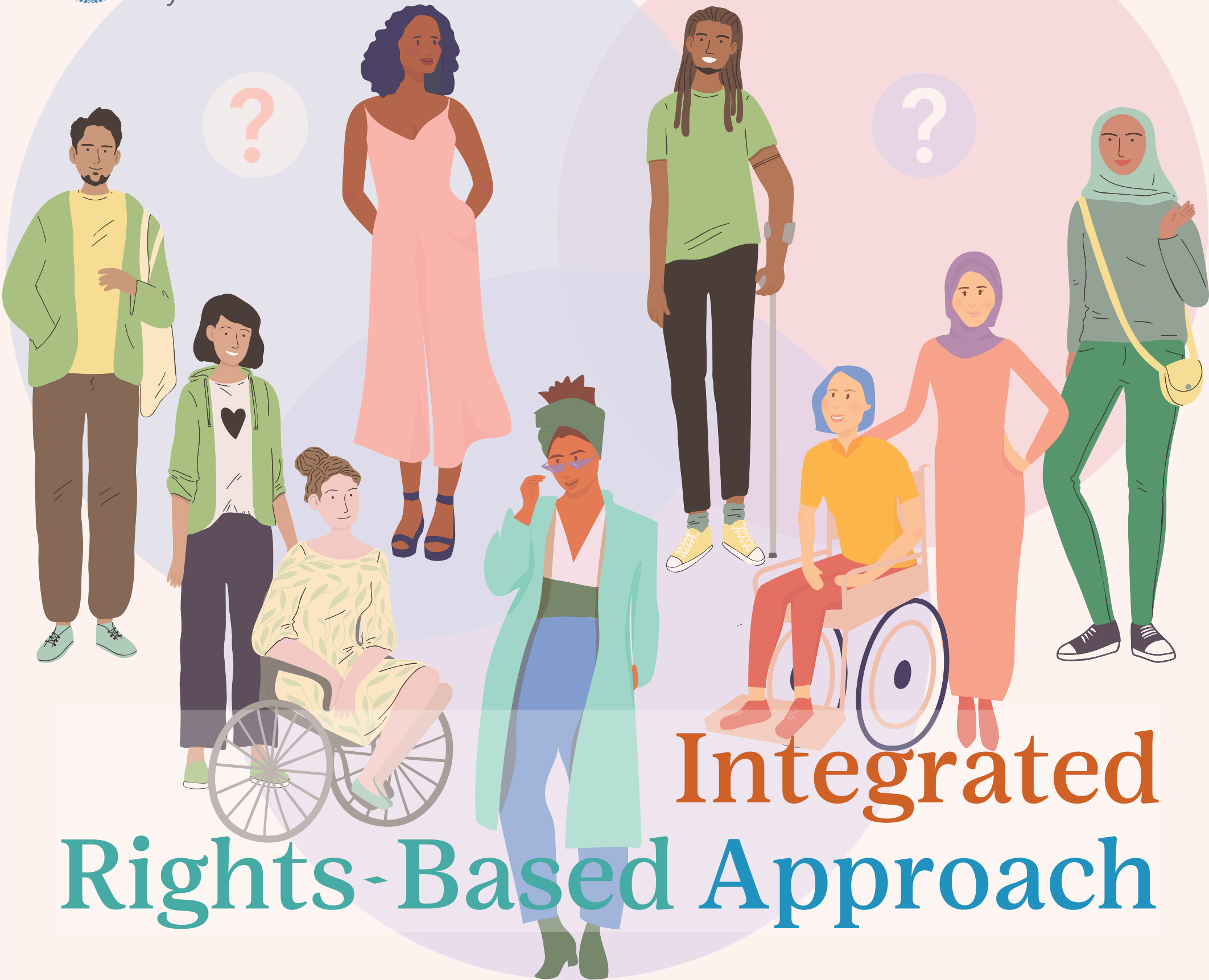




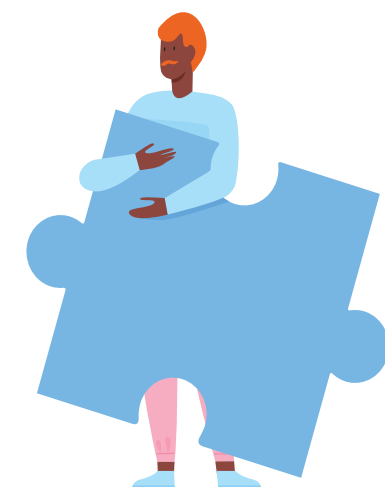
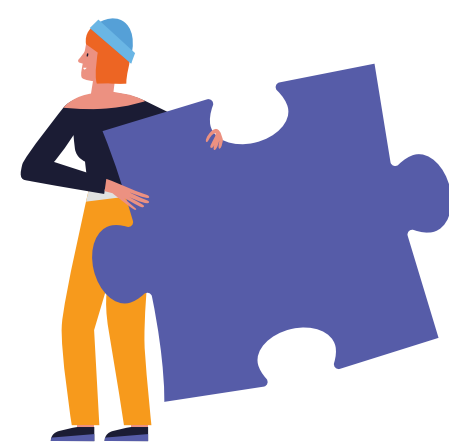
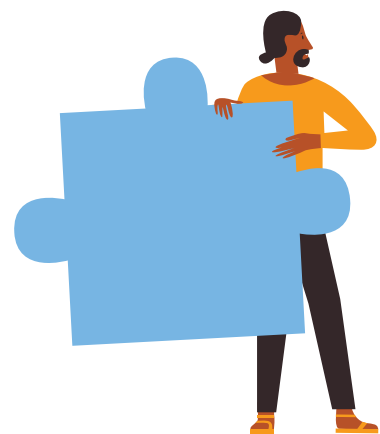
A training guide on applying the rights-based approach to youth interventions in the context of non-formal education



Integrated Rights-Based Approach

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About this guide



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This training guide reflects our youth work on planning, designing and delivering more effective youth intervention from a human rights-based, participatory, and gender-sensitive approach. This guide highlights the crucial, important role youth play towards achieving sustainable results when designing a youth intervention is rights-based; meaning that the youth, their human rights, their unmet needs, and their unfilled gaps are at the centre of the lifecycle of the intervention. The guide emphasises on the importance of both critical thinking and intersectional criticism in developing youth intervention in relation to the human rights at stake.

The guide begins by defining the State and its institutions as accountable duty-bearers, with duties and obligations to respect, protect, and fulfil human rights. It further identifies the youth-oriented organisations and their youth workers as the responsibility-holders who can make a positive influence on and advocate for respect, protection, fulfilment, realisation, and enjoyment of human rights by building and/or strengthening the capacities of the rights-holders and/or duty-bearers. This guide defines the youth organisations to be pivotal since they represent the interests or needs of young people, rights-holders. Moreover, the guide focuses on reinforcing the capacities of youth, as the rights-holders, to be aware of and empowered to claim and enjoy their human rights.

Therefore, through responsibility-holders, in the context of youth work, the goal, objective of this guide is the strengthening of the capacity of the responsibility-holders to meet the human rights knowledge needs of rights-holders, young people, towards the realisation and enjoyment of their human rights. Thus, the guide gives insight on the rights-based approach that can be used to identify the needs and capacities gaps of rights-holders that prevent them from knowing, exercising, claiming, or seeking effective protection and realisation of their human rights. It furthermore looks at how to identify the needs, knowledge and capacity gaps preventing responsibility-holders from observing and promoting human rights and strengthening the capacity of rights-holders.

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SECTION - 1.

The rights-based approach working principles

1.1. Understanding the rights-based approach

The human rights-based approach, hereinafter referred to as **the rights-based approach** is a methodology that guides the planning, the designing, delivery, monitoring, and the evaluation of our youth interventions in the context of non-formal education. The rights-based approach identifies states and their institutions as accountable duty-bearers, with the responsibility to respect, protect, and fulfil human rights. The rights-based approach identifies youth-based organisations and their youth workers as responsibility-holders with a positive influence on respect, protection, claiming, enjoyment, and fulfilment of all human rights and on the rights-holders and the duty-bearers' capacities. Thus, youth organisations are pivotal since they represent the interests of young people, the rights-holders. So, the rights-based approach focuses on reinforcing the capacities of youth, as the rights-holders, to be aware of, and empowered to present their human rights concerns as well as to claim and enjoy their human rights. Hence, through responsibility-holders the overall objective of the rights-based approach in our youth work is strengthening the capacities of youth, the rights-holders towards the realisation of rights.

Hence, the rights-based approach places equal importance on the processes of how a youth intervention are planned, designed, and implemented. The setting-up youth interventions should be rights-based, youth and their human right must be at the centre of all the activities. Integrating the rights-based approach in the youth intervention leads to more effective intervention that delivers relevant and sustained results, while ensuring the youth's ownership and engagement around the planning, the designing, delivery, monitoring, and evaluation of the intervention. In the setting-up of youth intervention, the rights-based methodology ensures that in a particular context of concern all stakeholders are included while addressing inequalities and the multiple often intersecting discriminations faced by persons in vulnerable situations. The approach aligns with our commitments to address inequalities, including gender inequality and to combat racism, discrimination, and hate speech. Inequalities and discrimination undermine youth participation by holding back and excluding the youth in vulnerable situations, such as youth with disabilities or youth who belong to racial, sexual, and gender minority group. Hence, in our youth work, the rights-based approach focuses on how to address power imbalances and discrimination, and the drivers of inequalities,

especially in its most extreme forms. More in [our manual From human rights to development](#).

The rights-based approach:

1. Strengthens the capacities of youth workers to fulfil their human rights obligations and commitments to facilitate youth empowerment.
2. Raises the awareness of young people about their human rights and strengthens their capacities to claim their rights.
3. Strengthens young people's meaningful participation through inclusive participatory and gender-sensitive processes.
4. Incorporates gender dimension into youth work as a means to address discrimination and inequality on the basis of sex and/or gender.
5. Empowers youth who are at risk of experiencing racism, discrimination, or inequalities to claim their rights, such as youth with disabilities, LGBTIQ youth, or racial minority youth.

1.1.1. Inequality vs discrimination

Inequality refers to unequal distribution of goods, resources, and rights: it is inherently a relational concept. Unlike poverty, which focuses on a segment of the population for which living standards fall below a certain minimum level (i.e., poverty line), inequality refers to differences in social and economic outcomes and opportunities across the whole population, as well as between and within its groups. Discrimination on the other hand, is defined as any differential treatment of a person or group of persons based on a prohibited ground which has no objective and reasonable justification. The differential treatment of people on the basis of their sex, gender, race, or ability are most manifesting prohibited ground of discrimination. Thus, the rights-based approach focuses on the rights-holders left furthest behind and living in vulnerable situations. It helps prioritise attention and resources on the most important and most neglected human rights in given context, identifying ways to tackle the root causes of discrimination, inequality, and human rights violations.

1.1.2. Gender-sensitive and intersectionality

Gender-sensitive ensures that policies or interventions maximise the potential of all women, men, girls, boys, LGBTIQ persons, and other non-binary persons in all their diversity. The aim is to redistribute power, influence, and resources in a fair and gender-sensitive manner, tackling inequality, promoting fairness,

and creating opportunity for all. Hence, the rights-based approach, gender-sensitive, and intersectionality share their principles and reinforce each other. Gender-sensitive stresses the importance of addressing women, men, girls, boys, LGBTIQ persons, and other non-binary persons' lived experiences, their needs and interests, their access and control over resources, and their roles and responsibilities. The rights-based approach stresses the importance of identifying their capacity needs. Whereas intersectionality helps to understand how different aspects of a person's identity are combined to create different modes of discrimination. A woman, belonging to a minority community, living in a rural area with a disability, may experience specific barriers to access employment or essential social services. To address all forms of discrimination and disadvantage, it is important to understand their underlying causes and how they manifest in opportunities and outcomes.

Gender-sensitive and intersectionality focus on dismantling gender inequalities in access to resources and opportunities (e.g., jobs, health, education, water and sanitation, decision-making, security, or justice). Gender inequality negatively impacts empowerment, decision-making power, and economic opportunities for women and LGBTIQ persons which in turn negatively impacts their income, and leads to higher income inequality, especially between women and men. Hence, gender-sensitive policies that improve the socio-economic status of women and LGBTIQ persons, in the analysis, the design, and the monitoring of interventions to address gender inequalities help decrease income inequality and ultimately increase prosperity and development for all. For example, an intervention that aims to promote access to better livelihood and social services for groups living in vulnerable situations, specifically women or LGBTIQ persons, or racial minority youth. The intervention adapts and remodels existing social services to the needs and rights of those furthest behind. The aims are in line with national gender or non-discrimination policies and include the extension of services already being provided. Since data has shown that women, girls, and LGBTIQ persons are more at risk of sexual and gender-based violence both in private and public places, the intervention supports the installation of a mobile application to reach out to girls, women, and LGBTIQ persons at risk and/or victims of violence. This intervention responds to identified discrimination and the rights of those most in need.

1.1.3. Objectives, processes, and outcomes

The rights-based approach must be equally featured in the purposes, processes, and outcomes of the youth interventions. Hereinafter, an intervention is planned, designed, and delivered by the responsibility-holders, the youth work, to address inequalities and human rights violations by addressing the knowledge, skills, and capacity gaps of rights-holders, the youth. Young people have entitlements and claims regarding their human rights, they thus should be considered as the active contributors to the process of setting-up an intervention, and not just as passive beneficiaries.

The rights-based approach looks at:

- **The objectives:** youth interventions, policies, and engagement should advance the realisation and enjoyment of human rights. That is, youth interventions in the field of youth education and training, under whatever modality and in whatever context should advance the respect, protection, fulfilment, realisation, and enjoyment of human rights.
- **The processes:** planning, designing, and delivery of youth interventions should reduce inequality and advance fundamental human rights and freedoms. During these processes, the rights-based approach is guided by five working principles: applying all human rights for all; meaningful, inclusive participation; non-discrimination and equality; accountability and rule of law for all; and transparency and access to information.
- **The outcomes:** the outcomes of youth interventions should contribute to the development of the capacities of youth, the rights-holders, to know how present their human rights concerns or problems, as well as to claim and enjoy their human rights.

1.2. Applying all human rights for all

This working principle abides by the fundamental principles of human rights that: **human rights are universal**, because they apply to all people, all human beings; **human rights are indivisible**, because they all have equal importance and cannot be ranked, whether the economic, political, civil, cultural, or social rights; **human rights are inalienable**, because they cannot be taken away; and **human rights are interdependent**, because they influence each other and cannot be fully enjoyed independently. Further, this working principle acknowledges that human rights are legally binding State obligations.

This principle calls for responsibility-holders, youth organisation and their youth workers, to consider all human rights for all the youth in their youth interventions. When a youth organisation is fighting gender inequality to advance the right to an adequate standard of living, it can only be effective if it also considers that all persons have the right to work, to a clean environment and to health. It does not mean that the youth intervention should focus on all rights, but rather that every youth intervention should understand the linkages and interdependence of the human rights at stake in a define, analysed, specific problem context.

1.3. Meaningful and inclusive participation

The most far-reaching advantage in applying the rights-based approach in youth work is the way youth organisations should interact with young people, making sure that all young people in all their diversity can equally participate in the set-up of the youth interventions. Ensuring youth participation entails transitioning from perceiving youth as passive beneficiaries to recognising them as the rights-holders, and active agents in social transformation process. Hence, inclusive, and meaningful participation is both a means and an end in itself. It means putting youth at the centre of a youth intervention by empowering them to identify and help to address the main obstacles and structural barriers that prevent them from achieving their rights. It calls for active engagement of all persons, all groups.

1.4. Non-discrimination and equality

All persons are entitled to the protection and enjoyment of their human rights. That is, youth interventions must assess patterns of inequality and discrimination and identify the youth who are furthest behind due to the unequal distribution of resources, control and access to opportunities or services. Non-discrimination is a legal obligation. It requires strengthening youth's capacity in understanding how the State address discrimination with specific laws, policies and institutional measures, and different individuals are held accountable for violations. It also requires responsibility-holders capacity strengthening to hold their governments accountable, including the civil society, media, rights groups, etc. To be able to address different forms of discrimination, in-depth analysis of the root causes of discrimination is necessary at all phases of the intervention.

1.5. Accountability and rule of law for all

Accountability means holding state institutions to the very highest standards in terms of realising and protecting youth's human rights. It also involves providing accessible, transparent, and effective mechanisms of accountability. The principle means ensuring that young people, the rights-holders have the capacity to claim their rights and seek justice, redress, or compensation for violations, through accountability mechanisms, including through the justice system, which work for all. There are a range of different stakeholders that can play an important role in ensuring accountability and transparency. They include state institutions, duty-bearers, such as courts, parliaments, supreme audit institutions, ombudspersons, national human rights, and anti-corruption commissions. They are other actors independent from the state: the civil society, private enterprises, and the media.

1.6. Transparency and access to information

Transparency and access to information is linked to the principles of meaningful participation and accountability. It is about making the information, policies, and interventions accessible to all the young people. State institutions can be more accountable with transparent, reliable, and trustworthy information, available via accessible channels for all. Furthermore, this principle promotes the availability of disaggregated data, especially related to groups in more vulnerable situations, e.g., youth with disabilities, LGBTIQ youth, and racial minority youth. The principle of transparency and access to information requires youth organisations to promote transparency, for example through open and transparent budgeting or how resources are used to support youth in vulnerable situations. For example, accessibility for youth with disabilities means that the information is provided in various formats, including written, audio, easy-to read, sign language, etc. and that consultation mechanisms are inclusive and accessible. That is, consultation workshops are organised in accessible buildings, youth workers are accessible, and youth with disabilities are identified and invited.



SECTION - 2.

How to integrate the rights-based approach

2.1. Human rights context analysis

A thorough analysis is a first critical entry point to learn more about the human rights situation in a given context. Above all, analysis allows youth organisations to make more informed decisions and design more effective interventions. To conduct an analysis, the youth workers do not have to start from scratch: plenty of resources exist to support youth organisations in gathering and analysing data on the human rights situation in their country, related to their communities.

1. An analysis helps us to understand the reality around a specific human right issue and help us to reveal the root causes of violations of human right at stake. It requires a sound understanding of the legal, political, social, environmental, cultural, economic and gender dimensions of human rights.
2. It helps to assess the capacities, capacity and knowledge gaps of the responsibility-holder and the rights-holders. A human rights and gender analysis helps us to identify and understand the causal relations between human rights violations and development challenges.
3. It identifies patterns of discrimination, inequality, or exclusion. It also helps to identify gender disparities and the situation and needs of excluded and marginalised groups (e.g., youth with disabilities, LGBTIQ youth, racial minority youth) whose rights are violated.

For example, let us imagine that we are working in **Country X** and that our youth intervention focuses on the situation of young adult refugees. Hence, what type of information do we take from national reports and sources?

- The Universal Periodic Review reports of **Country X** state that young adult workers are particularly at risk of torture, forced labour, trafficking, and sexual violence.
- The Special Rapporteur on the Human Rights of Internally Displaced Persons found that many internally displaced young adult persons lack official documents. The Special Rapporteur recommends that the state ensure civil documentation issued in places of displacement to address the challenge of gaining access to services, assistance, or employment.
- The report by the Committee on the Elimination of Discrimination

found that young women, LGBTIQ persons, and women in detention centres are particularly vulnerable to sexual abuse and other forms of gender-based violence.

- The report by the Committee on the Rights of Persons with Disabilities found that young adults with disabilities have very low labour market participation rates compared to women and men without disabilities.

This information becomes useful in planning and decision-making processes about the human rights context and type of the most effective intervention that could be applied, before consulting the young adult refugees.

2.2. Policy framework analysis

Youth interventions should be aligned with relevant national youth policies that support young people's needs and priorities. Including a national legal and policy framework in the analysis aims to map national commitments, laws, policies, and strategies such as The Convention on Rights of Child, The Convention on Rights of Persons with Disabilities, The International Convention on the Elimination of all Forms of Racial Discrimination in order to assess their implementation by the State. This means identifying how such conventions are implement in relation to the relevant legislation, sectoral policies, or action plans at both the national and sub-national levels, as well as assessing the capacity and the resources available for their implementation. All national human rights, inclusive gender and non-discrimination policies and strategies should be assessed and taken into account, while keeping in mind that the State has a legally binding obligation to protect the rights enshrined in the conventions it has ratified.

2.3. Human rights' stakeholder analysis

As part of the human rights context analysis, it is crucially important to conduct a stakeholder analysis and a capacity assessment to better determine who should be involved in the intervention, at what stage, and which capacity development initiatives the intervention should focus on and support. Check the table and analysis grid below to conduct the stakeholder analysis. A stakeholder mapping, including an assessment of their capacity gaps, provides critical information for the planning process. The intervention should thus focus precisely on addressing responsibility-holders' and rights-holders' identified capacity gaps. Stakeholders' participation can be ensured in a variety of ways,

depending on their roles and relevance for an intervention. Learn more about this in [our manual on conducting open-ended consultations](#).

The goal of the stakeholder analysis and capacity assessment is to reach out to specific youth or youth groups who may be marginalised and consult with other youth organisations that represent their needs and interests. This is crucial as it helps to draw on the knowledge and experiences of those responsibility-holders already involved in youth education and training at the community level. All the targeted stakeholders, particularly the responsibility-holders and rights-holders, should meaningfully participate throughout the planning, design, and delivery phases of each intervention. It is vital to reinforce and make use of the tools for participation and consultation presented in the above manual. Remember that the rights-based approach distinguishes between stakeholders who are rights-holders, responsibility-holders, and duty-bearers. Identify the needs and capacity gaps preventing these individuals from observing and promoting human rights.

1. **Rights-holders** are individuals and groups who have human rights. In our context, this means youth (young people). They should be regarded as active contributors to the set-up process of a project or a youth intervention. They are entitled to take part, claim, and enjoy their rights.
2. **Duty-bearers** are State actors and State institutions that have legal obligations to respect, protect, and fulfil human rights. In our context, this means identifying the most influential duty-bearers, their interests, and incentives, and how these shape overall dynamics in the field of youth education and training within the specific context under consideration.
3. **Responsibility-holders** refer to the actors in the civil society who have, or could have, a positive or negative influence on the respect, protection, and fulfilment of human rights; on those responsible for human rights violations and on rights-holders and duty-bearers' capacities. In our context, this means youth organisations and their staff, who are pivotal in defending and advocating for youth's needs and interests.

Duty-bearers / Directorate of Integration and Diversity	
Duties and obligations	<ul style="list-style-type: none"> • Create and coordinate national policies and strategies concerning refugees and migrants' integration.
Challenges in fulfilling the obligations	<ul style="list-style-type: none"> • Technical expertise on social and cultural awareness and language barrier in the implementation and the monitoring of refugees' integration policies and strategies.
Contribution to a desired social change	<ul style="list-style-type: none"> • Ensure that integration policies are equally applied to all refugees, in all their diversity, without discrimination. • Ensure that the rights of sexual, gender, racial minority refugees are respected, protected, and fulfilled.
How to engage and get involved	<ul style="list-style-type: none"> • Recruit refugee staff to work on cases to strengthen social, cultural awareness and the break language barriers. • Call for more social, cultural awareness in policies design and make information available to refugees and accessible in different languages.
Responsibility-holders / Youth-based organisation	
Organisation mission	<ul style="list-style-type: none"> • Plan, design, and delivery youth work interventions on human rights awareness, education, advocacy, and promotion targeting young adult refugees and migrants.
Challenges in capacity and resources to fulfil mission	<ul style="list-style-type: none"> • Insufficient experience and human rights skills on tackling systemic racial and gender discrimination. Insufficient competences in addressing sexual and gender-based violence from a racial, gender-sensitive, and intersectional perspective.
Contribution to a desired social change	<ul style="list-style-type: none"> • Strengthening youth workers' capacity with training skills on internalised racism and discrimination as well as on addressing systemic racial and gender discrimination, and in creating human rights campaign and educational activities, or materials. • Consulting young people about unmet needs, unfilled gaps, and their capacity and knowledge on human rights, LGBTIQ rights, and systemic racial and gender-based discrimination.

How to engage and get involved	<ul style="list-style-type: none"> • Providing training programmes to sexual, gender, and racial minority refugees with activities on how to tackle and overcome systemic racial and gender discrimination. • Integrating LGBTIQ rights and human rights education in youth work. Creating and delivering youth training activities on institutional and legal framework of LGBTIQ rights protection.
Rights-holders / Young adult and LGBTIQ refugees	
The rights at stake	<ul style="list-style-type: none"> • Victims and survivors of systemic racial and gender discrimination. Exposed to sexual and gender-based violence.
Obstacles to participate, claim, realise, enjoy rights	<ul style="list-style-type: none"> • The lack of human rights knowledge, behaviours, capacity, and resources on systemic racial and gender discrimination. Internalised racism and discrimination. Fear of exclusion and hostility, as well as family and peer pressure due to differences in their sexual, gender, or nonbinary identity or expression.
Contribution to a desired social change	<ul style="list-style-type: none"> • Find, join, and participate in local youth organisations to voice and present their human rights issues, concerns, or problems. Present their unmet needs and unfilled gaps to help transform their human rights problems into opportunities and effective intervention as means to claim and enjoy their human rights.
How to engage and get involved	<ul style="list-style-type: none"> • Participate in training for sexual, gender, and racial minority refugees to address systemic racial and gender discrimination, to overcome internalised racism and discrimination. Learn how to create and run awareness-raising campaign on systemic racial and gender discrimination. Raise the awareness on institutional and legal framework of LGBTIQ rights protection.

2.4. Considering risks and lessons learnt

Decision-making in human rights context analysis requires choosing the best way forward with the resources available. The assessment of human rights, racial, and gender challenges, the related root causes, and the identified needs and capacity or the knowledge gaps allow to identify the most feasible strategic priorities. The capacity needs and knowledge gaps of responsibility-holders and rights-holders should be addressed and reflected in the proposed activities and solutions of the foreseen interventions. In the priority-setting stage, it is vital to keep in mind the rights-based approach's five working principles, to clearly demonstrate how the intervention is linked to other human rights, how the relevant stakeholders have been consulted, participated, and influenced both the problem and human rights context analysis and contributed to the decision-making process in the priority-setting stage. The ultimate beneficiaries of intervention are rights-holders. Thus, the goals, objectives, and results must be oriented towards realising their human rights, advancing their meaningful inclusive participation, and responding to their unmet needs and unfilled gaps to contribution to the desired social changes.

The rights-based approach emphasises the goal of putting rights-holders, youth, at the centre of youth interventions. This requires the explicit inclusion and focus on youth who are most excluded and marginalised and those living in vulnerable situations. It means ensuring that the intervention responds to their human rights and needs in a manner that does no harm. Sound planning should consider risks, possible changes in the current situation and their consequences. Assessing risks is often linked to abiding by the principle of do no harm. In the human rights framework, do no harm approaches measure the potential negative or harmful impacts of the intervention on the overall human rights, non-discrimination, and equality. In practice, assessing and mitigating risks require sound analysis and the adoption of coherent strategies that take into account youth or youth groups living in vulnerable situations, facing discrimination or inequalities, and looking at them from a gender and intersectional perspective. This means addressing risks related to sexual or gender-based violence, ableism, or racism and including mitigation measures to ensure that the principle of non-discrimination & equality is monitored and respected during the overall lifecycle of the intervention.

Let us look at this example:

- A training project is being implemented by a youth-based organisation. During its implementation phase, it became clear that very few youths with disabilities are attending the training sessions organised by the project.
- In response, the project team conducted specific activities to ensure the meaningful inclusion and participation of youth with disabilities, by providing accessible facilities and created a youth working group to promote exchange on disability inclusion in the broader community.
- The youth working group looked at how racial minority youth with disabilities face compounded forms of discrimination and inequality, including ableism and racism on the basis of their ability and race.
- It further looked at how racial minority LGBTIQ youth with disabilities face far more complex forms of discrimination and inequality, including ableism, racism, and sex and gender discrimination on the basis of their ability, race, and their real or perceived sex and gender.

This example emphasises on the fact that an intervention cannot address all the identified human rights problems, unmet needs, and unfilled gaps among rights-holders or the identified capacity and/or knowledge gaps among the responsibility-holders. Within community, there are often other youth-oriented organisations tackling related problems, in effective ways that are aligned with the rights-based approach five working principles. So, it is important to avoid duplication of efforts, rather strengthen collaboration and partnerships. It is important to learn from past experiences through effective monitoring and evaluation, as well as from those other youth organisations, in order to build on successes and to avoid repeating mistakes. Coordination or consultations mechanisms with relevant responsibility-holders are encouraged to harmonise complementary efforts, ensure sustained results, and avoid duplication.

2.5. Integrating a gender-sensitive approach

A gender analysis is the first key entry point to ensure that a youth intervention contributes to reducing gender inequalities and that it does not perpetuate or exacerbate gender inequalities and discrimination. Applying the above five working principles from a gender perspective, for example:

1. All human rights for all, means that when supporting young people, youth workers should always address possible challenges to young women, youth with disabilities, LGBTIQ youth, racial minority youth.
2. Meaningful and inclusive participation in youth interventions, means that, including young women, youth with disabilities, LGBTIQ youth, racial minority youth, is a first step towards addressing youth rights.
3. Advancing non-discrimination and equality means that interventions have to assess patterns of gender inequality and/or discrimination and understand why young women, youth with disabilities, LGBTIQ youth, racial minority youth are affected by the unequal distribution of resources, a lack of opportunities, or limited access to services.
4. Accountability and rule of law for all, means that young women, youth with disabilities, LGBTIQ youth, racial minority youth can seek justice, redress, or compensation when their human rights are violated.
5. Transparency and access to information supported by disaggregated data is the first step to make young women, youth with disabilities, LGBTIQ youth, racial minority youth interests and rights visible, in order to better inform policy making.





SECTION - 3.

Turning projects into transformative interventions

3.1. Integrating the rights-based approach during planning phase

The overall goal of integrating, applying a human rights-based approach in youth work, is facilitate youth workers to identify what human right they think is being violated, and then look at the elements that would provide them with evidence of such violations. Thus, the first step is understanding the problem context from the youth own perspective and consult them to know what they want to change in terms of knowledge, skills, attitudes, behaviour, and capacity. That is, collecting information and analysing the problem context with youth based on they want to tackle and which interventions they want to take. Crucially, there is a need to understand the elements that constitute human rights violations, before creating the solutions which are achieved throughout the lifecycle of the intervention. This requires taking a rights-based perspective from analysis through planning and design and finally to delivering youth work interventions.

Each youth intervention takes place in a very specific social, cultural, and gender context and addressing human rights violations should seriously take this context into consideration to guide the planning, design, and delivery of the intervention in a human rights and gender-sensitive manner. So, by integrating and applying the rights-based approach throughout the lifecycle of the intervention, novel and innovative approaches to particular human rights challenges emerge and they can have significant or even transformative impacts within the community. This section requires in-depth understanding and practical experience on how youth work intervention strengthen the completeness of the Impact Pathway through non-formal education and learning training activities which if effectively planned, organised, designed, delivered, and followed-up, can empower the youth and strengthen the capacity of youth organisations for a greater social, cultural, and gender change. Learn more in [our manual From Planning to Impact Evaluation](#).



3.1.1. Human rights and problem context analysis

What is the current human rights situation?	What is the core problem, and what are the causes?
<ol style="list-style-type: none"> 1. What are the significant human rights violations and rights at risk of violation? Who is committing these violations and how: is it by act, by omission, or by advocacy of hatred? 2. What are the barriers to people's ability to exercise their rights? What are the underlying interests, incentives, and institutions that contribute to, or prevent, the realisation of rights? 3. What tensions could be created by addressing human rights violations, either directly or indirectly? 4. To which international human rights instruments is the State party? What reservations have been applied to their ratification, and why? 5. Are the State's international human rights obligations reflected in domestic laws or policies? If so, are these laws and policies being fairly, effectively implemented in practice? 6. Are civil society spaces, including rights to freedom of expression, peaceful assembly, and association; free and independent media; and access to information, both online and offline protected by laws? If so, are these laws being fairly and effectively implemented? 7. Do laws or policies exist that violate human rights, or that could put the success of the intervention at risk? 	<ol style="list-style-type: none"> 1. What is the core problem(s) the project or the intervention is seeking to address? 2. In thinking through the problem(s), identify how human rights are not being upheld. Using the rights-based approach to guide the analysis about immediate, underlying, and structural causes and contributing factors of the problem(s)? 3. How do factors, such as religious beliefs, cultural practices, gender norms, traditions, social norms, racial norms, etc., impact human rights or cause human rights to be violated or abused? 4. Who is the most vulnerable to these human rights violations? What is the gender, age, race, or other diversity factors specific to the context under consideration? 5. If the problem(s) relates to service delivery; including justice and security, who are the primary beneficiaries of service-delivery? Are there intermediary groups that could interrupt or interfere with service delivery? 6. Are racial, sexual and gender minority groups included or excluded from service delivery? Are women, girls and LGBTIQ persons particularly disadvantaged? If so, how, and why?

3.1.2.1. Rights-holders' capacity assessment

Rights-holders' analysis	Rights-holders capacity assessment
<ol style="list-style-type: none"> 1. In the context of the project or the intervention in question, whose rights are not being upheld, are abused, or are at risk, and who is affected by the resulting human rights problem? 2. Among the rights-holders identified, who are the most marginalised or the most vulnerable, and why? Can it be identified how they came to be the most marginalised or most vulnerable? 3. How will the most marginalised or the most vulnerable rights-holders be included in the project or the intervention? 4. What specific barriers exist to rights-holders full and meaningful participation, and how should these barriers be addressed? 5. What is the situation of racial, sexual and gender minority groups, such as people of colour, persons with disabilities, women, girls, or LGBTIQ persons as rights-holders? 	<ol style="list-style-type: none"> 1. Do rights-holders have knowledge about (their) human rights as enshrined in domestic and international legal frameworks? Is their level of awareness an obstacle to knowing and claiming these rights? Do rights-holders have knowledge of the duty-bearers' obligations? 2. Do mechanisms exist for rights-holders to seek effective remedy in instances when their human rights are not upheld? If so, are rights-holders aware of these mechanisms? 3. Do rights-holders have access to impartial mechanisms for remedy and justice when their human rights are not upheld? If not, what barriers exist? Are there barriers specific to women, girls, and LGBTIQ persons? 4. Are there risks associated with developing the human rights-related capacities of the rights-holder? If so, what can be done to mitigate those risks?

3.1.2.2. Duty-bearers' capacity assessment

Duty-bearers' analysis	Duty-bearers' capacity assessment
<ol style="list-style-type: none"> 1. Who is responsible for taking the necessary steps to respect, protect and fulfil human rights, to set up mechanisms for effective remedy, and implement legal and other obligations relating to the human rights issues identified? 2. While the State is the ultimate duty-bearer, it is important to differentiate between State-actors. Which organisation, ministry, national, provincial, or local government entity is responsible for implementation of human rights obligations? 	<ol style="list-style-type: none"> 1. Do duty-bearers have the capacity, mandate, power, legitimacy, and accountability to fulfil their human rights obligations? If not, why? 2. Do the duty-bearers have political will, commitment, responsibility, leadership, motivation to fulfil their obligations? If not, why? 3. Do the duty-bearers have the resources, including human, economic, and organisational capacity to fulfil their human rights obligations? If not, why? 4. Are there mechanisms to respond and provide remedy to the violation or abuse of human rights? If so, what are they? If not, why? 5. Is there a strategic framework to strengthen the capacity of the duty-bearers with respect to transparency, accountability, effectiveness, or responsiveness? 6. Are there risks associated with developing the human rights-related capacity of duty-bearers? If so, what can be done to mitigate those risks?



3.1.2.3. Responsibility-holders' capacity assessment

Responsibility-holders' analysis	Responsibility-holders' capacity assessment
<p>1. Which other actors are in a position to observe and/or promote the human right(s) in question? Responsibility-holders include, but are not limited to youth educators, the private sector, religious leaders, adult educators, social movements, NGOs, youth-oriented organisations, Rights Groups, the media, academic institutions, donors, or international agencies, such as the United Nations and its affiliated organisations,</p> <p>2. Are there civil society organisations, youth-based organisations, rights groups, community groups, or other leadership structures that work with, represent, or advocate on behalf of the affected rights-holders?</p>	<p>1. Do the responsibility-holders have a positive or negative impact on the specific human rights situation? Do they have knowledge of the potential consequences of their intervention in terms of safety and security of victims and other forms or reprisals and retribution?</p> <p>2. What is the responsibility-holders relationship with the rights-holders and duty-bearers? How influential is the responsibility-holders with these actors?</p> <p>3. Are there risks associated with developing the human rights-related capacities of the responsibility-holders? If so, what can be done to mitigate those risks?</p>

3.1.3. Analysing the rights-based approach working principles

Guiding questions

1. Are all persons equal before the law, paying attention to explicit legal inequalities including specific racial and gender-based discrimination, social distinctions and exclusions, and indirect discrimination?
2. Which marginalised and/or vulnerable groups experience inequality and discrimination and why? Are laws enforced in an equal manner?
3. Do laws prohibit discrimination on any ground, for example on the basis of sex, race, gender, ethnicity, colour, religion, language, sexual orientation, gender identity and expression, age, disability?
4. Are there social, racial, gender, or cultural norms, or traditions that reinforce prejudices and cause discrimination? If so, are these addressed, by whom?
5. Are there barriers to equal access to social, political, and economic participation? For example, are the marginalised or vulnerable groups excluded from accessing commonly utilised information and communications technologies in their local context?
6. What steps are taken to ensure the situation analysis undertaken at this stage is not unintentionally discriminatory in its design, conduct, and follow-up?
7. How could considering human rights at the analysis stage lead to innovative approaches or solutions to inequality and discrimination in this context?
8. What steps are taken to ensure that collection and/or presentation of findings of this situation analysis do not risk aggravating any existing discrimination, and fuelling or creating new tensions?

Equality and non-discrimination



Guiding questions

Participation and inclusion

1. Is there active and informed participation by the most marginalised and the most vulnerable in the conduct of public affairs?
2. Are the voices of the poorest, most marginalised, or most vulnerable meaningfully included in decision-making processes? If so, how and by whom?
3. What barriers exist to the full participation of the most marginalised and vulnerable groups in society? Are there barriers specific to the participation of racial, sexual and gender minorities, women, and girls?
4. Is there a commitment by decision-making bodies to accommodate inclusion and participation of the most marginalised and vulnerable?
5. Are there mechanisms in place at different levels of decision-making to overcome the barriers that the poorest, most marginalised, and most vulnerable face in their efforts to meaningfully contribute and participate in society?
6. Do rights-holders, especially the poorest, most marginalised, and vulnerable, have the capacity to ensure that their participation is meaningful?
7. Given that participation is more likely to occur in community-based interventions, are decentralised or local government structures in place?
8. Is the situation analysis undertaken in a participatory manner by consulting with the poorest, most marginalised, and most vulnerable groups? In particular, are efforts made to ensure the equal representation of all rights-holders?



Guiding questions

Transparency and accountability

1. What are the dynamics around responsibility-holders that influence transparency and accountability? Is there civil society and private sector engagement?
2. Are there innovative and non-formal accountability mechanisms that secure the active and informed participation of the most marginalised, vulnerable?
3. Is there a legal framework by which civil society can perform an independent monitoring role? If so, is it fairly and effectively implemented?
4. Do rights-holders have access to effective remedy before a domestic authority when their rights are not upheld? If so, does the domestic authority have the competence to grant reparation to the victim(s)?
5. Is the method of data collection and management ensuring the necessary privacy and protection of all stakeholders? Are digital threats considered in the context of digital communications?



3.2. Integrating the rights-based approach during design phase

3.2.1. Immediate outcomes

The outcomes of projects are the medium-term results of specific intervention, for example the intermediate effects or consequences of a training activity of the project. Outcomes are observed at two levels. The first level looks at immediate outcomes, which are the initial learning outcomes among those who participated in the training, which are directly attributable to training outputs. They represent change and/or an increase in skills, awareness, behaviour, or ability among those who participated in the training. Drawing from the problem context analysis, this phase identifies the human rights capacity gaps among stakeholders that are appropriate for the intervention to address.

Rights-holders	Training activities <ul style="list-style-type: none"> civic education in terms of human rights education or training. Human rights knowledge transfer or human rights skills development training. digital enablement and digital safety training, human rights training on working with the media.
	Immediate outcomes <ul style="list-style-type: none"> improved awareness of human rights and of the role of the duty-bearers. improved mechanisms for communication and association among rights-holders.
Duty-bearers	Training activities <ul style="list-style-type: none"> civic education: human rights education or training. Human rights knowledge transfer or human rights skills development training on policy technical assistance.
	Immediate outcomes <ul style="list-style-type: none"> improved awareness of human rights obligations among civil servants. improved ability to undertake participatory approaches. increased knowledge, skills in developing, ratifying, or implementing legal instruments by State actors. enhanced abilities of State actors to develop laws, policies and institutions that protect marginalised group.

Responsibility holders	Training activities <ul style="list-style-type: none"> Training on working with the media and paralegals; technical assistance. Human rights knowledge transfer or human rights skills development training for civil society advocacy groups; and human rights education.
	Immediate outcomes <ul style="list-style-type: none"> improved awareness of human rights; improved oversight mechanisms and capacity of civil society. increased knowledge and skills the civil society or other non-state actors to advocate for human rights with State.

3.2.2. Intermediate outcomes

The second level of outcomes looks at intermediate outcomes, which contribute to change in practical behaviour or practice among participants' organisations or communities, observed based on the quantity of post-training activities delivered by implementing partners, the number of beneficiaries served, or the satisfaction level with training output usability by the beneficiaries. The outcomes timeframe in a youth project should thus be organised in a way that they are achieved within the project lifecycle. Drawing from problem context analysis, this phase identifies the expected ultimate and intermediate outcomes of intervention.

Rights-holders	Intermediate outcomes <ul style="list-style-type: none"> decreased barriers to access and benefit from programmes or service delivery for marginalised individuals and groups. (Equality and non-discrimination). increased participation or engagement in processes and decision-making that affects marginalised individuals and groups. (Participation). enhanced advocacy and mobilisation efforts by marginalised individuals and groups. (Participation). enhanced voice of marginalised individuals and groups in public life. (Inclusion). increased access to information by marginalised individuals or groups. (Transparency). increased use of formal means of redress by marginalised individuals and groups (Accountability).
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Duty-bearers

Intermediate outcomes

- increased representativeness of State bodies. (Equality and non-discrimination).
- improved equal protection of rights-holders before the law by duty-bearers. (Equality and non-discrimination).
- enhanced inclusiveness of systems, policies, practices, or processes by State actors (Inclusion).
- decreased exclusionary policies, practices, or processes by State actors (Inclusion).
- increased use of participatory approaches by the State (Participation).
- increased engagement in transparent and consultative decision-making by State bodies. (Transparency).
- increased formulation of legislation by State bodies. Enhanced judicial, administrative, or other means to ensure effective remedy for human rights violations/abuses by State actors (Accountability).

Responsibility-holders

Intermediate outcomes

- strengthened role in enhancing equality and non-discrimination in public systems and processes by non-state actors. (Equality and non-discrimination).
- decreased discriminatory policies, practices, or processes by non-state actors. (Equality and non-discrimination).
- enhanced inclusion of rights-holders views by non-state actors (Inclusion).
- increased participation and engagement in decision-making by non-state actors. Increased use of participatory approaches by non-state actors. Enhanced advocacy and mobilisation efforts by non-state actors (Participation).
- improved communication and transparency of policies and processes by non-state actors. (Transparency).
- strengthened oversight and function performed by non-state actors. Improved accountability to rights-holders and duty-bearers, by non-state actors (Accountability).
- improved financial transparency and accountability by non-state actors (Transparency, accountability).



3.2.3. Integrating the rights-based approach working principles

Guiding questions

1. How is it being ensured that the design, organisation of the intervention is non-discriminatory? Does the intervention work with and seek to empower rights-holders who are traditionally excluded, discriminated against?
2. Has a gender-based analysis been applied to identify barriers to equal rights and opportunities with non-discrimination?
3. Among rights-holders, are the most marginalised and most vulnerable groups specifically targeted during planning and design? How are they identified? What safeguards are in place to ensure their involvement does not lead to increased stigma and discrimination?
4. Is data disaggregated adequately, ideally beyond sex and age, to recognise other identity factors such as race, ethnicity, national or ethnic origin, colour, religious, language, sexual orientation, gender identity or expression, or disability, and geographic location?
5. Are there mechanisms in place to address unconscious bias and unintended consequences arising from the intervention?

Equality and non-discrimination

Participation and inclusion

Guiding questions

1. Are communities of rights-holders concerned with the human rights violation in question participating in the design of the intervention? How are their voices meaningfully included?
2. Among those concerned, are the most marginalised, most vulnerable participating in the design of the interventions? How are their voices meaningfully included?
3. Is capacity development needed for rights-holders, especially the most marginalised, most vulnerable, to ensure that their participation is meaningful?
4. Are there capacity development activities that can be undertaken to empower the most marginalised, most vulnerable rights-holders to make their voices heard?
5. Depending on local context, are the methodologies proposed from assuring inclusive processes in reality perpetuating exclusion? For example, engagement and knowledge transfer via internet-based platform excludes individuals without access.
6. In what ways are the rights-holders included in determining what data is to be collected? Are they involved in collecting it, analysing it, and feeding it back into the intervention?

Transparency and accountability

Guiding questions

1. How are the processes and authorities for the duty-bearers or the responsibility-holders responsible for designing the intervention made known to rights-holders?
2. Is there transparency about how intervention is being planned and designed, and on what it intends to do?
3. Are all decision-making processes for the intervention transparent and shared publicly? By what means?
4. Is information on the intervention available in accessible formats and in minority languages?
5. Is the process by which beneficiaries are selected transparent, e.g., involving the community, ensuring an appropriate gender balance, or focusing on the most marginalised groups to protect them from potential stigma and discrimination?
6. Is the intervention seeking to strengthen partnerships between duty-bearers and responsibility-holders, including the LGBTIQ and women groups and other non-governmental, community-based associations, in order to improve accountability of the duty-bearer?

3.2.4. Bringing it all together, the design check list

- Is the intervention based on a sound problem, gender, and human rights analysis? Have the root causes of inequalities and discrimination been identified?
- Are the rights-based approach's working principles applied throughout the planning, design, and delivery phases of the intervention? Does the intervention promote the meaningful and inclusive participation of stakeholders throughout the planning, design, and delivery phases?
- Will the intervention's activities contribute to strengthening the capacities of rights-holders to know about, claim, and enjoy their human rights? That is, does the overall goal contribute towards the realisation of human rights, especially for the rights-holders living in vulnerable situations?
- Will the intervention's activities contribute to reinforcing and strengthening the capacity of responsibility holders to advocate for, and promote human rights? That is, does the overall objective contribute to the improvement of human rights capability of the responsibility-holders in strengthening the human rights knowledge, skills, attitudes, and behaviours of the rights-holders living in vulnerable situations?
- Are the measures envisaged to mitigate risks in line with human rights and gender diversity principles? Are indicators disaggregated by sex, age, and disability, as well as any other relevant category when relevant and possible? Do they measure progress towards gender diversity?

3.2.5. Developing the intervention's Impact Pathway

A rights-based approach to youth intervention starts from the basic premise that the achievement of human rights, their realisation and enjoyment are both the goal and objective of any youth work intervention aimed at improving the human rights condition for youth without discrimination and inequality. Turning youth projects into transformative interventions means that its activities should address the human rights at stake and contribute to the desired long-term changes. Thus, developing the intervention's logic, herein referred to as the Impact Pathway, is pivotal for both the planning and the design processes: the goal should address the ultimate change to which the project contributes to, whereas the objectives should describe the aspired change or transformation in terms of human rights skills, resources, practical behaviour, or performance capacity of stakeholders. The logical framework approach is composed of the results chain and assumptions, clarifying how and why we think the intervention will work. That is, demonstrating how intervention's Inputs, Activities, Outputs and Outcomes will bring about the intended Impact, ultimate desired human rights change, which reflect the Impact Pathway. Indicators should also be set to monitor and evaluate the intervention. The Impact Pathway present one clear picture of all steps taken from planning,

design, delivery to follow-up. It informs how the intervention will be monitored and reflects the coherence of all the steps taken throughout the intervention life cycle. Learn more in [our manual The Entrepreneurial Pathway](#).

In collaborative consultation with the representatives of targeted stakeholders, during the design phase, the final and clear version of the theory of change, The Impact Pathway should be developed. This final theory of change for a specific intervention is represented by the logic model, which explains clearly the Impact Pathway the intervention will adhere to. Practically, the Impact Pathway:

1. outlines the assumptions about the human rights situation and the proposed interventions to have an impact upon this situation.
2. captures improvements to human rights-related capacity of rights-holders, duty-bearers, or responsibility-holders **at the immediate outcome level**:
 - setting outputs target and indicators to measure improvements to human rights-related capacity.
 - Disaggregating outputs indicators according to sex, age, gender, and where possible, recognising other identity factors such as race, ethnicity, colour, religious, language, sexual orientation, gender identity, disability, or geographic location.
3. captures the changes to achieve in relation to the rights-based approach working principles **at the intermediate outcome level**:
 - setting outcomes target and indicators to measure the changes in skills, resources, practical behaviour, or performance capacity.
 - disaggregating outcomes indicators according to sex, age, gender, and where possible, recognising other identity factors such as race, ethnicity, colour, religious, language, sexual orientation, gender identity, disability, or geographic location.
4. describes the sustained, positive changes in the life, dignity, and wellbeing of rights-holders **at the ultimate outcome level**:
 - setting impact target and indicators to measure the sustained, positive changes in the life, dignity, and wellbeing of rights-holders to claim, realise, and enjoy their rights.
 - Disaggregating impact indicators according to sex, age, and gender, and where possible, recognising other identity factors such as race, ethnicity, colour, religious, language, sexual orientation, gender identity, disability, or geographic location.

3.2.6. Example of an intervention's Impact Pathway

Advancing the realisation of human rights

Overall Goal:

- Resilience of young adult migrants in vulnerable situations is strengthened and their exposure and vulnerability to exclusion, hate speech and inequality related to systemic racial and gender discrimination are reduced.

Impact Measurement:

- Are monitoring and evaluation structures gender-responsive? Is the impact we are measuring the same for women, persons with disabilities, LGBTIQ persons or are there any differences? Gender-responsive monitoring and evaluation includes data disaggregated by sex, age, gender, disability, etc. It ensures that the target groups take part in impact assessment so that progress in making impact reflects the rights-based approach.

Impact Targets and Indicators:

- 24 months after the intervention:
 1. 50 Youth migrant and refugee activists are developing and conducting awareness-raising campaigns to advocate on the rights of migrants and refugees in their schools, community, youth clubs, and youth organisations.
 2. 1000 teachers, youth workers, policymakers, civil society leaders, and young migrants are reached and engaged with the campaigns, and thereby, they are aware of refugees' rights, and are developing positive attitudes toward the integration of migrants, refugees in school activities, youth work, social work, community work, etc.
 3. As a result, 500 young adult migrants: 200 young men, 150 young women, 100 youth with disabilities, and 50 LGBTIQ youth have improved their human rights capacities to address inequality and hate speech and overcome systemic racial, gender discrimination. They are involved, participating in their created community-based intervention.

Impact

Outcomes

Strengthening the capacity of rights-holders

Overall Objective:

- Youth migrant and refugee activists are trained, supported to effectively plan, design, and run human rights awareness campaigns to advocate for the rights of young migrants and refugees to an inclusion integration system.

Outcome Measurement:

- Are monitoring and evaluation structures gender-responsive? Are the outcomes we are measuring the same for young migrant and refugee women; young migrant and refugee with disabilities; young LGBTIQ migrants and refugees; or are there any differences? Gender-responsive monitoring and evaluation includes data disaggregated by sex, age, gender, disability, etc. It ensures that different target groups take part in outcomes assessment so that progress in achieving outcomes reflects the rights-based approach.

Outcome Targets and Indicators:

- 2-6 months after the training activities:
 - 30 trained youth workers have strengthened their human rights education knowledge, skills, attitudes, behaviours, and the capability to apply the rights-based approach in their youth work.
 - 15 youth-based organisations of the trained youth workers have improved their human rights education resources, practical behaviour, and performance capacity in their youth work interventions.
 - 5 post-training interventions are planned, designed, and delivered by youth-based organisations of the trained youth workers at the local community level.
 - 50 youth migrant and refugee activists are trained on how to plan, design, and run human rights awareness campaigns to advocate for the rights of young migrants and refugees to an inclusion integration system.
 - 50 youth local organisations are using the produced training manual in planning and delivering youth interventions through a rights-based, gender-sensitive, and participatory approach in their youth work.
 - 80% of beneficiaries among the 50-youth migrant and refugee activists trained and 50 youth organisations using the training manual, responded to be satisfied with the output usability at 7.5 rate on a 1-10 scale.

Outputs

Building the capacities of responsibility-holders and rights-holders

Immediate outcomes:

- Youth workers can plan, design, deliver, and follow-up youth work interventions through a rights-based, gender-sensitive, participatory approach.
- Youth workers can teach and support young people to plan, design, and run human rights awareness campaigns to advocate for the rights of migrants and refugees to inclusion integration systems, in all their diversity.

Output Measurement:

- Are monitoring and evaluation structures gender-responsive? Are the outputs we are measuring the same for women youth workers, youth workers with disabilities; LGBTIQ youth workers; or are there any differences? Gender-responsive monitoring and evaluation includes data disaggregated by sex, age, gender, disability, etc. It ensures that different target groups take part in outputs assessment so that progress in achieving outputs reflects the rights-based approach.

Output Targets and Indicators:

- 30 youth workers can plan, design, deliver, and follow-up youth work interventions through a rights-based, gender-sensitive, participatory approach.
- 30 youth workers can teach and support young people to plan, design, and run human rights awareness campaigns to advocate for the rights of migrants and refugees to an inclusion integration system, in all their diversity.
- one training manual on basic instructions and facilitation skills on planning, designing, and delivering youth work and community-based interventions through a rights-based, gender-sensitive, and participatory approach is produced.
- 12 female youth workers, 2 youth workers with disabilities; 4 LGBTIQ youth workers; 12 male youth workers are trained.

Activities

Strengthening responsibility-holders capacity

Training objectives:

- Training youth workers on how to plan, design, deliver, and follow-up youth work interventions through a rights-based, gender-sensitive, participatory approach.
- Training youth workers on how to teach and support young people to plan, design, and run human rights awareness campaigns to advocate for the rights of migrants and refugees to inclusion integration systems, in all their diversity.

Training Assessment:

- Are monitoring and evaluation structures gender-responsive? Are the training learning activities we are measuring the same for women youth workers, youth workers with disabilities; LGBTIQ youth workers; or are there any differences?

Training Targets and Indicators:

- 30 youth workers participate in training leaning activities on how to plan, design, deliver, and follow-up youth interventions through a rights-based, gender-sensitive, and participatory approach.
- 30 youth workers participate in the training learning activities on how to teach and support youth to plan, design, and run human rights awareness campaigns to advocate for the rights of migrants and refugees to an inclusion integration system.
- 12 female youth workers, 2 youth workers with disabilities; 4 LGBTIQ youth workers; 12 male youth workers participate in the training activity.

Inputs

Assessing capacity and logistics available

- Even in logistics and operations, it is important to integrate a rights-based and gender-sensitive approach. For example, will the training activity be held in a venue that is accessible for all individuals? Is sign or local language interpretation available?
- Assess whether women, LGBTIQ persons, or racial minorities groups may be excluded from participating in training activity. This should be considered when designing the training or setting up research activities.
- As a first step, include staff members in the team who are competent on human rights education and gender literacy to ensure that the intervention's management team has relevant capability and experience on the rights-based, gender-sensitive, and participatory training approach.

3.3. Integrating the rights-based approach during delivery phase

Too often, youth projects fail to implement and monitor planned measures, even when they are informed by a thorough analysis and set appropriate human rights and gender-sensitive goals and objectives. Indeed, the implementation of youth intervention should be transparent, accountable, inclusive, diverse, participatory, and non-discriminatory. During the implementation phase, it is fundamental to ensure that rights-based approach working principles are consistently respected and put into practice at all times. This is the time to effectively implement the interventions' inputs, activities, outputs, outcomes, and impact that are designed to advance human rights and gender diversity. When implementation begins, at the inception stage, the design of the intervention can be reviewed. The baseline studies or additional human rights or gender analysis can be conducted to share further information about persons and communities, particularly groups living in vulnerable situations. For some groups, baseline and disaggregated data can be hard to find (e.g., persons with disabilities or older persons). Therefore, reach out to other actors to find additional sources, such as community-driven data. Make sure that the results framework is updated to reflect these findings.

3.3.1. Advocating for specific human rights

Each intervention exists in a very specific context and thus, addressing the human rights at stake should take this context into consideration.

1. Does the implementation plan outline how the intervention's activities will advocate for and advance specific human rights?
2. Does the implementation plan outline how the risks identified in the analysis will be monitored and the intervention's activities adjusted so that human rights are advanced and potential tensions are addressed?
3. During implementation, ensure that planned intervention's activities and their outputs, including capacity development activities are leading to the achievement of the expected outcomes.
4. Revise the Impact Pathway and implementation plan as new human rights issues are identified, in order to address emerging concerns.
5. What challenges are being encountered in advocating for and advancing the human rights targeted by the intervention? For monitoring and mid-term evaluations, how can some of these challenges be mitigated?



3.3.2. Implementing the rights-based approach working principles

Equality and non-discrimination

Guiding questions

1. Is the intervention discriminatory in any way in its implementation? If so, in what setting, by whom, and how can discrimination be combatted?
2. What plans have been made, and what resources have been allocated, to combat active discrimination? Does the intervention consciously set out to rectify and tackle any existing discrimination?
3. How are power inequalities among the intended beneficiaries and/or intermediaries dealt with? How is the intervention ensuring representative input from the most marginalised, most vulnerable?
4. Is the implementation of the intervention fostering gender diversity and the empowerment of women or LGBTIQ persons? Are the intervention's activities engaging these groups and raising awareness about how gender inequalities affect them?
5. How does the monitoring and evaluation system detect causes, practices, and impact of any discriminatory actions that may occur?
6. Is data disaggregated appropriately, ideally beyond sex and age, to also include, where possible, ethnic, race, religious, disability, sexual orientation, gender identity or expression factors, or geographic location?

Participation and inclusion

Guiding questions

1. How are the targeted stakeholders participating in the implementation of the intervention?
2. Are the rights-holders especially concerned with the human rights in question participating in implementation of the intervention?
3. Among those especially concerned, are the most marginalised, most vulnerable participating in the implementation of the intervention?
4. Are the capacities of rights-holders to engage being developed? Are rights-holders adequately organised to participate? What support do they need?
5. How is it ensured that the most marginalised, most vulnerable rights-holders are benefitting from the implementation of the intervention?
6. How is data collection ensuring free, active, and meaningful participation of all rights-holders, including the most marginalised, and vulnerable?

Transparency and accountability

Guiding questions

1. How is transparency maintained with respect to the intervention's decision-making processes? Who can demand accountability during the implementation of the intervention?
2. How is it being ensured that the findings from the intervention's implementation, monitoring, and evaluations are made public?
3. How are findings from the intervention used to inform changes or adjustments in policy or other interventions? Do the findings from the intervention capture lessons-learned from any unintended consequences or externalities of the intervention?
4. Are the processes and decisions for data collection clear and transparent, paying attention to groups that may feel uncomfortable or threatened by data collection?
5. How is the information disseminated throughout the implementation of the intervention? Is data disseminated as quickly as possible after collection? Is dissemination accessible in language and format, considering factors such as disability, language, literacy level and culture?

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Guide references





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