

# Protecting Youth Rights UN Security Council Resolution 2250

## First Handbook Training Material Series Protecting Youth Rights as Based on UNSCR 2250



# Protecting Youth Rights UN Security Council Resolution 2250

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These training materials are funded by the United Church of Christ/Genesis Fund



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#### **\\** Acknowledgment

I am pleased to extend my appreciation and gratitude to the administration of the YWCA, represented by Ms. Mira Rizeq, the General Secretary, for giving me this opportunity as a researcher in preparing training resources and producing a series of training materials. I also thank Ms. Ropina Rafidi, as well as the staff and the coordinators of the YWCA-funded project for the time and effort they provided. Their support in the process of preparing a series of training resources within the YWCA has vastly facilitated access to the necessary information and documents. I also appreciate the efforts of the YWCA of Palestine youth volunteer groups, who contributed to providing the necessary data through attending and interacting in the focus groups and the in-depth individual interviews.

Researcher Lamya Shalaldeh

#### Introduction

Based on our core belief in the right of every young person in Palestine and the world at large to live in dignity and build a sustainable future with safety, stability, and equality, the YWCA of Palestine decided to adopt UNSCR 2250 (since its first launch) as a method and strategy for empowering youth. This resolution is especially pertinent for our work, as it affirms the active role of young people in achieving international peace, security, and sustainable development. It calls on the need to develop policies and programs that contribute to providing due protection for the youth

who constitute the majority of societies. The resolution also assigns responsibility and holds governments and civil society institutions accountable for enabling youth with tools to contribute effectively in sustainable development efforts. This requires integrating young men and women in their societies, improving the levels of education, and providing employment opportunities that meet their needs. Moreover, it calls for translating the goals of sustainable development in a way that acknowledges young people as building cadres in their societies.

This UN resolution calls on governments, civil society institutions and all concerned parties to build young and effective leaders capable of leading change. It acknowledges the vital role of young people as key partners in international development and advocacy processes and considers them fully capable to build a better future of peace, security, and liberation.

In October 2018, the YWCA of Palestine held its first International Youth Conference, titled *Youth Participate and Youth Decide: Towards Freedom and Justice.* The conference aimed to promote the awareness of young people around UNSCR 2250 and to give them the opportunity to discuss the resolution while supporting a process of building youth leadership in Palestine. The conference also highlighted the rights of young people to be actively engaged in decision-making. It urged the Palestinian Authority to build a common vision for a better future and to develop a national action plan in line with this resolution. It has become clear that young people need educational materials, practical mechanisms, and strategies for how to implement the resolution in the Palestinian context. Therefore, the YWCA of Palestine decided to take the second and strategic step to prepare a manual that would be accessible for young women and men, and to train groups and enable them with the tools and knowledge to train others on the use of this manual.

We dedicate this training manual to all young women and men in Palestine and the world at large. We affirm their fundamental, national, political, social, and economic rights. We greatly hope and fervently believe that the youth will benefit from this manual towards claiming their rights. Knowledge and awareness are the core foundations for liberation and peacebuilding.

I extend my sincere gratitude to the researcher, trainer and leading author of the manual (training material series), Ms. Lamya Shalaldeh. I also thank all of the YWCA team of staff and volunteers who largely contributed to the completion of this manual.

YWCA of Palestine National General Secretary.

Mira Rizeq

#### First Handbook

## Protecting Youth Rights as Based on UNSCR 2250

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#### **Preamble**

Youth, peace and security, and the effective role of young people in enhancing and solidifying the foundations of peacebuilding, are among the most pressing issues of our time. This is especially the case in light of conflicts, wars and oppressive practices that countries are witnessing. Youth are often used as fuels for these conflicts and are targeted in deliberate killing and acts of violence. All of these issues combined require serious attention and call for the protection of youth rights. It is extremely critical to activate international legal frameworks so as to prevent the abuse and torture that youth and women civilians are largely exposed to. This necessitates effective international and local tools and mechanisms to put an end to impunity, which is the core of the United Nations Security Council Resolution 2250.

Palestinian youth make up society's largest population, yet they live an unusual and bitter experience. They have been undergoing daily abuse under the discriminatory Israeli practices which have had negative consequences on all aspects of life. The Occupation policies have led to social, economic and developmental instability, and hindered human and natural resources that are essential for reaching to sustainable development that Palestinian people yearn and have the right for, much like other people of the world.

The Israel occupation's systematic policies against the Palestinian people are still proceeding. This is evident through the many human rights violations blocking public and individual freedoms and compromising human dignity. Practices also include targeting and killing Palestinian civilians, forced displacement and arbitrary detention, as well as segregating Palestinian cities and villages and transforming them into ghettos (cantons). In addition, Israel has also proceeded in destroying the economy and infrastructure, controlling borders and crossings, imposing a long-term siege, knocking down productive projects, and confiscating lands and basic livelihoods of Palestinian families. All of these have had a direct impact on the Palestinian people, especially the youth. It has denied them of their right to access resources and opportunities by which to invest their energies and capabilities towards building their society as independent, productive and active citizens.

It is therefore pertinent to discuss the importance of implementing the rules of International Humanitarian Law, Human Rights Law, and the UN Resolutions towards identifying the international tools that could shield and empower generations of Palestinian youth who are suffering under Occupation. This makes us all, whether at the official or national levels, responsible for keeping track of international developments and determining the tools to use for advocating for the issues of Palestinian youth. In this respect, it is necessary to pay special attention to the international approach regarding developing tools by which to protect young men and women affected by armed conflict, acknowledge their

role in security and peacebuilding efforts, as well as recognizing their right to live in dignity. Accordingly, it is crucial to highlight the importance of participation, conflict prevention, protection, building community partnerships, and empowering and elevating the profile of youth, as well as to support their effective stakeholders in maintaining and promoting peace and security.

Seeing that the percentage of youth in Palestine comprises 30%18' of the total population requires serious rethinking of building national institutions that would be compatible with the nature of the society's formation. It is thus crucial to restructure awareness about the active participatory role of this large segment of society, and ensure their integration in building state institutions at all stages. This includes acknowledge the role of youth in decision-making and in formulating overall plans and policies that take into account the needs and concerns of young people. It would be near impossible to discuss empowerment and the right to self-determination, while ignoring the crucial roles, ambitions, and futures of youth at developmental stages.

Palestine is going through a critical stage - both internally and externally. This calls us to seriously reflect on the situation more than any time before. We need to undergo a serious and sincere evaluation of all plans, programs, and strategies at all levels (official and civil society levels alike) and contemplate on: "Where are young people in terms of plans, programs and strategies, and to what extent are they involved in them? Is their suffering on the ground reflected at various levels? Has there been serious evaluation of the progress made for the advancement of youth and the investment of their creative capabilities and energies?" These questions are pertinent when talking about youth who happen to be living under a prolonged colonial occupation. "How do the discriminatory policies and practices affect the lives of youth? Where is the protection provided by the International Humanitarian Law, Human Rights Law, and International Criminal Law when it comes to young Palestinians? Why is such a large segment of society contemplating immigration? How can we save them from despair and frustration, and move them towards active participation in the civil, political, social, economic, and cultural fields?" All these questions and many others require deep reflection and serious review of plans, programs and proposed strategies by which to translate possibilities, roles and responsibilities into a tangible reality for young people.

The YWCA has taken intensive action to raise awareness and knowledge regarding international protection mechanisms towards the protection of youth rights in accordance with UNSCR 2250. The YWCA has also provided key resources for empowering young people to access the relevant advocacy tools of influence at both the international and local levels. It is in this respect that we have developed a series of training resources specialized for protecting youth rights as per UNSCR 2250, also with the aim that institutions working with the youth sector and human rights can benefit from them. The training series concentrates on topics and international references - in accordance with UNSCR 2250 - on the protection of the rights of civilians (and youth in particular) who are affected by armed

conflict and occupation. The resource documents of the training series are considered the first of their kind at the national and regional levels. The specialized manual provides both theoretical and practical resources aimed to aid trainers and facilitators to provide an effective training process on issues pertaining to the protection of youth rights in armed conflict and occupation. The first part of each handbook consists of a theoretical dimension, while the second part provides the practical dimension.

In this document, we present the duties of State Parties in abiding by Geneva Conventions regarding the protection of civilians in general and youth in particular. We also discuss, without reservations, the State of Palestine's responsibility toward youth, especially after joining the basic international human rights conventions, as we seek to fulfill the right of youth to live in dignity and peace. Here, we discuss the role of duty bearers in ensuring participation, protection, and conflict prevention. We also highlight the importance of building real partnerships to elevate the reality of young people while integrating them effectively in the society. We adhere to the principle of equality and non-discrimination, taking into account gender considerations at various levels. We also stress for the Occupation to be held accountable under international law, as well as press the State of Palestine to meet its obligations towards two-thirds of its population at all levels (such as setting the national policy agenda, instituting legislations, and applying them on the ground). In effect, Palestinian public policies are still insufficient in meeting the needs of Palestinian youth. This is largely due to following an outdated legal system that has been inherited from successive occupations. This outdated legal system is not at all compatible with the development occurring at all aspects of society, and our aim is to instill within the youth the knowledge and drive to bring about change to those systems that have been standing in the way of peace, security, and development.

#### What is this Manual about?

This manual summarizes the YWCA's work experience with youth. It reaffirms its position to protect the rights of young people in accordance with the international resolutions in general, and UNSCR 2250 in particular. It also provides a practical methodology for the YWCA partners to implement and use the UNSCR 2250 mechanism, which stipulates the protection of youth rights during armed conflict and occupation.

The training manual for implementing UNSCR 2250 contains three handbooks.

**The first handbook** is the theoretical and legal framework for UNSCR 2250. It relates to the relevant international tools for action and is followed by learning methodologies and techniques for sharing and transferring knowledge.

**The second handbook** focuses on UNSCR 1325 and its complementary resolutions and is followed by learning methodologies and techniques for sharing and transferring knowledge.

**The third handbook** sheds light on the pillars of UNSCR 2250. It delves into the mechanisms for using the Resolution as a tool for national, regional and international advocacy towards the protection of youth rights under occupation and armed conflict. It is also followed by learning methodologies and techniques for sharing and transferring knowledge.

Each handbook thus includes a theorical framework as well as a practical section for transferring knowledge and raising awareness on UNSCR 2250. The handbooks also include implementation mechanisms at the national and international levels, with the aim to protect the rights of young people under occupation and armed conflict.

The manual, developed for specialized trainers and facilitators who work with youth, is considered a main key to move forward in bringing the training sessions to life. Through this work, we gave room for expert hard-working trainers and facilitators to develop the appropriate tools, mechanisms, and training methods.

The manual also includes guidelines for trainers and facilitators to maximize the engagement of participants. The guidelines provide methods by which to involve youth participants in using international human rights protection mechanisms as mean to achieve individual and collective rights. Through excelling in those activities with the guidance of the trainers, participants will find viable ways to work towards defending and protecting youth rights.



An image of a man and woman during the YWCA's awareness-raising activities.

#### **Manual Objectives**

By using the mechanism of protecting youth rights as stipulated in international conventions and resolutions, particularly in UNSCR 2250, this manual aims to provide and extend the knowledge of individuals, networks, institutions, active youth groups, and trainers in the field of empowering and protecting the rights of youth affected by armed conflict and occupation. The manual provides groups with deep understanding of the significant value of UNSCR 2250 (and other relevant resolutions) in amplifying the role of young people in development and peacebuilding efforts.

The manual also contributes to developing young people's skills and knowledge by introducing advocacy tools for empowering and protecting youth rights during armed conflict and occupation. Moreover, it constitutes an educational curriculum on the role of youth while emphasizing the "peace and security" principles of the United Nations Security Council, starting with "Women, Peace and Security" of UNSCR 1325, and moving on to "Youth, Peace and Security" of UNSCR 2250.

#### **Manual Methodology**

The manual's process depends on a participatory approach that requires:

- Reviewing international conventions and resolutions (particularly UNSCR 2250, UNSCR1325, and complementary resolutions) pertaining to the protection of the rights of youth affected by armed conflict and occupation.
- Reviewing and analyzing national policies and strategies, especially those related to development plans.
- Conducting interviews with professors and specialists in International Humanitarian Law, experts in human rights and the Palestinian legislative system, and active youth groups.
- Conducting an extended discussion meeting between persons working with youth and those concerned with youth rights and introduce them to this manual and its use.

UNSCR 2250:

concepts and Principles

#### **First: Concepts and Terminologies**

#### **United Nations:**

The United Nations is an international organization with 193 independent member states almost comprising the whole world. It was founded in 1945 in San Francisco, California, after the Dumbarton Oaks Conference that was held in Washington, DC. The mission and work of the UN are guided by the purposes and principles contained in its founding Charter. The organization is funded by its member states through assessed and voluntary contributions.

The UN also provides a forum for its members to express their views in the General Assembly, Security Council, Economic and Social Council, and other bodies and committees. By enabling dialogue between its members and by hosting negotiations, the Organization has become a mechanism for governments to find areas of agreement and solve problems together.<sup>18</sup>

#### The Main Organs of the United Nations:

The UN is comprised of six principal organs. Each has its own specific roles and responsibilities, yet all are integrated together as they form the System of the United Nations. The main organs of the UN are:

The General Assembly, Security Council, Economic and Social Council, Trusteeship Council, International Court of Justice, and the UN Secretariat. All were established in 1945 when the UN was founded.

#### **General Assembly:**

The General Assembly is the main deliberative, policymaking and representative body of the UN. All 193 Member States of the UN are represented in the General Assembly, making it the only UN body with universal representation. Each year, in September, the full UN membership meets in the General Assembly Hall in New York for the annual General Assembly session, and general debate, which many heads of state attend and address. Decisions on important questions, such as those on peace and security, admission of new members and budgetary matters, require a two-thirds majority of the General Assembly. Decisions on other questions are by simple majority. The General Assembly, each year, elects a GA President to serve a one-year term of office.<sup>19</sup>

- 18 The United Nations website. <a href="https://www.un.org/ar/sections/about-un/overview/index.html">https://www.un.org/ar/sections/about-un/overview/index.html</a>
- 19 The United nations website. https://www.un.org/en/sections/about-un/main-organs/index.html

#### **Security Council:**

The Security Council has primary responsibility, under the UN Charter, for the maintenance of international peace and security. Under the Charter, all Member States are obligated to comply with Council decisions. The Security Council takes the lead in determining the existence of a threat to the peace or act of aggression. It calls upon the parties to a dispute to settle it by peaceful means and recommends methods of adjustment or terms of settlement. In some cases, the Security Council can resort to imposing sanctions or even authorize the use of force to maintain or restore international peace and security. These measures vary from imposing economic sanctions and ending with international military action. The Council also established peacekeeping operations as well as special political missions.<sup>20</sup>

#### **Economic and Social Council (ECOSOC)**

The Economic and Social Council was established pursuant to the United Nations Charter. It is the principal body for coordination, policy review, policy dialogue and recommendations on economic, social and environmental issues, as well as implementation of internationally agreed development goals. It serves as the central mechanism [of about 70%] for activities of the UN system and its specialized agencies in the economic, social and environmental fields, supervising subsidiary and expert bodies (including 14 specialized agencies, nine functional commissions, and five regional commissions). It has 54 Members, elected by the General Assembly for overlapping three-year terms. It is the United Nations' central platform for reflection, debate, and innovative thinking on sustainable development.<sup>21</sup>

#### **Trusteeship Council:**

The Trusteeship Council was established in 1945 by the UN Charter, to provide international supervision for 11 Trust Territories that had been placed under the administration of seven Member States, and ensure that adequate steps were taken to prepare the Territories for self-government and independence. By 1994, all Trust Territories had attained self-government or independence. The Council amended its rules of procedure to drop the obligation to meet annually and agreed to meet as occasion required.<sup>22</sup>

#### International Court of Justice (ICJ):

The International Court of Justice is the principal judicial organ of the United Nations. Its seat is at the Peace Palace in the Hague (Netherlands). It is the only one of the six principal organs of the United Nations not located in New York (USA). The Court's role is to settle, in accordance with international law, legal disputes submitted to it by States and to give advisory opinions on legal questions referred to it by authorized United Nations organs and specialized agencies. It is the primary judicial organ of the United Nations Charter.<sup>23</sup>

- 20 Ibio
- 21 The United Nations website. https://www.un.org/en/sections/about-un/main-organs/index.htm
- 22 Ibid
- 23 Ibid.

#### **Maintain International Peace and Security:**

The United Nations came into being in 1945, following the devastation of the Second World War, with one central mission: the maintenance of international peace and security. The UN does this by working to prevent conflict; helping parties in conflict make peace; peacekeeping; and creating the conditions to allow peace to hold and flourish. These activities often overlap and should reinforce one another, to be effective.<sup>24</sup>

#### Peacekeeping:

Peacekeeping has proven to be one of the most effective tools available to the UN to assist host countries navigate the difficult path from conflict to peace. Today's multidimensional peacekeeping operations are called upon not only to maintain peace and security, but also to facilitate political processes, protect civilians, assist in the disarmament, demobilization and reintegration of former combatants; support constitutional processes and the organization of elections, protect and promote human rights and assist in restoring the rule of law and extending legitimate state authority.<sup>25</sup>

Peacekeeping operations get their mandates from the UN Security Council; their troops and police are contributed by Members States; and they are managed by the Department of Peace Operations and supported by the Department of Operational Support at the UN Headquarters in New York. There are 14 UN peacekeeping operations currently deployed and there have been a total of 71 deployed since 1948.

#### **Peacebuilding:**

The concept of peacebuilding, which was associated with the Cold War, is considered one of the important and controversial topics for discussion, because it expresses the interest of states and individuals alike in providing peace and stability as an alternative to wars and for post-conflict reform. However, it still suffers from a conceptual deficiency and lacks a comprehensive theory. Partial theories were thus created to analyze and explain the concept, which is often used as a term that intersects with several concepts - such as conflict resolution, conflict management, prevention and transfer. The activities of peacebuilding (as per the UN) "are aimed at assisting countries emerging from conflict, reducing the risk of relapsing into conflict and at laying the foundation for sustainable peace and development." Accordingly, this led to the intensification and coordination of efforts for the success of the peacebuilding process and for achieving the desired objectives towards aiding humanity and establishing the international peace and security foundations.

This new concept has become the main focus of all countries as it expresses their priorities and plans to achieve democracy and reconciliation. Peacebuilding came to complement peacekeeping and processes therein towards establishing lasting peace and preserve the international system. John Paul Lederach described the concept as one that encompasses all operations carried out by local actors (namely all individual and collective society forces, as well as the international authority, international and non-international institutions, and states) towards reviving civil society, rebuilding infrastructure, and restoring institutions shattered by war or civil conflicts. These processes may seek to establish these institutions, if non-existent, to prevent the outbreak of war, and to advance the peacebuilding process. <sup>26</sup>

#### Youth concept:

Although the term of youth, inclusive of young women and men, is a fairly recent concept associated with modern culture, yet it has become an internationally agreed reality. Many key stakeholders within the international community had adopted age-based parameters to define the concept, but that approach lacked uniformity.

The United Nations—without prejudice to other definitions by Member States—defines 'youth' as those persons between the ages of 15 and 24 years. In fact, all United Nations statistics related to youth are adopting this definition, as evident in the UN Demographic Yearbook census datasets that cover topics including education, employment, and health. We define youth as persons between the ages of 18 and 29 years.

#### Political participation:

This pertains to an individual's contribution to a political activity that affects the process or actualization of decision-making. This includes expressing an opinion concerning a public issue, party membership, joining or cooperating with civil society institutions, running for elections, and holding an executive or legislative position.



United Nations. https://un.org/en/sections/what-we-do/maintain-international-peace-and-security/index.html

<sup>25</sup> United Nations. https://un.org/en/sections/what-we-do/maintain-international-peace-and-security/index.html

### Second: The Reality of Palestinian Youth During Armed Conflict and Occupation

#### The Impact of the Israeli Occupation on the Reality and Future of Palestinian Youth

Palestinian youth are a component of the world's youth. They yearn for freedom and for a life with dignity. They have hopes and aspirations for a future exemplified by social justice and human rights foundations, as well as to make prosperous contributions and have the right for self-determination. However, the Israeli occupation constitutes major obstacles to the achievement of the goals and ambitions of Palestinian youth to live in freedom and with dignity. Since its establishment, the Occupation has continued to violate the rules of International Humanitarian Law (IHL) and International Human Rights Law (IHRL). Israel imposed full control over the Palestinian Territories and insisted not to recognize Palestine as a state under occupation. It also refused to recognize that the Fourth Geneva Convention for the Protection of Civilians in a War Zone applies to Palestine; a state to which that convention's rules should apply.

Palestinian youth differ from others because they have lived and are still living under war, violence and conflict due to the dominating Israeli occupation over the Palestinian Territories. Young people are constantly exposed to torture, displacement, abuse, killing and direct arrest. The Occupation has also sought to keep Palestinian youth the most crucial segment of the society - vulnerable, so as to destroy their will and determination. Furthermore, the systematic policies exercised by the Israeli state has affected the various economic and psychosocial aspects of life, amongst others, and made them extremely complex and difficult. The repercussions of these practices have led to gruesome circumstances and continue to threaten civil peace and social security.

The systematic Israeli policies have increased in terms of arbitrariness, repression, and widespread violence, all of which have had negative effects as reflected at all levels, standards and criteria - especially amidst the current Palestinian political divide. Meanwhile, the international community has failed to carry out its responsibilities according to the human rights system. This forms a great danger. The weakness and double standards in applying policies by which to reduce impunity and hold perpetrators (i.e., Israeli occupation's leaders and soldiers) accountable, have made the Palestinian youth lose confidence in everything proposed by international resolutions and charters.

Palestinian youth have become convinced that the Israeli occupation has managed to dismiss all international resolutions governing human rights. They have done so by various means of power, as well as psychosocial and economic measures aimed to shatter the hopes of Palestinian youth and destroy their life structure. The Israeli occupation has used air, land, and naval warfare mechanisms and internationally prohibited weapons on civilians, agricultural lands, trees, buildings and factories. The military strikes and operations have burned, demolished, bombed, as well as displaced and committed massacres against Palestinians. This is not to mention the long years of siege and continuous closure by which they have enacted the policies of starvation and deprivation

of basic rights, such as the right to movement, investment, and the use of natural resources. The Israeli occupying state has persisted with the policy of pressure and abuse, thus depleting and weakening the psychological and physical energy, and creating constant turmoil, tension, and deterioration at all levels.

In recent years, the Occupation has targeted Palestinian youth by using a policy of deliberate killing, preventing their freedom of movement, arresting them arbitrarily, and wounding them in sensitive areas. All of these practices have caused great damage and pain on the lives of young Palestinians and will accompany them throughout their lives. There have been hundreds of thousands of martyrs, wounded, and disabled persons due to being targeted during popular protests and demonstrations, or while moving from their homes to their work or schools, or while communicating with their families.

Palestinian young people have comprised the vast majority of victims. For example, during al-Aqsa Intifada, the number of martyrs until 2011 (according to a report by the Ministry of Health) reached 7227, of whom 4,607<sup>18</sup> were between 15-29 years. In other words, the youth made up 63.7% of deaths. Meanwhile, the numbers of those injured reached 60043, of whom 35,321 were aged between 15 and 25; approximately 58.8% of the total wounded. The percentage of disabled persons within the Palestinian society thus rose from 2% up to 5%. This means that 3% of the Palestinian society became disabled due to the Israeli attacks, ranking Palestine amongst the highest rates of disabilities in the world. During the past three years, Al-Haq's statistics indicated that following the rage over Jerusalem, the number of martyrs aged 15-29 reached 406 victims, including 388 males and 18 females from different Palestinian governorates.

#### **Closure and Siege Policies:**

The siege and closure policy adopted by the Israeli occupation against Palestinian cities and villages has had a direct impact on raising the unemployment rate among Palestinian workers, especially among the youths (aged 20-29). During the third quarter of 2017, the unemployment rate (as per the Palestinian Central Bureau of Statistics) went up to 29.2% in the Palestinian market; the highest recorded rate during the span of fourteen and a half years. The number of unemployed people in Palestine reached 412.8 thousand individuals, of whom 37.9% hold diplomas or higher certificates. The unemployed were distributed as 243.8 thousand in the Gaza Strip and 169,000 in the West Bank, while unemployment rates reached 46.6 thousand and 19% respectively. This has caused economic losses to the labor sector and workers since the outbreak of the *Intifada*. As such, this led to the spread of the unemployment phenomenon. It also increased the number of Palestinian families who have been living in poverty, reaching 75% of the total Palestinian families in the West Bank and Gaza Strip, in which youth constitute two thirds of these percentages.

<sup>18</sup> Palestinian Ministry of Health report.

<sup>19</sup> PCBS (Palestinian Central Bureau of Statistics).

#### The impact of the closure policy on the right to education:

The closure has had an evident negative impact on the mental health of Palestinian university students, especially young women, while crossing the various checkpoints. There have been dire consequences due to the exposure of students to assaults at military checkpoint inspections in major cities and towns. Both male and female students have greatly suffered from various violations, including being delayed without any justification, or humiliated during inspection under the pretext of "searching for explosives." Female students have also suffered from verbal harassment by the soldiers at the checkpoints. All of this has had psychological effects on students and directly influenced their practical performance. In addition, female students have often lost educational opportunities due to the harsh conditions of military checkpoints, soldiers' behavior at border crossings, and harassment against students. These have forced some parents to prevent their daughters from completing their education. Many young teachers were also forced to leave their work (such as in Jerusalem schools) in search of other job opportunities as a result of the repeated and unjustified siege and closures policies. This made several young teachers lose employment opportunities (especially in Jerusalem suburbs schools).



Third: International Efforts to Protect Youth and Enhance Their Role in Peacemaking<sup>20</sup>

### Third: International Efforts to Protect Youth and Enhance Their Role in Peacemaking

The statistics announced in 2013 indicate that about 225 million (20%) young people in developing countries are inactive and have not been integrated into the public life therein. They also did not study, work, or pursue any professional or educational training. More than 1.8 million youth aged between 15-24 die each year in the world, mostly due to preventable causes. 10.6% of the same age group are illiterate. Some of those youth suffer from HIV every day. Youth constitute 25% of the total working adult population, yet they represent 43.7% of the unemployed. In addition, half of sexual assault victims are females. This prompted the world systems to change their approach concerning youth issues and take appropriate measures to focus on this particular group, which has special characteristics and needs. This approach contributed to supporting conventions and treaties that provide mutual regional base in the youth sector, namely: The Council of Europe Youth Policy<sup>21</sup>, the African Youth Charter, and the Ibero-American Convention on Young People's Rights.<sup>22</sup>

In July 2013, OHCHR experts committee agreed to analyze the human rights framework applicable to youth, and to formulate possible strategies to promote human rights of youth at the international level. This was based on the agreement that young people "experience difficulties in the exercise of their rights by virtue of being young and that there are gaps in the protection of the human rights of youth."<sup>23</sup>

Many participants emphasized the need for a legally binding instrument that guarantees universal promotion and protection of youth rights.<sup>24</sup> Short and medium-term transitional options were suggested, particularly in mainstreaming youth rights and issues into the work of the treaty bodies and special procedures and within the universal periodic review mechanism. It was also recommended to report on the gaps of the current human rights framework in its relation to youth. Also raised was the idea of a special rapporteur on youth as a special procedure of the Human Rights Council.<sup>25</sup>

#### In light of the International Human Rights Law (IHRL)<sup>26</sup>

#### "Under the International Legitimacy of Human Rights"

Maintaining international peace and security is an objective and strategy of the United Nations and Security Council. Countries that contributed to establishing the United Nations Organization, since World War II, have taken it upon themselves to identify intellectual

- Laila al-Ajeeb, Research about Human Rights. Accessed December 31, 2018
- 21 For further information: <a href="http://coe.int/t/dg4/youth/Source/Coe-youth/Participation/COE-charter-partecipation-fr.pdf">http://coe.int/t/dg4/youth/Source/Coe-youth/Participation/COE-charter-partecipation-fr.pdf</a>
- 22 For further information: <a href="http://africa.unfpa.org/webdav/site/africa/users/africa-admin/public/CHARTER-French.pdf">http://africa.unfpa.org/webdav/site/africa/users/africa-admin/public/CHARTER-French.pdf</a>
- 23 OHCHR, Expert Meeting on the Human Rights of youth: Executive Summary and Outcomes. 2013.
- 24 Ibid
- 25 Ibid
- 26 United Nations Office of the High Commissioner for Human Rights (OHCHR)

foundations that achieve settling disputes and establishing international peace. In addition, the Universal Declaration of Human Rights of 1948 has become the main document and ethical reference for member states, as it sets out the fundamental human rights to be universally protected. Its principle is "All human beings are born free and equal in dignity and rights... regardless of gender, class, race or religion." Violence, conflict and occupation are based on violating human rights and lack of peace and security. Therefore, the process of protecting and reinforcing human rights is the duty and responsibility of all countries, whether those suffering from armed conflicts, or countries that live in a state of peace.

The international legitimacy of the Universal Declaration of Human Rights (UDHR) in 1948 guaranteed youth rights in the International Covenant on Civil and Political Rights (1966) and the International Covenant on Economic, Social and Cultural Rights (1966). It also stipulated that these rights must be exercised and claimed in all cases. Activists in the field of protecting youth rights continuously seek to put pressure on the United Nations bodies and agencies with the aim to formulate binding international tools for the protection of these rights.

Moreover, all international covenants have highlighted the right of self-determination, equality and non-discrimination, as well as the right to access and control resources based on equality and justice.



#### The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW):

The international treaty was adopted in 1979 and instituted in 1981. It is a convention that obliges states parties to eliminate all forms of discrimination against women. It also requires states parties to take the necessary measures to protect women's rights in all political, economic, social and cultural fields. In addition, it emphasizes the protection of human dignity. General Recommendation No. 30 stipulated the importance of upholding women's rights before, during, and after armed conflicts and situations of occupation, as well as affirmed their leadership role in restoring peace and security to their societies.

The convention intersects with the provisions of UNSCR1325, UNSCR2250, and their complementary resolutions. It affirms the obligation of protecting the rights of women and girls, as well as ensures the equal rights to enjoy all economic, social and cultural, civil, and political rights. It affirms the need of international peace and security, the relaxation of international tension, mutual cooperation among all states, regardless of their social and economic systems. It also calls for general and complete disarmament, especially nuclear disarmament under strict and effective international control. Furthermore, the convention affirms the principles of justice, equality and mutual benefit in countries' relations. Moreover, it proclaims the realization of the right of peoples under alien and colonial domination and foreign occupation towards self-determination and independence. It also affirms the respect for national sovereignty and territorial integrity as a way to promote social progress and development, and in turn contribute to attaining full equality between men and women.<sup>28</sup>

**International law relating to the status of refugees:** This is mainly represented by the 1951 United Nations Refugee Convention. The convention clearly demonstrates who is a refugee, the type of legal protection, and other assistance and rights that a refugee should obtain from the states parties in the convention.<sup>29</sup>



Human Rights Watch in the Middle East and North Africa. http://www.brw.org/legacy/arabic/un-files/text/cedawhtml

International Committee of the Red Cross. http://www.icrc.org/ar/war-and-law/ihl-other-legal-regmeis

#### Rome Statute of the ICC

The International Criminal Court Statute is the treaty for protecting human rights. It remains in a state of continuous development, in response to societies' needs. It also works in an integrated manner towards developing the international justice system as a comprehensive national judiciary. Furthermore, it urges states to prosecute human rights violators. The internal system of the International Criminal Court affirms the existence of a close relationship with the UN in particular, given the common objective that includes the court and the organization. This is particularly in maintaining international peace and security, and establishing an effective system based on justice and equality within the international society<sup>30</sup>. The Rome Statute of the ICC also includes the definition of international crimes, which in turn facilitates the process of classifying violations and prosecuting their perpetrators. UNSCR 2550 notes the relevant provisions of the Rome Statute of the ICC, thereby contributing to putting an end to impunity for perpetrators of crimes against youth. The ICC is the principal judicial organ of the UN.

Among other international conventions that deal directly with protecting youth rights and the importance of including them in the public sphere are:

The United Nations Millennium Declaration signed in September 2000, also including the youth, as well as the Declaration of Luxembourg of April 2005. The Declaration resolved the values and principles that all Member States must adhere to in order to preserve peace, security and disarmament. The third theme related to making global efforts for development and poverty eradication. This Declaration also resolved "to develop and implement strategies that give young people everywhere a real chance to find decent and productive work." While reviewing all international documents launched by the United Nations, it occurred to us that there is no single legal document vis-à-vis the rights of the youth -such as the Convention on the Rights of the Child, or the Convention on the Rights of Persons with Disabilities. However, a series of documents were recently launched on issues pertaining to youth empowerment in various economic, political, social, and other fields. I will briefly present the most important of these conventions.

#### Declaration on the Right to Development, December 1986.

This document demonstrates how all human beings (including young people) have a responsibility for development. It also urges states to formulate appropriate national development policies that aim to improve the wellbeing of the entire population and of all individuals. Furthermore, the last article of this declaration stipulates that steps should be taken to ensure the full exercise and progressive enhancement of the right to development, by formulating, adopting and implementing legislative, policy, and other measures at the national and international levels.

30 Fawzia Hebhoub, "The Effectiveness of the International Criminal Court in Light of its Existing Relationship with the United Nations," master's thesis at the Faculty of Law, Baji Mokhtar, Algeria, 2010.

#### **Braga Declaration, August 1998**

The United Nations World Youth Forum, held in Braga, Portugal, gathered to promote youth participation for human development. The young people who participated in the forum came up with a set of recommendations focused on integrating cross-sectoral youth policies, poverty eradication, youth participation and cooperation, education, health, training, and employment.

The Dakar Youth Empowerment Strategy of August 2001. Delegates of the UN World Youth Forum adopted this strategy in Dakar, Senegal. The Forum's recommendations covered youth concerns in the areas addressed by working groups, namely education and information and communications technology, employment, health and population, hunger poverty and debt, environment and human settlements, social integration, culture and peace, youth policy, participation and rights, young women and girls, and youth, sports and leisure-timeactivities.

The Declaration of Luxembourg (April 2005) reflects the participation and discussion of young people regarding two main topics, namely:

- Promoting, encouraging, and developing voluntary work among the youth.
- Removing obstacles that prevent young people from volunteering, and recognizing the significance of voluntary activities.

Youth Charter- It is new charter adopted by the Council of Europe and includes various themes including employment, social cohesion, education, training, trends, new priorities, and demographic challenges. It is evident that presenting these international declarations related to youth and their empowerment has had a role in empowering young people worldwide and laid down general guidelines that all countries shall take into account when drafting their legislations and policies. These include provisions of international youth policies such as those announced at the Dakar Youth Empowerment Strategy in 2001, the Braga Youth Action Plan in 1998 to ensure youth participation in human development, and the Lisbon Declaration on Youth Policies and Programs in 1998. Also relevant are previous international covenants such as the 1986 UN Declaration on the Right to Development. Added to this, the United Nations General Assembly (GA) adopted, in 1995 at the tenth anniversary of International Youth Year (of 1985), the World Program of Action for Youth (WPAY). Not satisfied to merely include general recommendations in the program, the Security Council presented specific objectives and effective actions to be taken by various actors to ensure the participation of youth in national policies. The UN has promoted the implementation of the WPAY at all local, regional and international levels since 1996, especially in what relates to adopting an integrated national policy for youth. From its end, the WPAY provided a policy framework with practical guidelines for national action and international support towards youth development. The program of action focused on youth in particular, urging states and the private sector to meet the needs and aspirations of youth in the planning and implementation of their programs. The General Assembly recommended that the stages of policy preparation and implementation must be based on full and effective participation of youth, and that national coordination mechanisms should be strengthened appropriately for integrated youth policies and programs. It indicated that each state is free to determine the most appropriate means to meet its needs towards ensuring these objectives. Among the priority areas that the GA focused on is to support and enable youth to constructively participate in the decision-making process and actively contribute in the development of their societies.<sup>31</sup> Moreover, the United Nations prepared two new programs, at the international level, to support the World Program of Action for Youth. It also reviews and evaluates procedures for unifying national youth policies, and prepares proposals to empower such processes. (The first is the World Conference of Ministers Responsible for Youth, which provides the space for national governments; and the second, the ECOSOC Youth Forum, represents the non-governmental youth organizations)<sup>32</sup>.

#### Protecting Youth Rights in Accordance with International Humanitarian Law:

International humanitarian law culminated from momentous political and human rights efforts over the course of time and civilizations. The aim has been to set rules and principles by which to protect humankind from the scourge of wars, prevent suffering, and ensure that societies enjoy peace and security.

International humanitarian law must be implemented to enhance protection of victims during and until the end of armed conflict and wars. Its essence is in regulating the state of war and imposing restrictions on the conflicting parties, with the aim of protecting civilians. The law emphasizes the principle of balance and proportionality between the states' legitimate security interests on the one hand, and protecting civilians in armed conflict, wars and occupation on the other.

International humanitarian law also provides special protection for children and women during armed conflict. It affirms the importance of providing for the humanitarian needs of vulnerable people. This in addition to following the Geneva Conventions and making all efforts to prevent or impede the continuation of violations of the law, such as in wars, armed conflict and occupation. The Geneva Conventions, after all, prioritize the protection of civilians and stopping the impunity of war criminals.

Despite the special and obligatory protection provided by international humanitarian law, civilians, children, women and youth are constantly subjected to violence and violations of the international humanitarian law's rules. There is also widespread violation of the Geneva Conventions by the conflicting parties and dominating powers (such as the Israeli occupation).

Many international reports have indicated that the percentage of civilian victims is usually higher than the percentage of victims among the armed forces. Youth groups are considered one of the groups most directly targeted and exposed to violence during armed conflict. Moreover, they themselves are recruited and involved in conflict and acts of violence in different regions. Young people are also increasingly targeted and affected by media coverage of human conflict, as well as exploited in messages that glorify violence and war.<sup>33</sup>

The international humanitarian law (IHL) rules come within the framework of regulating the recourse to armed force, war, and conflict. The Fourth Geneva Convention, one of the four treaties of the Geneva Conventions adopted in August 1949, and it outlines the humanitarian protections for civilians in a war zone. There are currently 196 state parties to the convention, including the three other treaties. Seeing that the majority of victims in armed conflict and contemporary wars happen to be civilians, these rules urged the contracting parties to take appropriate measures to keep civilians unaffected by military operations.



Regarding the states who have not signed the conventions, the Security Council and the United Nations have expanded the scope of protection for civilians to include states that are not parties to the conventions. This, in turn, simulates the current reality of societies witnessing armed conflicts and wars. In 1993, the UN Security Council adopted a report from the Secretary-General and the Committee of Experts, which concluded that the Geneva Conventions have passed through customary international law, which makes them binding on non-signatories to the conventions, specifically those involved in armed conflict.

https://www.un.org/esa/socdev/unyin/documents/wpay2010.pdf

Yaman Jaded. For further information: http://www.felixnewa.com/news-5052.html

International Committee of the Red Cross.https://www.icrc.org/ar/doc/resources/documents/misc/5n7ca7.htm



**International Criminal Law:** This law was developed in response to the increasing trend of the international community towards developing an international judicial system comprehensive of the national court system, in order to prosecute those aiming to commit genocide and war crimes. This system is mainly based on a dual approach. On the one hand, it relies on establishing special courts and other international jurisdictions to be held during conflicts. On the other hand, it relies on the International Criminal Court, which was established recently<sup>34</sup>.

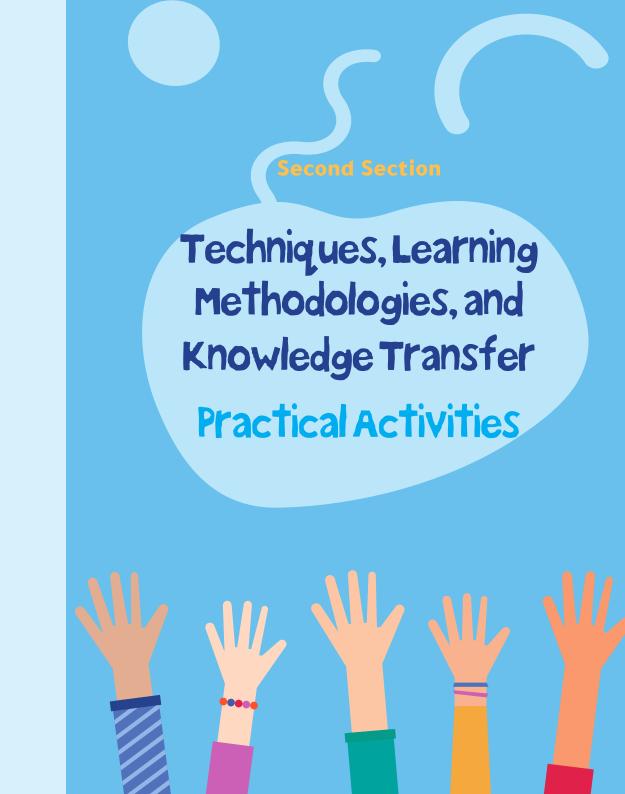
### Fourth: Women, Peace and Security - Protection during Armed Conflict and Occupation

This part is in line with the international peace and security agenda and in compliance with the international humanitarian law, as well as the Convention on the Elimination of All Forms of Discrimination against Women and its General Recommendation No. 30. The UN Security Council declared a set of international resolutions by which to regulate situations affecting civilians during armed conflict. These resolutions include UN-SCR1325, its complementary resolutions, and UNSCR2250, which is an unprecedented resolution. The latter represents a great achievement for the youth of the entire world, and especially for the nearly 600 million young men and women who live in conflict zones or vulnerable areas.

It is thus crucial to familiarize ourselves with the rules of international human rights law, international law, and the Convention on the Elimination of All Forms of Discrimination against Women, added with the General Recommendation No. 30 on women in conflict prevention, conflict and post-conflict situations. In essence, these charters constitute the reference framework for UNSCR2250.



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No one is born a good citizen; no nation is born a democracy. Rather, both are processes that continue to evolve over a lifetime. Young people must be included from birth. A society that cuts itself off from its youth severs its lifetime; it is condemned to bleed to death.

Kofi Annan, former Secretary-General of the United Nations



**Duration: One hour.** 

Training needs: Papers, pens, color cards, and a flipchart board.

Training methods: Theoretical introduction and brainstorming.

Objective of the session: Describe the training program, monitor expectations, and meet each other.

#### Session progress steps:

- The trainer presents the training program's objectives.
- The trainer runs a 15-minute group acquaintance exercise (suggesting an exercise).
- · The trainer divides participants into pairs.
- The trainer asks the pairs to know each other and share their expectations. Each participant will then impersonate their colleague's name.
- The trainer then asks all groups to introduce each of their colleagues and present their expectations.
- · After completing the acquaintance process, they are asked to return to their places.
- The trainer reads the expectations and categorizes them on the wall by category.
- · The trainer asks participants to determine the training rules.

### Session #2

**Subject: Human Rights** 

**Duration: One hour.** 

Training needs: Pens, papers, flipchart, and 4-color papers.

Training methods: Brainstorming, theoretical summary and general discussion, physical activity, and writing on papers.

Session's objective: Provide participants with knowledge about the principles and features of human rights.

There is a film link in the Supporting Films Page.

Session progress steps:

#### First Activity: An introduction to the Session:

The trainer presents a guick summary of the training session, its objectives, and methods.

#### **Second Activity:**

#### **Exercise One:**

The trainer writes the **human rights** principles on papers. (*Each paper comprises one principle*). The papers are repeated, in the sense that four papers may have the same principle. Then papers are folded (closed), and put in a jar.

#### **Exercise Two:**

- Each of the participants will choose one paper. Once they are done, the trainer will
  ask each participant to read his/her paper and express it by using his/her own knowledge about it.
- After participants have finished reading all the papers, the trainer will take notes received from the groups. The trainer opens the space for a general discussion and summarize what human rights are.
- The participants will be encouraged to ask questions or share observations, if any.
- The discussion and session end by focusing on the most important principles and characteristics of human rights.

#### **Third Activity: Brainstorming**

The trainer presents questions about the educational film. "What do you think about the film? What are the main points that drew your attention? What are the most prominent human rights principles it covered? As Palestinians, do we need such principles? Are there any gaps in the Palestinian reality that may contradict those principles?"

The trainer takes notes and starts a discussion, emphasizing on the main points. The trainer then makes a basic summary of the key principles covered by the film.

#### **Session outputs:**

- · Participants will have a basic understanding of human rights' principles.
- Participants will have basic knowledge about what comprehensive and non-exclusive human rights means.
- The session will start with an appropriate introduction by which to discuss human rights and its principles.

#### Main focus points

- It is crucial to ensure that there is group participation.
- Focus on the basic principles of human rights (comprehensive, inclusive, non-exclusive). All principles must be receive attention, and none of them can be abandoned.
   It is also not permissible to choose the implementation of some principles while dismissing others.

#### Supporting papers - Attachments:

- · Principles of human rights.
- · Compartments of international law.





## Subject: International Humanitarian Law and Relevant International Conventions<sup>26</sup>

**Duration: One hour.** 

Training needs: Pens, papers, flipchart, projector, and worksheets.

Training methods: Brainstorming, theoretical presentation, working groups, analysis, presentation, and discussion.

The session's objective: Providing participants with the ability to learn the principles of international humanitarian law, and the contents of international conventions related to international humanitarian law.

There is a film link in the Supporting Films Page.

Session progress steps:

#### First Activity: Presenting texts or sentences

The trainer presents a set of sentences regarding the compartments of international law. The trainer then asks participants to give their opinion about these quotes. (Support or Oppose).

Participants will receive a theoretical presentation about compartments of international law

This will open the space for questions about the principles of International Law and International Humanitarian Law.

#### **Second Activity: Working group papers**

**Exercise One:** The trainer prepares a set of worksheets that include a set of sentences related to human rights, and distributes them to the group.

#### The chosen sentences or papers may:

- Apply only to armed conflict and war.
- Apply to situations of peace and war.
- · Seek to protect human life, health, and dignity.
- Allow states to revoke certain rights in case of public emergency.
- Not allow objection since it was initially designed to apply in cases of emergency and wars.

<sup>26</sup> International Committee of the Red Cross.

- Aim to protect people who do not (or no longer) participate in hostile acts, and compels all conflicting parties to hold responsibility.
- Be designed for the first phase of peace, applicable to all, with the main purpose to protect individuals from governmental aggression.
- · Not deal with facilitation of hostile acts.

Exercise Two: The trainer asks the participants to divide themselves into small working groups. Each of the groups will discuss the paper and classify it under two headings: 1) International humanitarian law. 2) International Human Rights Law.

Exercise Three: The groups will return to their seats after delegating a representative to present the group's discussion.

During this time, the trainer takes notes and opens the discussion on what has been presented, with a focus on the comparison between international humanitarian law and general human rights law.

## Third activity: Support or Oppose (An activity that can complement or substitute the previous activity)

The trainer presents a set of sentences on the flipchart, and opens the room for discussion.

Those in support will join one group, and those who oppose will join another group. The trainer will ask each group to choose a representative to present their reasons for support or opposition.

The presented sentences are: (Clarify the correct viewpoint within the sentences at the end of the session)

- · International Humanitarian Law applies in times of war and peace.
- · Human rights law applies only in situations of peace.
- CEDAW addressed the protection of girls' rights during armed conflict and occupation.
- CEDAW has considered General Recommendation No. 30 as one of the main references for UNSCR 2250 and UNSCR 1325.
- UNSCR 1325 and its complementary resolutions are considered the main document in the international peace and security agenda.

#### **Session outputs:**

- Participants will learn the compartments of international human rights law: The General International Human Rights Law and the International Humanitarian Law.
- Participants will be able differentiate between the two laws, regarding the validity of the public law and international humanitarian law.

#### Main focus points:

- We cannot read UNSCR 2250 without resorting back to the compartments of international law and the validity of each section. We must also know other international treaties such as the convention relating to the status of refugees (of 1951), and become acquainted with the Rome Statute, the rules of the International Humanitarian Law, International Declaration. international covenants, CEDAW, and General Recommendation No. 30.
- The trainer must take into account the rigidity of the topic of international law and the need for prior reading of the international law compartments.
- The trainer will demonstrate the international law applicable in situations of armed conflict, war, and occupation.
- The trainer will showcase the difference between the rules of human rights law and international humanitarian law.
- The trainer will make an introduction (through a quick review) of the international mechanisms and charters related to the protection of human rights during armed conflict and occupation. CEDAW. and the General Recommendation No. 30.
- The trainer will demonstrate the responsibilities of states vis-à-vis International Human Rights Law and International Humanitarian law.
- The trainer will open the room for questions and discussion and present a slideshow that focuses on the information.

#### Supporting papers - Attachments:

- · Compartments of international law.
- · Principles of public international law.
- · Principles of international humanitarian law
- International law applicable in situations of armed conflict and war.
- · Difference between the rules of Human Rights Law and International Humanitarian Law.

#### Clarify the correct viewpoint within the sentences in Activity Three:

- International law applies in times of war and ends when the armed conflict end.
- · Human rights law applies during peace and war.
- CEDAW dealt with protecting girls' rights during armed conflict and occupation through the General Recommendation No. 30.
- General Recommendation No. 30 of CEDAW is considered one of the main references for UNSCR 2250 and UNSCR 1325.
- UNSCR 1325 and its complementary resolutions are considered the main document of the international peace and security agenda.

Clarifying the difference between International Humanitarian Law and Human Rights Law.



## Subject: Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)

**Duration: Two hours.** 

Training needs: Pens, papers, colored papers, flipchart, copies of the convention.

Training methods: Brainstorming and working groups.

The session's objective: Providing participants with knowledge about the provisions of CEDAW.

There is a film link in the supporting films page.

Session progress steps:

#### First Activity: Brainstorming

The trainer presents a quick introduction about the importance of equality and non-discrimination as basic principles for the enjoyment of human rights as stipulated in all international conventions. The trainer will first start with the global media and delve into the International Covenant on Civil and Political Rights, and the International Covenant on Economic, Social and Cultural Rights. Next will be CEDAW and the relevant international resolutions and declarations. In addition, the trainer will also highlight on world conferences pertaining to women's rights, such as the Beijing conference and others.

#### **Second Activity: Working groups**

- Participants will be split into working groups. Each group will not exceed six participants. Groups will receive copies of the Convention.
- The trainer asks each group to discuss a section of the Convention. For example, Group 1 discusses the first section, and so on. This way, each group will accordingly work on its tasks as follows:
- · Classify the rights system covered by each article.
- Determine the mechanisms for implementing and applying the rights stipulated in each article of the Convention.
- · State what procedures and measures were mentioned in the articles.

#### Third Activity: Practical analysis of information

The groups will return to their seats and start the teamwork. They will compare and analyze what the Convention's articles covered, and then try to adapt the Palestinian women's case in terms of achieving and enjoying these rights. What are the gaps that still exist on the ground in relation to Palestinian women? What are the Palestinian government's obliga-

tions in terms of fulfilling these rights? What are the future steps that the Palestinian State should take in the accession process?

#### **Session outputs:**

- · Participants will have accurate knowledge of what has been stipulated in CEDAW.
- · Participants will have an analytical approach based on human rights.
- Participants will realize the gaps facing Palestinian women and girls, and identify the methods needed to reach their human rights.

#### Main focus points:

- · Indicate that rights cannot be separated; they are complementary and comprehensive.
- Point out that the existence of CEDAW is an urgent necessity due to continuous violations of women's and girls' rights. Although international charters had been previously launched in 1948, yet women's rights remained in constant decline. Accordingly, a group of rights-based experts have stressed the importance of producing a specialized convention.
- Clarify that CEDAW is a convention demanding the realization of basic rights, with the main focus and essential reference being the elimination of discrimination.
- Ensure that all participants engage in teamwork, and encourage them all to take part in discussion and expression.

#### Supporting Papers – Attachments:

CEDAW.





## Subject: General Recommendation No. 30 of CEDAW

**Duration: Two hours.** 

Training needs: Pens, paper, colored paper, flipchart, copies of General Recommendation No. 30 (depending on the number of participants).

Training methods: Group work, brainstorming, and presentation.

Session's objective: Providing participants with the needed mechanisms to work with, specifically in relation to the Convention on the Elimination of Discrimination against Women (CEDAW). Also, providing the participants with the necessary knowledge about CEDAW's Committee as a contractual protection agency of human rights, as well as with key information on the content of General Recommendation No. 30, and its relation UNSCR 1325 and UNSCR 2250.

Session progress steps:

#### **First Activity: Brainstorming**

- The trainer will start off by asking participants: What is CEDAW?
- The trainer will then listen to the participants' answers and write them on the flipchart.
- The trainer and participants will discuss the notes taken, focusing on the answers related to the words: "rights, equality, and non-discrimination" and adapt them with the convention.
- The trainer will then ask: Do you know about the UN mechanism for monitoring the implementation of the convention by Member States? What are these mechanisms?
- The trainer will listen to all the participants, write their answers on the flipchart, and then allow a series of discussions about the mechanisms of monitoring and implementation.

#### **Second Activity: Working Groups**

- Participants will split into small groups of 5-6 members each. The distribution of groups will be based on the numerical count, or in any method the trainer/instructor deems appropriate.
- · Group members will receive copies of General Recommendation No. 30.
- The General Recommendation's sections will be divided as per the number of groups.
- Each group is asked to discuss their section.
- The group is given 30 minutes to register points on the flipchart and choose a group representative to present on their behalf.
- The trainer invites the groups to return to their seats. They will then start the presentation and discussion process.

 The trainer conducts a general discussion and summarizes the material related to General Recommendation No. 30.

#### **Third Activity: Presentation**

- The trainer presents slideshow concerning the content of the General Recommendation No. 30.
- The trainer clarifies the point of the general recommendation and its relation with the peace and security agenda.
- The trainer opens the room for discussion and takes questions regarding the recommendation and its relation to the situation of young women under occupation.
- · Session Outputs:
- The participants will become acquainted with the contents of General Recommendation No. 30.
- Participants will recognize the relation of General Recommendation No. 30 and the agenda on women, peace and security.
- Participants will realize the role of international mechanisms in monitoring and implementing agreements.

#### Main focus points:

The trainer must integrate all group members in the session's activities. The trainer must also do appropriate prior preparation and review on:

- The concept and role of international mechanisms for protecting human rights (CEDAW).
- The General Recommendation No. 30, with a detailed presentation on its contents and its relation to UNSCR 1325 and the complementary resolutions.
- The justification for the existence of General Recommendation No. 30, noting that CEDAW had not addressed the reality of women and girls during conflict.

#### Supporting Papers - Attachments:

General Recommendation No. 30.

#### **Appendices**

- Supporting films page in the practical activities.
- Methods and methodologies for learning and sharing information/practical activities/Session #2/Page+++. Subject: Human Rights.
- Film presentation (Optional).
- The trainer starts with presenting the documentary film "Human Rights". https:// www.yutube.com/watch?v=nft5Oh7MhAo
- Another option is to display both films in two sessions.
- https://www.yutube.com/watch?v=1dFa4VKnWPs.
- The trainer will ask all participants to focus and take notes.
- Methods, learning methodologies and sharing information/practical activities / Session #3/ Page+++. Subject: International humanitarian law and relevant international conventions.
- https://www.yutube.com/watch?v=yL28V8WH2A8
- https://www.icrc.org/ar/doc/resources/documents/audiovisuals/video/2014/rulesof-war.htm
- Methods, learning methodologies and sharing information/practical activities /Session #3. Subject: CEDAW.
- Presenting and discussing a documentary film.
- ▶ The trainer asks the groups to remain seated, while organizing the seats in a way that will facilitate viewing the film.
- Everyone is required to pay attention, listen and take notes.

- The documentary show starts: <a href="https://www.youtube.com/watch?v=4tON1FVppZU">https://www.youtube.com/watch?v=4tON1FVppZU</a>
- The trainer asks some questions. What did you think about the film? Are some of the forms of violence seen in the film largely present in our Palestinian community? What are the most prominent manifestations of violations Palestinian women and girls suffer from? The trainer will write notes on the flipchart.
- UNSCR2250. UN/Security Council Website. https://undocs.org/ar/S/RES/2250(2015)
- Appendix to CEDAW: UN/Human Rights/Office of the High Commissioner.
- https://:www.ohchr.org/ar/professionalinterest/pages/cedaw.aspx
- General Recommendation No. 30. UN/Human Rights/Office of the High Commissioner for Human Rights. https://tbinternet.ohchr.org/SitePages/HomeAr.aspx-?lang=ar
- The Fourth Geneva Convention of 1949: International Committee of the Red Cross.
- https://www.icrc.org/ar/resources/documents/treaty/geneva-convention-iv-on-civilians

Note: A second handbook concerning the agenda of Women, Peace and Security "UNSCR 1325 and its complementary resolutions" will follow this handbook.

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#### **About the YWCA of Palestine**

The YWCA of Palestine is a membership-based non-governmental national women's association. It is affiliated with the World YWCA, which has a special consultative status at the United Nations Economic and Social Council (ECOSOC). Accordingly, the world movement and all its members abide by the United Nations resolutions and the sustainable development goals related to youth and women.

The YWCA of Palestine initiated in 1893 by informal groups of Christian women in Jaffa and was formally established in Jerusalem in 1918.

The YWCA of Palestine consists of four local associations located in Jerusalem, Ramallah, Jericho, and Bethlehem, in addition to the two multi-activity centers at the refugee camps of Jalazoune and Aqbat Jaber.



#### Vision:

Women, especially young women as decision-makers, are agents of change and leaders in a society where equality, freedom, tolerance, justice, peace and dignity are promoted.



#### Mission

The YWCA of Palestine empowers women and youth to demand, exercise and protect their economic, social and political rights.

#### The Thematic Areas of Work:

- · Leadership Development and Civic Engagement.
- · Economic Justice.
- Just Peace, as instilled in the Universal Declaration of Human Rights.

#### **YWCA of Palestine**







