

# PROFILE TOOLS

## A. Purpose

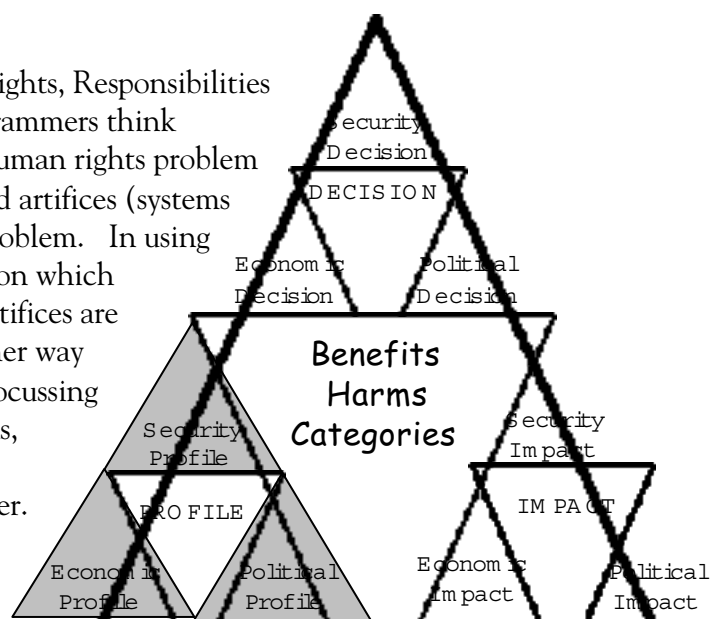
🔍 Profile tools aim to help programmers deepen their knowledge of a particular context.

## B. Content





🔍 There are three profile tools, one for each category of rights: (a) political, (b) security and (c) economic, social and cultural.

🔍 Using simple non-legal language, the profile questions give programmers a useful overview of the human rights environment in which they work or plan to work. One does not need to have any prior knowledge of human rights to use these tools effectively. For individuals and organizations committed to rights-based programming, these tools provide a useful entry point for designing or redesigning projects or programs. However, one doesn't need to adopt a rights-based approach to do benefits-harms analysis. With or without a commitment to engage in rights-based programming, these tools should help users think more holistically about the contexts in which they work.




🔍 The last tool in this section is about “Rights, Responsibilities and Underlying Causes”. It helps programmers think through the underlying causes of any human rights problem by considering the actions, attitudes and artifices (systems and structures) that cause that rights problem. In using this tool it is not so important to focus on which underlies the other. (Some might say artifices are caused by attitudes, rather than the other way around.) The tool's added value is in focussing users on all three **types** of causes (actions, attitudes and artifices), whatever causal relationship makes most sense to the user.



## C. Methodology

-  Each of the three tools has both a blank page on one side (which can be filled in) and a page with guidelines, questions and examples to stimulate users' thinking on the other side.
-  At the outset, it may be useful to decide whether one plans to fill in all three tools, or to use the tools selectively to fill in particular knowledge gaps. If the latter seems more appropriate, users may find it useful to briefly review the tools to determine which questions should be reviewed.
-  Profile tools aim primarily to stimulate discussions *within* relief and development organizations. In many cases, project field staff already know the answers to these questions, but have not previously had a forum in which to share that knowledge with others. The tools can be used to stimulate and organize internal discussions on community profiles. Benefits-harms discussions should not be left up to field staff alone. A core aim of the benefits-harms approach is to stimulate discussion between those who know and think about community profiles on a daily basis and those who often know or think less about such issues but are responsible for making program decisions.
-  In some circumstances (e.g. projects beginning in new contexts), field staff, consultants or others may want to ask profile questions to the community directly. In so doing, good judgment is essential. Some profile questions raise sensitive issues, and even asking such questions may send implicit unintended messages to respondents. In some circumstances, it may be inappropriate to raise some questions directly. In other situations, it may make sense to begin with less sensitive issues (e.g. the economic, social and cultural profile), waiting until there is a rapport with respondents before raising the more sensitive political and security issues. In any event, these tools are just tools, and should be adapted as necessary to fit the needs and concerns of programmers and the communities they serve. As with all assessment tools, the knowledge one gets will depend on how the questions are asked, by whom and to whom. They will rarely yield indisputable truths--the issues they raise may be straightforward, but their aim is to deepen the questions we ask, not to simplify our answers to the world around us.

## D. When can you use Profile Tools in the Project Cycle?

-  Profile tools can be used at any time before a project commences or after it is up and running. A few hours talking through the profile tools, with people knowledgeable about that environment, can radically change one's understanding of and communication about a context or a community.
-  Once a project design is complete, profile tools contribute to coherent information systems for monitoring its impact. One can't monitor a project's unintended impact on people's human rights unless one has a "baseline" understanding of the rights situation before the project began. Profile tools help to ensure that programmers consider a wide spectrum of human rights.
-  In short-term emergency contexts, a programmer might use select parts of profiles to get a quick overview of the context. When time permits, the tools can be used more fully to stimulate group discussions prior to project design. Some group analysis is recommended as findings often require clarification, and discussion usually elicits previously unconsidered ideas and potential concerns.

# Political Profile Tool

I. POLITICAL & SOCIAL GROUPS IN THE COMMUNITY		
Type	Identify the political or social groups in the community	Which individuals/groups have power/influence?
Racial, color, tribe, caste, language or ethnic groups	Identify the key groups based on race, color, ethnicity, tribe, national, geographic or social origin. The aim here is to help identify potential discrimination issues. E.g. Seventy percent are Tamil. IDPs from Nuba make up 30% of the community.	Identify power brokers from these groups. Give specific identities if you can. E.g. Chief X, or Elder Y.
Political, religious or social change groups	Identify the political, armed or religious groups in the community. Focus in particular on majorities with power, and minorities that may be marginalized. E.g. Eighty percent are Christian while traditionalists/animists are marginalized minority. DP is the main opposition party.	Identify key leaders from these political or religious groups. E.g. Ivan Torulya is the local head of X Party.
Age, gender, sexual orientation or physically disabled	Identify any unusual characteristics about the demographic groups in the community. Are there any groups that are over or under-represented? E.g. Very few young men are in the community. Ten percent of children are amputees.	Are there key individuals/groups representing women, children, gays, or the disabled?

II. POLITICAL POWER & DISCRIMINATION	
Which group(s) in the community have most resources/ power? What are the sources of their power?	Consider all groups identified in the above question. Identify those that have more power than others. Consider where they get the source of their power? Is it traditional, economic, political, social, racism or groupism of any form? Is it through physical intimidation or force of arms? E.g. X religious authorities exert pervasive control over all aspects of the community's political life.
Which group(s) have least access to resources/power? Do they face discrimination? Why have they been marginalized?	Consider all groups identified in the above question and add explanation if necessary. Identify those that have been marginalized or discriminated against. Consider why they are being marginalized. E.g. Women have no access to land. They are not entitled to own or inherit land. This practice is excused as inherent to the X tribe's traditional values and family norms.

III. COMMUNITY'S POLITICAL RIGHTS & FREEDOMS	
Are people protected equally and fairly by the law? Do they have rights to a fair trial that treats them as innocent until proven guilty?	Which people or groups have more or less than equal protection by the law and its agents E.g. The police, the judiciary and other agents of government? Do people have the right to a fair trial, and are they treated as innocent until proven guilty? E.g. In practice, women, particularly in cases of sexual assault, do not have adequate or equal protection of the law. The criminal justice system is totally corrupt-you get what you pay for, including freedom.
How does the community participate politically? Are there free and fair elections?	What are the mechanisms that people use to voice their political views (both at the community level and regionally/nationally)? Do they have representatives? How do they elect those representatives? How do political decisions get made? Are these mechanisms free and fair? E.g. The tribal elders remain the most influential politically. They are nominated and elected by the elders' council. The council makes all decisions by achieving consensus that it then shares with the community for endorsement.
How free are people to gather together to share ideas, or form organizations or groups?	Describe any important restrictions that exist on the ability to form groups of any sort--community based groups, NGOs, trade unions, faith based groups. Describe any restrictions on gatherings or meetings--are there restrictions on who, when or how many people can meet at one time? E.g. One cannot form an NGO or even hold a meeting without a licence.
How free are people to express their political or ideological opinions, or practice the religion of their choice?	Describe any important restrictions on political or religious activities. Certain groups may be discriminated against, sporadically or in an ad hoc way. E.g. Y group is prevented from practicing their religion. Anyone who voices sympathy for X opposition group can be arrested.

# Political Profile Tool

I. POLITICAL & SOCIAL GROUPS IN THE COMMUNITY		
Type	Identify the political or social groups in the community	Which individuals/groups have power/influence?
Racial, color, tribe, caste, language or ethnic groups		
Political, religious or social change groups		
Age, gender, sexual orientation or physically disabled		

II. POLITICAL POWER & DISCRIMINATION	
Which group(s) in the community have most resources/ power? What are the sources of their power?	
Which group(s) have least access to resources/power? Do they face discrimination? Why have they been marginalized?	

III. COMMUNITY'S POLITICAL RIGHTS & FREEDOMS	
Are people protected equally and fairly by the law? Do they have rights to a fair trial that treats them as innocent until proven guilty?	
How does the community participate politically? Are there free and fair elections?	
How free are people to gather together to share ideas, or form organizations or groups?	
How free are people to express their political or ideological opinions, or practice the religion of their choice?	

# Security Profile Tool

I. INTER-COMMUNITY CONFLICT	
What are the main forms of conflict between community members and others outside the community?	<i>Who are the main adversaries (enemies) of the community? Identify all groups involved. Describe the form of conflict as well. E.g. Government security forces, army, rebel factions, police, informal militias, or ethnic/clan/tribal/religious groups. Forms of conflict may be constant, sporadic, seasonal or resource-dependent. It may be small or large scale.</i>
What are the stated reasons for the conflict?	<i>It could be a war of political liberation, conflict over resources, suppression of opposition groups, or tribal animosity/hatred. E.g. Acholi and Karamajong have history of tension, based on cattle raiding and control of land.</i>
How do(es) this conflict(s) directly impact community members?	<i>Consider both concrete and hidden impacts. E.g. In terms of physical impact, it may result in widespread sexual assault, displacement or restricted freedom of movement, or cause loss of lives or livelihoods. Psychologically, it may cause fear, depression, fatalism, or hostility.</i>

II. CONFLICT BETWEEN GROUPS IN THE COMMUNITY	
Issue	Group(s) & Explanation
What are the main forms of conflict within the community?	<i>Here we are looking for group based conflict within the community. Which groups are in tension with each other? E.g. There may be tensions between political, tribal, ethnic or other social groups that present an ongoing significant physical threat to persons or property. What forms does the conflict take? E.g. Is it sporadic or systematic, widespread or limited to certain groups?</i>
What are the stated reasons for the conflict?	<i>What reasons do different community members give for the conflict? E.g. There may be conflict over resources or power, or there may be traditional practices of oppression of a particular group.</i>
How do(es) this internal conflict(s) directly impact community members?	<i>Again, consider both concrete and hidden impacts. E.g. In terms of physical impact, it may result in widespread domestic violence, abuse of children, or sexual assault. Psychologically, it may cause fear, depression, fatalism, or hostility.</i>

III. CONFLICT RESOLUTION PROFILE	
What are the forms of conflict resolution, and judicial enforcement relied upon by the community, both legal/judicial and/or traditional/cultural? Are they effective and fair?	<i>Describe important conflict resolution and judicial protection systems. The aim is not a review of the systems so much as an evaluation of what works and what doesn't. E.g. Do existing conflict resolution methods achieve their goals? If not, why not? Does the local justice system punish the guilty and provide protection to the innocent?</i>

# Security Profile Tool

## I. INTER-COMMUNITY CONFLICT

What are the main forms of conflict between community members and others *outside* the community?

What are the stated reasons for the conflict?

How do(es) this conflict(s) directly impact community members?

## II. CONFLICT BETWEEN GROUPS IN THE COMMUNITY

**Issue**

**Group(s) & Explanation**

What are the main forms of conflict within the community?

What are the stated reasons for the conflict?

How do(es) this internal conflict(s) directly impact community members?

## III. CONFLICT RESOLUTION PROFILE

What are the forms of conflict resolution, and judicial enforcement relied upon by the community, both legal/judicial and/or traditional/cultural? Are they effective and fair?

# Economic, Social & Cultural Profile Tool

I. KEY ECONOMIC ASSETS/DEFICITS IN THE COMMUNITY		
The right to	Assets & Capacities	Deficits & Vulnerabilities
work & adequate income	<i>What are the major sources of income, types of employment and/or skill base in the community?</i>	<i>What are the levels of poverty or unemployment? What skills are missing? Which groups are particularly poor or have high unemployment?</i>
a healthy environment	<i>What are the most important environmental assets belonging to the community? What are the natural resources most relied upon?</i>	<i>What are the major environmental problems: pollution, overpopulation, etc?</i>
health & health care	<i>What are the major practices for maintaining health? What are the available health services, both medical and traditional?</i>	<i>What are major health concerns, shortcomings in health services?</i>
food & adequate nutrition	<i>What are the major food sources, both normal and emergency? What are the nutrition levels?</i>	<i>What are the levels of malnutrition? What groups have least access to enough quality food?</i>
education	<i>What are the available educational and training services?</i>	<i>What are the weaknesses in the education services? What groups not getting educational services?</i>
shelter	<i>What are the major forms of shelter?</i>	<i>What are the problems with shelter? Are there groups without shelter?</i>
clean water	<i>What is the quality and availability of clean water?</i>	<i>What are the problems or deficits with respect to clean water?</i>

II. SOCIAL ATTITUDES	
Which groups have a significant number of members that show these capacities: self reliance, independence, confidence, partnership, shared values, cooperation, mutual respect.	<i>In addition to any groups that come to mind immediately, you may want to consider all those groups identified by using the political profile tool. E.g. Many women and settled groups are more self-reliant, more interested in self-help. Most leaders work together well, especially community elders.</i>
Which groups have a significant number of members that show these vulnerabilities: dependency, fatalism, lack of confidence or energy, distrust, hostility, fear, lack of shared values.	<i>Again, you may want also to consider the groups from the political profile. E.g. Most IDPs lack confidence and seem less interested in engagement. Some of the X religious group are very fatalistic. Social norms have broken down for young men. Many community members are very distrustful of most outsiders, including aid actors.</i>

III. CULTURAL PRACTICES AND COPING MECHANISMS	
What are key traditional ways in which the community has addressed project-related needs?	<i>The "project-related needs" are the issues which the project aims to address. For a health project, for example, the community might have traditionally sought out traditional healers.</i>

# Economic, Social & Cultural Profile Tool

I. KEY ECONOMIC ASSETS/DEFICITS IN THE COMMUNITY		
The right to	Assets & Capacities	Deficits & Vulnerabilities
work & adequate income		
a healthy environment		
health & health care		
food & adequate nutrition		
education		
shelter		
clean water		

II. SOCIAL ATTITUDES	
Which groups have a significant number of members that show these capacities: self reliance, independence, confidence, partnership, shared values, cooperation, mutual respect.	
Which groups have a significant number of members that show these vulnerabilities: dependency, fatalism, lack of confidence or energy, distrust, hostility, fear, lack of shared values.	

III. CULTURAL PRACTICES AND COPING MECHANISMS	
What are key traditional ways in which the community has addressed project-related needs?	

# Rights, Responsibilities & Underlying Causes

I. IDENTIFY THE ISSUE TO BE CONSIDERED	
Identify the symptom or issue	Identify the human rights concern most closely related to the symptom
<i>Note here the issue or concern you identified from your use of the profile tools.</i>	<i>What is the human rights issue that has been raised? E.g. The community's right to/freedom from X is being denied.</i>

II. ANALYZING ACTIONS, ATTRIBUTES AND ARTIFICES		
Actions	Issue & human rights concern	Who is responsible for this situation?
What are the actions, or failures of action, that led to this human rights concern?	<p><i>What actions or failures to act led to the problem?</i></p> <p><i>What human right was denied through this action or inaction?</i></p>	<p><i>Which person(s) or body(ies) caused the concern?</i></p> <p><i>Which person(s) or body(ies) is/are responsible for addressing the concern/human rights issue?</i></p>
Attitudes	Issue & human rights concern	Who is responsible for this situation?
What are the attitudes or behaviors that caused these actions?	<p><i>What behaviors or attitudes caused the actions above?</i></p> <p><i>What human rights concern(s) do these behaviors or attitudes reveal?</i></p>	<p><i>Which person(s) or body(ies) is/are responsible for these behaviors and attitudes?</i></p> <p><i>Which person(s) or body(ies) is/are responsible for addressing this concern/human rights issue?</i></p>
Artifices	Issue & human rights concern	Who is responsible for this situation?
What artifices, (systems or structures) cause these behaviors or attitudes?	<p><i>What systems or structures cause, reinforce, enable, or perpetuate these attitudes or behaviors?</i></p> <p><i>What human right was denied through this action or inaction?</i></p>	<p><i>Which person(s) or body(ies) is/are responsible for causing the failure of these systems or structures?</i></p> <p><i>Which person(s) or body(ies) is/are responsible for addressing the concern/human rights issue?</i></p>

# Rights, Responsibilities & Underlying Causes

I. IDENTIFY THE ISSUE TO BE CONSIDERED	
Identify the symptom or issue	Identify the human rights concern most closely related to the symptom

II. ANALYZING ACTIONS, ATTRIBUTES AND ARTIFICES		
Actions	Issue & human rights concern	Who is responsible for this situation?
What are the actions, or failures of action, that led to this human rights concern?		
Attitudes	Issue & human rights concern	Who is responsible for this situation?
What are the attitudes or behaviors that caused these actions?		
Artifices	Issue & human rights concern	Who is responsible for this situation?
What artifices, (systems or structures) cause these behaviors or attitudes?		

# I M P A C T T O O L S

## A. Purpose

➔ Impact tools aim to help users understand the overall impact of projects. They do this by helping users consider both unintended negative impacts and previously unforeseen positive opportunities.

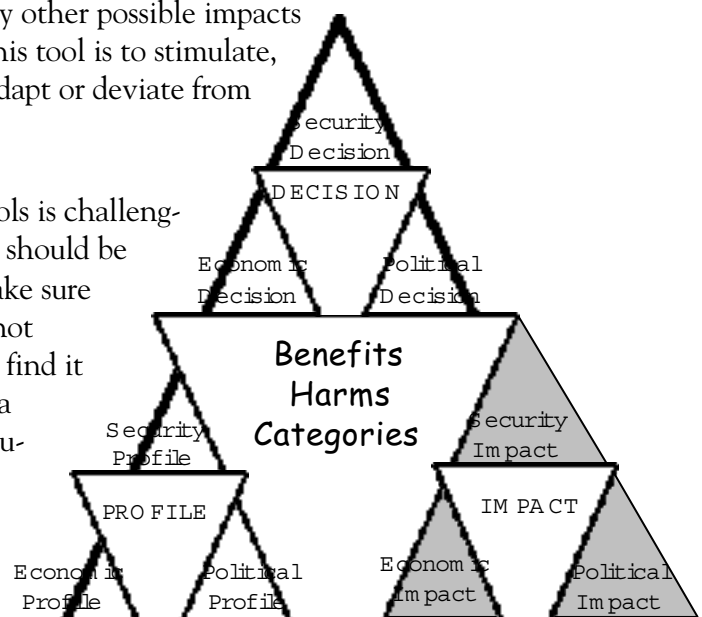
## B. Content

➔ Looking across the three rights categories, impact tools ask us to consider the potential or actual impact of relief or development interventions on people's human rights. Again, while the questions are adapted from the Universal Declaration of Human Rights, one does not need any prior background in or understanding of human rights to use the impact tools.

## C. Methodology

➔ Impact tools are designed for brainstorming, but can also be used by an individual working alone. Each of the questions in the tools aims to provoke discussion or thought. Keep in mind that there are many other possible impacts apart from those referenced. The aim of this tool is to stimulate, not to limit, your thinking so feel free to adapt or deviate from questions as you wish.

➔ Time management in the use of impact tools is challenging but essential. Ideally each impact tool should be given at least minimal consideration to make sure important potential or actual impacts are not missed. In managing their time, users may find it helpful first to review all the questions on a particular tool, either as a group or individually, answering Yes, No or Partly. Having done that, they can then focus available discussion time on those questions that received the most Yes answers. Rarely,



if ever, will all the questions be worth discussion. Just as good project design ultimately relies upon good judgment and experience, so will the use of the impact tools.

#### D. When can you use Impact Tools in a Project Cycle?

- ➔ When designing an intervention, impact tools can prepare one to capitalize on previously unforeseen opportunities, as well as mitigate potential unintended impacts. By helping programmers consider how a given project might significantly impact an array of human rights, impact tools aim to help offset programming shortsightedness.
- ➔ Similarly, once a project is up and running and the time has come to evaluate and reflect upon its impact, impact tools help to ensure that unintended impacts are also considered. They help to keep our reflective practice honest.

# Political Impact Tool

Possible Impact	No	Partly	Yes	Explanation/Reasoning
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I. POLITICAL POWER STRUCTURES				
Might the project impact <i>political structures</i> ...				
...by changing the status of the relationship between certain political groups or authority structures?				Consider the group members identified in the political profile sheet. E.g. Which ones may gain or lose influence or resources because of the project? By working with /channeling resources through one authority, might it create tensions with others? Or might it empower or disempower certain groups in political decision-making? The project may legitimize or undermine particular group members.

II. POLITICAL RIGHTS & PROCESSES				
Might the project impact <i>people's identity or political participation</i> ...				
...by changing how they are recognized or protected by the law?				Might the project have an impact on people's legal identity (e.g. their citizenship or refugee status) or their political identity (e.g. their ability to participate in political processes)?
...by (not) involving them in political or decision-making processes of any form?				Might the project impact their political involvement (or lack thereof)? E.g. Does the project take any steps to empower people to engage in organized decision-making?
...by changing their freedoms to hold political or ideological opinions or beliefs, or to speak freely, or practice the religion of their choice?				Might the project expand or contract these freedoms? E.g. Might it help or hurt people's ability to form and express opinions, political or otherwise? Might it affect their ability to worship as they choose?
...by changing their ability to gather together, organize around issues, or participate in social or political institutions, organizations or associations?				E.g. Might the project impact any group's ability to organize or mobilize around issues, gather together or form groups?

III. UNDERLYING CAUSES OF POLITICAL RIGHTS DENIAL				
Might the project impact <i>the root causes of political rights violations</i> ...				
...by strengthening or weakening underlying attitudes or systems and structures?				How might the project impact the attitudes or systems and structures that lead to political rights violations? E.g. You may want to discuss this intuitively or use the rights, responsibilities and underlying cause analysis profile tool first.

# Political Impact Tool

Possible Impact	No	Partly	Yes	Explanation/Reasoning
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## I. POLITICAL POWER STRUCTURES

### Might the project impact *political structures*...

...by changing the status of the relationship between certain political groups or authority structures?

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## II. POLITICAL RIGHTS & PROCESSES

### Might the project impact *people's identity or political participation*...

...by changing how they are recognized or protected by the law?

--	--	--	--

...by (not) involving them in political or decision-making processes of any form?

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...by changing their freedoms to hold political or ideological opinions or beliefs, or to speak freely, or practice the religion of their choice?

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...by changing their ability to gather together, organize around issues, or participate in social or political institutions, organizations or associations?

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## III. UNDERLYING CAUSES OF POLITICAL RIGHTS DENIAL

### Might the project impact *the root causes of political rights violations*...

...by strengthening or weakening underlying attitudes or systems and structures?

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# Security Impact Tool

Possible Impact	No	Partly	Yes	Explanation/Reasoning
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I. CONFLICT BETWEEN COMMUNITIES				
Might the project impact the potential for conflict between the community and others...				
...by increasing the tensions or strengthening the relationships between the community and those with whom they are in conflict?				<i>Does the project promote peace or conflict resolution? E.g. Does it increase or lower the incentives for achieving peace? Does it impact positive and negative systems &amp; institutions, attitudes &amp; actions, values &amp; interests, or symbols &amp; occasions that foster peace or promote conflict?</i>
...by changing the community's vulnerability to violence from outside, or capacity to commit violence against outsiders?				<i>Consider whether hostile groups or armed forces might be attracted to the community because of resources. E.g. Might aid cause people to move to an area where they might be attacked or to stay in such an area longer than they would otherwise?</i>

II. CONFLICT IN THE COMMUNITY				
Might the project significantly change the potential for violence between people in the community...				
...by increasing the tensions or strengthening the relationships between groups in the community?				<i>Might it cause existing tensions to get worse or create new tensions between different groups in the community? E.g. Consider who gets the resources. Who are they in conflict with? Who controls the distribution of resources?</i>
...by empowering those who commit violence or by empowering victims to resist?  ... by making potential victims of violence into a more or less attractive target?				<i>Does the project channel resources through those groups that often commit violence, such as security forces, militias, etc? E.g. Does it make vulnerable groups such as IDPs, women or children more attractive for violent attack?</i>

III. UNDERLYING CAUSES OF CONFLICT AND VIOLATIONS OF SECURITY RIGHTS				
Might the project impact the underlying causes of security rights denial in the community...				
...by strengthening or weakening the underlying attitudes or systems and structures that cause conflict or security rights violations?				<i>How might the project impact the attitudes or systems and structures that lead to conflict or security rights violations? You may want to discuss this intuitively or use the rights, responsibilities and underlying cause analysis profile tool first. E.g. The project may feed or mitigate the conflict by changing attitudes or impacting the structures and systems that affect the conflict.</i>

IV. CONFLICT RESOLUTION AND COMMUNITY-BASED PROTECTION OF SECURITY RIGHTS				
Might the project impact local forms of conflict resolution or community-based rights protection...				
...by strengthening or weakening the local structures, and processes that are used to resolve conflict and protect rights?				<i>Might the project strengthen or undermine the community's conflict resolution methods? Might the project strengthen or undermine the community's policing powers?</i>

# Security Impact Tool

Possible Impact	No	Partly	Yes	Explanation/Reasoning
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## I. CONFLICT BETWEEN COMMUNITIES

**Might the project impact the potential for conflict between the community and others...**

...by increasing the tensions or strengthening the relationships between the community and those with whom they are in conflict?

...by changing the community's vulnerability to violence from outside, or capacity to commit violence against outsiders?

## II. CONFLICT IN THE COMMUNITY

**Might the project significantly change the potential for violence between people in the community...**

...by increasing the tensions or strengthening the relationships between groups in the community?

...by empowering those who commit violence or by empowering victims to resist?  
... by making potential victims of violence into a more or less attractive target?

## III. UNDERLYING CAUSES OF CONFLICT AND VIOLATIONS OF SECURITY RIGHTS

**Might the project impact the underlying causes of security rights denial in the community...**

...by strengthening or weakening the underlying attitudes or systems and structures that cause conflict or security rights violations?

## IV. CONFLICT RESOLUTION AND COMMUNITY-BASED PROTECTION OF SECURITY RIGHTS

**Might the project impact local forms of conflict resolution or community-based rights protection...**

...by strengthening or weakening the local structures, and processes that are used to resolve conflict and protect rights?

# Economic, Social & Cultural Impact Tool

I. IMPACT ON ECONOMIC ASSETS/DEFICITS AND CAPACITIES/VULNERABILITIES	
Might the project impact people's human rights to...	
...work & adequate income?	<i>It could impact how people spend money or what they spend it on. It could impact local markets or ways of exchanging goods.</i>
...a healthy environment?	<i>It could impact the use of natural resources. It could impact pollution levels.</i>
...health and health care?	<i>It could impact the type or quality of basic health care. It could impact levels of access to basic health care.</i>
...food & nutrition?	<i>It could impact demand for or supply of food. It could impact nutrition or malnutrition levels or the types and quality of food that people eat.</i>
...education?	<i>It could impact access to or demand for education. It could impact the quality of education.</i>
...shelter?	<i>It could impact the types of available shelter. It could impact the amount of shelter available.</i>
...clean water?	<i>It could impact the water supply, or the quality of the water.</i>

Possible Impact	No	Partly	Yes	Explanation/Reasoning
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II. IMPACT ON SOCIAL ATTITUDES				
Might the project impact group social attitudes unintentionally..				
...by weakening people's self-reliance, independence, confidence, or capacity?				<i>One might also consider the opposite...might the project increase dependency, fatalism, or apathy?</i>
...by weakening shared values, cooperation or mutual respect and trust between groups?				<i>This is not about conflict between groups, but about the social fabric of relationships that keep a community healthy.</i>

III. IMPACT ON CULTURAL PRACTICES AND TRADITIONAL COPING MECHANISMS				
Might the project impact cultural practices or traditional coping mechanisms..				
...by strengthening or weakening a particular attitude or artifice?				<i>Might the project impact positive or negative cultural practices, or undermine the community's traditional methods of addressing the project related need?</i>

IV. ROOT CAUSES OF ECONOMIC, SOCIAL OR CULTURAL RIGHTS VIOLATIONS.				
Might the project impact the root causes of economic, social or cultural rights violations..				
...by strengthening or weakening underlying attitudes or artifices (systems and structures)?				<i>How might the project impact the attitudes, systems or structures that lead to economic, social or cultural rights violations? You may want to discuss this intuitively or use the rights, responsibilities, and underlying cause analysis profile tool first. (E.g. The project may impact certain underlying attitudes, systems or structures that enable or encourage economic rights violations.)</i>

# Economic, Social & Cultural Impact Tool

## I. IMPACT ON ECONOMIC ASSETS/DEFICITS AND CAPACITIES/VULNERABILITIES

Might the project impact *people's human rights to...*

...work & adequate income?	
...a healthy environment?	
...health and health care?	
...food & nutrition?	
...education?	
...shelter?	
...clean water?	

Possible Impact	No	Partly	Yes	Explanation/Reasoning
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## II. IMPACT ON SOCIAL ATTITUDES

Might the project impact *group social attitudes unintentionally...*

...by weakening people's self-reliance, independence, confidence, or capacity?				
...by weakening shared values, cooperation or mutual respect and trust between groups?				

## III. IMPACT ON CULTURAL PRACTICES AND TRADITIONAL COPING MECHANISMS

Might the project impact *cultural practices or traditional coping mechanisms...*

...by strengthening or weakening a particular attitude or artifice?				
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## IV. ROOT CAUSES OF ECONOMIC, SOCIAL OR CULTURAL RIGHTS VIOLATIONS.

Might the project impact *the root causes of economic, social or cultural rights violations...*


...by strengthening or weakening underlying attitudes or artifices (systems and structures)?				
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# DECISION TOOLS


## A. Purpose

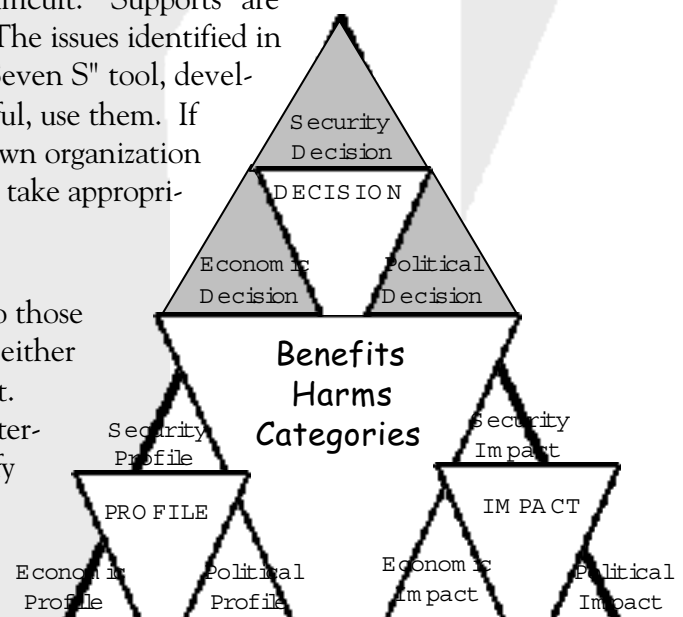
 Decision tools aim to help programmers move from understanding an opportunity or problem to acting on it. They can help a programmer identify the constraints to action, both internally (within an organization or project) and externally (in the outside world).

## B. Content

 The decision tools aim to help users go from thought to action. Sometimes, we may be fully aware that interventions are having negative impacts or are not capitalizing on opportunities, but we may not change our actions as a result. In the real world of programming, there are often huge constraints, both internal and external, to changing what we do. There may also be useful supports for those changes that we don't tap into. Decision tools aim to help users identify those constraints and supports.

 "Internal" refers to attributes of your own organization or project. "Constraints" are attributes that make your decision more difficult. "Supports" are attributes that make your decision easier. The issues identified in the tools slightly adapt the well-known "Seven S" tool, developed by McKinsey. If you find them helpful, use them. If not, simply discuss any issues about your own organization that will make it easier or more difficult to take appropriate action.

 "External" opposition and support refers to those forces outside the organization that might either oppose or support a change in your project. The actors suggested usually have some interest in our programming. If you can identify and consider the interests of particular actors, this exercise will be more useful. The exercise draws broadly from "force



field analysis” used in policy analysis and advocacy.

### C. Methodology



Decision tools are useful only if you have identified an opportunity or problem that requires action. (The impact tools can help you through that process.) But as long as you have a clear sense of the issue, you can utilize decision tools to help you make the decision. It may be useful, in the top right-hand box, to summarize your problem or opportunity (e.g. The project might increase conflict between X and Y communities, or the project could be used to politically empower marginalized communities.)



The “internal” and “external” exercises stand alone--you can do one without the other, as time and resources allow and the situation demands.



A comment on what is *not* in the decision tools: During the development of benefits-harms analysis, many users asked, in one way or another, “How do we know when we are causing more harm than benefit?” and “When do we know we have reached the point when a project *must* take action?” These are important questions, but after years of testing and discussion, we no longer suggest particular mechanisms for weighing impacts against each other. Nor do we suggest specific bottom lines or thresholds that should trigger action.



During testing, we found that these decision making issues always came down to good judgment and a personal commitment to solid moral principles. Even in the most severe situations (e.g. where projects were indirectly causing loss of life), the implications were complex and required judgment, solid experience and a moral commitment to principled decision-making. We found that programmers with those essential qualities did not need a simplified tool to weigh impacts against each other, or pre-set thresholds. We also found that programmers lacking those qualities would not use such tools appropriately.



The added value of decision tools is in raising questions, not answers. Used by programmers willing to adapt those questions to the real issues they are facing, they can help to stimulate discussion and thought around some of those issues that often remain unspoken, but which are absolutely integral to minimizing unintended harms and maximizing unforeseen benefits in projects.

### D. When can you use Decision Tools in a Project Cycle?



There are two key phases in the project cycle where decision tools can help programmers strengthen their “response ability”. They can be used during the strategic phase of project design or redesign to ensure that the project capitalizes on feasible opportunities to promote rights, and takes concrete steps to mitigate any unintended negative impact on people's rights.



Second, decision tools can strengthen our reflective practice. They can, for example, ensure that our evaluation of impact leads to making the necessary changes in project design or implementation. Decision tools help programmers move from awareness to action when reflecting upon their work.

# Political Decision Tool

I. IDENTIFY YOUR ISSUE, AND DECIDE WHAT YOU SHOULD DO TO ADDRESS IT	
Name unintended impact(s) here.	How can the project address the harm or take a new opportunity to benefit people?
<p>From your discussion of the Political Impact Tool, what is the one problem or opportunity that most requires action?</p> <p>Your decision should concretely address an unintended harm, caused by the project, to people's political rights, or aim take a new opportunity to benefit people as bearers of political rights.</p>	<p><i>If you need to address a harm, note here the concrete change that you need to make. E.g. The project should stop empowering one political structure over another. The political authorities have too much control over the operations or impact of the project, and are using the project to undermine the community's rights to political participation. The project needs to stop exacerbating tensions between groups X and Y through its hiring processes and decisions on where to provide services.</i></p> <p><i>If you should be capitalizing on an opportunity, note here the concrete change that you need to make. E.g. The project needs to commit to hold itself accountable to the community politically. The project needs to work through local decision making structures and/or ensure the community participates in political decision-making in truly representative fashion. The project needs to create forums for people to speak out about political issues, or organize politically to protect their self-interests.</i></p>

II. IDENTIFY AND DISCUSS INTERNAL CONSTRAINTS AND SUPPORT		
Internal constraints	Attributes of your organization impacting your decision making	Internal support
<p><i>Note here the internal constraints to making the necessary change, either to fix the problem or take the opportunity.</i></p> <p><i>Consider why this decision was not made before.</i></p> <p><i>E.g. Staff are worried about their physical or job security if we make the change.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shared values and/or vision</li> <li><input type="checkbox"/> Style and/or culture</li> <li><input type="checkbox"/> Systems and/or structure</li> <li><input type="checkbox"/> Strategies for project redesign</li> <li><input type="checkbox"/> Staff interests and security</li> <li><input type="checkbox"/> Skills of staff</li> <li><input type="checkbox"/> Shortage of time/resources/data</li> <li><input type="checkbox"/> Other _____</li> </ul>	<p><i>Note here the supporting factors internal to your organization for making the necessary change, either to fix the problem or take the opportunity.</i></p> <p><i>Think about what would have to change to take this opportunity.</i></p> <p><i>E.g. The organization's mission and core values are pushing us to make this kind of change.</i></p>

III. IDENTIFY AND DISCUSS EXTERNAL OPPOSITION AND SUPPORT		
External opposition	Consider how any of the following actors might react to your decision	External support
<p><i>Which of the following actors might oppose your decision?</i></p> <p><i>Why?</i></p> <p><i>What can you do to ensure that opposition does not prevent you making the necessary change?</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The people/community we serve</li> <li><input type="checkbox"/> Relief or development partners</li> <li><input type="checkbox"/> Other civil society organizations</li> <li><input type="checkbox"/> Government/rebel authorities</li> <li><input type="checkbox"/> Security forces</li> <li><input type="checkbox"/> Donors</li> <li><input type="checkbox"/> International</li> <li><input type="checkbox"/> Other _____</li> </ul>	<p><i>Which of these actors might support your decision?</i></p> <p><i>Why?</i></p> <p><i>How can you use that support to help you make the necessary change?</i></p>

# Political Decision Tool

I. IDENTIFY YOUR ISSUE, AND DECIDE WHAT YOU SHOULD DO TO ADDRESS IT	
<b>Name unintended impact(s) here.</b>	<b>How can the project address the harm or take a new opportunity to benefit people?</b>
<p>From your discussion of the Political Impact Tool, what is the one problem or opportunity that most requires action?</p> <p>Your decision should concretely address an unintended harm, caused by the project, to people's political rights, or aim take a new opportunity to benefit people as bearers of political rights.</p>	

II. IDENTIFY AND DISCUSS <i>INTERNAL</i> CONSTRAINTS AND SUPPORT		
Internal constraints	Attributes of your organization impacting your decision making	Internal support
	<input type="checkbox"/> Shared values and/or vision <input type="checkbox"/> Style and/or culture <input type="checkbox"/> Systems and/or structure <input type="checkbox"/> Strategies for project redesign <input type="checkbox"/> Staff interests and security <input type="checkbox"/> Skills of staff <input type="checkbox"/> Shortage of time/resources/data <input type="checkbox"/> Other _____	

III. IDENTIFY AND DISCUSS <i>EXTERNAL</i> OPPOSITION AND SUPPORT		
External opposition	Consider how any of the following actors might react to your decision	External support
	<input type="checkbox"/> The people/community we serve <input type="checkbox"/> Relief or development partners <input type="checkbox"/> Other civil society organizations <input type="checkbox"/> Government/rebel authorities <input type="checkbox"/> Security forces <input type="checkbox"/> Donors <input type="checkbox"/> International <input type="checkbox"/> Other _____	

# Security Decision Tool

I. IDENTIFY YOUR ISSUE, AND DECIDE WHAT YOU SHOULD DO TO ADDRESS IT	
Name unintended impact(s) here.	How can the project minimize the harm or capitalize on the opportunity?
<p>From your experience or discussion of the Security Impact Tool, what is a problem or opportunity that requires action?</p> <p>Your decision should concretely address an unintended harm to people's security rights (caused by the project), or aim to take a new opportunity to benefit people as bearers of security rights.</p>	<p><i>If you need to address a harm, note here the concrete change that you need to make. E.g. The project needs to stop attracting insecurity to the community. The project needs to stop creating tensions between two groups in the community. The project needs to stop causing insecurity within households.</i></p> <p><i>If you need to capitalize on an unforeseen opportunity, note here the change that you need to make. E.g. The project could explicitly and systematically hold itself accountable to the community on security issues. The project could use "do no harm" tools to build peace or resolve conflict between two groups, or between individuals in the community. The project could use community participation events to raise awareness about security rights and protection from security rights violations.</i></p>

II. IDENTIFY AND DISCUSS INTERNAL CONSTRAINTS AND SUPPORT		
Internal constraints	Attributes of your organization impacting your decision making	Internal support
<p><i>Note here the internal constraints to making the necessary change, either to fix the problem or take the opportunity.</i></p> <p><i>Consider why this decision was not made before.</i></p> <p><i>E.g. Staff are worried about their physical or job security if we make the change.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shared values and/or vision</li> <li><input type="checkbox"/> Style and/or culture</li> <li><input type="checkbox"/> Systems and/or structure</li> <li><input type="checkbox"/> Strategies for project redesign</li> <li><input type="checkbox"/> Staff interests and security</li> <li><input type="checkbox"/> Skills of staff</li> <li><input type="checkbox"/> Shortage of time/resources/data</li> <li><input type="checkbox"/> Other _____</li> </ul>	<p><i>Note here the supporting factors internal to your organization for making the necessary change, either to fix the problem or take the opportunity.</i></p> <p><i>Think about what would have to change to take this opportunity.</i></p> <p><i>E.g. The organization's mission and core values are pushing us to make this kind of change.</i></p>

III. IDENTIFY AND DISCUSS EXTERNAL OPPOSITION AND SUPPORT		
External opposition	Consider how any of the following actors might react to your decision	External support
<p><i>Which of the following actors might oppose your decision?</i></p> <p><i>Why?</i></p> <p><i>What can you do to ensure that opposition does not prevent you making the necessary change?</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The people/community we serve</li> <li><input type="checkbox"/> Relief or development partners</li> <li><input type="checkbox"/> Other civil society organizations</li> <li><input type="checkbox"/> Government/rebel authorities</li> <li><input type="checkbox"/> Militias/gangs or criminals</li> <li><input type="checkbox"/> Security forces</li> <li><input type="checkbox"/> Donors</li> <li><input type="checkbox"/> International</li> <li><input type="checkbox"/> Other _____</li> </ul>	<p><i>Which of these actors might support your decision?</i></p> <p><i>Why?</i></p> <p><i>How can you use that support to help you make the necessary change?</i></p>

# Security Decision Tool

## I. IDENTIFY YOUR ISSUE, AND DECIDE WHAT YOU SHOULD DO TO ADDRESS IT

Name unintended impact(s) here.	How can the project minimize the harm or capitalize on the opportunity?
<p>From your experience or discussion of the Security Impact Tool, what is a problem or opportunity that requires action?</p> <p>Your decision should concretely address an unintended harm to people's security rights (caused by the project), or aim to take a new opportunity to benefit people as bearers of security rights.</p>	

## II. IDENTIFY AND DISCUSS *INTERNAL* CONSTRAINTS AND SUPPORT

Internal constraints	Attributes of your organization impacting your decision making	Internal support
	<input type="checkbox"/> Shared values and/or vision <input type="checkbox"/> Style and/or culture <input type="checkbox"/> Systems and/or structure <input type="checkbox"/> Strategies for project redesign <input type="checkbox"/> Staff interests and security <input type="checkbox"/> Skills of staff <input type="checkbox"/> Shortage of time/resources/data <input type="checkbox"/> Other _____	

## III. IDENTIFY AND DISCUSS *EXTERNAL* OPPOSITION AND SUPPORT

External opposition	Consider how any of the following actors might react to your decision	External support
	<input type="checkbox"/> The people/community we serve <input type="checkbox"/> Relief or development partners <input type="checkbox"/> Other civil society organizations <input type="checkbox"/> Government/rebel authorities <input type="checkbox"/> Militias/gangs or criminals <input type="checkbox"/> Security forces <input type="checkbox"/> Donors <input type="checkbox"/> International <input type="checkbox"/> Other _____	

# Economic, Social & Cultural Decision Tool

## I. IDENTIFY YOUR ISSUE, AND DECIDE WHAT YOU SHOULD DO TO ADDRESS IT

Name unintended impact(s) here.	How can the project address the problem or take an opportunity?
<p>From your discussion of the Economic, Social and Cultural Impact Tool, what is the <i>one</i> problem or opportunity that most requires action? Note here the concrete change or decision that your organization needs to make.</p> <p>Your decision should concretely address an unintended negative impact from the project on people's economic, social and/or cultural rights (problem), or take a new opportunity to treat people as bearers of economic, social and/or cultural rights.</p>	<p><i>If you need to address a harm, note here the concrete change that you need to make. E.g. The project needs to stop harming the community's economic assets or capacities. The project needs to stop harming the community's social attitudes, increasing dependence or diminishing cooperation between groups. The project should stop undermining the community's cultural practices or identity.</i></p> <p><i>If you need to capitalize on an opportunity, note here the concrete change that you need to make. E.g. The project should help the community protect its environmental resources. The project should build on the community's capacity to earn income through X activity. The project should strengthen the community's Y positive cultural practices.</i></p>

## II. IDENTIFY AND DISCUSS INTERNAL CONSTRAINTS AND SUPPORT

Internal constraints	Attributes of your organization impacting your decision making	Internal support
<p><i>Note here the internal constraints to making the necessary change, either to fix the problem or take the opportunity.</i></p> <p><i>Consider why this decision was not made before.</i></p> <p><i>E.g. Staff are worried about their physical or job security if we make the change.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shared values and/or vision</li> <li><input type="checkbox"/> Style and/or culture</li> <li><input type="checkbox"/> Systems and/or structure</li> <li><input type="checkbox"/> Strategies for project redesign</li> <li><input type="checkbox"/> Staff interests and security</li> <li><input type="checkbox"/> Skills of staff</li> <li><input type="checkbox"/> Shortage of time/resources/data</li> <li><input type="checkbox"/> Other _____</li> </ul>	<p><i>Note here the supporting factors internal to your organization for making the necessary change, either to fix the problem or take the opportunity.</i></p> <p><i>Think about what would have to change to take this opportunity.</i></p> <p><i>E.g. The organization's mission and core values are pushing us to make this kind of change.</i></p>

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# Economic, Social & Cultural Decision Tool

## I. IDENTIFY YOUR ISSUE, AND DECIDE WHAT YOU SHOULD DO TO ADDRESS IT

Name unintended impact(s) here.	How can the project address the problem or take an opportunity?
<p>From your discussion of the Economic, Social and Cultural Impact Tool, what is the <i>one</i> problem or opportunity that most requires action? Note here the concrete change or decision that your organization needs to make.</p> <p>Your decision should concretely address an unintended negative impact from the project on people's economic, social and/or cultural rights (problem), or take a new opportunity to treat people as bearers of economic, social and/or cultural rights.</p>	

## II. IDENTIFY AND DISCUSS *INTERNAL* CONSTRAINTS AND SUPPORT

Internal constraints	Attributes of your organization impacting your decision making	Internal support
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shared values and/or vision</li> <li><input type="checkbox"/> Style and/or culture</li> <li><input type="checkbox"/> Systems and/or structure</li> <li><input type="checkbox"/> Strategies for project redesign</li> <li><input type="checkbox"/> Staff interests and security</li> <li><input type="checkbox"/> Skills of staff</li> <li><input type="checkbox"/> Shortage of time/resources/data</li> <li><input type="checkbox"/> Other _____</li> </ul>	

## III. IDENTIFY AND DISCUSS *EXTERNAL* OPPOSITION AND SUPPORT

External opposition	Consider how any of the following actors might react to your decision	External support
	<ul style="list-style-type: none"> <li><input type="checkbox"/> The people/community we serve</li> <li><input type="checkbox"/> Relief or development partners</li> <li><input type="checkbox"/> Other civil society organizations</li> <li><input type="checkbox"/> Government/rebel authorities</li> <li><input type="checkbox"/> Security forces</li> <li><input type="checkbox"/> Donors</li> <li><input type="checkbox"/> International</li> <li><input type="checkbox"/> Other _____</li> </ul>	

# Three Categories of Human Rights

The rights in the Universal Declaration of Human Rights (1948) can be categorized into the three benefits-harms categories: (a) security; (b) political and (c) economic, social and cultural.

## ECONOMIC, SOCIAL & CULTURAL RIGHTS

**The right** not be arbitrarily deprived of property, Article 17

**The right** to realization, through national effort and international co-operation, of the economic, social and cultural rights. indispensable for dignity and the free development of the personality, Article 22

**The right** to work, and to just conditions of work and to equal pay for equal work, Article 23

**The right** to rest and leisure, Article 24

**The right** to a standard of living adequate for the health and well-being of oneself and of one's family, Article 25

**The right** to food, Article 25

**The right** to health and medical care, Article 25

**The right** to shelter or housing, Article 25

**The right** to education, Article 26

**The right** freely to participate in the cultural life of the community, Article 27

## SECURITY RIGHTS

**The right** to life, liberty and security of person, Article 3

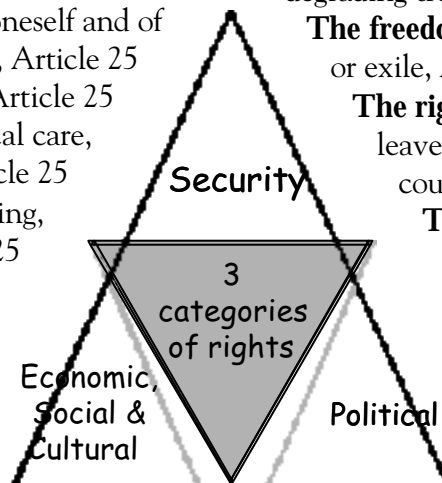
**The freedom** from slavery, Article 4

**The freedom** from torture, or cruel, inhuman or degrading treatment or punishment, Article 4

**The freedom** from arbitrary arrest, detention or exile, Article 9

**The right** to freedom of movement, to leave any country, and to return to ones country, Article 13

**The right** to asylum from persecution, Article 14



## POLITICAL RIGHTS

**The right** to recognition everywhere as a person before the law, Article 6

**The right** to equal treatment before the law, Article 7

**The right** to an effective legal remedy for rights violations, Article 8

**The right** to a fair trial, Article 10

**The presumption** of innocence until proven guilty, Article 11

**The right** to privacy and freedom from attacks upon honor and reputation, Article 12

**The right** to a nationality, Article 15

**The right** to marry and to found a family, Article 16

**The right** to freedom of thought, conscience and religion, Article 18

**The right** to freedom of opinion and expression, Article 19

**The right** to freedom of peaceful assembly and association, Article 20

**The right** to take part in the government of one's country, Article 21

# Summary of the Universal Declaration of Human Rights (1948)

Article 1: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2: All the following rights should be applied without discrimination on basis of “race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.”

Article 3: Everyone has the right to life, liberty and security of person.

Article 4: No one shall be held in slavery or servitude.

Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6: Everyone has the right to recognition everywhere as a person before the law.

Article 7: All are entitled without any discrimination to equal protection of the law.

Article 8: Everyone has the right to an effective legal remedy for rights violations.

Article 9: No one shall be subjected to arbitrary arrest, detention or exile.

Article 10: Everyone has the right to a fair trial.

Article 11: Everyone has the right to be presumed innocent until proven guilty.

Article 12: Everyone has the right to privacy and freedom from attacks upon ones reputation.

Article 13: Everyone has the right to freedom of movement, to leave any country, and to return to one’s country.

Article 14: Everyone has the right to seek and enjoy asylum from persecution.

Article 15: Everyone has the right to a nationality.

Article 16: Everyone has the right to marry and to found a family.

Article 17: Everyone has the right to own property alone as well as in association with others.

Article 18: Everyone has the right to freedom of thought, conscience and religion.

Article 19: Everyone has the right to freedom of opinion and expression.

Article 20: Everyone has the right to freedom of peaceful assembly and association.

Article 21: Everyone has the right to take part in the government of one’s country.

Article 22: Everyone is entitled to realization, through national effort and international cooperation and in accordance with the resources of each state, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23: Everyone has the right to work, to just conditions of work, and to equal pay for equal work.

Article 24: Everyone has the right to rest and leisure.

Article 25: Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care.

Article 26: Everyone has the right to education.

Article 27: Everyone has the right to freely participate in the cultural life of the community.

Article 28: Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29: Everyone has duties to the community in which alone the free and full development of his personality is possible.

Article 30: Nothing in this Declaration may be interpreted as implying for any state, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

# Summary of the International Covenant on Economic, Social & Cultural Rights (1976)

*Preamble:* Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world. Recognizing that these rights derive from the inherent dignity of the human person....

1. All peoples have the right of self-determination, and to freely dispose of their natural wealth and resources.
2. These rights will be exercised without discrimination of any kind as to race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
3. Men and women are equally entitled to the enjoyment of all economic, social and cultural rights.
4. These rights may only be limited if they conflict with other rights in this covenant and only to promote the welfare of society in general.
5. Nothing in this covenant implies for anyone the right to destroy any of the rights or freedoms herein.
6. Everyone has the right to work and to gain his living by work which he freely chooses or accepts.
7. Everyone has the right to just conditions of work including fair wages, equal pay for equal work, and rest and leisure.
8. Everyone has the right to form trade unions and the right to strike.
9. Everyone has the right to social security, including social insurance.
10. The family should be protected as a natural and fundamental group unit of society, with special protection for children and mothers around childbirth.
11. Everyone has the right to an adequate standard of living for himself and his family, including adequate food, clothing and housing, and to the continuous improvement of living conditions. States parties shall take measures to ensure an equitable distribution of world food supplies in relation to need.
12. Everyone has the right to the highest attainable standard of physical and mental health.
13. Everyone has the right to education, including compulsory primary education.
14. Each state undertakes to provide compulsory, free primary education within a set number of years.
15. Everyone has the right to take part in the cultural life of his/her state.

Articles 16 -31 are mostly about the process of reporting to ECOSOC, and signing on to this treaty.

# Summary of the International Covenant on Civil & Political Rights (1976)

**Preamble:** Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world. And recognizing that these rights derive from the inherent dignity of the human person....

1. All peoples have the right of self-determination and to freely dispose of their natural wealth and resources.
2. These rights will be exercised without discrimination of any kind as to race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
3. Men and women are equally entitled to the enjoyment of all economic, social and cultural rights.
4. In times of declared public emergency, a state may temporary suspend protection of these rights except for articles 6, 7, 8, 11, 15, 16 and 18 which must always be protected.
5. Nothing in this covenant implies for anyone the right to destroy any of the rights or freedoms herein.
6. Every human being has the inherent right to life. No one shall be arbitrarily deprived of his life.
7. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
8. No one shall be held in slavery; slavery and forced labor shall be prohibited.
9. Everyone has the right to liberty and security of person, and freedom from arbitrary arrest or detention.
10. All persons deprived of their liberty shall be treated with humanity and with respect for their dignity.
11. No one shall be imprisoned for being unable to fulfil a contractual obligation.
12. Everyone has the right to liberty of movement and freedom to choose his residence.
13. A noncitizen may be expelled from a state only following a legal decision unless national security dictates otherwise.
14. All persons shall be equal before the courts and tribunals.
15. No one shall be held guilty of any criminal offence which was not an offence at the time it was committed.
16. Everyone shall have the right to recognition everywhere as a person before the law.
17. Everyone has the right to freedom from interference with his privacy, family, honor or reputation.
18. Everyone shall have the right to freedom of thought, conscience and religion.
19. Everyone shall have the right to hold opinions without interference, and freedom of expression.
20. Any propaganda for war shall be prohibited by law.
21. The right of peaceful assembly shall be recognized.
22. Everyone has the right to freedom of association with others, including joining trade unions.
23. The family is the natural and fundamental group unit of society and is entitled to protection.
24. Every child has the right to protection from the state.
25. Every citizen has the right to take part in the conduct of public affairs, and to vote freely in fair elections.
26. All persons are equal before the law.
27. In those states in which ethnic, religious or linguistic minorities exist, persons belonging to such minorities shall not be denied the right, to enjoy their own culture, to profess and practise their own religion, or to use their own language.

Articles 28-47 concern the Human Rights Committee through which states must submit reports on their adherence to the clauses of this treaty.

Articles 48-53 concern mechanisms for signing on to the treaty.

# Frequently Asked Questions

## Questions on Human Rights

### What are human rights?

**Human rights** are claims on the conditions for living with dignity. They apply to all of us equally by virtue of our humanity.

### Are human rights a northern invention?

If human rights are valid at all, they are valid for everyone, on the basis of our common humanity. Human rights comprise what is essential for humans – no matter who we are or where we reside – to live with basic dignity and self-worth. In this sense, they are, by their very nature, universal. At the same time, we all must acknowledge that northern perspectives have been disproportionately represented in the formulation of internationally agreed human rights and recognize that human rights lack, to one degree or another, cultural legitimacy in many parts of the world. The first modern human rights document, the Universal Declaration of Human Rights (1948), was adopted at a time when the voice and influence of non-northern societies was minimal--many southern states did not even have independent status at that time. That said, most States have since then signed the major international human rights conventions. Despite where they were first codified, human rights belong to all of us by virtue of our humanity.

### What is the difference between the legal and the moral approach to human rights?

The legal approach to human rights is based on the international legal mechanisms for protecting human rights. Its focus is the enforcement of the legal obligations of the state. The moral approach to human rights focuses on the moral force of human rights as internationally accepted standards to which all humans are entitled by virtue of their humanity, regardless of the law.

### In international law, who is responsible for enforcing human rights law within states?

The state has responsibility for enforcing the law within its territory. Thus, it is the government's responsibility to ensure protection of and respect for human rights throughout the state. Individuals, corporations, nongovernmental bodies, and armed opposition groups do not sign human rights treaties and therefore *legally* they do not bear direct responsibility for enforcing human rights law. Morally, however, they are responsible, and can be held accountable as such.

## What international enforcement mechanisms exist under human rights law?

The general rule is that only a state that is a party to a human rights treaty can complain against another state that is violating the provisions of that treaty. However, states rarely condemn other states either because they fear the same will be done against them, or because the violating states have important commercial or political leverage. Technically, under the Charter of the United Nations, sanctions (diplomatic, economic, military, etc.), and in extreme cases military action, may be taken against offending states, but this happens only in the rarest of circumstances where the UN Security Council members all agree that gross and systematic violations of human rights have occurred.

## Is a state legally bound under human rights law if it has not signed a treaty?

A state that has not signed a human rights treaty is not *legally* bound by it. That is different from saying that the citizens of that state have no human rights. Everyone is *morally* entitled to human rights protection. Treaties do not give rights, rather they make it easier to protect and enforce the human rights that exist in all of us. Every person has human rights, regardless of whether their government has or has not signed the relevant treaties.

## Questions on the Rights Based Approach

### What is a rights based approach?

A rights-based approach deliberately and explicitly focuses on helping people claim and achieve their human rights, while holding all duty bearers to their human responsibilities. It engages the people we serve in their own development, not as a privilege but as a right.

### How is a rights-based approach different from a needs based approach?

The following distinguishing characteristics are *inherent* to rights-based approaches. In other words, you can't avoid them, if you adopt a rights-based approach. While each characteristic *might* feature in a needs-based approach, it also might not.

- ⌘ Rights trigger responsibilities, whereas needs do not, and therefore rights-based approaches necessarily raise questions of responsibility. Needs-based approaches do not necessarily do so.
- ⌘ Rights-based approaches demand that we hold ourselves responsible for the human rights impact of our work. Needs-based approaches do not necessarily do so.
- ⌘ Rights-based approaches demand that we hold others accountable for their human responsibilities. Above all it demands that we engage the people we serve in their own development not as a privilege, but as a right.
- ⌘ Rights inherently imply an objective standard against which responsibilities can be measured whereas needs do not. A human right suggests a certain level of entitlement--enough to live with dignity. To recognize the human right of another is to recognize their entitlement to certain standards of service and access.

- ⌘ Rights-based approaches *necessarily* imply issues of equality of entitlement between the different people we serve and between relief and development professionals and the people we serve.

### What does it mean to hold ourselves responsible?

A rights-based approach raises questions of our responsibility in three different ways. First, it asks that we take responsible for the human rights impact of our work. Tools to do that include benefits-harms analysis (developed by CARE International). Second, it demands that we treat the people we serve as entitled to engage in their own development as a right. This becomes critical when we our accountability to those people competes with our accountability to others (e.g. donors and government representatives). Third, it asks that we hold ourselves to objectively agreed and transparent standards of service. Such tools and standards include the Sphere Humanitarian Charter, and the Red Cross Code of Humanitarian Principles.

### What does it mean to hold others responsible?

It means treating the people we serve as rights bearers and responsible for their own development, and therefore helping them to take control of their own development. It means understanding who else is responsible for respecting, protecting, or fulfilling the human rights of the people we serve, and working to ensure those actors live up to their responsibilities. Tools and approaches that aim to achieve these objectives include advocacy, civil society strengthening, institutional capacity building, gender equality approaches, and conflict resolution.

## Questions on The Benefits–Harms Approach

### What is the relationship between a rights-based approach and benefit-harm analysis?

Benefit-harm analysis is a methodology and set of tools for implementing a rights-based approach. It helps us to better understand and take steps to improve the human rights impact of our work. It aims to help programmers identify previously unforeseen opportunities to help people access their rights, while mitigating unintended negative impacts of projects on peoples' human rights.

### Do you have to use all the benefits-harms tools to do an effective analysis?

Absolutely not. The tool-box is designed to be used on an “as needed basis”, and it is strongly recommended that you use it as such.

### Can one do a benefits-harms analysis without using the tools?

Certainly. A benefits-harms analysis is simply an evaluation of the potential or actual human rights impact of any given intervention. The tools are designed to make your life easier not more difficult. **If for any reason, you find use of the tools difficult, put them aside and do the analysis in any way you see fit. Over time, we expect that programmers will need to rely on the tools less and less as they integrate core benefits-harms ideas into their day-to-day programming.**

## Answers to Session Four Exercise

Carefully review the answers below. If your own group got the question wrong, or got it right for the wrong reason, discuss these answers in your group, and make sure that you are clear on the right answer.

**Question A.** Who is entitled to human rights?

**Answer 3 is correct.** Human rights are “*universal*”—they apply to all of us, equally. Regardless of sex, politics, color, race, ethnic origin, nationality, sexual orientation, religion or economic or social class, we are all entitled to human rights. It doesn’t matter that the Jebel Rebel was a rebel or a citizen of Utopistan, or that there was not enough food for her.

**Question B: Where do human rights come from?**

**Answer 4 is correct.** We get human rights simply *because we are human*. No one can give them to you, or take them away. Even though the Bolder Soldier may have “violated” the Jebel Rebel’s right, he did not take that right away. She still has a right to food.

**Question C: Who can violate human rights?**

**Answer 1 is correct.** Any *human being* can violate the human rights of any other human being—you don’t have to be a soldier or a government official. Although only states can sign internationally recognized treaties to protect human rights, all of us can violate the rights of others, and thus all of us have a responsibility for respecting the human rights of others.

**Question D: How much food is “the human right to food”?**

**Answer 3 is correct.** A human right *implies a certain standard*—enough to live with dignity. Although answer “1” may seem right because you are asking her what she wants, she may say she wants a whole cow, which is more than her right to food. Answer 2 is wrong because it is not enough; human rights guarantee more than survival: They identify the minimum conditions for living with dignity. Answer 4 is wrong because human rights *do* imply a certain standard.

### A WORKING DEFINITION OF HUMAN RIGHTS:

Human rights are entitlements to minimum conditions supporting people’s efforts to live with dignity and selfworth. They apply to all of us equally by virtue of our humanity.