



# RESPECT MY RIGHTS, RESPECT MY DIGNITY

## MODULE TWO – HOUSING IS A HUMAN RIGHT



Amnesty International is a global movement of more than 3 million supporters, members and activists in more than 150 countries and territories who campaign to end grave abuses of human rights.

Our vision is for every person to enjoy all the rights enshrined in the Universal Declaration of Human Rights and other international human rights standards.

We are independent of any government, political ideology, economic interest or religion and are funded mainly by our membership and public donations.

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*Cover photo:* Phouk Hong leads a protest in the capital Phnom Penh, Cambodia, 25 May 2011.  
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## ABBREVIATIONS

CEDAW	UN Convention on the Elimination of All Forms of Discrimination against Women
CESCR	UN Committee on Economic, Social and Cultural Rights
CRC	UN Convention on the Rights of Child
HIV	Human Immunodeficiency Virus
ICERD	International Convention on the Elimination of All Forms of Racial Discrimination
ICESCR	International Covenant on Economic, Social and Cultural Rights
NGO	Non-governmental organization
UDHR	Universal Declaration of Human Rights
UN	United Nations
UN-HABITAT	United Nations Human Settlements Programme

# GLOSSARY

## Convention/Covenant/Treaty

Covenants and conventions are treaties. They are written international agreements between states that is governed by international law and legally binding.

## Dignity

Dignity is a basic human value relating to respect and status. International human rights standards affirm that everyone is born free and equal in dignity and rights. We all have the right to food, water, health, education and housing, to live without fear, not to be discriminated against, to participate in decisions that affect our lives, and to get justice when these rights are violated.

## Indigenous Peoples

Spread across the world and practising unique traditions, Indigenous Peoples retain social, cultural, economic and political characteristics that are distinct from those of the dominant societies in which they live. Because of this, there are specific protections under international law for Indigenous Peoples, especially in relation to lands that they have traditionally lived or relied on.

## Informal housing or informal settlements

Informal housing or informal settlements include:

1. Residential areas where a group of housing units has been constructed on land to which the occupant have no legal claim, or which they occupy illegally.
2. Unplanned settlements and areas where housing is not in compliance with current planning and building regulations (unauthorized housing).

Informal settlements have usually a much higher population density than formal settlements and these living conditions often constitute a threat to human health.

## International human rights instruments

International human rights instruments are agreements between states or by regional or international bodies for the promotion and protection of human rights and fundamental freedoms. They include legally binding treaties, such as UN conventions, as well as non-treaty instruments, such as declarations (including the Universal Declaration of Human Rights). Other human rights standards include principles, guidelines and rules drawn up by intergovernmental organizations and experts.

## Right to adequate housing

The right of every woman, man, youth and child to gain and sustain a safe and secure home and community in which to live in peace and dignity.

## Romani people

Romani people or Roma are believed to have first arrived in Europe from northern India in the ninth century. By the 14th century they were established in most European countries. Approximately 70 per cent of Europe's Roma live in Central and Eastern Europe, where they constitute between five and 10 per cent of the population. Following the collapse of communism, many Roma have moved to the richer countries of western Europe, where they have continued to face extreme marginalization and human rights abuses. The Roma are not a homogenous minority, and often identify with a range of sub-groups based on historical, linguistic or professional distinctions. There are also Travellers who are not ethnic Roma, but who have had a nomadic lifestyle for centuries. Romani communities continue to be subjected to severe forms of discrimination in all areas of their lives.

## Universal Declaration of Human Rights

The Universal Declaration of Human Rights (UDHR) was adopted by the world's governments in 1948. It is a set of standards that affirm the rights to freedom, dignity, respect and equality for everyone, everywhere. Article 25 of the UDHR includes the right to adequate housing as part of the human right to an adequate standard of living.

## UN-HABITAT

The United Nations Human Settlements Programme, UN-HABITAT, is the UN agency for human settlements. It is mandated by the UN General Assembly to promote socially and environmentally sustainable towns and cities with the goal of providing adequate shelter for all.

## UN Special Rapporteur on adequate housing

A Special Rapporteur is an independent expert appointed by the UN Human Rights Council to examine and report back on a country situation or a specific human rights theme. This position is honorary and the expert is not UN staff nor paid for his/her work.

## Sources

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- UN Treaties Collection, [www.treaties.un.org](http://www.treaties.un.org)



DEMAND DIGNITY.  
**STOP FORCED  
EVICTIONS**

AMNESTY INTERNATIONAL GHANA



DIGNITY?  
MAN RIGHTS  
MS  
GHANA

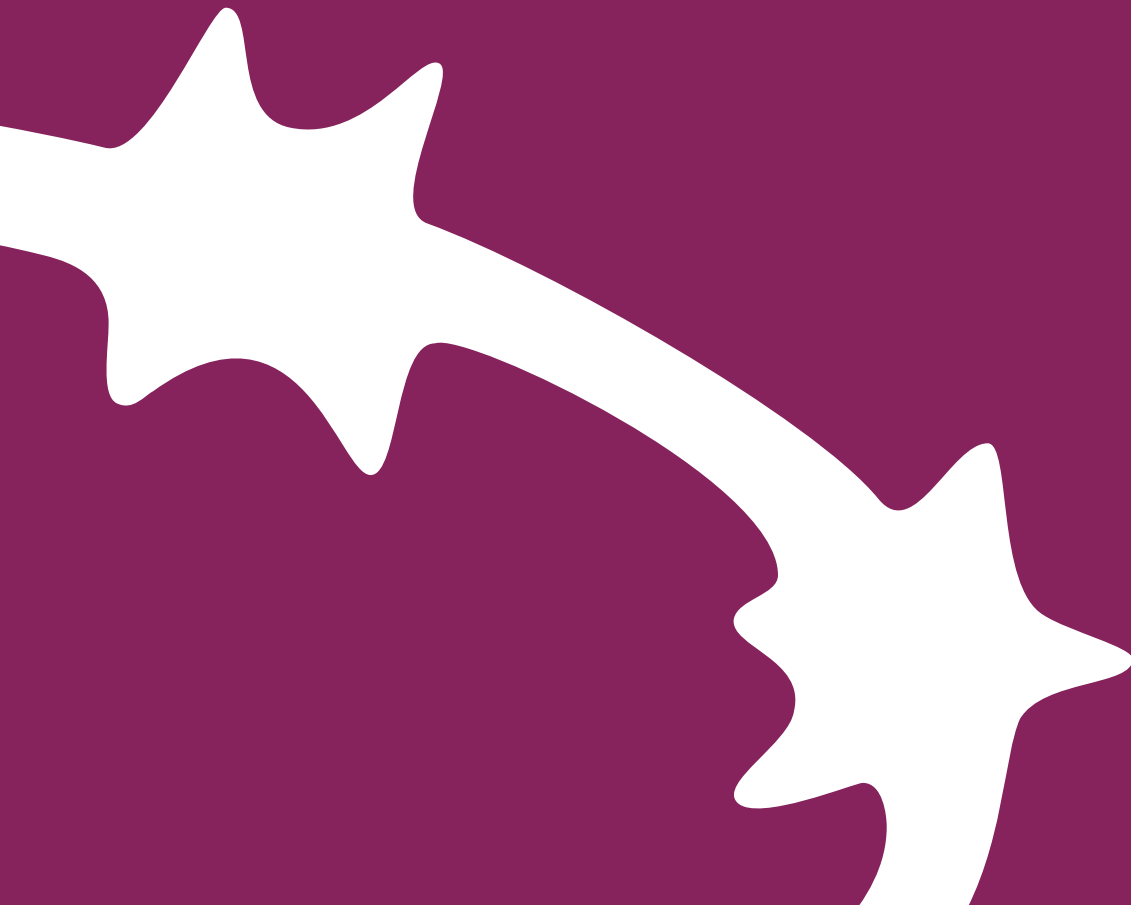
**DARE**  
TO RESIST DRUGS

**HOUSING  
IS A HUMAN  
RIGHT**



Activists take part in an event for Amnesty International Global Week of Action to Stop Forced Evictions in Africa in Accra, Ghana, March 2012.

# INTRODUCTION



## INTRODUCTION

The idea of dignity lies at the heart of what it means to be human. The Universal Declaration of Human Rights (UDHR) states that “all human beings are born free and equal in dignity and rights”. But this ideal has yet to become a global reality. Millions of people around the world who live in inadequate housing are deprived of their dignity.

This educational resource aims to enable young people to understand housing as a human right. It encourages them to use their voices to claim their rights and take action on issues that matter to them. It can be used to take part in Amnesty International’s Demand Dignity campaign, which focuses on people living in poverty claiming their rights. It can also be used as part of other education activities that are addressing the right to adequate housing within a human rights framework.

## “HUMAN RIGHTS LIVE HERE”

It is estimated that over 1 billion people around the world live in slums or informal settlements, in grossly inadequate housing and living conditions. Most lack security of tenure, which makes them vulnerable to forced evictions and other human rights violations. They are often denied or do not have adequate access to clean water, sanitation, education and health care. Those who live in slums and informal settlements are often a reflection of those groups of people who have and continue to experience discrimination. In some countries, people living in slums and informal settlements face being treated as criminals and are often marginalized from the rest of society. Crucially, most of them are denied the right to participate in decisions that will have an enormous impact on their lives.



© AP/PA Photo/Khalil Senosi

## HOW TO USE THIS MODULE

We all have a right to adequate housing, which includes protection from forced evictions. The growing number of people living in inadequate conditions, in slums and informal settlements reflects the failure of governments to uphold the right to adequate housing. Far from improving their housing conditions, governments often forcibly evict people living in slums, driving them further into poverty and into more precarious housing and living conditions.

Amnesty International works to achieve change in the lives of people living in slums and informal settlements by campaigning to end forced evictions. We focus on governments implementing and adopting a prohibition of forced evictions and safeguards on how evictions should be carried out within their national laws in selected countries. We also work to prevent forced evictions (or ensure remedies and reparations when forced evictions are carried out) through mass mobilization and campaigning which include education, advocacy and media work. We call on governments to ensure a minimum degree of security of tenure for all persons living in informal settlements and slums, including through regularization of settlements where possible.

Amnesty International also campaigns for equal access to public services for people living in slums, as well as prioritization of people living in slums, along with other most disadvantaged groups, in low-income housing and other housing programmes. Amnesty International campaigns for governments to ensure the participation of affected communities in the processes and decisions that impact their lives.

**left:** Amnesty International and local residents prepare to launch a balloon 150m above Kibera slum in Nairobi, Kenya, March 2012.

**right:** Delegates from informal settlements across Africa join discussions at a Stop Forced Evictions in Africa event in Nairobi, Kenya, March 2012.

This is the second educational module produced as part of Amnesty International's **Education for Human Dignity Resource Pack**. Each module explores different issues related to poverty and human rights. (**Module 1** is a general introduction to the subject.)

The complete **Education for Human Dignity Resource Pack** includes a **Facilitation Manual** designed to support educators running human rights education sessions with young people, including teachers, youth workers and leaders, community activists and peer educators. They will lead young people through individual and collective journeys of reflection, critical analysis and action. The **Manual** outlines the knowledge and skills educators need to fulfil this role. It is essential to use the **Facilitation Manual** alongside each educational module.

The **Resource Pack** is aimed at young people aged between 15 and 22. It can be adapted for use with slightly younger people, and with older adults. It can be used in formal settings, such as schools and universities, and in non-formal settings outside the classroom. It uses participatory methodologies to engage, inspire and empower participants to take action.



© Amnesty International | photographer Riccardo Gangale

## ABOUT THE ACTIVITIES

The activities in this Module can be used to encourage young people to become advocates for other people's human rights – in their own communities, countries or in other parts of the world – and to help them to recognize, claim and realize their own rights.

Teachers can use the activities as lesson plans and adapt them to fit their own circumstances. Educators can also use them to train and raise awareness among young people at the community level.

The activities are designed to enable young people to understand:

- what adequate housing means;
- how violations of the right to adequate housing affect people;
- how to take action on issues related to the right to adequate housing.

In order to create a holistic learning process, the activities are presented in a set order. Each new activity builds on the work done in the previous one. There are **five activities** in this Module:

1. **What is adequate housing?**
2. **Facing the challenge of adequate housing**
3. **Understanding forced evictions**
4. **Exploring the impact of forced evictions**
5. **Advocating for the right to adequate housing**

The time needed to conduct each activity will depend on the number of participants, as well as on their age, previous knowledge and experience. Each activity can also be divided into shorter sessions. We recommend taking a flexible approach that allows for in-depth discussion and analysis, while covering all the steps in each activity.

## BEFORE YOU START

■ **Carry out the activities in *Module 1: Poverty and Human Rights* to build a general understanding** on the links between poverty and human rights before addressing housing as a human right. This way, you can build on the knowledge acquired in *Module 1* to develop the activities in this Module.

■ **Carefully read through all the information in this Module.** This will provide you with the basic information you need to run the session(s), and help you see how the activities are linked. It will also help you decide which activities to focus on and how to adapt them, if necessary.

■ **Prepare your space for running the activity session,** as well as the materials and resources you will need (as outlined at the beginning of each activity and step).

■ **Use energizer exercises at the beginning of each activity** to contribute to building an atmosphere of trust, confidence and participation within the group.

■ **Use the *Facilitation Manual from the Education for Human Dignity Resource Pack.*** It contains in-depth information and tips for running activity sessions with young people, including: how to establish ground rules to create a safe and respectful atmosphere; how to facilitate groups effectively; and specific ideas for actions that young people can take after each activity.

## EVALUATE YOUR WORK

Evaluating what you do is an important aspect of the learning process. When and how you do an evaluation will depend on how you use the education modules and how long you spend on each activity. It may not be appropriate to do an extensive evaluation after each session. However, participants should always have the opportunity to express their feelings and opinions in relation to the work they have done. This can be done quickly after finishing one activity, or in more detail after completing several, for example after each section. A more thorough evaluation should be carried out after completing the whole educational module.

For more information about evaluation techniques, see the *Facilitation Manual*.

When you have finished using this resource, please complete the feedback form at the end of this Module and send it back to us.



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Action in Bern, Switzerland, to campaign against forced evictions, June 2011.

# DESIGN YOUR OWN ACTIONS

The end of each activity represents an opportunity for encouraging young people to take action, be creative and have fun. Here are some suggestions:

## RAISING AWARENESS

- Find creative ways to share new information and reflections with friends, family, and community, through discussions, debates, art, making a song, play or dance and performing it, etc.
- Design posters and banners to raise awareness about a particular issue.
- Produce a leaflet about a local human rights issue to be handed out in classrooms or in the local area.
- Write an article for the school or local paper.
- Organize an exhibition, public debate or a march on a specific issue and invite friends and family to come along.

## DOCUMENTING AND REPORTING ON HUMAN RIGHTS VIOLATIONS

- Observe situations in the local community where people's rights may be violated, and how others react to this.
- Do a survey about local attitudes to human rights at school or in the neighbourhood and publicize the results.

## LEARNING MORE

- Research the issue of inadequate housing and human rights using the internet or the local library.
- Interview local human rights activists about their work.
- Become an Amnesty International member.

## INSPIRING OTHERS TO GET INVOLVED

- Set up a human rights group at school or in the community.
- Create an online discussion group where people from different backgrounds, cultures and countries can exchange views and experiences about the right to adequate housing.
- Design a website to publicize your own human rights activities.
- Take part in campaigns promoted by Amnesty International and other human rights organizations.
- Sign petitions and encourage others to do the same.

## FINDING OUT WHAT IS HAPPENING ACROSS THE WORLD AND SHARING WHAT YOU DO

- Check out [www.respectmyrights.org](http://www.respectmyrights.org), an interactive digital youth platform that offers an opportunity for young people to create activism stories, content and solidarity actions related to the poverty and adequate housing rights.

## VOLUNTEERING WITH ORGANIZATIONS

- Work and volunteer with organizations in your community that promote and enforce the right to adequate housing.
- Contact your local Amnesty International office for other opportunities.

## DEMAND DIGNITY

When people living in poverty are forcibly evicted from their homes, or denied access to water, sanitation or health care, their human rights are violated. People living in poverty are at greater risk of human rights violations. When they are denied their rights, they become trapped in a vicious cycle of insecurity, exclusion and deprivation. Their voices are not heard. They are driven further into poverty.

Governments around the world have signed up to ensure human rights for all, but too often they fail to recognize and enforce them. Amnesty International's Demand Dignity campaign aims to close this gap, and enable people living in poverty to claim and exercise their rights, to participate in the decisions that affect their lives and to hold governments, companies and international financial institutions to account.

### The campaign focuses on four central themes:

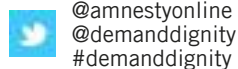
- **Slums and informal settlements**
- **Maternal health and sexual and reproductive rights**
- **Corporate accountability**
- **The legal enforcement of economic, social and cultural rights**

By getting involved in Amnesty International's wide range of campaigns and actions, young people can become part of an international network of activists. They can write letters, send SMS messages, lobby politicians, and get involved in local events.

To find out more, visit

[www.amnesty.org/demand-dignity](http://www.amnesty.org/demand-dignity)

[www.amnesty.org/activism-center](http://www.amnesty.org/activism-center)



For more information on how young people can take action, see "Changing the way we live: The power of action" in the *Facilitation Manual*.

## THE EDUCATION FOR HUMAN DIGNITY RESOURCE PACK

The *Resource Pack* was developed through a participatory process involving Amnesty International human rights educators, teachers and youth activists in the following countries: Burkina Faso, Denmark, Ghana, Italy, Kenya, Malaysia, Morocco, Nepal, Norway, Philippines, Poland, Sierra Leone, Slovenia, South Africa, United Kingdom and Zimbabwe. Led by the International Human Rights Education Team, members of the Youth Network and the Demand Dignity Campaign Team at the International Secretariat also participated in developing the materials.

This Pack is the result of a dynamic and engaging process of sharing and learning. It brought together people working in different contexts and cultures with diverse experiences, from both the global North and global South. Everyone involved contributed to developing and piloting these human rights education materials with a diverse group of educators and young people.

These materials were developed as part of Amnesty International's Education for Human Dignity project, which supports the organization's Demand Dignity Campaign. The Project is co-financed by the European Union.



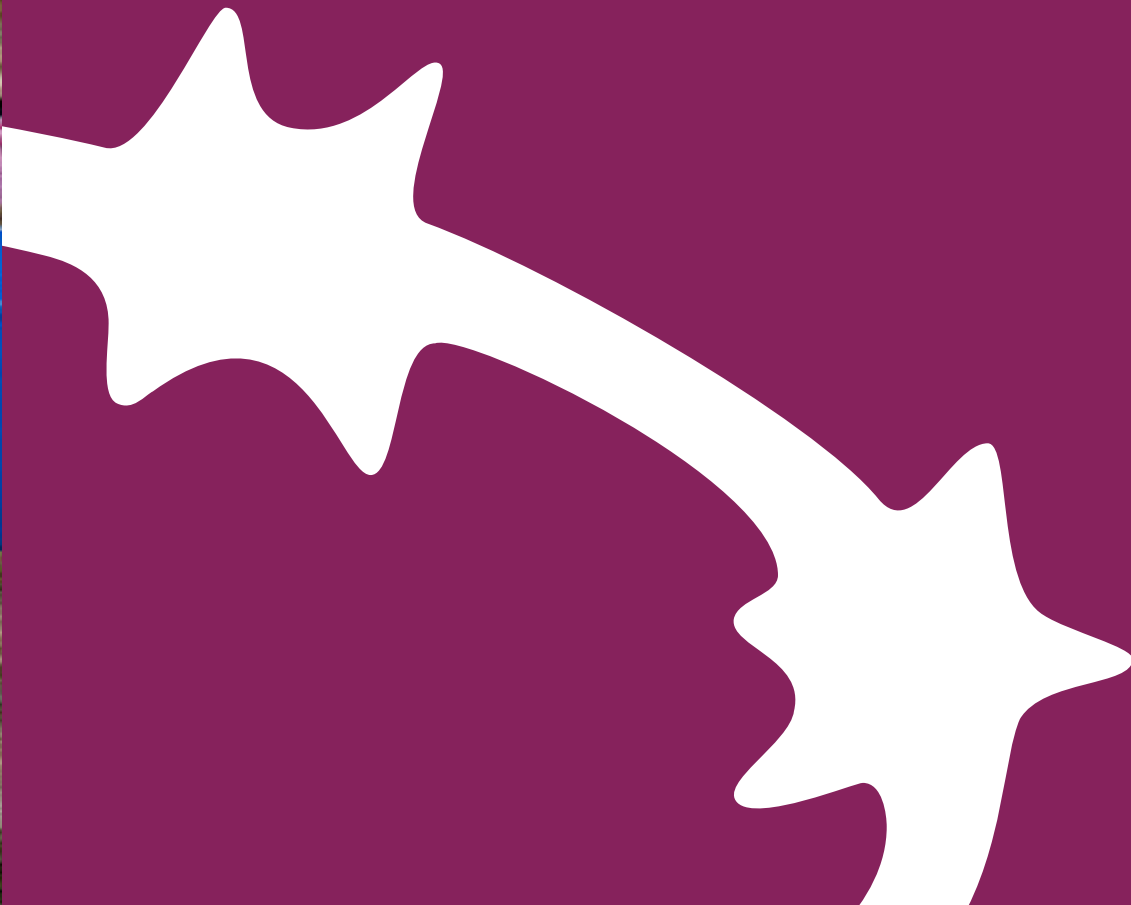
Activists in Oslo, Norway take part in a campaign to stop forced evictions in Nairobi, Kenya, and to focus on the rights of slum dwellers, April 2011.





Romani women and children in Ferneziu, Baia Mare, Romania,  
September 2011. The majority of families lack formal authorization  
for their dwellings and as a result face the threat of forced eviction.

# ONE UNDERSTANDING INADEQUATE HOUSING



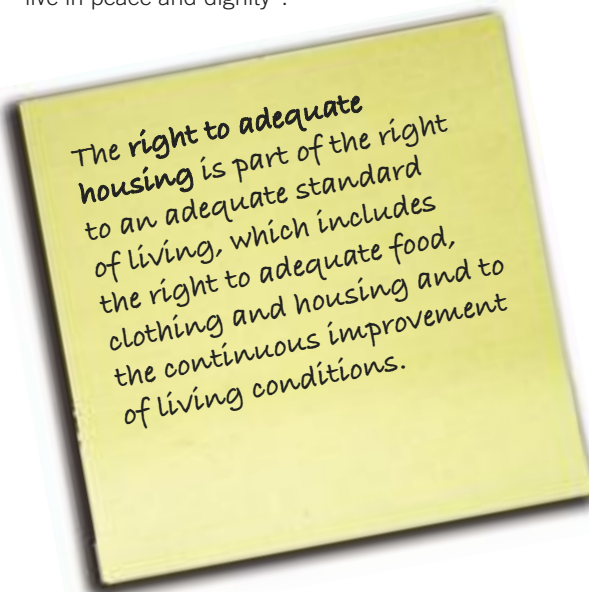
## WHAT DOES ADEQUATE HOUSING MEAN?

**“[T]he right to housing should not be interpreted in a narrow or restrictive sense which equates it with, for example, the shelter provided by merely having a roof over one’s head or views shelter exclusively as a commodity. Rather it should be seen as the right to live somewhere in security, peace and dignity.”**

UN Committee on Economic Social and Cultural Rights, General Comment 4, paragraph 7

A home is more than just a roof over one’s head, it provides the foundation for most things that people need in their lives. An adequate home provides security, a clean environment, cooking, and sanitation facilities. Our homes are connected to our physical and mental well-being as they provide protection from harsh weather conditions and impact one’s health, and also provide room for families and friends to gather together. Where you live can also determine whether you are able to go to school or not, the kinds of job you can get and how people treat you.

The first UN Special Rapporteur on adequate housing gave this definition: “the human right to adequate housing is the right of every woman, man, youth and child to gain and sustain a safe and secure home and community in which to live in peace and dignity”.



The right to adequate housing is part of the right to an adequate standard of living, which includes the right to adequate food, clothing and housing and to the continuous improvement of living conditions.

### The basics about adequate housing

To be “adequate” or fit for habitation, housing must meet certain standards. The UN Committee on Economic, Social and Cultural Rights (CESCR) in its General Comment 4, lists the following requirements for housing policies in order for housing to be “adequate”:

- **Legal security of tenure** – Regardless of whether people rent, own or are living without any legal rights on the land or home in which they live (that is, the type of tenure they have), governments must ensure that all persons possess a degree of security of tenure which guarantees them legal protection against forced eviction, harassment and other threats.
- **Availability of services, materials, facilities and infrastructure** – People must have access to safe drinking water; roads; energy for cooking, heating and lighting; sanitation including washing facilities and sewage; means of food storage; refuse disposal; site drainage; and emergency services.
- **Affordability** – Housing should be available for all levels of income. High costs of housing often have the knock-on effect of making people less able to pay for other basic essentials including food. Governments should set up appropriate credit mechanisms and other financial arrangements to assist those with low income or no income; protect tenants from unreasonable increases in rent; and ensure that the main building materials are available and affordable.
- **Habitability** – Housing should provide protection against bad weather; adequate space, privacy and security; and physical security including good construction, ventilation, lighting and sanitation.

■ **Accessibility** – Adequate housing must be accessible to all, including women, children, the elderly, people who are mentally ill and those with severe illnesses. Housing should be accessible to those with special housing needs, including the disabled and victims of natural disasters; and landless and poor people in rural areas should have access to land.

■ **Location** – Housing must be situated where people have access to job opportunities, health care, schools, emergency services, and other social facilities; people in rural areas should also have access to these facilities. Housing should not be situated in dangerous places, for example near sources of pollution that might be a threat to health; and the security of the location and freedom of movement should be upheld by good policing.

■ **Cultural adequacy** – The way houses are constructed should take cultural needs into account. For example, in some communities it is taboo for sons to share living quarters with their mothers and sisters. Other groups like to build houses using particular styles or materials.

The CESCR has also noted **other rights relevant to adequate housing**, including:

- protection against all forms of discrimination
- freedom of movement
- the right to privacy and respect for the home

The main challenge facing communities and civil society organizations when identifying adequate housing is to correctly assess the degree to which the requirements listed above are being met.

Despite the significance of adequate housing, the UN Special Rapporteur on adequate housing estimated in 2005 that there were 1.6 billion *inadequately* housed people across the world and an estimated 100 million who were completely homeless. People living in slums and informal settlements are one of the major groups of people living in inadequate housing.



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Anela Krasnic with cups with coffee for her husband and herself in front of their house in Skadarska street. Belgrade, Serbia August 2011.

Families left homeless after they were forcibly evicted in April 2010 from Al-Shohba in Al-Duwayqa, Cairo, Egypt were still living in these tents In December 2010.



## WHAT ARE SLUMS?

A slum is an area where more than half of the households have the characteristics of a “slum household.” According to UN-HABITAT, a slum household is one in which a group of people living under the same roof lack one or more of the following:

- **Access to clean water** – water piped into the house or from a public tap, a well or borehole, or rainwater collection.
- **Access to sanitation facilities** – flush toilets connected to a sewer or pit latrine, which also provide privacy.
- **Sufficient living space** – no more than three people sharing the same room.
- **Structural quality and durability** – homes must be structurally sound, capable of protecting inhabitants from weather, and safe.
- **Security of tenure** – protection against being evicted from your home without due legal process. (see also Section 2, pages 44-45).

Poverty makes people feel excluded, humiliated and powerless. It can therefore affect their ability to take part in the civil, social, political and cultural life of their community and of society. Poverty makes people feel that their voices are not heard.

A slum in Port Vila, Vanuatu, where people live with poor sanitation, and have difficulty accessing their rights to work, health and education, 2010.

## WHY DO PEOPLE LIVE IN SLUMS AND INFORMAL SETTLEMENTS?

Of the 3.3 billion people who are now believed to live in urban areas, it is estimated that 1 billion live in slums. Therefore, at least one in three urban residents live in inadequate housing with no or few basic services and are vulnerable to a range of human rights violations. As the global population and trend towards greater urbanization continues to grow, the number of people living in slums could reach 2 billion by 2030.

People move to urban areas for a variety of reasons. Some of these include:

- opportunities for work in urban areas and less public investment in rural areas;
- forced evictions in rural areas because of development-based and other economic projects;
- displacement because of conflict, natural disasters or climate change.

Denial of housing, land and property to women has also been identified as a major factor pushing women to migrate to cities, where a large number of them can only find a place to live in slums or informal settlements.

Many governments have failed to put in place policies or programmes to regulate the availability and costs of housing and land and to make provision for the increasing number of people who now live in urban areas. The lack of affordable housing in urban areas, particularly close to places of work, forces people to live in slums and informal settlements.

## HOW DOES LIVING IN INADEQUATE HOUSING AFFECT PEOPLE?

All the factors identified above under the basic requirements for adequate housing (see page 12), impact not just the quality of the home that people live in but all aspects of their lives.

When people do not have access to safe water and sanitation there is a high risk of water-borne diseases like cholera, diarrhoea, hepatitis and typhoid. Safe water includes water that comes from a tap or from another safe source like a borehole or collected rainwater. Safe sanitation prevents people, animals or insects from coming into contact with excreta. Safe sanitation also includes privacy when going to the toilet.

Overcrowded housing also creates many challenges for families. There is no space for the children to do their homework or to play safely, or for couples to have privacy. Combined with lack of sanitation and toilet facilities, it can make it uncomfortable for women and girls in many countries to bathe and change their clothes with privacy. Inadequate housing may lead to people not having protection against cold, hot or rainy weather and being exposed to damp or smoke when there is poor ventilation. It may lead to infestations of rats or insects and also cause health problems.

***“We have to use the water from the stream which is very dirty. Children vomit and get diarrhoea very often. They [the municipality] don’t allow us to take water from the pipe at the cemetery and at the petrol station – they say that Gypsies should go away.”***

Silvana Hudrovac of Ponova vas, Grosuplje municipality, Slovenia

From: *Parallel lives: Roma denied rights to housing and water in Slovenia*

## Inequality and discrimination

Slums and informal settlements are not just found in poor or developing countries but in some of the richest countries in the world. Who ends up living in a slum or informal settlement or in other situations where housing is inadequate is often dependent on who faces the most discrimination and inequality within any society. Similarly, although inadequate housing has negative impacts on all persons, it does not affect everyone equally.

Groups who face discrimination include Indigenous Peoples, minorities, people who face discrimination because of their caste, race, ethnicity or religion, sexual orientation or gender identity, refugees, migrants, particularly irregular migrants or others who face discrimination within any particular country are typically over-represented in slums and informal settlements.

A particularly stark example of this kind of discrimination is the inadequate housing and living conditions that many Romani communities live in within Europe. Romani communities often live in segregated settlements on the outskirts of cities and towns, with poor access to transport, schools, health care facilities and other public services. This reflects historical and current discrimination against these communities, both by authorities and by others in the population who do not want Romani individuals and families moving into their neighbourhoods.

***“The local population does not accept Roma at all. They don’t want the Roma living in their neighbourhoods.”***

Mayor of Semic, Slovenia in August 2009.

From: *Parallel lives: Roma denied rights to housing and water in Slovenia.*

## Women

There are a large number of female-headed households in many slums across the world. Women often end up in inadequate housing because they face discrimination in relation to employment, in society more generally and because of discriminatory laws or practices which may make it difficult for them to inherit or own property or be registered as the tenure holder. Women may also not be able to make their own decisions about their home or family in situations where male members of families have control over the family income.

The challenges and frustrations of living in inadequate housing can lead to tensions within families and also increase the risk of domestic or sexual violence. Access to safe and independent housing is often essential to enable women to leave situations of violence.

In many cities, women and girls living in slums are particularly at risk of sexual violence. Amnesty International found through its work with women living in informal settlements in Kenya that this is particularly common at night when women try to reach toilet blocks (also called sanitation blocks) in the dark. Roads or lanes that lead to toilet blocks are usually unlit and dangerous. Toilet blocks often lack the conditions that provide privacy.

One way to reduce the prevalence of sexual violence and to ensure greater security of women in general is to have better policing and lighting arrangements. However, security and police presence in slums is very limited. According to one resident of the Kibera Laini Saba village, “The police are usually resistant to come here because they say there are no roads.”

***“Women, more than men, suffer the indignity of being forced to defecate in the open, at risk of assault and rape. Women, generally being responsible for the home and for children and other dependants, are more affected by a lack of sanitation and by the indignity of living without sanitation.”***

A woman in focus group discussion, Kibera, Nairobi, Kenya

From: *Risking rape to reach the toilet: Women’s experiences in the slums of Nairobi, Kenya.*



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Four women activists in Pnit Village, Chi Krenk Commune, Siem Reap Province, Cambodia, March 2011.



© Mugur Vazariu

## Children and young people

Slums have a disproportionately high share of the youth population, and for the millions of children and young people living in slums the outlook is bleak. For example UN-HABITAT estimates that people living in inadequate housing in the developing world have an average age of 16 years, while the global average age is 28 years.

Children living in inadequate housing are more susceptible to preventable diseases. They suffer from inadequate health care, poor environmental conditions, and limited access to clean water and sanitation. These conditions lead many children to die before they reach their fifth birthday from diseases, like diarrhoea, that can easily be prevented.

Children living in slums and informal settlements are often not able to attend school at all, if there are no schools in the area that they live in or because the area is not formally recognized by the government. Existing schools may be overcrowded or lack sufficient trained staff. In addition, fees or costs related to schooling may make it difficult for parents to send their children to schools. All of these factors, as well as the lack of adequate sanitation within schools, often result in girls in particular not being sent to schools or dropping out of school early. Yet children have a right to education.

***“I was in Grade 7... when our home was destroyed during Operation Murambatsvina. My elder sister had to drop out of school. Also at the time, my father had to leave his job because he could not afford the bus fare. I dropped out of school [four years later] because my parents could not afford the examination fees. I feel inadequate for not having completed my education.”***

David, 19 years old, Hatcliffe Extension, Zimbabwe

From: *Left behind: The Impact of Zimbabwe's mass forced evictions on the right to education.*

**A Romani girl carrying water on one of her four to five daily round trip journeys to collect water, Baia Mare, Romania, September 2011.**



## People with disabilities and older people

People who have mental or physical disabilities, and older people whose mobility is restricted or who are coping with ill health, often face particular challenges living in inadequate housing. They may find it especially difficult to access water, sanitation or to travel within and outside the areas they live in because of poor transport or roads. Poor housing and living conditions may also aggravate or cause health concerns.

**Basima Ramadan, mother of eight, used to rent a room in Al-Shohba, Al-Duwayqa, Cairo, Egypt, but was evicted in April 2010 and left homeless.**



© Amnesty International

## THE RIGHT TO ADEQUATE HOUSING RELATED TO OTHER HUMAN RIGHTS

**Human rights are interdependent, indivisible and interrelated.** This means that the violation of the right to adequate housing may affect the enjoyment of a wide range of other human rights and vice versa.

UN-HABITAT explains that access to adequate housing can be a precondition for the enjoyment of several human rights, including **the rights to work, health, social security, vote, privacy or education.**

- The possibility of earning a living can be seriously impaired when a person has been relocated following a forced eviction to a place further away from employment opportunities.
- Without proof of residency, slum residents may not be able to vote, enjoy social services or receive health care. Schools may refuse to register slum children because their settlements have no official status.
- Inadequate housing can have an impact on the right to health; for instance, if houses and settlements have limited or no safe drinking water and sanitation, their residents may fall seriously ill.

Forced evictions can have implications for the enjoyment of several human rights, including the **right to education and the right to personal security.**

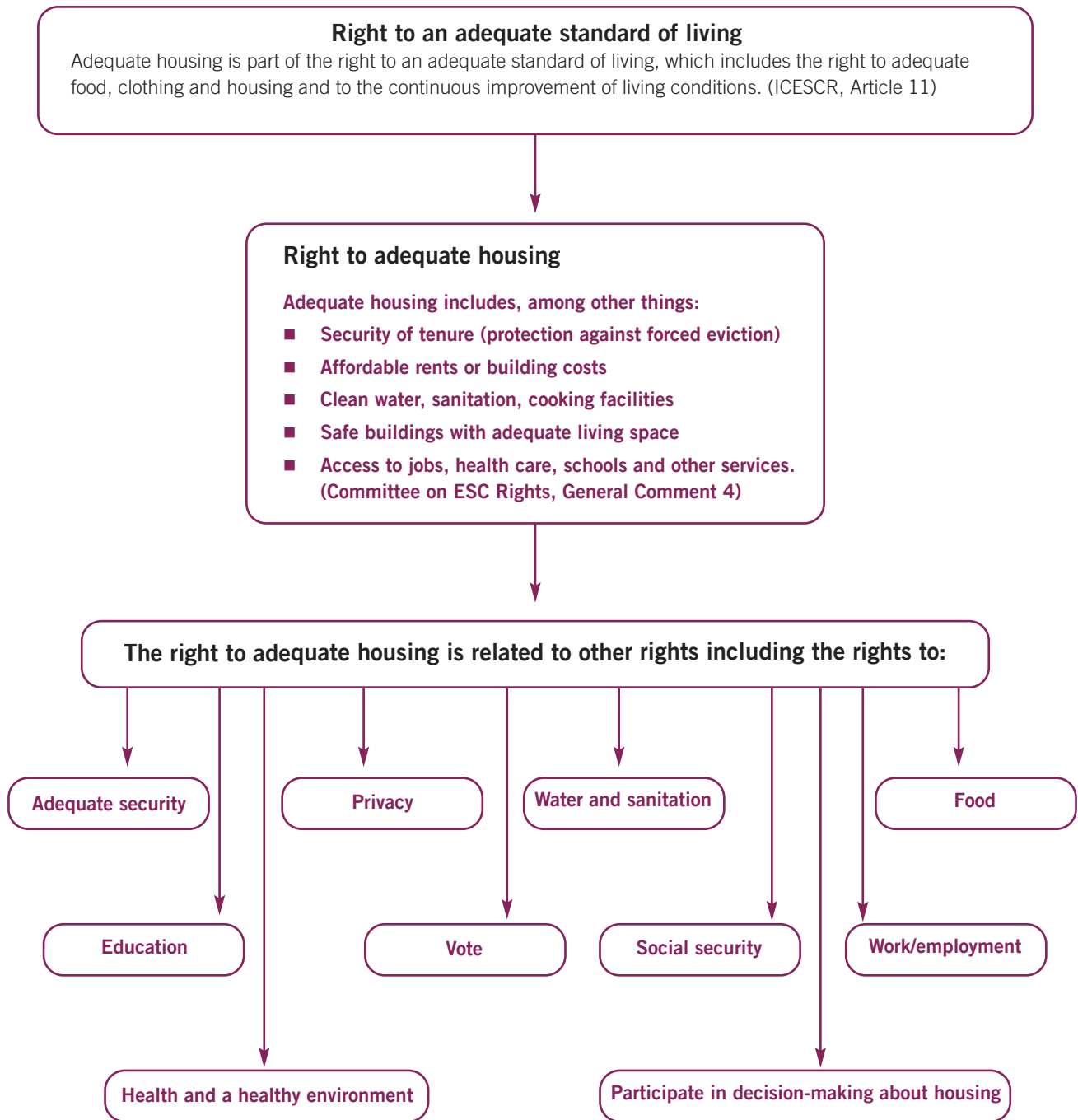
- Forced evictions often result in children's schooling being interrupted or completely stopped, and the trauma experienced following a forced eviction can also impair a child's capacity to attend classes.
- During forced evictions, people are frequently harassed or beaten and occasionally even subjected to inhuman treatment or killed. Women and girls are particularly vulnerable to violence, including sexual violence, before, during and after an eviction.

At the same time, the right to adequate housing can be affected by the extent to which other human rights are guaranteed.

- Access to housing is most at risk for those who are denied the right to education, work or social security.
- Improving housing conditions and protecting against forced evictions are often dependent on claims made by those affected.
- Where the rights to participation, freedom of expression, assembly or association are not respected, the possibility for individuals and communities to advocate better living conditions and to claim their own rights is significantly reduced.
- Human rights defenders working to protect the right of individuals and communities to adequate housing have been subjected to violence, arbitrary arrest, and arbitrary and prolonged detention.

The links between the right to adequate housing and other rights are illustrated in Figure 1 on page 19.

# FIGURE 1. THE RIGHT TO ADEQUATE HOUSING LINKED TO OTHER RIGHTS



## HOMELESSNESS

Millions of people around the world are homeless. Being homeless does not only mean living on the streets, but can also mean living in the open, in cars, in derelict buildings or other places on a random basis. Others have a place to live but risk becoming homeless due to factors such as lack of social security or being unable to pay the rent.

People become homeless for different reasons or a combination of reasons. Some of the causes of homelessness include:

- The high cost of housing and the shortage of housing;
- Lack of employment;
- Lack of education;
- Domestic violence;
- Effects of mental illness or substance abuse;
- Ill health and lack of access to health care;
- Being released from institutions – those leaving prison or hospitals and who have no form of support;
- Displacement due to natural disasters or armed conflict.

Some groups of people are more likely to become homeless, for example:

- **Individuals** who suffer from mental illness or substance abuse.
- **Women** who try and escape domestic violence and are not supported with other forms of housing.
- **Families** who fall into poverty, for example as a result of illness or job loss.

■ **Migrants** who arrive in a country without a job or anywhere to stay.

■ **Populations** who face discrimination, such as minorities and Indigenous Peoples, because of their caste, ethnicity, nationality or sexual orientation or gender identity, among other grounds.



Aniedi Bassey, aged 16, sleeps on a wooden table at the “Mile One” open market, where he and other street children live, Port Harcourt, Nigeria, April 2011.

## Resources

Amnesty International, *Parallel lives: Roma denied rights to housing and water in Slovenia*

(Index: EUR 68/005/2011)

<http://amnesty.org/en/library/info/EUR68/005/2011/en>

Amnesty International, *Italy: "Zero tolerance for Roma": Forced eviction and discrimination against Roma in Milan*

(Index: EUR 30/020/2011)

<http://amnesty.org/en/library/info/EUR30/020/2011/en>

Amnesty International, *Insecurity and indignity: Women's experiences in the slums of Nairobi, Kenya*

(Index: AFR 32/002/2010)

<http://amnesty.org/en/library/info/AFR32/002/2010/en>

Amnesty International, *Risking rape to reach the toilet: Women's experiences in the slums of Nairobi, Kenya*

(Index: AFR 32/006/2010)

<http://amnesty.org/en/library/info/AFR32/006/2010/en>

Amnesty International, Slums Stories: Human Rights Live Here, videos from around the world.

<http://www.slumstories.org/>

Centre on Housing Rights and Evictions (COHRE), *Women, Slums and Urbanization: Examining the Causes and Consequences*, 2008.

<http://www.alnap.org/pool/files/cohre-womenslumsandurbanisationexaminingthecausesandconsequences.pdf>

**A two-year-old girl walks past a sign painted by activists at Dale Farm, Essex, UK, before evictions took place in October 2011.**

Committee on Economic, Social and Cultural Rights, General Comment 4

<http://www.unhcr.ch/tbs/doc.nsf/0/469f4d91a9378221c12563ed0053547e>

UN-HABITAT: *Fact sheet 21 The right to adequate housing*

[http://www.ohchr.org/Documents/Publications/FS21\\_rev\\_1\\_Housing\\_en.pdf](http://www.ohchr.org/Documents/Publications/FS21_rev_1_Housing_en.pdf)

UN-HABITAT: *Children: Slums' first casualties*

[http://www.unhabitat.org/downloads/docs/5637\\_49115\\_SOWCR%2016.pdf](http://www.unhabitat.org/downloads/docs/5637_49115_SOWCR%2016.pdf)

UN Commission on Human Rights, Resolution 2003/22,

*Women's equal ownership, access to and control over land and the equal rights to own property and to adequate housing.*

[http://www.unhabitat.org/downloads/docs/1371\\_16562\\_WR7.htm](http://www.unhabitat.org/downloads/docs/1371_16562_WR7.htm)



## ACTIVITY 1

### WHAT IS ADEQUATE HOUSING?

#### AIMS

- To develop participants' understanding of what adequate housing means.
- To encourage participants to assess the challenges faced by people who live in inadequate housing.

#### TIMING

4 hours for all steps

#### THIS ACTIVITY HAS FIVE STEPS

Step 1: *There's no place like home* (30 - 45 minutes)

Step 2: *"A day living without..."* (90 minutes)

Step 3: *Creating a slum experience* (45 - 60 minutes)

Step 4: *Taking action* (45 minutes)

Step 5: *Evaluation* (15 minutes)

✓ Each step can be an individual session. You can divide Step 2 into two sessions: the preparation of the role play in one session and the presentation and discussion in the following session.

✓ Depending on the action you take at the end of each activity, time can vary greatly.

✓ It is important for participants to take at least one action after each activity to strengthen the learning process.

### Step 1: There's no place like home (30 – 45 minutes)

#### WHAT YOU NEED

- Chalkboard/white board or flipchart paper
- Marker pens and pens/pencils for each group
- Sticky tape or other adhesive materials

#### FACILITATION TIPS

- ✓ To begin the step, you can ask participants to use a flipchart to write a list of words that come to mind when they hear the word "home". Next to this list, they can write down what is necessary to make these a reality. For example:

##### *Home is a place where...*

- You feel safe
- You can rest

##### *What it takes to make this a reality?*

- Locks on the doors
- Good neighbours
- You have privacy

- ✓ You can also use other techniques for illustrating a home, for example a collage of magazine and newspaper cuttings.
- ✓ Remind participants to consider the interior of the home as well, not just the exterior.

## Group or individual work

- Form small buzz groups of two or three participants and pass one sheet of flipchart paper to each group along with different coloured markers. (Option: you can do this individually.)
- Ask each group (or individual) to draw a picture of what is a home to them. Their picture should identify the features they believe are essential for living with dignity.
- For example, Should there be a toilet? Should the house be safe, and if so, what would you need for that? Should there be running water?

## Art Gallery

- Ask the participants to display their pictures on a wall in order to form an “art gallery”.
- Ask participants to view the drawings of others.
- Ask participants to make a mental note of what they notice are common elements in the pictures.



## Plenary

- Facilitate a group discussion. You can stimulate the discussion using these questions:

1. Are there some common features that were identified by every group as essential to a ‘home’? If so, what are they? (Write down the answers on a flipchart – Some of these things might be “a safe place,” “running water,” “a toilet,” or “a place to sleep,” etc.)
2. Are there any features of a good home that are missing?
3. Is it possible to say that some features are “more” or “less” important than others? Which ones and why?
4. Do most people in our community have these features as part of their homes? If not, what is missing and why? Are there other communities where it is more difficult to get these features? Why do you think this is so?
5. How would you feel if you were left without a home? Are there people in your community without a home? Why do you think this happens?

- Summarize the group’s common ideas. It is important to make sure the participants understand what is **adequate housing – that it is not just having a house, but also that people must have access to safe drinking water; energy for cooking, heating and lighting; sanitation including washing facilities and sewage; means of food storage; refuse disposal; site drainage; and emergency services, etc.**

- The drawings from this activity can be used for a possible action on “Home Stories”. See Taking action on page 28.

Children taking part in a community mapping exercise with Amnesty International, Port-au-Prince, Haiti, March 2008.



World Habitat Day public action in Cluj-Napoca, Romania, organized jointly by Amnesty International, local NGOs Amare Prhala, Fundatia Desire, the Working Group of Civil Organizations and representatives of Romani communities affected by forced evictions, 3 October 2011.

## Step 2: “A day living without...” (90 minutes)

### WHAT YOU NEED

- Small cards. Write each of the following on a small card:
  - Living without a toilet
  - Living without electricity
  - Living without access to drinking water
  - Living without a means of getting rid of garbage
  - Living without enough space for the entire family
  - Living without feeling safe
  - Living without a “house”

### FACILITATION TIPS

- ✓ If you do not have 90 minutes to do the entire step, you can divide this step into two sessions: the preparation of the role play (45 minutes) in one session and the presentation and discussion (45 minutes) in the following session.
- ✓ Depending on the number of groups you can give more than one card to each group.
- ✓ Remind the participants when preparing the role plays to be respectful of the people that they are portraying.
- ✓ Alternatively, ask the participants to experience one full day trying to “live without...” For example: Only using public toilets because you do not have a toilet in your house. Or not using electricity at all. Or not using any running water in your kitchen and bathroom.



## Group work

- Divide the participants into small groups. Give each group one or more of the small cards.
- Ask each group to reflect on what their lives would be like if they lived in a home without the feature you gave them. For example,
  1. What do you think it would be like to live a day without a toilet in your house?
  2. What if you could only use the toilet once a day?
  3. What do you think it would be like to live without electricity?
  4. What challenges or problems would you face?
  5. How would it make you feel?
- Based on their reflections, ask each group to prepare to act out a short role play (3-5 minutes) that highlights “Living a day without...” in order to portray what life would be like under these conditions .

## Role plays

- Ask each group to act out their role play (3-5 minutes per group).
- Once all groups have presented, facilitate a group discussion in plenary. You can stimulate the discussion using the following questions as a guide:
  1. How did you feel in your role having to live under these conditions?
  2. What challenges did you face? How does this affect what you could do in your daily life?
  3. Are there some people in your community who “live without” more than one of the features presented in the role plays?
  4. How do you think they feel?
  5. Do you think that lack of access to necessities such as water, electricity, sanitation, affect people’s access to other rights? If so which ones? And how?
- Summarize the group’s common ideas.
- It is important to highlight that people living in slums face many challenges but struggle each day to guarantee a home for themselves and their family.

### Step 3: Creating a slum experience (45 – 60 minutes)

#### WHAT YOU NEED

- A long tape measure
- Cardboard boxes or some other natural material – paper, wood, etc.
- Scissors or tools to cut cardboard if necessary
- Strong adhesive tape
- Chalk

#### FACILITATION TIPS

- ✓ The time required for this activity may vary depending on how long you dedicate to building the house and how many groups need to experience the house.
- ✓ Depending on the amount of materials you have, you can ask the participants to build one house that all groups can experience, or each group of 10 can create their own house.
- ✓ To save time you can create the house yourself before the activity.
- ✓ You can simplify the activity by just marking the space on the floors with chalk to simulate the floor plan or use chairs to outline the space.
- ✓ Allow participants sufficient time to engage with the activity.

#### Building the house

- Divide participants into groups of 10 people (the groups can be slightly smaller depending on the total number of your group).
- Invite each group to make a house out of cardboard or other available material (such as wood or recyclable material). The size of the house should be 4m x 5m (it can be smaller if your group is small).
- The house should only have one window. The aim is to show the participants as realistic a picture as possible of the space limitation of a slum house (see the picture of the shelter opposite).

#### The slum experience

- Once the houses are built, ask the members of the group to go inside and allow them to experience the space.
- Challenge them to create space for a toilet, bedroom and kitchen. The floor plan must accommodate a family of 10, using three markers or pieces of rope.
- Allow participants to discuss, plan, problem-solve and then draw their floor plan with the markers.
- Ask the participants to remain in the house and discuss the following:
  1. What do you think it would be like to live in the space on a daily basis?
  2. What challenges would you face and how would your life change?
  3. Are there things that you do now that you would not be able to do in this type of house?
  4. How does this make you feel?

- If there is more than one group of 10, ask the participants inside to leave the house and the next group to go inside and hold the same discussion. Repeat this process if necessary until everyone has had a chance to experience the house.

### Plenary

- Facilitate a discussion in plenary. Have the participants share their reactions to the activity and what they may have learned from this experience.



© Amnesty International

A cardboard house created by a group in Slovenia for the Education for Human Dignity project, 2012.

#### Step 4: Taking action (45 minutes)

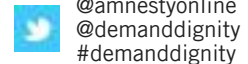
- It is important to end each activity with at least one action. When undertaking any action, you can suggest that participants help raise awareness not only about the current situation of people living in inadequate housing, but also of the impact of inadequate housing on the enjoyment of other rights such as education, health, and security.
- Encourage participants to raise awareness in their school, community or group. Some ideas could be:

#### Home stories

- Begin a collection of “home stories” with the drawings from Step 1 of this Activity. You can also compile photos, videos, messages, stories, poems, spoken word, etc. on what a home means. What makes a home and what it would mean to lose it.
- These messages can be used in activities for awareness raising or lobbying by turning them into photo exhibitions, posters, poetry readings, photo albums or video clips.
- Some of the messages can be used as solidarity messages for communities and individuals affected by forced evictions.
- You can post your stories and photos (and see the stories, photos and posts of others) on [www.respectmyrights.org](http://www.respectmyrights.org)

#### Slum exhibition

- Use the slum housing created in Step 3 of this Activity to make a slum household exhibition. If there is time, have participants create additional parts to the slum household (for example, a cooking area, an area to make a fire, a common toilet, another house) using materials they can gather.
- Create a banner that says “Do human rights live here?” or a variation on the theme. Place the project in a public space in the school or wider community along with some facts about inadequate housing in the community or other areas of the world.
- Include information on what people living in slums are doing to defend their rights. And what we can do to support them to realize their rights. You can find this information on page 82.
- Tell us what you are doing! Share your ideas and creativity with other young people across the world through [www.respectmyrights.org](http://www.respectmyrights.org) and the Amnesty International Demand Dignity Facebook and Twitter pages:



**Step 5: Evaluation (15 minutes)**

If you have time, carry out a brief evaluation of the activity.

- Focus on what the participants enjoyed, disliked, or think about these activities and how it was done. Which of the activities did they enjoy the most and why?
- Ask participants what they have learned after this activity, whether or not any of their attitudes have changed, and how they might act in the future to raise awareness about people living in inadequate housing conditions.
- See the *Facilitation Manual* for more information about evaluation techniques you can use.

**Stop forced evictions action in Berlin, Germany, 2009. The cardboard houses symbolize a threatened village.**



© Amnesty International

## ACTIVITY 2

### FACING THE CHALLENGE OF INADEQUATE HOUSING

#### AIMS

- To explore the challenges that people who live in inadequate housing face on a daily basis, especially groups at risk.
- To reflect on how inadequate housing impacts different groups in different ways.
- To identify the link between the right to adequate housing and other human rights.

#### TIMING

4 hours for all steps

#### THIS ACTIVITY HAS FIVE STEPS

- Step 1: Does who you are affect how you live? (45 - 60 minutes)
- Step 2: Linking the right to adequate housing to other human rights (45 minutes)
- Step 3: The rights to water, sanitation, security and housing – Slum stories (45 minutes)
- Step 4: Taking action (45 - 90 minutes)
- Step 5: Evaluation (15 minutes)

✓ You can divide this activity into two more parts. Each step can be a separate session or you can combine steps depending on the available time.

✓ Depending on the action you take at the end of each activity, time can vary greatly.

✓ It is important for participants to take at least one action after each activity to strengthen the learning process.

Residence registration during an event for Amnesty International Global Week of Action to Stop Forced Evictions in Africa in Accra, Ghana, March 2012.

#### Step 1: Does who you are affect how you live? (45 – 60 minutes)

#### WHAT YOU NEED

- Chalkboard/white board or flipchart paper
- Print outs of the character cards on pages 34-35 (one for each group)
- Marker pens and pens/pencils for each group

#### FACILITATION TIPS

- ✓ The character cards provide examples of how different groups face particular challenges in slums and informal settlements. Using the character cards allows participants to see how people living in these conditions in different countries face similar problems and challenges.



## Brainstorm

- Ask participants to identify different groups of people that may be particularly affected by homelessness or living in slums.
- List these groups on flipchart.
- Section 1 of this Module identifies some groups, for example, Indigenous Peoples, refugees, migrants, ethnic minorities, elderly people, people with disabilities, women and children. See pages 14-17.

## Group work

- Divide the participants into four small groups.
- Distribute one Character Card to each small group.
- Allow each group time to read the card describing the individual's profile.
- Ask each group to discuss the challenges the individual faces and to prepare a brief presentation which summarizes their discussion for the whole group. They can prepare their presentation on flipchart paper.

## Plenary

- Bring the participants back together in plenary.
- Ask a member of each group to read their Character Card and present the results of their discussion to the whole group.
- Facilitate a discussion using these questions as a guide:
  1. Are there common challenges faced by the different groups at risk presented? If so, what are they?
  2. Did you identify any specific challenges for different groups at risk? Why do you think different groups at risk experience these challenges?
  3. What needs to change in order for groups at risk to overcome some of the challenges they face?
  4. Can you think of anything we can do?
- Summarize the discussion and use the content in Section 1, pages 14-17 to explain that in society certain groups are discriminated against, such as women or minority groups, which makes it even more difficult and challenging for them to fully realize their right to adequate housing.

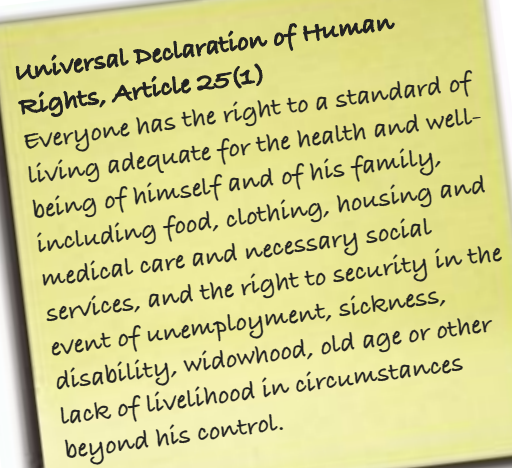
## Step 2: Linking the right to adequate housing to other human rights (45 minutes)

### WHAT YOU NEED

- Chalkboard/white board or flipchart paper
- Print outs of the Character Cards on page 34-35 (one for each group)
- Small cards of different colours or strips of paper
- One large card with the words “Right to adequate housing” written on it
- Marker pens and pens/pencils for each group
- Sticky tape or other adhesive materials

### FACILITATION TIPS:

- ✓ Write Article 25(1) of the Universal Declaration of Human Rights (UDHR) on a flipchart paper and post it on the wall.
- ✓ To simplify this activity, you can write on slips of paper different rights such as: Health, Education, Security, Participation, and others, to give to the groups.
- ✓ This activity can be carried out not only with the UDHR but also with other international human rights instruments, such as the International Covenant on Economic, Social, and Cultural Rights (ICESCR), the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the Convention on the Rights of the Child (CRC), or the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD).
- ✓ You can find a simplified version of the UDHR in Module 1, page 25, which can be easily copied and provided to the groups.
- ✓ You may wish to distribute the diagram in Section 1, page 19, to the group at the end of this step.



*Universal Declaration of Human Rights, Article 25(1)*  
Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.



## Group work

- Referring to Article 25(1) of the UDHR, explain to the participants that the right to adequate housing is included in the UDHR as part of the right to an adequate standard of living.
- Divide the participants into four groups and give each group a Character Card. Ask participants in their groups to discuss and identify which other rights referred to in Article 25(1) of the UDHR are not being realized by the person or group in their Character Card. For example, if someone lives in a house that is not near a school, they may not have access to education.
- Provide each group with a number of small cards on which they write one right per card.



## Plenary

- Bring the groups together in plenary and place a large card on the wall (or the ground) with the words “Right to Adequate Housing” written on it.
- Have each group in turn place one of their cards on the wall (or the ground) next to the “Right to adequate housing” card and explain why they chose that right. Ask them to explain why they feel the right is not being realized as a result of inadequate housing. If groups have identified the same right, they can cluster similar cards together.
- Facilitate a group discussion that addresses how the right to adequate housing links to other human rights.
- Summarize the relationship between the right to adequate housing and other human rights. Some points to highlight are:
  - ☑ All human rights are indivisible and interdependent.
  - ☑ Inadequate housing affects people’s health, security, education, privacy, and other rights. See pages 18-19.

A woman sells her wares at Bundu waterfront in Port Harcourt, Nigeria, April 2011.

## CHARACTER CARDS FOR ACTIVITY 2, STEP 2

Photocopy, cut and hand out to groups for discussion.

### KENYA

As a single mother living in the Mukuru Kwa Njenga slum in Kenya, Flora does not own her house, but rents it, which takes up a significant portion of her income. When she was late with her rent, Flora's landlord became violent. She says,

*"My former landlord... would increase the rent regularly and on a whim... Before I left the house, I owed just one month's rent arrears and the landlord became very violent towards me. One day he came to the house with some youths and broke down the main door and part of the roof. He threw all my belongings out of the house and told me to leave. After I took my property back into the house, he warned that he would do the same thing the next day... I left that house the following day."*

What rights are not being realized?

See: Amnesty International, *Risking rape to reach the toilet: Women's experiences in the slums of Nairobi, Kenya* (Index: AFR 32/006/2010).

### SLOVENIA

Danilo Hudorovič, his partner and three children live in the informal Romani settlement of Goriča vas, which has around 70 inhabitants. The settlement has no water supply, no electricity, no toilets, sewerage or drainage. He says,

*"My four-year-old son has to take antibiotics very often because he gets sick a lot. Those antibiotics have to be kept in the refrigerator. We don't have electricity. I have to drive three times a day, even in the middle of the night, to get his medicine from my mother-in-law. Our baby is only a few months old. She is sick all the time. I don't know how we will survive the winter. I tried to apply for non-profit rented housing but received an answer that the Ribnica municipality doesn't have any empty apartments and no open public call to apply to. My children are living without water, without electricity, in awful conditions and I feel I can't do anything about it. I went to the Mayor several times asking him to help me and my family. The whole community has been asking him for years to provide us with one water pipe in the vicinity of the settlement."*

What rights are not being realized?

See: Amnesty International, *Parallel lives: Roma denied rights to housing and water in Slovenia* (Index: EUR 68/005/2011).

**ZIMBABWE**

M.K. is 25 years old and lives in Hopley, an informal settlement outside of Harare, Zimbabwe. She gave birth to a baby boy prematurely at seven months. She delivered the baby on her own at about midnight and called a neighbour afterwards. The baby died as she was about to leave for the clinic the following morning. She had not registered with a maternity clinic because she could not afford the fees.

***“I think my baby died because he swallowed bad wind. My baby died because there is no maternity clinic and because of the inhospitable conditions here. I live in a plastic shack.”***

What rights are not being realized?

See: Amnesty International, *Left behind: The impact of Zimbabwe’s mass forced evictions on the right to education* (Index: AFR 46/019/2011)

**PARAGUAY**

The lands claimed by the Yakye Axa and Sawhoyamaxa are a small part of the traditional lands of the Enxet ethnic group to which they belong. Tensions and conflict over land ownership are a common thread running through the lives of Indigenous Peoples of many varied cultures and identities in Paraguay. The Paraguayan Constitution recognizes the land rights of Indigenous Peoples. However, the last census in 2002 calculated that 45 per cent of Paraguay’s Indigenous Peoples did not enjoy definitive legal ownership of their land. One member of the group says,

***“We are living by the side of the road because we have no land. Our children play on the road; they have nowhere else to go.”***

Another says,

***“In [our] school the pupils don’t fit because it is very small. There are few places to sit. There is no school equipment. The children don’t even have shoes. In winter, the children go to school without coats, just a T-shirt and bare feet. The teacher doesn’t have the qualification given by the state that gives her the right to have a salary, state health care and a state pension.”***

What rights are not being realized?

See: Amnesty International, *Through our own eyes: The Sawhoyamaxa and Yakye Axa Indigenous Peoples in Paraguay* (Index: AMR 45/003/2011).

### Step 3: The rights to water, sanitation, security and housing – Slum stories (45 minutes)

#### WHAT YOU NEED

- Internet access to download the slum story video “Kenya – Going to the toilet” (about 6 minutes), or copies of the text version on page 38
- Small cards of different colours or strips of paper
- Chalkboard/white board or flipchart paper
- Marker pens and pens/pencils for each group
- Sticky tape or other adhesive material

#### FACILITATION TIPS

- ✓ The slum story video (about 6 minutes) can be accessed online and downloaded at: <http://www.slumstories.org/episode/kenya-%E2%80%93-going-toilet>
- ✓ If you have limited internet access, if the video is unavailable or if you wish to read the story along with the video, a written version is based on the video is provided below.
- ✓ Translations of the slum story video are available in Arabic, Dutch, English, French, German and Spanish. Below the video is a drop down menu that enables you to select your preferred language.
- ✓ You may prefer to use an actual case study from your country if you know of one. Or you may wish to use another slum story that is more relevant to your country’s situation. If you use another case study or slum story you may need to adapt the questions.

#### Slum story

■ Before watching the video, it is important to explain to participants that in 2010, the UN adopted a resolution accepting the rights to “safe drinking water and sanitation” as fundamental human rights. This means the water must be drinkable, easy to access, affordable, and there must be enough for everyone without discrimination. Ask participants to keep this in mind when listening to the story of Kibera.

■ While watching the slum story video, ask participants to think about and write their answers to the following questions:

1. What risks are present for the people living in the Kibera slum?
2. How are these risks different for men, women, boys and girls? How are they different for older people or people with disabilities? Are there any other groups that are disproportionately affected?
3. What are some possible long-term effects of the risks caused by poor sanitation?
4. Can you identify rights that are being violated as a result of not having access to adequate housing (which includes sanitation and water)?
5. What could be done to help improve the sanitation conditions in the Kibera slum? Is there anything we can do?

■ You may wish to give participants some time after watching the video to reflect, and complete the questions.

■ If using the written case study, divide the participants into groups of four to five to discuss, using the same questions.

## Plenary

- Facilitate a discussion with the group based on the questions.
- You should ensure that the participants understand the challenges that people who live in inadequate housing face on a daily basis.
- It is important to highlight the specific challenges that women and girls face regarding their personal security.

**A child sits outside a privately run toilet that charges 3 shillings per use, built above the open drain that runs beside the road in Mathare, Kenya, February 2009.**



### Case study: Kenya – Going to the toilet

Where can you go to the toilet? For many people around the world, this is not a major concern, but it is a daily problem for the more than 1 million residents of the Kenyan slum Kibera.

There are fee-paid toilets throughout the informal settlement, but that does not mean that the facilities are adequate. "You'll be shocked", a woman warns. "You cannot even relieve yourself. It's better to go there at night when it's dark and you cannot see. Then you just take off your clothes, defecate and leave fast."

Although going to the toilet at night prevents you seeing the horrid state of the facilities, it causes serious security concerns for women and girls. Going to the toilet alone at night, they are often harassed and assaulted by groups of men. "If you don't go before dark, you will meet rowdy men who can rape you", another woman states.

The filth in the area is overpowering, and many diseases such as cholera and tuberculosis are rampant. A ramshackle, improvised shower is used by 200 people, and the waste water from the shower and toilet facilities flows through an open sewer, along with rubbish and food remains from the neighbourhood. "In this environment I get sick all the time", a woman says. "I get tuberculosis now and again... and when I go to hospital they say I live in very dirty surroundings and advise me to live in a place with fresh air. I foresee very hard times brought about by poor hygiene", she adds.

Most slum dwellers in Nairobi have no access to clean water. In addition, most slums are considered "illegal settlements" because they have no legal status. Because of this, local authorities do not feel responsible for providing essential facilities, such as access to clean water and sanitation. "If someone were to place me where there's water, fresh air, toilets... with no overpopulation, where I had some personal space... I know my ill health will improve", a woman concludes.



Private toilets in Mukuru Kwa Njenga, Nairobi, Kenya, February 2010.

**Step 4: Taking action (45 – 90 minutes)**

- The time you take for an action may vary depending on the action.
- Create a short video, short film or a newspaper story to inform your community about the right to adequate housing, perhaps how living in slums impacts on people's human rights.
- Be creative and consider how best to reach your audience with this information. Consider the following:
  1. What does your community need to know about life within slums?
  2. What can they do individually or as a community to help?
  3. Why should they get involved?
  4. How can people living in slums become more aware of their rights and be in a better position to claim their rights?
  5. How are different human rights interlinked in the situation of slums?
- In your video, film or story, you may wish to present one particular view point, for example from the perspective of a child, woman, or young man growing up in a slum.
- Tell us what you are doing! Share your ideas and creativity with other young people across the world through [www.respectmyrights.org](http://www.respectmyrights.org) and the Amnesty International Demand Dignity Facebook and Twitter pages.

**Step 5: Evaluation (15 minutes)**

If you have time, carry out a brief evaluation after each activity or a longer evaluation after you have carried out all the activities in the section.

- Focus on what the participants enjoyed, disliked, or think about these activities and how it was done. Which of the activities did they enjoy the most and why?
- Ask participants what they have learned after this activity, whether or not any of their attitudes have changed, and how they might act in the future to raise awareness about people living in inadequate housing conditions.
- See the *Facilitation Manual* for more information about evaluation techniques you can use.

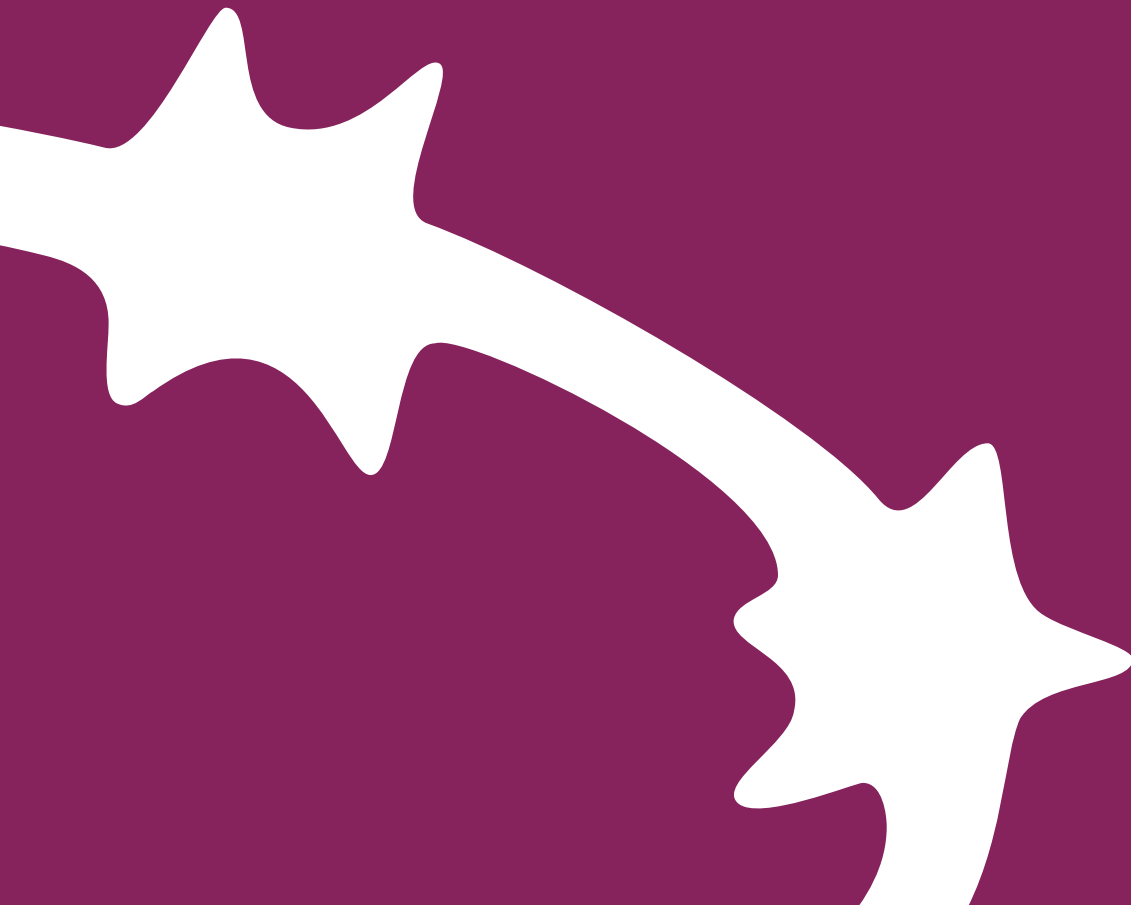






Marko Durmisevic with his belongings on the way to another property he hopes will be his new home in Belgrade, Serbia, August 2011. Unfortunately, police did not let him settle there, so he ended up back on the street.

# TWO UNDERSTANDING HOUSING AS A HUMAN RIGHT



## THE RIGHT TO ADEQUATE HOUSING IN INTERNATIONAL LAW AND STANDARDS

**“Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.”**

Universal Declaration of Human Rights, Article 25 (1)

The right to adequate housing is guaranteed in the Universal Declaration of Human Rights (UDHR) and several international and regional human rights instruments. The main provision in this regard is Article 11(1) of the International Covenant on Economic, Social, and Cultural Rights, which provides:

“The States Parties to the present Covenant recognize the right of everyone to an adequate standard of living for himself and his family, including adequate food, clothing and housing, and to the continuous improvement of living conditions. The States Parties will take appropriate steps to ensure the realization of this right, recognizing to this effect the essential importance of international co-operation based on free consent.”



© Javier Florentin Terranova Photography

The right to adequate housing is also protected under the following international and regional human rights instruments:

- International Covenant on Civil and Political Rights, Article 17;
- Convention on the Rights of the Child, Articles 16(1) and 27(4);
- International convention on the Elimination of All Forms of Racial Discrimination, Article 5(e);
- Convention on the Elimination of All Forms of Discrimination against Women, Article 14(2);
- Convention on the Rights of Persons with Disabilities, Articles 9 and 28;
- Revised European Social Charter, Articles 16 and 31 (Article 16, European Social Charter);
- European Convention on Human Rights, Article 8(1);
- African Charter on Human and Peoples’ Rights, Articles 14, 16 and 18 (1);
- African Charter on the Rights and Welfare of the Child, Articles 18 and 20;
- Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa, Article 16;
- American Convention on Human Rights, Articles 11(1), 21(1) and 26.

The Yaky Axa and Sawhoyamaxa communities in Paraguay documented their lives through pictures in May 2010: “This is how we live by the side of the road. When there’s a lot of rain... our houses flood and we can’t go out at all.”

## State obligations

**Governments have an obligation to respect, protect and fulfil the right to adequate housing for everyone. Governments must:**

- **respect** the right to adequate housing by not carrying out forced evictions.
- **protect** people from interferences with their rights to adequate housing by third parties such as landlords and companies by having legislation in place relating to forced evictions, preventing discrimination by landlords, regulating rents and housing conditions, etc.

- **fulfil** the right to adequate housing by adopting all appropriate legislative, administrative, budgetary, judicial, promotional and other measures to fully realize the right to adequate housing.

Government policies and programmes must prioritize at least basic levels of housing, for example by preventing and addressing homelessness. They should also prioritize the most disadvantaged groups in all programmes and while also allocating resources. The right to adequate housing also requires governments to guarantee the right of people to participate in and be consulted over decisions that will affect their lives, and to provide an effective remedy if any of these rights are violated.



Part of an event for Amnesty International Global Week of Action to Stop Forced Evictions in Africa in Accra, Ghana, March 2012.

## WHAT IS SECURITY OF TENURE?

Tenure refers to all kinds of housing arrangements including:

- Private ownership;
- Rented accommodation;
- Community ownership;
- Cooperative housing;
- Informal housing;
- Informal settlements or slums.

The UN Committee on Economic, Social and Cultural Rights states that, regardless of whether people rent, own or are living without any legal rights on the land or home in which they live (their type of tenure), government must ensure that everyone possesses a degree of **security of tenure**, which guarantees them legal protection against forced eviction, harassment and other threats.

People who lack security of tenure may be excluded from laws and protections that apply to other urban residents (such as rent control, or requirements on landlords to provide services). Without security of tenure people find it difficult to improve their living conditions: if they are forcibly evicted, they lose all their investment in constructing or improving their homes. A lack of security of tenure leads to people being left out of city planning and budgeting processes and also affects people's access to public services, including water, sanitation, education and health.

Governments are required to take immediate measures to confer legal security of tenure upon those people and households currently lacking such protection, in genuine consultation with all those affected.

Security of tenure can be increased through a number of means, not only land ownership. The government could:

- give people documents to confirm where they live;
- regularize and formally recognize informal settlements;
- set up a rental arrangement;
- formally recognize customary rights to the land;
- give the people or a co-operative ownership the option to buy or lease the property.

All affected people should be consulted on these options and be able to suggest options that they think would work best for their situation, which the government should consider. In all these circumstances, people should be protected against forced evictions.

See also **What states must do** in Section 3, pages 76-78.



The homes of around 300 families were destroyed by workers from a construction company during a forced eviction in Borei Keila, Phnom Penh, Cambodia, January 2012.

## WHAT IS FORCED EVICTION?

**Forced eviction** is the removal of people against their will from the homes or land they occupy without due process and other legal safeguards. Because evictions can have such devastating impacts on people's lives, they may only be carried out as a last resort. Prior to any eviction, government authorities must genuinely consult everyone who may be affected by the eviction to identify all feasible alternatives to evictions. People must be provided with adequate notice, legal remedies and compensation for their losses.

Governments must also make sure that no one is made homeless or vulnerable to human rights abuses because of an eviction. Those who are unable to provide for themselves must be given adequate alternative housing. These standards also apply when landlords or companies carry out evictions of people; the government has the responsibility for regulating how private actors carry out evictions.

It is not the use of force which makes an eviction a forced eviction: it is the failure to comply with all the legal safeguards required under international law. If all legal safeguards are applied and people still refuse to leave, then governments can use force, but only to the extent that is strictly required and consistent with international standards.



**Romani women and child sitting on what is left of their home, which was pulled down by bulldozers when local authorities evicted 27 Romani families from the Gorno Ezerovo settlement in Burgas, Bulgaria, September 2009.**

### When may an eviction be carried out?

Evictions can happen for a variety of reasons, such as when people continue to not pay their rent or when the land they are living on is needed for a public project such as building a hospital.

However, governments must try to do everything they can to avoid or minimize evictions, such as assessing all potential building sites to see which ones have the least impact on people, or looking at design options which might enable people to stay on the site. People themselves usually have very good ideas on this and the government must consult them and give them a chance to suggest alternatives to evictions, which it must consider before it makes a final decision.

The authorities are required to adhere to appropriate procedural and legal safeguards. These include:

- Genuine consultation with the affected people.
- Adequate and reasonable notice provided to the community.
- Adequate alternative housing and compensation for all losses.
- Safeguards on how evictions are carried out.
- Access to legal remedies and procedures, including access to legal aid where necessary.
- No one is rendered homeless or vulnerable to other human rights violations as a consequence of an eviction.

If all the legal safeguards and protections required under international law are complied with, and if the use of force is proportionate and reasonable, then the eviction would not violate human rights. It is when these laws and conditions are not upheld that the action becomes a forced eviction, and is a violation of human rights.

## To the rights holder

### Before any eviction, the authorities should:

- ✓ **TELL** you about the eviction and what your home, or land, will be used for.
- ✓ **CONSULT** you about alternatives to eviction and consider all options you put forward.
- ✓ **GIVE** you adequate notice when the eviction will take place – in writing, or in a way that is easy to understand.
- ✓ **ALLOW** you enough time to list any possessions or wages you will lose due to the eviction and compensate you.
- ✓ **GIVE** you opportunities to challenge the eviction in court, tell you about legal remedies and provide legal aid if you need it.
- ✓ **MAKE SURE** that you are not left homeless or at risk of other human rights violations.
- ✓ **CONSULT** you on the areas and the house you might be moved to.
- ✓ **PROVIDE** you with adequate alternative housing if you cannot afford it otherwise, and documents confirming you can live there.
- ✓ **MAKE SURE** you can afford to live in the place you are moved to, have access to essential services, and are able to travel to or carry out your work.
- ✓ **MAKE SURE** you are not moved to polluted areas or anywhere that poses a health risk.

### If an eviction is taking place, the authorities should:

- ✓ **GIVE** you time to move your possessions and salvage building materials.
- ✓ **MAKE SURE** government officials are present, identify themselves and can show you a formal eviction authorization.
- ✓ **MAKE SURE** the eviction is not carried out at night, during holidays or in bad weather, unless you agree.
- ✓ **MAKE SURE** that the eviction is carried out safely, without unnecessary or unreasonable force by police or other officials, and respecting people's dignity.





© Private



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**Top: Demolition of a settlement at Abonema Wharf Port Harcourt, Nigeria, June 2012.**

**Bottom: Child holding guitar during forced eviction of the Belvil settlement in Belgrade, Serbia, April 2012.**

## Why do forced evictions occur?

Forced evictions occur for a variety of reasons, such as:

- The law in the country does not prohibit forced eviction or laws which set out safeguards that must be complied with prior to any eviction do not cover all people (for example, the law may only have protections for people who officially own or rent property but not for others).
- Officials and others fail to understand their obligations or do not want to implement them.
- The increasing value of land in cities makes it attractive to investors and developers and this can lead to forced evictions when there are no regulations in place to prevent them or where there are regulations, but these regulations are not enforced.
- Officials want to carry out a “slum-clearance” or other projects to beautify the city.
- Authorities do not put in place long-term solutions to the problems faced by people living in slums and informal settlements, such the creation of low-cost housing, and therefore many people are repeatedly forcibly evicted.
- Discrimination against certain groups or people, for example Romani communities, leads to their being forcibly evicted by authorities, landlords or others.
- Authorities do not inform people of their rights to challenge evictions or provide them with legal aid to assist them in doing so.



## How do forced evictions affect people?

The effects of a forced eviction can be catastrophic, especially for people who are already living in poverty. The right to adequate housing recognizes that homes are much more than just four walls and a roof. When people's dwellings are razed to the ground, their lives are also shattered. People lose not only their homes (which they may have built themselves), but also neighbourhoods, personal possessions, social networks, access to work (often small businesses run within the settlement) and access to services such as water, sanitation, schools and health care. Women suffer disproportionately from forced evictions and its effects, given the extent of discrimination in relation to property and inheritance. After a forced eviction, women and children are often at greater risk of violence. They, along with people who are elderly or living with disabilities, are also often most disadvantaged by loss of access to services such as water and sanitation.

***“My house, possessions, identity, cards, clothes, photos all went up in smoke. Nothing was left.”***

Hoy Mai, Cambodia

From: *Eviction and resistance in Cambodia: Five women tell their stories.*



Destruction of Bos village, Phnom Penh, Cambodia, October 2009.

Forced evictions are often accompanied by the use of excessive force by the police or other agents carrying out the evictions. Other violations that have been documented in the process include rape, arbitrary arrests and detention, torture and unlawful killings.

***“At 10am there were machines, police officers, riot forces with large weapons and they started emptying out the houses. If someone refused to leave they would take the bulldozer and start breaking down the door. The officers would come into your house, take you out by force and then demolish it.”***

Edilson, a Restinga resident, Brazil

From: *Forced evictions must not mar Rio Olympics, Brazil.*

People are left homeless after an eviction or are resettled in inadequate housing, often far away from the centre of the city and their places of work or schools. Many people are repeatedly forcibly evicted and keep losing everything they have built up for themselves both in terms of possessions and networks.

***“Some children could not complete the school year because they were still enrolled in schools close to Via Triboniano and after eviction, their new home was too far away.”***

Vlad, Via Triboniano Camps, Italy

From: *Italy: “Zero tolerance for Roma”: Forced eviction and discrimination against Roma in Milan.*

## How can forced evictions be prevented?

One of the key steps to preventing forced evictions is for governments to comply with their obligation to implement laws to prohibit them. Such laws would limit the circumstances in which an eviction can be carried out and also provide safeguards that must be adhered to before any eviction takes place. Without such laws, it is very difficult to hold local and other authorities accountable when they carry out forced evictions and for people to have effective remedies.

The requirement for community participation to identify and consider all feasible alternatives prior to any eviction is a vital step to preventing forced evictions. Where spaces are opened up for such participation and consultation, communities are often able to suggest solutions which can meet both their and the authorities needs. It can also ensure that where people do need to be resettled, that resettlement is tailored to the communities' situation and preferences. All community members, including disadvantaged or marginalized groups, such as elderly people, people with disabilities, women and children should be included in the process and their participation valued.

Despite the often violent and unpredictable nature of forced evictions, many people facing forced eviction have joined together in an effort to resist this violation and stand up for their rights. Knowing and demanding your rights is one way to help prevent or halt forced evictions.

Amnesty International has set up a global crisis response network called **Rapid Response to Forced Evictions** which aims to stop imminent forced evictions in selected countries across the world. Whenever the network gets information about a threat of forced eviction, it alerts its members to carry out activities which will pressure decision makers. Such activities usually include petitions, letter writing, social media actions, media work, demonstrations and lobbying all within just a couple of days!

Amnesty International works together with dedicated people from all over the world; local and national partners, country sections, activists and online members. So far, the network has been successful in stopping or postponing forced evictions, in conducting human rights education and raising awareness around the issue and in engaging people to take action for the right to adequate housing. Some local leaders mobilize their communities, write letters, create petitions, or protest outside government buildings to help prevent future forced evictions.



© Amnesty International (photographer: Kinoti Imanyara)

Kenyan informal settlement activist encourages other residents to sign the Amnesty International petition during the week of action against forced evictions, March 2012.

## Every individual can make a difference!

The experience of slum activist Minicah Hamisi Otieno

*“I was a victim of a forced eviction myself. It was 4am when they came, we ran from the house and I didn’t even have time to cover myself or my child. We lost everything.*

*“First of all, it was rage that made me speak out because I thought, “how could someone do this to other humans, especially women and children?”, but when I stood up, people followed me. It was my first time as a community leader.*

*“I am a member of the “Rapid Response Team” for forced evictions in Nairobi, Kenya. We are a network of 1,000 slum activists who stand in solidarity with communities to fight forced evictions. It is hard for them to do it alone, especially once they are made homeless.*

*“We educate and activate the community: knowing your rights is important. We have meetings with the Mayor, the Director of City Planning and the Ministry of Housing to look at alternatives to evictions and long-term protection for people living in slums. This kind of campaigning led to us handing over 30,000 petition signatures to the Kenyan President together with Amnesty International.*

*“A sudden forced eviction is the worst because we are trying to mop up after an awful human tragedy. The first thing is often a call in the early hours. We rush to find scenes of destruction, violence, and heavy police presence. People are left homeless. We take photos and visit the city council, the courts, the police, the lawyers, the media, human rights NGOs, until we can get people temporary shelter or justice.*

*“We’re fighting back together, and we’re hoping we will win.”*



© Amnesty International

Minicah and slum activists from six countries visited the African Commission on Human and Peoples’ Rights in Gambia with Amnesty International in November 2011, to testify how they are fighting against forced evictions in Africa.

## Resources

Amnesty International, *Eviction and resistance in Cambodia: Five women tell their stories*  
(Index: ASA 23/006/2011)  
<http://amnesty.org/en/library/info/ASA23/006/2011/en>

Amnesty International, *Aftershocks: Women speak out against sexual violence in Haiti's Camps*  
(Index: AMR 36/001/2011)  
<http://amnesty.org/en/library/info/AMR36/001/2011/en>

Amnesty International, *Left behind: The impact of Zimbabwe's mass forced evictions on the right to education*  
(Index: AFR 46/019/2011)  
<http://amnesty.org/en/library/info/AFR46/019/2011/en>

Amnesty International, *'We are not dirt': Forced evictions in Egypt's informal settlements*  
(Index: MDE 12/001/2011)  
<http://amnesty.org/en/library/info/MDE12/001/2011/en>

Amnesty International, *Unsafe Foundations: Secure the Right to Housing in Romania*  
(Index: EUR 39/002/2012)  
<http://amnesty.org/en/library/info/EUR39/002/2012/en>

Amnesty International, *Stop forced evictions: Know your rights*  
(Index: ACT 35/025/2011)  
<http://amnesty.org/en/library/info/ACT35/025/2011/en>

Amnesty International, *Europe: Stop forced evictions of Roma in Europe*  
(Index: EUR 01/005/2010)  
<http://amnesty.org/en/library/info/EUR01/005/2010/en>

International Covenant on Economic, Social and Cultural Rights  
<http://www2.ohchr.org/english/law/cescr.htm>

UN HABITAT, *Fact Sheet No 21: The Right to Housing*  
[http://www.ohchr.org/Documents/Publications/FS21\\_rev\\_1\\_Housing\\_en.pdf](http://www.ohchr.org/Documents/Publications/FS21_rev_1_Housing_en.pdf)

UN HABITAT website, Housing Rights  
<http://www.unhabitat.org/categories.asp?catid=282>

UN HABITAT, Advisory Group for Forced Eviction Reports  
<http://www.unhabitat.org/categories.asp?catid=674>

UN HABITAT, *The Challenge of Slums, 2003*  
<http://www.unhabitat.org/downloads/docs/GRHS.2003.0.pdf>



© Amnesty International (photographer: Tsvangirayi Mukwazhi)

Participants during an event in Harare, Zimbabwe, part of the Global Week of Action to Stop Forced Evictions in Africa, March 2012.

## ACTIVITY 3

### UNDERSTANDING FORCED EVICTIONS

#### AIMS

- To understand what forced eviction means.
- To examine the impact of forced evictions on individuals and families.

#### TIMING

4 hours 15 minutes – 5 hours for all steps

#### THIS ACTIVITY HAS FIVE STEPS

Step 1: Choose it or lose it! (30 minutes)

Step 2: What do you think? (30 – 45 minutes)

Step 3: Through the eyes of women and their children (90 minutes)

Step 4: Taking action (1 – 2 hours)

Step 5: Evaluation (15 minutes)

✓ You can split this activity into two or more parts. Steps 1 and 2 work well together, Steps 3, 4 and 5 can each be done separately. Step 3 can be split into two sessions.

✓ Depending on the action you take at the end of each activity, time can vary greatly.

✓ It is important for participants to take at least one action after each activity to strengthen the learning process.

#### Step 1: Choose it or lose it! (30 minutes)

#### WHAT YOU NEED

- Chalkboard/white board or flipchart paper
- Marker pens and pens/pencils for each group
- Sticky tape or other adhesive material

#### FACILITATION TIPS

- ✓ It is important to ensure the groups move quickly and change after 5 minutes. You may want to use a bell or make a sound like an alarm to give the impression of urgency.



A woman and child watch a fire take hold in the Olga Benário encampment in São Paulo, Brazil, 23 August 2009. On 24 August 800 families were forcibly evicted from the encampment by military police.

## Individual work

- Ask participants to imagine the following situation:

**You and your family are told that you have only 15 minutes to vacate your home. You can take only whatever you can fit into a backpack. You are being forcibly evicted.**

- Ask each participant individually to list on a sheet of paper:

1. What things would you take with you?
2. And what things would be hard to leave behind?



A Romani girl carries her belongings from her home on the day of eviction, Block 72, New Belgrade, Serbia, March 2012.

## Group work

- After 5 minutes, ask participants to form groups of two and compare their answers. Ask each pair to agree on a list of things to take.
- After another 5 minutes, ask participants to form groups of four (two pairs come together) and compare their answers. Ask each group of four to agree on a list of things to take.
- After 5 minutes, bring all participants together for a whole group discussion. You can stimulate discussion using these questions as a guide:
  1. Was it easy to come to a decision on what things to take from your home when faced with a forced eviction? How did you decide?
  2. What were some things you agreed were important to take?
  3. What were some things that were hard to leave behind? How did you feel when you had to leave them behind?
  4. Apart from losing things that are material, what other things can we lose as a result of a forced eviction (for example, friends, access to schools, hospitals, etc.)? How would this impact our lives?
- Summarize the group's discussion and ask them to reflect on what their lives would be like if they were to be forcibly evicted from their homes. Do they know of people in their communities who have been forcibly evicted? If yes, what do you think it was like for them?
- You can begin to explain what the authorities need to provide for people if an eviction needs to occur: before, during, and afterwards. What kinds of things do you think would help lessen the devastating impact of an eviction?

## Step 2: What do you think? (30 to 45 minutes)

### WHAT YOU NEED

- Two A4 sheets of paper, one with the word “AGREE” and another with the word “DISAGREE” written on them
- Statements on forced eviction (see opposite)
- Sticky tape or other adhesive material

### FACILITATION TIPS

- ✓ Participants can agree or disagree with the statements to varying degrees. Encourage participants not to be influenced by others, but rather to think for themselves and answer the statements as truthfully as possible.
- ✓ You can shorten time by using fewer statements.
- ✓ You can also add or replace with other statements you think would lead to an enriching discussion.

### Large group ‘continuum’

- Bring all participants together in a large open area. Place a sheet of paper with the word “AGREE” on one side of the area and another paper with “DISAGREE” on the other side.
- Explain to the participants that you will be reading a series of statements and will then ask participants if they agree or disagree with each statement.
- Explain that the participants must pretend they are on an imaginary line with AGREE and DISAGREE on either end. Read the statements one at a time. After each statement is read, ask the participants to place themselves along the line based on their opinion. Stress that participants should think for themselves and not be influenced by others.
- After participants have placed themselves on the line, ask some of them why they placed themselves there. In some cases, there may be complete agreement or disagreement with a statement. In other cases, there may be differences of opinions.
- At the end of the activity it is important to ensure that the participants understand the following from Section 2 (pages 46-50):
  - ☑ What a forced eviction is
  - ☑ When and how an eviction may be carried out
  - ☑ What government authorities must guarantee before an eviction can be carried out
  - ☑ When government authorities must do when an eviction is being carried out



“Squatters” have no legal right to stay on someone else’s property and should be forcibly evicted.

People can be forcibly evicted if the land they are living on will be the future site of a hospital.

As long as government officials give enough warning for residents to leave, they can evict them whenever they want.

If people are evicted and relocated elsewhere, the government has to pay for their children’s education.

Anyone who faces eviction has the right to seek legal assistance to prevent the eviction.

Apart from government officials, private companies can also conduct forced evictions.

If people are evicted from their homes because a company wants to use their land, it is the company’s responsibility to compensate the families, not the government’s.

There is no problem with forced evictions in our community.

### Step 3: Through the eyes of women and their children (90 minutes)

#### WHAT YOU NEED

- Chalkboard/white board or flipchart paper
- Marker pens and pens/pencils for each group
- Printed copy of the case studies (pages 61-63) – one per group
- Sticky tape or other adhesive material

#### FACILITATION TIPS

- ✓ If you have limited time, you can divide the step into two parts: prepare for the role play in one session and then present and discuss them in the following session.
- ✓ If your group is large, you can assign the same story to more than one group.
- ✓ Remember that the stories are real stories of women and their families. Remind the participants that the presentations should be engaging, but also maintain a respectful tone so as not to make fun of or ridicule these people's experiences.
- ✓ It is important to complete all parts of this step, including the discussion of Minicah's story on page 51 as a positive example of how women living with extreme difficulty in slums or informal settlements are fighting to defend their rights.

#### Group work

- Divide the participants into small groups of approximately 4-5 participants in each group.
- Distribute or assign the story of one of the women to each group. If possible, each group should represent a different woman.
- As a group or individually, ask participants to read their assigned story.
- Advise participants to consider the following questions after reading their story:
  1. Why was this woman and her family evicted from their home?
  2. How was the eviction carried out?
  3. Do you think the eviction could have been done in a way that better respects human rights? If yes, how?
  4. As a result of the eviction, what human rights problems have arisen for the woman and her family? What immediate impact did the eviction have on the woman? How has life changed for her family on account of the eviction? What might be the lasting effects of such an experience?
  5. What did you find compelling, interesting, or what do you wonder about in response to the experience of the particular woman and her family? What actions can be done to make sure that she and her family live in dignity?

- Ask each group to prepare a presentation to relay their story to the rest of the group (approximately 5-6 minutes depending on the time you have).
- Encourage participants to be creative in their presentation. For example, they may wish to conduct an interview, where one member asks questions and another can tell the woman's story. Others may wish to perform a short play that reveals the story of the women in the process. Simple presentation formats such as displaying a picture of the woman and discussing answers to the above questions can be encouraged if time is limited.
- Participants should seek to answer the questions described above within the content and delivery of their presentation.
- Allow participants time to prepare and briefly practise their delivery to maximize their potential to relay their story.



## Plenary

- Each group presents their story to the rest of the group.
- Advise the participants listening to the presentations that they can note down one or two questions that they would like to ask the group that is presenting.
- The presenting group can answer questions after their presentation is delivered.
- You can adjust the length of time that each group has to present depending on the amount of time that you have. For example, 5-10 minutes per group (including questions and discussion) will go fairly quickly, but more time per group may allow more in-depth discussion.
- After every group has presented, facilitate a discussion about how the challenges faced by these particular women related to whether their rights were being respected or not.
- When summarizing the discussion at the end, it is important to recognize that the women in the case studies come from different countries in the world but face similar problems.

Young people from Mounira El Gharbiya Cultural Centre perform a play as part of the Global Week of Action to Stop Forced Evictions in Africa in Giza, Egypt, March 2012.

### Plenary

- Use the experience of slum activist Minicah Hamisi Otieno (Section 2, page 51). Read or share the story with the whole group.
- Ask the participants: What have we learned from Minicah's story?
- Facilitate a discussion with the group. In your discussion, it is important to:

- ☑ share the experience of the women who are slum dwellers and activists.

- ☑ highlight that even though these women have to live with extreme difficulty they have dignity and they fight to defend their rights.
- ☑ highlight that for people facing situations of forced evictions, knowing and demanding your rights is one way to help them to realize their rights and possibly to halt the forced eviction.

**Roth Sophal and family in front of "For Sale" signs, Damnak Trayoung, Phnom Penh, Cambodia, June 2011.**



## CASE STUDIES FOR ACTIVITY 3 STEP 3

### 1. CAMBODIA: Sophal's Story

#### Forced eviction in Phnom Penh

Sophal (pictured page 60) is 31 years old and works as a manicurist and tailor from her home. The land of Sophal's family in Dey Krahorm, a village close to the centre of Phnom Penh, was purchased when she was 11 years old.

The residents of Dey Krahorm had strong claims to the land and were eligible to apply for legal title to it, but their applications were rejected or ignored. The Prime Minister promised that Dey Krahorm would be up-graded, but the 7NG company had already been granted title and began overtures to community leaders to swap the land of Dey Krahorm for cheaper property in Dmnak Trayoung, without the approval of the the Dey Krahorm residents. Sophal explains, "*They never came to ask me directly and I [was, by then] the owner of the house. There was no exchange or dialogue with the people.*" The residents ousted the community leaders and filed complaints in court for breach of trust and attempted to cancel the contract between the community leaders and the company. The court ignored the residents' complaints. Under pressure from the company, many hundreds of families left.

As for Sophal's family, the prospect of leaving their home in Dey Krahorm to another site or accept the alternative offer of US\$8,000 in compensation was unthinkable. "*I did not accept. I did not agree to the price of US \$8,000 because if I had moved I would have lost all the employment [connected to] my house. There would have been no income.*" For those families like Sophal's that made the decision to reject the offer and stay, the company's threats turned into violence.

Sophal began to join regular community protests outside city hall. "*We went to meet [the city authorities] to request a solution. Next, we went to meet representatives of the company. Thirdly, we went to the house of [the Prime Minister], and submitted documents to the security guard," she explains. "And then, we waited for the news. We waited but we never got any news at all..." She shrugs: "We tried our best."*

On a January morning in 2009, the remaining 400 families were forcibly evicted from their homes in Dey Krahorm. They were attacked by hundreds of police and privately paid demolition workers armed with axes, hammers, iron bars and electric batons. As bulldozers and excavators ripped through their homes, residents desperately tried to salvage their possessions. All the while, police fired rubber bullets and used tear gas and water cannons on them. Attempts to negotiate a fair settlement or find some other acceptable solution failed. Sophal's family home and all of their possessions were completely destroyed. "*All I could salvage was one sewing machine*", she said. By noon, Dey Krahorm village no longer existed.

That first day, reflects Sophal, "*I arrived in the land of Dmnak Trayoung and walked around and felt that it was just like a deportation from my village that has always given my family and me happiness... I felt really hopeless and I was angry... I hated them.*"

Adapted from *Eviction and resistance in Cambodia: Five women tell their stories.*



## 2. ZIMBABWE: A.M.'s Story

### The impact of forced eviction on maternal health

A.M. is a 25-year-old former resident of Porta Farm who was forcibly evicted and resettled at Hopley Farm. Most of the residents there are survivors of the 2005 mass forced eviction, known as Operation Murambatsvina (“Drive out Filth”). Hopley Farm in Harare is one of a number of settlements set up under Operation Garikai/Hlalani Kuhle (“Live Well”) – the government programme that was initiated in the aftermath of the mass forced eviction.

Amnesty International found that pregnant women and girls at the Hopley settlement were at risk of ill health and even death due to inadequate access to essential health services. Both their own lives and the lives of their newborn babies are put at risk because of the government’s failure to provide adequate levels of maternal and newborn care.

In January 2010, A.M. gave birth to twins (a boy and a girl) who died three days after birth. She told Amnesty International: *“I did not have money to register with a maternity clinic so I delivered at home. I was assisted by an elderly woman from the community. I could not go to the clinic with the babies for two days because I was in pain. I had a breech delivery. One of my babies died while I was on my way to the clinic and the second one died just before we got to the clinic. We then decided to go back home without getting into the clinic. I think that my children died because of the cold. I delivered them in a plastic shack. Also, the elderly woman had not delivered twins before. I did not know that I was carrying twins. This was my second pregnancy.*

*My first child was delivered at a clinic. I know of three friends who lost babies after a home delivery.”*

Most women interviewed by Amnesty International at Hopley said that they were unable to pay the US\$50 required for registration at a maternity clinic.

Adapted from *No chance to live: newborn deaths at Hopley settlement, Zimbabwe.*



Women and babies at Hopley Farm, Zimbabwe, 2010.

### 3. EGYPT: Fatma's Story

#### Women face discrimination from housing authorities

Fatma Mohamed Wahid, a 31-year-old divorced mother and street trader, told Amnesty International that she used to rent a room with her four children in an informal settlement in the Al-Wahayed area of Al-Duwayqa, Cairo. In the greater Cairo area, more than 6 million people lived in homes unsuitable for human habitation or at grave risk, because of rockslides, floods, fires, railways, high-voltage wires, open sewerage systems and other threats to their lives and health. In 2008, a rockslide into Al-Duwayqa killed at least 119 people and injured 55 others. Following this, the government identified Al-Duwayqa an "unsafe area" that threatened the lives of residents. The officials forcibly evicted people from these settlements and bulldozed their homes.

Fatma was not provided with alternative housing. The authorities are known to suspect recently divorced women of making fraudulent claims and she thinks that the local authorities believe that she divorced her husband just to obtain additional housing.

Fatma is unable to read or write and was married when she was 17 years old. Six months later her husband took a second wife. Fatma initially lived in a small flat in Manshiyet Nasser, but after the owner decided to rebuild it, she moved with her children into a one-bedroom flat with her husband's other wife and their five children. She then worked as a street trader until she saved 1,000 Egyptian pounds (US\$168), enough to pay for the deposit on the room on Alsayeda Zaynab Street from January 2009. She then filed for a divorce on the grounds that her husband could not provide shelter for her.

In early March 2010, the demolitions in her street began.

Fatma stayed in her room until the bulldozers reached her building in mid-March. She said that she would have preferred to die there with her children under the rubble rather than leave. Neighbours had to pull her out. She said that the Neighbourhood Authority did not recognize her registered tenancy agreement or her children's papers which linked the family to the address. After she was evicted, Fatma went to the NGO Egyptian Centre for Housing Rights, to seek legal support. She lodged a grievance with the Neighbourhood Authority about her lack of rehousing. She said the head of the Neighbourhood Authority told her that she would not receive alternative housing and that she should return to her husband or stay in a tent with the others.

Adapted from 'We are not dirt': Forced evictions in Egypt's informal settlements.



Fatma Mohamed Wahid and her children. Cairo, Egypt, June 2010.

#### Step 4: Taking action (1 – 2 hours)

■ As a way to raise awareness, **design and post an EVICTION NOTICE** in your school to get people interested in the issue. You can provide more information to those who respond to the notice, and you can show the slum stories video or perform a role play. This is what students in Poland did:

### EVICTIION NOTICE

We regret to inform you that your school is scheduled for demolition in the next three days and therefore must be vacated. If you do not leave within the next three days we reserve the right to destroy your school. Anyone left inside is not within our responsibility.


The above notice might seem a bit harsh but it is a reality that many people have to face in places like Palestine, Israel, Kenya, Zimbabwe, Nigeria, Ghana, Egypt, Cambodia and Serbia.

To find out more come talk to the Amnesty International School Group, Room 314, Thursday, 29 March at 10.30 am.

■ **Research other cases of forced eviction** occurring throughout the world or in your own community. Think about what can be done to raise awareness about forced evictions within your school, families or communities. To gather information, conduct research on the internet or read newspapers. In addition you can find information on these Amnesty International websites:  
<http://www.amnesty.org/en/demand-dignity>,  
<http://www.amnesty.org/en/campaigns/demand-dignity/issues/slums>

■ **Get involved! Check to see what the Amnesty International Rapid Response Network** is doing in your country and around the world. You may want to join an action to prevent a forced eviction.  
<https://www.facebook.com/#!/pages/Stop-Forced-Evictions-Amnesty-International/161493850572913>

■ Tell us what you are doing! Share your ideas, creativity and photos of your actions with other young people across the world through [www.respectmyrights.org](http://www.respectmyrights.org) and the Amnesty International Demand Dignity Facebook page and Twitter pages:

 [amnestyglobal](https://www.facebook.com/amnestyglobal)  
[demanddignityglobal](https://www.facebook.com/demanddignityglobal)

 [@amnestyonline](https://twitter.com/amnestyonline)  
[@demanddignity](https://twitter.com/demanddignity)  
[#demanddignity](https://twitter.com/demanddignity)



### Step 5: Evaluation (15 minutes)

If you have time, carry out a brief evaluation of the activity.

- Focus on what the participants enjoyed, disliked, or think about these activities and how it was done. Which of the activities did they enjoy the most and why?
- Ask participants what they have learned after this activity, whether or not any of their attitudes have changed, and how they might act in the future to raise awareness about people living in inadequate housing conditions.
- See the *Facilitation Manual* for more information about evaluation techniques you can use.

A delegate views an exhibition, part of the Global Week of Action to Stop Forced Evictions in Africa in Nairobi, Kenya, March 2012.

ACTIVITY 3



## ACTIVITY 4

### EXPLORING THE IMPACT OF FORCED EVICTIONS

#### AIMS

- Explore the impact of a forced eviction on a community through role play.
- Understand the roles of different actors and stakeholders in a forced eviction.
- Identify actions that can improve the lives of those who are forcibly evicted.

#### TIMING

2 hours 15 minutes – 3 hours

#### THIS ACTIVITY HAS THREE STEPS

Step 1: Role play: Forced eviction of a Romani community (90 – 120 minutes)

Step 2: Taking action (30 minutes)

Step 3: Evaluation (15 minutes)

✓ If you have limited time, you can do the preparation of the role play in one session and the presentation and discussion in the following session.

✓ Depending on the action you take at the end of each activity, time can vary greatly.

✓ It is important for participants to take at least one action after each activity to strengthen the learning process.

#### Step 1: Role play (90 –120 minutes)

#### WHAT YOU NEED

- Copies of the Case Study for everyone (page 69).
- Copies of the Character Cards for each group – each group to get a different Character Card (pages 70-71).

#### FACILITATION TIPS

- ✓ The role play uses a case study which is based on actual events. You and the participants could develop your own forced eviction Case Study that refers to a specific situation familiar to the group which therefore may be more relevant.
- ✓ Make sure each member of the group has a copy of the case study and a copy of their group Character Card, and that each group understands its specific role.
- ✓ During the role play, the facilitator should be as quiet as possible to allow the groups to engage with one another.
- ✓ With younger participants or with those that have less experience with role play, you can act as the facilitator in the Town Meeting in order to guarantee that all the different groups participate.
- ✓ Moving furniture within the space will contribute to the role play. If you have tables or desks, they can be arranged in a circle or other way that suggests a Town Meeting is taking place.

## Group work

- Ask the participants to individually read the case study for the role play or invite a participant to read the case to the whole group. The case study is about Romani families who have been forcibly evicted from their homes in Romania.
- Explain to participants that the aim of this role play is to try to identify concrete actions that can be done to improve the lives of those who are forcibly evicted and to understand the roles of the different actors involved (for example, members of the Romani community, government officials, NGO staff, and members of the wider non-Roma population). Each of these groups' roles are outlined on the character cards.
- Divide the participants into four groups.
- Provide each member of the group with a copy of the case study and their specific character card:
  1. Members of the Romani community
  2. Staff of an NGO advocating for the right to adequate housing for the Roma who were evicted.
  3. Government officials from the Ministry of Housing and the local municipality.
  4. Members of the wider non-Roma population.

NGO staff interview Romani people who were forcibly evicted from the Belvil settlement in Belgrade, and were moved to accommodation in uninsulated containers beside a marsh, near Dren, Serbia, April 2012.

- Explain to the group that the Romani community have been forcibly evicted from the city of Austrumi in the country of Falu. The NGO staff who are advocating for the right to adequate housing for the evicted Roma have called a Town Meeting to bring all the parties together to discuss the issue and try to help support the Roma by coming up with a plan of action. The members of the wider non-Roma community and the government officials from the Ministry of Housing and the local municipality will defend the position that the Roma were evicted according to the law and were treated fairly.
- Give the groups at least 30 minutes to prepare for the Town Meeting.



## Role play

- Arrange the room for the Town Meeting by putting chairs in a circle so everyone is facing each other with no obstruction. Members of each group should sit together.
- Carry out the role play.
- At the end of 30 minutes the Town Meeting must come to an end even if no plan of action has been agreed upon.

## Plenary

- Once the role play is finished, facilitate a discussion with the participants using these questions as a guide:

1. How did you feel in your role? (Try to get at least one person from each role to speak.)
2. Does the situation of the Roma in this role play reflect similar conditions faced by other people who are forcibly evicted? Why?
3. Do you feel that as part of the Romani community, you were listened to? Why not?

4. What was the position of the government in the role play? Do you think that this is a typical situation? Why?
5. What steps could the government undertake to improve the living conditions of the Roma in the role play? Who is responsible? What can be done to make sure the Roma are able to claim their rights?
6. What role can NGOs play when there is a threat of or an actual forced eviction?
7. What role should the Roma (or evicted) community play?
8. Can the wider non-Roma population play a positive role? How?
9. What do you think is needed to improve dialogue between the different groups?
10. Are there any cases of people who are forcibly evicted in your community? Why were they evicted and what have been the impacts of their evictions on their lives?

- Summarize the discussion, highlighting the different roles each group had and the difficulties that exist in listening and working together.

- Explain that in the next activity you will explore more in depth what different groups can do to make adequate housing a reality.



© Joshua Gross, Joshua Teza Photography

Romani people living in Pata Rat, Cluj-Napoca, Romania, October 2011.

## CASE STUDY FOR ACTIVITY 4 STEP 1

### Forced eviction of a Romani community in Austrumi, Falu\*

On 17 December 2010, approximately 350 people (76 families), the vast majority being Roma, were forcibly evicted by local authorities from Ulica Street, in the centre of the city of Austrumi, Falu.

Forty families were re-housed in new housing units on the outskirts of the city in the Zapadno area, close to the city's garbage dump and a former dump for chemical waste. The housing provided is inadequate. *"The room is very small; the water from outside comes through the walls. It is really bad, it is a nightmare... This is no place to stay with a family... Next to me, there is a family with 13 people, including 11 children, who live in one room"*, said Dimitry, one of the Roma relocated to the new houses. No hot water or gas connection is provided, although water, sewage and electricity are supplied.

The other 36 families were not provided with any alternative housing. While seven of them are being hosted by relatives who were allocated rooms in the housing units in Zapadno, the remaining 29 families say they were allowed by the municipality to construct improvised homes on the plot near the housing units. *"I have just a piece of land and I built [my house] from materials gathered from the garbage. I froze the entire winter because [the house] is not insulated"*, said Adriana. The families have no access to water, sanitation and electricity. With only a verbal agreement from the municipality and no formal title to the land, they lack security of tenure and live in daily fear of eviction and of losing their homes again.

The closest bus stop is approximately 2.5km away, which seriously limits their access to education, employment and other essential services. People from Zapadno also reported their health had deteriorated after the eviction and the relocation. *"Everywhere you go around here, all you see is garbage and a strong smell that affects our health day by day"* said Sabina.

The Romani families, together with local activists from the NGO, have repeatedly raised concerns regarding their living conditions with the municipality of Austrumi. The requests are yet to be met by the local authorities who so far have not remedied the human rights violations suffered by people forcibly evicted from Ulica Street and relocated to Zapadno. The consequences of the forced eviction continue to affect the Roma community and they fear that they will remain abandoned by the authorities.

\*This case study uses fictional locations, but is adapted from actual events occurring in Cluj-Napoca, Romania. For more information: Amnesty International, see "Justice for the Roma from Coastei Street, Cluj-Napoca, Romania: local authorities must act now!"

<http://www.amnesty.org/en/appeals-for-action/Coastei-Street>

## CHARACTER CARDS FOR ACTIVITY 4 STEP 1

Photocopy, cut and hand out to groups for the role play.

### Forced eviction of a Romani community in Austrumi, Falu\*

#### Members of the Romani community

Your group represents the Romani community who were evicted. You were forced to leave your homes in the centre of the town, and move to some so-called “temporary accommodation” on the outskirts, far away from jobs and schools.

Each member of your group can play a range of characters, such as a community leader, a head of a household, a young person, a worker, etc. Your group should represent a range of men, women, boys and girls if there are sufficient participants in the group. As the case illustrates, the Roma are not satisfied with their living conditions. Some members of your community are hesitant to trust the NGO that says it wants to help you.

At the Town Meeting, you will need to share information regarding your situation. It is important to get people to understand what your community lived through. What you experienced. What you need. Prepare what you want to get across. The points you raise can focus on your living conditions, how you were evicted, and what the government is currently doing or not doing to help, and also what you are asking for.

#### NGO staff

Your organization works on the issue of forced evictions at the local and international levels. Its main areas of work are research, campaigns, advocacy and human rights education. You need to give your organization a name. You have been working with this Romani community for the past several months.

Your role is to try to facilitate a dialogue between members of the Romani community, government officials and wider non-Roma population. You provide information and tools that can support the Romani community regarding their rights. For the Town Meeting, prepare questions to ask the Romani community. The questions should focus on their living conditions, how they were evicted, and what the government is currently doing to help. Ask what their needs are and ideas for solutions. You can prepare some demands to be made to the government, both for the short- and long-term.

You should also outline what kinds of activities your organization could do to support the Romani community to find solutions.

### Government officials

The local municipality forcibly evicted the Romani community from Ulica Street, in the centre of the city. Your role is to defend the government's position although you come from two different government offices; one national, the Ministry of Housing and one local, the municipality. There may be different responsibilities and actions. You try to avoid any responsibility. However, you need to maintain a good image in front of the NGO and the wider non-Roma population. You do not want a negative image within the public opinion and you want this problem to go away. You see the Roma as a problem and not part of the solution.

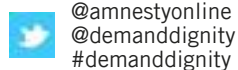
You need to prepare a statement for the Town Meeting regarding the eviction. You should be in a position to defend the government's actions, or non-actions. You undervalue the problems the Romani community faces and assume that you have given them a valid alternative. You try to minimize the efforts and actions the government can undertake by being vague, by not assuming responsibilities and by referring to lack of resources. You refer more to the NGO and to the wider non-Roma population, than to the Romani community.

### Members of the wider non-Roma population

You support the government's position. You have prejudices against the Roma. You do not want them to be housed in alternative housing in your community. It is better where they are, no matter what conditions they face, and besides, the Roma like to live that way. You believe the Romani community are a danger because they are all thieves and beggars. Some of you may change your mind during the Town Meeting depending on the information and arguments presented. But in general you do not believe that the Romani community has the same rights that you do.

### Step 2: Taking action (30 minutes)

- Research campaigns or actions on forced evictions that are being promoted by Amnesty International or other organizations. Is there any action that would interest young people?
- Ask participants to come up with ideas to raise awareness among students, the general public, NGOs and government officials on the need to STOP forced evictions
- Tell us what you are doing! Share your ideas, creativity and photos of your actions with other young people across the world through [www.respectmyrights.org](http://www.respectmyrights.org) and the Amnesty International Demand Dignity Facebook page and Twitter pages:



In February 2012, students at the Gimnazjum school in Lipie, Poland, joined the global solidarity action against the forced evictions of water front communities in Port Harcourt, Nigeria, as part of the Education for Human Dignity project.

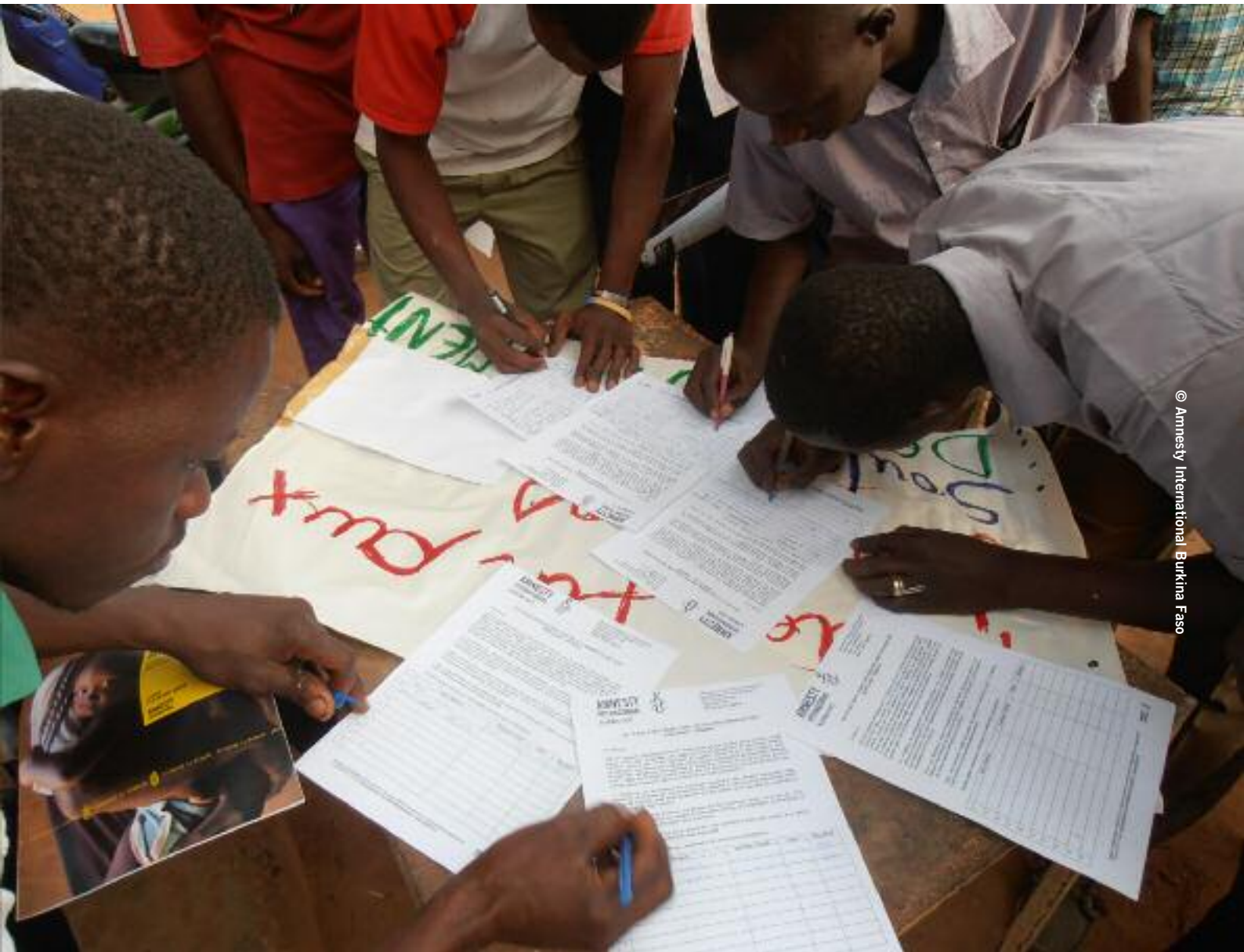
### Step 3: Evaluation (15 minutes)

If you have time, carry out a brief evaluation after each activity or a longer evaluation after you have carried out all the activities in the section.

- Focus on what the participants enjoyed, disliked, or think about these activities and how it was done. Which of the activities did they enjoy the most and why?
- Ask participants what they have learned after this activity, whether or not any of their attitudes have changed, and how they might act in the future to raise awareness about people living in inadequate housing conditions.
- See the *Facilitation Manual* for more information about evaluation techniques you can use.







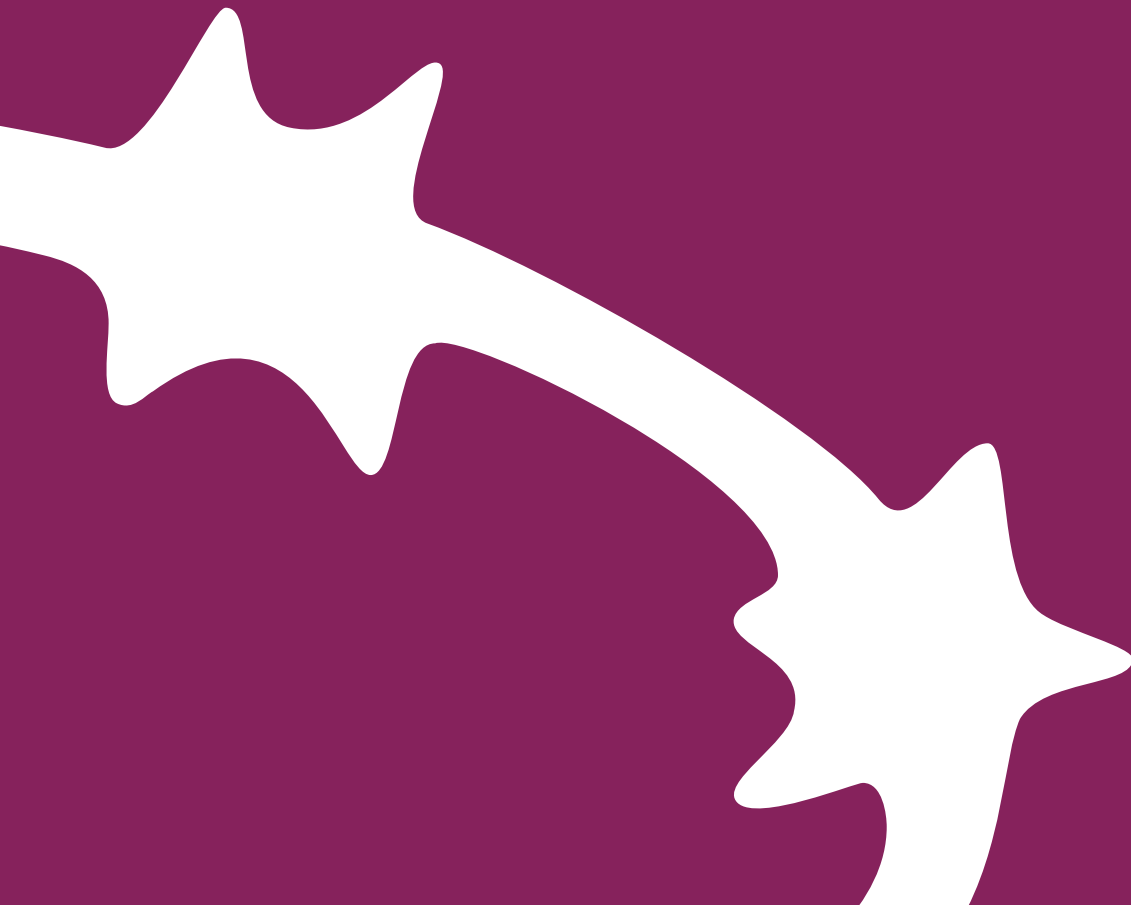
© Amnesty International Burkina Faso

Amnesty International activists and volunteers in Burkina Faso take part in Letter Writing Marathon events in December 2011.



គេគឺជារប្តូរធម៌ជាយូរណាស់ !  
Krey Lang is our forest!

**THREE**  
**MAKING THE RIGHT TO  
ADEQUATE HOUSING A  
REALITY**



## WHAT STATES MUST DO

*"In the end, winning or losing, I will still feel happy that I resisted with the others. I will struggle to live in my old nest, struggle until the last round."*

Tep Vanny, Cambodia

From: *Eviction and resistance in Cambodia: Five women tell their stories.*

States have voluntarily signed up to international treaties under which they have agreed to guarantee peoples' right to adequate housing. However, they often fail to implement the legal obligations they have undertaken and people must be able to claim their rights and hold authorities accountable. Knowing exactly what these rights and obligations are helps people identify what actions they can take to make the right to adequate housing a reality.

In order to comply with their obligations to respect, protect and fulfil the right to adequate housing, states must take a number of measures immediately, and also (in line with the resources available to them) improve housing and living conditions over time.

Tep Vanny giving an interview, Phnom Penh, Cambodia, March 2011.



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## Governments must take immediate steps to:

- ✓ Recognize and protect the right to adequate housing as a legal right, and enforce it in the courts.
- ✓ Ensure that everyone has at least a minimum degree of security of tenure and protection against forced evictions.
- ✓ Adopt and implement a law prohibiting forced evictions, with safeguards that must be complied with before any eviction takes place.
- ✓ Protect people against the actions of companies or other non-state actors from violating the right to adequate housing.
- ✓ Prohibit and address discrimination, including racial segregation, in housing.
- ✓ Review and modify rules and regulations about housing construction, planning and zoning to promote housing for all and try to make it easier for people living in poverty to build or maintain their homes.
- ✓ Ensure that basic building materials are affordable, particularly for the poorest people.
- ✓ Introduce measures to ensure affordability of housing, such as regulations to oversee levels of rents and other housing related costs, and to ensure that increases in rents, mortgages and other forms of housing finance do not threaten other needs.
- ✓ Put a housing policy in place which prioritizes a basic level of housing for everyone and sets out time-bound goals to progressively improve housing conditions, and ensure participation, particularly of disadvantaged groups, in the formulation of such a strategy.
- ✓ Ensure that all programme resources linked to housing prioritize those who are the worst off.
- ✓ Introduce standards to ensure housing is “adequate”, setting out requirements of habitability, durability, location and availability of services, facilities and infrastructure, in line with international standards.
- ✓ Set up effective mechanisms for monitoring all authorities, at national and local levels, to ensure that they act consistently with these legal provisions.
- ✓ Introduce mechanisms to effectively monitor the housing situation in the country, which will identify people who lack the minimum degree of security of tenure; homelessness; people who live in inadequate housing and groups who are facing the greatest barriers in realizing their right to adequate housing.
- ✓ Ensure that people are well informed about their right to adequate housing.
- ✓ Ensure that people are able to participate in and are consulted over decisions that will affect their lives.
- ✓ Provide effective remedies and reparations to everyone whose right to adequate housing is violated, including through the courts where necessary.



## The right to an effective remedy

When states violate the right to adequate housing, all victims have the right to an effective remedy, as individuals, groups or whole communities. A remedy must include the measures necessary to repair the specific harm suffered by victims. It might mean returning the home from which they were forcibly evicted, and providing a legal guarantee that the violation will not occur again. These remedies must be available at a local or national level, through judicial systems and other accountability mechanisms (for example, a human rights commission).

Governments must also provide people with information on the remedies that already exist and how to claim them, for example, providing people who cannot afford lawyers with legal aid.



## WHAT CAN OTHERS DO?

States have obligations around the right to adequate housing, but other organizations, individuals, groups and communities can also help to realize this right. Individuals, groups and communities whose rights are violated, can also take action to improve their own housing conditions.

There are many actions that organizations, individuals, groups and communities can undertake to make sure that the right to adequate housing is realized for everyone, including groups that are at risk. For example:

### ■ Raising awareness of the right to adequate housing.

Many people, especially those living in inadequate housing, do not access their rights. Information on human rights and options to enforce these rights is lacking; if they try to claim their rights, they lack legal and other support; sometimes they face harassment and ill-treatment from the authorities when they try to mobilize. Human rights education is an important first step to understanding human rights and being empowered.

Community presentations and meetings, school plays, celebrations of housing-related days, art or photography exhibitions, use of multimedia such as blogs and radio are activities that help raise awareness.

Tol Srey Pov is one of 13 women activists who were imprisoned after an unfair trial for their peaceful protest against the destruction of their land around Boeung Kak Lake in Cambodia in May 2012.

■ **Supporting people to claim their rights.** Organizations and individuals can support people in their efforts to claim their rights by facilitating access to remedies that exist (for example by sharing information or providing capacity building trainings on monitoring mechanisms and remedies). There are legal options that exist for individuals and groups to claim their right to adequate housing. For example, victims of a forced eviction may have the right to claim compensation for loss of property, or for other violations carried out as part of the forced eviction. Remedies can be awarded at different levels:

- Administrative: for example when an official in the ministry of housing orders a house that has been demolished to be rebuilt;
- Judicial: a remedy ordered by a court;
- Legislative: such as passing a law which includes penalties for those carrying out forced evictions.

■ **Working and volunteering with NGOs, international NGOs or other organizations.** This is a way to support individuals' and organizations' efforts to promote and enforce the right to adequate housing.

■ **Advocating on behalf of others** to improve housing conditions for many. For example, organizing a petition addressed to the Minister of Housing, asking him or her to uphold the state's human rights obligations related to the right to adequate housing.



Bernice Naah, activist, speaks out during the Global Week of Action to Stop Forced Evictions in Africa in Accra, Ghana, March 2012.

## Slum upgrading

It is now recognized that it is better, both for the affected people and the country's economy, to upgrade informal or sub-standard settlements rather than to displace people. This is a process known as **slum upgrading**. Slum upgrading involves physical, social, economic, organizational and environmental improvements to existing slums and informal settlements. It is generally carried out by residents, community groups, local authorities and external agencies working in partnership at the local level.

Slum upgrading does not only mean upgrading houses, but also improving infrastructure. It means transforming a slum into a settlement with adequate low-cost housing including water, sanitation, electricity, roads, and other services; providing access to health care, education and jobs; and it means dealing with crime and corruption.

Slum upgrading projects must involve genuine participation of the community from the very start. All community members, including disadvantaged or marginalized groups, elderly people, people with disabilities, women and children should be included in the process and their participation valued. Slum upgrading projects should also be adequately funded. Independent human rights groups or non-governmental organizations can also monitor the process.

There are two essential steps to a slum upgrading:

- A well thought-out **plan** involving the participation of all actors, including the community;
- A clear **process** for upgrading.

In order to improve conditions and relieve overcrowding through slum upgrading, it is inevitable that some people will have to move either temporarily or permanently to allow for improvements. If there is a well-developed plan and process for this to happen, then the disruption to the lives of those being displaced can be kept to a minimum.

Some additional ideas for slum upgrading are:

- **Clearing health hazards** such as garbage dumps or uncovered sewers.
- **Promoting safer neighbourhoods**, for example by setting up committees of residents and police to discuss how to improve security.
- **Establishing working groups** to promote better planning and building standards, for example to encourage people who are about to build a house to avoid hazardous areas and to leave enough space between houses to act as a fire-break.
- **Monitoring women's equal right** to adequate housing, and promoting equality.
- **Mapping discrimination**, for example against ethnic minorities.
- **Exchanging visits with members of other slums** to share ideas for improving housing and the environment.
- **Monitoring evictions** to ensure the rights of inhabitants are upheld.

**Margaret, market trader from Kabete NITD settlement, Nairobi, Kenya, July 2010. Residents and market traders reported that local authorities destroyed their homes and livelihoods, leaving many struggling to survive.**



## Resources

Amnesty International, *Human rights live here: Stop forced evictions in Africa*  
(Index: AFR 01/002/2011)  
<http://amnesty.org/en/library/info/AFR01/002/2011/en>

Slum stories: "Waste incineration in Kibera"  
<http://www.slumstories.org/episode/waste-incineration-kibera>

Slum Stories: "Self defence for the women of Kenya"  
<http://www.slumstories.org/episode/kenya-%E2%80%93-self-defense>

Slum Stories: "Rapping for a better future"  
<http://www.slumstories.org/episode/kenya-%E2%80%93-rapping-better-future>



## ACTIVITY 5

### EXPLORING THE IMPACT OF FORCED EVICTIONS

#### AIMS

- To reflect on what affected individuals and communities can do to realize their right to adequate housing.
- To reflect on what governments, NGOs, and others can do to help realize the right to adequate housing.
- To recognize what participants can do to become advocates for their own rights and the rights of others.

#### TIMING

3 hours - 4 hours for all steps

#### THIS ACTIVITY HAS THREE STEPS

Step 1: Three problems, plenty of solutions (30 minutes)

Step 2: Who participates? (30 minutes)

Step 3: People taking control: Slum story videos (45 minutes)

Step 4: Taking action: (1-2 hours)

Step 5: Evaluation (15 minutes)

✓ You can split the activity into two or more parts. Steps 1 and 2 are best done together. Steps 3 and 4 can be done at different times

✓ Depending on the action you take at the end of each activity, time can vary greatly.

✓ It is important for participants to take at least one action after each activity to strengthen the learning process.

#### Step 1: Three problems, plenty of solutions (30 minutes)

#### WHAT YOU NEED

- Chalkboard/white board or flipchart paper
- Marker pens and pen/pencils for each group
- Flipchart paper, including three sheets with one of the challenges on page 84 written on each of them
- Sticky tape or other adhesive materials

#### FACILITATION TIPS

- ✓ The challenges are not meant to be very specific. They are intended to promote the initial discussion on whose rights are being violated and who has the obligation to do something about this.
- ✓ Remind participants that it is normal to make assumptions in their discussions. Additional information can be provided, for example you can explain the nature of a state's obligations with respect to companies (referring to the third challenge).
- ✓ This activity will help to frame participants' understanding of rights and obligations. In doing so, the participants should examine the role they have in making sure the "rights holders" (such as people whose rights are being violated) can claim their rights and the "duty bearers" (primarily the state, which has the obligation to respect, protect, and fulfil human rights) meets its human rights obligations.
- ✓ You can use the challenges presented in the activity, or come up with challenges that may be more relevant to your context.
- ✓ You may wish to photocopy the sections on "What must states do" and "What can others do?" on pages 76-79 to give to participants after the session.

### Group work in a 'carousel' activity

- Begin by splitting participants into three groups.
- Post the three pieces of flipchart paper with the challenges written on them around the room and have each group stand by one challenge. Each scenario represents a challenge presented by slums/forced evictions/inadequate housing, or one of these in particular.
- Each group should use a different colour pen or marker.
- Give each group 5 minutes to write down as many ideas they have to overcome their particular challenge by answering the questions:
  1. What can be done?
  2. Who has the obligation to do it?
  3. Can you identify specific actions that young people could do?
- After 5 minutes, say "Switch!" and the groups rotate and add their ideas to the next challenge sheet which was previously discussed by one of the other groups. The new group can add to the notes that the first group have already written down. Repeat the process again after 5 minutes so that all groups have had a chance to discuss all three challenges.
- By the end of the activity, you will have various solutions and ideas of who is responsible to take action in regard to each of the three challenges.
- Facilitate a group discussion on what participants think would be the more successful solutions.

Delegates from informal settlements in discussion at an event for the Global Week of Action to Stop Forced Evictions in Africa in Nairobi, Kenya, March 2012.



## CHALLENGES FOR ACTIVITY 5, STEP 1



### Challenge 1:

A multinational company wants to build a new factory in an area populated by a community. The company plans to forcibly evict the community, and the government has agreed to relocate them. However, the community has not received any notice, nor opportunity for consultation.

There must be action to prevent their eviction NOW!

What can be done?

### Challenge 2:

People living in slums or other type of inadequate housing in our community are living without access to clean water and poor sewage and waste removal services. This is making our children very ill and in some cases causing death.

There must be action to improve the conditions of slums NOW!

What can be done?



### Challenge 3:

The number of homeless children on the streets is growing every day in our community.

There must be action NOW!

What can be done?

**Step 2: Who participates? (30 minutes)****WHAT YOU NEED**

- Chalkboard/white board or flipchart paper
- Marker pens and pen/pencils for each group
- Sticky tape or other adhesive materials
- Flipchart paper, with the following definitions:
  - “Rights holders” must be able to enjoy and realize their human rights. As human rights are inherent to the individual, everyone is a rights holder, including slum-dwellers, people who are forcibly evicted, and homeless people.
  - “Duty bearers” must ensure that the rights of the rights holders are respected, protected, and fulfilled. The state is the main duty bearer. Duty bearers have human rights obligations set out in international human rights law, regional instruments and national laws.
  - Active participation is an empowering process whereby rights holders participate in and influence the decisions which affect their lives in order to gain recognition and realization of their human rights.

**FACILITATION TIPS**

- ✓ To help young people understand better what active participation is, it may be helpful to ask young people to first reflect on what they need in order to effectively participate (for example: motivation, information, tools, support, resources, etc).

**Brainstorming**

- Ask participants what they think of when they hear the following words. Write down their ideas on the flipchart paper.
  - Rights holders
  - Duty bearers
  - Active participation
- After the participants have shared their ideas, facilitate a brief discussion. Provide the definitions of the three terms on flipchart paper, make links to what the participants understood, and give any additional clarification.
- Explain that for solutions to work well and be sustainable, it is important that people who are affected by inadequate housing are able to genuinely participate in the decision making processes that have an impact on them.
- Ask participants the following questions and write their answers on flipchart paper:
  1. What must states or governments do to make the right to adequate housing a reality?
  2. What can NGOs and others do?
- Share the concepts presented in Section 3 of this Module to supplement the participants’ answers. Ask the group if they have any questions and respond to them.
- Summarize at the end to make sure the participants are clear on the roles and responsibilities of the state and other actors.

### Group work

- Have participants return to their small groups from Step 1 and to their original challenge.
- Ask the groups to re-examine the solutions to the challenges presented in Step 1 (one group per challenge). Ask them:
  1. Do you think the proposed solutions consider the participation of the people affected?
  2. If not, what could be done in order to guarantee their active participation?
- Ask each group to include their additional thoughts on participation on flipchart paper.

- Ask each group to share their ideas by posting their solutions on the wall or place them on the ground so all groups can move around and read the solutions of the other groups.

**Residents share their thoughts on the Forced evictions and right to adequate housing campaign, during a focus group discussion in the Bundu community, Port Harcourt, Nigeria, December 2011.**



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**Step 3: People taking control: Slum story videos (45 minutes)****WHAT YOU NEED**

- **Computer and access to the internet if you are using the slum story videos OR copies of the text versions of the case studies as required.**
- **Access to one or more of the following videos:**
  - **Waste Incineration in Kibera (5 minutes)**  
<http://www.slumstories.org/episode/waste-incineration-kibera>
  - **Self-defence for the women of Kenya (5 minutes)**  
<http://www.slumstories.org/episode/kenya-%E2%80%93-self-defense>
  - **Rapping for a better future (6 minutes)**  
<http://www.slumstories.org/episode/kenya-%E2%80%93-rapping-better-future>

**FACILITATION TIPS**

- ✓ **The slum story videos are available in the following languages: Arabic, Dutch, English, French, German and Spanish.**
- ✓ **If your internet access is limited, the text versions of all three slum stories are available.**
- ✓ **If you have limited time, you can select one of the three slum story videos or case studies for everyone, or divide the participants into groups and give each group one of the three videos or case studies. Or you can use all three videos or case studies and compare and contrast them for an extended or more in depth discussion.**
- ✓ **You may wish to divide the participants into groups to initially discuss the questions before bringing them into plenary with the larger group.**

**View Slum Story videos (or read text version)**

- Introduce the slum stories by informing participants that Kibera is the largest slum in Nairobi, Kenya, and the second largest urban slum in Africa. Approximately 1 million people live in Kibera, most of whom lack access to basic services such as electricity and running water.
- Ask participants to write answers to the following questions as they watch the slum story video or after they read the case study:
  1. How is the local community dealing with the challenges posed by inadequate housing and slum conditions?
  2. How does the effort of one or a few individuals actually make a difference?
  3. How might these efforts improve the daily lives of those within this community? Would all groups benefit equally, or do additional strategies need to be considered for groups at risk?
  4. Can these efforts be used to help people in similar situations in other areas of the world?
  5. How can the efforts of local communities be supported by others?

**Plenary**

- As a group discuss the answers to these questions and the significance that active participation of the community can have on the daily lives of those challenged by inadequate housing and slum conditions.

## TEXT VERSIONS FOR ACTIVITY 5, STEP 3

### Waste incineration in Kibera

In Kibera, a community cooker that uses garbage as fuel is helping to improve the lives of those using it. By processing waste in this way, the cooker helps to create jobs, clean up the environment and, in turn, prevent diseases, especially among children.

The community cooker functions as a simple, locally used incinerator. It burns dry solid waste, which the community has found to be a useful solution to the issue of the unnecessary dumping of waste in Laini Saba. Members of the community bring their garbage to the cooker location and spread it out to be sorted and dried. Once it is completely dry, the garbage is pushed into a chimney and firebox, and within ten minutes, the firebox produces enough heat to cook meals.

One woman explains how she arrives at 6:00 or 6:30 in the morning, preparing her cooking ingredients while the fire in the cooker gets started. *“When I bring in my bag of trash”* she says, *“I am allowed to cook for free”*. Women are not the only ones in the community that benefit from the cooker. Local youth groups have been engaged to help collect waste. They receive tokens for their work, and may also use the cooker for free if they supply the fuel.

Since the cooker was set up in the community, the environment has improved and the incidence of diseases (especially among children) has decreased. *“Sometimes the children inexplicably swell up all over their body, or constantly catch malaria or fever”*, one woman explains. *“This was common for a long time until the cooker came. Now it’s better and the environment is good for us all.”* Another woman agrees, noting that less trash is strewn around the community. *“The cooker has [had a] positive influence on the environment”*, she says. *“Today, we no longer throw our old and torn clothes in the ditches. Instead, we put them in bags and bring them here to use in the cooker.”*

While only in a pilot stage, the community members can proudly agree that the cooker has had a positive impact in their daily lives. They will take their lessons learned from this experience in order to replicate their model in other areas of Kibera.

See <http://www.slumstories.org/episode/waste-incineration-kibera>



### Self-defence for the women of Kenya

Korogocho is an informal settlement in the heart of Nairobi. It ranks fourth in the size of population after the slums of Kibera, Mathare and Mukuru Kwa Njenga. Women face many challenges in these informal settlements: some they can deal with; others they cannot. In 2007, violence hit an all time high in Korogocho, with high numbers of elderly women, girls and children being raped. Believing that violence is one thing they can fight back against, a group of women in the community created the self defence class entitled “I am worth defending” to teach simple self-defence techniques to women and girls.

Margaret is a young woman from Korogocho that participated in the classes. A few months ago she and her friends were attacked by a group of young men on Jogoo Road. The men robbed them and took them to an isolated place where they attempted to rape them. “I’ve been raped before”, Margaret remembers, “I was around 13. I couldn’t defend myself. I couldn’t do anything.” The man who raped Margaret at such a young age was her uncle, but when she confided in her mother about the attack, her mother told her it was a family affair that should be kept secret. “I felt let down”, Margaret adds, “I hated everything. I was violated and no one was doing anything about it.”

Not wanting to feel helpless and angry anymore, Margaret decided to take matters into her own hands and joined the “I am worth defending” self defence classes.

When the group of men tried to rape her and her friends, “*I decided I wasn’t going to let it happen again*”, she says, “*I decided it was either life or death*”. Despite being hit with a gun and beginning to bleed, Margaret fought through the pain, using the self defence techniques she learned to fight back against her attackers. She poked one of the men in the eyes, and while he was disoriented she pounced on the other one. The men realized that Margaret wasn’t going to give up or give in. “*They took my phone but not my dignity*”. Wearing t-shirts with the phrase “My security is my responsibility” on the back, the leaders of the “I am worth defending” workshops and its participants cheer: “*I am worth defending! I say no to rape! I say no to violence! I say no!*”

See <http://www.slumstories.org/episode/kenya-%E2%80%93-self-defense>

### Rapping for a better future

When you are young and live in a slum, the future often seems hopeless, so you have to rely on your own creativity to create a better future for yourself. Growing up in Kibera, in the Kenyan capital of Nairobi, young rapper “Octopizzo” found a way to use music to do this and inspire other young people to do the same.

Octopizzo believes the biggest issue in Kibera is poverty. “Poverty is the cause of everything”, he says, “Poverty is where politics come in now, poverty is where drugs come in now, poverty is where HIV comes in now. And to me, the government has never done anything. Never.” A reality facing many slums and informal settlements, Kibera lacks basic services like adequate sanitation and health care facilities, and women often die during childbirth. It is this kind of poverty, Octopizzo says, that leads young people to start stealing or doing drugs. However, “there is no luck here... only hard work”, he explains. “There’ll never be luck and there’s no shortcut to success.”

In order to create his own success, Octopizzo began rapping, making three mix tapes and now working on his first full-length album. His songs deal with the realities and struggles faced by those living in Kibera, and feature other young artists from around his community.

Once Octopizzo began being recognized for his music, he started a rap group called YGB, or “Young Gifted and Black”, so that other young rappers in Kibera could use their musical talent to draw attention to the living conditions in the slum. What started as a four-person rap group in 2009 grew into a large art firm of 50 members, mostly teenagers. “So whether you make beads, do graffiti or dance, we recruit you”, he explains. “We use art to do awareness concerts and to change other youths in the slum.”

Octopizzo remains determined to create change in his community, even if he only inspires one or two young people at a time. Instead of seeing life in the slum as a curse, he sees it as a challenge, constantly thinking about what he can actively do to change the difficulties in his life. “Because the last thing you should do”, he says, “is give up”.

Adapted From <http://www.slumstories.org/episode/kenya-%E2%80%93-rapping-better-future>

**Step 4: Taking action (1 – 2 hours)**

- Celebrate a specific day related to the right to adequate housing. Activities can be linked to globally recognized days such as World Habitat Day (first Monday of October), World Water Day (March 22), or International Human Rights Day (December 10), among others. Activities can be carried out prior to and/or on the actual day itself.
- The goal is to disseminate information about housing, educate others about the right to adequate housing, related housing issues such as forced evictions, homelessness, affordable housing, water and sanitation, and to advocate for the implementation of the right to adequate housing worldwide.
- Sample activities:
  - ☑ **Create and facilitate a seminar on the right to adequate housing:** Invite local citizens, businesses, or community organizations to attend an informational seminar on the right to adequate housing, forced eviction, or related local issues that exist within your particular community.
  - ☑ **Create a human chain.** This is a form of demonstration and can be used to convey messages such as: “No Eviction”, “Housing for the Homeless Urban Poor” and “Housing is my Right”. It can be local or staged near political offices in order to demonstrate support.
  - ☑ **Hold a youth-led conference.** You can invite participants from local schools or the public to attend a conference that focuses on the right to adequate housing and its implications within your community.
  - ☑ **Sponsor and co-ordinate an essay writing, photography or art competition,** that highlights issues associated with the right to adequate housing. Include the school or local community, or simply compete among yourselves. Photographs, stories or pictures of local conditions that can be used to educate about community needs and the right to adequate housing can be submitted and judged, or presented as an exhibit.
  - ☑ **Poetry slam.** Write poems related to the right to adequate housing, forced eviction, homelessness, advocacy, and community and present them to an audience. The poems can be long or short, spoken or sung.
  - ☑ **Research local volunteer opportunities:** Spend the day volunteering with organizations within your community that promote the right to adequate housing.
- Your event can be large or small, on-going or brief. Reflect on how best to convey the necessity of the right to adequate housing to your local community and government officials.
- Tell us what you are doing! Share your ideas, creativity and photos of your actions with other young people across the world through [www.respectmyrights.org](http://www.respectmyrights.org) and the Amnesty International Demand Dignity Facebook page and Twitter pages:



### Step 5: Evaluation (15 minutes)

This is the last activity of the *Module* so it is a good opportunity to do a more in-depth evaluation with the participants.

- Explore what the participants enjoyed, disliked, or thought about the different activities in this *Module*.
- You can ask if there was a specific activity they liked most and why, and one that they might have liked least, and why.
- Ask participants what they have learned after having gone through this *Module*, and what they may have learned as a result of the activities.

- Ask them whether or not any of their attitudes have changed, and how they might act in the future to raise awareness about people living in conditions of inadequate housing.

- See the *Facilitation Manual* for more information about evaluation techniques you can use.

**Residents of townships across the country demonstrate together in Harare, Zimbabwe during the Global Week of Action to Stop Forced Evictions in Africa, March 2012.**



# FEEDBACK FORM

## 1. Information about the facilitator. What is your occupation?

Teacher/educator       Student/Young person       Activist       Volunteer       Other (please specify)

Are you  male or  female ?

## 2. Where are you located?

City/town/village ..... Country .....

## 3. Which module did you work with?

- Facilitation Manual
- Module 1: Poverty and Human Rights
- Module 2: Housing is a Human Right
- Module 3: The Right to Health

## 4. In which context did you use the module?

- School
- Youth Group or Club
- Other – please specify .....

## 5. Which age group did you use the module with?

- 11-13 years       14-18 years       19-24 years
- Other – please specify .....

## 6. Approximately how many people participated in your session? .....

## 7. Did you find the module useful for your work? (Place an 'X' or Circle on the line)

1 – Not at all      5 – Very useful

1      2      3      4      5

---



**8. Which of these words most describes your opinion of the module?  
(Please check up to three boxes)**

- Relevant     Engaging     User-friendly     Adaptable     Innovative  
 Not relevant     Boring     Complicated     Not flexible     Old-fashioned

Other words .....

**9. a) What did you like most about the module?**

- Content (subject matter)  
 Structure (was it user-friendly, understandable, etc.)  
 Methodology (activities, methods, techniques, etc.)  
 Other .....

**b) Please explain why you liked the aspect(s) you chose:**

.....  
.....

**10. a) Please tick the box if you noticed during or after the workshop that participants:**

- demonstrated increased knowledge of the content?  
 changed their behaviour?  
 were motivated to take further actions?

**b) Please explain your answer below:**

.....  
.....

**11. Would you use the module again with other groups?**       Yes     No

**12. Please share any ideas you have for improving the module:**

.....  
.....

**13. Please add any other comments you may have:**

.....  
.....

Please send your completed form to your national Amnesty International office, or email a scanned copy to [hreteam@amnesty.org](mailto:hreteam@amnesty.org)

**Thank you!**



## RESPECT MY RIGHTS, RESPECT MY DIGNITY

### MODULE 2 – HOUSING IS A HUMAN RIGHT

The idea of dignity lies at the heart of what it means to be human. The Universal Declaration of Human Rights states that “all human beings are born free and equal in dignity and rights”. But this ideal has yet to become a global reality. Millions of people around the world who live in inadequate housing are deprived of their dignity.

This educational resource aims to enable young people and those working with them to understand housing as a human right. Through a range of structured activities, it encourages young people to use their voices to claim their rights and take action on issues that matter to them and to others whose rights are being violated. This resource can be used to take part in Amnesty International’s Demand Dignity campaign, which focuses on enabling people living in poverty to claim and exercise their rights. It can also be used as part of other education activities that are addressing housing within a human rights framework.

This is the second of a series of educational modules produced as part of Amnesty International’s *Education for Human Dignity Resource Pack*. Each module explores different issues related to poverty and human rights. This second module focuses on the right to adequate housing.

[amnesty.org](http://amnesty.org)

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