b> 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><b>Art. 2</b> Everyone is entitled to all rights and freedoms without distinction of any kind.</p>	<p><b>Art.3</b> Everyone has the right to life, liberty and security of person.</p>
		
<p><b>Art.4</b> No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.</p>	<p><b>Art. 5</b> No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.</p>	<p><b>Art.6</b> Everyone has the right to recognition everywhere as a person before the law.</p>
		
<p><b>Art.7</b> 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.</p>	<p><b>Art. 8</b> 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.</p>	<p><b>Art.9</b> No one shall be subjected to arbitrary arrest, detention or exile.</p>

## Ressource










The 30 articles of the Universal Declaration of Human Rights simplified and illustrated by the cartoonist Yak.

		
<p><b>Art.7</b> 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.</p>	<p><b>Art. 8</b> 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.</p>	<p><b>Art.9</b> No one shall be subjected to arbitrary arrest, detention or exile.</p>
		
<p><b>Art.10</b> Everyone has the right to a fair trial.</p>	<p><b>Art. 11</b> Any person charged shall be presumed innocent until proven guilty.</p>	<p><b>Art.12</b> Everyone has the right to protection of his or her private and family life.</p>
		
<p><b>Art.13</b> Everyone has the right to move freely within and outside his or her country.</p>	<p><b>Art. 14</b> Everyone has the right to seek asylum in other countries.</p>	<p><b>Art.15</b> Everyone has the right to a nationality and is free to change it.</p>



## Ressource




The 30 articles of the Universal Declaration of Human Rights simplified and illustrated by the cartoonist Yak.

		
<p><b>Art.16</b> Every adult has the right to marry and found a family, without any restriction as to race, nationality or religion.</p>	<p><b>Art. 17</b> Everyone has the right to own property and no one shall be arbitrarily deprived of his property.</p>	<p><b>Art.18</b> Everyone has the right to freedom of thought, conscience and religion.</p>
		
<p><b>Art.19</b> Everyone has the right to freedom of opinion and expression.</p>	<p><b>Art. 20</b> Everyone has the right to freedom of peaceful assembly and association.</p>	<p><b>Art.21</b> Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.</p>
		
<p><b>Art.22</b> Everyone has the right to social security.</p>	<p><b>Art. 23</b> Everyone has the right to work under just and favorable conditions and to join a trade union.</p>	<p><b>Art.24</b> Everyone has the right to rest and leisure.</p>

## Ressource

The 30 articles of the Universal Declaration of Human Rights simplified and illustrated by the cartoonist Yak.

		
<p><b>Art.25</b> Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family.</p>	<p><b>Art. 26</b> 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><b>Art.27</b> Everyone has the right freely to participate in the cultural life of the community.</p>

		
<p><b>Art.28</b> 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><b>Art. 29</b> Everyone has duties to the community in which alone the free and full development of his personality is possible.</p>	<p><b>Art.30</b> 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>

## Ressource

Manuels d'éducation aux droits de l'Homme et à la citoyenneté démocratique :

### Le Conseil de l'Europe

- Repères : <https://www.coe.int/fr/web/compass>
- Repères Junior : <https://rm.coe.int/reperes-juniors-compasito-fr/16808ff1a6>
- Connexions : <https://www.coe.int/fr/web/no-hate-campaign/connexions-bookmarks>
- Alternatives : <https://www.coe.int/fr/web/no-hate-campaign/alternatives-we-can>
- Tous différents - Tous Égaux : <https://rm.coe.int/kit-pedagogique-tous-differents-tous-egaux-fr/16808e4e5b>
- Questions de genre : <https://rm.coe.int/gender-matters-fr/16807023de>

### Educadroit

- Exposition Dessine-moi le droit : Cartooning for Peace ([educadroit.fr](http://educadroit.fr))
- Liens vers les ressources pédagogiques d'Educadroit : Page d'accueil ([educadroit.fr](http://educadroit.fr))

### Institut international des droits de l'Homme et de la paix

- Ressources : <https://2idhp.eu/nos-ressources/>
- Recueil d'activités 2022 « Notre Prix Liberté » : [https://2idhp.eu/nos\\_ressources/prix-liberte-2022-recueil-dactivites-notre-prix-liberte/](https://2idhp.eu/nos_ressources/prix-liberte-2022-recueil-dactivites-notre-prix-liberte/)
- Recueil d'activités 2022 « Vote » : [https://2idhp.eu/nos\\_ressources/prix-liberte-2022-recueil-dactivites-pedagogiques-sur-le-vote/](https://2idhp.eu/nos_ressources/prix-liberte-2022-recueil-dactivites-pedagogiques-sur-le-vote/)
- Recueil d'activités 2021 « Vote » : [https://2idhp.eu/nos\\_ressources/prix-liberte-2021-recueil-dactivites-sur-le-vote/](https://2idhp.eu/nos_ressources/prix-liberte-2021-recueil-dactivites-sur-le-vote/)
- Recueil d'activités 2021 « Notre Prix Liberté » : [https://2idhp.eu/nos\\_ressources/prix-liberte-2021-recueil-dactivites-notre-prix-liberte/](https://2idhp.eu/nos_ressources/prix-liberte-2021-recueil-dactivites-notre-prix-liberte/)
- Les publications : <https://2idhp.eu/publications/>
- Les coups de cœur de l'Institut, à retrouver dans la rubrique « Publications »
- Sur le site Internet du Prix Liberté : <https://prixliberte.normandie.fr/>

## Glossary

### Charter of the United Nations

founding treaty of the United Nations. It was adopted unanimously on the 25th June 1945 and sets out the rights and obligations of Member States as well as establishing the United Nations organs and procedures.

To consult it: <https://www.un.org/en/about-us/un-charter>

Definition from the Council of Europe.

### Citizenship

a) a legal relationship between a person and a state, resulting in mutual rights and obligation or

b) used to describe the general relationship between individuals and the state to which they are “attached”, including expected forms of behaviour and attitudes.

Definition from the Council of Europe.

### Convention on the Elimination of All Forms of Discrimination against Women

A tool for women around the world to make a difference in their daily lives. In the countries that have ratified it, the Convention has proved indispensable in countering the effects of discrimination, including violence, poverty and lack of legal protection, as well as the denial of inheritance rights, property rights and access to credit.

To consult it: <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-elimination-all-forms-discrimination-against-women>

Definition from the Committee on the Elimination of Discrimination against Women.

### Convention

A binding agreement between states; used synonymously with treaty and covenant. A convention is stronger than a declaration because it is legally binding for governments that have ratified it.

Definition from the Council of Europe.

# Glossary

## **Council of Europe**

Founded in 1949 to protect and promote human rights, democracy and the rule of law. Today its 47 member states cover virtually the entire continent of Europe. It is based in Strasbourg.

Definition from the Council of Europe.

## **Declaration**

A document stating agreed upon principles and standards, but which is not legally binding. UN conferences, like the 1993 UN Conference on Human Rights in Vienna and the 1995 World Conference for Women in Beijing, usually produce two sets of declarations: one written by government representatives and one by nongovernmental organizations (NGOs). The UN General Assembly often issues influential but legally non-binding declarations.

Definition from the Council of Europe.

## **Democracy**

A form of government where the authority to govern is derived from the people, either by direct referendum or by means of representatives elected by the people entitled to vote.

Definition from the Council of Europe.

## **Discrimination**

Any distinction, exclusion or restriction or preference, which is based on any ground such as race, culture, ethnic origin, nationality, sexual orientation, religion, physical handicap, or other characteristics not relevant to the issue in question.

Definition from the Council of Europe.

## **Formal education**

The structured education and training system that runs from pre-primary and primary through secondary school and on to university. As a rule, it takes place at general or vocational educational institutions and leads to certification.

Definition from the Council of Europe.

# Glossary

## Human rights

Rights that universally belong to all human beings. Human rights are indivisible, inalienable, and universal and respect the equality and dignity of each individual.

Definition from the Council of Europe.

## Inalienable

Refers to rights that belong to every person and cannot be taken from them under any circumstances.

Definition from the Council of Europe.

## Indivisible

Refers to the importance of seeing all human rights as part of an undividable and inseparable whole. A person cannot be denied a particular human right on the grounds that it is “less important” than another or “non-essential”.

Definition from the Council of Europe.

## Informal education

The lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educational influences and resources in his or her own environment (family, peer-group, neighbours, market place, library, mass media, work, play etc).

Definition from the Council of Europe.

## Laureate

Person or organization receiving the award of the Freedom Prize by young people aged 15 to 25 from all over the world.

## Member States

Countries that are members of an intergovernmental organisation (e.g. of the United Nations, the Council of Europe).

Definition from the Council of Europe.

## Nominee

Person or organization selected by the international panel of the jury of the Freedom Prize to figure among the 3 fights submitted to the online vote of the Freedom Prize.

# Glossary

## **Non-formal education**

Any planned program of education outside the formal educational setting that is designed to improve a range of skills and competences, for example youth work. Non-formal education is also referred to as non-formal learning. Definition from the Council of Europe.

## **Observatoire des inégalités**

Independent information and analysis body on inequalities. Every two years, the Observatoire des inégalités publishes a report on inequalities in France, which provides an overview of the issue.

## **Proposal**

Person or organization engaged in a fight for freedom, recent or current, proposed by the international youth to the Freedom Prize during the time of the call of proposal “Our Freedom Prize”.

## **Rule of law**

No person, whether a governmental official, a king, or a president, is above the law. The same law binds those who govern and those who are governed.

Definition from the Council of Europe.

## **The case of the century**

An unprecedented legal action brought by 4 NGOs against the French State between 2019 and 2021 for inaction in the fight against global warming. The Case of the Century is part of a global dynamic: all over the world, citizens are taking legal action to ensure that their fundamental rights are guaranteed in the face of climate change.

## **The Committee on the Elimination of Discrimination**

The Committee on the Elimination of Discrimination against Women (CEDAW) is the body of independent experts that monitors implementation of the Convention on the Elimination of All Forms of Discrimination against Women. The CEDAW Committee consists of 23 experts on women's rights from around the world.

## Glossary

### **The Paris Agreement**

Adopted on 12 December 2015 following the COP21 negotiations, it entered into force on 4 November 2016. In 2019, out of 197 parties, 183 have ratified it. It is the first international agreement on climate change of a universal nature and represents an important step in the fight against global warming. (Definition from the French government website « Vie publique »)

The Supreme Court of the United States (SCOTUS): the highest court in the federal judiciary of the United States. It has ultimate appellate jurisdiction over all U.S. federal court cases, and over state court cases that involve a point of federal law.

Translation of the French definition from the Larousse dictionary.

### **To ratify**

The process by which the legislative body of a state confirms a government's action in signing a treaty; the formal procedure by which a state becomes bound to a treaty after acceptance. After ratification a state becomes a party to the treaty. (Definition from the Council of Europe)

To revoke: to say officially that an agreement, permission, a law, etc. is no longer in effect.

Definition from the Cambridge dictionary.

### **United Nations**

An international intergovernmental organisation (IGO) founded in 1945 after the Second World War with the aim of maintaining international peace and security, developing friendly relations among nations and promoting social progress, better living standards and human rights.

Today, the United Nations counts 193 member states.

Definition from the Council of Europe.

### **Universal Declaration of Human Rights (UDHR)**

Universal Declaration; adopted by the general assembly on December 10, 1948. The primary UN document establishing human rights standards and norms. All member states have agreed to uphold the UDHR. Although the declaration was intended to be non-binding, through time its various provisions have become so widely recognized that it can now be said to be part of customary international law.

Definition from the Council of Europe.





This manual is intended for anyone wishing to accompany a group of young people in the pedagogical process of the Freedom Prize and more particularly during the call for proposals "Our Freedom Prize 2023".

Mrs Darbus, a teacher, decided to register her class for the Freedom Prize. Lee and Berty, two of Ms. Darbus' students, embarked on a long reflection on freedom and commitment, in order to propose the person or organization of their choice for the Prix Liberté. Throughout this adventure, they can count on the advice of DUDeH, the Freedom Prize facilitator, who knows what he is talking about. DUDeH will be following Mrs Darbus, Lee and Berty very closely to answer all their questions. Ms Darbus, Lee and Berty will have the chance to meet former and current Freedom Prize actors who will share their best advice with them in order to give them all the keys to understanding how to participate in the call for proposals "Our Freedom Prize 2023". Through the exchanges of these four characters, this manual will allow you to accompany your young people in each of the stages of reflection that they must go through before arriving at their final choice. In order to meet all the challenges they will face, DUDeH will propose to Mrs Darbus, Lee and Berty pedagogical activities that are fun, easy to set up and easy to take on board. These activities can then be used by you to stimulate reflection and exchanges between your young people.

**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.**

**It organised by the Normandy Region, implemented with the International Institute of Human Rights and Peace, in partnership with the academic authorities of Normandy and the Canopé network.**

— [prixliberte.normandie.fr/en](http://prixliberte.normandie.fr/en)