IPA Supports the SDGs.

Critical Hope for the SDGs

Advocating from the Margins
for Social, Economic, and Environmental Justice
in the Context of the UN Sustainable
Development Goals

A popular-education resource for groups to explore a critical engagement with the SDGs and to identify advocacy strategies for advancing social, economic, and environmental justice in our communities, countries, and world

ACKNOWLEDGEMENTS

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FOREWORD

Critical Hope for the SDGs is a unique and invaluable guide. It is an instrument of justice. Reliant upon the applied wisdom and experience of the reader, it offers a just, critical and theological approach to understanding of and advocating for the Sustainable Development Goals (SDGs). This guide will enable critical engagement with root cause analysis and rights-based advocacy at the local and national level. Using a popular education process, groups can be empowered to analyze how their lived reality can be enhanced by a just and equitable implementation of the SDGs. Conversely, groups can identify and address red flags and unmask deeply-rooted unsustainable and unjust development approaches that persist in the 2030 Agenda for Sustainable Development.

The authors of this guide, the International Presentation Association and Amanda Lyons, human rights lawyer and former Americas Program Coordinator and New York Head of Office for Franciscans International, are uniquely qualified to develop this guide. Utilizing their expertise and Special Consultative Status with the Economic and Social Council (ECOSOC) of the United Nations in New York from 2012-2015, the authors actively engaged in the entire intergovernmental process to develop the SDGs. In their SDG advocacy during that time, they made clear the grave and global sustainable development concerns experienced on the ground and the need to address the root causes of systemic injustices. They consistently critiqued the growth and exploitative development model and advocated for a rights-based approach to sustainable development. People and Planet were placed at the center of their advocacy and were recognized as the principal rights and solutions holders in the development of Sustainable Development Goals.

Their persistent engagement with the development of the SDGs motivated the development of a guide that will enable readers to critically and purposefully understand, address and advocate for a just and equitable rights based implementation and monitoring of the SDGs. Moreover, in this guide, the authors have succeeded in positioned groups to question the framing of the problem and to uncover false solutions to enable just and equitable Sustainable Development.

True to its promise the guide will enable SDG training that:
* promotes personal agency and empowerment;
* strengthens democracy;
* fosters a systemic analysis;
* builds a sense of community and connectedness;
* focuses on organizing for taking action; and
* can be adapted for many types of groups, ages, and contexts.

Critical Hope for the SDGs is people- and planet-centered. It is an empowering guide. It enables a rigorous, just, and collective analysis and advocacy approach to SDG implementation and monitoring.

Its creation is an act of justice. "Critical Hope" is its promise.

Sr. Áine O'Connor, RSM
January 2017
Former Mercy Global Action Coordinator at the United Nations (2011-2016)
Former Convener of the NGO Mining Working Group (2012-2016)

PART I
INVITATION

I do not mean that because I am hopeful I attribute to this hope of mine the power to transform reality all by itself, so that I set out for the fray without taking account of concrete, material data, declaring, "My hope is enough!" No, my hope is necessary, but it is not enough. Alone, it does not win. But without it, my struggle will be weak and wobbly. **We need critical hope the way a fish needs unpolluted water.**

– Paulo Freire, Pedagogy of Hope: Reliving Pedagogy of the Oppressed (1992)

[W]e need to nurture hope in ourselves as women – the belief that we are capable, and that it's possible to take action on behalf of our people. There has been demoralization and mistakes have been made, but I believe that we have to find a way to unleash our creative energy, our ingenuity, vitality, and joy in a struggle that is difficult and that forces us to take on powerful interests. I truly believe that it's possible.

– Berta Cáceres, q.e.p.d., Honduran indigenous environmental activist and human rights defender, assassinated March 3, 2016

We invite you to use this Guide with your group and partners to explore how to engage with the UN Sustainable Development Goals to promote environmental, economic, and social justice.

In September 2015 all of the 193 countries that are members of the United Nations came together and adopted a new, universal, shared plan of action to eradicate poverty, guarantee the human rights of all, strengthen peace, and heal our planet by 2030. This "collective journey" that the world has set off on is called the 2030 Sustainable Development Agenda.

In this new Agenda, Governments have committed "to take the bold and transformative steps which are urgently needed to shift the world on to a sustainable and resilient path." A main part of this Agenda is the set of 17 Sustainable Development Goals ("SDGs") that each country will try to reach. Each goal has its own set of specific targets for a total of 169 sustainable development objectives.

This Guide is a resource to increase your understanding of the SDGs and to urge your government to uphold the international commitments and obligations it has made. Although all kinds of actions are necessary to reach the goals of sustainable development, this Guide focuses specifically on carrying out advocacy to urge our governments to do the right thing on behalf of the people and the planet. We look at systemic injustices and how better laws, policies, or practices by the Government can help address them.

Let's do our part to make sure that sustainable development decisions and results include everyone.

We are hopeful; we believe in the promise of the opportunities and momentum created around this new Agenda. We see in this moment a chance to advance and communicate our vision and values of justice, integral human development, integrity of creation, sustainability, and the common good.

Yet we are critical; this Agenda has significant shortcomings and it will not be implemented from a blank slate. The Agenda did not undo existing rules and structures that favor the unjust and unsustainable exploitation of people and the planet. Therefore, we must challenge the framing of the problem and be on the look-out for false solutions that will only continue and entrench the root causes of systemic abuses of humans and the environment.

We hope this Guide will help you foster this "Critical Hope" with your group. Any successes of this Agenda will depend on a constructive engagement by those of us working for social, economic, and environmental justice on the ground. Too often those who are most affected by the successes or failures of development policies are excluded. We know their experience and expertise is a missing piece of the puzzle to find effective and sustainable solutions, but generally they do not have access to participate without effective organization, advocacy, and solidarity.

The UN has an extensive system for the protection of human rights. Basing our engagement with the SDGs on this system will strengthen our ability to amplify the voice of those who are too often made invisible and to call for real transformative change aimed at the root causes of injustice. That is why this Guide has adopted a human rights-based approach.

The SDGs will be implemented at the local, national, and international levels, so this new agenda could be a great moment for deepening the connection between the work at the local and national levels and advocacy at the UN. Together, we can help connect the local and the global in the hopes of a new dialogue that includes everyone.

The urgent challenge to protect our common home includes a concern to **bring the whole human family together to seek a sustainable and integral development**, for we know that things can change.... Young people demand change. They wonder how anyone can claim to be building a better future without thinking of the environmental crisis and the sufferings of the excluded.

I urgently appeal, then, for a new dialogue about how we are shaping the future of our planet. **We need a conversation which includes everyone**, since the environmental challenge we are undergoing, and its human roots, concern and affect us all.…

– Pope Francis, 'Laudato Si', para. 13-14

HOW TO USE THIS GUIDE

The Guide is intended for facilitators or leaders of popular education workshops or processes. This guide presents an approach and some key resources and activities to inspire and support community leaders in monitoring and advocating for SDG implementation at the local, national, and international level. Therefore each group that uses the guide will need to select, adapt, and complement the activities according to their particular needs, objectives, context, time, and resources.

We have drafted this guide on the premise that the most important content and component of the advocacy strategy are the experiences, analysis, ideas, and commitment of the participants. We have found the four-step approach to be a sufficiently flexible and accommodating structure to allow each group and community to develop its own vision, analysis, and strategy.

PART I	This section is basic background on the principles and sources that underpin the proposals and method in this guide. This is not required reading to begin to use the guide but may be of interest to some.
PART II	Go to this section to find resources for each of the four steps we are proposing: IMAGINE-SEE-JUDGE-ACT. Each step includes different information related to the SDGs, human rights, and the UN, and there are corresponding discussion questions, group activities, and additional resources.
PART III	Once you are familiar with the approach as presented in Part II, refer to the three chapters in Part III for more on areas of key concern – education, health, and environmental protection. If you are interested in focusing on a different issue, these chapters could still serve as useful examples to inspire you in designing your process.
ANNEXES	The full text of the SDGs are included as Annex 1. Annexes 2 and 3 are instructions for using the Universal Periodic Review and UN Reports generally.

THE KEY

For ease of reference, the information and resources throughout the Guide are marked according to type (background for facilitators, discussion, activity, and red flags) or place in the process. Becoming familiar with these keys may help you navigate through the guide.

IMAGINE

SEE

JUDGE

ACT

BACKGROUND

DISCUSSION

ACTIVITY

RED FLAG
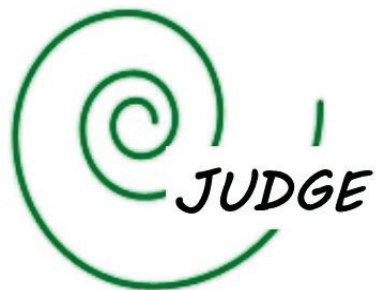
BACKGROUND READING ON THE METHOD

The Critical Hope Method takes a human rights-based approach to the SDGs and empowers groups in their participation and intervention in the SDG Agenda by engaging in popular education processes. By "human rights" we are referring both to a perspective for analyzing a situation and also to a set of practical tools to help us advocate for change.

> Underlying the principle of the common good is respect for the human person as such, endowed with basic and inalienable rights ordered to his or her integral development.
>
> – 'Laudato Si', para. 157

Human Rights

Human rights are not only moral or ethical aspirations; they are codified in international law and in many national legal systems. If something is a human right that means the State is legally obliged to respect, protect, and fulfil that right for everyone without discrimination. It also means that there are options that exist at the national and international level to seek justice where there are violations, abuses, or deprivations.

> Where, after all, do universal human rights begin? In small places, close to home — so close and so small they cannot be seen on any maps of the world. Yet they are the world of the individual person… Such are the places where every man, woman and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.
>
> – Eleanor Roosevelt

In short, a human-rights-based approach to development questions is a focus on empowering people to claim their own rights and urging States to fully comply with their duties to uphold those rights. Advocacy for social, economic, and environmental justice based on human rights has several advantages:

- **Justice v. charity.** This approach counteracts the tendency to see situations as inevitable misfortune in need of charity and instead demands they be recognized as unacceptable injustices in need of righting.

- **Persuasive.** By tying analysis to a universally agreed framework and principles, we have a solid basis upon which to communicate concerns to a wide audience and to demand change.

- **Empowering.** Rights-based advocacy is a way for people that have been excluded and oppressed to make their presence and dignity known and felt, to non-violently insert themselves into the public sphere, into decision-making spaces, and into circles of power.

- **Visibility.** The approach helps bring visibility to people and groups that are ignored, excluded, and discriminated. Where statistics on progress at macro-levels can often hide inequalities, a human-rights analysis demands looking at the situation of each person and group.

- **Rule of law.** Importantly, the approach itself strengthens democracy by emphasizing the proper role of the State as guarantor and the role and rights of citizens to participate and demand accountability.

- **Incorporates environmental sustainability.** A sustained, healthy environment is essential to the protection of human rights. Our ability to make sound environmental policy and defend and protect the Earth depends on upholding human rights. Human rights recognize the interrelated nature of the causes and consequences for violations against the Earth and the most vulnerable among us. Pope Francis has insisted that "a true ecological approach always becomes a social approach; it must integrate questions of justice in debates on the environment, so as to hear both the cry of the earth and the cry of the poor." ('Laudato Si', para. 49).

> We are faced not with two separate crises, one environmental and the other social, but rather with one complex crisis which is both social and environmental. Strategies for a solution demand an integrated approach to combating poverty, restoring dignity to the excluded, and at the same time protecting nature.
>
> – 'Laudato Si', para. 139

Finally, we have also incorporated elements from human rights methodologies, including OPERA (measuring **o**utcomes, **p**olicy **e**fforts, and **r**esources to make an **a**ssessment) from Center for Economic and Social Rights and the strategic approach promoted by New Tactics for Human Rights.

Popular Education

The methodology and content of this guide were designed to be used in processes of "popular education." Popular education refers broadly to the approach of education process that encourages and empowers people to collectively analyze their situations to raise consciousness about injustices and to simultaneously contribute to organizing and building movements.

This is a natural fit, as opposed to a more top-down approach, because our objective is to animate engagement from the margins. Therefore, this guide will help you hold "SDG trainings" that:

- promote personal agency and empowerment;
- strengthen democracy;
- foster a systemic analysis;
- build a sense of community and connectedness;
- are focused on organizing for taking action; and
- can be adapted for many types of group, ages, and contexts.

> If you have come to help me, you are wasting your time. But if you have come because your liberation is tied up with mine, then let us work together.
>
> – Lilla Watson

A pillar of popular education is that the **entire process is participative**. The focus is on creating and discovering new knowledge, rather than on passively receiving and reproducing existing ideas. The collaborative model naturally produces more effective strategies and relationships for generating real change.

The process itself is an act of justice. The method is based firmly on recognizing and restoring the dignity of people that have been excluded and marginalized. The starting points are the aspirations and concrete experience of the participants. The process is empowering because all are on equal footing as opposed to looking to a superior or outside figure to impart knowledge or capacity. Everyone has something to teach, and everyone something to learn.

The Spiral Method is one widely used approach for putting this into practice. The visualization is especially helpful because it illustrates that the experience of the participants is the center and launching point. As opposed to a close circle representation, it shows that, although the process is circular in the sense that you ought to repeat the steps, there is movement advancing toward an objective. This shows movement and growth, breaking out of old cycles and moving upward. It is in this spirit that the guide has been drafted.

The Critical Hope Approach

The Critical Hope approach was inspired and informed by a particular popular-education method known as the "See-Judge-Act" approach, initially used by the Young Christian Workers movement. The three types of social analysis — experiential, structural, and conjunctural – are fused with the basic concepts cited in popular education materials: knowing (the new information), feeling (the attitude change), and doing (action results).

We have also included a preliminary step, "Imagine," to help groups contextualize the process within the specific setting of sustainable development and the SDGs. This step is important for the group to clarify collective aspirations and ideals and to establish enough cohesion and common ground to move productively through the other three steps.

The logic, resources, and activities in this Guide are flexible enough for groups to seamlessly incorporate them into existing processes using any similar methodology. In planning and carrying out workshops, groups are also encouraged to supplement the content of this guide with additional resources that are most familiar and relevant for the makeup of your group.

Education should not be the filling of a pail, but the lighting of a fire.

– William Butler Yeats

PART II
A CRITICAL HOPE APPROACH
OVERVIEW

The following four chapters contain background materials and activities for each of the four steps that make up the Critical Hope Approach. Use these materials as guides and inspiration to plan activities with your group to move through each of the four steps at the pace that makes sense for your group. Finally, Part II ends with a "What's next?" section for ideas of what to do after finishing the Act step.

At-a-glance:

Imagine: Mostly background and discussion materials for getting familiar with the concepts

See: Activities and tips to effectively collect experiential information from the group

Judge: Activities and tips to identify root causes and assess risks and opportunities in the SDGs

Act: Suggestions about different routes of advocacy

Stage	Objective	General Inquiry	Unique Application to UN
Imagine	Energize and orient the group, contextualize the process in the SDGs	What ideal or aspiration motivates us? What is our vision of sustainable development?	What are the aspirations of the SDGs? What is the concept of sustainable development underpinning the SDGs?
See	Ensure the starting point is the lived reality and voice of those at the margins	What is the concrete reality around us? What human rights violations and environmental harms do we observe?	What are the reports at the UN about our reality? How can we describe the injustice in terms of human rights?
Judge	Critically identify root causes and power imbalances	What are the structural causes of injustices? What is the State's responsibility? What are the global factors?	How do the SDGs address the causes? What in the SDGs could aggravate or entrench the causes of injustices?
Act	Ensure analysis translates into action to promote concrete changes	What can we do to address the structural causes, transform the reality, and advance toward our vision?	How can we intervene in the implementation of the SDGs? How can we leverage UN human rights mechanisms?

RESOURCES AND ACTIVITIES
STEP 1. IMAGINE

Understanding Sustainable Development

> Everything you can imagine is real.
>
> – Pablo Picasso

> In order to carry a positive action we must develop here a positive vision.
>
> – Dalai Lama

Stage	Objective	General Inquiry	Unique Application to UN
Imagine	Energize and orient the group, contextualize the process in the SDGs	What ideal or aspiration motivates us? What is our vision of sustainable development?	What are the aspirations of the SDGs? What is the concept of sustainable development underpinning the SDGs?

We suggest using the IMAGINE materials to help the group

- get energized about the subject of justice and sustainable development
- imagine our ideal vision for ourselves, our nation, our world
- question and propose what just, sustainable development really means
- understand the basics about the UN's Sustainable Development Goals

In this chapter you will find:

Background and Discussion
1.1   What is Development?
1.2   What is Sustainable Development?
1.3   What are the social movements saying about sustainable development?
1.4   What does the 2030 Sustainable Development Agenda envision?
1.5   Environmental and Human Rights Defenders
1.6   What are the Sustainable Development Goals

Activities
Activity 1.A Visualizing Our Sustainable Development
Activity 1.B Getting Familiar with the SDGs

IMAGINE

BACKGROUND

In a nutshell: The next few pages cover some existing definitions of sustainable development for us to consider before we go on to define what the concept means in the context of our situation.

1.1 What is Development?

First, we might ask what is meant by development?

The UN has defined "human development" as "a process of enlarging people's choices. The most critical of these wide-ranging choices are to live a long and healthy life, to be educated and to have access to resources needed for a decent standard of living. Additional choices include political freedom, guaranteed human rights and personal self-respect."[1]

Development is often associated with ideas related to growth, progress, and advancement. There is a danger for ideas about development to be built on colonial, racist, or sexist prejudices about what is "advanced" and what is "backwards" or lacking. For that reason, in our process we should challenge and redefine the idea of development in light of a sense of justice.

For example, Amartya Sen describes development as "the removal of various types of unfreedoms that leave people with little choice and little opportunity of exercising their reasoned agency."[2] He explained that a focus on human development "draws on the magnificence of human potentiality amidst the widespread experience of narrowly circumscribed lives. Lack of schooling, meager healthcare, inadequate economic opportunities, violation of political liberties, denial of civil rights, and other hostile winds can totally frustrate human beings despite their potential to 'ascend on the wings'."

This understanding is consistent with the UN's rights-based definition of poverty as "a human condition characterized by the sustained or chronic deprivation of the resources, capabilities, choices, security and power necessary for the enjoyment of an adequate standard of living and other civil, cultural, economic, political and social rights."

DISCUSSION

- What do we mean when we say a country is "developed" or "developing"?

- Can you think of an example of something that is labeled development, but which — at least for some — does not have the effect of increasing people's ability to exercise their own agency?

[1] First Human Development Report
[2] Development as Freedom

1.2 What is *Sustainable* Development?

The most frequent definition for sustainable development is "development that meets the needs of the present without compromising the ability of future generations to meet their own needs."[3]

> [T]he origin of the concept of sustainability was an environmental criticism of development. It was a questioning that forced a redefinition of 'development.' Thus, any discussion of sustainability necessarily involves an intense debate about the ideas of development.
>
> – Eduardo Gudynas

At the UN it is common to speak of the three pillars. "Sustainable development seeks to achieve, in a balanced manner, economic development, social development and environmental protection."

> We can and must respond creatively to the triple crisis and simultaneously overcome dehumanization, economic inequality, and ecological catastrophe.
>
> – Vandana Shiva

As a final input for consideration, the Mining Working Group at the UN proposed a human-rights based definition of sustainable development: "Sustainable development refers to the diverse range of social, political, and economic processes that restore, preserve, or create the environmental, social, and economic conditions necessary for all persons, including future generations, to fully enjoy their civil, political, economic, social, and cultural rights."

> **Put simply, it is a matter of redefining our notion of progress.** A technological and economic development which does not leave in its wake a better world and an integrally higher quality of life cannot be considered progress.
>
> – 'Laudato Si', para. 194

- What are the conditions that favor integral human development, social inclusion, environmental sustainability, and the common good?
- What does your government do to try to foster economic growth?
- In what ways do those activities help or undermine the conditions for human development and environmental sustainability?

DISCUSSION

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[3] Our Common Future Report

IMAGINE

BACKGROUND

In a nutshell: Here we can consider a statement on development from an inspiring network of grassroots organizations following international sustainable development.

1.3 What are the Social Movements Saying About Sustainable Development?

The Campaign for the People's Goals for Sustainable Development is an influential network of grassroots organizations that came together around the negotiations of the SDGs to call for "genuine sustainable development based on the principles of human rights, equality, self-determination, social, gender and ecological justice, and culturally sensitive approaches to development that value diversity." [4] In their common statement they explained:

We are aware that the current development pathway will not lead us to the future we want. The capitalist development model, in particular under the dominant neoliberal policy regime, **reduces development to growth in production and consumption of material goods**, and grants rights and liberties to capital over the rights and freedoms of people and the protection of the environment. Under this framework, transnational corporations and especially the largest financial institutions based in the advanced countries have come to dominate the global economy and have intensified labor exploitation, resource extraction and speculative brigandage for the accumulation of profit.

This has led to greater hunger, inequality, landlessness, unemployment, precarious employment conditions, indebtedness, loss of incomes and social protections, deprivation of basic services, dispossession of communities, forced migration, resource depletion, environmental degradation, and the climate crisis. It has bred more wars, oppression, violations of human and trade union rights, deaths and now threatens the very basis of life on this planet. All sectors among the people of the Global South bear the brunt of these injustices, including women, children, workers and peasant farmers…

We need to embrace a new vision of development altogether based on the philosophy of "living well" in community with others and in harmony with nature. This entails a profound social transformation which requires a radical redistribution of ownership, access and control over productive resources so that no one is denied the basis for living in dignity and freedom. It involves the democratization of state and social institutions so that communities and citizens, rather than markets, can democratically set social goals and priorities. It requires a reorientation of production and consumption to meet people's needs and human potentials within environmental limits rather than maximizing short-term profits. It necessitates a deeper respect and understanding of the symbiosis of people and the natural world instead of the valorization and commercialization of nature as mere resources and sinks.

DISCUSSION

• What resonates with us? What is missing? What is different?

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4 See more http://peoplesgoals.org/about-us/

BACKGROUND

In a nutshell: Here we can familiarize ourselves with the vision in the official document adopting the UN Sustainable Development Goals.

1.4 What does the 2030 Sustainable Development Agenda envision?

In the introduction (preamble) to the Sustainable Development Goals, the heads of all the governments set out this vision for sustainable development:

Our Vision

In these Goals and targets, we are setting out a supremely ambitious and transformational vision. We envisage a world free of poverty, hunger, disease and want, where all life can thrive. We envisage a world free of fear and violence. A world with universal literacy. A world with equitable and universal access to quality education at all levels, to health care and social protection, where physical, mental and social well-being are assured. A world where we reaffirm our commitments regarding the human right to safe drinking water and sanitation and where there is improved hygiene; and where food is sufficient, safe, affordable and nutritious. A world where human habitats are safe, resilient and sustainable and where there is universal access to affordable, reliable and sustainable energy.

We envisage a world of universal respect for human rights and human dignity, the rule of law, justice, equality and non-discrimination; of respect for race, ethnicity and cultural diversity; and of equal opportunity permitting the full realization of human potential and contributing to shared prosperity. A world which invests in its children and in which every child grows up free from violence and exploitation. A world in which every woman and girl enjoys full gender equality and all legal, social and economic barriers to their empowerment have been removed. A just, equitable, tolerant, open and socially inclusive world in which the needs of the most vulnerable are met.

We envisage a world in which every country enjoys sustained, inclusive and sustainable economic growth and decent work for all. A world in which consumption and production patterns and use of all natural resources – from air to land, from rivers, lakes and aquifers to oceans and seas - are sustainable. One in which democracy, good governance and the rule of law as well as an enabling environment at national and international levels, are essential for sustainable development, including sustained and inclusive economic growth, social development, environmental protection and the eradication of poverty and hunger. One in which development and the application of technology are climate-sensitive, respect biodiversity and are resilient. One in which humanity lives in harmony with nature and in which wildlife and other living species are protected.

- What resonates with us? What is missing? What is different? What is consistent or divergent with the Peoples' call for a new vision?

DISCUSSION

IMAGINE

ACTIVITY 1.A
Visualizing Our Sustainable Development

ACTIVITY

In a nutshell: Small groups make a visual representation of their collective ideals and then present it to the larger group.

Preparation

After presenting the concept briefly relying on information above, divide into small groups. This can either be done randomly or by shared characteristics, i.e. people from same region, women and men, by trade, by organization, etc. Give each group a large piece of paper and markers, or any other materials that could be used for making the image. Remind the group that the objective is the process and dialogue — artistic talents are not required!

Designing the Visuals

Invite all the groups to discuss what sustainable development would mean for them and to represent the different dimensions on the paper with images and symbols. You could ask them: what would it take or look like to meet the needs of people and planet today and for future generations? What conditions are needed? To assist the brainstorming, you can offer some prompts and ask them to consider what sustainable development means for:

- their immediate surroundings – their home, their neighborhood, their workplace, their school; their city, region, country, continent; for the world;
- women, men, children, the elderly; indigenous peoples and minorities, for migrants and refugees;
- rivers, trees, soil, air, oceans, animals;
- governments, churches, businesses, different industries, schools and universities, hospitals, etc.

Sharing and Discussing

DISCUSSION

Have each group share their paper and visualization. After all groups have shared, foster a reflection on lessons we can take from these visions and dreams:
- What was easy or difficult to agree on in terms of what to put in the image?
- What are common themes across groups?
- What are some differences?
- What do these visions tell us about our group?

Conclusion

Consider keeping the images displayed or pulling them out throughout the process.

1.5 Environment and Human Rights Defenders

Consider:

Whenever these questions are raised, some react by **accusing others of irrationally attempting to stand in the way of progress and human development**. But we need to grow in the conviction that a decrease in the pace of production and consumption can at times give rise to another form of progress and development.

– 'Laudato Si', 191

The UN has "repeatedly reported on the extraordinary risks faced by those defending the rights of local communities, including indigenous peoples, minorities and people living in poverty… [H]uman rights defenders are commonly **branded as being against development** if their actions oppose the implementation of development projects that have a direct impact on natural resources, the land and the environment. Examples of such projects include the construction of hydroelectric power stations, electric pylons, dams, highways and cement factories, and the operations of various extractive industries."

– UN Special Rapporteur on the Situation of Human Rights Defenders, Report to UN General Assembly (2013)

In spite of the criminalization they'd like to charge us with, we need to nurture hope in ourselves as women – the belief that we are capable, and that it's possible to take action on behalf of our people. There has been demoralization and mistakes have been made, but I believe that we have to find a way to unleash our creative energy, our ingenuity, vitality, and joy in a struggle that is difficult and that forces us to take on powerful interests. I truly believe that it's possible.

– Berta Cáceres, q.e.p.d., Honduran indigenous environmental activist and human rights defender, assassinated March 3, 2016

- What is the most prevalent or influential understanding of development?
- What are the risks of challenging the prevailing concept of development?
- Are people in our community or country accused of standing in the way of progress and human development, as being against the country and the common good, or seen as enemies of the State?

DISCUSSION

IMAGINE

1.6 What are the Sustainable Development Goals?

BACKGROUND In September 2015 all of the 193 countries that are members of the United Nations came together and adopted a new, universal, shared plan of action to eradicate poverty, guarantee the human rights of all, strengthen peace, and heal our planet by 2030. This "collective journey" that the world has set off on is called the 2030 Sustainable Development Agenda.

In this new Agenda, Governments have committed "to take the bold and transformative steps which are urgently needed to shift the world on to a sustainable and resilient path." A main part of this Agenda is the set of 17 Sustainable Development Goals ("SDGs") that each country will try to reach – like achieving gender equality, guaranteeing water and sanitation for all, combating climate change etc. Each goal has its own set of specific targets for a total of 169 sustainable development objectives.

The idea of these kinds of goals for all is that no single country can alone find all the solutions for problems with global root causes. Setting universal goals and targets is meant to catalyze and focus action, and it also allows us in principle to observe and monitor progress. In 2000 the UN adopted the Millennium Declaration and with it a set of eight "Millennium Development Goals" or MDGs. The reviews of the impact of the MDGs are mixed, but almost unanimously the exercise of goal setting was approved. Therefore, as the MDGs were set to expire in 2015 the idea was to replace them with an updated and improved set of Sustainable Development Goals for implementation until 2030.

The UN led an extensive process of different types of consultation and negotiations over 2.5 years to arrive at the version of the goals and targets that was adopted. The following exercise is designed to help participants get a hands-on introduction to the content of the SDGs.

In this section we have questioned the meaning of development. A risk of the format of goals and targets is that we may be distracted or become myopic focusing only on specific outcomes in one dimension of development or the other. This would keep us from identifying, exposing, and addressing the deep, structural changes that are necessary to eradicate the root causes of poverty, inequality, and violence.

Don't miss the forest for the trees!

ACTIVITY 1.B
Getting Familiar with the SDGs

In a nutshell: Participants are exposed to the SDGs or a selection of targets and consider how they are interrelated in principle and in practice.

Preparation

Use handouts (see Annex 1). Cut each goal into a separate piece of paper with its targets. After having introduced the SDGs relying on the information above, have each person or pair select one or two goals or divide the goals among the group randomly.

Exploring

Participants should have time to review their goal. Then they will be asked to meet with others and to compare the goal or targets and to discuss how those goals are linked — whether and how they support or undermine each other. These "encounters" could be arranged in numerous ways:
- have participants walk around and randomly select one partner with whom to compare
- people could form groups of three and discuss
- the group could be divided into small groups where the connections between goals and targets are considered

Participants could have several encounters before coming back for a larger group discussion, or people could share reactions after each stop. The latter might help people open their minds to different kinds of connections after hearing others. To best explore the connections and possible conflicts, participants should really enter into the mindset of their goal to think about what would be necessary to achieve the targets.

Example

Person A - Goal 3. Healthy lives and well-being
Person B - Goal 6. Water and sanitation for all
Person C - Goal 7. Energy for all

Water and sanitation are necessary for good health. Access to energy is important for running clinics in poor areas; using unsafe energy may lead to health risks. Many strategies for pursuing energy imply dangers to health and water (fracking). Increasing renewable energy is important, but hydroelectric project may undermine health and right to water for affected communities.

Sharing

Come back together for a larger group discussion
- What is something that surprised you?

- What is an example of two targets that would benefit each other if they were both reached? Or where pursuing one would likely contribute to advancing toward the other?

- What is an example of two targets where the pursuit of one will likely pose a threat to the other?

SEE

RESOURCES AND ACTIVITIES

STEP 2. SEE

Assessing the Situation at the Margins

Our goal is not to amass information or satisfy curiosity, but rather **to become painfully aware**, to dare to turn what is happening to the world into our own personal suffering and thus to discover what each of us can do about it.

– Pope Francis, 'Laudato Si', para. 19

Stage	Objective	General Inquiry	Unique Application to UN
See	Ensure the starting point is the lived reality and voice of those at the margins	What is the concrete reality around us? What human rights violations and environmental harms do we observe?	What are the reports at the UN about our reality? How can we describe the injustice in terms of human rights?

We plan activities in the SEE step to help our group

- ground our analysis, priorities, and action in lived experiences
- gather information and assessments within a human-rights framework
- identify the most marginalized or excluded
- empower those suffering injustices to identify as rights-holders and agents of change

In this chapter you will find:

Background
Tips for Collecting Experiential Information for SDG analysis and advocacy

Activities
Activity 2.A Using the UPR for SEE
Activity 2.B Name the Problem

Tips for Collecting Experiential Information
for SDG analysis and advocacy

BACKGROUND

In this step we are seeking to collect and register the current human-rights situation to guide our SDG advocacy. It is a snapshot of the country or the community to evaluate where we are at in this moment in time.

Although people may naturally discuss why the situation exists or what needs to be done, the ideal is to try to leave these discussions until the JUDGE and ACT steps. In this step we need to identify and name the problems in our community, country, and world.

We emphasize making an experiential assessment and gathering first-hand information about what people see and live at the margins. The example activity here specifically seeks to frame the sharing of experiences with the framing of human rights. Framing the inquiries according to the criteria of international human rights law and practice should facilitate the translation of the sharing into grounds for advocacy grounded in the government's international legal obligations and recognized public policy expectations and best practices.

In general, we are especially keen to hear information about three dimensions:
- Extent to which people enjoy their human rights
- The level of disparities between groups
- Whether things are getting better or worse

For example, if we are considering the right to water, we want to ask:
- Do people enjoy their right to water?
- What groups are doing the best in terms of water and which are doing worse?
- Has the water situation and equality gotten better or worse over time?

Helpful Tips:

1. As a group, discuss basic norms of procedure for the most fruitful sharing.

2. Identify power imbalances within the group that may make it easier for some to share than others.

3. Clarify different understandings of what is confidential; establish agreed guidelines on confidentiality, recording or documenting information. Remind people that the information shared will be collected for use by the group. If they have confidential or sensitive information, suggest alternative fora where they could share or vent.

4. Encourage people to give specific examples whenever possible.

5. Make a note of questions that arise that might require additional consultation or investigation.

6. Validate people's frustrations by confirming injustices as the violation and deprivation of a human right.

7. Encourage the group to pro-actively consider differentially how women, children, indigenous peoples, migrants, and other historically marginalized groups experience the situation.

SEE

ACTIVITY 2.A
Using the Universal Periodic Review for SEE

ACTIVITY

In a nutshell: In this two-step activity participants use their country's most recent Universal Periodic Review (UPR) to share and organize their first-hand information about the current human rights situation in their community, region, or country.

Benefits of this Activity

- Participants are exposed to an actual UN process and outcome
- Information will be shared within the human-rights framework
- The method is likely unique compared to those the group may have done in other settings

Preparation

- Before beginning the activity, review the different options for each of the two steps to determine which is the most effective or convenient for your group. There are many possibilities so feel free to adapt and invent new methods!
- Find the latest UPR report of the country/ies in question and separate out only the final recommendations. (See ABOUT THE UPR for instructions).
- Explain the basics of the UPR to the group, just enough that they will have a sense of what they are looking at.

Share the UPR

Ideas for getting participants familiar with the UPR report.

- Write or print the recommendations on pieces of paper and tape up around the room. Ask participants to walk around and select one or more that speak to them.
- Read the content out loud and ask the group to self-divide into small groups depending on to which piece they would like to react.
- Divide into small groups and give each one the same or different lists of targets or recommendations.
- Have a live or theatrical presentation of the content. Divide into small groups and have each group be responsible to understand and present the content to the rest of the group.
- Show a video that presents the content.

Collecting Reactions (after allowing enough time for reflection)

- Ask participants to share in small groups or a large group whether our lived reality matches up with this recommendation or goal? For whom is this ideal attained and who is the furthest behind?
- Ask participants to draw an image that represents the ideal scenario and then to draw what their world actually looks like.
- Have participants take their recommendation(s) and interview others, and then report back to the group.

***similar activities could be imagined with the SDGs targets and goals*

ACTIVITY 2.B
Name the Problem

In a nutshell: The group should attempt to put into words the issue(s) that will be the focus of the rest of the analysis and the collective action.

Objective

Make sure we can name and frame the problem according to our own rubric and priorities, before seeing if and how that fits into the SDG framing.

What is the fact or situation that does not conform to our hopes, the SDG vision, and the requirements of human rights law?

What are the patterns we observe?

Work together to write out a problem statement that the group wishes to address. Keep this statement visible in the space to the extent possible, for reference and possible adjustment throughout the process.

RESOURCES AND ACTIVITIES

STEP 3. JUDGE

Determining Root Causes and SDG Risks and Opportunities

> Radical simply means 'grasping things at the root.'
>
> – Angela Davis

> Washing one's hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral.
>
> – Paulo Freire

Stage	Objective	General Inquiry	Unique Application to UN
Judge	Critically identify root causes and power imbalances	What are the structural causes of injustices? What is the State's responsibility? What are global factors?	How do the SDGs address the causes? What in the SDGs could aggravate or entrench the causes of injustices?

We suggest using the JUDGE materials to help the group:

- make sure we address structural causes and not just symptoms
- be aware of power imbalances influencing a situation
- identify the opportunities and risks posed by the SDGS

In this chapter you will find:

Activities
Activity 3.A Investigating Structural Causes
Activity 3.B Read between the Lines
Activity 3.C Rights-based Litmus Test

Background
Judging the State's Sustainable Development Efforts in light of its Human Rights Obligations

In this step, consider:

1. Seeking out and inviting people that have a special expertise in these matters to participate in this step
2. Requesting further information from the relevant government authority as questions arise

ACTIVITY 3.A
Investigating Structural Causes

JUDGE

ACTIVITY

In a nutshell: Participants apply each of the analytical lenses to identify the systems and relationships at play in creating and maintaining the situation. This exercise is adapted from "Towards a Spirituality of Justice" by the Eighth Day Center for Justice. An important result of this exercise is to have some common assessment or documentation of problematic structural causes that we should look for in the next activity.

Logistics

Discussion could take place in many ways; the lenses could be divided among small groups and then shared or the large group could discuss each in plenary. The facilitator could ask participants to write on note cards the "actors and factors" that are relevant under each lens. These could be posted on the wall for all to reflect on collectively.

Analytical Lens	Example Questions
Economic	Who owns? Who controls? Who pays direct and indirect costs? Who profits? Why?
Political	Who decides/exercises power? For whom do they decide? How do decisions get made? Whose voice is heard or represented? Who is left out of the process? Why?
Social	Who is included? Who is marginalized or excluded? Why?
Legal	Who has legal rights? Who has legal responsibilities? Why?
Ideological	What values are evident? What do people believe in? Who/what influences what people believe?
Historical	What past events influence the situation today? Why?
Ecological	What environmental factors influence the situation? How does people's relationship to ecosystems around them influence the situation?
Theological/ Religious	What lessons or values from sacred texts can help us interpret this experience? How do the key principles from religious social teachings apply to this situation?

JUDGE

ACTIVITY 3.B
Read Between the Lines

ACTIVITY

In a nutshell: Participants determine whether or to what extent the structural causes identified are addressed or assumed in the SDG text.

Preparation

You can use the SDG text for this activity. Cut each goal into a separate piece of paper with its targets. After having discussed the structural causes in the previous activity, have each person or pair select one or two goals or divide the goals among the group randomly. Depending on the results of the last exercise and the nature of the group, you may find it would be best to select just one structural factor at a time.

Exploring

Participants should have time to first review their goal/s. Then ask them to think about:

- Is the structural problem mentioned or considered in any way in the text of the goal?

- Think about our getting to know the SDGs activity – might the structural problem be touched on indirectly?

- Imagine what different groups (from government, communities, business and industry) might suggest as policies, practices, or choices to reach the targets. Would any of these potential proposals affect the structural problem in a positive or negative way?

- Can we expect that if the structural problem persists, it will keep us from reaching any of these targets?

- Do any of the targets present us a platform to make the reality of the structural causes more visible?

Sharing

Small groups should share their main conclusions with the larger group. Close the discussion with a general question about whether the SDGs on their face seem more in line to transform the power relations we studied before or to entrench and intensify them (or another assessment).

Conclusion

See if the group can agree on one or more summary statements about the SDG goals and targets and their relationship to one or more of the structural causes.
For example:

- Target XYZ represents a great opportunity for chipping away at the problem of QRS…

- The SDGs do not explicitly address the problem of XYZ and this could undermine the achievements under MNO…

Judging the State's Sustainable Development Efforts in light of its Human Rights Obligations

BACKGROUND

You'll remember the focus of this guide is to promote advocacy before the State to improve public policy and practice. In this section we want to assist your group to explore how the State is doing in terms of transforming the structural causes of the injustices we have observed. We will consider the efforts that the State makes as part of the SDGs and sustainable development policies but also in other areas that have an impact on whether our vision of sustainable development is being advanced or undermined.

Relying on the international framework of human rights for this assessment has several benefits:
- Universal language for discussing and gauging policies (as opposed to special interest or values of a particular group)

- Assessment is connected to accountability measures at national and international levels

- In practice, the human rights based approach to development operationalizes the objectives and requirements of seeking out the marginalized and exposing inequality

- Human rights and environmental sustainability are inherently interdependent and a human-rights based approach includes questions of environmental justice

For more, see background in Introduction.

International human rights law and practice gives us helpful guidelines for looking at what States are expected to do on three different levels:
- Respect: <u>refrain</u> from violating or interfering with people's human rights
- Protect: <u>prevent</u> others from abusing or interfering with people's enjoyment of their rights
- Fulfil/promote: <u>adopt pro-active measures</u> for the full realization of human rights

[T]he common good calls for social peace, the stability and security provided by a certain order which cannot be achieved without particular concern for distributive justice; whenever this is violated, violence always ensues. Society as a whole and the state in particular, are obliged to defend and promote the common good.

– 'Laudato Si', Pope Francis, 2015 para. 157

Checklist: When we think about State efforts let's look at:

1. Laws
   - Constitution, national legislation and regulations, state and local laws
2. Policies and practices
   - National plans, administrative policies, judicial practices, institutional and agency practices, police conduct, etc.
3. Resources
   - Budget, resource allocation, corruption
4. Process
   - Participation means and forum, access to information, remedy when rights are violated
5. Constraints
   - Factors beyond sole responsibility or control of the State that impact on its ability to comply with obligations, e.g. climate change, debt, trade agreements, etc.

JUDGE

ACTIVITY 3.C
Rights-based Litmus Test

ACTIVITY

In a nutshell: The group will critically evaluate what the State is doing or failing to do to promote sustainable development.

Note

This activity is inspired by the Rights-based Litmus Test designed and used by the NGO Mining Working Group at the UN to examine the proper role of natural-resource extraction in the pursuit of sustainable development. We have adapted this test with permission. This test is based on the international human rights framework and can be an important too l for communities and policymakers to assess possible gaps and unintended consequences of sustainable development policies. It integrates environmental concerns and the rights of future generations.

Logistics

Groups can work through the Litmus test in a variety of ways. Depending on the group it may be helpful to invite persons with specialized expertise to join in the discussion. As facilitator, you should assist the group to decide a law, plan, policy, practice, or choice to submit to the test.

Once the particular State effort has been selected, the group should go through the four-part litmus step one by one to thoroughly examine the positive and negative role that effort is having or could have on our vision and aspirations for sustainable development.

The notion of the common good also extends to future generations. The global economic crises have made painfully obvious the detrimental effects of disregarding our common destiny, which cannot exclude those who come after us. We can no longer speak of sustainable development apart from intergenerational solidarity.

Once we start to think about the kind of world we are leaving to future generations, we look at things differently; we realize that the world is a gift which we have freely received and must share with others. Since the world has been given to us, we can no longer view reality in a purely utilitarian way, in which efficiency and productivity are entirely geared to our individual benefit. Intergenerational solidarity is not optional, but rather a basic question of justice, since the world we have received also belongs to those who will follow us.

– 'Laudato Si', para. 159

Rights-based Litmus Test

JUDGE

Step	Principles	Categories of State Obligations	Assessments
1	First: do no harm	Obligation to respect and protect	• What are the obstacles that keep people from fully enjoying the right in question? What policies and practices aggravate or intensify those obstacles? • To what extent does a particular development policy or decision have direct or indirect impacts on other human rights, including the rights to life, health, water, food, right to land and control over productive resources, right to work, right to self-determination, or cultural life? • To what extent can the policy be implemented without damaging vital ecosystems or threatening the Earth's capacity in a way or to such an extent that it makes these rights vulnerable? • Are disadvantaged or marginalized groups particularly vulnerable to the negative impacts of this policy in a way that violates their right to non-discrimination? How do women, children, indigenous peoples, and migrant and refugees experience the impacts? • Can the population be protected from any human-rights violations or deprivations that are known to commonly accompany this type of policy or decision? • Does the State action undermine efforts toward reaching another SDG or target?
2	Eradicate root causes of poverty	Obligation to promote and fulfill	• Does the community or sector of society we are analyzing enjoy a greater enjoyment of their human rights as a result of this policy? • Do the positive contributions of the policy decision prioritize the promotion of human-rights among the most disadvantaged or marginalize groups, with a particular look at possible gender or racial/ethnic biases? • Does this option effectively contribute toward eradicating poverty, understood as the "human condition characterized by the sustained or chronic deprivation of the resources, capabilities, choices, security and power necessary for the enjoyment of an adequate standard of living and other civil, cultural, economic, political and social rights"? • Does the option positively contribute to goals 1 and 4 especially?
3	People as rights-holders	Rights to participation and accountability; environmental law	• Is there sufficient access to information and policy-making spaces for people and communities potentially affected to effectively participate in the process of assessing the first two steps? • Are there conditions that allow affected communities and human-rights defenders to fully exercise their rights? • Is effective remedy guaranteed if the assessment here is wrong and harm does in fact occur?
4	Sustainability	Rights of present and future generations; environmental law	• Based on all available evidence and indication, what is the protected impact on the rights of future generations mid- and long-term? • If we are unsure of the potential impact, who has the burden of proving that it is safe? What risks are we willing to take?

RESOURCES AND ACTIVITIES

STEP 4. ACT

Planning rights-based SDG advocacy to promote justice

The idea that UN commitments should be followed by action is indeed a radical one.

– Jeffery Sachs

If you think you are too small to make a difference, try sleeping with a mosquito.

– Dalai Lama

"I ask God to give us more politicians capable of **sincere and effective dialogue aimed at healing the deepest roots and not simply the appearances of the evils in our world!**

… I beg the Lord to grant us more politicians who are genuinely disturbed by the state of society, the people, the lives of the poor! It is vital that government leaders and financial leaders take heed and broaden their horizons, working to ensure that all citizens have dignified work, education and healthcare."

– Pope Francis, Evangelii Gaudium, para. 205

Stage	Objective	General Inquiry	Unique Application to UN
Act	Ensure analysis translates into action to promote concrete changes	What can we do to address the structural causes, transform the reality, and advance toward our vision?	How can we intervene in the implementation of the SDGs? How can we leverage UN human rights mechanisms?

We suggest using the ACT materials to help the group

• identify a realistic, effective, concrete plan of action to influence public policy or practice

In this chapter you will find:

Discussion
Which category of action is right for us right now?
4.1 Monitor and gather information
4.2 Mobilize and raise awareness
4.3 Direct advocacy
4.4 "Boomerang" international advocacy
4.5 Public opinion

What's Next?

ACT

DISCUSSION

• Which category of action is right for us right now?

Remember, this Guide focuses on rights-based, grassroots advocacy before the State. The State has a special role as democratic representation of the people and guarantor of human rights, the environment, and the common good. The positive and negative role of business and industry is of great importance but it will be looked at in this guide through the lens of how effectively the government is regulating their conduct to protect and promote human rights and environmental sustainability.
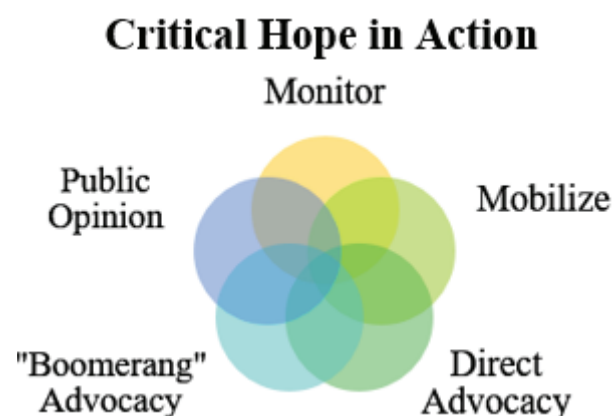
Our advocacy strategies should be designed to pressure those actors with influence over a situation to make the structural changes necessary to address social and environmental injustices.

Rights-based advocacy action — i.e. collectively voicing demands based on inherent and codified human rights and entitlements — is a means to achieve change, but also in itself, is a way for people that have been excluded and put down to make their presence and dignity known and felt; to non-violently insert themselves into the public sphere, into decision-making spaces, and into circles of power. The advocacy action, in addition to the impact sought, can itself be life-affirming and dignifying if designed and carried out with that intention.

We will explore five interrelated categories of action, recalling that our focus is on intervening either directly or indirectly in the State's role. The information in this section is designed to help your group have a basic understanding of the main options and choose which course of action might be most strategic. Which category or categories of action and the actual details of the strategy will vary greatly depending on the problem identified, the change sought, the nature of the group, and the context in which the advocacy would take place.

The five categories of rights-based advocacy actions are:

1. Monitor
2. Mobilize
3. Direct Advocacy
4. "Boomerang" Advocacy (International)
5. Public Opinion

Read on for more information on each.

Critical Hope in Action

Monitor

Public Opinion

Mobilize

"Boomerang" Advocacy

Direct Advocacy

ACT

Note: Framing SDG Advocacy in terms of Human Rights

- Cite the relevant SDG targets by number

- Investigate which human-rights commitments and recommendations also apply

- Find past UN pronouncements for your country (see Annex 3 "Finding and Using UN reports for your country")
- Reach out to a local, national, or international human-rights NGO for support

4.1 Monitor and Gather Information

A key ongoing action is to continue to collect information. If your group does not feel like it has enough information to take another action, the decision may be to set out to intentionally fill in the gaps in the group's knowledge.

Often, the act of seeking out policymakers and public servants that might be able to offer information to supplement the group's knowledge will contribute, in itself, to raising awareness and pressure. Consider requesting to meet with government representatives that will be participating in collecting information for monitoring and reporting on SDG implementation.

The other four categories of action benefit greatly from ongoing monitoring of the human rights situation and State responses.

Freedom of information is an important condition for people to be able to defend their own rights and to participate in the decision-making that affects them. If your difficulty in getting information results from obstruction of any kind, this might be the most immediate focus of your advocacy.

> Any situation in which some individuals prevent others from engaging in the process of inquiry is one of violence. The means used are not important; to alienate human beings from their own decision-making is to change them into objects.
>
> – Paulo Freire

We do not have to be think tanks or research institutions or feel that we must compete with big data. Localized information, case studies, and anecdotes that raise doubts about aggregate numbers that mask injustices are a major contribution. National statistics can mask inequalities. An overall average of too large of the population can be hiding the fact that some regions or groups have high results and others have very low. We must seek out those that are excluded or made invisible from other reports, measurements, or conversations.

Action in this area really means going back to SEE and JUDGE steps and going deeper, seeking out additional sources of information and expertise. The group could consider participatory surveys; interviews or collaboration with people with particular expertise; searching for relevant evidence or documentation; monitoring changes over time. Many resources exist to support efforts to monitor a particular issue (see below Education, Health, and Environment SEE steps as examples).

4.2 Mobilize and Raise Awareness With Others

To make the big transformations we seek, we will need to join with people that are active and encourage and empower others to join in this work. Organizing at the margins we can begin to counteract the power imbalances that are at the root of so many injustices. Your group might consider:

- Reaching out to other groups that are working on related questions and explore ways to collaborate and stay informed

- Organizing additional workshops and forums with others

- Use social media or other communication tools to join in forums of discussion and action, and invite and encourage others

- Create particular education resources tailored to a particular group

- Reach out to schools to raise awareness with students

Note: Drafting our Advocacy Message based on Our Analysis

The next three categories require that we base our action on clear statements of the four dimensions of the approach we have used:

- The ideal scenario we want and expect
- The real human rights situation we observe
- Why this situation exists according to our analysis
- What the State should do, our asks for action
- Together these four components make up our advocacy message

4.3 Direct Advocacy

Once we have identified our message and a change that would generate positive impact, we can conceive of a direct appeal to that person, people, agency, office, etc. that has within their control the possibility of contributing to make the change. To the extent possible,

- Request a meeting and present concrete asks
- Draft a formal written communication
- Make the appeal on the social media or formal communication channels that might exist for that person or office.

It can be helpful to do role playing with the participants to practice and prepare for any meetings.

ACT

4.4 International "Boomerang" Advocacy

We can also take our advocacy message to the UN through mechanisms that exist especially for that purpose. This has been called a "boomerang" approach because the idea is that from the local or national context, we launch a message and demand up to the international level and then we want that to come back to our concrete situation (not stay launched up at the international level).

It is helpful to partner with allies and networks working in the UN system, but it is not necessary. The group can consider:

- Participating in the upcoming UPR process with a written submission. See About the UPR in the Annex

- Submitting a written communication with the Advocacy Message to a UN Special Procedure

4.5 Public Opinion

Relying on the four-part advocacy message, which includes the State's international obligations and commitments, seek to influence the public opinion as a way to put pressure on the decision-makers. Your group can think of many creative ways to do this, but consider:

- Training and educating journalists; they might not know the SDGs or the obligations of the State

- Write letters to the editor

- Host public debates

Note: Constraints on States' Ability to Act
For all of these, it is important to take action when we have identified the constraints on States' abilities to fulfill their obligations. There are international networks of groups that work together to try to transform the global causes of injustice, violence, and environmental degradation. If your group has identified global constraints on your country's ability to take action in favor of social, economic, and environmental justice, make sure that this is included in your action.

Additional Resources:

https://www.womankind.org.uk/docs/default-source/resources/sdg-implementation-advocacy-toolkit.pdf?sfvrsn=4

http://www.intrac.org/data/files/resources/674/Participatory-Advocacy-A-toolkit-for-VSO-staff-volunteers-and-partners.pdf

What's Next?

After you have determined which action to take and how to carry it out, there are several steps a group can take to advance to the next stage in the strategy.

- First, carry out the action!
- Then, evaluate the results.
- Celebrate the effort and victories.
- And move on to the next one!

PART III
AREAS OF SPECIAL CONCERN

In this section, we offer additional resources for groups that would like to explore a particular issue in more depth. Here we will look at Education, Health, and Environmental Sustainability. If the focus of your group is another topic, hopefully these sections can serve as examples about how you might tailor the IMAGINE-SEE-JUDGE-ACT steps to a particular issue.

EDUCATION
STEP 1. IMAGINE

IMAGINE

Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development.

– Kofi Annan

Let us pick up our books and our pens; they are the most powerful weapons.

– Malala Yousafzai, keynote speech to the United Nations, 12th July 2013.

In a nutshell: Here we envision the role we believe education should have for ourselves, our families, our community, our nation, our world, and we see how the UN has envisioned education as a human right and part of sustainable development.

Education as a Human Right

BACKGROUND

Looking around us, we may think of a quality education as a privilege or a luxury enjoyed only by some. However, according to international law and most national constitutions, it is a basic right that all humans have and that all governments are responsible for guaranteeing. There is a wealth of resources at the UN to which we can turn to understand exactly what governments must do (and refrain from doing) to meet their international legal obligations to ensure that everyone has access to quality education.

What does the human right to education include?
- Right to free and compulsory primary education
- Right to available and accessible secondary education (technical and vocational), made progressively free
- Right to equal access to higher education on the basis of capacity, made progressively free
- Right to fundamental education for those who have not received or completed primary education
- Right to quality education both in public and private schools

IMAGINE

Education is Sustainable Development

Both the individual and common good benefit from policies that successfully guarantee the right to education. It is an empowering right that is indispensable for realizing other rights and contributes to the full development of the person. Education can help marginalized groups break through the cyclical, structural causes of poverty. Consequently, education has long been identified as both a specific goal to pursue in-and-of itself, as well as a strategy for achieving other sustainable development objectives. For example, education is instrumental to have a participative democracy, to combat poverty, to promote gender equality, to eradicate preventable diseases like HIV and malaria, to mitigate and curb climate change, and to achieve a lasting peace.

Unfortunately, commitments and aspirations have repeatedly gone unfulfilled. For example, the international community committed itself to the goal of achieving universal access to primary education on at least 15 occasions since 1948. However, in 2015 UNESCO and UNICEF reported that progress has stalled and that worldwide, there were an estimated 58 million children ages 6-11 not attending any school.

What does the 2030 Agenda say? The UN Agenda sets out the vision of a "world with equitable and universal access to quality education at all levels." (para. 7) In the SDGs, the political re-commitment to education was detailed as follows:

We commit to providing inclusive and equitable quality education at all levels – early childhood, primary, secondary, tertiary, technical and vocational training. All people, irrespective of sex, age, race or ethnicity, and persons with disabilities, migrants, indigenous peoples, children and youth, especially those in vulnerable situations, should have access to life-long learning opportunities that help them to acquire the knowledge and skills needed to exploit opportunities and to participate fully in society. We will strive to provide children and youth with a nurturing environment for the full realization of their rights and capabilities, helping our countries to reap the demographic dividend, including through safe schools and cohesive communities and families.

The parallel "Education for All" process "is inspired by a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability. We reaffirm that education is a public good, a fundamental human right and a basis for guaranteeing the realization of other rights. It is essential for peace, tolerance, human fulfilment and sustainable development. We recognize education as key to achieving full employment and poverty eradication. We will focus our efforts on access, equity and inclusion, quality and learning outcomes, within a lifelong learning approach."

DISCUSSION

- Is education important? Why? What kind of education? For how long? For whom?
- What is the role of education in achieving the vision we have for ourselves, our families, our community, our nation, our world?

EDUCATION
STEP 2. SEE

In a nutshell: Two activities to supplement the previous SEE step—first, a variation of the UPR Activity and second, a question bank to explore the human right to education as understood by international law.

ACTIVITY ED.1
Using SDG 4 on Education for SEE

ACTIVITY

In a nutshell: Use with Activity 2.A on the UPR. In this two-step activity participants use Sustainable Development Goal 4 on Education to share and organize their first-hand information about the situation of the right to education in their community, region, or country.

Preparation
- Find the full text of SDG 4 in Annex 1.
- You can also pull out those UPR recommendations that deal directly with education

Share the content
- Write or print the targets on pieces of paper and tape up around the room. Ask participants to walk around and select one or more that speak to them.
- Read the content out loud and ask the group to self-divide into small groups depending on to which piece they would like to react.
- Divide into small groups and give each one the same or different groups of targets.
- Have a live or theatrical presentation of the content. Divide into small groups and have each group be responsible to understand and present the content to the rest of the group.
- Show a video that presents the content.

Collecting Reactions
Allowing enough time for reflection:
- Ask participants to share in small groups or a large group whether our lived reality matches up with this recommendation or goal. For whom is this ideal attained and who is the furthest behind?
- Ask participants to draw an image that represents the ideal scenario and then to draw what their world actually looks like.
- Have participants take their targets(s) and interview others, and then report back to the group.

SEE

ACTIVITY ED.2
Question Bank for Assessing the Right to Education

ACTIVITY

In a nutshell: Here we assess our education in our experience based on international human rights law. Remember, these questions should be taken only as prompts that can be edited—reduced, expanded, adapted—according to the needs of the particular context.

Availability

- Are there enough schools/educational programs?
- Do the schools have adequate infrastructure to support the delivery of education?
- Are there enough adequately trained teachers able to support the delivery of education?
- Which kind of schools are opening or closing and where?
- What is the status of funding for public schools?
- Is there public funding for private schools?

Accessibility

- Can all people access the education options that exist?
- Who goes to primary school and who doesn't? Secondary education? Higher-education?
- Is primary education free and compulsory?
- What are the financial costs for children to go to school – fee, uniforms, supplies, transportation, food, lost wages?
- Is secondary and other education affordable? What are the financial costs– fees, supplies, transportation, food, lost wages?
- Who drops out and when?
- Are all children able to go to school? What makes it harder for some children?
- What kinds of barriers keep different groups of children from attending school or staying in school? Financial, language, cultural, security, domestic responsibilities, caste, racism?
- Is the right to education guaranteed for: girls and boys? Adult women and men? Ethnic minorities? Indigenous populations? Children with disabilities? Children from marginalized areas? Children that work? Refugee and migrant children? Children in detention?

Quality of Education

- What are the students learning?
- Is the content of education of acceptable quality?
- Is content of education relevant, non-discriminatory and culturally appropriate? In what language are the children taught?
- Does the education challenge inequalities and biases, such as gender discrimination and racism? Is the education adapted to suit locally specific needs and contexts? Does the curriculum promote critical thinking and integral understanding?
- How are students and parents involved in decision-making?
- What kinds of barriers keep different groups of children from excelling in school? Financial, language, cultural, security, etc.?
- What are the policies and practices for school discipline?
- Are the schools safe?
- Are the teachers professional? What are the hiring requirements? What are the working conditions? Are they allowed to organize?
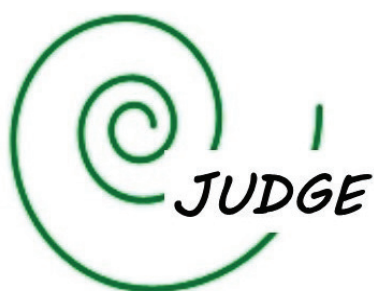
EDUCATION
STEP 3. JUDGE

In a nutshell: Additional resources for carrying out the Judge step specifically on education - to identify the causes of problems, the responsibility of the State, how the SDGs address it, and some red flags to look out for in your analysis.

A Summary of SDG 4 on Education:

BACKGROUND

SDG 4 is the education goal and with it the governments of the world have recommitted to:

"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

There are 10 targets enumerated for achieving this goal:
- Free, equitable, and quality **primary and secondary education** for all
- Access to quality **early childhood** development and preprimary education for all
- Equal access to affordable and quality **technical, vocational, and higher education**
- Increase number of youth and adults with relevant **skills for decent work**
- Eliminate all gender **disparities and inequalities** for the vulnerable
- Ensure that all youth and many adults achieve **literacy and numeracy**
- Ensure all learners acquire **knowledge and skills to promote sustainable development**
- **Facilities** that are safe, nonviolent, inclusive, and effective learning environments for all
- Expand the number of **scholarships** available to people from developing countries
- Increase supply of qualified **teachers**

Additional Resources:

For evaluating what the State is doing to guarantee the right to education for all, see the helpful checklist "State Obligations in Ensuring the Right to Education in the UNICEF publication, A Human Rights Based Approach to Education for All," available at
http://www.unicef.org/publications/files/A_Human_Rights_Based_Approach_to_Education_for_All.pdf

See also The Right to Education: Law and Policy Review Guidelines (2014), especially the helpful list of recommended indicators, available at
http://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/UNESCO_The_Right_to_Education_Law_and_Policy_Review_Guidelines_2014_en.pdf

JUDGE

Red Flags

The Special Rapporteur on the Right to Education has explained several important red flags related to the role of the for-profit private sector in the guarantee of everyone's human right to education:

"The current euphoria for global partnerships in the post-2015 development agenda must recognize the challenges that public-private partnerships present to States, which must respect, protect and fulfil the right to education" (SR, 2015, para. 118)

Questions we must ask of Public Private Partnerships (PPPs) in education:
- whether it results in public disinvestment in education to the advantage of private sector;
- whether it is an abdication of State responsibility to meet its obligation to provide quality public education to all its citizens;
- the repercussions on education as a public good; and
- whether it is undermining the norms and principles of the right to education.

"Public-private partnerships in education should not be allowed to compromise education as a social cause." Multi-stakeholder initiatives are being propounded as innovative models to bring together corporations, Governments and civil society organizations under the guise of public-private partnerships to tackle global issues. That often negates reality by refusing to examine the power structures and vested interests that motivate players and must be critically looked into.

"The State has the primary responsibility for the provision of public education. Other stakeholders, including private partners, have a social responsibility when they offer to join hands with Governments to complement their efforts and serve education as a social cause. In all situations, public-private partnerships must be underpinned by State responsibility, as well as a societal interest in education. That responsibility is ignored by the proponents of public-private partnerships who advocate the need for an "enabling environment" conducive to the interests of the private sector."

EDUCATION
STEP 4. ACT

Additional Materials

UNESCO has an excellent resource for supporting your advocacy on the right to education. See UNESCO's The Right to Education: Law and Policy Review Guidelines (2014) http://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/ UNESCO_The_Right_to_Education_Law_and_Policy_Review_Guidelines_2014_en.pdf

This resource is part of a larger initiative on the right to education, housed at http://www.right-to-education.org/. The Right to Education Project is a joint initiative of several large NGOs and their aim is to promote mobilization and accountability on the right to education and build bridges between the disciplines of human rights, education and development.

UN Special Rapporteur on the Right to Education

Get familiar with the work of the UN Special Rapporteur on the right to education. You can get more information about this important mandate—including all past reports, information about country visits, and instructions on how to submit reports of violations—at the UN OHCHR website, http://www.ohchr.org/EN/Issues/Education/SREducation/Pages/SREducationIndex.aspx

HEALTH
STEP 1. IMAGINE

IMAGINE

> It is health that is real wealth and not pieces of gold and silver.

> – Mahatma Gandhi

In a nutshell: Here we envision the role good health plays in the dreams we have for ourselves, our families, our community, our nation, our world; we see how the UN has envisioned health as a human right and part of sustainable development

BACKGROUND

The World Health Organization defines health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity."

"In the next 15 years many of the major challenges to human health will originate outside of the health sector. These range from emerging zoonotic diseases to pollution, climate change and the growing epidemic of obesity. Tackling these challenges effectively will require health experts to better understand and intervene in the health system. But they will also have to consider and effect change in broader social systems that encompass health – such as housing, transport, animal health, urban land use and agriculture. The sustainable development goals are a timely reminder of the complexity of human health and the systems that support it."[5]

What does the human right to health include? International law recognizes the human right to "the enjoyment of the highest attainable standard of physical and mental health." This means that everyone person has the right to access the variety of goods, facilities, services, and conditions necessary to be as healthy as possible. This right has to be made available equally to all without any discrimination among different groups, and communities have the right to participation in public-health decision-making.

Entitlements:
- The right to prevention, treatment and control of diseases;
- Access to essential medicines;
- Maternal, child and reproductive health;
- Equal and timely access to basic health services;
- The provision of health-related education and information

The right to health also includes the right to the necessary conditions for a healthy life, including:
- Safe drinking water and adequate sanitation;
- Safe food and adequate nutrition;
- Adequate housing;
- Healthy work conditions;
- Healthy environment;
- Gender equality

[5]From http://theconversation.com/how-the-new-global-goals-can-help-drive-systems-to-address-health-challenges-better-48269

SEE

HEALTH

STEP 2. SEE

ACTIVITY H.1

Question Bank for Assessing the Right to Health

ACTIVITY

In a nutshell: Here we assess our health in our experience based on international human rights law. Remember, these questions should be taken only as prompts that can be edited—reduced, expanded, adapted—according to the needs of the particular context.

Adapted from http://www.phmovement.org/sites/www.phmovement.org/files/RTH_assmt_tool_0.pdf

What are the main health problems that concern you? How do different groups in your community or in the country experience health risks and goods and services? Pay special attention to those whose health rights are most likely to be violated and who have least recourse.

Availability
- Are health care services available, functional, and sufficient in your area?
- Are there services for the particular health concerns of your community? E.g. maternal health, mental health, HIV and AIDS, substance abuse prevention and treatment?

Accessibility
- Are the different health care services accessible by all? What are the barriers that keep people from accessing existing services?
- Is there a safe and supportive environment?
- Are services affordable? Is assistance effective for people to get access?
- Is there enough information for people to gain access?
- Can people get the medicine they need?

Acceptability
- Are health care personnel adequately trained?
- Are the supplies and infrastructure appropriate?
- Do services and goods respect patients' dignity?
- Is there sensitivity toward women and minorities' special needs and perspectives?

Participation
- Can communities participate in decisions about the public's health? How?
- Where can people go if they have complaints? Are those mechanisms effective?

Included Rights ("Determinants")
- Are the following rights guaranteed?
- How does that situation influence people's health?
  - Safe drinking water and adequate sanitation?
  - Safe food and adequate nutrition?
  - Adequate housing?
  - Healthy work conditions?
  - Healthy environment?
  - Gender equality?
 - Right to live free from violence?

JUDGE

HEALTH
STEP 3. JUDGE

In a nutshell: This section offers two additional resources for carrying out the Judge step specifically on the right to health. The objective is to identify the structural causes of problems and identify the responsibility of the State. Then we will be in a position to critically assess how the SDGs address the important questions and discern what we need to advocate for or against.

The following graphic is reproduced from the study "Health systems and the right to health: an assessment of 194 countries" by Gunilla Backman et al, in Lancet, Vol 372 (Dec. 13, 2008), p. 2054, http://www.who.int/medicines/areas/human_rights/Health_System_HR_194_countries.pdf. This is a working model showing the features of a health system that is grounded in the international human rights obligations related to the right to health. This model might be helpful for groups, after sharing the experiential information in the SEE step, to discern State efforts and shortcomings. Don't miss the great checklist of right to health indicators on pages 2057-2058.

The most important jurisprudence on States' obligations with regard to the human right to health can be found in General Comment 14 (2000) adopted by the UN Committee on Economic, Social, and Cultural Rights. This comment is the basis for the model below.
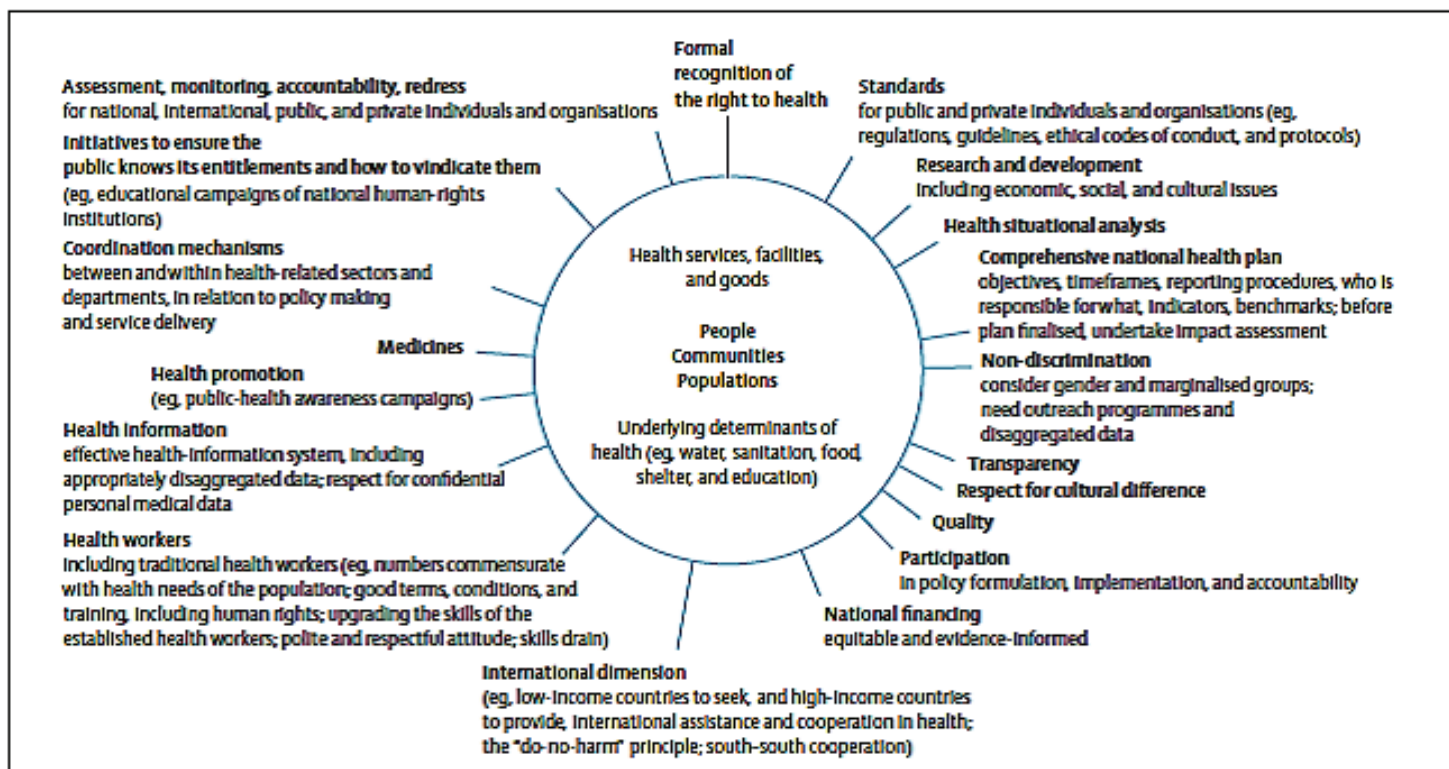
Judging Efforts to Meet the SDGs

Test what your government does or proposes to meet the SDGS with this Rights-based litmus test for Health:

|	
Do no harm	Do the actions or omissions of the State cause harm to or undermine any dimensions of people's right to health?
	Does the action of private individuals or business encouraged by the SDG agenda directly or indirectly cause harm to the right to health of people?
	Do groups suffer these harms in a discriminatory way?
Ensure well-being	Is the State effectively working to eradicate the risks and harms to health?
	Is the State taking pro-active steps to promote the highest attainable standard of health for all?
	Are the most vulnerable and marginalized prioritized in policy efforts?
Participation	Are people able to meaningfully participate in public health decisions?
Sustainability	Do decisions favor or jeopardize the health and well-being of future generations?
	Are there unknown impacts of this decision that might affect health negatively?

JUDGE

Red Flags

RED FLAG

The Special Rapporteur on the Right to Health highlighted some of the red flags in the context of health and development in the following excerpts from a 2014 report to the UN Human Rights Council:

"Globalization and trade liberalization have allowed transnational corporations to gain greater and easier access to otherwise closed markets. Their increasing presence in the world economy has enabled them to influence international and domestic law-making and infringe upon States' policy space. They have influenced food consumption patterns and promoted the use of tobacco, especially in developing countries. They have also affected the rights of large communities with impunity, causing displacement, contamination of groundwater, and loss of livelihood. They have directly perpetrated serious human rights violations, in particular in developing and least developed countries. They have thus seriously affected the laws, policies and social and economic environments of States and have violated the economic, social and cultural rights of individuals and communities, including the right to health." (internal citations omitted)

"To encourage economic activity and attract investment, States, especially those that are developing and least developed, may enter into international investment. Such agreements allow transnational corporations to reduce States' policy space and have been instrumental in increasing the influence of transnational corporations on States' ability to institute public health policies… They are promoted as tools to boost domestic economies but may have the effect of overriding States' sovereignty. Given that the agreements are concluded between States, they confer no obligations on transnational corporations to respect, protect and fulfil the right to health, allowing corporations to continue profit-making activities even if they are violating individuals' right to health."

"International investment agreements are treated as a stand-alone legal code and often do not contain references to the right to health. They should, however, be interpreted in a manner that does not conflict with human rights law because the purpose of both development-stimulating investment treaties and human rights laws is to benefit individuals. Under the current regime, States may be vulnerable to dispute settlement procedures when a State breaches an obligation under the agreement in order to comply with its human rights obligations."

"Failure to curb corruption, which results in the inefficient use of resources, may be considered a breach of a State's progressively realizable obligations. States must also ensure that what appears to be greater efficiency is not simply masking the transfer of such costs to non-State actors. For example, a policy that encourages patients to spend less time in the hospital, thus reducing the financial cost per treatment, may in reality shift those costs to the patient's home caregivers."
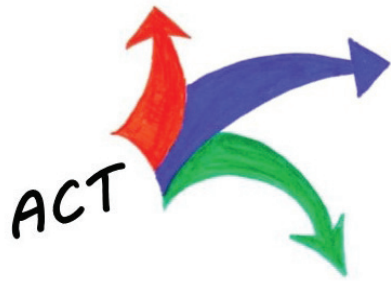
HEALTH
STEP 4. ACT

Important Additional Resource:

For more information on monitoring the right to health, identifying violations, and carrying out advocacy at the local, national, and international level, see Part III "Taking Action: Working with the Right to Health" in Judith Asher, The Right to Health: A Resource Manual for NGOs (2004), available at http://www.ifhhro.org/images/stories/ifhhro/Right_to_Health/3_2_5_rt_health_manual.pdf.

UN Special Rapporteur

Get familiar with the work of the UN Special Rapporteur on the right of everyone to the enjoyment of the highest attainable standard of physical and mental health. You can get more information about this important mandate—including all past reports, information about country visits, and instructions on how to submit reports of violations—at the UN OHCHR website, http://www.ohchr.org/EN/Issues/Health/Pages/SRRightHealthIndex.aspx.

IMAGINE

SAFE, CLEAN, HEALTHY, SUSTAINABLE ENVIRONMENT
STEP 1. IMAGINE

At first I thought I was fighting to save rubber trees, then I thought I was fighting to save the Amazon rain forest. Now I realize I am fighting for humanity.

– Chico Mendes

Today, at a time of multiple crises intensified by globalization, we need to move away from the paradigm of nature as dead matter. We need to move to an ecological paradigm, and for this, the best teacher is nature herself.

– Vandana Shiva

In a nutshell: Here we envision the role we believe the environment should have for ourselves, our families, our community, our nation, our world, and we see how the UN has envisioned environment as a human right and part of sustainable development.

BACKGROUND

Human Rights and the Environment
Although there is no independent human right to a healthy environment under international law, more than 90 countries have already recognized this right in their constitutions. What is clear is that a safe, clean, healthy, sustainable environment is absolutely necessary to fully realize all our human rights. In this way, a human rights lens can offer important weight and visibility to our advocacy for environmental protection.

Environment is Sustainable Development
Preserving and restoring the planet is a main component of the 2030 Agenda. In describing the challenges we aim to address with this new agenda, the countries described "our world today:"

"Natural resource depletion and adverse impacts of environmental degradation, including desertification, drought, land degradation, freshwater scarcity and loss of biodiversity, add to and exacerbate the list of challenges which humanity faces. Climate change is one of the greatest challenges of our time and its adverse impacts undermine the ability of all countries to achieve sustainable development. Increases in global temperature, sea level rise, ocean acidification and other climate change impacts are seriously affecting coastal areas and low-lying coastal countries, including many least developed countries and small-island developing States. The survival of many societies, and of the biological support systems of the planet, is at risk."

The death of the forest is the end of our life.

– Sr. Dorothy Stang

SEE

ENVIRONMENT

STEP 2. SEE

ACTIVITY ENV.1

Question Bank for Assessing the Environmental Human-Rights Connections

ACTIVITY

In a nutshell: Here we assess our environment in our experience based on international human rights law. Remember, these questions should be taken only as prompts that can be edited—reduced, expanded, adapted—according to the needs of the particular context.

- What are the environmental concerns of the community?

- Do the environmental conditions directly or indirectly help all people live in dignity, equality, and freedom?

- How does the climate affect people's ability to enjoy their human rights?

- Do people have adequate information about the state of the environment and the processes of environmental decision-making?

- Are people free to express their opinions about environmental conservation and to mobilize with others to advocate?

PART III: Areas of Special Concern

SEE

ACTIVITY ENV.2

Using SDGs for SEE on the Environment

ACTIVITY

In a nutshell: Follow instructions for Activity 1.B on the UPR but use the SDG text instead. In this two-step activity participants use the SDGs to share and organize their first-hand information about the environmental situation in their community, region, or country and the relation to the enjoyment of human rights by all.

Preparation

- Use all of the SDGs and their targets in Annex 1 or make a selection
- You can also pull out those UPR recommendations that might be relevant

Share the content

- Write or print the targets on pieces of paper and tape up around the room. Ask participants to walk around and select one or more that are important to them.
- Read the content out loud and ask the group to self-divide into small groups depending on to which piece they would like to react.
- Divide into small groups and give each one the same or different groups of targets.
- Have a live or theatrical presentation of the content. Divide into small groups and have each group be responsible to understand and present the content to the rest of the group.
- Show a video that presents the content

Collecting Reactions

Allow enough time for reflection:

- Ask participants to share in small groups or a large group how the environment relates to that recommendation or goal and whether our lived reality matches up with this recommendation or goal? For whom is this ideal attained and who is the furthest behind?
- Ask participants to draw an image that represents the ideal scenario and then to draw what their world actually looks like
- Have participants take their targets(s) and interview others about how they think the preservation and restoration of the environment relates to that goal or recommendation and then report back to the group.
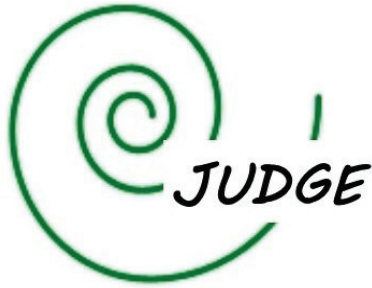
ENVIRONMENT
STEP 3. JUDGE

In a nutshell: Additional resources for carrying out the Judge step specifically on the environment – to identify the causes of problems and the responsibility of the State. Then we will be in a position to see how the SDGs address it and some red flags to look out for.

UN Special Rapporteur on human rights and the environment has undertaken a massive work to clarify States' human-rights obligations that relate especially closely with the environment. We can rely on this work to assist us in the JUDGE step of identifying structural causes of problems we have observed and what the State's obligations are.

Respect and Protect Against All Harms
- The State has the obligation to respect people's human rights. This means it must refrain from taking actions that impact the environment in a way that harms people's rights.

- The State also has the duty to protect people's human rights from any harm that could be caused by other people or businesses. There are a lot of details on what this means for States in terms of requiring corporations to investigate and publicize potential human rights impacts of their activities, and ensuring that anyone that does impact the environment in a way that harms people's rights is brought to justice. For more, see the UN Guiding Principles on Business and Human Rights.

Procedural
- States also have obligations related to the process by which environmental decisions are made. The state has to adequately assess the environmental impact of its decisions; it has to keep and release information to the public and especially to those that could be affected; and it must facilitate meaningful public participation in the decision-making.

Minimum Standards
- States often have to balance different interests and objectives. Human-rights law cannot substitute detailed environmental regulation, but policy discretion is limited at least in as much as States cannot cause or allow unjustified, foreseeable infringements of human rights resulting from environmental degradation.

Access to Effective Remedies
- Where there has been an environmental harm that interferes with the enjoyment of human rights, States are obligated to ensure that the victims receive effective remedy – ranging from compensation, restitution, and guarantees of non-repetition.

Free Prior and Informed Consent (FPIC)
- As part of the collective right to self-determination, indigenous peoples (and other land-dependent communities that share a cultural identity) have the right to free, prior, and informed consent, which means that no policy or project that would affect their rights can move forward without this collective authorization.

Protect Environmental Defenders
- People have the right to use their freedoms of expression and assembly to defend the environment and the State has the obligation to protect them from intimidation and threats.

ENVIRONMENT
STEP 4. ACT

UN Special Rapporteur

Several Special Procedures of the UN incorporate environmental sustainability into their mandate in a special way. Consider getting familiar with:

Special Rapporteur on human rights and the environment
http://www.ohchr.org/EN/Issues/Environment/SREnvironment/Pages/SRenvironmentIndex.aspx
http://srenvironment.org/

Special Rapporteur on right to food
http://www.ohchr.org/EN/Issues/Food/Pages/FoodIndex.aspx
http://www.srfood.org/ (former)

Special Rapporteur on the human rights to safe drinking water
http://www.ohchr.org/EN/Issues/WaterAndSanitation/SRWater/Pages/SRWaterIndex.aspx

Special Rapporteur on the rights of indigenous peoples
http://www.ohchr.org/EN/Issues/IPeoples/SRIndigenousPeoples/Pages/SRIPeoplesIndex.aspx
http://unsr.jamesanaya.org/ (former)

Special Rapporteur on the on the implications for human rights of the environmentally sound management and disposal of hazardous substances and wastes
http://www.ohchr.org/EN/Issues/Environment/ToxicWastes/Pages/SRToxicWastesIndex.aspx

Working Group on human rights and transnational corporations and other business
http://www.ohchr.org/EN/Issues/Business/Pages/WGHRandtransnationalcorporationsandotherbusiness.aspx

ANNEX 1
Text of the SDGs for Use in the Activities

You can find a handy paraphrased version of the SDGs and targets, with more accessible language, at http://files.unicef.org/post2015/files/TWWW_A4_Single_Page_LowRes_English.pdf

✂ ···

Goal 1. End poverty in all its forms everywhere

1.1 By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than $1.25 a day

1.2 By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions

1.3 Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable

1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance

1.5 By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters

1.a Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions

1.b Create sound policy frameworks at the national, regional and international levels, based on pro-poor and gender-sensitive development strategies, to support accelerated investment in poverty eradication actions

✂ ···

Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture

2.1 By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round

2.2 By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons

2.3 By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and nonJfarm employment

2.4 By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality

2.5 By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationally agreed

2.a Increase investment, including through enhanced international cooperation, in rural infrastructure, agricultural research and extension services, technology development and plant and livestock gene banks in order to enhance agricultural productive capacity in developing countries, in particular least developed countries

2.b Correct and prevent trade restrictions and distortions in world agricultural markets, including through the parallel elimination of all forms of agricultural export subsidies and all export measures with equivalent effect, in accordance with the mandate of the Doha Development Round

2.c Adopt measures to ensure the proper functioning of food commodity markets and their derivatives and facilitate timely access to market information, including on food reserves, in order to help limit extreme food price volatility
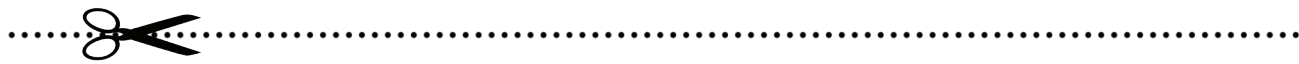
Goal 3. Ensure healthy lives and promote well-being for all at all ages

3.1 By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births

3.2 By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and underJ5 mortality to at least as low as 25 per 1,000 live births

3.3 By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases

3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being

3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol

3.6 By 2020, halve the number of global deaths and injuries from road traffic accidents

3.7 By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes

3.8 Achieve universal health coverage, including financial risk protection, access to quality essential health care services and access to safe, effective, quality and affordable essential medicines and vaccines for all

3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination

3.a Strengthen the implementation of the World Health Organization Framework Convention on Tobacco Control in all countries, as appropriate

3.b Support the research and development of vaccines and medicines for the communicable and non-communicable diseases that primarily affect developing countries, provide access to affordable essential medicines and vaccines, in accordance with the Doha Declaration on the TRIPS Agreement and Public Health, which affirms the right of developing countries to use to the full the provisions in the Agreement on Trade-Related Aspects of Intellectual Property Rights regarding flexibilities to protect public health, and, in particular, provide access to medicines for all

3.c Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in least developed countries and small island developing States

3.d Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

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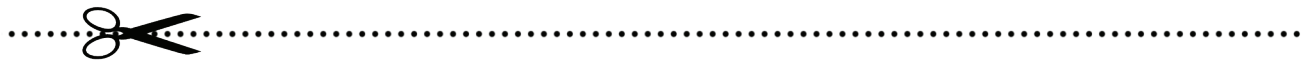
Goal 5. Achieve gender equality and empower all women and girls

5.1 End all forms of discrimination against all women and girls everywhere

5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation

5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation

5.4 Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate

5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life

5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences

5.a Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws

5.b Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women

5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

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Goal 6. Ensure availability and sustainable management of water and sanitation for all

6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all

6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations

6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally

6.4 By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity

6.5 By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate

6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes

6.a By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies

6.b Support and strengthen the participation of local communities in improving water and sanitation management

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Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all

7.1 By 2030, ensure universal access to affordable, reliable and modern energy services

7.2 By 2030, increase substantially the share of renewable energy in the global energy mix

7.3 By 2030, double the global rate of improvement in energy efficiency

7.a By 2030, enhance international cooperation to facilitate access to clean energy research and technology, including renewable energy, energy efficiency and advanced and cleaner fossil-fuel technology, and promote investment in energy infrastructure and clean energy technology

7.b By 2030, expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries, in particular least developed countries, small island developing States and landlocked developing countries, in accordance with their respective programmes of support

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Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

8.1 Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 per cent gross domestic product growth per annum in the least developed countries

8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors

8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services

8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-Year Framework of Programmes on Sustainable Consumption and Production, with developed countries taking the lead

8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training

8.7 Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms

8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment

8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products 8.10 Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all

8.a Increase Aid for Trade support for developing countries, in particular least developed countries, including through the Enhanced Integrated Framework for Trade-related Technical Assistance to Least Developed Countries

8.b By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization
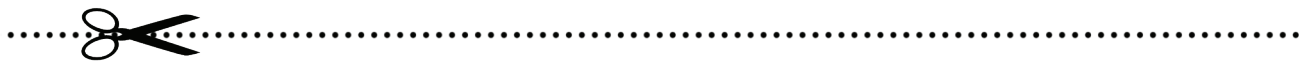
Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and trans-border infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all

9.2 Promote inclusive and sustainable industrialization and, by 2030, significantly raise industry's share of employment and gross domestic product, in line with national circumstances, and double its share in least developed countries

9.3 Increase the access of small-scale industrial and other enterprises, in particular in developing countries, to financial services, including affordable credit, and their integration into value chains and markets

9.4 By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, with all countries taking action in accordance with their respective capabilities

9.5 Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending

9.a Facilitate sustainable and resilient infrastructure development in developing countries through enhanced financial, technological and technical support to African countries, least developed countries, landlocked developing countries and small island developing States

9.b Support domestic technology development, research and innovation in developing countries, including by ensuring a conducive policy environment for, inter alia, industrial diversification and value addition to commodities

9.c Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020

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Goal 10. Reduce inequality within and among countries

10.1 By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average

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

10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard

10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality

10.5 Improve the regulation and monitoring of global financial markets and institutions and strengthen the implementation of such regulations

10.6 Ensure enhanced representation and voice for developing countries in decision-making in global international economic and financial institutions in order to deliver more effective, credible, accountable and legitimate institutions

10.7 Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies

10.a Implement the principle of special and differential treatment for developing countries, in particular least developed countries, in accordance with World Trade Organization agreements

10.b Encourage official development assistance and financial flows, including foreign direct investment, to States where the need is greatest, in particular least developed countries, African countries, small island developing States and landlocked developing countries, in accordance with their national plans and programmes

10.c By 2030, reduce to less than 3 per cent the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5 per cent

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Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

11.1 By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums

11.2 By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities, and older persons

11.3 By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries

11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage

11.5 By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations

11.6 By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management

11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities

11.a Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning

11.b By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015J2030, holistic disaster risk management at all levels

11.c Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials

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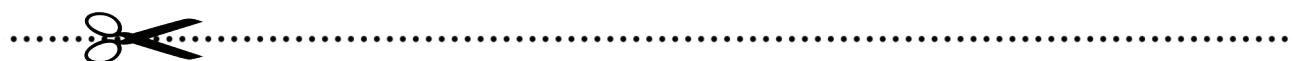
Goal 12. Ensure sustainable consumption and production patterns

12.1 Implement the 10-Year Framework of Programmes on Sustainable Consumption and Production Patterns, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries

12.2 By 2030, achieve the sustainable management and efficient use of natural resources

12.3 By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses

12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment

12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse

12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle

12.7 Promote public procurement practices that are sustainable, in accordance with national policies and priorities

12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

12.a Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production

12.b Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products

12.c Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including by restructuring taxation and phasing out those harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities

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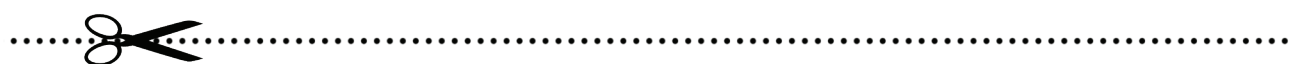
Goal 13. Take urgent action to combat climate change and its impacts*

13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries

13.2 Integrate climate change measures into national policies, strategies and planning

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

13.a Implement the commitment undertaken by developed-country parties to the United Nations Framework Convention on Climate Change to a goal of mobilizing jointly $100 billion annually by 2020 from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalize the Green Climate Fund through its capitalization as soon as possible

13.b Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities

Acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change.
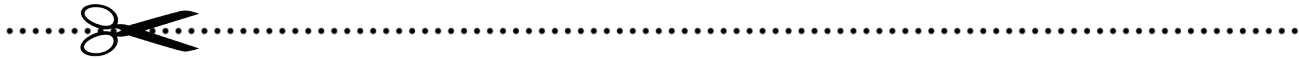
Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development

14.1 By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution

14.2 By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans

14.3 Minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels

14.4 By 2020, effectively regulate harvesting and end overfishing, illegal, unreported and unregulated fishing and destructive fishing practices and implement science-based management plans, in order to restore fish stocks in the shortest time feasible, at least to levels that can produce maximum sustainable yield as determined by their biological characteristics

14.5 By 2020, conserve at least 10 per cent of coastal and marine areas, consistent with national and international law and based on the best available scientific information

14.6 By 2020, prohibit certain forms of fisheries subsidies which contribute to overcapacity and overfishing, eliminate subsidies that contribute to illegal, unreported and unregulated fishing and refrain from introducing new such subsidies, recognizing that appropriate and effective special and differential treatment for developing and least developed countries should be an integral part of the World Trade Organization fisheries subsidies negotiation

14.7 By 2030, increase the economic benefits to small island developing States and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism

14.a Increase scientific knowledge, develop research capacity and transfer marine technology, taking into account the Intergovernmental Oceanographic Commission Criteria and Guidelines on the Transfer of Marine Technology, in order to improve ocean health and to enhance the contribution of marine biodiversity to the development of developing countries, in particular small island developing States and least developed countries

14.b Provide access for small-scale artisanal fishers to marine resources and markets

14.c Enhance the conservation and sustainable use of oceans and their resources by implementing international law as reflected in the United Nations Convention on the Law of 2 Taking into account ongoing World Trade Organization negotiations, the Doha Development Agenda and the Hong Kong ministerial mandate. the Sea, which provides the legal framework for the conservation and sustainable use of oceans and their resources, as recalled in paragraph 158 of "The future we want"

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Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements

15.2 By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally

15.3 By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world

15.4 By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development

15.5 Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species

15.6 Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources and promote appropriate access to such resources, as internationally agreed

15.7 Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products

15.8 By 2020, introduce measures to prevent the introduction and significantly reduce the impact of invasive alien species on land and water ecosystems and control or eradicate the priority species

15.9 By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts

15.a Mobilize and significantly increase financial resources from all sources to conserve and sustainably use biodiversity and ecosystems

15.b Mobilize significant resources from all sources and at all levels to finance sustainable forest management and provide adequate incentives to developing countries to advance such management, including for conservation and reforestation

15.c Enhance global support for efforts to combat poaching and trafficking of protected species, including by increasing the capacity of local communities to pursue sustainable livelihood opportunities

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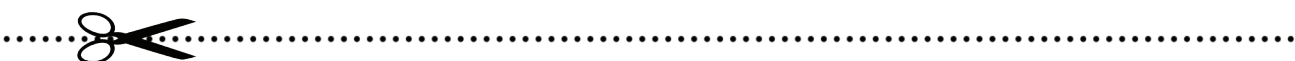
Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

16.1 Significantly reduce all forms of violence and related death rates everywhere

16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children

16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all

16.4 By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime

16.5 Substantially reduce corruption and bribery in all their forms

16.6 Develop effective, accountable and transparent institutions at all levels

16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels

16.8 Broaden and strengthen the participation of developing countries in the institutions of global governance

16.9 By 2030, provide legal identity for all, including birth registration

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

16.a Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime

16.b Promote and enforce non-discriminatory laws and policies for sustainable development
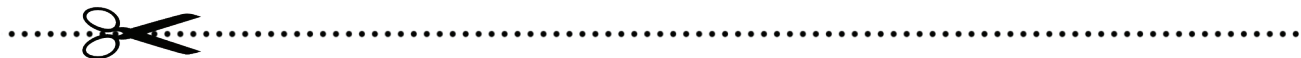
Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development Finance

17.1 Strengthen domestic resource mobilization, including through international support to developing countries, to improve domestic capacity for tax and other revenue collection

17.2 Developed countries to implement fully their official development assistance commitments, including the commitment by many developed countries to achieve the target of 0.7 per cent of gross national income for official development assistance (ODA/GNI) to developing countries and 0.15 to 0.20 per cent of ODA/GNI to least developed countries; ODA providers are encouraged to consider setting a target to provide at least 0.20 per cent of ODA/GNI to least developed countries

17.3 Mobilize additional financial resources for developing countries from multiple sources

17.4 Assist developing countries in attaining long-term debt sustainability through coordinated policies aimed at fostering debt financing, debt relief and debt restructuring, as appropriate, and address the external debt of highly indebted poor countries to reduce debt distress

17.5 Adopt and implement investment promotion regimes for least developed countries Technology

17.6 Enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation and enhance knowledge sharing on mutually agreed terms, including through improved coordination among existing mechanisms, in particular at the United Nations level, and through a global technology facilitation mechanism

17.7 Promote the development, transfer, dissemination and diffusion of environmentally sound technologies to developing countries on favourable terms, including on concessional and preferential terms, as mutually agreed

17.8 Fully operationalize the technology bank and science, technology and innovation capacity-building mechanism for least developed countries by 2017 and enhance the use of enabling technology, in particular information and communications technology Capacity-building

17.9 Enhance international support for implementing effective and targeted capacity- building in developing countries to support national plans to implement all the Sustainable Development Goals, including through North-South, South-South and triangular cooperation Trade

17.10 Promote a universal, rules-based, open, non-discriminatory and equitable multilateral trading system under the World Trade Organization, including through the conclusion of negotiations under its Doha Development Agenda

17.11 Significantly increase the exports of developing countries, in particular with a view to doubling the least developed countries' share of global exports by 2020

17.12 Realize timely implementation of duty-free and quota-free market access on a lasting basis for all least developed countries, consistent with World Trade Organization decisions, including by ensuring that preferential rules of origin applicable to imports from least developed countries are transparent and simple, and contribute to facilitating market access Systemic issues Policy/and/institutional/coherence

17.13 Enhance global macroeconomic stability, including through policy coordination and policy coherence

17.14 Enhance policy coherence for sustainable development

17.15 Respect each country's policy space and leadership to establish and implement policies for poverty eradication and sustainable development Multi3stakeholder/partnerships

17.16 Enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the Sustainable Development Goals in all countries, in particular developing countries

17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships Data,/monitoring/and/accountability

17.18 By 2020, enhance capacity-building support to developing countries, including for least developed countries and small island developing States, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts 17.19 By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement gross domestic product, and support statistical capacity-building in developing countries

ANNEX 2
About the Universal Periodic Review (UPR)

The Universal Periodic Review is a new mechanism at the UN where each country in the world has its human rights record reviewed publically. The review is done by the other countries. "It's a peer review" by the UN and civil society also has a different way to participate in this review. At the end of the review, the UN publishes a list of all the recommendations that a country received. The country is expected to take measures to implement those recommendations and when they appear for their next review, the countries will want to know what improvements have been made on those issues. Each country, when it is reviewed, has the choice to accept or reject the recommendations. If they accept the recommendations they are recommitting to implement those recommendations before their next review.

When is the Next UPR for My Country?

To find out when the next UPR for your country will be, see the calendars for the 2nd cycle (2012-2016) and the 3rd cycle (2017-2021) at the UN's main page for the UPR: http://www.ohchr.org/EN/HRBodies/UPR/Pages/UPRMain.aspx. You can find information about the deadline for civil society participation under the "NGO" button on the right, or at the following link: http://www.ohchr.org/EN/HRBodies/UPR/Pages/NgosNhris.aspx.

How Can I Find Past UPR Reports?

At the UN's main page for the UPR, under the button on the right for "documentation" you can find all UPR documentation by country: http://www.ohchr.org/EN/HRBodies/UPR/Pages/Documentation.aspx. There you can find the official recommendations, any response from the State, the reports that were sent in by civil society groups, and by the Government. You can also find the UPR recommendations arranged in helpful formats at the website of the NGO UPR-Info, http://www.upr-info.org.

Has My Government Submitted a Progress Report on its UPR Implementation?

At the UN's main page for the UPR, under the button on the right for "UPR Mid-term Reports" you can find the reports of all governments that have sent in progress reports:
http://www.ohchr.org/EN/HRBodies/UPR/Pages/Documentation.aspx

ANNEX 3
Finding and Using UN Reports for Your Country

In most cases you will find that numerous UN human-rights reports exist for your country and likely the issue of priority will be included in some of these. Incorporating the findings or content of these reports is useful for several reasons:

1. They are very effective and efficient ways to generate a focused conversation on the human rights situation.
2. It exposes the group first-hand in the work of the UN and engages them directly in the enforcement of those outcomes.
3. They often include structural analysis that can support anecdotes or localized information within the group.
4. This information will also be useful in determining future advocacy cannels and leverage.

What Human Rights Treaties Apply to My Country?

Legally, an international human rights treaty applies only to those countries that voluntarily agree to bind themselves to those obligations. To see which treaties your country has ratified, visit the UN website: http://tbinternet.ohchr.org/_layouts/TreatyBodyExternal/Treaty.aspx and select your country from the dropdown menu.

What Other UN Human Rights Reports Exist About My Country?

You can find very valuable information from the UN Human Rights website (of the Office of the High Commission for Human Rights) organized by country: http://www.ohchr.org/EN/COUNTRIES/Pages/HumanRightsintheWorld.aspx. By clicking on your country in the list of all UN Member States, you will arrive at a page with all the key human rights reporting on your country. Under "UN Treaty Bodies" you will see the reports from when your country was reviewed by experts for its compliance with the treaties it has ratified. Under "UN Charter-based Bodies" you will see all the reports on your country from independent UN human-rights experts ("Special Procedures").

Using UN Reports

You will see that all report include two main types of content – observations and recommendations. Both are relevant for crafting your advocacy message but you should know the difference—whether the UN body or expert is just noting something or expressing a recommendation of what it believes the State ought to do.

International Presentation Association