



# RESPECT FOR RULE OF LAW AWARENESS PROGRAM FOR SCHOOL CHILDREN

**AGES 12-17**

**FACILITATOR'S MANUAL**

AUGUST 2006

This publication was produced for review by the United States Agency for International Development. It was prepared by Chemonics International, Inc and MASSAR Associates. The author's views expressed in this publication do not necessarily reflect the views of the United States Agency of International Development or the United States Government.

# TABLE OF CONTENTS

## **Chapter I: Introduction**

1. Basic Assumptions
2. Summary of Basic Skills Acquired by the Trainees
3. Other Skills Needed

## **Chapter II: Training Course Contents**

1. Training Title
2. Duration
3. Target Group
4. Number of Participants
5. Training Topics

## **Chapter III: Basic Skills Acquired by the Trainees**

1. Facilitating Respect for Rule of Law and Independence of the Judiciary Sessions and Discussions
2. Working with School Children
3. Working in Pairs (Co-facilitation)
4. Ability to Design Respect for Rule of Law and Judicial Independence Modules
5. Ability to Monitor and Evaluate Program's Impact

## **Chapter IV: Modules**

- Module 1: What Do We Know About Law in Our Daily Life?
- Module 2: Pupil's Rights and Duties
- Module 3: Law and Ethics
- Module 4: My Rights Were Violated, What Should I Do?
- Module 5: Palestinian Child's Law
- Module 6: Violators of Law Are Brought to Justice

## **Annexes:**

### **Annex 1: Activities for Students**

Activity 1: Scratch Your Brain

Activity 2: Choosing Rule of Law Topics to Discuss (sample topics)

Activity 3: It Happened in My Life (matrix)

Activity 4: My Rights Were Violated, What Should I Do?

Activity 5: Selected articles from the Palestinian Child's Law

### **Annex 2: Reading Materials for the Facilitators**

1. Educational Materials
  - Law and Society
  - Rule of Law in Palestine
  - Law and Ethics
  - Citizen's Role in Promoting Respect for Rule of Law
  - The Role of the Legal Profession in Promoting Rule of Law and the Independence of the Judiciary and Providing Citizen Services
2. Listing and WebPages of Civil Society Organizations Working in Rule of Law
3. Links to Regional and International Rule of Law Related Instruments
4. Where do I get E-copies of Palestinian Legislation?
5. Other Sources

## CHAPTER I: INTRODUCTION

The USAID-funded Supporting Rule of Law Reform project (*Arkan*) seeks to promote respect for the law and increase the public's confidence in the formal justice and legal system. *Arkan* implements programs to promote respect for the rule of law and independence of the judiciary through public awareness campaigns, school programs, and training facilitators from civil society organizations to implement respect for rule of law awareness programs using relevant educational methods and tools.

*Arkan* developed and piloted a Respect for Rule of Law Awareness Program for school students at Al-Hayat Al-Rasmiyah Secondary School in Kofr 'Aqab over a 4 month period. The pilot program targeted children between the ages of 12 and 17 years. Students were taught the basic concepts and importance of the rule of law. The program provided them with basic necessary knowledge on the rule of law, increased their self confidence, and exposed the students to advocacy methods promoting respect for the rule of law in their daily life. By exposing students to legal solutions to resolve conflicts, *Arkan* also raised students' awareness of dispute-resolution methods.

*Arkan* intends to train facilitators from civil society organizations, universities, schools and the private sector to implement and disseminate respect for rule of law awareness programs in the West Bank and Gaza Strip.<sup>1</sup>

This manual is designed to train activists from civil society organizations and university students in facilitating rule of law discussions with school children, either individually or in pairs as co-facilitators. At the end of the training course, the facilitators will be able to use this manual to implement activities on respecting the rule of law with students between the ages of 12 and 17. By implementing this program and exposing the school children to the concepts of law, order, and justice, it is expected that rule of law will prevail between students and their peers, teaching staff, opponents, families, and society in general.

The manual includes a total of six modules related to the promotion of respect for the rule of law. Five modules were piloted at Al-Hayat Al-Rasmiyah School. A sixth activity was added to link the relevance of respecting the rule of law to that of the independence of the judiciary. The additional activity is designed to familiarize students with court structure and functions, and to educate them on the use of the judiciary to settle disputes. The activity also introduces facilitators to using mock trials as a means to strengthen respect of the rule of law and independence of the judiciary.

The first module begins with a brainstorming designed to understand what students know about the law in their daily life. As such, topics of interest to students will be listed for discussion. In addition, students and the facilitator will develop a class "contract" in which the rights and responsibilities of each party is identified. This exercise introduces the concept that law is a social contract in a practical, hands-on exercise. The second

---

<sup>1</sup> The modules that *Arkan* developed and piloted at Al Hayat Al Rasmiyah School make up the core of this manual.

module is designed to address student behavior by clarifying students' rights and responsibilities. The third activity gives students the opportunity to discuss law and ethics and the significant relationship between them. The fourth module addresses the importance of using the law and the judicial system for dispute resolution. Using the Palestinian Child's Law as an example, the fifth module addresses violations against rights. The sixth module, "Violators of Law Are Brought to Justice," describe above, concludes the rule of law awareness program.

### **A. Basic Assumptions**

This manual takes into consideration the following assumptions:

1. The trainee respects the law, calls for respecting the rule of law, and promotes the use of the formal justice sector to resolve conflicts.
2. The trainee should be aware that the purpose of using the activities included in this manual is to positively affect behavior change in students from the ages of 12 to 17. The expected behavior change is to one of greater respect for the rule of law and judicial independence.
3. The trainee who will use this manual must have been trained on all the modules that are explained in this manual.
4. The activities in the manual are ready to be put into action with students. The activities can be further developed; the facilitator may add or change activities, provided that the original goals of the activities are still met.
5. Assignments and materials for students are attached, and the facilitator may photo-copy them for each session as needed.
6. Two lists of supplementary educational materials are included. These lists are for facilitators to expand on various legal topics. Some materials are simplified, whereas others are kept in their original form.

### **B. Skills that the Trainee will Gain from the Respect for Rule of Law Awareness Training Course<sup>2</sup>**

1. Ability to manage and facilitate sessions and discussion related to respecting the rule of law and the independence of the judiciary
2. Understanding of how to work with school children
3. Understanding of how to work in pairs as co-facilitators (or senior facilitator with an assistant facilitator)
4. Ability to design similar activities that educate and promote respect for the rule of law
5. Ability to monitor and evaluate the change in knowledge, attitude, and perception of students on the rule of law and judiciary

---

<sup>2</sup> See Chapter III for further details.

### **C. Other Skills a Successful Facilitator Should Have:**

1. Willingness and prior experience in working with the similar age or target group;
2. Communication skills, including “removing barriers,” listening, and discussion ;
3. Management and knowledge of dispute-resolution concepts and skills. For example, what disputes are prevalent at schools? What is the relationship between teaching staff with students? What is the relationship between families with students?;
4. Knowledge of the following concepts: reconciliation, settlement, arbitration, and waiver; and
5. Experience in managing discussion sessions and willingness to work in educating students on the respect of rule of law.

## CHAPTER II: TRAINING OUTLINE

The manual is developed to supplement the training for facilitators, entitled “Training Facilitators on Developing a Culture of Respect for the Rule of Law Among School Students.” Below is the training outline:

### ***Training Duration.***

Three days (24 training hours)

### ***Target Groups.***

- Activists from civil society organizations who have the minimum experience required to facilitate discussion with students, and need this training as a refresher in order to implement activities that educate students on the rule of law.
- University students or new civil society organization staff members with little or no experience in facilitating discussions with students, but are interested in promoting respect of the rule of law and in serving as facilitators or co-facilitators in rule of law awareness programs.

### ***Number of Participants.***

16 participants

### ***Training Topics.***

- **Facilitating the First Meeting with Students (Who Are We: Me and You?)**
  - Becoming acquainted with each other
  - Objectives
  - Expectations of the participants and the facilitator
  - A class contract
- **Implementing Modules:**
  - Module# 1: What Do We Know About Law in Our Daily Life?
  - Module # 2: Pupil’s Rights and Duties
  - Module # 3: Law and Ethics
  - Module # 4: My Rights Were Violated, What Should I Do?
  - Module # 5: Children’s Rights
  - Module # 6: Violators of Law Are Brought to Justice!
- **Participants’ Feedback and Discussion on Developing Modules**
- **Designing Modules**
  - Train participants to design new modules using different tools and methods
- **Monitoring and Evaluation**
  - Train participants on methods to monitor change in students’ behavior

- **Teaching Methodologies**
  - Discussion/dialog
  - Lecture/explanation
  - Games
  - Role play
  - Arbitrator
  - Theater
  - Field visits
  - Film
  - Drawing
  - Puzzles
  - Mock trial
  - Missing word game
  - Fill in the blank word game
  - Match two columns game
  
- **The Role of Education Institutions in Promoting the Respect for Rule of Law and Independence of the Judiciary**
  
- **The Role of Civil Society Organizations in Supporting the Respect for Rule of Law and Independence of the Judiciary**

## **CHAPTER III: BASIC SKILLS**

Below is a summary of basic skills facilitators will gain from the “Developing a Culture of Respect for the Rule of Law Among School Students,” training program described above.

### **A. Facilitating Respect for Rule of Law and Independence of the Judiciary Sessions and Discussions**

The modules are designed to use discussion as the vehicle of communication between the facilitators and students. Discussion should be focused on students’ awareness and understanding of the relevance of the rule of law as well as promoting the use of the legal and justice system to resolve conflicts. In this context, the facilitator must be cognizant of the extent and scope of his/her knowledge of the law, particularly if he/she is not a lawyer. In such cases, the facilitator must encourage students to refer to legal practitioners for further information. Not only does this encourage students to refer to the law, but it also serves to strengthen the role of legal practitioners in society, building respect for the rule of law.

### **B. Working with Students**

Though enjoyable, the facilitator must understand that working with the proposed age group, especially male students, is not an easy task. At the adolescent age, it is natural for many students to feel that they are always right. At this stage, the facilitator has an opportunity to contribute to improving students’ conduct. In the West Bank and Gaza, the situation is complicated because of general lack of respect for the law by society. Therefore, the facilitator should work to instill in students a sense that change is possible: as students, they can make a difference by individually or jointly working towards greater respect for the rule of law.

In contrast, addressing female students is usually easier. Generally speaking, female students feel that an environment respectful of the rule of law, either in the family or at school, is in their interest as a safeguard to their often violated rights. However, the facilitator must take into account that some participants may not be interested in the discussion. On the other hand, other students may try to focus the discussion to serve their own interests. Some students may improperly use knowledge of their rights in relating with their families and/or teachers, creating a conflict that threatens the progress of supporting the respect of law by students. The facilitator must, therefore, put special focus on the important link between law and ethics.

### **C. Working in Pairs (Co-facilitation)**

There is a general perception that training is successful when co-facilitated. In a co-facilitated training session, prior agreement on roles and responsibilities should be reached between each facilitator. Each facilitator should support the other during the session and must not allow any disagreements in opinion or style to be a cause of embarrassment in front of the students.

#### **D. Ability to Design Respect for Rule of Law and Judicial Independence Modules**

Facilitators and students will be encouraged to take the initiative to design extra activities aimed at developing a culture of respect for the rule of law and promoting the independence of the judiciary. Creativity and sharing of experiences will be encouraged.

#### **E. Ability to Monitor and Evaluate Program's Impact**

During the training workshop, participants will be trained on observing the change in students' conduct over a specified period of time. Particular methods and questions will help facilitators examine the extent of the program's impact on students. It should be noted that the facilitator must take into account that external conditions affecting the students' behavior (positively or negatively) may not be a result of the training.

## CHAPTER IV: MODULES

In this chapter, six modules on respecting rule of law are presented. Of these, five modules were piloted at Al-Hayat Al-Rasmiyah Secondary School in Kofr 'Aqab. Based on *Arkan's* experience developing a “mock” trial for students at the school, the sixth module was included in this manual to raise students’ awareness of the justice system and the independence of the judiciary. As respect for the rule of law and the independence of the judiciary are intertwined, this module brings the two concepts together. Ultimately, through this module students will be introduced to the concept that those who violate the law will be brought to justice. Included in this module is a mock trial exercise, which serves as a preliminary step to inform students of the court structure and its function, and promotes the use of the formal justice sector as a means to resolve disputes.

### **The 6 modules are as follows:**

- Module 1: What Do We Know About Law in Our Daily Life?
- Module 2: Pupil’s Rights and Duties
- Module 3: Law and Ethics
- Module 4: My Rights Were Violated, What Should I Do?
- Module 5: Children’s Rights
- Module 6: Violators of Law Are Brought to Justice!

Please note that each of the above-mentioned modules involves relevant activities. Accordingly, activities and other tools have been included in this manual to be used as appropriate (see Annex 1). The facilitator is also encouraged to develop their own activities and tools.

## **Module 1: What Do We Know About Law in Our Daily Life?**

Time: 120 minutes

### **Objectives:**

- Introduce facilitators to tools to measure the level of student knowledge of the law and the role it plays in their lives
- Introduce students to the concept that there are those who respect the law and there are others who do not
- Introduce students to the concept that law is an integral part of their daily life and culture
- Raise student understanding of the concept that law is a social contract, through developing a code of conduct (contract for the class) as a practical example of a law a community abides by
- Encourage student participation and ownership of the program by helping students identify legal topics that they would like to discuss in upcoming sessions

### **Methodology:**

1. The facilitator briefs the class on *Arkan* and the goals of the Respect for Rule of Law Awareness Program
2. Students introduce themselves (can use hanging cards with their names around their neck)
3. Scratch your Brain/Stop and Think Activity: This activity asks students to react to rule of law phrases on the spot. Rule of law phrases are provided for use by the facilitator on the next page. The facilitator should cut the phrases into small pieces of paper and distribute them randomly among the students. Students are then asked to read the phrase out loud to the class, explain its meaning, and share their opinion of the phrase. The facilitator listens to the students' explanation of and opinions on the phrase, and gives other students the opportunity to comment.
4. Code of Conduct Exercise: The facilitator explains the purpose of having a code of conduct for the class, and the facilitator and pupils write down an agreed upon code of conduct. Through this exercise, facilitator explains the concept that law is a social contract.
5. Discuss with students the list of topics that they want to discuss in the following classes and prioritize topics for discussion. Determine the following session's topic for discussion.

## **Module 2: Pupil's Rights and Duties**

Time: 90 Minutes

### **Objectives:**

- Increase students' awareness of their duties and rights and the importance of striking a balance between them
- Increase students' understanding that law is a group responsibility
- Strengthen students' participation and initiative in class
- Encourage communication and understanding between students and teachers
- Introduce tools to solve conflicts that may arise among students.
- Finalize the code of conduct with student signatures

### **Methodology:**

1. The facilitator(s) review what was discussed and agreed upon during the first session (especially useful in the case that new participants have joined or students from different classes have joined this session)
2. The class will be divided into two groups or more to discuss either rights or responsibilities. (Each group will either discuss rights or responsibilities)
3. Each group chooses a moderator and a presenter.
4. Each group will be given 15 – 20 minutes for discussion. The presenter reports to the entire class what the group discussed and concluded.
5. The facilitator gives his/her comments on the presentations made by the groups; time for discussion will be open for students to ask questions and elaborate on ideas and points of view
6. Determine topics of discussion for the next session

### **Module 3: Law and Ethics**

Time: 90 minutes

#### **Objectives:**

- Increase students' awareness/ understanding of the link between law and ethics: law and ethics are integral twins
- Help students identify actions in their behavior that are unlawful and unethical
- Help students realize ways to change their unlawful and unethical behavior into complying with law and ethics.
- Encourage students to promote and increase respect for the rule of law
- Promote a spirit of participation and initiative

#### **Methodology:**

1. Facilitator(s) ask the students to recap the previous two sessions and summarize the code of conduct that was developed during first and the second sessions.
2. "It happened in my life" Activity: Facilitator(s) distributes copy of the table provided below to each student for them to fill out. Students are asked to present real examples of legal or ethical wrongdoing/ abuse that they committed or witnessed in their neighborhoods, the street, or any other place, and provide suggestions of how to change the situation ("tools for reform").
3. The facilitator divides the class room into two groups, or more, (they should be selected randomly) and facilitates the work of each group separately.
4. Each student presents to their group examples from his/her life where they have witnessed legal or ethical violations, and suggested tools for reform.
5. Each group is given 15- 20 minutes for discussion.
6. Each group selects a moderator and reporter.
7. Each reporter presents what the group discussed/agreed on to the entire class.
8. The facilitator(s) comment on the presentation of each group and gives other students time to ask questions.
9. The facilitator(s) ask group members to think about what they learned/agreed upon during the first week of activities and share their comments with the facilitator and the rest of the class in the next meeting.
10. The facilitators and group members agree on the next session's agenda.

## **Module 4: My Rights Were Violated, What Should I Do?**

Time: 90 minutes

### **Objectives:**

- Increase student understanding and awareness of the various legal mechanisms to defend rights and resolve disputes
- Encourage students to use the law to solve disputes and defend rights
- Encourage students to change their behavior if they violate the law or ethics
- Promote student participation and initiative

### **Methodology:**

1. Students share their thoughts on what was discussed during the 3<sup>rd</sup> session on law and ethics.
2. The facilitator divides the class into three groups, group one (in favor of using force to get back rights), group 2 (access to law group), group 3 (alternative dispute resolution group).
3. The facilitator distributes a copy of the below list of actions to be taken for each group and ask that each group choose the best means to return to the law according to its classification.
4. The facilitator asks each group to nominate one moderator for the group and one reporter to present what the group discusses.
5. Each group is given 20 to 25 minutes to discuss the negative and positive points of the mechanism they choose to defend their rights.
6. Each group will get 15 minutes to write on a flipchart what the group discussed; the reporters present to the rest of participants.
7. The facilitator gives his comments and facilitates the discussion towards encouraging using the law to resolve conflicts.
8. The facilitator and the group members agree on the next topic for the next session.

## **Module 5: Children's Rights**

Time: 120 minutes

### **Objectives**

- Develop students' knowledge of the Palestinian Child's Law
- Develop students' knowledge on children's basic rights according to Palestinian Child's Law.
- Develop students' ability to link/compare between practical instances of respect/lack of respect for rule of law in their daily life
- Develop students' ability to use references to the law and legal terminology
- Develop students' ability to link between rights and duties according to the law

### **Methodology**

1. Each student introduces him/herself.
2. Activity: Lost Word (each phrase in the activity represents an article in the law). The facilitator(s) distribute the lost word sheet to all participants.
3. After finding the lost phrase/word (which is the remaining phrase in the sheet) the facilitator asks the students to comment on the meaning of the word.
4. The facilitator distributes selected provisions from the Palestinian child's law.
5. Each pupil has to read the provision he/she received, and explain to the class what he/she understands it to mean. Students will be asked to link each provision with the equivalent phrase that was used in the lost word sheet.
6. The facilitator will allow time for other students to discuss as well.

## Module 6: Violators of Law Are Brought to Justice!

Time: 180 minutes<sup>3</sup>

### Objectives:

- Revisit the code of conduct that students developed at the beginning of the course and analyze students' compliance with the code through the course of the program
- Understand the importance of the rule of law
- Understand that perpetrators are brought to justice
- Recognize/understand the right to self defense and to be represented by a lawyer of one's choosing
- Recognize/understand the structure of the court
- Introduce the concept of mock trials

### Methodology:

1. The facilitator presents the objectives of the activity to the pupils.<sup>4</sup>
2. Each pupil is asked to secretly write down, on a piece of paper, the name of one or two students whom he thinks were the biggest violators of the code of conduct
3. The facilitator(s) collect the papers from the students and writes down the names of those who were accused of violating the code of conduct and counts the votes for each.
4. For the purpose of the activity, the student who gets the highest score will be brought to justice.
5. The facilitator(s) ask the pupils to split into two groups, one that believes that the student is not guilty, and another group that believes the student is guilty. The facilitator will assign a defense attorney from the "not guilty" group and a prosecutor from the "guilty" group.
6. The judge will be played by another teacher, an arrangement the facilitator should make prior to the session.
7. The judge calls for bringing the accused to the court and manages the court proceedings, by asking the defense attorney and prosecutor to present their cases.
8. After listening to all the parties, the judge calls for a 10 minute break to make his/her decision.
9. The facilitator asks the pupils to come up what they believe the judgment should be based on the cases presented.
10. The judge calls for the court to reconvene and announces his/her decision
11. The facilitator discusses the court's decision with the students, as well as ways it should be implemented and enforced.
12. Facilitator introduces the concept of the mock trial.

---

<sup>3</sup> This module serves as an introduction and bridge to the preparation of a mock trial. Facilitators interested in preparing a mock trial with their students will be advised to attend a separate, in-depth mock trial training developed by *Arkan*. The training will expand on this introduction and is geared to effectively educate students on the judiciary and judicial process through the preparation of a mock trial performance.

<sup>4</sup> The facilitator must present the objectives clearly because of the sensitivity of the process given that the discussion will be about real people and real actions.

## **ANNEXES**

**ANNEX ONE: STUDENT ACTIVITIES**

**ANNEX TWO: READING MATERIAL FOR THE FACILITATORS**

## **ANNEX ONE: STUDENT ACTIVITIES**

### **Module # 1: What Do We Know About Law in Our Daily Life?**

Activity A: Scratch your Brain! (Rule of Law Phrases)

Activity B: Sample code of conduct contract

Activity C: Conflict resolution when the code of conduct is violated

### **Module # 2: Pupil's Rights and Duties**

Activity: Topics of Interest

### **Module # 3: Law and Ethics**

Activity: It Happened in My Life (matrix)

### **Module # 4: My Rights Were Violated, What Should I Do?**

Activity: My Rights Were Violated, What Should I Do?

### **Module # 5: Children's Rights**

Activity A: Lost word game

Activity B: Palestinian Child's Law

## Module: 1 What Do We Know About Law in Our Daily Life?

### Activity A: Scratch your Brain!

Below are rule of law related phrases to distribute on separate pieces of paper to students:

1. What is law?
2. I respect the law, what about you?
3. Law provides safety and security
4. Law doesn't protect idiots
5. No law, no headache
6. No one is above the law
7. Pupils' rights
8. Pupils' duties
9. Teachers' rights
10. Teachers' duties
11. Hard luck
12. Teacher, how did you come to us?
13. No justice without rule of law
14. It's my interest to respect law
15. Law is a group responsibility
16. Hard luck
17. Who has the right to change law?
18. Doustour ya Jama3a (A greeting in Arabic in which Doustour means "could I come in?" or constitution)
19. An eye for an eye, a tooth for a tooth, and the starter is more evil (from Hamorabi's Law)
20. I walk in the middle of the street and the car drives on the sidewalk. Why is that?
21. My parents should sign a paper in order for me to stay late at school
22. Wake up early kid! It's school time!
23. Driver to student: "You don't have a bus ticket. Pay 3 NIS instead of 2 NIS"
24. I am fed up with the school uniform
25. Teacher, what are you talking about?
26. Hard Luck
27. Basic Law
28. Judicial Authority
29. Parliament
30. Executive Authority
31. Police
32. Court
33. Judge
34. Tribal judge
35. Lawyer
36. Governor
37. Law enforcement officer
38. Thief
39. Inspector

### **Activity B: Develop a Code of Conduct**

Below is a sample code of conduct produced by Al-Hayat Al-Rasmiyah school children (where the program was piloted):

- Justice / equality in treatment by the facilitator
- Respect dialogue between the participants rather than taking individual decisions
- Commitment to order and quietness
- Respect others' opinions
- Active listening to others
- No hitting or violence
- Commitment to activities
- Honesty
- Commitment to time and dates
- Freedom of expression

### **Activity C: Conflict Resolution**

How to solve conflicts if you break the contract (sample from Al-Hayat Al-Rasmiyah's pilot program)

- Reconciliation
- Exclusion from participation in the activities
- Trial

## **Module 2: Pupil's Rights and Duties**

### **Activity: Topics of Interest**

Sample topics that the students addressed at Al-Hayat Al-Rasmiyah School:

- Students' rights
- Justice and equality
- Human rights
- Courts/ family courts
- School law
- Legislative authority
- Students' duties
- Police authority
- Teachers' rights
- Law/ constitution
- Crimes/penalty
- Palestinian authority
- Country
- Lawyer/ legal profession
- Education
- Health and smoking
- Environment/ health environment
- Right for treatment
- Traffic law
- Citizen rights
- Fatherhood authority
- Parents' rights

### Module 3: Law and Ethics

#### Activity “It Happened in My Life”

Select from the subjects listed below and provide examples that you have witnessed from your life—in your neighborhood, street, or any other place:

Lying, inability to payback debts, robbery, use of cellular phone with Camera, smoking, crossing the red light, theft, ethics of greeting, cheating, false testimony, etc.

Happened in my Life	Illegal	Unethical	What was the result? What damage did the action cause?	How I would change the situation
1.				
2.				
3.				
4.				

## **Module 4: My Rights Were Violated, What Should I Do?**

### **Activity: My Rights Were Violated, What Should I Do? List of Actions**

1. Go to police station and present a claim
2. Seek the support from the family and people with authority
3. Use the evidences and information available
4. Resort to clashes and violence
5. Seek the support of judiciary, religious scholars and tribal judges
6. Seek the support of a lawyer and go to the court
7. Use and seek the support of an illegal and criminal group
8. Use forged facts through presenting false documents
9. Misuse of authority for personal interests
10. Use threats
11. Rights concession
12. Seek consultation and advice of proper bodies
13. Use of mediators

## Module # 5: Children's Rights

### Activity: Lost/ Missing word (Phrase)

#### الكلمة الضائعة

ا	ح	م	ا	ي	ة	س	ك	ن	ق
ل	و	ق	ا	ي	ة	ح	ق	و	ق
ا	ا	غ	ا	ث	ة	ط	ف	ل	ا
م	ر	ع	ا	ي	ة	ة	ا	ن	س
ا	ا	ح	و	ن	ل	ة	ت	ا	ت
ن	ل	ر	ا	و	ح	ب	ن	س	غ
ا	ر	ي	د	ص	ل	ي	و	ا	ل
هـ	أ	ة	ل	ظ	ف	ئ	ث	ء	ا
ل	ي	ا	ع	ن	ف	ي	ل	ة	ل
ت	ع	ل	ي	م	م	ج	ا	ن	ي

Safety- care- state- freedom – expression- exploitation- protection- harm-child –  
prevention – free - education – rights – relief – violence- pollution – house – family.

Please, cross-out the words in squares and try to find the missing word.

## **Activity B: Articles from the Palestinian Child's Law**

### **Article (11)**

1. Each child shall have the right to life and to safety for himself or herself.
2. The state shall safeguard to the utmost the growth, development and care for the child.

### **Article (12)**

1. Each child shall have the right to the freedom of opinion and expression in conformity with the public order and public morals.
2. The opinions of the child shall be taken with due consideration in accordance with his or her age and degree of growth.
3. The child shall be allowed the opportunity to express his or her opinions in the judicial proceedings or in the social or educational arrangements pertaining to his or her own conditions.

### **Article (14)**

The employment of children shall be prohibited before they reach the age of fifteen years.

### **Article (15)**

In accordance with the Law, the child shall be registered immediately upon his or her birth on the Civil Register.

### **Article (18)**

Each Palestinian child immediately upon his or her birth shall have the right to his or her Palestinian nationality in accordance with the provisions of the relevant Law.

### **Article (19)**

1. Each child shall have the right to live in a harmonious and consolidated family.
2. The state shall take the necessary measures in order to safeguard the obligation by the parents of the child or the person taking care of him or her to bear the joint responsibilities and obligations assigned to them in the raising, care, guidance and growth of the child in the best manner.

### **Article (22)**

1. The child shall have the right to obtain the best possible level of free health services with reference to the *Law Concerning Health Insurance* and its operative Bylaws.
2. No fees shall be paid for the vaccination of children.

### **Article (26)**

The state shall take all the appropriate measures in order to:

1. Protect children against the risks of environmental contamination and work to eliminate them.
2. Various media means shall perform a constructive and efficient role in the field of health protection and guidance, especially in relation to the aspects of the child's

- health, nutrition, the advantages of natural suckling and protection from accidents and damages [caused by] smoking.
3. Support the school health system so that it performs its overall role in the field of health protection and guidance.
  4. Protection against infliction with dangerous and epidemic diseases.

**Article (27)**

1. The state shall safeguard children's right to protection against smoking, alcohol and inebriating materials which affect the mind.
2. The employment of children in the places of the production, sale or promotion of such materials shall be prohibited.

**Article (28)**

In pursuance of the Law, compensatory, rehabilitating and supporting devices and means or transportation necessary for the use of children with special needs shall be exempted from all taxes.

**Article (29)**

1. The child shall have the right to maintenance, including food, clothing, housing, medication and education.
2. The obligation of the maintenance of the child shall be borne by his or her parents or the person who legally assumes his or her care.
3. The state shall take all measures to safeguard such right.

**Article (31)**

In accordance with the rules and conditions set forth by the state and its institutions, the children mentioned below shall have the right to obtain social aid:

1. Orphan children or those of an unknown parentage.
2. Children in the social care institutions.
3. The children of the divorced or deserted woman who have not supporter.
4. The children of the imprisoned or lost man or that who is unable to work due to illness or disability and who have no supporter.
5. The children of families whose houses have been destroyed or burnt.
6. The disabled children or those ill with chronic diseases.
7. Twin children (three or more).

**Article (32)**

The child who is deprived from his or her natural family environment on a permanent or temporary basis shall have the right to alternative care through:

1. The foster (alternative) family that assumes his or her guardianship and care.
2. The public or private social care institutions in the event a foster family is not available.

**Article (34)**

In accordance with the Law, associations of children may be formed. The child shall have the right to join associations and clubs as well as hold public meetings.

**Article (36)**

Any printed, visual or audio publications which address the lower instincts of the child or which adorn to him or her the conducts contravening the public order and public morals or which may encourage him or her to perversion shall be prohibited from being published, circulated, disseminated or possessed.

**Article (37)**

1. In pursuance of the Law:
  - A. Each child shall have the right to free education at the state's school until the completion of the secondary education.
  - B. Education shall be obligatory until the completion of the basic education stage as a minimum.
  - C. The state shall take all proper measures to prevent early truancy of children from schools.

**Article (40)**

Each child at school shall have the right to a time for rest and to practice games and activities suitable for his or her age and to partipicle freely in the cultural life and in arts.

**Article (41)**

1. The child with special needs shall have the right to education and training in the selfsame schools and centers allocated for pupils.
2. In the cases of exceptional disability, the state shall take care to secure education and training in special classrooms or schools or centers, provided that they:
  - A. are connected with the regular education system and appropriate for the child's needs;
  - B. are close to his or her place of residence and easy to access;
  - C. provide all types and levels of education according to their needs;
  - D. provide educationally-qualified persons to instruct and train them according to their disability.

**Article (42)**

1. The child shall have the right to protection against forms of violence or physical, moral or sexual abuse, negligence, remissness, homelessness, or other forms of mistreatment or exploitation.
2. The state shall take all legislative, administrative, social, educational and preventive measures necessary for the securing of the aforementioned right.

**Article (43)**

The exploitation of children in beggary shall be prohibited. Their employment in conditions violating the law or their assignment of a work that may hinder their education or harm their physical or mental safety shall also be prevented.

**Article (45)**

The state shall safeguard the protection of the children from risks of toys which do not conform to the health, environmental, religious, value and cultural standards by establishing comprehensive quality norms for toys manufactured locally or those imported.

**Article (46)**

1. The use of children in military actions or armed conflicts shall be prohibited. The state shall also take procedures and measures necessary to ensure this.
2. The state shall take the appropriate measures for physical and mental rehabilitation as well as social reintegration for children who are victims of armed conflicts or for hard cases mentioned under Article (44) of this Law.

**Article (67)**

Criminal accountability of the child who has not completed nine years of age may not take place.

**Article (68)**

No child may be subjected to physical or moral torture or to any type of penalty or cruel, inhuman or degrading treatment.

## **ANNEX II: READING MATERIALS FOR FACILITATORS**

1. Educational materials prepared by *Arkan* staff
  - Law and Society
  - Rule of Law in Palestine
  - Law and Ethics
  - Citizen's Role in Promoting Respect for Rule of Law
  - The Role of the Legal Profession in Promoting Rule of Law, the Independence of the Judiciary, and in Providing Citizen Services
2. Listing and WebPages of Civil Society Organizations Working in Rule of Law
3. Links to Regional and International Rule of Law Related Instruments
4. Where do I get E-copies of Palestinian Legislation?
5. Other Reading

# 1. EDUCATIONAL MATERIALS

## Law and Society

By Mustafa Mar'i

### We All Call for the Respect of Law

Everyone agrees that respect of the law is necessary. Society is based on foundations—one of the most important foundations is respect of law. There are often calls for respecting the rule of law, especially during periods of municipal, presidential, and legislative elections. However calls for respecting the law diminish at other times.

All of society-- youth, workers, lawyers, judges, politicians and civil society activists-- call for respecting of the rule of law. In addition, children, men, women, individuals with special needs, laymen, farmers, merchants, civilians, military personnel, as well as you and I, voice that necessity.

### Despite Anything Else, We Call for the Respect of Law

Over the decades, many Palestinian citizens have formed an understanding that law is an instrument for hegemony, prejudice, coercion and denial of rights. As a result, Palestinians do not see the law as a means to protecting the rights of citizens and prohibiting the abuse of these rights. Many Palestinians believe that law is a source of injustice.

Even though the perception changed following the establishment of the Palestinian Authority, the change was only partial. Occupation authorities still exercise many powers, which complicate matters. However, this situation can be put to good use as it helps make clear the difference between “national” laws, stemming from the society’s needs, and “alien” law which serves other interests.

### What is Law?

“Law” is the body of general, abstract and compulsory rules of conduct in society. In this context, “society” is not a mere gathering of individuals with no common goal. It is an organized gathering of individuals and groups, in which an authority is approved to exercise sovereignty over the society’s individuals and territory, and maintain rights and freedoms that the society deems worthy of protection.

### *What does each element of the definition of law mean?*

- ❖ *Law includes societal rules of conduct.* The human being is a social being and cannot live and fulfill his needs alone. The existence of individuals in a group necessitates the establishment of rules that regulate their conduct and relations. This is the role of legal rules, which altogether constitute the law. In effect, legal rules regulate *behavior*. In general, legal rules are not concerned with intentions, feelings or sentiments if they are not manifested.

- ❖ *Law constitutes abstract general rules.* The legal rule must be addressed in general terms. Rules should not be developed for a specific person or incident. Rules should be developed to apply to general capacities or occurrences. Legal rules may not be built on discrimination between individuals on any basis whatsoever. A legal rule that addresses a particular individual or individuals can still be a legal rule, provided that it addresses capacities and not individuals.
- ❖ Law features rules based on obligation; without obligation, rules of law will be sheer recommendations or ethics and do not reach the status of legal rules.

### **Law and the Society**

Based on the definition of “law” above, it is clear that the existence of law is connected to the existence of the society. Despite linked elements and components, the society features multiple, diverse, conflicting, individual, group, and public interests. Therefore, society, along with its authorities, must regulate and heed these interests, draw a balance between them, and defend interests worthy of protection. To do so, a system should exist – laws to organize such interests.

Interests are interrelated. Since there are supreme, national interests in the society worthy of protection, individuals may be required to give higher priority to those interests over their own, personal interests. This, however, must be based on the law. Furthermore, as personal rights, whether financial rights or others, are graded according to priority, there must be a system for regulating rights--and this must be done through law.

### **Law Protects Rights**

It is obvious that legal rules fundamentally exist to protect individuals’ rights and ensure that violations are not committed against them. Moreover, these rules are established to punish violators, and to ensure that damages resulting from aggressions or violation of law are mitigated, despite all efforts put forward to ensure that aggressions or violations are not committed against a particular protected right. *Law provides for a specific right and indicates that such right has due protection in the eyes of the society. In turn, society must respect such a provision. Therefore, law sets forth a means to protect rights by providing a penalty which deters any person who might violate such a right.* This penalty is a signal by society that a certain interest is worthy of protection.

### **Law is Indispensable**

Law is a means to protect rights--whether these are rights of individuals, groups, the society at large, or the state. As such, the law serves a noble and vital role, by securing an orderly and functioning society. **Law is, therefore, an indispensable tool for the individual, society, and state. The alternative is, however, a state of chaos!**

## Rule of Law in Palestine: A Government Ruled by Laws, not by Humans

By Samar Al-Amad

### Why is the Rule of Law of Interest to You?

- ❖ Law is a guarantee that protects your freedoms in society and prevents violations against your fundamental rights.
- ❖ Law is the only guarantee to you, to me, and to everybody for security in societal relationships and security of private properties.
- ❖ Law ensures security as well as economic, political and social prosperity to you and to everyone else.

### So, What Does the Rule of Law Mean to You?

**Nobody is above the law.** This is true. However, the rule of law has several other concepts:

- ❖ **The rule of law is fundamental.** The rule of law is one of the fundamentals of any constitution. The government cannot exercise its authority except in accordance with the laws in effect.
- ❖ **The rule of law means security.** The rule of law is the safety valve for securing and protecting social and political rights for you, me, and for everybody in Palestinian society. This includes the provision of laws on the social, economic, cultural, penal, and administrative aspects of Palestinian society, among others.
- ❖ **The rule of law is an essential prerequisite for democracy.**

### How Do We Reach a State of Rule of Law?

In order to reach a state of rule of law, there are essential requisites that should be met, including:

- ❖ ***A Constitution or a Basic Law.*** A Palestinian Basic Law is available. A Draft Constitution was developed, but has not yet passed the legislative process.
- ❖ ***Separation and independence of the three authorities.*** This means that the legislative, executive and judicial authorities should have clear mandates, provided that each authority monitors the performance of the other.
- ❖ ***Independence of the judiciary.*** To ensure protection of citizens' rights.
- ❖ ***Safeguard protection of individuals as well as their freedoms.***

**You Play an Essential Role in Achieving a State of Rule of Law... How is That Done?**

1. Respect and adhere the law.
2. Use the courts and formal justice system for conflict resolution.
3. Hire a lawyer to defend you.
4. Understand the meaning of the rule of law and explain it to others around you.
5. Insist on your rights protected by the Basic Law and other legislation.
6. Fight corruption to your ability.

**Am I Playing My Role in Achieving a State of Rule of Law?**

*You have the answer ... Think a little, you will come up with an answer ...*

**Any Democratic System Needs Foundations to Be Built On.**

*Let's think together about these foundations:*

Respect the Basic Law and other laws	Equality between all citizens
Oversight over the government	Freedom of expression and opinion
Separation between the three authorities	Free and impartial elections
Respect human rights	Transparency and accountability
Political plurality	Fighting corruption

*"The legislative authority in the state shall not exercise the executive and judicial powers, or either of them: the executive authority shall not exercise the legislative and judicial powers, or either of them: the judicial shall never exercise the legislative and executive powers, or either of them: to the end it may be a government of laws and not of men."*

*Constitution for the Commonwealth of Massachusetts of 1780, Section I, Article 30, John Adams.*

## **Law and Ethics**

### **Stop: Red Light**

By: Ibrahim Bisharat

#### **In terms of penalty**

Through the *law*, the state defines penalties and enforces them on violators. For example, there are penalties for violating the *Traffic Law*.

Through *ethics*, the society defines and enforces rules and penalties. For example, there are penalties for violating the tribe's viewpoint or performing an act that is deemed to be "disgraceful." These examples do not necessarily constitute a violation of the law.

#### **When should we respect the law? When should we respect ethics?**

We must always respect the law. Otherwise, we will be held accountable and subject to discipline. With reference to ethics, however, there is no legal obligation to adhere to them. Nevertheless, both society and individuals expect that ethics are respected.

#### **Does crossing the red traffic light cause a legal or ethical problem?**

Both.

#### **Who observes my behavior?**

My conscience first. Then, others--society and the state.

#### **Who will hold me accountable?**

I can stop and think. I can also answer this question myself.

#### **Can I change my behavior? Why?**

Yes, and I can improve because this constitutes a personal interest to me as well as an interest for society.

#### **Can I be changed and change others? How?**

I can try, because experience is the best evidence.

#### **What will you do with this handout?**

Please do not throw it on the sidewalk. Please make several copies and distribute them to your acquaintances and friends. Keep the original copy. You may use it again.

#### **Who will read it?**

Everyone who has a copy of it.

#### **Are other useful references?**

Yes. In the end, however, your behavior is what matters – it is the first and last indicator.

#### **Do you have remarks?**

Sure.... Do not hesitate to contact *Arkan*.

## **The Citizen's Role in Supporting the Rule of Law: Citizenship is Rights and Obligations**

**Do not be silent – Do not be shy ! Talk!**

**By Ziad Abdallah**

Nowadays, we often hear about disrespect of the rule of law, the spread of instability and violations, and other negative aspects in our society. It sometimes seems to monitors, readers, and listeners that we are talking about actions and situations that are not related to us; that events taking place are done by faceless or nameless persons; or that no one bears responsibility for the current situations. In this context, what is our responsibility as citizens to support the principle of the rule of law? What should every one of us do in order to put an end to the violation of law and disrespect of the judicial authority?

Citizenship does not only refer to enjoying basic rights and freedoms safeguarded by the law. It also means that all citizens, including those occupying high positions, must respect the law and adhere to its provisions. *The rule of law means that "since there is no authority above the law, all individuals, including those responsible for governance, are subject to the rule of law."* Accordingly, all citizens are required to respect the law in all walks of life.

Exercising the respect of law stems from within us, and we instill it in our children, and serve as a model and example to be followed by others.

If we assume that this issue is so clear, then why are there many violations against the simplest rules of law, such as not crossing the street when the traffic light is red or throwing garbage on the street?

### **What is the problem? The reason may be:**

- Ignorance of laws?
- Lack of "ethics"?
- Lack of an authority that enforces the law and ensures that its provisions are respected?
- Lack of awareness of the meaning of citizenship (both rights and obligations)?
- Or all of the above?

**Please think with us ..... Whatever the answer is, you can change .....**

Most of us believe that in several countries citizens respect laws because they are held accountable not only by the state, but also by other citizens. A citizen may be scolded if he/she throws garbage on the street even before an authorized officer draws a fine against him/her.

Prophet Mohammed (May peace be upon him) said: "Whoever witnesses a forbidden action, he shall change it by his hand. If he is not able to do so, he shall change it using his tongue; if not, then by his heart and that is the least he/she can do as a true believer."

You will not lose anything when you start to change yourself and respect the law along with your neighbors, on the street and in the workplace, or when you educate a person violating the law on his/her interest in respecting the law. You will also not lose anything if you complain to your PLC representative or to a law enforcement officer or when you abide by judicial judgments.

**What will you do with this handout?**

Please do not throw it on the sidewalk. Please make several copies and distribute them to your acquaintances and friends. Keep the original copy.

**Who will read it?**

Everyone who has a copy.

**Are other useful references?**

Yes. In the end, however, your behavior is what matters – It is the first and last reference.

**Do you have remarks?**

Sure. Do not hesitate to contact *Arkan*.

# **The Role of the Legal Profession in Supporting the Rule of Law, Judicial Independence and Integrity, and in Serving Citizens**

By Khalil 'Ansara

**"The Lawyer is truly the Mirror of Justice"**

**What does a good lawyer mean?**

**Impartial Judiciary .... Protected rights ... Awareness of responsibilities**

**Dear citizens,**

I would like to explain the role of the legal profession and the need for better lawyers to safeguard an unbiased, impartial and independent Palestinian judiciary, support and respect the rule of law, and meet your needs as citizens.

**A lawyer has two primary responsibilities:**

- *A professional responsibility* to serve you as a client and retain or reclaim your rights in an honest, trustworthy, unbiased and sound manner.
- *National responsibilities:*
  1. Develop the legal profession and the legal sector in the West Bank and Gaza; and
  2. Raise your awareness and understanding of your legal rights and obligations, how to protect your rights, and ensure you meet your duties.

**In your opinion, will the independence of the judiciary and rule of law be promoted through a better lawyer who performs his/her duties correctly?**

**The answer is yes, because:**

- Your lawyer is a mirror reflecting the situation of the judiciary. The better your lawyer's performance is, the more you will trust the judiciary. Isn't that right?
- Your lawyer represents you before the judiciary and he/she is entrusted with your rights. The lawyer is a deterring force against those in power and your opponents who might attempt to manipulate the law in order to serve their personal interests.
- Your lawyer is the first monitor over the function of judges and the judiciary. He/she monitors intentional and unintentional errors of judges and the judiciary and works to reduce and eliminate these errors through legal means.
- Your lawyer is also the first monitor over the function of the state, including all of its executive and administrative agencies.
- Judges and members of the public prosecution are basically legal practitioners. Some day, your lawyer may become a judge or the Attorney General, and vice versa. Therefore, the judiciary will benefit when better skilled judges ascend the bench, and better skilled judges will lead to better skilled lawyers. The opposite is also true.

**Do not think that a lawyer is your attorney in a personal case only. Bear in mind that he/she can take part in the legal development process in Palestine.**

**A lawyer does the following:**

- Contributes to drafting laws, whether at the PLC or jointly with relevant authorities, in an attempt to protect your personal interests, and the public's interests in order to produce integral laws responsive to national needs. In addition, lawyers work towards strengthening the rule of law.
- Works at governmental institutions and ministries that propose draft laws.
- Works at independent organizations and centers which monitor the judiciary's function and ensure its impartiality and independence.
- Works at institutions that promote the legal profession, such as the Bar Association, and other institutions.

**How can your lawyer contribute to raising your awareness and that of other citizens of your legal rights and obligations?**

In general, your lawyer and legal practitioners are the most cognizant persons of laws, and are best suited to interpret them. Therefore, they are amongst the most suitable people to offer advice, consultation and methods to redeem rights, highlight obligations and penalties imposed when rights are violated. Lawyers are an important link between you and the state.

**Lawyers perform the following tasks:**

- Provide legal advice and consultation, either free of charge or against a symbolic fee, to citizens through working at public or private national organizations or bodies;
- Work at local organizations and bodies that support and advocate protection and defense of your rights through various means, including filing lawsuits before the judiciary, lodging complaints and grievances to relevant authorities, etc; and
- Work at law offices to offer advice and consultation as well as represent citizens in cases, interpret the laws, defend their client's rights and advise them on committing violations against the law.

In conclusion, better lawyers will raise the level of the respect of law in Palestine. They ensure that those who violate your rights are brought to justice and will raise your awareness about your rights and responsibilities as well as defend them.

***Let's work together for a better Palestinian lawyer that we trust.***

## 2. WEBSITES OF ORGANIZATIONS ACTIVE IN THE FIELD OF RULE OF LAW

### A) Palestinian Organizations:

	Name	Website/E-mail
1	Adalah: The Legal Center for Arab Minority Rights in Israel	<a href="http://www.adalah.org">www.adalah.org</a>
2	Al Haq Law in the Service of Man	<a href="http://www.alhaq.org">www.alhaq.org</a>
3	Al Huda Development Association	<a href="mailto:alhudadev@yahoo.com">alhudadev@yahoo.com</a>
4	Al Karmel Cultural Society	<a href="mailto:karmel93@hotmail.com">karmel93@hotmail.com</a>
5	Al Mezan Center for Human rights	<a href="http://www.mezan.org">www.mezan.org</a>
6	Al-Dameer Association for Human rights	<a href="http://www.aldameergaza.org">www.aldameergaza.org</a>
7	Arab Thought Forum	<a href="http://www.multaga.org">www.multaga.org</a>
8	Bisan Center for Research and Development	<a href="mailto:bisanrd@palnet.com">bisanrd@palnet.com</a>
9	Center for Human Research and Social development	<a href="mailto:chrsd@palnet.com">chrsd@palnet.com</a>
10	Center for Palestinian Research and Studies (CPRS)	<a href="http://www.cprs-palestine.org">www.cprs-palestine.org</a>
11	Citizen's Rights Center	<a href="http://www.multaga.org">www.multaga.org</a>
12	Civic Forum Institute	<a href="http://www.cfip.org">www.cfip.org</a>
13	Community Training Center & Crisis Management	<a href="http://www.home4arab.com">www.home4arab.com</a>
14	Cultural and free thought Association (C.F.T.A)	<a href="http://www.palnet.com/cfta">www.palnet.com/cfta</a>
15	Gaza Center for Rights and Law	<a href="http://www.gcrl.com">www.gcrl.com</a>
16	Institution name Palestinian Bar Association	<a href="http://www.pbanet.org">www.pbanet.org</a>
17	Institution of Law Birzeit University	<a href="http://www.lawcenter.birzeit.edu">www.lawcenter.birzeit.edu</a>
18	Jerusalem Legal Aid and human Rights Center JLAC	<a href="http://www.mosaada.org">www.mosaada.org</a>
19	Mashriqiyat	<a href="mailto:mashrq@palnet.com">mashrq@palnet.com</a>
20	MIFTAH, The Palestinian Initiative for the Promotion of Global Discussion and Democracy	<a href="http://www.miftah.org">www.miftah.org</a>
21	MUSAWA-The Palestinian Center for the independence of the judiciary and the legal Profession	<a href="http://www.musawah.org">www.musawah.org</a>
22	Muwatin, The Palestinian Institute for the Study of democracy	<a href="http://www.muwatin.org">www.muwatin.org</a>
23	Palestinian Center for Peace & Democracy	<a href="http://www.pcpd.org">www.pcpd.org</a>
24	Palestinian Conflict Resolution Center WI'AM	<a href="http://www.palnet.edu/~alashlah">www.palnet.edu/~alashlah</a>
25	Palestinian Center for Helping Resolve community Disputes	<a href="http://www.palnet.com/~pchrcd/">www.palnet.com/~pchrcd/</a>

26	Palestinian commission for refugees rights protection	<a href="http://www.pcrp.org">www.pcrp.org</a>
27	Palestinian Prisoners Club	<a href="http://www.ppsmo.org">www.ppsmo.org</a>
28	Ramallah Center for Human Rights Studies	<a href="http://www.rchrs.org">www.rchrs.org</a>
29	The Congregation for Palestinian Right	<a href="http://www.pal-cpr.org">www.pal-cpr.org</a>
30	The Democracy and Workers' right center	<a href="http://www.dwrc.org">www.dwrc.org</a>
31	The Palestinian Society for Consumer protection	<a href="mailto:p_s_consumer@hotmail.com">p_s_consumer@hotmail.com</a>
32	The Palestinian Association for Legal Sciences	<a href="http://www.pals.org">www.pals.org</a>
33	The Palestinian Center for Human Rights	<a href="http://www.pchrgaza.org">www.pchrgaza.org</a>
34	The Palestinian Foundation for culture, science and development- NASCD-	<a href="http://www.nascd.org">www.nascd.org</a>
35	The Palestinian Independence Commission for Citizen's Rights	<a href="http://www.piccr.org">www.piccr.org</a>
36	Union of Democratic Palestinian Youth (ASHAD)	<a href="mailto:asho_p@hotmail.com">asho_p@hotmail.com</a>
37	Women Center for Legal Aid and Counseling (WCLAC)	<a href="http://www.nisaa.org/wclac">www.nisaa.org/wclac</a>
38	Women's Affair Technical Committee (WATC)	<a href="http://www.pal-watc.org">www.pal-watc.org</a>
39	Women's Affairs Center	<a href="http://www.wacgaza.org">www.wacgaza.org</a>

## B) Regional Organizations:

	Name	Website
1	The Arab Center for Independence of the Judiciary & the legal profession	<a href="http://www.acijlp.org">www.acijlp.org</a>
2	Human Rights Index in the Arab countries	<a href="http://www.arabhumanrights.org">www.arabhumanrights.org</a>
3	Arab L@w Group	<a href="http://www.arablaw.org">www.arablaw.org</a>
4	The Institute for Human Rights	<a href="http://www.humanrightslebanon.org/arabic/index.html">www.humanrightslebanon.org/arabic/index.html</a>
5	The Arab Organization for Human Rights	<a href="http://www.aohronline.org">www.aohronline.org</a>
6	Cairo Institute for Human Rights Studies	<a href="http://www.cihrs.org">www.cihrs.org</a>
7	Arab Institute for Human Rights – Tunisia	<a href="http://www.aihr.org.tn/">www.aihr.org.tn/</a>
8	Arab Lawyers Union	<a href="http://www.arablawyersunion.org">www.arablawyersunion.org</a>

### C) International Organizations:

	Name	Website
1	Program on Governance in the Arab Region	<a href="http://www.pogar.org/arabic/">www.pogar.org/arabic/</a>
2	International Center for Transitional Justice	<a href="http://www.icti.org">www.icti.org</a>
3	International Bar Association	<a href="http://www.ibanet.or">www.ibanet.or</a>
4	Global Competition Forum ( GCF)	<a href="http://www.globalcompetitionforum.org">www.globalcompetitionforum.org</a>
5	International Commission for Jurists	<a href="http://www.icj.org">www.icj.org</a>
6	American Society of International Law	<a href="http://www.asil.org">www.asil.org</a>
7	Coalition for the International Criminal Court	<a href="http://www.iccnw.org">www.iccnw.org</a>
8	Amnesty International	<a href="http://www.amnesty.org">www.amnesty.org</a>
9	Human Rights Watch	<a href="http://www.hrw.org">www.hrw.org</a>
10	United Nation High Commissioner for Human Rights	<a href="http://www.uhchr.ch">www.uhchr.ch</a>
11	Penal Reform International	<a href="http://www.penalreform.org">www.penalreform.org</a>

### **3. Links to Regional and International Rule of Law Related Instruments**

Basic Principles on the Independence of the Judiciary

<http://www.ohchr.org/english/law/indjudiciary.htm>

Basic Principles on the Role of Lawyers

<http://www.ohchr.org/english/law/lawyers.htm>

Code of Conduct for Law Enforcement Officials

<http://www.ohchr.org/english/law/codeofconduct.htm>

Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power

<http://www.ohchr.org/english/law/victims.htm>

Guidelines on the Role of Prosecutors

<http://www.ohchr.org/english/law/prosecutors.htm>

Convention on the Rights of the Child

<http://www.ohchr.org/english/law/crc.htm>

#### **4. Where can I access electronic versions of Palestinian Legislation?**

1. Al-Muqtafi, Institution of Law, Bir Zeit University. [muqtafi.birzeit.edu](http://muqtafi.birzeit.edu),
2. CD, distributed for free with the Rule of Law Agenda, *Arkan*, 2006.
3. Ministry of Education web site, [www.moj.gov.ps](http://www.moj.gov.ps)

## 5. Other sources

4. Mednicoff, David M. "*U. S. Rule of law Aid in the Arab World*". Rule of Law Series, Number 61, Carnegie Endowment for International Peace, September 2005
5. Brown, Nathan J, "*Evaluating Palestinian Reform*", Middle East Series, Number 59, Carnegie Endowment for International Peace, June 2005.
6. Anwar Abu-Banoora "Comments on the relationship between Law and Ethics", 30/7/2005 <http://www.aliabha.org>
7. Ala' Abdelhameed Najee "Law and Ethics" (Formula of equivalent), 16 October 2004, <http://www.alwatan.com.sa>
8. Godson, Roy, "*Guide to Developing a Culture of Lawfulness*" The Sicilian Renaissance Institute, UN ODCCP, City of Palermo, December 14, 2000
9. "Rule of Law and Human Rights" – Declaratory of principles and definitions, International Legal Committee, Geneva, 1966, translated and published into Arabic by Al-Haq institution, Ramallah.
10. Civic Forum Institute Publications.
11. Our rights: training manual in teaching human rights, [http://www.amnesty-arabic.org/text/hre/our\\_rights/index.htm](http://www.amnesty-arabic.org/text/hre/our_rights/index.htm)
12. Human Rights is our rights –women rights human rights, [http://www.amnesty-arabic.org/text/hre/women\\_manual/index.htm](http://www.amnesty-arabic.org/text/hre/women_manual/index.htm)
13. First step: Manual for teaching Human Rights, <http://www.amnesty-arabic.org/text/hre/fsteps/index.htm>
14. Education, Curricula, and Teaching Materials Links <http://www1.umn.edu/humanrts/links/curricula-education/index.html>
15. Principles in teaching human rights: Practical activities for primary and secondary schools, [http://www.ohchr.org/english/about/publications/docs/abc\\_ara.pdf](http://www.ohchr.org/english/about/publications/docs/abc_ara.pdf)