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# RESPECT FOR RULE OF LAW AWARENESS PROGRAM FOR YOUTH

**FACILITATOR'S MANUAL**

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# RESPECT FOR RULE OF LAW AWARENESS PROGRAM FOR YOUTH

## FACILITATOR'S MANUAL

**Supporting the Rule of Law Reform Project  
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## 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 public awareness campaigns, school programs, and trainings from civil society organizations to promote respect for the rule of law and the independence of the judiciary.

*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 the 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.

While the program was being piloted at Al-Hayat Al-Rasmiyah, *Arkan* developed a facilitator's manual for Respect for the Rule of Law for Students, which was used in both Gaza and the West Bank. 41 facilitators from 6 civil society organizations, the Law Faculty at Al-Azhar University and one law trainee were trained on how to use the manual; they implemented the activities included in the manual with 944 students, both male and female, as part of the Respect for Rule of Law After School Programs that were led by 5 non-governmental organizations that had obtained grants from the former Civil Society and Democracy Strengthening (CSDS) project. 33 facilitators from civil society organizations, a private school, three Law faculties as well as a number of practicing and training lawyers who are activists, were also trained in the West Bank.

During the training sessions for the "Promotion of Respect for the Rule of Law among Children" manual and in preparation for the development of a youth specific manual, *Arkan* staff organized a discussion on the role of youth in promoting the rule of law. Based on the trainees' recommendations and following a thorough review of the children manual's activities, *Arkan* staff developed four new modules and elevated the complexity level of three of the existing manual to reflect the youth's higher level of comprehension.

This manual aims to serve as a reference for those who are active in civil society organizations, university students and graduates, as well as practicing and training lawyers to become facilitators; they can work both individually or in pairs as co-facilitators. Following the training, the facilitators should be able to use this manual to implement activities that encourage youth, in particular, to play a leading role in advocating and lobbying for greater respect for the rule of law and for the independence of the Palestinian judiciary.

The manual includes a total of ten modules related to the promotion of respect for the rule of law. Six of the modules designed for school children; three of the modules have remained the same and the other three have been updated in terms of concepts and legal language to suit the participant's higher level of understanding, but the goals and content have remained the same. Four new modules were added and focus on the independence of the judiciary and the promotion of the youth's role in supporting rule of law which requests that the participants complete a

graduation project in their neighborhoods.

The first module begins with a brainstorming session that is designed to understand what students know about the law in their daily life. Through this exercise students will list a number of topics of interest that they will discuss. The time dedicated for this activity includes time required to draft a Code of Ethics between the participants and the facilitator that outlines the rights and responsibilities of each party; the drafting of the Code of Ethics in itself is a practical exercise that prepares the youth for the promotion of Respect for the Rule of Law, in accordance with the principles agreed on earlier. The second module, which was designed specifically for the youth participants, deals with the rights and responsibilities of citizens. The third module is intended to provide participants with the opportunity to discuss the topics of Law and ethics so that they can truly understand the importance of both of these concepts. The fourth module deals with the importance of turning to the law to resolve problems rather than resorting to violence. The fifth and sixth modules encourage the use of participatory teaching to promote the importance of the Rule of Law and Independence of the Judiciary, and the use of the law for solving disputes among people. These two modules use skits to help participants learn about the structure and functioning of the Court. In addition, these modules demonstrate the importance of using the mock trial as a tool to increase the respect for the rule of law and to promote the independence of the judiciary. The seventh module focuses on introducing youth to the draft Palestinian Youth Protection Law which reveals the general framework of their rights and responsibilities in the legal context. The eighth module provides the trainees with the opportunity to learn about the formal and informal justice sector institutions through educational visits to associations. The ninth module will enable the trainees to utilize the practical and theoretical knowledge that they have acquired through the previous modules as they prepare for the tenth and final module that involve a graduation project. The tenth module requires that each participant or group of participants develop a simple work plan for a project to promote respect for the rule of law in their neighborhood.

#### **A. Pre-requisites**

This manual takes into consideration the following assumptions:

1. The facilitator respects the law, calls for respecting the rule of law, and promotes the use of the formal justice sector to resolve conflicts.
2. The facilitator should be aware that the purpose of using the activities included in this manual is to positively affect behavior change in youth. The expected behavior change is to gain greater respect for the rule of law and independence of the judiciary.
3. The facilitator should have previous experience working with this age group.
4. The facilitator has received training on all the modules that are explained in this manual.
5. Each activity is scheduled to take between one and a half hour to two hours as to give everyone the chance to participate, but the activity may take longer depending on the participants.
6. The activities in the manual are ready to be put into action. The activities can be further developed; the facilitator may add or change activities, provided that the original goals of

the activities are still met.

7. Assignments and materials for students are attached, and the facilitator may photocopy them for each session as needed.

8. 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 Facilitator will Gain from the Respect for Rule of Law Awareness Training Course**

1. Ability to manage and facilitate sessions and discussion related to respecting the rule of law and the independence of the judiciary

2. Understanding how to work with youth (age group 18 – 25)

3. Understanding 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 students' change in knowledge, attitude, and perception in relation to the rule of law and judiciary

6. Learning about the implementation of mock trials

7. Ability to prepare projects related to youth and the community

## **C. General Guidelines for the Facilitators:**

Preparation for the module:

1. Determine the students' knowledge of the subject and the need to prepare accordingly

2. Review materials that are related to the topic from a variety of sources, including the internet

3. Determine the best method to conduct the module (working groups/role playing/lecture/ field visit/student presentations)

4. Discuss the following module topic with a colleague

5. Prepare the appropriate activities prior to the meeting. It is possible to change and modify as necessary

6. Always prepare an alternate plan

During the Activity:

1. Present the topics in a neutral and logical manner

2. Gain the trust of the participants

3. Know the information well and communicate it effectively

4. Take into consideration the differences among the group such as age, cultural background, gender and other factors that may affect the inter-group dynamics

5. Use the appropriate teaching tools depending on the situation

6. Involve all participants and do not discriminate

7. Choose the appropriate place to stand so that participants are able to see the facilitator at all times

8. Assess the activities with the participants immediately after they are completed

## CHAPTER II: TRAINING OUTLINE

Arkan developed this manual to assist in training and be a resource for future programs and activities designed to increase respect for rule of law amongst the youth population. It is based on the manual for “Training Facilitators on Developing a Culture of Respect for the Rule of Law Among Youth”, which Arkan previously developed and USAID approved.<sup>1</sup> Below is the training outline:

### *Training Duration:*

- i. One day for facilitators who have completed the training for the School Children manual;
- ii. Three to four days (28 training hours) for those who did not complete the training for the School Children manual.

### *Target Groups:*

- Activists from civil society organizations who have the minimum experience required to facilitate discussion with youth and the local community. These activists are interested in promoting respect of the rule of law and in serving as facilitators or co-facilitators in rule of law awareness programs.
- University students working in the private sector or new staff members of civil society organizations who are interested in promoting respect of the rule of law and assisting in facilitating discussions with youth.

### *Number of Participants:*

15 - 25 participants per session.

### *Implementing Modules:*

Module 1: What do we know about law in our daily life?

Module 2: Citizenship: Rights and Duties

Module 3: Law and Ethics: How do we respect the law?

Module 4: My rights were violated, what should I do?

Module 5: Violators of law are brought to justice

Module 6: Concept of the Independence of the Judiciary

Module 7: Draft Palestinian Youth Protection Law

Module 8: Youth and formal and informal Justice Sector Institutions

Module 9: What can I do to increase respect for the rule of law among youth?

Module 10: What can I do to increase respect for the rule of law in my neighborhood?

Program graduation project

### *Designing Modules:*

- Train participants to design new modules using different tools and methods.

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<sup>1</sup> Though based on the school children manual, previously approved by USAID, the structure of this manual and its content is also shaped by suggestions and recommendations of participants in two one-day training activities for youth facilitators, conducted in late March 2007.

***Monitoring and Evaluation:***

- Train facilitators to monitor change in students' behavior.

***Teaching Methodologies:***

- Discussion/dialogue
- 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

## **CHAPTER III: BASIC SKILLS**

Below is a summary of the basic skills facilitators will gain from the “Developing a Culture of Respect for the Rule of Law Among Youth,” 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 the promotion of the legal and justice system to resolve conflicts. In this context, the facilitator must be cognizant of the extent 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.

### **B. Working with Youth (suggested age group)**

Though enjoyable, the facilitator must understand that working with the proposed age group, especially university students, is not an easy task; they are more mature and prone to debating than younger students. Some participants will control and direct the discussion. 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, especially among the youth. Therefore, the facilitator should work to instill in students a sense that change is possible: as students, they can make a difference by working individually or together towards greater respect for the rule of law.

Addressing female students is usually easier. Generally speaking, female students feel that an environment respectful of the rule of law is in their interest as it safeguards their rights, which are often violated by their family, their school or society in general.

### **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 respect and 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 Independence of the Judiciary 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 during the training. It is worth mentioning that the tenth module will provide the participant with the opportunity to have a practical experience.

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

During the training workshop, facilitators will be trained to observe the change in students' conduct over a 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 when evaluating behavioral change, that external influences can affect the students' behavior (positively or negatively).

### **F. Introducing the mock trial exercise**

The participants and facilitators will learn about the structure and establishment of a court, its branches and procedures. Mock trials are considered an educational tool to promote respect for the judiciary environment. They are usually designed for the public to promote a positive relationship between the citizens and the judiciary. Playing roles in a mock trial has a positive impact on the participant and introduces them to the important role that each member of the court plays.

### **G. Ability to prepare projects related to youth and community**

The tenth module will give the participant the skills to critically examine what is happening in their communities and how they can have a positive impact. Participants will have the opportunity to go beyond simply identifying obstacles and violations of the rule of law, with the implementation of a practical project. The participant will be responsible for both creating a project plan to overcome obstacles and violations and for monitoring the implementation of the proposed project after the training workshop with the related local community institutions.

## CHAPTER IV: MODULES

In this chapter, we present ten modules aimed at increasing the respect for rule of law and the independence of judiciary among youth. Of these, six modules are taken from the manual on respecting rule of law among school students, three of them have been kept the same and the other three were modified slightly to reflect the older participants, but maintained the same meaning. The remaining four modules were newly developed and focus on the importance of an independent judiciary and promote respect of law among the youth and their role in advocating for respect in a theoretical and practical manner through a graduation project that promotes the respect for rule of law in their neighborhoods.

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

### **The 10 modules are as follows:**

- Module 1: What do we know about law in our daily life?
- Module 2: Citizenship: Rights and Duties.
- Module 3: Law and Ethics: How do we respect the law?
- Module 4: My rights were violated, what should I do?
- Module 5: Violators of law are brought to justice.
- Module 6: Concept of the Independence of the Judiciary.
- Module 7: Draft Palestinian Youth Protection Law.
- Module 8: Youth and formal and informal Justice Sector Institutions.
- Module 9: What can I do to increase respect for the rule of law among youth?
- Module 10: What can I do to increase respect for the rule of law in my neighborhood?  
(Program graduation project)

## **Module 1: What do we know about law in our daily life?**

Time: 120 minutes

### **Objectives:**

1. Introduction and setting expectations;
2. Brainstorming to introduce the target audience to the law;
3. Introduce to the concept that there are those who respect the law and there are others who do not;
4. Determine the needs of the target audience for raising their legal awareness;
5. Determine the topics for the following meetings and their priority.

### **Topics of the first meeting /first activities:**

Introducing the program (Introduction to Arkan project and goals of the program):

1. Participants introduce themselves (can make use of name tags);
2. Implementing the activity “What do we know about law in our daily life”;
3. 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, the facilitator explains the concept that law is a social contract;
4. Discuss with students the list of topics that they want to discuss in the following classes and prioritize topics for discussion. Determine the topic for the following session;
5. Organize the topics according to priority and number of meetings needed to implement them.

### **Methodology:**

1. The facilitator briefs the class on the Respect for Rule of Law Awareness Project, as well as introduce *Arkan* and the goals of the project.
2. Students introduce themselves (can make use of name tags).
3. What do we know about law in our daily life Activity. Through the phrases, which are provided by the facilitator, the participants will give their opinion (each participant is given one term). Rule of law phrases should be cut into small pieces of paper and distributed randomly among the students.
4. The facilitator keeps a list of the phrases in order to keep track of the phrases distributed and to choose a specific number of phrases to discuss with the students if there are more than 20 participants because there would not be sufficient time to discuss all of the phrases.
5. The facilitator will listen to the opinions of the participants and will give the others the opportunity to comment.
6. The facilitator will get the participants to specify the topics that they want to discuss in the upcoming meetings.
7. The facilitator, with the assistance of the participants, prepares a code of conduct that outlines the rights and obligations of both the participants and facilitators.

### **Instructions to the facilitator for determining the direction of the next meeting (module 2):**

The facilitator asks the participants to read the Annex to this manual on citizenship.

## **Module 2: Citizenship: 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 and that the group creates the law;
- Increase students' awareness of the importance of their role as citizens

### **Topics/activities of the meeting:**

1. Hand out the “missing word” activity, which is attached.
2. Link the phrases that are crossed out with the selected materials on the rights and responsibilities of citizens in accordance with the Palestinian Basic Law.

### **Methodology:**

1. The facilitator will conduct a brainstorming session with the participants on the meaning of citizenship and its relationship with rights and responsibilities in accordance with the Palestinian Basic Law.<sup>2</sup>
2. The facilitator will distribute the table for the “missing word” activity to the participants.
3. Each phrase in the “missing word” puzzle represents an article of the laws that will be distributed to the participants.
4. After the participants solve the puzzle, the facilitator will ask the participants about what the “missing word”, means to them.
5. The facilitator will randomly distribute the selected articles from the Basic Law to the participants.
6. Each participant will read the article that he/she selected and explain what he/she understands and link it to one of the phrases that was crossed out in order to find the “missing word”.
7. The class will be divided into two groups or more to discuss either rights or responsibilities. The facilitator will moderate the two groups separately.
8. Each group chooses a moderator and a presenter.
9. Each group will be given 20 minutes to discuss and summarize what they have agreed on in relation to rights and responsibilities.
10. The presenter from each group presents what the group discussed and agreed on.

### **Instructions to the facilitator for determining the direction of the next meeting (module 3):**

In preparation for the following activity on “Law and Ethics”, the facilitator will distribute at least one article on the topic and will give the participants sufficient time to read it before the activity.

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<sup>2</sup> It is important that the facilitator clarifies to the participants that he/she does not have any agenda regarding the issue of citizenship and that the discussion will be regarding the citizen's relationship and sense of belonging to the state, based on which the rights and responsibilities of each party is organized.

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

Time: 90 minutes

#### **Objectives:**

- Increase students' awareness/ understanding of the relationship between law and ethics.
- Teach the participants that law and ethics are an integral pair.
- Encourage students to change their unlawful and unethical behavior and comply with law and ethics.
- Promote a spirit of participation and initiative among the participants.

#### **Methodology:**

1. The facilitator will conduct a brainstorming on what the participants read in order to define the concepts of law and ethics and their relationship;
2. “It happened in my life” Activity: Facilitator 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 life, neighborhood, the street, or any other place, and provide suggestions of how to change the situation (“tools for reform”).
3. The facilitator divides the classroom into two groups, or more, (they should be selected randomly) and facilitates the work of each group separately.
4. Each group selects a moderator and reporter.
5. Each student presents to their group examples from his/her life where they have witnessed legal or ethical violations, and suggested tools for reform.
6. Each group is given 15- 20 minutes for discussion.
7. Each reporter presents what the group discussed/agreed on to the entire class.
8. The facilitator(s) comments on the presentation of each group and gives other students time to ask questions.

#### **Instructions to the facilitator for determining the direction of the next meeting (module 4):**

The facilitator asks three participants to prepare practical examples from their daily lives regarding defending their rights (first an example that uses the law, a second that uses alternative dispute resolution methods and third on use of violence).

## **Module 4: My rights were violated, what should I do? Resolving disputes through law or force?**

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.
- Increase students' awareness that the use of the law is the most guaranteed method for defending rights and resolving disputes.
- Encourage students to change their behavior if they violate the law or ethics.
- Promote student participation and initiative.

### **Methodology:**

1. Three practical examples are presented to the participants, and each will be discussed within groups.
2. The facilitator divides the class into three groups, group one (in favor of using force), group 2 (has access to law), group 3 (in favor of alternative dispute resolution).
3. The facilitator distributes a copy of the 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 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 chose 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 the class.
7. The facilitator gives their comments and enables the participants to discuss and clarify any unclear points.

### **Instructions to the facilitator for determining the direction of the next meeting (module 5):**

The facilitator will distribute selected materials or a copy of the draft Palestinian Youth Protection law if there are enough participants; the materials are to be read before the next meeting. It is important the facilitator realize that the draft law in itself is a practical way to encourage youth to respect the law, which is why the law focuses on working with youth and the role of the Ministry in promoting its activities. In addition, the law also outlines the responsibilities of the youth in implementing the law, especially the articles related to the structure of youth activities.

The facilitator should know that the participants have the opportunity to criticize the law and raising recommendations to CSOs that work with youth so that they can consider them and submit them to the Legislative Council.

## **Module 5: Violators of law are brought to justice!**

Time: 120 minutes

### **Objectives:**

- Review of students' conduct over the past period.
- Understand the importance of the rule of law.
- Understand that perpetrators are brought to justice.
- Recognize/understand the right to self defense and the right to be represented by a lawyer of one's choosing.
- Recognize/understand the structure of the court.
- Understand the roles of members of the court.
- Understand the importance of an independent judiciary.
- Prepare the participants for their participation in the mock court.

### **Methodology:**

1. The facilitator presents the objectives of the activity to the participants.
2. Each participant is asked to 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 collects the papers from the students and writes down the names of those who were accused of violating the code of conduct.
4. For the purpose of the activity, the student who gets the highest score will be considered the first accused; the one with the second highest votes will be considered the second accused and so on. But for the purpose of this activity the facilitator will select the top one or two accused.
5. The facilitator will count the votes.
6. The facilitator asks the pupils to split into two groups, one will act as the defense attorney for one of the accused and the other will act as the prosecutor; two people from each group will be witnesses.
7. The facilitator should arrange prior to the session to have another teacher play the role of judge.
8. The judge calls the accused to the court and manages the court proceedings, by asking the defense attorney and prosecutor to present their cases.
9. The judge asks the accused to take an oath to tell the truth and then asks him/her if he/she is guilty. (It is preferred that the accused plead not guilty in order to continue the activity).
10. The judge asks the prosecutor and the defense attorney to present the evidence and call witnesses.
11. After listening to all the parties, the judge calls for a 10 minute break to make his/her decision.
12. The facilitator asks the pupils to think about what the judge's decision will be and why.
13. The judge calls for the court to reconvene and announces his/her decision
14. The facilitator discusses the court's decision with the students, as well as ways it should be implemented and enforced.
15. The facilitator and participants will review what they had learned and emphasize the

importance of the rule of law for resolving disputes.

16. The facilitator introduces the participants to the concept of the mock trial and encourages them to prepare a mock trial based on scenarios that they had previously prepared or on a real case of violation of the law that occurred in their school or surroundings in order to complete the “Mock Trial” program.

**Instructions to the facilitator for determining the direction of the next meeting (module 6):**

The facilitator asks the participants to prepare a list of the organizations that they know of that are close to their place of residence or work.

## **Module 6: Concept of the Independence of the Judiciary**

Time: 120 minutes

### **Objectives**

- Develop the participants' knowledge of the importance and limits of the separation of powers (legislative, executive, judicial).
- Develop the participants' knowledge of the importance of the independence of the judiciary.
- Introduce the participants to some of the influences acting on the judiciary and the factors that impact its independence.

### **Methodology**

1. The module begins with a short skit, which can be prepared beforehand, that includes a dispute that occurred between two youths from the class, the two parties approach the judge (which is played by a third youth<sup>3</sup>), and a fourth youth intervenes to influence the court's proceedings and the judge's decision.
2. The court is adjourned without the issuance of a decision and the participants are left to predict the decision.
3. The short skit is followed by brainstorming to achieve goals such as assessing the role of the judiciary, its independence, and the importance of such independence.
4. The facilitator will ask some of the participants to predict what the judge may rule
5. The participants are divided into two or more work groups, depending on the participant's decision.
6. Each group will discuss the decision that they had taken.

### **Instructions to the facilitator for determining the direction of the next meeting (module 7):**

The facilitator distributes a fact sheet that explains the concept of the mock trial with the script of a skit.

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<sup>3</sup> *Arkan* has a video tape of a short skit that was prepared by lawyers on the occasion of the Palestinian Lawyers' Day in 2005, which can be used for this activity.

## **Module 7: Draft Palestinian Youth Protection law**

Time: 180 minutes

### **Objectives**

- Introduce the participants to the Palestinian Youth Protection Draft law.
- Introduce the participants to youth's basic rights in accordance with the Palestinian Youth Protection Draft law.
- Develop participants' ability to link practical instances in their daily lives with articles in the draft Palestinian Youth Protection law.
- Introduce and encourage participants to exercise their right to criticize legal clauses and to call for changes and amendments.
- Encourage the spirit of collective work amongst youth.
- Encourage the youth's participation and initiative.

### **Methodology**

1. The facilitator divides the participants into two or more groups (they are randomly selected); one group will discuss the rights of the youth and the other will discuss the responsibilities in accordance with the draft law.
2. Each group chooses a moderator and a presenter.
3. Each group is given 20 minutes to discuss and summarize what the group has agreed on regarding rights and responsibilities.
4. The presenter of the group is responsible for presenting what the group agreed on regarding youth rights.
5. The presenter of the group is responsible for presenting what the group agreed on regarding youth responsibilities.
6. The facilitator randomly distributes to the participants selected clauses from the draft law.
7. Each participant reads the clause that he/she selected and to explain what he/she understood from it.
8. The facilitator provides the other participants with the opportunity to discuss and comment.
9. The participants work with the facilitator to prepare recommendations for the development of the law that are to be submitted to CSOs working with youth so that they can present it to the responsible authorities, especially the Legislative Council and Ministry of Youth.

The facilitator will ask the participants to read the materials related to independence of the judiciary, which can be found in the annex of the manual. The facilitator will ask four participants to prepare a short play for the next meeting that clarifies the importance of independence of the judiciary.

## **Module 8: Youth and the formal and informal Justice Sector Institutions**

Time: 120 minutes

### **Objectives:**

1. Introduce existing formal and informal justice institutions.
2. Link the theoretical knowledge of the legal authority with the field work and practical experience.
3. Train the participants to prepare work plans.
4. Encourage the positive relationship between youth and formal and informal justice institutions.

### **Methodology:**

1. The facilitator presents the module's topic and goals.
2. The participants determine the names and locations of the formal and informal justice institutions.
3. The participants, in cooperation with the facilitator determine the number of institutions that they will visit.
4. The facilitator will divide the participants into groups in order to choose their target institutions.
5. Each group will examine the goals and relationship between the participants and the selected institutions.
6. Each group will prepare a work plan for visiting the selected institutions.

### **Suggestions for the facilitator:**

1. Provide as much information as possible about the existing institutions and contact information.
2. Highlight the goals and obstacles that they may face during their field visits.

### **Instructions to the facilitator for determining the direction of the next meeting (module 9):**

The facilitator will provide the participants with reading material about advocacy and lobbying techniques.

## **Module 9: What can I do to increase respect for the rule of law among youth?**

Time: 120 minutes

### **Objectives:**

1. Introduce the youth participants to what they can do to encourage the respect of legal authority.
2. Introduce the participants to the lobbying and advocacy tools available to promote their role in encouraging the respect of legal authority.
3. Link the results from previous modules to assess what they can do to increase the respect of legal authority.

### **Methodology:**

1. The facilitator will ask the participants to present what they have learned through theoretical and practical training during the previous modules.
2. The facilitator will list the accomplishments and the challenges.
3. The facilitator will divide the participants into working groups to discuss for half hour the following topics:
  - a. The topics on which youth must work to improve
  - b. The target places and groups to work and with
  - c. The challenges that could be faced during the field work
  - d. Ways to overcome these challenges
  - e. Identifying youth advocate groups and methods of mobilizing them
4. Each group will present what they have learned to the rest of the class.

### **Instructions to the facilitator for determining the direction of the next meeting (module 10):**

The facilitator will ask the participants to prepare a list of violations of the law that take occur at their place of residence.

## **Module 10: What can I do to increase respect for the rule of law in my neighborhood? Program graduation project**

Time: 120 minutes

### **Objectives:**

1. Introduce the participants to the violations against the authority of the law in various areas and ways of confronting it.
2. Encourage the participants to share their varied experiences with one another.
3. Explain to each participant or group of participants the preparation of a simple work plan for the field work that can be implemented in their places of residence.

### **Methodology:**

1. The facilitator will present the concept of the module and its goals.
2. The facilitator will ask the participants, who will be divided according to their places of residence, to determine the number of the violations of the rule of law in their neighborhoods and others.
3. The participants in each group will discuss and present the issues that they consider to be important in encouraging respect for the rule of law.
4. The participants will agree on one specific topic focus of a simple project that can be implemented and will leave a positive impact on the neighborhood.
5. Each group of participants will prepare a work plan for the implementation of the project that includes a specific topic related to violations of the rule of law, ways of overcoming the challenges, parties that are concerned about respect of law and with which you can cooperate, methods of implementing the project, length of the project and implementation time plan.
6. Each group will present a work plan to the other participants in order to discuss it and receive feedback on it.
7. The facilitator will write the different neighborhoods on a chart that is hung in front of all of the participants. They will then list the challenges of rule of law in those neighborhoods, and brainstorm solutions for these challenges, who the target audience is, methods of implementing the project, and the time frame for the implementation of the project.

## **ANNEX ONE: STUDENT ACTIVITIES**

### **Module # 1: What do we know about law in our daily life?**

Activity A: Warm-up.

Activity B: Sample code of conduct contract.

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

### **Module # 2: Citizenship: Rights and Duties**

Activity: Missing word and a select articles from the Palestinian Basic Law.

### **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: Violators of law are brought to justice**

Activity: A sample Mock Trial script that is suitable to the needs of the participants.

### **Module 6: Concept of the Independence of the Judiciary.**

Activity: Pre-recorded play that was prepared by a group of lawyers for the “Palestinian Lawyer Day” in 2005.

### **Module 7: Draft Palestinian Youth Protection Law**

Activity A: Distribute selected articles from the draft Palestinian Youth Protection Law.

### **Module 8: Youth and formal and informal Justice Sector Institutions**

No activity provided. Facilitators are encouraged to be creative, and design their own activities.

### **Module 9: What can I do to increase respect for the rule of law among the youth?**

No activity provided. Facilitators are encouraged to be creative, and design their own activities.

### **Module 10: What can I do to increase respect for the rule of law in my neighborhood? Program graduation project**

No activity provided. Facilitators are encouraged to be creative, and design their own activities.

## **Module: 1 What do we know about law in our daily life?**

### **Activity A: Warm-up**

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. Citizens' rights
8. Citizens' responsibilities
9. Hard luck
10. No justice without rule of law
11. It's in my interest to respect law
12. Law is a group responsibility
13. Who has the right to change the law?
14. Doustour ya Jama3a (A greeting in Arabic in which Doustour means "could I come in?" or constitution)
15. An eye for an eye, a tooth for a tooth; the one who starts is more evil (from Hamorabi's Law)
16. Basic Law
17. Judicial Authority
18. Legislative Council/Parliament
19. Executive Authority
20. Police
21. Court
22. Judge
23. Tribal judge
24. Lawyer
25. Clerk

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

Below is a sample code of conduct:

- Justice /equality
- Respect dialogue and class discussion
- Commitment to order and quietness
- Respect others
- Listen and pay attention 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:

- Reconciliation
- Exclusion from participating in the activities
- Trial

## Module 2: Citizenship: Rights and Duties

### Word Search

Cross out the words in the table below and search for the missing word

ة	ل	و	د	ق	ل	د	ع	ل	ا
ة	ي	ر	ح	ة	ط	ر	ش	ر	ا
ن	ي	ف	ا	ة	ط	ل	س	أ	ل
ح	ق	و	ن	ك	س	ة	ق	ي	م
ن	م	ي	ظ	ن	ت	ك	و	ا	س
م	ء	ا	ل	م	أ	ر	ق	ن	ا
س	ي	ب	ا	ق	ن	ا	ح	س	و
ن	ط	ا	و	م	س	ش	ا	ا	ا
س	ي	ا	س	ي	ة	م	ي	ن	ة
ة	ح	ص	م	ي	ل	ع	ت	ل	ا

Justice, State, Equality, Authority, Freedom of Expression, Right to Education, Adequate Housing, Freedom of Association, Human Rights, Political Participation, Citizen, Health, Police.

#### Activity: Possible Topics of Interest

1. Youth's rights and responsibilities
2. Citizens' and State's duties
3. Justice and equality
4. Human Rights
5. Courts/religious courts
6. Legislative Authority
7. Police Authority

8. Basic law/constitution
9. Crime/Punishment
10. Palestinian Authority
11. The State
12. The lawyer/legal practice
13. Education
14. Health and smoking
15. Environment/environmental health
16. Right to treatment
17. Traffic Law
18. Political Participation
19. Freedom of Association

### Module 3: Law and Ethics

#### Activity “It happened in my life”

Select from the columns below and provide examples 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 support from family and people with authority
3. Use evidence and information available
4. Resort to clashes and violence
5. Seek the support of judicial advisors, religious scholars and tribal judges
6. Seek the support of a lawyer and go to court
7. Use and seek the support of an illegal and criminal group
8. Use forged facts through presenting false documents
9. Misuse authority for personal interests
10. Use threats
11. Rights concession
12. Seek consultation and advice of proper bodies
13. Use mediators

**Module # 5 Violators of the law are brought to justice!**

- A sample Mock Trial script that is suitable to the needs of the participants

**Module # 6: Concept of the Independence of the Judiciary**

- Videotaped short skit, which was formed by a group of lawyers on the Palestinian Lawyers' day, is available through *Arkan*

**Module # 7: Draft Palestinian Youth Protection Law**

Materials from the draft Palestinian Youth Protection Law distributed to the participants

**Module # 8: Youth and formal and informal Justice Sector Institutions**

- Suggested names and addresses of institutions which youth can visit and meet with their directors
- Picture of participants from Kufr Aqab school during their visits to the High Judicial Court and the Association of Advocates

**Module # 9: What can I do to increase respect of the rule of law among youth?**

**Module # 10: What can I do to increase respect of the rule of law in my neighborhood? (The program's graduation project).**

## **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 Websites 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 Legislations?
5. Other Resources.

# 1. EDUCATIONAL MATERIALS

## Law and Society

By Mustafa Mari

### 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 of 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 to make clear the difference between “national” laws, stemming from the society’s needs, and “alien” laws which serve 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 would be sheer recommendations or ethics and do not reach the status of legal rules.

### **Law and the Society**

Based on the definition of “law” stated above, it is clear that the existence of law is connected to the existence of society. Despite linked elements and components, 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 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 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 want to 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 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?

Laws guarantee that your freedoms and fundamental rights are protected.

Laws ensure security as well as economic, political and social prosperity for everyone.

### 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 without 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 to 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 Oversight over the government	Equality between all citizens 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

### What is Law?

A set of rules that regulates the relations amongst people/citizens and their relationship with society; the rules also define their actions and protect their rights.

For example, lying is socially unacceptable and the liar is reprimanded by his friends and family. But there is no particular legal basis that penalizes the liar except if his lies become a crime, such as false testimony that results in injustice for others. In this case, the false testimony is legally punished and morally reprimanded.

Moral principles are partly the bases from which arise the legal principles. In their life, individuals often adhere to what is accepted by society. When the conduct of the person violates what is socially acceptable and causes others problems, the leaders of the society (legislative authority) legislate a punishment for those who violate the law.

### Do I respect the Law?

Yes, when I adhere to it at all times.

No when I cross a red light and then say to myself “thank God there is not a police officer” or “there is no camera”.

### Difference between the Law and Morals

In terms of scope

The Law is concerned with how the person’s behavior affects others (individually or as group)

Morals are concerned with the person’s behavior at all times.

In terms of emphasis

The law is concerned with political and general public good, and rights of individuals

Morals are higher ideal standards to which people aspire to adhere.

For example, it is not morally acceptable in our society not to pay back your loan regardless of how long it takes, but in fact, legally you are not required to pay back the loan; after a specific time period the loan is written off.

### 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 ethics to be 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 for 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 observers, 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 people; 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 can only gain when you start to change yourself and respect the law. When you educate a person violating the law it is in his/her best interest to respect it: whether it be in your neighborhood, on the street or in the workplace. You have nothing to lose if you complain to your PLC representative, to a law

enforcement officer or when you abide by judicial rulings.

**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, Independence of the Judiciary 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 primary overseer over the function of judges and the judiciary. He/she monitors intentional and unintentional errors made by judges and the judiciary and works to reduce and eliminate these errors through legal means.
- Your lawyer is also the primary overseer 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 Palestinian legal development process.**

**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 people on laws, and are best suited to interpret them. Therefore, they are amongst the most suitable people to offer advice, consultation, 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 for a symbolic fee, to citizens working at public or private national organizations or bodies
- Work at local organizations and bodies that support and advocate the protection and defense of your rights through various means, including filing lawsuits before the judiciary, lodging complaints and grievances to relevant authorities
- 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 increase the level of the respect for Palestinian Law. Lawyers educate you about your rights and responsibilities as well as defend them and ensure that those who violate your rights are brought to justice.

***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	www.adalah.org
2	Al Haq Law in the Service of Man	www.alhaq.org
3	Al Huda Development Association	alhudadev@yahoo.com
4	Al Karmel Cultural Society	karmel93@hotmail.com
5	Al Mezan Center for Human Rights	www.mezan.org
6	Al-Dameer Association for Human Rights	www.aldameergaza.org
7	Arab Thought Forum	www.mulataqa.org
8	Bisan Center for Research and Development	bisanrd@palnet.com
9	Center for Human Research and Social development	chrzd@palnet.com
10	Center for Palestinian Research and Studies (CPRS)	www.cprs-palestine.org
11	Citizen's Rights Center	www.mulataqa.org
12	Civic Forum Institute	www.cfip.org
13	Community Training Center & Crisis Management	www.home4arab.com
14	Cultural and Free Thought Association (C.F.T.A)	www.palnet.com/cfta
15	Gaza Center for Rights and Law	www.gcrl.com
16	Palestinian Bar Association	www.pbanel.org
17	Institute of Law Birzeit University	www.lawcenter.birzeit.edu
18	Jerusalem Legal Aid and Human Rights Center JLAC	www.mosaada.org
19	Mashriqiyat	mashrq@palnet.com
20	MIFTAH, The Palestinian Initiative for the Promotion of Global Discussion and Democracy	www.miftah.org
21	MUSAWA-The Palestinian Center for the independence of the judiciary and the legal Profession	www.musawah.org
22	Muwatin, The Palestinian Institute for the Study of democracy	www.muwatin.org
23	Palestinian Center for Peace & Democracy	www.pcpd.org
24	Palestinian Conflict Resolution Center WI'AM	www.palnet.edu/~alaslal
25	Palestinian Center for Helping Resolve Community Disputes	www.palnet.com/~pchrcl/
26	Palestinian Commission for Refugees Rights Protection	www.pcrp.org
27	Palestinian Prisoners Club	www.ppsmo.org
28	Ramallah Center for Human Rights Studies	www.rchrs.org
29	The Congregation for Palestinian Right	www.pal-cpr.org
30	The Democracy and Workers' Rights Center	www.dwrc.org
31	The Palestinian Society for Consumer Protection	p_s_consumer@hotmail.com
32	The Palestinian Association for Legal Sciences	www.pals.org
33	The Palestinian Center for Human Rights	www.pchrgaza.org
34	The Palestinian Foundation for Culture, Science and Development-NASCD	www.nascd.org
35	The Palestinian Independence Commission for Citizen's Rights	www.piccr.org
36	Union of Democratic Palestinian Youth (ASHAD)	asho_p@hotmail.com
37	Women Center for Legal Aid and Counseling (WCLAC)	www.nisaa.org/wclac
38	Women's Affair Technical Committee (WATC)	www.pal-watc.org

39	Women's Affairs Center	<a href="http://www.wacgaza.org">www.wacgaza.org</a>
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### 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 Law 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.org">www.ibanet.org</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**

1. Basic Principles on the Independence of the Judiciary

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

2. Basic Principles on the Role of Lawyers

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

3. Code of Conduct for Law Enforcement Officials

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

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

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

5. Guidelines on the Role of Prosecutors

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

6. 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

1. 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
2. Brown, Nathan J, "*Evaluating Palestinian Reform*", Middle East Series, Number 59, Carnegie Endowment for International Peace, June 2005.
- 3.. Anwar Abu-Banoora "Comments on the relationship between Law and Ethics", 30/7/2005  
<http://www.aliabha.org>
4. Ala' Abdelhameed Najee "Law and Ethics" (Formula of equivalent), 16 October 2004,  
<http://www.alwatan.com.sa>
5. Godson, Roy, "*Guide to Developing a Culture of Lawfulness*" The Sicilian Renaissance Institute, UN ODCCP, City of Palermo, December 14, 2000
6. "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.
7. Civic Forum Institute Publications.
8. 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)
9. 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)
10. First step: Manual for teaching Human Rights,  
<http://www.amnesty-arabic.org/text/hre/fsteps/index.htm>
11. Education, Curricula, and Teaching Materials  
<http://www1.umn.edu/humanrts/links/curricula-education/index.html>
12. 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)