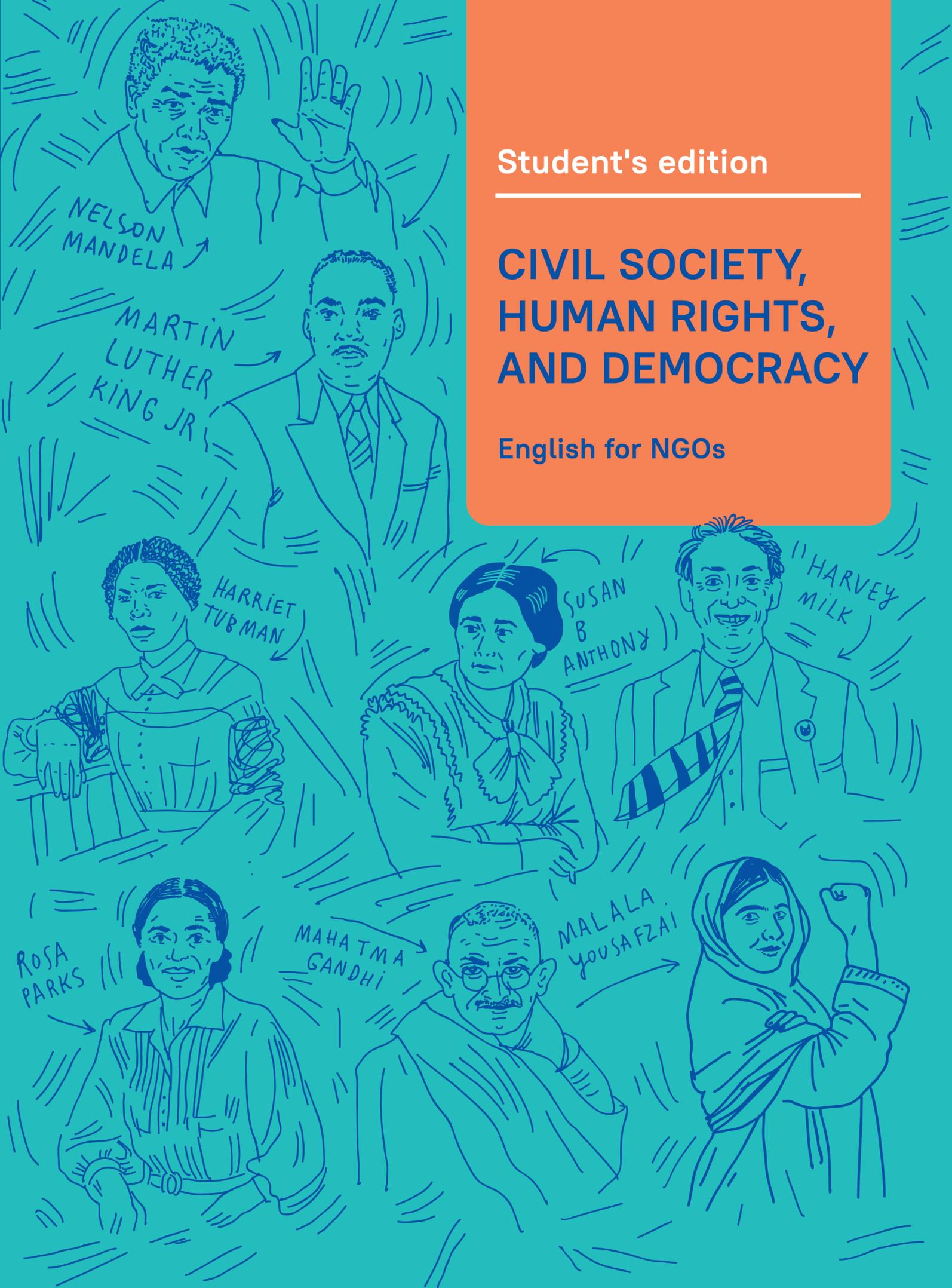


Student's edition

# CIVIL SOCIETY, HUMAN RIGHTS, AND DEMOCRACY

English for NGOs



Student's book

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# **CIVIL SOCIETY, HUMAN RIGHTS, AND DEMOCRACY**

**English for NGOs**

KYIV - 2019

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The opinions and material expressed and included in this book, do not necessarily reflect the policies, opinions or views of any of above partner organizations or individuals.

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# FOREWORD

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This course was developed by the NGO Resource Center with the support of the Regional English Language Office of the U.S. Embassy in Kyiv. It is designed to enhance advanced technical English among civil society and NGO staff in Ukraine, while at the same time promote learning more about Democracy and Human Rights in the broadest sense.

While English for Special Purposes has been developed to meet the needs of those who intend to use English in a professional context and for professional purposes, we know that language is a gateway to so much more. Language allows one to develop and interact with other people; it creates possibilities and helps to overcome challenges.

Human Rights are standards that allow all people to live with dignity, freedom, equality, justice, and peace. Democracy and the right to vote help shape the practical application of these standards. Better language skills are both the vehicle and the end goal for greater understanding of both.

Our hope is that this course will continue to inspire and help citizens who want to enhance their professional English. At the same time it will improve their technical knowledge and skills related to Democracy and Human Rights, create new networks, friendships, and opportunities, and in the end, it will assist to build, in a small way, a better future for themselves and others.

FREDRIC LARSSON  
Director of the NGO Resource Center



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# WHAT IS CRITICAL READING

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Critical reading means reading with the goal of finding deep understanding of material, whether it is fiction or nonfiction. It is the act of analyzing and evaluating what you are reading as you make your way through the text or as you reflect back upon your reading.

Both reading and thinking critically don't mean being 'critical' about some idea, argument, or piece of writing – claiming that it is somehow faulty or flawed.

Critical reading means engaging in what you read by asking yourself questions such as **'WHAT IS THE AUTHOR TRYING TO SAY?'** or **'WHAT IS THE MAIN ARGUMENT BEING PRESENTED?'**

To read critically is to exercise your judgement about what you are reading – that is, not taking anything you read at face value.

You should always examine what you are reading critically and look for limitations, omissions, inconsistencies, oversights, and arguments against what you are reading.

When you read an article critically, you use your common sense to determine what the writer means, as opposed to what the written words actually say.

When you read a passage critically, you actually read between the lines. By doing so, you determine the message that the author is really conveying. The aim of critical reading is not to find fault, but to assess the strength of the evidence and the argument.

## Steps in critical reading:

- Before you read – scan the piece to get an idea of what it is about and what the main argument is. This may include reading an introduction if there is one, or the subheadings.
- While you read – keep a running dialogue with the author through annotation by recording your thoughts, ideas, and questions. Underline, highlight, or circle important parts and points, and write comments in the margins.

- After you have read – look over your annotations to get an overall idea of the text. You may also choose to write a summary to solidify your understanding.
- Responding to the text – after you have developed a clear sense of the author’s argument and line of reasoning, you are able to analyze the author’s argument and methods. Then, you can develop your own ideas, perhaps into an essay of your own.

## Critical Thinking

Thinking critically involves being open-minded, using judgement and discipline to process what you are learning about without letting your personal bias or opinion detract from the arguments.

Critical thinking involves being rational and aware of your own feelings on the subject, being able to re-organize your thoughts, prior knowledge and understanding to accommodate new ideas or viewpoints.

As a critical reader, you will need to be mindful of this process. The goal of critical thinking is to evaluate information in an unbiased way. This includes being open to changing your mind about a subject if the good evidence exists. However, you should also try not to be influenced by unsound evidence.

The article about critical thinking is given to provide the students with an idea about its main principles. Please, explain to your students that critical thinking is essential while working with the articles of the book and encourage them to apply the principles.

# UNIT 1

---

## CIVIL SOCIETY

“Society cannot exist without law. Law is the bond of society: that which makes it, that which preserves it and keeps it together. It is, in fact, the essence of civil society.”

Joseph P. Bradley



## LEAD-IN

Discuss the following questions:

1. How can you define or explain the terms 'civil society' and 'third sector'?
  2. Why is the third sector important for any country?
  3. What made you start working in this sphere?
- 



## VIDEO.

### THE THIRD SECTOR KITCHEN: PREPARING A DISH FOR THE COMMON GOOD

<https://www.youtube.com/watch?v=jfS6-eL-dm8>



**ACTIVITY.** Watch the video about the third sector. Then read the summary of the story and find five factual mistakes:

- **Summary:** The third sector is one created by voluntary and paid citizens. Twenty-nine point three million full-time equivalent workers in Europe, twice as many as working in construction or transportation and six times more than in finance and insurance, according to the TSI project which has provided regular systematic estimates of its size. It's a body of individuals and self-governing organizations with high profit distribution, who are passionate about bringing to the table something that makes European life much more palatable. But it's an easy dish to pull together.



**ACTIVITY.** Listen to the part of the story again (from 1 min 20 sec to 2 min) and fill in the gaps with missing adjectives.

The best recipe is based on understanding what you are making and how the components fuse together like ..... public and third sector partnerships, ..... funding, volunteer ..... systems, ..... administrative procedures, ..... public procurement, third sector awareness in schools, common legal frameworks across Europe. If you manage to have the ..... ingredients, third sector chefs will deliver something of real impact.



## LANGUAGE IN FOCUS



**ACTIVITY.** Pay attention to the following collocations:

Public	access, opinion, outcry, figure, comments, demand, statement, sector, transport
Major, significant, profound, huge, enormous, massive, minimal, negligible, positive, negative, damaging, disastrous, adverse, lasting, long, short-term, immediate, emotional, psychological, economic, environmental, potential, likely	impact



**ACTIVITY.** Match the words to form meaningful phrases.

- |                |                                       |
|----------------|---------------------------------------|
| 1. to measure  | A. on understanding the whole concept |
| 2. to collect  | B. more ingredients to the dish       |
| 3. to provide  | C. success                            |
| 4. to add      | D. data                               |
| 5. to focus    | E. a systematic estimate              |
| 6. to be based | F. on measuring                       |



## DISCUSSION



**ACTIVITY.** (GROUP WORK) Discuss the following questions after watching the video:

1. What kinds of individuals and organizations are involved in the third sector?
2. What components make the work of the third sector organizations more effective?
3. What measures the success of the third sector work?
4. How would you personally describe the uniqueness of the third sector?



## VIDEO



**ACTIVITY.** Discuss the following points:

1. Could you think of a leader (from your country or any other country) whose activities have / had a great impact on society (locally or globally)? What exactly did he/she do for the people and in what sphere? How did he/she help?



**ACTIVITY.** Watch the video about great Human Rights activists in history. After watching, match the person and the information about them.

### TOP 10 ACTIVISTS WHO MADE A DIFFERENCE

<https://www.youtube.com/watch?v=el9llgKFMpA>



- 
- |                           |  |
|---------------------------|--|
| 1. Rosa Parks             | A. Fought for women's right to vote.   |
| 2. Nelson Mandela         | B. Contributed to undermining the institution of slavery.                                      |
| 3. Jean-Michel Basquiat   | C. Sang protest songs about such issues as the environment, LGBT rights, racial rights, peace. |
| 4. Harriet Tubman         | D. A politician who used his influence to fight for respect of the LGBT community.             |
| 5. Gil Scott-Heron        | E. Set a precedent for the growing civil rights movement in the United States.                 |
| 6. Joan Baez              | F. During his imprisonment, decided to change his life and make it meaningful.                 |
| 7. Susan B Anthony        | G. Said, "Education is the most powerful weapon which you can use to change the world."        |
| 8. Harvey Milk            | H. Rose to Rosa Park's defense.  |
| 9. Malcolm X              | I. Expressed social issues in art form.  |
| 10. Martin Luther King Jr | J. Tackled urgent social issues through music in a sophisticated, satirical way.               |
-



## LANGUAGE IN FOCUS



**ACTIVITY.** (PAIR-WORK) The following words and word combinations are taken from the video. Explain their meanings to your partner:

to cement	voracious reader
to undermine	to eliminate
suffrage	stance
to play a pivotal role	a figure of contention
to cast a vote	a compelling speaker
to receive the deserved accolades	defiance
in the face of adversity	to gain national prominence
	to squander



**ACTIVITY.** Fill in the gaps with suitable words below:

prominence	defiance	accolades	suffrage
pivotal	stance	adversity	squander

1. His political career is an exemplar of survival in the face of .....
  2. Our organization is trying to promote an idea of CCTV cameras on the streets, but other community groups have an opposite .....
  3. The deputies are elected by direct ..... for a five-year period.
  4. The results of the elections will play a ..... role in resolving the crisis.
  5. Her act of ..... led to the birth of the civil-rights movement.
  6. The program has won ..... for bringing investment to poor neighborhoods.
  7. The 17-year-old Pakistani rose to ..... as a vocal advocate for girls' right to education.
  8. We have a window of opportunity now which we would be well advised not to .....
-



**ACTIVITY.** (GROUP WORK) Discuss the following points:

1. Do you know a person who is a voracious reader? Give some information about them.
  2. Think of a person who gained national prominence by their activities in the third sector. Share your ideas.
  3. Think of a person who is a compelling speaker. What makes their speeches bright, persuasive?
  4. What factors can undermine the economic stability of a country?
  5. What factors can help to cement a good working relationship between the government and the third sector?
  6. Give an example of a figure of contention (in your country or abroad).
  7. What can be done in order not to squander the legacy of Human Rights activists?
- 



## DISCUSSION



**ACTIVITY.** Discuss the following points:

1. Add some information about the people from the video.
2. Are there any people you didn't expect to find on this list?
3. Brainstorming. Work in groups of four, add 3-5 persons to this list. Present the list to the whole group. Give reasons for choosing these people.



**ACTIVITY.** (GROUP WORK) Brainstorm the strengths and challenges of NGOs in your country. Compare your ideas with other groups'.

Strengths	Challenges



## GRAMMAR IN FOCUS



**ACTIVITY.** Choose the only correct variant to complete each sentence.

1. After the disaster struck, the local population .  
(A) sent faithfully groceries all weeks to the affected community  
(B) sent to the affected community each week groceries faithfully  
(C) sent groceries faithfully to the affected community each week  
(D) sent each week faithfully to the affected community groceries
2. Because the first pair of gloves did not fit properly, the engineer asked for .  
(A) another gloves  
(B) others gloves  
(C) the others ones  
(D) another pair
3. The committee has met and .  
(A) they have reached a decision  
(B) it has formulated themselves some opinions  
(C) its decision was reached at  
(D) it has reached a decision
4. The child has not .  
(A) lived lonelynessly in times previous  
(B) never before lived sole  
(C) ever lived alone before  
(D) before lived without the company of his relatives
5. Their indicators are the most precise; .  
(A) they could have carried out the assessment rather accurately  
(B) they should have carried out the assessment rather accurately  
(C) they must have carried out the assessment rather accurately  
(D) they must carried out the assessment rather accurately

6. Henry will not be able to attend the meeting tonight because .
- (A) he must to finish his annual report
  - (B) he will be finishing his annual report
  - (C) of he will finish his annual report
  - (D) he will have finishing his annual report
7. Having been provided with all the relevant data, .
- (A) the problem was discussed by the members of the committee
  - (B) the committee members discussed the problem
  - (C) it was discussed by the committee members the problem
  - (D) a discussion of the problem was made by the members of the committee
8. Montenegro has not yet ratified the amendment, and .
- A) several other states hasn't either
  - (B) neither has some of the others states
  - (C) some other states also have not either
  - (D) neither have several other states
9. The chairman requested that .
- (A) the members studied more carefully the problem
  - (B) the problem was more carefulnessly studied
  - (C) with more carefulness the problem could be studied
  - (D) the members study the problem more carefully
10. The whole region relies heavily on income from fruit crops, and .
- (A) Florida also
  - (B) Florida too
  - (C) Florida is as well
  - (D) so does Florida
-

RECORDING #1 ▶ <https://ngorc.org.ua/who-and-what-is-a-civil-society/>

## READING. WHO AND WHAT IS A “CIVIL SOCIETY?”

Source: <https://www.weforum.org/agenda/2018/04/what-is-civil-society/>

It is a phrase that is much bandied about in media and by politicians, but if you were to stop and ask a casual passer-by what is meant by “civil society”, it is unlikely many people could give an in-depth answer.

According to the World Bank, “civil society ... refers to a wide array of organizations: community groups, non-governmental organizations [NGOs], labor unions, indigenous groups, charitable organizations, faith-based organizations, professional associations, and foundations.”

The term became popular in political and economic discussions in the 1980s, when it started to be identified with non-state movements that were defying authoritarian regimes, especially in central and eastern Europe and Latin America.

When mobilized, civil society – sometimes called the “third sector” (after government and commerce) – has the power to influence the actions of elected policy-makers and businesses. But the nature of civil society – what it is and what it does – is evolving, in response to both technological developments and more nuanced changes within societies.

## Welcome to Volunteerland

It is hard to quantify just how big the sector is globally. However, one study says that NGOs across 40 countries represent \$2.2 trillion in operating expenditures. That figure is larger than the Gross Domestic Product of all but six countries. For the sake of comparing the scale of the sector with nations, it has been described as “Volunteerland” by academics. This land also employs around 54 million full-time-equivalent workers and has a global volunteer workforce of over 350 million.

Klaus Schwab, founder and executive chairman of the World Economic Forum, wrote in the preface to a 2013 report, *The Future Role of Civil Society*, “NGOs, labor leaders, faith-based organizations, religious leaders, and other civil society representatives play a critical and diverse set of roles in societal development. In the last two decades, these roles have shifted as the external environment for civil society has changed.”

He added that a “renewed focus on the essential contribution of civil society to a resilient global system alongside government and business has emerged”.

The report adds, “The definitions are changing as civil society is recognized as encompassing far more than a mere ‘sector’ dominated by the NGO community: civil society today includes an ever wider and more vibrant range of organized and unorganized groups, as new civil society actors blur the boundaries between sectors and experiment with new organizational forms, both online and off.”

It lists of some of the activities civil society organizations are involved in, to demonstrate why governments frequently seem to court them in one breath and vilify them in another.

These include: holding institutions to account and promoting transparency; raising awareness of societal issues; delivering services to meet education, health, food, and security needs; implementing disaster management, preparedness, and emergency response; bringing expert knowledge and experience to shape policy and strategy; giving power to the marginalized; and encouraging citizen engagement.

## The tech revolution

Civil society groups are becoming more tech savvy as they use social media platforms and formats such as video and podcasts to raise awareness about their causes and charitable donations.

But they are also using technology in ways that are more directly linked to improving the efficacy of their work. Human rights group Amnesty International, for example, is experimenting with a form of artificial intelligence known as machine learning to see what influence it could have in areas such as policing, criminal justice, the development of autonomous weapons, and its possible impacts on our rights to work and earn a living.

The WWF, on the other hand, is harnessing aerial drone technology, animal tracking devices and infrared cameras in its battle against the illegal poaching of endangered species.

## New ways to campaign

Others have developed new partnerships, for example with UNICEF, to create bot software to engage with young people on social media platforms. UNICEF’s U-Report bot is a free SMS social monitoring tool. It assesses how young people feel about important issues based on responses to SMS polls and alerts.

In 2015, working with government ministries in Liberia, U-Report helped to uncover a scandal in which teachers were found to be exploiting children by awarding grades and passing marks in return for sex. In under 24 hours, 13,000 people had responded and were provided with counselling and a support helpline.

People often wonder who can participate in “civil society.” For those living in democracies, the answer is all of us.

---



**ACTIVITY.** Finish the following statements:

1. The notion “civil society” refers to a wide array of organizations:

.....

2. The term became popular when it started to be identified with non-state movements that:

.....

3. Civil society has the power to:

.....

4. “NGOs, labor leaders, faith-based organizations, religious leaders, and other civil society representatives play:

.....

5. New civil society actors blur:

.....



**ACTIVITY.** Match the words to make meaningful phrases from the article.

- |                 |   |
|-----------------|---|
| 1. to promote   | A. services to meet education, health, food, and security needs |
| 2. to raise     | B. expert knowledge and experience to shape policy and strategy |
| 3. to deliver   | C. citizen engagement   |
| 4. to implement | D. transparency   |
| 5. to bring     | E. awareness of societal issues                                 |
| 6. to encourage | F. disaster management  |



## DISCUSSION



**ACTIVITY.** (PAIR-WORK) Discuss the following questions with your partner:

1. What activities is your organization involved in?

2. Do you know how the organization you work at was founded? Share your stories.



# UNIT 2

---

## PRINCIPLES OF DEMOCRACY



## LEAD-IN

Discuss the following questions:

1. What definition can you give for the word “democracy”?
2. What is the opposite of “democracy”?
3. What countries would you consider to be the most democratic? The least democratic? What made you come to such a conclusion?
4. What forms of non-democratic government do you know?



RECORDING #2 ▶ <https://ngorc.org.ua/principles-of-liberal-democracy/>



## READING. PRINCIPLES OF LIBERAL DEMOCRACY

Source: Democracy for All, © 1994 by Street Law, Inc. and Street Law South Africa.

<http://dda.deliberating.org/images/pdf/principlesofdemocracyhandout.pdf>

### ACCEPTING THE RESULTS OF ELECTIONS

In elections, there are winners and losers. Sometimes, losers refuse to accept that they lost an election. In a democracy, there must be a peaceful transfer of power from one set of leaders to the next. So if the election really was “free and fair,” then everyone should accept the results.

### ACCOUNTABILITY

In a democracy, people who run the government must be responsible. That means that they should make decisions that are good for all the people who they represent. They should act in ways that benefit everyone, not just their friends or themselves. They should be held accountable for their decisions and actions.

### BILL OF RIGHTS

Most democratic countries have a written list of rights to protect the people who live there. Often, these lists are called a “bill of rights” and they are part of the country’s constitution. Usually, a “bill of rights”

limits government from restricting people's freedom of speech, freedom of press, right to a fair trial, or other freedoms and rights. The courts in democratic countries have the power to enforce these rights.

## CIVIC PARTICIPATION

Democracies require community member participation in government. Participation is more than just a right, it is a duty. There are lots of different kinds of participation including voting, debating issues, protesting against the government, paying taxes, and serving on juries. Community members should be able to become informed and attend government meetings. They should be able to join community groups. Community members should be free to run for elected positions themselves. Citizen participation builds a stronger democracy.

## CONTROL OF THE ABUSE OF POWER

When government officials use their power to help themselves or their friends, they are abusing their power. This is called corruption. Officials are also corrupt if they use government money illegally. Democratic governments must control the abuse of power. Usually, democratic governments divide power and responsibility into different branches or agencies to avoid the abuse of power by one official. Independent agencies and neutral courts should punish government officials who abuse power or who are corrupt.

## ECONOMIC FREEDOM

People in a democracy must have some kind of economic freedom. This means that the government should allow people to own property and businesses. People should be able to choose their own work and have the ability to join labor unions. Free markets should exist in a democracy and the government should not totally control the economy.

## EQUALITY

In a democracy, all people should be treated fairly no matter their race, religion, ethnicity, gender, or sexual orientation, and they should have the same social, political, and economic opportunities. Individuals and groups can have different cultures, personalities, languages, and beliefs, but everyone should be treated equally before the law and have equal protection under the law.

## HUMAN RIGHTS

All democracies try to value human life and dignity as well as respect and protect the human rights of its citizens. Examples of human rights include:

**Religion:** Everyone has the right to freedom of thought, belief, and religion. This right includes freedom to change his or her religion and to worship alone or in community with others. It also includes the right to not hold religious beliefs.

**Speech:** Everyone has the right to freedom of opinion and expression. This right includes freedom to hold opinions without interference and to seek and to share information with others.

**Assembly:** Everyone has the right to organize peaceful meetings or to take part in meetings in a peaceful way. It is undemocratic to force someone to belong to a political group or to attend political meetings or rallies.

## INDEPENDENT JUDICIARY

In democracies, courts and the legal system should be fair. Judges and the judiciary branch should act without influence or control from the other branches of government. They should also not be corrupt. An independent judiciary is important to a just and fair legal system.

## MULTI-PARTY SYSTEMS

To have a democracy, more than one political party must participate in elections and play a role in government. With a multi-party system, there is organized opposition to the party that wins the election. When a government has multiple parties, there are different points of views on issues. Voters also have a choice of different candidates, parties, and policies. When a country only has one party, it is usually a dictatorship.

## POLITICAL TOLERANCE

Democratic societies should be politically tolerant. This means that while one political group rules the government, the rights of other groups are still protected. A democratic society usually has people from many cultures, races, religions, and ethnic groups who have different viewpoints. People who are not in power have the right to organize and speak out. Political minorities are sometimes called “the opposition” because they may have ideas that are different from the majority in power. If the majority tries to take away the rights of people in minority groups or with minority viewpoints, then they also take away democracy.

## REGULAR FREE AND FAIR ELECTIONS

One way citizens express their wishes is by electing officials to represent them in government. In a democracy, there should be elections every few years. The people should choose elected officials in a free and fair manner. Most adult citizens should have the right to vote and to run for office, regardless of their race, gender, ethnicity, and level of wealth. There should not be any obstacles that make it hard for people to vote.

## THE RULE OF LAW

In a democracy, people know about the rules and laws. No one is above the law. Kings, presidents, police officers, and military officers must obey laws, just like anyone else. Anyone who breaks a law

should be punished. In democracies, people can trust that laws are enforced in ways that are fair, equal, and consistent.

## TRANSPARENCY

In democracies, people should be able to keep an eye on their government. They should be able to ensure their government is making decisions and taking actions they want. People must be able to access information about what decisions are being made, who is making them, and why. Transparent governments hold public meetings and make information about its actions available to the media and the people. Transparency leads to better accountability and better democracies.



**ACTIVITY.** Fill in the gaps with suitable words or word combinations below: (change the form if necessary)

to enforce a ban	abuse of power	obstacles	judiciary
consistent	to keep an eye on	a fair trial	to hold a strong belief

1. Serious disagreements about the main points continue to present ..... to a treaty.
2. Throughout all his life he ..... in Unitarianism, which had attracted him during his college years by its tolerant and loosely-defined system.
3. Only a ..... approach towards implementing the reforms will make people vote for the president in the upcoming elections.
4. In the late evening, the police were out on the streets ..... on marches by protestors.
5. Despite the fact the conflict seems to have ended, politicians need ..... the situation for a while.
6. It was demonstrated that the optimal policy depends critically upon the efficiency of the ....., as defined by the prosecution rate.
7. The deposed leader of Catalonia said on Tuesday that he had traveled to Brussels to guarantee ..... for himself and other separatists who declared independence from Spain.
8. Making judges impose a sentence on an innocent person was an obscene .....



**ACTIVITY.** Fill in the missing prepositions, if necessary.

to x 2	in x 2	for x 3	from
against	before	under	on x 2

- The losers refuse ..... accept that they lost ..... the election.
  - Political leaders who are ..... power should be accountable ..... their decisions.
  - The Constitution limits government ..... restricting people's freedom of speech.
  - One kind of participation ..... government is serving ..... juries.
  - Political leaders are supposed to join ..... political groups.
  - Everyone should be treated equally ..... the law and have equal protection ..... the law.
  - People can have different views ..... political issues.
  - A politician who runs ..... office tries to persuade people to vote ..... him.
  - Fair and transparent elections lead ..... a democratic society.
  - Protesting ..... government decisions is one of the ways to express people's attitude towards the decisions.
- 



**ACTIVITY.** Do the quiz. Discuss your answers with your partner.

- Where does the word democracy originate from?
  - USA
  - Italy
  - France
  - Greece
- How many countries today are run by some form of democratic government?
  - Around 20
  - Around 50
  - More than 100

3. In 1971, in which country did women earn the right to vote?
  - A. Saudi Arabia
  - B. Iran
  - C. USA
  - D. Switzerland
4. The first country that gave women the right to vote is:
  - A. Great Britain
  - B. USA
  - C. New Zealand
  - D. Sweden
5. Which is the largest population wise democracy in the world?
  - A. India
  - B. USA
  - C. China
  - D. Russia
6. Which country holds the largest single-day election?
  - A. Indonesia
  - B. India
  - C. USA
  - D. Russia
7. Which country experienced its first democratic transition of power in 2015?
  - A. Nigeria
  - B. Saudi Arabia
  - C. Belarus
  - D. Tunisia
8. Which country has the highest number of women in parliament worldwide?
  - A. Rwanda
  - B. Sweden
  - C. Turkey
  - D. USA
9. What is the current lowest legal voting age in the world?
  - A. 15
  - B. 16
  - C. 17
  - D. 18
10. What country is considered to be the most democratic according to the The Economist Intelligence Unit's Democracy Index 2017?
  - A. USA
  - B. France
  - C. Norway
  - D. Canada



## DISCUSSION



**ACTIVITY.** (GROUP WORK) Discuss the following points:

1. How is each of these principles mentioned in the articles followed in your country?
2. Is there a body which ensures that the principles of democracy are not violated?
3. Provide examples of the situations in which the citizens of your country are limited in their rights.



## GRAMMAR IN FOCUS



**ACTIVITY.** Choose the only correct variant to complete each sentence.

1. Many of the international problems we are now facing  .
  - (A) linguistic incompetencies
  - (B) are the result of misunderstandings
  - (C) are because of not understanding themselves
  - (D) lacks of the intelligent capabilities of understanding each other
2. Mr. Roberts is a noted scholar  .
  - (A) as well as an effective human rights advocate
  - (B) and too a very efficient human rights advocate
  - (C) but he advocates human rights very good in addition
  - (D) however he advocates human rights very good also
3. Public television stations are different from commercial stations  .
  - (A) because they receive money differently and different types of shows
  - (B) for money and program types
  - (C) in the areas of funding and programming
  - (D) because the former receives money and has programs differently from the latter
4. Manufacturers often sacrifice quality  .
  - (A) for a larger profit margin
  - (B) in place of to earn more money
  - (C) to gain more quantities of money
  - (D) and instead earn a bigger amount of profit
5. Automobile production in the United States  .
  - (A) have taken slumps and rises in recent years
  - (B) has been rather erratic recently
  - (C) has been erratically lately
  - (D) are going up and down all the time

6. A major problem in the construction of new buildings  .
- (A) is that windows have been eliminated while air conditioning systems have not been perfected
  - (B) is they have eliminated windows and still don't have good air conditioning
  - (C) is because windows are eliminated but air conditioners don't work good
  - (D) is dependent on the fact that while they have eliminated windows, they are not capable to produce efficient air conditioning systems
7. Our engineer said that no other vehicle available could go  .
- (A) so fast like his car
  - (B) as fast like his car
  - (C) as fast like the car of him
  - (D) as fast as his car
8. The experts' feedback has been taken into consideration, but only  .
- A) in a small amount
  - (B) very slightly
  - (C) minimum
  - (D) some
9. While attempting to reach the airport before the storm,  .
- (A) the car of John broke down
  - (B) it happened that John's car broke down
  - (C) the storm caught John
  - (D) John had a car accident
10. The changes in this city have occurred  .
- A) with swiftness
  - (B) rapidly
  - (C) fastly
  - (D) in rapid ways
-



## LEAD-IN

Discuss the following points:

1. Give examples of democratic and undemocratic actions of the government.
  2. Think of the examples of historical events when democratic and absolutely undemocratic decisions were made by political leaders.
- 

### Background information.

Preferential is a voting system in which voters indicate their first, second, and lower choices of several candidates for a single office. If no candidate receives a majority, the second choices are added to the first choices until one candidate has a majority. (In Australia, an absolute majority is required, meaning 50 percent plus 1.) If there is still no majority, the third and even subsequent choices are distributed until there is a winner. A few different varieties of preferential voting exist, including the single-transferable-vote method. The preferential voting system is designed to elect the candidate that most people prefer.

**Source:** <https://kids.britannica.com/students/article/preferential-voting/333692>

A majority vote means that a candidate is elected only when a majority of eligible voters have voted for them. The same term applies when a resolution is passed based on the support of a majority of eligible voters.

**Source:** <https://www.polyas.com/election-glossary/majority-vote>

Peter J. Emerson is the director of The de Borda Institute and a political activist.

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## VIDEO



**ACTIVITY.** You are going to watch Peter Emerson's TEDx talk "So, What is Democracy Anyway?". After watching, answer the following questions:

1. According to the speaker, is majority voting a good or a bad idea? What reasons, examples, arguments does he give to prove his point of view?

2. Why does the speaker mention Lenin, Napoleon, Hitler?
  3. What were drawbacks in the referendum about Brexit, according to Emerson?
  4. How does the speaker describe preferential voting?
  5. What are the advantages of preferential voting, according to Emerson?
- 

**VIDEO.****So, What is Democracy Anyway?  
Peter Emerson | TEDxVienna**

<https://www.youtube.com/watch?v=UicJhSuLdok>

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**ACTIVITY.** (PAIR-WORK) What did these words or phrases refer to?

a cause of conflict

inaccurate measures

collective opinion

multi-optional

a compromise



**ACTIVITY.** (PAIR-WORK) Find the words or word combinations which mean the following:

1. to be chosen for a position or a job;
  2. the difference in the number of votes between the winners and the losers of an election;
  3. a choice you can make in a particular situation;
  4. to take actions, to put into practice;
  5. to illegally give someone, especially a public official, money or a gift in order to persuade them to do something for you.
-



## DISCUSSION



**ACTIVITY.** (GROUP WORK) Discuss the following points:

1. How do you understand the following phrases:
  - A. "You cannot get the collective will if people don't express their individual wills, if people only say what they don't want, if they only vote 'no.'"
  - B. "Democracy would be good if it were inclusive."
2. Which facts surprised you?
3. Are there any statements made by the speaker that you do not agree with?
4. In your opinion, which of the voting systems is better? Why?
5. Why can a referendum be problematic? Why don't we solve all questions and issues with referendums? What kind of problems would you see?



**A PROJECT** (GROUP WORK) Imagine a very democratic society. What are its main characteristics? Who governs it? What are the people's rights and duties? How can people express their opinion, dissatisfaction?

Be ready to introduce your "The Most Democratic Society" project to the whole group.

# UNIT 3

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## ELECTIONS



## LEAD-IN

**DISCUSSION.** Agree or disagree with the following statements, provide your arguments:

1. "Voting is not a right. It is a method used to determine what politician was most able to brainwash you." Dennis E. Adonis
2. "Elections determine who is in power, but they do not determine how power is used." Paul Collier
3. "Vote for the man who promises least; he'll be the least disappointing." Bernard Baruch
4. "Democracy is being allowed to vote for the candidate you dislike least." Robert Byrne



**ACTIVITY 2.** Discuss with a partner:

1. What is the difference between elections and a referendum?
2. What are the challenges to fair elections and referendum?



RECORDING #3 ▶ <https://ngorc.org.ua/elections-and-election-systems/>



## READING. ELECTIONS AND ELECTION SYSTEMS

Source: Burroughs, G., Burov, S., Semiorkina, O., Potapova, V., Heletii, M., Kovalenko, O., & Kobakhidze, G. (2018). *Democracy: From Theory to Practice*. Course Reader. Kyiv, Ukraine: Gnosis, pp.142-145

Maintaining a constant connection with the people is crucial for the functioning of a representative democracy. This can be facilitated through periodic elections, or applying a form of direct democracy – a referendum. The election of representatives to positions of power is a requisite for accountability toward the electorate. It is important for citizens to understand the power they hold vis-à-vis a single ballot; it is equally important, however, for citizens to stay engaged before and after elections in order to hold their elected officials accountable for their promises. Citizens should always remember that their representative are chosen by them and that they pay the salaries of their representatives (by paying taxes).

In modern representative democracy decision-making, the majority prevails. However, this does not mean unlimited power in the hands of the majority. Democracy should not serve only the majority, but also protect the dignity and freedom of each and every member of society, including the minority (that

is, religious, ethnic, sexual, and political minorities, among others). Therefore, the majority functions under the law, and strives to balance individual rights and powers so that the powers of the majority do not infringe on the rights of a minority. The protection of human rights and the separation of powers are critical elements of modern democracy. Typical elements of a representative democracy, such as periodic elections and government checks and balances, do not fully ensure an effective relationship with the source of power – the people. For this reason, in addition to institutions like the judiciary and the parliament, it is also very important to maintain cooperation between the state and society. A society actively involved in government processes acquires a sense of responsibility and a feeling of being a part of a state.

The expression (the vote) of people's views on any issue can be done in two ways, and accordingly, there are two forms of democracy: *direct* and *representative*. In the first case (direct democracy), it is the citizens who decide on societal problems that are of direct interest to them by means of voting, rather than elected or assigned officials. An essential condition for using this tool is a comparatively small number of voters and issues submitted to the agenda that do not require a lot of the voters' time and energy. Direct democracy can be implemented, for example, at village meetings or at general meetings of local organizations of trade unions, political parties, etc. Modern democracy is mostly representative: citizens directly elect their representatives who, in turn, make political decisions, create laws, develop policies and strategies, and contribute toward their implementation.

The manner of people's participation in exercising political authority, including by means of direct democracy, when citizens solve important political, state, and public issues not through the agency (the parliament) but directly, by themselves, is established by the Constitution. The forms of direct democracy are elections and *referendum*.



## Article 21 of the Universal Declaration of Human Rights (UDHR) reads as follows<sup>2</sup>:

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right of equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

When we talk about elections in a modern state, we are referring to the direct election of a country's higher government body (the parliament) and high-ranking officials of executive authority (typically the president) by the citizens, as well as the election by a parliament of high-ranking officials of executive and judicial authorities and the election of local government bodies.

<sup>2</sup> / [http://www.claiminghumanrights.org/udhr\\_article\\_21.html](http://www.claiminghumanrights.org/udhr_article_21.html)

There are three major electoral systems in modern world: *majoritarian*, *proportional* and *mixed* electoral systems. The mixed system combines the elements of both majoritarian and proportional systems. Each of these systems is discussed here. Under the majoritarian system, voters always vote for candidates, rather than for political parties. In some majoritarian systems, a candidate needs only to receive the most votes in order to be elected. In other systems, a candidate must receive an absolute majority of the votes cast to be elected. If no candidate receives an absolute majority of votes, a second round of voting is held to select the winner from the most successful candidates. In the second round, a candidate needs to receive more votes than another candidate running in the second round to be elected. This system is called a “two-round system.”

In most European states, the parliaments are elected based on the proportional electoral system. Under this system, voters vote for the party/independent candidate lists, and seats in the parliament are distributed to political parties proportionally to the number of votes received by the party list. To prevent political fragmentation of the parliament, the law often sets an electoral threshold, i.e. the minimum number of voters a party must receive either nationally or in specific district to get representation. In general, such a threshold varies from two to five percent of the valid votes cast. If a party receives less votes, it will not be represented in the elected body, while the votes given for such a party will be distributed between the parties which passed the threshold. In some countries, voters are allowed to vote not only for party lists, but also for specific candidate(s) on the party list. If such an option is available, then such a system is called an “open list proportional system,” since voters can change the sequence of distribution of the seats included in the party lists. If voters are allowed to vote only for the party lists and cannot change the party-determined sequence of distribution of seats inside the lists, such a system is called a “closed party list proportional system.”

Merely having an active electoral system is not enough for guaranteeing democratic elections in a state. Transparency in the implementation of a system and electoral legislation for interested persons and organizations is also essential. Active civil society should closely follow the development of electoral processes to ensure transparency, accountability and credibility of the process as well as the results. Civil society has a vital role in the electoral process, as do individual citizens.



**ACTIVITY.** Write down the words and word combinations related to the topic “Elections” from the article. Work in pairs, compare your list of words and phrases with your partner’s. Choose four words or word combinations from your list, explain them without naming them, and your partner has to guess them. Exchange roles.



## LANGUAGE IN FOCUS

Pay attention to the following collocations:

crucial – factor, part, point, question, moment, decision, step, information, evidence;

to exercise – power, influence, a right;

to vote – unanimously (= with everyone voting a particular way); overwhelmingly (= by a very large majority); narrowly (= by a small majority); tactically (= not for the party you support, but to get an acceptable result)



**ACTIVITY.** Fill in the gaps with the words below, use them in the correct form:

crucial	accountable	acquire	credibility
facilitate	strive	suffrage	electorate

1. The President is elected for a four-year term by universal adult .....
  2. Even when an NGO ..... to maintain some political independence, sometimes it is affected by political pressure.
  3. In the referendum, more than half the ..... voted in favor of the changes proposed by the government.
  4. This aid money is ..... to the government's economic policies; there will be an economic recession without it.
  5. After some failures with reforms, the leader's priority was to restore ..... to his party.
  6. Following recent events, lots of politicians claim that amendments to legislation are urgently needed to ..... police counter-terrorist operations.
  7. Due to the volunteer's incredible activities, the hospital recently ..... 15 new wheelchairs.
  8. Local authorities will become more ..... in case of transferring power from the state to local governments.
-



**ACTIVITY.** (GROUP WORK) Work in three groups. Each group will make a short presentation about one electoral system (majoritarian, proportional, or mixed). Give some details about the given system, speak about its strong and weak points, give examples of countries with the system.



**ACTIVITY.** (ROLE-PLAY – DEBATES) “Pre-Electoral Debate of the Candidates” TV program. Two students are the hosts of a TV show which will broadcast the debate tonight; they need to think of questions to ask the candidates. The rest of the group is divided into teams of four or five. Each group represents a presidential candidate’s team. Prepare your program, be ready for the debate – think of questions to answer and ask other candidates. Start the debate!

---



## GRAMMAR IN FOCUS



**ACTIVITY.** Choose the only correct variant to complete each sentence.

1. The donors agreed that  .
  - (A) the NGOs can submit their project proposals on the Monday
  - (B) the project proposals on Monday could be received from the NGOs by them
  - (C) the NGOs could submit their project proposals on Monday
  - (D) the NGOs will on Monday the project proposals submit
2. This year will be difficult for this organization because  .
  - (A) they have less money and volunteers than they had last year
  - (B) it has less money and fewer volunteers than it had last year
  - (C) the last year it did not have as few and little volunteers and money
  - (D) there are fewer money and volunteers that in the last year there were
3. We have had some problems deciding  .
  - (A) when to the stakeholders we shall return the final reports
  - (B) when are we going to return to the stakeholders the final reports
  - (C) when we should return the final reports to the stakeholders
  - (D) the time when the final reports we should return for the stakeholders

4. She wanted to provide the committee with facts; however,  .
- (A) she hadn't many evidence
  - (B) there was not a great number of evidence
  - (C) she did not have much evidence
  - (D) she was lacking in amount of the evidence
5. There has not been a great response to the emergency,  ?
- (A) does there
  - (B) hasn't there
  - (C) hasn't it
  - (D) has there
6. The skier,  went slowly straight down the slope.
- (A) being remote from the avalanche,
  - (B) attempting to not encounter the avalanche,
  - (C) trying to avoid the avalanche,
  - (D) not involving himself in the avalanche,
7. This settlement was one  .
- (A) of the most conflict-affected community in the region
  - (B) of the most conflict-effected community in the region
  - (C) settlement which was the most conflict-affected in the region
  - (D) of the most conflict-affected communities in the region
8.  they began to make progress much faster.
- (A) Having suspended the agreement, it was found that
  - (B) After suspending the agreement,
  - (C) When he had been suspending the agreement,
  - (D) Upon suspending of the agreement,
9. It is very difficult to stop the cultivation of marijuana because  .
- (A) it grows very carelessly
  - (B) of it's growth without attention
  - (C) it grows well with little care
  - (D) it doesn't care much to grow

10. The fact that environmental protection has increased dramatically in the past thirty years  .

- (A) is an evidence of us wanting to save more of our ecosystem
  - (B) indicates that we are very eager to learn all we can about our ecosystem
  - (C) how we want to learn more about the ecosystem
  - (D) is pointing to evidence of our intention to know a lot more about what is called our ecosystem
- 



**ACTIVITY.** Do the quiz about elections in the USA. Discuss your answers with your partner.

1. What document gave African Americans the right to vote?
  - A. The Fifteenth Amendment (The Fifteenth Amendment, passed in 1870, gave former slaves the right to vote)
  - B. The Emancipation Proclamation
  - C. The Bill of Rights
2. At the time the U.S. Constitution was written, who was allowed to vote in U.S. elections?
  - A. White male property owners
  - B. All men regardless of race, creed, or color
  - C. No one was initially given the right to vote
3. What does gerrymandering mean?
  - A. To rearrange voting districts so they favor a certain political party
  - B. To cheat in an election
  - C. To deny a group of people the right to vote
4. How often are U.S. presidential elections held?
  - A. Every two years
  - B. Every four years
  - C. Every six years
5. When were women first permitted to vote in the USA?
  - A. 1776
  - B. 1865
  - C. 1920

6. How old do you have to be to vote in the U.S?  
A. 18                      B. 21                      C. 16
  7. How often are elections held for seats in the U.S. House of Representatives?  
A. Every two years      B. Every four years      C. Every six years
  8. During what month do national elections always take place in the USA?  
A. January                B. July                    C. November
  9. How long are the terms served by U.S. senators?  
A. Two years              B. Four years            C. Six years
  10. What is another word that means the right to vote?  
A. ballot                  B. suffrage              C. gerrymander
- 



## VIDEO. US ELECTIONS - HOW DO THEY WORK?

[https://www.youtube.com/watch?v=uRu\\_JcarCDY](https://www.youtube.com/watch?v=uRu_JcarCDY)



**ACTIVITY.** Watch and listen to the story about elections in the USA and Great Britain.

Make notes about differences and similarities between elections in these countries.



**ACTIVITY.** Watch and listen to the story again, complete the following sentences:

1. The United States Congress has two houses,

.....

2. The House of Representatives in the U.S. Congress is designed

.....

3. Members of the U.S. House of Representatives

.....

4. The U.S. election system is first-past-the-post, so the candidate with the most votes in each district

.....

5. The Senate in the U.S. Congress, like the House of Lords in the UK Parliament, is sometimes called the Upper House, as it's their job to

.....

before voting to decide whether they should proceed as law.

.....

6. Each state is represented by

.....

7. U.S. presidential candidates usually choose someone with different areas of skill or knowledge as their running mate

.....

8. In the U.S., a system called the Electoral College is used

.....



## DISCUSSION

**(ROLE-PLAY)** Work in groups of 3-4. Each group represents a news agency. Prepare a news program “Presidential Elections” about the current (or recent) situation in your country.

**(GROUP WORK)** Discuss with the whole group: what can NGOs do to help ensure that elections in your country are transparent and fair?

# UNIT 4

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## YOUTH PARTICIPATION

“Our generation has the ability and the responsibility to make our ever-more connected world a more hopeful, stable, and peaceful place.”

Natalie Portman



## LEAD-IN

1. In your opinion, should children get involved in community life? Give your arguments. If you think they should, then starting from what age?
2. (PAIR-WORK) Students A and B visit two sites each (see links below). Share information about youth volunteering in the USA with each other.

### Student A

<https://www.volunteer.gov/>  
<https://www.yvc.org/about-us/>



### Student B

<https://www.teenlife.com/blogs/50-community-service-ideas-teen-volunteers>  
<https://www.scouting.org/>



RECORDING #4 ▶ <https://ngorc.org.ua/plast-national-scout-organization/>



## READING. PLAST NATIONAL SCOUT ORGANIZATION

Read the text below about Plast.  
 Source: <http://old.plast.org.ua/en/>

### HISTORY

Plast was established in 1911, shortly after the Scout movement was founded by Robert Baden-Powell in 1907. The original members took their first Plast Oath in Lviv, Ukraine, in 1912. Among the founders of Plast were Dr. Oleksander Tysovskyy, Petro Franko (son of writer Ivan Franko), and Ivan Chmola. The word “Plast” comes from the Ukrainian word “plastun”, which was the name for Ukrainian Cossack scouts.

## PLAST'S COAT OF ARMS

Plast's coat of arms is Scouting's *fleur-de-lis* (flower of the lily), interlaced with the Ukrainian coat of arms' Trident ("Tryzub").

To reach its educational goals, Plast uses its own unique education method. Its basic principles include free-will membership, education, and learning through game and work; a gradual system of studies and trials; self-governing; encouragement of initiative and self-management; appreciation of nature and living in nature; support of special interests and talents of children and youth.

Membership in Plast is lifelong. Conventionally, membership falls into four age groups: Cub Scouts (age 6-12), Rover Scouts (12-18), Older Plast members (18-35), and Senior Plast members (35+). All educational and administrative work in Plast is performed by Older and Senior Plast members solely on a volunteer basis.

Plast in Ukraine, uniting about 10,000 members of different ages, is the largest scouting organization in Ukraine. Today, about 130 local councils are active around the country. Plast actively cooperates with state authorities and other public organizations to implement various social and educational programs.

During the year, Plast in Ukraine conducts more than 100 educational outdoor camps with different specializations: sporting, marine, aeronautical, arts, skiing, alpinist, archaeological, horseback-riding, ecological, etc. At these camps, Plast members master the knowledge and practical skills developed during the year at weekly programs. Some of the biggest events carried out by Plast nationally are: intellectual-art competition "Orlykiada", creative festival "Den Plastuna", sporting event "Spartakiada", distribution of Light of Peace from Bethlehem among local communities, tourism contests "Stezhkamy herojiv" and "Osinni reydy." On the local level, Plast councils organize many social, cultural, and educational events.

Plast also operates internationally, in Australia, Argentina, Canada, Germany, Poland, Slovakia, the United Kingdom, and the United States. Plast organizations from all nine countries are united into the world-wide Conference of Ukrainian Plast Organizations, lead by "Nachalniy Plastun", the Plast head.



**ACTIVITY.** We use a lot of adjectives to describe the personalities of future leaders. What are the opposites of the following words?

responsible

friendly

caring

wise

honest

helpful

courageous

respectful

fair

considerate

strong

obedient



## DISCUSSION

In your opinion, is it possible to arrange a very wide-spread movement of youth involvement in your country? What steps need to be taken? Should an organization be founded and supported by the Government or can it be established by an NGO?



**A PROJECT** (ROLE-PLAY) Work in groups. Think of an event to organize in the community to engage teenagers in community life. Think of the type of the event, venue, advertising. Present it to the whole group.



## GRAMMAR IN FOCUS



**ACTIVITY.** Choose the only correct variant to complete each sentence.

1. The attorney told his client that  .
  - (A) they had little chance of winning the case
  - (B) the case was of a small chance to win
  - (C) it was nearly impossible to win him the case
  - (D) the case had a minimum chance to be won by him
2. One of my colleague's greatest attributes is  .
  - (A) when he makes presentations
  - (B) how in the manner that he makes presentations
  - (C) the way to make presentations
  - (D) his ability to make presentations
3. The bank sent a notice to its customers which contained  .
  - (A) a remembrance that interest rates were to raise the following month.
  - (B) a reminder that a raise in interest rates was the month following
  - (C) to remember that the interest rates were going up next month
  - (D) a reminder that the interest rates would rise the following month

4.  was the day before yesterday.
- (A) The France's Independence Day
  - (B) The day of the French independence
  - (C) French's Independence Day
  - (D) France's Independence Day
5. It was not until she had arrived at the conference venue  remembered her appointment with the counselor.
- (A) when she
  - (B) that she
  - (C) and she
  - (D) she
6. Christopher would certainly have attended the proceedings .
- (A) if he didn't get a flat tire
  - (B) if the fiat tire hadn't happened
  - (C) had he not had a flat tire
  - (D) had the tire not flattened itself
7.  received Law degrees as today.
- (A) Never so many women have
  - (B) Never have so many women
  - (C) The women aren't ever
  - (D) Women who have never
8. The employees liked a newly-adopted management plan because .
- (A) there was few if any overtime workload
  - (B) not a lot of overtime workload
  - (C) of there wasn't a great amount of overtime workload
  - (D) there was little or no overtime workload
9. George  he could contribute more effectively to the team work, but he did not have enough time to coordinate two projects simultaneously.
- (A) knew to
  - (B) knew how

- (C) knew how that
- (D) knew how to

10.  he would have come to the meeting.

- (A) If Mike is able to finish his evaluation report
- (B) Would Mike be able to finish his evaluation report
- (C) If Mike could finish his evaluation report
- (D) If Mike had been able to finish his evaluation report



## DISCUSSION

Discuss the following points.

1. Can one child change something in the community or in the whole world? If yes, how? Provide examples of such young people.
2. Have you heard anything about Greta Thunberg? If yes, what exactly?



RECORDING #5 ▶ <https://ngorc.org.ua/greta-thunberg/>



## GRETA THUNBERG

Source: [https://en.wikipedia.org/wiki/Greta\\_Thunberg](https://en.wikipedia.org/wiki/Greta_Thunberg)

### GRETA THUNBERG

(born 3 January 2003) is a Swedish climate activist. She is known for striking outside the Swedish parliament building to raise climate change activism, speaking at TEDxStockholm, and addressing the COP24 UN climate conference.

On August 20, 2018, Thunberg, then in ninth grade, decided not to attend school until the 2018 Sweden General Election on September 9, after heat waves and wildfires in Sweden. Her demands were that the Swedish

government reduce carbon emissions as per the Paris Agreement, and she protested by sitting outside the Riksdag every day during school hours with the sign *Skolstrejk för klimatet* ("School Strike for Climate").

After the general election, she continued to strike only on Fridays, which gained worldwide attention. Similar protests were organized in other countries, including the Netherlands, Germany, Finland, Denmark, and Switzerland. In Australia, thousands of school students were inspired by Thunberg to strike on Fridays, ignoring Prime Minister Scott Morrison's comments of "more learning in schools and less activism."

She participated in the Rise for Climate demonstration outside the European Parliament in Brussels and the Declaration of Rebellion organized by Extinction Rebellion in London.

On November 24, 2018, she spoke at TEDxStockholm.. Towards the conclusion of her talk, Thunberg said, "We've had thirty years of pep-talking and selling positive ideas. And I'm sorry, but it doesn't work. Because if it would have, the emissions would have gone down by now—they haven't."

On December 4, 2018, Thunberg addressed the COP24 United Nations Climate Change Summit. On December 12, 2018, Thunberg again addressed the COP24 plenary assembly, stating, "You only speak of a green eternal economic growth because you are too scared of being unpopular. You only talk about moving forward with the same bad ideas that got us into this mess, even when the only sensible thing to do is pull the emergency brake. You are not mature enough to tell it like it is. Even that burden you leave to us children."

In December 2018, *Time* magazine named Thunberg one of the world's 25 most influential teenagers.



RECORDING #6 ▶ <https://ngorc.org.ua/greta-an-activist-and-leader/>



## READING. GRETA, AN ACTIVIST AND LEADER

Source: <https://edition.cnn.com/2018/12/16/world/greta-thunberg-cop24/index.html>



**ACTIVITY.** Read more about Greta Thunberg. In your opinion, will young people in other countries support her and follow her steps? Will she become a world leader for youth?

The teen has inspired thousands of young people around the world to walk out of their schools on Fridays to demand adults take more action to protect their futures and those of future generations. She decided to walk out of her own school in Sweden, she told CNN, by herself. No one joined her the first day, she said. Then she kept at it, inspiring thousands. "People started joining me," she said.

In December, a number of students left their classes and walked into the conference center in Katowice, Poland, where UN talks were being held. They held signs that, together, read: "12 years left." That's a reference to the latest dire report from the Intergovernmental Panel on Climate Change, which says global climate targets could become impossible in just 12 years. The report says emissions need to be cut about in half by 2030, which would require a near-complete overhaul of the global energy system.

"Adults sometimes forget about the young people," said Małgorzata Czachowska, one of the Polish students inspired by Thunberg.

Toby Thorpe heard about Thunberg in Tasmania, Australia, and led a walkout of his own. That led to more than 10,000 students walking out of classes, he told CNN. He and others hope that effort will grow.

Thunberg, who describes herself on Twitter as a "15-year old climate activist with Asperger's," said she was inspired by the school walkouts in the United States that followed the deadly school shooting in Parkland, Florida.

She is asking students around the world to walk out of their classes each Friday to demand adults take climate action. Those actions include big systems changes like transitioning to cleaner sources of energy including wind and solar power. Thunberg told CNN she doesn't fly, doesn't eat meat (beef is a major contributor to climate change), and tries not to buy new things unless they're absolutely necessary in order to do her part. She uses the hashtags #climatestrike and #fridaysforfuture.

"We have done this many times before and with so little results," she told CNN. "Something big needs to happen. People need to realize our political leaders have failed us. And we need to take action into our own hands."



## VIDEO 1. GRETA THUNBERG FULL SPEECH AT UN CLIMATE CHANGE COP24 CONFERENCE

<https://www.youtube.com/watch?v=VFkQSGyeCWg>



**ACTIVITY.** Watch the video and think what exactly makes her speech emotional and persuasive?



## DISCUSSION



**ACTIVITY.** Discuss with your partner the meanings of the following idioms and phrasal verbs. In which context were they used in Greta's speech?

*to pull the emergency brake*

*to leave a burden on someone*

*to run out of*

*to get into this mess*



**ACTIVITY.** What is the difference between:

*sensible and sensitive*

*old and mature*

*to ask and to beg*



**ACTIVITY.**

1. Do you agree with the following statements:

- You are never too small to make a difference.
- It is the sufferings of the many which pay for the luxuries of the few.

2. How can politics influence the climate issues?



**ACTIVITY. (ROLE PLAY).** Imagine you are a journalist and you are going to have an interview with Greta. Write down the questions you would like to ask her. Compare your ideas with your partner's.

---



Greta Thunberg's School Strike for the Climate.

Additional video with Greta. (1-8 minutes)

<https://www.youtube.com/watch?v=R6s8YgRH5T0>



**VIDEO 2.**

Speech by Malala Yousafzai at

**Nobel Peace Prize Concert** (1-7 minutes)

<https://www.youtube.com/watch?v=qu3aQMxkrc4&t=282s>

1. What do you know about Malala Yousafzai?
  2. Listen to her speech. What are the main topic and message?
- 



**ACTIVITY. VOCABULARY.** Match the halves to make meaningful phrases. In which context were they used in the speech?

- |                |                           |
|----------------|---------------------------|
| 1. to face     | A. the next generation    |
| 2. to campaign | B. from child labor       |
| 3. to fight    | C. problems               |
| 4. to suffer   | D. for children's rights  |
| 5. to protect  | E. against these mindsets |
- 



## DISCUSSION



**ACTIVITY.** Discuss the following points:

1. Why did Ms. Yousafzai receive the Nobel Peace Prize?
2. What are her reasons for fighting for children's and girls' rights?
3. What rights and protections should children everywhere have?
4. In what ways are children around the world sometimes denied those rights and protections?
5. How did Ms. Yousafzai become a global spokesperson for girls' education? What people or events contributed to her growing fame, even before she won her prize?
6. Her work in Pakistan nearly cost Ms. Yousafzai her life. What do you think motivated her to take such risks?
7. Do you personally believe that this one girl can influence and improve the situation with children's education?

# UNIT 5

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## HUMAN RIGHTS



## LEAD-IN

Discuss the questions with your partner, provide arguments:

1. Explain in a nutshell the concept of human rights – provide your own definition and offer a few examples of basic human rights.
  2. What do you think is the most important human right? Why?
  3. What do you think is the most neglected human right? Why?
- 



## VIDEO.

### WHAT ARE THE UNIVERSAL HUMAN RIGHTS? - BENEDETTA BERTI



**ACTIVITY.** Watch the video <https://ed.ted.com/lessons/what-are-the-universal-human-rights-benedetta-berti> and check your predictions.

**ACTIVITY.** Watch the video again, and fill in the gaps in the transcript. Use one to three words in each gap. Then compare your answers with your partner's.

The idea of human rights is that each one of us, no matter who we are or where we were born, is entitled to the same basic rights and freedoms. Human rights are not privileges and they ..... or revoked. They are inalienable and universal. That may sound straightforward enough, but it gets ..... as soon as anyone tries to put the idea into practice. What exactly are the basic human rights? Who gets to pick them? Who enforces them, and how?

The history behind the concept of human rights is a long one. Throughout the centuries and across ....., religions, and cultures, we have struggled with defining notions of rightfulness, justice, and rights. But one of the most modern affirmations of universal human rights emerged from the ruins of ..... with the creation of the United Nations. The ..... that established the UN gives as one of its purposes to reaffirm faith in ..... human rights. And with the same spirit, in 1948, the UN General Assembly adopted the Universal Declaration of Human Rights.

This document, written by an international committee, chaired by Eleanor Roosevelt, lays the basis for modern international human rights law. The declaration is based on the principle that all human beings

are ..... and equal in dignity and rights. It lists 30 articles recognizing, among other things, the principle of nondiscrimination and the right to ..... It refers to negative freedoms, like the freedom from torture and slavery, as well as positive freedoms, such as the freedom of movement and residence. It encompasses basic civil and political rights, such as ....., religion, or peaceful assembly, as well as social, economic, and cultural rights, such as the right to education and the right to freely choose one's occupation, and be paid and treated fairly. The declaration takes ..... as to which rights are more important, insisting on their universality, indivisibility, and interdependence.

And in the past decades, international human rights law has grown, deepening and expanding our understanding of what human rights are, and how to better protect them. If these principles are so well-developed, then why are human rights ..... time and time again all over the world?

The problem in general is that it is not at all easy to universally enforce these rights or to punish transgressors. The UDHR itself, despite being highly authoritative and respected, is a declaration, not a hard law. So, when individual countries violate it, the mechanisms to address those violations are weak. For example, the main bodies ..... in charge of protecting human rights mostly monitor and investigate violations, but they cannot force states to, say, change a policy or compensate a victim. That's why some critics say it's naive to consider human rights a given in a world where state interests wield so much power.

Critics also question the universality of human rights and emphasize that their development has been heavily guided by a small number of mostly Western nations, to the detriment of inclusiveness. The result? A general bias in favor of civil political liberties over socio-political rights and of individual over collective or groups rights.

Others defend universal human rights laws and point at the positive role they have on setting ..... and helping activists in their campaigns. They also point out that not all international human rights instruments are powerless. For example, the European Convention on Human Rights establishes a court where the 47 member-countries and their citizens can bring cases. The court issues binding decisions that each member state must .....

Human rights law is constantly evolving, as are our views and definitions of what the basic human rights should be. For example, how basic or important is the right to democracy or to development? And as our lives are increasingly ....., should there be a right to access the Internet? A right to digital privacy? What do you think?

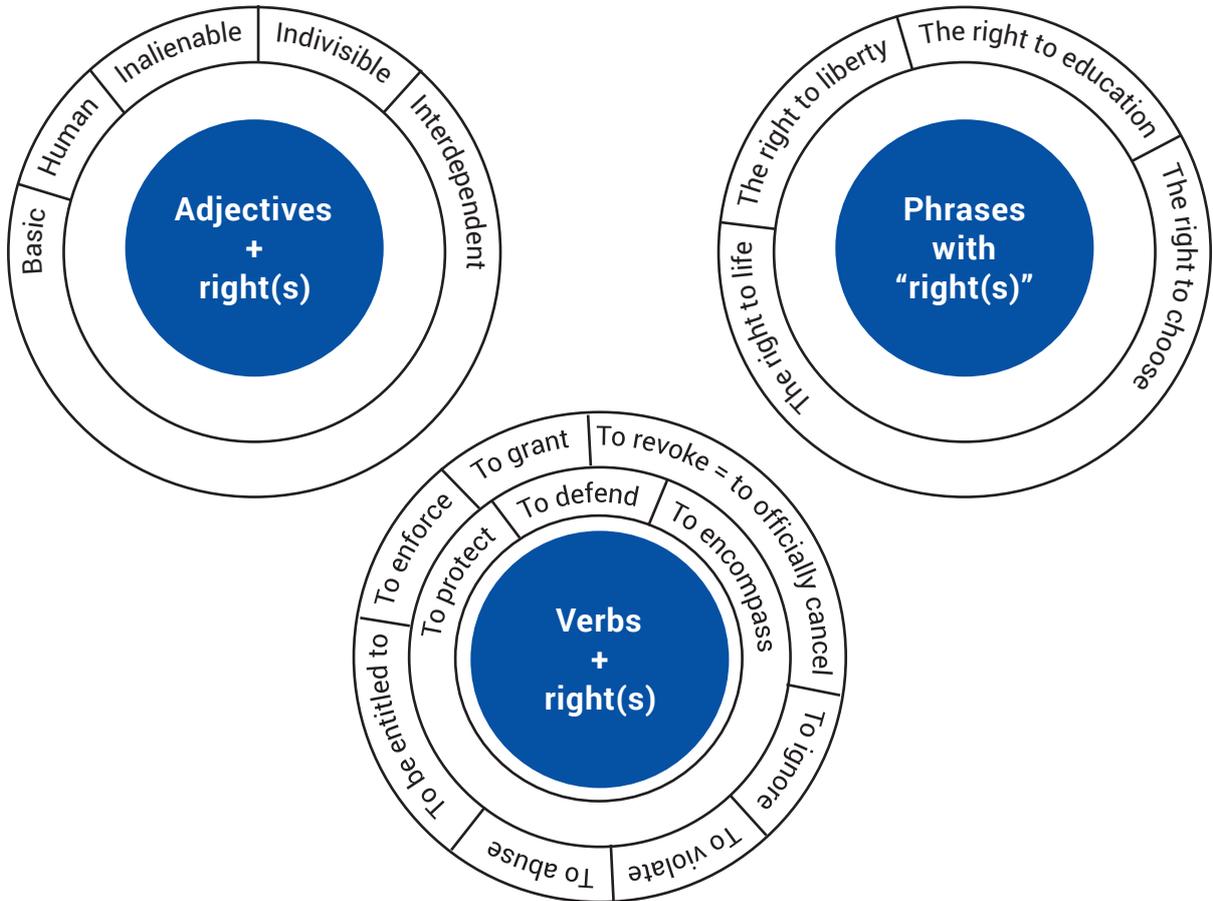
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## LANGUAGE IN FOCUS



**ACTIVITY.** The word “right(s)” was used in the video 35 times. Go through the text and write all the cases missing in the diagram. Then compare your list with your partner’s.



**ACTIVITY.** Complete the sentences below using these words and phrases.

assembly

a given

biases

complied with

access

- Where applicable, local laws and regulations should always be .....
- She would rephrase her question on freedom of .....
- Many international migrants experience human rights violations stemming from racism, ethnocentric ....., and xenophobia.

- d. We release random data anyone can .....  
e. And we should all accept that as .....



**ACTIVITY.** Match the words to form meaningful phrases.

- |                  |               |
|------------------|---------------|
| 1. born          | A. from       |
| 2. inalienable   | B. decisions  |
| 3. to emerge     | C. fairly     |
| 4. binding       | D. free       |
| 5. to comply     | E. a victim   |
| 6. to treat      | F. violations |
| 7. to compensate | G. with       |
| 8. to address    | H. rights     |
- 



## DISCUSSION



**ACTIVITY.** (PAIR-WORK) Discuss the following questions/statements with your partner. Choose the answer.

- Human rights are universal and apply to everybody no matter where they live.
  - Yes, human rights are the same for everybody.
  - No, every country has its own list of human rights.
  - It depends, countries can revoke certain human rights or grant new ones.
- The basis of contemporary international human rights law is the  .
  - United Nations Charter
  - UN Universal Declaration of Human Rights
  - Bill of Rights
- All these are considered universal human rights except:
  - The right to work
  - Freedom from torture
  - The right to bear arms
  - The right not to be subjected to arbitrary arrest

4. Within the international system, the main body tasked with protecting human rights is:
- A. The UN Security Council
  - B. The UN General Assembly
  - C. The UN Human Rights Council
  - D. The International Court of Justice
5. What are some of the limitations of the concept of human rights?
- A. The development of the concept was mostly Euro-centric.
  - B. The downplaying of groups rights, such as those of indigenous peoples and minorities.
  - C. The lack of strong mechanisms to enforce human rights at the international level.
  - D. All of the above
  - E. None of the above
6. Some critics argue that the concept of human rights has become little more than a buzzword with no concrete impact. What are the main limitations of human rights today, and what do you think could and should be done to strengthen the international protection of basic rights and freedoms?
7. Can the human rights of a single person be violated for a bigger group's safety?
8. Consider your own country: do you think human rights are upheld and protected where you live? Why/why not?
- 



## GRAMMAR IN FOCUS



**ACTIVITY.** Choose the only correct option to complete each sentence.

1. Lee contributed fifty dollars, but he wishes he could contribute  .
- (A) one other fifty dollars
  - (B) the same amount also
  - (C) another fifty
  - (D) more fifty dollars

2. The people at the office were worried about Janet because no one was aware  she had gone.
- (A) where that
  - (B) of where
  - (C) of the place where
  - (D) the place
3. Since he changed professions, Fred's yearly income has .
- (A) nearly tripled
  - (B) got almost three times bigger
  - (C) almost grown by three times
  - (D) just about gone up three times
4. Nancy hasn't begun working on her Ph.D.  working on her master's.
- (A) still because she is yet
  - (B) yet as a result she is still
  - (C) yet because she is still
  - (D) still while she is already
5. The director of this organization must know .
- (A) money management, selling, and able to satisfy the stockholders
  - (B) how to manage money, selling his product, and be able to satisfy stockholders
  - (C) how to manage money, sell his product, and satisfy the stockholders
  - (D) money management, selling, the idea of being able to satisfy the stockholders
6. The cyclist  he crossed the main street.
- (A) looked with caution after
  - (B) had looked cautiously before
  - (C) was looked cautious when
  - (D) looks cautious when
7. Here  invoice and report that I promised you last week.
- (A) is the
  - (B) are the
  - (C) was the
  - (D) has been a

8. Neither Jane nor her brothers  a consent form for tomorrow's field trip.
- (A) need
  - (B) needs
  - (C) is needing
  - (D) has need
9. Cuba is  sugar-growing areas in the world.
- (A) one of the larger
  - (B) one of largest
  - (C) one of the largest
  - (D) largest
10. They would rather  the delivery of their supplies than risk their employees' lives.
- (A) to withhold
  - (B) withheld
  - (C) withhold
  - (D) withholding
- 



RECORDING #7 ► <https://ngorc.org.ua/universal-declaration-of-human-rights/>

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## LEAD-IN

Discuss the questions with your partner, provide arguments.

1. What led to creation of the Universal Declaration of Human Rights?
2. How many countries promised to uphold the rights in the Universal Declaration of Human Rights?
3. Were there any rights included in the Universal Declaration of Human Rights that surprised you?
4. Would you add any other rights to the Universal Declaration of Human Rights? If yes, which ones?
5. Are there any rights that you think do not belong in the Universal Declaration of Human Rights?



## DISCUSSION



**ACTIVITY.** (PAIR-WORK / GROUP WORK: each pair or group gets equal numbers of articles for discussion) Give three examples of how each right is upheld or violated in your country. Discuss ways to enforce the right. Present your conclusions to the whole group.

### THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (ABBR.)

- Article 1* Right to Equality
- Article 2* Freedom from Discrimination
- Article 3* Right to Life, Liberty, Personal Security
- Article 4* Freedom from Slavery
- Article 5* Freedom from Torture and Degrading Treatment
- Article 6* Right to Recognition as a Person before the Law
- Article 7* Right to Equality before the Law
- Article 8* Right to Remedy by Competent Tribunal
- Article 9* Freedom from Arbitrary Arrest and Exile
- Article 10* Right to Fair Public Hearing
- Article 11* Right to be Considered Innocent until Proven Guilty
- Article 12* Freedom from Interference with Privacy, Family, Home, and Correspondence
- Article 13* Right to Free Movement in and out of the Country
- Article 14* Right to Asylum in other Countries from Persecution
- Article 15* Right to a Nationality and the Freedom to Change It
- Article 16* Right to Marriage and Family
- Article 17* Right to Own Property
- Article 18* Freedom of Belief and Religion
- Article 19* Freedom of Opinion and Information
- Article 20* Right of Peaceful Assembly and Association

<b>Article 21</b>	Right to Participate in Government and in Free Elections
<b>Article 22</b>	Right to Social Security
<b>Article 23</b>	Right to Desirable Work and to Join Trade Unions
<b>Article 24</b>	Right to Rest and Leisure
<b>Article 25</b>	Right to Adequate Living Standard
<b>Article 26</b>	Right to Education
<b>Article 27</b>	Right to Participate in the Cultural Life of Community
<b>Article 28</b>	Right to a Social Order that Articulates this Document
<b>Article 29</b>	Community Duties Essential to Free and Full Development
<b>Article 30</b>	Freedom from State or Personal Interference in the above Rights

---



**ACTIVITY.** (PAIR-WORK / GROUP WORK) Every question has three possible answers, namely A, B, or C. Choose what you believe to be the correct answer to each question. There is sometimes more than one possible correct answer, as human rights is a dynamic concept that is constantly evolving and this leaves room for interpretation.

## Questions

---

### Child labor by 17 year olds:

- A. Is always a violation of the rights of the child.
  - B. Is a violation of the rights of the child if the task is harmful.
  - C. Can be acceptable if the government has fixed the minimum working age to be under 17.
- 

### According to international agreements relating to the right to water:

- A. Governments are obliged to provide their citizens with clean and healthy water.
  - B. Governments are not allowed to discriminate against some citizens in provision of water.
  - C. Governments are not allowed to deny their citizens access to a water supply.
-

**The death penalty:**

- A. Is, in general, forbidden all over the world.
  - B. Is abolished in law or practice by more than 50% of all countries.
  - C. Is not allowed in the case of young people under 18.
- 

**Economic and social rights:**

- A. Are not real human rights.
  - B. The immediate fulfilment of these rights for all individuals is not expected from states.
  - C. Can be claimed by every European individual.
- 

**According to the clauses of the right to education:**

- A. Individuals and groups are allowed to open a school, as long as they fulfil the minimum legal conditions.
  - B. There are no obligations concerning the contents of educational programs.
  - C. Governments are bound to provide compulsory education for all young people under 18.
- 

**The right of being recognized as a refugee:**

- A. Is defined for people who have a well-founded fear of being persecuted on the basis of their race, religion, or political opinion and have fled their country as a result.
  - B. Also exists for people who have fled their country as a result of civil war or hunger.
  - C. Can be automatically refused by a government to all applicants who come from a country which is considered as being safe.
- 

**The freedom of religion:**

- A. Cannot be denied to people on the ground that they belong to a minority religion.
  - B. Obliges nations to recognize and subsidise religions.
  - C. Cannot be restricted in any way by a state.
- 

**The right to property:**

- A. Doesn't mean that governments cannot take possession from someone if this is in the public interest.
- B. Is violated if an entire village is evacuated without due compensation in order to build a hydroelectric power station.

C. Allows a person to consider goods that they have stolen as his/her property.

---

**Elections:**

- A. All citizens are allowed to vote, even if they have lost their civil rights due to criminal activity.
  - B. Two votes for each person are allowed if the voter is an employer.
  - C. The balloting must be performed secretly.
- 

**Freedom of expression:**

- A. May be restricted in order to protect against defamation.
  - B. Cannot be restricted for reasons of public morality.
  - C. Can be restricted to prevent religious intolerance.
- 

**The right to work:**

- A. Obliges states to provide jobs for all their citizens.
  - B. Means that no one can be fired arbitrarily.
  - C. Doesn't mean a government has to make efforts to realize full employment.
- 

**The right to a healthy environment:**

- A. Forbids states to dump toxic waste that spoils the soil irreversibly.
  - B. Aims at protecting human beings, animals, and plants.
  - C. Is not yet fixed as a universal right
- 

**According to the right to education:**

- A. For primary school children, no school fees may be charged, only the cost of school trips and school textbooks may be requested.
  - B. It is the obligation of the state to strive to help as many students as possible to succeed in their studies.
  - C. States have to give all students equal opportunities in education.
- 

**Punishment of children in schools:**

- A. Is not allowed in the form of corporal punishment.
- B. Is not forbidden if the punishment is mentally cruel.
- C. May only be used if parents agree.

**At school:**

- A. There shouldn't be any attention given to environmental issues.
  - B. Young children should be taught to respect their parents.
  - C. Young children should learn about human rights and experience human rights.
- 

**In court:**

- A. Every criminal has the right to a lawyer.
  - B. People can only be convicted if they have made a confession.
  - C. The suspect has the right to an interpreter free of charge if the trial takes place in a language unknown to him/her.
- 

**Torture:**

- A. Is allowed if used to prevent terrorist attacks.
  - B. Is only allowed after the decision of a judge.
  - C. Is never allowed.
- 

**The right to life is violated if:**

- A. Someone dies by accident due to a police force preventing an attack on someone else's life.
  - B. Someone dies due to an act of war, even if this was legal.
  - C. Someone dies due to unnecessary force by the police.
- 

**According to the right to housing:**

- A. All states are obliged to ensure that no one is homeless.
  - B. Foreigners should be offered the same access to social housing as the country's citizens.
  - C. The state should make efforts to reduce the number of homeless people.
- 

**According to the right to health care:**

- A. Governments are not obliged to prevent labor accidents.
  - B. Everybody should have access to health care.
  - C. Medicines should be free of charge.
-

**According to the right to freedom of movement:**

- A. A person can be forbidden to choose a certain residence for reasons of public security.
  - B. The denial of a visa to a person who has not been convicted of a crime is a violation of human rights.
  - C. A criminal may be imprisoned.
- 



**ACTIVITY.** (PAIR-WORK) Discuss the questions below with your partner. Provide arguments.

1. Think of famous movements in the history of your country. What were the people fighting for?
  2. Do you think it is the UN's job to make statements about human rights or should it be the responsibility of individual governments? Why/why not?
  3. Is it really reasonable to try to give the same rights to everyone in the world? Why/why not?
  4. Which one of the human rights do you personally think is the most important?
  5. How many human rights do you think are fully observed in your country? In the world?
  6. Which countries do you think have a particularly bad record on human rights?
  7. Some people think that they can influence another country's internal politics by boycotting its products or not visiting it as a tourist. How effective do you think this kind of action is?
  8. If you knew that a country still applied the death penalty, would it influence you in any way regarding visiting it or buying its exports?
  9. Although Article Two states, "Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as ..... sex...", it at no time explicitly makes any mention of gay rights. What would the effect of adding gay rights to the Convention be? What states and institutions would welcome such a change and which ones would object?
  10. Amnesty International has argued for an additional "Right to refuse to kill." What do you think would be the effect of adding such a clause?
  11. Do you think that adults and children have the same rights? Why or why not?
-



## VIDEO. "HUMAN RIGHTS IN THE 21ST CENTURY SHAMI CHAKRABARTI | TEDXUCL"



**ACTIVITY.** Watch the video "Human Rights in the 21st Century"  
<https://www.youtube.com/watch?v=21hYFWDGdhl>

1. What do you agree with?
  2. What do you disagree with?
  3. How does the 21st century change your own understanding of human rights?
- 



### Extra activities:

<https://quizlet.com/232411631/human-rights-glossary-human-rights-flash-cards/>



# UNIT 6

---

## FREEDOM OF SPEECH



## LEAD-IN

Discuss these questions / quotes with your partner. Do you agree with the first one? Answer the other two questions, provide arguments.

1. "If we don't believe in freedom of expression for people we despise, we don't believe in it at all."  
Noam Chomsky
  2. Would I protect somebody's right to hold a peaceful rally if I disagreed with the message of the rally? Why or why not?
  3. "Should freedom of speech include the freedom to tell lies? Who decides what is true and what is a lie? Should the young and impressionable be exposed to propaganda deliberately designed to make them hate others? If we deny the deniers the right to spread their venom, are we then putting our own right to free speech at risk? At which point does hate speech so directly provoke violence that it should be banned?" Ted Gottfried
- 



## READING



**ACTIVITY.** Read the text below and find answers to the questions.

1. What is freedom of speech?
2. What is the difference between *freedom of speech* and *freedom of expression*?
3. Does *freedom of speech* mean that people are allowed to say anything they want?

RECORDING #8 ► <https://ngorc.org.ua/freedom-of-speech/>

## FREEDOM OF SPEECH

Source: <https://legaldictionary.net/freedom-of-speech/>  
(edited, shortened)

Freedom of speech is a person's right to speak his or her own opinions, beliefs, or ideas, without having to fear that the government will retaliate against him, restrict him, or censor him in any way. The term "freedom of expression" is often used interchangeably, though the "expression" in this sense has more to do with the way in which the message is being communicated (i.e. via a painting, a song, an essay, etc.).

The ancient Greeks pioneered free speech as a democratic principle. The ancient Greek word "parrhesia" means "free speech" or "to speak candidly." The term first appeared in Greek literature around the end of the fifth century BCE.

During the classical period, parrhesia became a fundamental part of the democracy of Athens. Leaders, philosophers, playwrights, and everyday Athenians were free to openly discuss politics and religion and to criticize the government in some settings.

### What is Freedom of Speech

People are often confused by this concept, however, thinking that they can say anything that pops into their heads without repercussion. Just because you are allowed to say whatever you want does not mean that you will not suffer consequences as a result – it just means that the government cannot violate your right to do so.

The U.S. has many laws that place limits on speech and other forms of expression, which may be seen as harsh restrictions. These include prohibitions against defamation, slander, copyright violations, and trade secrets, amongst others. American philosopher Joel Feinberg posited what is known as the "offense principle," which works to prohibit speech that is clearly offensive, or which can harm society as a whole, or a group in particular, such as racial hate speech, or hate speech aimed at someone's religion.

Different countries have different rules insofar as freedom of speech is concerned, with some countries' governments becoming more involved than other governments in the affairs of their citizens. Some authoritarian countries are often in the news for blocking their citizens' access to the internet, and restricting their ability to both read and express ideas and beliefs of which their government does not approve. In the United States, examples of freedom of speech include criticisms against the government, and the promotion of ideas or beliefs that others might find to be controversial.

**In Ukraine, Article 34 of the Constitution of Ukraine states:**

Everyone shall be guaranteed the right to freedom of thought and speech, and to free expression of his views and beliefs.

Everyone shall have the right to freely collect, store, use, and disseminate information by oral, written, or other means at his discretion.

The exercise of such rights may be restricted by law in the interests of national security, territorial integrity, or public order, for the purposes of preventing disturbances or crimes, protecting the health of the population, protecting the reputation or rights of other persons, preventing the publication of information received confidentially, or supporting the authority and impartiality of justice.

**LANGUAGE IN FOCUS**

**ACTIVITY.** Match the words to form meaningful phrases.

- |                  |                    |
|------------------|--------------------|
| 1. territorial   | A. restrictions    |
| 2. used          | B. secrets         |
| 3. harsh         | C. ideas           |
| 4. trade         | D. candidly        |
| 5. controversial | E. integrity       |
| 6. to speak      | F. consequences    |
| 7. to suffer     | G. disturbances    |
| 8. to prevent    | H. interchangeably |



**ACTIVITY.** Fill in the gaps with the words below.

retaliate	repercussion	slander	violate
copyright	access	restricting	controversial

- General policies on ..... to information would greatly enhance transparency.
- Two sides particularly undertook not to ..... the ceasefire under any condition until the signing of the aforementioned agreement.

3. Enforced detention and ..... freedom of movement were attacks against basic human rights.
  4. The ..... always belongs to the original authors.
  5. No one may suppress complaints or charges made in accordance with the law or ..... against citizens making them.
  6. The draft resolution does not address issues that could be considered either ..... or divisive.
  7. The region was most affected by political instability and social unrest and the economic ..... of the Syrian crisis.
  8. In many countries, the offenses of ....., libel, and defamation are treated as criminal offenses.
- 



## DISCUSSION



**ACTIVITY.** (PAIR-WORK) Think about and discuss with your partner cases of libel, slander, and hate speech, and their consequences. For clarification, see the definitions below.

### Defamation

1. **Noun.** A spoken or published statement that harms the reputation of a person.
2. **Noun.** False statements that unjustifiably injure the good reputation of another person or entity.

### Libel

1. **Noun.** The defamation of a person's character by written or printed words or pictures.
2. **Noun.** The act of publishing defamatory statements or pictures, or in any form other than spoken words or gestures.

### Slander

1. **Noun.** A false and malicious statement spoken about another person
2. **Noun.** Defamation by verbal statement, as opposed to defamation in writing.

## Libel vs. Slander

Both *libel* and *slander* are forms of defamation of character, differing only in the way the person making the damaging remarks goes about it. While *libel* refers to making false and malicious statements in print, or publishing or posting damaging pictures, *slander* refers to the making of damaging remarks verbally. Because *libel* and *slander* are different forms of the same wrong, which is *defamation*, the laws and remedies are pretty much the same.

One primary difference between the two, as far as the law is concerned, is the ability to prove that the defamation actually occurred. *Libel* can easily be proven, as it involves written remarks or published pictures. *Slander* requires proof beyond he-said/she-said in court. Proving *slander* would require bringing witnesses, usually the people to whom the damaging statements were made. In some states, recordings of the accused person making the defamatory statements to others may be allowed in court, depending on the circumstances of how the recording was obtained.

## Hate Speech

1. **Noun.** Speech that is intended to offend, insult, intimidate, or threaten an individual or group based on a trait or attribute, such as sexual orientation, religion, color, gender, or disability.



**ACTIVITY.** Explain the meaning of the following phrases. Use them in your own sentences.

- to pop into one's head / mind
- to place limits on something
- to block access to something or somebody
- within the constraints of something
- to disseminate information



## VIDEO 1. FREEDOM OF EXPRESSION EXPLAINED (EXPLAINITY® EXPLAINER VIDEO)



**ACTIVITY.** Watch the video and fill in the gaps in the transcript. Use one to three words in each gap.

<https://www.youtube.com/watch?v=FEqFp0q60-U>

## FREEDOM OF EXPRESSION EXPLAINED

"No tax increases. Higher wages. Down with the president." Around the world, people take to the streets when they think something is wrong in their country. Almost daily, you can see images of protesters on TV. They are openly ..... The United Nations recognized freedom of expression as a fundamental human right in its Human Rights Declaration of ..... Long before that, though, during the French Revolution in ....., freedom of speech was enshrined as a citizen's basic right.

But what does it actually mean, freedom of expression? It is the right to express your opinion publicly without fear of ..... In democratic countries, such as the U.S. and in Europe, freedom of expression is anchored in the Constitution. According to the German Constitution, everyone has the right to freely express and disseminate his or her opinion by speech, in writing, and in images. It also applies to the ....., to newspapers, as well as to TV and radio broadcasts. Censorship is prohibited in a democracy to prevent opinions and information from being manipulated.

But freedom of expression is not guaranteed in every country. Dictatorships and totalitarian regimes, in particular, ..... criticism. There are also many examples throughout history: Roman emperors threw critics to the lions; in the Third Reich, anyone who criticized the Nazi regime was likely to be ..... or murdered; during the Arab Spring, demonstrators were driven apart by force. Under a dictatorship, the Internet is often censored, so it's harder for people ..... and disseminate information on critical content.

But even in democracies, freedom of expression has its limits. ....., slander, and causing gross offense is illegal, as is sedition. Access to content deemed harmful to minors is restricted.

Sometimes people don't agree on what should or shouldn't be ..... In 2005, there was heated debate over the caricatures of the Prophet Muhammad which were published in a Danish newspaper. Many Muslims felt their religious beliefs were being ..... But in many democratic countries, people argued freedom of speech should apply in this case.

On May the 3rd, World Press Freedom Day reminds people of the importance of freedom of expression and the press.

---



## GRAMMAR IN FOCUS



**ACTIVITY.** Choose the only correct variant to complete each sentence.

1. That comprehensive  survey was carried out by our partners.  
(A) two weeks  
(B) two-week's  
(C) two-weeks  
(D) two-week
2. There were two assembly halls in the City Hall,  served as a shelter for the people affected by the storm.  
(A) the smaller of which  
(B) the smallest of which  
(C) the smaller of them  
(D) smallest of that
3. The IDPs, men and women, endured terrible hardships, and  .  
(A) so do their children.  
(B) neither did the children.  
(C) also the childs.  
(D) so did their children.
4. Last year, this company earned  their competitor, which had a better promotional campaign.  
(A) twice as much as  
(B) twice more than  
(C) twice as many as  
(D) twice as more as
5.  , they would have been able to avoid such public disturbances.  
(A) If they banned this law  
(B) If they were banning the law  
(C) Banning the law  
(D) Had they banned the law

6. Mr. William does not know  the document after they had finished discussing it.
- (A) where did they put
  - (B) where they did put
  - (C) where they put
  - (D) where to put
7. The facilities of the older hospital .
- (A) is as good or better than the new hospital.
  - (B) are as good or better that the new hospital.
  - (C) are as good as or better than the new hospital.
  - (D) are as good as or better than those of the new hospital.
8. Our flight from Amsterdam to London was delayed  the heavy fog.
- (A) because of
  - (B) because
  - (C) on account
  - (D) as result
9. The attorney suggested that her defendant  the conditions of his detention to the judge.
- (A) describe
  - (B) to describe
  - (C) described
  - (D) had described
10. Of the two new employees, one is experienced and .
- (A) the others are not.
  - (B) another is inexperienced.
  - (C) the other is not.
  - (D) other lacks experience.
-



## VIDEO 2. THE LIMITS OF FREE SPEECH



**ACTIVITY.** Watch the video and make a list of the limits of Free Speech in the USA.  
<https://www.youtube.com/watch?v=rNpmC8iuVTA>

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## READING



**ACTIVITY.** (GROUP WORK) Review Articles 34-37 of the Constitution of Ukraine (in the Addendum). Discuss whether the rights guaranteed in the Constitution are not violated in your country.

# UNIT 7

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## EQUALITY, DIVERSITY, INCLUSION



## LEAD-IN

Discuss the questions with your partner, provide arguments.

1. What is workplace diversity?
    - A. The differences people bring to their jobs on the basis of gender, age, race, ethnicity, or professional background.
    - B. Promoting someone based on their beliefs.
    - C. Giving some people more chance to express themselves over others.
  2. You need to single out someone requesting help to your colleague. How do you describe him?
    - A. 'The tall black guy with short dark hair. '
    - B. 'The guy over there who looks like an athlete. '
    - C. As your colleague is black, you're worried about sounding racist, so you select someone else to help instead.
  3. You're in town shopping and a person politely asks you where the nearest toilets are. You're unsure if they are male or female. What do you say?
    - A. You panic and explain politely that you do not know.
    - B. Tell them where both the female and male toilets, and accessible toilets are.
    - C. Ask politely if they are male or female, so that you can direct them appropriately.
  4. You're keen to have a diverse workplace and know that people from minority ethnic groups are under-represented in your organization. A post has become vacant. Do you 
    - A. advertise the post for minority groups only?
    - B. promote the position through a range of media, emphasizing your commitment to diversity?
    - C. not change anything? They will find you through the same routes as everyone else.
  5. Which of these would be a potential barrier that could accidentally discriminate against certain employees?
    - A. Holding an event on a Monday morning.
    - B. Using a different office across the corridor.
    - C. Attending a business lunch with alcoholic drinks.
-



## VIDEO. EQUALITY, DIVERSITY AND INCLUSION



**ACTIVITY.** Watch the video <https://www.youtube.com/watch?v=UcuS5glhNto> and decide whether the statements below are true or false.



N.B. The Equality Act 2010 is an Act of Parliament of the United Kingdom, and has the same goals as the four major EU Equal Treatment Directives, whose provisions it mirrors and implements. For the full text of 2010 Equality Act go to: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

- A. Treating everyone equally means treating everyone in the same way.
- B. There are eleven protected characteristics in the 2010 Equality Act.
- C. It's legal to discriminate against someone because they have no religious or philosophical beliefs.
- D. A woman can't be asked to leave a restaurant because she's breastfeeding a child.
- E. Unintentional harassment is not a kind of discrimination.



**ACTIVITY.** Watch the video again, and fill in the gaps in the transcript. Use one to three words in each gap.

### Equality, Diversity and Inclusion

Throughout history, people have been persecuted because they're different. The difference might have been their race, faith, sexual orientation, or something else. .... is a strong word, but people are being discriminated against today for the very same reasons.

So, this is what you need to know about equality, diversity, and inclusion. Let's start with equality. Equality is about making sure people aren't disadvantaged, discriminated against, or excluded from full and ..... . Although we often think of discrimination in terms of employment, it also concerns how we're treated when we're customers, and the way we treat others. But treating everyone equally doesn't necessarily mean treating everyone in exactly the same way. Some people might need more help to get the same chances.

The legislation which protects and supports us in this area is the 2010 Equality Act. A key part of this Act is what's known as the ..... . There are nine in total. We'll have a look at each of them, and then see some of the different ways people discriminate against others.

Age is a protected characteristic. Perhaps a job applicant wasn't accepted, as they were thought to be too old, or a bit past it, or they didn't have ..... . An example of discrimination would be an employer stating that the applicant must have 10 years experience so as to discriminate against younger people.

A disability could be to do with the senses, like a visual or hearing impairment, or a physical disability, perhaps something that restricts a person's movement. And there are also mental disabilities, such as schizophrenia, anxiety, or a disability caused by depression.

Race includes color, nationality, citizenship, and ethnic or national origins.

There are lots of cases where people have been discriminated against because of their religious or philosophical beliefs. But it's also illegal to ..... someone because they have no religious or philosophical beliefs.

A person's sex or gender, and also gender reassignment, both during and after the reassignment process, are protected, as is a person's sexual orientation and marital status, whether they're married, ..... , in a civil partnership, or single.

And finally, pregnancy and maternity. For example, a woman can't be asked to leave a restaurant because she's breastfeeding a child.

Let's have a look at three different types of discrimination. Perhaps the most obvious is when people are directly discriminated against.

This is Jake. He's got plenty of experience of working in restaurants and felt he had a good chance when he saw that waiting staff were needed. So, he ..... the job. The manageress wanted to employ a woman because she felt women attracted more customers. This is an example of direct discrimination. Jake was discriminated against because he's a man, his sex or gender. Let's say the manageress was happy ..... male waiting staff but she didn't employ Jake because she thought that, as he was friends with a lot of gay people, he might also be gay. In this case, he would have been discriminated against by perception or association of the protected characteristic, sexual orientation.

The restaurant has a ..... which says that staff in customer-facing roles mustn't use headwear. It's the same rule for everyone. But what this means is that staff who use headwear as part of their culture or faith are being discriminated against. And this is an example of indirect discrimination. The owners would have to have an objective reason to ..... for it not to be discriminating against those members of staff.

So, people can be discriminated against for all sorts of reasons and in lots of different ways. But differences are also used to tease, mock, harass, or ..... . People who

do this will often say things like they were only having a laugh, or it's just a bit of fun, it doesn't mean anything. The victims use words like degrading, humiliating, intimidating. If someone feels threatened, upset, or disturbed by particular behavior, then that's harassment, whether it's intentional or not.

As individuals we have different values, ....., beliefs, and abilities. We come from different backgrounds and form a diverse culture. Understanding the legislation is part of ensuring that everyone is included and can fully participate, and making sure we're all on a level playing field\* and treated fairly and equally.

---

\* N.B. A level playing field – a situation in which everyone has a fair and equal chance of succeeding.



## LANGUAGE IN FOCUS



**ACTIVITY.** Match the words with their definitions.

- |                            |   |
|----------------------------|---|
| A. fairly                  | 1. causing a loss of self-respect   |
| B. to mock                 | 2. to hire  |
| C. disturbed               | 3. to subject to aggressive pressure or intimidation                        |
| D. degrading / humiliating | 4. worried or anxious   |
| E. threatened              | 5. to laugh at in a scornful or contemptuous manner                         |
| F. to harass               | 6. with justice   |
| G. to employ               | 7. to make fun of or attempt to provoke somebody in a playful or unkind way |
| H. to tease                | 8. feeling as if someone is trying to harm you                              |



**ACTIVITY.** Match the words to form meaningful phrases.

- |                  |                |
|------------------|----------------|
| 1. visual        | A. status      |
| 2. philosophical | B. partnership |
| 3. ethnic        | C. orientation |
| 4. civil         | D. beliefs     |
| 5. sexual        | E. culture     |
| 6. marital       | F. staff       |
| 7. waiting       | G. impairment  |
| 8. diverse       | H. origin      |



**ACTIVITY.** Fill in the gaps with the words below.

discriminated against	pregnancy	hearing impairment	
degrading	harassment	threatened	treat

1. Malaysia provides educational facilities to three types of children with special educational needs, namely, children with visual impairment, children with ..... and those with learning difficulties.
2. A society where women are ..... or lack equal opportunities cannot reach its full human potential.
3. Continuous social discrimination and ..... treatment generates anger and hatred, which eventually lead to criminal acts.
4. We ..... you friendly and with respect.
5. Witnesses who feel ..... are allowed to remain anonymous.
6. Women received superior, low-cost health care, especially in the case of ..... and maternity care.
7. Under the Education Act, school boards have a duty to establish policies that protect students from ..... and abuse.



## DISCUSSION



**ACTIVITY.** (PAIR-WORK) Think of and discuss with your partner 5 most common kinds of discrimination in your country. How are they applicable to the definitions below?

**Discrimination can come in one of the following forms:**

- direct discrimination – treating someone with a protected characteristic less favorably than others
- indirect discrimination – putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage
- harassment – unwanted behavior linked to a protected characteristic that violates someone’s dignity or creates an offensive environment for them

- victimization – treating someone unfairly because they've complained about discrimination or harassment



**ACTIVITY.** (PAIR-WORK) Do the quiz and compare your answers with your partner's.

## Quiz

1. Which one of the following is NOT one of the protected characteristics in the UK?
    - a. Age
    - b. Disability
    - c. Hair color
    - d. Marriage
  2. What is positive discrimination?
    - a. Being friendlier with certain employees over others.
    - b. Favoring a job candidate from an under-represented group over another candidate.
    - c. Selecting someone from a minority group for special privileges.
    - d. Discriminating against a person with their permission.
  3. Someone at your work is not allowed a promotion because of their age: what kind of discrimination is this?
    - a. Direct discrimination
    - b. Positive discrimination
    - c. Indirect discrimination
    - d. Perceptive discrimination
  4. Which of the following is an example of a stereotype?
    - a. Not hiring people with a certain skin color because you've heard that they're careless.
    - b. Harassing someone so much that they can't perform their job properly.
    - c. Assuming that anyone with non-white skin is an immigrant.
    - d. Treating someone unfairly because of their religion.
-



## VIDEO. DMGT: ETHICS: EQUALITY AND DIVERSITY



**ACTIVITY.** Watch the video <https://www.youtube.com/watch?v=CkjSAvFGqTU>, and fill in the gaps in the transcript. Use one word in each gap.

### EQUALITY, DIVERSITY, INCLUSION.

Meet Paul-Inna. Paul-Inna is a man/woman, Hindu, Jew, Christian, \_\_\_\_\_, pregnant, breastfeeding, gay, bisexual, pansexual, asexual, wheelchair-using, married, civilly partnered, unmarried, black, white, \_\_\_\_\_, Polish, English, Swahili, gender-reassigning, atheist, Welshman. With a skin condition. Paul-Inna is also a valued and welcomed \_\_\_\_\_ of our company and we believe in equality, diversity, and inclusion of everyone in every way we can think of. It is illegal in Britain to discriminate on the grounds of age, \_\_\_\_\_, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity, religion or belief, race or \_\_\_\_\_ reassignment. But discrimination comes in many forms.

There's direct discrimination: Paul-Inna doesn't get promoted because she's older or her boss thinks it might be a problem for other people that she's older. But there's also indirect discrimination where a policy \_\_\_\_\_ to everyone, but has a disproportionate impact on some people.

For instance, if a job ad specifies that applicants should be clean-shaven, it indirectly discriminates against Paul-Inna, because his belief doesn't \_\_\_\_\_ him to shave. Then, there's associative discrimination, discriminating against someone who was associated with the protected group. So, if Paul-Inna's \_\_\_\_\_ father needs special care, the company can't discriminate against Paul-Inna, because she needs to take time off to care for her father. Finally, there's perception discrimination. So, if Paul-Inna dresses and acts in a way that makes people think she's gay even though she's not, she can't be discriminated against, not for being gay, and not for not being gay.

Discrimination sometimes takes the form of harassment or \_\_\_\_\_. These can include threats, jokes, gestures, aggressive physical behavior, as well as repeated behavior a person has previously objected to. Under no circumstances will the company \_\_\_\_\_ harassment or bullying. Equality legislation also applies to pay, benefits, and training opportunities. So, if Paul-Inna, a gender reassigning bloke from Bolton, does exactly the same job as Paul-Inna, an Essex girl who \_\_\_\_\_ a llama, they should be paid the same, get the same benefits, and access to the same training.

We take equality and diversity very seriously, not just because we have to, but because we believe in it. If you would like a better understanding of equality and diversity, you can find out more about it on the intranet.



## LANGUAGE IN FOCUS



**ACTIVITY.** Choose the words from the text which describe the nine protected characteristics of the 2010 Equality Act.

- |  |  |
|--|--|
| 1. age                                     | 6. race, including color, nationality, ethnic or national origin |
| .....                                      | .....  |
| 2. gender reassignment                     | 7. religion or beliefs   |
| .....                                      | .....  |
| 3. being married or in a civil partnership | 8. sex   |
| .....                                      | .....  |
| 4. being pregnant or a mother              | 9. sexual orientation  |
| .....                                      | .....  |
| 5. disability                              | .....  |
| .....                                      | .....  |
- 



## GRAMMAR IN FOCUS



**ACTIVITY.** Choose the only correct variant to complete each sentence.

- I understand that the governor is considering a new proposal  .  
(A) what would eliminate unnecessary writing in government  
(B) who wants to cut down on the amount of writing in government  
(C) that would eliminate unnecessary paperwork in government  
(D) to cause that the amount of papers written in government offices will be reduced
- They have promised both parties that their personnel will provide all kinds of assistance available  .  
(A) as early as they would get access to the checkpoint  
(B) at the earliest that they could get access to the checkpoint  
(C) as soon as they get access to the checkpoint  
(D) at the nearest early possibility

3. George belongs to the  .
- (A) class of the upper middle
  - (B) upper middle class
  - (C) class from the center up
  - (D) high medium class
4. A good manager must know  .
- (A) to manage projects
  - (B) to be a good manager
  - (C) how to implement projects effectively
  - (D) the way of efficiency in project management
5. Ann changed her major from French to business,  .
- (A) with hopes to be able easier to locate employment
  - (B) hoping she can easier get a job
  - (C) with the hope for being able to find better a job
  - (D) hoping to find a job more easily
6. He has received several scholarships  .
- (A) not only because of his artistic but his academic ability
  - (B) for both his academic ability as well as his artistic
  - (C) because of his academic and artistic ability
  - (D) as resulting of his ability in the art and the academy
7. Harvey will carry out the initial assessment,  .
- (A) plan the work, implement the program, monitoring the results
  - (B) planning the work, implementing the program, monitoring the results
  - (C) plan the work, implement the program, monitor the results
  - (D) to plan the work, implement the program, monitor the results
8.  that new information to anyone else but the sergeant.
- (A) They asked him not to give
  - (B) They asked him to don't give
  - (C) They asked him no give
  - (D) They asked him to not give

9.  , he would have signed it right away.
- (A) If he agreed to the provisions of the Agreement
  - (B) If he agrees to the provisions of the Agreement
  - (C) If he had agreed to the provisions of the Agreement back then
  - (D) If he would have agreed to the provisions of the Agreement
10. The doctor insisted that his patient .
- (A) that he not work too hard for three months
  - (B) take it easy for three months
  - (C) taking it easy inside of three months
  - (D) to take some vacations for three months
- 

### Extra activities:

<https://quizlet.com/12820867/equality-and-diversity-quiz-flash-cards/>



<https://www.youtube.com/watch?v=OIsyVZCB3KM>



<https://generalassemb.ly/blog/diversity-inclusion-equity-differences-in-meaning/>



<https://www.linkedin.com/pulse/5-top-ted-talks-inclusion-diversity-suzie-drayton>





# UNIT 8

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## HUMAN TRAFFICKING



## LEAD-IN

Do the quiz, compare and discuss your answers with your partner. Provide arguments for your choice.

1. According to IOM, the number of identified victims of human trafficking in Ukraine in 2018 is  
A. 265                      B. 1265                      C. 2265
2. The two main destination countries for Ukrainian victims of human trafficking during the period 2010 - 2018 were  
A. Russian Federation and Poland  
B. Turkey and Italy  
C. Portugal and Greece
3. In 2018, the prevailing type of exploitation of Ukrainian victims of human trafficking was  
A. sexual                      B. forced labor                      C. begging
4. In 2018, most Ukrainian victims of human trafficking were  
A. male                      B. female
5. The highest number of Ukrainian victims of human trafficking in 2018 have this educational background:  
A. secondary education  
B. college / vocational school  
C. university

\*According to statistics provided by IOM in Ukraine (updated on 31 December 2018).



RECORDING #9 ▶ <https://ngorc.org.ua/prevention-of-human-trafficking/>



**READING. PROTOCOL TO PREVENT,  
SUPPRESS AND PUNISH TRAFFICK-  
ING IN PERSONS, ESPECIALLY WOMEN  
AND CHILDREN**



**ACTIVITY.** Read the intro text below:

[https://en.wikipedia.org/wiki/Protocol\\_to\\_Prevent,\\_Suppress\\_and\\_Punish\\_Trafficking\\_in\\_Persons,\\_Especially\\_Women\\_and\\_Children#cite\\_note-1](https://en.wikipedia.org/wiki/Protocol_to_Prevent,_Suppress_and_Punish_Trafficking_in_Persons,_Especially_Women_and_Children#cite_note-1)

*The Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children* (also referred to as the Trafficking Protocol or UN TIP Protocol) is a protocol to *the Convention against Transnational Organized Crime*. It is one of the three *Palermo protocols*, the others being *the Protocol against the Smuggling of Migrants by Land, Sea and Air* and *the Protocol against the Illicit Manufacturing and Trafficking in Firearms*.

The protocol was adopted by the United Nations General Assembly in 2000 and entered into force on December 25, 2003. As of February 2018, it has been ratified by 173 parties.

The United Nations Office on Drugs and Crime (UNODC) is responsible for implementing the protocol. It offers practical help to states with drafting laws, creating comprehensive national anti-trafficking strategies, and assisting with resources to implement them. In March 2009, UNODC launched *the Blue Heart Campaign* to fight human trafficking, to raise awareness, and to encourage involvement and inspire action.

The protocol commits ratifying states to prevent and combat trafficking in persons, protecting and assisting victims of trafficking, and promoting cooperation among states in order to meet those objectives.



## DISCUSSION



**ACTIVITY.** (PAIR-WORK) To be considered trafficking in persons, a situation must meet three conditions: act, means, and purpose.

**Discuss the following questions with your partner:**

- What is the act of trafficking?
- What are the means of trafficking (how is it done)?
- What is the purpose of trafficking (why is it done)?





RECORDING #10 ▶ <https://ngorc.org.ua/prevention-of-human-trafficking-article-3/>



## READING.

PROTOCOL TO PREVENT, SUPPRESS AND PUNISH  
TRAFFICKING IN PERSONS ESPECIALLY WOMEN  
AND CHILDREN, SUPPLEMENTING THE UNITED  
NATIONS CONVENTION AGAINST TRANSNATIONAL  
ORGANIZED CRIME.



**ACTIVITY.** Read Article 3 of the Protocol and check whether you were right.

Source: <https://www.ohchr.org/en/professionalinterest/pages/protocoltrafficking-inpersons.aspx>

### Article 3

#### Use of terms

#### For the purposes of this Protocol:

- a. "Trafficking in persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs;
  - b. The consent of a victim of trafficking in persons to the intended exploitation set forth in subparagraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used;
  - c. The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in persons" even if this does not involve any of the means set forth in subparagraph (a) of this article;
  - d. "Child" shall mean any person under eighteen years of age.
-



## LANGUAGE IN FOCUS



**ACTIVITY.** Match the words with their definitions.

- |               |  |
|---------------|--|
| 1. threat     | A. the use of force or threats to make someone do something  |
| 2. coercion   | B. to take things or people to or from a place secretly and often illegally  |
| 3. abduction  | C. illegal or disapproved of by society  |
| 4. to smuggle | D. an occasion when someone says that they will cause you harm or problems, especially if you do not do what they tell you to do |
| 5. fraud      | E. misuse  |
| 6. deception  | F. permission to do something  |
| 7. abuse      | G. the crime of deceiving people in order to gain something such as money or goods   |
| 8. consent    | H. to make official  |
| 9. illicit    | I. kidnapping  |
| 10. to ratify | J. the act of deliberately making someone believe something that is not true   |



**ACTIVITY.** Match the words to form meaningful phrases.

- |                |                           |
|----------------|---------------------------|
| 1. to ratify   | A. the objectives         |
| 2. to enter    | B. migrants               |
| 3. to raise    | C. trafficking in persons |
| 4. to suppress | D. a campaign             |
| 5. to meet     | E. awareness              |
| 6. to abuse    | F. a protocol             |
| 7. to launch   | G. into force             |
| 8. to smuggle  | H. power                  |
-



## DISCUSSION



### ACTIVITY. (PAIR-WORK)



Look through the Palermo Protocol online or in the Addendum and find answers to the questions below.

<https://www.ohchr.org/en/professionalinterest/pages/protocoltraffickinginpersons.aspx>

1. What document does the Protocol supplement
2. What are the purposes of the Protocol?
3. What is the scope of application of the Protocol?
4. How does the Protocol define criminal offences?
5. How does the Protocol define the status of victims of trafficking?
6. How does the Protocol define prevention of trafficking in persons?
7. When did Ukraine sign the Protocol?
8. When did Ukraine ratify, accept, approve, and access the Protocol?
9. What did the Government of Ukraine communicate on 20 October 2015?



The full version is here

<https://treaties.un.org/doc/Publication/CN/2015/CN.601.2015-Eng.pdf>

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## GRAMMAR IN FOCUS



**ACTIVITY.** Choose the only correct variant to complete each sentence.

1. The manager was angry because somebody  .
  - (A) had allowed the photographers to enter the building
  - (B) had let the photographers to enter into the building
  - (C) permitting the photographers enter the building
  - (D) the photographers let into the building without the proper documentations
2. Richard was asked to withdraw from the programme because  .
  - (A) they believed he was not really able to complete research
  - (B) he was deemed incapable of completing his research
  - (C) it was decided that he was not capable to complete the research
  - (D) his ability to finish the research was not believed or trusted
3. The committee members resented  .
  - (A) the president that he did not tell them about the meeting
  - (B) the president not to inform them of the meeting
  - (C) the president's not informing them of the meeting
  - (D) that the president had failed informing themselves that there was going to be a meeting
4.  did the police officer realize that there was danger.
  - (A) Upon entering the warehouse
  - (B) When he entered the warehouse
  - (C) After he had entered the warehouse
  - (D) Only after entering the warehouse
5. The child scurried away in fright  .
  - (A) when he heard the police siren
  - (B) the police siren having been heard
  - (C) after he was hearing the police siren
  - (D) when he has heard the police siren

6. George did not do well at the presentation because  .
- (A) he presented bad
  - (B) he was not good presentationwise
  - (C) he was a badly presenter
  - (D) he failed to present properly
7. This university's programs  those of Harvard.
- (A) come second after
  - (B) are second only to
  - (C) are first except for
  - (D) are in second place from
8. The more she worked,  .
- (A) the less she achieved
  - (B) she achieved not enough
  - (C) she did not achieve enough
  - (D) she was achieving less
9.  the best car to buy is a Mercedes Benz.
- (A) Because of its durability and economy,
  - (B) Because it lasts a long time, and it is very economical,
  - (C) Because of its durability and it is economical,
  - (D) Because durability and economywise it is better than all the others,
10. When she joined the Skype call,  .
- (A) Adam was explaining new requirements to us
  - (B) Adam have explained new requirements to us
  - (C) Adam has explained new requirements to us
  - (D) Adam has been explaining new requirements to us
-



## READING



**ACTIVITY.** Read Article 149 of the Criminal Code of Ukraine “Trafficking in Human Beings” and find answers to the questions:

1. a 3- to 8-year jail term is the punishment for...
2. a 5- to 12-year jail term is the punishment for...
3. an 8- to 15-year jail term is the punishment for...
4. What is meant by exploitation of human beings for the purpose of this Article
5. What is meant by the vulnerable status of a person for the purpose of this Article

### Article 149 of the Criminal Code of Ukraine “Trafficking in Human Beings”

1. Trafficking in persons, as well as recruitment, transfer, hiding, hand-over, or receiving of a person committed for the purpose of exploitation, through coercion, abduction, deception, blackmail, material or other dependence of the victim, person’s vulnerable status, or the bribery of a third person that controls the victim with the aim to obtain this person’s consent for the exploitation of the victim shall be punishable by a 3- to 8-year jail term.
2. Actions provided by Part 1 of this Article and committed with regard to a minor or several persons or repeatedly, or subject to a prior group collusion by several persons, or by an employee who took advantage of his/her official position or actions involving violence which endangers the victim’s or his/her relatives’ life or health or the threat of resorting to such violence shall be punishable by a 5- to 12-year jail term with or without the seizure of property.
3. Actions provided by Part 1 or 2 of this Article and committed with regard to a minor by his/her parents, adopters, guardians, or custodians, or committed with regard to a minor (younger than 14 years old), or by an organized group or actions involving violence which endangers the victim’s or his/her relatives’ life or health or the threat of resorting to such violence, or if they have led to grave consequences shall be punishable by an 8- to 15-year jail term with or without the seizure of property.

For the purposes of this Article, exploitation of human beings shall mean all forms of sexual exploitation, use in the pornography business, forced labor or forced provision of services, slavery or practices similar to slavery, bondage, forcing into debt servitude, extraction of organs, experiments on a person without his/her consent, adoption of a person for personal gain, forced pregnancy or forced

termination of pregnancy, forced marriage, forcing into beggary, criminal activities, using in military conflicts, etc.

For the purposes of Articles 149 and 303 of this Code, the vulnerable status of a person shall mean the status of a person which results from his/her physical or mental traits or external circumstances, makes it impossible for this person to take stock of his/her actions (inaction) or to control them, to make independent decisions of his/her own free will, to resist violent or other illegal actions, concurrence of adverse personal, family, or other circumstances.

Under this Article, the responsibility for recruitment, transfer, hiding, hand-over, or receipt of juveniles or minors shall arise regardless of whether or not such actions have been carried out through coercion, abduction, fraud, blackmail, or by taking advantage of the vulnerable status of the above-said persons or by force or under the threat of using force, by using one's official position, or by a person on whom the victim was materially or otherwise dependent, or the bribery of a third person that controls the victim with the aim to obtain this person's consent for the exploitation of the person.

Draft Law #6243 of 27.03.2017

Adopted by the Verkhovna Rada of Ukraine on 6.09.2018 and signed by the President on 4.10.2018



## LANGUAGE IN FOCUS



**ACTIVITY.** Fill in the gaps with the words below.

to blackmail	vulnerable status	to obtain consent	a minor
seizure of property	to resort to violence	beggary	bribery

1. The Court also issued the first request for freezing of assets and ..... to secure reparations.
2. For the past ten months, India had been attempting to ..... Pakistan and the rest of the world by threatening war.
3. Cases of children trafficked for ..... to neighboring countries have also been recorded.
4. Discrimination against women and their ..... in the Democratic People's

Republic of Korea, as well as the prospect of refoulement, make women extremely vulnerable to trafficking in persons.

5. The Constitution is quite explicit in forbidding the police ..... in order to obtain a statement.
  6. Another major difficulty for scientists is ..... for sampling from the correct authority.
  7. Of crimes of corruption, the Schedule includes only ....., embezzlement, and money-laundering.
  8. In detaining ....., the parents or guardian, as well as the school, must be informed.
- 



## VIDEO.

### Fighting Human Trafficking in Conflict: 10 Ideas for Action by the United Nations Security Council

[https://www.youtube.com/watch?v=c\\_PGrcUrpGs](https://www.youtube.com/watch?v=c_PGrcUrpGs)



**ACTIVITY.** Listen to the story and define what these figures refer to.

**46, 65, 40, 20-25, 2014, 6000**



**ACTIVITY.** Define whether the following statements are true or false:

1. According to the speaker, the most severe form of trafficking is trafficking in conflict zones.
  2. The Islamic State is actively using the weapon of war to terrorize populations.
  3. Many of the tools for dealing with human trafficking prove to be effective in conflict situations.
  4. The use of social media is the best way to fight trafficking
-



## DISCUSSION

After watching the video, discuss the following points:

1. What countries were mentioned as those where trafficking is a particularly acute problem?
  2. According to different speakers, what measures can be taken to solve this problem?
  3. In what ways are social networks used by traffickers?
  4. What can the United Nations Security Council do to help resolve this problem?
- 



RECORDING #11 ▶ <https://ngorc.org.ua/article-149-of-the-criminal-code-of-ukraine-trafficking-in-human-beings/>



### READING.

#### PROTOCOL TO PREVENT, SUPPRESS AND PUNISH TRAFFICKING IN PERSONS ESPECIALLY WOMEN AND CHILDREN, SUPPLEMENTING THE UNITED NATIONS CONVENTION AGAINST TRANSNATIONAL ORGANIZED CRIME

Adopted and opened for signature, ratification and accession by General Assembly resolution 55/25 of 15 November 2000

Source: <https://www.ohchr.org/en/professionalinterest/pages/protocoltraffickinginpersons.aspx>

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# UNIT 9

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## REFUGEES, IDPS



## LEAD-IN

(PAIR-WORK)

Discuss the questions with your partner, provide arguments:

1. What's the difference between a refugee, an immigrant, and an internally displaced person?
2. Why is the problem of refugees so acute?
3. What do you know about the UN's refugee agency, the UNHCR (United Nations High Commission for Refugees)?



RECORDING #12

<https://ngorc.org.ua/speech-by-mr-felix-schnyder-united-nations-high-commissioner-for-refugees/>



## READING.

**SPEECH BY MR. FELIX SCHNYDER, UNITED NATIONS HIGH COMMISSIONER FOR REFUGEES, TO THE INTERNATIONAL COUNCIL OF VOLUNTARY AGENCIES, 23 SEPTEMBER 1963**

Source: <https://www.unhcr.org/admin/hcspeeches/3ae68fb68/speech-mr-felix-schnyder-united-nations-high-commissioner-refugees-international.html>

### Background information: (extract)

Felix Schnyder (5 March 1910 – 8 November 1992) was a Swiss lawyer and diplomat. He served as Chairman of UNICEF in 1960 and as United Nations High Commissioner for Refugees from 1960 to 1965.

## PART I

Ladies and Gentlemen,

1. Of all the various types of evil which man inflicts on man, the suffering of refugees beset by persecution for reasons of race, religion, nationality, or political opinion has, throughout history, been among the most cruel and persistent. Christianity's identification with a refugee situation could hardly be closer, its founder has even been termed the Divine Refugee. Mohammed was so harassed by his persecutors that he moved to Medina, and this, the hegira or flight, marked the beginning of the new Muslim calendar in 622. Moses is linked with the exodus of an entire people. Down through mediaeval and subsequent times, the alternation of persecution and flight has remained one of the most painful and apparently ineradicable hallmarks of human behavior, reaching

the most monumental and tragic scale in our own twentieth century. We who are engaged in refugee work are thus dealing with one of mankind's central legacies. We also follow in the footsteps of those who through the centuries have sought to mitigate the suffering which flows from it.

2. For, recognition of the right of the persecuted to asylum and protection, the concept which is at the heart of the tradition of humanitarian concern for refugees, goes back to earliest eras. The word asylum comes from the Greek, meaning "the place which cannot be plundered", this alludes to the practice of those far off days when a man could take refuge in a holy and inviolable place and be safe from his pursuers. In the nineteenth century, after ages in which the underlying principle was sometimes respected and often ignored, the right of asylum for political refugees gained general acceptance with governments. Belgium, in 1830, was the first country to embody in law the principle that persons who had fled a country for political offenses should not be extradited to the country of origin. After the Revolution of 1848, political asylum was widely recognized as a useful institution which might benefit anyone at a given moment. The truth of this is shown by even a cursory glance at the roster of famous refugees. Could any more diverse group of personalities be imagined than that presented by Thomas Hobbes, John Locke, Hugo Grotius, Voltaire, and Einstein, to name but a few men of eminence who have shared the experience of being compelled, because of their convictions, to leave their native surroundings and take refuge wherever they could find it?....
3. ... In the twentieth century, the mass exodus following the Revolution of 1917 presented a problem of a dimension and character quite different from any previous migration caused by political events. For the first time, there was a move to make the resolution of a refugee situation a matter of common international responsibility. Whereas with the Red Cross exactly one hundred years ago it had been a question of a non-governmental body taking the lead in bringing governments to agree on standards for the care of victims of war, in 1921 the existence of the League of Nations offered a natural framework within which to situate an international approach to the problem of 800,000 refugees scattered throughout Europe. However, the initiative did not come from the League itself, but from a gathering of representatives of private relief organizations, including some forerunners of agencies represented here today in the International Council of Voluntary Agencies, who met in Geneva in February 1921. It was they who, following this meeting, addressed an appeal, through the President of the International Red Cross Committee, to the League of Nations, and suggested the possible appointment of a League of Nations commissioner for refugees. To quote this letter - "It is not so much a humanitarian duty which calls for the generous activities of the League of Nations as an obligation of international justice. All the organisations already at work would be glad to put forth fresh efforts under the general supervision of a commissioner appointed by the League of Nations, which is the only super-national political authority capable of solving a problem which is beyond the power of exclusively humanitarian organisations."
4. The League responded to this plea by naming Frid of Nansen the first High Commissioner for

Refugees. Thus began a new chapter in efforts to translate into joint practical action international humanitarian concern for refugees. This was an innovation, and the seed planted back in 1921 has had to withstand many vicissitudes, and even droughts, before growing to its present stage of development. Some of these difficulties could be traced to the illusion that the sequence of refugee problems would soon come to an end. Thus we see between Nansen's appointment and the Second World War, a succession of agencies being set up, dismantled and then reconstituted under another name. There was also a lack of consistent policy as to the division of responsibility: protection and material assistance were sometimes proffered by the same organisation, sometimes handled separately.

5. Notwithstanding these stops and starts, significant progress has been made, gradually to be sure, in serving the purpose for which these institutions were created. With much trial and error, a mechanism has been set up which is proving effective. While the League took an interest only in specific groups of refugees, we have now a generally accepted definition of a refugee, a definition not limited to any specific group, but of universal application. There is increasing recognition of the special character of the refugee's status, and a growing acceptance of a minimum standard of rights that should be accorded to him. This quality of being a refugee has in fact emerged as a new legal concept. And in the essential field of asylum, the Declaration of Human Rights solemnly proclaimed by the United Nations General Assembly in December 1948, endorsed the principle of the right to seek and enjoy asylum, and a new Charter, the Declaration on the Right of Asylum, is now being worked out in the General Assembly in order to give more substance to this right and to stimulate its generous application on the part of governments.
6. This progress, however, has not been due only, or even always primarily, to governments and official international institutions. A sustaining force, coping with refugee problems even when governments may have appeared somewhat indifferent, has been the voluntary agencies, you who are gathered together in the International Council of Voluntary Agencies. Your entry into refugee work, as I have mentioned, precedes by a significant period the manifestation of a common international responsibility in this domain on the part of governments. When they were moved to help, it was your example that served as a stimulant, and as a model, to their efforts. The fact that today, after a relatively short historic period of joint efforts, an international mechanism faulty though it still may be, exists in its present form is something of a miracle, an achievement which is in large measure due to the voluntary agencies.
7. What is the nature of this mechanism and what is its future? How can we, an intergovernmental instrument, together with the agencies, assure that it is kept turning over? How can we make certain that in our daily work we all of us continue to give substance to the underlying principles of our action?
8. The motor of this mechanism is, I believe, the spirit of international solidarity, and that is why over

the thirteen years that the High Commissioner's Office has been in existence so much stress has been placed on trying to foster and develop it. This has been a difficult task because, as you recall, we had to start from scratch. The International Refugee Organisation was liquidated in 1951, even though there were still hundreds of thousands of refugees in need in Europe. The High Commissioner's Office was essentially limited to according international protection; the only funds put at its disposal were for administrative expenses, and he was specifically enjoined from appealing for material support without seeking permission from the General Assembly. It was only gradually, at first with a grant of three million dollars from the Ford Foundation, and then with rather reluctant governmental support for the first UNREF programmes, that our Office was able to make a material contribution to reducing the refugee problem. From the beginning our projects were joint undertakings in which international funds, channeled through us, and the operational capacity and strength of the voluntary agencies were brought together in a common effort. In 1956, the Hungarian emergency gave rise to a new surge of international solidarity in favour of refugees. This vast reawakening of the conscience of the international community at all levels culminated in World Refugee Year, which had such a massive impact. It has been estimated that as a result of this unprecedented movement, five years were gained in our effort to resolve the problem of refugees in Europe left over from the post-war period. At about the same time the General Assembly began to extend the concept of "good offices" which had originally been introduced for one specific group of refugees. The Assembly made it more general, thus enlarging the scope of UNHCR's action, adapting it to the needs of new refugee situations and strengthening the understanding for the purely humanitarian character of its work.

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**ACTIVITY.** (PAIR-WORK) Explain the meaning of the following phrases to the partner. In which context were they used in the text?

1. to start from scratch
  2. to withstand many vicissitudes
  3. lack of consistent policy
  4. with trial and error
  5. to contribute to the welfare
  6. to enjoy asylum
-



**ACTIVITY.** Guess the words from their definitions:

1. To make a situation or the effects of something less unpleasant, harmful, or serious.
  2. To gradually get rid of a system or organization.
  3. A situation in which a lot of people leave a particular place at the same time.
  4. To make someone experience serious problems or dangers.
  5. An influence that makes something happen or makes it happen more quickly.
- 



**ACTIVITY.** Match the halves to make meaningful phrases

- |                                      |  |
|--------------------------------------|--|
| 1. a man could take refuge in a holy | A. on trying to foster solidarity                      |
| 2. to gain general                   | B. the power of exclusively humanitarian organizations |
| 3. to agree                          | C. seek and enjoy asylum                               |
| 4. a problem which is beyond         | D. acceptance with governments                         |
| 5. to endorse the principle to       | E. from appealing for material support                 |
| 6. funds which are put at            | F. and inviolable place                                |
| 7. he was specifically enjoined      | G. its disposal  |
| 8. so much stress has been placed    | H. on standards for the care of victims of war         |
- 



**ACTIVITY.** (GROUP WORK) Discuss the following points:

1. What historical background of the refugee problem is mentioned in the speech? What historical dates are mentioned?
2. What is the origin of the word 'asylum'?
3. How do you understand the following: "It is not so much a humanitarian duty which calls for the generous activities of the League of Nations as an obligation of international justice." (paragraph 3)
4. What were the initial difficulties the relief and other organizations faced with in their attempt to help refugees?
5. Who is current United Nations High Commissioner for Refugees? Provide some information about this person and his/her activities.
6. What does UNHCR do? How do they help refugees?
7. What NGOs in Ukraine are helping IDPs and refugees? What assistance do they provide?



## DISCUSSION



**ACTIVITY.** Discuss the following points with your group mates:

1. What is essential to make a successful speech?
2. What are characteristics of successful public speakers?
3. Who do you consider to be a prominent public speaker? Why?



RECORDING #13 ▶ <https://ngorc.org.ua/here-are-my-10-tips-for-public-speaking/>



## READING. 10 TIPS TO IMPROVING YOUR PUBLIC SPEAKING SKILLS

(PAIR-WORK) Student A, read the first part of the article; Student B, read the second part of the article. Share the information with each other.

### HERE ARE MY 10 TIPS FOR PUBLIC SPEAKING:

Source: <https://www.extension.harvard.edu/professional-development/blog/10-tips-improving-your-public-speaking-skills>

## PART I

### 1. Nervousness Is Normal. Practice and Prepare!

All people feel some physiological reactions, like pounding hearts and trembling hands. Do not associate these feelings with the idea that you will perform poorly or make a fool of yourself. Some nerves are good. The adrenaline rush that makes you sweat also makes you more alert and ready to give your best performance.

The best way to overcome anxiety is to prepare, prepare, and prepare some more. Take the time to go over your notes several times. Once you have become comfortable with the material, practice—a lot. Video record yourself, or get a friend to comment on your performance.

### 2. Know Your Audience. Your Speech Is About Them, Not You.

Before you begin to craft your message, consider who the message is intended for. Learn as much as you can about your listeners. This will help you determine your choice of words, level of information, organization pattern, and motivational statement.

### 3. Organize Your Material in the Most Effective Manner to Achieve Your Purpose.

Create the framework for your speech. Write down the topic, general purpose, specific purpose, central idea, and main points. Make sure to grab the audience's attention in the first 30 seconds.

### 4. Watch for Feedback and Adapt to It.

Keep the focus on the audience. Gauge their reactions, adjust your message, and stay flexible. Delivering a canned speech will guarantee that you lose the attention of or confuse even the most devoted listeners.

### 5. Let Your Personality Come Through.

Be yourself, don't become a talking head—in any type of communication. You will establish better credibility if your personality shines through, and your audience will trust what you have to say if they can see you as a real person.

## PART II

### 6. Use Humor, Tell Stories, and Use Effective Language.

Inject a funny anecdote in your presentation, and you will certainly grab your audience's attention. Audiences generally like a personal touch in a speech. A story can provide that.

### 7. Don't Read Unless You Have to. Work from an Outline.

Reading from a script or slide fractures the interpersonal connection. By maintaining eye contact with the audience, you keep the focus on yourself and your message. A brief outline can serve to jog your memory and keep you on task.

#### 8. Use Your Voice and Hands Effectively. Omit Nervous Gestures.

Nonverbal communication carries most of the message. Good delivery does not call attention to itself, but instead conveys the speaker's ideas clearly and without distraction.

#### 9. Grab Attention at the Beginning, and Close with a Dynamic End.

Do you enjoy hearing a speech start with "Today I'm going to talk to you about X"? Most people don't. Instead, use a startling statistic, an interesting anecdote, or concise quotation. Conclude your speech with a summary and a strong statement that your audience is sure to remember.

#### 10. Use Audiovisual Aids Wisely.

Too many can break the direct connection to the audience, so use them sparingly. They should enhance or clarify your content, or capture and maintain your audience's attention.



### VIDEO. BETTER PUBLIC SPEAKING

<https://www.youtube.com/watch?v=-avMAbJS4hc>



**ACTIVITY.** Watch the video "Better Public Speaking", compare the ideas mentioned in the videos with those that were in the article.

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**ACTIVITY.** (ROLE-PLAY 'International convention') Work in groups. Each group represents one of the following countries at the International Convention on problems of refugees: Germany, Ukraine, France, Lithuania, Italy, Canada. Your group is supposed to make a speech on the topic "Current situation and government policy towards refugees", not longer than 2-3 minutes.

**Consider the following:**

#### Whose speech

- was very emotional?
- inspired you to do something?
- explained the background of a situation, problem..?

#### Did the speaker sound

- confident?
- persuasive?

#### Who

- used appropriate body language?
- connected well with the audience?



## LEAD-IN

(PAIR-WORK) Discuss the questions with your partner, provide arguments:

1. Is the topic of refugees often discussed in mass media and social networks?
2. Can mass media help solve the problem of refugees?
3. Should there be an international policy towards the problem of refugees?



## VIDEO. WHO IS A REFUGEE

<https://www.youtube.com/watch?v=GvzZGplGbL8>



The video "Who is a Refugee" is about challenges refugees face.

**ACTIVITY.** Watch the video "Who is a Refugee" without sound and comment on what is happening in it.



**ACTIVITY.** Watch the video again, this time with sound, and make notes on the words and phrases related to the topic. In which context were they used?



**ACTIVITY.** Listen to the part of the story again and fill in the gaps with the missing words:

Refugees are ordinary people who live through .....times. In the country they live in, conflict or ..... have put them at risk. They have no other choice, but to ..... and to leave their country to seek safety. This means leaving a lot behind, one of the hardest decisions a person can ever take.

So what makes a person a refugee? Refugees are no longer in their own country and have crossed ..... one border. .... conflict may put them at risk if they return or they are ..... of persecution because of their nationality, race, or sexual orientation, or because they associate with a religion, a social group, or a political opinion. Some get jailed or harmed physically or mentally.

Refugees often flee with no more than the clothes on their back and leave behind their everyday life. They may lose their home, their ....., their career, and often their family and loved ones. The journey to safety can be long and full of dangers. During the journey people can get hurt and, sadly, many lose their lives. All of this can cause severe trauma.

Fortunately, there are international laws to protect refugees. Refugees cannot be sent back to their countries if it puts them at risk. Countries have a legal ..... to let refugees in and protect them.



## DISCUSSION



**ACTIVITY.** (GROUP WORK) Discuss the following points:

1. What are the countries from which people flee most nowadays? Why?
2. Which countries host the most refugees? What is the attitude of citizens towards refugees in European countries?
3. How has the policy towards refugees changed in the USA recently? Do you agree with the new policy or not? Why?
4. What rights and benefits should be given to those who receive refugee status?
5. Are there many refugees in Ukraine? Why? What countries are they mostly from?



## GRAMMAR IN FOCUS



**ACTIVITY.** Choose the only correct option to complete each sentence.

1. He gave  .  
(A) to the class a tough assignment  
(B) the class a tough assignment  
(C) a tough assignment for the class  
(D) an assignment very tough to the class
2. People all over the world are starving  .  
(A) greater in numbers  
(B) in more numbers  
(C) more numerously  
(D) in greater numbers
3. It was not until I reminded her about the compliance rules  realized she had forgotten about the check-list.  
(A) and she  
(B) when she  
(C) she  
(D) that she
4. John has not been able to recall where  .  
(A) does she live  
(B) she lives  
(C) did she live  
(D) lived the girl
5. Ben would have done a lot for the company if he  this position.  
(A) could be able to get  
(B) had been offered  
(C) was offered  
(D) were offered

6. He gained refugee status  .
- (A) when he had sixteen years
  - (B) when sixteen years were his age
  - (C) at the age of sixteen
  - (D) at age sixteen years old
7. The jurors were told to  .
- A) talk all they wanted
  - (B) make lots of expressions
  - (C) speak freely
  - (D) talk with their minds open
8. The other party is not willing to negotiate anything,  concessions.
- (A) in any case
  - (B) forgetting about
  - (C) leaving out of the question
  - (D) much less
9. He  looked forward to the new venture.
- (A) eagerly
  - (B) with great eagerness
  - (C) eagernessly
  - (D) in a state of increasing eagerness
10. The families were told to evacuate their houses immediately  .
- (A) at the time when the water began to go up
  - (B) when the water began to rise
  - (C) when up was going the water
  - (D) in the time when the water raised
-



RECORDING #14 ▶ <https://ngorc.org.ua/operational-environment/>



**READING. REPORTING. UNHCR.**

Source: <http://reporting.unhcr.org/Ukraine>

## Operational Environment.

Since early 2015, with the adoption of the Minsk Agreement, Ukraine has had a partial ceasefire along a 457-kilometer-long line of contact running through Donetsk and Luhansk oblasts in eastern Ukraine. However, violations of the ceasefire occur daily, and the negotiations among parties to the conflict have reached a stalemate. In the first half of 2018, civilian casualties and house destruction have decreased compared to 2017 but tensions remain high.

As of 1 July 2018, more than 1.5 million people were registered by the Government as internally displaced. UNHCR's intervention is part of an inter-agency effort and focuses on four main objectives which are the promotion of: adequate housing for IDPs; social cohesion; legal protection for IDPs to reduce or eliminate various administrative barriers that impact their rights; and community mobilization.

In its 2018-2022 multi-year and multi-partner strategy, UNHCR will adapt its interventions in three distinct operational contexts:

- to provide support to and protection monitoring of people living 20 kilometers on both sides of the contact line and provide emergency shelter/NFIs;
- to maintain UNHCR's humanitarian assistance in non-government controlled areas (NGCA) and facilitate protection of rights;
- to work with partners on durable solutions for IDPs, linking to the growing humanitarian and development nexus in the rest of Ukraine.

Since no major new displacement is expected in 2019, the number of IDPs and IDP-returnees is expected to slightly decrease throughout the year. Many residents in the NGCA will continue to travel frequently to government-controlled areas for family reasons and to access pensions and social services.

As of 1 July 2018, Ukraine hosted some 3,200 refugees and some 6,300 asylum-seekers. The majority of them originated from Afghanistan and the Syrian Arab Republic, with more than 50 other countries of origin also represented. In 2019, UNHCR will continue to work with the Government to bring the national asylum system in line with international standards, with a focus on local integration and self-reliance of refugees. Some important legislative initiatives aimed at strengthening the asylum system have been recently adopted, such as providing the same level of rights to unaccompanied children as to Ukrainian orphans.

As of 1 July 2018, UNHCR estimated that more than 35,000 persons in Ukraine are stateless. In 2019, UNHCR will continue to advocate for establishing and implementing an administrative procedure for birth registration that is flexible and responsive to the circumstances of families living in NGCA. This would entail simplifying the documentation requirements, offering registration services close to the line of contact, and disseminating information about the administrative procedure. In addition, UNHCR will provide legal assistance to persons at risk of statelessness and advocate for the Government's establishment of a statelessness determination procedure.



## KEY PRIORITIES

### In 2019, UNHCR will focus on:

- leading the protection cluster and its different working groups, and fostering partnerships with IDP communities, international organizations, civil society, and central and local governments;
- protection advocacy, legal assistance, individual protection assistance (using cash-based interventions where possible), community-based protection activities, such as peaceful coexistence projects and community support initiatives;
- protection monitoring that will largely focus on areas adjacent to the line of contact, but will also encompass areas with large IDP populations;
- conducting shelter repairs for vulnerable families whose house was damaged by the conflict, and responding to any flare-ups in the conflict with the delivery of essential NFIs;
- providing free legal aid to refugees and asylum-seekers regarding the asylum procedure, exercise of civil, social and economic rights, as well as access to public services;
- enhancing practices and strategy in the area of asylum litigation to ensure that judicial review becomes a stronger tool in removing gaps in the asylum procedure; and
- providing training on statelessness to the State Migration Service (SMS), Civil Registration Offices, judges, local administrations, Free Legal Aid Centers, and NGOs, as well as legal counselling to stateless persons on obtaining documentation and access to statelessness documents or nationality.



**ACTIVITY.** (PAIR-WORK) Discuss the meaning of the following phrases. In what context were they used?

- to reach a stalemate
- to bring the national asylum system in line with international standards
- adequate housing
- stateless person
- social cohesion
- to disseminate information
- durable solutions
- flare-ups



**ACTIVITY.** Fill in the gaps with the words given in the box, use them in the appropriate form.

to enhance	to foster	to occur	to obtain
to encompass	to entail	to eliminate	

1. The leadership role ..... taking the initiative and implementing goals for the political system.
2. The court will have to decide what exactly ..... that night.
3. International events can ..... European integration and cooperation between the countries.
4. Technology is used ..... the levels of service.
5. The purpose of this research is ..... objective data about the IPDs for the last four years.
6. This research ..... the social and political aspects of the situation.
7. Authorities intend ..... congestion caused by illegally parked cars.



**ACTIVITY.** Match the words with their definitions.

- |                  |  |
|------------------|--|
| 1. nexus         | A. ability to do or decide things by yourself, without depending on the help or advice of other people |
| 2. adjacent      | B. reacting quickly  |
| 3. self-reliance | C. a connection or network of connections between a number of people, things, or ideas                 |
| 4. responsive    | D. in need of special care, support, or protection   |
| 5. vulnerable    | E. situated next to something  |



## DISCUSSION



**ACTIVITY.** Discuss the following points:

1. How has the situation concerning IDPs changed over the last few years?
2. What is the current situation as of spring 2019?



**ACTIVITY.** Do the Quiz. Discuss the answers with the partner.

1. Who is a refugee?
    - A. Someone who flees to another city in their country because of conflict.
    - B. Someone who does not have citizenship to any country.
    - C. Someone who flees their home country because of fear for their lives or freedom.
  
  2. In 2010, the two largest refugee populations were:
    - A. Congolese and Colombians.
    - B. Palestinians and Afghans.
    - C. Sudanese and Iraqis.
  
  3. People may be stateless (or lack nationality to any country) as a result of:
    - A. Political change of the redrawing of a country's borders.
    - B. Laws regulating marriage and birth registration.
    - C. both A and B
  
  4. Under its official mandate, the UN Refugee Agency (UNHCR) is NOT responsible for stateless people.
    - A. True
    - B. False
  
  5. What can be done to assist refugees, displaced, and stateless people around the world? (Select all that apply)
    - A. help raise awareness by posting information to social media sites.
    - B. donate to organizations like Refugees International.
    - C. Host an event to raise money and inform your friends of the challenges facing refugees.
    - D. all that is mentioned above.
-



# UNIT 10

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## ECOLOGY



## LEAD-IN

Discuss the questions with your partner, provide arguments:

1. Are there litter laws where you live? If so, what is the penalty for littering?
2. Do you think cars should be banned from city centers?
3. What are some things which you recycle? Does your local government make it easy or hard for citizens to recycle?
4. Does your country have a smoking ban in place? What are the benefits / disadvantages of a smoking ban?
5. Do you have any ideas on how to minimize the use of plastic bags?
6. Which is more important, increasing people's standard of living or protecting the environment?
  - Think of a situation in your area involving this issue.
  - Which side would you choose?



RECORDING #15 ▶ <https://ngorc.org.ua/what-are-environmental-rights/>



## READING.

### WHAT ARE ENVIRONMENTAL RIGHTS?

Source: <https://www.unenvironment.org/explore-topics/environmental-rights-and-governance/what-we-do/advancing-environmental-rights/what>



**ACTIVITY.** Read the text below and find answers to the questions:

1. What are environmental rights?
2. Who are environmental defenders?
3. What are fundamental environmental rights common for all people?
4. Do states have any obligations regarding environmental rights?
5. Does the private sector have any obligations regarding environmental rights?

### What are Environmental Rights?

**Environmental rights means any proclamation of a human right to environmental conditions of a specified quality.**

Environmental rights are enshrined in over 100 constitutions, yet 207 people were murdered in 2017 protecting these rights, while many more are harassed, intimidated, and forced from their lands. Around 40 - 50 percent of the 197 environmental defenders killed in 2016 came from indigenous and local communities. Women environmental defenders are especially vulnerable.

### Who are environmental defenders?

UN Environment considers an environmental defender to be anyone who is defending environmental rights, including constitutional rights to a clean and healthy environment, when the exercise of those rights is being threatened.

Violations of environmental rights are on the rise worldwide, fueled by corruption, greater competition for natural resources, weak enforcement of environmental laws, and the irresponsible exploitation of land and other natural goods.

### Substantive Rights

Substantive rights include those in which the environment has a direct effect on the existence or the enjoyment of the right itself. Substantive rights comprise of: civil and political rights, such as the rights to life and liberty, freedom of expression, freedom of religion; cultural and social rights such as rights to health, water, food, and culture; and collective rights affected by environmental degradation, such as the rights of indigenous peoples (which is recognised in human rights and environment law).

### Procedural Rights

Procedural rights are a key point of intersection between environmental and human rights law; they prescribe formal steps to be taken in enforcing legal rights. Procedural rights include rights to free, prior and informed consent, access to information, participation in decision-making, and access to justice. These rights are found in both environmental and human rights instruments and have been interpreted under both regimes to provide broad protections for environmental interests.

UN Environment seeks to highlight the importance of the human rights obligations related to the enjoyment of a safe, clean, sustainable and healthy environment.



## WHAT ARE YOUR ENVIRONMENTAL RIGHTS?

Source: <https://www.unenvironment.org/explore-topics/environmental-rights-and-governance/what-we-do/advancing-environmental-rights/what-0>

Concerning human rights law, there are numerous human rights treaties, bodies, and declarations. Within this, there are human rights, and their laws, that relate to the environment. A basic compilation of these environmental rights is listed below (sources at the bottom):

## Everyone has the following environmental rights:

### Substantive Rights

- To a safe, clean, healthy, and sustainable environment.
- To protection against discrimination and have equal protection of the law, in relation to the enjoyment of a safe, clean, healthy, and sustainable environment.
- To freedom from threats, harassment, intimidation, and violence whilst working on human rights and the environment.
- To freedom of expression and to seek, receive and impart information and ideas through any media and regardless of frontiers.
- To freedom of association and peaceful assembly in relation to environmental matters.
- To self-determination; to freely determine your political status and freely pursue your economic, social and cultural development.
- To, for your own ends, freely dispose of your natural wealth and resources without prejudice to any obligations arising out of international economic co-operation, based upon the principle of mutual benefit, and international law. In no case may a people be deprived of its own means of subsistence.
- To not be subjected to arbitrary arrest, detention or exile.
- To not be subjected to arbitrary interference with your privacy, family or home.

### Procedural Rights

- To seek, receive, and impart environmental information.
- To participate in public decision-making about environmental matters.
- To equal access to public service in his country.
- To effective legal remedies for violations of these rights.
- To be informed, at the time of arrest, of the reasons for arrest and shall be promptly informed of any charges against one.
- To be brought promptly before a judge or other officer authorized by law to exercise judicial power, after arrest, and shall be entitled to trial within a reasonable time or to release. It shall not be the general rule that persons awaiting trial shall be detained in custody, but release may be subject to guarantees to appear for trial, at any other stage of the judicial proceedings, and, should occasion arise, for execution of the judgement.
- To compensation after unlawful arrest or detention

### State Obligations

States have an obligation to **protect** environmental rights. This involves ensuring the provision of the above rights as well as the obligations:

- To require the prior assessment of the possible environmental and human rights impacts of policies and projects.
- To ensure that they comply with their obligations to indigenous peoples and members of traditional communities.
- To ensure the effective enforcement of their environmental standards against public and private actors.

### Private Sector Obligations

Business have a responsibility to respect environmental rights. This means that they should avoid infringing on the human rights of others and should address adverse human rights impacts with which they are involved. This includes the obligations:

- To develop policies that respect environmental rights
- To undertake due diligence processes to identify, prevent, mitigate and account for how they address their impacts on human rights
- To create processes to enable the remediation of any adverse human rights impacts that they cause or to which they contribute

### Sources

The following sources were used to make this compilation:

- Framework Principles on Human Rights and the Environment
  - Environment-Rights.org (a resource portal for environmental defenders)
  - Universal Declaration of Human Rights
  - International Covenant on Economic, Social and Cultural Rights
  - International Covenant on Civil and Political Rights
-



## LANGUAGE IN FOCUS



**ACTIVITY.** Match the words with their definitions.

- |                         |   |
|-------------------------|---|
| 1. indigenous           | A. (of law) defining rights and duties, as opposed to giving the procedural rules by which those rights and duties are enforced |
| 2. consent              | B. to compel observance of or compliance with (a law, rule, or obligation)  |
| 3. sustainable          | C. the action of gathering together as a group for a common purpose   |
| 4. subsistence          | D. originating or occurring naturally in a particular place; native   |
| 5. to enforce           | E. able to be maintained at a certain rate or level   |
| 6. remedy               | F. permission to do something   |
| 7. substantive (rights) | G. a means of counteracting or eliminating something undesirable  |
| 8. assembly             | H. the means of maintaining or supporting oneself   |



**ACTIVITY.** Fill in the gaps with the prepositions below.

with	for	on	in	of x 3	to
------	-----	----	----	--------	----

- The Committee recommends that the State party ensure that all the rights enshrined..... the Convention are enjoyed by all children, without any distinction.
- Everyone has the right to freely possess, use, and dispose ..... his or her property.
- Any unnecessary restrictions or interference ..... this right affect not only the journalist or media owner, but the entire public as well.
- Such programmes should comprise..... conflict resolution, dialogue, and mediation among families and communities.
- Nothing in the document can in any way infringe .....a country's right to make its own laws within the international framework.
- Issues related .....availability of a remedy are further considered in article 15.
- Very few countries account .....water lost through leakage.
- Displacement also separates families and deprives children .....a secure environment.



**ACTIVITY.** Match the words to form meaningful phrases.

- |                  |                |
|------------------|----------------|
| 1. effective     | A. prejudice   |
| 2. adverse       | B. degradation |
| 3. without       | C. community   |
| 4. environmental | D. law         |
| 5. indigenous    | E. assessment  |
| 6. environment   | F. enforcement |
| 7. prior         | G. obligations |
| 8. state         | H. impact      |
- 



## DISCUSSION



**ACTIVITY.** (PAIR-WORK) Discuss the questions below with your partner. Provide arguments.

1. Who do you think is more responsible for pollution, individual people or the government? Explain.
2. Are you granted any environmental rights by the Constitution of your country? If yes, which ones?  
For reference, please see the text of the Constitution in the Appendix.
3. Which environmental rights do you exercise?
4. Are there any anti-pollution programs in your community? How effective are they?
5. Are there any eco movements in your country? What are they fighting for/against?

### WRITING.

Make a project proposal / a presentation for dealing with the most acute environmental problem in your community.

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**ACTIVITY.** (GROUP WORK) Take the quiz and find out whether you know how to “Go Green”:  
<https://www.nationalgeographic.com/environment/global-warming/green-lifestyle-quiz/> Discuss the quiz questions with your groupmates.

Or (PAIR-WORK) Discuss the quiz questions with your partner. See the paper version below.

## DO YOU KNOW HOW TO “GO GREEN”?

These 10 questions will test how well you understand what it takes to live an environmentally-friendly lifestyle.

1. Which uses less water, washing a full load of dishes by hand or in the dishwasher?
  - A. Dishwasher
  - B. By hand
  
2. What type of supermarket bag is more eco-friendly, paper or plastic?
  - A. Plastic
  - B. Paper
  - C. None of the above
  - D. Either is fine
  
3. Appliances that are turned off don't use any electricity.
  - A. True
  - B. False
  
4. Hybrid cars are slower and less safe than conventional cars.
  - A. True
  - B. False
  
5. Approximately how much global electricity output is produced from renewable sources?
  - A. 10 percent
  - B. 20 percent
  - C. 1 percent
  - D. 5 percent
  
6. About how much money do you save by replacing a single incandescent light bulb with a compact fluorescent light (CFL)?
  - A. \$5
  - B. \$10
  - C. \$30
  - D. \$1
  
7. It is better to leave a lamp with a compact fluorescent light on than to turn it on and off several times a day.
  - A. True
  - B. False

8. During a long trip, you conserve more fuel by driving fast and getting to your destination sooner than you do by going the speed limit.
- A. True                      B. False
9. Dropping the thermostat from 70 to 68 degrees Fahrenheit (21.1 to 20 degrees Celsius) saves you about how much on your heating costs?
- A. 10 percent  
B. 1 percent  
C. 5 percent  
D. 20 percent
10. Which of the following is an alternative material for making paper?
- A. Panda excrement  
B. Hemp  
C. Sheepskin  
D. All of the above
- 



RECORDING #16 ▶ <https://ngorc.org.ua/ukraine-country-environmental-analysis/>



## READING. UKRAINE COUNTRY ENVIRONMENTAL ANALYSIS.

Source: <http://documents.worldbank.org/curated/en/327881470142199866/pdf/AUS16696-WP-OUO-9-Ukraine-CEA-has-been-approved-P151337.pdf>

**ACTIVITY.** Read and analyze the text below “An abstract from Executive Summary of Ukraine Country Environmental Analysis”, by the World Bank, January 2016.

### UKRAINE COUNTRY ENVIRONMENTAL ANALYSIS

1. Ukraine is the second largest country in Europe and has a population of 43 million, the majority of whom live in urban areas. It is a lower middle income country, with the services, industry and agriculture sectors being main contributors to the country's GDP. Ukraine faces a number of

environmental challenges, as identified in its National Environmental Strategy 2020 (NES). Key among these are: air pollution; quality of water resources and land degradation; solid waste management; biodiversity loss; human health issues associated with environmental risk factors; in addition to climate change.

2. To address its environmental challenges, Ukraine has made important steps in building its environmental institutions and management, since gaining independence in 1991: the country developed a comprehensive regulatory framework for environmental protection; became signatory to major international conventions; established the Ministry of Ecology and Natural Resources (MENR) and a number of agencies with environmental protection responsibilities; developed environmental management instruments; and established environment and nature protection funds.
3. The system of environmental protection inevitably depends on the overall system of public governance in the country. Ukraine's environmental management has been undergoing changes over the past 3-5 years with a decentralization reform that started in 2010-2012. Ukraine embarked on decentralization reform, which aims to delegate significant governance authority and financial resources from central level to local government. The concept of the reform was approved in April 2014. It includes, inter alia, achieving optimal distribution of powers between the local authorities and central authorities; implementing fiscal decentralization, including through redistribution of taxes; improving the quality of management at the regional level; strengthening inter-sectoral coordination in the formation and implementation of state regional policy; and harmonizing national and regional long-term strategic priorities. Ukraine also took a course towards European Union integration and started to adopt legislative acts in line with EU directives and norms. In 2014, the Association Agreement between Ukraine and the EU was ratified. This agreement now defines the principles of cooperation in different spheres, including environmental protection and natural resources management.



## LANGUAGE IN FOCUS



**ACTIVITY.** Match the words with their definitions.

- |                       |   |
|-----------------------|---|
| 1. signatory to/of    | A. among other things   |
| 2. comprehensive      | B. as is certain to happen; unavoidably   |
| 3. inter alia (Latin) | C. to think about and begin to deal with (an issue or problem)                        |
| 4. inevitably         | D. one of the people, organizations, or countries that signs an official agreement    |
| 5. to address         | E. to start something, especially something new, difficult, or exciting               |
| 6. to embark on/upon  | F. including all the necessary facts, details, or problems that need to be dealt with |



**ACTIVITY.** Fill in the gaps with the phrases below.

solid waste management	in line with	undergo changes	become signatories
address challenges	biodiversity loss	ratify the agreement	inter alia

1. Hundreds of rivers, springs, and lakes have dried up, causing water shortages and .....
2. The Convention deals, ....., with extradition issues.
3. We renew our appeal to all countries, without exception, to ..... to the two Treaties and strive to fully implement them.
4. It must be emphasized that the draft law referred to above is still in the preliminary stages of preparation and may ..... before finalization.
5. It is being revised ..... EU standards.
6. WTO members must now ..... in accordance with their own domestic procedures.
7. When waste recycling is stimulated, landfill capacity is conserved and ..... expenditures are reduced.
8. To successfully ..... at the country level, the expertise of the United Nations would remain crucial.



## DISCUSSION



**ACTIVITY.** (PAIR-WORK) Discuss the questions with your partner, provide arguments:

- Which environmental problem (if any) do you consider to be the most acute in your country? What can be done about it?



(GROUP WORK) Compare your opinions to the 2018 Environmental Performance Index data  
<https://epi.envirocenter.yale.edu/epi-country-report/UKR>



# UNIT 11

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## PROJECT PROPOSAL WRITING



## READING.

### PROJECT PROPOSAL WRITING (PART I)<sup>3</sup>

Source: Developing Skills of NGOs. Project Proposal Writing. The Regional Environmental Center for Central and Eastern Europe, 2000

<http://documents.rec.org/publications/Proposal-Writing.pdf>

Without direct project funding, most non-governmental organisations (NGOs) would not be able to accomplish their goals. Writing clear, thorough, and targeted project proposals is therefore essential to an NGO's success.

A project proposal is a detailed description of a series of activities aimed at solving a certain problem. The proposal should contain a detailed explanation of the:

- project justification;
- timeline for activities and implementation;
- project methodology;
- human, material, and financial resources required.

The project proposal should be a detailed and directed manifestation of the project design. It is a means of presenting the project to the outside world in a format that is immediately recognized and accepted.

To write an efficient project proposal, one needs to have a clear understanding of:

- the role of the project proposal and the activities related to each stage;
- how to deal with projects and project proposals from an organizational perspective;
- how project proposals fit into project management;
- how to structure a good project proposal.

The challenges in learning project proposal writing can be classified into three groups.

#### 1. Enhancing skills and organizational procedures

- Learning proposal-writing techniques and developing skills to design and write successful project proposals.
- Establishing systems and standards related to developing projects within the NGO.

#### 2. Understanding the role of project proposals in project management

- The project proposal is a tool – not a goal. It should be followed as closely as possible, and deviations should occur only when necessary.
- Proposal writing is only one of the phases of project management. It is one of the numerous actions that form a logical sequence of events usually referred to as the project cycle.

3. Conducting preparatory work prior to proposal writing. A quality project proposal is the final product of a participatory process that involves considerable study, discussion, and learning from past experiences.

### **BEFORE WRITING A PROPOSAL:**

- Interview past and prospective beneficiaries. Though feedback was likely received when the previous project ended, new benefits and conditions may have arisen since that time. Speak to prospective beneficiaries to ensure that what you are planning to offer is desired and needed.
- Review past project proposals. Avoid repeating mistakes and offering to reproduce results that have already been achieved. Donors will be unlikely to provide more funding for something that should already have been done.
- Review past project evaluation reports. Don't count on project members to remember all the mistakes and areas for improvement from previous efforts.
- Organize focus groups. Make sure that the people you need are willing and able to contribute.
- Check statistical data. Don't let others discover gaps and inaccuracies in the data you are relying on.
- Consult experts. Outside opinions will give you ideas and credibility.
- Conduct surveys, etc. Gather as much preliminary information as possible to demonstrate commitment to the project and to refine the objectives.
- Hold community meetings or forums. When the public feels that they have been consulted on an issue, they will be much more likely to cooperate and support the project.

### **What is Project Design?**

Project design is one phase of the project cycle. It consists of two elements:

- project planning (formulation of project elements);
- project proposal writing (converting the plan into a project document).

Project design is a result of both project planning and the project proposal. Both steps are essential to forming a solid project design.

### **Project Planning – Formulation of Project Elements**

Before the project is written, its individual elements need to be developed. Addressing planning considerations helps develop the project elements. Another way to break down planning questions is to take into consideration the project design stage at which these questions are asked. On the basis of these criteria, the project planning questions could be classified as to whether they are made during project planning or proposal writing.

## PLANNING CONSIDERATIONS

### Issues to be considered at the beginning of project planning:

- Beneficiaries of the project
- Project team and cooperative partners
- Success criteria
- Goal and objectives
- Methods chosen to achieve project goal
- Costs and expenditures
- Own contribution
- Potential donors

### Elements of the project proposal:

- Project title
- Goals and objectives of the project
- Description of project activities
- Description of expected project results
- Project beneficiaries
- Project implementation plan
- Beginning of operations
- Resource allocation
- Project personnel
- Detailed project budget (fixed costs, equipment needed)
- Other technical means (e.g. vehicles)
- Division of financial sources (own contribution and other resources)



### ACTIVITY. (ROLE-PLAY) A COMMUNITY MEETING

Work in two teams.

#### **Team A: You are a representative of an NGO that wants to help the community.**

You are at a meeting with local citizens of the community. Find out the most urgent needs of the local population. Decide how you can help them.

#### **Team B: You represent local citizens of the community.**

You are at a meeting with representatives of an NGO that wants to help the community. Express your problems, what help you need the most (e.g. equip the hospital, improve roads, build a kindergarten, provide the community with drinking water, etc.).



## READING.

### PROJECT PROPOSAL WRITING (PART II)

Source: Introduction to Proposal Writing: How to Write Proposals; <https://www.fundsforngos.org/how-to-write-a-proposal/introduction-to-proposal-writing/>

A proposal is an essential marketing document that helps cultivate an initial professional relationship between an organization and a donor about a project to be implemented. The proposal outlines the implementing organization's plan for the project, giving extensive information about the intention, implementation, management, and results to be delivered.

A proposal is a very important document. In some cases, a concept note precedes a proposal, briefing the basic facts of the project idea. However, the project idea faces a considerable challenge when it has to be presented in a framework. The proposal has a framework that establishes ideas formally to provide a clear understanding of the project for the donor. Besides, unless the ideas are documented in writing, they do not exist. Hence, a proposal facilitates appropriate words for the conception of an idea. Proposals have recently become more sophisticated. This reflects the increased competitiveness and larger resources existing in the NGO sector. The trend of inviting proposals for contracting development programs began with the allotment of substantial resources for development that triggered the mushrooming of NGOs around the world.

Enormous opportunities existing in the sector have led to the trend of making proposal writing a profession. Proposal writing poses many challenges, especially for small and unskilled NGOs. Here, we discuss some basic and necessary information required for developing a proposal.

#### **What is a Concept Note?**

A Concept Note is perhaps the shortest expression of your project idea given on paper to a donor. It is usually requested by the donor in situations where no proposals have been solicited from NGOs. Most donor agencies prefer to understand the project through a Concept Note rather than a full-fledged proposal.

#### **What size should a Concept Note be?**

This actually depends upon the donor requesting the Concept Note. However, we need to remember that it is the shortest possible text for our project idea. So, the shorter the better. Most donor agencies request a minimum of one page to a maximum of three pages.

#### **Is there a specific format for writing a Concept Note?**

Usually, donors do not have a format for a Concept Note, as they likely have for a full proposal. However, there are some agencies which solicit Concept Notes based upon a basic format given in the guidelines.

## Is a Concept Note useful for the applying NGO as well?

A Concept Note has many advantages for NGOs seeking funds. It gives a practical framework for ideas when they are organized on paper. It is also the first expression of the project and provides flexibility for the organization to develop an idea before presenting it to the donor.

## What are the contents of a Concept Note?

While there is no standard format for a Concept Note, generally the following information is given:

1. Name of the Organization
2. Title of the Proposed Project
3. Potential Donor
4. Context (not more than 300 words)
5. Rationale for the Proposed Project
6. Project Goals and Objectives
7. Project Strategy / List of Project Activities
8. Expected Results
9. Innovation: How different is it from other or earlier projects?
10. Organizational Background, including expertise and experience
11. Budget Estimate
12. Complete Contact Information for the NGO, including a Contact Person

## Before Writing a Proposal

Before we start writing a proposal, it is important for us to do some research. No matter how small or big the project is, references to existing literature or data should be included. Usually, it is expected that the NGO has enough information at hand about the problem or the project before writing the proposal. Yet, NGOs have to gather all related information about the issue they are working on and then sit down to write the proposal.

In some cases, donors sponsor pre-proposal research so that organizations have enough evidence, both at the field level and in literature, before developing the actual proposal. But not many NGOs are lucky enough to avail themselves of such an opportunity.

While planning a proposal, it is considered ideal to consult or involve stakeholders in the process. There are generally three main categories of stakeholders involved in the process of writing a proposal.

1. The Proposing Organization(s): this could be just one NGO or a group of NGOs applying for a project to the donor.

2. The Community: the most important stakeholder for whom the project is conceived. Community members or beneficiaries or the target group must be involved in the proposal planning process so that the project reflects strong qualities of participation and community ownership.
3. The Donor Agency: wherever possible, it will be useful to take inputs from the donor. In formal invitations for proposals, the donor may discourage any contact with proposing organizations. However, in situations where the donor has requested a one-to-one proposal, it is a good idea to have several meetings with this stakeholder and note down information carefully. It will also help to research donor priorities while conceiving the proposal idea.

Make sure you gather enough information about your donor, such as,

- Donor aid priorities and issues;
- Donor country strategy paper (if any);
- Proposal Guidelines;
- Previously funded projects and programs.



**ACTIVITY.** (ROLE-PLAY) Work in teams of 4

#### Student A and Student B

You are representatives of an NGO. You have written a concept note and are at a meeting with a donor. Present your ideas.

#### Student C and Student D

You are donors. You are visiting an NGO office which has a project proposal. Listen to their ideas and ask any questions you might have.



## READING. PROJECT PROPOSAL WRITING. (PART III)

Source: Developing Skills of NGOs. Project Proposal Writing. The Regional Environmental Center for Central and Eastern Europe, 2000 <http://documents.rec.org/publications/ProposalWriting.pdf>

Once the groundwork has been completed, proposal writing can commence. The key decision at this stage is the structure of the project proposal (including the content and length). The structure is determined by the nature of the project as well as by the funding agency's requirements. The most common elements include an application form, project design outline, and grant application guidelines.

## Proposal Format

**Title page:** A title page should appear on proposals longer than three to four pages. The title page should indicate the project title, the name of the lead organization (and potential partners, if any), the place and date of project preparation and the name of the donor agency to whom the proposal is addressed.

**Project title:** The project title should be short, concise, and preferably refer to a certain key project result or the leading project activity.

**Contents page:** If the total project proposal is longer than 10 pages, it is helpful to include a Table of Contents at the start of the document. It should contain the title and beginning page number of each section of the proposal.

**Abstract:** Many readers lack the time needed to read an entire project proposal (especially very long ones). It is therefore useful to insert a short project summary, an abstract. The abstract should include:

- problem statement;
- project objectives;
- implementing organizations;
- key project activities;
- total project budget.

**Context:** This describes the social, economic, political, and cultural background from which the project is initiated. It should contain relevant data from research carried out in the project planning phase or collected from other sources. The writer should take into consideration the need for a balance between the length of this item and the size of the overall project proposal. Large amounts of relevant data should be placed in an annex.

**Project justification:** Rationale should be provided for the project. Due to its importance, usually this section is divided into four or more subsections.

**Problem statement:** This provides a description of the specific problem(s) the project is trying to solve, in order to “make a case” for the project. Furthermore, the project proposal should point out why a certain issue is a problem in the community or society as a whole, i.e. what negative implications affect the target group. There should also be an explanation of the needs of the target group that appear as a direct consequence of the described problem.

**Priority needs:** The needs of the target group that have arisen as a direct negative impact of the problem should be prioritised. An explanation as to how this decision was reached (i.e. what criteria were used) must also be included. For example, if the problem is stated as “... poor infrastructure in the community”, the list of needs associated with this problem may be: improved quality and quantity

of water supply; better roads; improved solid waste collection. These three needs would then be given higher or lower priority according to the level of importance for the community, and a description would be given of how that decision was reached (e.g. a poll taken among the local population, costs associated with project intervention, etc.). This procedure provides credibility to the selected intervention.

Proposed approach (type of intervention): A description of the strategy chosen for solving the problem and precisely how it will lead to improvement. One way to describe the approach related to the need previously stated as improved water supply could be: "intervention to provide basic water supply facilities in the community," with some description of the specific features of the solution proposed.

### Tips for Successfully Presenting an Organization

Never use language that could be perceived as an attack towards any other organization or institution. Carry out an analysis of your organization's strengths prior to preparing the proposal and then show these strengths.

Show that your planning process is participatory and takes into consideration the opinions of the target group. Prepare a short document that presents your past experience (organizational record) and attach it to the project proposal.

Here are some examples of effective and ineffective project titles.

**Effective project title:** Raising Environmental Awareness in the Newly Independent States: Citizens Protect Lake Debar

**Ineffective title:** Environmental Education Protection of the Watershed of Lake Dojran from the Wastewater Flowing Through the River Dragomir Originating from Local Households

---



**ACTIVITY.** Match the words with their definitions.

- |                   |   |
|-------------------|---|
| 1. groundwork     | A. a limited group that a plan, idea, etc. is aimed at            |
| 2. outline        | B. rules or instructions about the best way to do something       |
| 3. a guideline    | C. the name given to a particular document                        |
| 4. a target group | D. something that has to be done so that a plan can be successful |
| 5. an abstract    | E. the main ideas or facts about something, without the details   |
| 6. a title        | F. a short project summary  |



**ACTIVITY.** Fill in the gaps with the missing prepositions.

at	of (x2)	as (x2)	by
in	to	into (x2)	out

Once the groundwork has been completed, proposal writing can commence. The key decision ..... this stage is the structure ..... the project proposal. The structure is determined ..... the nature of the project ..... well as by the funding agency's requirements. The writer should take ..... consideration the need for a balance between the length ..... this item and the size of the overall project proposal. Due ..... its importance, usually this section is divided ..... four or more subsections. The project proposal should point ..... why a certain issue is a problem ..... the community or society ..... a whole.

---



**ACTIVITY.** (PAIR-WORK) Discuss the following points:

1. What are the characteristics of the project title page?
2. When is it a good idea to include a Table of Contents?
3. What is a problem statement?
4. What are the priority needs?



**ACTIVITY.** Decide whether the following statements are True or False:

1. The structure of a project proposal is always the same.
2. A title page should appear on all proposals.
3. A title page should indicate the donor to whom the proposal is addressed.
4. It is a good idea to indicate your organization's past experience.



**ACTIVITY.** (GROUP WORK) Discuss the following points:

1. Have you ever written a project proposal? If yes, what was its title and length? Did it have a Table of Contents?
  2. Based on your organization's activities, what kind of project proposal might you write? What could be the topic? Who would be the target group?
-



## VIDEO. HOW TO STRUCTURE YOUR PROPOSAL

<https://www.youtube.com/watch?v=fXszl16kCGM>



Watch the video about the structure of a Project Proposal. While watching, make notes about:

- executive summary
- introduction
- problem statement
- objectives
- method or activities
- resources
- schedule
- justification
- budget
- measurement



# UNIT 12

---

## PROJECT PROPOSAL WRITING



## READING.

### PROJECT GOALS, OBJECTIVES, RESULTS.



Sources: Developing Skills of NGOs. Project Proposal Writing. The Regional Environmental Center for Central and Eastern Europe, 2000. <http://documents.rec.org/publications/ProposalWriting.pdf>



Writing Project Objectives, <https://www.fundsforngos.org/how-to-write-a-proposal/writing-project-objectives/>

#### Project aims

The first issue to deal with is naming the objectives. Several other English terms may be used including “project goal/aim,” “project purpose,” etc. Often one major “goal” is declared and then broken down into various objectives.

Once this issue has been dealt with, the hierarchy between objectives needs to be established, as well as how many levels the hierarchy should present. In reality, an organization should have already resolved this issue in the project planning phase.

#### The Project goal

(or overall objective) is a general aim that should explain what the core problem is and why the project is needed. A project goal is the very general, high-level, and long-term objective of the project. It is different from project objectives because the latter are very specific and have to be addressed alone by the project. But a goal cannot be achieved by the project on its own since there will be other forces, like the Government and other agencies, also working to achieve it. It is a major benchmark to compare work between different projects. Usually, there is one project goal only and it can be reflected in the title of the project. It should ideally support the overall policy of the government or the donor agency.

“Providing housing facilities to earthquake-affected victims” cannot be a project goal, but can be a general objective.

“Reducing the impact of natural disaster over communities belonging to the hilly region” can be a project goal, as you are contributing to the problem’s resolution in addition to other efforts.

#### Some examples of a project goal might be:

- raising environmental awareness;
- improving the quality of life in the community;
- fostering social empowerment among women from deprived rural areas.

**A project goal:**

- is very general, high-level, and long-term.
- A project cannot achieve the entire goal on its own.
- It is a major benchmark to compare work between different projects.
- Usually there is one project goal only.
- It can be reflected in the title of the project.
- Supports the overall policy of the government or the donor agency.

**Project objectives**

The objectives should address the core problem in terms of the benefits to be received by the project beneficiaries or target group as a direct result of the project. Project objectives provide a more detailed breakdown of the project goal. A project will likely have multiple objectives. Have a look at some examples:

- improving the water supply in quantity X and quality Y for the population of village Z;
- reducing by X the rate of acute infections.

Project objectives provide a more detailed breakdown of the project goal. A project will likely have multiple objectives.

**Project objectives should be SMART:**

**S**pecific  
**M**easurable  
**A**chievable  
**R**elevant  
**T**ime-bound

Project objectives are the specific objectives for which the project works to achieve within a stipulated time. They should directly address the problem mentioned in the Problem Statement. They should be specific: the more specific it is, the better to design activities, indicators, and the Logical Framework Analysis. Specific objectives also help address the problem stated and convince the donor easily.

**Tips:**

- Think about what success means for your project and how you would show that success.
- Refer to the results you expect from the project.
- Describe the focus population and the desired change among the population.
- Include the location and time period for each objective.
- Reflect the intended changes in systemic conditions or behaviors that must be achieved to accomplish the goal/strategic objective.

- Objectives should have measurable indicators which show what, when, and how conditions, behaviors, and practices will change.
- Objectives must be verifiable at some point during the execution of the project. A good objective can be: “To increase the income-level of women farmers from 5% to 15% in the district.”

Some **relevant** words to be used while writing objectives: **decrease, improve, increase, enhance, strengthen.**

Some **inappropriate words** not to be used while writing objectives: **train, establish, provide, create, produce.**

## Results

Results describe the services or products to be delivered to the intended beneficiaries. This is what the project management is promising to deliver. The results are more detailed than the objectives and the goal, and should be possible to measure through the use of objective indicators. Special consideration should therefore be paid to this area. The results should address the main causes of the problem that the target group faces. To ensure relevant results, project management should have correctly identified the group's needs.

**The result of the objective ‘improving the water supply in quantity X and quality Y for the population of village Z’ can be written as:**

- increased number of households connected to the water supply system;
- increased number of water taps in the village.

Indicators provide the project team with a quantifiable basis on which to judge the project's success in reaching its objectives. The specification of indicators acts as a check on the viability of the results and project objectives. It forms the basis for a project monitoring system. Once the indicators are defined they should be developed to provide details of quantity, quality and time.



## READING.

### TARGET GROUP, ACTIVITY PLAN.

Source: Developing Skills of NGOs. Project Proposal Writing. The Regional Environmental Center for Central and Eastern Europe, 2000. <http://documents.rec.org/publications/ProposalWriting.pdf>

## Target group

Define the target group and show how it will benefit from the project. The project should provide a detailed description of the size and characteristics of the target group, and especially of direct project beneficiaries. The criteria for target group analysis may be ethnic composition, gender, age, etc. When these analyses are more elaborate, they may be attached as an appendix.

## Project implementation

The implementation plan should describe activities and resource allocation in as much detail as possible. It is exceptionally important to provide a good overview of who is going to implement the project's activities, as well as when and where. The implementation plan may be divided into two key elements: the activity plan and the resource plan.

### Activity plan (schedule)

The activity plan should include specific information and explanations of each of the planned project activities. The duration of the project should be clearly stated, with considerable detail on the beginning and the end of the project.

In general, two main formats are used to express the activity plan: a simple table and the Gantt Chart.

A simple table with columns for activities, sub-activities, tasks, timing and responsibility, is a clear, readily understandable format for the activity plan.

The Gantt Chart, a universal format for presenting activities in certain times frames, shows the dependence and sequence for each activity.

### Resource plan

The resource plan should provide information on the means necessary to undertake the project. Cost categories are established at this stage in order to aggregate and summarise the cost information for budgeting.

### Preparing an Activity Plan

Step	Activity	Considerations
1	List all project activities	Develop a single list of all activities planned.
2	Break activities into manageable tasks and subactivities	Break activities first into sub-activities and then into tasks. Each task is assigned to an individual who assumes it as a short-term goal. The main consideration is getting the level of detail right. The most common mistake is to break activities

Step	Activity	Considerations
		into too many details. Planners should stop breaking the activities down any further as soon as they have sufficient detail to estimate the resources required.
3	Clarify sequence and dependence	Relate activities to each other in order to determine their sequence and dependence. Is the activity dependent on the start-up or completion of any other activity? For example, building a house consists of a number of separate, but interrelated actions: first comes digging and laying the foundation, then the walls are erected, etc.
4	Draw up a timeline for each task	Each task should be given a start-up date, a duration and a completion date. The schedule should then be followed as closely as possible.
5	Summarise the scheduling of main activities	Having specified the timing of the individual tasks, the next step is to plan (summarise) the timing of the entire main activity.
6	Use milestones	Milestones are key events that provide a measure of project progress and targets for the project team to aim for.
7	Define expertise	The level and type of expertise needed should be decided for each task separately.
8	Allocate tasks among the team	Distribute responsibilities in consultation with the members of the team.



## READING. THE DIFFERENCE BETWEEN INPUTS, ACTIVITIES, OUTPUTS, OUTCOMES, AND IMPACT.



Source: <https://evaluateblog.wordpress.com/2013/06/10/difference-between-inputs-activities-outputs-outcomes-and-impact/>

Some of the most confused terminologies within the Research, Monitoring, and Evaluation field are the words “input”, “activities”, “outputs”, “outcomes”, and “impact”. It is important to distinguish between these terms. Understanding these terminologies not only ensures that appropriate indicators are identified, but also that they are effectively measured. Here, we will use specific project cases to demonstrate the difference between these terms.

## **Inputs**

Inputs are very often mistakenly thought to be synonymous with activities. However, these terms are not interchangeable. Inputs, in simple terms, are those things that we use in the project to implement it. For example, in any project, inputs would include things like human resource (personnel); finances, in the form of money; machinery, such as vehicles; and equipment, such as public address systems, among others. Inputs ensure that it is possible to deliver the intended results of a project.

## **Activities**

Activities, on the other hand, are actions associated with delivering project goals. In other words, they are what the personnel/employees do in order to achieve the aims of the project. In an HIV/AIDS project, for example, activities could include things such as conducting community meetings to sensitize the public on prevention measures, installing condom dispensers at hot-spots, and collecting periodic data to monitor project progress.

## **Outputs**

These are the first level of results associated with a project. Often confused with “activities”, outputs are the direct immediate-term results associated with a project. In other words, they are usually what the project has achieved in the short term. An easy way to think about outputs is to quantify the project activities that have a direct link on the project goal. For example, project outputs in an HIV/AIDS project would be: the number of community awareness meetings that were held, number of condom dispensers installed, number of HIV/AIDS-positive persons referred for ARTs, among others.

## **Outcome**

This is the second level of results associated with a project and refers to the medium-term consequences of the project. Outcomes usually relate to the project goal or aim. For example, in a safe water project, an outcome would be “the percentage of households that are using chlorinated drinking water.” Another outcome could be “the percentage of children suffering from diarrhea.” Nevertheless, an important point to note is that outcomes should clearly link to project goals.

## Impact

Impact is the third level of project results, and is the long-term consequence of a project. Most often, it is very difficult to ascertain the exclusive impact of a project since several other projects, not necessarily similar in nature, can lead to the same impact. An example of an impact would be reduced poverty rates or reduced child mortality rates. In the case of the safe water project, an increase in the number of households using treated water would directly impact on fewer cases of people suffering from diarrhea, meaning that there will be a reduced number of lost man-hours. This has a direct impact on poverty reduction. Also, the number of children suffering from diarrhea may reduce, meaning that the cases of child deaths are reduced.

## Indicator

A variable scale on which it is possible to objectively measure different points and that corresponds to, or correlates closely with, variations in the conditions of the refugees and persons of concern.

Indicators are the quantitative or qualitative parameters (or yardsticks or measures) that determine, over time, performance of functions, processes, and outcomes, which imply that certain conditions exist.

An indicator provides or “indicates” the prevailing circumstances at a given place at a given time or during a time interval. It is a tool by which we can measure the conditions in refugee or IDP situations and measure our progress within them. It is usually, but not always, a number or percentage that can be used to extrapolate multiple things. For example, an indicator that tracks how many girls are in school might be used in assessing the future earning potential of a population, women’s literacy rates, women’s rights, and women’s health issues. Indicators are selected (since we can’t measure everything) on the basis of how useful they are, their relevance to planned objectives and their measurability.

**INPUTS → ACTIVITIES → OUTPUTS → OUTCOMES → IMPACT**

## STRATEGIES AND ACTIVITIES

Let’s focus a little bit on the difference between strategies and activities. Strategies are broad concepts under which activities are placed.

**Strategies in a project can include:**

- Capacity-building / awareness raising;
- Organizational development;
- Research & Development;
- Advocacy;
- Victim Support Strategy, Micro-finance, or CBO-development Strategy;
- Participatory Infrastructure Development Strategy.

**Activities can include:**

- Training workshops, street shows, rallies; staff selection, staff training; baseline studies, focus group discussion;
- Conferences, meetings, articles, publications;
- Establishing shelter homes, counseling, legal support;
- Forming cooperatives;
- Building irrigation tanks, demo plots, etc.

**To develop activities:**

- Refer back to the lessons learned from previous projects;
- Identify best practices from other agencies/projects/sources;
- Develop activities by listing numbers, so they can be referred to easily;
- Leave space for unplanned activities that can be added later during project implementation.

Activities are usually listed in a Gantt Chart, which is a kind of a time table of all project activities, presented along with the role and responsibilities of the project staff.

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**ACTIVITY.** (GROUP WORK) Brainstorming.

Work in teams of 4-5. Think of a project you would like to implement. Discuss a goal, objectives, and results for a hypothetical project proposal.



## READING. THE PROCESS OF WRITING

**Source: the following reading is based on an excerpt from 'English for NGOs', Course Materials, student's book, p. 124-125**

What makes up a well-written, appealing piece of factual writing? It captures the reader's attention and makes him or her want to read further. The main idea is carried through and backed up by supporting materials. The sentences are clear, crisp, and grammatically correct. There are no typos. The tone is appropriate to the audience. And the reader knows exactly what to do after reading the piece.

If you achieve all of this, you will have created a persuasive piece of writing that demands attention.

**The writing process follows four steps:**

1. Plan
2. Write
3. Design
4. Print

Our focus now is on Step 2, write.

The five main points to consider when writing your proposal are tone, content, main idea, body, and contact information. Each plays a role in the presentation and reception of your information.

### **Tone**

Writing your piece will be much easier if you've done a good job on your plan. Before you begin, you need to determine the tone of your piece. Tone is simply good manners on paper. The words you choose should be respectful of and appropriate for the reader. Never insult your reader. Avoid phrases such as "any idiot can see," "it is obvious that . . .," "You are so welcome," and "I beg to request. . .," which treat your readers as though they are ignorant or you are talking down to them.

The appropriateness of the tone varies with your audience. For instance, if you are writing a flyer to attract street youth to a free clinic, your tone might be casual and friendly. However, if you are trying to attract funding from local businesses, the tone will be sophisticated and reserved. All of this comes down to word choice.

**Informal:** Come on out and learn computer skills for free!

**Emotional:** Urban renewal must be stopped! Urban redevelopment is ruining this country. Biased: Women can never make good mathematicians.

**Formal:** The Delhi Community Centre cordially invites you to attend the "Artist in the Community" annual auction.

**Reasonable:** Urban renewal is revitalizing our cities, but it has caused some serious problems.

**Unbiased:** Although a fear of math is not purely a female phenomenon, studies indicate that women tend to drop out of math sooner than boys, and more adult women than men experience an aversion to math and math-related activities.

---



**ACTIVITY.** Identify the problems in the sentences below and then re-write them using a more appropriate tone.

1. If you don't pay this telephone bill, your service will be disconnected.
2. I am confident you will be gratified to learn that we have decided to refund your money.
3. It is hereby requested that you remit your reports to the undersigned by November 1st.
4. It is obvious that double entry bookkeeping is more efficient.



**ACTIVITY.** (PAIR-WORK) Explain the following words to your partner:

1. to allocate
2. sufficient
3. the intended beneficiaries
4. to draw up



**ACTIVITY.** Match the words to form meaningful phrases:

- |                  |                             |
|------------------|-----------------------------|
| 1. to allocate   | A. relevant results         |
| 2. to distribute | B. the project              |
| 3. to follow     | C. tasks                    |
| 4. to undertake  | D. the project's activities |
| 5. to implement  | E. the schedule             |
| 6. to ensure     | F. responsibilities         |
-



**ACTIVITY.** (PAIR-WORK) Discuss the following points with your partner:

1. What is the result of a project?
  2. What information should be mentioned about the target group?
  3. What is the implementation plan?
  4. How many steps does an activity plan consist of?
- 



## VIDEO. 5 TIPS TO WRITE GREAT PROPOSALS - FUNDS FOR NGOs

<https://www.youtube.com/watch?v=h7iqIjFqbAc>



for homework Watch the video and make notes about the tips which help to write a successful project proposal. What explanations does the speaker provide for them? After watching, check your ideas with your partner.

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## DISCUSSION



**ACTIVITY.** What tips can you think of to create a successful project proposal?

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## READING.

# UNSOLICITED PROPOSALS

Source: the following reading is based on an excerpt from 'English for NGOs', Course Materials, student's book, p. 133-135

You are more likely to be writing what is called an unsolicited proposal when seeking funding for a program or special event. Unsolicited proposals are very much like solicited ones in that much of the same information is required. There is one major difference: in a solicited proposal, the solicitors recognize a need. Therefore, you don't have to sell them on the need, only on your ability to understand, interpret, and offer a solution to the need. In an unsolicited proposal, you must first convince your audience that there is a need. If you can't, then there is no reason for your audience to hire you to solve anything. Most unsolicited proposals are requests for funding of a program or the continuation of a program that you offer.

**A small, unsolicited proposal has the following major parts:**

1. Cover sheet: presents your proposal with a professional beginning.
2. Summary: provides a concise statement of the proposal.
3. Introduction: establishes the need, and identifies the area covered and target population.
4. Project objectives: define what you wish to accomplish in your project.
5. Overview section: defines the process to be followed or describes the goods or services to be provided.
6. Work and management plan: outlines the tasks to be done and schedules their accomplishment. It may be used to review the progress of your project. This section should also provide information on your implementation strategy and how you intend to carry out the project.
7. Expected outcomes: the deliverables from this project and what performance indicators you will use to measure those outcomes.
8. Project schedule: out a timeline for implementation of each step of the project. Realistic milestones for completion of each phase or activity should be included. This provides donors with a measure of how the project is progressing.
9. Evaluation: provides the details of how you expect to evaluate your project and the success of the outcomes. There should be a timetable for completion of an evaluation phase. Indicate in what form the evaluation will be reported.
10. Detailed budget: gives precise information on costs and possible revenues.

11. Personnel section: summarises briefly the relevant qualifications of the people involved. (See sample curriculum vitae.) For some proposals, you may include only a brief biography with a paragraph on the project coordinators and main participants.
12. Attachments: any additional information that you will provide with the proposal. These may include copies of previous related project reports, general information on the organization, annual reports, or letters of support.

Often, short proposals are drafted in the form of a letter or memorandum. Headings and any applicable graphics, such as tables or lists, should be included in even a short proposal.

There are three alternatives you can choose to highlight the expertise of key personnel on a project: a curriculum vitae (CV), a resume, or a short biography. More formal proposals usually require CVs of project personnel. CVs tend to be academic, highlighting present and past employment, educational qualifications, and publications. Resumes tend to be short and highlight present and past work-related experience. The education section is usually a listing of credentials. A biography may be one or two paragraphs that highlight accomplishments in both the academic and work environments related to the project.

## Checklists for Planning and Revising Proposals.

### Planning

Proposals often deal with problems and their solutions. You must begin your planning by defining the problem and creating several solutions for it. Plan answers for all the questions that are likely to be asked and note carefully any information or format requirements.

- What is the problem your proposal aims to solve?
- What solution(s) are you proposing? What are the “so-whats” of your solutions (i.e., why would your audience care about this)? In what ways do they benefit your audience?
- Who is the audience for your proposal? What is their purpose in reading it? Do you have differing readers with differing needs?
- Will your readers have difficulties with any of the technical vocabulary in the proposal?
- Will the readers react to the proposal with enthusiasm, indifference, or scepticism? What can you do to counteract negative reactions and reinforce positive ones?
- What will be your methodology in carrying out the work proposed?
- What facilities and equipment are needed? Who will furnish them? Are they readily available?
- What is your schedule of work? Can you graph your schedule?
- How will projects be managed? Who will be the manager?
- What is the cost of what you are proposing? Who pays what? What are the details of the budget?

- Who will do the work proposed? Why are they suited to do this work?
- Have you provided an evaluation plan in your proposal?
- Recheck your timeline for the project. Is it reasonable and have you left some contingency time for things that may go wrong?

## Revising Your Proposal.

In revision, pay attention to organization, content, style, format, and grammar.

### Organization and Content

- Have you provided a summary that can stand alone for a busy reader?
- Does your introduction make clear the problem you propose to solve?
- Does your introduction describe your proposed solutions?
- Does your introduction define any terms or concepts your readers may find difficult?
- Are a few “so-whats” stated in the introduction to interest your readers in reading further? Does your methodology section make clear the strategy and timing of the method you will use?
- Are there significant so-whats that can be mentioned here?
- Is your work schedule clear? Would a graph help?
- Is your budget complete? Are all expenses accounted for and justified?
- Will the facts presented convince your readers that the people proposed to carry out the tasks will do a competent job?

### Style

- Have you used a clear and concise style?
- Is your vocabulary appropriate to your subject and audience?
- Have you chosen the appropriate format: report, letter, or memo?
- Is your proposal neat and free of errors?
- Do the layout and text generate interest (especially if you use a word processing program)?
- Have you provided sufficient headings to guide the reader?
- If you use a report format, does your table of contents match your headings?

Some of the information that you use in a proposal can be provided in an easy-to-read format. On the following pages, we provide some samples of a cover sheet, a sample proposal budget, and a sample curriculum vitae for the main project participants. You may adapt these formats for your specific proposal.

---

**ACTIVITY.** Writing Your Proposal

Using the information provided in this unit, write a proposal cover letter (and a project proposal) for a new program that you wish to implement. Remember to fully describe the needs and the benefits to the funding organization.

Use the planning and revision checklists to help you organize and format your proposal.

---

## COVER SHEET

Programme: .....

.....

Descriptive Title of Project: .....

.....

Organisation: .....

.....

Address: .....

.....

City: .....

.....

.....

.....

Project Contact Person: .....

.....

.....

Start Date: .....

.....

End Date: .....

.....

Major Goals of the Project: .....

.....

.....

.....

.....

.....

.....

.....

**A SAMPLE PRPOSAL COVERING LETTER IS ILLUSTRATED BELOW**

February 27, 2005

The Programme Officer  
Rajiv Gandy Foundation  
Jawahar Bhawan  
Dr. Rajendra Prasad Road  
New Deihl, 110001

**Re: Project Proposal for Community Initiatives for Self-reliance of Poor Women**

Dear Sir/Ms.,

We are pleased to forward our proposal for the project, *Community Initiatives for Self-reliance of Poor Women*, for your consideration. Our proposal addredded particular aspects of the inherent social and economic suffering of rural poor women that have not been dealt with to date.

The area of the state we plan to work in has many social problems including a large population of women and children living belowthe proverty line, widespread illiteracy, and a lack of training options, counselling services, and rural infrastructure. Youwill find that our proposal deals with many of these issues. Our previous award of excellence for NGOs from the State Goverment (Meghnad Puroskar, 2000) has allowed us to continue our worthwhile work in this area.

We look forward to hearing from you regarding our proposal. Should you have any questions or seek clarification please feel free to contact:

Yours truly, Ashok Das Secretary General

Encl: Project Proposal  
Registration Certificate  
F.C.R. Certificate  
Audited Statement of A/C  
State Award Certificate  
Governing Board  
By-laws

PROJECT TITLE			
Start date:	End date:	Total project cost:	Total requested:
Name of organisation		Amount	Type of contribution
Item		Total cost	In-kind Cash Amount requester from the donor
Staff salaries Project management Project assistant Social worker			
Consulting fees			
Materials and supplies			
Printing			
Evaluation			
Travel			
Workshop			
Other			
Total budget			



# UNIT 13

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## PROJECT SUSTAINABILITY



## LEAD-IN

How do you understand the term 'sustainability'?



## VIDEO. SUSTAINABILITY EXPLAINED (EXPLAINITY® EXPLAINER VIDEO)

[https://www.youtube.com/watch?v=\\_5r4loXPyx8](https://www.youtube.com/watch?v=_5r4loXPyx8)



**ACTIVITY.** Watch the video and discuss whether your ideas were the same.

This is Peter. Peter is a teacher. He's sure that he leads a sustainable life. He buys organic products at the supermarket, rides to work on a bike, and his lights use green electricity. But is that really sustainable living?

Let's go back to the beginning. Even in the 18th century, people were interested in the environment. For example, Carl von Karlowitz realized that you shouldn't cut down more trees than will grow again to replace them. So he had recognized the basic principle of sustainability.

Nowadays, sustainability is seen as a global concept. This can be explained with the help of the three pillar model. The model is based on environmental, economic, and social considerations, which must always be regarded as belonging together.

First, the environmental pillar. It includes, among other things, climate protection, which is widespread, protection of resources, and biodiversity. Also, food should be grown organically, that is, we should stop using pesticides and farm animals should be given fodder produced on the farm. We must use natural resources more sparingly, too. One of them is petrol, which we need for our cars, but sooner or later, this resource will be exhausted, so there'll be no fuel for the cars. This is why we're looking very hard for an environmentally-friendly alternative so that future generations will have environmentally friendly cars, electric ones, for example.

The next pillar is the economy, that is, business and industry. In future, at the supermarket, Peter should only find produce that's in season in his region, like strawberries in summer. Mangos from Brazil, or bananas from Colombia and Ecuador, arrived by air from a very long way away. Transporting them causes a lot of pollution.

The third pillar of sustainability is the social element. Goals here include, for example, better education and training opportunities, equal rights for men and women, fighting poverty, and prosperity for the whole of Humanity. One beverage manufacturer from an industrialized country has quite a bit of catching up to do here. It repeatedly takes over the wells of villages in India because it needs the water

to make its products there. That isn't very sustainable. Peter doesn't think so either. After all, at least a little water should be left in the wells for the Indian population.

So Peter tries to do justice to the three pillar model: when he buys organically grown produce, when he goes to work on his bike, and by using green power from wind turbines. He really does live sustainably. But be careful. A lot of companies exploit consumers' environmental awareness. Not all the products that claim to be from FairTrade or organic farming are sustainable. It's up to consumers to be well-informed about the products they're consuming.



## READING. HOW TO ENSURE SUSTAINABILITY?

Source: <https://www2.fundsforngos.org/featured/how-to-ensure-sustainability/>



The term sustainability has gained significant popularity in policy-oriented research, business development, and the social sector over the last few decades. It is the most sorted feature to ensure success to a venture.

Looking at the perspective of donors and NGOs, sustainability of a project simply implies the continuation of project activities and sustenance of project outcomes after the initial/primary grant expires.

Most donors are concerned about sustainability aspect of a project and often fund projects which have a well defined sustainability plan in place. It is a challenge for NGOs to ensure a steady flow of funds for executing their projects and programs. Integrating sustainability principles in their ongoing projects can be an effective way to ensure long term impact.

### Understanding sustainability

Looking at sustainability from a NGO point of view, it means continuing to perform and deliver project benefits to the primary target group after the funding from a donor terminates. In other words, sustainability is to maintain and continue your efforts after the funding is over.

One has to understand that sustainability requires long term planning to facilitate diverse donor engagement and for improving institutional capacity of the target population. Sustainability planning is an important step for nonprofits as it prepares an organization to deliver positive outcome in the absence of primary funding.

There are different aspects of sustainability that are to be considered while writing the sustainability

plan for your organization. As a NGO you should think about Financial sustainability, Organizational stability and Programmatic sustainability of the organization. Before we discuss about the steps involved in writing the sustainability plan let us understand the types of sustainability:

- 1. Financial sustainability:** It refers to ensuring a steady flow of funds and generating revenue for maintaining and continuing the organizations work.
- 2. Institutional Sustainability/Organizational:** It refers to ensuring proper working of your organization and institutions that were developed as part of the project.
- 3. Programmatic Sustainability:** It means to continue the organizations projects and programme in the absence of donor support.

## Steps to sustainability

Before you start writing the sustainability plan, discuss with your project team about the various processes and mechanisms that can be utilized for ensuring sustainability. Along with discussions with your colleagues you should consider the following:

- **Long term vision:** you should know where you see your organization after a period of 5 or 10 years. If you have thoroughly thought of how and what will you do in the long run, half your work is done. Once you know the long term vision of your NGO, you can easily draft the various things required to achieve it. With the use of data and facts, you can explain to the donor about your long term goal and the processes, resources required to ensure success.
- **Integrate sustainability in all your projects:** it is always advisable to integrate sustainability aspects in your project right from the beginning. This would help you to develop partnerships and relations with relevant stakeholders at an early stage of project development. This would also ensure that once the primary funding terminates you have a strong support to continue your project.
- **Communication and Outreach:** develop a strong communication strategy so that your project results can be shared with a large audience. Well documented project results can help you in getting support from a range of stakeholders and donors. A well thought communication strategy can avoid last minute rush of donor search.
- **Involve key stakeholders:** another major step to ensure sustainability is the involvement and participation of key stakeholders in program development. As part of the project activities you can initiate multi-stakeholder dialogue workshops to involve relevant people in your project.
- **Diversify funding sources:** the most important aspect of sustainability is to diversify your donor base and to develop long term partnerships with donors to support you in your endeavor. Do not just look at the traditional donor agencies but explore new opportunities as well.

- **Create inventory of resources:** create an inventory of all physical resources that your organization can keep after a project ends. Some devices and equipments purchased during a project can be used in future eg. Training modules, camera, recorder, furniture for a school etc. can be used even after the grant expires.
- **Use your donor database:** you can enlist a few donors from your donor database who are likely to fund your project. Keep in touch with such agencies so that they are aware about your project.

## Ways to ensure Sustainability

When developing the sustainability plan, make sure that you have invested time thinking about it and are not merely writing it because the donor has asked for it. Most donors look very carefully at the sustainability plan of your proposal, as this gives them an assurance that their fund will have a long term impact and will continue to provide benefits to the target community even after the grant expires.

When writing this section providing answers to the following set of questions can help you draft the sustainability plan for your project:

### How will you ensure financial sustainability?

Develop a financial plan outlining the various options available for expanding your resource stream. You may have to undertake proper research to understand about the various options that can be used to maintain a steady flow of funds. Also this will help you to understand your potential donors and their priority areas. Some of the options that can be used by you are:

- **Sale of product:** Some of the products that your organization produces can be sold in the market. This may not be a huge amount but will help you to continue your efforts.
- **Diversifying donors:** Look at various options through which you can get some funding, this includes from corporate houses, local institutions, individuals etc.
- **Service Fee:** Once the funding comes to an end you can start charging a nominal fees from the target beneficiaries for the maintenance and functioning of your project.
- **Membership fees:** you can charge annual fee from all your members, this may be a small amount but can help you in continuing some of the project activities.
- **Online Fundraising:** Online fundraising can help you reach a wide audience and individuals who like your project can fund you.
- **In Kind donations:** Do not just look at financial support from agencies as in-kind support can also help you in sustaining some of your project activities.

## What are the ways to achieve Institutional and Organizational Sustainability?

- **Explore new opportunities:** Keep a flexible approach while looking for new opportunities you may have to modify your priorities to adopt to changes.
- **Develop new partnerships:** To develop a sustainable organization you should develop new partnerships. These partnerships will make you stable and will also help you in taking your mission ahead.
- **Boost existing relations:** Along with investing time and energy on developing new partnerships it is equally important that you manage existing relations with donors, stakeholders and beneficiaries in a proper way.
- **Communication and Outreach:** Have a strong communication strategy that can help you in showcasing your project results to a large audience. Have a monthly communication plan that can be used for updating your webpage, social media profile, sending donor mails etc.
- **Volunteer engagement:** one of the strategies that many NGOs use to sustain their projects is through engaging volunteers for performing some activities. As volunteers do not take any salary you can use this human resource to continue your mission without spending money.

## How to ensure Programmatic sustainability?

- **Community involvement:** involving the community is the key to have long term impacts from any projects. Make sure that your project involves the community at various stages, this will give them ownership of the project and there are high chances that they may continue with some project aspects even after the project duration. As the entire process will be participatory the skills and knowledge gained by the present group of people, will be transferable and also replicable.
- **Institutionalize local groups:** Local groups play a very important role in maintaining your program objectives. You can strengthen local institutions like SHGs, Van Panchayats, Weavers Group, Youth Group etc. and involve them in planning and implementation phase of your project.
- **Community advocacy:** Sensitizing the community about the benefits of a particular project and then initiating a policy advocacy can also ensure sustainability in the long run.
- **Involving local government and departments:** Involvement of local agencies and government will ensure improved access to the government initiatives in this direction. As these agencies are permanent, they will help in sustaining the project activities beyond the project duration.

The points mentioned above can be used by you while drafting your sustainability plan for your organization or while writing the sustainability section of a project proposal.



## DISCUSSION

(WORK IN PAIRS)

1. Which of the aforementioned recommendations does your organization use in its work?
2. What suggestions are new for you? Which one would you find especially useful?
3. What methods do you use to guarantee your Financial Sustainability?
4. What methods do you use to guarantee your Programmatic Sustainability?
5. What methods do you use to achieve Institutional and Organizational Sustainability?



# UNIT 14

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## EFFECTIVE COMMUNICATION AND RELATIONS WITH MEDIA



## VIDEO. THE RECIPE FOR GREAT COMMUNICATION

<https://www.youtube.com/watch?v=qFWsTsvJ8Xw>



**ACTIVITY.** Watch the video about the main ingredients of communication and make notes about the situations when a particular ingredient should be the main one.

So what's the recipe for great communication? If we were going to think about our communication as a meal, what are the ingredients that we need to have present in the meal? How do we put together a great meal? Well, let's think about it this way: there are really five ingredients that have to be present all the time for great communication to be possible.

All right, the first ingredient is clarity: how do you make your point clearly? It's got to be clear. The second ingredient is brevity: how do you get to the point quickly? How do you not waste people's time? The third ingredient is context: how do you help people see how your point or how your message fits in for them, how does it make sense for them? The fourth ingredient is impact: how do you make it stand out? How do you make it memorable? And the fifth ingredient is value, which is fairly self-explanatory: how do you make your message valuable for the people who are consuming it? Five ingredients that will go into every communication meal: clarity, brevity, context, impact, and value.

Okay, great, so we've got our ingredients. Now the next question is, how much of each ingredient do we need? And just like cooking a great meal, that's going to depend. Different meals are going to need different ingredients; they're going to need the ingredients in different proportions; and different audiences are going to have different palates, they're going to want different things out of their meal. So the really savvy communicator is going to look at their row of ingredients and is going to be able to determine, based on the audience that they're preparing their message for, what ingredients need to be dominant.

So how do you figure it out? Well, when do we need clarity to be an important ingredient? Well, when there's a lot of complexity around the situation or around the issue, you need to make sure that your message includes plenty of clarity so people understand what this is really about. When do we need a bit of brevity? Well, when time is short, when we think attention span is short, when your audience is going to be very, very senior, you want to make sure you have enough of the brevity ingredient. How about context? Well, maybe when there's unfamiliarity with the topic, or maybe when you're communicating with people that have a lot on their mind, or are walking in to listen to you having just come from something very, very confusing, you probably want to make sure you use plenty of the ingredient context. How about impact? When do we need to have a lot of impact in our messaging? Well, when there's a lot of noise, when we really need to work hard to make it memorable, when we

really want it to stand out, and we think that's going to be hard to achieve, we got to make sure we add plenty of impact. And then the fifth and final is value. And I think when there's skepticism, when there's choice, when there's competition, when a decision has to be made and there are other choices that could be made, we have to work hard to make sure that there's plenty of value in the meal that we're creating.

All five of these ingredients are going to be present in every meal that you create, in every communication that you put together, you always want to make sure that you have some clarity, and some brevity, and some context, and some impact, and some value. But depending upon who you're cooking for, depending on who you're preparing for, you're going to make choices of which of those ingredients needs to be most dominant. Think about your communication like you're preparing a meal for an audience and you want to impress them you want them to have a great experience, and different audiences have different palates, which means you have to adjust the ratios of the ingredients depending upon the situation.



RECORDING #17 ▶ <https://ngorc.org.ua/15-ways-ngos-can-attract-positive-media-attention/>



## READING. 15 WAYS NGOs CAN ATTRACT POSITIVE MEDIA ATTENTION

Source: <https://www.theguardian.com/global-development-professionals-network/2015/mar/03/ngos-positive-media-attention-communications-pr>

In a world where competing crises clamour for news spots, how can NGOs get their messages out? Our panel has these suggestions.

**Be clear about your message:** First thing, figure out what you actually want to say and why. Sounds basic and is, but it will help you to decide which media to target and with what. (*Andy Shipley, news editor, Plan UK, London, UK, @andyshipley*)

**Embrace the new media vanguard:** Media analysts and NGOs need to become more open minded regarding new journalistic formats, such as BuzzFeed, Vice, and Medium.com. These online formats may have different needs than traditional newspaper media and NGOs need to prepare better for them. (*Tobias Denskus, senior*

*lecturer communication for development, Malmö University, Malmö, Sweden, @aidnography)*

**Get non-comms staff to use social media:** Encourage staff to use social media themselves. There are no better ambassadors. For the most part, I ignore official NGO social media profiles. I want to interact with people, especially aid workers, researchers, and policy wonks. *(Tom Murphy, reporter, Humanosphere, Portland, Maine, @viewfromthecave)*

**Pay for trips:** We subsidise where it's permitted, and try to offer access they can't otherwise get on a story that's genuinely strong. Last summer, the Telegraph travelled with us to Tanzania for a piece on maternal health linked to water access in hospitals. The result was a compelling article in a paper (and online). And then we did our own piece. *(Carolynne Wheeler, news manager (acting), WaterAid, London, UK, @carwheeler)*

**Reach out to local media in developing countries:** NGOs in developing countries can support local media by collaborating and sharing ideas, experiences, and seek opportunities to provide training, equipment, or even forming local networks of journalists who usually report on issues that the NGO deals with. Go beyond just sending press releases or holding press conferences and try to attend events that involve local reporters and also visit the newsrooms to familiarise yourself with how these local reporters work. Invite them to your offices and engage with them beyond the facts/figures that you send. *(Adisa Amanor-Wilks, media relations professional, London UK, @abjel)*

**Don't set targets for media mentions:** This makes my blood boil – do you really have to do this? It's insane. It will damage your reputation with journalists and it risks making the measure of your success entirely numeric. You will be incentivised to provide as many easy hits to the media as possible, rather than spending the time generating something different, empowering for your beneficiaries, and genuinely of value. Tracking media mentions is fine. But having your success judged solely in terms of how many hits you get is emphatically not fine. It incentivises NGOs to just give news outlets ideas and stories which fit their own agendas neatly, but don't challenge them in any way. Producing genuinely detailed investigative work or genuinely empowering interviews takes time. Aren't NGOs meant to be about trying to shape social change first and foremost? Please don't lose sight of that. *(Kate Wright, senior lecturer, University of Roehampton, London, UK, @newsprof1)*

**Stop focusing on NGO branding:** Last year, we were part of a group of NGOs and activists that engaged in very critical and honest self reflection, and a key theme that emerged was that we needed to leave our brands behind a little more. Connect with other NGOs. Ultimately, we're all in it together. *(Zubair Sayed, head of communication, Civicus, Johannesburg, South Africa, @zubairsay)*

**Use these changing times as an opportunity:** We are living in a period of transition and redefinition of the relationship between journalists and NGOs. Journalists want quality information, access to the field and sources from the south. They need context and stories, not just the project information. Good relationships with the media require time and resources for communication. We should find

the balance between planning, innovating, and improvising. (*Montse Santolino, content coordinator, DevReporter Network, Organisations for Global Justice of Catalonia (Lafede), Barcelona, Spain, @montsanto*)

**Learn what news is:** Development work can be made newsworthy if it has these news values: bad news, good news, surprise, follow-ups, news organisation's agenda/philosophy, magnitude, relevance, power elite, celebrity, entertainment. Emergency aid is huge in newsrooms because it has that bad news value. It involves politicians, celebs, huge amounts of money, gory statistics or fatalities. All these excite newsrooms because it brings a following. What story will make you stop a shower to turn up your radio? UNICEF director visits a children's camp in Liberia or 121 people died in this morning's tsunami in Japan? (*Adisa Amanor-Wilks*)

**Be direct:** It's the end of the press briefing or press release and more direct, timely interaction with new media outlets and, more importantly, new journalists that may not be part of the regular "in-group." (*Tobias Denskus*)

**Don't be too simplistic:** I found a strong appetite in news organisations for positive "Africa rising" type stories. On the one hand, that might seem to be a refreshing change; on the other hand, it was really simplistic and strongly shaped by desire to sell the news outlet to readers and advertisers. (*Kate Wright*)

**Target specific journalists:** Reach out to journalists who tend to report on human rights issues. There are also plenty of people who have a strong interest in reporting on a specific region. (Tom Murphy)

**Tell human stories:** It's all about telling the human impact – how it affects real people. What was it Stalin said about statistics? The reality is, the sheer scale of many of the crises affecting the world today seem insurmountable and incomprehensible. Yet if you can relay the stories of individuals and how we can help them help themselves ... surely that's something both NGOs and the media can agree on. (*Andy Shipley*)

**Produce your own content:** Since a number of NGO press officers are former journalists, it will help if they produce some content for newsrooms. An example of this is what MSF did with the coverage of Ebola – they produced audios and pictures, and had a diary of one of their staff members in Sierra Leone which they sent to the BBC. This is the way forward. News budgets are getting tighter and journalists have less resources so anything that will simplify the process will be welcome in newsrooms. That said, the packages must meet the required standards and these must be discussed with programme editors. (*Adisa Amanor-Wilks*)

**Don't say you're "giving a voice to the voiceless" unless you actually are:** There is an awful lot of self-congratulatory guff about in NGOs about "helping people tell their own stories." A crucial issue in that is how interpretation is conducted, who does it and how that relates to informed consent. But I have only found one organisation that was putting any time, energy and thought into that. NGOs could really improve their working practices in this area. (*Kate Wright*)



## DISCUSSION

Discuss the following points:

1. Which of the suggestions mentioned in the article do you agree with? Which of them do you disagree with?
2. What tips can you add to the list?

# Transcripts

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# Unit 1

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- ↳ **Transcript.** Hi, I'm Jean, I have a specialty on the menu for you tonight. The third sector. This is a not-for-profit or public dish. The third sector is one created by voluntary and paid citizens. Twenty-eight point three million full-time-equivalent workers in Europe alone, twice as many as working in construction or transportation and five times more than in finance and insurance according to the TSI project which has provided the first systematic estimate of its size. It's a body of individuals and self-governing organizations with limited or no profit distribution, passionate about bringing to the table something that makes European life much more palatable. But it's not an easy dish to pull together. Our third sector impact project researchers work hard to understand its effects on European taste buds. We are an inclusive kitchen, but national or EU officials can add certain ingredients that compromise and alter the third sectors independent flavor. Sometimes too many cooks can spoil the dish. The best recipe is based on understanding what you are making and how the components fuse together like equal public and third sector partnerships, sustainable funding, volunteer support systems, simplified administrative procedures, flexible public procurement, third sector awareness in schools, common legal frameworks across Europe. If you manage to have the right ingredients, third sector chefs will deliver something of real impact. But Jean, dear, you ask, does this impact exist? And how do you measure its success? Well, you can often measure what goes in, and more impact will become apparent as we continue to research and collect more conclusive data. But appreciation is not always something that leads itself to measurement, the best indicator for success is the impact on our lives. Focusing too much on measuring narrows the scope of the dish. So it's not just the case of having the right ingredients, it is how they are brought together. This is what makes the third sector the outstandingly unique dish that it is right now and that it will be in the future. Let's cherish one with real impact that we've already prepared for you because all we really do know is that in a modern European kitchen like this, a third sector made properly will have engaged and happy citizens returning for more and that is the true measure of its work.
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- ↳ **Transcript.** Where would we be today without human rights? While the world is far from perfect, there are people who have made and continue to make a difference. Here is our list of 10 social activists who have impacted the way we live.

The United States Congress called Rosa Parks the first lady of civil rights. Rosa Parks famously refused to give up her seat at the front of the bus in a time when black Americans were made to sit in the back. While she was not the first to disobey the bus seating "rule", in violating these segregation

laws and fighting the charges in court, she set a precedent for the growing civil rights movement in the United States and became a symbol to all those in hope of greater equality throughout the country. An estimated 50,000 people paid their respects when she passed at the age of 93.

Would you spend 27 years in prison for the freedom of your people? Nelson Mandela did just that in taking down the apartheid system of South Africa where black South Africans had inferior rights to white South Africans. After his vicious battle and imprisonment, Nelson Mandela emerged as a leader of Africa and of civil rights all across the world. Despite the aggression he was subject to in his life, he said "Education is the most powerful weapon which you can use to change the world."

While Nelson Mandela spent 27 years in prison, our next member of the list lived only to be 27. Not all forms of protest involve being arrested or shaking up the establishment, sometimes it's through artistic analysis and statement. Jean-Michel Basquiat was a prodigious painter who eventually made friends with the likes of Andy Warhol. His artwork is characterized by a complex symbolic narrative of social issues such as race and class inequality. Sadly, he lost the inner battle and overdosed on heroin.

Harriet Tubman was born into slavery, escaped, and would go on to be part of one of the largest operations to dismantle and undermine the institution of slavery in the American South. Nicknamed "Moses" because she never lost a passenger, Harriet Tubman successfully led many black American slaves to their freedom on the secret tracks of the Underground Railroad, a network of safe houses by people who wished to abolish slavery. In her later years, Tubman was also a women's suffrage activist, further cementing her as one of the great humanitarians.

Considered by some to be the Godfather of hip-hop, Gil Scott-Heron's lyrics would conjure social issues in his cool, jazzy spoken word poetry. His sophisticated lyrics and speech-like delivery over instrumentals would have a big impact on the music industry, influencing the style and messages of hip-hop. At a time when a lot of rebel music was angry, his lyrics were relaxed and satirical. And while many artists have cited him as an influence for rap, he preferred to call himself a "bluesologist."

Joan Baez started her music career with the likes of Bob Dylan, singing protest songs about the state of the country. She has been performing for over 55 years in the name of the environment, LGBT rights, racial rights, peace, etc. You name it, she has stood up for it and sung about it.

Can you imagine being arrested for trying to vote? Susan B. Anthony played a pivotal role in the history of women's rights. After being arrested for casting a vote, and after refusing to pay the fine, she took the issue of women's suffrage across the country to convince people it was time for women's voices to be heard. It was not easy. Her early years were fraught with ridicule, and it was only later that she began to receive her deserved accolades. She is a shining example of doing the right thing in the face of adversity.

Though politics and gay activism were not initially on his mind, as the times changed in the 1960s, Harvey Milk began to understand the importance in fighting for the respect of the LGBT community.

Being the first openly gay politician was no doubt an influential move in and of itself, and he would use his influence to pass laws allowing more rights for gay people, setting the precedent for people's right of sexuality today.

There is no more controversial figure on this list than Malcolm X, one of the most prominent civil rights activists of all time. Malcolm Little, his birth name, had a directionless start. He was gambling, pimping, prostituting himself, and generally leading an empty life until a stint in prison opened his eyes to the power of words. He became a voracious reader, converted to Islam, and began to preach and protest against the racism of white America. His aggressive, even violent stances toward progress have made him a figure of contention, seemingly being a love-him or hate-him type of character. Regardless, he was a compelling speaker and his defiance cost him his life, as he was shot to death.

Considered the alternative to Malcolm X, and perhaps the most famous activist on our list, or at least the most quoted, everyone knows Martin Luther King Jr's "I Had a Dream" speech. He had a rough childhood, due to the racial tensions in the Southern United States and due to the intensity of his father, whose torch he would later bear. When Rosa Parks was arrested for refusing to give up her seat on the bus, King rose to her defense and gained national prominence in helping eliminate bus segregation laws. He would go on to march on Washington and peacefully protest the treatment of Black folks in America. He was assassinated on April 4th, 1968.

These great men and women's legacies live on through the daily comforts and freedoms we are afforded. We should take care and not squander what these people stood for, by learning to appreciate each other and hold each other up in times of need instead of submitting to fear and ignorance. If you think about it, no matter what happens, we're all in this together.

## Unit 2

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- ↳ **Transcript:** British democratic leadership. Chinese democratic centralism. German Democratic Republic, GDR. The Democratic People's Republic of Korea, North Korea. So what is democracy? Most people think it is majority rule. So, in Parliaments and referendums nearly every decision is taken by a majority vote. And even if by only a margin of 50% plus one, the winner gets everything and the loser gets nothing. Is this fair or wise?

Majority rule after all was a part of the problem in Northern Ireland and, for example, in the Balkans, where all the wars in the former Yugoslavia started with a referendum.

Majority voting, in fact, is one of the most inaccurate measures of collective opinion, not least because of the logic: that if you have a multi-option debate, then to take only a two-option vote is, well, unwise if not crazy.

BREXIT. It was a multi-option debate or should have been. The UK in the EU, the EEA, the Customs Union, or WTO. But we only had one majority vote – in the EU, yes or no? – and it lost, by a small margin. But majority votes on the other three options would probably have lost as well.

So, I am going to talk about decision-making. Voting in decision making. First, majority voting and then preferential.

My mum was an English Catholic, a member of the minority, you might say. Dad was an Irish Protestant, the same. I was conceived in Ireland, born in England. I live in Belfast, a minority of about one. And I was often asked, “Are you Protestant or Catholic?” Neither. “Are you British or Irish?” Both.

But democracy is majority voting and in conflict zones people ask these terrible closed questions: are you Serb or Croat? Sunni or Shia? Arab or Jew? Hutu or Tutsi? But it’s the same in ordinary politics: are you for or against? Left-wing or right? Communist or capitalist? And because of the relationship between the Northern Ireland conflict and the Cold War, I went to Moscow in 1984.

And with majority voting, it often enables the leader, political leader, to choose the question. As in Brexit and in many cases, the question is the answer, but not in Brexit. But on other occasions, I’m afraid, the majority vote does not identify the collective will, does not identify the majority will. It as often as not, identifies only the will of he, it’s normally a he, who wrote the question.

Like Napoleon. He had three referendums and he was the only candidate and, by the way, he won. Lenin did not even get a majority at all; he only got the largest minority. He, nevertheless, called himself a “Bolshevik”; the word means member of the majority, “bolshinstvo.” And the others in the smaller minority, “menshinstvo,” he called the “Mensheviks.” Next came Hitler with 88, 98, and 99%.

Despite this appalling history, people still use majority voting. Like in Iran, and they voted for socialism. And, yeah! 99%, brilliant! And then they voted for capitalism, yeah, 99%, brilliant! And then they voted for neither, 99%! Crazy.

So I’m now going to talk about preferential voting, and in a pluralist democracy, any contentious debate should allow for more than two options under debate. And there are, after all, more than two ways of drafting a constitution, drawing up a budget, and so on.

Secondly, you cannot get the collective will if people don’t express their individual wills, if people only say what they don’t want, if they only vote “no.” As some of them did in Brexit. But if everybody says what they do want – in the EU, EEA, whatever – then it should be possible to identify the best, the most popular option. And it would be possible if people express their opinions accurately, and that means by using their preferences; more of this in a moment.

But how should preferences be analyzed? Well, consider nine people choosing a barrel of drink on the basis of three options: ale, beer, cider; A, B, C. And let us assume that four people think that ale is

delicious, that's their first preference; cider is okay, but they're not too fond of beer, that's their third preference. Three people think beer is the best, and cider and ale. And two people have preferences cider, beer, and ale. So overall, it seems that opinions on ale are very divided, on beer a bit mixed, and maybe C best represents the collective will. Well, in plurality voting, all the information in the gray is just ignored and the winner is ale with a score of four. And a two-round system is a bit like the Austrian presidential elections. So, if nothing gets 50% in the first round, there's a second round between the two leading options, in which cases A and B, and in which case beer wins with a score of five. And a points system is a bit like the Eurovision Song Contest, so the first preference gets three points, the second gets two, and a third gets one, and you add up the totals and the winner is now cider. So the outcome, the totally democratic choice, is either A or B or C. Brilliant.

Once upon a time, many years ago, in a far distant land, there was a totally unelected democratic, British, House of Lords. And in 2003, a few of the Lords decided that it should be elected, and some of the others said no, no, no, it should be appointed, the status quo, and a few said, what about a compromise? And they finished up with five options on the table: all elected, 80/20, 50/50, 20/80 and all appointed. So, a hypothetical Lord J, whose first preference was all elected, so that would get five points, would probably have a second preference at B, and so on. Whereas Lady K, whose first preference is 50/50, might have a second preference of D, and a third of B, and so on. Or Lady L, who has a second preference of B, and A, and so on.

If somebody has an illogical set of preferences, with two peaks, he has probably been bribed, threatened, or seduced. But if everybody does have a logical set of preferences, then the collective will, and we just collect all the points, the collective will will always also be logical, and in this particular graph, the result is 62% elected, 38% appointed. Just to finish the very story, the ancient Lords believed in ancient majority voting, so they took five majority votes and lost all of them.

Brexit, as we were saying, was also a multi-optional debate, but we only had the one referendum on staying in the EU, yes or no. But as I mentioned, any referendum on any of the other three would also be "no", probably by a much larger margin. And if we had had multi-option voting, then "remain in the EU" would almost certainly have been the winner.

Preferential points voting has a couple of other advantages. If you vote for only one option, it gets one point. If you vote for two options, it gets two points, and one for your second preference. So in a 4-option debate, if you want your favourite to get all four points, you have to cast your preferences. But nobody votes "no." Success depends upon getting a good number of high preferences, a few middle ones perhaps, but a very small number of low preferences. So here's the second advantage: the protagonist is incentivized to talk nicely with their opponents.

Preferential voting is accurate, it is also non-majoritarian. It identifies the option with the highest average preference, and an average of course involves everybody who votes, not just a majority of them.

So if this were adopted as the international democratic norm, there would be no further justification for majority rule, anywhere. Democracy should be inclusive. The parliament should represent all the people, and the government should represent the entire parliament. This is not what we practice, but it is what we preach to Northern Ireland, Bosnia, Iraq, Kenya, Syria, Ukraine, etc.

To conclude, majority voting is divisive, majority rule can be a cause of conflict. Bizarrely, hardly anybody in academia or the media, like the BBC, ever critique majority decision-making. By all means, have a majority vote if the vote is not serious. Okay. But if it is serious, then any vote should be multi-optional, like it was in New Zealand in 1992, and an independent commission drew up a five-option referendum and the people voted and surprise, surprise, they chose a compromise. Brilliant!

So what is democracy? In 1931, when Mahatma Gandhi came to England for the first time, he was asked on arrival, "What do you think of English civilization?" And he said, "It would be a very good thing." And democracy would be good if it were inclusive. If everybody was involved or represented in drawing up the shortlist of options, and then voting, and then implementing whatever decisions achieved a high level of consensus support. This would require preferential points voting in decision-making and all-party power-sharing. Thank you.

## Unit 3

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- ↳ **Transcript:** The U.S. Congress and Presidential elections. Voting - the people's chance to decide who they want to run their country and represent their interests.

But how does it work in the United States of America? Across the pond, voting is quite different. Like the UK Parliament, the United States Congress has two houses: the House of Representatives and the Senate. Unlike the UK, there are public elections for both houses and a third separate election is held to choose a president. In the U.S., the president is both the head of State and the head of Government. In the UK, these roles are carried out separately, by the Monarch and the Prime Minister.

The House of Representatives in the U.S. Congress is designed to give a voice to the people of every local voting region of America. Members of the House of Representatives stand for re-election every two years. Each state is split into districts and each district votes for one representative. The number of districts depends on the population of each state. For example, California, the most populous state, is split into 53 districts, so has 53 representatives. But Alaska, which is huge, but has a really small population, only has one district and therefore only one representative in the House. Like the UK House of Commons, the election system is first-past-the-post, so the candidate with the most votes in each district wins the seat in the House of Representatives. The party that wins a majority of seats in the House takes control. The ideal situation for a president is that the house is controlled by their own

party. However, with elections held every two years, there's always a midterm election in the middle of a president's time in office. If the public thinks that the president's not doing a great job, they can vote in more members of the opposition party, making it more difficult for the president to pass laws.

The Senate in the U.S. Congress, like the House of Lords in the UK Parliament, is sometimes called the Upper House. George Washington described the Senate as "the saucer that calls the coffee," meaning that it's their job to scrutinize and question all proposals made by both the House of Representative and the president before voting to decide whether they should proceed as law. Senators, like members of the House of Representatives, are also elected to their seats by the public. Senators serve six-year terms and elections are staggered. So every two years, a third of the Senators run for re-election. Each state is represented by two senators, regardless of its population, and again the first-past-the-post voting system is used, so the candidate with the most votes wins.

So how do Americans choose their leader? Well, presidential elections take place every four years. The two main parties - the Democrats and the Republicans - host big get-togethers where they choose their presidential candidates, the person they think will be the best leader for the nation. The winning candidate then chooses their vice presidential candidate, also known as their running mate, to help support the campaign. Presidential candidates usually choose someone with different areas of skill or knowledge so they present voters with the best package. Together, they're known as a ticket.

Presidential candidates from both parties then start out on massive election campaigns to gain as much voter support as possible. They travel across the country and hold great big campaign rallies where they set out their policies and their ideas for the whole country. These campaigns cost money. Lots of it. So both candidates have large campaign teams, who help raise the tens of millions of dollars needed to keep them afloat.

When it comes to election day, the public go to the polls to vote for one presidential ticket. So far so easy. However, the public don't vote directly for their choice of president. Instead, a system called the Electoral College is used. Each state is allocated a number of Electors that will make the final choice. A state has the same number of Electors as it does Senators and Representatives. In most states all the Electors will vote for the presidential ticket which will receive the most support in public vote. Finally, the presidential ticket with the most Electoral College votes becomes President and Vice President of the United States of America.

So that's how things work in the U.S., a democracy like the UK, but on a much larger scale.

## Unit 4

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- ↳ **Transcript.** My name is Greta Thunberg. I am 15 years old. I am from Sweden. I speak on behalf of Climate Justice Now.

Many people say that Sweden is just a small country and it doesn't matter what we do. But I've learned you are never too small to make a difference. And if a few children can get headlines all over the world just by not going to school, then imagine what we could all do together if we really wanted to. But to do that, we have to speak clearly, no matter how uncomfortable that may be.

You only speak of green eternal economic growth because you are too scared of being unpopular. You only talk about moving forward with the same bad ideas that got us into this mess, even when the only sensible thing to do is pull the emergency brake. You are not mature enough to tell it like it is. Even that burden you leave to us children. But I don't care about being popular. I care about climate justice and the living planet. Our civilization is being sacrificed for the opportunity of a very small number of people to continue making enormous amounts of money. Our biosphere is being sacrificed so that rich people in countries like mine can live in luxury. It is the sufferings of the many which pay for the luxuries of the few.

The year 2078, I will celebrate my 75th birthday. If I have children, maybe they will spend that day with me. Maybe they will ask me about you. Maybe they will ask why you didn't do anything while there still was time to act. You say you love your children above all else, and yet you are stealing their future in front of their very eyes. Until you start focusing on what needs to be done rather than what is politically possible, there is no hope. We cannot solve a crisis without treating it as a crisis.

We need to keep the fossil fuels in the ground, and we need to focus on equity. And if solutions within the system are so impossible to find, then maybe we should change the system itself. We have not come here to beg world leaders to care. You have ignored us in the past and you will ignore us again. We have run out of excuses and we are running out of time. We have come here to let you know that change is coming, whether you like it or not. The real power belongs to the people. Thank you.

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- ↳ **Transcript.** Please welcome the winner of the 2014 Nobel Peace Prize, Malala Yousafzai!

Thank you so much. Thank you. Have a seat, please. I know you have been standing a lot and clapping and I know people get tired, it's a human feelings. I'm really honored that I'm here today. It's so energetic, passionate, and peace-loving people. I'm really happy.

But the reason for which I'm here is going to be hard. That is education. This word seems a bit complex, but it simply means the right to learning. And when I come to these stages, speak at the UN, or give a Nobel Peace Prize speech, I simply ask that the right to learning should be given to every child. I ask for nothing else.

But unfortunately, there are 57 million children who are out-of-school. For some of us, this would be really sad news, really shocking news maybe. And it might be happening like somewhere far away from this world, but it is happening in this world where we are living. It's not on any other planet. The children we are speaking for are living on this earth. They are all children and they have the right to learn.

But, unfortunately, there are many people who do not give this opportunity to children, either because they think that children are supposed to work for them, or the children don't deserve it. Either that it is against all social taboos or it is just a waste of money.

And we have to fight against these mindsets, so this is a collective campaign and if you want to see their change, and if you want to see every child getting quality education then we have to work together, then we have to go on this journey, but together.

So I request all of you to think today, that how can you help? How can you help these children to go to school. And today, I am really happy that at least this award is given to the children, to people who campaign for children's rights. So this is a big opportunity for us to speak to the world.

The children are facing many problems and many issues and now it is time to think about the future generation, it is our duty. And I'm hopeful the change will come, one day we will see every child getting quality education. But for that we need to work together, we need to make it our target, we need to make it our objective of life. And that's what I have done.

So I'm 17, not very tall, and very small. I have promised myself that I will fight for the rights of children because I cannot forget their days, when every morning I would see poor girls going to other people's houses and suffer from child labor. And I considered it my duty to fight for their rights. I wanted to see them in school uniforms, holding books and pens in their hands. I wanted to see their future bright. If you don't educate children, it means it becomes a generation lost. So if you want to protect the next generation, we have to think about their education.

Thank you so much to all of you once again. I'm really happy. Thank you so much.

You only speak of green eternal economic growth because you are too scared of being unpopular. You only talk about moving forward with the same bad ideas that got us into this mess, even when the only sensible thing to do is pull the emergency brake.

## Unit 6

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### ↳ **Transcript** The Limits of Free Speech

The First Amendment guarantees freedom of speech. But does that mean we're allowed to say anything we want? Well, not quite.

The limits on free speech come from the basic principle that you're not allowed to harm others to get what you want. You can win in the marketplace with better goods and lower prices, and even put your competition out of business, but you're not allowed to use speech to threaten to hurt someone either verbally or non-verbally. And you're not allowed to deceive people to get what you want. That's called fraud. You'd be harming them because they're relying on false information.

Free speech means you can proclaim your beliefs and passions, argue your opinions, and speak out against what you consider to be injustices. As long as you don't defame or abuse people, or advocate the immediate use of force, or intentionally misrepresent the truth to people, you have the freedom to share whatever is on your mind.

## Unit 8

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### ↳ **Transcript:** In June and July 2016, more than a hundred experts from multiple sectors and all over the world came together to think about what the Security Council can do to help countries fight human trafficking in conflict.

Human trafficking, forced labor, and slavery have long been associated with conflict, but this ancient problem is still with us, and it seems to be getting worse.

The estimates are that there are 46 million people living in slavery, that's one in every 162 people. Though you must probably speak about the billions of US dollars.

I think there's clearly a moment now, clearly a huge opportunity, there's a great uptick in awareness of the fact that there are victims of modern slavery and human trafficking all around the world. There's been an increase in convening around this issue at the United Nations in the last six to nine months and a recognition that while the system is doing a lot, it could be doing not simply more, but better.

Human trafficking and modern slavery has many different faces. It happens in different environments. It involves a lot of different actors. It is a very big organized crime angle.

Trafficking itself is a very multifaceted, very complex issue.

So much of slavery begins with people seeking jobs. There's no school, your father may have died in conflict, your mother is going to be looking for an opportunity for you to have a future. That might be in a brick kiln in Pakistan, a truck will come along or a broker will come along and that boy will get on the back of that truck. We can't imagine that, of course that boy is now, a 10-year-old boy, traveling alone and really open to exploitation.

Human trafficking in conflict zones is, perhaps, the most brutal form of trafficking that we are seeing on a worldwide basis.

We live in a world where there are 65 million people are displaced from their homes by a conflict or persecution. About 40 million are displaced within borders, 20 to 25 million displaced across borders.

For example, if you're looking at a place like Syria, that has been affected by conflict, they may want to travel to Europe. So they ask people around how best to get there and then you find traffickers. They have other motives, not necessarily getting them there, making more profit out of them. People get exploited, others dying in the process of trying to get to a better life.

In May 2015, mass graves containing the remains of Hindu refugees were uncovered.

By talking about the fact that slavery, human trafficking, and forced labor are prevalent in some conflict contexts, it helps bring awareness to the problem and reinforce the norm against slavery, which is a norm that has come under increasing attack from organizations such as the Islamic State and Boko Haram who are actively promoting enslavement both as a means to finance themselves and as a weapon of war to terrorize populations.

August 2014. A Yazidi representative makes this desperate plea for help from the Iraqi parliament, "Our women have been taken as slaves and sold into slavery at the market in Raqqa! Gentlemen, as we speak, there is a genocide going on against the Yazidis."

The UN recently concluded that there are at least 6,000 Yazidi women and children enslaved by the Islamic State in Syria and Iraq.

We need ongoing involvement from many organizations, concerned individuals who want to help and support humanitarian efforts and rehabilitation efforts that can help restore Yazidi survivors of enslavement, not only materially but emotionally.

Those people need humanitarian support, and obviously in providing that humanitarian support we need to build in measures to protect people and to fight trafficking, the modern slavery.

Many of the tools that we have for dealing with human trafficking are ineffective at best in peacetime, so in conflict situations their effectiveness is really challenged.

Slavery in conflict is so different to other forms of slavery that we see in different parts of the world.

You often see people on the move, incredible economic pressure on families, so things like early and forced marriage.

Trafficking for sexual exploitation of young girls.

An enlistment. In Uganda, I met people who were survivors of enslavement by the Lord's Resistance Army.

Displaced people of all ages in different parts of sub-saharan Africa have fallen victim to exploitation as forced laborers in mines, producing the conflict minerals that go into our cell phones and other electronics. In Southeast Asia, the Rohingya minority in Myanmar, and others displaced by conflict, are amongst the most vulnerable to traffickers, some ending up in torturous holding camps and on the fishing boats that send seafood to our supermarkets.

It's very hard to unravel the trafficking because people have become addicted to the source of income that perpetuates the conflict in itself.

On the one hand, you have a very strong international legal norm against slavery, it's the strongest possible norm we can have under international law. At the same time, you have the current reality, which is very much almost the opposite, namely that you have a crime that is committed on a regular basis and a lot of impunity for it.

Whenever we were reporting about trafficking happening in some specific countries, the reaction by the local authorities was 'What are you talking about? We don't have trafficking in our country.'

I mean, the very first thing is acknowledging the problem. If we don't do that, then we don't get the action that we need.

We have to look to the whole range of capabilities available to the international community, to squeeze this problem from the outside and really try and find ways to create leverage over the non-state armed groups that are involved in trafficking, whether as perpetrators of the trafficking or beneficiaries.

We need a greater commitment of the local national institutions to combat traffickers and to assist and protect the victims.

In order to combat human trafficking, of course, there is a need for a lot of collaboration from states because the nature of human trafficking cuts across borders.

Given that national systems seem to fail on a massive scale, it is our view that international criminal justice can play an important role here.

You have to ensure proper cooperation among financial institutions.

Following the money is a very promising way to fight this.

You can force the private and public partnership.

The number one problem is the flow of information and in that, it's what information do we actually have. Ultimately, what we want is a lot more people, a lot more organizations thinking "we don't want to be part of this."

Countries and companies would commit to due diligence. Companies would check their own supply chains and report any instances of human trafficking to law enforcement and local authorities.

Due diligence could also extend to the technology sector. We know that ISIS and other actors are using apps like Whatsapp, Threema, Twitter, and Telegram to recruit slaves, to auction enslaved people, and to launder the profits. The Security Council could encourage the tech sector to address this through due diligence standards and use data to help disrupt human trafficking in conflict.

For instance, the use of social media, the use of sophisticated data collection tools. These are solutions that are not always the first that current counter trafficking actors would think of.

Last September, the UN signed the historic 2030 Agenda for sustainable development. And in the 2030 Agenda, we have these new global goals, three of which address human trafficking.

Out of this discussion we've started to see, maybe, some of the areas for action that are important, we can see that the UN needs to be empowered to take more direct action to end human trafficking.

I think by taking that leadership role and establishing a UN Special Envoy on "trafficking persons in conflict" situations, I think the rest of the community can really get behind that help that focus come to the fore.

The UN can use its different tools of sanctions mechanisms to ensure that the belligerent forces like Daesh or ISIS that are benefiting from this activity financially have their assets frozen.

The tools available in the council, especially the actions committees, can be certainly used in a very significantly different way.

There's a huge opportunity for the United Nations Security Council over the next six months to reflect on how its existing tools can be brought to bear to address human trafficking in conflict, from sanctions mechanisms, through to thematic analysis, monitoring and reporting, and even more creative possibilities, such as the development of due diligence guidance, to help member states grapple with this problem.

Then if we get a couple of very concrete things from the Security Council in December, let's say a monitoring mechanism, then can really target individuals, you know, that have the largest responsibility. That would be very big.

But the responsibility doesn't just fall on the UN. Civil society, NGOs, the private sector all need to participate.

And, perhaps, most important, survivors. If we want to really understand the human impact of this activity, but also understand how liberation from enslavement and from the victimhood of human

trafficking can be uplifting not only for those people but for the entire community that they can contribute to, we need to put them at the heart of this effort.

The first way to solve a problem is to acknowledge it. Once you acknowledge the problem, then you do something about it.

The most important thing that can happen at this time is to figure out a way of how to have everybody begin rowing in the same direction.

Fighting human trafficking tends to revolve around government organizations, and it intends to revolve around civil society and law enforcement, which leaves vast waves of society actually outside of the fight. So what we have to do is understand how we can include the private sector, and all that I mean different types of industry whether it be the banking industry, manufacturing industries, whether it be the extractive industries or entertainment, to understand how they can be involved.

We now need to make sure that all of that energy doesn't evaporate, but that we harness it, and channel it in a way that we can create the tipping point on this issue.

## Unit 9

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- ▶ **Transcript.** We all have to speak in front of an audience occasionally. We might be training coworkers, giving a presentation to customers, or speaking at a conference. How well we perform affects people's opinion of us, so we can feel afraid that will fail. But public speaking is a learnable skill, just like any other. Follow our tips and you too can become a confident and compelling speaker.

First and foremost, engage your audience members. Hook them from the outset by starting with an interesting fact, a challenging question, or an intriguing statement. Encourage your audience to participate by asking a question that gets people thinking and that's hard not to respond to. For example one that begins, 'How many of you...?' may get your audience members nodding or even raising their hands.

It can be tempting to read your notes word-for-word, to be sure of covering everything correctly. But this will cut you off from your audience. Instead, list important points on cue cards and only refer to them if you have to. Your audience will also more likely warm to you if you talk naturally, as if you're addressing one person, not a crowd. But this takes practice. Rehearse plenty of times so that you can talk fluently, then do a practice run in front of a small supportive audience and ask for feedback. And record or film your sessions so you can see your strengths and weaknesses for yourself and hone your skills.

Before you deliver your speech, get yourself into the right mindset by thinking positively. Banish any negative self-talk by using affirmations. Visualize yourself giving a successful speech.

A natural reaction to the fear of public speaking is the flight, fight or freeze response. But you can

lessen its hold on you. Focus on what your audience is going to gain from your talk, rather than on how you're feeling. And take slow deep breaths before you begin. Be aware that nerves might make you talk too quickly, so force yourself to slow down. Don't be afraid to pause and gather your thoughts. You'll appear more relaxed and confident by not charging on in a panic. You'll look particularly confident if you're standing up straight, looking people in the eye, and smiling!

The more you speak in front of others, the better you'll be at it, so be sure to take up opportunities to deliver presentations or address meetings rather than avoiding them. If you do, you're likely to enhance your reputation and you could even earn yourself recognition or a promotion. For more information and tips about better public speaking, see the article that accompanies this video.

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↳ **Transcript.** Refugees are ordinary people who live through extraordinary times. In the country they live in, conflict or persecution have put them at risk. They have no other choice, but to flee and to leave their country to seek safety. This means leaving a lot behind, one of the hardest decisions a person can ever take.

So what makes a person a refugee? Refugees are no longer in their own country and have crossed at least one border. Ongoing conflict may put them at risk if they return or they are at risk of persecution because of their nationality, race, or sexual orientation, or because they associate with a religion, a social group, or a political opinion. Some get jailed or harmed physically or mentally.

Refugees often flee with no more than the clothes on their back and leave behind their everyday life. They may lose their home, their savings, their career, and often their family and loved ones. The journey to safety can be long and full of dangers. During the journey people can get hurt and, sadly, many lose their lives. All of this can cause severe trauma.

Fortunately, there are international laws to protect refugees. Refugees cannot be sent back to their countries if it puts them at risk. Countries have a legal obligation to let refugees in and protect them. But even in a safe country, life as a refugee can be daunting. Refugees may continue to deal with trauma. Some are separated from their family, and long to reunite with loved ones. There may be challenges related to adapting to a new environment. Host countries can provide assistance to learn the language and to adapt to cultural and other differences.

But when does someone stop being a refugee? Some refugees can return home if the situation in their country becomes safe enough. Others will remain and integrate in their host countries. With the right support, refugees can successfully integrate and make a new life for themselves. Some refugees eventually even become citizens of their host country.

# Addendum

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## SPEECH BY MR. FELIX SCHNYDER, UNITED NATIONS HIGH COMMISSIONER FOR REFUGEES, TO THE INTERNATIONAL COUNCIL OF VOLUNTARY AGENCIES, 23 SEPTEMBER 1963

Ladies and Gentlemen,

Of all the various types of evil which man inflicts on man, the suffering of refugees beset by persecution for reasons of race, religion, nationality or political opinion has, throughout history, been among the most cruel and persistent. Christianity's identification with a refugee situation could hardly be closer, its founder has even been termed the Divine Refugee. Mohammed was so harassed by his persecutors that he moved to Medina, and this, the *hegira* or flight, marked the beginning of the new Muslim calendar in 622. Moses is linked with the exodus of an entire people. Down through mediaeval and subsequent times, the alternation of persecution and flight has remained one of the most painful and apparently irradicable hall-marks of human behaviour, reaching the most monumental and tragic scale in our own twentieth century. We who are engaged in refugee work are thus dealing with one of mankind's central legacies. We also follow in the footsteps of those who through the centuries have sought to mitigate the suffering which flows from it.

For, recognition of the right of the persecuted to asylum and protection, the concept which is at the heart of the tradition of humanitarian concern for refugees, goes back to earliest eras. The word asylum comes from the Greek, meaning "the place which cannot be plundered", this alludes to the practice of those far off days when a man could take refuge in a holy and inviolable place and be safe from his pursuers. In the nineteenth century, after ages in which the underlying principle was sometimes respected and often ignored, the right of asylum for political refugees gained general acceptance with governments. Belgium, in 1830, was the first country to embody in law the principle that persons who had fled a country for political offences should not be extradited to the country of origin. After the Revolution of 1848, political asylum was widely recognised as a useful institution which might benefit anyone at a given moment. The truth of this is shown by even a cursory glance at the roster of famous refugees. Could any more diverse group of personalities be imagined than that presented by Thomas Hobbes, John Locke, Hugo Grotius, Voltaire and Einstein, to name but a few men of eminence who have shared the experience of being compelled, because of their convictions, to leave their native surroundings and take refuge wherever they could find it?

A sympathetic attitude on the part of countries of asylum gradually developed as the realisation grew that refugees brought with them skills and talents which contributed to the welfare of the land. Switzerland and many other countries would not have reached their present level of economic development without the impetus received from the influx of groups of refugees such as the Huguenots.

In the twentieth century, the mass exodus following the Revolution of 1917 presented a problem of a dimension and character quite different from any previous migration caused by political events. For the first time, there was a move to make the resolution of a refugee situation a matter of common international responsibility. Whereas with the Red Cross exactly one hundred years ago it had been a question of a non-governmental body taking the lead in bringing governments to agree on standards for the care of victims of war, in 1921 the existence of the League of Nations offered a natural framework within which to situate an international approach to the problem of 800,000 refugees scattered throughout Europe. However, the initiative did not come from the League itself, but from a gathering of representatives of private relief organisations, including some forerunners of agencies represented here today in the International Council of Voluntary Agencies, who met in Geneva in February 1921. It was they who, following this meeting,

addressed an appeal, through the President of the International Red Cross Committee, to the League of Nations, and suggested the possible appointment of a League of Nations commissioner for refugees. To quote this letter - "It is not so much a humanitarian duty which calls for the generous activities of the League of Nations as an obligation of international justice. All the organisations already at work would be glad to put forth fresh efforts under the general supervision of a commissioner appointed by the League of Nations, which is the only super-national political authority capable of solving a problem which is beyond the power of exclusively humanitarian organisations."

The League responded to this plea by naming Fridtjof Nansen the first High Commissioner for Refugees. Thus began a new chapter in efforts to translate into joint practical action international humanitarian concern for refugees. This was an innovation, and the seed planted back in 1921 has had to withstand many vicissitudes, and even droughts, before growing to its present stage of development. Some of these difficulties could be traced to the illusion that the sequence of refugee problems would soon come to an end. Thus we see between Nansen's appointment and the Second World War, a succession of agencies being set up, dismantled and then reconstituted under another name. There was also a lack of consistent policy as to the division of responsibility: protection and material assistance were sometimes proffered by the same organisation, sometimes handled separately.

Notwithstanding these stops and starts, significant progress has been made, gradually to be sure, in serving the purpose for which these institutions were created. With much trial and error, a mechanism has been set up which is proving effective. While the League took an interest only in specific groups of refugees, we have now a generally accepted definition of a refugee, a definition not limited to any specific group, but of universal application. There is increasing recognition of the special character of the refugee's status, and a growing acceptance of a minimum standard of rights that should be accorded to him. This quality of being a refugee has in fact emerged as a new legal concept. And in the essential field of asylum, the Declaration of Human Rights solemnly proclaimed by the United Nations General Assembly in December 1948, endorsed the principle of the right to seek and enjoy asylum, and a new Charter, the Declaration on the Right of Asylum, is now being worked out in the General Assembly in order to give more substance to this right and to stimulate its generous application on the part of governments.

This progress, however, has not been due only, or even always primarily, to governments and official international institutions. A sustaining force, coping with refugee problems even when governments may have appeared somewhat indifferent, has been the voluntary agencies, you who are gathered together in the International Council of Voluntary Agencies. Your entry into refugee work, as I have mentioned, precedes by a significant period the manifestation of a common international responsibility in this domain on the part of governments. When they were moved to help, it was your example that served as a stimulant, and as a model, to their efforts. The fact that today, after a relatively short historic period of joint efforts, an international mechanism faulty though it still may be, exists in its present form is something of a miracle, an achievement which is in large measure due to the voluntary agencies.

What is the nature of this mechanism and what is its future? How can we, an intergovernmental instrument, together with the agencies,

assure that it is kept turning over? How can we make certain that in our daily work we all of us continue to give substance to the underlying principles of our action?

The motor of this mechanism is, I believe, the spirit of international solidarity, and that is why over the thirteen years that the High Commissioner's Office has been in existence so much stress has been placed on trying to foster and develop it. This has been a difficult task because, as you recall, we had to start from scratch. The International Refugee Organisation was liquidated in 1951, even though there were still hundreds of thousands of refugees in need in Europe. The High Commissioner's Office was essentially limited to according international protection; the only funds put at its disposal were for administrative expenses, and he was specifically enjoined from appealing for material support without seeking permission from the General Assembly. It was only gradually, at first with a grant of three million dollars from the Ford Foundation, and then with rather reluctant governmental support for the first UNREF programmes, that our Office was able to make a material contribution to reducing the refugee problem. From the beginning our projects were joint undertakings in which international funds, channelled through us, and the operational capacity and strength of the voluntary agencies were brought together in a common effort. In 1956, the Hungarian emergency gave rise to a new surge of international solidarity in favour of refugees. This vast reawakening of the conscience of the international community at all levels culminated in World Refugee Year, which had such a massive impact. It has been estimated that as a result of this unprecedented movement, five years were gained in our effort to resolve the problem of refugees in Europe left over from the post-war period. At about the same time the General Assembly began to extend the concept of "good offices" which had originally been introduced for one specific group of refugees. The Assembly made it more general, thus enlarging the scope of UNHCR's action, adapting it to the needs of new refugee situations and strengthening the understanding for the purely humanitarian character of its work.

For a long time, UNHCR's programmes were largely determined by the fact that we inherited a large backlog of misery from the past. Dealing with this residual problem has entailed a tremendous effort which we only now can hope to bring to a successful end. In such a situation it was a question of everyone putting his shoulder to the wheel and bringing whatever contributions he could to the solution of this onerous problem. Thus, for example, of the \$57.8 million in international funds which my Office has committed since its inception, \$38 million has gone for programmes that have been concerned primarily with the plight of post-war refugees whom we found on our doorstep back in 1951.

As this backlog will be cleared away, the accent will now shift to matters of current concern. We will deal with situations as they arise, with the aim of avoiding new accumulations of misery such as the one in Europe which has been so tragic and which has proved so difficult to resolve. Our capacity to act rapidly has not only proved extremely helpful but sometimes, particularly in dealing with new situations outside Europe, it has meant the difference between life and death. In more than one sudden plight with which we have been confronted within the last few years in Africa, the basic needs of the refugees could not be met locally, and delay in furnishing aid would have led to famine and starvation. As I have tried to show, I think we can identify on one hand a profound and enduring humanitarian conviction which inspires the action of all of us and, on the other hand, a relatively new concept of international co-operation that is the medium for converting this conviction into a practical force. Moreover, I am sure we appreciate, even on the basis of the short history of our effort, as it is now structured, that to keep our machinery effective, constant awareness of changing needs and constant adaptation to meet them adequately are required. Your realisation of this is clearly reflected in the theme of your present Conference: "Voluntary Agencies - New Approaches to Human Needs in New Circumstances".

This problem of what might be termed the continuing revision of our roles in our work for refugees is made all the more complex, and the necessity for it all the more essential, by the fact that there are so many wheels in the mechanism, each turning on its own rhythm. All governments have their own specific problems and particular ways and means of dealing with them. Their attitudes within, and in relation to, official organisations engaged in refugee work never cease to undergo changes, sometimes drastic ones. This refers not only to my Office but also to such important partners as the Intergovernmental Committee for European Migration. Within your own organisation the International Council of Voluntary Agencies, there are seventy-four independent moving parts, for whom, by the way, refugees are only one of many concerns. Thus, we see how important is the role of the International Council of Voluntary Agencies, first in co-ordinating the activities of such a numerous membership and then in relating the entirety of this effort to that of international bodies such as UNHCR. The task of making certain that all the participants in this very extended field are subordinating their functions to overall purposes is indeed such a formidable one that I think we must marvel that this apparatus which has been set up has worked and is working. The realisation of what has been achieved can give us the necessary confidence and strength for our future heavy tasks.

As a practical example of what may sound like a rather abstract notion, may I cite the effort now being made to find opportunities for severely handicapped refugees wishing to emigrate, many of whom were considered hopeless cases. As you are aware, the Australian Government generously made available the services of Dr. F.A.S. Jensen to make detailed assessments of the physical and mental health of the persons in this residual group. From the studies in depth which have been prepared on each household, governments know on a completely professional basis, without any "sugar-coating", the difficulties which, as they well realise, had already led to repeated rejection. Yet of the one thousand persons covered by Dr. Jensen's surveys, five hundred have already been accepted for migration, and the trend towards participation in this undertaking is continuing. Here is a concrete instance of the various parts of the mechanism functioning in concert. The High Commissioner's Office is exercising its catalytic and co-ordinating role. The voluntary agencies all over the world are co-operating actively in helping to identify and counsel refugees that could benefit from this action and in countries of reception they are furthering the successful resettlement of those they accepted despite their severe handicaps. The Intergovernmental Committee for European Migration and the United States Escapee Programme are contributing funds and furnishing effective practical aid. Most important of all, governments have understood the needs and are showing a deep humanitarian concern in opening their doors to these refugees. What each partner does is valuable, not only through the practical contribution he is making but also through the stimulating effect of his example. This technique should certainly be kept effective for future cases of this type.

Speaking again in more general terms, it is evidently the duty of my Office to do everything it can to keep the feeling of international solidarity and responsibility alive and meaningful. In this vast field of a very diverse co-operation, it will be most important to encourage and support the work of each participating partner, the voluntary agencies.

In this context I wish to stress that we in UNHCR are, of course, fully aware of your extensive work outside the scope of our own programmes. For instance, we realise that while effort of the international community, made through my Office, to overcome the backlog of misery of post-war refugees in Europe is now in its concluding phase, the governments directly concerned, as well as interested agencies, will continue to bear a heavy burden of responsibility for this group as, for example, in the administration of homes for the aged and various aspects of follow-up work. In the future as well the voluntary agencies, with their broad scope and myriad activities, will take an energetic interest in problems going far beyond the limited framework of the High Commissioner's

programmes. My Office, if it is to fulfil its role effectively and to assure that the whole machinery of international solidarity is kept running, must encourage support not only for the High Commissioner's projects but must seek to promote public response to refugee needs in all their aspects. Therefore when trying to arouse generous understanding of the problem and to elicit practical backing for the activities of its partners, especially the voluntary agencies, my Office, in the interests of being as helpful as possible, will be eager to hear your views and suggestions.

As regards our projects for material aid, I will in a few days be presenting our 1964 plans to the Executive Committee of the High Commissioner's Programme. These represent what, in accordance with the Committees practice, we may expect governments acting jointly to contribute to keeping the mechanism of international solidarity alive in the face of current and new needs. This concept of the current programme is itself new for the High Commissioner's Office; it was introduced for the first time in 1963, and I consider the continuance of this concept highly important, whatever the financial scope of the programme might be at any given moment. With this programme I hope that governments will give the High Commissioner's Office the necessary means to play his stimulating role effectively. The essence of this role will continue to be legal protection activity and the promotion of general humanitarian understanding. However, we must realise that in historic reality these principles will only gain full and lasting acceptance through the process of practical experience, determined by the way in which actual refugee problems, wherever they may arise, find interest and help nationally and internationally. Every time that we are confronted with a refugee situation, we must try to achieve a solution as quickly as possible so that we are ready to focus our attention on new needs and new problems.

Our current programme, in line with the practice of the Executive Committee, will remain limited to particularly burning issues and its complementary character will be emphasised. Through this action we will keep effective contact with the whole mechanism and use it to make sure that important requirements will not be ignored. But this approach can effectively cover only a minute fraction of all the needs and will be of no avail without the continuing efforts of all our partners, first of all governments, but also of you, the voluntary agencies. Our programme is not an aim in itself but an instrument of work which should strengthen the whole mechanism of international solidarity.

We earnestly hope that seen in this light, also an undertaking such as "All-Star Festival" can and will be considered beneficial to our partners, first of all by serving to keep public interest alive and also by bringing to our field of common concern urgently needed additional means of action. In operations of this kind, as in other aspects of our work, I am anxious that a close and fruitful teamwork between UNHCR and the agencies should prevail. I am pleased to announce that as a concrete token of this attitude my Office is making an allocation of \$5,000 from the proceeds of "All-Star Festival" to your Refugee Service Memorial Fund, formerly called the Franz Kooijman Memorial Fund in honour of a man who, in his own person, symbolised our common effort. I hardly need to add that quite a few agencies co-operated actively in the sale of "All-Star Festival" and thus gained direct financial benefit from this scheme for their work. Furthermore, within the share of the proceeds that have accrued to my Office, allocations have already been made to projects outside UNHCR's programmes in which agencies are deeply involved. Such a pattern is, of course, not new, for it will be recalled that out of another U.N. sponsored initiative, World Refugee Year, the benefit in terms of financial results was by no means limited to U.N. bodies. In fact the share of the agencies in the \$100 million raised through World Refugee Year was substantially larger than that of UNHCR and UNRWA taken together.

I make this point because the essential purpose of my remarks today has been to make us conscious of the integrality of our work and the interdependence of our action. Trying for a moment thus to get

above our great or small daily preoccupations, we will fully appreciate the significance of our joint efforts and will grasp how the particular role that each one of us is called upon to play within our overall work contributes in a tangible way to the sum total of man's striving to give reality to humanitarian ideals.

Having said this I would like to make an important announcement: the Nansen Medal Award Committee has decided to award the Nansen Medal, which is presented each year for outstanding service in the cause of refugees, this year to you, the International Council of Voluntary Agencies. I pray your President, your Board, and all your seventy-four members who share this honour so richly deserved to accept my fervent congratulations.

I hope you will consider this award not only as recognition for your devoted work for a purpose to which Nansen dedicated so much of his life, but also as an encouragement to pursue your important calling in the face of needs which continuously call for your help.

The Medal will be bestowed on the anniversary of Nansen's birth, on October 10th. I am pleased that now, after an interrupt of two years when it was held in Oslo and in Canberra respectively, the presentation ceremony will again take place here in Geneva, the city from which Nansen set out forty-two years ago to blaze a trail which we are still following today, the city which, thanks in no small part to presence of you, the voluntary agencies, has grown into such an active centre of international humanitarian endeavour. May the occasion of your Conference here this week help to assure that the world's uprooted can always look to Geneva, and to all who work here on their behalf, for an ever more effective expression of the ideals which have brought us together.

## CONSTITUTION OF UKRAINE

### OFFICIAL TRANSLATION

The Verkhovna Rada (the Parliament) of Ukraine on behalf of the Ukrainian people – Ukrainian citizens of all nationalities, expressing the sovereign will of the people, relying on the centuries-old history of Ukrainian state-building and upon the right to self-determination realised by the Ukrainian nation, all the Ukrainian people, aspiring to ensure human rights and freedoms, and life conditions worthy of human dignity, supporting the strengthening of civil harmony on the Ukrainian soil, striving to develop and strengthen a democratic, social, law-based state, realizing the responsibility in the eyes of God, before our own conscience, past, present and future generations, guided by the Act of Declaration of the Independence of Ukraine of 24 August 1991, approved by the national vote on 1 December 1991, adopts this Constitution as the Fundamental Law of Ukraine.

### Title I

#### GENERAL PRINCIPLES

**Article 1.** Ukraine shall be a sovereign and independent, democratic, social, law-based state.

**Article 2.** The sovereignty of Ukraine shall extend throughout its entire territory.

Ukraine shall be a unitary state.

The territory of Ukraine within its present borders shall be indivisible and inviolable.

**Article 3.** An individual, his life and health, honour and dignity, inviolability and security shall be recognised in Ukraine as the highest social value.

Human rights and freedoms, and guarantees thereof shall determine the essence and course of activities of the State. The State shall be responsible to the individual for its activities. Affirming and ensuring human rights and freedoms shall be the main duty of the State.

**Article 4.** There shall be a single form of citizenship in Ukraine. The grounds for the acquisition and termination of Ukrainian citizenship shall be determined by law.

**Article 5.** Ukraine shall be a republic.

The people shall be the bearer of sovereignty and the sole source of power in Ukraine. The people shall exercise power directly or through the state authorities and local self-government bodies.

The right to determine and change the constitutional order in Ukraine shall belong exclusively to the people and shall not be usurped by the State, its bodies, or officials.

No one shall usurp the State power.

**Article 6.** The State power in Ukraine shall be exercised with the consideration of its division into legislative, executive, and judicial branches.

Legislative, executive, and judicial bodies shall exercise their authority within the limits determined by this Constitution and in accordance with the laws of Ukraine.

**Article 7.** Local self-governance shall be recognised and guaranteed in Ukraine.

**Article 8.** The rule of law shall be recognised and effective in Ukraine.

The Constitution of Ukraine shall be regarded as superior law. Laws and other regulatory legal acts shall be adopted on the basis of the Constitution of Ukraine and shall conform to it.

Norms of the Constitution of Ukraine shall be the norms of direct effect. Recourse to the court for protection of constitutional rights and freedoms of an individual and citizen directly on basis of the Constitution of Ukraine shall be guaranteed.

**Article 9.** International treaties in force, consented by the Verkhovna Rada of Ukraine as binding, shall be an integral part of the national legislation of Ukraine.

Conclusion of international treaties, contravening the Constitution of Ukraine, shall be possible only after introducing relevant amendments to the Constitution of Ukraine.

**Article 10.** The State language of Ukraine shall be the Ukrainian language.

The State shall ensure comprehensive development and functioning of the Ukrainian language in all spheres of social life throughout the entire territory of Ukraine.

Free development, use, and protection of Russian and other languages of national minorities of Ukraine shall be guaranteed in Ukraine.

The State shall promote the learning of languages of international communication.

The use of languages in Ukraine shall be guaranteed by the Constitution of Ukraine and shall be determined by law.

**Article 11.** The State shall promote the consolidation and development of the Ukrainian nation, its historical consciousness, traditions, and culture, as well as development of ethnic, cultural, linguistic, and religious identity of all indigenous peoples and national minorities of Ukraine.

**Article 12.** Ukraine shall provide for meeting the national, cultural, and linguistic needs of Ukrainians residing beyond the borders of the State.

**Article 13.** The land, its subsoil, atmosphere, water and other natural resources within the territory of Ukraine, natural resources of its continental shelf and of the exclusive (maritime) economic zone shall be the objects of property rights of the Ukrainian people. State authorities and local self-government bodies shall exercise the ownership rights on behalf of the Ukrainian people within the limits determined by this Constitution.

Every citizen shall have the right to utilise the natural objects of the people's property rights in accordance with the law.

Property entails responsibility. Property shall not be used to the detriment of the individual or the society.

The State shall ensure protection of rights of all property rights holders and economic operators, and the social orientation of the economy. All the property rights holders shall be equal before the law.

**Article 14.** Land shall be the main national asset and as such shall be under special protection of the State.

The property right for the land shall be guaranteed. This right shall be acquired and realised by citizens, legal persons, and the State exclusively in accordance with the law.

**Article 15.** Social life in Ukraine shall be based on the principles of political, economic, and ideological diversity.

No ideology shall be recognised as mandatory by the State.

Censorship shall be prohibited.

The State shall guarantee the freedom of political activities, not prohibited by the Constitution and the laws of Ukraine.

**Article 16.** Ensuring environmental safety, maintaining ecological balance in the territory of Ukraine, overcoming the aftermath of the Chernobyl catastrophe – the catastrophe of global scale – and preserving the gene pool of the Ukrainian people, shall be the duty of the State.

**Article 17.** Protecting the sovereignty and territorial integrity of Ukraine, ensuring its economic and information security, shall be the most important function of the State and a matter of concern for all the Ukrainian people.

The defence of Ukraine and protection of its sovereignty, territorial integrity and inviolability shall be entrusted to the Armed Forces of Ukraine.

Ensuring the security of the State and protecting the State borders of Ukraine shall be entrusted to respective military formations and law enforcement bodies of the State, whose organisation and operational procedure shall be determined by law.

The Armed Forces of Ukraine and other military formations shall not be used by anyone to restrict the rights and freedoms of citizens or with the intent to overthrow the constitutional order, subvert the public authorities or obstruct their activity.

The State shall ensure social protection of citizens of Ukraine who serve in the Armed Forces of Ukraine and in other military formations as well as members of their families.

Establishment and operation of any armed formations not envisaged by law are prohibited in the territory of Ukraine.

The location of foreign military bases in the territory of Ukraine shall not be permitted.

**Article 18.** The foreign political activity of Ukraine shall be aimed at ensuring its national interests and security by maintaining peaceful and mutually beneficial co-operation with members of the international community in compliance with the generally acknowledged principles and norms of international law.

**Article 19.** The legal order in Ukraine shall be based on the principles according to which no one shall be forced to do what is not stipulated by law.

Public authorities and bodies of local self-government and their officials shall be obliged to act only on the grounds, within the powers, and in the way determined by the Constitution and the laws of Ukraine.

**Article 20.** The National Flag of Ukraine, the National Coat of Arms of Ukraine, and the National Anthem of Ukraine shall be the State symbols of Ukraine.

The National Flag of Ukraine shall be a banner of two equally sized horizontal stripes of blue and yellow.

The Great National Coat of Arms of Ukraine shall be established incorporating the elements of the Small National Coat of Arms of Ukraine and the Coat of Arms of the Zaporizhia Host, and shall be approved by the law, adopted by at least two-thirds of the constitutional membership of the Verkhovna Rada of Ukraine.

The Princely State Symbol of Volodymyr the Great (the Small National Coat of Arms of Ukraine) shall be the main element of the Great National Coat of Arms of Ukraine.

The State Anthem of Ukraine shall be the national anthem to the music of M. Verbytskyi, with the words, approved by the law, adopted by at least two-thirds of the constitutional membership of the Verkhovna Rada of Ukraine.

The description of the State symbols of Ukraine and procedure for their use shall be determined by the law, adopted by at least two-thirds of the constitutional membership of the Verkhovna Rada of Ukraine.

The City of Kyiv shall be the capital of Ukraine.

## Title II

### HUMAN AND CITIZEN RIGHTS, FREEDOMS, AND DUTIES

**Article 21.** All people shall be free and equal in their dignity and rights.

Human rights and freedoms shall be inalienable and inviolable.

**Article 22.** Human and citizen rights and freedoms affirmed by this Constitution shall not be exhaustive.

The constitutional rights and freedoms shall be guaranteed and shall not be abolished.

The content and scope of the existing rights and freedoms shall not be diminished by an adoption of new laws or by introducing amendments to the effective laws.

**Article 23.** Every person shall have the right to free development of his personality, provided that the rights and freedoms of other persons are not thus violated, and shall have duties to society, in which free and comprehensive development of his personality shall be guaranteed.

**Article 24.** Citizens shall have equal constitutional rights and freedoms and shall be equal before the law.

There shall be no privileges or restrictions based on race, skin colour, political, religious, and other beliefs, gender, ethnic and social origin, property status, place of residence, linguistic or other characteristics.

Equality of the rights of women and men shall be ensured by providing women with opportunities equal to those of men in public, political and cultural activities, in obtaining education and in professional training, in work and remuneration for it; by taking special measures for the protection of work and health of women; by establishing pension privileges; by creating conditions that make it possible for women to combine work and motherhood; by adopting legal protection, material and moral support of motherhood and childhood, including the provision of paid leave and other privileges to pregnant women and mothers.

**Article 25.** No citizen of Ukraine shall be deprived of citizenship or of the right to change citizenship.

No citizen of Ukraine shall be exiled from Ukraine or surrendered to another state.

Ukraine shall guarantee care and protection to its citizens staying abroad.

**Article 26.** Foreigners and stateless persons staying in Ukraine on legal grounds shall enjoy the same rights and freedoms and bear the same duties as citizens of Ukraine, except as restricted by the Constitution, laws, or international treaties of Ukraine.

Foreigners and stateless persons may be granted asylum under the procedure established by law.

**Article 27.** Every person shall have the inalienable right to life.

No one shall be arbitrarily deprived of life. Protection of human life shall be the duty of the State.

Everyone shall have the right to protect his life and health, and lives and health of other people against unlawful encroachments.

**Article 28.** Everyone shall have the right to have his dignity respected.

No one shall be subjected to torture, cruel, inhumane, or degrading treatment or punishment that violates his dignity.

No person shall be subjected to medical, scientific, or other experiments without his free consent.

**Article 29.** Every person shall have the right to freedom and personal inviolability.

No one shall be arrested or held in custody except under a substantiated court decision and on the grounds and in accordance with the procedure established by law.

In the event of an urgent necessity to prevent or stop a crime, bodies authorised by law may hold a person in custody as a temporary preventive measure, the reasonable grounds for which shall be verified by court within seventy two hours. The detained person shall be immediately released if a substantiated court decision regarding his detention is not served to them within seventy-two hours.

Every person, arrested or detained, shall be informed without delay of the reasons for his arrest or detention, apprised of his rights, and from the moment of detention, shall be given an opportunity to personally defend himself/herself or to receive legal assistance from a defender.

Every person detained shall have the right to challenge his detention in court at any time.

Relatives of an arrested or detained person shall be informed immediately of such an arrest or detention.

**Article 30.** Everyone shall be guaranteed the inviolability of his domicile.

Intrusion into a person's domicile or other property, inspection or search thereof, shall not be permitted except when under a substantiated court decision.

In urgent cases related to preservation of human life and property or to the direct pursuit of persons suspected of committing a crime, other procedures of entering a person's domicile or other property, inspecting or searching thereof, determined by law, shall be allowed.

**Article 31.** Everyone shall be guaranteed privacy of his correspondence, telephone conversations, telegraph, and other communications. Exceptions shall be established only by court in cases stipulated by law for the purposes of preventing crime or ascertaining the truth during the investigation of a criminal case, if it is not possible to obtain information by other means.

**Article 32.** No one shall be subjected to interference in his private life and family matters, except when such interference is stipulated by the Constitution of Ukraine.

The collection, storage, use, and dissemination of confidential information about a person without his consent shall not be permitted, except for the cases determined by law and only in the interests of national security, economic welfare, and human rights.

Every citizen shall have the right to have access to the information about himself/herself possessed by public authorities and bodies of local self-government, institutions, and organisations unless such information is considered a state or other secret protected by law.

Everyone shall be guaranteed judicial protection of the right to rectify unauthentic information about himself/herself and members of his family, the right to demand the expungement of any type of information, as well as the right to compensation for material and moral damages caused by the collection, storage, use, and dissemination of such unauthentic information.

**Article 33.** Every person, legally staying in the territory of Ukraine shall be guaranteed freedom of movement and travel, free choice of place of residence, and the right to freely leave the territory of Ukraine, with the exception of restrictions stipulated by law.

A citizen of Ukraine may not be deprived of the right to return to Ukraine at any time.

**Article 34.** Everyone shall be guaranteed the right to freedom of thought and speech, and to free expression of his views and beliefs.

Everyone shall have the right to freely collect, store, use, and disseminate information by oral, written, or other means at his discretion.

The exercise of such rights may be restricted by law in the interests of national security, territorial integrity, or public order, for the purposes of preventing disturbances or crimes, protecting the health of the population, protecting the reputation or rights of other persons, preventing the publication of information received confidentially, or supporting the authority and impartiality of justice.

**Article 35.** Everyone shall have right to freedom of beliefs and religion. This right shall include the freedom to profess any religion or profess no religion, to freely practice religious rites and ceremonial rituals, alone or collectively, and to pursue religious activities.

The exercise of this right may be restricted by law only in the interests of protection of the public order, health and morality of the population, or protection of the rights and freedoms of other persons.

The Church and religious organisations in Ukraine shall be separated from the State, and school shall be separated from the Church. No religion shall be recognised by the State as mandatory.

No one shall be exempt from his duties to the State or refuse to abide by laws on religious grounds. If the performance of military duty contradicts the religious beliefs of a citizen, the performance of this duty shall be replaced by alternative (non-military) service.

**Article 36.** Citizens of Ukraine shall have the right to freedom of association into political parties and public organisations for exercising and protecting their rights and freedoms and for satisfying their political, economic, social, cultural and other interests, with the exception of restrictions established by law in the interests of national security and public order, protection of public health, or protection of rights and freedoms of other persons.

Political parties in Ukraine shall promote the formation and expression of political will of citizens and shall participate in elections. Only citizens of Ukraine may be members of political parties. Restrictions on membership in political parties shall be determined exclusively by this Constitution and laws of Ukraine.

Citizens shall have the right to take part in trade unions with the purpose of protecting their labour and socio-economical rights and interests. Trade unions shall be public organisations uniting citizens bound by common interests in accordance with the nature of their professional activity. Trade unions shall be formed without prior permission on the basis of the free choice of their members. All trade unions shall have equal rights. Restrictions on membership in trade unions shall be determined exclusively by this Constitution and laws of Ukraine.

No one may be forced to join any association of citizens or be restricted in his right to belong or not to belong to political parties or public organisations.

All associations of citizens shall be equal before the law.

**Article 37.** Foundation and activity of political parties and public associations shall be prohibited if their programme goals or actions are aimed at the liquidation of the independence of Ukraine, change of the constitutional order by force, violation of the sovereignty and territorial indivisibility of the State, undermining national security, unlawful seizure of the state power, the propaganda of war or violence, fomentation of inter-ethnic, racial, or religious enmity, or infringement of human rights and freedoms or the health of the population.

Political parties and public associations shall not have paramilitary formations.

Foundation and activities of organizational structures of political parties shall not be permitted within the bodies of executive and judicial power or the executive bodies of local self-government, in military formations, as well as at state enterprises, educational establishments, or other state institutions and organisations.

Prohibition of the activities of associations of citizens, shall be possible only through a judicial procedure.

**Article 38.** Citizens shall have the right to participate in the administration of state affairs, in All-Ukrainian and local referendums, to freely elect and to be elected to the bodies of State power and local self-government.

Citizens shall enjoy equal rights of access to the civil service and to the service in local self-government bodies.

**Article 39.** Citizens shall have the right to assemble peacefully without arms and to hold rallies, meetings, processions, and demonstrations upon notifying executive or local self-government bodies in advance.

Restrictions on the exercise of this right may be established by a court in accordance with law and only in the interests of national security and public order, for the purpose of prevention of disturbances or crimes, protection of the health of the population, or protection of the rights and freedoms of other persons.

**Article 40.** Everyone shall have the right to address individual or collective petitions, or to personally recourse to public authorities, local self-government bodies, officials, and officers of these bodies obliged to consider the petitions, and to provide a substantiated reply within the period determined by law.

**Article 41.** Everyone shall have the right to own, use, or dispose of his property and the results of his intellectual or creative activities.

The right for private property shall be acquired in compliance with the procedure established by law.

Citizens may use the objects of state or communal property in accordance with law in order to satisfy their needs.

No one shall be unlawfully deprived of the right for property. The right for private property shall be inviolable.

The expropriation of private property objects may be applied only as an exception for the reasons of social necessity, on the grounds of, and in the order established by law, and on terms of advance and complete compensation of the value of such objects. The expropriation of such objects with subsequent complete compensation of their value shall be permitted only under conditions of martial law or a state of emergency.

Confiscation of property may be applied only pursuant to a court decision, in the cases, to the extent, and in compliance with the procedure established by law.

The use of property shall not prejudice the rights, freedoms, and dignity of citizens, the interests of society or aggravate the environmental situation and the natural qualities of land.

**Article 42.** Everyone shall have the right to entrepreneurial activity that is not prohibited by law.

The entrepreneurial activity of deputies, officials, and officers of the bodies of State power and local self-government shall be restricted by law.

The State shall ensure the protection of competition in pursuit of entrepreneurial activity. The abuse of a monopolistic position in the market, unlawful restriction of competition, and unfair competition shall not be permitted. The types and limits of monopolies shall be determined by law.

The State shall protect the rights of consumers, exercise control over the quality and safety of products and all types of services and works, and promote the activities of public consumer associations.

**Article 43.** Everyone shall have the right to work, including a possibility to earn a living by labour that he freely chooses or to which he freely agrees.

The State shall create conditions for citizens that will make it possible to fully realise their right to work, guarantee equal opportunities in the choice of profession and of types of labour activities, and implement programmes for vocational education, training, and retraining of personnel according to the needs of society.

The use of forced labour shall be prohibited. Military or alternative (non-military) service, work or service carried out by a person in compliance with a verdict or other court decision, or in accordance with the martial or state of emergency laws, shall not be considered the forced labour.

Everyone shall have the right to proper, safe, and healthy labour conditions and to remuneration no less than the minimum wage determined by law.

The employment of women and minors for work hazardous to their health shall be prohibited.

Citizens shall be guaranteed protection from unlawful dismissal.

The right to timely payment for work performed shall be protected by law.

**Article 44.** Those who are employed shall have the right to strike in order to protect their economic and social interests.

A procedure for exercising the right to strike shall be established by law taking into account the necessity to ensure national security, public health protection, and rights and freedoms of others.

No one shall be forced to participate or not to participate in a strike.

The prohibition of a strike shall be possible only on the basis of the law.

**Article 45.** Everyone who is employed shall have the right to rest.

This right shall be ensured by providing weekly rest days, paid annual vacation, and by establishing a shorter working day for certain professions and industries, as well as reducing working hours at night.

The maximum duration of work time, the minimum duration of rest and of paid annual vacation, days off and holidays, as well as other conditions for exercising this right shall be determined by law.

**Article 46.** Citizens shall have the right to social protection including the right to financial security in cases of complete, partial, or temporary disability, loss of the principal wage-earner, unemployment due to circumstances beyond their control, old age, and in other cases determined by law.

This right shall be guaranteed by the mandatory state social insurance based on insurance payments made by citizens, enterprises, institutions, and organisations, as well as by budgetary and other sources of social security; and

by establishing a network of state, communal, and private institutions caring for incapacitated persons.

Pensions and other types of social payments and assistance that are the principal sources of subsistence shall ensure a standard of living not lower than the minimum living standard established by law.

**Article 47.** Everyone shall have the right to housing. The State shall create conditions enabling every citizen to build, purchase, or rent housing.

Citizens in need of social protection shall be provided with housing by the bodies of State power and local self-government, free of charge or at a price affordable for them in accordance with law.

No one shall be arbitrarily deprived of housing other than on the basis of the law pursuant to a court decision.

**Article 48.** Everyone shall have the right to a standard of living sufficient for themselves and their families including adequate nutrition, clothing, and housing.

**Article 49.** Everyone shall have the right to health protection, medical care and medical insurance.

Health protection shall be ensured through state funding of the relevant socio-economic, medical and sanitary, health improvement and prevention programmes.

The State shall create conditions for effective medical service accessible to all citizens. State and communal health protection institutions shall render medical care free of charge; the existing network of such institutions shall not

be reduced. The State shall promote the development of medical institutions under all forms of ownership.

The State shall provide for the development of physical culture and sports, and ensure sanitary-epidemic welfare.

**Article 50.** Everyone shall have the right to an environment that is safe for life and health, and to compensation for damages caused by violation of this right.

Everyone shall be guaranteed the right of free access to information about the environmental situation, the quality of foodstuffs and consumer goods, as well as the right to disseminate such information. No one shall make such information secret.

**Article 51.** Marriage shall be based on free consent between a woman and a man. Each of the spouses shall have equal rights and duties in the marriage and family.

Parents shall be obliged to sustain their children until they are of full age. Adult children shall be obliged to care for their parents who are incapable to work.

The family, childhood, motherhood, and fatherhood shall be under the protection of the State.

**Article 52.** Children shall be equal in their rights regardless of their origin and whether they are born in or out of wedlock.

Any violence against a child or his exploitation shall be prosecuted by law.

The subsistence and upbringing of orphans and children deprived of parental care shall be entrusted to the State. The State shall encourage and support charitable activity in regard to children.

**Article 53.** Everyone shall have the right to education.

Complete general secondary education shall be compulsory.

The State shall ensure accessible and free pre-school, complete general secondary, vocational and higher education at the state and communal educational establishments; the development of pre-school, complete general secondary, extra-curricular, vocational, higher and post-graduate education, various forms of study; the provision of state scholarships and privileges to pupils and students.

Citizens shall have the right to obtain higher education at the state and communal educational establishments on a competitive basis.

Citizens belonging to national minorities shall be guaranteed, in accordance with law, the right to education in their native language, or to study their native language at the state and communal educational establishments or through national cultural societies.

**Article 54.** Citizens shall be guaranteed the freedom of literary, artistic, scientific, and technical creative activities, protection of intellectual property, their copyright, moral and material interests arising in connection with various types of intellectual activity.

Every citizen shall have the right to the product of his intellectual, creative activity; no one shall use or distribute them without his consent, except for the cases established by law.

The State shall promote the development of science and the establishment of scientific relations of Ukraine with the world community.

Cultural heritage shall be protected by law.

The State shall ensure the preservation of historical monuments and other objects of cultural value, and take measures to return to Ukraine the cultural treasures of the nation located beyond its borders.

**Article 55.** Human and citizen rights and freedoms shall be protected by court.

Everyone shall be guaranteed the right to challenge in court the decisions, actions, or inactivity of State power, local self-government bodies, officials and officers.

Everyone shall have the right to appeal for the protection of his rights to the Authorised Human Rights Representative (Ombudsman) to the Verkhovna Rada of Ukraine.

After exhausting all domestic legal instruments, everyone shall have the right to appeal for the protection of his rights and freedoms to the relevant international judicial institutions or to the relevant bodies of international organisations of which Ukraine is a member or participant.

Everyone shall have the right to protect his rights and freedoms from violations and illegal encroachments by any means other than prohibited by law.

**Article 56.** Everyone shall have the right to compensation, at the expense of the State authorities or local self-government bodies, for material and moral damages caused by unlawful decisions, actions, or inactivity of State power, local self-government bodies, officials, or officers while exercising their powers.

**Article 57.** Everyone shall be guaranteed the right to know his rights and duties.

Laws and other regulatory legal acts defining the rights and duties of citizens shall be brought to the notice of the population in compliance with the procedure established by law.

Laws and other regulatory legal acts defining the rights and duties of citizens, which have not been brought to the notice of the population in compliance with the procedure established by law, shall be invalid.

**Article 58.** Laws and other regulatory legal acts shall have no retroactive force, unless they mitigate or nullify the responsibility of a person.

No one shall bear responsibility for acts that, at the time they were committed, were not deemed by law to be an offence.

**Article 59.** Everyone shall have the right to legal assistance. Such assistance shall be rendered free of charge in cases stipulated by law. Everyone shall be free to choose the defender of his rights.

In Ukraine, the advocate shall act to ensure the right to defence against accusations and to provide legal assistance during the hearing of cases in courts and other state bodies.

**Article 60.** No one shall be obliged to execute directions or orders that are manifestly criminal.

For the issue or execution of a manifestly criminal ruling or order, legal liability shall arise.

**Article 61.** No person may be brought to legal liability of the same type for the same offence twice.

The legal liability of a person shall be of an individual character.

**Article 62.** A person shall be presumed innocent of committing a crime and shall not be subjected to criminal punishment until his guilt is proved through a legal procedure and established by a court verdict of guilty.

No one shall be obliged to prove his innocence of committing a crime.

An accusation shall not be based on illegally obtained evidence or on assumptions. All doubts in regard to the proof of guilt of a person shall be interpreted in his favour.

In the event of revocation of a court verdict as unjust, the State shall compensate the material and moral damages caused by the groundless conviction.

**Article 63.** A person shall not bear responsibility for refusing to testify or to provide explanations about himself/herself, members of his/her family, or close relatives, the circle of whom is determined by law.

A suspect, an accused, or a defendant shall have the right to a defence.

A convicted person shall enjoy all human and civil rights, with the exception of restrictions determined by law and established by a court verdict.

**Article 64.** Constitutional human and civil rights and freedoms shall not be restricted, unless a restriction is stipulated by the Constitution of Ukraine.

Under the conditions of martial law or a state of emergency, specific restrictions on rights and freedoms may be established with the indication of the period of effect for such restrictions. The rights and freedoms stipulated in Articles 24, 25, 27, 28, 29, 40, 47, 51, 52, 55, 56, 57, 58, 59, 60, 61, 62 and 63 of this Constitution shall not be restricted.

**Article 65.** Defence of the Motherland, independence and territorial integrity of Ukraine, respect for its State symbols shall be the duty of the citizens of Ukraine.

Citizens shall perform military service in accordance with law.

**Article 66.** Everyone shall be obliged not to harm nature or cultural heritage, and to compensate for any damage he/she inflicted.

**Article 67.** Everyone shall be obliged to pay taxes and levies in accordance with the procedure and to the extent established by law.

All citizens shall annually file declarations to the tax authorities at their place of residence on their property status and income for the past year, in compliance with the procedure established by law.

**Article 68.** Everyone shall be obliged to strictly abide by the Constitution of Ukraine and laws of Ukraine, and not to encroach upon the rights, freedoms, honour, or dignity of other persons.

Ignorance of laws shall not exempt one from legal liability.

## Title III

### ELECTIONS. REFERENDUM

**Article 69.** The expression of the will by the people shall be exercised through elections, referendum and other forms of direct democracy.

Article 70. Citizens of Ukraine who have attained to the age of eighteen as of the day of elections or referendums, shall have the right to vote.

Citizens found legally incapable by a court shall not have the right to vote.

**Article 71.** Elections to the State and local self-government bodies shall be free and shall be held on the basis of universal, equal and direct suffrage by secret ballot.

Voters shall be guaranteed the free expression of their will.

**Article 72.** The All-Ukrainian referendum shall be called by the Verkhovna Rada of Ukraine or by the President of Ukraine in accordance with their powers determined by this Constitution.

The All-Ukrainian referendum shall be convened as a popular initiative at the request of at least three million citizens of Ukraine eligible to vote, provided that the signatures in favour of the referendum have been collected in at least two-thirds of the oblasts with at least 100,000 signatures gathered in each oblast.

**Article 73.** Alterations to the territory of Ukraine shall be resolved exclusively by the All-Ukrainian referendum.

**Article 74.** A referendum shall not be permitted with regard to draft laws on taxation, budgetary or amnesty issues.

## Title IV

### THE VERKHOVNA RADA OF UKRAINE

**Article 75.** The sole body of legislative power in Ukraine shall be the parliament – the Verkhovna Rada of Ukraine.

**Article 76.** The constitutional membership of the Verkhovna Rada of Ukraine shall comprise 450 people's deputies of Ukraine elected on the basis of universal, equal and direct suffrage by secret ballot.

A citizen of Ukraine having attained to the age of twenty-one as of the day of elections, having the right to vote, and having resided in the territory of Ukraine for the past five years, may be elected people's deputy of Ukraine.

A citizen who has a criminal record of committing an intentional crime shall not be elected to the Verkhovna Rada of Ukraine if the record has not been nullified in compliance with a procedure established by law.

The powers of the people's deputies of Ukraine shall be determined by the Constitution and the laws of Ukraine.

The Verkhovna Rada of Ukraine shall retain its power for a five-year term.

**Article 77.** Regular elections to the Verkhovna Rada of Ukraine shall be held on the last Sunday of the last month of the fifth year of the term of the Verkhovna Rada of Ukraine.

Early elections to the Verkhovna Rada of Ukraine shall be appointed by the President of Ukraine and shall be held within sixty day period from the day of publication of the decision on the early termination of the powers of the Verkhovna Rada of Ukraine.

The procedure for electing the people's deputies of Ukraine shall be established by law.

**Article 78.** The people's deputies of Ukraine shall exercise their powers on a permanent basis.

The people's deputies of Ukraine shall not have another representative mandate or be involved in the civil service or hold another office of profit or undertake other paid or entrepreneurial activity (other than teaching, research or creative activities) or be a member of a management body or a supervisory board of an enterprise or a profit making organisation.

Requirements concerning the incompatibility of the mandate of the deputy with other types of activities shall be established by law.

Should any circumstances arise to be in breach with the requirements concerning the incompatibility of the mandate of the deputy with other types of activity, the people's deputy of Ukraine shall, within twenty days after the commencement of such circumstances, terminate his activities or file a personal application to abdicate his position as the people's deputy of Ukraine.

**Article 79.** Prior to assuming office, people's deputies of Ukraine shall take the following oath before the Verkhovna Rada of Ukraine:

"I swear allegiance to Ukraine. I commit myself with all my deeds to protect the sovereignty and independence of Ukraine, to provide for the good of the Motherland and for the welfare of the Ukrainian people.

"I swear to abide by the Constitution of Ukraine and the laws of Ukraine, to discharge my duties in the interests of all fellow-citizens."

The oath shall be read by the oldest people's deputy of Ukraine before the opening of the first session of the newly elected Verkhovna Rada of Ukraine, upon which the deputies shall affirm the oath with their signatures below the text of the oath.

A refusal to take the oath shall result in the loss of the deputy's mandate.

The powers of people's deputies of Ukraine shall commence immediately upon taking of the oath.

**Article 80.** The people's deputies of Ukraine shall be guaranteed immunity of a deputy.

The people's deputies of Ukraine shall not be held legally liable for the results of voting or for statements made in the parliament and in its bodies, save as the liability for an insult or defamation.

The people's deputies of Ukraine shall not be held criminally liable, detained or arrested without the consent of the Verkhovna Rada of Ukraine.

**Article 81.** The powers of the people's deputies of Ukraine shall terminate with the termination of the powers of the Verkhovna Rada of Ukraine.

The powers of a people's deputy of Ukraine shall be subject to early termination in the event of:

1. resignation by virtue of a personal statement;
2. guilty verdict against him/her entering into legal force;
3. court declaring them legally incapable or missing;
4. termination of his citizenship or his departure from Ukraine for permanent residence abroad;
5. failure of the deputy to remedy the circumstances causing a breach in the incompatibility requirements of his mandate with other activities within twenty days after the commencement of such circumstances;
6. failure of the deputy elected as a member of a political party (an electoral block of parties) to join a deputy faction of such political party (an electoral block of parties) or the termination of the membership of such deputy in such faction;
7. his/her death.

The powers of a people's deputy of Ukraine shall be terminated in case of early termination of powers of the Verkhovna Rada of Ukraine in compliance with the Constitution of Ukraine on the opening day of the first meeting of the Verkhovna Rada of Ukraine of the new convocation.

A decision about early termination of a people's deputy's powers in cases stipulated in items 1 and 4 of the second paragraph of this Article shall be adopted by the Verkhovna Rada of Ukraine, whereas in cases stipulated by the item 5 of the second paragraph of this Article – by the court.

Should a guilty verdict against a people's deputy of Ukraine enter into legal force or should a people's deputy of Ukraine be found legally incapable or missing, the powers of the people's deputy shall be terminated when the relevant court decision comes into force, and in case of the death of a people's deputy of Ukraine – from the date of death confirmed by the certificate of death.

In case of a failure by a people's deputy of Ukraine elected as a member of a political party (an electoral block of parties) to join a

deputy faction of such political party (an electoral block of parties) or in case of termination of the membership of people's deputy of Ukraine in such faction, the power of such deputy shall be subject to an early termination on the basis of a law by virtue of a decision of the supreme body of the relevant political party (an electoral block of parties) from the date of adoption of such decision.

**Article 82.** The Verkhovna Rada of Ukraine shall work in sessions.

The Verkhovna Rada of Ukraine shall be legally constituted provided that at least two-thirds of its constitutional membership has been elected.

The Verkhovna Rada of Ukraine shall convene its first session no later than on the thirtieth day after the official announcement of the election results.

The first meeting of the newly elected Verkhovna Rada of Ukraine shall be opened by the oldest people's deputy of Ukraine.

**Article 83.** Regular sessions of the Verkhovna Rada of Ukraine shall commence on the first Tuesday of February and on the first Tuesday of September each year.

Extraordinary sessions of the Verkhovna Rada of Ukraine shall be convened, mentioning the agenda, by the Chairman of the Verkhovna Rada of Ukraine, at the request of the President of Ukraine or at the request of at least one-third of the constitutional membership of the Verkhovna Rada of Ukraine.

Should a Decree of the President of Ukraine declare an introduction of martial law or a state of emergency in Ukraine or in certain regions of Ukraine, the Verkhovna Rada of Ukraine shall hold a meeting within two days without convocation.

If the term of powers of the Verkhovna Rada of Ukraine expires while martial law or a state of emergency is in effect, its powers shall be extended until the day of the first meeting of the first session of the Verkhovna Rada of Ukraine elected after the cancellation of martial law or of the state of emergency.

A procedure for the operation of the Verkhovna Rada of Ukraine shall be established by the Constitution of Ukraine and Rules of Procedure of the Verkhovna Rada of Ukraine.

A coalition of deputy factions comprising a majority of people's deputies of Ukraine in the constitutional membership of the Verkhovna Rada of Ukraine shall be formed in the Verkhovna Rada of Ukraine on the basis of the results of election and on the basis of the harmonisation of the political platforms.

A coalition of deputy factions in the Verkhovna Rada of Ukraine shall be formed within one month from the date of opening of the first meeting of the Verkhovna Rada of Ukraine held upon regular or extraordinary elections to the Verkhovna Rada of Ukraine or within one month after the date of termination of the activity of a coalition of deputy factions in the Verkhovna Rada of Ukraine.

A coalition of deputy factions in the Verkhovna Rada of Ukraine shall, in accordance with this Constitution, present to the President of Ukraine for his approval a candidate for the position of the Prime Minister of Ukraine as well as in accordance with this Constitution shall present candidates for the Cabinet of Ministers of Ukraine.

The basis for the formation, organisation of operation, and termination of activities of coalition of deputy factions in the Verkhovna Rada of Ukraine shall be established by the Constitution of Ukraine and Rules of Procedure of the Verkhovna Rada of Ukraine.

The deputy faction of the Verkhovna Rada of Ukraine, comprising the majority of the constitutional membership of the Verkhovna Rada of Ukraine, shall have the rights of a coalition of deputy factions in the Verkhovna Rada of Ukraine envisaged by this Constitution.

**Article 84.** Sittings of the Verkhovna Rada of Ukraine shall be held openly. A closed sitting shall be held subject to a decision of the majority of the constitutional membership of the Verkhovna Rada of Ukraine.

Decisions of the Verkhovna Rada of Ukraine shall be adopted exclusively at its plenary sittings by voting.

Voting at the meetings of the Verkhovna Rada of Ukraine shall be performed by a people's deputy of Ukraine in person.

**Article 85.** The Verkhovna Rada of Ukraine shall have the following powers:

1. to introduce amendments to the Constitution of Ukraine within the limits and in compliance with the procedure stipulated in Title XIII of this Constitution;
2. to call the All-Ukrainian referendum on issues indicated in Article 73 of this Constitution;
3. to adopt laws;
4. to approve the State Budget of Ukraine and amend it; to supervise the execution of the State Budget of Ukraine and adopt decisions on reporting concerning its execution;
5. to establish the principles of domestic and foreign policy;
6. to approve national programmes for economic, scientific, technical, social, national, and cultural development and protection of the environment;
7. to call elections for the President of Ukraine within the period stipulated by this Constitution;
8. to hear annual and extraordinary addresses of the President of Ukraine on the domestic and foreign situation of Ukraine;
9. to declare war, upon the recommendation made by the President of Ukraine, and make peace, approve a decision of the President of Ukraine on the use of the Armed Forces of Ukraine and other military formations in the event of armed aggression against Ukraine;
10. to remove the President of Ukraine from the office in accordance with a special procedure (impeachment) established by the Article 111 of this Constitution;
11. to consider and adopt decisions on the approval of the Programme of Activity of the Cabinet of Ministers of Ukraine;
12. to appoint on a recommendation made by the President of Ukraine, of the Prime Minister of Ukraine, the Minister of Defence of Ukraine, the Minister of Foreign Affairs of Ukraine, and appoint, on the recommendation made by the Prime Minister of Ukraine, of other members of the Cabinet of the Ministers of Ukraine, the Chairman of the Antimonopoly Committee of Ukraine, the Chairman of the State Committee for Television and Radio Broadcasting of Ukraine, the Chairman of the State Property Fund of Ukraine; and remove the aforementioned persons from their offices; and resolve resignation of the Prime Minister of Ukraine and the members of the Cabinet of Ministers of Ukraine;
12. 1. to appoint and remove from the office the Chairman of the Security Service of Ukraine upon the recommendation made by the President of Ukraine;
13. to monitor the activities of the Cabinet of Ministers of Ukraine in accordance with this Constitution and law;
14. to approve decisions on granting loans and economic aid by Ukraine to foreign states and international organisations as well as decisions on receiving loans by Ukraine, other than those stipulated by the State Budget of Ukraine, from foreign countries, banks, and international financial organisations, and oversee the utilisation of such loans;
15. to adopt the Rules of Procedure of the Verkhovna Rada of Ukraine;
16. to appoint and remove from the office the Chairman and other members of the Chamber of Accounts;
17. to appoint and remove from the office the Authorised Human Rights Representative to the Verkhovna Rada of Ukraine; and to hear the Representative's annual reports on the state of affairs in the sphere of observance and protection of human rights and freedoms in Ukraine;
18. to appoint and remove from the office the Chairman of the National Bank of Ukraine upon the recommendation made by the President of Ukraine;
19. to appoint and remove from the office half the total members of the Council of the National Bank of Ukraine;
20. to appoint and remove from the office half the total members of the National Council of Ukraine on Television and Radio Broadcasting;
21. to appoint and remove from the office the members of the Central Election Commission on the recommendation made by the President of Ukraine;
22. to approve the general structure, and number of staff of the Security Service of Ukraine, the Armed Forces of Ukraine, and other military formations established in accordance with the laws of Ukraine, as well as of the Ministry of Interior of Ukraine, and specification of the functions of the same;
23. to approve decisions on military assistance to other states, on dispatching the Ukrainian Armed Forces units to another states or on admitting units of armed forces of other states to the territory of Ukraine;
24. to designate the State symbols of Ukraine;
25. to grant consent for the appointment and removal from the office by the President of Ukraine of the Prosecutor General of Ukraine; to declare no confidence in the Prosecutor General of Ukraine resulting in his resignation from the office;
26. to appoint and remove from the office one-third of the members of the Constitutional Court of Ukraine;
27. to elect judges for indefinite terms;
28. to terminate early the powers of the Verkhovna Rada of the Autonomous Republic of Crimea on the basis of an opinion of the Constitutional Court of Ukraine concerning the violation of the Constitution or laws of Ukraine by the Verkhovna Rada of the Autonomous Republic of Crimea; to call extraordinary elections for the Verkhovna Rada of the Autonomous Republic of Crimea;
29. to establish and abolish rayons (districts), to establish and alter rayons and cities boundaries, as well as to grant the status of city to inhabited localities, name and rename of inhabited localities and rayons;
30. to call regular and extraordinary elections to local self-government bodies;
31. to approve, within a two day period from the date of submission by the President of Ukraine of the decrees on introduction of martial law or the state of emergency in Ukraine or in its particular areas, on total or partial mobilisation, and on declaring particular areas as zones of ecological emergency situations;
32. to grant by the law the consent to the binding character of international treaties of Ukraine, and to denounce international treaties of Ukraine;
33. to exercise parliamentary control within the limits established by this Constitution and law;
34. to adopt decisions on forwarding an inquiry to the President of Ukraine at the request of a people's deputy of Ukraine, a group of people's deputies, or a Committee of the Verkhovna Rada of Ukraine previously supported by at least one-third of the constitutional members of the Verkhovna Rada of Ukraine;
35. to appoint and remove from the office the Head of Staff of the Verkhovna Rada of Ukraine; approve the budget of the Verkhovna Rada of Ukraine and the structure of its staff;
36. to adopt the list of objects of the state property not subject to privatisation and establish legal principles regarding the expropriation of private property;
37. to approve by the law the Constitution of the Autonomous Republic of Crimea and amendments thereto.

The Verkhovna Rada of Ukraine shall exercise other powers specified within the frame of reference of the Verkhovna Rada in accordance with the Constitution of Ukraine.

**Article 86.** At a session of the Verkhovna Rada of Ukraine, a people's deputy of Ukraine shall have the right to make inquiries to bodies of the Verkhovna Rada of Ukraine, the Cabinet of Ministers of Ukraine, heads of other state and local self-government bodies, as well as heads of enterprises, institutions, and organisations located in the territory of Ukraine, irrespective of their subordination and forms of ownership.

Heads of state power and local self-government bodies, heads of enterprises, institutions, and organisations shall be obliged to notify a people's deputy of Ukraine of the results of their inquiry.

**Article 87.** The Verkhovna Rada of Ukraine, upon the proposal of the President of Ukraine or of at least one-third of the constitutional membership of the people's deputies of Ukraine, may consider an issue concerning responsibility of the Cabinet of Ministers of Ukraine or adopt a resolution of non-confidence in the Cabinet of Ministers of Ukraine by the majority of the constitutional membership of the Verkhovna Rada of Ukraine.

The issue of the responsibility of the Cabinet of Ministers of Ukraine shall not be considered by the Verkhovna Rada of Ukraine more than once during same regular session, or within one year after the approval of the Programme of Activity of the Cabinet of Ministers of Ukraine, or in course of the last session of the Verkhovna Rada of Ukraine.

**Article 88.** The Verkhovna Rada of Ukraine shall elect from among its members the Chairman of the Verkhovna Rada of Ukraine, the First Vice-Chairman and the Vice-Chairman of the Verkhovna Rada of Ukraine, and shall recall them from their respective offices.

The Chairman of the Verkhovna Rada of Ukraine shall:

1. preside at the meetings of the Verkhovna Rada of Ukraine;
2. organise the operation and proceedings of the Verkhovna Rada of Ukraine and co-ordinate the activities of its bodies;
3. sign acts adopted by the Verkhovna Rada of Ukraine;
4. represent the Verkhovna Rada of Ukraine in relations with other State power bodies of Ukraine and with the agencies of other states;
5. organise the work of the staff of the Verkhovna Rada of Ukraine.

The Chairman of the Verkhovna Rada of Ukraine shall exercise the powers, stipulated by this Constitution in compliance with the procedure established by the Rules of Procedure of the Verkhovna Rada of Ukraine.

**Article 89.** The Verkhovna Rada of Ukraine, for the purposes of law drafting, preparation, and preliminary consideration of issues within the frame of reference of the Verkhovna Rada, and to exercise the supervisory functions in compliance with the Constitution of Ukraine, shall form the Committees of the Verkhovna Rada of Ukraine from among people's deputies of Ukraine and shall elect the chairmen, first vice-chairmen, vice-chairmen and secretaries of such Committees.

The Verkhovna Rada of Ukraine, within the limits of its powers, may establish *ad hoc* Special Commissions for the preparation and preliminary consideration of issues.

To investigate issues of public interest, the Verkhovna Rada of Ukraine shall establish the *ad hoc* Commissions of Inquiry, provided that at least one-third of the constitutional membership of the Verkhovna Rada of Ukraine has voted in favour thereof.

The conclusions and proposals of the *ad hoc* Commissions of Inquiry shall not be decisive for investigation or court.

The organisation and operational procedure of Committees of the Verkhovna Rada of Ukraine, and its *ad hoc* Special Commissions and the *ad hoc* Commissions of Inquiry shall be determined by law.

**Article 90.** The powers of the Verkhovna Rada of Ukraine shall be terminated on the day of the opening of the first meeting of the Verkhovna Rada of Ukraine of a new convocation.

The President of Ukraine shall have the right to an early termination of powers of the Verkhovna Rada in the following cases:

1. the Verkhovna Rada of Ukraine fails to form a coalition of deputy factions in compliance with Article 83 of this Constitution within one month;
2. no new Cabinet of Ministers of Ukraine has been formed within sixty days after the resignation of the Cabinet of Ministers of Ukraine;
3. plenary sessions fail to commence within thirty days of a single regular session.

A decision on an early termination of the powers of the Verkhovna Rada of Ukraine shall be taken by the President of Ukraine upon consultations with the Chairman of the Verkhovna Rada of Ukraine, vice-chairmen, and leaders of deputy factions in the Verkhovna Rada of Ukraine.

The powers of the Verkhovna Rada of Ukraine elected at extraordinary elections held after the early termination of powers of the Verkhovna Rada of Ukraine of the previous convocation by the President of Ukraine shall not be terminated within one year from the date of its election.

The powers of the Verkhovna Rada of Ukraine may not be subject to an early termination at the initiative of the President of Ukraine within the last six months of the term of powers of the Verkhovna Rada of Ukraine or the President of Ukraine.

**Article 91.** The Verkhovna Rada of Ukraine shall adopt laws, resolutions, and other acts by the majority of its constitutional membership, unless otherwise stipulated by this Constitution.

**Article 92.** The following matters shall be determined exclusively by laws of Ukraine:

1. human and citizen rights and freedoms, the guarantees of these rights and freedoms; the main duties of the citizen;
2. citizenship, the legal personality of citizens, the status of foreigners and stateless persons;
3. the rights of indigenous peoples and national minorities;
4. a procedure for the use of languages;
5. the principles of the use of natural resources, the exclusive (maritime) economic zone and the continental shelf, the exploration of outer space, the organisation and operation of power supply systems, transport, and communications;
6. the fundamentals of social protection, the forms and types of pension; the principles of the regulation of labour and employment, marriage, family, the protection of childhood, motherhood, and fatherhood; upbringing, education, culture, and health care; ecological safety;
7. the legal framework for property;
8. legal principles and guarantees for entrepreneurship; rules of competition and provisions on antimonopoly regulation;
9. the principles of foreign relations, foreign economic activity, and customs practices;
10. the principles of demographic and migration processes regulation;
11. the principles of the establishment and activity of political parties, other associations of citizens, and the mass media;
12. the organisation and activity of executive power bodies, the fundamentals of civil service, the organisation of state statistics and information;
13. the territorial structure of Ukraine;

14. the judicial system, judiciary, the status of judges, the principles of judicial expertise, the organisation and operation of the prosecutor's office, the bodies of inquisition and investigation, the notary, the bodies and institutions for the enforcement of punishments; the fundamentals of the organisation and activity of advocates;
15. the principles of local self-governance;
16. the status of the capital of Ukraine; the special status of other cities;
17. the fundamentals of national security, the formation of the Armed Forces of Ukraine and ensuring public order;
18. the legal regime of the state border;
19. the legal regime of martial law and state of emergency, zones of ecological emergency situations;
20. the organisation and procedure for conducting elections and referendums;
21. the organisation and operational procedure of the Verkhovna Rada of Ukraine, the status of people's deputies of Ukraine;
22. the principles of civil legal liability; acts deemed crimes, administrative or disciplinary offences, and liability for the same.

The following matters shall be established exclusively by laws of Ukraine:

1. the State Budget of Ukraine and the budgetary system of Ukraine; the system of taxation, taxes and levies; the principles of the formation and operation of financial, monetary, credit, and investment markets; the status of the national currency and the status of foreign currencies on the territory of Ukraine; a procedure for the formation and settlement of state domestic and foreign debt; and a procedure for the issue and circulation of state securities, and their types and forms;
2. a procedure for dispatching units of the Armed Forces of Ukraine to other states; and a procedure for admitting and the terms for stationing units of armed forces of other states on the territory of Ukraine;
3. units of weight, measure and time; a procedure for the establishment of state standards;
4. a procedure for the use and protection of State symbols;
5. state awards;
6. military, diplomatic, and other special ranks;
7. public holidays;
8. a procedure for the establishment and functioning of free and other special zones having an economic and migration regime other than the general regime.

Amnesty shall be declared by a law of Ukraine.

**Article 93.** The right of legislative initiative in the Verkhovna Rada of Ukraine shall be vested in the President of Ukraine, people's deputies of Ukraine, and the Cabinet of Ministers of Ukraine.

Draft laws defined by the President of Ukraine as urgent shall be considered out of turn by the Verkhovna Rada of Ukraine.

**Article 94.** The Chairman of the Verkhovna Rada of Ukraine shall sign a law and forward it without delay to the President of Ukraine.

The President of Ukraine shall sign such law within fifteen days of its receipt, accepting it for execution, and shall officially promulgate it or return to the Verkhovna Rada of Ukraine with substantiated and formulated proposals for reconsideration.

Should the President of Ukraine fail to return a law for reconsideration within the established period, such law shall be deemed approved by the President of Ukraine and shall be signed and officially promulgated.

Should the Verkhovna Rada of Ukraine adopt a law during its reconsideration by at least two-thirds of the constitutional membership of people's deputies, the President of Ukraine shall be obliged to sign and officially promulgate such law within ten days. Should the

President fail to sign such law, it shall be immediately promulgated by the Chairman of the Verkhovna Rada of Ukraine and published with the signature of the Chairman of the Verkhovna Rada of Ukraine.

A law shall enter into force in ten days after the date of its official promulgation, unless otherwise stipulated by such law, provided that such other date shall not be earlier than the date of publication of such law.

**Article 95.** The budgetary system of Ukraine shall be based on the principles of fair and impartial distribution of social wealth among citizens and territorial communities.

Any state expenditures for the needs of the entire society, and the extent and purposes of such expenditures shall be determined exclusively by the law on the State Budget of Ukraine.

The State shall strive for balanced budget of Ukraine.

Regular reports on revenues and expenditures of the State Budget of Ukraine shall be made public.

**Article 96.** The State Budget of Ukraine shall be annually approved by the Verkhovna Rada of Ukraine for the period from the 1 January to 31 December, or for a different period under special circumstances.

The Cabinet of Ministers of Ukraine shall submit a draft law on the State Budget of Ukraine for the succeeding year to the Verkhovna Rada of Ukraine not later than 15 September of each year. The report on the course of the execution of the State Budget of Ukraine in the current year shall be submitted along with the draft law.

**Article 97.** The Cabinet of Ministers of Ukraine shall submit a report on the execution of the State Budget of Ukraine to the Verkhovna Rada of Ukraine in accordance with law.

The submitted report shall be made public.

**Article 98.** The Chamber of Accounts shall, on behalf of the Verkhovna Rada of Ukraine, exercise the control over the revenue to the State Budget of Ukraine and the use thereof.

**Article 99.** The currency unit of Ukraine shall be hryvnia.

Ensuring the stability of the currency unit shall be the major function of the central bank of the State – the National Bank of Ukraine.

**Article 100.** The Council of the National Bank of Ukraine shall develop the basic principles of monetary and credit policy, and control its implementation.

The legal status of the Council of the National Bank of Ukraine shall be determined by law.

**Article 101.** Parliamentary oversight of the protection of human and citizen constitutional rights and freedoms shall be conducted by the Authorized Representative to the Verkhovna Rada of Ukraine on Human Rights.

## Title V

### THE PRESIDENT OF UKRAINE

**Article 102.** The President of Ukraine shall be the Head of the State and shall act on behalf of the State.

The President of Ukraine shall be the guarantor of the state sovereignty and territorial integrity of Ukraine, the observance of the Constitution of Ukraine, human and citizen rights and freedoms.

**Article 103.** The President of Ukraine shall be elected by the citizens of Ukraine for a five-year period on the basis of universal, equal, and direct suffrage by secret ballot.

A citizen of Ukraine, having attained the age of thirty-five, having the right to vote, residing in Ukraine for the past ten years prior to the day of elections, and having command of the state language, may be elected the President of Ukraine.

The same person may not serve as the President of Ukraine for more than two consecutive terms.

The President of Ukraine shall not have another representative mandate, hold office in State power bodies or associations of citizens, perform any other paid or entrepreneurial activity, and shall not be a member of an administrative body or board of supervisors of an enterprise aimed at making profit.

Regular elections of the President of Ukraine shall be held on the last Sunday of the last month of the fifth year of authority of the President of Ukraine. In case of an early termination of the authority of the President of Ukraine, elections of the President of Ukraine shall be held within ninety days from the day of termination of the authority.

A procedure for holding elections for the President of Ukraine shall be established by law.

**Article 104.** The newly elected President of Ukraine shall assume office within thirty days after the official announcement of the results of the election upon taking the oath to the people at a ceremonial meeting of the Verkhovna Rada of Ukraine.

The Chairman of the Constitutional Court of Ukraine shall administer the oath to the President of Ukraine.

The President of Ukraine shall take the following oath:

"I, (name and surname), elected by the will of the people as the President of Ukraine, assuming this high office, do solemnly swear allegiance to Ukraine.

I pledge with all my undertakings to protect the sovereignty and independence of Ukraine, to provide for the good of the Motherland and the welfare of the Ukrainian people, to protect the rights and freedoms of citizens, to abide by the Constitution of Ukraine and laws of Ukraine, to exercise my duties in the interests of all compatriots, and to enhance the prestige of Ukraine in the world."

The President of Ukraine elected by special election shall take the oath within five days after the official announcement of the election results.

**Article 105.** The President of Ukraine shall enjoy the right of immunity for the period of his authority.

Persons guilty of infringing upon the honour and dignity of the President of Ukraine shall be liable according to law.

The title of the President of Ukraine shall be protected by law and shall be reserved for the President for life, unless the President of Ukraine has been removed from the office in compliance with a procedure of impeachment.

**Article 106.** The President of Ukraine shall:

1. ensure the independence, national security, and legal succession of the State;
2. address the people, deliver annual and extraordinary speeches on the domestic and foreign situation of Ukraine to the Verkhovna Rada of Ukraine;
3. represent the State in international relations, administer the foreign political activity of the State, conduct negotiations and conclude international treaties;
4. adopt decisions on the recognition of foreign states;
5. appoint and dismiss heads of diplomatic missions of Ukraine to other states and to international organisations; accept credentials and letters of recall of diplomatic representatives of foreign states;
6. appoint the All-Ukrainian referendum regarding amendments to the Constitution of Ukraine in accordance with Article 156 of this Constitution, and proclaim the All-Ukrainian referendum initiated through the popular initiative;
7. designate extraordinary elections to the Verkhovna Rada of Ukraine within the period determined by this Constitution;
8. terminate the authority of the Verkhovna Rada of Ukraine in cases stipulated by this Constitution;
9. submit, on the basis of a proposal made by the coalition of deputy factions in the Verkhovna Rada of Ukraine, formed in compliance with Article 83 of the Constitution of Ukraine, the proposal regarding the appointment by the Verkhovna Rada of Ukraine of the Prime Minister of Ukraine within fifteen days after a receipt of such proposal;
10. submit the proposal to the Verkhovna Rada of Ukraine regarding the appointment of the Minister of Defence of Ukraine and the Minister of Foreign Affairs of Ukraine;
11. appoint and dismiss, subject to an approval by the Verkhovna Rada of Ukraine, the Prosecutor General of Ukraine;
12. appoint and dismiss one half of the membership of the Council of the National Bank of Ukraine;
13. appoint and dismiss one half of the membership of the National Council of Ukraine on Television and Radio Broadcasting;
14. submit to the Verkhovna Rada of Ukraine the proposal regarding appointment or dismissal of the Head of the Security Service of Ukraine;
15. revoke acts of the Cabinet of Ministers of Ukraine on the ground of their non-compliance with this Constitution and simultaneously appeal to the Constitutional Court of Ukraine for the verification of the constitutionality of such acts;
16. revoke acts of the Council of Ministers of the Autonomous Republic of Crimea;
17. be the Commander-in-Chief of the Armed Forces of Ukraine; appoint and dismiss the high command of the Armed Forces of Ukraine and other military formations; administer the national security and defence of the State;
18. be the Head of the National Security and Defence Council of Ukraine;
19. submit to the Verkhovna Rada of Ukraine a declaration of a state of war, and adopt a decision on the use of the Armed Forces and other military formations established in compliance with laws of Ukraine in the event of armed aggression against Ukraine;
20. adopt, in accordance with law, a decision on the general or partial mobilisation and the introduction of martial law in Ukraine or in its particular territories, in the event of a threat of aggression, or danger to the independence of Ukraine;
21. adopt, if necessary, a decision on the introduction of a state of emergency in Ukraine or in its particular territories, or declare certain territories of Ukraine as zones of ecological emergency situation with the subsequent confirmation of such decisions by the Verkhovna Rada of Ukraine;
22. appoint and remove from the office one-third of the members of the Constitutional Court of Ukraine;
23. establish courts in compliance with a procedure determined by law;
24. confer high military, high diplomatic, and other high special ranks and class orders;
25. confer state awards; establish presidential distinctions and confer them;
26. adopt decisions on granting the citizenship of Ukraine, termination of the citizenship of Ukraine, and on granting asylum in Ukraine;
27. grant pardons;
28. create, within the limits of the funds stipulated in the State Budget of Ukraine, consultative, advisory, and other subsidiary bodies and services assisting in the exercise of Presidential authority;
29. sign laws adopted by the Verkhovna Rada of Ukraine;
30. have the right to veto laws adopted by the Verkhovna Rada of Ukraine (except for the laws on introducing amendments to the Constitution of Ukraine) with their subsequent return for reconsideration by the Verkhovna Rada of Ukraine;

31. exercise other powers determined by the Constitution of Ukraine.

The President of Ukraine shall not delegate his powers to other persons or bodies.

The President of Ukraine shall issue decrees and directives mandatory for the execution on the territory of Ukraine on the basis and in pursuance of the Constitution and laws of Ukraine.

Acts of the President of Ukraine issued within the limits of authority stipulated in items 5, 18, 21, and 23 of this Article shall be countersigned by the Prime Minister of Ukraine and the Minister responsible for the act and its implementation.

**Article 107.** The National Security and Defence Council of Ukraine shall be the co-ordinating body to the President of Ukraine on the issues of national security and defence.

The National Security and Defence Council of Ukraine shall co-ordinate and control the activity of executive power bodies in the area of national security and defence.

The President of Ukraine shall be the Head of the National Security and Defence Council of Ukraine.

The President of Ukraine shall form the personal membership of the National Security and Defence Council of Ukraine.

The Prime Minister of Ukraine, the Minister of Defence of Ukraine, the Head of the Security Service of Ukraine, the Minister of Internal Affairs of Ukraine, and the Minister of Foreign Affairs of Ukraine, shall be *ex officio* members of the National Security and Defence Council of Ukraine.

The Chairman of the Verkhovna Rada of Ukraine may participate in the meetings of the National Security and Defence Council of Ukraine.

Decisions of the National Security and Defence Council of Ukraine shall be put into effect by decrees of the President of Ukraine.

The competence and functions of the National Security and Defence Council of Ukraine shall be determined by law.

**Article 108.** The President of Ukraine shall exercise his powers until the assumption of office by the newly elected President of Ukraine.

The authority of the President of Ukraine shall be subject to an early termination in cases of:

1. resignation;
2. inability to exercise presidential authority for health reasons;
3. removal from office by the procedure of impeachment;
4. death.

**Article 109.** The resignation of the President of Ukraine shall enter into force from the moment when he personally announces the statement of resignation at a meeting of the Verkhovna Rada of Ukraine.

**Article 110.** Incapability of the President of Ukraine to exercise his authority for health reasons shall be determined at a meeting of the Verkhovna Rada of Ukraine and confirmed by a decision adopted by the majority of its constitutional membership on the basis of a written petition of the Supreme Court of Ukraine, upon a recourse of the Verkhovna Rada of Ukraine and a medical opinion.

**Article 111.** The President of Ukraine may be removed from the office by the Verkhovna Rada of Ukraine in compliance with a procedure of impeachment if he commits treason or other crime.

The issue of the removal of the President of Ukraine from the office in compliance with a procedure of impeachment shall be initiated by the majority of the constitutional membership of the Verkhovna Rada of Ukraine.

The Verkhovna Rada of Ukraine shall establish a special *ad hoc* investigating commission, composed of special prosecutor and special investigators to conduct an investigation.

The conclusions and proposals of the *ad hoc* investigating commission shall be considered at the meeting of the Verkhovna Rada of Ukraine.

On the ground of evidence, the Verkhovna Rada of Ukraine shall, by at least two-thirds of its constitutional membership, adopt a decision to bring charges against the President of Ukraine.

The decision on the removal of the President of Ukraine from the office in compliance with the procedure of impeachment shall be adopted by the Verkhovna Rada of Ukraine by at least three-quarters of its constitutional membership upon a review of the case by the Constitutional Court of Ukraine, and receipt of its opinion on the observance of the constitutional procedure of investigation and consideration of the case of impeachment, and upon a receipt of the opinion of the Supreme Court of Ukraine to the effect that the acts, of which the President of Ukraine is accused, contain elements of treason or other crime.

**Article 112.** In the event of an early termination of the authority of the President of Ukraine in accordance with Articles 108, 109, 110 and 111 of this Constitution, the discharge of the duties of the President of Ukraine, for the period pending the elections and the assumption of the office by the next President of Ukraine, shall be vested in the Chairman of the Verkhovna Rada of Ukraine. The Chairman of the Verkhovna Rada of Ukraine, for the period of discharge of the duties of the President of Ukraine, shall not exercise the powers stipulated by items 2, 6 to 8, 10 to 13, 22, 24, 25, 27 and 28 of Article 106 of the Constitution of Ukraine.

## Title VI

### THE CABINET OF MINISTERS OF UKRAINE. OTHER EXECUTIVE AUTHORITIES

**Article 113.** The Cabinet of Ministers of Ukraine shall be the highest body in the executive branch.

The Cabinet of Ministers of Ukraine shall be responsible to the President of Ukraine and the Verkhovna Rada of Ukraine, under the control of, and accountable to the Verkhovna Rada of Ukraine within the limits stipulated by this Constitution.

The Cabinet of Ministers of Ukraine shall be guided in its activities by the Constitution and laws of Ukraine, as well as by decrees of the President of Ukraine and resolutions of the Verkhovna Rada of Ukraine, adopted in compliance with the Constitution and laws of Ukraine.

**Article 114.** The Cabinet of Ministers of Ukraine shall be comprised of the Prime Minister of Ukraine, the First Vice-Prime Minister, Vice-Prime Ministers and Ministers.

The Prime Minister of Ukraine shall be appointed by the Verkhovna Rada of Ukraine upon the submission of proposal by the President of Ukraine.

The candidature for the appointment as the Prime Minister of Ukraine shall be introduced by the President of Ukraine on the basis of a proposal of the coalition of deputy factions of the Verkhovna Rada of Ukraine formed in compliance with Article 83 of the Constitution of Ukraine, or of a deputy faction comprising the majority of the people's deputies of the constitutional membership of the Verkhovna Rada of Ukraine.

The Minister of Defence of Ukraine and the Minister of Foreign Affairs of Ukraine shall be appointed by the Verkhovna Rada of Ukraine upon the submission of proposal by the President of Ukraine, whereas other members of the Cabinet of Ministers of Ukraine shall be appointed by the Verkhovna Rada of Ukraine upon the submission of proposal by the Prime Minister of Ukraine.

The Prime Minister of Ukraine shall manage the work of the Cabinet of Ministers of Ukraine and direct such work at the implementation of the

Programme of Activity of the Cabinet of Ministers of Ukraine adopted by the Verkhovna Rada of Ukraine.

**Article 115.** The Cabinet of Ministers of Ukraine shall abdicate responsibility to the newly elected Verkhovna Rada of Ukraine.

The Prime Minister of Ukraine and other members of the Cabinet of Ministers of Ukraine shall have the right to announce their resignation to the Verkhovna Rada of Ukraine.

The resignation of the Prime Minister of Ukraine or adoption of the Cabinet of Ministers of Ukraine non-confidence resolution by the Verkhovna Rada of Ukraine, shall entail the resignation of the entire Cabinet of Ministers of Ukraine. In such cases, the Verkhovna Rada of Ukraine shall form new Cabinet of Ministers of Ukraine within a period and in compliance with the procedure determined by this Constitution.

The Cabinet of Ministers of Ukraine who abdicated responsibility to the newly elected Verkhovna Rada of Ukraine or the resignation of which has been accepted by the Verkhovna Rada of Ukraine, shall continue to exercise its powers until a newly formed Cabinet of Ministers of Ukraine commence its activity.

**Article 116.** The Cabinet of Ministers of Ukraine shall:

1. ensure the state sovereignty and economic independence of Ukraine, the implementation of domestic and foreign policy of the State, and the execution of the Constitution, laws of Ukraine, and acts of the President of Ukraine;
2. take measures to ensure human and citizen rights and freedoms;
3. ensure the implementation of financial, pricing, investment, and taxation policy; the policy in the areas of labour and employment, social security, education, science and culture, environmental protection, ecological safety, and exploitation of natural resources;
4. develop and implement national programmes of economic, scientific and technical, social and cultural development of Ukraine;
5. ensure equal conditions of development of all forms of ownership; effect management of the state property in accordance with law;
6. elaborate a draft law on the State Budget of Ukraine, ensure the implementation of the State Budget of Ukraine approved by the Verkhovna Rada of Ukraine, and submit a report on its implementation to the Verkhovna Rada of Ukraine;
7. take measures to ensure the defence potential and national security of Ukraine, public order, and fight against crime;
8. organise and ensure realization of foreign economic activity of Ukraine and the customs practice;
9. direct and co-ordinate the work of ministries and other executive authorities;
9. 1. form, reorganise, and liquidate in compliance with law, Ministries and other central executive authorities, acting within the limits of funds allocated to the maintenance of executive authorities;
9. 2. appoint to and remove from the office chief officers of central executive authorities not included in the Cabinet of Ministers of Ukraine, upon the submission of proposal by the Prime Minister of Ukraine;
10. exercise other powers determined by the Constitution and laws of Ukraine.

**Article 117.** The Cabinet of Ministers of Ukraine shall, within the limits of its competence, issue directives and resolutions mandatory for execution.

Acts of the Cabinet of Ministers of Ukraine shall be signed by the Prime Minister of Ukraine.

Regulatory legal acts of the Cabinet of Ministers of Ukraine, ministries and other central executive authorities shall be subject to registration in compliance with a procedure established by law.

**Article 118.** The executive power in oblasts and rayons, and in the cities of Kyiv and Sevastopol shall be exercised by the local state administrations.

Particular aspects of exercising executive power in the cities of Kyiv and Sevastopol shall be determined by special laws of Ukraine.

Local state administration bodies shall be formed by the heads of the local state administrations.

Heads of local state administrations shall be appointed to and removed from their office by the President of Ukraine upon the submission of proposal by the Cabinet of Ministers of Ukraine.

In the exercise of their duties, heads of local state administrations shall be responsible to the President of Ukraine and to the Cabinet of Ministers of Ukraine, and shall be accountable to, and under the control of, executive authorities of a higher level.

Local state administrations shall be accountable to, and under the control of, radas (councils) in the part of the powers delegated to them by the respective rayon or oblast radas.

Local state administrations shall be accountable to, and under the control of, the executive authorities of a higher level.

Decisions of the heads of local state administrations contradicting the Constitution and laws of Ukraine or other acts of legislation of Ukraine, may be revoked by the President of Ukraine or by the head of the local state administration of a higher level in accordance with law.

An oblast or rayon rada may express non-confidence in the head of the respective local state administration, and on the basis of which the President of Ukraine shall adopt a decision and provide a substantiated reply.

If two-thirds of the deputies of the membership of the respective rada express non-confidence in the head of a rayon or oblast state administration, the President of Ukraine shall adopt a decision on the resignation of the head of the local state administration.

**Article 119.** Local state administrations in their respective territory shall ensure:

1. the execution of the Constitution and laws of Ukraine, acts of the President of Ukraine, acts of the Cabinet of Ministers of Ukraine and other executive power bodies;
2. legality and legal order; the observance of rights and freedoms of citizens;
3. the implementation of state and regional programmes for socio-economic and cultural development, programmes for environmental protection, and, in areas where indigenous peoples and national minorities reside, programmes for their national and cultural development;
4. preparation and execution of respective oblast and rayon budgets;
5. reporting on the execution of respective budgets and programmes;
6. interaction with local self-government bodies;
7. the realisation of other powers vested by the State and delegated by the respective radas.

**Article 120.** Members of the Cabinet of Ministers of Ukraine and heads of central and local executive power bodies shall have no right to combine their office with other work (except for teaching, research, and creative activities outside of working hours), or to be members of an administrative body or board of supervisors of an enterprise aimed at making profit.

The organisation, powers, and operational procedure of the Cabinet of Ministers of Ukraine, and other central and local executive power bodies shall be determined by the Constitution and laws of Ukraine.

## Title VII

### PUBLIC PROSECUTION

**Article 121.** The public prosecution of Ukraine shall constitute a single system entrusted with:

1. prosecution in court on behalf of the State;
2. representation of the interests of a citizen or of the State in court in cases determined by law;
3. supervision over the observance of laws by bodies that conduct operative-investigative activities, inquiry, and pre-trial investigations;
4. supervision over the observance of laws in the course of execution of court decisions in criminal cases and application of other measures of coercion in relation to the restraint of personal freedoms of citizens;
5. supervision over the observance of human and civil rights and freedoms and over the observance of laws regulating these issues by executive power bodies, by local self-government bodies, their officials, and officers.

**Article 122.** The public prosecution of Ukraine shall be headed by the Prosecutor General of Ukraine, appointed to or removed from the office by the President of Ukraine subject to consent of the Verkhovna Rada of Ukraine. The Verkhovna Rada of Ukraine may express the non-confidence in the Prosecutor General of Ukraine, which shall entail his resignation from the office.

The term of powers of the General Prosecutor of Ukraine shall be five years.

**Article 123.** The structure and operational procedures of the public prosecution bodies of Ukraine shall be determined by law.

## Title VIII

### JUSTICE

**Article 124.** Justice in Ukraine shall be administered exclusively by the courts. Delegation of the functions of courts or appropriation of such functions by other bodies or officials shall be prohibited.

The jurisdiction of the courts shall extend to all legal relations that arise in the State.

Judicial proceedings shall be performed by the Constitutional Court of Ukraine and courts of general jurisdiction.

The people shall directly participate in the administration of justice through people's assessors and jurors.

Court decisions shall be adopted by the courts in the name of Ukraine and shall be mandatory for execution throughout the entire territory of Ukraine.

**Article 125.** In Ukraine, the system of courts of general jurisdiction shall be formed in accordance with the territorial principle and the principle of specialisation.

The Supreme Court of Ukraine shall be the highest judicial body in the system of courts of general jurisdiction.

The respective high courts shall be the highest judicial bodies of specialised courts.

Courts of appeal and local courts shall operate in accordance with law.

Establishment of extraordinary and special courts shall not be permitted.

**Article 126.** The independence and immunity of judges shall be guaranteed by the Constitution and laws of Ukraine.

Any influence on judges shall be prohibited.

A judge shall not be detained or arrested without the consent of the

Verkhovna Rada of Ukraine, until a verdict of guilty is rendered by a court.

Judges shall hold office for unlimited term, except for the judges of the Constitutional Court of Ukraine and judges appointed as such for the first time.

A judge shall be dismissed from office by the body having elected or appointed him in the event of:

1. the expiration of the term, for which he has been elected or appointed;
2. attaining the age of sixty-five;
3. incapability to exercise his powers for health reasons;
4. violation by the judge of requirements concerning incompatibility;
5. a breach of oath by the judge;
6. the entry into legal force of a verdict of guilty against him;
7. the termination of his citizenship;
8. declaring the judge as missing, or pronouncing him dead;
9. the submission by a judge of a statement of resignation or of voluntary dismissal from the office.

The authority of a judge shall be terminated in the event of his death.

The State shall ensure the personal security of judges and their families.

**Article 127.** Justice shall be administered by professional judges and, in cases determined by law, people's assessors and jurors.

Professional judges may not belong to political parties or trade unions, or take part in any political activity, hold a representative mandate, hold any other paid offices, perform other remunerated work except for research, teaching, or creative activities.

A citizen of Ukraine having attained at least twenty five years of age, having a higher legal education, three years of work experience in the legal profession, having resided in Ukraine for at least ten years, and having command of the state language may be recommended for the office of a judge by the Qualification Commission of Judges.

Persons having a professional training in issues of jurisdiction of specialised courts may become judges of such courts. Such judges shall administer justice only as members of a judicial chamber.

Additional requirements to certain categories of judges in terms of experience, age, and their professional level shall be established by law.

Protection of the professional interests of judges shall be provided in compliance with a procedure established by law.

**Article 128.** The first appointment as a professional judge to the office for a five-year term shall be made by the President of Ukraine. All other judges, except for the judges of the Constitutional Court of Ukraine, shall be elected by the Verkhovna Rada of Ukraine for unlimited term in compliance with a procedure established by law.

The Chairman of the Supreme Court of Ukraine shall be elected to his office and dismissed from such office by the Plenary Assembly of the Supreme Court of Ukraine by secret ballot in compliance with a procedure established by law.

**Article 129.** Administering justice, judges shall be independent and abide only by law.

Judicial proceedings shall be conducted by a single judge, by a panel of judges, or by a court of the jury.

The main principles of judicial proceedings shall be:

1. legality;
2. equality of all participants of a trial under the law and before the court;
3. ensuring that the guilt is proved;
4. adversarial procedure and freedom of the parties in presenting their evidence to the court and in proving the cogency of the evidence before the court;

5. prosecution by the prosecutor in court on behalf of the State;
6. ensuring the right of an accused person to a defence;
7. openness of trial and its complete recording by technical means;
8. ensuring appeal and cassation against a court decision, save as in cases established by law;
9. the mandatory nature of court decisions.

The law may also determine other principles of judicial proceedings in courts of specific judicial jurisdiction.

Persons guilty of contempt of court or of showing disrespect towards the judge shall be held legally responsible.

**Article 130.** The State shall ensure funding and proper conditions for the functioning of courts and the activity of judges. Expenditures for the maintenance of courts shall be allocated separately in the State Budget of Ukraine.

Judicial self-governance shall operate to resolve issues of the internal affairs of courts.

**Article 131.** The High Council of Justice shall operate in Ukraine with the following issues being under its authority:

1. submit a proposals for the appointment of judges to office or for their dismissal from office;
2. adopt decisions on the violation by judges and prosecutors of the incompatibility requirements;
3. execute disciplinary proceedings regarding judges of the Supreme Court of Ukraine and judges of high specialised courts, and the consideration of complaints regarding decisions on bringing judges of courts of appeal and local courts, and prosecutors to disciplinary liability.

The High Council of Justice shall comprise twenty members. Each of the Verkhovna Rada of Ukraine, the President of Ukraine, the Congress of Judges of Ukraine, the Congress of Advocates of Ukraine, and the Congress of Representatives of Higher Legal Educational Establishments and Research Institutions shall appoint three members to the High Council of Justice, and the All-Ukrainian Conference of Employees of the Public Prosecution – two members to the High Council of Justice.

The Chairman of the Supreme Court of Ukraine, the Minister of Justice of Ukraine and the Prosecutor General of Ukraine shall be *ex officio* members of the High Council of Justice.

## Title IX

### TERRITORIAL STRUCTURE OF UKRAINE

**Article 132.** The territorial structure of Ukraine shall be based on the principles of unity and integrity of the State territory, the combination of centralization and decentralization in the exercise of the state power, and the balanced socio-economic development of regions taking into consideration their historical, economic, ecological, geographic, and demographic characteristics as well as ethnic and cultural traditions.

**Article 133.** The system of the administrative and territorial structure of Ukraine shall include: the Autonomous Republic of Crimea, oblasts, rayons, cities, city districts, settlements and villages.

Ukraine shall be composed of the Autonomous Republic of Crimea, Vinnytsia Oblast, Volyn Oblast, Dnipropetrovsk Oblast, Donetsk Oblast, Zhytomyr Oblast, Zakarpattia Oblast, Zaporizhia Oblast, Ivano-Frankivsk Oblast, Kyiv Oblast, Kirovohrad Oblast, Luhansk Oblast, Lviv Oblast, Mykolayiv Oblast, Odesa Oblast, Poltava Oblast, Rivne Oblast, Sumy Oblast, Ternopil Oblast, Kharkiv Oblast, Kherson Oblast, Khmelnytskyi Oblast, Cherkasy Oblast, Chernivtsi Oblast and Chernihiv Oblast, the City of Kyiv, and the City of Sevastopol.

The cities of Kyiv and Sevastopol shall have special status determined by the law of Ukraine.

## Title X

### THE AUTONOMOUS REPUBLIC OF CRIMEA

**Article 134.** The Autonomous Republic of Crimea shall be an integral constituent part of Ukraine and shall resolve issues relegated to its authority within the frame of its reference, determined by the Constitution of Ukraine.

Article 135. The Autonomous Republic of Crimea shall have the Constitution of the Autonomous Republic of Crimea adopted by the Verkhovna Rada of the Autonomous Republic of Crimea and approved by the Verkhovna Rada of Ukraine by no less than one half of the constitutional membership of the Verkhovna Rada of Ukraine.

Regulatory legal acts of the Verkhovna Rada of the Autonomous Republic of Crimea and decisions of the Council of Ministers of the Autonomous Republic of Crimea shall not contradict the Constitution and laws of Ukraine and shall be adopted in accordance with and in pursuance of the Constitution of Ukraine, laws of Ukraine, acts of the President of Ukraine and the Cabinet of Ministers of Ukraine.

**Article 136.** The Verkhovna Rada of the Autonomous Republic of Crimea shall be the representative body of the Autonomous Republic of Crimea.

The Verkhovna Rada of the Autonomous Republic of Crimea shall, within its competence, adopt decisions and resolutions mandatory for execution in the Autonomous Republic of Crimea.

The Council of Ministers of the Autonomous Republic of Crimea shall be the government of the Autonomous Republic of Crimea. The Chairman of the Council of Ministers of the Autonomous Republic of Crimea shall be appointed or dismissed by the Verkhovna Rada of the Autonomous Republic of Crimea subject to the consent of the President of Ukraine.

The powers and the procedure for the formation and operation of the Verkhovna Rada of the Autonomous Republic of Crimea and of the Council of Ministers of the Autonomous Republic of Crimea shall be determined by the Constitution of Ukraine and laws of Ukraine, and by regulatory legal acts of the Verkhovna Rada of the Autonomous Republic of Crimea in relation to the issues within its competence.

In the Autonomous Republic of Crimea justice shall be administered by courts belonging to the single system of courts of Ukraine.

**Article 137.** The Autonomous Republic of Crimea shall effect normative regulation in the following areas:

1. agriculture and forestry;
2. land improvement and surface mining;
3. public works, crafts and trades; charity;
4. urban construction and housing management;
5. tourism, hotel business, fairs;
6. museums, libraries, theatres, other cultural establishments, historical and cultural conservation areas;
7. public transportation, roadways, water supply;
8. hunting and fishing;
9. sanitary and hospital services.

In case of nonconformity of regulatory legal acts of the Verkhovna Rada of the Autonomous Republic of Crimea with the Constitution of Ukraine and laws of Ukraine, the President of Ukraine may suspend such regulatory legal acts of the Verkhovna Rada of the Autonomous Republic of Crimea with a simultaneous appeal to the Constitutional Court of Ukraine in regard to their constitutionality.

**Article 138.** The following issues shall be under the authority of the Autonomous Republic of Crimea:

1. call elections of deputies to the Verkhovna Rada of the Autonomous Republic of Crimea, approve of the membership of the electoral commission of the Autonomous Republic of Crimea;
2. organise and hold of local referendums;
3. manage property that belongs to the Autonomous Republic of Crimea;
4. elaborate, approve, and execute the budget of the Autonomous Republic of Crimea on the basis of the uniform tax and budget policy of Ukraine;
5. develop, approve, and implement programmes of the Autonomous Republic of Crimea for socio-economic and cultural development, rational exploiting of natural resources and environmental protection in accordance with national programmes;
6. grant the resort status for localities; establish zones for the sanitary protection of resorts;
7. participate in ensuring the rights and freedoms of citizens, national harmony, and promote the protection of legal order and public security;
8. ensure the functioning and development of the state language and national languages and cultures in the Autonomous Republic of Crimea; protect and use of historical monuments;
9. participate in the development and realisation of state programmes for the return of deported peoples;
10. initiate the introduction of a state of emergency and establish zones of ecological emergency as needed in the Autonomous Republic of Crimea or in its particular areas.

Other powers may also be delegated to the Autonomous Republic of Crimea by laws of Ukraine.

**Article 139.** The status of the Representative Office of the President of Ukraine operating in the Autonomous Republic of Crimea shall be determined by the law of Ukraine.

## Title XI

### LOCAL SELF-GOVERNMENT

**Article 140.** Local self-governing shall be the right of a territorial community – residents of a village or a voluntary association of residents of several villages into one village community, residents of a settlement, and of a city – for the purposes of an independent settlement of issues of local character in compliance with the Constitution and laws of Ukraine.

Particular aspects of the exercise of local self-governing in the cities of Kyiv and Sevastopol shall be determined by the special laws of Ukraine.

Local self-governing shall be exercised by a territorial community in compliance with a procedure established by law, both directly and through local self-government bodies: village, settlement and city radas, and their executive bodies.

Rayon and oblast radas shall be the bodies of local self-government representing the common interests of territorial communities of villages, settlements, and cities.

The issues of organisation of the administration of city districts shall fall within the competence of city radas.

Village, settlement, and city radas may permit, at the initiative of residents, the establishment of house, street, block, or other bodies of popular self-organisation, and assign them a part of their own competence, finances, or property.

**Article 141.** Village, settlement, city, rayon or oblast radas shall comprise deputies elected for a five-year term by residents of village, settlement, city, rayon or oblast on the basis of universal, equal, and direct suffrage by secret ballot.

Territorial communities shall elect respectively the head of the village, settlement, or city, who shall lead the executive body of the rada and

preside at its meetings, for a four-year term, on the basis of universal, equal, and direct suffrage by secret ballot.

The status of heads, deputies, and executive bodies of a rada, their powers, and procedures of their establishment, reorganisation, and liquidation shall be determined by law.

The head of a rayon rada and the head of an oblast rada shall be elected by the respective rada and shall lead the executive staff of the council.

**Article 142.** Personal and real estate, revenues of local budgets, other funds, land, natural resources owned by territorial communities of villages, settlements, cities, city districts, and objects of their common property managed by rayon and oblast radas shall be the material and financial basis for local self-government.

Territorial communities of villages, settlements, and cities may combine objects of communal property as well as budget funds on the basis of agreements in order to implement joint projects or to jointly finance (maintain) communal enterprises, organisations, or establishments, and create appropriate bodies and services for this purpose.

The State shall participate in the collection of revenues for budgets of local self-governments and financially support local self-governments. Expenditures of local self-government bodies arising from the decisions of state power bodies shall be reimbursed by the State.

**Article 143.** Territorial communities of a village, settlement, and city, directly or through the local self-government bodies established by them, shall manage the property in communal ownership; approve programmes of socio-economic and cultural development and control the implementation of such programmes; approve budgets of respective administrative and territorial units and control the execution of such budgets; establish local taxes and levies in accordance with law; ensure holding of local referendums and implementation of their results; establish, reorganise and liquidate communal enterprises, organisations and institutions and supervise their activity; and settle other issues of local importance assigned to their competence by law.

Oblast and rayon radas shall approve programmes for socio-economic and cultural development of respective oblasts and rayons and control the implementation of such programmes; approve rayon and oblast budgets formed from the funds of the State budget for their appropriate distribution among territorial communities or for the implementation of joint projects and from the funds drawn on the basis of agreement from local budgets for the realisation of joint socio-economic and cultural programmes, and control the execution of such budgets; settle other issues delegated to their competence by law.

Certain powers of executive power bodies may be assigned by law to local self-government bodies. The State shall finance the exercise of such powers from the State Budget of Ukraine in full or through the allocation of certain national taxes to a local budget in compliance with a procedure established by law, and transfer the relevant objects of state property to local self-government bodies.

Local self-government bodies shall be under the control of respective executive power bodies in connection with the exercise of powers of executive power bodies by such bodies.

**Article 144.** Local self-government bodies, within the scope determined by law, shall adopt decisions mandatory for execution throughout the respective territory.

In case of nonconformity of decisions of local self-government bodies with the Constitution or laws of Ukraine, such decisions shall be suspended in compliance with the procedure established by law with a simultaneous appeal to a court.

**Article 145.** The rights of local self-government shall be protected by judicial procedure.

**Article 146.** Other issues of the organisation of local self-government,

and formation, operation and responsibilities of local self-government bodies shall be determined by law.

## Title XII

### THE CONSTITUTIONAL COURT OF UKRAINE

**Article 147.** The Constitutional Court of Ukraine shall be the sole body of constitutional jurisdiction in Ukraine.

The Constitutional Court of Ukraine shall resolve the issues of conformity of laws and other legal acts with the Constitution of Ukraine and provide the official interpretation of the Constitution of Ukraine and laws of Ukraine.

**Article 148.** The Constitutional Court of Ukraine shall comprise eighteen judges of the Constitutional Court of Ukraine.

The President of Ukraine, the Verkhovna Rada of Ukraine, and the Congress of Judges of Ukraine each shall appoint six judges to the Constitutional Court of Ukraine.

A citizen of Ukraine having forty years of age on the day of appointment, having a higher legal education and professional experience of no less than ten years, having resided in Ukraine for the past twenty years, and having command of the state language may be a judge of the Constitutional Court of Ukraine.

A judge of the Constitutional Court of Ukraine shall be appointed for a single and non-renewable nine-year term.

The Chairman of the Constitutional Court of Ukraine shall be elected by secret ballot only for one three-year term at a special plenary meeting of the Constitutional Court of Ukraine from among the judges of the Constitutional Court of Ukraine.

**Article 149.** Guarantees of independence and immunity, grounds for dismissal from the office stipulated by Article 126 of this Constitution, and the requirements concerning incompatibility as determined in paragraph two Article 127 of this Constitution shall apply to the judges of the Constitutional Court of Ukraine.

**Article 150.** The Constitutional Court of Ukraine shall have the following powers:

1. resolve issues of compliance with the Constitution of Ukraine (constitutionality) of:
  - laws and other legal acts of the Verkhovna Rada of Ukraine;
  - acts of the President of Ukraine;
  - acts of the Cabinet of Ministers of Ukraine;
  - legal acts of the Verkhovna Rada of the Autonomous Republic of Crimea.

Such issues shall be considered upon request from: the President of Ukraine; no less than forty five people's deputies of Ukraine; the Supreme Court of Ukraine; the Authorised Human Rights Representative to the Verkhovna Rada of Ukraine; or the Verkhovna Rada of the Autonomous Republic of Crimea;

2. the official interpretation of the Constitution of Ukraine and laws of Ukraine;

On matters stipulated by this Article, the Constitutional Court of Ukraine shall adopt decisions mandatory for execution throughout the territory of Ukraine, and such decisions shall be final and shall not be appealed.

**Article 151.** The Constitutional Court of Ukraine shall, upon request of the President of Ukraine or the Cabinet of Ministers of Ukraine, provide opinions on the conformity with the Constitution of Ukraine of the effective international treaties of Ukraine, or of international treaties submitted to the Verkhovna Rada of Ukraine for approval of their binding nature.

The Constitutional Court of Ukraine shall provide an opinion on the observance of the constitutional procedure of investigation and consideration of the case of removing the President of Ukraine from office by the procedure of impeachment upon request of the Verkhovna Rada of Ukraine.

**Article 152.** Laws and other legal acts, according to a decision of the Constitutional Court of Ukraine, shall be deemed unconstitutional, whether in whole or in part, should such laws and legal acts fail to comply with the Constitution of Ukraine, or in case of a violation of a procedure established by the Constitution of Ukraine for the review, adoption, or entry into force of such laws and legal acts.

Laws and other legal acts or their particular provisions being deemed unconstitutional shall lose their legal force from the day of adoption of the decision on their unconstitutionality by the Constitutional Court of Ukraine.

Material or moral damages caused to physical or juridical persons by the acts or actions deemed to be unconstitutional shall be compensated for by the State in compliance with a procedure established by law.

**Article 153.** A procedure for the organisation and operation of the Constitutional Court of Ukraine, and a procedure for consideration of cases by the Constitutional Court of Ukraine, shall be determined by law.

## Title XIII

### MAKING AMENDMENTS TO THE CONSTITUTION OF UKRAINE

**Article 154.** A draft law on making amendments to the Constitution of Ukraine may be submitted to the Verkhovna Rada of Ukraine by the President of Ukraine or by the people's deputies of Ukraine comprising at least one-third of the constitutional membership of the Verkhovna Rada of Ukraine.

**Article 155.** A draft law on making amendments to the Constitution of Ukraine, except for Title I *General Principles*, Title III *Elections, Referendum*, and Title XIII *Making Amendments to the Constitution* of Ukraine, previously adopted by the majority of the constitutional membership of the Verkhovna Rada of Ukraine, shall be deemed adopted, if at least two-thirds of the constitutional members of the Verkhovna Rada of Ukraine vote in its favour at the succeeding regular session of the Verkhovna Rada of Ukraine.

**Article 156.** A draft law on making amendments to Title I *General Principles*, Title III *Elections, Referendum*, and Title XIII *Making Amendments to the Constitution* of Ukraine, shall be submitted to the Verkhovna Rada of Ukraine by the President of Ukraine, or by not less than two-thirds of the constitutional membership of the Verkhovna Rada of Ukraine, provided that it is adopted by at least two-thirds of the constitutional members of the Verkhovna Rada of Ukraine, be approved by an All-Ukrainian referendum called by the President of Ukraine.

Resubmission of a draft law on making amendments to Titles I, III and XIII of this Constitution, addressing the same issue, shall be possible only at a succeeding convocation of the Verkhovna Rada of Ukraine.

**Article 157.** The Constitution of Ukraine shall not be amended, if the amendments foresee the abolition or restriction of human and citizen rights and freedoms, or if they are aimed at the liquidation of the independence or violation of the territorial integrity of Ukraine.

The Constitution of Ukraine shall not be amended under the conditions of martial law or a state of emergency.

**Article 158.** The draft law on making amendments to the Constitution of Ukraine, having been considered by the Verkhovna Rada of Ukraine and failing to be adopted, may be submitted to the Verkhovna Rada of Ukraine no sooner than in one year from the day of the adoption of the decision on this draft law.

Within the term of its powers, the Verkhovna Rada of Ukraine shall not amend twice the same provisions of the Constitution of Ukraine.

**Article 159.** A draft law on making amendments to the Constitution of Ukraine shall be considered by the Verkhovna Rada of Ukraine upon the availability of an opinion of the Constitutional Court of Ukraine on the conformity of such draft law with the requirements of Articles 157 and 158 of this Constitution.

## Title XIV

### FINAL PROVISIONS

**Article 160.** The Constitution of Ukraine shall enter into effect on the day of its adoption.

**Article 161.** The day of adoption of the Constitution of Ukraine shall be the State holiday – Ukrainian Constitution Day.

## Title XV

### TRANSITIONAL PROVISIONS

1. Laws and other regulatory acts adopted prior to the day the Constitution entered into effect, shall be in force to the extent they do not contradict the Constitution of Ukraine.
2. After the adoption of the Constitution of Ukraine, the Verkhovna Rada of Ukraine shall exercise the powers stipulated by this Constitution.

Regular elections to the Verkhovna Rada of Ukraine shall be held in March 1998.

3. Regular elections for the President of Ukraine shall be held on the last Sunday of October 1999.
4. The President of Ukraine, within three years after the date the Constitution of Ukraine entered into force, shall have the right to issue decrees approved by the Cabinet of Ministers of Ukraine and signed by the Prime Minister of Ukraine on economic issues not regulated by laws, with simultaneous submission of the respective draft law to the Verkhovna Rada of Ukraine in compliance with a procedure established by Article 93 of this Constitution.

Such a decree of the President of Ukraine shall take effect if within thirty calendar days from the day of submission of the draft law (except for the days between sessions), the Verkhovna Rada of Ukraine fail to adopt the law or fail to reject the submitted draft law by the majority of its constitutional membership, and be effective until a law adopted by the Verkhovna Rada of Ukraine on these issues enters into force.

5. The Cabinet of Ministers of Ukraine shall be formed in accordance with this Constitution within three months after its entry into force.
6. The Constitutional Court of Ukraine shall be formed in accordance with this Constitution, within three months after its entry into force. The Verkhovna Rada of Ukraine shall interpret the laws prior to the appointment of the Constitutional Court of Ukraine.
7. Heads of local state administrations, upon the entry of this Constitution into force, shall acquire the status of heads of local state administrations in accordance with Article 118 of this Constitution, and after the election of chairmen of respective radas, resign from the chairmen positions of these radas.
8. Village, settlement, and city radas and the chairmen of these radas, upon entry of this Constitution of Ukraine into force, shall exercise the powers as determined by this Constitution until the election of new members of such radas in March 1998.

Rayon and oblast radas, elected prior to the entry of this Constitution into force, shall exercise the powers as determined by this Constitution, until the formation of the new membership of such radas in accordance with the Constitution of Ukraine.

City district radas and their chairmen, upon entry of this Constitution into force, shall exercise their powers in accordance with law.

9. The public prosecution shall, in accordance with effective laws, continue to perform the function of overseeing the observance and implementation of laws and the function of preliminary investigation, until putting into force of laws regulating the activity of state bodies regarding control over the observance of laws, until the formation of a system of pre-trial investigation, and putting into force of laws regulating its functioning.
10. Prior to the adoption of laws determining the particular aspects of the exercise of executive power in the cities of Kyiv and Sevastopol, in accordance with Article 118 of this Constitution, the executive power in these cities shall be exercised by the respective state administrations.
11. Paragraph one of Article 99 of this Constitution shall be put into force upon the introduction of the national monetary unit – the hryvnia.
12. The Supreme Court of Ukraine and the High Court of Arbitration of Ukraine shall exercise their powers in accordance with effective legislation of Ukraine, until the formation in Ukraine of a system of courts of general jurisdiction in accordance with Article 125 of this Constitution, provided that the period of such powers shall not exceed five years.

Judges of all courts in Ukraine elected or appointed prior to the date of entry of this Constitution into force shall continue to exercise their powers in accordance with the effective legislation until the expiration of the period for which they are elected or appointed.

Judges whose powers have terminated on the day this Constitution enters into force, shall continue to exercise their powers for a period of one year.

13. The effective procedures for arrest, retaining in custody, and detention of persons suspected of a crime, and also for the examination and search of a domicile or other property of a person, shall be preserved for five years after this Constitution enters into effect.
14. The use of the existing military bases in the territory of Ukraine for the temporary stationing of foreign military formations shall be possible on the terms of lease, in compliance with a procedure determined by the international treaties of Ukraine ratified by the Verkhovna Rada of Ukraine.

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The Constitution of Ukraine  
was adopted at the Fifth Session of the Verkhovna Rada of Ukraine  
on 28 June 1996



## UNIVERSAL DECLARATION OF HUMAN RIGHTS

Source: [https://www.ohchr.org/EN/UDHR/Documents/UDHR\\_Translations/eng.pdf](https://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf)

### Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

### Article 1

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

### Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

### Article 3

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

### Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

### Article 5

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

### Article 6

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

### Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

### Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

### Article 9

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

### Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

### Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed.

Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

### Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

### Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

### Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

### Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

### Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

### Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

### Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

### Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

### Article 20

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

### Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

### Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

### Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

### Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

### Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

### Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

### Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

### Article 28

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

### Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

### Article 30

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

## PROTOCOL TO PREVENT, SUPPRESS AND PUNISH TRAFFICKING IN PERSONS ESPECIALLY WOMEN AND CHILDREN, SUPPLEMENTING THE UNITED NATIONS CONVENTION AGAINST TRANSNATIONAL ORGANIZED CRIME

Adopted and opened for signature, ratification and accession by General Assembly resolution 55/25 of 15 November 2000

### Preamble

The States Parties to this Protocol,

Declaring that effective action to prevent and combat trafficking in persons, especially women and children, requires a comprehensive international approach in the countries of origin, transit and destination that includes measures to prevent such trafficking, to punish the traffickers and to protect the victims of such trafficking, including by protecting their internationally recognized human rights,

Taking into account the fact that, despite the existence of a variety of international instruments containing rules and practical measures to combat the exploitation of persons, especially women and children, there is no universal instrument that addresses all aspects of trafficking in persons,

Concerned that, in the absence of such an instrument, persons who are vulnerable to trafficking will not be sufficiently protected,

Recalling General Assembly resolution 53/111 of 9 December 1998, in which the Assembly decided to establish an open-ended intergovernmental ad hoc committee for the purpose of elaborating a comprehensive international convention against transnational organized crime and of discussing the elaboration of, inter alia, an international instrument addressing trafficking in women and children,

Convinced that supplementing the United Nations Convention against Transnational Organized Crime with an international instrument for the prevention, suppression and punishment of trafficking in

Have agreed as follows :

### I. General provisions

#### Article 1

##### Relation with the United Nations Convention against Transnational Organized Crime

1. This Protocol supplements the United Nations Convention against Transnational Organized Crime. It shall be interpreted together with the Convention.
2. The provisions of the Convention shall apply, mutatis mutandis, to this Protocol unless otherwise provided herein.
3. The offences established in accordance with article 5 of this Protocol shall be regarded as offences established in accordance with the Convention.

#### Article 2

##### Statement of purpose

The purposes of this Protocol are:

- A. To prevent and combat trafficking in persons, paying particular attention to women and children;
- B. To protect and assist the victims of such trafficking, with full respect for their human rights; and

- C. To promote cooperation among States Parties in order to meet those objectives.

### Article 3

#### Use of terms

For the purposes of this Protocol:

- A. "Trafficking in persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs;
- B. The consent of a victim of trafficking in persons to the intended exploitation set forth in subparagraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used;
- C. The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in persons" even if this does not involve any of the means set forth in subparagraph (a) of this article;
- D. "Child" shall mean any person under eighteen years of age.

### Article 4

#### Scope of application

This Protocol shall apply, except as otherwise stated herein, to the prevention, investigation and prosecution of the offences established in accordance with article 5 of this Protocol, where those offences are transnational in nature and involve an organized criminal group, as well as to the protection of victims of such offences.

### Article 5

#### Criminalization

1. Each State Party shall adopt such legislative and other measures as may be necessary to establish as criminal offences the conduct set forth in article 3 of this Protocol, when committed intentionally.
2. Each State Party shall also adopt such legislative and other measures as may be necessary to establish as criminal offences:
  - A. Subject to the basic concepts of its legal system, attempting to commit an offence established in accordance with paragraph 1 of this article;
  - B. Participating as an accomplice in an offence established in accordance with paragraph 1 of this article; and
  - C. Organizing or directing other persons to commit an offence established in accordance with paragraph 1 of this article.

## II. Protection of victims of trafficking in persons

### Article 6

#### Assistance to and protection of victims of trafficking in persons

1. In appropriate cases and to the extent possible under its domestic law, each State Party shall protect the privacy and identity of victims of trafficking in persons, including, inter alia, by making legal proceedings relating to such trafficking confidential.
2. Each State Party shall ensure that its domestic legal or administrative system contains measures that provide to victims of trafficking in persons, in appropriate cases:
  - A. Information on relevant court and administrative proceedings;
  - B. Assistance to enable their views and concerns to be presented and considered at appropriate stages of criminal proceedings against offenders, in a manner not prejudicial to the rights of the defence.
3. Each State Party shall consider implementing measures to provide for the physical, psychological and social recovery of victims of trafficking in persons, including, in appropriate cases, in cooperation with non-governmental organizations, other relevant organizations and other elements of civil society, and, in particular, the provision of:
  - A. Appropriate housing;
  - B. Counselling and information, in particular as regards their legal rights, in a language that the victims of trafficking in persons can understand;
  - C. Medical, psychological and material assistance; and
  - D. Employment, educational and training opportunities.
4. Each State Party shall take into account, in applying the provisions of this article, the age, gender and special needs of victims of trafficking in persons, in particular the special needs of children, including appropriate housing, education and care.
5. Each State Party shall endeavour to provide for the physical safety of victims of trafficking in persons while they are within its territory.
6. Each State Party shall ensure that its domestic legal system contains measures that offer victims of trafficking in persons the possibility of obtaining compensation for damage suffered.

### Article 7

#### Status of victims of trafficking in persons in receiving States

1. In addition to taking measures pursuant to article 6 of this Protocol, each State Party shall consider adopting legislative or other appropriate measures that permit victims of trafficking in persons to remain in its territory, temporarily or permanently, in appropriate cases.
2. In implementing the provision contained in paragraph 1 of this article, each State Party shall give appropriate consideration to humanitarian and compassionate factors.

### Article 8

#### Repatriation of victims of trafficking in persons

1. The State Party of which a victim of trafficking in persons is

a national or in which the person had the right of permanent residence at the time of entry into the territory of the receiving State Party shall facilitate and accept, with due regard for the safety of that person, the return of that person without undue or unreasonable delay.

2. When a State Party returns a victim of trafficking in persons to a State Party of which that person is a national or in which he or she had, at the time of entry into the territory of the receiving State Party, the right of permanent residence, such return shall be with due regard for the safety of that person and for the status of any legal proceedings related to the fact that the person is a victim of trafficking and shall preferably be voluntary.
3. At the request of a receiving State Party, a requested State Party shall, without undue or unreasonable delay, verify whether a person who is a victim of trafficking in persons is its national or had the right of permanent residence in its territory at the time of entry into the territory of the receiving State Party.
4. In order to facilitate the return of a victim of trafficking in persons who is without proper documentation, the State Party of which that person is a national or in which he or she had the right of permanent residence at the time of entry into the territory of the receiving State Party shall agree to issue, at the request of the receiving State Party, such travel documents or other authorization as may be necessary to enable the person to travel to and re-enter its territory.
5. This article shall be without prejudice to any right afforded to victims of trafficking in persons by any domestic law of the receiving State Party.
6. This article shall be without prejudice to any applicable bilateral or multilateral agreement or arrangement that governs, in whole or in part, the return of victims of trafficking in persons.

## III. Prevention, cooperation and other measures

### Article 9

#### Prevention of trafficking in persons

1. States Parties shall establish comprehensive policies, programmes and other measures:
  - A. To prevent and combat trafficking in persons; and
  - B. To protect victims of trafficking in persons, especially women and children, from revictimization.
2. States Parties shall endeavour to undertake measures such as research, information and mass media campaigns and social and economic initiatives to prevent and combat trafficking in persons.
3. Policies, programmes and other measures established in accordance with this article shall, as appropriate, include cooperation with non-governmental organizations, other relevant organizations and other elements of civil society.
4. States Parties shall take or strengthen measures, including through bilateral or multilateral cooperation, to alleviate the factors that make persons, especially women and children, vulnerable to trafficking, such as poverty, underdevelopment and lack of equal opportunity.
5. States Parties shall adopt or strengthen legislative or other measures, such as educational, social or cultural measures, including through bilateral and multilateral cooperation, to discourage the demand that fosters all forms of exploitation of persons, especially women and children, that leads to trafficking.

**Article 10****Information exchange and training**

1. Law enforcement, immigration or other relevant authorities of States Parties shall, as appropriate, cooperate with one another by exchanging information, in accordance with their domestic law, to enable them to determine:
  - A. Whether individuals crossing or attempting to cross an international border with travel documents belonging to other persons or without travel documents are perpetrators or victims of trafficking in persons;
  - B. The types of travel document that individuals have used or attempted to use to cross an international border for the purpose of trafficking in persons; and
  - C. The means and methods used by organized criminal groups for the purpose of trafficking in persons, including the recruitment and transportation of victims, routes and links between and among individuals and groups engaged in such trafficking, and possible measures for detecting them.
2. States Parties shall provide or strengthen training for law enforcement, immigration and other relevant officials in the prevention of trafficking in persons. The training should focus on methods used in preventing such trafficking, prosecuting the traffickers and protecting the rights of the victims, including protecting the victims from the traffickers. The training should also take into account the need to consider human rights and child- and gender-sensitive issues and it should encourage cooperation with non-governmental organizations, other relevant organizations and other elements of civil society.
3. A State Party that receives information shall comply with any request by the State Party that transmitted the information that places restrictions on its use.

**Article 11****Border measures**

1. Without prejudice to international commitments in relation to the free movement of people, States Parties shall strengthen, to the extent possible, such border controls as may be necessary to prevent and detect trafficking in persons.
2. Each State Party shall adopt legislative or other appropriate measures to prevent, to the extent possible, means of transport operated by commercial carriers from being used in the commission of offences established in accordance with article 5 of this Protocol.
3. Where appropriate, and without prejudice to applicable international conventions, such measures shall include establishing the obligation of commercial carriers, including any transportation company or the owner or operator of any means of transport, to ascertain that all passengers are in possession of the travel documents required for entry into the receiving State.
4. Each State Party shall take the necessary measures, in accordance with its domestic law, to provide for sanctions in cases of violation of the obligation set forth in paragraph 3 of this article.
5. Each State Party shall consider taking measures that permit, in accordance with its domestic law, the denial of entry or revocation of visas of persons implicated in the commission of offences established in accordance with this Protocol.
6. Without prejudice to article 27 of the Convention, States Parties shall consider strengthening cooperation among border control agencies by, inter alia, establishing and maintaining direct channels of communication.

**Article 12****Security and control of documents**

Each State Party shall take such measures as may be necessary, within available means:

- A. To ensure that travel or identity documents issued by it are of such quality that they cannot easily be misused and cannot readily be falsified or unlawfully altered, replicated or issued; and
- B. To ensure the integrity and security of travel or identity documents issued by or on behalf of the State Party and to prevent their unlawful creation, issuance and use.

**Article 13****Legitimacy and validity of documents**

At the request of another State Party, a State Party shall, in accordance with its domestic law, verify within a reasonable time the legitimacy and validity of travel or identity documents issued or purported to have been issued in its name and suspected of being used for trafficking in persons.

**IV. Final provisions****Article 14****Saving clause**

1. Nothing in this Protocol shall affect the rights, obligations and responsibilities of States and individuals under international law, including international humanitarian law and international human rights law and, in particular, where applicable, the 1951 Convention and the 1967 Protocol relating to the Status of Refugees and the principle of non-refoulement as contained therein.
2. The measures set forth in this Protocol shall be interpreted and applied in a way that is not discriminatory to persons on the ground that they are victims of trafficking in persons. The interpretation and application of those measures shall be consistent with internationally recognized principles of non-discrimination.

**Article 15****Settlement of disputes**

1. States Parties shall endeavour to settle disputes concerning the interpretation or application of this Protocol through negotiation.
2. Any dispute between two or more States Parties concerning the interpretation or application of this Protocol that cannot be settled through negotiation within a reasonable time shall, at the request of one of those States Parties, be submitted to arbitration. If, six months after the date of the request for arbitration, those States Parties are unable to agree on the organization of the arbitration, any one of those States Parties may refer the dispute to the International Court of Justice by request in accordance with the Statute of the Court.
3. Each State Party may, at the time of signature, ratification, acceptance or approval of or accession to this Protocol, declare that it does not consider itself bound by paragraph 2 of this article. The other States Parties shall not be bound by paragraph 2 of this article with respect to any State Party that has made such a reservation.
4. Any State Party that has made a reservation in accordance with paragraph 3 of this article may at any time withdraw that reservation by notification to the Secretary-General of the United Nations.

## Article 16

### Signature, ratification, acceptance, approval and accession

1. This Protocol shall be open to all States for signature from 12 to 15 December 2000 in Palermo, Italy, and thereafter at United Nations Headquarters in New York until 12 December 2002.
2. This Protocol shall also be open for signature by regional economic integration organizations provided that at least one member State of such organization has signed this Protocol in accordance with paragraph 1 of this article.
3. This Protocol is subject to ratification, acceptance or approval. Instruments of ratification, acceptance or approval shall be deposited with the Secretary-General of the United Nations. A regional economic integration organization may deposit its instrument of ratification, acceptance or approval if at least one of its member States has done likewise. In that instrument of ratification, acceptance or approval, such organization shall declare the extent of its competence with respect to the matters governed by this Protocol. Such organization shall also inform the depositary of any relevant modification in the extent of its competence.
4. This Protocol is open for accession by any State or any regional economic integration organization of which at least one member State is a Party to this Protocol. Instruments of accession shall be deposited with the Secretary-General of the United Nations. At the time of its accession, a regional economic integration organization shall declare the extent of its competence with respect to matters governed by this Protocol. Such organization shall also inform the depositary of any relevant modification in the extent of its competence.

## Article 17

### Entry into force

1. This Protocol shall enter into force on the ninetieth day after the date of deposit of the fortieth instrument of ratification, acceptance, approval or accession, except that it shall not enter into force before the entry into force of the Convention. For the purpose of this paragraph, any instrument deposited by a regional economic integration organization shall not be counted as additional to those deposited by member States of such organization.
2. For each State or regional economic integration organization ratifying, accepting, approving or acceding to this Protocol after the deposit of the fortieth instrument of such action, this Protocol shall enter into force on the thirtieth day after the date of deposit by such State or organization of the relevant instrument or on the date this Protocol enters into force pursuant to paragraph 1 of this article, whichever is the later.

## Article 18

### Amendment

1. After the expiry of five years from the entry into force of this Protocol, a State Party to the Protocol may propose an amendment and file it with the Secretary-General of the United Nations, who shall thereupon communicate the proposed amendment to the States Parties and to the Conference of the Parties to the Convention for the purpose of considering and deciding on the proposal. The States Parties to this Protocol meeting at the Conference of the Parties shall make every effort to achieve consensus on each amendment. If all efforts at consensus have been exhausted and no agreement has been reached, the amendment shall, as a last

resort, require for its adoption a two-thirds majority vote of the States Parties to this Protocol present and voting at the meeting of the Conference of the Parties.

2. Regional economic integration organizations, in matters within their competence, shall exercise their right to vote under this article with a number of votes equal to the number of their member States that are Parties to this Protocol. Such organizations shall not exercise their right to vote if their member States exercise theirs and vice versa.
3. An amendment adopted in accordance with paragraph 1 of this article is subject to ratification, acceptance or approval by States Parties.
4. An amendment adopted in accordance with paragraph 1 of this article shall enter into force in respect of a State Party ninety days after the date of the deposit with the Secretary-General of the United Nations of an instrument of ratification, acceptance or approval of such amendment.
5. When an amendment enters into force, it shall be binding on those States Parties which have expressed their consent to be bound by it. Other States Parties shall still be bound by the provisions of this Protocol and any earlier amendments that they have ratified, accepted or approved.

## Article 19

### Denunciation

1. A State Party may denounce this Protocol by written notification to the Secretary-General of the United Nations. Such denunciation shall become effective one year after the date of receipt of the notification by the Secretary-General.
1. A regional economic integration organization shall cease to be a Party to this Protocol when all of its member States have denounced it.

## Article 20

### Depositary and languages

1. The Secretary-General of the United Nations is designated depositary of this Protocol.
2. The original of this Protocol, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations.

In witness whereof, the undersigned plenipotentiaries, being duly authorized thereto by their respective Governments, have signed this Protocol.

Supported by the the Public Affairs  
Section of the U.S. Embassy in  
Ukraine. The views of the authors  
do not necessarily reflect the official  
position of the U.S. Government



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