



United Nations  
Educational, Scientific and  
Cultural Organization



# Toolkit for Urban Inclusion in Arab Cities

Cities promoting inclusion through public participation, access to information, sport, and citizenship and human rights education



Published in 2020 by the United Nations Educational, Scientific and Cultural Organization (UNESCO), 7, Place de Fontenoy, 75352 Paris 07 SP, France, the UNESCO Office in Cairo, Northern Expansions, Sixth of October City, Giza, GZ, 11452, Egypt, and the European Training and Research Centre for Human Rights and Democracy – ETC Graz, Elisabethstraße 50B, 8010 Graz, Austria

© UNESCO, 2020

UNESCO's ISBN 978-92-3-100393-6



This publication is available in Open Access under the Attribution ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).

Original title: دليل المدن العربية للإدماج الحضري: تعزيز الإدماج الحضري من خلال المشاركة العامة، والوصول إلى المعلومات، والرياضة، والتربية على المواطنة وحقوق الإنسان

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The ideas and opinions expressed in this publication are those of the authors; they are not necessarily those of UNESCO and do not commit the Organization.

Authors: Kareem Ibrahim, Deena Khalil, Marwa Barakat, and Salwa Salman - Takween Integrated Community Development

This publication includes six separate booklets: Introduction, Public Participation, Access to Information, Sport for Youth Inclusion, Citizenship and Human Rights Education, and Supporting Tools.

**Cover and graphic design:** Designframe Corp, Cairo

**Inside photo credits:** © Shutterstock

Printed in Cairo, Egypt

# Table of Contents

<b>Foreword</b>	i
<b>Introduction</b>	1
Background	3
About the Toolkit and its objectives	4
Target groups	5
Structure of the Toolkit	5
How to use the Toolkit	6
Methodology	7
Contributors to the Toolkit	9
<b>Public Participation</b>	11
Why public participation?	13
Planning public participation	17
Implementing public participation	23
Evaluating public participation	31
<b>Access to Information</b>	32
Why access to information?	34
Planning access to information programs	40
Implementing access to information programs	46
Evaluating access to information programs	52
Appendix: Examples of legal frameworks governing access to information in selected Arab states	54
<b>Sport for Youth Inclusion</b>	55
Why sport for youth inclusion?	57
Planning sport for youth inclusion programs	63
Implementing sport for youth inclusion programs	75
Evaluating sport for youth inclusion programs	83
<b>Citizenship and Human Rights Education</b>	85
Why citizenship and human rights education?	87
Planning citizenship and human rights education programs	93
Implementing citizenship and human rights education programs	99
Evaluating citizenship and human rights education programs	103
Appendixes	104
<b>Supporting Tool</b>	109
Stakeholder power analysis	111
Template for the organization of community consultation sessions	113
Monitoring and evaluation	115

# Foreword

Cities are the cradles of civilizations, the beacons of knowledge and creativity, and the engines of economic and social progress in the world. Today, 58% of the total Arab population lives in cities, a proportion likely to reach 75% by 2050. Arab city leaders have a major responsibility to plan thoroughly for this unprecedented urban expansion, shifting promptly to innovative methods that will allow them to face foreseen challenges.

Real, sustainable urban development is necessarily inclusive, offering all city inhabitants equal opportunities in the various spheres of life, including benefit from basic services, access to information, and participation in local decision-making. Indeed, exclusion - in any dimension it may present itself - challenges the ability of Arab countries to achieve human development where no one is left behind, and hampers the fulfilment of commitments stipulated in the 2030 Agenda for Sustainable Development and its seventeen goals. Seeking inclusion is even more critical in light of the fact that Arab cities are becoming increasingly more diverse and multi-cultural.

Hence the importance of the **Toolkit for Urban Inclusion in Arab Cities**, which was prepared in response to the recommendation of members of the Coalition of Arab Cities against Racism, Discrimination, Xenophobia and Intolerance. Member cities have identified a need for reference material that is relevant to their context and that addresses priority urban inclusion issues, in line with Sustainable Development Goal 11 and the New Urban Agenda.

The Toolkit that we present today provides practical, viable guidance to city actors in the region to promote urban inclusion; as well as advice proven by the actual experiences of Arab cities and inspired by their accumulated knowledge in planning, implementing and evaluating their local programs and projects. It is therefore a guide "from Arab cities, to Arab cities". The Toolkit covers four priority topics, namely: public participation, access to information, sport for youth inclusion, and citizenship and human rights education.

We would like to express our profound gratitude to contributing Arab cities for sharing their experiences and knowledge, which are at the core of this publication. We also thank the many experts and young people who contributed to preparing, reviewing and enriching it.

We hope that this Toolkit, through its participatory and applied approach, will support Arab city officials in their endeavors to build inclusive and sustainable cities. We also hope that the ideas presented will inspire Arab cities to seek new horizons of collaboration and the implementation of joint projects. We at UNESCO and the European Training and Research Centre for Human Rights and Democracy in Graz remain committed to supporting Arab cities through technical advice, capacity development, and the facilitation of networking and experience exchanges.

Nada Al-Nashif

Assistant Director-General for Social  
and Human Sciences  
UNESCO

Klaus Starl

Executive Director  
European Training and Research Centre for  
Human Rights and Democracy, Graz

# INTRODUCTION





# Background

Urbanization is “one of the twenty-first century’s most transformative trends.”<sup>1</sup> Cities currently host more than half of the world’s population and generate more than 80% of the global gross domestic product.<sup>2</sup> This emphasizes, today more than ever, their fundamental role as economic, social, and cultural development hubs. This applies to all regions of the world including the Arab region, where more than 58% of the population lives in urban areas,<sup>3</sup> a figure that is likely to reach 75% by 2050.<sup>4</sup>

Arab cities are undergoing large-scale social transformations and population movements. They host large numbers of refugees, internally displaced persons, and migrant workers, and have transformed into heterogeneous spaces, bringing together different identities, cultures and races. Consequently, Arab local authorities have a growing responsibility towards establishing inclusive cities, securing equal opportunities for all, providing access to basic services and information, and enabling effective public participation in decision-making. In line with these aims, city actors – including local government employees, members of elected councils and development organizations – need to: adopt rights-based, people-centered approaches; develop and implement local policies and comprehensive plans that combat social divides; include all inhabitants in the development process; and promote a culture of citizenship. They should strive to ensure equal representation of women and men in the various spheres of life; provide formal and informal platforms for youth to express their opinions and aspirations; and protect the rights of various groups, such as the rights of children to a safe and healthy environment, of persons with disabilities to work and access public places, and of refugees and displaced persons to decent life, jobs and housing.

“ **We [signatory Arab cities] commit to uphold the vision of the International Coalition of Inclusive and Sustainable Cities (ICCAR) by promoting international cooperation between cities to strengthen advocacy for global solidarity and collaboration, and promote inclusive urban development free from all forms of discrimination.**

The Tunis Declaration issued by the Coalition of Arab Cities against Racism, Discrimination, Xenophobia and Intolerance, April 2017.



The adoption of good urban governance frameworks that integrate the principles of transparency, justice, equality and accountability contributes directly to the achievement of social inclusion. Such frameworks help local governments to establish constructive communication channels, respond to city inhabitants’ needs, develop relationships with the private sector and civil society organizations to deliver quality and efficient basic services, and exploit the prospects of information technology in promoting transformation into a smart city.

Recognizing the growing role of cities and its centrality, UNESCO launched in 2004 the International Coalition of Inclusive and Sustainable Cities (ICCAR) as a network of cities interested in sharing experiences in order to improve policies against racism, discrimination, xenophobia and exclusion. Under the umbrella of ICCAR, regional coalitions were established, each with its respective Ten-Point Plan of Action, including the Coalition of Arab Cities against Racism, Discrimination, Xenophobia and Intolerance.<sup>5</sup> UNESCO regional offices in the

1 The United Nations. 2017. The New Urban Agenda. Quito Declaration on Sustainable Cities and Human Settlements for All, para. 2 (A/RES/71/256).

2 The World Bank. 2019. Urban Development. <https://www.worldbank.org/en/topic/urbandevelopment/overview>. Accessed on 4 December 2019.

3 Arab Development Portal. 2019. Demography. <http://www.arabdevelopmentportal.com/indicator/demography>. Accessed on 4 December 2019.

4 UNDP. 2010. Research paper series. Arab Human Development Report. “Population Levels, Trends and Policies in the Arab Region: Challenges and Opportunities”. p.16. <https://www.eccar.info/en/eccar-toolkit-equality> Accessed on 4 December 2019.

5 For further information on the Arab Coalition and its 10-point plan of action, please refer to

<http://www.unesco.org/new/en/social-and-human-sciences/themes/fight-against-discrimination/coalition-of-cities/arab-states>

“ **Local authorities have a growing responsibility to make their cities more inclusive, provide equal opportunities to all, enable access to basic services and information, and facilitate participation in the decision-making process.**

Excerpt from the opening statement of the UNESCO Cairo Office, delivered during the workshop on the development of the Toolkit for Urban Inclusion in Arab Cities (Amman, March 2019).



Arab states are supporting cities member of the Arab coalition to achieve urban inclusion and to develop the necessary capacities to build inclusive and sustainable cities where “no one is left behind”. Arab cities have emphasized their commitment to achieve urban inclusion in line with the 2030 Agenda for Sustainable Development and the New Urban Agenda, as well as their willingness to collaborate and share good practices, knowledge, and experiences in this regard.

In this context, the need to develop reference guides and materials on urban inclusion was raised in a number of workshops organized by UNESCO Cairo Office with the participation of cities members of the Arab Coalition. It was agreed to benefit from the successful experience of the European Coalition of Cities against Racism – ECCAR’s “Toolkit for

Equality: City Policies against Racism”<sup>6</sup> in preparing the **Toolkit for Urban Inclusion in Arab Cities** as a reference that is tailored to the specific needs of the Arab region. Cities members of the Arab Coalition have expressed their willingness to contribute technically to the elaboration of the Toolkit as a practical guide prepared “by Arab cities for Arab cities”.

## About the Toolkit and its objectives

The Toolkit for Urban Inclusion in Arab Cities aims to provide Arab city leaders and local government officials with practical tools and advice to build inclusive and sustainable cities. The Toolkit reflects the real experiences and practices of participating cities; it documents their accumulated transferrable and tacit knowledge, compiling it into policy models that can help city officials achieve the following:

- Gain societal acceptance and political backing for their proposed policies and programs, by providing a good evidence base supporting their proposals, and demonstrating the links to international commitments and conventions.
- Adopt an inclusive and integrated approach in designing, planning, implementing and evaluating local policies and programs (according to the policy-making cycle) to ensure the rights of all city inhabitants.
- Achieve participation through the effective involvement of different social groups and stakeholders, to ensure the success and continuity of policies and programs.
- Promote a holistic vision and the ability to foresee potential challenges facing the implementation of policies and programs, by learning about similar city practices and measures adopted to address these challenges and ensure the successful implementation and continuity of programs.
- Acquire practical tools and models that can be applied during the different stages of work.

---

<sup>6</sup> The European Coalition of Cities against Racism and ETC-Graz. 2017. Toolkit for Equality: City Policies against Racism. <http://www.eccar.info/en/eccar-toolkit-equality>



The Toolkit is not meant to document in detail specific urban inclusion policies and programs carried out by Arab cities – for these are certainly too many to include in a single document. However, it briefly presents some city examples to clarify and articulate a proposed idea. We also hope that these examples will encourage cooperation and networking among Arab cities. It is also worth mentioning that the Toolkit does not aim to provide blueprints or prescriptive “models”; rather, it proposes practical guidance and advice that cities may benefit from in the way they deem to be most relevant and according to their needs and local conditions.

Each chapter of the Toolkit tackles a specific urban inclusion topic of high relevance to Arab cities. The four topics were selected based on the meetings held with participating representatives of Arab cities and are in line with the Ten-Point Plan of Action of the Arab Coalition, and the priorities of Arab cities, UNESCO and the European Training and Research Centre for Human Rights and Democracy (ETC Graz).

The Toolkit is published under the “Inclusive and Sustainable Cities Series” issued by the Social and Human Sciences Sector at UNESCO. It is expected to be published as an online interactive document.

## Target groups

The Toolkit mainly targets the following groups:

- Mayors;
- Members of Municipality Councils;
- Municipal executives;
- Entities concerned with the design, implementation, follow-up, and evaluation of local projects and programs.

“ [...] any superiority deriving from racism, discrimination, or intolerance is scientifically and morally false, unjust, and socially dangerous. It should be condemned as it impedes the development of individuals and communities [...]

Excerpt from the statement of Dr. Youssef Al Shawarbeh, Mayor of Greater Amman, Municipality, in the opening of the workshop on the development of the Toolkit for Urban Inclusion in Arab Cities (Amman, March 2019).

## Structure of the Toolkit

The Toolkit includes the following four chapters:

### 1. Public Participation:

Methods and mechanisms – both formal and informal – adopted by cities to promote public participation in city planning and decision making at the local level.

## 2. Access to Information:

Methods and mechanisms used by cities to meet the information needs of inhabitants, including the provision and regular updating of adequate and accurate information, making it accessible to the general public.

## 3. Sport for Youth Inclusion:

Sports-based initiatives and programs, especially for youth, supported by cities to promote social inclusion.

## 4. Citizenship and Human Rights Education:

Education and training initiatives and programs implemented by cities to improve awareness and promote a culture of citizenship and human rights among civil servants and the public in general.

# How to use the Toolkit

Importance

Planning

Implementation

Evaluation

**Importance:** Explains the importance and relevance of the topic under consideration in the chapter. Clarifies the link to city commitments, notably those presented in global conventions, thus providing arguments that could be used to gain political support for proposed local programs. The link between the topic and city functions is also clarified in each chapter.

**Planning/ Implementation/ Evaluation:** Provides guidance on how to execute programs, based on participating city experiences, outlined according to the stages of the policy-making cycle namely planning, implementation, follow-up and evaluation. Specifies the major steps to be followed in each phase, the challenges cities may face and the measures for addressing them.



Checklist provides as a simple monitoring tool to help cities avoid missing any element of successful planning and implementation.



Inspiring city experiences, including projects, programs and policies related to the topic of the chapter.



Tips from participating cities to enhance and develop the work.



Reference to additional material available in the “Supporting Tools” booklet.

# Methodology

The content of the Toolkit chapters was developed by organizing two workshops that aimed to document the tacit knowledge accumulated by Arab cities through experience, and which could be transferred to benefit other cities. The workshops were attended by nominated representatives of the Arab Coalition member cities who have the practical experience and knowledge in local policy-making and implementing and are well acquainted with the topics of the Toolkit. Experts from international organizations, academic institutions, and civil society organizations who have long experience in inclusive urban policies also joined the workshops.

“ We aim to achieve cities and human settlements where all persons are able to enjoy equal rights and opportunities, as well as their fundamental freedoms, guided by the purposes and principles of the Charter of the United Nations, including full respect for international law.

The New Urban Agenda, para. 12.



The first workshop was held in October 2018 in Cairo, Egypt over three and a half days to discuss two topics, public participation and access to information. The second workshop was organized in March 2019 in Amman, Jordan under the auspices of the Mayor of Greater Amman Municipality. Over three days, participants discussed the other two topics of the Toolkit, namely sport for youth inclusion and citizenship and human rights education. Youth representatives were invited to participate in the second workshop following a recommendation from the first workshop, and taking into consideration that one of the discussed topics was of direct relevance to youth. They enriched the discussions by sharing their experiences in local development and voluntary work, their suggestions for improving cities' performance, and their vision on how to achieve sustainable and inclusive cities.

The workshops were highly interactive; city representatives worked in groups moderated by UNESCO, ETC-Graz and urban inclusion experts. A set of guiding questions were asked during the working groups addressing the following aspects:

- The concepts, human rights aspects, arguments and evidences backing the programs, as well as the conditions that enabled implementation of the programs.
- Identification and engagement of stakeholders, key practical steps, public outreach, and implementation challenges faced by cities and how they were overcome.
- Evaluation indicators used, follow-up actions, success and sustainability factors and lessons learned.

The information generated during the working groups constituted most of the content of the Toolkit. The four chapters were drafted by a group of urban inclusion experts (Takween Integrated Community Development, Egypt) who also facilitated the above-mentioned workshops. The Toolkit was peer reviewed by city representatives as well as by regional and international experts and finalized by UNESCO.

## An Overview of the Coalition of Arab Cities against Racism, Discrimination, Xenophobia and Intolerance

The Coalition of Arab Cities against Racism, Discrimination, Xenophobia and Intolerance was launched on 25 June 2008 in Casablanca, Morocco as a network of cities interested in sharing experiences and

improving their policies to address racism, discrimination, xenophobia and exclusion. In the same year, UNESCO collaborated with the Municipality of Casablanca in organizing a meeting attended by Arab cities' representatives, experts and non-governmental organizations in the region. The meeting resulted in an agreed Ten-Point Plan of Action covering different areas within the mandate of municipal authorities.

## Why UNESCO and the European Training and Research Centre for Human Rights and Democracy (ETC-Graz)?

UNESCO's Social and Human Sciences Sector promotes inclusive and non-discriminatory urban development and seeks to promote a culture of inclusion, human rights and citizenship. UNESCO supports the International Coalition of Inclusive and Sustainable Cities and its seven regional and national coalitions (including the Coalition of Arab Cities against Racism, Discrimination, Xenophobia and Intolerance). The European Center for Training and Research on Human Rights and Democracy (ETC-Graz) is a think tank and a university-based center for human rights training. Since 2017, UNESCO Cairo Office has collaborated with ETC-Graz in implementing a number of joint activities in support of the Arab Coalition.

### The Ten-Point Plan of Action of the Coalition of Arab Cities against Racism, Discrimination, Xenophobia and Intolerance

1. Enhance vigilance against racism, gender discrimination, xenophobia and intolerance.
2. Adopt municipal policies that take into consideration fighting racism, discrimination, xenophobia and intolerance.
3. Raise the inhabitants' awareness and promote their participation.
4. Promote cooperation among municipalities and professional entities.
5. Support victims of racism, discrimination, xenophobia and intolerance.
6. Support vulnerable population groups that fall victim to racism, discrimination, xenophobia and intolerance.
7. Combat racism, discrimination, xenophobia and intolerance through education.
8. Promote the equitable and participatory application of municipal policies.
9. Promote intercultural dialogue, cultural and linguistic diversity, and mutual tolerance.
10. Consider the city a space of coexistence, cooperation and progress.

*Source: UNESCO. 2009. SHS/2009/PI/H/1.*

# Contributors to the Toolkit (in alphabetical order):

Cities members of the Coalition of Arab Cities against Racism, Discrimination, Xenophobia and Intolerance who participated in the workshops:

- Alexandria, Arab Republic of Egypt  
(Ahmed Sabry El-Mallah, Mohamed Mosaad)
- Amman, the Hashemite Kingdom of Jordan  
(Akram Khraisat, Elham Nawawi, Etdal Al-Shawarbeh, Rasha Al-Shawarbeh)
- Baalbek, the Lebanese Republic  
(Nasser Toufaily, Yasser Zgheib)
- Baghdad, the Republic of Iraq  
(Niran Jaafar)
- Byblos, the Lebanese Republic  
(Aya Younes, Khaled Lakkis)
- Cairo, the Arab Republic of Egypt  
(Khalil Shaat, Mohamed Attya, Sally Al-Shawadfi)
- Casablanca, Kingdom of Morocco  
(Abazid Abdeljalil)
- Essaouira, Kingdom of Morocco  
(Boujema Boumankar, Said Boussef)
- Nouakchott, the Islamic Republic of Mauritania  
(Mohamed Hbib Dje)
- Rabat, Kingdom of Morocco  
(Fatiha Hassani, Souad Al-Zaidi)
- Ras el Metn, the Lebanese Republic  
(Nada Halawi, Raja Abou Reslan)
- Sharm El Sheikh, the Arab Republic of Egypt  
(Hani El-Sebaai, Magdy Abu El-Fotouh)
- Sidon (Saida), the Lebanese Republic  
(Mohamad El baba)
- Tangier, Kingdom of Morocco  
(Assia Agnaou)

## Authors and advisors:

- Deena Khalil, Kareem Ibrahim, Marwa Barakat, Salwa Salman - Takween Integrated Community Development
- Heba Nosseir, Jana El Baba - UNESCO Cairo Office
- Bernadette Knauder, Isabella Meier, Klaus Starl, Maddalena Vivona - European Training Center for Democracy and Human Rights (ETC-Graz)

## Reviewers:

- Christina Drews, Konstantinos Pagratis, Raul Valdes Coteria - UNESCO Institute for Lifelong Learning
- Dorine Dubois, Linda Tinio, Sara Garcia de Ugarte - UNESCO (Paris)
- Ibrahim Hegazi, UNESCO Regional Bureau for Education in the Arab States (Beirut)
- Khaled Abdel Halim, American University in Cairo
- Nuha Eltinay, Arab Urban Development Institute
- Soha Farouk, UN Habitat Regional Office for Arab States (Cairo)

## Experts who participated in the workshops:

- Amal Dighles, Urban Development Expert
- Deema Abu Thiab, UN Habitat Amman Office
- Ibrahim Al-Habarna, Greater Amman Municipality
- Jomana Badad, "Turath"
- Khaled Abdel Halim, American University in Cairo
- Nancy Abu Hayyaneh, Greater Amman Municipality
- Omar Nagati, Cairo Lab for Urban Studies
- Sabrina Salis, UNESCO Amman Office
- Soha Farouk, UN Habitat Regional Office for Arab States (Cairo)

## Youth who participated in the workshops:

- Hiba Anton, Rana Hassouna - Sidon
- Hicham El-Kawtar - Essaouira
- Hoda Abd El-Sattar - Cairo
- Laith Nassar, Lama Al-Ziyadat - Amman

## Volunteers who participated in the workshops:

- Aya Hammad, Marwa Shaykhon - Cairo
- Bernadetta Viarly, Shahd Laith - Amman



# PUBLIC PARTICIPATION





# 1. Why public participation?

## 1.1 The relevance of public participation at city level

Public participation enables local authorities to make rational decisions concerning their cities, as it allows them to closely identify the priorities and needs of different groups of inhabitants, and to respond to these priorities and needs through adequate measures, programs and projects. Public participation allows different opinions to be expressed and heard. It allows information, data and options to be identified in a scientific way, and helps in securing the support of concerned parties, whether moral (social support/ acceptance) or material (technical and financial resources).

The topic of public participation has been widely discussed in the literature, notably its role in building public consensus on local plans and enhancing sustainability. However, cities are still exploring and examining possible practical means to implement public participation at the local level. In many instances, cities tend to apply different mechanisms and approaches in implementing public participation, depending on the context and institutional framework in each city.

### Principles of Public Participation

1

Commit to involving city inhabitants and enhancing the contributions of as many of them as possible throughout the policy-making cycle.

2

Ensure equal and fair representation of all groups of inhabitants as well as non-governmental actors.

3

Respond efficiently to the demands and needs raised by the city inhabitants.

4

Educate the public about their rights and responsibilities to ensure that their participation is effective, not nominal.

## 1.2 The benefits of public participation according to participating Arab cities

- Build public trust in the local governments and strengthen societal support for local policies and plans.
- Build a sense of belonging and promote citizenship as a result of the participation of citizens in local policy making and implementation, thus developing a sense of responsibility which would lead to higher productivity and improvement of the local economy.
- Promote decentralization by enabling local institutions to implement effective public participation.
- Improve the quality of the provided services and programs, and their relevance to the needs of the population, and enable city inhabitants to access these services.
- Raise public understanding about the functions of local institutions, their operating procedures, and the restrictions governing the work of different local bodies.
- Improve understanding among city inhabitants of the pursued policies, leading to greater support for their implementation.
- Develop new and innovative solutions that draw on the specialized technical expertise of the inhabitants, the private sector and civil society.
- Establish continuous communication with community members, monitor trends in public opinion, and test the extent of societal satisfaction with the city plans and programs.
- Enable inhabitants to act as observers, monitor the implementation of local policies and plans, hold local authorities accountable, and report shortcomings to them through better access to information and continuous dialogue.
- Achieve greater social cohesion, by enabling the participation of marginalized groups in discussions and building relationships within and between different communities and social groups (social capital).
- Establish new networks that enable different stakeholders to work together, as a result to building more positive relationships based on better knowledge of the parties involved.



### Building dams to fight floods, Sharm El Sheikh, Egypt

While planning to build dams to fight floods, the city of Sharm El Sheikh sought the participation of the Bedouins to benefit from their in-depth knowledge of the typology and geography of the area. Their proposals, based on practical experience, made significant changes to the initial design of the dams.

## 1.3 Public participation and commitments of Arab cities

### The Ten-Point Plan of Action of the Coalition of Arab Cities against Racism, Discrimination, Xenophobia and Intolerance<sup>1</sup>

#### Commitment #3:

Raise the inhabitants' awareness and promote their participation

Adopt a participatory approach in developing mechanisms for the municipal administration and the inhabitants to combat racism, discrimination, xenophobia and intolerance



### Universal Declaration of Human Rights

Public participation in local administration and political life is one of the most important principles supporting a human-rights-based development approach.

**Article 21:** "Everyone has the right to take part in the government of his country, directly or through freely chosen representatives."

Participation is closely associated with the right to freedom of expression (article 19), the right to freedom of peaceful assembly and association (article 20) and the right to form syndicates (article 23(4)).



### 2030 Agenda for Sustainable Development

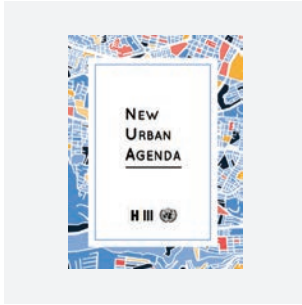
Public participation is one of the most important foundations for social inclusion tackled under SDG 10 which seeks to "Reduce inequality within and among countries", specifically target 10.2:

**Target 10.2:** By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.

This is in addition to SDG 11, which seeks to "Make cities and human settlements inclusive, safe, resilient and sustainable", specifically target 11.3:

**Target 11.3:** By 2030, enhance inclusive and sustainable urbanization and capacities for participatory, integrated and sustainable human settlement planning and management in all countries.

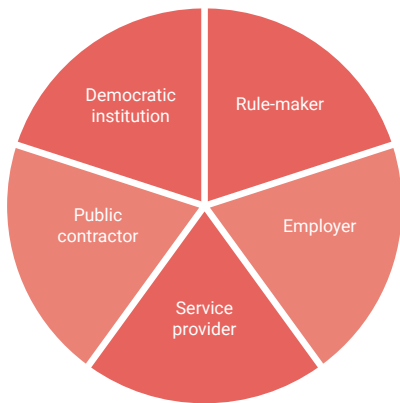
<sup>1</sup> A plan of action consisting of ten commitments covering various issues under the city authorities such as education, housing, employment, etc. Member cities of the Arab Coalition signed the plan and pledged to integrate it into their municipal strategies and policies, and to involve various actors within the civil society in its implementation and promotion. The Plan of Action is available in Arabic and French on the UNESCO website at: <https://unesdoc.unesco.org/ark:/48223/pf0000183012>.



## New Urban Agenda

The New Urban Agenda 2016 addresses public participation in different paragraphs. For example:

**Paragraph 41:** “We commit ourselves to promoting institutional, political, legal and financial mechanisms in cities and human settlements to broaden inclusive platforms, in line with national policies, that allow meaningful participation in decision-making, planning and follow-up [...]”.



City functions

## Public participation and city functions

Public participation is closely related to the city's function as a **democratic institution** that works on ensuring a participatory process in which all social groups are represented. Public participation is also related to the city function as a responsible **rule-maker** that responds to the needs of city inhabitants, and finally as a **service provider** in partnership with different entities to ensure all city inhabitants access these services efficiently and effectively.

## 2. Planning public participation

### 2.1 Identifying stakeholders

Arab cities follow different approaches to identify and engage relevant stakeholders (individuals or institutions), such as:

- Identify different stakeholders according to each phase of the policy making cycle (planning, implementation, monitoring and evaluation) based on the requirements of each phase. For example, the planning phase may require engaging technical and specialized experts in addition to the direct beneficiaries; or
- Identify all stakeholders during the planning phase, and continue to engage them through all phases of the policy-making cycle, without any change; or
- Identify stakeholders to be engaged in the planning and evaluation phases only and not in the implementation phase.

Stakeholders may be classified into three main groups as shown in the table below:

Direct beneficiaries	Implementing partners	Influencers
Those who will be directly affected by the policy or the program, such as residents of a certain district or shop owners.	Those who will play a direct role in the implementation of the policy or program, such as local governments, and water and electricity companies.	Those influencing the outcome of the policy or program, like the supervising ministries, media, and civil society.

To ensure the effectiveness of public participation, it is necessary to ensure the involvement of marginalized groups and encourage them to participate and express their opinions during the design of plans and programs. Many Arab cities have adopted the following steps in this regard:

- Set clear guidelines for the consultation meetings that distinctly identify the purpose of the meeting and the expected role of participants, and articulate the messages to be conveyed in a culturally-sensitive way.
- Undertake an in-depth stakeholder analysis to identify power structures, and eventually provide a safe space for marginalized groups to share their opinions without any fear.
- Choose culturally and spatially appropriate places to conduct meetings with marginalized groups. For instance, secure accessible places for persons with disabilities, address the target group in an appropriate language, choose places that are geographically close to women and children, and use modern and innovative means while dealing with youth.
- Diversify the adopted communication channels to reach target groups, such as different media, new technologies, social media, individual invitations, etc.



**Review the stakeholder power analysis matrix available in the “Supporting Tools” booklet.**



## Development of Prophet Daniel Street, Alexandria, Egypt

Local authorities identified different stakeholders for each phase of the development of Prophet Daniel Street in Alexandria, as follows:

### **Planning phase:**

- The city engaged specialized and professional experts in the field of urban development and other relevant fields, who were expected to play a role in the implementation (e.g. engineers from Alexandria University and Bibliotheca Alexandrina).

### **Implementation phase:**

- The city engaged stakeholders who will be directly affected, such as residents of the street in question, vendors and businesses (attention was paid to the private sector as an active sector).

### **Evaluation phase:**

- A bigger group of stakeholders were engaged including CSOs that were monitoring and following up the implementation of the project.



**A prior declaration of the level of participation and its expected outcomes helps avoid frustration and promotes transparency and trust among concerned parties.**

## 2.2 Identifying the form of public participation and its objectives

Identifying the form of public participation and its objectives helps local authorities to avoid many implementation challenges. The most notable one is the divergence between the expectations of the different parties involved, and which may lead to lack of trust. Therefore, it is essential for those responsible for planning public participation processes to clearly address the following questions so as to prevent multiple interpretations:

- What degree of participation is required?
- What is the purpose (or the expected outcome) of implementing public participation?
- Who are the direct stakeholders? What are their roles?
- What information can be shared with the public (e.g. the budget of the project)?
- How will the results of the public participation process be dealt with, especially in case of conflicting views?

It is advisable to share the answers to the above questions with the parties invited to participate. This is to ensure unified visions and expectations between the city inhabitants and the persons responsible for participation on one hand, and the local officials on the other hand. This will help avoid frustration and distrust that could hinder participation attempts.

For example, in many cities, officials plan **consultation** sessions with city inhabitants, with the aim of listening to their comments and suggestions without committing to implement them, while participating inhabitants believe these are **advisory** sessions in the sense that their proposals will be automatically taken. This discrepancy in the expectations of both sides often results in inhabitants feeling frustrated and losing trust in officials, although this can be avoided by clarifying the form of participation and the expected goal of the sessions early on.

**There are two kinds of public participation:**

### Passive Participation

Top-down approach

Intended to mobilize the public to carry out pre-planned programs. This type of participation does not affect the decision-making process. City inhabitants are only involved at a later stage or after the decision has been made, and are provided with limited information to assess their reaction.

**Success factor:** achievement of the pre-planned goals, without considering public satisfaction or response to the inhabitants' needs.

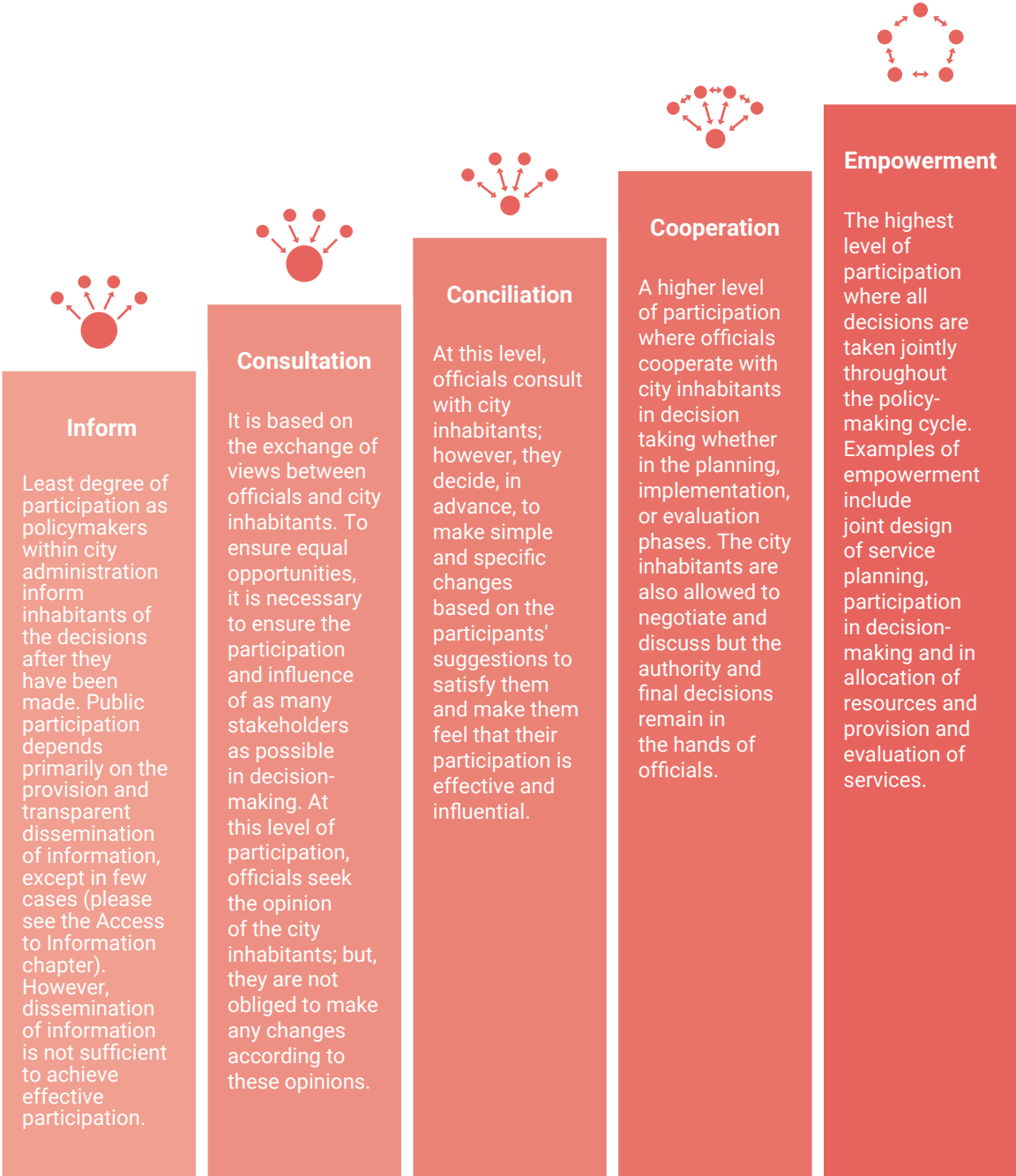
### Active Participation

Bottom-up approach

A fundamental principle of governance and a mechanism to promote democracy by involving all population groups in the planning, implementation, and evaluation stages. Active participation depends on the provision of transparent information, consultation and negotiation with stakeholders in the different stages of decision-making.

**Success factor:** besides achieving the goals of the plan, it is measured by the degree of agreement and the satisfaction of stakeholders with the action plan.

Within these two types of participation, there are different levels starting from merely informing the stakeholders, or consulting with them, to the highest level of public participation - that of stakeholder empowerment. Each level of participation results in different outcomes in terms of engaging inhabitants in the policy-making process. A number of Arab cities have followed the empowerment method, such as the inclusion of young people in the planning stage in Alexandria (Egypt) and Ras el Metn and Sidon (Lebanon), in addition to the participation of private sector companies in Casablanca (Morocco).







## Al Azhar Park, Cairo, Egypt

The project aimed to create a green public space over an area of 30 hectares in the center of Cairo, in addition to developing the neighborhood adjacent to the park (Darb Al-Ahmar) while preserving the historical heritage of the area. The project was implemented by international institutions in cooperation and coordination with the Cairo Governorate.

A public participation approach was followed, where meetings and surveys were conducted to identify social and economic needs with the participation of the local population, local non-governmental organizations, affiliated bodies to the governorate, representatives of the neighborhood, and businessmen. These groups were involved during all stages of the project, which included information gathering and analysis, problem identification, implementation, maintenance and follow-up, and most importantly, participation in proposing and evaluating solutions and choosing optimal ones.

### 2.3 Ensuring continuity

The continuity and success of public participation depend on a number of factors including, for example:

Legislative/ regulatory factors	Political/ technical factors	Social/ economic factors
<ul style="list-style-type: none"> <li>• Having a clear definition of participation in the law to avoid contradictory interpretations.</li> <li>• Adopting local policies that describe, in details, the nature and mechanism of participation and the contributors to such mechanism.</li> <li>• Existence of articles in the law protecting local administration and municipality staff from accountability if they have engaged inhabitants, changed programs according to their suggestions or shared information.</li> <li>• Institutionalizing participation within the regulatory frameworks of local administration institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Enabling individuals and institutions to obtain the necessary information.</li> <li>• Empowering city inhabitants and considering them not only as service recipients but also as having the right to make informed decisions.</li> <li>• Effectiveness of administrative decentralization.</li> <li>• Availability of supporting national programs / funding.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing the necessary infrastructure and resources to implement public participation mechanisms.</li> <li>• Existence of active civil society and community groups.</li> <li>• Willingness of the society and local leaders to participate.</li> <li>• Benefiting from the existing traditional leadership structures in many Arab cities.</li> <li>• Acknowledging the existence of marginalized groups and seeking their fair participation.</li> <li>• Addressing cultural barriers that may prevent certain groups from participation (women for example).</li> </ul>



## Participatory diagnosis, Tangier, Morocco

In developing its work program, the city of Tangier adopted a participatory diagnostic approach aimed at diagnosing the current situation with the participation of different social groups. The city engaged all local actors including inhabitants, public institutions and civil society, by holding participatory meetings and workshops that contributed to deeply learning about their needs and seeking their proposals on pre-defined topics.

### Checklist - Planning phase

- Identify human rights and development aspects in support of public participation.
- Identify the type and level of public participation that is desired and appropriate to the objectives.
- Identify marginalized groups.
- Plan and implement methods for the participation of marginalized groups.
- Identify stakeholders.
- Plan and implement methods for the participation of stakeholders.
- Study the means of ensuring sustainability and identify steps to reduce the risks of discontinuity.



## Communication channels between city officials and inhabitants, Amman, Jordan

The Mayor of Greater Amman Municipality meets face to face with city inhabitants on a regular basis, to listen to their demands and respond to their inquiries. Many of the inhabitants' requests have been implemented. These meetings are broadcasted on the radio.

## 3. Implementing public participation

### 3.1 Assigning the roles of stakeholders

An adequate and clear identification of the expected role of stakeholders leads to good and efficient implementation of public participation, as suggested in the table below:


Stakeholder	Expected role during the implementation phase
<b>Governmental bodies</b>	<ul style="list-style-type: none"> <li>• Announce local projects and policies.</li> <li>• Coordinate and cooperate in providing necessary material and financial resources.</li> </ul>
<b>Community leaders</b>	<ul style="list-style-type: none"> <li>• Participate in the meetings of local city councils, committees, hearings and discussions.</li> <li>• Contribute to the organization of discussion sessions.</li> <li>• Attract relevant stakeholders and seek to converge the views of local authorities and inhabitants.</li> </ul>
<b>Civil society</b>	<ul style="list-style-type: none"> <li>• Communicate local inhabitants' needs and opinions to the local authority.</li> <li>• Provide technical expertise (e.g. deliver training programs, simplify content, prepare studies to inform the development of local policies, propose legal amendments, etc.)</li> <li>• Support the inclusion of inhabitants by encouraging their participation, and act as mediator between city inhabitants and local authorities.</li> </ul>
<b>Private sector</b>	<ul style="list-style-type: none"> <li>• Evaluate the needs of city inhabitants, and study their reactions and feedback on provided services.</li> <li>• Establish and manage electronic government portals and other technological platforms that facilitate inhabitants' participation and enable access to information.</li> </ul>



Review the stakeholder power analysis matrix available in the “Supporting Tools” booklet.

## 3.2 Selecting the method of public participation

The method of public participation is selected according to planned objectives, the form and level of participation, and the phase of the policy-making cycle. For example, participatory methods that allow for in-depth dialogue such as focus groups discussions may be adopted during the planning phase, whereas quantitative methods like questionnaires might be preferable during the monitoring and evaluation phase. Each method has its own advantages, disadvantages and enabling success factors as shown in the table below:

Method of participation	Description	Success factors/ Practical tips	Strengths and weaknesses
<p><b>Community consultation sessions</b></p> <p>(  Review the template for community consultation sessions available in the “Supporting Tools” booklet)</p>	<p>Many Arab cities emphasized on the importance of community consultation sessions as a mean of inclusion and public participation. The design of these sessions varies according to the commitment of the organizing authority and the planned objective.</p> <p>During the planning phase, consultation sessions typically aim at sharing information and documenting inhabitants’ proposals in a transparent manner. In later phases, the aim might be to engage stakeholders and inhabitants to exchange views and suggestions on mechanisms of implementation, measures to mitigate implementation challenges, and ways of evaluating outcomes.</p>	<ul style="list-style-type: none"> <li>• Participation of as many city inhabitants and stakeholders as possible.</li> <li>• Easy access to the venue in terms of time and location.</li> <li>• Clarification and agreement on instructions for organizing the session, its purpose and whether its results are binding.</li> <li>• An atmosphere of confidence and safe space to express different opinions; equal opportunities for dialogue.</li> </ul>	<p><b>Strengths:</b> Sharing of information and more in-depth and detailed discussions are possible.</p> <p><b>Weaknesses:</b> Difficult to limit the discussions to the main subject matter, rather than discussing secondary issues.</p> <p>This method might be useful during the early stages of discussing the idea of the program/ project and the initial plan before its official adoption.</p>

Method of participation	Description	Success factors/ Practical tips	Strengths and weaknesses
<b>Surveys and questionnaires</b>	Surveys and questionnaires are used to obtain further information targeting specific policy issues. The sample respondents should represent the different target groups and field researchers should be trained on how to administer the questionnaire.	<ul style="list-style-type: none"> <li>• The sample should represent all target groups.</li> <li>• The number of questions in the questionnaire should not be too many so that people do not lose interest.</li> <li>• Field researchers should be trained on how to administer the questionnaire and the quality of their work controlled (e.g. ensure they do not fill out the questionnaires themselves).</li> <li>• Use a simple and direct system for data collection and entry.</li> </ul>	<p><b>Strengths:</b> Provides clear and accurate information on the subject matter.</p> <p><b>Weaknesses:</b> The information obtained is typically quantitative and may not allow for qualitative analysis. This method might be useful during the monitoring and evaluation phase.</p>
<b>Focus group discussions</b>	Focus group discussions usually comprise a limited number of people, about 5-10 persons, who participate in a guided discussion. The facilitator generates the discussion and asks a set of questions, while the rapporteur documents the responses. Invitations to this kind of discussions can be extended to different groups of persons (e.g. males and females), or to only one group according to the followed approach and the accepted culture.	<ul style="list-style-type: none"> <li>• The facilitator should have experience in leading focus group discussions.</li> <li>• Decide in advance whether the group will be diverse or homogeneous (e.g. presence of men and women in one group leads to deeper answers while in some circumstances women might refuse to answer in the presence of men. A similar situation may occur if the group comprises managers and staff).</li> <li>• The discussion should address limited number of questions to secure enough time for answers.</li> <li>• Having a strategy to deal with unengaged participants.</li> </ul>	<p><b>Strengths:</b> Allows in-depth discussions and the collection of qualitative data. It is possible to redirect the discussion to ensure focus on the subject matter.</p> <p><b>Weaknesses:</b> Logistical difficulty and high cost of conducting large number of focus groups, which limit the number of participants. This method is useful for identifying problems, and when there is a need to collect in-depth information.</p>

Method of participation	Description	Success factors/ Practical tips	Strengths and weaknesses
<b>Participatory design</b>	<p>Participatory design is an urban design and planning model that involves the whole community in designing urban projects. Participatory design aims to narrow the differences in participants' views and avoid conflicts between them. Moreover, it gives space to marginalized groups to participate in project planning and design.</p> <p>Community mapping may be used as one of the most powerful visual tools for identifying areas of inequality. Societal maps are drawn to clearly present a huge data set and allow greater representation of local areas.</p>	<ul style="list-style-type: none"> <li>• Fair and active participation of different groups, especially, that of marginalized groups.</li> <li>• Clarity regarding the budget allocated to the urban project under discussion, to allow planning accordingly.</li> <li>• Provision of necessary information to city inhabitants by organizing awareness sessions prior to the start of the design activities.</li> <li>• Strong mitigation strategy to deal with possible differences and conflicts between different groups.</li> </ul>	<p><b>Strengths:</b> Allows large number of community members to participate and visualize social, spatial and geographical relationships. Ensures that most plans reflect the actual needs of the community.</p> <p><b>Weaknesses:</b> Complicated to implement as it requires coordination, negotiation and time. Planners also need to greatly simplify the process including the planning methods and terminology used.</p>

### 3.3 Implementation challenges

#### Convincing the opposition

Proposed city plans and development projects may face opposition, especially from those who might adversely be affected by the implementation of these plans and projects. For example, street vendors, agricultural producers, or traders' associations may oppose changing the use of a certain area or turning it into a pedestrian zone. In other times, opposition can be political, due to conflicting agendas of concerned government agencies. Occasionally, opposition may come from civil servants themselves for various reasons (inefficiency, precarious employment status, etc.).



## Local development companies in Moroccan cities

Local development companies are responsible for the implementation of local projects. As such, they are required by law to hold regular meetings to ensure public participation at the city level. The municipality owns 51% of the shares of these companies, which ensures that the companies will be held accountable in case of delay and non-adherence to quality standards.

Arab cities have suggested to address opposition in the following ways:

- Opt for full transparency, clarity and availability of information.
- Inform the public before proceeding to the implementation of plans and projects, rather than after.
- Involve actors, especially the opposition, in consultation sessions and learn about their views and possible concerns.
- Consider using words like “proposal”, “draft” and other words that do not give people the impression that the matter has been decided.
- Avoid making any promises that cannot be realized.
- Use websites and social media to survey public opinion and preferences regarding the proposed policies and programs. This information can be used as arguments to convince the opposition and justify implementing certain measures and policies.
- Form a committee of influential persons (e.g. community leaders) to benefit from their expertise on one hand, and to convince opposing groups on the other hand.
- Adopt compensatory policies, such as establishing funds for compensating the negatively affected populations or non-beneficiary groups.
- Establish complaint mechanisms such as a clear petition system.



**Despite the effective use of social media by local governments in many Arab cities, the following points should be noted:**

- Not all people have access to electronic means, and so, use of social media may translate into the exclusion of some social groups (e.g. the poorest).
- It is possible to lose electronic information if not saved, which impedes accountability. For example, it is advisable to archive inhabitants’ complaints and suggestions.
- Some websites such as Facebook allow what has already been posted to be edited. Hence, it is preferred to document information immediately following publication, to avoid undocumented modifications.



## Volunteers' engagement in local plans, Ras el Metn, Lebanon

Ras el Metn municipality relies on a group of volunteers to implement many of its programs, such as environmental protection campaigns, which allows a greater participation of local communities.

### Engaging actors, stakeholders and concerned parties

Sometimes, the parties that are directly concerned, and therefore need to remain engaged and satisfied (such as merchants, tourists, agricultural unions, fishermen, etc.) are not interested or unwilling to participate. In this case, some Arab cities have resorted to a number of engagement techniques as follows:

- Highlight potential funding opportunities for projects.
- Establish a committee composed of community leaders who are capable of influencing and engaging relevant stakeholders.
- Involve relevant research / academic institutions to draft evidence-based objectives and outcomes of the project.
- Diagnose the current status, with the involvement of all, before planning the project.
- Disseminate projects in the form of “proposals” for feedback within a specified period of time (e.g. through social media and websites).
- Make use of the traditional knowledge and experiences of local communities, as important actors.
- Establish standing committees for marginalized groups that are responsible for ensuring equal opportunities and presenting recommendations (e.g. Committee for equal opportunities for women; permanent youth committee).
- Use public spaces, such as historical and cultural places, to hold public participation sessions and meetings. Such spaces have a positive impact on achieving social inclusion, mitigating conflicts and boosting the sense of belonging.
- Use creative and innovative tools to simplify information and attract stakeholders.



## Absence of an enabling environment

### Changing local governments

Many times, local government officials adopt a public participation system. However, when the term of the local government ends and new elections are held, the new government does not necessarily adhere to the old system. Such a situation can be addressed by seeking to amend related laws to include articles supporting the continuity of adopted local policies.



Ras el Metn city in Lebanon benefited from articles in the law stating that municipal council decisions remain valid for 10 years (in other words, their validity exceed the term of the municipal council). This can help maintain local policies, including public participation systems.

### Limited resources and low financial capacity

Many local authorities lack the needed financial resources. To address this challenge, some municipalities collaborate with civil society organizations and volunteers, and resort to low-cost public participation approaches such as consultation sessions.



Sharm El Sheikh resorted to establishing an Occupants' Union, which can require occupants to contribute financially to cover maintenance works and other items agreed upon by union members.

## Checklist - Implementation phase

- Ensure balanced representation of all social groups and engagement of concerned parties.
- Engage civil society and private sector organizations.
- Identify means to convince the opposition.
- Select method of participation most appropriate to the nature of the policy or program.
- Consider power relations when inviting different parties to discussion sessions to avoid situations where one party dominates the other.
- Ensure that all meetings and discussion sessions take place in suitable places for vulnerable people like women, youth, persons with disabilities, etc.
- Ensure that sufficient financial resources are available by diversifying partnerships.



## 4. Evaluating public participation

Marginalized groups (including women, youth and persons with disabilities, etc.) may suffer from poor participation opportunities and may lack trust in view of the domination of stronger social groups over participation spaces. It is therefore important during the evaluation phase to include indicators that reflect the extent to which marginalized groups have been able to participate effectively, and to actively express their views. Some examples of indicators are provided below.

Indicator	Key Questions
<p><b>Diversity of opinions and commitment to public participation in the planning, implementation and evaluation of different city projects, without exclusion of any group</b></p>	<ul style="list-style-type: none"> <li>• Has a comprehensive consultation process been completed prior to the implementation of plans? Have all segments of the population participated equally?</li> <li>• Is there a strategy ensuring the representation of all social groups in the consultation process?</li> <li>• Are there legal tools confirming inclusion of all groups?</li> <li>• Have marginalized groups been informed, and has their awareness about their right to participate been developed?</li> <li>• Have the inhabitants' views and suggestions been included in the final proposal?</li> </ul>
<p><b>Participation mechanism and its effect on implementation</b></p>	<ul style="list-style-type: none"> <li>• Have timeframes been set for amending projects based on consultations outcomes?</li> <li>• What is the mechanism of participation? Are there clear and appropriate tools for participation and for influencing the project?</li> </ul>
<p><b>Provision of necessary information</b></p>	<ul style="list-style-type: none"> <li>• Was information about the project clearly available to all?</li> <li>• How was the project announced?</li> <li>• Did the implementing entity provide and disseminate information on the project and its action plan in due time?</li> <li>• What technological tools have been used to communicate information? Are these tools appropriate for all groups?</li> <li>• Were inhabitants informed about which of their views and suggestions have effectively been adopted?</li> </ul>



**Review the monitoring and evaluation section of “Supporting Tools” booklet.**



# ACCESS TO INFORMATION



# 1. Why access to information?

## 1.1 The relevance of access to information at city level

Access to information is an essential enabler of urban inclusion and a pre-requisite for effective public participation and citizenship. It also contributes to the achievement of good governance principles, notably transparency and accountability. Most Arab states have adopted national laws and policies to regulate information-related issues, such as access to information, privacy, protection of confidential and security information, documentation of information, intellectual property rights, dealing with governmental documents, national information infrastructure, information flows at the local level, and the promotion of information use (see appendix).

However, there is often a lack of executive directives and explanatory regulations that interpret these laws and policies, and provide implementation mechanisms. This may lead cities to take actions that impede access to information, such as non-disclosure of permissible information, for a number of reasons such as fear from retribution and to avoid holding civil servants accountable. The bureaucracy of some administrative systems may also restrict access to, and exchange of information, not only between local authorities and inhabitants, but also between the authorities themselves. This breeds an administrative culture of secrecy, discretion and distrust in those who request information.

Within this context, this chapter provides tips and guidance for planning, implementing and evaluating access to information policies and programs in the city. This chapter also explains – based on Arab cities' experiences – how to achieve inclusive local information systems while benefiting from the national information infrastructure and in coordination with the concerned governmental and non-governmental bodies. Finally, the chapter provides some suggestions on how to develop systems and structures required for the dissemination of data and information to decision makers, development planners, executives, administrative staff, researchers and the general public, to enable them to participate and contribute to achieving the national development goals.



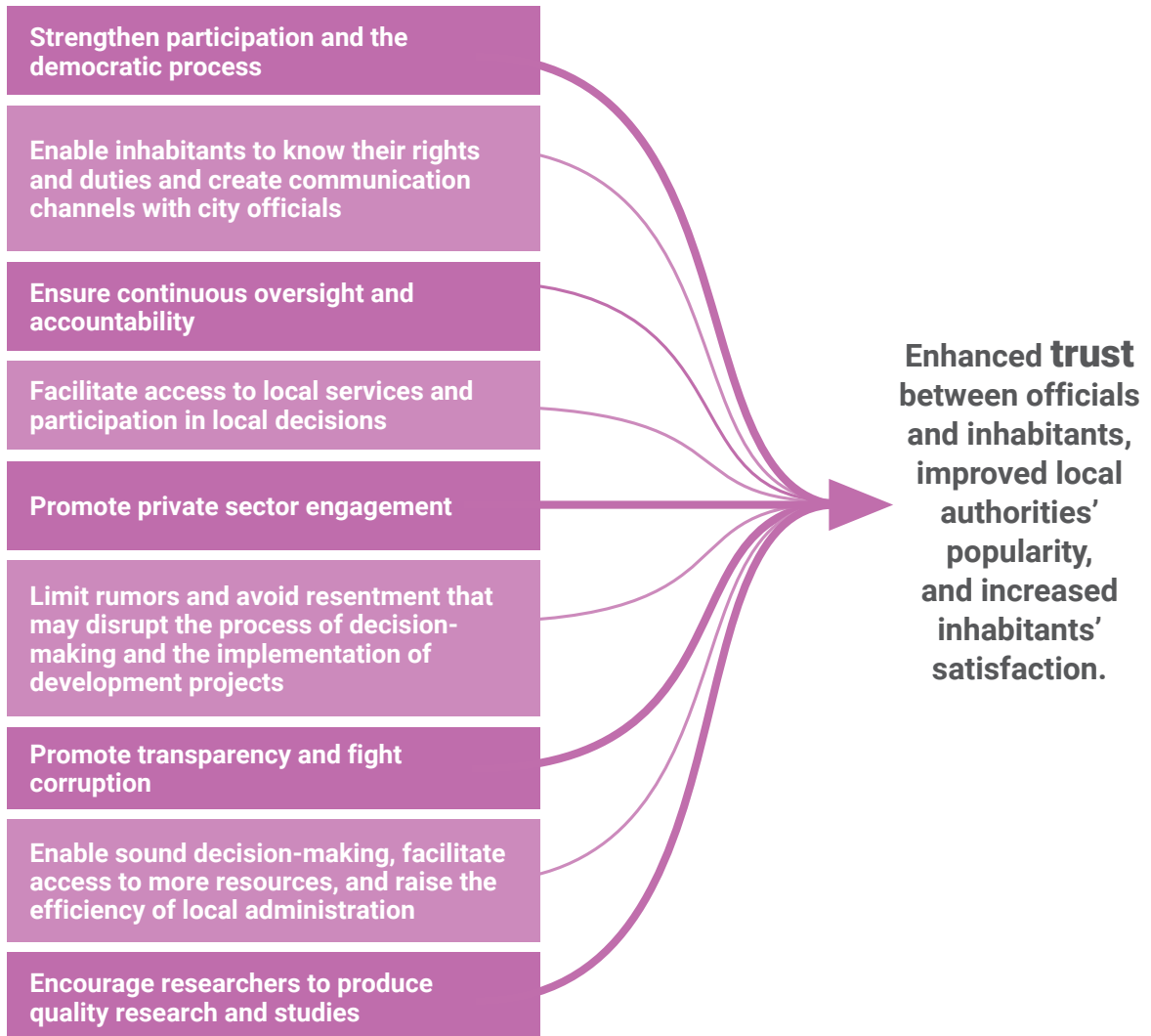
In big cities, it is preferable to establish an information center in each neighborhood to facilitate inhabitants' access to information.

## 1.2 Benefits of access to information according to participating Arab cities

Participating Arab cities consider that easy access to information contributes to better local policymaking throughout its phases, from planning, to implementation and evaluation, as shown in the table below:

Phases of policymaking cycle	Benefits of access to information
Planning phase	<ul style="list-style-type: none"> <li>• Identify the urgent needs of the community in an accurate manner, and assess the real scale of the problem, therefore confirming the value of the planned intervention.</li> <li>• Promote efficiency and quality by ensuring evidence-based program design (e.g. number of targeted individuals in a particular residential area such as refugees, youth, unemployed persons, etc.) and the optimal utilization of available resources.</li> <li>• Seek feedback and test the reactions of inhabitants to controversial programs (e.g. evacuation and resettlement of inhabitants of informal areas) which would enable officials and local authorities to avoid later opposition, and allow inhabitants to participate.</li> <li>• Set accurate and realistic expected outcomes, rather than over-optimistic and unachievable ones that may lead to public frustration later.</li> </ul>
Implementation phase	<ul style="list-style-type: none"> <li>• Avoid the cost of re-collecting and re-generating information, since the information generated through previous programs – if made available – could be useful and sufficient for the implementation of the contemplated programs.</li> <li>• Ensure continuous feedback from local communities by offering them the chance to express their opinions on the local policy, thus uncovering at an early stage the negative or positive social and economic impacts of the program.</li> <li>• Improve quality of implementation by promoting collaboration and networking. Indeed, the information made available may help identify parties who have previous experience, a network of useful stakeholders, or resources that will facilitate the implementation of the program.</li> <li>• Ensure that the plan is on track and overcome implementation challenges through continuous oversight and accountability throughout the implementation phase.</li> </ul>
Evaluation and follow-up phase	<ul style="list-style-type: none"> <li>• Improve accuracy and value of feedback from stakeholders and those affected by the program.</li> <li>• Conduct an accurate evaluation of the impact of the program on advancing, or otherwise hampering the achievement of local development goals, thus helping to take rational decisions whether to continue the program, modify it or shift to other programs.</li> </ul>

## Benefits of access to information as seen by Arab cities





## 1.3 Access to information and commitments of Arab cities

### The Ten-Point Plan of Action of the Coalition of Arab Cities against Racism, Discrimination, Xenophobia and Intolerance<sup>1</sup>

The 3<sup>rd</sup> commitment in the Ten-Point Plan of Action of the Coalition of Arab Cities against Racism, Discrimination, Xenophobia and Intolerance calls for enhancing the participation of city inhabitants. Access by inhabitants to published information in a transparent manner is one of the conditions for effective and efficient participation.

**Commitment #3: Raise the inhabitants' awareness and promote their participation**

Adopt a participatory approach to develop joint mechanisms between the municipal administration and inhabitants with regard to fighting racism, discrimination, xenophobia and intolerance.

On the other hand, the 8<sup>th</sup> commitment in the Plan of Action fights discrimination in accessing information through emphasizing on the right of all to free and equitable access to information.

**Commitment #8: Promote the equitable and participatory application of municipal policies**

Promote inclusion and anti-discrimination policies with regard to housing, and access to healthcare and social services that are within the city's municipal powers.



## Universal Declaration of Human Rights

**Article 19:** “Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers”.

<sup>1</sup> A plan of action consisting of ten commitments covering various issues under the city authorities such as education, housing, employment, etc. Member cities of the Arab Coalition signed the plan and pledged to integrate it into their municipal strategies and policies, and to involve various actors within the civil society in its implementation and promotion. The Plan of Action is available in Arabic and French on the UNESCO website at: <https://unesdoc.unesco.org/ark:/48223/pf0000183012>



## 2030 Agenda for Sustainable Development

Access to information is a cross-cutting theme for the achievement of all sustainable development goals. Goal 16 in particular is concerned with peace, justice and accountable institutions, and refers to:

**Target 16.10:** Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements.

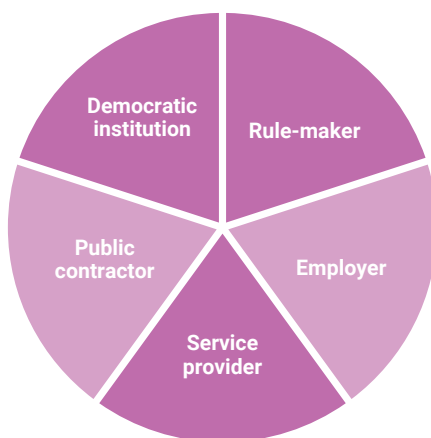


## New Urban Agenda

Access to information is a cross-cutting theme that supports the different commitments in the New Urban Agenda, for example:

**Paragraph 92:** “We will promote participatory age- and gender-responsive approaches at all stages of the urban and territorial policy and planning processes, [...] including through broad-based and well-resourced permanent mechanisms and platforms for cooperation and consultation open to all, using information and communications technologies and accessible data solutions”.

**Paragraph 160:** “We will foster the creation, promotion and enhancement of open, user-friendly and participatory data platforms [...] to enhance effective urban planning and management, efficiency and transparency [...]”.



City functions

## Access to information and city functions

Access to information falls under the city's functions and scope of work as a **democratic institution** (by providing information transparently), a **rule-maker** (by providing safeguards for the protection of persons) and a **service provider** (by improving access to services through the provision of information).



## 2. Planning access to information programs

### 2.1 Understanding the legislative framework governing access to information

City authorities operate within a national legislative framework that governs access to information. The framework includes a set of laws, legislations and public policies that determine the information to make available, how to make it available, and who can have access to it. Being committed to the implementation of this national framework, local authorities must ensure that its articles are clearly and correctly understood. They should also raise awareness about the opportunities and possibilities that the national framework may offer, in order to maximize benefits and avoid personal interpretations that may lead to withholding information for fear of accountability.

#### **Good practices in regulatory and legislative frameworks governing access to information**

- A clear and inclusive regulatory framework identifying different types of data and levels of access (e.g. public, classified, available upon request, available to specific groups like journalists and researchers, and available for purchase).
- Include access to information as a prerequisite throughout the phases of the public policy cycle: planning, implementation, follow-up and evaluation.
- Incorporate access to information in national legislations and identify conditions and type of information to be disclosed clearly and explicitly to prevent multiple interpretations.
- Develop a clear and written protocol for requesting and disseminating data, including an explanatory note of the process; to avoid individual interpretations by civil servants, thus facilitating the accountability process.
- Increase the types of information classified as public information that can be accessed free of charge.
- Ensure the protection of municipal employees who disclose permissible information in accordance with the law against accountability and unfair retribution.

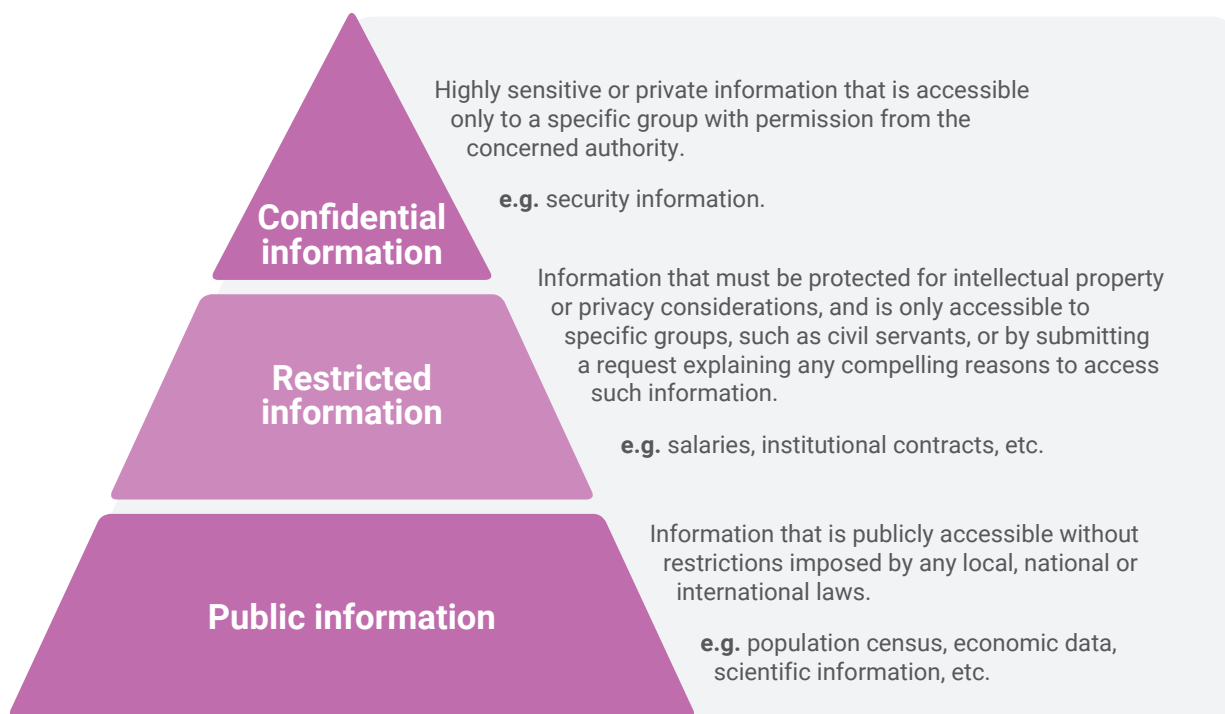
## 2.2 Identifying objectives and beneficiary groups

Identifying clear objectives to be achieved through the provision of information, as well as beneficiary groups, and assessing the current and future information needs of inhabitants are essential steps that will guide and frame all the phases of the policymaking cycle (planning, implementation and evaluation). The objectives that cities can pursue through access to information policies and programs include the following examples:

Objectives	Beneficiary groups	Practical aspects to be considered
<b>Inform and facilitate access to available local services.</b>	All inhabitants	Use multimedia to ensure provision of information to all population groups (for example persons with disabilities, illiterate persons, older persons, etc.).
<b>Improve outsourcing of public services.</b>	Private sector	Transparency, equal opportunities and adherence to rules.
<b>Integrate refugees in society.</b>	Refugees	Language, location, cultural differences, financial costs, etc.
<b>Raise awareness about rights and duties and promote active participation.</b>	All inhabitants	Clarity and acceptance of messages by all population groups.
<b>Empower women and enhance their participation in public life.</b>	Women	Address differences between women and men (e.g. differences in information needs, type of information and access channels).
<b>Empower youth and enhance their participation in society.</b>	Youth	Adopt communication methods that are attractive to youth, use appropriate language.

## 2.3 Identifying information to be made available and the level of accessibility

The classification of information and the identification of the level of accessibility are determined during the planning phase. Information may be classified according to level of accessibility into three categories: public information available to a broader circle of people, restricted information available to a narrower group of persons, and confidential information accessed only by officials.



Cities may provide access to different types of information related to local policies, for example:

- **Institutional information**, such as information about the principles and goals guiding the work of the municipality, its decisions and general policies (in other words introductory documents presenting the municipality). This type of information is usually classified as public information and is often accessible through the city's website and libraries. Studies and research produced by the municipalities in the context of planning and designing new projects are also often classified as public information. In some cases, these studies are made available only to researchers, either free of charge or against a fee, in which case they are classified as "restricted" information that is available to a specific group only.

Similarly, some Arab cities may classify information about the municipality projects and budgets as restricted information that is accessible only to other governmental institutions or specific groups of people (only project titles may be revealed as public information with no further details on implementation or budgets). However, it is highly recommended to classify this kind of information as public and to provide it transparently, as this will have a positive impact on the implementation of similar future plans and prevent corruption.

- **Information related to investment and tenders**, is often classified as public information. It is advisable to publish such information through different media (e.g. on the website and as printed documents available in different locations) to provide all interested parties with equal opportunities to apply. It is also advisable to publicly disseminate tender results and project details either on the website, through social media and other communication means, in order to promote transparency and boost trust between inhabitants and officials.
- **Information related to services** is classified as public information. It is preferable to provide easy access to the details of each service (e.g. application steps, required documents, expected duration, cost of service, etc.).

## 2.4 Identifying stakeholders

There are many entities and stakeholders concerned with access to information, such as:

- National institutions and local administrations responsible for the production and management of information;
- Consulting firms in charge of data collection and studies;
- International organizations and donors supporting the right of access to information; and
- Civil society organizations of all kinds, especially those supporting access to information.

The participation of stakeholders can facilitate information gathering and dissemination (including the simplification of information and its translation into other languages if needed). It is also possible to rely on open-source information such as service maps and mobile phone applications that allow the dissemination of various types of information and the reporting of emergency information such as service disruptions.



It is advisable to engage civil society organizations and the private sector in facilitating access to information for persons with disabilities and non-Arabic speakers. This can be achieved by developing advanced technological tools such as e-readers for blind persons and e-translators for foreigners.



The exchange of information between national governmental institutions and local authorities may help in enhancing efficiency and quality of service delivery. For example, the data collected by local authorities about the types of residential units in a certain area can be very useful to inform national electricity and natural gas companies.



In Nouakchott, Mauritania, individuals submit their information requests to the “Citizen Service Office”, which responds within 48 hours of receipt of the application.



**Review the stakeholder power analysis matrix available in the “Supporting Tools” booklet.**

## 2.5 Institutionalization and continuity

Collecting, publishing and updating information is an ongoing and essential process, which may be challenging for cities to maintain over time unless it is institutionalized and permanent human and financial resources are allocated. One of the steps to help institutionalization is to establish, approve and circulate a clear and structured framework for the process of accessing information (such as the city's legal obligation to provide information about its program budget). Some cities (especially big cities) may establish their own specialized information centers, which are mandated to collect and disseminate information.

### Checklist - Planning Phase

- Identify the human rights and development aspects that access to information programs are expected to serve, and use this link to advocate for the program and gain political support.
- Identify the legislative local framework governing access to information and ensure that there are no obstacles to the implementation of the program.
- Define clear and measurable objectives for access to information and identify the beneficiary population groups.
- Classify information and specify level of accessibility.
- Identify and engage stakeholders.
- Analyze the challenges that may hinder access to information and identify means of mitigation.



For an accurate classification of information, it is advisable to form a joint committee comprising officials, inhabitants and civil society. The committee should classify types of information and decide on the best dissemination methods.





## 3. Implementing access to information programs

### 3.1 Information gathering

The responsibility of gathering information lies primarily with governmental institutions and local authorities. Non-governmental organizations, volunteers, and local development partners may also participate in information gathering, especially when data needs to be obtained through field research (e.g. to assess the state of infrastructure in a specific area), or directly from city inhabitants (e.g. through questionnaires).



There is a greater recognition of the role of civil society and the private sector in filling information gaps. Sidon and Ras el Metn in Lebanon are cooperating with civil society organizations in the data collection process. On the other hand, Casablanca, Rabat and Tangier in Morocco are seeking the assistance of local development companies to collect and process information.

Parties responsible to information gathering	Parties contributing for information gathering
<ul style="list-style-type: none"> <li>• Information centers</li> <li>• Local government institutions</li> <li>• Statistical bodies</li> <li>• Research centers</li> </ul>	<ul style="list-style-type: none"> <li>• Non-governmental organizations and civil society organizations</li> <li>• Donors, who are usually committed to report on their activities and who also collect field data in coordination with the concerned governmental bodies</li> <li>• Private sector institutions, who are committed to submit reports or information on their activities to governmental bodies</li> <li>• Researchers</li> </ul>

## 3.2 Information processing and dissemination

Municipalities may need to process the information before disseminating it or sharing it with other institutions. Information should be simplified and presented in a language easily understood by inhabitants from different cultures and nationalities. Accuracy and precision of the presented information will prevent any misunderstanding or misuse of information by inhabitants. It is worthwhile to note that many Arab cities are following the trend towards digitization of information (in other words to transform the information into digital form to allow further electronic processing) and its incorporation into digital databases so as to form the institutional memory. This is in addition to the process of archiving the information in institutional and national libraries.

**Between 2005 and 2019, the number of Internet users worldwide grew on average by 10% every year.**

Source: International Telecommunications Union

There are two main approaches for disseminating information:

- a. **Proactive dissemination:** Local authorities voluntarily disseminate information publicly without prior request. Different methods of dissemination are possible, as shown in the table below. It is important to opt for the method of dissemination that satisfies the specific needs of inhabitants and suits their varying capabilities to access information, such as the limited ability of some persons to use technology or understand the language of dissemination (in the case of refugees for instance). It is preferable to diversify the dissemination methods used, especially when the information is of interest to the general public (such as local services), to ensure it reaches the largest number of people. Some Arab cities are using technology to facilitate access to information, such as the installation of touchscreens in advanced service centers. It is also recommended to provide information related to public services through information kiosks located at the municipality premise or in public spaces, or through one-stop shops that allow inhabitants to get full information and the needed paper forms from one location, in addition to electronic portals and institutional leaflets.

Means of dissemination	Advantages	Disadvantages
News bulletins in the media	Reach a large number of inhabitants, especially if diverse media are used (e.g. radio and television).	<ul style="list-style-type: none"> <li>• High cost of television advertisements.</li> <li>• Non-interactive method that does not allow for asking questions or requesting clarifications.</li> </ul>
Street billboards	Reach a large number of inhabitants, especially if placed around main roads and busy areas.	<ul style="list-style-type: none"> <li>• Expensive.</li> <li>• Accommodate only brief messages and information.</li> <li>• Not useful for illiterate persons.</li> <li>• Non-interactive method that does not allow for asking questions or requesting clarifications.</li> <li>• Contribute to visual pollution.</li> </ul>

Means of dissemination	Advantages	Disadvantages
<b>Local information meetings</b>	Possibility for inhabitants to interact directly with officials and ask questions. Inhabitants feel that officials are giving special attention to their concerns.	<ul style="list-style-type: none"> <li>• Difficulty to reach all people in all locations.</li> <li>• Logistical obstacles, such as finding a spacious venue, availability of microphones and sound systems, etc.</li> </ul>
<b>Websites</b>	Provide easy access to basic information and required official forms without the need to commute.	<ul style="list-style-type: none"> <li>• Not useful for illiterate persons or for people who do not have electronic communication devices.</li> <li>• Limited opportunity of interaction and asking questions, unless “live chat” features are used.</li> </ul>
<b>Social media</b> <b>(e.g. Facebook and WhatsApp)</b>	Reach large number of inhabitants, especially youth. Facilitate access to basic information and download official forms without the need to commute, and provide instant e-communication and e-interaction.	<ul style="list-style-type: none"> <li>• Not convenient for illiterate persons or those who do not have electronic communication devices or social media accounts.</li> </ul>
<b>One-stop shops</b>	Easy access to all information and official forms in one place. It is useful for illiterate persons and those without access to electronic communication devices.	<ul style="list-style-type: none"> <li>• Require the person to go physically to the center.</li> </ul>
<b>Information kiosks</b>	Easy access to information, including by illiterate persons and people without access to electronic communication devices.	<ul style="list-style-type: none"> <li>• Require the person to go physically to the information kiosk; sometimes the person may have to travel between different offices to get the required forms.</li> </ul>



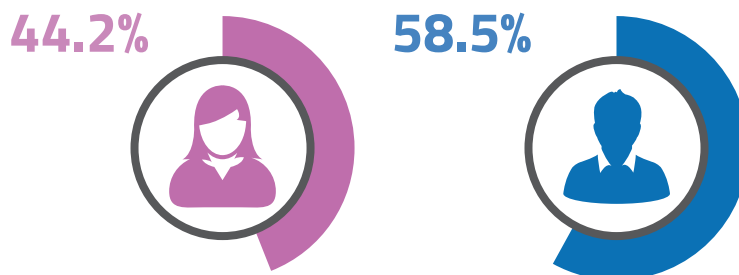
The city of Sharm El Sheikh provided touchscreens at the City Council premise to enable inhabitants to access information automatically without going through bureaucratic procedures. Information kiosks are being established at the governorate level to serve bigger number of inhabitants.

- b. Provision of information upon request:** Local authorities respond to inhabitants' requests to access restricted information. Applications are channeled to the concerned department at the municipality, which decides whether to grant or refuse the request based on predetermined criteria. The applicant should be notified of the response within a specified time. It is important to adhere to a set of criteria that guarantee the quality of the application process, as indicated below.

### Quality criteria for information request processes

- The application form is simple and clear for anyone to complete.
- Procedures for requesting information are clear and easy for persons to follow.
- The cost of application is affordable, thus ensuring equal access to information.
- The response time to the application is short.
- Rejected applications are accompanied by a justification, while allowing the applicant to appeal.
- Rejection criteria are clear and detailed to avoid personal interpretations by the responsible officer.
- Decisions to approve or reject applications are taken by a Committee and are not restricted to one decision-maker.

### Percentage of internet users in the Arab countries according to gender (2019)



Source: International Telecommunications Union

### 3.3 Implementation challenges

In implementing access to information programs, local authorities may face different challenges and constraints, be they related to infrastructure, legal framework, available tools and resources, etc. The table below provides some examples raised by participating Arab cities.



In 2015, the electronic portal for civic documents was launched in Casablanca, Morocco, to allow inhabitants to request documents at low cost and in short time. The service is provided under an agreement between the Ministries of Interior, Industry and Trade, Investment and Digital Economy, and Morocco Post.

Challenges facing Arab cities	Solutions as seen by Arab cities
Access to information is a relatively emerging and sensitive topic (especially for some types of information).	Benefit as much as possible from existing national legal frameworks and from international frameworks in case of any national gaps.
Lack of financial and human resources to gather, process and disseminate information, and to make information available in multiple languages so that all population groups can access it (especially refugees and foreigners).	The law should clearly allocate a budget for disseminating local information. In case of lack of resources, it is recommended to use affordable means of dissemination, such as use of social media, and to expand cooperation networks with non-governmental organizations and private sector institutions.
Lack of technological competences needed to establish and manage a digital information infrastructure on a continuous basis.	Take advantage of existing open source applications that are free or low cost, and that can be customized by users according to their needs.
Employees' fear of being held accountable if they disclose information.	If there is no clear law protecting civil servants, form a committee that is responsible for managing information dissemination through collective decisions.
Misuse of published information (for example by the press or the opposition), thus causing resentment by the population.	Provide sensitive information through official channels using clear and accurate language to avoid misunderstandings; commit to transparency and to correcting wrong information and misunderstandings among inhabitants.

## Five social media benefits to municipalities

1. Instantly notify inhabitants about crises and disruptions in the provision of services
2. Inform inhabitants about service provision updates
3. Disseminate steps and procedures for requesting information
4. Promote the success of projects carried out by the city
5. Learn about the inhabitants' information needs and their evaluation of the ease of access to information

## Main disadvantages

- Does not reach all population segments, especially those who do not have access to electronic devices, are not able to read, or do not use social media
- May not offer the opportunity for live interactions between city officials and inhabitants

## Checklist - Implementation Phase

- Information has been collected and verified with the support of different entities as needed.
- Information has been processed and simplified.
- The most adequate dissemination method has been identified (based on the type of information, objective of its provision, and the target population).
- Expand the network of partners to help address implementation gaps.
- Availability of financial, technological and human resources that are needed for good and sustainable access to information.
- Avoid potential misuse of information before proceeding to its dissemination.

## 4. Evaluating access to information programs

The quality of information systems and level of access to knowledge depend highly on the quality of the information in terms of relevance, accuracy and consistency. Achieving quality information requires a strong political will to promote information gathering, updating and regular dissemination efforts. The table below sets out the basic criteria for assessing the quality of information.

Information quality standards	
<b>Comprehensive</b>	Information is published in full, rather than partially or selectively (for example, avoid publishing information on the activities of a local development project without mentioning the results of these activities).
<b>Easy to use</b>	Information is available in an easy-to-use format (for example, statistical data tables are published in “Excel” rather than in “pdf” format, similar to what international organizations and statistical entities do on their data portals). Terminology is simplified to be understood by most people.
<b>Coherent</b>	Information is provided in the same template and format every time, to enable and ease comparison over time.
<b>Accurate</b>	Information provided is correct, and is based on good research methodology.
<b>Updated</b>	Information is updated regularly and is instantly disseminated before it becomes outdated. Date when data was collected is specified.



The city of Amman, Jordan, uses the “secret shopper” technique to evaluate its services. Information quality officers go undercover (as secret shoppers) to information centers to monitor the quality and efficiency of the process of providing inhabitants with information and hearing their complaints.



It is also recommended to evaluate access to information programs according to the indicators provided in the table below.

Indicator	Main questions
<p><b>Indicator 1:</b> Municipality employees enjoy the freedom and ability to provide access to information and data.</p>	<ul style="list-style-type: none"> <li>• Are municipal employees authorized to share information and data?</li> <li>• Is the employee's right to make information available exercised according to a national or international law?</li> <li>• Did any of the employees withhold information based on an individual decision?</li> </ul>
<p><b>Indicator 2:</b> Availability of laws that allow local authorities to disseminate information in alignment with the needs of inhabitants.</p>	<ul style="list-style-type: none"> <li>• Can inhabitants request information freely (except for confidential information)?</li> <li>• Is there a definition that is not subject to conflicting interpretations of what constitutes confidential information with restricted access for security reasons?</li> <li>• Does the law require local authorities to provide information / data within a specific period of time?</li> </ul>
<p><b>Indicator 3:</b> Equal access to information among inhabitants.</p>	<ul style="list-style-type: none"> <li>• Is information provided to all citizens regardless of their social status, gender, race or religion?</li> <li>• Was there diversification in the adopted dissemination methods to ensure information reaches all inhabitants?</li> <li>• Is there any social group that could not access information or faced challenges while requesting it?</li> </ul>
<p><b>Indicator 4:</b> Information is disseminated ahead of the start of the implementation of developmental projects.</p>	<ul style="list-style-type: none"> <li>• Was information dissemination ahead of the start of the project considered as a pre-requisite for the engagement of implementing parties?</li> <li>• Was a timeline for information dissemination identified and communicated to the implementing parties?</li> <li>• Have the methods of information dissemination been identified? Have the permits and approvals for that been granted?</li> </ul>
<p><b>Indicator 5:</b> Use of technological tools to process and disseminate information.</p>	<ul style="list-style-type: none"> <li>• Do local authorities have the required human and technical resources to manage the electronic tools used to disseminate information?</li> <li>• Have local authorities considered human resources needs for the effective use of different technological tools?</li> </ul>
<p><b>Indicator 6:</b> Outreach to poor and marginalized communities.</p>	<ul style="list-style-type: none"> <li>• How much will inhabitants pay to access information?</li> <li>• Are poor people unable to access information due to high cost?</li> <li>• Are there alternatives to electronic means, as such means may not necessarily be accessible to all?</li> </ul>

 **Review the monitoring and evaluation section in the “Supporting Tools” booklet.**

## 5. Appendix: Examples of legal frameworks governing access to information in selected Arab states

- **Egypt:** Access to information first appeared in the 2012 Constitution (Article 47). In 2012, civil society organizations launched an initiative entitled “Freedom of Information Project”, which sought to recommend several improvements to the law, in particular regarding the definition of information considered to threaten “national security”. Restrictions that severely limit the dissemination of information were abolished in the 2014 Egyptian Constitution.<sup>2</sup>
- **Lebanon:** In 2017, the Law on Access to Information in Lebanon was promulgated along with another equally important law, the “Corruption Detectors Protection Law”. The Law on Access to Information stipulates that “every person, whether natural or legal, has the right to access information and documents held by the administration, in accordance with the provisions of this law, taking into account not to abuse the right.”<sup>3</sup>
- **Morocco:** Law No. 31.13 adopted in 2018 regulates the right of access to information in Morocco and includes articles specifying information excluded from the right of access and proactive publishing measures, among others. The law imposes a penalty on those who publish or misrepresent or falsify information to harm public interest.<sup>4</sup>
- **Tunisia:** In 2016, Tunisia promulgated a law on the right of access to information, which applies to a number of governmental and non-governmental entities including local communities, organizations, associations and all structures that benefit from public funding. Tunisia provided a model of public participation in the drafting of the law through the participation of ARTICLE 19 in Tunisia. ARTICLE 19 is a British human rights organization that essentially promotes the principles of freedom of expression, transparency and access to information.<sup>5</sup>
- **Jordan:** The 2007 law on “Guaranteeing the Right of Access to Information” stipulates that “with due regard to legislations in force, every Jordanian has the right to obtain the information s/he requires in accordance with the provisions of this Law, if s/he has a lawful interest or a legitimate reason thereof.”<sup>6</sup>
- **Mauritania:** Within the framework of the “National Strategy for Modernization of Management and Information and Communication Technologies 2012-2016”, a draft law was presented stipulating the right of Mauritanian citizens to access information.<sup>7</sup>

---

2 Tadamun. 2014. حق الوصول إلى المعلومات في الدستور المصري (The right to access to information in the Egyptian Constitution). [www.tadamun.co/the-right-to-information-ar/#.XdrMunduKdl](http://www.tadamun.co/the-right-to-information-ar/#.XdrMunduKdl) - only available in Arabic.

3 The full text of the law is available at: [http://transparency-lebanon.org/Modules/PressRoom/News/UploadFile/4811\\_Ar\\_20.01.YYAtI-law.pdf](http://transparency-lebanon.org/Modules/PressRoom/News/UploadFile/4811_Ar_20.01.YYAtI-law.pdf)

4 The full text of the law is available at: [http://www.chambre-des-representants.ma/sites/default/files/loi/31.13\\_2.pdf](http://www.chambre-des-representants.ma/sites/default/files/loi/31.13_2.pdf)

5 The full text of the law is available at: <http://www.legislation.tn/sites/default/files/fraction-journal-officiel/2016/2016A/026/Ta2016221.pdf>

6 The full text of the law is available at: <http://www.jmm.jo/المعلومات-على-الحصول-حق-ضمن-تشريعات-قانون-ضمان-حق-الوصول-على-المعلومات>

7 The full text of the draft law is available at: <http://www.tic.gov.mr/IMG/pdf/-2.pdf>



# SPORT FOR YOUTH INCLUSION



# 1. Why sport for youth inclusion?

## 1.1 The relevance of sport for youth inclusion at city level

Youth constitute a large segment of the population in the Arab region, with 60% of the total population being under 30 years of age.<sup>1</sup> Youth as a social group are active in public life, and have the capacity to innovate and the will to make a difference. As such, they should be perceived as key partners in the development and implementation of local plans and the achievement of sustainable development.

Youth inclusion in urban life is a major challenge for most cities in the world, and especially for Arab cities. This challenge is a result of the limited capacities of local authorities to tap on youth potentials, provide safe spaces for their effective city-level participation, and develop a discourse that meets their interests and acknowledges their role and contributions. Indeed, local governments often find it difficult to communicate positively with youth and to design programs that enable their engagement in society. This is especially the case given that youth are among the groups that are most affected by deteriorations in economic and social conditions, which often lead to limited education and employment opportunities and increase exclusion and inequalities.

Percentage of Arab population under 30 years of age in 2017



Source: Arab Development Portal

Sport is a favored tool for local governments to integrate children and youth. There is abundant literature on the importance of sport as an entry point for achieving social inclusion. Sport programs provide a platform to raise youth awareness on various issues, such as education, health and labor market, and a safe space for young people to participate actively. Sport is a fundamental right endorsed by the United Nations. Several Arab countries have also endorsed sport in their constitutions and laws, such as Morocco and Iraq. This stems from the belief that sport can play an important role in achieving development, building inclusive cities and local communities, empowering women, youth, individuals and communities and reaching the desired goals of health, education and social inclusion.

However, achieving inclusion through sport is neither easy nor spontaneous. If not properly planned, implemented and evaluated, physical education and sport plans and programs may reproduce existing patterns of social exclusion. Some of the facets of this problem include, for example, the high indirect costs of sport (e.g. cost of sportswear and sports equipment) compared to the purchasing power of marginalized and poor communities; difficulties in accessing designated sports areas; gender inequality in accessing sports services; lack of necessary public funding for the expansion of sports projects; and the inability to provide efficient and continuous management of sports and physical education centers.

<sup>1</sup> Arab Development Portal. 2018. Arab Region 2017 in Review. [http://www.arabdevelopmentportal.com/sites/default/files/publication/936.the\\_arab\\_region\\_2017\\_in\\_review.pdf](http://www.arabdevelopmentportal.com/sites/default/files/publication/936.the_arab_region_2017_in_review.pdf) Accessed on 4 December 2019.

## 1.2 The benefits of sport for youth inclusion according to participating Arab cities

- **Prevention of intolerance, racism, hatred and violence** through youth inclusion, especially the marginalized, refugees and persons with disabilities, and creating a friendly social space for them where they feel safe, equal and not discriminated against.
- **Promotion of gender equality and empowering women and girls** by encouraging equal participation and equal opportunities for all.
- **Elimination of extremism, violence, drug addiction**, and other threatening behaviors to the society by engaging youth in sports activities that include awareness raising campaigns.
- **Improvement of education**, since physical education exercises improve mental health, cognitive development and personality development.
- **Enhancement of self-confidence, self-fulfillment and character building**, in addition to learning key values in sports, such as teamwork, fair play, respecting rules, cooperation, discipline, and tolerance which all lead to social cohesion.
- **Raise the productivity of youth** through encouraging them to adopt healthy lifestyle and practice physical and mental activities.



**Physical, psychological and mental health benefits.**



**Improving life skills and behavioral values of individuals and groups.**



**Social inclusion for all social groups, especially those marginalized and deprived from their rights.**

## 1.3 Sport for youth inclusion and the commitments of Arab cities

### The Ten-Point Plan of Action of the Coalition of Arab Cities against Racism, Discrimination, Xenophobia and Intolerance<sup>2</sup>

#### **Commitment #6:**

Support vulnerable population groups that fall victim to racism, discrimination, xenophobia and intolerance

Particular attention should be given to the most vulnerable persons subject to discrimination, particularly children, older women, people with special needs, immigrants, migrants, refugees, etc.

<sup>2</sup> A plan of action consisting of ten commitments covering various issues under the city authorities such as education, housing, employment, etc. Member cities of the Arab Coalition signed the plan and pledged to integrate it into their municipal strategies and policies, and to involve various actors within the civil society in its implementation and promotion. The Plan of Action is available in Arabic and French on the UNESCO website at: <https://unesdoc.unesco.org/ark:/48223/pf0000183012>

### Commitment #8:

Promote the equitable and participatory application of municipal policies

Promoting inclusion policies and combating discrimination in housing and access to health and social services within municipal authority.



## 2030 Agenda for Sustainable Development

Sport for inclusion supports the achievement of several Sustainable Development Goals, especially SDG 3 “Ensure healthy lives and promote well-being for all at all ages”, with sport and physical activity being an essential pillar of healthy life. Sport also contributes to realizing SDG 4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, as it can contribute to achieving quality education and may be used to educate youth and adolescents on positive values, skills and behaviors. Sport programs directly contribute to achieving SDGs 5 and 10 by empowering women and girls and reducing inequalities between different social groups.

Sport programs for youth inclusion are also linked to SDG 16 “Promote peaceful and inclusive societies”, as sport plays a great role in consolidating peaceful coexistence between groups and the value of resorting to the rule of law in conflict resolution. Sport is a recommended tool of recovery from the scourge of wars and armed disputes and can contribute to restoring cohesion and re-building confidence between various parties.



## New Urban Agenda

The New Urban Agenda emphasizes in several of its articles on the importance of providing safe, green and multi-purpose public spaces to encourage communication and social interaction and inclusion.

Article 37: “We commit ourselves to promoting safe, inclusive, accessible, green and quality public spaces [...], that are multifunctional areas for social interaction and inclusion, human health and well-being, economic exchange and cultural expression and dialogue among a wide diversity of people and cultures, and that are designed and managed to ensure human development and build peaceful, inclusive and participatory societies, as well as to promote living together, connectivity and social inclusion.”



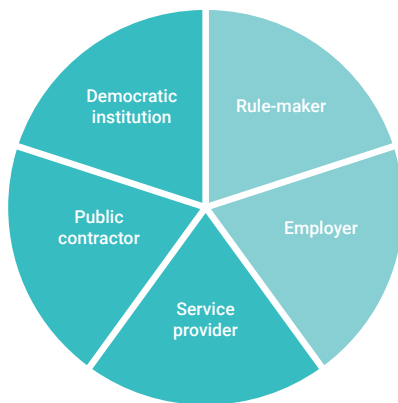
## International Charter of Physical Education, Physical Activity and Sport

- **Article 1.1:** “Every human being has a fundamental right to physical education, physical activity and sport without discrimination on the basis of ethnicity, gender, sexual orientation, language, religion, political or other opinion, national or social origin, property or any other basis.”
- **Article 1.3:** “Inclusive, adapted and safe opportunities to participate in physical education, physical activity and sport must be available to all human beings, notably children of preschool age, women and girls, the aged, persons with disabilities and indigenous people.”
- **Article 1.6:** “Every human being must have the opportunity to attain a level of achievement through physical education, physical activity and sport which corresponds to their capabilities and interest.”
- **Article 11.1:** “Sport for development and peace initiatives should aim at eradicating poverty, as well as strengthening democracy, human rights, security, a culture of peace and non-violence, dialogue and conflict resolution, tolerance and non-discrimination, social inclusion, gender equality, the rule of law.”



## Olympic Charter

**Principle 4:** “The practice of sport is a human right. Every individual must have the possibility of practicing sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.”



City functions

## Sport for youth inclusion and city functions

Sport for youth inclusion falls under the functions of the city as a **democratic institution** that ensures fair and effective representation of youth; as a provider of **sport services**; and as a **contractor** of public services to companies and engineering specialists to ensure the efficiency of the provided sport services.





## Michel Sleiman Sports Village and Carlos Slim Sports Complex Byblos, Lebanon

### Challenges:

- Lack of land and funding.
- Complicated and time-consuming bureaucratic procedures that require legislative changes for more decentralized and high performance work of municipalities.

### Solutions:

- Convince the Maronite Patriarchate, the largest landowner in the city, to donate a plot of land to the project.
- Mobilize funding from businesspersons and investors.
- Establish a profit making gymnastics club in the village to fund other free activities accessible to all.
- Discuss required legislative and political changes with the “Lebanese Mayors’ Committee” to lobby with the Parliament to enact laws to promote decentralization and municipal governance.

### Institutionalization:

- Establish “Ahla Jbeil” (most beautiful Byblos) association as a public-private entity responsible for the project, which helped achieve credibility, efficiency and sustainability.



Relying on youth volunteerism in planning, implementing and evaluating sport projects supports the main goal of achieving youth inclusion. In addition, it allows tapping on youth potentials and creativity and ensures the availability of human resources to execute the project tasks.

“ Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives.”

Paragraph 37, Transforming our world: the 2030 Agenda for Sustainable Development, A/RES/70/1



## 2. Planning sport for youth inclusion programs

### 2.1 Setting detailed objectives

Setting detailed objectives helps in articulating a clear vision and using suitable language to define the project idea and draft its plan. This may help in gaining support from local, national and international bodies, particularly donors, especially if the project promotes existing strategic development agenda.

The objectives that cities can pursue through sport for inclusion programs and projects comprise the following examples:

- Inclusion of youth from all sects, religions, races and political groups, allowing them to participate and express their opinion as active partners, not only as a target or as beneficiary group in the projects.
- Geographical outreach to all regions, especially marginalized and underprivileged areas.
- Inclusion of marginalized groups such as people with disabilities, internally displaced persons, migrants and refugees.
- Close the gender gap and promote equality between men and women, boys and girls.
- Ensure the right to protection and physical security, and combat extremism and riots.
- Achieve social cohesion and promote behavioral values by integrating excluded groups (e.g. autistic persons) in sport activities that fight stereotypes and social stigma.

### 2.2 Assessing feasibility of implementation

Arab cities consider the following pre-conditions as necessary for a successful implementation of sport for youth inclusion plans and programs:

- A clear strategic direction to promote equality and social inclusion policies. This requires a high level of awareness among planners, local employees and service providers at all levels about the importance of this goal and its implementation mechanisms.
- High-level political support to the plan/program.
- Legislations and laws that protect minorities' rights and ensure there are no existing discriminatory laws hindering the achievement of inclusion and equality between different groups.

- Existing procedures, as well as legal and institutional frameworks, that regulate the work of sports projects.
- Availability of land and physical facilities under the full control of the municipality or other partner institutions to implement sports activities for youth inclusion; or the allocation of financial resources to provide lands and physical facilities in case of unavailability.
- Competent institutional and human capacities of local authorities to plan, implement and manage sports for inclusion programs in partnership with various local parties and within an appropriate timeframe.
- The interest and willingness of the private sector to contribute to the implementation of sports projects.

## 2.3 Evaluating youth inclusion in sport programs

In order to ensure achieving the objective of youth inclusion through sport, it is recommended, during the planning phase, to assess the status quo by answering the following questions:

- To what extent do youth enjoy their rights in economic, social, cultural, civil and political spheres?
- Is there a platform for youth to express their opinions and ideas on how to resolve certain issues in their societies? Is there a clear communication channel between youth and policy-makers in the city?
- Does the status quo allow the implementation of inclusive sport programs or are there social tensions that may further complicate the situation?
- Are there specific sport activities that may increase/ ease the social tensions?
- Are there excluded youth in the society? Why? How could they be included?
- Which community leaders are accepted by youth and are in harmony with different groups?
- What are the needs of the city or local community for similar projects?
- What are the favorite sports for youth? How and where are they played? Do they promote inclusion and equality? Are there success stories in this area?
- What are the means to encourage youth participation in sport? How many youth are among the target beneficiaries?
- Does race or social class influence the type of sport being played?
- What are the existing disabilities? How does society perceive people with special needs? To what extent are they accepted in society?
- How does society perceive refugees? Are they perceived equal and accepted in society?
- Are there any gender-related challenges that need special attention during the planning of the project? Is it acceptable that girls and boys play sport together?
- What were the results of previous similar projects? What are the lessons learned and which could help in predicting consequences and expected challenges and opportunities?

## 2.4 Identifying stakeholders and planning for their engagement

According to the experiences of participating Arab cities, benefits of engaging stakeholders include the following:

- Access the wider pool of resources brought in by different stakeholders. This is especially important if there are insufficient resources in the Municipality to implement costly sports projects.
- Benefit from diverse technical expertise and knowledge and get professional support in information gathering and effective planning.
- Identify popular sports among the target youth as a prerequisite for attracting them to participate in the project.
- Promote participation as a fundamental value of citizenship, raise the community's sense of ownership of the project and benefit from youth potentials and civil society organizations' activists to serve project objectives.



### Proximity sports centers, Rabat, Morocco

Proximity sports centers were established in Rabat, as well as in other Moroccan cities, in partnership with local authorities and governmental and non-governmental entities.

#### Challenges:

- Sport is considered a recreational activity exclusive for rich people.
- High cost associated with the practice of sport.
- Sports centers being far from poor areas.

#### Objectives:

- Changing the existing culture and promoting the right to sport for all without discrimination.
- Establishing sports centers close to poor and marginalized areas to be accessible by youth.
- Developing athletic skills and talents of youth.

#### Enabling conditions:

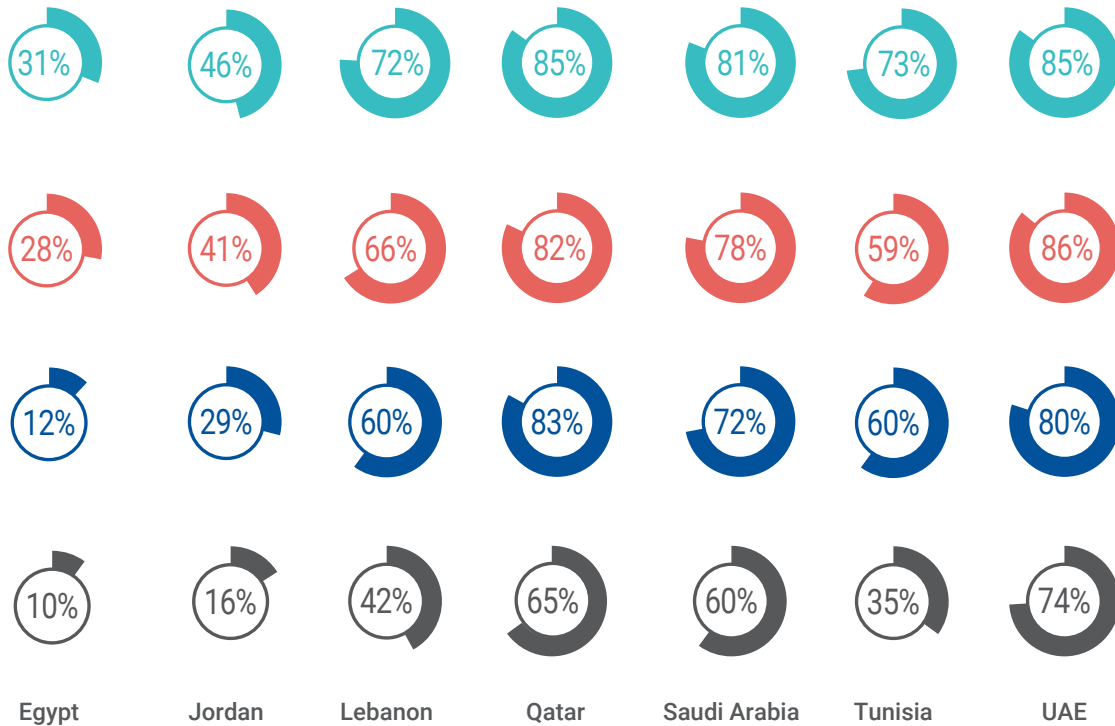
- The Moroccan Constitution considers sport a right for all.
- National support for the proximity policy.
- Enthusiasm of municipal staff for achieving social inclusion.
- Availability of real estate (some cities have overcome the shortage in land by exploiting existing buildings).

Stakeholder groups according to Arab cities	Communication methods according to Arab cities	Potential roles according to Arab cities
<b>Governmental bodies (e.g. ministries of sports, youth, social solidarity, education and health).</b>	<ul style="list-style-type: none"> <li>• Official correspondence and meetings.</li> <li>• Participation in government-led events and benefitting from contacts with officials to present the idea and gain support and assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate legal procedures and required approvals.</li> <li>• Allocate unused public spaces to implement sport programs.</li> <li>• Participation in working groups.</li> </ul>
<b>Private sector (it is advisable to address corporate social responsibility programs).</b>	<ul style="list-style-type: none"> <li>• PowerPoint presentations and visual mediums (e.g. photos, short videos of maximum one minute) to shed light on the project's economic feasibility, benefits to the society and local authorities, estimated budget and success stories. It is advisable to add numbers and statistics to the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide necessary funding for the management and periodic maintenance of the playgrounds and facilities.</li> <li>• Support the organization of regular Olympic competitions between cities.</li> </ul>
<b>Universities, schools, unions, sports and scout clubs, civil society sector (community leaders, youth, etc.).</b>	<ul style="list-style-type: none"> <li>• Flexible and innovative communication based on mutual trust according to the group being addressed.</li> <li>• Written correspondence and official approvals to facilitate work and address all possible hindrances.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to information gathering, field surveys and questionnaires.</li> <li>• Create communication channels and build trust between the municipality and local communities.</li> <li>• Reach out to young people and ensure their engagement.</li> </ul>
<b>International development organizations and donors.</b>	<ul style="list-style-type: none"> <li>• Professional written communication such as good project proposals and log-frames, reflecting link to the sustainable development goals and other global agendas.</li> </ul>	<ul style="list-style-type: none"> <li>• Train sports leaders on social norms and values to be able to design sports programs for social inclusion.</li> <li>• Convince policy makers of the importance of the proposed programs.</li> <li>• Provide necessary financial and technical support.</li> </ul>



Review the stakeholder power analysis matrix in the “Supporting Tools” booklet.

## Percentage of individuals who play sport in selected Arab countries in 2018 according to age group



- 18 - 24 years old
- 25 - 34 years old
- 35 - 45 years old
- 45 years old and above

Source: Northwestern University in Qatar. Accessed on 4 December 2019.  
For further information on the methodology, please refer to <http://www.mideastmedia.org/survey/2018/methodology/>

## 2.5 Designing programs / projects and planning for their implementation

- **Form a team** to include diverse expertise covering different technical disciplines as needed. For instance, a sport for youth inclusion program may require a team that includes an engineer with expertise in the establishment of sports facilities, a coach with expertise in technical sport issues, as well as economic and educational professionals with expertise in designing low-cost social inclusion sport programs.
- **Identify a mechanism to receive complaints and proposals, and to enable reporting** on cases where harm has been inflicted upon marginalized or excluded individuals during their participation in sport programs.
- **Design sport programs that adopt social inclusion approach** by involving technical experts specialized in social, pedagogical and sports issues and working collaboratively to design programs that aim at protecting the social fabric and promoting the principles of unity, equality, coexistence and other concepts.



### “Al-Amal” (hope) school sport teams, Essaouira, Morocco

#### Idea behind the initiative:

- Establish basketball teams in schools that are open to all students and focus on inclusion as a social goal instead of technical skills and sport competition standards.

#### Challenges:

- Difficulty of obtaining administrative approvals.
- Recognizing Al-Amal sport teams as official teams.

#### Solutions:

- Benefit from the concept of “training clubs”, defined in Moroccan law as a broad, flexible concept, and consider Al-Amal teams as school-affiliated training clubs.
- Delegate the evaluation of players’ performance and the selection of talented players to the Sports University, as mandated by law.

#### Institutionalization:

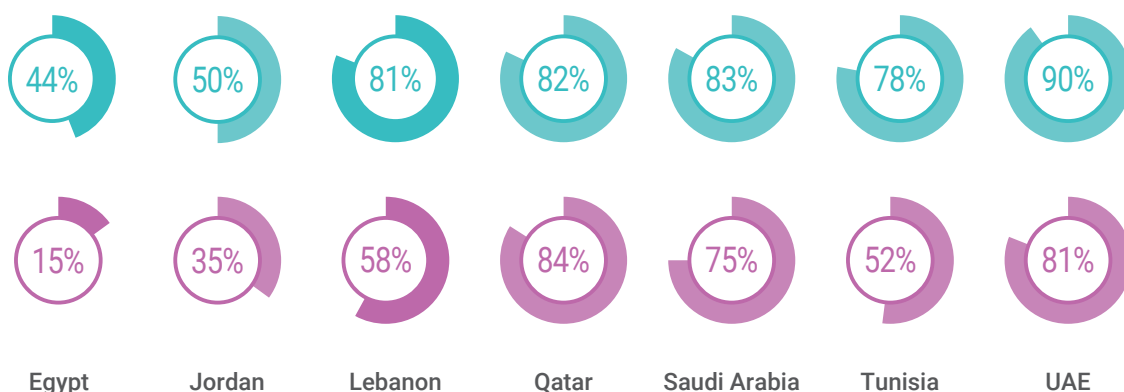
- A three-year agreement between government partners and Al-Amal Club (at the local level) was signed to institutionalize the use of school playgrounds, and mobilize the support of physical education teachers to form sports teams open to all students.



## 2.6 Institutionalization and sustainability according to the experience of Arab cities

- Establish a monitoring body to monitor implementation performance, ensure good management and prevent any threats that would hinder or suspend the implementation of the program.
- Establish a local committee comprising of municipal staff and community representatives to ensure continuous site maintenance.
- Offer financial incentives and impose minimal entrance fees to sports facilities or in exchange for some of the provided services.
- Diversify funding sources to include both government bodies (mainly to cover the salaries of staff and trainers) and donors (to cover ad-hoc and exceptional costs).
- Strengthen the feeling of belonging and promote a sense of ownership to maintain the facilities and prevent their misuse.
- Engage the local community in the implementation of the project to ensure their cooperation in sustaining the program and figuring out innovative approaches to reach the optimum use of local resources.

**Percentage of individuals who play sports in selected Arab countries in 2018, according to gender**



■ Male  
■ Female

Source: Northwestern University in Qatar. Accessed on 4 December 2019.  
For further information on the methodology, please refer to <http://www.mideastmedia.org/survey/2018/methodology/>

## 2.7 Planning challenges and means to overcome them

Planning challenges according to Arab cities' experiences	Suggestion to overcome challenges according to Arab cities' experiences
<p>Limited financial resources available to municipalities, compared to the high cost of this type of programs, which require physical resources such as infrastructure and lands.</p>	<ul style="list-style-type: none"> <li>• Utilize budget surplus (if allowed by the local government system).</li> <li>• Mobilize funds from businesspersons who have interest in the project's idea.</li> <li>• Provide incentives for the private sector to invest in the project, such as free use of public advertising spaces (billboards) around the project's facilities or tax credits under social responsibility.</li> </ul>
<p>Lack of necessary conditions for good planning; inability to control many political and economic factors; lack of expertise required for strategic planning in some municipalities.</p>	<ul style="list-style-type: none"> <li>• Cooperate with consulting firms or research centers to conduct the studies needed to guide the project, and estimate the required duration and resources.</li> <li>• Exchange experiences among different Arab cities, and benefit from existing networks and coalitions to explore Arab and international practices.</li> <li>• Involve donors (if any) in the design of plans and programs.</li> </ul>
<p>Scarcity of urban lands available to establish sports projects; existing lands are not under the authority of the municipality; lack of available lands in proximity to poor neighborhoods where target groups reside, and which are often overcrowded; high transportation cost in case sports centers are located outside the city.</p>	<ul style="list-style-type: none"> <li>• Establish stadiums and sports projects in adjacent lands on the outskirts of the city (providing adequate transportation remains a challenge).</li> <li>• Collaborate with individuals or entities that own adequate lands to host the project.</li> <li>• Utilize existing facilities, such as school playgrounds or gardens affiliated to governmental authorities, NGOs, or youth centers, or rehabilitate facilities for this purpose.</li> <li>• Sign cooperation agreements with private clubs to provide their facilities to the public within certain times against certain returns.</li> </ul>
<p>Lack of awareness of the importance of sports programs in achieving social inclusion, thus awarding them poor endorsement and weak political support, and considering them as low priority in strategic plans.</p>	<ul style="list-style-type: none"> <li>• Highlight the links between the project and global development goals and agreements, political promises, and national and local plans.</li> <li>• Develop informational and multimedia materials about the project's sport and social objectives and the expected social and health returns. Material should present the information in a brief, simple, and innovative manner.</li> <li>• Cooperate with trusted community leaders, artists, and athletes to increase awareness and attract different segments of society.</li> <li>• Build partnerships with key community players to provide the necessary funding and material resources.</li> </ul>

Planning challenges according to Arab cities' experiences	Suggestion to overcome challenges according to Arab cities' experiences
Ensuring efficiency and continuity.	<ul style="list-style-type: none"> <li>• Plan to involve all parties, especially local community and the targeted youth, in an effective manner and in all phases of work.</li> <li>• Develop mechanisms to mobilize the funding needed for all project phases, and avoid the situation where parts of the project are not funded.</li> <li>• Tie the project to existing institutions and programs to be under their responsibility in order to ensure implementation and continuity of their support.</li> <li>• Engage young volunteers from the beginning of the project as key members of the team.</li> </ul>



## Sports walkway, Alexandria, Egypt

### Objective:

- Meet the needs of youth to exercise by the seaside through the development of a sports walkway in Alexandria.
- Provide access to the walkway to persons with disability.

### Challenges:

- Limited administrative and technical human resources to advise on the design and implementation of the walkway.
- Lack of regular, preventive maintenance culture.
- The discrepancy between the presented design and the implementation and use needs (for example, the sports walkway was covered with asphalt).

### Solutions:

- Political support from the Governor of Alexandria.
- Announce the idea publicly to get inhabitants' feedback and reactions to the project.
- Market the initiative by placing billboards along the walkway.
- Contract the Governor's engineering technical office and set a clear timeframe for implementation.



## Sports City project, Sidon, Lebanon

### Challenges:

- High costs of private sports clubs, thus excluding the participation of poor people.
- Sidon has one of the largest refugee camps in Lebanon (hosting Palestinians and Syrians), with insufficient services for their inclusion.

### Objectives:

- Make the practice of sport accessible to all social groups.
- Bring together Lebanese young people and their Syrian and Palestinian peers to create an environment of coexistence and fight intolerance.

### Enabling conditions:

- Support of Sidon local leaders to the project and their ability to obtain political support and propagate the project.
- Availability of lands and funds from Lebanese business persons.
- Engagement of social associations since the ideation phase.



### Checklist - Planning Phase

- Identify the human rights and development aspects associated with the policy/program.
- Set clear and measurable goals for youth inclusion.
- Analyse and evaluate the project's enabling environment and feasibility (availability of lands and facilities, political support, community acceptance, institutional capacities, human resources, etc.).
- Analyse and evaluate the situation of youth inclusion in the community and their needs in terms of sports programs.
- Identify and allocate required budget and obtain necessary support (political, material and financial support).
- Negotiate with all parties that can influence the program.
- Identify and define the stakeholders and their roles.
- Establish mechanisms to maintain the sport facilities and sustain the programs that are offered.



## Mixed sport teams, Baalbek, Lebanon

### Initiative:

- In light of the increased tension between the city's youth from different nationalities (Lebanon, Palestine and Syria), the Lebanese Youth Network association, in cooperation with the Baalbek municipality, established 14 sports teams with mixed nationalities to promote a culture of tolerance through sport.

### Objectives:

- Promote a culture of tolerance among different youth groups.
- Develop youth's life and civic skills through the provision of training on topics such as conflict resolution, individual initiative, leadership, awareness of municipal law, etc.
- Provide an opportunity for the city's youth to manage public activities and participate in joint volunteer work.

### Enabling conditions:

- Support of the Minister of Youth and Sports.
- A civil society association handled management of the sports teams.
- Secure a uniform for the teams, to develop a sense of belonging among the members.
- Portray the youth through the media as active members of society, carrying out joint volunteer work.
- Provide university scholarships for some of the participating sports champions.



The language used, and the means of communication and interaction with stakeholders must be adapted according to their location, interests, working mechanisms and the nature of their impact on the project.



## 3. Implementing sport for youth inclusion programs

### 3.1 Implementation methods

Method	Points of strength
<p><b>Regular programs in social and sports centers</b>, such as youth centers, sports associations and clubs, social centers, and university and school playgrounds.</p>	<ul style="list-style-type: none"> <li>• Long-term strategy to engage youth (especially the marginalized) through the organization of regular sports activities that are of interest to them and convenient to their social and cultural context.</li> <li>• Enhance youth benefit and inclusion by giving them the space to participate in the selection, design and implementation of sports programs in cooperation with the centers' management boards.</li> </ul>
<p><b>Sports activities for all, organized in public spaces</b>, such as unutilized public lands and neglected gardens.</p>	<ul style="list-style-type: none"> <li>• Overcome the challenge of land scarcity and the difficulty of space allocation to implement sports programs.</li> <li>• Allow all segments of society to participate in the activities.</li> </ul>
<p><b>Occasional, awareness raising sports activities</b>, such as running and cycling marathons typically organized in streets or by the beach to celebrate specific events.</p>	<ul style="list-style-type: none"> <li>• Raise awareness on different social issues like peaceful coexistence, peace building and equality.</li> <li>• An opportunity to involve all segments of society in one place to support a common cause with limited risks of discrimination, bullying, or exclusion.</li> </ul>

## 3.2 Physical structures and qualified human resources

The physical structures available to the project, such as facilities, infrastructure, and sports equipment should be compatible with the target groups' needs. For instance, sports spaces should be safe, accessible and should meet the basic standards of security and safety especially for refugees and girls. While practicing the sports activities, youth should feel safe from any sort of danger, be it physical (playing dangerous sports or deficiency of equipment due to lack of maintenance) or emotional (peer bullying).

Thus, it is necessary to ensure qualified human resources having the necessary technical expertise and knowledge by undertaking the following steps:

- Ensure that sports coaches are aware of youth issues and appreciate the importance of their mental and physical health and inclusion in society. Additionally, sports coaches should acquire the expertise of designing sports programs that have a social dimension and aim to educate youth on certain social values such as positive engagement, leadership, social responsibility and other values that lead to social inclusion.
- Train civil servants on how to supervise sport programs that aim at youth inclusion, and how to manage these programs efficiently, monitoring and improving their implementation when necessary.
- Train the program team on a set of skills and technical knowledge to reach the desired impact of the program. Training may address topics such as, but not limited to, youth inclusion, physical education, gender and human rights.
- Train all concerned direct and indirect parties of the program on crisis management and provide them with the basic first aid training, in addition to other relevant topics.

## 3.3 Communication with the public and ensuring youth participation

It is necessary to develop a communication plan to announce the program, and to communicate with the targeted groups and the public in general to raise their awareness regarding the objectives of the program, share information about achieved results, encourage them to take advantage of the services provided, and maintain their interest and support, thus ensuring the sustainability of the implemented policies and programs. This can be done using social media, public billboards, with a focus on those located in marginalized areas, newspapers, television and radio. Despite developing a good communication plan and creating the necessary awareness, youth may still face obstacles to their participation in sports programs. Examples of these obstacles and means for overcoming them are provided in the table below.



In the framework of good governance, government is not seen as the sole party responsible for implementation, which depends on the collective efforts and the resources mobilized by all parties and stakeholders, including the private sector and civil society.



Obstacles to youth participation	Proposed means to overcome obstacles
<p>Youth are preoccupied with studying, working or meeting their basic needs (housing, food, etc.).</p>	<ul style="list-style-type: none"> <li>• Consult with youth at the beginning of the project to coordinate activities according to their schedules and commitments.</li> <li>• Establish partnerships with organizations that secure the basic needs of underprivileged individuals and internally displaced persons and ensure that youth have information about nearby service providers.</li> </ul>
<p>Language and other communication obstacles (e.g. refugees speaking their native language only, or not being able to read or write because they dropped out of school).</p>	<ul style="list-style-type: none"> <li>• Train employees and trainers on intercultural communication and dialogue skills and ask for the support of interpreters when necessary.</li> <li>• Ensure the presence of staff and trainers in the team who speak the language of youth (especially if they include refugees).</li> <li>• Use drawings, paintings and illustrative means and avoid the use of written materials (such as consent forms) especially in poor areas where there is a possibility of high illiteracy rates.</li> </ul>
<p>Staff and trainers holding negative attitudes towards youth.</p>	<ul style="list-style-type: none"> <li>• Build trainers' capacities on life skills, development concepts, and human rights and how to use sport as a tool for youth inclusion and achieving social cohesion.</li> </ul>
<p>Difficulties of access for people with disabilities.</p>	<ul style="list-style-type: none"> <li>• Select easily adaptable activities appropriate for persons with disabilities.</li> <li>• Choose accessible locations and reduce environmental barriers that may hinder accessibility.</li> </ul>
<p>Girls being discouraged from participation in sports programs (by parents or the girls themselves) out of fear of bullying or harassment.</p>	<ul style="list-style-type: none"> <li>• Invite parents to participate and/or monitor the activities and attend program celebrations (extend formal written invitations, which can have a positive psychological effect on the parents).</li> <li>• Organize information sessions for parents (and the wider community) on the benefits of sport on the physical and mental health of girls, in addition to orientation sessions to share information about the program, listen to their concerns and reassure them.</li> <li>• Provide a safe space for girls with separate facilities for boys and girls, including changing rooms, bathrooms and others.</li> <li>• If needed, set different sport activity times for girls and boys, provide female trainers, and allow girls to play in comfortable or culturally appropriate clothing.</li> </ul>



“Homat Al-Hima” (protectors of the land), Ras el Metn, Lebanon

**Objectives:**

- Engage youth in the preservation of Ras el Metn’s natural resources and its cultural heritage and build their capacities to become local guides and trainers on various sports activities.
- Raise youth environmental awareness through organizing sports activities in public natural spaces, such as hiking in nature, biking and motorcycling, mountain climbing, etc.

**Enabling conditions:**

- Political support to the project.
- Support and participation of civil society organizations in the implementation.
- Availability of open natural spaces to host project activities.

### 3.4 Implementation challenges

Implementation challenges according to participating Arab cities’ experiences	Arab cities’ suggestions and tips to overcome challenges
<p>Implementing institutions and entities have different visions and work techniques, and coordinate poorly, in addition to bureaucracy that consumes time and resources.</p>	<ul style="list-style-type: none"> <li>• Understand existing institutions and how to manage collaboration.</li> <li>• Identify responsibilities clearly in the plan of action, and adopt a flexible approach in distributing tasks during implementation.</li> <li>• Share with all parties and on a regular basis, updates on the progress of implementation and the challenges faced, and seek their approval of the implementation process.</li> <li>• Sign a memorandum of understanding or a joint agreement, identify the local authority entrusted with implementation, and specify the roles of each party in a clear, accurate and detailed manner.</li> <li>• Use innovative methods of communication to interact and share information and updates, such as creating a “WhatsApp” group that includes representatives of all stakeholders to facilitate communication and response wherever possible.</li> </ul>

Implementation challenges according to participating Arab cities' experiences	Arab cities' suggestions and tips to overcome challenges
<p>Lack of institutional capacities and resources at the local level, independently from the central level authority, and conflict over the ownership of programs and projects between local authorities and national bodies specialized in sport and youth (e.g. land ownership).</p>	<ul style="list-style-type: none"> <li>• Increase resources available to municipalities and local level institutions through partnering with various funding agencies like international and regional donors and the private sector.</li> <li>• Design programs to develop the capacities of local authorities.</li> <li>• Promote decentralization policies and advocate for necessary legislative changes in this respect.</li> <li>• Adopt innovative thinking through the re-use of available local resources, rely on in-kind rather than financial support, and engage more volunteers.</li> </ul>
<p>Not committing to the planned timeframe (especially by engineering offices)/slow or no response to new developments.</p>	<ul style="list-style-type: none"> <li>• Regular monitoring and follow-up to urge parties to commit to accuracy and credibility in implementing the tasks.</li> <li>• Evaluate achieved progress on a regular basis, not only at the end of the project, by conducting regular meetings with stakeholders and partners to update them on the status and follow-up on their responsibilities.</li> <li>• Maintain flexibility and the ability to respond to unexpected changes, and provide an agreed mechanism to modify the plan if necessary.</li> </ul>
<p>Public reluctance to participate in the sport program/ difficulty reaching the target groups.</p>	<ul style="list-style-type: none"> <li>• Develop innovative methods to reach and attract the public (e.g. public events supported by celebrities or public figures, incorporate arts and entertainment activities within the program).</li> <li>• Provide a platform for beneficiaries to express their opinions and to improve the program to meet their needs.</li> <li>• Adopt a participatory decision-making approach for enhanced ownership, as a fundamental prerequisite for the continued interest of the public in the project.</li> </ul>



## Pioneers Centers, Amman, Jordan

### **Objective:**

- Establish sports centers in various areas of the city, and make them accessible free of charge to all those wishing to practice sports.

### **Enabling conditions:**

- Political, technical and financial support to the centers.
- Local authorities hold the overall management responsibility of the centers, in addition to covering all financial costs including wages of coaches and administrators, sportswear for the youth and training equipment.
- Sports coaches have the technical expertise to deal with disadvantaged groups, such as refugees, disabled persons and others.

## An opportunity or a challenge?

Some local authorities have established institutions outside the governmental structure to facilitate implementation of programs. These are public-private and/or civil society institutions such as associations and companies whose shares are owned in whole or in part by the municipality.

### **Why is this practice an opportunity?**

Most city officials and staff consider that bureaucratic hurdles affect the efficiency of program management. Hurdles include difficulties in getting updated statistics, conducting surveys to identify needs, and obtaining the approvals and permits needed to buy facilities and equipment. Accordingly, municipalities resort to independent entities that do not necessarily adhere to the conditions and procedures of the government bureaucracy, which may be considered an opportunity for the following reasons:

1. Facilitate work during various stages of implementation.
2. Achieve efficiency and reduce the timeframe for implementation.
3. Enjoy greater flexibility in cooperating with the private and non-governmental sectors.

### **Why is this practice a challenge?**

While there is a tendency to focus only on the negative aspects, bureaucracy has positive aspects that should not be ignored. Seeking to overcome bureaucracy by establishing institutions outside the governmental structure may lead to the following negative impacts:

1. Absence of checks and balances on the use of public finances and resources, and on the legality of procedures.
2. Incompatibility with the State's development goals and visions. Ideally, all public projects should serve the overall economic and social development plan of the State and its strategic goals.
3. Missing the opportunity to reform the bureaucracy and to amend the laws and regulations to address pitfalls once and for all, instead of going for temporary fixes for some projects.

## Checklist - Implementation Phase

- Train the sport trainers on means of achieving social inclusion through sport and develop their level of knowledge about topics such as gender, equality and social cohesion.
- Engage youth during the implementation of sports programs, provide a platform where they can express their opinions, and execute tasks.
- Provide volunteering opportunities for youth, especially refugees interested in designing and implementing sports programs, to make use of their skills and talents (leadership, mastering particular games, and peer-to-peer communication) to serve the program.
- Implement team sports, where teams include players from diverse social groups, to promote tolerance, acceptance and inclusion.
- Take advantage of the sports programs to raise awareness among young people on specific social and economic issues (such as health, education, and labor market needs, etc.) and promote values (such as equality, acceptance of others, gender, etc.).



## Provision of a futsal pitch in each residential area, Baghdad, Iraq

### **Objective:**

- Provide a five-a-side futsal pitch within every residential area in Baghdad to serve low-income people and integrate youth, in accordance with the local plan (Article No. 515).

### **Challenges:**

- Securing the land to establish the futsal pitch.
- Lack of engineering technical skills and financial resources to plan and implement the project.

### **Solutions:**

- The Municipality issued directives to use vacant public lands to construct sports fields (temporary use).
- These directives include simple technical specifications for the futsal fields with reasonable cost and resources to achieve the planned goals.



## 4. Evaluating sport for youth inclusion programs

Success indicators	Key questions
Youth inclusion, especially the marginalized, to avoid re-production of any form of inequalities.	<ul style="list-style-type: none"> <li>• Have target groups, particularly the marginalized, been reached?</li> <li>• Have youth been involved in every step of the sports program?</li> <li>• Is there a mechanism to ensure that the views and suggestions of youth are taken seriously and included – where possible - in operational plans?</li> <li>• Are youth interacting positively with their peers from diverse groups?</li> <li>• What measures have been taken to ensure the participation of girls and women in sports programs? Did it achieve the planned outcomes?</li> </ul>
Achieve socio-economic development goals: promoting values and skills.	<ul style="list-style-type: none"> <li>• Are the sports programs designed to educate on social and economic development goals including social cohesion, equality for all and respect for the rights of marginalized people, refugees, and women, in addition to enhancing skills of leadership, dialogue, cooperation and teamwork, etc.?</li> <li>• Have youth acquired the necessary skills to help them play an active role in addressing societal problems? Do sports programs contribute to the development and improvement of mental and physical health of the participants?</li> </ul>

Success indicators	Key questions
<p>Institutionalization and continuity: set a model to follow, and establish an institutional approach that supports inclusion in all plans and programs.</p>	<ul style="list-style-type: none"> <li>• Have the key actors in society (government officials, leaders, etc.) been persuaded to prioritize social inclusion on their agendas?</li> <li>• Have perceptions and behavior towards sports as a mean of inclusion improved?</li> <li>• Are the project and its benefits sustainable? Are the sports facilities being maintained?</li> </ul>



**Review the monitoring and evaluation section in the “Supporting Tools” booklet.**



During the evaluation process, it is recommended to focus on measuring the results related to social inclusion, in addition to results related to sport. Focusing on the latter alone is a common pitfall.





# **CITIZENSHIP AND HUMAN RIGHTS EDUCATION**



# 1. Why citizenship and human rights education?

## 1.1 The relevance of citizenship and human rights education at city level

Citizenship and human rights education is an ongoing, participatory and interactive learning process through which people understand their rights and duties towards themselves and others. It promotes the principles of tolerance, coexistence and equality, encourages persons to change their attitudes and behaviors, and enhances their capacity to deal positively with life challenges, including discrimination and exclusion.

Citizenship and human rights education is part of both formal and non-formal education. In that respect, cities play a complementary role to that of schools, as emphasized in international conventions (see section 1.3 below). However, Arab cities face growing challenges in their attempts to reinforce citizenship and human rights, such as the rising conflicts in the region, the resulting numbers of refugees and internally displaced persons, as well as the increasing threat of terrorism. Additional challenges include weak implementation of international conventions and local regulations, economic challenges that limit the ability of local authorities to meet inhabitants' needs and implement programs on citizenship and human rights, weak social and cultural structures, and the inability to reconcile global principles with local cultural and social traditions.

Educating local authority employees and inhabitants on citizenship and human rights is an essential entry point for achieving urban inclusion. Understanding human rights principles and procedures enables local authorities to establish policies and programs that are based on justice, equality (including gender equality) and protection against all forms of discrimination. Such understanding also promotes the active and positive participation of inhabitants in decision-making and their cooperation with local authorities in achieving development objectives. Therefore, every man, woman, young person and child needs to know their rights as humans and understand the limits of these rights and the duties they imply.

### An international focus on human rights education

The World Conference on Human Rights convened in 1993 and drew international attention to the issue of human rights education, considering it a "necessity to promote and achieve stable and harmonious relations between local communities and promote mutual understanding, tolerance and peace". The United Nations General Assembly resolution number 49/184, issued in 1994 concerning the United Nations Decade for Human Rights Education, reinforced the importance of human rights education. It stated that "human rights education should involve more than the provision of information and should constitute a comprehensive lifelong process by which people at all levels in development and in all strata of society learn respect for the dignity of others and the means and methods of ensuring that respect in all societies".

## 1.2 Benefits of citizenship and human rights education from the perspective of participating Arab cities

- **Build trust between inhabitants and the local authorities:** This is achieved by identifying the rights and responsibilities of both parties. As a result, the rights of inhabitants are protected and their duties towards the city are enforced, which eventually leads to building a relationship based on rights, duties and mutual trust.
- **Promote the principle of common responsibility:** This is achieved by identifying all the parties that actively promote citizenship and human rights principles, and which include inhabitants, local authorities, local associations and private sector. The rights-based approach emphasizes the importance of individual responsibility and urges each individual to uphold his/her responsibilities towards society.
- **Promote cooperation between inhabitants and local authorities:** This is achieved by changing the behavior of inhabitants to become more positive and cooperative with local authorities, in addition to creating an aware and responsible society where each individual enjoys their rights and commits to their duties, thus contributing to the achievement of the adopted development plans' intended results.
- **Public satisfaction with the performance of local authorities:** Establishing permanent channels of dialogue with inhabitants helps to identify the set of rights that they consider a priority and facilitates the efforts of local authorities to accommodate these priorities within the available financial and technical resources.
- **Develop capacities and competences of the city officials:** The success of local authorities' policies, plans and programs related to health, housing, education and other sectors (see appendix 5.A) depends largely and directly on the city employees' understanding of the principles of human rights and their capacity to uphold them. This stresses the importance of implementing citizenship and human rights education programs to both city officials and residents alike.
- **Achieve progress in terms of global indicators:** According to the Universal Declaration of Human Rights, ensuring that each individual enjoys his/her minimum rights is an indicator of achievement that allows cities to compete globally.

Citizenship and human rights education programs target **knowledge, attitudes and skills** leading to the most mature stage of translating knowledge, attitudes and skills into **behavior** that is practiced in everyday life.

### Knowledge

Upholding human rights starts by understanding these rights and knowing how they are realized. All members of society (including civil servants, youth, women, children, persons with disabilities, older persons, etc.) should be fully aware of their rights and duties towards their societies as stated in national laws and international conventions.

### Attitudes

Once individuals acquire knowledge about human rights, they adopt attitudes that promote human rights and citizenship and refuse negative acts that undermine these rights.

## Skills

Individuals learn a set of skills that help them solve conflicts resulting from hatred, discrimination, racism and intolerance, and achieve social cohesion and community peace.

## Behavior

At this stage, knowledge, attitudes and skills are translated into day-to-day, spontaneous behaviors that embody citizenship and human rights.

### 1.3 Citizenship and human rights education and the commitments of Arab cities

#### The Ten-Point Plan of Action of the Coalition of Arab Cities against Racism, Discrimination, Xenophobia and Intolerance<sup>1</sup>

##### Commitment #7:

Combat racism, discrimination, xenophobia and intolerance through education

Strengthen measures against racism, discrimination, xenophobia and intolerance through the provision of education, increasing opportunities of access to education, maximizing the benefit from all forms of education, and promoting the teaching of mutual tolerance, understanding and intercultural dialogue.



### Universal Declaration of Human Rights

**Preamble:** “The General Assembly proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that *every individual and every organ of society*, keeping this Declaration constantly in mind, shall strive *by teaching and education* to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction”.

<sup>1</sup> A plan of action consisting of ten commitments covering various issues under the city authorities such as education, housing, employment, etc. Member cities of the Arab Coalition signed the plan and pledged to integrate it into their municipal strategies and policies, and to involve various actors within the civil society in its implementation and promotion. The Plan of Action is available in Arabic and French on the UNESCO website at: <https://unesdoc.unesco.org/ark:/48223/pf0000183012>.



## 2030 Agenda for Sustainable Development

Most of the goals of the 2030 Agenda for Sustainable Development target the realization of human rights, such as ending poverty and hunger, achieving gender equality, the right to a healthy environment, the right to housing, etc.

**Goal 4 on quality education, Target 4.7:** “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development.”



## New Urban Agenda

**Paragraph 26:** “We commit ourselves [...] to the realization of all human rights and fundamental freedoms, facilitating living together, ending all forms of discrimination and violence, and empowering all individuals and communities while enabling their full and meaningful participation. We further commit ourselves to promoting culture and respect for diversity and equality as key elements in the humanization of our cities and human settlements.”

**Paragraph 155:** “We will promote capacity-development initiatives to empower and strengthen the skills and abilities of women and girls, children and youth, older persons and persons with disabilities, indigenous peoples and local communities, as well as persons in vulnerable situations, for shaping governance processes, engaging in dialogue, and promoting and protecting human rights and antidiscrimination, to ensure their effective participation in urban and territorial development decision making.”

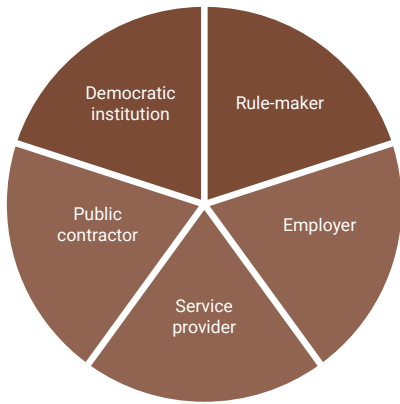


## United Nations Declaration on Human Rights Education and Training

(General Assembly Resolution 66/137 issued in 2011)

**Article 7 (1):** “States, and where applicable relevant governmental authorities, have the primary responsibility to promote and ensure human rights education and training, developed and implemented in a spirit of participation, inclusion, and responsibility.”

**Article 7 (4):** “States and relevant governmental authorities should ensure adequate training in human rights and, where appropriate, international humanitarian law and international criminal law, of State officials, civil servants, judges, law enforcement officials, military personnel, as well as promote adequate training in human rights for teachers, trainers, and other educators and private personnel acting on behalf of the State.”



City functions

## Citizenship and human rights education and city functions

Citizenship and human rights education falls under the city's role as a **democratic institution** working to ensure equal representation of all societal groups, and its function as a **rule-maker** ensuring the basic rights of the city's population.



### Training of local police officers, Ras el Metn, Lebanon

#### Objective:

- Develop the capacities and performance of police officers to offer a premium service for inhabitants and protect human rights in case of disasters.

#### Success factor:

- Political support to the training program through the personal participation of the Mayor in the program, in addition to the moral recognition of efforts through the distribution of certificates of appreciation.





## 2. Planning citizenship and human rights education programs

### 2.1 Conducting a diagnosis study

It is recommended to diagnose the level of public awareness of the principles of citizenship and human rights, their application, available resources and required needs to serve the design of effective programs and plans. The diagnosis study could focus on the following:

- Uncover local perspectives regarding citizenship and human rights, and challenges that might hinder the implementation of related programs.
- Identify local community knowledge needs in the area of citizenship and human rights.
- Analyze the success of previous projects and programs in raising awareness on the principles of citizenship and human rights.
- Review legal texts and universal instruments to identify relevant legal articles and arguments to use.
- Evaluate the availability of human and financial resources to implement the program.
- Identify intervention areas and assess public acceptance of these areas.



#### Awareness raising campaign on the right to water, Nouakchott, Mauritania

**Challenge:**

- Scarcity of drinking water in slums inhabited by poor and marginalized groups.

**Objective:**

- Raise awareness on the right to have equal access to drinking water.

**Enabling condition:**

- Availability of the needed infrastructure and funding.

**Partners:**

- The city played a key role in funding, supervising and conducting the technical study in collaboration with donors and NGOs.

## 2.2 Identifying objectives

The objectives of the program are identified based on the results of the diagnosis study. Care must be made to ensure that objectives are specific, detailed and result-oriented. The following guiding questions can be used to determine the objectives:

- What are the specific citizenship and/or human rights issues to be emphasized and why? How does the project contribute to the achievement of the Sustainable Development Goals and the promotion of human rights principles?
- What is the approach to be adopted? What is the timeframe and geographical scope?
- What are the expected benefits from the project? What is the target group?

Typical objectives of citizenship and human rights education programs include:

- Inform participants about their rights and duties;
- Develop participants' confidence to express their opinions freely and demand their rights;
- Raise awareness about the rights of other groups and the challenges they face (e.g. the program may aim at increasing men's awareness of women's rights).



### "Hawa Amman" radio station, Amman, Jordan

#### **Objectives:**

- Engage inhabitants in the management of the city by offering them the opportunity to propose and discuss their ideas with decision makers and local officials.
- Educate inhabitants on the local affairs and raise their awareness about available local services and activities.
- Identify inhabitants' demands and respond to their questions and inquiries live on radio.

#### **Enabling conditions:**

- Affiliation of the radio station to the Greater Amman Municipality.
- Participation of the Mayor of Amman (once a month) and of district directors (once a week) in a radio program to interact live on air with inhabitants and listen to their demands and needs. Because of these meetings, many of the demands were implemented.

## 2.3 Identifying stakeholders and concerned parties

- **Direct beneficiaries:** those who benefit directly from the program (e.g. the public or a specific population group such as women, youth, immigrants, children, persons with disabilities, etc.).
- **Implementing partners:** they play a direct role in the implementation of the program, such as national entities (e.g. the National Observatory for Children Rights, Ministries of family, education, justice, labor, youth and sports, etc.), schools, lawyers, rights associations (e.g. associations defending women's or children's rights) and neighboring municipalities (the project may be implemented by a cluster of municipalities).
- **Parties that influence implementation:** they are parties that can influence the outcome of the program, such as line ministries, media, and civil society.



**Review the stakeholder power analysis matrix available in the “Supporting Tools” booklet.**



### **Practical tips from Arab city representatives to promote the continuity of citizenship and human rights education programs**

- Distribute tasks clearly between the municipality and other implementing parties.
- Municipality employees who benefit from the education programs must commit to transfer the knowledge they have acquired by offering cascading trainings to other colleagues and sharing all training materials.
- Document the programs, for example by preparing training manuals or pamphlets based on the courses implemented by the municipality.
- Conduct regular training of trainers programs benefiting municipality employees.



### **Awareness raising campaigns, Baghdad, Iraq**

#### **Target groups:**

- Internally displaced persons, widows and war orphans.

#### **Objectives:**

- Organize awareness raising and fundraising events (for example celebrate the International Day of Peace, organize a marathon to raise awareness of human rights, invite young people to draw on barricades as a message of peace, etc.).

#### **Potential partners:**

- Non-governmental organizations.

## 2.4 Identifying program components

Citizenship and human rights education programs may include one or more of the below mentioned components:

- Advocacy campaigns targeting the public or focusing on the rights of specific groups.
- A research component to learn about the status of a certain geographic area or population group (e.g. rights of non-nationals or of informal residents).
- Develop curricula on citizenship and human rights or adapt existing curricula to suit the local context.
- Institutionalize citizenship and human rights education in school curricula and educational institutions in general.
- Training activities targeting teachers and education personnel, covering the principles of citizenship and human rights and methods of teaching these principles to others.
- Activities for adults or children (notably marginalized groups) using citizenship and human rights education curricula.



When undertaking a new project or program, it is necessary to familiarize local government officials and the concerned entities with the importance of the project and its human rights aspects.

## 2.5 Institutionalization and continuity

The institutionalization of human rights educational programs may take multiple forms, including the establishment of committees of experts to monitor programs aimed at promoting and protecting human rights, to ensure efficiency and adequacy of the planned programs and considering the human rights dimension. To ensure continuity, it is recommended to incorporate within the program a capacity development component targeting city employees, teachers, and civil society representatives. In addition, media plans need to be developed to advocate for these programs in all local and educational institutions.



**Initiatives to empower women, secure safe spaces for children, and integrate persons with disability, Sidon, Lebanon**

**Objective:** Enhance citizenship, build trust with the municipalities and promote the rights of women, children and persons with disability.

**Engagement of stakeholders:** Workshops and meetings were held at the municipality, in sports clubs, and at the premises of non-governmental organizations, in order to ensure the participation of all concerned stakeholders in designing the initiatives.

**Success factor:** Local authority backing and donor support (donors provided grants to non-governmental organizations to implement the projects).

## Institutionalizing citizenship and human rights education programs in municipalities and educational institutions, and ensuring continuity

Develop a public relations plan and targeted media campaign to announce the program's objectives and results

Plan campaigns to advocate for the adoption of the programs in all local and educational institutions

Incorporate in the program a training component targeting city officials, teachers, and civil society representatives

Engage decision makers in the different activities and highlight the importance and success of the programs

### Checklist - Planning Phase

- Develop in-depth understanding of the context by undertaking a diagnosis study.
- Identify the human rights and development aspects that will be emphasized in the citizenship and human rights education program.
- Identify the target groups and stakeholders.
- Set clear and measurable objectives.
- Identify the components that will be included in the education program and the best means of implementation.
- Take action to ensure sustainability and continuity of the program, notably advocacy and training of civil servants.



## 3. Implementing citizenship and human rights education programs

### 3.1 Methods of implementation

The success of citizenship and human rights education programs depends on selecting the implementation methods most suitable to the needs of the target groups and the financial resources available to the city. It is recommended to follow modern learning methods and to go beyond what is included in citizenship and human rights school curricula. The following are non-exhaustive examples of methods of implementation and the target group for which they are most suitable.

Method	Description / examples	Target groups
<b>Interactive learning</b>	<ul style="list-style-type: none"> <li>Implement activities in social clubs and youth centers, using interactive learning methods (e.g. arts, recreational and sports activities, citizenship education clubs, etc.).</li> <li>Develop innovative and simple school curricula to teach human rights.</li> <li>Produce guides focusing on marginalized groups that summarize the experience of local authorities in implementing citizenship and human rights education activities.<sup>2</sup></li> </ul>	Marginalized groups such as women, youth, and slum dwellers.
<b>Awareness and advocacy campaigns</b>	<ul style="list-style-type: none"> <li>Use media and communication channels to raise awareness about specific citizenship and human rights issues.</li> <li>Highlight important projects being implemented, their objectives and impacts, to gain general societal support.</li> </ul>	All social groups.
<b>New technologies</b>	<ul style="list-style-type: none"> <li>Opt for new technologies that offer a low-cost medium for implementing long-term programs (as it takes a long time to translate citizenship and human rights knowledge and skills into behavior).</li> <li>Use Massive Open Online Courses (MOOCs) to deliver training courses; virtual libraries to provide knowledge about rights and duties of inhabitants; and social media to raise awareness.</li> </ul>	All social groups that have access to the internet.

<sup>2</sup> For example the "Guide for running citizenship and human rights education clubs" produced by the Ministry of Education in Tunisia <https://bit.ly/2MndXYw>. Accessed on 12 December 2019.

Method	Description / examples	Target groups
<b>Training of trainers</b>	<ul style="list-style-type: none"> <li>• Deliver regular training of trainers' workshops to local authorities' staff on the concepts and principles of human rights, the enforcement of local laws and compliance with international conventions.</li> <li>• Commit trained staff to transfer the knowledge they have acquired to their colleagues and relevant target groups by organizing cascading training programs.</li> </ul>	Local authorities' staff.
<b>Dialogue forums</b>	<ul style="list-style-type: none"> <li>• Organize frequent dialogue forums with target groups to inform them about the implementation steps of citizenship and human rights education projects.</li> <li>• Evaluate target groups' satisfaction and listen to their proposals for enhancing implementation.</li> </ul>	All social groups, especially the least represented such as youth, women, and people with disabilities.



### Children City Council, Amman, Jordan

#### Objective:

Educate youth and children on citizenship using practical and non-traditional learning techniques, and empower them to become future change agents. This is achieved by giving them the chance to participate in city management and to propose solutions to city problems.

#### Success factors:

- The Council is institutionalized within the municipality
- Youth and children manage the Council, adopt a transparent election mechanism, and take decisions regarding city issues that matter to them.
- An enabling environment supports the initiatives launched by the Council.



In case municipalities lack the physical space needed to conduct citizenship and human rights education activities, it is recommended to use unexploited historical sites and public libraries. This has the added advantage of contributing to the revitalization of these places.



## 3.2 Implementation challenges

Challenge	Solutions proposed by Arab cities
<b>Lack of knowledge and weak technical capacity of city staff.</b>	<ul style="list-style-type: none"> <li>• Qualified staff members are key for successful and sustainable implementation. It is recommended to develop a training plan that ensures that city staff (old and new) are able to practice and consolidate the principles of citizenship and human rights in the community.</li> </ul>
<b>Opposition to some activities and lack of public acceptance of some messages.</b>	<ul style="list-style-type: none"> <li>• Design support and advocacy campaigns to disseminate the main objectives and expected impacts of the project using simple language that is suitable for the opposition (e.g. short videos are the best way to deliver messages about human rights).</li> <li>• Organize regular community dialogues to share all information in full transparency before starting the implementation.</li> </ul>
<b>Reluctance of target groups to participate in workshops, especially those addressing sensitive topics.</b>	<ul style="list-style-type: none"> <li>• Provide reassurance guarantees to participants (e.g. in a workshop educating women on their right to inheritance, participants were promised that no photo documentation would be allowed during workshops, and that their information would be kept confidential. In addition, information about the trainers and their technical experience in the field was shared in advance with the participants).</li> </ul>
<b>Lack of funding.</b>	<ul style="list-style-type: none"> <li>• Design and implement programs using new technologies and other low-cost methods (e.g. television and radio broadcasting are best for delivering messages to a large number of persons. Some cities have the opportunity to use national or local channels free of charge or at low cost. Sometimes also, municipalities cooperate by sharing their advertising spaces).</li> <li>• Develop partnerships with the private sector and international organizations to contribute to the funding of different projects.</li> </ul>
<b>Changing concepts and behaviors takes a long time and continuous efforts.</b>	<ul style="list-style-type: none"> <li>• Design projects with long timeframe and divide project implementation into phases, to allow city officials to measure performance after each phase and make necessary improvements before moving to the next phase.</li> <li>• Include awareness raising media campaigns in all projects.</li> </ul>



**It is sometimes possible to consider opposition and complaints as a proof of success, as they reflect a positive change in people's behavior in terms of claiming their rights!**



## Local Child Council, Essaouira, Morocco

### Objectives:

- Provide an appropriate platform for children's participation in the formulation, implementation, tracking and evaluation of local policies.
- Educate children about democracy, citizenship and human rights.
- Establish a culture of dialogue.
- Train children to link responsibility and accountability.
- Provide children with leadership skills.
- Encourage children to give and compete.

### Success factors:

- Positive engagement and support of civil society organizations concerned with childhood in particular.
- Participation of public and private educational institutions and foreign missions.



## Checklist - Implementation Phase

- Identify appropriate implementation method to achieve the desired objectives.
- Secure the necessary financial, physical and human resources.
- Train local authority staff on citizenship and human rights issues.
- Use modern technologies to raise awareness about the concepts of citizenship and human rights.



**Evaluation requires time, resources and competencies. It is advisable to train city staff on monitoring and evaluation skills.**

## 4. Evaluating citizenship and human rights education programs

Guiding questions to measure the success of citizenship and human rights education programs at the level of individuals

### Knowledge

- Have inhabitants acquired more knowledge of human rights principles compared to what they knew before participation in the program?
- Have inhabitants acquired adequate information on human rights references and conventions?
- Do inhabitants apply this knowledge in their daily lives?

### Attitudes

- Do inhabitants reject discriminatory practices taking place in their communities?
- Do inhabitants file complaints about the exclusionary practices they notice?
- Has volunteerism and active participation in community matters increased?

### Skills

- Have inhabitants acquired the necessary skills to implement human rights principles?
- Are inhabitants aware and ready to spread what they have learned in their community?

### Behavior

- Have the knowledge, skills and attitudes translated into tangible behavior in the daily life of inhabitants?
- Have inhabitants positively influenced the city community to become more inclusive?
- To what extent have inhabitants adopted human rights principles and promoted the implementation of these principles in their surrounding environments?



Review the monitoring and evaluation section in the “Supporting Tools” booklet.

# 5. Appendixes

## A- Examples of human rights that cities can educate their inhabitants about, and selected reference documents

Cities may develop educational programs that address various human rights that contribute directly and indirectly to achieving urban inclusion, justice, equality, and solidarity. For example, these rights may include:

- The right to health
- Human rights of women
- The right to education
- Human rights of children
- The right to work
- The right to freedom of expression
- Democracy
- The right of asylum

**Reference documents in this regard include the following non-exhaustive list:**

- “Understanding Human Rights: Manual on Human Rights Education”, published in 2014 by the European Training and Research Centre for Human Rights and Democracy and Ramallah Center for Human Rights Studies:

<http://www.etc-graz.eu/materialien/handbuch-menschenrechte-verstehen/>

- “All human beings... a manual for human rights education”, published in 1998 by UNESCO:

<https://unesdoc.unesco.org/ark:/48223/pf0000114788>

- “The ABCs of global citizenship education”, published in 2017 by UNESCO:

<https://unesdoc.unesco.org/ark:/48223/pf0000248232>

- “Media and information literacy: Reinforcing human rights, countering radicalization and extremism”, published in 2016 by UNESCO:

<https://unesdoc.unesco.org/ark:/48223/pf0000246371>

## B. Examples of international instruments and conventions related to human rights

### 1- United Nations conventions and agreements

- Final Document of the Durban Review Conference, 2009, United Nations A/CONF.211/8 (*Article 107*).
- 2005 World Summit Outcome, United Nations A/RES/60/1 (*paragraph 131*).
- World Programme for Human Rights Education, on-going since 2005, United Nations A/RES/66/137 (*See section c below*).
- Declaration and Program of Action of the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance, 2003 (*paragraphs 95 & 97 of the Declaration and paragraphs 129 & 139 of the Program of action*).
- Vienna Declaration and Program of Action, 1993 (*paragraphs 33, 78 & 82*).
- International Covenant on Economic, Social and Cultural Rights, 1966, United Nations A/RES/2200 (XXI).
- Convention on the Rights of Persons with Disabilities, 2006, United Nations A/RES/61/106 (*Article 8*).
- International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, 1990, United Nations A/RES/45/158.
- Convention against Torture, and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984, United Nations A/RES/39/46 (*Article 10*).
- Convention on the Elimination of All Forms of Discrimination against Women, 1979, United Nations A/RES/34/180.
- International Convention on the Elimination of All Forms of Racial Discrimination, 1965 (*Article 7*).
- Convention on the Rights of the Child, 1989, United Nations A/RES/44/25.

### 2- Regional conventions

- African Charter on Human and Peoples' Rights, 1981.
- Arab Charter on Human Rights, 2004.
- Arab Childhood Framework, League of Arab States, 2001.
- Arab Charter on the Rights of the Child, 1984.

## C. Articles of the United Nations Declaration on Human Rights Education and Training, United Nations, A/RES/66/137

### Article 1

1. Everyone has the right to know, seek and receive information about all human rights and fundamental freedoms and should have access to human rights education and training.
2. Human rights education and training is essential for the promotion of universal respect for and observance of all human rights and fundamental freedoms for all, in accordance with the principles of the universality, indivisibility and interdependence of human rights.
3. The effective enjoyment of all human rights, in particular the right to education and access to information, enables access to human rights education and training.

### Article 2

1. Human rights education and training comprises all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms and thus contributing, inter alia, to the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding and developing their attitudes and behaviors, to empower them to contribute to the building and promotion of a universal culture of human rights.
2. Human rights education and training encompasses:
  - (a) Education about human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection;
  - (b) Education through human rights, which includes learning and teaching in a way that respects the rights of both educators and learners;
  - (c) Education for human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.

### Article 3

1. Human rights education and training is a lifelong process that concerns all ages.
2. Human rights education and training concerns all parts of society, at all levels, including preschool, primary, secondary and higher education, taking into account academic freedom where applicable, and all forms of education, training and learning, whether in a public or private, formal, informal or non-formal setting. It includes, inter alia, vocational training, particularly the training of trainers, teachers and State officials, continuing education, popular education, and public information and awareness activities.
3. Human rights education and training should use languages and methods suited to target groups, taking into account their specific needs and conditions.

### Article 4

Human rights education and training should be based on the principles of the Universal Declaration of Human Rights and relevant treaties and instruments, with a view to:

- (a) Raising awareness, understanding and acceptance of universal human rights standards and principles, as well as guarantees at the international, regional and national levels for the protection of human rights and fundamental freedoms;
- (b) Developing a universal culture of human rights, in which everyone is aware of their own rights and responsibilities in respect of the rights of others, and promoting the development of the individual as a responsible member of a free, peaceful, pluralist and inclusive society;

- (c) Pursuing the effective realization of all human rights and promoting tolerance, non-discrimination and equality;
- (d) Ensuring equal opportunities for all through access to quality human rights education and training, without any discrimination;
- (e) Contributing to the prevention of human rights violations and abuses and to the combating and eradication of all forms of discrimination, racism, stereotyping and incitement to hatred, and the harmful attitudes and prejudices that underlie them.

#### **Article 5**

1. Human rights education and training, whether provided by public or private actors, should be based on the principles of equality, particularly between girls and boys and between women and men, human dignity, inclusion and non-discrimination.
2. Human rights education and training should be accessible and available to all persons and should take into account the particular challenges and barriers faced by, and the needs and expectations of, persons in vulnerable and disadvantaged situations and groups, including persons with disabilities, in order to promote empowerment and human development and to contribute to the elimination of the causes of exclusion or marginalization, as well as enable everyone to exercise all their rights.
3. Human rights education and training should embrace and enrich, as well as draw inspiration from, the diversity of civilizations, religions, cultures and traditions of different countries, as it is reflected in the universality of human rights.
4. Human rights education and training should take into account different economic, social and cultural circumstances, while promoting local initiatives in order to encourage ownership of the common goal of the fulfilment of all human rights for all.

#### **Article 6**

1. Human rights education and training should capitalize on and make use of new information and communication technologies, as well as the media, to promote all human rights and fundamental freedoms.
2. The arts should be encouraged as a means of training and raising awareness in the field of human rights.

#### **Article 7**

1. States, and where applicable relevant governmental authorities, have the primary responsibility to promote and ensure human rights education and training, developed and implemented in a spirit of participation, inclusion and responsibility.
2. States should create a safe and enabling environment for the engagement of civil society, the private sector and other relevant stakeholders in human rights education and training, in which the human rights and fundamental freedoms of all, including of those engaged in the process, are fully protected.
3. States should take steps, individually and through international assistance and cooperation, to ensure, to the maximum of their available resources, the progressive implementation of human rights education and training by appropriate means, including the adoption of legislative and administrative measures and policies.
4. States, and where applicable relevant governmental authorities, should ensure adequate training in human rights and, where appropriate, international humanitarian law and international criminal law, of State officials, civil servants, judges, law enforcement officials and military personnel, as well as promote adequate training in human rights for teachers, trainers and other educators and private personnel acting on behalf of the State.

## **Article 8**

1. States should develop, or promote the development of, at the appropriate level, strategies and policies and, where appropriate, action plans and programs to implement human rights education and training, such as through its integration into school and training curricula. In so doing, they should take into account the World Program for Human Rights Education and specific national and local needs and priority.
2. The conception, implementation and evaluation of and follow-up to such strategies, action plans, policies and programs should involve all relevant stakeholders, including the private sector, civil society and national human rights institutions, by promoting, where appropriate, multi- stakeholder initiatives.

## **Article 9**

States should promote the establishment, development and strengthening of effective and independent national human rights institutions, in compliance with the principles relating to the status of national institutions for the promotion and protection of human rights (“the Paris Principles”), recognizing that national human rights institutions can play an important role, including, where necessary, a coordinating role, in promoting human rights education and training by, inter alia, raising awareness and mobilizing relevant public and private actors.

## **Article 10**

1. Various actors within society, including, inter alia, educational institutions, the media, families, local communities, civil society institutions, including non-governmental organizations, human rights defenders and the private sector, have an important role to play in promoting and providing human rights education and training.
2. Civil society institutions, the private sector and other relevant stakeholders are encouraged to ensure adequate human rights education and training for their staff and personnel.

## **Article 11**

The United Nations and international and regional organizations should provide human rights education and training for their civilian personnel and for military and police personnel serving under their mandates.

## **Article 12**

1. International cooperation at all levels should support and reinforce national efforts, including, where applicable, at the local level, to implement human rights education and training.
2. Complementary and coordinated efforts at the international, regional, national and local levels can contribute to more effective implementation of human rights education and training.
3. Voluntary funding for projects and initiatives in the field of human rights education and training should be encouraged.

## **Article 13**

1. International and regional human rights mechanisms should, within their respective mandates, take into account human rights education and training in their work.
2. States are encouraged to include, where appropriate, information on the measures that they have adopted in the field of human rights education and training in their reports to relevant human rights mechanisms.

## **Article 14**

States should take appropriate measures to ensure the effective implementation of and follow-up to the present Declaration and make the necessary resources available in this regard.



# SUPPORTING TOOLS



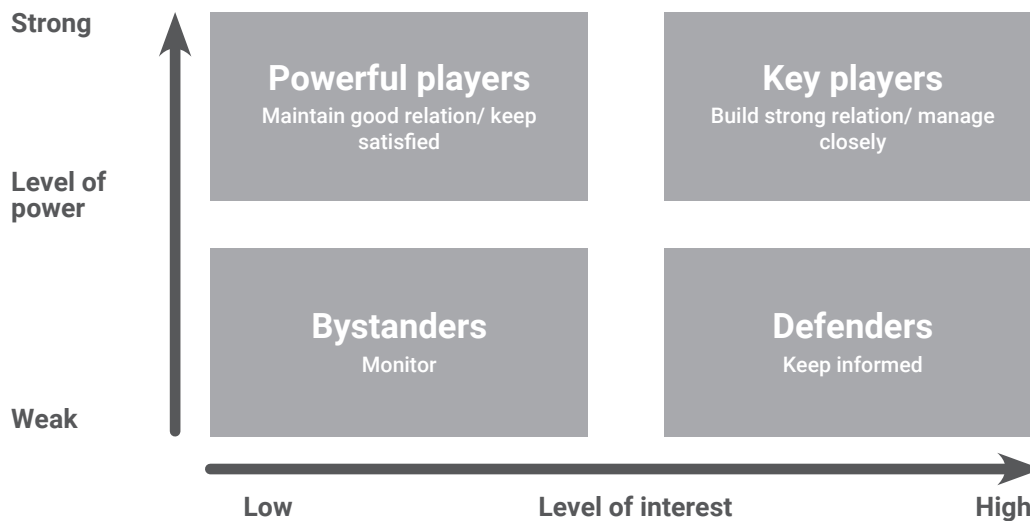


# 1. Stakeholder power analysis

## Stakeholder power analysis matrix

The stakeholder power analysis matrix determines the extent of power and influence that different stakeholders hold over project implementation. The tool is typically used during the planning phase but may also be used during the implementation and evaluation phases. The matrix addresses questions such as the following: Who are the relevant stakeholders to be taken into account? How strong is their impact over the project? What is the best strategy to manage a specific stakeholder? The matrix identifies four types of stakeholders - institutions and individuals - that should be taken into consideration: 1) those with formal authority that entitles them to make decisions; 2) those with authority that allows them to prevent decision-making; 3) those affected by a particular decision; and 4) those who have relevant information or experience.

The two axes of the matrix identify a) the level of power, which reflects the extent to which a stakeholder can suspend the project in case they are not satisfied, and b) the level of interest, which means that the stakeholder can influence project implementation and impose changes. For example, if the levels of power and interest are both low, it is simply sufficient to monitor the stakeholder regularly. Whereas if both are high, then a solid and good relationship must be maintained with the stakeholder to ensure completion of the project.



## Steps for identifying stakeholders

- Brainstorm to identify all groups and individuals who may affect, or be affected by, the plan / program, while making sure to include all groups and individuals.
- Determine how organized each stakeholder group is. Some groups may be organized such as Property Owners’ Associations, while other individuals may not belong to any organized group.
- Evaluate how cohesive each stakeholder group is. Do group members share the same views and interests, or are there divisions or conflicts within the group?
- Note the type of influence each stakeholder has over the project, and the extent to which project implementation depends on the cooperation of a local group or government entity. For example, a party might hold regulatory control or the authority over the issuance of needed permits.
- Identify the stakes specific to each group or individual, such as economic return / impact, the value system, individual ownership, etc.
- Determine the impact of the project on each individual whenever possible.
- It is recommended to conduct a number of interviews with a representative sample of stakeholders to test assumptions and generate ideas for an effective public participation plan.

Stakeholder (institution or individual)	Level of organization and cohesion (organized or unorganized group)	Type of influence (political, organizational, institutional, financial, executive, legal, etc.)	Stakes (economic, political, etc.)	Impact of the project on the stakeholder (high, medium, low)

For further information, please refer to the following link: <https://www.doi.gov/sites/doi.gov/files/migrated/pmb/cadr/toolkit/upload/stakeholder.pdf>

## 2. Template for the organization of community consultation sessions

Duration	Session	Description
60 minutes	<b>Opening and presentation of the proposed program</b>	City official or program focal point introduces key issues and mechanisms of the program.
30 minutes	<b>Questions and answers</b>	Participants ask questions about what was presented during the earlier session. Questions should seek to clarify points that have been presented, rather than to give opinions or suggestions about the program, as this will be the subject of the following session.
10 minutes	<b>Division of participants into working groups</b>	Depending on the nature of the proposed program, division into groups may be according to specialization and background, or on the contrary, it may seek to have an equal representation of the participating groups. It is preferable for each group to be composed of a small number of participants (3-5 individuals) in order to allow for in-depth technical discussions.
90 minutes	<b>Discussions within the working groups</b>	Each group discusses what was presented at the opening session, including points of agreement and disagreement, foreseen challenges and concerns, and recommendations for improvement.
20 minutes	<b>Break</b>	
60 minutes	<b>Presentations of the working groups</b>	Each group presents a summary of the main points discussed and raises questions and suggestions to city officials.
60 minutes	<b>Open discussion</b>	City officials comment on the presentations of the working groups and respond to the questions and suggestions raised.
20 minutes	<b>Closing session</b>	Wrap-up of the most important issues discussed and the actions that will be taken by decision makers based on the meeting.

## The four success criteria of consultation meetings:

- Only the persons concerned must attend the meeting.
- Collected information, notably proposed ideas and suggestions, must be recorded/ documented.
- Once the meeting ends, side discussions and new ideas must not be permitted.
- The date and time of the meeting must be chosen to suit the timetable of employees and workers.

### It is important to ensure that:

- Participants are divided into groups. If not, and participants remain in one large group, it is advised to sit in a circle where everybody can see the others.
- Participants take turns to speak.
- Necessary tools are provided (paper, pens, flipcharts, etc.) to write down ideas and suggestions.
- Everyone participates and no one is sidelined.
- Equal representation is ensured.

### For additional information on participatory tools, please refer to the following guides:

- How to run an open space event, Transition Network,  
<https://transitionnetwork.org/wp-content/uploads/2016/09/How-to-run-an-Open-Space-event.pdf>
- Participatory methods toolkit: A practitioner's manual, United Nations University,  
[http://archive.unu.edu/hq/library/Collection/PDF\\_files/CRIS/PMT.pdf](http://archive.unu.edu/hq/library/Collection/PDF_files/CRIS/PMT.pdf)
- Ideas for Community Consultation: A discussion on principles and procedures for making consultation work,  
[http://www.activedemocracy.net/articles/principles\\_procedures\\_final.pdf](http://www.activedemocracy.net/articles/principles_procedures_final.pdf)
- Online Community Engagement Toolkit for Rural, Remote and Indigenous Councils,  
[https://opus.lib.uts.edu.au/html/10453/95774/page.html#tk9\\_1](https://opus.lib.uts.edu.au/html/10453/95774/page.html#tk9_1)
- Community Engagement Toolkit,  
<https://www.murrindindi.vic.gov.au/files/assets/public/documents/governance/community-engagement-toolkit.doc>

# 3. Monitoring and evaluation

## Monitoring and evaluation steps

### Step 1:

- Include quantitative and qualitative indicators in the logical framework (logframe). Indicators must be “SMART”, in other words Specific, Measurable, Achievable, Realistic, and Time-bound.
- Identify data collection methods to measure indicators. These include, but are not limited to, focus groups, opinion surveys, questionnaires, diagnosis studies to compare the present status to the previous status.

### Step 2:

- Identify information and data required for evaluation and related data sources (e.g. project participants, project staff, and external observers such as civil society).

### Step 3:

- Identify and design data collection tools (e.g. interview guide, focus group discussion guide, and rapid assessment forms). Note that the included questions should address the aspects that are being evaluated.

### Step 4:

- Collect the data, store it in a database, and analyze it.

### Step 5:

- Draft a detailed evaluation report that presents the logframe measuring indicators and sheds light on achievements, challenges, successes, failures, areas of improvement, and lessons learned.

## Entities responsible for the evaluation process

- External evaluator or evaluation company  
(Pros: experienced, objective. Cons: high cost);
- Internal evaluation by one of the project staff with previous experience in evaluation  
(Pros: low cost, familiarity with project details. Cons: bias to the project);
- Cooperation with local NGOs to monitor the project  
(Pros: low cost, objective. Cons: lack of experience in evaluation).

# Success indicators

## General questions on the project / program success

- Did the project reach the intended target group?
- Were planned project activities implemented?
- Were the venues where activities were held accessible to the target group (e.g. if the activity was targeting persons with disabilities, was the venue accessible to them)?
- Did the participants react positively to the activities?
- Did the participants indicate that they acquired new knowledge or skills related to the topic of concern?

## Planning phase success indicators

Indicator	Guiding questions
<p><b>Indicator 1</b></p> <p><b>Good understanding of the local context</b></p>	<ul style="list-style-type: none"> <li>• Did you assess the beneficiaries' level of awareness?</li> <li>• Did you study the essential conditions of the project and assess the level of acceptance of the various parties?</li> <li>• Are you fully acquainted with the needs and requirements of the project's beneficiaries, especially the marginalized groups?</li> <li>• Did you evaluate the level of awareness and competency of the project staff?</li> <li>• Did you thoroughly study the project costs including indirect costs?</li> <li>• Does the plan include the following information?               <ul style="list-style-type: none"> <li>• The coordination body and/ or the implementation unit, whether it is governmental or independent</li> <li>• Foundation and operation details</li> <li>• Required staff and competences</li> <li>• The activities to be implemented (meetings, workshops, etc.)</li> <li>• Mobilization of available human and financial resources</li> </ul> </li> </ul>
<p><b>Indicator 2</b></p> <p><b>Stakeholders engagement</b></p>	<ul style="list-style-type: none"> <li>• Did you provide evidence and arguments to engage project beneficiaries and participants?</li> <li>• Did you raise awareness on the importance of the project?</li> <li>• Did you study the beneficiaries' opinions (sampled through questionnaires, panel discussions, etc.) including all target groups especially the marginalized ones? Do you know the requirements for conducting the study (e.g. security clearances, etc.)?</li> <li>• Did you engage youth, non-governmental organizations, and other active individuals and institutions in the society?</li> </ul>



## Implementation phase success indicators

Indicator	Guiding questions
<b>Indicator 1</b> <b>Achieve positive short-term outcomes</b>	<ul style="list-style-type: none"> <li>• Does the project achieve the planned short-term outcomes?</li> <li>• Are short-term evaluation studies conducted?</li> <li>• Did the project/ program develop during its implementation?</li> </ul>
<b>Indicator 2</b> <b>Commitment to the action plan</b>	<ul style="list-style-type: none"> <li>• To what extent is the program/ project being implemented as designed?</li> <li>• What are the challenges that emerged during implementation? Was there any discrepancy between the planned/ promised goals and the implementation?</li> <li>• Were the project/ program target groups notified of changes during the implementation?</li> </ul>
<b>Indicator 3</b> <b>Stakeholders engagement</b>	<ul style="list-style-type: none"> <li>• Were the stakeholders, especially the marginalized groups, engaged during the implementation phase?</li> <li>• Did any of the local community members volunteer or cooperate with the organizing bodies?</li> </ul>

## Evaluation phase success indicators

Indicator	Guiding questions
<b>Indicator 1</b> <b>Efficiency of the evaluation process</b>	<ul style="list-style-type: none"> <li>• Does the evaluation provide information that can be used to develop other programs?</li> <li>• Is there any opportunity for change or development in the future? What are the consequences?</li> <li>• Can the evaluation be done using the available resources in the organization?</li> <li>• Does the evaluation reflect the true impact of the project?</li> <li>• Is the generated information from the evaluation reliable and valid?</li> </ul>
<b>Indicator 2</b> <b>Inclusion and diversity of participants</b>	<ul style="list-style-type: none"> <li>• Is participation diverse, inclusive, and therefore balanced?</li> <li>• Is there any preferential treatment or discrimination against participants based on gender, color, religion, etc.?</li> <li>• Are all target groups well represented in the project?</li> <li>• Do project staff give participants the chance to freely criticize the project/ program?</li> </ul>

# TOOLKIT FOR URBAN INCLUSION IN ARAB CITIES

## Cities promoting inclusion through public participation, access to information, sport, and citizenship and human rights education

Arab cities are witnessing an unprecedented expansion. Home to more than half of the region's population, Arab cities have transformed into heterogeneous spaces that host diverse identities, cultures, and ethnicities. In order for this transformation to lead to prosperity, city officials must adopt a rights-based, human-centred approach, and implement inclusive policies and measures that provide equal opportunities for all.

In this context, the Toolkit for Urban Inclusion in Arab Cities provides Arab city leaders and local government officials with practical tools and advice to guide their efforts towards establishing inclusive and sustainable cities. The Toolkit is based on the real experiences and practices of cities members of the Coalition of Arab Cities against Racism, Discrimination, Xenophobia and Intolerance in planning, implementing and evaluating programs and projects that promote urban inclusion and combat exclusion in all its forms. The Toolkit focuses on four topics of high priority to the Arab Coalition member cities: public participation, access to information, sport for youth inclusion, and citizenship and human rights education.

The Toolkit is a technical reference "from Arab cities, to Arab cities". We hope that it will contribute, with its participatory and practical approach, to the establishment of inclusive Arab cities in line with the 2030 Agenda for Sustainable Development and the New Urban Agenda.

