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Training-of-Trainers on the Toolkit for Urban Inclusion: Sport for Youth Inclusion and Citizenship and Human Rights Education” 22 - 23 September 2021

The African Academy of Local Government (ALGA) of UCLG Africa has identified Training of Trainers and multipliers as a priority. Together with ALGA and the UNESCO Regional Bureau for sciences in the Arab States – Cairo, the International Centre for the Promotion of Human Rights at the Local and Regional Levels designed a training for human resource managers, staff trainers, human rights trainers and human rights education multipliers with the aim of creating a pool of trainers on the principle to "Leave No One Behind".

The workshop series consists of two two-day workshops, focussing on two topics of high relevance to African cities each. This first Training-of-Trainers workshop focussed on sport for youth inclusion and citizenship and human rights education. It followed a human rights-based approach and used the Toolkit for Urban Inclusion as a training tool. The toolkit is created by cities for cities and promotes a human rights-based approach to local policy making. It can be used by multipliers at training events for various target audiences. The Training of Trainers workshop presented the background, methodology and practical application of the toolkit.

The two-day workshop was attended by more than 40 participants from all African regions. Presentations included key elements of human rights and a HRBA; local government, good governance and human rights; principles of human rights education and training; and the Toolkit methodology. Experiences of cities with the creation and application of the toolkit for urban inclusion in Arab cities were presented. The toolkit chapters on sport and youth inclusion and citizenship and human rights education were presented in detail.

In moderated exchange sessions, the participants discussed concepts, arguments, and evidence backing sports for youth inclusion and citizenship and human rights education programmes and policies. The target groups of the participants' capacity building activities include: elected officials, civil servants, students, civil society representatives and rights-holders (i.e. women or children). Together, participants analysed a human rights-based approach in all phases of the policy cycle. Starting from their own experiences with Sport for Youth Inclusion and Citizenship and Human Rights Education programmes and policies, participants learnt to transfer the toolkit to their own context and tools for local application. They exchanged on identified solutions to challenges from other cities and were empowered to use the toolkit in trainings with their target group.

The workshop was interpreted in three languages to ensure inclusiveness (English, French, Arabic). The evaluations of the workshop were very favourable and almost all participants expressed their interest to be included in a trainer pool of ALGA to promote a human rights-based approach.

This report outlines the results of the discussions from the webinar.

Participants identified the education of local authority employees and inhabitants on citizenship and human rights is an essential entry point to achieve urban inclusion and sustainable development and identified young people as key partners in this endeavour. Yet, the inclusion of



youth in urban life is a major challenge for most cities in the world, and particularly in Africa. This challenge was attributed to the limited capacity of local authorities to tap into the potential of young people, provide safe spaces for their effective participation, and develop a discourse that addresses their interests. Limited resources are identified as another challenge. It was contended that global and regional strategies to foster the implementation of human rights and promote urban inclusion insufficiently arrive at the local level, such as the localization of the SDGs. While much responsibility is transferred to the local level in Africa, this heightened responsibility is not matched with adequate funds and resources.

Challenges and Solutions in Relation to Sport for Youth Inclusion

The potential of sports as a vehicle for youth inclusion was appreciated and agreed upon, yet participants reported that sports is not very popular in Africa, in particular not in rural communities. Moreover, sports is considered a rather exclusive, upper-class activity. Participants identified the perception of sports as being an organized activity that requires dedicated infrastructure and equipment as one reason for this. Participants contended that awareness raising with parents and youth, but also with local authorities, on the benefits of an active and healthy lifestyle might facilitate a necessary shift in perspective, given the proven potential of sports to foster social inclusion.

Access to infrastructure and space

Lack of facilities and shortage of land are major hurdles to implement sports projects. Negotiating temporary use of unbuilt areas with the owner, using existing school gymnasiums and negotiating with businesses for double use of existing spaces were discussed as solutions. Businesses were moreover identified as potential sponsors of equipment, dresses, or sports events such as soccer tournaments.

Girls' inclusion

Specific reasons for exclusion were attributed to gender. Parents are oftentimes reluctant to let their daughters practice sports because of safety concerns. Involving the parents in designing and planning of projects was quoted as one solution, alongside with dedicated spaces or time slots for girls to practice sports separately.

Including the marginalised youth

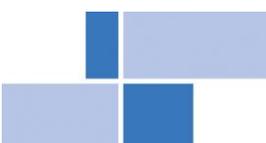
Moreover, youth unemployment and homelessness were identified as hindering the participation of youth in projects and programmes. Participants reported that young people who are not citizens are regularly excluded from sports offers. Participants reported projects that specifically target the marginalized youth, which was considered a good practice.

Participation of young people

Participants emphasized that participation is key to achieve inclusive societal development. It was particularly highlighted that projects and policies benefitting youth have to be designed with the young people, not merely for them.

Citizenship and Human Rights Education

Participants identified the education of local authority employees and inhabitants on citizenship and human rights is an essential entry point to achieve sustainable development. They concluded that the toolkit for urban inclusion provides inspiration for various stakeholders, and its proposed solutions are oftentimes applicable to African cities as well. It is therefore an excellent tool for human rights education. A significant part of the discussion explored how human rights education could be achieved and how the target groups of the participants could be motivated to apply a HRBA and use the toolkit.



Way forward in the dissemination of the Toolkit

Training offers were identified as most suitable to make the toolkit known. On the job training for city administrators were identified as an ideal format. Capitalizing on the success stories from the Arab toolkit and organizing peer-learning sessions with cities that originally contributed to the development of the toolkit was proposed.

Lack of funds for specific training events was quoted as a problem, participants suggested to organize training-of-trainers events as side events to other gatherings, such as major conferences. The development of online training tools for easy and cheap access was encouraged, an endeavour that is currently underway by UNESCO Cairo.

Other proposals included the dissemination of the toolkit to project staff and beneficiaries of ongoing projects pertinent to human rights and urban inclusion where a 'learning-by-doing' approach could be followed.

To gather the support and endorsement of the political level it was suggested to disseminate the toolkit to newly elected officials after local elections (the September 2021 elections in Morocco were quoted as example) and to offer targeted information and training sessions for those officials.

Resources:

- The toolkit for urban inclusion in Arab cities: <https://unesdoc.unesco.org/ark:/48223/pf0000374629> (available in English, French and Arabic)
- Word cloud: Human rights are...?

Presentations:

- Key elements of human rights and the HRBA (Bernadette Holzer)
- Local government, good governance and human rights (Bernadette Holzer)
- Principles of human rights education and training (Bernadette Holzer)
- The toolkit methodology (Isabella Meier)
- By cities for cities (Abdelaziz Zaki)
- Sport and youth inclusion in the Comores (Said El Hadi Loukmann)
- The toolkit and the policy cycle (Heba Sharma)
- The toolkit on sport for youth inclusion (Marwa Barakat)
- The toolkit on citizenship and human rights education (Marwa Barakat)

