



Online Training Course **Ebook**

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Auxillium - Austria

One Therrene International Group (OTI) - Cyprus

Development Perspectives (DP) - Ireland

Quality Culture - Italy

European Learning Centre - Spain

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Introduction

About the Project

Background

Integrate is a 2-year partnership project that began in September 2023. This project is co-funded through the European Union's Erasmus+ Programme. The project involves six partner organisations spread across five EU countries (Austria, Cyprus, Ireland, Italy and Spain). The overall aim of the project is to support migrants from across the world to integrate into European communities, using the Global Citizenship Education (GCE) approach to provide humanitarian support to community members to support them to thrive in their new countries.

The project is designed to support the integration of migrants by:

- boosting economic opportunities of young people
- promoting social opportunities
- promoting the principles of justice, solidarity and human rights
- building a more just, inclusive, and compassionate society

Objectives

Six key learning objectives have been identified for this project:

- Develop the intercultural communication skills of young people, youth workers and community members;
- Promote critical thinking skills and capabilities of young people, in relation to global justice and identity;
- Foster empathy and compassion in society;
- Increase knowledge of European culture and identity;
- Develop the job readiness skills of young people and migrants;
- Promote responsible and active global citizenship.

Organisations

The partners within the Integrate partnership consortium are:

- Meath Partnership (lead partner) - Ireland
- Auxillium - Austria
- One Therrene International Group (OTI) - Cyprus
- Development Perspectives (DP) - Ireland
- Quality Culture - Italy
- European Learning Centre - Spain

About the ebook

Purpose

This Ebook contains a compilation of content that has been developed for the Online Training Course (OTC) as part of Integrate. In this resource, you will find a comprehensive range of information including factsheets, videos and links to further resources. Additionally, you will find suggested activities to complement the information provided. These activities are designed to deepen the understanding of learners and widen their perspectives on the topics.

Within this resource are three modules related to Global Citizenship Education (GCE) with particular focus placed on the context of migration and integration. The modules are:

Module One: Introduction to Global Citizenship Education

Module Two: A Journey Through the Sustainable Development Goals (SDGs)

Module Three: Introduction to Human Rights

This Ebook will support youth workers and other educators to inspire them and their learners by sharing information connected to the modules above. It is also useful for young people (especially young migrants) who wish to increase their basic knowledge of global issues such as climate change, human rights and the impact of active citizenship and becoming a change maker for social justice.

Research

This document was developed as a result of primary research conducted with members of the migrant communities in Austria, Cyprus, Ireland, Italy and Spain. This research consisted of focus groups and an online questionnaire. The research was designed to get a sense of the baseline knowledge in relation to each proposed OTC module and what aspects of each topic were of most interest to the respondents. A total of 91 participants were involved in this research.

How to Use and Adapt

This document was developed for either learners or educators to use as they wish. Each module contains a series of sub-topics that can be discovered individually with additional suggested reading. The activities developed were created with an online learning experience in mind. Educators are encouraged to use the activities, adapt the activities or be creative and develop new methods to engage their learners on the content. Educators should be aware of or have some knowledge of their learners background such as how or why the person came to be a migrant, the situation in their home country etc, therefore case studies and activities should be carefully selected.

GCE is an extensive topic and there is a wealth of information available. This Ebook is a starting point for anyone new to the concept and aims not just to educate, but to also inspire educators and learners to become active citizens in this world of ours.

Module One:

Introduction to Global Citizenship Education

1.1 Definitions of GCE

It is not enough for education to produce individuals who can read, write and count. Education must fully assume its central role in helping people to forge more just, peaceful, tolerant and inclusive societies. Global Citizenship Education provides the understanding, skills and values needed to cooperate in resolving the interconnected challenges of the 21st century, including climate change, conflict, poverty, hunger, and issues of equity and sustainability.

United Nations, n.d

Global Education

The European Declaration on Global Education to 2050 – also known as the Dublin Declaration provides our most up-to-date definition of Global Education, which is:

...education that enables people to reflect critically on the world and their place in it; to open their eyes, hearts and minds to the reality of the world at local and global level. It empowers people to understand, imagine, hope and act to bring about a world of social and climate justice, peace, solidarity, equity and equality, planetary sustainability, and international understanding.

It involves respect for human rights and diversity, inclusion, and a decent life for all, now and into the future. Global Education encompasses a broad range of educational provision: formal, non-formal and informal; life-long and life-wide. We consider it essential to the transformative power of, and the transformation of, education.

Core Elements of Global Education

1. Core values of global and local social justice, peace, solidarity, equity and equality, planetary sustainability, inclusion, human rights, the embracing of diversity, and international understanding.
2. A focus on the interconnection between local and global dimensions of issues affecting people, other living beings and the planet; between generations; between cultures and between past, present and future.
3. A common commitment to educational practices that are inclusive, participatory, inspire hope and enable critical thinking.

You can access the full Dublin Declaration here: [The Dublin Declaration A Strategy Framework for Improving and Increasing Global Education in Europe to 2050](#)

Global Citizenship is:

(The following information is taken from [Oxfam](#))

1. A term used to describe the social, environmental, and economic actions taken by individuals and communities who recognise that every person is a citizen of the world.
2. About how decisions in one part of the planet can affect people living in a different part of it, and about how we all share a common humanity and are of equal worth.
3. Being open to engaging positively with other identities and cultures and being able to recognise and challenge stereotypes.
4. About how we use and share the Earth's resources fairly and uphold the human rights of all.

Global Citizenship supports us to:

1. Build our critical understanding of global events.
2. Think about values and what's important to us.
3. Take learning into the real world.
4. Challenge ignorance and intolerance.
5. Get involved in local, national and global communities.
6. Develop an argument and voice opinions.
7. Act and influence the world around us.

Discussion Point: Thoughts on the Purpose of Education

What does education mean to you? What do you think the purpose of education is?

Professor and poet Konai Helu Thaman introduces Learning to Read the World Through Others Eyes with this statement on education. Do you agree or disagree? Take some time to think about it and write down some points and discuss why you may or may not agree:

The “norms and rules of global engagement in education are often defined by experts in so-called developed countries. They reflect the cultures of the people who make the decisions. They emphasise individual rights at the expense of collective rights, and they promote an individual-centred view of the world rather than a relational view of the world. And what do you get from such an education? The idea that wealth equals material accumulation rather than the enhancement of social relationships”.

1.2 Concepts in Global Citizenship Education

Globalisation

Globalisation is the term used to describe the increasing connectedness and interdependence of our world cultures and our economies. We might think of globalisation as something that only happens in the modern world, but it's been around for centuries.

One example is the Silk Road, when trade spread rapidly between China and Europe via an overland route. Merchants carried goods for trade back and forth, trading silk as well as gems and spices and coffee - in fact, the habit of drinking coffee in a social setting originates from a Turkish custom- an example of how globalisation can spread culture across borders. Can you think of any others?

Some argue that globalisation is a positive development as it will give rise to new industries and more jobs in developing countries. Others say that globalisation is negative because it forces poorer countries of the world to do whatever the big developed countries tell them to do.

This is why you may find many of your clothes with labels from developing countries such as Malaysia, China, and the Philippines, where they can be produced at a lower cost. When large companies outsource manufacturing work to countries in the Global South, workers get paid much less, while often working in poor conditions.

Global trade agreements give countries across the world access to many products, such as fruits, that cannot be produced in their own country. Global trade means that produce such as bananas, mangoes, oranges and kiwi fruit are easy to find in our supermarkets.

This suggests that farmers in developing countries have an opportunity to produce and sell more goods and make a better living. However, it is often the case that the wealthier countries buying the products are also the ones who make all the rules about production and this reduces developing countries' chance at fair competition in the world marketplace.

In addition, this forces developing countries to produce export food wanted by the wealthier developed countries instead of producing local food to feed their own populations. The development of large industrial farms by multinational companies in the poorer countries of the world often means reduced land available for production of local food supplies.

Globalisation and Migration

Factors related to globalisation can also cause workers to migrate from their homelands in poorer countries to more developed countries to find work. The migrant labourers may leave their families and live temporarily in another country, disrupting the family and social fabric of their home communities.

Furthermore, most of their earnings may be sent home, reducing the benefits their employment could have in the country where they are employed. Often foreign workers immigrate to another country and, because they live in their own neighbourhoods, continue to follow their religions, customs, and even follow their own laws, they are sometimes accused of not being willing to adapt and accept their new country.

On the other hand, often these newcomers complain that they are poorly treated and cannot live the way they would like in the more developed countries they have immigrated to. This raises questions of the role of human rights, as a consequence of globalisation, which we will explore further in **Module 3**.

Words Matter : Language used to divide different parts of our world

Some of the terms that we use to talk about different countries today have their origins in racism and colonialism (which we will discuss later) which has created a false hierarchy among nations. It is argued that the language we use can also serve to put a higher value on some lives over others, and allows some groups to extract, exploit and subjugate other groups.

Here is a short list of some of these terminologies. Unfortunately, there are no terms without its problems. Can you think of some terminologies that would be better to use? (You can look at the full list of terms [here](#))

Rich versus poor countries	Unknown	Who gets to define who is rich and who is poor? Some countries might be poor in financial resources, but rich in other dimensions (eg, expertise, culture and other resources).
Developed versus developing countries	The 1960's	An outdated concept. The idea of 'developed' implies that countries so labelled have reached their potential, and that there is only one way to be developed. How do we define potential, and what does it mean to be developed? Where are other countries 'developing' to?

First World versus Third World	Post-cold war period, 1980s	A racist term as it implies that the 'Third world' is backward in comparison to the First World.
Global North versus Global South	Post-cold war period, 1980s	Supposedly all high income countries are those in the 'Global North'. However the term is not geographically accurate. Australia and New Zealand are technically in the Southern hemisphere. Also, countries like Singapore and UAE are classified as South but are high-income countries. What these divisions appear to indicate is the 'whiteness' of wealth. There are many countries in the 'Global South' that are as rich as Northern countries - like India, China and Brazil.

Colonialism

Colonialism is the structure or structures through which one group of people (typically a nation) violently controls and exploits another, then justifies this by claiming to be the superior group. Colonial domination not only shapes our ideas about race, but also strongly influences how people think about knowledge, environment, culture, gender, and sexuality.

Five dimensions of Colonialism-

Watch from 16:00-18:15 of the film **The Uprising**. Are you surprised by what the narrator says? Do you agree or disagree, and in what ways? What were you taught about Christopher Colombus in school?

[The Uprising \(Full Film, English subtitles\)](#)

Equality: Discussion Point: What does equality mean?

In the next section we are going to explore the link between global inequality and colonialism. But first, let's explore what we mean by equality. The Oxford dictionary defines equality as "*the state of being equal, especially in status, rights, or opportunities*".

Watch this video on [What is Equality?](#) and come up with your own definition to explain equality. Use the internet to help you if you need.
Also, in groups or individually, explore, what does equality mean to you personally?
Can you give some examples of equality/ inequality at local and global levels?

Colonialism and current global inequality- is there a link?

Many people think that globalisation has had mainly positive effects. According to some, we are seeing the Global South catch up to the Global North as they become more industrialised and more independent.

As we have read, colonialism is the process by which countries profit from others via economic, cultural, environmental and political exploitation.

Countries within Western Europe colonised parts of Latin America, Africa and India and this process led to economic prosperity in the colonising countries while those which faced the effects of colonialism, were impoverished.

The colonised countries were drained of resources and the indigenous peoples were forced to adopt the cultural practices of their colonial rulers. This began hundreds of years ago and only ended in the middle of the 20th century. After World War II, the process of decolonisation began and Africa and India achieved independence from their colonial rulers between 1945 and 1960.

It can be argued that from then on, these newly independent countries continued to suffer, facing unprecedented levels of inequality.

Each of these “Third World” countries faced several problems due to their colonial past; they rightly felt suspicious of any European-style control, they had an economy which had stagnated due to centuries worth of colonial extraction of their natural sources and their people faced exploitation of their labour. Some countries had no governmental structure and so endured military dictatorship.

Despite this, the international community believed that they had now entered a period of post-colonialism. However, with this as their starting point, how were these countries ever meant to compete against their former rulers? Therefore, it is argued that while colonialism may be over - its effects are still very much present to this day.

If we were to separate countries by those which were colonised and those which were colonisers, rather than simply the Global North and Global South, we can see a remarkably interesting viewpoint on globalisation, rising inequality and the effects of colonialism.

Inequality between the Global North and the Global South has been growing rapidly since the 1960s. We can see that the Global North has profited massively from global growth whereas the Global South has had little to no change since the 1960's. It is argued by many that this is a result of a global system which is set up to ensure the prosperity of the Global North.

It is argued that the North exploits the South for their natural resources, cheaper labour, and captive markets where the consumer has little choice over which supplier to buy their goods from. This shows that in terms of a Global North-South divide nothing has changed since the colonial era, the power imbalances between these countries continues and this sustains, reproduces, and exemplifies global inequality.

Reference and read more here: <https://sites.manchester.ac.uk/global-social-challenges/2021/04/26/the-price-of-freedom-the-effects-of-colonisation-on-inequality-in-the-21st-century/>

Global inequality statistics (2024) from Oxfam International's Report: [Inequality Inc](#)

Since 2020, the richest five men in the world have doubled their fortunes. During the same period, almost five billion people globally have become poorer. Hardship and hunger are a daily reality for many people worldwide. At current rates, it will take 230 years to end poverty, but we could have our first trillionaire in 10 years

Global inequality in numbers (2024):

- If each of the five wealthiest men were to spend a million US dollars daily, they would take 476 years to exhaust their combined wealth.
- Seven out of ten of the world's biggest corporations have a billionaire CEO or a billionaire as their principal shareholder.
- Globally, men own US\$105 trillion more wealth than women – the difference in wealth is equivalent to more than four times the size of the US economy.
- The world's richest 1% own 43% of all global financial assets.
- The richest 1% globally emit as much carbon pollution as the poorest two-thirds of humanity.
- In the USA, the wealth of a typical Black household is just 15.8% of that of a typical white household.
- In Brazil, on average, white people have incomes more than 70% higher than those of Afro-descendants.
- Just 0.4% of over 1,600 of the world's largest and most influential companies are publicly committed to paying their workers a living wage and support payment of a living wage in their value chains.
- It would take 1,200 years for a female worker in the health and social sector to earn what a CEO in the biggest Fortune 100 companies earns on average in one year.

1.3 Critical GCE: Why Global Citizenship Education needs to be Critical

Brazilian educator Vanessa Andreotti (2008) and many other theorists stress the need for Global Citizenship Education to be critical. This means that we each must look at the role and responsibilities **we all share** in making the world a better place for everyone.

The historical legacies which we have explored have a role to play in our current imbalance in global power structures.

This has resulted in tendency for some to believe that countries of the Global North are superior; more developed, and that our knowledge systems are better:

...very often, approaches to global citizenship education in Europe address the agenda for international development in a manner that leaves assumptions unexamined and ignores how this agenda is re-interpreted in other contexts. Not addressing these different readings may result in the uncritical reinforcement of notions of the supremacy and universality of 'our' (Western) ways of seeing, which can reproduce unequal relations of dialogue and power and undervalue other knowledge systems.

Please refer to [Learning to Read the World Through Others Eyes](#) if you would like to explore this further.

Many times we are completely unaware of the individual and collective biases that we hold - which can limit our ability to see things clearly and can cause prejudice (in the next section we will explore these further with some interesting activities!)

In taking a critical GCE approach; we begin the process of understanding current and historical power dynamics at local and global levels.

Critical GCE supports us to understand and be open to diverse perspectives. The table below has been developed by post-development theorist Vanessa Andreotti, which illustrates the difference between soft and critical GCE.

Soft Versus Critical Global Citizenship Education Chart:

	Soft GCE	Critical GCE
Problem	Poverty, helplessness	Inequality, injustice

	Soft GCE	Critical GCE
Nature of the problem	Lack of 'development', education, resources, skills, culture, technology, etc.	Complex structures, systems, assumptions, power relations and attitudes that create and maintain exploitation and enforced disempowerment
Justifications for positions of privilege	'Development', 'history', education, harder work, better organisation, better use of resources, technology.	Benefit from and control over unjust and violent systems and structures.
Basis for caring	Common humanity/ being good/ sharing and caring. Responsibility FOR the other (or to teach the other).	Justice/complicity in harm. Responsibility TOWARDS the other(or to learn/decide with the other), accountability
Grounds for acting	Humanitarian/ moral reasoning based on predominantly 'Western' viewpoints	Political/ethical(based on normative principles for relationships).
What needs to change	Structures, institutions and individuals that are a barrier to development	Structures, (belief) systems, institutions, assumptions, cultures, individuals, relationships
What for	So that everyone achieves development, harmony, tolerance and equality	So that injustices are addressed, more equal grounds for dialogue are created, and people can have their own autonomy to define their own development.

	Soft GCE	Critical GCE
What individuals can do	Support campaigns to change structures, donate time, expertise, resources.	Analyse own position/ context and participate in changing structures, assumptions, identities attitudes and power relations in their contexts
How does change happen	From the outside to the inside	From the inside to the outside
Goal of GCE	Empower individuals to act (or become active citizens) according to what has been defined for them as good in an ideal world.	Empower individuals to reflect critically on their own positions- on the legacies and processes of their cultures and contexts, to imagine different futures and to take responsibility for their decisions and actions.
Potential benefits of GCE	Greater awareness of some of the problems, support for campaigns, greater motivation to help/do something, feel-good factor.	Independent/critical thinking and more informed, responsible and responsive and ethical action.
Potential problems	Feeling of self importance or self-righteousness, and or cultural supremacy, reinforcement of colonial assumptions and relations, reinforcement of privilege, partial alienation, uncritical action	Guilt, internal conflict and paralysis, critical disengagement, feeling of helplessness.

This chart is taken from Andrea Andreotti's [Soft Versus Critical Education](#)

1.4 Introduction to The Four Pillars of Global Citizenship Education

Below is a brief explanation with accompanying video of each pillar which we can explore before delving deeper.

1. Critical Thinking

[Video: GCE and Critical Thinking](#)

Critical thinking is the ability to effectively analyse information and form a judgement, while being aware of one's own biases and assumptions when encountering information.

2. Systems Thinking

[Video: GCE and Systems Thinking](#)

Systems thinking is a way of making sense of the complexity of the world by looking at it in terms of wholes and relationships rather than by splitting it down into its parts.

3. Problem Solving

[Video: GCE and Problem Solving](#)

Problem solving is the act of defining a problem; determining the cause of the problem; identifying, prioritising, and selecting alternatives for a solution; and implementing a solution

4. Active Citizenship

[Video: GCE and Active Citizenship](#)

Active citizenship means getting involved in our communities at all levels- from local to national and global. It also means facilitating the active engagement of those most excluded from political participation.

1.4.1 Pillar One- Critical Thinking for a Better World

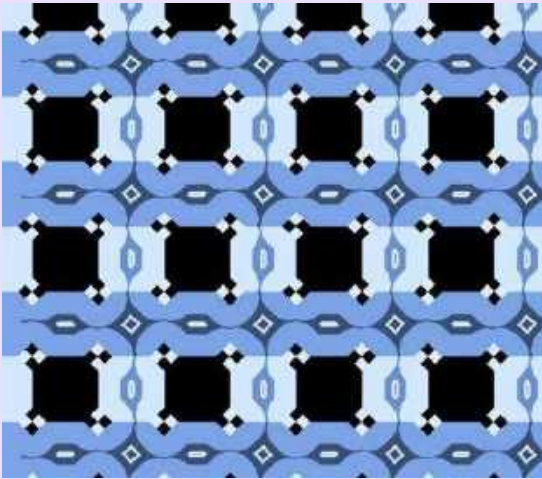
Illusions and Blindspots

"The things right in front of us are often the hardest to see," Apollo Robbins.

Our brain can impinge on our ability to think critically about a situation.

Our brains are capable of unconsciously bending our perception of reality to meet our desires or expectations. Our mind can also fill in gaps in information by utilising past experiences. Sometimes, especially when the information we are receiving is unclear, we can find ourselves seeing the picture we want to see and not what is, in fact, reality.

To demonstrate this, take a look at these optical illusions below.



The Café Wall illusion

When offset dark and light tiles are alternated, they can create the illusion of tapering horizontal lines. The effect depends on the presence of a visible line of grey mortar between the tiles. These lines are in fact all running parallel to each other.

The Girl in the Concrete illusion

This photograph first appeared on the social media site Twitter (now called "X") in 2021. It appears as though the young girl is sunken into the path:

The girl is actually standing behind a short wall that is the same colour as the path which gives the appearance that she is buried in it. These visual illusions demonstrate how our own perceptions of reality are not always accurate. Just as we can look at an image and see things that are not there, we can look out into the world with skewed perceptions of reality. Our brains work hard to bend reality to meet our prior experiences, our emotions, and our discomfort with uncertainty.

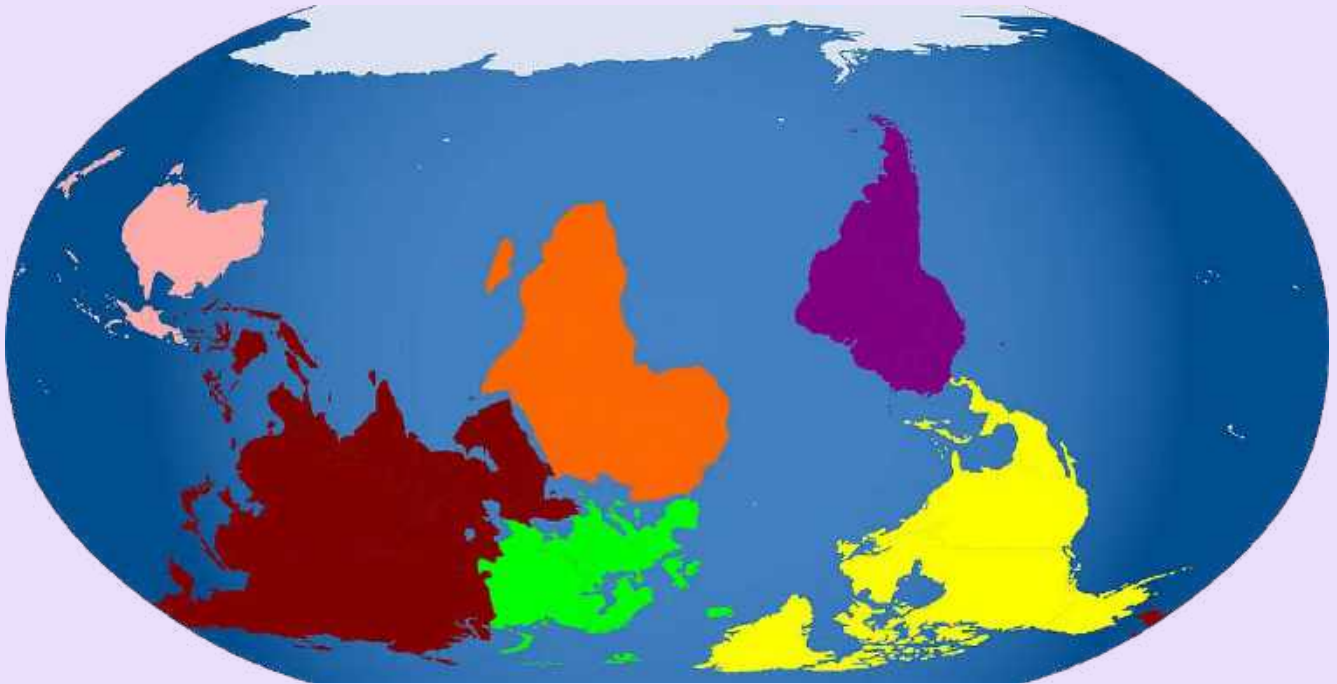


The Link to Critical Thinking

Optical illusions are a useful tool to help us understand how our perceptions around more complex issues like migration, politics, the COVID-19 pandemic or climate change may be skewed. When an image, event, or some other stimulus is not perfectly clear, we fill in the gaps with prior experiences or assumptions; and because we all have different perceptions of reality, this leads to disagreement about the image or event in question. Political scientists and psychologists have long documented how political groups perceive the facts of current events differently depending on their political beliefs.

Maps as Illusions

(Read full article if you like: [here](#))



What's wrong with the image above? If you immediately answered, "it's upside down", then we invite you to think again.

Can a map of the world really be upside down?

We know the world cannot be upside down, as there is no 'up' in space (just ask an astronaut), and as far as we know, nobody has managed to fall off the planet — yet. But it is an interesting question. As it turns out, the map above is actually just another way of picturing the world, one that is just as accurate, real, and as natural as the ones most of us are routinely familiar with.

However there are no such boundaries or privileged orientations in nature.

Maps are inventions, and as a result are subject to the assumptions, beliefs, and desires of those who make them.

They are visual representations - ways in which we represent features of our world to understand or manage them better.

Representations are culturally determined — which is to say that they are shaped by conventions — the accepted norms, standards, and assumptions of a given culture. The most significant thing about conventions is that their constructed nature is often invisible to us.

As a result, we come to believe that the representations that we are used to, the ones we experience on a regular basis, are in some sense natural, — unaffected by custom, social agreement, self-interest, or power. To put it another way, we believe that they agree with reality, that they correspond to how things are.

The image above is not wrong, or upside-down, it's just unfamiliar; it simply goes against what most of us are used to.

Most modern maps (post European Renaissance), situate North at the top, not because that is how the Earth is - but because of a meeting of historical events, politics, technology, convenience, habit, and basic psychology.

Being at 'the top' has important significance — as it connotes superiority, dominance, and centrality — qualities deemed especially important if you were in the business of empire building.

In a similar way, because projecting a sphere onto a flat surface will cause terms of distortion, the differences in map projections can also embody unconscious assumptions and values.



Fig 2. Left: Mercator Projection. Right: Gall-Peters Projection (Source: Daniel R. Strebe, CC BY-SA)

For example, in the Mercator Projection (most popular in schools and textbooks in the US and Europe) the poles are exaggerated in size which leads to significant distortions of landmasses in the Northern Hemisphere relative to the equator and Southern Hemisphere (fig. 2. left).

In these maps Greenland appears roughly the size of Africa. However, in terms of actual land mass, Africa is 14 times bigger!

The more recent Gall-Peters Projection (fig. 2. right) on the other hand, maintains accurate size relationships (though shapes are distorted) and as a result gives greater visual importance to those countries around the equator — Africa, Asia, and South America.

These maps illustrate an important aspect of our thinking, namely — that how we think about the world is culturally influenced by the representations and conventions that we grow up in and are exposed to. Conventions are established ways of doing things; they are habits of thought, action, and perception.

By reinforcing the status quo, conventions also establish what matters and what doesn't - or- who is seen and who is not.

Like the map example above, they are manifestations of underlying structures of power, position, and relationship. As a result, representations serve to legitimise certain ways of looking and thinking at the expense of others.

Unconscious Bias

Unconscious bias is a type of social illusion. It is a prejudice or stereotype, which individuals hold about certain groups of people that they are not consciously aware of having. It can develop from years of experience in an unjust society or as the result of systemic racism.

This bias can be directed toward people of certain races, gender identities, sexual orientations, physical abilities or even personal traits. Biases and prejudices often develop in early childhood as children begin to make assumptions based on personal experiences. They may also receive stereotypes from parents, education systems and other cultural institutions, as well as from popular forms of media such as books, movies and television. As a result, unconscious biases can be forged over many years while going undetected.

Some of the most common types of unconscious biases are in how individuals regard their own thought processes and reasoning abilities, such as focusing on negative qualities of individuals that align with one's existing attitudes — like in confirmation bias and affirmation bias. Other unconscious biases are directly related to how other people may look. These types of biases tend to rely on stereotypes and can result in discriminatory practices when people are not treated like individuals, such as racism, ageism and beauty bias.

Blind spots

Blind spots are areas of our thinking and decision-making that are influenced by unconscious biases or assumptions. Be aware of your own blind spots and reduce their impact on our thinking and decision-making. Take a look at this video about blind spots to understand how they work: [Blind spots: Challenge assumptions](#).

ACTIVITY: Watch these videos and check your blind spots!

1. Inattentional Blindness

<https://www.youtube.com/watch?v=z-Dg-06nrnc>

2. Whodunnit?

<https://www.youtube.com/watch?v=ubNF9QNEQLA>

3. Pay attention

<https://www.youtube.com/watch?v=14Nb45CS9og>

How to Develop Critical Thinking

Critical thinking is about being objective and having an open and curious mind.

To think critically is to analyse issues based on hard evidence as opposed to personal opinions, biases or biases in order to build a thorough understanding of what's really going on. From this place of thorough understanding, you can make better decisions and solve problems more effectively.

By gathering diverse perspectives and analysing problems from different angles, we can begin to think critically. You can encourage critical thinking by practising the following. Can you expand on these or think of others?

1. Be Humble!

Striving to be more humble and promoting a habit of seeking out perspectives that are not our own will improve our decision-making and critical thinking skills.

2. Be Curious!

We can also be curious about our imperfections, as that curiosity may lead us closer to the truth. We can build cultures and institutions that celebrate humility and reduce the social cost for saying, "I was wrong."

3. Adopt a growth mindset

By adopting a growth mindset, we can view mistakes and failures as opportunities for learning and growth.

4. Increase your self-awareness

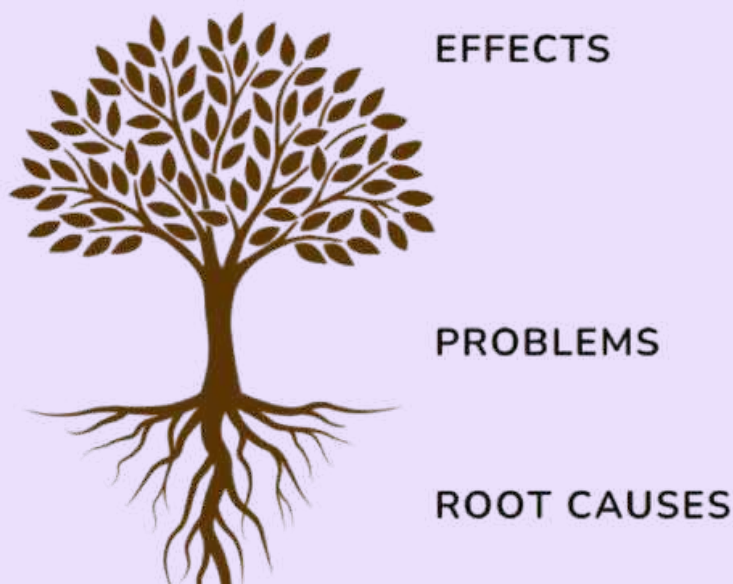
Self-awareness is important in reducing blind spots. To become more self-aware, try to reflect regularly on your own thinking and decision-making processes. Consider seeking feedback from others, and try to be open to constructive criticism. By becoming more self-aware, you can reduce the impact of blind spots on your decision-making.

5. Practise active Listening

Inviting feedback and listening actively to what others are saying is an important part of humility and for critical thinking. Try to listen with an open mind and leave your assumptions or preconceptions at the door.

1.4.2 Pillar Two: Problem-Solving: Root Cause Analysis Tools

Root cause analysis is a systematic approach for identifying the root causes of problems or events. It helps us to create an action plan for responding to them and helps us to avoid the tendency to single out one factor when trying to identify a cause, by examining the problem, issue or event as a whole. It also prevents us from treating the symptoms rather than the actual underlying problems



Problem Tree Analysis

When you look at a tree in a forest, you rarely focus on its distinct parts. Rarely do we consider the invisible roots that sustain it, or spend time scrutinising every limb and leaf.

The same is often true when we try to think of ways to address local issues or even wider global concerns. Perhaps we may grasp the general situation, but it is difficult to separate out the problem from the causes and effects.

If you study the root of a problem and recognize its branching effects, you can begin to find meaningful solutions. Using the tree as a metaphor, you separate the causes (roots) from the effects (branches) of a central issue (trunk).

Quick Guide

- Identify a problem statement to focus on.
- If working in a group, gather around a flipchart or whiteboard.
- Write your focal problem in the middle of the space (The trunk)
- Discuss and write the causes (roots).
- Write the various responses below the focal problem.
- Discuss effects (branches).
- Write the various responses above the focal problem.
- Discuss and decide which cause or effect to focus on.

1.4.3 Pillar Three: Systems Thinking for a Sustainable World

ACTIVITY: What are complex systems and how do they relate to GCE?

1. Go to the following link: https://miro.com/welcomeonboard/NThDTXZES2IQSUZRZ3pDUUJoRWdCSjIFSDAwMWxYZId3dXRneWR6MU1RSdM0TDYzdVI1RUVhNnFIRkJQVE84c3wzNDU4NzY0NTgxNTU4MjU0MzU0fDI=?share_link_id=255695313994
2. **Think alone:** Imagine your body. What do you think is the most important part?
3. Use the pen function on the left hand side of the screen and mark the most important part of your body with a dot

Exploring Complex Systems

Imagine a busy city, a thriving forest, or even your own body. These are all examples of **complex systems**. They're like complicated puzzles with many pieces that work together in special ways. Here's what makes them special:

- **Lots of connected parts:** Just like a puzzle, complex systems have many pieces, but these pieces aren't just sitting there. They're connected and influence each other in different ways.
- **Surprises!** Sometimes, the whole system does things that none of the individual parts could do on their own. This is called **emergence**. Think of how a bunch of colourful beads can create a beautiful picture.
- **Not always predictable:** Things can get a bit messy in complex systems. A small change in one part can lead to big, unexpected effects in other parts. It's like pushing over one domino and watching them all fall, but you can't always guess exactly how they'll fall.
- **Back and forth:** Information flows between different parts of the system, influencing and sometimes even amplifying certain behaviours. Imagine a game of catch: the ball goes back and forth, and the game keeps going

Understanding Systems Thinking

To understand complex systems, we use a special approach called **systems thinking**. Instead of focusing on each piece alone, we look at how all the pieces fit together and interact. Here are some key ideas:

- **Loops and flows:** Information and influences move around the system in circles, like a merry-go-round, sometimes making things stronger or weaker.
- **Surprises again!** Remember emergence? Systems thinking helps us understand how the whole system can do surprising things, even though we know what the individual parts are doing.
- **We're all connected!** Just like the parts in a system, people and things around the world are also connected. Understanding this helps us make better decisions and work together.

Connecting to Global Citizenship

The world is becoming more and more interconnected, like a giant web. This means that understanding complex systems is important for being a good global citizen. Here's why:

- **Finding the root cause:** Instead of just treating the symptoms of problems, we can understand the deeper causes by looking at how different factors are connected.
- **Making smart choices:** By knowing how things are connected, we can make decisions that consider the bigger picture and avoid unintended consequences.
- **Working together:** Solving big problems often requires collaboration between different people and groups, just like the different parts of a system working together!

Understanding Interconnected Global Systems

Watch a video: “NASA studies how different parts of Earth are connected to each other” <https://www.youtube.com/watch?v=L-rCG0hGRnk>

Pay attention to how things interact and influence each other.

Reflection: Are there any connections that surprise you? What information was most interesting to you?

ACTIVITY: Mapping Global Challenges

Imagine yourselves as a detective! Choose a global challenge like deforestation or pollution. Using online tools or templates, create a visual map showing the different factors that contribute to the problem and the people and places affected. Discuss how these factors and stakeholders are connected and influence each other.

Exploring the Pluriverse (Get Creative!)

Have you ever imagined that there are not just different cultures, but also different ways of seeing the world? This idea is called the Pluriverse. It means there are many different ways people understand and interact with the world, not just one main way.

ACTIVITY: My Worldview Collage

Let's explore the Pluriverse by getting creative!

1. Find stuff: Look for magazines, pictures, or anything else that shows how you see the world, your culture, and your connection to nature.
2. Make a collage: Put the things you found on a blank sheet of paper or a computer program to create a picture of your unique "worldview." Use pictures, symbols, and words to show your values, beliefs, and how you connect to the world around you.
3. Think and share (optional): Look at your collage and think about what it tells you about your own way of seeing the world. How is it different from or similar to how other people see the world? You can share your collage and thoughts with others online (if possible) to talk about different viewpoints and learn from each other.

Why is the Pluriverse important?

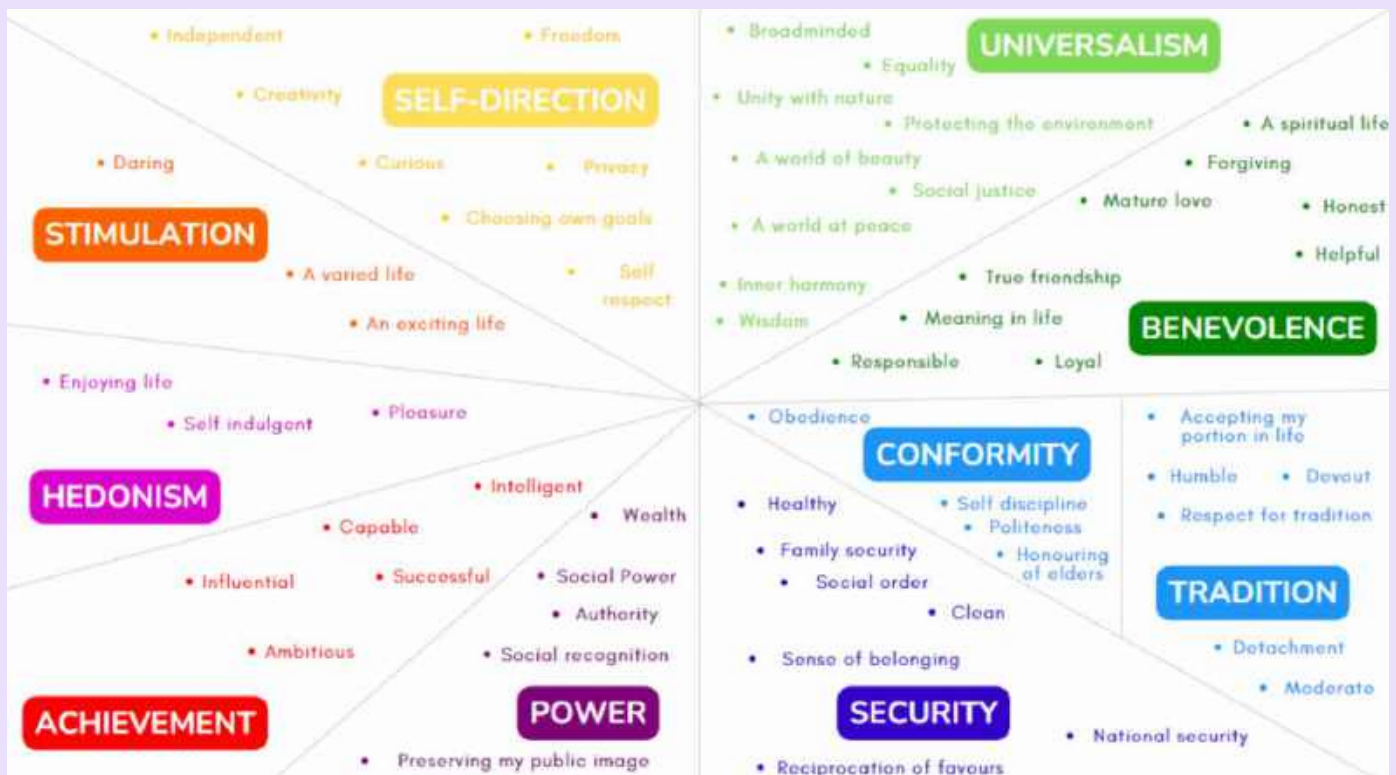
The Pluriverse is important for understanding and creating a better world for everyone. By knowing and respecting different ways of seeing the world, we can:

Work together better: When we understand each other's viewpoints, it's easier to work together to solve problems.

Find more solutions: Different cultures often have different ideas for solving problems. By learning from each other, we can find even better solutions.

Think differently: Sometimes, the way we see the world can hold us back from finding new solutions. The Pluriverse encourages us to question our assumptions and be open to new ideas.

Remember, this activity is just the beginning of exploring the Pluriverse. Keep an open mind and be curious about the many different ways people around the world understand and interact with our planet!



1.4.4 Pillar Four: Active Citizenship

In its simplest form, Active Citizenship is about how we play an active role in our families, neighbourhoods, communities, voluntary organisations, workplaces and political structures. We belong to a community or communities. In these communities we have rights and responsibilities to be active – to care for ourselves and others.

It is as much about people being empowered to participate in democratic decision-making. Nevertheless, a person's ability to be an active citizen is not always guaranteed.

Some people are better able to participate than others are, so redressing economic, social and political power inequalities across society is required to foster meaningful active citizenship.

Beautiful Trouble is a Toolkit for Activists (in multiple languages) which you can use to explore: Stories, Tactics, Principles, Theories and Methodologies for activism. Use this toolkit to explore stories and ask yourself the following questions:

- What local and global issues are you passionate about?
- What actions are you taking to contribute positively?
- What other actions can you take?
- How can you involve others in your action?

INSPIRATION

[I will be a hummingbird - Wangari Maathai \(English\)](#)

Video Activism Example: [The Climate Ribbon](#)

1.5 Values: Aligning Values with Global Actions

Examining Values

1. Activity: Provide a list of values
2. Read through the values - what are the 5 most important values to you from this list?
REMEMBER YOUR CHOICES!!!! Write them down if you need some help.
3. The work of Shalom Schwarz - the Schwartz Values Circumplex
4. In this next section, we are going to explore the work of Shalom Schwartz. Watch this introductory video: [OB SCHWARTZ VALUE THEORY](#)

Key points on the Schwartz Value Circumplex

- There are 10 categories of values (e.g. power, security, universalism etc.)
- Each category has values associated or clustered together (e.g. Achievement - capable, influential, intelligent)
- The circumplex illustrates the relationships existing among these categories
- Categories that sit beside each other on the circumplex are USUALLY compatible with one another. (e.g. Universalism and self-direction values, hedonism and achievement, power and security)
- Categories that lie on opposite ends of the spectrum often are in conflict with one another (e.g. Power and universalism, self-direction and security)

For more in depth reading about Schwartz' work, see:

<https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1116&context=orpc>

ACTIVITY: Schwartz Value Circumplex

Revisit the 5 values that you have selected previously. Circle them on the Circumplex. What clusters or dimensions do they mostly fall within (e.g universalism, power, security, self-direction)?

Does this surprise you? Why/why not?

Values and Global Citizenship

Global Citizenship Education (GCE) helps people understand, care about, and act responsibly towards their local and global communities.

The values circumplex, created by Shalom H. Schwartz, shows how different values are connected and important in GCE. Exploring values within this framework helps individuals understand their role as ethical global citizens.

Core Values of Global Citizenship Education

- 1. Self-Direction:** GCE encourages people to think for themselves and take responsibility for their actions in global issues. By learning independently, individuals feel empowered to make positive changes.
- 2. Universalism:** GCE stresses the need to care for everyone's well-being and support fairness and justice worldwide. These values guide individuals to stand up for human rights, protect the environment, and consider future generations.
- 3. Benevolence:** GCE promotes kindness, empathy, and helping others, no matter where they come from or what they believe. These values inspire people to do good deeds, show solidarity, and address global problems.
- 4. Security:** GCE highlights the importance of peace, safety, and stability locally and globally. These values encourage individuals to work towards resolving conflicts, reducing weapons, and protecting human rights for everyone's well-being.
- 5. Achievement:** GCE values personal and collective accomplishments that make the world a better place. Achievement-oriented individuals strive to contribute positively to society, find solutions to global problems, and excel in education and research.

Areas of the Schwartz Circumplex that are not compatible with the values of GCE:

Tradition, Conformity, Power, and Hedonism may prioritise individual or group interests over societal concerns. These values may not align with the goals and objectives of GCE:

- 1. Tradition and Conformity** emphasise adherence to established norms without considering social justice or sustainability.
- 2. Power** prioritises dominance or exploitation, contradicting principles of equity and inclusivity.
- 3. Hedonism** focuses on personal pleasure and may neglect broader societal needs

ACTIVITY: Schwartz Circumplex and GCE

Consider the values of GCE based on the Schwartz circumplex. Think of a person or group of people that regularly triggered values within each values set below:

1. Self-direction
2. Universalism
3. Benevolence

Values in Action- **ACTIVITY**

1. You are invited to look one more time at your own values that you have identified.
2. How do you behave to strengthen your values?
3. Can you think of ways you behave that weakens your values?

Values and Behaviours

1. Values behave similar to muscles. The more you exercise your values, the more they are strengthened.
2. Values are exercised through your behaviour
3. Many organisations, people, communities, groups clearly state what they believe to be their core values.
4. **BUT!!!** Sometimes, their behaviours do not strengthen their stated values....in many cases, their behaviour weakens their values
5. It is important to remember that values are constantly changing on an individual level and within society
6. This can happen over time or due to significant events

Examples of Value Shifts within Society

Germany after WWII

Shift from Power and Achievement to Security and Benevolence: The devastation of war likely led to a societal emphasis on security, safety, and well-being (Benevolence) over dominance and power. Rebuilding efforts might have fostered a sense of helpfulness and social responsibility.

South Africa post-apartheid

Shift from Hierarchy and Power to Universalism and Equality: The dismantling of apartheid likely led to a societal push for values like equality, social justice, and respect for all (Universalism) instead of racial hierarchy and power imbalances.

China's Economic Transformation

Shift from Tradition and Conformity to Achievement and Self-Direction: China's economic growth might have placed a greater emphasis on innovation, personal achievement, and self-reliance (Self-Direction) over tradition and strict adherence to social norms.

The Environmental Movement

Shift from Hedonism and Exploitation to Universalism and Preservation: Growing awareness of environmental degradation might have led to a societal shift towards values like environmental protection, sustainability (Preservation), and concern for the well-being of all living things (Universalism) instead of prioritising short-term pleasure and resource exploitation.

Gay Rights and LGBTQI Movement

Shift from Security and Tradition to Benevolence and Universalism: The LGBTQI rights movement likely challenged traditional norms and advocated for values like tolerance, acceptance, and understanding (Benevolence) for all sexual orientations and gender identities (Universalism), potentially leading to a shift in societal values.

Arab Spring

Shift from Conformity and Security to Self-Direction and Stimulation: The Arab Spring uprisings might reflect a societal desire for greater freedom, autonomy, and participation in government (Self-Direction) along with a yearning for a more stimulating and dynamic society (Stimulation) in place of rigid social control and prioritising security above all else.

Post Cold-War Eastern Europe

Shift from Power and Security to Self-Direction and Universalism: The fall of the Soviet Union might have led to a societal shift towards values like individual liberty, economic independence (Self-Direction), and a greater emphasis on human rights and democracy (Universalism) instead of state control and prioritising security within a communist system.

Costa Rican Army Abolition

Shift from Power and Achievement to Security and Benevolence: Costa Rica's decision to abolish its military in 1948 likely reflected a societal shift towards prioritising peace, social welfare (Benevolence), and security achieved through diplomacy and international cooperation instead of relying on military power and national achievement through military conquest.

Discussion Point: Can you think of any other examples? How can individuals make a difference to values within society?

Dunnes Stores Workers Strikes is another great example a value shift: [Mary Manning - The Dunnes Stores Strike - Nelson Mandela | The Late Late Show](#)

Key Examples of Social Movements that brought Value Shifts:

Civil Rights Movement

Shift from Hierarchy and Power to Universalism and Equality: As discussed earlier, the Civil Rights Movement challenged racial segregation and discrimination. This movement likely contributed to a societal shift towards valuing racial equality, social justice (Universalism), and equal rights for all regardless of race.

Suffragettes

Shift from Hierarchy and Power to Equality and Self-Direction: The Suffragettes fought for women's right to vote, challenging traditional gender roles and advocating for political participation. This movement likely contributed to a societal emphasis on gender equality (Equality) and increased autonomy for women in making decisions about their lives (Self-Direction) instead of a rigid social hierarchy that limited women's rights.

Anti-Nuclear Movements

Shift from Power and Achievement to Security and Universalism: The anti-nuclear movement opposes the development and use of nuclear weapons, highlighting the dangers of nuclear proliferation and potential for global catastrophe. This movement likely contributed to a societal emphasis on global security, environmental protection (Security), and a sense of responsibility for the well-being of future generations (Universalism) instead of prioritising military power and national achievement through nuclear weapons.

Just Stop Oil

Shift from Exploitation and Power to Preservation and Universalism: Just Stop Oil is a climate activist group advocating for an end to reliance on fossil fuels. This movement reflects a growing societal emphasis on environmental sustainability, protecting natural resources (Preservation), and concern for the well-being of the planet for future generations (Universalism) instead of prioritising economic exploitation of fossil fuels and the power associated with them.

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Module Two:

A Journey Through the Sustainable Development Goals (SDGs)

2.1 Understanding the SDGs

2.1.1 What is Sustainable Development?

This section provides a foundational understanding of sustainable development, exploring its definition, key historical milestones, and core principles.

Definition:

Sustainable development is a way of thinking about progress that meets the needs of the present without compromising the ability of future generations to meet their own needs. (<https://sustainabledevelopment.un.org/content/documents/5987our-common-future.pdf>)

This definition emphasises the need to balance meeting current human needs with protecting the environment and resources for future generations. It requires considering the social, economic, and environmental aspects of development in a holistic and integrated way.

Key Dates and Milestones:

- **1972:** The Stockholm Conference on the Human Environment marks a turning point, raising global awareness of environmental challenges and the need for sustainable development.
- **1987:** The Brundtland Commission Report, "Our Common Future," introduces the widely used definition of sustainable development.
- **1992:** The Rio Earth Summit (Agenda 21) establishes a global framework for action on sustainable development, including social, economic, and environmental aspects.
- **2000:** The Millennium Development Goals (MDGs) are established, setting eight international development goals to be achieved by 2015, focusing on poverty reduction.
- **2015:** The Sustainable Development Goals (SDGs) are adopted, building on the MDGs and expanding the scope to address a wider range of sustainable development challenges by 2030.
- **2023 (Present):** Ongoing efforts continue to implement the SDGs and promote sustainable development practices worldwide.

Principles of Sustainable Development:

- **Intergenerational Equity:** We should strive to meet the needs of the present without compromising the ability of future generations to meet their own needs.
- **Intra-generational Equity:** It's important to ensure equity within the current generation, addressing issues like poverty, inequality, and access to resources.
- **Environmental Protection:** We have a responsibility to protect the environment and conserve natural resources for future generations.
- **Economic Development:** Sustainable development requires a strong and stable economy that provides opportunities for all.
- **Social Development:** Sustainable development includes social progress and improvements in quality of life for all people.
- **Public Participation:** Effective and inclusive participation of all stakeholders, including citizens, governments, businesses, and civil society organisations, is crucial for achieving sustainable development.
- **Global Cooperation:** Sustainability requires international cooperation to address global challenges like climate change and poverty.

2.1.2 Overview of the SDGs

History of the SDGs

Evolution of SDGs

KEY MILESTONES

- **1972:** UN Conference on Human Environment
- **1983:** Brundtland Conference (World Commission on Environment and Development)
- **1992:** UN Conference on Environment & Development (Rio Earth Summit)
- **2000:** Millennium Development Goals (MDGs)
- **2015:** Sustainable Development Goals (SDGs)

What are the Sustainable Development Goals?



In September 2015, world leaders from 193 countries came together to adopt the Sustainable Development Goals (SDGs), also known as the Global Goals.

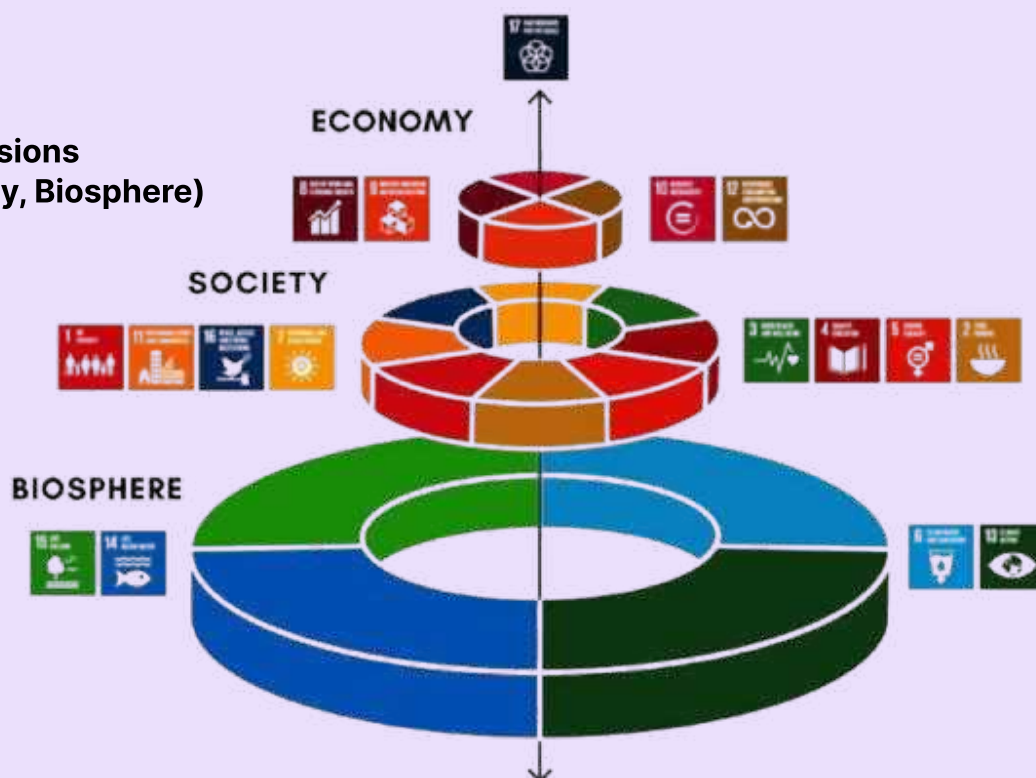
UN Ambassadors from Ireland and Kenya co-chaired the process to reach an agreement on the SDGs. The SDGs were developed in consultation with a wide range of actors from political backgrounds and, also from civil society. In total, there are 17 goals, 169 targets and 242 indicators.

The SDGs can be grouped in a number of ways based on areas of interest. Some examples include.



The 5 Ps
(People, Prosperity, Peace,
Partnership and Planet)

The Three Dimensions (Economy, Society, Biosphere)



ACTIVITY (SDG Quiz)

The 17 Goals

GOAL	OBJECTIVE	DESCRIPTION
1. No poverty	End poverty in all its forms everywhere.	Goal 1 aims to eradicate extreme poverty and ensure that all people have access to basic resources, services, and opportunities to lead a dignified life.
2. Zero hunger	End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.	Ensure access to nutritious food, promote sustainable farming practices, and address the root causes of hunger and malnutrition.

GOAL	OBJECTIVE	DESCRIPTION
3. Good health and wellbeing	Ensure healthy lives and promote well-being for all at all ages.	Improve health outcomes, reduce maternal and child mortality, combat communicable diseases, and strengthen health systems to achieve universal health coverage.
4. Quality education	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.	Provide access to quality education, including early childhood development, primary and secondary education, vocational training, and higher education, for all individuals.
5. Gender equality	Achieve gender equality and empower all women and girls.	Eliminate discrimination, violence, and harmful practices against women and girls, promote equal participation and leadership opportunities, and ensure access to sexual and reproductive health services and rights.
6. Clean water and sanitation	Ensure availability and sustainable management of water and sanitation for all.	Provide access to clean and safe drinking water, improve sanitation facilities, and promote water conservation and sustainable water management practices.

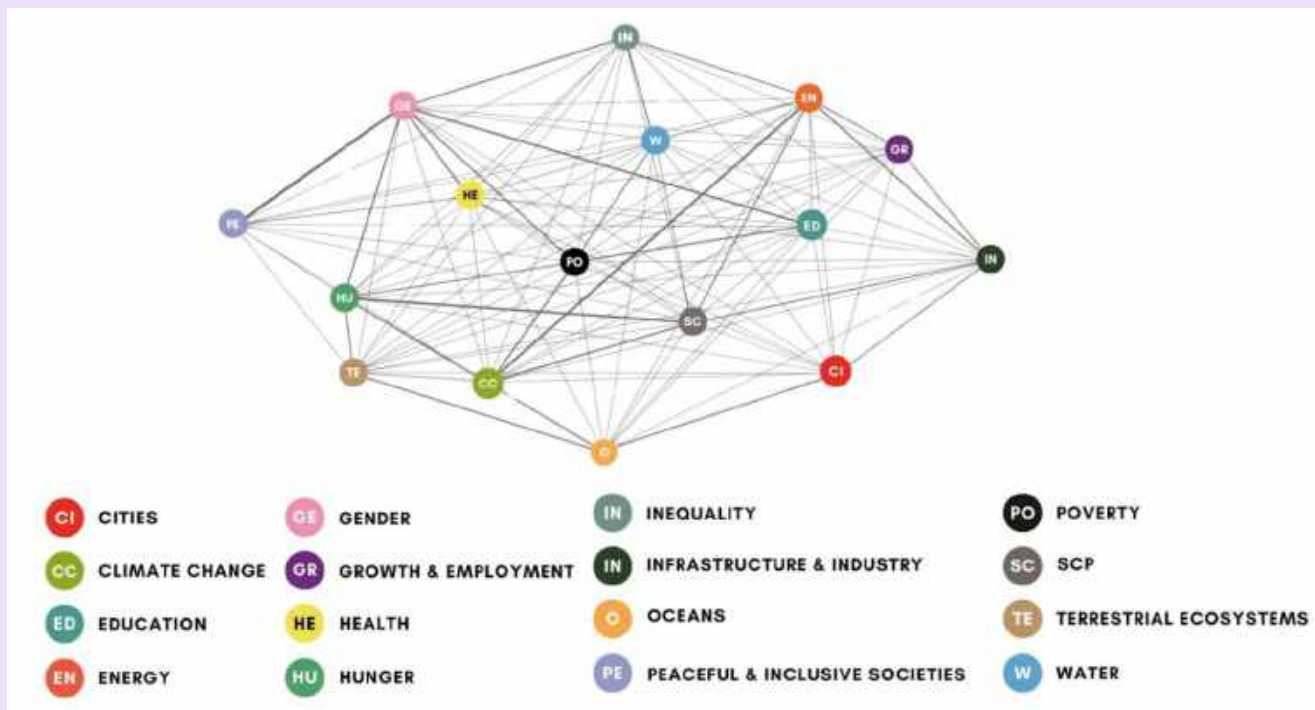
GOAL	OBJECTIVE	DESCRIPTION
7. Affordable and clean energy	Ensure access to affordable, reliable, sustainable, and modern energy for all.	Expand access to clean and renewable energy sources, improve energy efficiency, and promote sustainable energy policies and practices.
8. Decent work and economic growth	Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.	Create job opportunities, promote entrepreneurship, ensure decent working conditions, and foster economic growth that benefits all segments of society.
9. Industry innovation and infrastructure	Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.	Upgrade infrastructure, enhance technological capabilities, and promote sustainable industrialization to support economic development and innovation.
10. Reduced inequalities	Reduce inequality within and among countries.	Reduce income inequality, promote social inclusion, and ensure equal opportunities for all, regardless of gender, race, ethnicity, disability, or socioeconomic status.

GOAL	OBJECTIVE	DESCRIPTION
11. Sustainable cities and communities	Make cities and human settlements inclusive, safe, resilient, and sustainable.	Improve urban planning, enhance access to basic services and infrastructure, promote sustainable transportation, and strengthen resilience to natural and man-made disasters in cities and communities.
12. Responsible consumption and production	Ensure sustainable consumption and production patterns.	Promote sustainable resource use, reduce waste generation, and adopt environmentally friendly practices in production and consumption to minimize ecological footprint.
13. Climate action	Take urgent action to combat climate change and its impacts.	Strengthen resilience to climate-related hazards, reduce greenhouse gas emissions, promote renewable energy adoption, and enhance climate change adaptation and mitigation efforts.
14. Life below water	Conserve and sustainably use the oceans, seas, and marine resources for sustainable development.	Protect marine ecosystems, combat ocean pollution, conserve marine biodiversity, and promote sustainable fisheries management.

GOAL	OBJECTIVE	DESCRIPTION
15. Life on land	Protect marine ecosystems, combat ocean pollution, conserve marine biodiversity, and promote sustainable fisheries management.	Conserve biodiversity, restore degraded land and forests, combat desertification and land degradation, and promote sustainable land management practices.
16. Peace, justice and strong institutions	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable, and inclusive institutions at all levels.	Promote the rule of law, ensure access to justice, reduce violence and crime, and build effective and accountable institutions to support sustainable development.
17. Partnership for the goals	Promote the rule of law, ensure access to justice, reduce violence and crime, and build effective and accountable institutions to support sustainable development.	Emphasise international cooperation, multi-stakeholder partnerships, and mobilisation of resources to support the implementation of the SDGs and achieve sustainable development.

2.1.3 SDGs and Systems Thinking

As discussed in Module 1, many issues and challenges facing people on a global and local level are strongly connected with one another.



A systems thinking approach can also be used to examine how connected each individual SDG is with the others.

The Climate Action Network published research in 2017 that examined actions or solutions that can help with tackling climate change.



The study also measures the positive and negative impact on other SDGs. This is a good example of the interconnectivity of the SDGs and how crucial it is to understand the important role that systems thinking plays in tackling the global goals.

https://climatenetwork.org/wp-content/uploads/2020/11/pdf_-_for_use_standard_file_-_a_compendium_of_solutions_for_achieving_the_sustainable_development_goals_and_staying_at_1.5degc.pdf

ACTIVITY

Someone from the group will select a random SDG

Members of the group will then suggest how this SDG is connected to one other SDG

The group will continue to connect SDGs to one another until all the SDGs have been included. The final selected goal will link back to the first goal selected.

The facilitator will use an online tool to graphically illustrate this.

2.1.4 SDG 4.7 GCE

As part of Goal 4 (Quality Education), there is a specific target related to “Education for sustainable development and global citizenship.



SDG 4.7 aims to provide learners with the knowledge and competencies they need to make all of the SDGs a reality. The focus is on cognitive, socio-emotional and behavioural learning outcomes that help learners in dealing with the particular challenges addressed by the SDGs.

As United Nations Member States work toward achieving the SDGs by 2030, they are called upon to rethink education to contribute to the SDGs and 4.7 provides a needed framework in this regard.

Watch Video: [SDG Target 4.7: The Key to Achieving Agenda 2030](#)

2.3 Implementing the SDGs

2.3.1 National and International Implementation

Now that you have been introduced to the SDGs, you can see that they are not just a collection of fancy words in a report!!! In fact, the best way to view them is as a comprehensive collection of issues and areas of daily living that affect the entire planet. The SDGs are the responsibility of **EVERYONE**. But, there are a number of sectors that have a huge impact on their success.

The Role of Governments

- **Policy Alignment:** National governments need to make sure their policies and plans fit with the SDGs
- **Implementation Plans:** Governments create teams and committees to help manage and organise the work for SDGs. These teams bring together different parts of the government to plan and do the work needed.
- **Resourcing:** Governments allocate finances to pay for the initiatives related to addressing the SDGs.
- **Monitoring and Reporting:** Governments keep an eye on the progress of the SDGs and share this information with its citizens and the UN.
- **Engagement:** Governments talk to lots of different groups from civil society, businesses, schools, and people who are usually left out. They want everyone to be part of making the SDGs happen.
- **Capacity Building:** Governments help people learn about the SDGs and also support organisations to raise awareness of the goals. They also give them the tools to do their part in making the goals happen.

Non-Governmental Organisations (NGOs):

- **Advocacy and Awareness Raising:** NGOs play a crucial role in raising awareness about the SDGs and advocating for their implementation at local, national, and international levels. They can mobilise public pressure on governments and businesses to prioritise sustainability efforts.
- **Community Engagement and Capacity Building:** NGOs often work directly with communities, empowering them to participate in decision-making processes related to SDG implementation. They can provide training and resources to build capacity and ensure that the needs of local communities are addressed.
- **Service Delivery and Innovation:** Many NGOs fill critical gaps in service delivery, especially in underserved areas. They can provide essential services like healthcare, education, and sanitation aligned with specific SDGs. Additionally, NGOs are often at the forefront of innovative solutions, developing and piloting new approaches to address sustainability challenges.

Private Sector:

- **Sustainable Business Practices:** Businesses have a significant impact on the environment and society. Integrating sustainability principles into core operations is crucial. This can involve practices like adopting renewable energy sources, reducing waste, and promoting fair labour practices.
- **Investment and Innovation:** The private sector plays a vital role in mobilising resources for SDG implementation. Businesses can invest in sustainable infrastructure, renewable energy projects, and technologies that address specific SDG targets. Additionally, private sector innovation can lead to the development of new products, services, and business models that contribute to a more sustainable future.
- **Partnerships and Collaboration:** Businesses can leverage their resources and expertise to form partnerships with governments and NGOs. Multi-stakeholder partnerships are crucial for mobilising resources, scaling up successful solutions, and achieving greater impact.

Other Actors:

- **International Organisations:** Multilateral organisations like the United Nations (UN) play a key coordinating role in facilitating global cooperation and setting international norms related to sustainable development. They also provide technical assistance and financial resources to support national and regional SDG implementation efforts.
- **Local Authorities:** Local governments are often at the forefront of implementing the SDGs, as many goals have a strong local dimension (e.g., sustainable cities and communities, waste management). They can develop and implement local policies, invest in sustainable infrastructure, and engage with communities to achieve SDG targets.
- **Indigenous Peoples:** Indigenous communities possess valuable traditional knowledge and practices that can contribute significantly to sustainable development. Recognizing their rights and integrating their knowledge systems into SDG implementation strategies is crucial.
- **Individuals:** Every individual has a role to play in achieving the SDGs. Making conscious choices about consumption, reducing our environmental footprint, and advocating for change in our communities can all contribute to a more sustainable future.

By understanding the diverse roles and contributions of these stakeholders, we can create a more collaborative and effective approach to achieving the SDGs.

ACTIVITY

Choose one of the following scenarios and complete the task.

1. Clean Water and Sanitation (SDG 6) in a Remote Village:

Scenario: You are a team of consultants working with a remote village. The village lacks access to clean drinking water and sanitation facilities. This has led to health problems, particularly among children.

Task: Identify the roles different stakeholders can play in addressing this challenge:

2. Sustainable Cities and Communities (SDG 11) in a Growing City:

Scenario: You are a team of urban planners working in a rapidly growing city. The city is facing challenges like traffic congestion, air pollution, and inadequate waste management.

Task: Identify the roles different stakeholders can play in creating a more sustainable city

3. Responsible Consumption and Production (SDG 12) in a Clothing Manufacturing Industry:

Scenario: You are a team of sustainability consultants working with a clothing manufacturing company. The company has been criticised for its high water consumption and textile waste generation.

Task: Identify the roles different stakeholders can play in promoting responsible production practices

Partnerships for the Goals:

- **Why Partnerships?** Achieving the ambitious goals of the SDGs requires a collaborative effort beyond the capacity of any single actor. Partnerships leverage the strengths and resources of various stakeholders, leading to more effective and impactful interventions.
- **Types of Partnerships:**
 - **Public-Private Partnerships (PPPs):** Collaboration between governments and the private sector to co-finance and implement infrastructure projects, social programs, or technological advancements aligned with SDGs.
 - **Multi-stakeholder Partnerships:** Partnerships involving governments, NGOs, businesses, and other civil society actors to address complex challenges that require a holistic approach (e.g., sustainable food systems, climate change mitigation).
 - **South-South Cooperation:** Collaboration between developing countries to share knowledge, expertise, and resources relevant to SDG implementation, fostering solidarity and learning from each other's experiences.
- **Examples of Successful Partnerships:** Showcase real-world examples of effective partnerships that have made significant progress towards specific SDGs (e.g., the Global Alliance for Vaccines and Immunization (GAVI) for SDG 3: Good Health and Well-being).

2.3.2 Localising the SDGs

This section will explore the crucial role of local communities in achieving the Sustainable Development Goals (SDGs).

Content:

- **Importance of Local Action:**
 - The SDGs represent a global agenda, but achieving them requires concrete action at the local level. Local communities face unique challenges and opportunities, and their actions can significantly contribute to global progress.

- Local governments are often best positioned to understand the specific needs and contexts of their communities. They can develop and implement targeted strategies aligned with the SDGs.
- Local communities possess valuable knowledge, resources, and innovative solutions that can contribute to addressing global challenges.
- **Community Involvement and Awareness:**
 - Raising awareness about the SDGs within communities is crucial to foster a sense of ownership and encourage active participation.
 - Engaging community members in decision-making processes related to local SDG implementation strategies empowers them and ensures their voices are heard.
 - Educational initiatives and public awareness campaigns can inform communities about the SDGs, their local relevance, and ways to get involved.
- **Examples of Local Initiatives Contributing to Global Goals:**
 - **Sustainable food systems:** Community gardens, farmers markets, and urban agriculture initiatives promote healthy eating, reduce food waste, and contribute to SDG 2 (Zero Hunger).
 - **Renewable energy projects:** Local communities adopting solar panels, wind turbines, or other renewable energy sources contribute to SDG 7 (Affordable and Clean Energy) and combat climate change (SDG 13).
 - **Waste management solutions:** Local initiatives promoting recycling, composting, and reducing waste generation contribute to SDG 12 (Responsible Consumption and Production).
 - **Community-based education programs:** Local initiatives offering educational opportunities for all, especially girls and underprivileged groups, contribute to SDG 4 (Quality Education) and promote gender equality (SDG 5).

[Stocktaking | What it will take to achieve the Sustainable Development Goals? | United Nations](#)

2.4 Challenges and Opportunities for the SDGs

This section will explore the roadblocks and pathways towards achieving the ambitious goals of the Sustainable Development Goals (SDGs).

2.4.1 Barriers to Achieving the SDGs

Political, economic, and social challenges:

- **Political instability and conflict:** Countries facing political unrest or conflict often struggle to allocate resources and implement effective policies for SDG achievement (<https://sdgs.un.org/goals/goal16>).

- **Economic inequality and poverty:** Significant economic disparities within and between countries can hinder progress on poverty reduction (SDG 1) and other development goals (<https://www.worldbank.org/en/understanding-poverty>).
- **Social inequalities:** Unequal access to education, healthcare, and other essential resources can perpetuate poverty and hinder progress on several SDGs (<https://www.worldbank.org/en/topic/isp>).

Global inequalities and power dynamics:

- **Unequal distribution of resources:** Developed countries often have greater resources and capacity to implement SDG initiatives compared to developing countries.
- **The influence of powerful corporations and vested interests:** Certain industries might resist policy changes or regulations aimed at promoting sustainability, creating challenges for achieving specific SDGs (e.g., SDG 13: Climate Action).

Limitations of the SDGs:

- **Complexity and interconnectedness:** Addressing the interconnected nature of the SDGs requires comprehensive strategies that consider the impact of actions in one area on others.
- **Limited funding and resource constraints:** Mobilising sufficient financial resources from both public and private sectors remains a challenge for implementing large-scale SDG initiatives (<https://unstats.un.org/sdgs/report/2023/>).

2.4.2 Opportunities for Progress

Technology and innovation:

- **Renewable energy advancements:** Development of affordable and efficient renewable energy technologies is crucial for achieving SDG 7 (Affordable and Clean Energy) and mitigating climate change (SDG 13).
- **Precision agriculture:** Technological advancements can improve agricultural productivity and resource efficiency, contributing to SDG 2 (Zero Hunger).
- **Digital technologies:** Information and communication technologies can play a vital role in promoting education (SDG 4), healthcare access (SDG 3), and financial inclusion (SDG 1).

Youth engagement and advocacy:

- **Youth represent a significant global population** with the potential to drive change and demand action towards a more sustainable future.
- **Youth-led movements and initiatives** are raising awareness about the SDGs and advocating for stronger climate action and environmental protection.

Sustainable business practices:

- **Businesses have a crucial role** in integrating sustainability principles into their core operations, reducing their environmental footprint, and adopting responsible production and consumption practices (SDG 12).

- Impact investing: Directing investments towards sustainable businesses and initiatives can contribute significantly to financing the SDGs (<https://thegiin.org/>).

References:

- The Sustainable Development Goals Report 2023: <https://unstats.un.org/sdgs/report/2023/>
- UN Department of Economic and Social Affairs: <https://sdgs.un.org/goals>
- The World Bank: <https://www.worldbank.org/en/home>
- The Global Impact Investing Network: <https://thegiin.org/>

2.5 Measuring and Monitoring Progress

Reporting and Monitoring Progress:

- **Why Monitor?** Tracking progress towards the SDGs is crucial for several reasons:
 - **Measure Impact:** It allows us to assess the effectiveness of implemented policies and programs, identify areas where progress is lagging, and adjust strategies accordingly.
 - **Promote Transparency and Accountability:** Regular reporting holds governments and other stakeholders accountable for their commitments towards the SDGs.
 - **Inform decision-making:** Data gathered through monitoring helps guide decision-making processes, allowing stakeholders to prioritise actions and allocate resources efficiently.
- **The Global Indicator Framework:** The UN has developed a comprehensive Global Indicator Framework to monitor progress on each SDG. This framework includes a set of specific, measurable, achievable, relevant, and time-bound (SMART) indicators for each target within an SDG.
- **National Monitoring:** Individual countries establish their own national monitoring frameworks aligned with the Global Indicator Framework. This allows for tracking progress at the national level and identifying areas where national efforts need to be strengthened.
- **Data Visualization Tools:** Several online platforms and reports provide user-friendly data visualisations on SDG progress. These tools allow individuals to explore trends, compare performance across different countries, and gain insights into areas requiring greater focus.
- **Examples:**
 - The UN SDG Tracker (<https://unstats.un.org/sdgs/report/2023/>) provides a comprehensive overview of global progress on each SDG.
 - The World Bank Open Data platform (<https://data.worldbank.org/>) offers various datasets relevant to specific SDGs.

ACTIVITY

The UNSDG website has an area where the SDG progress of each country is updated. This ensures that each country is held accountable to every goal and target related to the SDGs

Visit the website below and access the country profile where you currently live:

<https://dashboards.sdgindex.org/profiles>

Take some time to read through the different areas of the country profile and answer the following questions:

- 1) Overall, how do you think your country is performing on the SDGs?
- 2) What goals or targets need some work?
- 3) How can you contribute to improving the results on these goals/targets?
- 4) Check out another country that you are interested in and repeat Question 1 and 2.

2.6 Integrating the SDGs into Daily Life

This section will explore how individuals can contribute to the SDGs through their personal choices and professional actions, while also emphasising the importance of promoting awareness and education.

2.6.1 Personal and Professional Practices

Sustainable Lifestyle Choices:

- **Consumption:** Making conscious choices about what we consume, reducing waste, and adopting a more minimalist lifestyle can contribute to SDG 12 (Responsible Consumption and Production). This can involve actions like:
 - Buying local and seasonal produce.
 - Choosing reusable bags and avoiding single-use plastics.
 - Repairing clothes and items instead of replacing them frequently.
- **Transportation:** Opting for walking, cycling, or public transportation whenever possible reduces carbon footprint and contributes to SDG 11 (Sustainable Cities and Communities) and SDG 13 (Climate Action).
- **Energy Conservation:** Implementing energy-saving practices at home and work, like using energy-efficient appliances, switching off lights when not in use, and minimising reliance on personal vehicles, contributes to SDG 7 (Affordable and Clean Energy).

Incorporating the SDGs into Work and Daily Routines:

- **Professionals can integrate sustainability principles into their work practices:**
 - Architects can design energy-efficient buildings.
 - Businesses can adopt sustainable sourcing practices and reduce their environmental impact.
 - Educators can integrate the SDGs into their curriculum, raising awareness among students.

- **Individuals can advocate for sustainable practices in their workplaces and communities:**
 - Suggesting recycling programs or energy-saving initiatives.
 - Supporting businesses committed to sustainability.

2.7 Reflection and Action

This section serves as a culmination of the learning journey, prompting participants to reflect on their understanding of the SDGs and translate their knowledge into personal action plans for contributing to a more sustainable future.

2.7.1 Personal Reflection

Reflect on what you've learned:

- What are the key issues addressed by the SDGs?
- How do the SDGs impact my life and community?
- What surprised or resonated with me most while learning about the SDGs?

FINAL ACTIVITY

Watch the following video:

['We The People' for The Global Goals | Global Goals](#)

This video summarises the SDGs and what they aspire to achieve.

Is this future realistic?

Please share your thoughts here. And remember, we welcome and respect your honest opinion.

Self-directed learning

TASK 1

In this task, we will focus on some of the individual SDGs.

Please open the following link: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

This page is from the official UN SDGs website. On this page you can find out more information about each of the specific SDGs.

Select 3 Sustainable Development Goals (SDGs) based on:

- The most important goal in your opinion
- The least important goal in your opinion
- One other goal you are interested in

Using the UN SDG Website, find out more information about each of the goals you have selected.

Afterwards, think about the following questions:

- Are there any facts that surprised you about the goals?
- Has your opinion changed about what the most and least important goals are?
- Describe how these goals are connected to your life using the padlet link

TASK 2

ACTIVITY - READ THE FOLLOWING CASE STUDY:

Greta Thunberg and the Climate Strikes: A Case Study in Youth Advocacy for SDGs

Introduction:

Greta Thunberg, a young Swedish climate activist, has become a powerful symbol of youth-led movements advocating for stronger climate action and environmental protection. Her actions and the subsequent global Climate Strikes serve as a prime example of how young people can raise awareness about the SDGs and push for change.

Greta Thunberg's Actions:

- **School Strike for Climate:** In August 2018, at the age of 15, Greta began her solitary protest outside the Swedish parliament, demanding stronger action on climate change.
- **Global Movement:** Her actions inspired students around the world to organise similar strikes, launching the Fridays for Future movement.

- **Public Speeches and Advocacy:** Greta has delivered powerful speeches at international conferences like the UN Climate Action Summit, urging world leaders to take immediate action on climate change.
- **Media Attention:** Her unwavering stance and effective communication skills have garnered widespread media attention, propelling the climate crisis to the forefront of global discussions.

Impact of the Climate Strikes:

- **Raising Awareness:** The global Climate Strikes have significantly increased public awareness about the urgency of addressing climate change, a crucial aspect of SDG 13 (Climate Action).
- **Mobilising Youth:** The movement has inspired and mobilised millions of young people around the world to demand climate action from governments and hold them accountable for their commitments.
- **Influencing Policy:** The movement has contributed to pressuring policymakers to prioritise climate change mitigation strategies and implement stricter environmental regulations.

Challenges and Considerations:

- **Sustainability of the Movement:** Maintaining the momentum and long-term effectiveness of the movement requires continuous engagement, strategic planning, and collaboration with other stakeholders.
- **Addressing Systemic Issues:** Climate change is a complex challenge deeply rooted in systemic issues like unsustainable economic practices and dependence on fossil fuels. Addressing these issues requires broader societal transformation.

Connecting to the SDGs:

Greta Thunberg's actions and the Climate Strikes directly address SDG 13 (Climate Action) by:

- Raising awareness about the immediate threat of climate change.
- Demanding concrete policy changes to mitigate climate change and its consequences.
- Mobilising individuals and communities to take action towards a sustainable future.

Additionally:

- The movement indirectly contributes to other SDGs like:
- SDG 3 (Good Health and Well-being): Climate change has severe implications for public health, and addressing it is crucial for ensuring the well-being of future generations.
- SDG 11 (Sustainable Cities and Communities): The movement promotes sustainable urban development practices that reduce greenhouse gas emissions.

Conclusion:

The case of Greta Thunberg and the Climate Strikes exemplifies the power of youth-led movements in raising awareness about the SDGs and advocating for change. Their actions demonstrate the significant role young people can play in demanding climate action and shaping a more sustainable future.

Further Exploration:

- Fridays for Future website: <https://fridaysforfuture.org/>
- Greta Thunberg's TED Talk: <https://m.youtube.com/watch?v=KAJsdgTPJpU>

TASK 3

ACTIVITY (SDG Audit)

The SDGs are something that we are constantly interacting with on a daily basis through our behaviours. All of us contribute in some way (both positively and negatively). For this activity, list each of the 17 SDGs and think of 2 ways in which you contribute positively and 1 way in which you could improve your contribution. These actions can be very small daily activities or other larger-scale activities.

Module Three:

Introduction to Human Rights

3.1. Understanding Human Rights

Human rights are defined as *“the basic rights and freedoms all people are entitled to regardless of nationality, sex, national or ethnic origin, religion, language, or other status”* UNOHR

This means that every human is entitled to the same human rights and it is the responsibility of human beings to ensure that these rights are protected and enforced.

Human rights cannot be taken away except in certain circumstances such as the right to liberty where states are legitimately trying to restore law and order or custodial sentencing for criminal breaches of domestic law.

Our human rights are enshrined in International, Regional and National laws. Rights and freedoms are therefore protected by these laws, which aim to prevent abuses or violations of those rights.

3.1.2 What Human Rights are Protected?

Human Rights are inherent- which means they belong to everyone.

“They range from the most fundamental - the right to life - to those that make life worth living, such as the rights to food, education, work, health, and liberty.”
UNOCHR.

Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education.

Additionally women, children, people with disabilities, minorities, and migrants are protected in specific treaties such as [The International convention on the Protection of the Rights of All Migrant Workers and Members of their Families](#)

Video: What is Human Right? <https://www.youtube.com/watch?v=JpY9s1Agbsw>

3.1.3 Key Characteristics of Human Rights

At international level, human rights have certain basic characteristics that are necessary for survival and effective protections.

Universal and inalienable: This is the cornerstone of human rights law. Inalienability means that these rights should not be taken away or removed by political, social or legal systems. There are exceptions in certain cases by public interest or safety.

Interdependent and indivisible: Human rights are linked and the deprivation of one right may impact on another. For example, failure to protect the right to health may affect the right to life or failure of the State to provide adequate educational opportunities for its citizens.

Equal and non-discriminatory: They belong to all people without discrimination and regardless of their status. The principle of non-discrimination is at the centre of human rights and features in all international human rights treaties, regional and national laws. Because of this, human beings benefit from the universality and inalienability of human rights fully.

3.1.4 Types of Human Rights:

Civil and Political Rights: designed to protect citizens against state interference, such as the right to life, liberty, property, equality. Rights are further encompassed are the fundamental freedoms of movement, thought, conscience and religion, opinion and expression, assembly and association and freedom from slavery, torture or cruel, inhuman and degrading treatment and from arbitrary arrest and detention.

Economic, Social and Cultural Rights: characterised by the term 'equality' and commonly require the State to implement and protect. The right to work, social security, join a trade union, to healthcare, to education, housing and to an adequate standard of living. The right to inherit and participate in the community are also protected.

Group rights: are characterised by the term 'solidarity' and include the rights of a group or collective to seek self-determination and protections eg the rights of migrant workers. There are specific treaties such as Convention on the Elimination of all forms of Discrimination Against Women ([CEDAW](#)).

3.2 International Human Rights Law

3.2.1 The Universal Declaration of Human Rights (UDHR)

"All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood." Article 1, UDHR

Video: [Universal Declaration of Human Rights](#)

Ideas about human rights have evolved over many decades and the formal protection of these rights gained strong support after World War II. In order to protect future generations from a repeat of gross human rights abuses – in particular the Holocaust – The Universal Declaration of Human Rights (UDHR) was adopted by the UN General Assembly in 1948. It was the first legal document to set out the fundamental human rights and freedoms shared by all human beings to be universally protected without discrimination of any kind.

The UDHR, which turned 75 on 10 December 2023, continues to be the foundation of all international human rights law. Its 30 articles provide the principles and building blocks of current and future human rights conventions, treaties and other legal instruments. You can read the full 30 Articles here: [UDHR](#)

Human rights are set out in international (United Nations) regional (European) treaties, and/or in national legislation or constitutions. States that are signatories to the Human Rights Conventions and Treaties are obliged to comply with the law to respect, protect and fulfil human rights, which also means that signatories can be held to account for violations of human rights..

The Civil and Public Service have the primary responsibility to uphold human rights by creating the conditions for them to be effective. However, the state does not give people rights.

International human rights law is based on a system of international treaties. These are enforced through membership of international organisations. The state has an obligation to respect, protect and fulfil the rights guaranteed in these instruments.

3.2.2 The United Nations (UN)

The UN comprises of 193 Member States, divided into six principal organs including the General Assembly, the Security Council, the Economic and Social Council, the International Court of Justice and the Secretariat.

According to the UN Charter, one of the key purposes of the UN is to promote and encourage respect for human rights and fundamental freedoms for all without distinction as to race, sex, language, or religion.

The two main bodies of the United Nations with responsibility for human rights are:

- 1. The Human Rights Council**, created by the General Assembly - it consists of 47 Member States of the United Nations and is mandated to address human rights violations.
- 2. The Office of the High Commissioner for Human Rights (OHCHR)**, which works to promote and protect human rights by standard setting, monitoring, and implementation.

3.2.3 International Human Rights Treaties

A treaty is a formally signed and validated agreement between states that lays out specific rules on how the state will conduct its affairs on a particular issue.

Treaties are signed and agreed upon by individual states and are legally binding.

The UN Treaty bodies are committees of independent experts who monitor the implementation of United Nations (UN) human rights treaties across the signatories.

They consider state reports on progress made to realise human rights under the treaty they monitor and issue General Comments or General Recommendations on the status of states' obligations under the treaty.

Most treaty bodies can also review and make recommendations on complaints from individuals and groups where they feel that their rights under the treaty have been violated and they have been denied a remedy at the national level.

There are eight Committees - each with a responsibility in relation to one of the core UN Human Rights Treaties. They are:

1. Human Rights Committee: International Covenant on Civil and Political Rights and its Optional Protocols
2. Committee on Economic, Social and Cultural Rights: International Covenant on Economic, Social and Cultural Rights and its Optional Protocol
3. Committee on the Elimination of Racial Discrimination: International Convention on the elimination of all forms of Racial Discrimination
4. Committee on the Elimination of Discrimination Against Women: Convention on the Elimination of All Forms of Discrimination against Women and its Optional Protocol
5. Committee Against Torture: Convention against Torture and Other Cruel, Inhuman or Degrading Treatment and its Optional Protocol (OPCAT)
6. Committee on the Rights of the Child: Convention on the Rights of the Child and its Optional Protocols
7. Committee on Migrant Workers: International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families
8. Committee on the Right of Persons with Disabilities: International Convention on the Rights of Persons with Disabilities and its Optional Protocol

Timeline of some of the Major International Human Rights Treaties

The United Nations Treaty System States must ensure that their domestic system complies with international human rights law. The main ('core') human rights treaties of the United Nations are the:

1. **1948 Universal Declaration of Human Rights (Universal Declaration)**
The Universal Declaration was the first detailed expression of the basic rights and fundamental freedoms to which all human beings are entitled.
2. **1948 Genocide Convention**
The Convention on the Prevention and Punishment of the Crime of Genocide was adopted by the UN in an effort to prevent atrocities, such as the Holocaust, from happening again. The Convention defines the crime of genocide.

3. 1951 Refugee Convention

The [Convention Relating to the Status of Refugees](#) protects the rights of people who are forced to flee their home country for fear of persecution on specific grounds.

4. 1960 Discrimination in Employment Convention

The International Labour Organisation [Discrimination \(Employment and Occupation\) Convention \(No. 111\)](#) prohibits discrimination at work on many grounds, including race, sex, religion, political opinion and social origin.

5. 1966 Racial Discrimination Convention

The International Convention on the Elimination of All Forms of Racial Discrimination ([ICERD](#)) obliges states to take steps to prohibit racial discrimination and promote understanding among all races.

6. 1966 Economic, Social and Cultural Rights Covenant

The International Covenant on Economic, Social and Cultural Rights ([ICESCR](#)) protects rights like the right to an adequate standard of living, education, work, healthcare, and social security. The ICESCR and the ICCPR (below) build on the Universal Declaration of Human Rights by creating binding obligations for state parties.

7. 1966 Civil and Political Rights Covenant

Human rights protected by the International Covenant on Civil and Political Rights ([ICCPR](#)) include the right to vote, the right to freedom of association, the right to a fair trial, right to privacy, and the right to freedom of religion. The [First Optional Protocol](#) to the ICCPR creates a mechanism for individuals to make complaints about breaches of their rights. The [Second Optional Protocol](#) concerns abolition of the death penalty.

8. 1979 Discrimination against Women Convention

Under the Convention of the Elimination of All forms of Discrimination against Women ([CEDAW](#)), states must take steps to eliminate discrimination against women and to ensure that women enjoy human rights to the same degree as men in a range of areas, including education, employment, healthcare and family life. The [Optional Protocol](#) establishes a mechanism for making complaints.

9. 1984 Convention against Torture

The Convention against Torture and Other Cruel, Inhuman or other Degrading Treatment of Punishment ([CAT](#)) aims to prevent torture around the world. It requires states to take steps to eliminate torture in within their borders and it prohibits states from sending a person to another country where he or she would be in danger of being subjected to torture.

10. 1989 Children's Convention

The Convention on the Rights of the Child ([CRC](#)) states that children are entitled to the same human rights as all other people. It also creates special rights for children, recognising their particular vulnerability, such as the right to express their views freely, and that decisions affecting children must consider the best interests of the child.

11. 1989 Indigenous Peoples Convention

The [International Labour Organisation's Indigenous and Tribal Peoples Convention \(No. 169\)](#) aims to protect the rights of Indigenous and tribal peoples around the world. It is based on respect for the right of Indigenous peoples to maintain their own identities and to decide their own path for development in all areas including land rights, customary law, health and employment.

12. 1990 Convention on Migrant Workers

The [International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families](#) aims to ensure that migrant workers enjoy full protection of their human rights, regardless of their legal status.

13. 2006 Convention on Persons with Disabilities

The [Convention on the Rights of Persons with Disabilities](#) aims to promote, protect and ensure the full and equal enjoyment of all human rights by persons with disability. It includes the right to health, education, employment, accessibility, and non-discrimination.

14. 2007 Declaration on the Rights of Indigenous Peoples

This [Declaration](#) establishes minimum standards for the enjoyment of individual and collective rights by Indigenous peoples. These include the right to effectively participate in decision-making on matters which affect them, and the right to pursue their own priorities for economic, social and cultural development.

3.2.4 Monitoring Country Compliance

The **Universal Periodic Review (UPR)** dates back to 2006, introduced by the United Nations (UN) as a mechanism under the UN Human Rights Council. This process entails a cyclical assessment of the human rights performance of all UN Member States every four and a half years. Evaluations are grounded on the human rights obligations each State committed to upon ratifying various UN human rights treaties.

The UPR process involves multiple stakeholders including the State itself, the UN, National Human Rights Institutions, and domestic civil society. Each contributes reports offering insights into the national human rights landscape. State representatives convene at the UN Human Rights Council in Geneva to participate in an interactive exchange with fellow Member States. During this dialogue, questions are posed, and recommendations are proffered. The State retains the prerogative to accept or reject the recommendations.

Accepted recommendations necessitate implementation before the subsequent UPR cycle, typically occurring every four years. During the subsequent UPR, the State is expected to provide a report detailing the execution of accepted recommendations from its prior assessment.

Since 2008, all 193 UN Member States have been reviewed three times and the fourth cycle commenced in 2022.

UPR country review meetings can be watched live on [UN Web TV](#). You can check your country reports [here](#)

3.2.5 The Geneva Conventions of 1949 and their Additional Protocols

The Geneva Conventions (Laws of War) and their Additional Protocols are international treaties that contain the most important rules limiting the barbarity of war. They protect people who do not take part in the fighting (civilians, medics, aid workers) and those who can no longer fight (wounded, sick and shipwrecked troops, prisoners of war).

The Conventions and their Protocols call for measures to be taken to prevent or end all breaches. They contain stringent rules to deal with what are known as "grave breaches". Those responsible for grave breaches must be sought, tried or extradited, whatever nationality they may hold. The Geneva Conventions have been ratified by 196 States and the members of the United Nations and are universally applicable.

International Committee of the Red Cross video explainer: [What are the 4 Geneva Conventions](#)

- [The First Geneva Convention](#) The First Geneva Convention protects wounded and sick soldiers on land during war.
- [The Second Geneva Convention](#) protects wounded, sick and shipwrecked military personnel at sea during war.
- [The Third Geneva Convention](#) applies to prisoners of war.
- [The Fourth Geneva Convention](#) protects civilians, including those in occupied territory.
- Article 3, common to the four Geneva Conventions, covers situations of non-international armed conflicts. It requires humane treatment for all persons in enemy hands, without any adverse distinction.
- Two Additional Protocols were adopted in 1977. They strengthen the protection of victims of international and non-international armed conflicts and place limits on the way wars are fought.
- A third Protocol was adopted in 2005 for an addition of the Red Crystal emblem. It has the same international status as the Red Cross and Red Crescent emblems, which signify neutrality and protection. The Red Crystal was created to increase protection in situations where the existing emblems may not be respected.

Currently, the Geneva Academy monitors 110 wars all over the world: [Today's Armed Conflicts](#)

- 45 armed conflicts in the Middle East and North Africa
- Over 35 non-international armed conflicts in Africa
- 19 non-international armed conflicts (NIACs) involving 19 armed groups in Asia
- 7 armed conflicts in Europe
- 6 non-international armed conflicts in Mexico and Colombia

3.3 The European Convention on Human Rights

3.3.1. European Convention on Human Rights

Article 2 of the Treaty on European Union provides that “*The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities.*”

Following the atrocities of the Second World War and the concern about the rise of Communism in central and eastern Europe, several nations formed the Council of Europe.

They went on to develop the first regional agreement for the protection of human rights - the European Convention for the Protection of Human Rights and Fundamental Freedoms, better known as the [European Convention on Human Rights](#) (ECHR) – in 1950. The ECHR is recognised as one of the most successful rights instruments in the world. Such is the weight of importance of the ECHR, new applicants to the European Union must be signatories to and have ratified the Convention before being approved for membership.

It was followed by the establishment of a permanent European Court of Human Rights to handle individual cases.

Among the rights guaranteed in the ECHR are enshrined in 14 Articles and additional Protocols:

Article 1	The States Obligation to respect human rights
Article 2	Right to live
Article 3	Right not to be Tortured
Article 4	Right not to be enslaved
Article 5	Right to not be unlawfully detained
Article 6	Right to a Fair Trial
Article 7	No punishment without the law
Article 8	Right to family and private life
Article 9	Right to freedom of thought, conscience and religion

Article 10	Right to free expression
Article 11	Right to free association
Article 12	Right to marry
Article 13	Right to effective remedy if your rights have been breached
Article 14	Right not to be discriminated against
Protocol 1	Right to education
Protocol 2	Right to free and fair elections
Protocol 3	Right to peaceful enjoyment of property

Since its introduction in 1950, there have been several amendments and additional protocols, therefore the Convention is a 'living' instrument.

Watch this short video for a brief history of the [European Convention on Human Rights](#)

3.3.2 The European Court of Human Rights

The [European Court of Human Rights](#) (ECtHR) was established in 1959 and is based in Strasbourg where it monitors respect for the human rights of 800 million Europeans in the 46 Council of Europe member States that have ratified the Convention. The court is full-time and permanent, and rules on individual or State applications alleging violations of the civil and political rights set out in the European Convention on Human Rights.

EU general principles of EU human rights protections are superior to domestic law, therefore its judgments are binding. States are mandated to alter their legislation and administrative practice in a wide range of areas.

The European Court of Justice (ECJ) will apply EU law, balancing rights against one another. In the case of a conflict between EU law and constitutional protection of a human right, the EU law will prevail at EU and national level

3.3.3 Charter of Fundamental rights

The Treaty of Lisbon was amended in 2009 to give the [EU Charter on Human Rights](#) the same legal value as the Treaties. As such, the Charter is legally binding on all member States.

The Charter contains rights and freedoms under six titles:

- dignity
- freedoms
- equality
- solidarity
- citizens' rights
- justice

Additionally, the Charter includes 'third generation' fundamental rights:

- data protection
- guarantees on bioethics
- transparent administration

The promotion and protection of the rights of the child, to recognise s that EU policies which directly or indirectly affect children must be designed, implemented and monitored in the best interests of the child, guaranteeing protection and care and protect children from abuse, neglect and violations of their rights or well-being Racism and xenophobia, homophobia and the protection of persons belonging to minorities are further key areas that are protected.

3.3.3 Fundamental Rights Agency

The European Union Agency for Fundamental Rights (FRA) is an advisory body of the European Union established in 2007. It works to ensure that the fundamental rights of people living in the EU are protected. It provides independent, evidence-based advice on fundamental rights.

3.3.4 Remedies for Human Rights Violations

Violations of human rights can occur in various ways in many people's daily lives. These transgressions can often be justified as 'natural' transgressions. It can occur at work, in homes, in schools, in hospitals, in public and private offices, in places of recreation and sports, in clubs and circles, in the community, etc. Discrimination is a denial of our human right to be treated equally. It is based on stereotypes and prejudices that are deeply rooted in our societies and conditions many of our social relationships and daily activities.

States and individuals can bring an application to the ECtHR and it's compulsory for the Court to hear inter-state complaints in their jurisdiction. However, all potential domestic remedies available must have been exhausted before making an application. The complaint must be brought within six months of the date the final domestic decision was made.

Groups of individuals and NGOs claiming to be victims of a human rights violation, may also make an application to the court. The impact of having the opportunity to firstly bring an application can be felt all over Europe as rulings are binding in the State that the complaint was made against, but rulings have influence on other States and indeed internationally on domestic law.

There are three types of breach of rights:

1: National authority violates the Charter when implementing EU law, national judges have the power to ensure that the Charter is respected.

2. Violation by an EU institution: Individuals and legal entities are protected under the Charter, against actions by the EU institutions that infringe fundamental rights. The EUJ has the power to review the legality of the act.

3. Action by the EU against a member state: An EU member state can bring an application of a breach or violation of human rights, against another State. There have been 30 [inter-state applications](#) since the Court's inception.

To determine if your case meets the criteria to be heard, you can use the [checklist](#) for guidance.

[ACTIVITY - \(ENG\) ECHR - The correct way to lodge an application with the Court \(English Version\)](#)

There are certain conditions that must be met in order for the complaint to be admissible:

- Exhaustion of local remedies
- Six month rule
- Applicant must be a victim of the complained violation
- Application must not be anonymous
- Matter must not have been examined already by the strasbourg court or submitted to another international procedure
- Complaint must not be manifestly ill-founded, an abuse of the right of petition or incompatible with the convention

3.4 Migration and Human Rights

3.4.1 Common European Asylum System

Asylum is a fundamental right and an international obligation established in the Geneva Convention on the protection of refugees. As such, the European Union is an area of protection for people fleeing persecution or serious harm in their home country. The right to asylum is further guaranteed under Article 18 of the EU Charter on Human Rights.

The [Common European Asylum System](#) (CEAS) drafted the first laws between 1999 and 2005

The legislative instruments are:

- The [Asylum Procedures Directive](#) aims at setting out the conditions for fair, quick and quality asylum decisions. Asylum seekers with special needs receive the necessary support to explain their claim and in particular protection of unaccompanied minors and victims of torture is ensured.
- The [Reception Conditions Directive](#) ensures that common standards for reception conditions (such as housing, food and clothing and access to health care, education or employment under certain conditions) are provided for asylum seekers across the EU to ensure a dignified standard of living in accordance with the Charter of fundamental rights.
- The [Qualification Directive](#) clarifies the grounds for granting international protection and therefore making asylum decisions more robust. It also provides access to rights and integration measures for beneficiaries of international protection.
- The [Dublin Regulation](#) enhances the protection of asylum seekers during the process of establishing the State responsible for examining the application, and clarifies the rules governing the relations between states. It creates a system to detect early problems in national asylum or reception systems and address their root causes before they develop into a fully fledged crisis.
- The [EURODAC Regulation](#) supports the determination of the Member State responsible under the Dublin Regulation and allows law enforcement authorities access to the EU database of the fingerprints of asylum seekers under strictly limited circumstances in order to prevent, detect or investigate the most serious crimes, such as murder, and terrorism.
- The [European Union Agency for Asylum](#) contributes to improving the functioning and implementation of the Common European Asylum System. It provides operational and technical assistance to Member States in the assessment of applications for international protection across Europe.

Migration has been at the forefront in European debate over the past decade, particularly as a result of the high levels of migrants/refugees/asylum seekers, fleeing crisis situations such as the wars in Syria, Ukraine and Gaza. However, it has resulted in a dramatic increase in far right anti-immigration sentiment, racism and political parties are actively campaigning on an anti-migrant platform such as the Vox Party in Spain; Brothers of Italy; Alternative for Germany (AFD); ELAM in Cyprus; Freedom Party of Austria; the Irish Freedom Party.

As a result, EU member States have spent the past eight years reviewing migration policy and border control and on the 10th of April 2024, the EU agreed on a [Pact on Migration and Asylum](#), to reform policy for a more efficient and fair asylum process for those seeking international protection in the EU.

There are five key areas covered in the Pact:

1. **Screening Regulation:** Creating uniform rules concerning the identification of non-EU nationals upon their arrival, thus increasing the security within the Schengen area.
2. **Eurodac Regulation:** Developing a common database gathering more accurate and complete data to detect unauthorised movements.

- 3. Asylum Procedures Regulation:** Making asylum, return and border procedures quicker and more effective.
- 4. Asylum Migration Management Regulation:** Establishing a new solidarity mechanism amongst Member States to balance the current system, where a few countries are responsible for the vast majority of asylum applications, and clear rules on responsibility for asylum applications.
- 5. Crisis and Force majeure Regulation:** Ensuring that the EU is prepared in the future to face situations of crisis, including instrumentalisation of migrants.

However, this pact is not yet law and if adapted, it will not come into force for at least two years. It's also worth noting that there were objections from 'left' MEP's who claim it does not do enough to protect human rights, and right wing MEPs claim it will encourage migration. In keeping with 'active citizenship', there were vocal protests both inside and in front of the European Parliament. Watch the [This Pact Kills](#) video.

There are a myriad of reasons why a person migrates. They vary from economic (better job opportunities or standard of living); retirement; fleeing war, persecution, threat to life; and a most recent trend to emerge is due to the climate crises.

The main difference between a migrant and the other categories, is that anyone in the world can be a migrant. Refugees, asylum seekers and IDPs have to make an application in their country of arrival to get their status determined.

3.4.2 Migrant categories

There are four 'categories' of migrants.

Migrant

A person who moves from one place to another, especially in order to find work or better living conditions (also referred to as an economic migrant)

No universally accepted definition for "migrant" exists

It can be within their own country or to another, permanent or temporary

281 million migrants in the world (est 2021)

Anyone can be a migrant

Refugee

Refugees are people who have fled war, violence, conflict or persecution and have crossed an international border to find safety in another country. UNHCR

A person who cannot or is unwilling to return to their country of origin due to a valid fear of being killed/jailed/tortured/persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, gender, sexual orientation

Principle of non-refoulement is a person cannot be forcibly returned to the country of origin if the threat/fear still exists

Asylum seeker

Asylum seekers are people 'in-waiting' seeking protection as refugees

Asylum seekers are people 'in-waiting' seeking protection as refugees

They are legally entitled to stay in the host country until their application for protection is decided

They have a right to a fair hearing and appeal

Refugee

100 million forcibly displaced people in 2022

Status has to be determined

Internally Displaced People

A person fleeing danger and remaining in their own country

The government are still responsible for IDPs

53 million IDP at the end of 2021
(international displacement.org)

38 million IDP in 2021 – 14.4 million due to conflict; 23.7 million due to natural disaster
(international displacement.org)

Approximately 3.6% of the world's population currently live outside their country of origin. While many migrants choose to leave their countries of origin, an increasing number of migrants are forced to leave their homes for a complex combination of reasons, including poverty, lack of access to healthcare, education, water, food, housing, the consequences of environmental degradation and climate change - or because of persecution and conflict.

A lack of human rights-based approaches at global and national levels is increasingly the cause of routine violations of migrants' rights in transit, at international borders, and in the countries they migrate to.

While migrants are not inherently vulnerable, they can be vulnerable to human rights violations. Migrants in an irregular situation (those who enter, stay or work in a country without the necessary authorisation or documents required under immigration regulations) tend to be disproportionately vulnerable to discrimination, exploitation and marginalisation, often living and working in the shadows, afraid to complain, and denied their human rights and fundamental freedoms.

To illustrate this, **have a listen to Marielles story:**

<https://www.youtube.com/watch?v=tQdlkTJUcpQ>

Migrant children are particularly vulnerable, especially if unaccompanied. According to [Missing Children Europe](#), between 2018 and 2020, there were an estimated 18,000 missing children in Europe alone, which is presumed to be grossly under-reported. These 18,000 children are those who were documented/registered with the state on arrival, then go missing from their accommodation centres. It is not always known if the child left voluntarily or not, and less than 50% of children are found.

Human rights violations against migrants can also include a denial of civil and political rights such as arbitrary detention, torture, or a lack of due process. The denial of migrants' rights is often closely linked to discriminatory laws and to deep-seated attitudes of prejudice or xenophobia.

Take a look at this video which explains the difference between racism and xenophobia and why it is on the rise:

<https://www.youtube.com/watch?v=4Aicki4a4ul>

3.4.3 Intersectionality and Human Rights

Intersectionality is a concept that helps us to understand how social identities can overlap and can create multiple experiences of discrimination and simultaneous forms of oppression based on two or more grounds of discrimination rather than a single ground- for example, ethnicity in addition to gender.

Watch this video on Intersectionality

<https://www.youtube.com/watch?v=O1isIM0ytkE>

The intersection between poverty and race

People living in poverty face enormous physical, economic, cultural and social obstacles to exercising their rights. Permanent poverty is characterised by factors such as discrimination, unequal access to resources and social and cultural stigmatisation.

According to the United Nations, racial or ethnic minorities are disproportionately affected by poverty, with the lack of education, adequate housing and health care transmitting poverty from generation to generation. The continued socio-economic vulnerability of minorities is often the result of historical legacies, such as the impact of colonisation.

Racism causes poverty because of the exclusion that it leads to. But poverty itself may lead to further discrimination due to the negative stereotypes about people in poverty which are embedded in societies and even in the institutions that are meant to support the poor: schools, social services, healthcare, housing.

The '[Being Black in the EU](#) 2023 report found that:

- **Racial discrimination** – 45% of respondents say they experienced racial discrimination in the 5 years before the survey, an increase compared to 39% in [FRA's last survey](#). In Germany and Austria, it goes over 70%. Most often, they are discriminated against when looking for work or searching for accommodation. Young people and people with higher education are most affected. Yet, discrimination remains invisible as only 9% report it.
- **Harassment** – 30% say they experienced racist harassment but almost no one reports it. Young women, people with higher education and those wearing religious clothing are more likely to be racially harassed.
- **Racial profiling** – 58% say that their most recent police stop in the year before the survey was a result of racial profiling. Those who perceive their stop as racial profiling trust the police much less.
- **Work** – 34% felt racially discriminated against when looking for a job and 31% at work in the 5 years before the survey. Compared to people generally, they are more likely to have only temporary contracts and are over-qualified for their job.
- **Housing and poverty** – rising inflation and cost of living have put more people of African descent at higher risk of poverty, compared to the general population. Some 33% face difficulties to make ends meet and 14% cannot afford to keep their house warm, compared with 18% and 7% of people generally. Simply finding a place to live is a struggle for many, with 31% saying they were racially discriminated against when trying to find accommodation.
- **Education** – young people of African descent are three times more likely to leave school early, compared to young people generally. More parents in 2022 say that their children experienced racism at school than in 2016.

In order to combat prejudice in all its forms, attention must be paid to the intersectionality between racism and other forms of prejudice and discrimination. The [International Convention on the Elimination of All Forms of Racial Discrimination](#) (ICERD) and the [International Decade for People of African Descent 2015-2024](#) (the Decade) aims to address of past and current forms of racism providing guidance to address racism, racial discrimination, xenophobia.

3.5 Case Studies: Human Rights and due diligence

3.5.1 Climate Justice & Human Rights

Human rights are closely related to climate change for its devastating effect not only on the environment, but on our well-being. In addition to threatening our very existence, climate change is having a harmful impact on our right to life, health, food, water, housing and livelihoods. Likewise, natural disasters, environmental pollution, floods, forest fires, drought, earthquakes, etc put at risk the right to life, personal integrity, work, health, food, water and property, education, housing, the right to a healthy environment, etc. Furthermore, not caring about reducing the risk of natural disasters constitutes in itself a violation of human rights.

Watch this Video from Amnesty International on Climate Justice and Human Rights:

<https://www.youtube.com/watch?v=jwJAb9aAltI&t=43s>

In this section, we are going to explore human rights abuses and environmental harm linked to EU companies. We will explore how the creation of EU due diligence laws could help protect people and the planet.

This case study is taken from a report entitled [What if?](#), compiled by researchers from Anti-Slavery International and the European Coalition for Corporate Justice (ECCJ). This case is a prime example of how the violation of one human right, can have an additional adverse impact on another.

Before we begin, let's briefly explore what the term 'due diligence' means.

3.5.2 Due Diligence

Human rights due diligence reflects the entitlement of every human being to be treated with dignity. It is intended to help a business enterprise know and show that it respects human rights throughout its operations as well as over time. Therefore, in order to identify, prevent and account for how business enterprises address their adverse human rights impacts, they should carry out human rights due diligence, which:

1. Should cover adverse human rights impacts that the business enterprise may cause or contribute to through its own activities, or which may be directly linked to its operations, products or services by its business relationships;
2. Will vary in complexity depending on the size of the business enterprise, the risk of severe human rights impacts, and the nature and context of its operations;
3. Should be ongoing, recognizing that the human rights risks may change over time as the business enterprise's operations and operating context evolve.

Due diligence in EU Companies

Over the past few decades, some of the EU's largest and most well-known companies have been involved in serious human rights abuses and environmental harm in countries across the globe.

You can access the full definition and guide by the Office of the High Commissioner for Human Rights (OHCHR) [here](#).

[Respect International](#) outlines several case studies in countries all around the world. The companies featured have failed to address abuses perpetuated by subsidiaries or business partners in their global value chains, over whom they often have considerable control or influence.

The following Respect International case study demonstrates how EU-wide mandatory human rights and environmental due diligence legislation would make a difference in these cases.

3.5.3 Case Study on West Africa

Alleged Offender: Ferrero International SA is headquartered in Findel, Luxembourg. It manages a group of chocolate and confectionery subsidiaries. Its most famous brands include Ferrero Rocher, Nutella and Kinder.

Human Rights violations: Child trafficking, child and forced labour

Additional violations: climate and environment due to deforestation

Affected communities: In West Africa, most cocoa farmers live below the poverty line. Structural poverty is the prime challenge of the cocoa sector and one of the root causes of child labour. More than two million children are involved in child labour, particularly in Côte D'Ivoire and Ghanaian cocoa plantations. Child trafficking, a form of modern slavery, is also found in cocoa plantations in these countries, with children trafficked from Mali, Burkina Faso, Niger, Nigeria, Togo and Benin.

Summary

As a key buyer from the region, Ferrero should take more action to address the high risks of child labour, child trafficking and forced labour in the West African cocoa supply chain.

Widespread deforestation has also been taking place to make room for cocoa plantations, causing devastation for both wildlife and the climate. The absence of binding regulation has meant there is little incentive to drive change in the sector.

Details

Every year, 70 percent of the world's cocoa beans are produced on small farms in West Africa. Côte D'Ivoire and Ghana are the two largest producers: together they produce more than half the world's cocoa.

But the industry is rife with child labour, forced labour. the United States Department of Labor (USDOL) estimated that "over 2.1 million children were engaged in child labour in the cocoa sector in Côte D'Ivoire and Ghana in 2013-2014." (OFCT 2021)

Child trafficking in particular is a known but under-addressed issue in the region. Children as young as five are kidnapped or bought in Mali, Burkina Faso, Niger, Nigeria, Togo and Benin, and trafficked to cocoa plantations in Côte D'Ivoire and Ghana. Journalists that went undercover as cocoa farmers, documented traffickers in Ghana selling children to them for \$34 a child (Invisible Hands, 2021)

Child trafficking and forced labour occur within the context of very high levels of child labour. There are an estimated 2.1 million children in child labour in the two countries' cocoa sectors, of which 96 percent are thought to be in hazardous forms of labour. A combination of factors drives child labour in the region, including chronic poverty, lack of access to education, insufficient land and the low bargaining power of farmers to secure prices that provide a living income.

The cocoa industry in West Africa has also been the primary driver of deforestation. Less than 11 percent of Côte D'Ivoire remains forested, and less than 4 per cent remains densely forested. Besides legal deforestation, more than 90 percent of the national parks and protected areas in Côte D'Ivoire have been cleared of forest and replaced with cocoa plantations.

Approximately one quarter of deforestation in Ghana has been linked to the cocoa industry: almost 300,000 acres levelled between 2001 and 2014 were part of protected areas. Elephants and chimpanzees have been decimated by this overwhelming loss of habitat. The issues above affect the entire cocoa sector sourcing from West Africa.

Ferrero International has a particular role to play – as the world's third largest chocolate company- which sources its entire cocoa supply from West Africa and Ecuador.

The negative impacts of the cocoa industry have been known for decades. Yet commitments to end child labour have been entirely insufficient.

What if?

Under an EU-wide mandatory human rights and environmental due diligence law, Ferrero would be obliged to ensure respect for internationally recognised human and labour rights in its global value chains.

- Ferrero would be obliged to carry out risk-based due diligence to identify, prevent, cease, and account for its adverse impacts, including by ensuring that its suppliers meet international human and labour rights standards, particularly with regard to forced and child labour, and environmental standards.
- Ferrero would have to increase transparency and take action to trace and map its supply chain, down to farm level.
- As part of human rights due diligence, Ferrero should assess the drivers of risk in its supply chain, and therefore take action to assess the impact of its own purchasing practices.
- Ferrero would need to consider how its pricing hinders suppliers' capacity to pay farmers and their workers a living income- thereby addressing one of the most significant root causes of forced and child labour.

- Farmers and farmworkers, communities and their representatives could challenge Ferrero's alleged failure to ensure respect of their rights before Luxembourg's judicial and administrative authorities and seek remediation.
- Ferrero could be held liable for harm arising from human rights, labour and environmental abuses in its supply chain which it failed to prevent, if allegations were proven.

What could you do?

1. Use [Ethical Consumer](#) to be sure you are not supporting companies that source their cocoa from areas where slavery and child labour are prevalent
2. Speak Out: Hold information events, contact chocolate companies; ask your local shop/supermarket about their suppliers;
3. Peaceful protests; social media activism; spread the word; contact organisations that are affiliated with or sponsored by the company/product
4. Seek funding for an investigation or expose in writing or a documentary. Great examples are by Australian journalist and film-maker, John Pilger
5. Other ideas?

Refer to Module 1 for more information about Active Citizenship.

ACTIVITY: Participants design a small local initiative promoting human rights using Active Citizenship as the foundation.

CONCLUSION

Human Rights protections are crucial to equality, respect and dignity and although enshrined in law, there continues to be persistent violations of people's rights from minor infractions to loss of life and liberty at the hands of the State all around the world.

It's imperative that these laws are protected, enforced and those responsible for violations of an individual or group, are held to account.

As Active Citizens, it's up to every individual and community, to advocate and campaign for equality and social justice, thus creating an equal society.

3.6 Human Rights Quiz

What is the ECtHR?

a. European Convention on Human Rights

b. European Court for Human Rights

c. EU Covenant on Human Rights

Answer: b

Are treaties legally binding?

Yes

No

Answer: yes

Which of these rights are protected?

a. Right to Liberty

b. Right not to be tortured

c. Right to marry

d. All of the above

Answer: d

Individuals can make a complaint to the EtCHR

True

False

Answer: true

How many countries are there in the European Union?

Answer: 27

How many rights are there in the Universal Declaration of Human Rights?

a. 15

b. 30

c. 35

Answer: b

Xenophobia is the same as racism

True

False

Answer: false

Refugees are the same as Internally Displaced People

True

False

Answer: false

Prisoners of war do not have any human rights

True

False

Answer: false

Can being an active citizen help fight human rights violations?

Yes

No

Answer: Yes!!

Further Reading

European convention on Human Rights - A Living Instrument: https://www.echr.coe.int/documents/d/echr/Convention_Instrument_ENG

Fight Racism: <https://www.ohchr.org/en/get-involved/campaign/fight-racism>

Film European Courts of Human Rights: <https://www.youtube.com/watch?v=XA36LCnNlgQ>

Palestine through the lens of international law: <https://www.youtube.com/watch?v=hecvPCNAiPk>

The International Bill of Human Rights factsheet: <https://www.ohchr.org/sites/default/files/Documents/Publications/FactSheet2Rev.1en.pdf>

The International Bill for the elimination of all forms of Racism: <https://www.ohchr.org/en/instruments-mechanisms/instruments/international-convention-elimination-all-forms-racial>

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