Narrative Report
Integrating the learning about the MDGs in the Learning
About Human Rights As a Way of life, in Human Rights Cities
And
A wide array of seminars and workshops

Narrative Report

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Introduction

PDHRE, People's Movement for Human Rights Learning (Official name: Decade of Human Rights Inc.) is a pioneer in having people learn about human rights as a way of life and take actions to implement the promise of human rights, the MDGs being an integral and practical part of this promise. To a recent international meeting held about the MDGs in Surinam, Shulamith Koenig the Founding President of PDHRE, was invited to give a key note address and share with the participants actions taken by the organization that speaks about the human rights framework as a guideline for implementing the MDGs at the community level.

Being singular in the field of human rights learning at the community level, PDHRE's core program is to facilitate the creation of Human Rights Cities in different parts of the world where people – women, men, youth and children through the process of dialogue and learning about human rights, as relevant to their daily lives, join to take actions guided by the human rights framework.

To illuminate the connection between human rights learning and he MDGs, the Board of PDHRE that includes world known educators and human rights luminaries, prepared a statement that was presented at the UN high level meeting. This presentation was published as a UN document in six languages titled: _The Millennium Development Goals as Human Rights Learning, building capacities of the claim holders._ (E/2005/NGO/21)

In January 2006, PDHRE, decided to decentralize its worldwide activities due to the Board's decision to ask its executive director to leave. We are now focusing our activities, facilitation and training in three regions: Latin America, West Africa and Anglo Africa, where we have official PDHRE affiliates. However, PDHRE held to its commitment to implement the program of integrating the MDGs in the learning and actions about human rights in the human right cities. Activities took place in six cities – as reported below which included two new comers: Korogocho, Kenya and Musha – Rwanda. We are very proud about the intensity of the commitment.

In addition throughout 2006 to date , seminars and workshops were held to illuminate the MDGs as a derivative of a holistic vision of human rights , these leading to a round table about Societal development through human rights learning in general and the development of human rights cities.

As one can read in the reports from the cities being presented here, prepared by each of the cities, that learning about the MDGs provided an opportunity for building awareness, knowledge, and critical analysis based on the foundation of the human rights framework, guiding the community to continue and follow the path for implementing it as a way of life. There is nothing more assuring than the people for whom the MDGs were designed, perceive themselves as legitimate claimants of human rights enabling them to belong in dignity , in the community with others…--building of capacities to claim human rights.   As a whole, regardless of the path the cities took to integrate the MDGs in the learning and action process clearly demonstrates the practicability and reliability of having people move from charity to dignity, from being reactive to becoming proactive as is demonstrated in their reports, young and adults alike.

It is important to note that during the year beyond the direct focus on the integration of the MDGs in the human rights learning and action process, PDHRE activities included expanded training of trainers and outreach activities beyond the facilitation and supervision of the human rights cities.

 These took place in Argentina. PDHRE Latin America and Board members held a regional training session, with community leaders who wish to develop human rights cities in Chile, Columbia and Bolivia - this after visits of Board members in these three countries- and on going training by PDHRE Board members and PDHRE Anglo Africa with activists from Uganda, Nigeria, Sierra Leone and Liberia, seeking to develop human rights cities.

In addition the following took place:

-The intensive training and follow up facilitation of a human rights city in Bihac Bosnia.

-Intensive training sessions, at the UN, at the third committee and with civil society organizations who work on economic and social justice issues focusing on poverty and human rights in relation with the MDGs

-Expanding the discussion of human rights as a way of life in various for at the United Nations.

-Initiated and facilitating a round table on Societal Development and human rights Learning that was held at the Offices of the EU in NY.(A position paper was published.)

- Participated and made a statement at the Human Rights Council and held discussions with HR NGOs in Geneva.

-Prepared and published materials on the various MDG issues as human rights issues and disseminated the materials

-Our members have been participating and delivering papers in major meeting such as: Human Rights and Decent work, Side events at the Third Committee and providing information on the human rights cities program through the UN/NGO Sector meeting on "Success Stories", i.e. human rights cities. The Human Rights Cities Program as selected as one of nine success stories to be presented at the ECOSOC meeting forthcoming in Geneva.

The cities in which learning to integrate the MDGs in the learning human rights were:

     1. Rosario Argentina
     2. Porto Alegre- Brazil
     3. Walawale or Nimamamobi in Ghana
     4. Korogocho – Kenya
     5. Mogale in South Africa

<u>**In summation:**</u>
The reports below, are being presented as prepared by the members of each of these Human Rights cities. It may seem to the reader over elaborated with manuals and minute details. However, we chose to present it as sent to us, believing that the reader will gain insight about the many and varied processes a human rights city must often tediously go through to adopt and work for implementing human rights as a way of life…--and most important for people to internalize and prioritize the MDGs as a way to transform heir lives about which the international community has made commitment and undertook implementation. . Several of these cities took the steps to look at alternative budget, others " new" to the human rights city just learned about it and hopefully, in the future, will work with their authorities to make the a reality.

A. ACTIVITIES IN ROSARIO, ARGENTINA, HUMAN RIGHTS CITY
   integrating local budgets with MDGs and the learning about human rights
                                                             as a way of life.

 The Municipality of Rosario had promoted the "Participatory Budget", following the Porto Alegre's experience. To implement this practice, the city was divided in 5 districts. In each district, a neighbour assembly was gathered every three months. Each neighbour could participate in their individual capacity. Institutions (political parties, clubs, and civil associations) were not admitted.

The steering committee of the HR City participated as trainers in the workshops "Women human rights" organized by the Municipal Women department. It were addressed to women that participate regularly in the participatory budget' assemblies, in order to empower them to have a more active participation.

City Hall has been massively promoting the participatory budget Integration of the Millennium Development Goals (MDGs) in the process of the participatory budget, and within the framework of human rights and the Global Call against Poverty

 The goals as designed were:
 * To have the voice of poorest inhabitants listened to by policy makers.(see work with youth
    Below)
 * To ensure that the MDGs and human rights of poorest people will be included in the
    Participatory budget

 The strategies undertaken as detailed below were:
  * To have children of poor neighbourhoods recognize themselves as human beings owners of
     human rights
  * To facilitate that children from these areas exercise their citizenship.
  * Training children to claim their human rights

Thus for young people to understand and claim the implementation of human rights through human rights learning took place as follows:

Workshops and Meetings for reflection on children's and adolescents' human rights

Activities were held in order to diffuse the MDG, specially MDG number 1 "eradication of poverty" using the Human Rights framework and the methodology of participatory learning. The principal beneficiaries of these activities were children and adolescents from slum areas and poor neighborhoods.

Girls and boys discussed the connection between MDG and the Human Rights to which they are entitled, as contained in our National Constitution. We started from the concept of poverty as the lack not only of monetary resources but also the lack of freedom, capacities, social connection and knowledge.

Girls and boys learned what their human rights are; how to connect with public officials and how to establish a dialogue with them. They made their demands and they fixed a schedule in order to obtain the satisfaction of the demands.

The idea of working on human rights education and especially on children's and adolescents' rights using the "clown technique" is grounded on the observation of the reality that children and adolescents are engaged in, where "the world they live in" intertwines fantasy, dreams and imagination with reality itself.

That is the reason why we embarked in this experience considering this language to reflect on the different issues: identity, freedom of thought and expression, gender discrimination.
The aim of all the meetings was that boys and girls began to think about their own needs and rights, became aware of them, and were able to form their own opinions.

We held 30 workshops of 2 hours each. Three schools were fully involved. :

"Itatí School N 1315" from Corrientes: 5th and 6th forms, morning and afternoon sessions.
 Total of students: 82 (12 workshops)

"Rosa Ziperovich School" (bilingual school of the Qom indigenous community), 5th, 8th and 9th forms. Total of students: 58 (10 workshops)

"San Miguel Arcángel School": 8th and 9th forms. Total of students: 84 (8 workshops)

Many of the children of the first two schools live in huts made of sheet metal and cardboard, with no hot water or bathrooms, and not enough beds for the number of people living in each hut.

According to one of the teachers, in the winter season sometimes just half of the students attend classes because in the cold winter nights it is extremely difficult for them to fall asleep early since it takes time to warm up, and therefore the following morning they cannot succeed in waking up to go to school.

In addition, they work in collecting garbage till the early hours of the morning as "cartoneros", collecting cardboard and other materials that they can later sell.

The first meetings proved to be a little thorny, particularly because children felt embarrassed when it came to do exercises and games involving gestures and the body, but this situation changed as time went by, and in the last meeting they even put up a play.

Both boys and girls participated equally. However, at the beginning it was the boys that expressed themselves more, and when the girls tried to voice their opinions, the boys played jokes on them, diminishing and undervaluing their female classmates. Finally, our intervention encouraged girls to extend their participation and have a say on the issue of human rights, especially on the relationships between genders and their differences.

In the case of the "San Miguel Arcángel School", of a different social level, the needs arisen were related to the institutional functioning and the organizational dynamics (recesses, teachers' manners, norms, uses and customs of the institution). As a result, 8th form put forward the initiative (developed in the second meeting with the issue of freedom of thought and expression) to get organized to draw up a request to the school authorities for a longer recess on the days with longer school hours.

We have realized that oral communication is rather daunting for children in general, but that enabling and facilitating other ways of expression beyond the oral one, that is to say drawing, writing, movements and gestures, stimulate children and make them feel comfortable to get their feelings over.

This experience has revealed that although contexts do have their specificities and in some cases basic needs are cruelly unsatisfied, there is a common denominator which identifies all boys and girls as such: the NEED-RIGHT to have spaces which allow them to express themselves in different ways as well as stimulate and promote their creativity.

As a result of the meetings, boys and girls drew up lists of demands and proposals in the form of letters and drawings which were formally delivered by themselves to the Human Rights Office of the Municipality of Rosario and to the Human Rights Department of the province of Santa Fe. In both cases, they had the chance of talking with the officials in charge of these areas to manifest their needs, gaining the officials' commitment to answer their demands.

We are closely monitoring stage this commitment, to make sure that this exercise of citizenship performed by boys and girls ends up successfully a circuit that involved learning about human rights, recognizing their rights, requesting before authorities and obtaining answers to their demands for implementing the MDGs.

After holding the workshops on human rights with more than 200 children from 3 schools, there was a visit to the Human Rights Department of the Province of Santa Fe and the Human Rights Office of the City Hall of Rosario, where students put forward their demands before the authorities.

As a result of this action, the Human Rights Department of the Province of Santa Fe organized a photography workshop in 2 of the poorest schools in order to deal with the issues of identity and identification students have with their school and their neighborhood.

In the first stage children learn the basics of photography with digital cameras. In the second stage they take objects and family photographs to give way to their personal history, family memory and relationships. Later they work on the photos made, load them into the computer, sort them out and discuss them. The process develops from the personal to the collective scope, and in a third stage, children work in groups to pass on their reflections to the school and the neighborhood.

The last stage is the preparation of a graphic composition with personal photos and photos of the family and the school. This collage gives rise to an enthusiastic exchange of stories, wishes, desires and needs.

The workshops on human rights have also attracted representatives of the provincial cabinet, who visited the schools to meet the students participating in this experience.. On November 2nd at the "Itatí de Corrientes" School, principals, teachers and students met with authorities from the Human Rights Department, the Ministry of Education, the Department of Culture , the Department for Community Development, the Ministry of Health, the Ministry of the Interior and the Coordinating Ministry, before the presence of the Coordinator of the Steering Committee of the program Rosario, Human Rights City.

The provincial authorities explained to the children what tasks each area of the provincial government is devoted to and asked the children what they could do for them. These young people were quite sure of themselves to speak about the about the MDGs and human rights and the responsibility that these officials have to fulfill their demands.

This is how the following points were agreed upon: a visit to the "Gallardo" Museum and the Plaza Cívica (Civic Square); drama workshops; talks on sexual education; a presentation of the works they had made at school on World AIDS Day; repairs in the school's roof and authorization for a football field within the school premises to be used even at the weekends, since children cannot have access to another field in the neighborhood.

It is worth mentioning that as a result of the action of the Human Rights Department, after the children visited it in the month of August, the Ministry of Education has already provided the school with resources for illumination works. It was really exciting to see practically the whole provincial cabinet establishing contact with the children. Before the meeting, the teachers commented that the children were very anxious and full of expectations. Finishing the talk, the Program's Coordinator asked the children what they had thought when they had gone to the Department to present their works in August and they had been promised that the authorities would visit them at their school. They answered right away, "We thought it was all a cock-and-bull story".

We are convinced that to learn our human rights and to know how to claim for them is an exercise in citizenry. At the same time, when this exercise meets a favorable response, democratic institutions are strengthened, and firm but pacific citizenry practices are generated. We hope we can repeat this experience in other schools and foster in this way the formation of citizens capable of transforming their own reality, understanding the MDG as a practical way to achieve their human rights.

In addition to the above and to have teachers able to further have a dialogue with their students, many of whom are pre occupied with current issues of human security – which do involve the MDGs a training course was held for teachers about "HUMAN SECURITY AND HUMAN RIGHTS".

The Steering Committee had 4 meetings to organize the training course: objectives, program, dates, methodology, and evaluation The training was declared of "official interest" by the Ministry of Education (Resolution N° 1034/2006)
The Objectives were:
- To sensitize about Human Rights from a holistic and gender perspective
- To incorporate knowledge of Human Rights in the praxis and exercise of citizenship
- To train in order to promote transforming of knowledge and practices of Human Rights into the
   family, school and community
- To encourage the democratization of educational institutions

The goals of these training was for teachers to learn about human rights as a framework to analyze the facts; understand the reality; became better citizens; respect all persons; respect the differences.

Methodology used included the presentation of theoretical tools, workshop, debate and final synthesis. We use journalistic articles, letters, poems, plays, videos, films. Trainees work with questions, opinions, mythos, and prejudices.

Finally, students, divided in groups, must expose about a theme and they have a debate with the trainers. In the last class trainees evaluate the course: Themes Methodology – Resources-Time distribution. Sixty teachers-pupils participated in the closing ceremony, many of whom took active part in the MDGs youth program. The Coordinator of Steering Committee participated in the seminar on Violence's Victims organized by Human Rights City of Porto Alegre City Hall, in order t share the experience in the development of the Program. At the same

It was very important for us to take the opportunity to exchange the experiences of both cities

B. REPORT ON ACTIVITIES BROUGHT ABOUT IN PORTO ALEGRE 2006.

The goal we had initially set for ourselves was to introduce the Millenniums Development Goals to our local Participative Budget representatives and to make workshops at each of the 16 regions of the city, this as a crosscut design to allow the groups of each region to discuss all the eight MDGs. At the end, it was planned that these groups would meet and work out a document to the PB Council and the Mayor, where they would indicate where bridges could be built between their actual problems and the global targets.

It was difficult to get through with a deep conversation at the PB weekly meeting. One week later we discussed social issues are deeper and more complex than the holes in the streets, or worse than some lamp post that is broken on the corner. And finally to call on the discussants to listen to society as a whole as much as groups of interest as narrow as their neighbors – if they ever turned their backs to these voices, they would be weakening this very progressive tool of democracy that PB is.

We then decided to turn our lights to brother and sister organizations who work with us in the Steering Committee. This population is strictly composed of social activists and had no difficulty to discuss the links between the city budget, human rights and MDG. Plans were made to hold eight workshops trying to gather similar groups and again work out a final document to present to the Major and the PB Council (now seen as a group of community leaders with a poor comprehension of any dimension beyond their streets and flat disputes).

To have social activists adopt MDG as human rights tools helped us to make the way around and "besiege" the PB Council to let us in the budget discussion. That worked, at least partially. We did hold five of the eight planned workshops In this journey we have found the following: 1. Many NGOs are too void of substantial analysis, even if they are somewhat effective, they will join with us to develop critical thinking about the MDGs. 2. Many of these NGOs are a mere delivery services and joining together with us could give them a wider reach. 3. Most of the HR activists are very committed politically and make good partners for the learning about human rights And the MDG..

With this in mind .we considered to take further the integration of the MDGs in the agenda of local HR activists (to integrate them to the budget is still some steps ahead). We held some workshops with the "missing" groups. These are important groups and we think they can bring good results in the future learning programs (black women and teachers). We also held discussions with teachers who belong to a movement which is a good strategic partner.

During the First Mostra (exposition) of Human Rights, we held two open workshops for the visiting population.

Taking further the task of integrating the MDG s in the local budget, the path being as followed: 1. schools; 2.grassroots assemblies where the Participative Budget representatives are elected.

There is one city school that has been working with MDG that gives us good modeling to reach other schools and build a "group of interest" to press the Mayor and the PB Council. We are pat of this agenda working to helping them to commit their elected ones with MDG. We are also targeting various populations and work with them, and let the PB Council know about it. School teachers have become good partners to our efforts. They are willing to teach their kids to go for

it and change social situations directly. MDG gives them a tool to work without being held back by parents or authorities.

It is importnat to note that UNDP-Brasília, early in our work have sent many books on the MDGs As many of these are in English we are making an effort to translate them to be used I the campaign providing language to teachers. We are connecting this language to human rights as a way of life.

Following is a short manual , prepared by us to support the learning process about HR:

1. Overview of International and Regional Human Rights Mechanisms

ALWAYS REMEMBER:
- *The United Nations is not a world government and it does not make laws. It does, however, provide the means to help resolve international conflicts and formulate policies on matters affecting all of us*

UN Declarations and docs:
- *Resolutions on religious rights and freedoms, protection of minorities, etc*
- *MDGs*
- *Beijing Platform, etc*
- *Declaration on the right to development*
- *Declaration on the rights of indigenous peoples…*

What is the difference between declarations and human rights treaties?
- *discuss*

Important bodies and agencies within the UN include:
- *The World Health Organisation*
- *The World Bank Group*
- *The International Monetaty Fund (IMF)*
- *The UN Development Agency*

What is the WTO:
- *The World Trade Organization (WTO) is the only global international organization dealing with the rules of trade between nations.*
- *The goal is to help producers of goods and services, exporters, and importers conduct their business.*

In addition, there are regional human rights systems in existence:
- *Regional intergovernmental organizations have created human rights instruments treaties and monitoring mechanisms for their particular regions.*

Regional…
- *These regional human rights systems function parallel to the United Nations (UN) international human rights system. All these instruments include guarantees for economic, social and cultural rights.*
- *States belonging to these systems also have national and constitutional laws that can include human rights, and economic, social and cultural rights, protections.*

The European System
- *The Council of Europe has adopted several human rights instruments including the* European Convention for the Protection of Human Rights and Fundamental Freedoms *1. This convention has elaborate implementation procedures and creates a Commission and Court*

of Human Rights for monitoring purposes.

The Inter-American system
- *The Organization of American States, composed of the governments of Latin America, the Caribbean, and North America, adopted the* American Convention on Human Rights*2. The monitoring bodies are the Inter-American Commission on Human Rights and the Inter-American Court of Human Rights.*

The African System
- *The African regional human rights system was created by the Organization of African Unity's adoption of the* African Charter on Human and Peoples' Rights*3 in 1981. With the recent replacement of the Organization of African Unity (OAU) by the African Union (AU), the African system is in a state of transition and is in the process of redefining the roles and functions of the new AU bodies. The* African Charter *created the African Commission on Human and Peoples' Rights, which is the monitoring body for the African States Parties. The African system is the youngest of the three regional*

Commonalities in Mechanisms:
- *These regional human rights systems have similar procedures to those described for the international human rights system and complaint procedures, where individuals may submit claims of human rights violations.*

Each of these procedures offer opportunities for:
- *human rights advocacy to assist in advancing the development of human rights standards , whether directly before the relevant regional body or through meetings with experts and government representatives;*
- *a review of the human rights practice and the status of the realization of human rights in particular country; and*
- *the development of public media campaigns to raise awareness about a complaint or state report.*

With the understanding of the above mechanisms available move to discuss human rights as a way of life and how the MDGs are a very practical way to achieve them.

2. International Instruments

Obligations of the State

-To respect (state cannot be a violator of human rights.)
- To protect (against corporate violating labour laws, or all forms of discrimination.)
- To fulfill (create enabling conditions trough policies, programs measures; food program, shelters,)
- To promote (human rights education, and leanrning)

Instruments (Treaties, Covenants, Conventions)
- Int. Cov. Civil and Political Rights- 1966
- Int. Cov. Econ., social, cult. rights- 1966
- Conv.against racial discrimination -1965
- Conv. Ag. women's discrimination-1979
- Convention against Torture- 1984
- Conv. on the rights of the child – 1989
- Conv. Rights migrant workers - 1990

Mechanisms (claiming procedures)

- Individual communications
- Investigation procedures
- Alternative (shadow) Reports
- Resolution 1503 procedure
- Special repporteurs
- OIT procedures

The treaty bodies

- Formed by independent experts
- 5 of them have mandate to analyze individual and collective claiming
- The ICESCR and the Children Convention still don't have this procedures.

Example: CEDAW Committee

- Receive government that ratified CEDAW or other Conventions and Covenants has to reports to the Treat Body each 4 years
- Admits alternative (shadow) reports
- Sends final observations to the states
- Develop General Recommendations
- Receive individual communications
- Conduct investigations on human rights violations

Committees that receive Communications

- Human rights Committee
- Committee against Torture
- CEDAW
- Committee against racial discrimination
- Committee on the rights of Migrant workers and their family members

Shadow reports

- NGOs or individuals prepare a report on one or several issues related to the rights that the committee studies.
- Brief, translated to English, sent 30 days before session (New York or Geneva)
- Objective and documented
- If personally explained to experts, better

Please avoid:

- Very long reports (no time to read)
- Vague, general and unclear paragraphs
- The history of your country
- Partisan opinions
- Mistaken or not real information (ngo will loose credibility)

Preparing shadow report

- Select a treaty body
- Watch the date of the country report

- Call for a group, alliance or coalition
- Analyze the respect of each right (diagnosis)
- Discussion and election of priorities
- Preparing the draft – public discussion
- Press Conference

From local to global to local

Group work: shadow report
- Selecting the most important, urgent priority in your community.
- Write 2 pages including:
- - existing local legislation and advances on the issue
- - describing violation of the rights
- - the article of the convention violated
- - suggesting recommendations to the state

We share this information in the report as quality time was spent by our group to develop them. These materials has been used in many of the trainings held in Porto Alegre, to take the mystery our of understanding the UN, Human Rights , the obligation governing have undertaken and the commitment they have made.

We also have our trainee go to http://www.pdhre.org/justice.html - human rights resource packet to integrate the holistic vision of human rights.

And the work is going on.

> *A Human Rights educator is a person, a woman or a man who is capable of evoking critical thinking and systemic analysis about economic , social and economic concerns --some of which are detailed in the MDGs-- within a human rights framework the leads to action*
> Shulamith Koenig- Recipient 2003 UN Human Rights Award

C. THE MILLENNIUM DEVELOPMENT GOALS (MDGs) PROJECT FOR THE NIMA-MAMOBI HUMAN RIGHTS CITY ACCRA, GHANA

I.   Introduction

This is a report on activities of the Nima-Mamobi Human Rights City in Accra as part of the Peoples Movement for Human Rights Learning's (PDHRE) global Human Rights Cities initiative on the MDGs. These activities include different training sessions for identifiable community groups / stakeholders aimed at introducing community members and groups to the basic principles of the MDGs and the community's role in making sure that these goals are at the very least, known and enjoyed to some measure by all segments of the Human Rights City (HRC).

As part of efforts to get the Nima-Mamobi HRC to undertake activities tailored towards the enjoyment of rights embedded in the MDGs, we organized a series of fora at which the MDGs and the role of the community in the implementation of the MDGs were discussed.

Active participatory and reflective facilitation methods were implored at all fora with a view to making sure that the HRC took control of the programme and visibly demonstrate ownership of the decision making processes.

II.   Training for Nima Mamobi HRC Youth Groups, Chiefs and Women Groups

This programme[1] commenced with an opening address by Mr. Kassim Larry, the Project Co-ordinator for the Nima-Mamobi Human Rights City. He welcomed participants and asked for a prayer to begin the event. A volunteer prayed and Mr. Larry continued with introductions. Each participant introduced himself. Participants at this workshop included local government representatives, chiefs, youth leaders, Community Based Organizations (CBOs) representatives and other Non-Governmental Organizations (NGOs).

Facilitation of discussion at this forum was directed at demystifying the MDGs – breaking the technical language of the MDGs to the level of understanding of each community member participant, and how vital it is to develop community specific indicators for measuring progress on the MDGs in the Nima-Mamobi human rights city or the adoption with necessary modifications of indicators which have been developed at the international and national levels for measurement of progress of the MDGs.

A. An introduction to MDGs

The Associate Executive Director of the Legal Resource Centre (LRC) Mr. Tuinese Edward Amuzu, the centre responsible for the PDHRE activities in Ghanaala, gave a brief background of the goals before delving deep into them. He stated that sometime in the 1990s, a number of countries met at the world stage and deliberated on development and problems of the world including poverty and hunger, diseases (more particularly HIV /AIDS), maternal and child mortality. These countries reached a conclusion that there is widespread poverty and unbearable suffering in the world even though there are sufficient resources to take care of the needs of the most vulnerable in society.

He noted that at the level of the United Nations (UN), this unacceptable level of poverty, hunger, diseases, low level of education, discrimination against the girl child, the devastating effects of HIV and AIDS, and other problems are considered to be a threat to international security, law and order. Mr. Amuzu observed that consequently, a declaration was passed in September 2000 to serve as a commitment from both developed countries such as the United States of America, France, Canada and Great Britain as well as the least developed / developing countries such as Ghana, Togo, Benin and Cameroon. The aim of this declaration was to set targets for the achievement of goals which would alleviate human suffering by a certain future date. The September 2000 declaration therefore had embedded in it the MDGs:

1.   Eradication of extreme poverty and hunger

2. **Achievement of universal primary education**
3. **Promotion of gender equality and empowerment of women**
4. **Reduction of child mortality**
5. **Improvement of maternal health**
6. **Preventing the spread of HIV/AIDS and reverse the trend of infection**
7. **Ensuring environmental sustainability**
8. **Development of a global partnership for development**

Mr. Amuzu briefly explained why community members may have to be proactive in tracking progress on achievement of the goals in Ghana in general and in Nima-Mamobi in particular although the MDGs are of an international nature. He explained that generally when countries negotiate international instruments / documents, sign and ratify or accede to such agreements, such countries are bound by the full obligation under such international instruments. He noted that although the MDGs do not derive from the mainstream source of international law such as treaties or international conventions or agreements, and customary sources of international and other general principles of law, Ghana was one of the 189 countries that had agreed to be bound by the MDGs.

Consequently, community members must be made aware of commitments Ghana has made to the international community on its willingness to achieve the goals with the necessary assistance. The Nima-Mamobi human rights city must therefore hold government and other stakeholders accountable in order that all the rights enshrined in the goals may be enjoyed by community members of the Nima-Mamobi Human Rights City.

B. *Some basic principles on which the MDGs were declared*

Mr. Amuzu went further to explain some of the principles on which the MDGs were set. He mentioned that in framing the goals, the desire was to make them simple enough for people at the grassroots level to be able to understand. If the goals as already briefly explained were understood by community members of the Human Rights City present, then the simplicity principle would have achieved its intended purpose.

The second principle he identified was that each goal should be achievable. For this to be possible there had to be indicators to measure their achievement or otherwise. It was also imperative that the goals be people-centred. So if in the realization of this goal the pivot shifted away from the individual or community interest, it was necessary to draw attention to this so implementation of policies and plans put into place to achieve this could be modified accordingly.

Yet another of the principles Mr. Amuzu touched on was that of global partnership. Some regions are getting closer to achieving the goals than other regions. He noted that some

parts of Asia are getting closer to achieving the goals than African countries. Even in Africa, Northern Africa is getting closer to achieving the goals than sub-Saharan Africa. The problem, however, arises when resources channelled into developing countries are mismanaged or misappropriated through corruption to name just one of the ways. The global partnership evolved when these two groups of countries, developing and developed agreed to work together to eliminate such situations.

Finally the issue of accountability was raised as one of the concluding principles on which the Goals were crafted. Organizations, government officials, community groups and so on who had the responsibility of ensuring that each Goal was met needed to be accountable to the people who were the beneficiarie

C. Targets and Indicators

The Associate Executive Director commented on the statistics given and asked thought provoking comments on whether the participants considered that they were achievable given the targets that had been set. For instance, in the eradication of extreme poverty, the target set for the year 2015 was to have people whose incomes were less than $1 a day reduced by half.

Asia had the best rate of reduction of poverty yet it was sub-Saharan Africa that had the highest poverty rates.

With respect to gender equality the target set was the elimination of gender disparity from primary and secondary education preferably by 2005 and in all levels of education no later than 2015. Regarding child mortality, a two-thirds reduction in infant mortality was anticipated. Likewise, maternal health was to have improved by a ratio of three is to four by the year 2015. Concerning HIV/AIDS, it was decided that it would be sufficient to have stabilised the rate of infection by 2015. Thereafter, efforts would be employed in reversing the trend of infection, with the figure decreasing each day.

He went on to say that the importance of the function, was that the community must have a stake in achieving the Goals. In the small break out groups, the participants would be given an opportunity to say what the goals meant to them, how to make them relevant to Ghana and how to make them relevant to the Nima-Mamobi community. Some of the questions asked included the meaning of gender equality. The participant was of the opinion that gender referred unless otherwise further particularised meant both the male and female gender. He had however observed that activities on gender appeared to be restricted only to the female gender and he wondered if the male gender was not at risk as well. The simple answer given was that it was necessary to take into consideration historical antecedents on how women had been treated and the opportunities that they had been given. Although the disparity between the two genders was being narrowed daily there was nonetheless still a lot to be done to equalize

things. For instance, Mr Amuzu continued, when a male child was born, the comment made, loosely translated was "Congratulations you have given birth to a human being" but when a female child was born, the greeting was confined simply to "Congratulations". This mirrored the views of the society.

In concurring with the above comment on the disparity between the male gender and the female gender a participant from the Muslim Family Counselling Services narrated an incident that is reported to have happened to the Prophet Mohammed and a good friend of his. According to the story, the two were sitting down chatting when a little boy approached them. The Prophet picked up the boy, kissed him on the cheek and settled him on his lap. Not long afterwards, a little girl also came towards the two men. This time the Prophets friend picked her up and settled her on his lap. Conspicuously missing was the kiss that had been given the little boy and the Prophet reprimanded his friend for treating the two differently. The participant went on to say that formerly the University of Mines admitted only male students. Only recently did it begin admitting female students as well.

D. Ghana's own assessment of progress towards achieving the goals

Participants were informed that Ghana produced a maiden report on the MDGs in 2002 titled *Ghana Report on the Millennium Development Goals 2002* in which government gave an indication as regards the possibility of achievement of the goals. This report was relied upon to facilitate discussions on whether the goals are achievable in the Nima-Mamobi Human Rights City. The 2002 report notes that halving extreme poverty and hunger in Ghana may *probably* be achieved within the set deadline. The important point for participants is whether looking at their economic and social realities within which they operate as individuals and a community, Nima-Mamobi Human Rights City can halve extreme poverty and hunger in less than nine (9) years.

In general, Ghana government's assessment of its own efforts towards achieving the MDGs presents a good and hopeful picture. However, practicalities with regards to the enjoyment of the MDG rights at the grassroots level reveal that the general living conditions of low income Ghanaians is worsening.

E. Synthesis of group discussions

There were four groups with membership of each group averaging ten persons. The groups discussed any or all of the MDGs with guidance from the following questions:

1. What do the MDGs mean to us? Are they achievable for us?
2. What is the role of the community? How do we want to monitor progress on the goals?
3. What should be the composition of the monitoring group/committee?

4. What resolutions would you take in furtherance of these goals?

The groups found the MDGs to be an international framework designed to serve as a means of resolving basic problems of the community, and to achieve "sustainable development" for the poor sessions of the world by 2015. The groups also noted that the MDGs are essentially to improve upon the standard of living of people in the world on the basis of global partnership, access to aid from the developed countries and ensure that every human being is accorded the right to his fundamental human rights.

The groups proposed a mechanism to monitor gender parity in universal basic education. It was proposed that at the beginning of each basic school term, the Nima-Mamobi HRC should collect an independent data on the number of pupils enrolled with particular attention to the data on girl-child enrolment. Another data collection is proposed to be done at the end of school terms. The groups hoped that an analysis of this data will give an indication of whether there is progress in the enrolment of children, in particular, girls within the Nima-Mamobi HRC.

To monitor progress of the achievement of these goals, the setting up of a steering committee to comprise chiefs, Imams and pastors, opinion leaders, youth groups, the disabled, women groups, local government representatives, and Community Based Organizations (CBOs) like the Mothers Club, Gender Action Unit, Federation of Youth Clubs, Avert Youth Foundation, Natuba Youth and many more stakeholders. The steering committee is to be charged with oversight of all MDG implementation and to:

1. Ensure that grants are used for purposes for which they are gotten
2. Facilitate the flow of information from the communities in which the goals are being implemented to the national steering committee
3. Ensure that loans given for instance to beneficiaries such as small scale industries, and communities are paid back to enable others also receive the benefit of the loans
4. Collect data on the implementation of the MDGs such as the number of public schools, school going children at all levels of education, the number of children out of school, available teaching aids or materials and so on for the purposes of a baseline survey and a spring board from which to begin monitoring.

The groups also resolved that:

1. Parents be made aware of the importance of education
2. Parents practice family planning policies
3. More creative sporting activities be introduced into the school curriculum to serve the recreational needs of the students
4. Scholarship packages be made accessible for brilliant but needy students in order to boost their morale
5. Motivational packages be given to teachers to ensure efficient and effective teaching

6. Teachers should reduce the applications of canes to students for mistakes and wrongs

7. The holding of more workshops to inform community members and bring them up to speed on their responsibilities towards the achievement of the MDGs

8. There is the need to obtain more funds for community development

9. Selecting only committed and interested persons as members of any committees set up in furtherance of the achievement of the MDGs

10. Collaborating with LRC for effective monitoring of MDGs in the Nima-Mamobi HRC

11. Resolutions included a reduction in the number of birth (which would directly lower the poverty rate as the little resources available would be used correspondingly for fewer people),

12. Helping the community members' access capital from the government and helping the "Zongo" communities' access loans.

13. The youth also indicated their willingness to help the committee in whatever way they needed help.

III.   **Training for identified Community Based Organisation with thematic mandates falling within the scope of the MDGs**

A. *Gender Action Unit (GAU), Nima – Mamobi: Thematic area – Girl- child education and women empowerment*

i.   **Girl Child Education**

GAU identified that girl-child education lags behind boy-child education within the Nima-Mamobi HRC. GAU noted that this disparity is as a result of:

1. Poverty and Resource constraints and inability to pay for fees and to obtain school supplies.

2. Willingness of mothers to rely on the girl-child for petty merchandising.

3. Insufficient number of government schools. The available number of government schools cannot enrol all the children. Some parents are compelled to choose between children to send to private schools.

4. Forced marriages involving young girls.

5. "Child labour" (both in the domestic setting and in small-scale trading) keeps many girls from attending school.

6. Lack of communication between parents and teachers. It is difficult for teachers to locate parents.

7. Others including peer pressure, lack of monitoring by parents.

The GAU members present at the workshop voted on girl-child education as the first priority, with about 2/3 voting for girl-child education and 1/3 for empowerment of women. GAU set some objectives to be achieved within few years. The objectives are:

1. To increase enrolment of girls in schools. The ultimate goal is full enrolment of girls in schools but a repeated benchmark mentioned was 50% enrolment of those girls not currently enrolled.
2. To empower women through advocacy and income-generating activities.
   In a brainstorming session on strategies to achieve the above objectives, the following were agreed upon by GAU:
1. Conduct a survey of the Nima-Mamobi community to determine the number of girls who are not enrolled in school.
2. Hold community fora with leaders (i.e. Imams) and use the language of religion and what it says about education.
3. "House-to-house" advising parents on the importance of education. Before commencing the "house-to-house" advising, the GAU will devise a strategy for talking to parents of children of school going age. For example, a strategy should anticipate the possible responses that parents will give and think of methods to persuade parents on the importance of girl-child education.
4. Speaking to youth about the importance of education, perhaps by networking with youth organizations, such as the Federation of Youth Clubs or its associates.
5. Establishing relationships with the teachers of the local schools with the aim of ensuring that enrolled students stay in and do not skip school, as well as increasing female enrolment.
6. Raise funds to buy school supplies (notebooks, pencils, etc.) for needy students and to provide loans and scholarships for brilliant children.
7. Letter-writing campaign to persuade the government that more schools are needed in the area. The campaign should target the following officials: District Assembly, MP, Ministry of Education, Ministry of Women and Children.
8. Conduct research to locate, identify and apply for funds, scholarships available locally and internationally.

ii.   Empowerment of Women in Leadership Positions

1. Lack of education.
2. Lack of knowledge about rights.
3. Some men are not happy when women are educated about their rights.
4. Reluctance to take leadership positions because husband might beat them.
5. There is a need for income-generating activities for women.
6. Women lack access to loans.
7. Women's subordinate role is reinforced in Islamic teachings.

The participants in the workshop generated many ideas about strategies. Participants agreed to:

1. Organize forums about the importance of education to inform both the men and women and train them how to communicate with each other (hold separate workshops for men and women).

2. Persuade local chiefs, Imams and community leaders to support the workshops.

3. Persuade men who are sympathetic to the GAU to speak to other men who are not. Men who attend GAU's workshops can help persuade their male friends and neighbours to accept the GAU.

4. Conduct workshops on female economic empowerment. For example, how to get a micro loan, how to manage your business, etc.

5. Research ways to obtain micro loans and start a micro loan program. The micro-loan program can include the workshops on female economic empowerment mentioned above. Some potential sources of loan include World Women Banking and Sikama. Finance is a major problem among the women of the community; obtaining loans would empower women by reducing marital problems because the household will generate more income.

6. Negotiation Workshops - there is a need for better communication between male head of households and women. Domestic violence is a major problem. GAU should advocate for peace in the household. GAU should train women to communicate better with their husbands. For example, GAU participants at the workshop stated that women should judge   their men's moods to know when to discuss gender issues with them. They also said women should explain things to their husbands carefully.

7. Information campaign to encourage female empowerment (i.e. the media campaign about violence against women).

B. Mothers Club – poverty, hunger and environmental sustainability

Objective 1: Educate/Sensitize Community Members about Proper Garbage Disposal and Make Provisions for Garbage Collection

1. Educate/ sensitize community members about proper garbage disposal and make provisions for garbage collection

2. Improve the community environment by cementing, cleaning, and changing attitudes towards gutters in the Nima area

3. Improve the disposal of human waste through the construction and proper maintenance of household toilets

Strategy

1. Change community attitudes and behaviour through education on: Proper garbage disposal, Health hazards from poor sanitation

2. Advocate for more community refuse containers and more frequent garbage collection

3. Cement the gutters

4. Create a voice to reach the government

5. Work with chiefs and other community leaders to enforce community rules, e.g. through fines and other penalties

Next steps

1. Conduct household visits

2. Organize speeches after prayers, e.g. churches and mosques

3. Pursue other forums for sensitization, e.g. marriage and outdooring ceremonies

4. Record date and time of provision and emptying of community refuse containers

5. Establish a way to notify ABC when containers are full

6. Clean areas surrounding community containers if garbage is left behind by ABC

7. Visit the AMA to report when refuse containers spill-over

8. Involve landlords in collecting fees for gutter maintenance

9. Obtain technical assistance for the construction of the gutters

10. Set up community forums to discuss the cementing process

11. Schedule the cementing process

12. Collaborate with households to clean gutters near their houses

13. Clean gutters every weekend

14. Meet with landlords, caretakers and the AMA

15. Identify a donor to help obtain more boots, rakes, and other equipment as needed

16. Identify and meet with key community leaders

17. Based on outcomes from these meetings, prepare for larger town-hall meeting (workshops)

18. Conduct larger town-hall meeting (workshops) and create action plans to reach out to Secretary Ministers

Objective 2: Improve the Community Environment by Cementing, Cleaning, and Changing Attitudes Towards Gutters in Nima

1. Involve landlords in collecting fees for gutter maintenance

2. Obtain technical assistance for the construction of the gutters

3. Set up community forums to discuss the cementing process

4. Schedule the cementing process

Next steps

1. Write letter of introduction to the AMA describing the Mothers' Clubs, their relationship to the community, their past and ongoing projects, and their intentions with the new gutter project

2. Organize meeting with landlords and the AMA

3. Express the need for technical assistance in letter of introduction
4. Express need for technical assistance at initial meeting with landlords and the AMA
5. LRC and Mothers Club identify key opinion leaders to support the community forum
6. Approach opinion leaders to assist with obtaining a location, canopies, chairs, and refreshments for the forums
5. Create system of communication between landlord and community so that they will be notified when each area has given their payment for the cementing process

C. Muslims Family Counselling Services (MFCS) – On maternal health, HIV / AIDS and family Planning

Many couples lack information on marriage before they get married. This dearth of information on married life leads to family strife, disputes within the household, family instability, and unhealthy expectations concerning the appropriate behavior of men and women within the marital relationship.

The prevalence of compelled marriages and matrimonial matches in which partners are selected by relatives of the married couple was identified as a potential cause of this lack of knowledge on marriage, a problem exacerbated by the absence of neutral marriage counsellors.

i. Teen Pregnancy and Unsafe Abortions

In prioritizing its challenges, MFCS decided to combine teen pregnancy and unsafe abortions under one heading. The MFCS defined teen pregnancy as unmarried girls who become pregnant before the age of 18. This definition is the same as that defining the age of consent in Ghana.

The group defined five reasons for the large extent of teen pregnancy in Nima-Mamobi, the first being the necessity for some women to engage in sex for money. Due to extreme poverty, often acquiring money from sex appears to be a reasonable option when teens are faced with desperation and the need for survival. Secondly, there are a large number of single parents in Nima-Mamobi who do not have the time to oversee their children adequately and to guide them not to engage in unsafe sex. In addition to single parenthood, households can be very large, making it difficult for the parent(s) to raise and watch their children effectively. Fourth, peer pressure exists that encourages young women to have sex, which many young women do not have the tools from their parents to manage. Finally, there are incidents of rape where the teen becomes pregnant.

A serious concern linked to teenage pregnancy is the number of unsafe abortions that occur. Although unsafe abortions are undertaken by women of many ages the discussion

centered mostly on unsafe abortions among teens. An unsafe abortion is defined as an abortion that is not done under the supervision of a trained doctor or nurse. Unsafe abortions occur for three main reasons, the first being unresponsive nurses. Most clinics provide abortions only in the event of complications that endanger the mother or child, for cases of incest or rape, or if the mother is mentally ill. Therefore, many nurses are "unresponsive" in that they refuse to perform abortions for any other reasons than those listed. Second, unsafe abortions occur, because there are unqualified health care workers who provide abortions. The health care workers are deemed unqualified, because they do not have the required skills or they are ignorant of the rights given to women to have an abortion by choice. The third reason is an expansion of the first one, that many doctors knowingly deny abortion to women even when the laws allow for one.

MFCS brainstormed the following solutions to address the challenge of teen pregnancy and unsafe abortions in Nima-Mamobi. To reduce the rate of teen pregnancy MFCS suggested life skills training to increase teens' capacity to manage peer pressures and situations that encourage them to engage in unsafe sex.

Another suggestion is to increase job skills for young women so that they do not have to engage in sex for money, increasing their risk of pregnancy at a young age. MFCS also suggested the creation of an outreach program that highlights the dangers of early pregnancy. Outreach for the trainings could be done in local clubs and teen hangouts. The outreach and trainings should be done in local languages and dialects in order to be well understood and reach the largest number of people. Written as well as oral communication should be used to include participation to those in the community who are illiterate.

Decreasing the rate of unsafe abortions can be tackled via family planning and pregnancy education that can be incorporated into the information for teen pregnancy. In addition to information for young women, health care providers at medical clinics and hospitals should receive trainings on abortion rights in Ghana. This training will inform them as to the rights available to women in obtaining abortion services as well as their duty to provide services as mandated in the Ghana constitution.

The strategies to address the challenge of teen pregnancy and unsafe abortions starts with determining who within the MFCS could do the work. Within the MFCS there are peer educators and teen counsellors who could take on the education portion of the solutions. The peer educators and youth counsellors would target adolescents, their parents and health care providers. The project should start in early February with a series of outreach and trainings. The effort would continue on an ongoing basis for two years.

IV. Way forward

Working on MDGs is part of the ongoing activities in the HRC. It is proposed that future work on MDGs should aim at facilitating the activities of the three CBOs that are working on universal primary education; maternal heath and child mortality; and environmental sustainability. Because the MDGs are interlinked, a focus on three areas that are being championed by three CBOs in the HRC will be the point of entry for work on the other MDGs.

D. KOROGOCHO , HUMAN RIGHTS CITY , KENYA,

HUMAN RIGHTS CITY SUMMIT TRAINING WORKSHOP

BACKGROUND

Human rights violation has been the order of the day in many slum villages in Nairobi City. This trend has been attributed to lack of knowledge on how residents can actually conduct themselves or act when faced with such occurrences. Their ignorance has been taken advantage of by the oppressors who are encouraged by their silence when such violations occur hence the increase to very high levels of the many cases of human rights violations. Some of the violations mentioned by the residents of Korogocho, some related to the MDGs, are:

- Police harassment
- Right to life
- Poor health and sanitation
- Lack of proper Shelter
- Lack of security
- Lack of proper education
- Lack of access to information

The people of the korogocho community are so much used to this kind of life that a bigger percentage doesn't even know that these are their human rights. It's on this background that a newly introduced Programme in korogocho resolved to hold training workshops to help educate on matters of Human Rights and also understand the viability of Human Rights City. It was at this point that the civil society organizations and other individual personalities were contacted to help facilitate the workshops, which would be of awareness creation and also good learning to people who would be heading the human rights City Programme, and integrating some learning about the MDGs as relevant to the future of the community.

Since the initiation of a human rights city in Korogocho a human rights leaning centre has been established in the centre of the community. Learning, singing and dancing about human rights takes place from time to time, A small health centre has been established with a pharmacy , which was never their before. It is notices that the learning about human rights with participation of the police and street gangs has reduced crime considerable; people are able to walk the streets witout fear. At the WSF in Kenya members for the steering committee played a major role in organizing the seminar about human rights cites demonstrating the successful steps

Several workshops as the one described below were held in Korogocho during the year. We chose to describe one of them which have led to six such workshops fashioned by the original one.

Youths and children form the largest section of the population in Korogocho, which has an estimated population of more than 150,000 people (35% and 45% respectively as the total of the population). Nonetheless, both groups have very limited opportunities to contribute in decision-making processes that allocate resources and opportunities for the community. This has had adverse effects on their lives. This proposal focuses on building a vibrant movement for youth and children and the entire community that will integrate them within the decision making sphere of their communities. The proposal will apply to Korogocho informal settlement, which is a ward within Kasarani constituency in Nairobi, Kenya.

Objectives of the project
The project aims;
1. To identify human rights violation in Korogocho and mobilise community action to seek redress in human rights documents and in the vision of the MDGs.
2. To emancipate children especially the girl child and women to participate as equal member of the society
3. To develop a youth network that will engage in political process and decision making within and outside the community
4. To consolidate advocacy groups that can lobby for transparency and good governance

Workshops objectives
1. Identify principles of human rights, processes of enjoying these human rights and participants' responsibilities towards the enjoyment of these human rights.
2. To examine human rights issues in the community and develop skills that will enable participants address their concerns effectively.
3. Understand human rights City well and its functions in the community and the implementation of the MDGs..
4. Know the fruits of being a member of the Human Rights City.

The expected outcome from this workshops was to assist the participants establish a proactive movement around at least one human rights issue. The participants were drawn from various CBOs, schools, church representatives, and other organizations in the community. The desired gender ratio was not defined but at least it was balanced without any discrimination. The workshop intended to cover or focus in:
a) Basic understanding of human rights history and principles emanating from international charters and other experience both locally and internationally.
b) Correlation between community needs and the rights provided (or not provided) for by decision-makers and their commitment to implement the MDGs.
c) Identification of specific community rights issues relevant to the participants, exploration of factors that hinder the enjoyment of those rights and the actions necessary to overcome the hindrances.

d) The processes of actualizing collective human rights with special focus on the Constituency Development Fund. This will include an analysis of participants' contribution in the establishment of the CDF committee, the ongoing and complete projects, etc.
e) Formulation of practical action plan geared towards addressing at least one of the community concerns.
f) Evaluation of the workshop to identify gaps and other issues of concern for community members.

The workshop

The workshop started with prayers and welcoming remarks by the host. This was then followed by general introduction, and participants were required to introduce themselves and .were requested to share in a plenary their expectations from the workshop. These were some of their expectations:
   (a) Know more about HR and abut the MDGs
   (b) Meet and make new friends
   (c) Know more about human rights
   (d) Learn ways of dealing with human rights violations
   (e) Know the role of the summit in HRC
   (f) Understanding our human rights
   (g) Meet cooperative people
   (h) Have some good food.
   (i) Challenges the groups face at the ground level
   (j) Get hand outs
   (k) Programme followed accordingly

HUMAN RIGHTS CITY - What is Human Rights City?
It was time to start the whole session and the participants were taken through the genesis of HRC and how it is now in korogocho by Jared who had been in the process earlier than the rest.

Facilitator summarized the session by emphasizing importance of giving each and every individual time to share their views and ideas. Cooperation during that period was also thought to be very essential since learning is based on interest and the will of the people especially in adult education.

Introduction to human rights approach

 The facilitator of the workshop started the session, requesting the participants to form working groups. He then issued the groups with handouts that were supposed to be studied and there after the cases of violations be identified by the group and noted for presentation by their leaders. It was then noticed by all the groups that there were various violation that varied from one area to the other and the people at risk could do nothing much simply because they did not know their rights in one end and at the other end the government was also involved in the violations hence no knowledge on how to approach the situation.

Among some of the issues identified were human rights to: proper representation, freedom of expression, education, good shelter; proper infrastructure, better health, and security. These were said to be exactly what human rights are all about as would be realized later in the session. The facilitator continued the session by giving the general background of Human Rights dated back the first and second world war where after the many deaths Nations came together to see a way in which this could be avoided, giving birth to United Nations.

The nations, which were united, came up with rules, which we now call human rights to enhance coexistence, and vowed to protect them. This is what is now known as the Universal Declaration on Human Rights (UDHR) adopted in December 10th 1948. The facilitator went ahead and explained some of the key International Human Rights Instruments.

Declarations and Recommendations.

These are documents of intent which are not legally binding for countries that sign them but may gain force of a binding law if the contents are widely accepted by the International Community making it achieve the status of Customary International Law.

Conventions Covenants & Treaties.

These are International legal Instruments that legally bind countries that have signed and ratified them. After a country's representative has signed a treaty, their head of state/government has to approve and upon such approval the signed treaty is ratified.

Resolutions.

They are documents, which are not legally binding except those entered into through the UN Security Council. However, as UN bodies usually adopt them, they can carry a considerable amount of weight and often are much more detailed on one particular agenda and platforms for action.

The Universal Declaration of Human Rights states:

- Everyone is Born Free and Equal.
- Everyone has the Right to Life, Liberty and Security of person.
- Everyone has the Right to Freedom of Thought, Conscience, Expression and Religion.
- Everyone has the Right to Freedom of Movement, Assembly and Association.
- The will of the people shall be the basis of Government.
- There shall be one-person one vote and free Election.
- Nobody shall be tortured, detained or exiled.
- Everyone has the Right to education.
- Everyone has the Right to food, housing and Social Security.
- Everyone has the Right to work, Rest and Leisure.
- Everyone has an Equal Right to Participate in the Political and Cultural Life of the Community.
- Everyone has the Right to form and Join Trade Unions.
- Everyone has the Right to equal pay for Equal work, Just Wages and Good Working Conditions.
- Everyone is Equal in the Eyes of the Laws and Everyone Charged is Innocent until Proved Guilty.
- Everyone has the Right to own Property.
- Everyone has the Right to marry and found a family.
- Everyone has the Right to Live in a Society that Respects and Projects these Freedoms.
- Every person has the Right to Life, to Bodily Integrity and to the means which are Suitable for the Proper Development of Life; these are primarily Food Clothing, Rest Medical Care and finally the Necessary Social Services.

The facilitator went on expounding the above point by point giving relevant examples where necessary. He also mentioned how when the Kenyan Constitution was being made a bigger percentage of the above Rights were included in the Constitution Section 5 what is now called **The Bill of Rights** which the participants were able to confirm from the current constitution.

After that session two main questions came up which were also acted on by both the facilitators and the participants who were aware. The questions and their responses were:

1. **Why are some of these human rights not adhered to?**
    Some participants responded by mentioning that our leaders who are suppose to safeguard these rights are the worst oppressor only driven by their own interests and greed. Their attitude and ignorance also drive those among us who also don't follow these rights.

2. **What does UN do when some of the rights are violated?**
    Only countries are allowed to join UN and so when a country violates some of these rights then in many occasions sanctions are imposed on them. UN also has implementing bodies to ensure some of these are realized. Such are:

i.	UNDP	for development
ii.	UNICEF	children
iii.	UNEP	environment
iv.	UNESCO	education
v.	UN HABITAT	shelter
vi.	UN Security	Council

The facilitator rounded up the session by mentioning that Human Rights are God given and can not be separated from the being. Dividing Human Rights as the experts would do as first and second generation rights wasn't proper since they all depend on the other e.g. as ones life would depend on availability of food, shelter, good environment etc.

GOVERNANCE

This was another interesting session that took the members to tasks.
The facilitator on the floor again asked the members to define what they understood by the word governance and the following were the responses given;
*   Mtu kuwa na uhuru
*   Application of rules and regulations.
*   Power and leadership translated in forms of law and rules that guide people, institution, party or country giving a way forward.
*   Freedom and right to do what one think is right.
*   Type of leadership plan, policies, on how to lead. E.g. democracy or dictatorship.
*   System of implementing laws used by the government.
*   Ways a community is run by the authority in power.
*   Set of rules and regulations in place to govern.
It was also realized that there are different forms of governance; namely
*   Civil governance
*   Social and economical governance
*   Political governance.
The facilitator then defined each and every form of governance and also helped the members know their roles in governance.
It was also realized during this time that it is the obligation of the government to respect, and protects the rights of the city.

The members of the summit were also informed that it will be a course of, awareness creation, advocacy, capacity building and decision making process that would see the whole process through.

STATISTICS AND SITUATION OF HEALTH IN KOROGOCHO.

There were two facilitators that handled the session.

The first facilitator started by talking about the situation of health in korogocho, which she described as pathetic
The members, who also gave the examples of the situation on the ground, also confirmed this.
The second facilitator then gave the statistics of the people living in this community.
That he gave as about 37000 people according to the research that was conducted two years back.

In this population, it was also noted that in every four months, one hundred and six mothers give birth. And at the same time in every one month twenty six to thirty children die in this slum due to inadequate access to health facilities.
With the statistics provided the members of the said community of Korogocho therefore needs a lot of awareness campaigns to help them know and understand their roles and that of the gorverment being to promote, protect and fulfill the rights.

- This marked the end of day one and so participants were required to share their feelings as a way of evaluating the day. They were only in one word supposed to mention their feelings about

The second day started with payers then followed by the usual ground setting session where participants were required to try remembering some of the things either learnt or did the previous day. Each one was to come to the middle of the circle and share with the rest what he or she remembered which became the recap session of the previous days' activities.

LAW AND HUMAN RIGHTS IN KENYA.

The facilitator on the floor started the session by an exercise where again he asked members in group work to deliberate among themselves their understanding of human rights and also try to identify which ones have hence been violated in their community. The exercise was compared to our day to day way of life where there are always obstacles blocking us whenever we wanted to reach something like resources or maybe fight for some of our rights. This was followed by the introduction of the topic on Constituency Development Fund (CDF) which came as a question and thus the discussion by the members giving their views and assisted by the facilitator in knowing some of the facts.

Here the facilitator with elaboration and giving of relevant and live examples touched on:

- Source of the money as being the taxes we pay to the government and how a percentage of the total revenue collection is allocated to constituencies.
- The intended purpose being for development projects in a given constituency which should be able to benefit a large number of a given community in a constituency or even the whole constituency.
- The processes of getting this funding through proposals to the committee whom approves the proposals and take to the next level until they get to the treasury.
- Also mentioned was how the money gets back to the treasury when not utilized and that it's available every year.

- It always higher in some constituencies depending on their levels of poverty compared to the others.
- He also talked of the formation of the Constituency Development Fund Committee where the sitting Member of Parliament is normally the chair and other members being Divisional Officer, two area councillors, religious leaders representatives, women representative, a representative of a Community Based Organization and youth representative. The area MP can decide not to be the chair and let the committee choose it's own chair.
- The committee according to the facilitator could have a minimum of ten members and a maximum of fifteen members.
- The fund can also support ongoing projects to their completion so long as they benefit a large percentage of the community.
- 10% of the total CDF money is meant for bursary and could also be accessed by community members.

The facilitator concluded the session by challenging the participants to follow up on the issue because it was one of their human rights. He told them that is just one way in which the government tries to address some of the problems in the society. Participants raised questions about how they have never known the members of the committee and the way the fund is operated in their constituency. The response given was that it is their responsibility to seek for that information and the best person to help would be the area D.O. since he is like a permanent member in that committee. It is also their responsibility to ensure that they benefit from this fund. In summary it was also noted that this exactly the obligation of the HRC, hence the importance of the training to the summit who would be responsible for investigating, monitoring and documenting all the areas of violations.

Participants were divided in-groups for a group discussion exercise where they were required to identify some of the problems they faced in their communities in relation to human rights issues. They were also instructed to try and priorities the issues in terms of their urgency to the community.

Group reports in order of priorities.
   (a) Insecurity (crime, rape, police harassment)
   (b) Ignorance and illiteracy attributed to either poor education facilities or poverty
   (c) Unemployment
   (d) Poor health facilities
   (e) Poor shelter and filthy environment
   (f) Discrimination and domestic violence

   These were analyzed within the MDGs in the practice and achievement of human rights.
   (As these workshops continued the level of sophistication and analysis were evident in the discussions which will lead to action.)

SANITATION
The issues of sanitation and human rights were also introduced.
The members talked about water and the sanitation in Korogocho which was also realized to very poor as well violated as a right deserved by the society.

ADVOCACY
In advocacy, it was noted that there has to be need and deprivation, it was also important to formalize the advocacy process, problem identification, and mobilization and having a plan of action.

Violence

Violence was seen as behaviour or a force that is willed and injurious to human life, dignity and the quality of human person. It could take physical form, it could be emotional/psychological, verbal, non verbal, sexual, economical and structural among others. Two key words (willed & injurious) were picked from the definition and elaborated on by the facilitators as being what qualifies any behaviour to be violent.

When participants were asked how they would respond when confronted by some of these situations, answers were: fight back, run away, pray , keep quite , ignore, do nothing about it.

Responses, which were classified by the facilitator into two as either being, **counter violent** or **passive (silence/avoidance)**. In an open discussion, after what would be called critical analysis of the two responses, it was agreed that non-of the above would bring to an end any form of violence. Then came the BIG question, if this is how we've been handling these kinds of situations and we've realized that they do not actually work so what?

Active Non-Violence

This was defined as a system of personal, social and international change based on the force of **truth** and the power of **love.** It was also described as an attitude of mind and a way of life that seeks to transform individuals and society to a situation of sustainable peace without recourse to any form of violence. The key issue in the definition was about personal change of attitude, which then climbs to level of society then, maybe international because as they say charity begins at home.

The five key principles that support ANV were also highlighted with the help of relevant examples.

Principles of ANV

- It believes that every human person has a moral/sense of right and wrongs (conscience) hence the need to give people a chance to share their ideas, beliefs etc.
- It must avoid not only external physical violence but also internal violence of spirits.
- NV violence demands that means we use must be as pure as the ends we seek. It is wrong to use immoral means to attain moral ends and vice versa.
- The willingness to suffer and lay down ones life must exist.
- It starts from where most people are deprived of their rights and are suffering from injustice. Freedom is never voluntarily given by the oppressor it must be demanded by the oppressed.

The above were summarized into what the facilitator called the *or the 6P's*

1) Proclaim the truth
2) Protest the injustice
3) Penetrate the conscience of the adversary
4) Part from the injustice yourself
5) Pray
6) Pay the price

An example using an inverted pyramid to show how we are pillars to injustices was introduced with an aim of making the understanding easy.
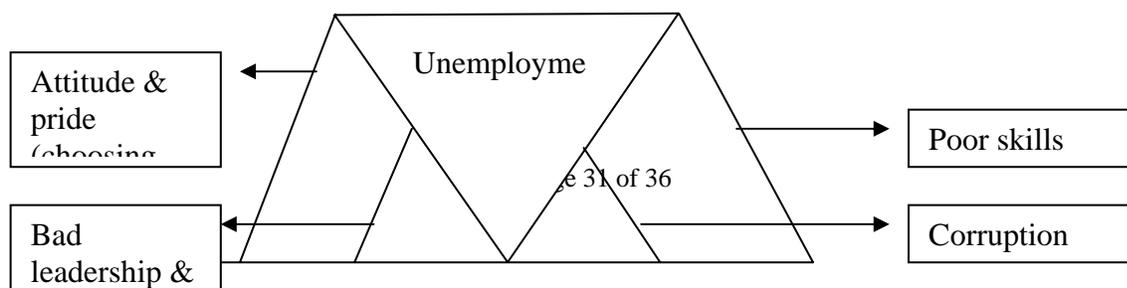
The general public is in one way or the other involved as a pillar supporting the injustice e.g. the public elect the leaders, it's the public which is proud, corruption is two way hence the need to part from the injustice by stopping being pillars or support to the injustices.

When the communities stop being pillars then automatically what stands as an injustice will fall over due to lack of supporters and become something else. However, mentioned were also other key things to note in the process;

- ANV call for creativity due to the fact that every problem or injustice is unique in it's own way. An exercise of making a line longer was used. Participants in their own way struggled to understand the process and along the way, a few of them got the clue about the trick. The main issue behind such an exercise is to enable participants/people think beyond what they are normally used to. It is through such approaches that problems can be solved. The process demands that we start small from the lightest weapon in this case dialogue as we climb up.
- It also requires us to have alternatives as we move along.
- The need to stay united under one focus also emerged and in this case a guideline was given as below:

WHAT   **there is an urgent need to know or agree on what we exactly want to do?**
WHY   the reason for the action must also be very clear from the word go.
WHO   targeted group must be known and on the other hand the people involved
                    in the process should be identified and known.
WHERE   the targeted area of operation must also be identified.
WHEN   time frame is also key in the operation.
HOW   strategies or the methods to be used must also be put down clearly.

In the **who** part other important things that must be done include mobilization and networking to bring in other stakeholders to assist in the process which in turn allows the entry of other new ideas and skills. What is supposed to be done must remain **SMART.**

Specific * **M**easurable * **A**chievable * **R**ealistic * **T**ime bound

ACTION PLAN
Both the groups trained agreed on two key things to do one was to try address some of the problems both directly and via their group by creating awareness and two by working together with the HRC of Kenya to address some of the ills in our society by together developing action plans for various issues and pursuing them one at a time in the order of priorities.

The two days' workshop ended with an evaluation where participants were required to share their feelings with the rest who had formed a circle in the training room. Self evaluation was also done where each participant spoke their comments or feelings about the two days they had been together. A closing remark and a short prayer to mark the end followed this

 Conclusion:

In the process of enlightening communities on matters pertaining to their human rights, there is need to involved more people especially from the informal settlement areas of Nairobi City. Experience has it that it is within these villages that people are deprived most of their rights. Due to their economic status, coupled with ignorance, they are easily lured into to processes that are not productive to them, hence a need to create more awareness.

It became clear that there is need to reach out more to the people and to use facilitation methods that take into consideration the different levels and capacities of community members,.

As such, the workshop was characterized by a lot of games and energizers both educative and otherwise, which kept the participants awake and feel at home. In general the workshop was a BIG success despite the fact that the organizers were not very happy with the attendance. The present participants showed a lot of commitment and cooperation a sign of better things to come which is better than numbers who would just be present because of the allowance. There is still along way to go to enable the youth start looking for long term solutions to their problems and make them know that no one will do that for them. This could be attributed to bad economic times but MKHRC should be encouraged by the fact that the participants themselves agreed there was need for more awareness and a **HUMBLE BEGINNING** and **CONSISTENCY** is what it takes. The fact that a bigger percentage of the participants were born and brought up in Korogocho, should give both secretariat and the participants who are committed to this process enormous territorial confidence to the advantage of the process.

We took the liberty to give many details which may seem obvious, to demonstrate the imperative of learning about human rights as a way of life, people in the community learning of how various internationally recognized plans, such as the MDGs, stand to assist the community in their actions and most important unify the people of Korogocho to work on developing an exemplary human rights city.

E. MOGALE, SOUTH AFRICA
WORKSHOPS MDG'S & HUMAN RIGHTS

The Municipality, Mogale Foundation and PDHRE co-sponsored workshops on the millennium development goals, human rights and participatory budgets in the context of service delivery to communities. The purpose of these workshops was to increase the level of understanding of human rights and the transformation of society. The ward committee structures which is a representative structure of the both the community and citizens was used as the entry point for the workshops, participants also included representatives from civil society organizations and some government officials. The specific goals were:

1. To ensure that ward committees are functional and can take an active role in determining the Integrated Development Plans and municipal budgeting for the City.
2. To work from a Human Rights Framework when developing a city plan and a people's budget.

The intention of getting representatives from the ward committees involved was because Ward committees are the link between the municipal councils and the communities they represent. By educating ward committee representatives one will be extending the benefits to greater numbers of people in the community.

Whilst the intention initially was to work only with the ward committee representatives it was subsequently decided that the interactions and benefit would be greater if we also involved more civil society organizations in the city. Invitations were sent to most organizations that had a constituency base and the response was phenomenal. We had initially planned to have three one-day workshops consisting of approximately 25 participants per workshop, totalling 75 participants. As a result we ended up training about 100 participants from the NGOs; inter-governmental fora, councillors and ward-committee members.

The program covered the Millennium Development Goals, the legal framework and participatory budgeting within a human rights framework.

Outcomes of the Workshop
- Familiarisation of the participants with the MDGs
- Basic introduction to the Human Rights Framework
- Participants felt they were exposed to and understood the processes involved in Budgeting for the City's Plans

Overall, the participants evaluated the workshops very positively and indicated that they will be using this information in their organization and will be sharing the content this information in the communities that they work in. They felt it will result in communities engaging the authorities in a different manner – there is a better understanding of the processes, procedures and their greater knowledge of their rights which will in turn allow for greater participation in the city. However they wanted more information sharing, more educative workshops and felt that these workshops needed to be taken to their various sectors/areas of work.

II.   WAY FORWARD

 A Steering Committee of Mogale City consisting of civil society organizations, and municipal representatives where possible, has been undertaken as follows:
   a. The Committee Educating itself about the HR Cities and integrate HR into their everyday lives.
   b. Taking ownership of the HR City to drive community programs that will better the lives of the majority of people in the city.
In General beyond the workshops that took place t is noted that in the past the Municipality allocated some of the resources for the work on the Human Rights Cities. However, the Human Rights City is not a priority project for the new political dispensation and they have not allocated any resources to the project.

We are getting the Steering Committee to take further actions. Once the steering committee is in place the second phase of planning can take place – strategic planning; education; programs on HR.

The is not doubt the Mogale can become an importnat hub for the learning at the community level in South Africa about human rights as away of life and the MDGs derived from them. We need to reach out to more organization and move away from any dependence on the municipality.

This is a good begining and in the next step will reach out further into the community and plan more workshops as described above and as have been facilitated with us in the past by PDHRE..

In summation:

The reports you have just read were presented as prepared by the members of each of these Human Rights cities. It might have seen to the reader over elaborated with manuals and minute details. However, we chose to present it as sent to us, believing that the reader will not only scrutinize the fulfilment of our obligations but will gain insight about the many and varied processes a human rights city must often tediously go through to adopt and work for implementing human rights as a way of life…--and most important: for people to internalize and prioritize the MDGs as a way to transform their lives, Goals, about which the international community has made commitment and undertook implementation. . Several of these cities took the steps to look at alternative budget, others "new" to the human rights city just learned about then t and hopefully, in the future, as they strengthen   their commitment to human rights as away of life, will work with their authorities to make them a reality.