



# YOUTH PARTICIPATING IN COMMUNITY LIFE

IMPLEMENTING HUMAN RIGHTS PROJECTS  
IN THE MIDDLE EAST AND NORTH AFRICA  
LESSONS LEARNED AND GOOD PRACTICES

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The collection of lessons learned and good practices presented in this publication was developed by the Equitas team: Jean-Sébastien Vallée, Vincenza Nazzari, Nadjet Bouda, Frédéric Hareau and Sawsan Kanhoush.

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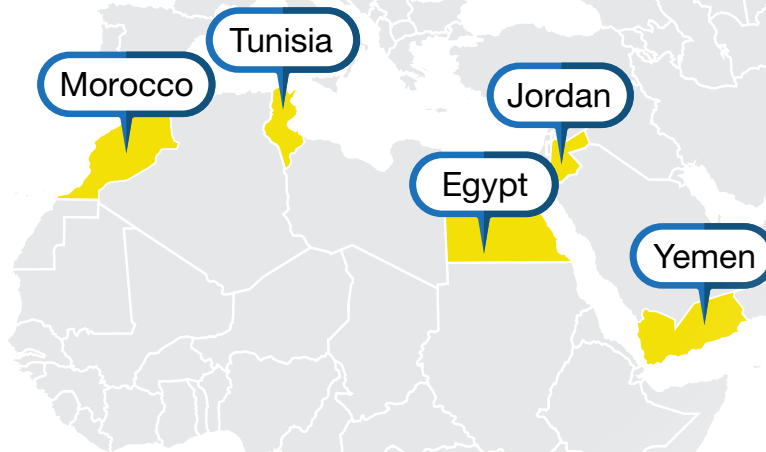
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# INTRODUCTION

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## ABOUT THIS PUBLICATION

This publication is one of the main tools developed through the Mosharka project. It captures the lessons learned and good practices for engaging young people in the promotion of human rights, including working towards implementing recommendations from the Universal Periodic Review (UPR).

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## THE MOSHARKA PROJECT

The Mosharka project started in November 2012 with the goal of building networks and capacity, in the Middle East and North Africa (MENA) region, for engaging and mobilizing youth to promote human rights as well as increasing their democratic participation. The project helped equip youth to participate more effectively in advancing democracy, equality, and fundamental rights and freedoms.

The project was implemented in Egypt, Jordan, Morocco, Tunisia, and Yemen. In addition to strengthening capacity at the national level, the project helped establish sustainable networks in the MENA region in an effort to support active civic engagement among youth.

Led by Equitas – International Centre for Human Rights Education, the project was implemented in partnership with the following organizations: the Horus Foundation for Development and Training (Egypt), the Arab Network for Civic Education – ANHRE (Jordan), l'Association marocaine pour l'éducation de la jeunesse (AMEJ), Section Fès, (Morocco), l'Association des femmes tunisiennes pour la recherche et le développement, AFTURD (Tunisia), and the Youth Leadership Development Foundation (Yemen).

The Mosharka project consisted of four main components:

- **Capacity-building activities** aimed, on the one hand, at strengthening young people's capacity for contextual analysis, as well as increasing their understanding of human rights and of a human rights-based approach; and on the other hand, encouraging civil society organizations (CSOs) to provide spaces for youth participation in decision making processes.
- **Youth-led human rights projects**, carried out to address key human rights issues in communities and related UPR recommendations for each target country.

- Building and strengthening **youth networks** (regional action platforms, including social media and a youth human rights portal, [www.mosharka.net](http://www.mosharka.net)).
- **Development of regional tools** designed to mobilize youth (a youth engagement toolkit, training manual, and this publication of lessons learned and good practices).

**Human rights education** is a tool for social transformation aimed towards building a universal culture of human rights. Therefore, it is necessarily guided by a human rights-based approach (HRBA), which emphasizes participation, accountability, non-discrimination, empowerment and links to human rights. Moreover, HRBA provides an internationally recognized standard of achievement for social actions.

**The participatory approach**, which is an effective means for implementing HRBA in human rights education and other social actions, is the educational approach that guided the implementation of all the Mosharka project activities. A participatory approach promotes the sharing of individuals' knowledge and experiences of human rights and fosters critical reflection on personally held values and beliefs. The participatory approach was not only a process but also an essential skill to be mastered.

The youth-led human rights projects focused on engaging young people to work toward social change using a participatory approach. A five-step process was designed to help groups develop and implement their projects. For more information on the Mosharka methodology, see the Mosharka: Youth Human Rights Project Guide (Equitas, 2015).

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## DEFINITIONS OF LESSONS LEARNED AND GOOD PRACTICES<sup>1</sup>

**A lesson learned** is knowledge or understanding gained through the experience of an activity or a process. The experience may be positive, such as a successfully run videoconference, or negative, such as an awareness campaign that did not reach the desired target group.

**Good practices** are practices that are well documented and evaluated, providing evidence of success or impact. They are generally based on similar experiences from different countries and contexts. They are practices that have been tested and have produced positive results. Good practices include strategies, methods and techniques that are worth repeating and sharing.

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## TARGET AUDIENCE

The lessons learned and good practices in this publication are specifically intended for young leaders (ages 16-30) and organizations working with them. The strategies outlined are also useful for decision makers and other stakeholders who would like to involve young people more effectively around issues of democratic participation and human rights.

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## MAIN ISSUES

The lessons learned and good practices presented in this publication focus on issues that are important to young people in the MENA region. These include:

- Youth participation
- Including marginalized youth
- Youth engaging with decision makers
- Youth engaging in the Universal Periodic Review

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<sup>1</sup> Definitions adapted from:  
[www.ilo.org/ipec/programme/Designandevaluation/Goodpractices/lang--en/index.htm](http://www.ilo.org/ipec/programme/Designandevaluation/Goodpractices/lang--en/index.htm)  
<http://www.unep.org/eou/Pdfs/Lessons%20Learned%20rpt.pdf>.

Unicef, *Evaluation and Lessons Learned* [www.unicef.org/evaluation/index\\_49082.html](http://www.unicef.org/evaluation/index_49082.html).

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Council of Europe, OSCE/ODIHR, UNESCO, OHCHR (2009) *Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice* [http://www.hrea.org/index.php?doc\\_id=458](http://www.hrea.org/index.php?doc_id=458).

- Gender equality
- Realizing economic and social rights

Overall strategies for implementing and managing projects to protect and promote human rights have also been included.

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## INFORMATION SOURCES

The lessons learned and good practices presented in this publication are drawn from experiences during the implementation of Mosharka project activities as well as the information and results documented in the following tools:

- **Applications for the Mosharka Regional Forum**, which took place from September 1-3, 2015: The goal of this 3-day regional youth forum was to share innovative strategies and good practices for promoting youth participation, engagement, and leadership, as well as the promotion and protection of human rights in the MENA region.
- **Notes from the Mosharka Regional Forum**: Detailed notes taken during the Forum were used to record lessons learned and good practices. The Regional Youth Forum brought together over 45 men and women, including young leaders, representatives of civil society, regional and international organizations, and funders.
- **External evaluation report on Mosharka**: Equitas commissioned an external evaluator to assess the extent to which the Mosharka project achieved the desired results, and how these could be strengthened to ensure long-term sustainability.
- **Report on the mid-project evaluation meeting, November 2014**: Partners and youth from each of the five target countries were present at this meeting to discuss the results achieved, lessons learned, challenges, and to plan the next steps.

We also consulted the Mosharka project narrative reports produced over the last two years. Finally, we incorporated information gathered through conversations with partners and organizations in the MENA region.

## METHODS OF ANALYSIS

The first step was to translate, from Arabic to French, the lessons learned drawn from the Forum applications, the external evaluation report, as well as the notes from the Forum and the November 2014 mid-project evaluation meeting. We also used reports produced in January 2014 and 2015 to round out the information or validate specific data. Next, we categorized the lessons learned according to the main issues listed above and highlighted the strongest ones. We then developed one good practice for each topic, based on the definitions of good practices outlined above and the following criteria<sup>2</sup>:

The practice is **participatory**, meaning that it:

- Focuses on meaningful involvement of youth in all matters that concern them
- Promotes and values the sharing of individuals' knowledge and experiences of human rights
- Encourages critical reflection on individual beliefs and values
- Encourages social analysis with a view to empowering participants to develop concrete actions for social change that are in line with human rights values and norms.

The practice is **inclusive**, meaning that it:

- Recognizes each person as a full member of the group
- Explores ways to ensure that a wide range of young people participate, including those who face discrimination
- Includes other community members (for example, religious leaders, family members, politicians)

The practice is **effective**, meaning that it:

- Enables the intended goals to be achieved
- Has a meaningful impact on youth

<sup>2</sup> These criteria and definitions were taken from: *Youth Participation in Decision-Making, Pilot Criteria*, Sarah Lusthaus internal document, Equitas, 2015.

In December 2014, Equitas facilitated an online conversation through the Equitas Community, an online platform open to Equitas program participants. During this online conversation, we invited human rights educators from around the world to participate and discuss youth participation in decision-making. We wanted to understand how to get young people to participate and, from there, reflect upon good practices for youth participation in decision-making. Based on examples shared during the conversation, the Equitas team drew up a list of six primary criteria to determine good practices.

The practice is **appropriate**, meaning that it:

- Addresses key issues of youth participation in decision making
- Is of direct interest to youth
- Involves young people in the selection, planning, and organization of activities
- Takes into account their culture, families, and religious practices
- Ensures the activities are accessible to youth (time, cost, etc.).

The practice is **adaptable**, meaning that it:

- Uses methodology and themes that can be adapted to a variety of contexts
- Is clear and does not require huge resources

The practice is carried out in a **safe** environment, meaning that it:

- Incorporates measures to ensure that the environment is welcoming
- Creates a group dynamic where members can speak openly
- Ensures the physical safety of youth and guarantees that they are protected against all forms of abuse

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## APPLYING THE LESSONS LEARNED AND GOOD PRACTICES

The lessons learned and good practices contained in this publication have been developed in the context of the Mosharka project and may not necessarily be appropriate for use in exactly the same way in other contexts. They should be viewed as good suggestions and not as precise formulas to follow.<sup>3</sup> We therefore encourage you to carefully read through the ideas and strategies with a view to tailoring them to your specific context.

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<sup>3</sup> Adapted from *Knowledge Sharing Toolkit*, <http://www.kstoolkit.org/home>.

# LESSONS LEARNED AND GOOD PRACTICES

Six topics are addressed in this section:

**■ YOUTH PARTICIPATION**

**■ INCLUDING MARGINALIZED YOUTH**

**■ YOUTH ENGAGING WITH DECISION MAKERS**

**■ YOUTH ENGAGING IN THE UNIVERSAL PERIODIC REVIEW**

**■ GENDER EQUALITY**

**■ REALIZING ECONOMIC AND SOCIAL RIGHTS**

Overall strategies for the implementation and management of projects to protect and promote human rights are outlined in the next section.

Each topic is introduced and explained in the context of the Mosharka project. For each topic, we then outline lessons learned and a good practice stemming from the lessons learned. Finally, we provide an example of good practice in action from the Mosharka project.

The lessons learned reported in this publication are drawn both from positive and negative experiences of youth who participated in the Mosharka project. Measures undertaken to mitigate the less positive experiences were taken into account in the description of the lessons learned.





Thanks to this session I really feel like I have the tools I need to help other youth so they can carry out their own human rights work.

— Balquees, Jordan



# YOUTH PARTICIPATION<sup>4</sup>

Participation is a fundamental right recognized in the Universal Declaration of Human Rights. The concept of participation is implicit in Article 3 – Right to life, liberty and security of the person; Article 18 – Right to freedom of conscience and religion; Article 20 – Right to freedom of peaceful assembly and association; Article 21 – Right to participate in elections and to take part in government; and Article 27 – Right to participate in the cultural life of the community.

Participation of youth has shown that young people have a meaningful voice in matters that affect their lives, and that their voices are taken into account. There are many different contexts, levels, and ways of participating; for example, planning activities at a local community centre, acting as a mentor to younger children, getting involved in local politics, or participating in a youth forum. The elements that influence their level of participation can vary widely from one setting to another or even from one young person to another. Regardless, there are three main, interrelated components that should be taken into consideration when seeking to enhance participation: **motivation**, **capacity** and **opportunity**.<sup>5</sup>

<sup>4</sup> Definition taken and adapted from: Equitas, 2015, *How to get youth to participate in decision-making*. Available at <https://equitas.org/wp-content/uploads/2015/08/Jeunes-et-participation.pdf>.

<sup>5</sup> Definitions of these three concepts were taken and adapted from: Equitas, 2015, *Engaging Young Women Young Leaders: A Tip Sheet*. Available at [https://equitas.org/wp-content/uploads/2015/10/JFJL\\_Fiche-conseils\\_Fr.pdf](https://equitas.org/wp-content/uploads/2015/10/JFJL_Fiche-conseils_Fr.pdf).

**Motivation** is the desire or willingness of each young person to participate, and possibly commit to involvement or action over the long term. Motivation varies according to each person’s personality, preferences and interests, but is also influenced by each person’s experience as well as the opportunities available to that person to change things in his or her own life or community.

**Capacity** includes the knowledge, skills, attitudes and behaviours that everyone needs to participate effectively. Capacity will naturally vary according to each person’s inherent strengths but will also be shaped by personal life experiences and the opportunities each person has to express thoughts and ideas, to work in teams, to take on challenges and to develop self-esteem.

**Opportunity** refers to any situation where youth can participate effectively. Opportunities vary according to young people’s capacity to create spaces, events or circumstances favourable to their full participation.

## LESSONS LEARNED !!!

Lessons emerging from the Mosharka project confirm the importance of motivation, capacity and opportunity for meaningful youth participation.

### 1 MOTIVATION

The fact that youth-led human rights projects **addressed human rights issues that personally affected youth as well as their communities** motivated them to make a long-term commitment. As issues may vary from one community to the next, an inclusive, participatory process is essential to identifying issues that projects will address. Therefore, the process for developing human rights projects within the Mosharka project included an analysis of the context in which the young people lived. A participatory process, grounded in the reality of young people’s lives, allowed them to think about the issues in their community in concrete terms and motivated them to act. This approach led young people to “shape their own world by analysing the social forces that limited their options in the past.”<sup>6</sup> The result is young people deciding for themselves to act on issues that are important to them.

<sup>6</sup> Equitas, 2015, *International Human Rights Training Program*, pp. 1-49.



## 2 CAPACITY

In addition to motivation, capacity building is an important element as it fosters effective youth participation. **Developing appropriate skills for addressing human rights issues** is critical for implementing community projects. These include skills in analysis, synthesis, writing, planning, and communication, as well as in financial management. **Volunteering in civil society organizations** is strongly recommended as it is an effective way for young people to develop a range of skills, which they can then apply in their civic engagement endeavours.

**Knowledge** of rights and responsibilities as well as the internalization of human rights values enable the effective involvement of youth in a social change process. Moreover, young people who are well informed about their rights become responsible citizens, who are able to counter the negative pressures some groups may exert on them.

## 3 OPPORTUNITY

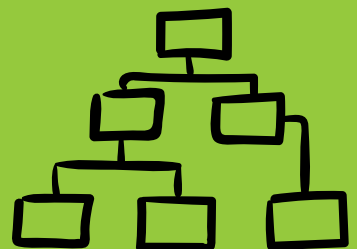
Motivating youth, building their skills and, last but not least, providing opportunities for them to participate will inevitably lead to their engagement. Young people want **real opportunities** to demonstrate their skills and get creative. Opportunities to implement projects in communities through video, street theatre, conferences, surveys and other events give young people the chance to put their skills to work and participate effectively in community development.

# GOOD PRACTICE

Throughout the course of a project aimed at promoting young people's civic participation, (i.e., from development to implementation, to evaluation and follow up) it is important to:

- Use a participatory approach, which allows young people to build on their experience, critically analyse and reflect on human rights issues, and develop strategies to move to action and achieve concrete results.
- Develop and put into practice skills and knowledge through training and volunteering opportunities and the implementation of concrete projects in the community. Skills to be developed include leadership, planning, management and communication, as well as specific human rights knowledge and skills (for example, human rights values, human rights protection and promotion mechanisms, including the Universal Periodic Review).

Progressively putting these skills and knowledge to work and using a participatory approach have a positive impact on the level of youth participation.



# YOUTH PARTICIPATION

## EXAMPLE OF GOOD PRACTICE IN ACTION

*In Jordan, a group of Mosharka project youth embarked on a literacy project for children aged 7 and 8. The example below describes their project. The sidebar explanations illustrate how the participatory approach was implemented and how skills and knowledge were developed, as outlined earlier.*

### THE ISSUE

Youth leaders trained in the Mosharka project identified as their issue the need to strengthen the reading and writing skills of children aged 7 and 8 in their community. They had observed that some children despite their years of schooling were unable to read or write. Their analysis of the situation revealed that the underlying cause was a lack of resources in schools in the targeted communities.

→ Youth involved in the Mosharka project completed a seven-day regional training session that enabled them to increase their knowledge and skills in human rights as well as in the implementation of projects in the community.

↪ Young people analyzed the problem drawing on their experience of the community.

### THE INITIATIVE

Mosharka project youth in Jordan opted for a different approach: train 38 youth on civic responsibility, and on how to improve the literacy skills of their younger counterparts in the community. The purpose of this was twofold: first, to develop the capacity of the 38 youth to facilitate literacy training for children and second to instil in the youth a broader sense of civic responsibility. Having completed their training, the 38 youth then worked with 155 young children over a period of 2-3 months to improve the children's reading capacity.

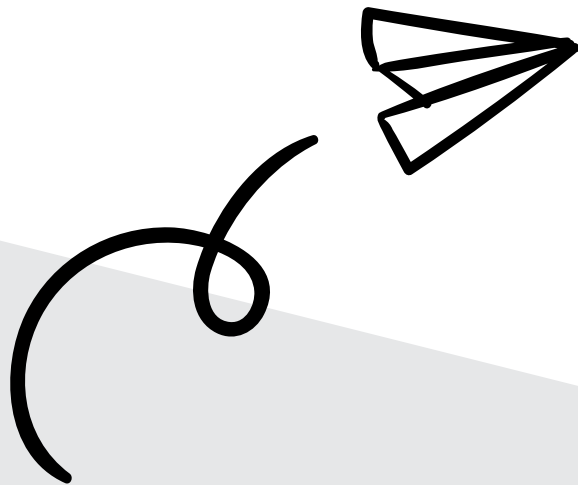
↗ Working in groups, the youth reflected on the issue and did a critical analysis of the best ways to get the results they hoped for. They then developed strategies for action.

↘ Through the training they received and the literacy classes they gave to 155 children, the 38 youth developed a range of skills, including leadership, planning, management and communication skills.

## THE RESULTS

Pre- and post-evaluations of the young children showed that literacy rates have improved, although not as much as the Mosharka youth would have liked. Notwithstanding, local CSOs involved in their project, in particular, Arabs for Sustainable Development (RUAD), the Jordan River Foundation and l'Association des familles pour le développement decided to include sessions modelled on the youth's project in their regular programming.

→ The project delivered concrete results and allowed young people to further develop their knowledge and skills.







Only the rich  
and people with  
power get all the  
opportunities.  
Disadvantaged youth  
get nothing



— Youth, Mosharka Needs Validation, 2012, unofficial translation, Equitas

# INCLUDING MARGINALIZED YOUTH

Marginalization is a process whereby specific groups of people are relegated to the outer edges of society and consequently are unable to develop to their full potential. Regardless of the basis for this marginalization (gender, age, disability, ethnic origin, poverty, religion, among others), it leads to social exclusion. Marginalized people have little control over their lives and available resources.<sup>7</sup>

The groups of marginalized youth in the Mosharka project included: religious or ethnic minorities, refugees, orphan children, youth living with disabilities, young drug users, youth living in poverty, young women and girls.

<sup>7</sup> Definition adapted from: C. Kagan et al. *Working with People who are marginalized by the social system: challenges for community psychological work*, forthcoming publication. Accessed November 23, 2015 at [www.compsy.org.uk/margibar.pdf](http://www.compsy.org.uk/margibar.pdf).

Centre for Development Research, University of Bonn, *Marginality: Addressing the Root Causes of Extreme Poverty*. Accessed November 23, 2015 at [www.zef.de/fileadmin/webfiles/downloads/projects/margip/downloads/Poster-marginality-tropentag.pdf](http://www.zef.de/fileadmin/webfiles/downloads/projects/margip/downloads/Poster-marginality-tropentag.pdf).

## LESSONS LEARNED

Including marginalized youth was an important result of the Mosharka project. Young people and the organizations working with them have increased their ability to implement projects that include marginalized youth. The lessons presented below summarize strategies used to achieve this result.

**1 Learning more** about the causes and effects of marginalization, as well as challenging stereotypes about the ability of marginalized youth to participate fully, enables people to move beyond their pre-conceived notions about the capabilities and motivation of marginalized youth.

**2 Using a participatory approach** rooted in human rights is the best approach to adopt with marginalized youth, whose rights are often violated. This approach enables organizations and young people to:

- **Connect with excluded youth** and work with them to **identify their needs**, especially with respect to human rights.
- Fully **understand their expectations** and work effectively with them.
- **Highlight the lived experience** of marginalized youth and assert its value.
- **Transcend divisions** prevailing in some communities based on ethnicity, religion, gender and socio-economic conditions, by bringing diverse groups together for an activity.

**3 Offering constructive feedback** to youth encourages them and helps develop their self-esteem.

**4 Identifying the groups of marginalized youth** will ensure their inclusion at every stage of implementation of the human rights projects. In the context of the Mosharka project, organizations and youth involved **proactively searched for these groups**, which required them to reach beyond their usual networks.

**5 Providing resources to work in Arabic** with these young people is essential. As an international organization, we found that marginalized youth did not necessarily have an understanding of English or French.

**6 Acknowledging the work that youth-serving organizations are already doing**, and using their experiences as the starting point for developing programming aimed at marginalized youth substantially improves the quality and effectiveness of the projects.<sup>8</sup>

# GOOD PRACTICE



To ensure marginalized young people or marginalized groups of young people are included, it is important to:

Make every possible effort to reach out to groups of marginalized youth, who are often absent from conventional networks, and support their full participation in every stage of a project.

Some strategies to make this happen include:

- Going to the places where marginalized youth live (for example, rural areas and disadvantaged urban neighbourhoods).
- Making a point to discover the “hidden marginalized groups” and where they are
- Keeping an open mind and having an inclusive attitude when dealing with marginalized youth.

Be flexible in your approach, in order to create the space for marginalized groups to participate at every stage of the project. Some strategies to make this happen include:

- Showing flexibility when it comes to the criteria for selection and participation of marginalized youth.
- Using a range of techniques and methodologies that enable every group to participate (regardless of disability, religion, literacy levels, socio-economic status, etc.).
- Developing relationships with marginalized groups based on trust, and taking the time needed to build these relationships.
- Supporting concrete learning spaces (learning through doing).



# INCLUDING MARGINALIZED YOUTH

## EXAMPLE OF GOOD PRACTICE IN ACTION

*The example below presents a project that youth undertook in Tunisia and illustrates the way young people adapted their project to reach out to youth living with disabilities.*

### THE ISSUE

Mosharka project youth in Tunisia designed, as one of their activities, a series of interventions to support the re-integration of drug users into society using economic and social rights as a platform. The aim of their initiative was to sensitize youth about their economic and social rights while making the link between violations of these rights and drug use. They employed a variety of methods to sensitize and engage the youth. They realized as they proceeded that some approaches they employed would be useful in supporting the integration of persons living with disabilities into Tunisian economic and social life. They therefore decided to add an element to their initiative that focused on that issue.

→ The Mosharka youth realized the importance of having flexible criteria when it came to youth participation, and this enabled them to integrate persons living with disabilities.

→ The youth understood the importance of using a range of techniques to reach out to marginalized groups.

### THE INITIATIVE

The Tunisian youth adapted their approach to offer a sensitization session for persons living with disabilities (PLWDs). The session was so well received that several of the target group asked that other sessions be provided and that PLWDs be trained to help facilitate the sessions. A second session was then organized involving PLWDs as facilitators. Meanwhile, the PLWDs who had been targeted reported on the sessions to the local Rehabilitation Centre. That organization was so impressed with the approach that they asked Mosharka youth to help train their staff-facilitators on the methodologies so that the Mosharka approach could be adopted by them.

→ The Mosharka youth adapted their approach so that they could reach out to youth living with disabilities in a centre that works with them.



## THE RESULTS

These actions produced results on several levels. By engaging PLWDs and then training them in facilitation techniques, the Mosharka youth provided PLWDs with real-life skills that had the potential to help some of them to engage in economic and social life. Associating with the local Rehabilitation Centre presents opportunities for the wider use of Mosharka methodologies and approaches with the potential of reaching many more people than Mosharka could ever have hoped to. These results derive from the creative and flexible approach taken by the Tunisian youth in adapting the process to meet opportunities that presented themselves while remaining within the framework of their original initiative – the re-integration of marginalized persons into the economic and social life of society.

*The fact that youth living with disabilities were not only project beneficiaries but also change makers enabled them to build their confidence and self-esteem.*

*The youth realized the importance of reaching out to marginalized groups and adapting their approach according to the situation.*

The success of  
our activities  
strengthened  
decision makers'  
confidence in us.

— Mahmoud and Mostapha, Egypt





# YOUTH ENGAGING WITH DECISION MAKERS

For the purposes of the Mosharka project, decision makers are defined as people who are in positions of power at various levels, and who are involved in decision making affecting youth and their communities. Decision makers can include local elected officials, city councillors, heads of organizations (e.g., youth and other centres, science clubs), union leaders, university rectors and religious leaders.

## LESSONS LEARNED

It must be acknowledged that getting decision makers involved represents a significant challenge. This is due to the perceived or real barriers youth face when first engaging with some decision makers and trying to pursue a relationship over the longer term. In certain communities, for example, young people do not trust particular decision makers or the decision makers themselves take a negative view of youth engagement. Despite the barriers, some of the young people involved in the Mosharka project did manage to develop relationships with decision makers on several levels. For example, youth in Tunisia engaged with decision makers from youth centres; young people in Jordan contacted the Ministry of Education; while in Yemen, contact was made with local decision makers. The lessons described below include several ideas to consider in supporting youth engagement with decision makers.

**1 Dialogue among youth, the organizations working with them, decision makers, and the media is key** to developing alliances that contribute to bringing about positive changes in society. If opportunities for dialogue where young people can express their opinions and aspirations, and engage in discussions with decision makers, are not already available, these types of exchanges can take place at events which bring together various actors, including young people and decision makers, and can be a place to start developing relationships.

**2 Youth want to engage with decision makers** so that policies can be put into place to promote young people's participation in public life.

**3 Youth genuinely want to contribute to** designing government policies that take into account their interests and vision. Young people **have a role to play** in making that happen.

**4 To foster successful engagement with decision makers, we learned that:**

- Carrying out an **analysis of the context** in which the youth are implementing their project and understanding local decision makers' roles and responsibilities make it easier to contact the right people.

- **Establishing initial contact with decision makers** via email, a letter, or a short meeting can help foster more meaningful engagement later on.
- **Allowing sufficient time** (a few weeks) for a response was necessary when requesting a meeting with decision makers.
- Youth and organizations involved should be **fully prepared** when they meet with decision makers, as this shows a high degree of professionalism.
- A **collaborative and non-confrontational approach** enables the process to get off to a good start.
- **Being transparent** with decision makers about the youth group's work and keeping them informed about the group's activities throughout are important to developing trust, which will enable young people to build a long-term relationship.
- **Providing decision makers with clear choices** about their possible levels of involvement will help them decide on the extent to which they want to be involved. For example, they can be invited to participate in promotional activities and present their points of view.
- **Being realistic** about the extent to which different decision makers will want to be engaged will help the youth stay positive as they pursue the involvement of these decision makers.
- **Ensuring regular follow up** with decision makers implicated in one phase of a project helps keep them involved.

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**5** Local, national, community and religious decision makers should be involved in youth rights projects right from the start in order to encourage dialogue and the achievement of concrete results. The Mosharka project has demonstrated that to engage decision makers in human rights projects:

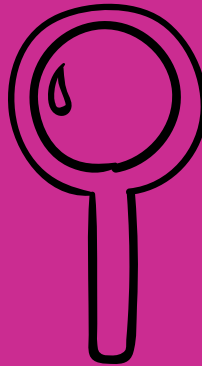
- **Making links between the project and the work of decision makers**, as well as highlighting common goals, will strengthen their involvement.



# GOOD PRACTICE

Throughout the course of a project aimed at promoting young people's civic participation, (from development to implementation, to evaluation and follow up), it is important to:

- Build one-on-one relationships with decision makers, based on transparency and mutual respect.
- Strengthen trust, which is key to fostering decision makers' engagement.
- Encourage decision makers' participation in different phases of youth projects in order to achieve concrete results in the short term, which may lead to social change in the longer term.
- Keep in mind that engagement with decision makers depends on several factors (political choices, timing and availability) and that no one single approach can be used. For some young people, initial contact with a person in a position of power at a public event, for example, may be an important step that could lead to greater engagement in the future.



# YOUTH ENGAGING WITH DECISION MAKERS

## EXAMPLE OF GOOD PRACTICE IN ACTION

In Egypt, youth and the partner organization engaged decision makers in their project right from the start. They contacted decision makers who were part of their networks or who had been identified by other organizations that already had positive, meaningful ties with them. The first step was to contact the decision makers by phone and ask to meet with them. The meetings were held and the decision makers appreciated the participatory approach and the openness shown by the youth groups. The decision makers found the approach quite refreshing when compared to previous experiences. Seven decision makers, including a director at the Ministry of Education, offered various kinds of support for the young people's project, ranging from logistical support (providing space for an activity or material), to participating in preparatory meetings or giving speeches at public events. Some decision makers even announced their support for the youth projects publicly during a street theatre performance. One young person involved in the Mosharka project was offered an internship with the local office of the National Council for Human Rights. The resulting support led to the implementation of youth projects in Upper Egypt. The decision makers said they wanted to continue to be involved in the future. The youth are aware, however, that ongoing engagement cannot be taken for granted and that they need to continuously nurture these relationships in order to build a sense of trust with the decision makers.

The youth and the partner organization developed one-on-one relationships with decision makers.

Decision makers got involved in a range of ways and at different times. Their involvement allowed a bond of trust to be formed with the youth.

Now that I understand the purpose of the UPR and how it works, I'd like to contribute to the drafting of the OSO report to ensure that issues relating to the rights of young people are taken into account.

- Nawres, Tunisia



# YOUTH ENGAGING IN THE UNIVERSAL PERIODIC REVIEW

The *Universal Periodic Review* (UPR) is a process involving a review of the human rights records of all 193 United Nations Member States once every four and a half years.

Youth involved in the Mosharka project received training on the UPR mechanism, which helped them determine how their human rights project could contribute to strengthening one or several recommendations that their country had accepted following the latest review.<sup>9</sup>

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<sup>9</sup> For more information on the UPR process, visit the Office of the United Nations High Commissioner for Human Rights website at <http://www.ohchr.org/FR/HRBodies/UPR/Pages/UPRMain.aspx>.

# LESSONS LEARNED

Lessons emerging from the Mosharka project show that engaging in the UPR process led to more effective and credible youth projects, and helped the young people initiate dialogue with decision makers.

**1** Documents prepared for each State’s review contain **key information for the work of youth and organizations** relating to the protection and promotion of human rights. These documents are easily available from the Office of the United Nations High Commissioner for Human Rights (OHCHR) website. The wide range of relevant documents and varying points of view on the human rights situation in their countries proved to be very useful to the youth and the organizations working with them. These documents included:

- National report prepared by the State under review.
- Compilation of UN information prepared by OHCHR.
- Summary of stakeholders’ submissions prepared by OHCHR.

**2** The youth and the organizations participating in the Mosharka project learned about the UPR, and came to realize the importance of this mechanism and how it could be used effectively to bring about change.

**3** The UPR may seem quite complex when first introduced to the youth because it involves several stages and the documents are very detailed and written in formal language. Strategies to make the mechanism more accessible to groups of young people include:

- **Explaining how the UPR works in plain language**, by developing worksheets and reference sheets and including them in training tools and the Mosharka Action Guide.
- **Organizing activities that are both practical and fun** so the youth can get used to working with the mechanism, for example, a quiz on the UPR or preparing a review of the implementation of their respective country’s recommendations.
- **Repeatedly revisiting** information related to various aspects of the UPR during all Mosharka project activities.



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**4** In addition to training on the UPR mechanism, **formulating concrete action plans** that showed how the youth projects would strengthen the implementation of UPR recommendations was a way for the young people to initiate contact in a positive way with organizations making submissions to the UPR, as well as with decision makers responsible for drafting the national report.

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**5** **Technical assistance can be requested** from OHCHR country offices for training or help in drafting submissions.



# GOOD PRACTICE



To effectively encourage youth engagement in the Universal Periodic Review process it is important to use a participatory approach and to incorporate it gradually. The following steps will help ensure successful engagement with the UPR:

- **Building familiarity with the UPR:** Help the young people get to know the UPR process using an approach that is simple and participatory.
- **In-depth, practical training:** A few weeks or months after introducing young people to the UPR, offer a one-day training session so they can learn more about the process. It is important to seek technical assistance for training sessions intended to provide a more in-depth understanding of the UPR process. The OHCHR country offices offer support to civil society organizations.
- **Engaging decision makers and organizations:** Try to meet with decision makers responsible for drafting the national report or organizations involved in preparing stakeholder submissions in order to get a better sense of their roles, as well as how the youth or your organization can contribute to the process. Civil society can get involved in the process in many ways, from helping to prepare submissions to working toward ensuring follow up on recommendations.<sup>10</sup>
- **Action plan:** Develop an action plan with the young people to involve them directly in preparing submissions or working jointly with decision makers or organizations responsible for drafting the national report or stakeholder submissions. Youth can also develop action plans to implement recommendations stemming from the UPR process.
- **Follow-up:** Follow-up with the youth to ensure that actions are carried out and that concrete results are communicated.
- **Communication:** Document what you have accomplished and share this information with partner organizations, the youth themselves, decision makers and the general public.

<sup>10</sup> For more information on how to engage in the UPR process, please refer to the OHCHR handbook entitled: *Working with the United Nations Human Rights Programme: A Handbook for Civil Society*, available at [http://www.ohchr.org/EN/AboutUs/CivilSociety/Documents/Handbook\\_en.pdf](http://www.ohchr.org/EN/AboutUs/CivilSociety/Documents/Handbook_en.pdf).

# YOUTH ENGAGING IN THE UNIVERSAL PERIODIC REVIEW

## EXAMPLE OF GOOD PRACTICE IN ACTION

Five Tunisian youth participated in training offered by Equitas on the Universal Periodic Review. The day-long session was organized in collaboration with the Tunis office of the United Nations High Commissioner for Human Rights. This training helped the young people to: become familiar with the UPR mechanism; determine how their human rights project could contribute to strengthening recommendations made to Tunisia following the UPR; and identify ways they could engage with decision makers and other stakeholders in the UPR process.

*Training helped the youth gain a deeper understanding of the UPR process and be in a better position to carry out concrete actions.*

After the training session, the Tunisian youth developed a questionnaire for organizations involved in preparing submissions for the UPR. The youth met with four of these organizations to ask them questions about the process. The youth described the projects they had implemented through Mosharka and asked the organizations how they took youth concerns into account when preparing their submissions. The youth prepared a report on their experience and intend to meet with parliamentarians to present their report and have it distributed to national organizations as well as to members of parliament. The young people are also considering creating a youth committee that will participate in drafting national reports for the UPR.

*The youth met with organizations that were instrumental to the UPR process in Tunisia.*

*Following up with decision makers was an important step for the youth. It got them thinking about long-term impacts and future involvement in the UPR process.*

The Mosharka project helped change preconceived notions my family had about my capacity to contribute to my community.

– Nadaa, Yemen



# GENDER EQUALITY

Gender equality refers to the equal rights, responsibilities and opportunities of women (including girls) and men (including boys)<sup>11</sup>. Equality does not mean that women and men are the same, but rather that their rights, responsibilities and opportunities do not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration – recognizing the diversity of different groups of women and men and that they may experience not only discrimination on the grounds of sex but may also experience the compounding effects of ethnic and religious identity, disability, etc. Gender equality is not only a “women’s issue” but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development.<sup>12</sup>

Gender equality was an integral part of all phases of the Mosharka project, including needs validation, implementing the human rights projects, and follow-up and evaluation. Equitas and its partners promoted gender equality within the Mosharka project by, among other things:

- Exploring with the youth and partners which actions would be most effective for achieving gender equality in people’s personal and professional lives, and within the community.
- Placing special emphasis on gender equality in the various human rights projects implemented in different communities.
- Including the concept of gender equality in training and other activities.
- Ensuring that an equal number of men and women participated in the different project activities.

<sup>11</sup> We also include any person whose appearance or behaviour does not conform to traditional female or male gender models.

<sup>12</sup> Definition adapted from the *International Human Rights Training Program*, Equitas, 2015.

It is important to note that several terms are used by different international and Canadian organizations to describe the concept of equality between men and women, such as sexual equality, gender egalitarianism or gender equality. We have chosen to use the term gender equality in this publication.



## LESSONS LEARNED

Gender equality was an important result of the Mosharka project. The lessons described below illustrate the strategies used to achieve this result.

**1** Changing preconceived notions about women and girls that contribute to gender inequality can only be done gradually. To achieve tangible and lasting results, it is essential to **adopt a measured approach and work with a small number of people** who in turn will have an impact in their family and work environments. In certain communities, it is appropriate to meet with the young women's families to explain the approach used so they understand the importance of projects that are inclusive. In other communities, it might be appropriate to highlight the egalitarian and inclusive nature of religions and to show how efforts to promote gender equality through human rights projects strengthen principles of equality already established in religions.

**2** Even though the **contributions made by young people and civil society organizations** to discussions around gender equality within their communities may seem limited in terms of absolute numbers, they do have a positive impact on the private and professional lives of those people involved. During the Mosharka project, youth discussions on sexual harassment of young girls, a practice considered harmless by many people, led to a broader understanding of harassment as an important human rights issue. After realizing that this harassment has a negative impact on young girls' lives, the youth organized an awareness campaign.

**3** Offering **opportunities for marginalized women and girls** (from poor or rural communities) to take part in human rights training, conferences and activities is essential. Certain groups of women and girls from traditional backgrounds may seem reluctant to attend or speak up at public events. However, given the opportunity to participate in a meaningful way and in a setting where they feel safe, they are articulate and eloquent.

4 Helping groups of women and girls acquire a **range of skills** (project management, communication, planning, administration, etc.) enables them to develop leadership skills.

5 **Gender balance** in training and other activities is a fundamental principle that needs to be respected.

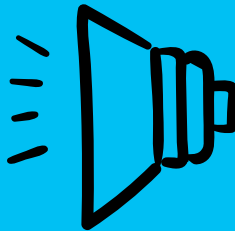
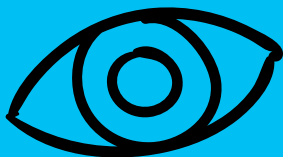
6 It is important to **follow up with women and girls** involved in project activities that promote gender equality.

7 Women's participation increases when their **particular situations are taken** into account, for example, by providing childcare during activities or ensuring that activities are organized at more convenient times.

# GOOD PRACTICE

To ensure gender equality or the inclusion of women and girls in human rights programs, it is crucial to consider gender equality as a cross-cutting element in a human rights project. It is also important to take a measured approach with the youth and their communities to foster gradual change in attitudes and behaviours that contribute to gender inequality. Youth and the organizations working with them can achieve this by:

- Getting an accurate picture of gender equality in their community by doing a survey, a mapping or a brief analysis of the situation, which will help them identify challenges and consider possible strategies to overcome them.
- Meeting with a number of people from the same community in order to have a good understanding of each person's role and position within the community. Then afterwards, explaining the human rights project from a perspective the person can relate to, such as religion.
- Organizing outreach activities in public places or community centres with people of all ages to discuss the values of inclusion and acceptance.
- Taking action that has a real impact on life in the community.





# GENDER EQUALITY

## EXAMPLE OF GOOD PRACTICE IN ACTION

### THE ISSUE

In Yemen, until relatively recently, it was unusual to have both young women and young men engaging together in activities outside the family. Issues around preserving the good name of young women were behind this exclusion. While this has changed in the urban areas, it remains a fact of life in rural communities.

### THE INITIATIVE

The Mosharka project was directed towards communities in more isolated areas. A requirement of Mosharka was that initiatives be delivered in a gender-balanced way. This included ensuring not only that local activities targeted young women as beneficiaries but also that young women were participants in the delivery of these initiatives.



*Gender equality was a cross-cutting element in the Mosharka project.*

### THE RESULTS

Mosharka created a safe space for the participation of women and as such achieved its objectives. However, this was not without challenges. A case in point is that of a young adult woman, who was a working professional and had to convince her parents that associating with young men in the context of the Mosharka project was quite acceptable. Having subsequently become leader of her group, this young woman now feels free to continue her community engagement work. Moreover, her family has changed its negative view of the participation of women in different social domains. Similar scenarios have played out in the families of other young women engaged in Mosharka. This young woman is convinced that the Mosharka model helped change the attitudes towards women of others in her community.

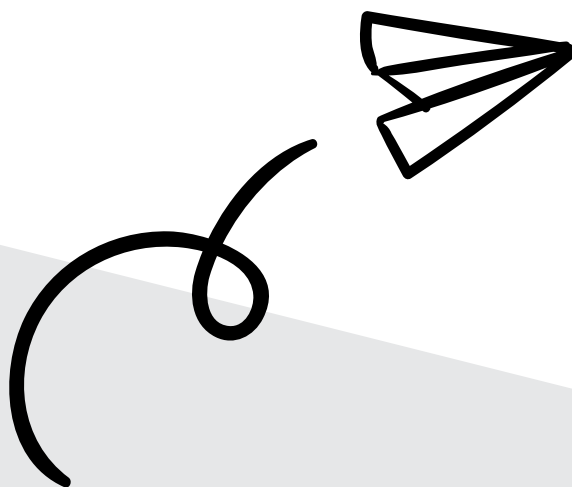


*Gender equality begins in the family, and the young people involved understood the important role played by their families in supporting the implementation of human rights projects.*



*This young woman's positive engagement led to changes in attitudes within her family and her community.*

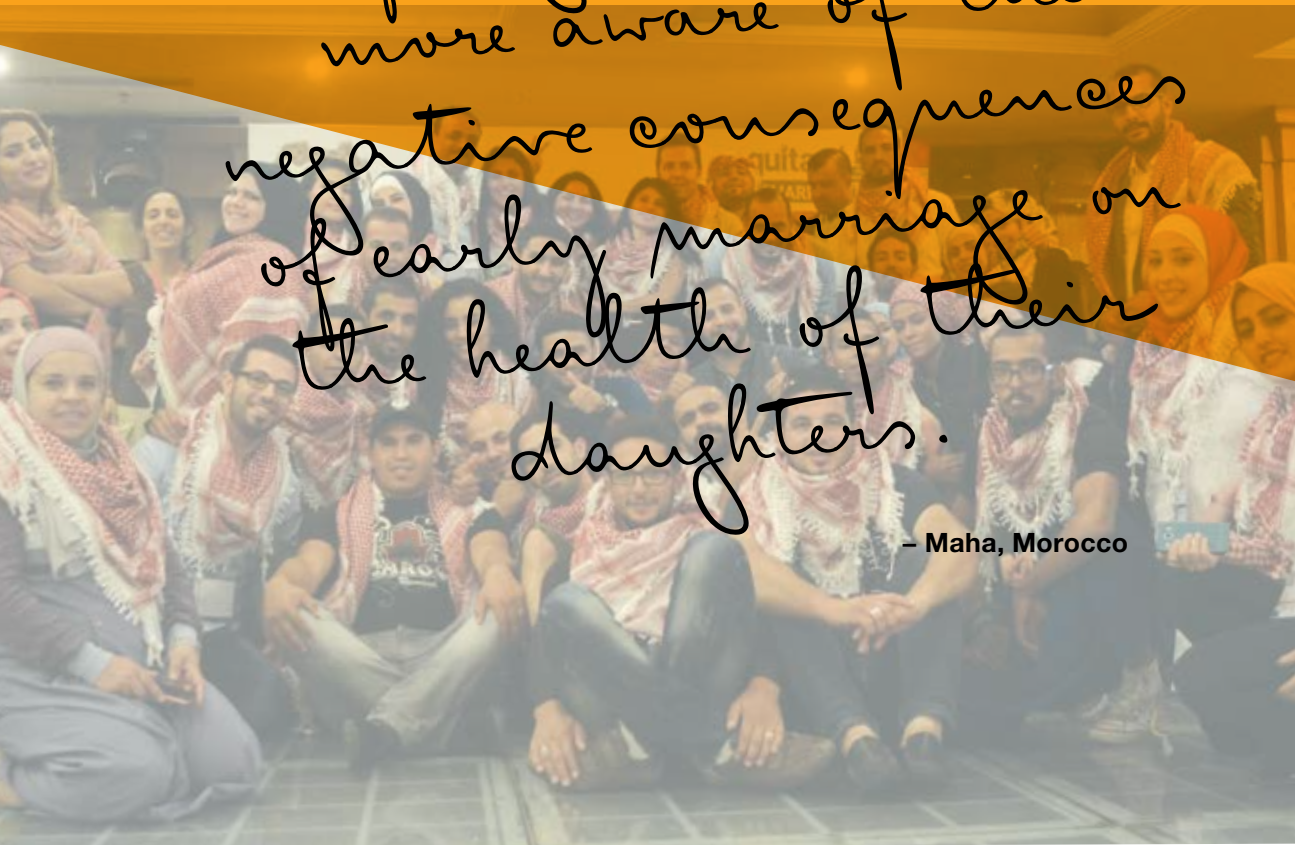
The Mosharka project contributed to gradual changes in preconceived notions that inhibited the participation of women. It is clear, however, that changes in societal values cannot happen overnight.





Our theatre play presented important issues in a humorous way. The mothers who attended commended us on helping them become more aware of the negative consequences of early marriage on the health of their daughters.

– Maha, Morocco



# REALIZING ECONOMIC AND SOCIAL RIGHTS

“Economic, social and cultural rights are those human rights relating to the workplace, social security, family life, participation in cultural life, and access to housing, food, water, health care and education.”<sup>13</sup>

The youth and organizations involved in the Mosharka project worked on the right to education (child literacy, young people choosing their career paths for themselves), the right to work (in terms of youth employment opportunities), the right to health (in terms of protection for minors who could be affected by early marriage), and the right to participate in cultural life.

**13** Excerpt from: *Frequently Asked Questions on Economic, Social and Cultural Rights*, Fact Sheet No. 33, OHCHR, p. 1, [www.ohchr.org/Documents/Publications/FactSheet33fr.pdf](http://www.ohchr.org/Documents/Publications/FactSheet33fr.pdf). Accessed July 30, 2015.

## LESSONS LEARNED

Realizing economic and social rights is an important issue for youth in the Middle East and North Africa (MENA). In fact, youth participation and inclusion in the democratic process go hand in hand with the realization of their economic and social rights.

There are many ideas and strategies for promoting the realization of economic and social rights of young people in the MENA region. Here are some of the lessons learned from our work in the region over the last several years.

**1** The right to education affects young people's lives in many ways, from learning how to read and write to being free to choose their career paths. Programs dealing with civic participation must get youth to reflect on **strategies that can help realize the right to education.**

**2** **Human rights education** was mentioned by many young people and organizations as **a viable way of bringing about positive changes within communities,** and thus contributing to realizing economic and social rights.

**3** Youth are particularly interested in economic and social rights. In addition to wanting to live in a democratic society where human rights are respected, they also want to see the economies of their communities and their countries advance. **Economic and social rights can therefore be a meaningful starting-off point** for work on human rights involving young people.

**4** **Marginalized groups need to be included,** not only as program beneficiaries, but also as actors of social change, to bring about changes in their lives and realize their economic and social rights.



**5 The right to health is an excellent way of introducing many human rights concepts**

to youth. For example, the Mosharka project addressed the issue of early marriage from the perspective of its harmful effects on children's health.

**6 It is important to give youth opportunities to develop the social and professional skills that are essential for them to fully enjoy their economic and social rights.**

Volunteer work is an excellent way for youth to develop professional and interpersonal skills. In addition to giving them a chance to contribute to an organization's mission, this experience helps youth integrate into the socio-economic life of the community. Young people who volunteer for organizations generally continue to participate in these groups' activities for a long time and occasionally find work in the non-profit sector. It is important, therefore, to provide youth with opportunities to do volunteer work.



# GOOD PRACTICE

To help realize economic and social rights, it is important to:

- Thoroughly analyze the issue the youth want to work on by doing whatever preliminary research is needed on the topic, as well as on the relevant national and local laws.
- Meet with community members who are affected by the issue.
- Implement innovative and participatory strategies that include a variety of community members, such as children and young people, their parents, and other people who may have an influence on the realization of economic and social rights.



# REALIZING ECONOMIC AND SOCIAL RIGHTS

## EXAMPLE OF GOOD PRACTICE IN ACTION

*The example presented below describes the project implemented by youth in Morocco. It shows how young people and the Moroccan partner organization contributed to getting the issue out in the open, which has the potential to engender greater respect for young women's social rights in their community.*

### THE ISSUE

The law in Morocco stipulates that the age of consent for marriage for girls and boys is 18; however, the law also provides for exceptions if a judge agrees. The reality in Morocco is that many judges do agree. There are also a lot of parents, as well as girls and boys, that do not know the law or are unaware of the consequences, physically and otherwise, that girls (almost exclusively) face when they marry very young. According to official statistics, 13% of marriages involve minors, as legally defined in Morocco.



The project started with research on the topic and an understanding of the issues involved.

### THE INITIATIVE

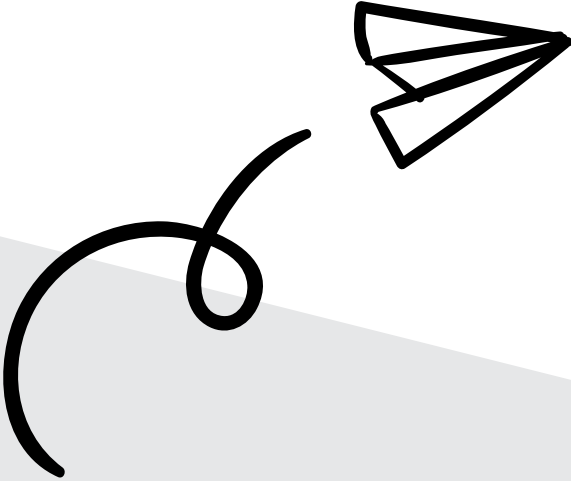
Mosharka youth in Morocco undertook to do their part to end this practice. Their project targeted a rural area near Fez, east of Rabat, in the north of Morocco. With the help of a local youth centre, the youth brought together 60 mothers from the area for a conference and discussion on early marriage, and the negative impacts on their daughters. A video was presented followed by a discussion on the issues raised in the video. People with expertise on the issue, a physician and a lawyer, provided their professional points of view. The youth then organized a similar session for about 120 boys and girls – where the same video was shown, and a play was presented. The play was written and performed by the Mosharka youth. The objective was to get both mothers and their children to understand the law, as well as the harmful impacts of early marriage.



Mothers have a significant impact on their communities and so they became a focal point.

## THE RESULTS

A considerable number of mothers as well as boys and girls received information about early marriage and gained a basic understanding of the relevant laws and of the negative consequences associated with early marriage. This may not change things immediately, but it is a good start. If Mosharka is extended, the hope is that youth leaders in Morocco can begin to organize coordinated activities to advocate for meaningful legal change so that forced and early marriages truly become a thing of the past.





# IMPLEMENTING AND MANAGING PROJECTS TO PROMOTE AND PROTECT HUMAN RIGHTS

As discussed earlier in the section “Youth participation”, young people need a broad range of skills to implement human rights projects effectively. In addition to knowledge and skills in human rights, they also require planning, organizational, communication and management skills.

Reflection on Equitas’ experience in implementing the Mosharka project as well as the youth’s experience in managing different aspects of the project has generated a number of ideas relating to project management. In light of these reflections, we would like to propose a number of additional ideas and strategies for effective project implementation and management of projects aimed at promoting and protecting human rights.

- **Longer-term funding** (minimum 3-5 years) of human rights projects for youth allows for consideration of social changes these projects may bring about and contributes to motivating youth and civil society organizations to get involved.
- The Mosharka project’s success can be attributed to the fact that the project activities focused specifically on youth, and were designed **by youth for youth**.
- A regional **steering committee**, responsible for implementation of the project, ensured its sound management. It also served to motivate youth and organizations to develop projects that would run over several years and include a range of components.
- **Including gender equality as a cross-cutting element** in all aspects of the program emphasized the importance of this principle.
- **Including marginalized groups** was part of the project right from the beginning, and broadening understanding about the situations faced by these groups was a crucial step in the needs validation process.
- **Identifying potential risks** associated with the implementation of certain projects aimed at addressing sensitive issues or problems and coming up with strategies to overcome the challenges is critical. Potential risks include: safety and security, communications, socio-cultural resistance and political change.
- Preparing a **communications plan** and supporting efforts by local partners to implement the plan result in greater visibility and better communication.
- Getting **clearance from local or national authorities** for projects or specific project activities is a way of building positive relations with decision makers.

- **Meeting with decision makers** at different stages of the project reassures them about positive impacts of youth projects and contributes to building or strengthening trust.
- **Understanding security issues** in the region or the country you are working in and **preparing a security plan** minimizes risks and enables staff members, partners and youth to be ready in case of an incident.
- **Enlisting the help of experts and resource people** who can provide political analysis of the issues and the changes in the region can help appropriately orient the implementation strategy.
- International organizations need to be able to **work in the languages** used in the MENA region countries (Arabic, French, and English) to build trust and develop projects that reflect the region's reality.
- Strengthening **capacity among youth and partners to include a process of continuous evaluation** in project implementation contributes to project effectiveness and success.



# SUMMARY OF YOUTH-LED HUMAN RIGHTS PROJECTS

Over the past three years, the Mosharka project has engaged 173 youth directly and are involved more than 1,660 young people in various activities. In addition, the project reached over 16,575 youth across five countries in the MENA region. These youth were from both urban and rural areas. Half the young people reached were women, and 40% were from marginalized groups.

During the Mosharka project, the youth implemented 20 projects. The chart below provides a brief summary of these projects.

Country (# of activities)	Projects
Egypt (4)	<p><b>MY RIGHTS</b> (Sohag)</p> <p>Raising awareness, in rural areas about human rights and national mechanisms for the protection of these rights, with a particular focus on promoting the participation of young women in community life.</p> <p>Activities organized as part of the project included youth-facilitated workshops in rural areas on human rights values and principles and on the rights of people living with disabilities; and a conference on the role of civic society in the protection of human rights.</p>
	<p><b>MY RIGHTS AS A HUMAN BEING - RESPECTING DIVERSITY AND ACCEPTING OTHERS</b> (Assouan)</p> <p>Reducing the level of intolerance that exists between different tribal groups in the region.</p> <p>Activities organized as part of the project included a conference on citizenship and the acceptance of diversity; street theatre to promote respect for diversity and acceptance of differences; a youth camp to promote a culture of dialogue and acceptance.</p>
	<p><b>MY AWARENESS WILL ENSURE MY DEVELOPMENT</b> (Assiout)</p> <p>Promoting and increasing youth participation in political processes.</p> <p>Activities organized as part of the project included a series of training workshops on human rights and community participation; a workshop on the right of people living with disabilities to participate; a conference on youth political participation in Egypt.</p>
	<p><b>PLAY IT FAIR WORKSHOP AND DAY CAMP</b></p> <p>Training youth leaders on children's rights and providing support for the implementation of Equitas' Play It Fair (PIF) program in their organizations and communities. Running a children's day camp based on the PIF model.</p> <p>Activities organized as part of the project included a training-of-trainers workshop on the PIF toolkit for 30 youth leaders representing 10 different CSOs from Sohag, Assouan and Assiout. Fifteen of the youth trained then organized a human rights day camp for 35 children.</p>



<p>Jordan (5)<sup>15</sup></p>	<p><b>MY RIGHT TO LEARN</b> (East Amman)</p> <p>Improving reading and writing skills of 155 children aged 7 and 8. Activities organized as part of the project included a training workshop for 38 youth leaders on facilitating literacy sessions for children and developing the curriculum for the workshops; a series of literacy workshop in 4 different CSOs.</p>
	<p><b>MADABA THROUGH THE EYES OF ITS YOUNG PEOPLE</b> (Madaba)</p> <p>Promoting and increasing youth participation in public life. Activities organized as part of the project included a series of training workshops on communication, strategic planning, advocacy and team building for 49 youth and activities to foster dialogue between CSOs and youth. Through the various activities, seven CSOs and four decision makers in Madaba were involved.</p>
	<p><b>WHAT IF I WERE YOUR SISTER</b> (Madaba)</p> <p>Reducing incidences of harassment of young girls and educating young men about the dangers and negative effects of harassment. Activities organized as part of the project included the production of a video on sexual harassment and awareness-raising sessions in schools.</p>
	<p><b>OUR FUTURE IS IN OUR HANDS</b> (Madaba)</p> <p>Addressing the problem of youth's poor choices when selecting areas of specialization at secondary level (15-16 years old) and university level (17-18 years old). Activities organized as part of the project included 51 awareness sessions (34 for students and 17 for parents) on the importance of basing students' career choices on their interests and skills; and the production of a video on the issue.</p>
<p>Morocco (3)</p>	<p><b>EARLY MARRIAGE</b> (Moulay Yakoub, Adjadjra and Sefrou)</p> <p>Raising awareness and fostering dialogue among families, women, CSOs and local authorities to identify ways to put a stop to early marriages. Activities organized as part of the project included creating and presenting a role play on early marriage; a group discussion with families and youth on the issue and a conference.</p>
	<p><b>SENSITIZING YOUTH TO HUMAN RIGHTS</b> (Safrou)</p> <p>Promoting a culture of human rights among youth. Activities organized as part of the project included training workshops; a conference on the role of CSOs in promoting human rights; an awareness-raising session on children's rights.</p>
	<p><b>PLAY IT FAIR!</b> (Ras el maa, Bouznika)</p> <p>Implementing Equitas' "Play it Fair" program for children and youth in a summer camp. Activities organized as part of the project included a training-of-trainers workshop on the PIF toolkit for the youth leaders involved in the summer camp and the implementation of PIF activities during two camp sessions.</p>

<p>Tunisia (4)<sup>14</sup></p>	<p><b>OPPORTUNITY</b> (Tunis and El-Kef) Encouraging the social inclusion of youth drug users. Activities organized as part of the project include workshops on social and economic rights in different youth clubs and centres as well as in centres for people living with disabilities; production of a film addressing the issue of the drug use by youth and a number of other activities during the World Social Forum.</p> <p><b>LET YOUR VOICE BE HEARD</b> (Tunis and El-Kef) Strengthening the participation of youth in the community by preparing them to participate in 2016 municipal elections in two cities Activities organized as part of the project included training-of-trainers workshops on good governance and participatory democracy, and various sessions to transfer learning to other CSOs in Tunis and El Kef.</p>
<p>Yemen (4)</p>	<p><b>I BUILD MY FUTURE... I CHOSE MY AREA OF SPECIALIZATION</b> (Main) Raising awareness among youth of the importance of choosing the appropriate area of specialization at university. Activities organized as part of the project included the production of a video on the issue; organizing training sessions; viewing of the video produced followed by a discussion; the development and distribution of an information brochure; mobilization activities in the university; and an awareness-raising session targeting the students.</p> <p><b>LET'S ALL PARTICIPATE IN OUR CITY</b> (Main) Promoting the participation of marginalized groups and encouraging their integration into society. Activities organized as part of the project included training workshops, a conference on the importance of community participation, charitable activities and interactive street theatre on the topic.</p> <p><b>YOUTH PARTICIPATION</b> (Beni al-Harith) Contributing to the integration of young people in community and public life. Activities organized as part of the project included training workshops on community participation, volunteering, charitable works and humanitarian actions as well as an initial humanitarian intervention in a war zone, led by young people.</p> <p><b>LIFE</b> (Beni al-Harith) Raising awareness on the negative consequences of early marriage. Activities organized as part of the project included development of materials to raise awareness on the issue; writing a petition calling for a concerted effort to end early marriage and collecting signatures for the petition.</p>

<sup>14</sup> Since both the 'Opportunity' and 'Let your voice be heard' initiatives were carried out at separate times in 2 different locations they are considered to be 4 activities.



PROJECT PARTNERS



