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2018

Fifth International
Delegates Conference

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Help for Children in Need



Perspectives and Priorities

2018 - 2023

joint decisions



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2018

Fifth International

Delegates Conference

terre des hommes Germany-India Programme

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CONTENTS

| | | |
|---------------|---|----|
| CH 1 | THE DELEGATES CONFERENCE PROCESS | 3 |
| CH 2 | TDH NEW STRATEGIC GOALS AND CHILD RIGHTS IN SOUTHERN AFRICA | 5 |
| CH 3 | THE NEW STRATEGIC GOALS REFLECT THE MOST IMPORTANT DEMANDS OF CHILDREN AND YOUTH IN LATIN AMERICA | 8 |
| CH 4 | FINETUNING THE NEW STRATEGIC GOALS AND SEA'S CHILD RIGHT ISSUES | 11 |
| CH 5 | FAST GROWING ECONOMY AND SLOW SOCIAL PROGRESS | 13 |
| CH 6 | STANCOM 'S PROPOSAL TO THE DELEGATES CONFERENCE 2018: STRATEGIC GOALS OF INTERNATIONAL PROGRAM ACTIVITIES 2018 – 2023 | 16 |
| CH 6.1 | STRATEGIC GOAL: PROMOTING A CULTURE OF PEACE | 18 |
| CH 6.2 | STRATEGIC GOAL: IMPROVING PSYCHOSOCIAL AND EDUCATIONAL SERVICES FOR FORCIBLY DISPLACED CHILDREN AND YOUTH | 22 |
| CH 6.3 | STRATEGIC GOAL: PROMOTING A CHILD'S RIGHT TO A HEALTHY AND SUSTAINABLE ENVIRONMENT | 25 |
| CH 6.4 | STRATEGIC GOAL: FIGHTING GENDER BASED RIGHTS VIOLATIONS | 29 |
| CH 7 | STRATEGIC GOAL OF INTERNATIONAL PROGRAM ACTIVITIES 2018 - 2023 GUIDELINES FOR IMPLEMENTATION | 33 |
| | ANNEX I - RESULT CHAINS FOR STRATEGIC GOALS | 45 |
| | ANNEX II - GLOSSARY OF TERMS AND ABBREVIATIONS | 53 |
| | ANNEX III - ENDNOTES | 55 |

The DELEGATES CONFERENCE PROCESS

In the mid-1990s, tdh began to establish partner platforms in the project countries in Latin America, Africa, Asia and Germany. They should serve two purposes:

1. promote in an organised manner the continuous exchange of experience and intercultural learning between terre des hommes and its partner organisations; and
2. break with the classic donor/recipient role by making an open offer to empowerment and co-decision of partner organisations.

The former is nothing new. Many INGOs offer such formats to their local partner organisations. Partner meetings, network meetings, international conferences, etc. are now too many rather than too few. The cooperative development and decision on medium-term strategic goals and projects is still new and, if at all, rather rare.

In order to take steps towards equivalence and co-determination, tdh has provided resources and an institutional framework. Starting with the regular meetings of the partners in the project countries, the continental platforms and the international conference of delegates, which takes place every five years, a quite elaborate co-decision model has emerged in the last 20 years. Since there was no finished master plan, the model was developed step by step and with region-specific characteristics. In the spirit of the desired intercultural diversity and democratic plurality. Of course there were also confusions, such as what is meant by empowerment. Some understood it in such a way that in the future almost every decision - from the distribution of funds to the project decision in a country - should be made jointly. Others focused on fundamental debates about the sense of the development idea. Some local and grassroots NGOs saw little gain for themselves in this process. Others found it so exciting that they wanted to remain part of the national platform even after tdh funding had expired.

Also within tdh there were different perceptions and assessments. An external evaluation of the experiment brings these together, poses the question of the added value and makes recommendations for adaptation and further development.

At the end of the day, three basic arguments remain for me to continue along the path we have chosen.

- In view of the shrinking democratic space in many countries, the platform meetings offer a protected room for an open debate with democratic rules of play. Especially partners in dictatorial or authoritarian countries appreciate this very much. By bringing their living and working conditions to an international level, they experience human solidarity and concrete support. (open space)

- Beyond day-to-day project business - from monitoring to accounting - and irrespective of the thematic focus, they offer opportunities to raise overarching questions (e.g. "In which society do we want to live?") and to commission jointly agreed studies, to stimulate new concepts or to develop socio-political campaigns. (think tank)
- As civil society, we must counter globalisation, which is guided by economic interests, with a global civil society that demands human rights and democracy. With our co-decision model we offer a space for reflection in order to find ways to a plural society that recognizes other cultures, religions and types of society as equal. (global player)

Albert Recknagel

*Executive Board Member
International Programmes*

TDH NEW STRATEGIC GOALS AND CHILD RIGHTS IN SOUTHERN AFRICA

The Southern African region is characterised by high levels of poverty in the five countries that tdh operates in. Most countries have been experiencing low growth and economic downturn due to bad governance including corruption which has resulted in high unemployment, poor health, lack of access to education, high infant mortality and the devastating effects on families and households due to the HIV/AIDS epidemic. The region's population is young, with more than 40% being below 25 years of age. With employment rates ranging from 40 - 98.3%, lifting the large numbers of people living on less than one USD/day out of poverty requires sustained economic growth to turn into employment opportunities. The extreme poverty also contributes to high levels of child labor. Despite the multitude of progressive development frameworks and regional policies, the region continues to be confronted by the above development challenges. The lack of resourcing and implementation of these commitments by governments has severely impeded the achievement of tangible development progress in the region.

The humanitarian crisis such as the 2016 drought in Zimbabwe and Namibia, overall poor water quality and water scarcity contribute to multiple threats posed to economic sustainable growth and household survival – particularly in the rural areas where subsistence farmers' livelihoods continue to be threatened, whilst the floods in Mozambique in 2015 brought disease outbreaks. National governments cannot provide adequate resources and services to address widespread poverty and citizens' needs. Political instability and the lack of accountability persist particularly in Zimbabwe, Mozambique and in South Africa where the economy took a downturn and class divisions are perpetuated. Socio-economic factors contribute to inter-boarder migration, heightened competition for scarce resources, increased xenophobia and neglect of women and children in highly stratified African societies.

All these problems affect children disproportionately, with the disadvantaged and vulnerable suffering the most. In the last period significant strides were made to reduce child marriages in the region, child labor and general child abuse cases with Terre des hommes partners in the region playing a significant role in these programs.



TDH STRATEGIC GOALS AND CHILD RIGHTS IN SOUTHERN AFRICA

Tdh and its partners has contributed to lasting changes for ending all forms of violence, exploitation and abuse to children. This is an area where tdh

is making a bigger impact ensuring that safe spaces are created. Most of the tdh partners in the region have worked to ensure the safety of children. Therefore, promoting a Culture of Peace is important for the region which is also marred by conflict and political instability and xenophobia leading to rising violence and armed conflicts where children are the main victims in these countries. Empowering children and youth with conflict resolution skills and peace initiatives through education is pertinent to inculcate a culture of peace and tolerance as they grow. The region also recognises that education is key in producing citizens with critical consciousness and knowledge to contribute to the development of the region to attaining sustainable economic independence and peace – and ultimately, the right to dignity.



Southern Africa has not been spared the influx of migrants from the north. Refugees fleeing from conflicts in the Democratic Republic of Congo (DRC), Ethiopia, Eritrea, Sudan and Somalia as well as Nigeria are finding their way into Southern Africa. These are joined by economic migrants from Malawi, Zambia, Zimbabwe, Mozambique, DRC, Nigeria, Somalia and several other countries who are seeking better opportunities in South Africa. The bulk of children are accompanying their parents and a significant number

of unaccompanied children are also moving seeking better lives. The Destination Unknown project working in three countries of the region namely Mozambique Zimbabwe and South Africa has contributed to the debate around safe migration policies and protection for children



and youth, as well as better service delivery and treatment of refugees and migrants. The goal to improve Psychosocial and Educational Services for Forcibly displaced Children and Youth is therefore important as children's horrid experiences and trauma of migration have serious consequences to their long-term psycho-social development. The current work with Sophiatown Community Psychological Services (SCPS) will continue **building**

emotional wellbeing, resilience and coping mechanisms in traumatised migrant children and their families living in and around the slums of the inner city of Johannesburg while the Three2six project will continue to offer bridging educational services to migrants in Johannesburg. In Zimbabwe Childline continues to support migrants in Chiredzi and

Chipinge and in Mozambique Redecame is overseeing the work of children on the move in Ressano Gacia border town. Support to the work of refugees in Zambia from DRC will also contribute to tdh programme work.

The goal to *promote Children's Environmental Rights* will continue to support the current work in Zambia on lead remediation and hopefully spread to other countries because a lot of environmental issues still affect children in the region. In Mozambique a mine dump collapsed in 2017 on several houses killing at least 17 people. This points towards significant problems with the management of environmental issues. In Zambia and Zimbabwe there were cholera outbreaks, typhoid as well as other waterborne diseases. Children are at the receiving end of these outbreaks. In Zimbabwe and South Africa sewage management and waste removal remains a problem which needs high-level solutions. Zambia is also grappling with high levels of toxins which have seen children and adults dying in the copper belt and other areas where copper and or lead is mined. Neo-liberal approaches to mining and industrialisation are leading to production methods which are oblivious to safe production methods. There is need to put pressure on governments through sustained advocacy programs so that they develop policies which seek to promote safe production models which are sensitive to health and safety.



Promoting the education of girls in Mozambique with Sophakama

Fighting Gender Based Rights Violations is critical to the upliftment of girls in the region. Southern African society is still very much patriarchal and in most aspects of life men still dominate. These imbalances are still very much responsible for the impoverishment of women and girls and have seen women/girls failing even to negotiate for safe sex in and outside marriage leading to high prevalence of HIV and AIDS and other gender-based rights violations. Tdh and partners are working to end violence and harmful practices, in particular to girls– joining ongoing campaigns such as Girls Not Brides with ROSC in Mozambique and ROOTS in Zimbabwe.

THE NEW STRATEGIC GOALS REFLECT THE MOST IMPORTANT DEMANDS OF CHILDREN AND YOUTH IN LATIN AMERICA

Latin America is the most unequal region in the world. This inequality gap encompasses aspects related to political participation, economic distribution, affection from violence, access to natural resources and justice. At the same time, it weakens the social fabric of the countries and compromises the well-being of its inhabitants in the short and long run regarding all aspects of development and especially childhood development.

The **existing legal frameworks for civil participation**, despite their institutionalization, do not sufficiently respond to and concretize the participation aspirations of vast social sectors. Many segments of the populations are addressed with social programmes of an assistencialist nature, focused on necessities rather than the exercise of fundamental rights, development and protection. The options for real participation are very limited and centralised. The need for real participation and protagonism becomes increasingly evident and undelayable. At the same time, although insufficient, the already existing legal frameworks and

processes are opportunities that need to be used.

The **excessive inequalities and socioeconomic exclusion** are characteristic of the Latin American reality. The neoliberal systems have privatized the profits and socialized the costs of their mercantilist practices. The inequality continues to be a trigger for phenomenon such as widespread violence and exploitation.

The **context of social conflictivity and violence** still principally fall

on to the wide lower-income, marginalized sectors of society. The access to safe spaces free from violence for children are every time more urgent in contexts with the installation of new forms of armed violence with the capacity of territorial control, repressive responses of the states, the legitimization of social cleansing, the instrumentalization of violence to dispute power control. In this context, a double war is taking place: the civil insecurity and the insecurity in the home. Children, youth, young girls and women are systematic victims. Approaches of resilience building and the promotion of a Peace Culture with a rights-based approach can offer new realities to children and youth from the perspectives of their interculturalities and aspirations that are currently not considered by official decision makers.

*Mahlahle
Community Radio*



In this context, the level of interest and commitment of the states to put **human rights, and for instance environmental rights of the existing and future generations**, on the public agenda is almost non-existent. To date, no state has officially informed about progresses made regarding to environmental rights, reports only relate to the responses to natural disasters and emergencies. This indicates the lack of an environmental vision that is not merely based on the appropriation of nature and life spaces and instrumentalises and exploits nature as a resource without limits and rights and where those who have less have to suffer the consequences of the extractivist models which suggest the maximization of the exploitation of natural resources without any preoccupation for social or environmental sustainability.

Children and youth are directly affected and the consequences compromise the future of millions. The use of international human rights mechanisms in the context of grave human rights violations in the region is as urgent as the implementation of the measures and recommendations they emit. The effectivity and efficiency of the international mechanisms and the adherence of the states thereto should be a priority that prevails and rules in Latin America.

terre des hommes positions itself in an accompanying role in the process of the construction of citizenship of children and youth in Latin America. Currently, the Regional Office for Latin America coordinates **four programmes within in its regional strategy**: The Central America and Mexico Programme (Mexico, Guatemala, El Salvador and Nicaragua); the Colombia Programme, the Andean Programme (Peru and Bolivia) and the Southern Cone Programme (Brazil, Argentina, Chile). With its office based in Bogota, Colombia, ORLA seeks to consolidate a coherent logic of its programmes, which includes clear thematic priorities in the programmes, increasing thematic cooperation and coordination among partner organizations at the regional level and the consolidation of effective alliances in the framework of the International terre des hommes Federation.

The **current re-design of the institutional priorities** of terre des hommes meets the most important demands of the Latin American region. Whilst on the one hand terre des hommes maintains the historic working areas (Education, Health & Food, Intact Environment, Protection against Violence & Exploitation), it is, on the other hand, important that the Institutional Vision 2027 affirms: “a focus on two areas: the protection of children from violence, exploitation and displacement and the commitment to a healthy and ecologically intact environment for children”.

*Sambia
environment*



Three of the **new Strategic Goals** implement the focus on the ‘protection of children from violence, exploitation and displacement’ (Promoting a Culture of Peace; Improving psychosocial and educational services for

forcibly displaced Children and Youth; Fighting Gender Based Rights Violations). The Strategic Goal ‘Promoting a Child’s Right to a Healthy and Sustainable Environment’ and the related international campaign are directly connected to the goal ‘commitment to a healthy and ecologically intact environment for children’.

Our regional strategy responds to the perverse inequality, which limits the political participation, with the construction of spaces for participation and socio-political advocacy based on the voices of children and youth.



At the same time, it contributes to overcoming the increasing and multiple forms of violence that affect children and youth, with a gender- and generational-equality approach, as well as to the implementation of environmental child rights, incorporating the construction and strengthening of alternative models to development from a decolonizing and de-patriarchatizing perspective.

FINETUNING THE NEW STRATEGIC GOALS AND SEA'S CHILD RIGHT ISSUES

Southeast Asia and the six countries tdh works in remains an area of potential and dynamics in terms of socio-economic and socio political progress.

Favourable developments and trends are continuous robust economies¹ (6%) and diminishing/slowing population growth that result in net available resources for investment.

Further improvements in living standards in the countries are to be expected in addition to the remarkable progress countries have made over the past decade(s) and in reaching for instance the MDGs² ahead of time: cutting extreme poverty; improving enrolment of children; eradicating tuberculosis and other diseases; protecting areas with high biodiversity; and providing safe drinking water.

As elsewhere we see in SEA a growing gap between rich and poor, formal and informal sectors and serious lack of inclusiveness in a fair participation in development. Extreme forms of (child) labor, exploitation and abuse pertain stubbornly.

However, and in addition, the social, environmental, political and other dimensions are not as dynamic as the economics and need priority attention³.

Despite the significant economic progress we mark that increasingly space for civil societies is shrinking, human/child rights legislation ignored and lack consistent implementation. This is applicable too for those countries that have democratically elected administrations. Often corporate interests are being given priority at (often) high community/peoples' costs.

The 4 new Strategic Goals allow for -and cover all needs and demands for children and youth to tackle issues in the countries and on a regional level.

Bearing in mind that almost 50% of the population consists of children and youth, we feel compelled to support child rights in terms of ending violence and abuse against children, assist those in need of psycho social and education support when on the move, enjoy (improved) environmental conditions to grow up in, and work towards eliminating gender based oppression.

We also observe a significant potential for change through mobilizing and enabling youth and children to claim their place in governance and as



¹ <https://www.adb.org/publications/asian-development-outlook-2018-how-technology-affects-jobs>.

² <https://www.unescap.org/Southeast-Asia>

³ <https://dirp3.pids.gov.ph/seahdr/seahdr.html>

agents of change. This can take place on all levels, ranging from school, their village, national and regional/international level. We have prepared a good foundation with our partners for more child/youth led action in



local, national and regional (youth) networks. Increasing (general) awareness, education and (IT) communication can serve as a media to spread and bolster the group and action.

For this the regional strategy will focus on those actions that allow synergy among the individual countries as well as leave maneuvering space for each in its own context to address specific issues the partners and youth have decided as priorities.

FAST GROWING ECONOMY AND SLOW SOCIAL PROGRESS

South Asia and its children currently.....

Context

The eight countries of South Asian Association for Regional Cooperation (SAARC) are among the fastest growing economies in the world but are also home to 40% of the world poor. They are beset with major development constraints including religious fundamentalism,, sectarian and ethnic divides. Natural disasters like earthquakes, recurrent floods, and cyclones as well as rising sea levels constantly threaten Bangladesh, Maldives, Sri Lanka and India. Civil war like situation and conflict make life insecure for children and their communities.



Children playing game in Child Assembly

India

The Political Scenario has changed radically recently with a right-wing party, the Bharatiya Janta Party dominant at the Centre and in many of the States. The resultant policy changes have negatively effected the socio-economic situation for marginalised sections like women, children, dalits, tribals and minorities.

The general economic situation has remained grim despite rosy projections. While there is growth in certain sectors like heavy industries, on the whole, the growth rate is stagnating at best and the rich-poor gap is widening. Unemployment, especially among youth has increased alarmingly and the agrarian economy is in a state of crisis.

In the social sector, the government has reduced its role and has adopted a double pronged strategy of decreased budgets and increased privatisation negatively affecting programmes for women and children. The emphasis is on traditional roles for women in the family while downplaying their economic and social empowerment in society. This approach is mirrored in the case of programs for Dalits, Minorities and Tribals.



A one-sided growth oriented economy is creating an environmental crisis with one report describing India as an “environmental basket case with polluted skies, dead rivers, and artificial mountains of untreated waste and disappearing forests and biodiversity”. Meanwhile, a soulless development



policy is pushing tribal and peasant communities out of their ancestral lands. The new urban policies while converting parts of the city to smart standards leave large sections parts unattended. The new migrants, including children, have no space in the cities any more unlike in the past. Children staying in mining area, urban slums, Observation homes, and Children’s homes are increasingly disconnected from nature.

Nepal

Nepal is a multi-ethnic and multi lingual country with limited development leading to internal and external migration to India and Middle East. 3 million plus youth have migrated internationally with a consequent impact on agriculture. The recent earthquake has made the situation worse.

Poverty and high unemployment creates huge scope for sexual exploitation of women in general and girls in particular. Child Protection is therefore one of the most important social issues. The situation on the ground is grim. Sexual abuse and trafficking of girls to India and the Gulf countries is widespread.

Discrimination is also huge, based on sex, caste, class and region especially in the education sector. Studies show 60% of women were married by age 18 and 5% married before the age of 15.. In the health sector, while the Immunization Program has been successful, nutrition remains a big concern. About 1.1 million children is still suffering from the effects of the 2015 Earthquake .

Pakistan:

The current situation in Pakistan is characterised with an unstable government under severe threats from sectarian and terrorist violence and unsettled because of the on-going Indo-Pakistan hostility.

The social sector has been neglected by successive governments resulting in underdevelopment of human capital and employment. Reduction of poverty has slowed down in the new century especially in the rural economy, where inequality is rampant. Indicators such as infant mortality rate is as high as 88 while life expectancy is only 63.6 yrs. The status of women and children is low with high levels of honour killings, violence against women and the prevalence of child marriage. Child labour, school drop-outs as well as child trafficking and child abuse are matters of concern. Migration, children in armed conflicts and refugees from Afghanistan, Internally Displaced People (IDPs), bonded labour, sectarian strife, environmental problem –drought, flood, industrial pollution, violence against women and children, trafficking to gulf, land reform are other burning issues.

The situation of children is seriously affected by the conflict ridden national situation. Insecurity due to displacement, violence, hostilities and abuse prevail. Reportedly 22.6 million children or 44% of those between the age of 5 and 16, the age of free compulsory education for children, are said to be out of school. Out of these 12.5 million are reported to be child labour. 58% of children suffer from stunting and chronic malnutrition. 11% children are reported to be victims of sexual and physical abuse every day. Migrant and stateless children are more vulnerable in such situations. A large number of children belong to the refugee groups.

Afghanistan:

Afghanistan is the poorest country in South Asia, ranking 15 from the bottom in the world in Human Development Indices. Forced migration is a major factor in the dismal socio-economic situation.

Malnutrition, disability, child labour, child abuse including violence and discrimination of the girl child prevail. Maternal and infant mortality rates are among the highest in the world. 21% of children aged 6-17 are Child Labourers. Tradition as well as the lack of security because of the war has resulted in half the girls being married off by the age 12. Gender discrimination in Education is rampant with barely 20% of the girls attending Elementary School and only 5% progressing beyond the 6th grade.



Conclusion

The South Asia socioeconomic scenario is similar across borders, with typical national variations. The situation of children too is a derivative of this varied status. Conflictual polity, sectarian violence, terrorist attacks, widening economic gap and consequent insecurity is common. Protection of children, the rights of communities in forced migration and the urgent issues of environmental protection are critical.

StanCom´s Proposal to the Delegates Conference 2018:

STRATEGIC GOALS OF INTERNATIONAL PROGRAM ACTIVITIES 2018 – 2023

Introduction

terre des hommes Germany (tdh) derives four working areas from its statutes, which build the thematic framework for its fight for child rights: Education, Health & Food, Intact Environment, and Protection against Violence & Exploitation. In these thematic working areas, tdh implements its international program activities jointly with local partner organizations and youth networks. In Germany, terre des hommes volunteers and youth support the international program by awareness raising and fundraising.



Traditional Cultural Yatra - Children in Pudhukottai

The strategic goals orient and focus the joint international program activities of tdh Germany and its partner organizations for a period of five years. The goals assign a focus and special resources on certain strategic aspects within our working areas. This way, we continuously develop our future-oriented international program. As the goals have to be achievable within five years, they cannot cover everything we do. Hence, terre des hommes will continue to support projects that are

not covered by the strategic goals but fall into its general working areas. Of course, also terre des hommes' partner organizations will continue their own activities that are not part of the cooperation with terre des hommes.

Besides the strategic goals, the Delegates Conference¹ decides on three other instruments of the joint international program of terre des hommes and partners: Focal themes (issues to be further explored), joint campaigns (joint global advocacy and awareness raising), and resolutions on important international issues (public declarations).

Strategic Goals and Sub-Goals

We further specify each Strategic Goal by three categories of sub-goals, forming the pillars of the strategy to achieve it. Obviously, overlaps between sub-goals are possible (e.g. a goal for participation also containing lobby elements):

- “CHANGE BY CREATING MODELS AND APPROACHES IN PROJECT WORK”: Within this sub-goal, we define what we want to achieve within our project work. We create, identify and promote approaches and models

¹ The Delegates Conference is a decision body formed by representatives of partner organizations, volunteers, International Youth Network, and staff of terre des hommes Germany.

of social change and education that have proven to be effective in our own projects. Vice versa, we learn from others and implement their approaches. The path to achieve all the strategic goals will very much depend on education in a holistic sense.

- “CHANGE THROUGH PARTICIPATION”: Social change can only be sustainable if it empowers and participates those affected by problems. Within this sub-goal, we describe what we want to achieve regarding participation and empowerment in project and lobby work. By participation, we especially refer to the participation of children and youth within our programs, but also of our volunteers, youth networks, and partner organizations as part of our social movement.
- “CHANGE THROUGH LOBBY AND ADVOCACY”: Within this sub-goal, we define what we want to achieve on the political level. This includes classical lobby work, but also awareness raising or monitoring the implementation of child rights.

STRATEGIC GOAL:

PROMOTING A CULTURE OF PEACE

By 2023, terre des hommes and partners have scaled up innovative solutions that enable children, youth, their caretakers and communities to understand and challenge the cycle of violence in which they are involved and to acquire nonviolent forms of conflict resolution.

terre des hommes and partners have established multi-actor agreements as well as measures to protect children and youth by preventing violence and creating safe environments.

1.1. Sub-Goals

We will promote change by....

creating models and approaches in program work

terre des hommes and partner have...

- identified best practices of preventive measures, especially in the education of nonviolent handling of conflicts, within the existing programs in each region.
- exchanged best practices with other initiatives and with children and youth.
- scaled up the identified best practices (increased numbers of beneficiaries in our own project implementation, or replicated by others).

Youth group Chin State



fostering participation

terre des hommes and partners have...

- jointly with children and youth, identified and documented the major risk factors for becoming victim of the most pertinent forms of violence and named sources of conflict, also considering different risks at different age stages.
 - enabled children and youth to voice these major risk factors towards communities and authorities that are capable of reducing them and to demand the development of counter strategies.
 - included children and youth in the development and design of educational and other innovative methods for nonviolent handling of conflicts.
- #### **lobby and advocacy**
- terre des hommes and partners have...
- established local multi-actor agreements (e.g. between schools, families, authorities, companies) and measures within communities that prevent violence against children, promote non-violent solution of conflicts and foster peaceful communities.

- achieved the inclusion of best prevention practices into curricula and public policies.
- voiced the views of children on major risk factors and best practices of prevention and nonviolent conflict resolution in discussions within international platforms and campaigns (e.g. Bellagio process on SDG 16.2, campaigns against export of arms).

2. Background

2.1. Relevance

In a recent study (2017)ⁱ, UNICEF found that 300 million two to four year old children have faced physical or psychological aggression by their caretakers in their lives; 15 million adolescent girls (15 –19 years old) suffered forced violent intercourse, at the given moment every seven minutes an adolescent is killed by violence. Homicide is among the top five causes of death in adolescents, with boys comprising over 80% of victims and perpetrators (WHO 2018)ⁱⁱ.

Besides the devastating physical and psychological damages afflicting children, violence and existing prejudices often perpetuate a vicious cycle. Together, we must try to break this cycle of violence and prevent violence before it happens. We consider that inclusive education is one of the main means to achieve this.

Children and youth can be agents of change if they learn to solve conflicts peacefully at an early stage, starting with early childhood, and question existing prejudices. Grown-ups must overcome behaviour and norms that support violence against children and find agreements and measures to prevent it from happening.

2.2. Definition of Subject and Target Groups

According to the World Health Organization (WHO 2016:14)ⁱⁱⁱ, violence is “the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation”. In addition to physical force, we would also add forms of psychological violence, as for instance (cyber-) bullying or degradation, to our definition.

One of the founding fathers of the scientific discipline of peace and conflict studies, Johan Galtung^{iv}, distinguishes three interdependent types of violence:

1. Personal Violence: Depicting violent behavior, physical or psychological, afflicted from one person or group to another.
2. Cultural Violence: Cultural or societal norms that justify and support personal and structural violence.



Children and project staff in National Children Assembly in Nagarkot

Children
participated on
National Children
Assembly



3. Structural Violence: Avoidable structures within society that systematically impair certain groups (especially poor and marginalized) to meet their fundamental human needs.

In the coming five years we will focus on the prevention of **personal violence** against children and youth in family, schools and communities and the non-violent resolution of conflicts, which also implies changing norms supporting and justifying this violence (**cultural violence**). We are furthermore well aware of the existence of structural violence against poor and marginalized groups such as ethnic minorities, LGBTIQ and disabled persons, making them more likely to become victims of violence and less resilient to cope with the effects. Violence resulting from structural origin, will also be addressed during peace education. However, fighting structural violence, or you may as well say social injustice, is the core of our long-term work and

vision. The prevention of personal violence against children remains the key approach of this goal which in the long term should contribute to the reduction or mitigation of structural violence.

We understand **Peace** as a situation where people live together in harmony and non-violence. Positively formulated, we strive for a “**Culture of Peace**” as defined by the UN Declaration 53/243 A as a “**set of values, attitudes, modes of behavior and ways of life that reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation among individuals, groups and nations.**”^v

Our measures will support **marginalized children and youth with an imminent risk of suffering violence**. Furthermore, we will directly work with caretakers, teachers, educators, communities; in our lobby and advocacy work, we will address authorities and institutions that have the power to establish measures of prevention and peaceful solution of conflicts.

2.3. Strategy and Possible Instruments

Therefore, our strategy is to strengthen approaches in our work that:

- Help to understand and challenge norms that support violence: This implies to understand the cycles of violence children are involved in, to question and challenge them, e.g. by awareness raising or lobbying against (legally formalized) norms, taking into account aspects of respective cultural diversities.
- Scale up trainings for a non-violent handling of conflicts, principally for children and youth, but also for caretakers, education professionals, and

whole communities. This includes learning appropriate methods to act in unavoidable situations of manifest violence.

- Create a safe environment and establish preventive and conflict solution measures:

Therefore, we will foster dialogue and negotiation to establish and implement agreements on the prevention of violence and promotion of a culture of peace between different actors (e.g. schools, caretakers, authorities)

We have a large number of instruments and tools available to implement these strategies, as for instance: Street soccer to train non-violent handling of conflicts, parent schools for non-violent discipline (challenging norms, training), youth theatre as a method of awareness raising on violence (challenging norms), promotion of traditional games, establishment of emergency protocols at schools to prevent forced recruitment (creating a safe environment), peace, life-skills, and intercultural education, training of children and youth as peer mediators.

3. Normative International Provisions

Ending violence against children is a global imperative. In 2015, world leaders acknowledged epidemic levels of violence against children, and committed to end all forms of violence against children by 2030 as part of the Sustainable Development Goals.

United Nations Sustainable Development Goal (SDG) 16.2: End abuse, exploitation, trafficking and all forms of violence against and torture of children
United Nations Child Rights Convention (UNCRC)

- Art. 29, 1d education directed to peace and tolerance
- Art. 19, 1 protection from violence
- Art. 12, (as a prerequisite to allow articulation of different experiences in relation to “adverse” counterparts)
- Art. 31. (as a means to help resolving conflicts by cultural encounters)
- Optional protocol to UNCRC on the involvement of children in armed conflict (with emphasis on Art. 6,2 requesting to make the principles and provisions of this protocol widely known and promoted by appropriate means, to adults and children alike)

UN Declaration on a Culture of Peace

Bellagio process: Joining Forces Initiative for Ending Violence against Children and Child Rights Now

Strategy of the Terre des Hommes International Federation

STRATEGIC GOAL: IMPROVING PSYCHOSOCIAL AND EDUCATIONAL SERVICES FOR FORCIBLY DISPLACED CHILDREN AND YOUTH

By 2023, terre des hommes and partners have developed, implemented and multiplied measures to improve the quality of psychosocial and educational support services, including mental health, meeting the special needs of forcibly displaced children aiming at creating life opportunities.

1.1. Sub-goals:

We will promote change by...

...creating models and approaches in program work:

terre des hommes and partners have...



- identified, developed, and documented best practices of mental health, psychosocial and educational support services, from Early Childhood Education to vocational training, for displaced children and youth.

- conducted peer-to-peer trainings and exchanges on best practices with professionals/ volunteers directly working in the support of forcibly displaced children and youth (especially tdh and TDHIF partners).

- multiplied best practices through

own project implementation or motivating other organizations (especially of TDHIF partners).

...fostering participation

terre des hommes and partners have...

- encouraged and empowered displaced children and youth to voice their special needs with regard to education and special care in their families and communities; and to organize themselves for this purpose wherever it is possible.

...lobby and advocacy

terre des hommes and partners have...

- compiled the needs identified and voiced by children and youth and propelled them onto regional and international policy platforms (e.g. teachers associations, ministries of education, UNESCO, International Network for Education in Emergencies/ INEE).

- achieved inclusion of best practices of mental health, psychosocial and educational support for forcibly displaced children into public policies.
- driven initiatives to transform provisions in the UN Global Compacts regarding mental health, psychosocial and educational services for forcibly displaced children into national and subnational policies.

2. Background

2.1. Relevance

In 2016, the UNHCR registered 65.6 million forcibly displaced people, comprising 22.5 million refugees, 40.1 million internally displaced and 2.8 million asylum seekers. 51% of the refugees were children (under the age of 18). 75,000 unaccompanied or separated children solicited asylum, 35,900 of them in Germany (UNHCR 2017)^{vi}.

Children often suffer stress, loss, and violence during flight. Often, they have to experience that their parents and families are not able to protect them from harm. When arriving in receiving communities they rapidly have to adapt to a new environment, culture and language, sometimes even facing rejection and racism. Furthermore, they are often torn between the cultural identity and traditions of their place of origin and those of the communities and countries where they arrive. In this situation, they need education, psychosocial support and sometimes even psychotherapy that address their special situation, needs and wishes.



2.2. Definition of Subject and Target Groups

Refugees, internally displaced persons, smuggled or trafficked people, stateless, returnees, asylum seekers – there exists a large number of often overlapping formal categories which, when transformed in legal status, often decide over the fate of children and youth.

Within this goal, we focus on the special and indispensable support to all of these children and youth, regardless of category or legal status. Therefore, we use the wider term of **forcibly displaced children and youth**, meaning those who have suffered forced migration as defined by the International Organization for Migration (IOM 2018)^{vii} as “A migratory movement in which an element of coercion exists, including threats to life and livelihood, whether arising from natural or man-made causes (e.g. movements of refugees and internally displaced persons as well as people displaced by natural or environmental disasters, chemical or nuclear disasters, famine, or development projects).”

With our measures, we will directly address **institutions** (e.g. schools), **professionals** (e.g. therapists, teachers, educators, social workers) and **volunteers supporting forcibly displaced children and youth** in

receiving countries and communities with mental health, psychosocial, and educational support. Furthermore, with our lobby and advocacy work we urge politicians, institutions and authorities in charge to facilitate and improve these services.

2.3. Strategy and Possible Instruments

Our strategy to achieve an improvement of the quality of mental health, psychosocial, and educational support for forcibly displaced children and youth is to...

- identify (or develop) and document best practices within our projects, wherever possible with the participation of children and youth. Especially in the field of education, children shall be empowered to voice their needs.
- multiply best practices through qualification of other professionals and volunteers working directly with displaced children
- multiply best practices through implementation in projects (own projects or those of others)
- multiply best practices through their inclusion into public policies

As best practices, we understand “a specific action or set of actions exhibiting quantitative and qualitative evidence of success together with the ability to be replicated and the potential to be adapted and transferred.” (Advance Africa cf. BMZ 2018)^{viii}

Best practices may comprise, for instance, protocols for therapeutic treatments; play, sports and cultural activities as instruments of psychosocial support; curricula for the education of forcibly displaced children or the training of the people working with them. In all of our regions, we have vast experience in offering support to forcibly displaced children and youth. This Strategic Goals shall help us to create synergies out of these experiences.

3. International Normative Provisions

- UN Child Rights Convention, especially Article 22 (refugee children),
- 1951 Geneva Refugee Convention on the Status of Refugees and Stateless People and 1967 Protocol
- The African Union Convention for the Protection and Assistance of Internally Displaced Persons in Africa (Kampala Convention)
- The Office of the UN High Commissioner for Human Rights (OHCHR) Guiding Principles on Internal Displacement
- Global Compacts on safe, orderly and regular Migration and on Refugees

STRATEGIC GOAL: PROMOTING A CHILD'S RIGHT TO A HEALTHY AND SUSTAINABLE ENVIRONMENT

By 2023, terre des hommes and partners have conceptualized, implemented and communicated a coherent program approach on environmental child rights. Jointly with children and youth terre des hommes and partners have raised global awareness on environmental child rights and succeeded in including them into public policies.

1.1. Sub-Goals:

We will promote change by....

...creating models and approaches in program work

terre des hommes and partners have...

- implemented education programs that increase children's understanding of environmental issues and collected scientific evidence for their effectiveness.
- applied and documented approaches to protect children and youth from harm due to environmental destruction and degradation and to support biodiversity.
- implemented and documented programs to enhance disaster preparedness and resilience of communities.
- developed a practitioner's manual on project work on child's rights to a healthy and sustainable environment.

fostering participation

terre des hommes and partners have...

- facilitated the participation of children in environmental decision-making processes.
- supported worldwide community based activities led by children and youth that provide practical examples on how to promote a sustainable lifestyle.

lobby and advocacy

terre des hommes and partners have...

- collected information about sources of environmental harm to children and made it publicly available in a child friendly language.

*Waste Segregation
by School Students
in Mysore*



- showcased examples of harmful ecological practices by case studies in their advocacy work (e.g. towards state reporting process at the UNCRC, campaign for awareness raising).
- included environmental child rights into national and regional policies with reference to the SDGs.
- included environmental education, from Early Childhood Education to school and/ or university curricula.

2. Background/ Justification

2.1. Relevance

Of the 5.9 million deaths of children under five each year, 26% are attributable to environmental pollution. Air pollution alone kills 570,000 children under five every year. Over half a billion children live in areas with extremely high risk of flooding, and almost 160 million are exposed to high drought severity. (UNCRC 2016)^{ix} These numbers are only the tip of the iceberg as there is a silent pandemic of diseases associated with exposure to toxics and pollution during childhood. Children growing up today will not encounter many plants and animals that were familiar to their parents:



While the human population almost doubled between 1970 and 2010, the earth has lost 52% of its biodiversity according to the World Wide Fund for Nature (WWF 2014)^x.

Climate change poses an immediate threat to the enjoyment of many of the rights enshrined in the UNCRC. From malnutrition and the spread of vector- and water-borne diseases, to physical and psychological trauma, children are more profoundly affected than adults are.

2.2. Definition of Subject and Target Groups

According to the United Nations Environmental Program (UNEP 2018)^{xi}, “there are three main dimensions of the interrelationship between human rights and environmental protection:

- The environment as a pre-requisite for the enjoyment of human rights (implying that human rights obligations of States should include the duty to ensure the level of environmental protection necessary to allow the full exercise of protected rights);
- Certain human rights, especially access to information, participation in decision-making, and access to justice in environmental matters, as essential to good environmental decision-making (implying that human rights must be implemented in order to ensure environmental protection); and
- The right to a safe, healthy and ecologically-balanced environment as a human right in itself (this approach has been debated).”

For Children, the interdependency between their rights and the environment is even stronger than for adults^{xii}: It is clear that children's rights and environmental protection are dependent upon one another. Children's ability to enjoy their rights to life and health, as well as a host of other rights (water, play, food, housing etc.), depends on their living in an environment that is healthy and sustainable. The converse is also true: the exercise of children's rights is necessary, or at the very least highly important to, the enjoyment of a healthy and sustainable environment. When children who are potentially affected by proposed policies and activities can freely participate in the environmental decision-making process, their societies are much more likely to have strong environmental protections.

Rehabilitated Child Workers - Organic Demonstration

In his report on children's rights, John Knox (Knox 2018: 10)^{xiii}, the UN Special Rapporteur on Human Rights and the Environment, clarifies: "The human rights obligations of States in relation to the environment apply with particular force to the rights of children, who are especially at risk from environmental harm and often unable to protect their own rights."



Other approaches go even further and question the legal and conceptual separation, which defines humans as subjects and nature as object without any rights. They demand to include not only the rights of children and adults into environmental debates but also those of future generations and the rights of "nature" itself. These approaches have had legal repercussions: The constitutions of Ecuador (2008) and Bolivia (2009) have elevated the Pachamama to an own subject of rights. In India (2017), the Ganges and Yamuna rivers have been recognised as legal persons. Recently (2016), a Colombian court has defined the Atrato River as an own subjects of rights, shortly afterwards, another court the Amazon region (2018). Since 2017, the Andean Parliament officially supports a campaign to establish an Ombudsperson for the Right of Future Generations on the UN level.

In many regions of the world, animals, plants, rivers and mountains are considered as own physical and spiritual beings, which makes it impossible to separate humanity from nature. Rights approaches must respect the different cultural understandings. We use the term of Child Right to a Healthy and Sustainable Environment or Environmental Child Rights to describe the interdependent and interwoven rights of children, future generations and the rights of all other beings with whom we co-habit this planet.

Within this goal, we support children and youth that stand up for the environment, we protect children affected by the consequences of environmental destruction. Furthermore, we address policy makers to recognise the children's rights to a healthy and sustainable environment.

2.3. Strategy and possible Instruments

We have vivid practical experiences in many projects to foster children's activities on environmental protection, comprising, for instance, environmental education for and by children's eco-clubs, rehabilitation of degraded areas or programs for disaster preparedness. What we are lacking is a coherent and conceptualized rights approach in project work that enables us to expand existing practices, communicate them to others and create synergies. In the coming five years, we will continue with our practical work, document and evaluate it in order to create a coherent approach.

This approach should include the issues of environmental education: Protection from harm due to environmental destruction and degradation, supporting biodiversity, enhancing disaster preparedness and resilience.

So far, lobby and advocacy work clearly focused on the inclusion of a Child Right to a Healthy and Sustainable Environment in the general comments of the UN-Child Rights Convention. In the coming five years, we will continue in this line widening this focus also on other public policies. To be effective in this, we must raise awareness on this complex issue and mobilize the public.

3. Normative International Provisions

The UNCRC is one of the few human rights instruments that explicitly require States to take steps to protect the environment.



Article 24 (2) on the right of the child to the enjoyment of the highest attainable standard of health provides that: "States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures: [...] to combat disease and malnutrition [...] taking into consideration the dangers and risks of environmental pollution"

Article 29 (1) on the aims of education provides that: "States Parties agree that the education

of the child shall be directed to: [...] the development of respect for the natural environment."

Many other provisions of the UNCRC implicitly relate to environmental protection.

STRATEGIC GOAL: FIGHTING GENDER BASED RIGHTS VIOLATIONS

1.1. Sub-Goals:

We promote change by...

creating models and approaches in program work

terre des hommes and partners have...

- used participative methods in their projects to assess and analyse the major risk factors for gender based rights violations affecting girls but also other children and youth, and set up activities to address them.
- identified the most pressing gender based rights violations within each region and best practices of response measures to these rights violations.
- exchanged, within each region, best practices of early childhood development, life-skills and sexual education, and vocational orientation that empower girls and other children and youth to stand up against gender based discriminations.
- systematically documented these best practices and analyses and combined them with external approaches and experiences in order to develop new models for program work. The identified methods have been made available to all partner organizations, the International Youth Network, TDHIF and volunteers.
- integrated the gender perspective, including also the rights and needs of LGBTIQ children and youth, in all programs and development approaches.



fostering participation

terre des hommes and partners have...

- encouraged and enabled children and youth to take an active role in local, national and regional discussions on major risk factors, most pressing gender based rights violations and the definition of best practices to combat them.
- empowered children and youth to initiate activities against gender based rights violations

lobby and advocacy

terre des hommes and partners have...

- explored and tested different strategies in lobby and advocacy work (e.g.

case studies on gender based rights violations, integration of the status of girls in shadow reports).

- developed a coherent advocacy strategy to influence decision makers on various levels to combat the discrimination of girls.
- explored the potential of advocacy work on gender based rights discriminations.

2. Background/ Justification

2.1. Relevance

Since the nineteen seventies, violations of girls' rights are at the centre of the debates within development politics and cooperation. Although we have made important progress especially on the level of international policies, the statistics on the **enforcements of girls rights remain depressing**:

According to UN Women (2018)^{xiv}, worldwide, every tenth girl aged below 20 has experienced sexual violence. Today, in 30 countries, around one in three girls aged 15 to 19 have undergone female genital mutilation. 15 million girls will never get a chance to visit primary school and to learn to read and write. Globally, 750 million girls are married before the age of eighteen. Numerous girls and women are also sexually harassed at their workplace. Being a woman in itself is a risk to one's life in many countries in the world.

Though being the largest group, girls are not the only ones to suffer from gender-based rights violations. Increasingly, children and youth, whose sexual orientation or identity differs from those assigned to them at their birth or commonly expected by society (LGBTIQ), face discrimination and serious rights violations. According to a global survey, a quarter of the world's population believes that being queer should be a crime, between 2008 and 2014, 1612 trans people were murdered across 62 countries (ILGA 2017)^{xv}. Still there are few statistics on LGBTIQ children and youth. In 2015,

a US-government agency found out in a national survey, that 10% of lesbian, gay or bisexual students were threatened or injured with a weapon on school property, 34% bullied on school property, and 28% electronically (CDC 2015)^{xvi}.

Even when it comes to legislation, discrimination still is widespread: 72 countries worldwide criminalise same-sex relationships and, in eight countries, they are officially punished by death or there is evidence for the unofficial existence of death penalty (ILGA 2017)^{xvii}.



Within the program work of terre des hommes and partners, we have longstanding practical experiences in fighting for girls' rights. Now it is time to systematize this experience to a more coherent approach, also considering gender diversity.

2.2. Definition of Subject and Target Groups

The Global Fund for Women (2018)^{xviii} defines Women's rights as follows:

"Women's rights are the fundamental human rights that were enshrined by the United Nations for every human being on the planet nearly 70 years ago [...]. That is to say, women are entitled to all of these rights. Yet almost everywhere around the world, women and girls are still denied them, often simply because of their gender. Accordingly, girls' rights are child rights, which they are often denied simply because of their gender."

LGBTIQ (Lesbian, Gay, Bisexual, Transsexual, Intersexual, Queer) can be summarized as people whose sexual orientation or identity differs from the one assigned to them at birth or commonly expected by society^{xix}. The term helps to recognize that gender is defined by cultural attributions. The biological and societal reality is far more diverse than described by the common concepts of masculinity and femininity.



As gender based rights violations, we understand any human and child rights violations due to gender discrimination. This comprises, for instance, female genital mutilation, femicide, or violence against LGBTIQ.

Primary target groups are **children and youth, suffering from gender-based rights violations**. This especially comprises girls, but also LGBTIQ. Secondly, we focus on the **strengthening of our own (terre des hommes and partners) organizational capacities** regarding approaches against gender based discriminations.

environment, we protect children affected by the consequences of environmental destruction. Furthermore, we address policy makers to recognise the children's rights to a healthy and sustainable environment.

2.3. Strategy and possible Instruments

On one hand our existing work in the defence of girls' rights shall be expanded, on the other hand, existing approaches shall be systematized and developed into a more comprehensive gender approach, also considering the rights of LGBTIQ children and youth. Of course, this new approach has to consider that in many of our project countries, LGBTIQ-rights cannot be publicly addressed, in some of them not even girl's rights.

First, we have to systematize existing best practices regarding our work for girl's rights, and then widening our view, recognizing the diversity of gender and sexes and adapting our approaches accordingly. Therefore, the following steps will be necessary:

- 1 Conduct participative risk analysis regarding gender based rights violation in projects and set up activities to address them

- 2 Identification of the most pressing forms of gender based rights violations in each region and of response mechanisms, strategies and approaches to fight these violations
- 3 Regional exchange on best practices and case studies, also including external organizations
- 4 Compile the results of analyses and exchanges, make them available to partners and allies in order to create synergies and develop a comprehensive and future oriented approach on the issue of gender based rights violations

3. Normative International Provisions

Gender equality and girls' rights are guaranteed in various UN conventions. Relevant binding conventions with monitoring mechanisms are UNCRC and CEDAW: the Convention of the Rights of the Child (including the Optional Protocols (UNCRC, 1989) and the **Convention on the Elimination of all Forms of Discrimination against Women (CEDAW, 1979)**,

with an additional protocol that allows for individual claims.

UN Sustainable Development Goals strengthen girls' rights in some goals, SDG 5 is directly addressing "Achieve gender equality and empower all women and girls". The UN SDG's are monitored by the UN High Level Political Forum and on national levels by governments and by civil society.

Many conventions stress the vulnerability of girls and women towards violence and exploitation (e.g. ILO Forced Labour Convention).



In many regions, girls and women rights are addressed and guaranteed, for instance in the **African Youth Convention (2006)**, the **ASEAN Human Rights Declaration (2012)**, the **Charter of the Organization of American States (1948)**, the **European Convention for the Protection of Human Rights and Fundamental Freedoms (1950)** and the **Arab Charter on Human Rights (2004)**.

In 2016, the United Nations Human Rights Council, adopted a **resolution on "Protection against violence and discrimination based on sexual orientation, and gender identity,"** and mandated the appointment of an independent expert on the subject.

Strategic Goals of INTERNATIONAL PROGRAM ACTIVITIES

2018 – 2023

GUIDELINES FOR THE IMPLEMENTATION OF THE STRATEGIC GOALS

Final version as at September 26, 2018

Strategic Goal 1: PROMOTING A CULTURE OF PEACE

By 2023, terre des hommes and partners have scaled up innovative solutions that enable children, youth, their caretakers and communities to understand and challenge the cycle of violence in which they are involved and to acquire nonviolent forms of conflict resolution. terre des hommes and partners have established multi-actor agreements as well as measures to protect children and youth by preventing violence and creating safe environments.

Definitions and important explanations

Children and Youth This age group is defined as up to 25 years old.

Initiative : An initiative is a group that takes joint action over a period of time.

Violence : Violence is the intentional use of physical and psychological force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation, including (cyber-) bullying or degradation. This strategic goal focuses on personal violence (see “focus”).

Culture of Peace : “Culture of Peace” is a set of values, attitudes, modes of behaviour and ways of life that reject violence and handle conflicts by tackling their root causes to solve problems through dialogue and negotiation among individuals, groups and nations.

Cycle of Violence : The cycle of violence describes a dynamic of violent acts that trigger and reinforce each other. The use of violence is often unconscious and involves not only two parties but many actors, spreading into a broader environment. Our aim is to create opportunities to exit this cycle.

Conflict and Non-Violent/ Peaceful Conflict Resolution : Conflict is a neutral description of a dispute based on diverging interests. Our aim is to handle conflicts without use of violence, including physical, psychological and other forms of violence.

Safe Environment : Safe environments are environments...

- ♦ where children are protected from violence
- ♦ where children feel safe from violence
- ♦ where conflicts are solved peacefully.

Multi-actor agreement : At least 3 actors from different societal sectors (organised civil society, communities, economy, academia, education, media, political decision makers, executive, legislative and judicial powers) entering a formalised agreement.

Participation : TDHIF member organisations, partners, and children consulted understand children's participation as a right. In accordance with the United Nations Convention on the Rights of the Child (1989) children and young people have the right to express their views and to be involved in all matters that affect them. We distinguish three types or levels of participation:

- ♦ Consultative participation: where adults seek children's views in order to build knowledge and understanding of their lives and experience. It is often characterized by being: adult initiated; adult led and managed; lacking any possibility for children to influence outcomes.
- ♦ Collaborative participation: where there is a greater degree of partnership between adults and children with the opportunity for active engagement at any stage of decision, initiative, project or service.
- ♦ Child led participation: where children and young people have space and opportunity to initiate activities and advocate for themselves on issues affecting them. It is often characterized by: the issues of concern being identified by children themselves; adults serving as facilitators rather than leaders; children controlling the process.

Best practices/ Innovative solutions : As best practices, we understand specific innovative or well-established actions or set of actions exhibiting quantitative and qualitative evidence of success together with the ability to be replicated and the potential to be adapted and transferred.

Focus : Johan Galtung distinguishes three interdependent types of violence:

1. Personal Violence (depicting violent behaviour, physical or psychological, afflicted from one person or group to another),
2. Cultural Violence (cultural or societal norms that justify and support personal and structural violence) and
3. Structural Violence (avoidable structures within society that systematically impair certain groups [especially poor and marginalized] to meet their fundamental human needs).

In the coming five years we will focus on the prevention of personal violence against children and youth in social contexts such as families, schools and communities and the non-violent handling of conflicts, which implies changing norms supporting and justifying this violence (cultural violence). This includes violence among children, domestic violence and armed conflict (incl. gang violence, child recruitment).

Target groups/Beneficiaries

- ♦ children and youth with an imminent risk of suffering violence
- ♦ their caretakers, teachers, educators, communities, decision makers
- ♦ authorities and institutions that have the power to establish measures of prevention and peaceful handling of conflicts

Criteria for projects to be assigned to the Strategic Goal

Projects that include at least one of the following aspects as a major outcome:

- ♦ Education for the non-violent handling of conflicts
- ♦ Multi-actor agreements that improve the non-violent handling of conflicts and prevention of violence by multi-actor agreements
- ♦ Lobby and advocacy initiatives improve the non-violent handling of conflicts and prevention of violence.

| | Indicator | Target value | Remarks |
|-----|--|--------------|----------------------------|
| 1.1 | No. of children and youth who increased their capacities to handle conflicts peacefully | | Assessment tool needed |
| 1.2 | No. of children and youth declaring that they feel safer due to project activities. | | boys/ girls |
| 1.3 | No. of projects successfully applying best practice approaches | | Manual / concept published |
| 1.4 | No. of child/youth-led/ collaborative initiatives to reduce violence and handle conflicts peacefully. | | |
| 1.5 | No. of children and youth active in these initiatives | | boys/ girls |
| 1.6 | No of children and youth active as peer mediators | | |
| 1.7 | Lobby & advocacy lead to highlighted changes on local, national, regional or international levels in the following categories: violence prevention measures in schools and communities, inclusion of peace education in school curricula, multi-actor agreements, public policies, law initiatives, child protection policies and codes of conduct | | |

Strategic Goal 2: IMPROVING PSYCHOSOCIAL AND EDUCATIONAL SERVICES FOR FORCIBLY DISPLACED CHILDREN AND YOUTH

By 2023, terre des hommes and partners have developed, implemented and multiplied measures to improve the quality of psychosocial and educational support services, including mental health, meeting the special needs of forcibly displaced children aiming at creating life opportunities.

Definitions and important explanations

Children and Youth : This age group is defined as up to 25 years old.

Initiative : An initiative is a group that takes joint action over a period of time.

Mental Health : Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

Psychosocial Support Services : The term “psychosocial support” covers various approaches that strengthen people’s resilience and well-being in various areas of life without resorting to a medical treatment model. This includes emotional, spiritual, social and psychological well-being and stability.

Forced Displacement/Migration : A migratory movement in which an element of coercion exists, including threats to life and livelihood, whether arising from natural or man-made causes, e.g. movements of refugees and internally displaced persons as well as people displaced by natural or environmental disasters, chemical or nuclear disasters, famine, or development projects (as defined by the International Organization for Migration IOM).

Participation : TDHIF member organisations, partners, and children consulted understand children’s participation as a right. In accordance with the United Nations Convention on the Rights of the Child (1989) children and young people have the right to express their views and to be involved in all matters that affect them.

We distinguish three types or levels of participation:

- ♦ Consultative participation: where adults seek children’s views in order to build knowledge and understanding of their lives and experience. It is often characterized by being: adult initiated; adult led and managed; lacking any possibility for children to influence outcomes.
- ♦ Collaborative participation: where there is a greater degree of partnership between adults and children with the opportunity for active engagement at any stage of decision, initiative, project or service.

- ♦ Child led participation: where children and young people have space and opportunity to initiate activities and advocate for themselves on issues affecting them. It is often characterized by: the issues of concern being identified by children themselves; adults serving as facilitators rather than leaders; children controlling the process.

Best practices/ Innovative solutions : As best practices, we understand specific innovative or well-established actions or set of actions exhibiting quantitative and qualitative evidence of success together with the ability to be replicated and the potential to be adapted and transferred.

Focus : The focus of this Strategic Goal is to improve the quality of psychosocial support services for the following beneficiaries: Children and youth in need of psychosocial support and education living permanently or temporarily in an area affected by forced displacement, including migration linked to forced labour, but excluding voluntary migration due to economic hardships.

These support services refer to two levels:

1. Complementing or filling gaps in psychosocial and educational provisions available to the above-mentioned beneficiaries
2. Enhancing the quality of existing psychosocial and educational services offered to the abovementioned beneficiaries

Target groups/Beneficiaries

- ♦ Partner organisations working with forcibly displaced children and youth or advocating for the rights of this group
- ♦ Institutions (e.g. schools), professionals (e.g. therapists, teachers, educators, social workers) and volunteers supporting forcibly displaced children and youth in receiving countries and communities
- ♦ Decision-makers, authorities
- ♦ Children and youth in need of psychosocial support and education living permanently or temporarily in an area affected by forced displacement ("the beneficiaries")

Criteria for projects to be assigned to the Strategic Goal

- ♦ Projects that reflect one of the two levels of psychosocial and educational support services mentioned above in at least one project outcome
- ♦ Lobby and advocacy projects and initiatives that aim to improve policies, legal provisions and structures of psychosocial support for the beneficiaries in at least one project outcome

| | Indicator | Target value | Remarks |
|-----|---|-------------------|------------------------|
| 2.1 | % of professionals and non-professionals (lay staff, volunteers etc.) who participated in capacity building and training measures confirm to apply their improved knowledge in working with the above mentioned beneficiaries | | Assessment tool needed |
| 2.2 | No of children and youth in need of psychosocial support and education living permanently or temporarily in an area affected by forced displacement benefitting from qualified psychosocial and educational support services | | boys/ girls |
| 2.3 | At least x individual stories of children and youth who demonstrate positive personal developments due to psychosocial interventions | X per region/year | from girls/ boys |
| 2.4 | No. of projects successfully applying best practice approaches on the two levels of psychosocial and educational support services mentioned above | | |
| 2.5 | No of child/youth led/ collaborative initiatives of FDCs who voice their specific needs with regard to education and care in their families and communities | | |
| 2.6 | No. of children and youth active in these initiatives | | boys/ girls |
| 2.7 | Lobby & advocacy lead to highlighted changes on local, national, regional or international levels in structural improvement of psychosocial services: qualified capacities of relevant stakeholders (judges, lawyers, police, public institutions, administration, teachers), allocation of public budgets, new laws or law amendments, public policies | | |

Strategic Goal 3: PROMOTING A CHILD'S RIGHT TO A HEALTHY AND SUSTAINABLE ENVIRONMENT

By 2023 terre des hommes and partners have conceptualized, implemented and communicated a coherent programme approach on environmental child rights (ECR). Jointly with children and youth terre des hommes and partners have raised global awareness on environmental child rights and achieved to include them in public policies.

Definitions and important explanations

Children and Youth : This age group is defined as up to 25 years old.

Initiative : An initiative is a group that takes joint action over a period of time.

Environmental Rights : Environmental rights aim for:

- ♦ children's ability to enjoy their rights to life and health, as well as a host of other rights (water, play, food, housing etc.) in an environment that is healthy and sustainable
- ♦ the exercise of children's rights (right to information, education, participation and effective remedies) that help to protect and develop respect for the environment, which in turn enables the full enjoyment of children's rights.

Participation : TDHIF member organisations, partners, and children consulted understand children's participation as a right. In accordance with the United Nations Convention on the Rights of the Child (1989) children and young people have the right to express their views and to be involved in all matters that affect them.

We distinguish three types or levels of participation:

- ♦ Consultative participation: where adults seek children's views in order to build knowledge and understanding of their lives and experience. It is often characterized by being: adult initiated; adult led and managed; lacking any possibility for children to influence outcomes.
- ♦ Collaborative participation: where there is a greater degree of partnership between adults and children with the opportunity for active engagement at any stage of decision, initiative, project or service.
- ♦ Child led participation: where children and young people have space and opportunity to initiate activities and advocate for themselves on issues affecting them. It is often characterized by: the issues of concern being identified by children themselves; adults serving as facilitators rather than leaders; children controlling the process.

Best Practices/ Innovative Solutions : As best practices, we understand specific innovative or well-established actions or set of actions exhibiting quantitative and qualitative evidence of success together with the ability to be replicated and the potential to be adapted and transferred.

Focus : The main focus of this strategic goal is to develop a coherent approach to our work on children's environmental rights consisting of the following aspects:

- ♦ To demonstrate the relevance of children's rights and the environment through provision of evidence-based information.
- ♦ To raise awareness about environmental protection and develop respect for nature among children and youth, decision-makers and relevant multipliers at the local, national and international levels following a child rights based approach.
- ♦ To protect children and youth against rights violations as a result of environmental degradation.

Target groups/Beneficiaries

- ♦ Children and youth
- ♦ Multipliers (educators/teachers, academics/researchers, staff of environmental and human rights NGOs, associations, networks and media)
- ♦ Decision-makers in business and politics

Criteria for projects to be assigned to the Strategic Goal : Projects that reflect one or more of the three focus areas mentioned above at the level of the overall goal

| | Indicator | Target value | Remarks |
|-----|--|--------------|-------------------------------|
| 3.1 | No. of child/youth led collaborative initiatives for awareness raising on, protection of, and advocacy about ECR | | |
| 3.2 | No. of children and youth active in these initiatives | | girls/boys |
| 3.3 | No. of best practices in awareness raising, including environmental education, protection and advocacy documented link with practioner's manual | | link with practioner's manual |
| 3.4 | No. of shadow reports to the UNCRC (or other regional/ continental report mechanisms) that include environmental rights issues to which tdh partners have contributed | | |
| 3.5 | Partners and tdh have contributed on national or regional level to the introduction or amendment of legislative or normative provisions relating to children and the environment in at least 2 regions | | |
| 3.6 | % of partners working in the thematic field are capacitated in the application of a child rights-based approach in the environmental context | | |
| 3.7 | No. of cases that document positive change for children in terms of their protection from environmental risks and harmful effects of destruction of the environment | | |

Strategic Goal 4: FIGHTING GENDER-BASED RIGHTS VIOLATIONS

By 2023, terre des hommes and partners have increased their organizational capacities and created regional and global synergies to denounce the most pressing gender based child rights violations, protect children and youth from these violations, and empower them to claim their rights.

Definitions and important explanations

Children and Youth : This age group is defined as up to 25 years old.

Initiative : An initiative is a group that takes joint action over a period of time.

Gender vs. Sex : The distinction between sex and gender differentiates a person's biological sex (the anatomy of an individual's reproductive system, and secondary sex characteristics) from that person's gender, which can refer to either social roles based on the sex of the person (gender role) or personal identification of one's own gender based on an internal awareness (gender identity). A working definition in use by the World Health Organization for its work is that "'[g]ender' refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women" and that "'masculine' and 'feminine' are gender categories."

LGBTIQ : LGBTIQ (Lesbian, Gay, Bisexual, Transsexual, Intersexual, Queer) can be summarized as people whose sexual orientation or identity differs from the one assigned to them at birth or commonly expected by society. The term helps to recognize that gender is defined by cultural attributions. The biological and societal reality is far more diverse than described by the common concepts of masculinity and femininity.

Gender Based Rights Violations : A gender-based rights violation is a violation of the rights of a person due to their belonging to a specific gender or sex. This includes female genital mutilation, femicide, discrimination against LGBTIQ, abuse, harassment, stalking, unequal access to resources like food and education.

Sexuality Education : The aim of sexuality education is to provide information about human sexuality, including human development (anatomy and physiology, puberty, pregnancy), relationships, personal skills, sexual behaviour, sexual health (STIs, including HIV and AIDS,) society and culture. But it also addresses the relationships and emotions involved in sexual experience. It approaches sexuality as a natural, integral and positive part of life, and covers all aspects of becoming and being a sexual, gendered person. It should promote gender equality, self-esteem and respect for the rights of others. SE is part of sexual and reproductive health rights (SRHR) that include services such as access to effective, affordable and acceptable methods of birth control, access to appropriate, reproductive medicine and health education programs.

Women's and Girls' Rights : Women's rights are the fundamental human rights that were enshrined by the United Nations for every human being on the planet nearly 70 years ago. That is to say, women are entitled to all of

these rights. Yet almost everywhere around the world, women and girls are still denied them, often simply because of their gender. Accordingly, girls' rights are child rights, which they are often denied simply because of their gender.

Participation : TDHIF member organisations, partners, and children consulted understand children's participation as a right. In accordance with the United Nations Convention on the Rights of the Child (1989) children and young people have the right to express their views and to be involved in all matters that affect them.

We distinguish three types or levels of participation:

- ♦ Consultative participation: where adults seek children's views in order to build knowledge and understanding of their lives and experience. It is often characterized by being: adult initiated; adult led and managed; lacking any possibility for children to influence outcomes.
- ♦ Collaborative participation: where there is a greater degree of partnership between adults and children with the opportunity for active engagement at any stage of decision, initiative, project or service.
- ♦ Child led participation: where children and young people have space and opportunity to initiate activities and advocate for themselves on issues affecting them. It is often characterized by: the issues of concern being identified by children themselves; adults serving as facilitators rather than leaders; children controlling the process.

Best Practices/ Innovative Solutions : As best practices, we understand specific innovative or well-established actions or set of actions exhibiting quantitative and qualitative evidence of success together with the ability to be replicated and the potential to be adapted and transferred.

Focus : The institutional focus of this strategic goal is tdh's and partners' qualification to develop a coherent gender approach, taking into account the current debates on the subject.

On project level, the focus is to overcome gender inequalities with a view to transforming the current emphasis on girls' empowerment.

Target Groups/Beneficiaries

- ♦ terre des hommes and partners: focus on the strengthening of our own organizational capacities regarding approaches against gender based discriminations
- ♦ Children and youth exposed to gender based rights violations, including LGBTIQ
- ♦ Children, youth and adults potentially exposing others to gender-based rights violations
- ♦ Decision-makers, teachers, multipliers

Criteria for projects to be assigned to the Strategic Goal

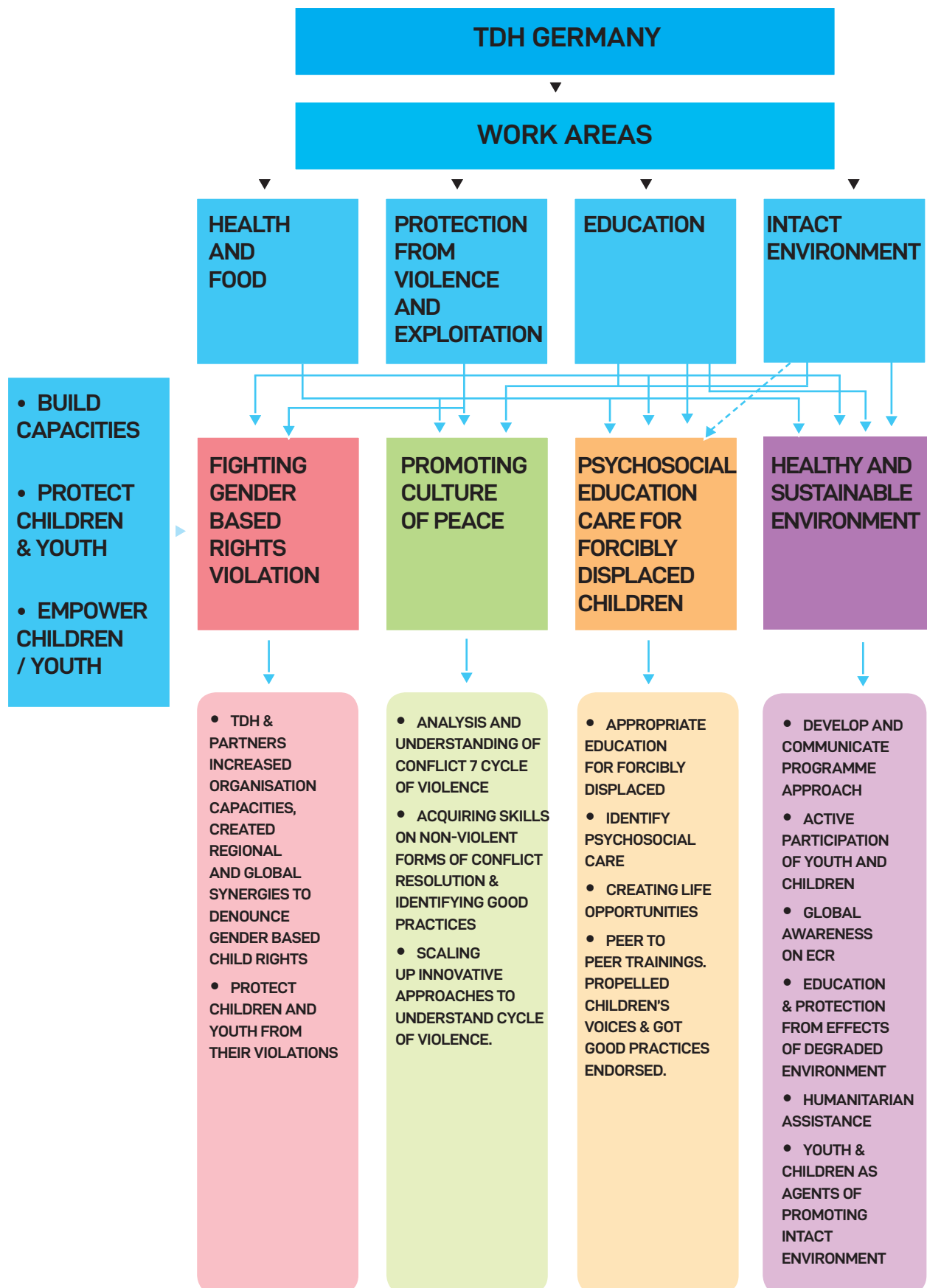
- ♦ Projects addressing gender roles and norms, involving both boys and girls, on outcome level
- ♦ Projects with a main focus on capacity building on gender roles and norms

- ♦ Lobby and advocacy projects with a main focus on increasing visibility of the topic of genderbased rights violations on local, national, regional or international level.

| | Indicator | Target value | Remarks |
|-----|---|--------------|---|
| 4.1 | X % of TDH partner organisations have a gender policy in place that includes a set of principles for gender responsiveness at HR and programme level (by 2023) | | By 2020, a workshop on gender has been conducted at the ACM |
| 4.2 | Increased number of projects addressing gender roles and norms, involving both boys and girls on outcome level | | |
| 4.3 | By 2021, tdh Germany has adopted an institutional gender-policy which informs future programming | | |
| 4.4 | By 2022, 80% of tdh staff has been trained on the basis of the tdh gender-polic | | Manual / concept published. |
| 4.5 | No. of projects successfully applying best practice approaches addressing gender roles and norms, involving both boys and girls on outcome level | | |
| 4.6 | Lobby & advocacy lead to increased visibility of the topic of gender-based rights violations on local, national, regional or international level by case studies on gender based rights violations, integration of the status of girls in shadow reports etc. | | |

Annex I

RESULT CHAINS FOR STRATEGIC GOALS



FIGHTING GENDER BASED RIGHTS VIOLATION



- GOOD PRACTICES OF IDENTIFYING THE ROOT CAUSE THROUGH PARTICIPATION AND ADDRESSING THEM
- THROUGH PARTICIPATION EMPOWER THE YOUTH TO RESIST AND ALSO INITIATE ACTIVITIES AGAINST GBV
- EXPLORED DIFFERENT STRATEGIES TO EFFECTIVELY HIGHLIGHT THE ISSUES AT GLOBAL LEVEL THROUGH CEDAW AND OTHER INSTRUMENTS.

PROMOTING CULTURE OF PEACE



- GOOD PRACTICES DEVELOPED, SHARED AND SCALED UP
- PARTICIPATION OF YOUTH IN IDENTIFYING THE ISSUES AND VOICING
- DEVELOPED EFFECTIVE METHODOLOGY
- ADVOCATE THIS TO OTHER ACTORS LIKE SCHOOLS, MUNICIPALITIES, GOVT.

PSYCHOSOCIAL EDUCATION CARE FOR FORCIBLY DISPLACED CHILDREN

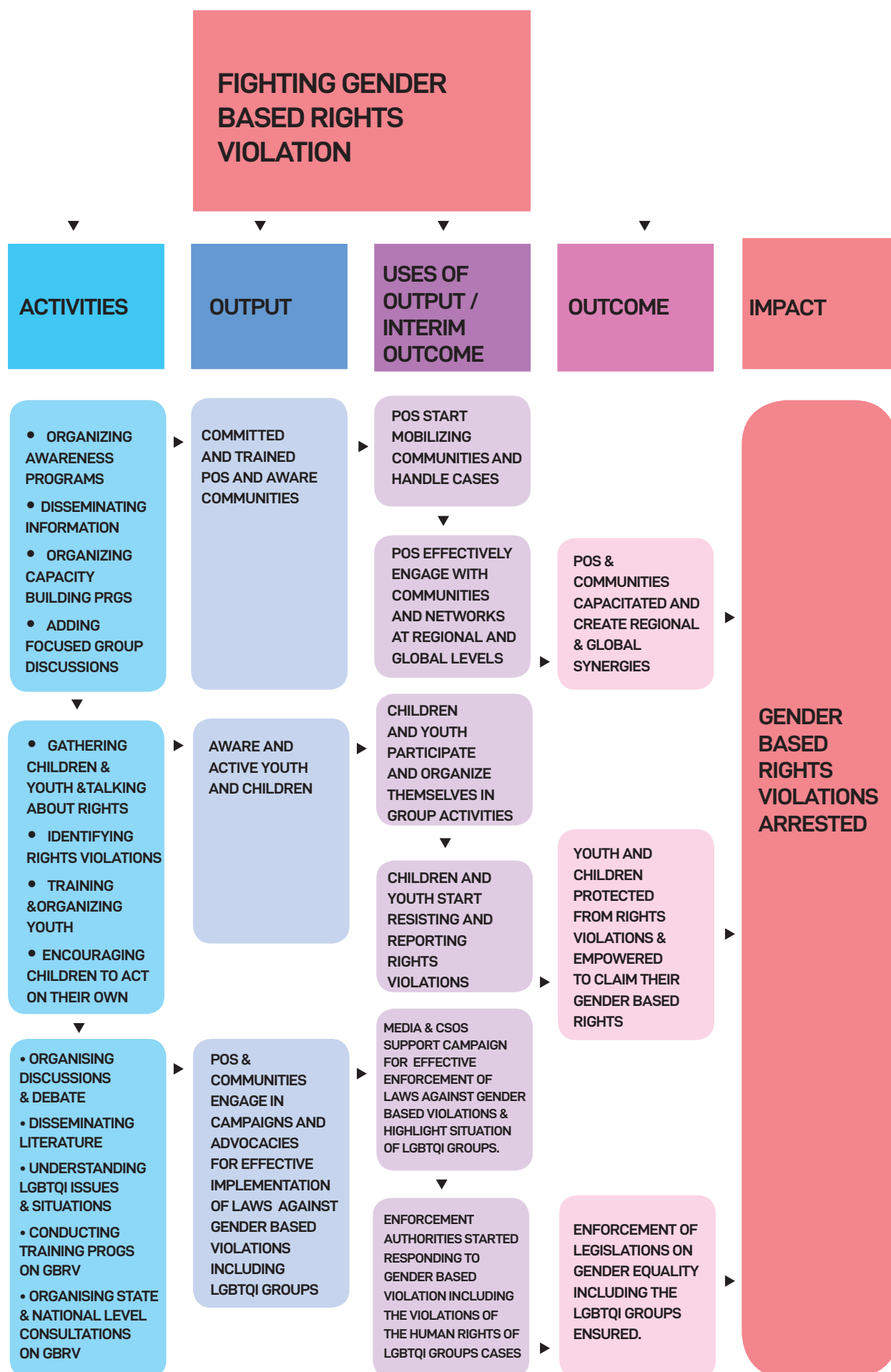


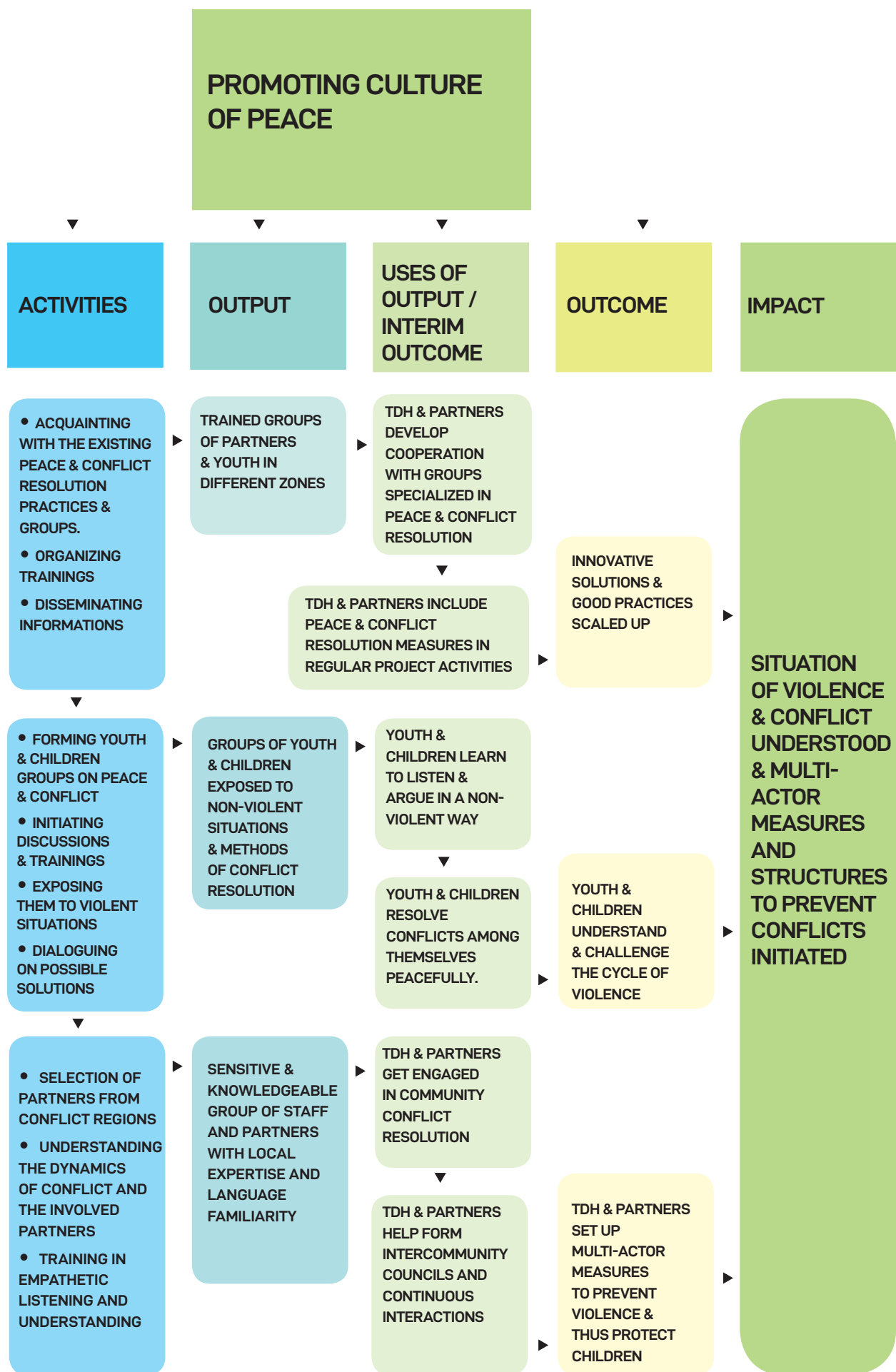
- APPROPRIATE EDUCATION, GOOD PRACTICES IN MENTAL HEALTH AND PSYCHOSOCIAL CARE
- PEER TO PEER TRAININGS, EXCHANGE OF GOOD PRACTICES
- PROMOTE CHILDREN'S ADVOCACY AND VOICE
- PROPELLED CHILDREN'S VOICES AND GOT GOOD PRACTICES ENDORSED BY OFFICIAL UN BODIES ETC.

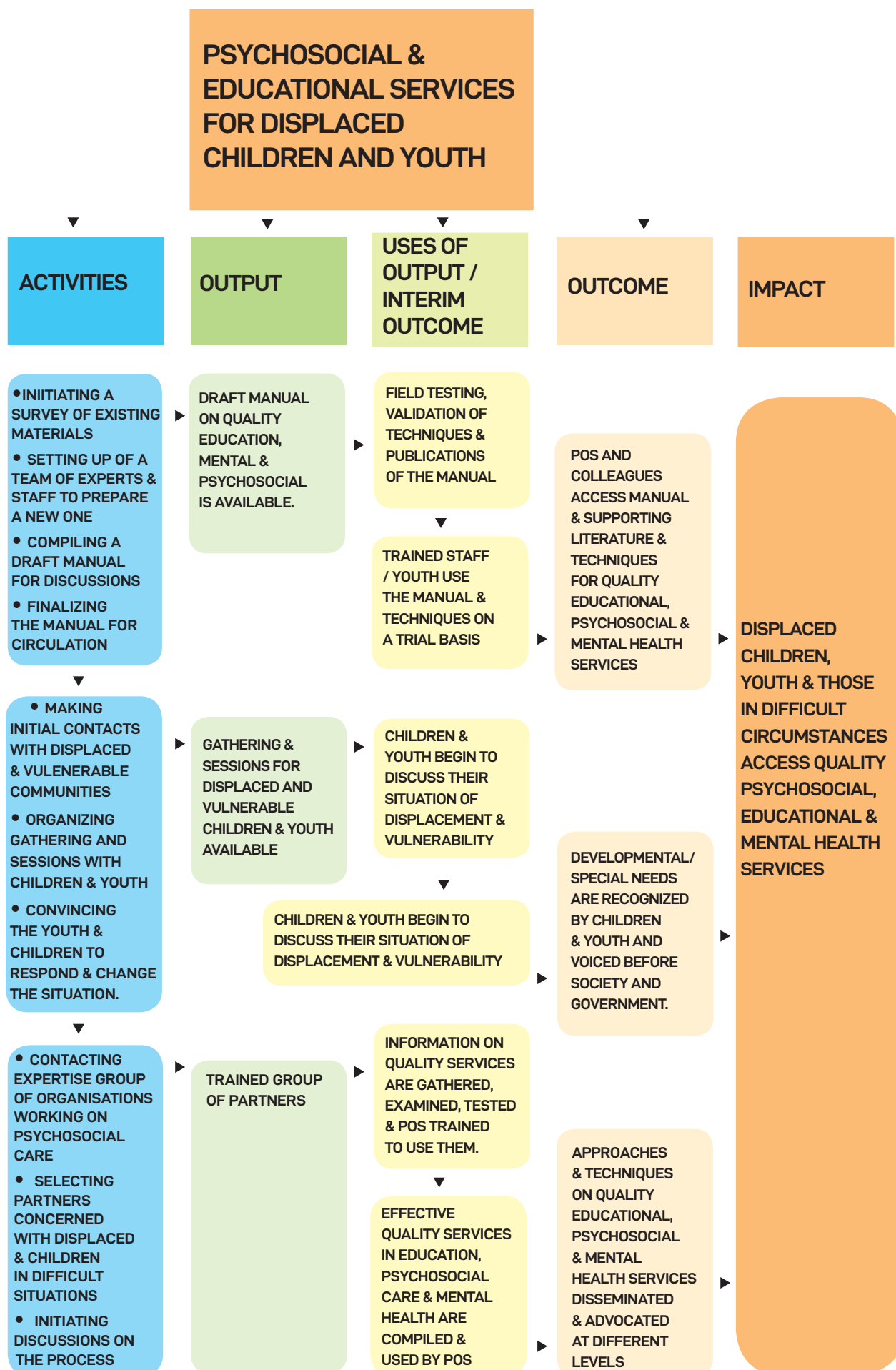
HEALTHY AND SUSTAINABLE ENVIRONMENT



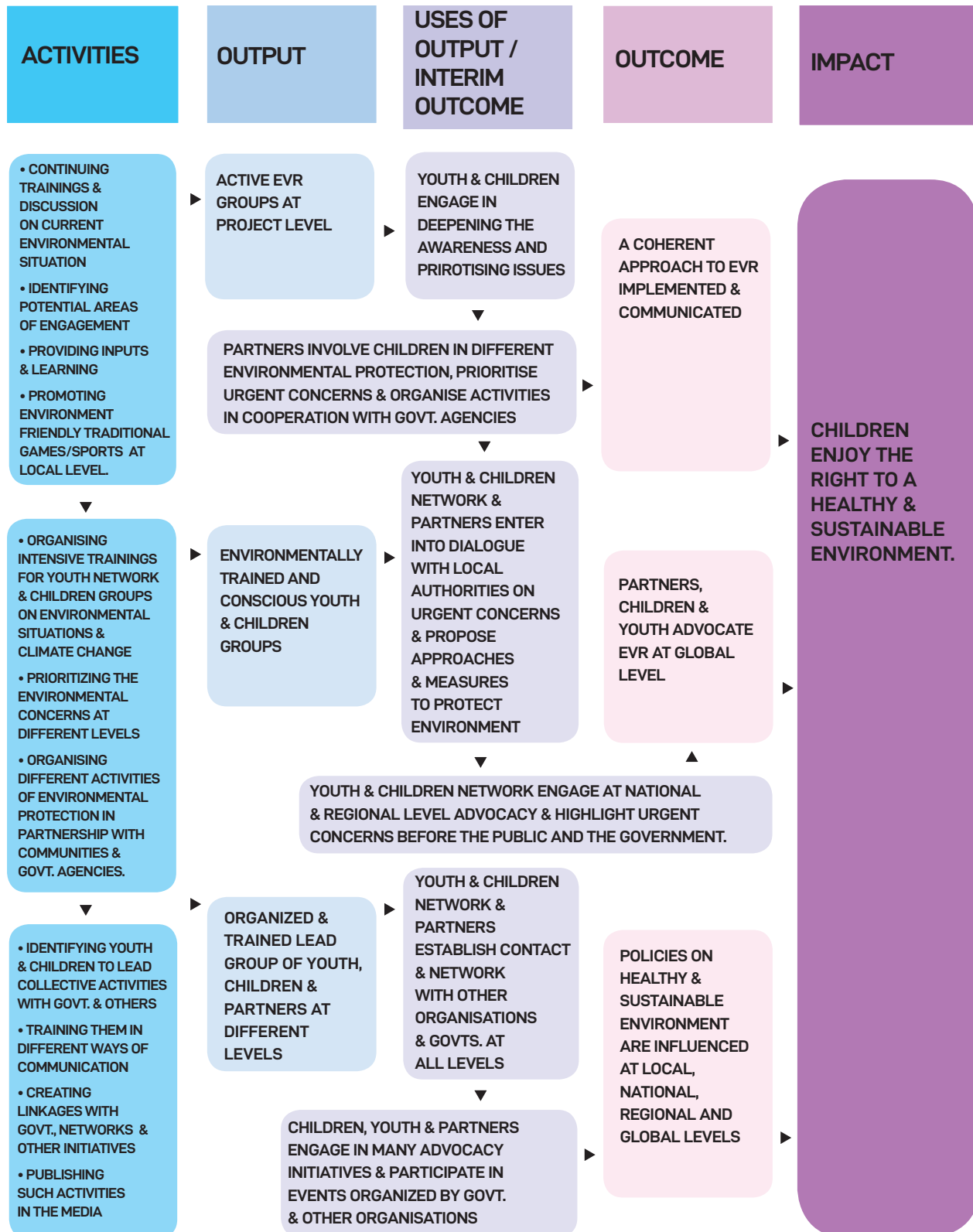
- EDUCATION PROGRAMMES, PROTECTION PROGRAMMES, HUMANITARIAN SUPPORT AND A MANUAL OF CHILD RIGHTS AND ECR
- CHILDREN'S AND YOUTH PARTICIPATION IN ENVIRONMENTAL RIGHTS (EVR) DECISION MAKING. DOCUMENTING AND MAKING EXCHANGES
- MORE LITERATURE ON EVR TO INFLUENCE NATIONAL AND REGIONAL POLICIES (SCHOOLS).





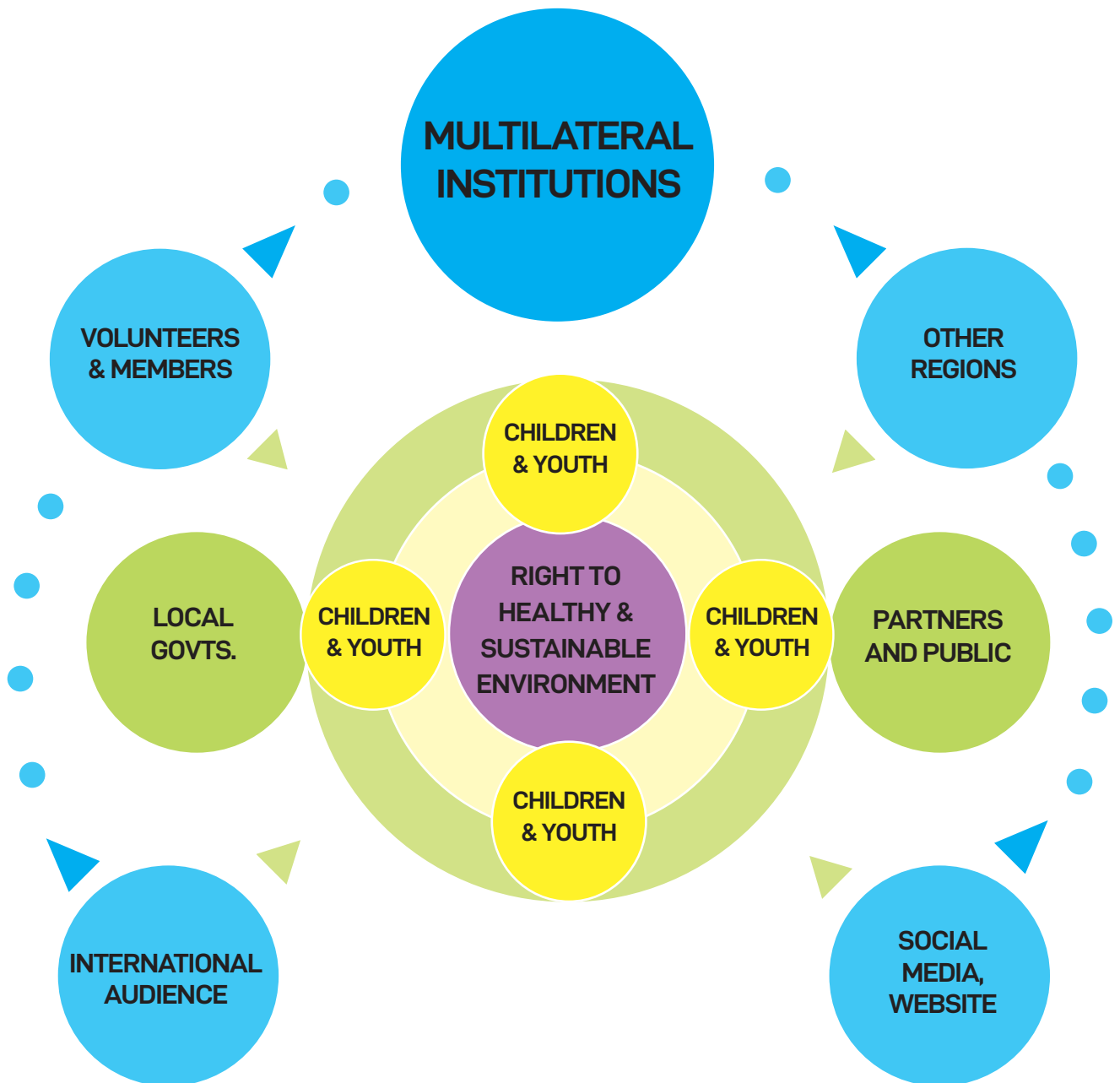


RIGHT TO HEALTHY & SUSTAINABLE ENVIRONMENT



JOINT CAMPAIGN

INTERNATIONAL CAMPAIGN TO PROMOTE CHILDREN'S ENVIRONMENTAL RIGHTS



TOWARDS WELL- BEING

– BEYOND DEVELOPMENT

- **JOIN FORCES WITH INITIATIVE TO REDEFINE DEVELOPMENT IN TERMS OF WELL-BEING OF THE PLANET INCLUDING ALL BEINGS.**
- **HIGHLIGHT SMALL INITIATIVES IN CONSERVATION & PROTECTION OF NATURE BY YOUTH AND PARTNERS**
- **DEBATE ON ISSUES OF CONFLICT & THREATS TO NATURE FROM DEVELOPMENT PROCESSES AND SEARCH FOR ALTERNATIVES**
- **BUILD ALLIANCES WITH THESE EXPERTS & GROUPS WORKING ON OR ADVOCATING ALTERNATIVES AT VARIOUS LEVELS OR CRITIQUING THE DOMINANT MODELS AND MAKE CONTRIBUTIONS TO THE POST GROWTH MOVEMENT.**
- **DEVELOP TDH'S POSITION PAPER ON DEVELOPMENT BY NEXT DC.**

Annex II

Glossary of Terms and Abbreviations

| Term/ Abbreviation | |
|--|---|
| ASEAN | Association of Southeast Asian Nations |
| Bellagio Process | Alliance of the world ´s biggest child-focused NGOs: World Vision, SOS Child Villages, Plan International, Childfund International, TDHIF |
| BMZ | German Ministry for Economic Cooperation and Development |
| CDC | United States Centre for Disease Control and Prevention |
| CEDAW | UN Convention on the Elimination of all forms of Discrimination Against Women |
| Child Rights Now | Lobby Initiative for Child Rights by the Bellagio Alliance |
| ILGA | International Lesbian, Gay, Bisexual, Trans, and Intersexual Association |
| ILO | International Labour Organization |
| INEE | International Network for Education in Emergencies: Members are practitioners working for national and international NGOs and UN agencies, ministry of education and other government personnel, donors, students, teachers, and researchers who voluntarily join in the work related to education in emergencies |
| IOM | International Organization for Migration |
| Joining Forces Initiative for Ending Violence against Children | Initiative of the Bellagio Alliance on SDG 16.2 (Ending all Forms of Violence against Children) |
| LGBTIQ | Lesbian, Gay, Bisexual, Transsexual, Intersexual, and Queer |
| OHCHR | Office of the UN High Commissioner for Human Rights |
| SDG | United Nations Sustainable Development Goals |
| StanCom | Standing Committee of the tdh Delegates Conference |
| Tdh | terre des hommes Germany |
| TDHIF | Terre des Hommes International Federation |

| | |
|--------------------------------|---|
| UN | United Nations |
| UN Women | United Nations Entity for Gender Equality and the Empowerment of Women |
| UNCRC | United Nations Convention on the Rights of the Child |
| UNEP | United Nations Environment Programme |
| UNESCO | United Nations Educational Scientific and Cultural Organization |
| UNHCR | United Nations High Commissioner for Refugees |
| UNICEF | United Nations Children 's Fund |
| United Nations Global Compacts | The United Nations Global Compacts on safe, orderly and regular migration as well as on refugees are in the process of development by states and civil society to be adopted by the UN GA in late 2018. |
| WHO | World Health Organization |
| WWF | World Wide Fund for Nature |

Annex III

Endnotes

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