

Report on the Workshop
World Bank Safeguard Policies
3 – 4 September 2013 AD

The Democracy School in partnership with BIC (Bank Information Center) has implemented a workshop on the World Bank's Safeguard Policies. 29 of the youth who are **members of the children's parliament and leaders of the future were the target group for the duration of three days**. The participants received training and orientation on the World Bank's policies and on the protection that should be adopted in the course of its work in general and in Yemen in particular, in addition to the projects that serve the children. This workshop is considered the first of its kind in the Arab World that is being implemented together with the children.

BIC (the Bank Information Center) cooperates with the organizations of the civil society in different parts of the world to influence the World Bank and the other international financial institutions with the aim of supporting the issues of socio-economic justice and environmental sustainability.

Through its activities, BIC furthermore focuses on four main elements with the aim to push towards integrating the democratic process into the decision making mechanism within the strong financial institutions. This is to be achieved through the following:

- Protecting the economic, social, cultural and the environmental rights
- Building civil society networks interested in the issue of accessing information of the international financial institutions
- Subjecting the international financial institutions to public / general accountability
- Demanding bigger changes to achieve an effective civil participation

This training preceded the visit of the children to the World Bank office in Yemen to learn about its activities in Yemen and the nature of its work

The training was attended by Mrs. Elana Berger International Child Rights Associate from BIC head office in Washington, from the World Bank Yemen branch Ebrahim Al-Harazi, communication / liaison officer at the Bank as observer of the workshop proceedings. In addition, sister Lina Al-Safi from BIC in Sanaa carried out the training.

Place: Sanaa, premises of the Democracy School

Date: 2 – 4 September 2013

Time: 9.00 – 17.00 hours

Details of the visit of the first day: Monday, 2nd September 2013 AD

A group of young participants visited the World Bank office in Yemen to learn about the Bank's activities in Yemen. Brother Nabil Shayban, senior officer of operations delivered the address note, followed by Mr. Ebrahim Al-Harazi, communication / liaison officer who gave a presentation about the Bank and its activities in Yemen, in terms of the World Bank policy on access to information, exception list and introducing the World Bank Group and others.

This was followed by having the children pose a few questions which were answered.

Second day: Tuesday, 3rd September 2013 AD

In the first day it started with the welcoming address by Mr. Jamal Al-Shami. He welcomed all the attendees and guests. He also welcomed Mrs. Elena Berger and sister Lina Al-Safi. Then sister Elana welcomed all the guests and attendees and the training started.

Sister Lina Al-Safi introduced the World Bank Group, the objective of the Bank, its activities and its five branches. She furthermore logged on the Bank's website and explained to the children how they can log on the Bank's website and receive the information they need. Then she went over to the website of the headquarters of the World Bank and who owns it. She explained that the current president of the World Bank Group is a citizen of the USA. The children were curious to know the

reason behind the specificity of having the Bank's management confined to only those bearing the American nationality.

Following the above, sister Lina Al-Safi mentioned the tasks of the governors' board, what does the Bank do when it provides credits and why is the Bank important.

We then did the first activity: (Who am I)? The participants were divided into four groups. Each group comprised 5 to 6 children. A circle was formed in each group, then cards were distributed being face down and bearing the name of different parts of the Bank (the executive director, the governor, the president, the donor country, etc.). Each child receives one card. Then one person from the group holds the card to his forehead so that the rest of the group can read what is written on the card. Then he poses the questions to the group to guess afterwards the word that is written on his card. This experience is then applied to all the group members.

After the first activity, it was explained what is meant by human rights. 30 articles of the Human Rights Convention were mentioned and the children gave their opinions about which of the rights they consider important as priority from their point of view. Different opinions were presented.

Following the above mentioned, the talk was about the Convention on the Rights of the Child, the ratification date, the countries that did not ratify and their reasons for such. Furthermore, the four basic principles of the rights of the child were mentioned (non-discrimination, best interest of the child, survival and development, participation).

After that, the second activity was carried out: how can human rights be protected?

The children were divided into four groups, the questionnaire on the rights of the child were distributed. The questions were as follows:

1. Do you think some human rights are more important than others? Or are they all equally important?
2. How can someone's human rights be protected?
3. How can the authorities ensure that laws and actions affecting children put your best interests first and benefit you in the best possible way?

After this, each group completed answering the questions. The representative of each group gave a presentation of the group's results and answered the previous questions as follows:

The first group:

Answer to the first question: they answered with yes, some rights are more important than the others, and these are:

- 1- The right to education
- 2- The right to equality
- 3- The right to remedy by capable judges
- 4- The right to receive social security

Answer to the second question:

Through applying the human rights protection, abiding by them and creating procedures that help to protect their rights.

Answer to the third question:

By issuing penalties if the laws are not to be activated (*) and this in order to protect the best interest of the child.

Viewing and focusing on the issues in an extremely extensive manner until reaching / in order to reach a sound solution.

The second group:

Answer to the first question:

Yes, there are some rights that are more important than the others, and these are:

- 1- The right to education
- 2- The freedom of thought, conscience and religion
- 3- The right to life and Islamic liberty
- 4- The right to equality before the law
- 5- The right to a safe, secure life

Answer to the second question:

Through giving him equal rights in the society without discrimination and providing living means to the vagrant children

Answer to the third question:

- 1- Through giving each child freedom by giving him all his rights, among them participation and others.
- 2- Appointing persons that research / search for the opinions of children about the laws if they are enforced or not and punishing everyone who violated those laws.

The third group:

Answer to the first question:

Yes, there are laws more important than the others, these are:

- 1- Right to life, liberty and personal security
- 2- Freedom of thought, conscience and religion
- 3- Freedom from slavery
- 4- Right to free movement
- 5- Freedom from torture and degrading treatment

Answer to the second question:

Through enacting laws, their enforcement and punishing the violators

Answer to the third question:

Through the following:

- 1- Involving the children and listening to their opinions
- 2- Doing feasibility studies
- 3- Drawing on the international convention when enacting the laws

The fourth group:

Answer to the first question:

Yes, there are laws that are more important than the others, among them:

- 1- Right to education
- 2- Freedom of thought, conscience and religion
- 3- Right to enjoying an adequate living standard
- 4- Right to equality before the law
- 5- Right to enjoy all rights and freedoms without discrimination
- 6- Right to free movement
- 7- Right to peaceful assembly and association
- 8- Freedom of opinion and obtaining information and dealing with it
- 9- Right to participation in government and elections

Answer to the second question:

- 1- Through creating strict laws and legislations that protect the human rights, whether it is a child, a woman or a man
- 2- Through consensus between the people or the countries, where everybody agrees to follow the same law

Answer to the third question:

Through measuring the abidance by the best interest of the child in doing public / general laws

After completing the presentations of the groups, the training day was resumed. Defined was then the connection of those rights with the World Bank and introducing the World Bank Safeguard Policies, and why they are important. The following was mentioned:

- 1- The safeguard policies protect the individuals
- 2- The safeguard policies guide the work of the World Bank
- 3- The safeguard policies enable achieving justice
- 4- The safeguard policies represent a model for other development banks

By this the first training day ended.

The third training day: Wednesday, 4th of September 2013 AD

The third day started with a simple exercise to revise the first training day. This was followed by continuing the training for the second day. It started with the definition of the safeguard policies review process. Then the third activity started, namely case study.

The participants were divided into four groups. Each group was handed a case study with a number of questions. The proposed answers for each group were as follows:

Uzbekistan case study:

First question: Which human rights listed in the Universal Declaration or CRC do you think about when you read about this project?

- 1- Right to education
- 2- Right to play
- 3- Right to property
- 4- Right to survival and development
- 5- Right to participation
- 6- Right to desirable / suitable work and join trade unions
- 7- Right to rest and leisure
- 8- Right to enjoy an adequate living standard
- 9- Freedom from slavery
- 10- Freedom from interference with privacy and with family life

Second question: How could the World Bank find out about possible human rights violations in Uzbekistan?

The World Bank should delegate a committee to go on a field visit in the country where the project is being implemented and it is to send the reports to the World Bank.

Third question: How can the World Bank change its environmental assessment policy to better protect children affected by this project?

The Bank's safeguard policies should ask the lending country to include in the information report the impacts that may have influence on the individuals in different ways because of their gender, sex or age.

Uganda case study (Resettlement)

First question: Which human rights listed in the Universal Declaration or CRC do you think about when you read about this project?

- 1- Right to social security
- 2- Right to education
- 3- Right to freedom of opinion and access to information
- 4- Right to free movement
- 5- Right to protection
- 6- Right to interference in the human rights that are stipulated

Second question: Why did the World Bank policies fail to prevent harm to children in Uganda?

Because the population was not informed about the insertion (*) of this project and they did not look at the important projects like the schools

Because they (the policies) did not provide any details or instructions / guidance on how to build a dam for implementing the project.

Third question: How could the World Bank change its involuntary resettlement policy to make projects like this better for children?

Drawing up a re-correction of the plan, so that the resettlement plan is to include a comprehensive explanation about the method of children's rights protection, namely the children who are being re-settled.

Philippines case study

First question: Which human rights listed in the Universal Declaration or CRC do you think about when you read about this project?

- 1- Right to equality
- 2- Right to education
- 3- Right to free movement
- 4- Freedom from discrimination
- 5- Freedom of opinion and access to information and dealing with it
- 6- Right to enjoy an adequate living standard
- 7- Right to participation in the cultural life of the community
- 8- The principles of the Convention on the Rights of the Child: no discrimination, the right to participate, the best interest of the child, the right to survival and development

Second question: Why did the Conditional Cash Transfer Program leave out families with members with disabilities? How were those families affected by being left out of the program?

Because the population did not abide by the special condition and did not include their children in education and deprived the children from education that is one of their rights.

Third question: How could the World Bank change its safeguard policies to make projects like this better for the children?

The World Bank should build schools for those with special needs in order to guarantee that they receive education without discrimination, and provide a sufficient number of teachers and training them on how to deal with them. The World Bank is to appoint a special team to verify that the government is doing the projects in reality. If it does not implement, then measures should be taken against the country without harming the children.

South Africa case study

First question: Which human rights listed in the Universal Declaration or CRC do you think about when you read about this project?

- 1- The right to life, liberty and personal security
- 2- The right to health care
- 3- The right to live in a safe and healthy environment

Second question: Do you think the project could help children that live near the coal plant? Do you think the project could harm children that live near the coal plant? Why?

No, it does not help the children, but on the contrary it harms them through the pollution that results from burning coal which is confirmed by scientists

Third question: How could the World Bank change its safeguard policies to make projects like this better for children?

- 1- Environmental impact assessment
- 2- Identifying the hazards / risks
- 3- Improving the safeguard policies
- 4- Implementing projects at locations that are far from residential areas that may cause pollution in the surrounding environment and harm the health of children, and that guarantees the best interest of the child.

Following the above, the children were divided into six groups whereby six priority problems have been defined / identified. Each group was asked to do an action plan for a project for those problems, and what do the children want from the World Bank in order to do this project, among them the following:

- 1- The problem of poverty: (building a residential city)
 - Objective:
 - Eradicating the highest possible poverty rate in the targeted area.
 - How will this project be built / implemented?
 - 1- Locations for building the project (a piece of land)

- 2- Use of building materials that are suitable to the surrounding environment
 - 3- Cooperating with one of the local organizations that work in the field of construction (a contractor)
- Obstacles
 - 1- Difficulty to find a piece of land
 - 2- High prices of building materials
 - 3- High percentage of poverty
 - Difficulties that might face us:
 - 1- The land owner will not allow the purchase of the land
 - 2- There, the family children become vagrants or child labor through moving to other homes
 - 3- The schools are far from the residential area
- 2- The problem: child labour + recruiting children (child soldier)
- The idea of the project: building a home for the children who work in order to include more than 1000 child (male and female) in the secretariat of the capital to retrain and rehabilitate them and to include them in the community.
 - Target group: parents, working children, responsible persons who help in the problem
 - Targeted responsible entities: civil society organizations, government and government officials, World Bank
 - Targeted locations: locations where the working children are, rounds (*) markets, military locations
 - Method of communicating the project: developing brochures, media channels, radio stations, newspapers, etc.
 - Project outputs: targeting a number of 1000 of the working children
 - Reducing the percentage of labour
 - Enrolling a big number of children in the schools
 - Including the working children and the soldier children (the recruited children) into the community

- Obstacles: 1- parents refuse and object, difficulty to convince the children not to work

3- The problem: health (malnutrition)

- Causes of the problem:
 - High mortality rate among children
 - Lack of the health services that are necessary for treatment
 - The project: building a health center specialized in treating malnutrition in the area of Zobeid (**) where all the health requirements are available, while taking into consideration the selection of the suitable location.
 - Location: El Hodayeda governorate, Zobeid area
 - Time frame: the project implementation starts for the duration of four months from 1/1/2014 and up till 30/4/2014 AD
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- Difficulties that we might face:
 - 1- Not obtaining approval from some of the(*) government approval ...(*)
 - 2- Not finding a qualified medical cadre
 - 3- Not finding and not obtaining the necessary requirements for the center

4- The problem: education (improving and providing the (educational) curricula)

- The objectives:
 - 1- Including the childhood issues in the (educational) curricula
 - 2- Doing a project for revising the (educational) curricula and improving them
 - 3- Doing curricula special for the dumb and deaf and including them into the general / public education.
 - 4- Providing the English language in the basic curricula

- 5- Doing a special book within the curriculum for the teachers by using alternatives for violence and punishment.
 - The target group: all male and female students of the Republic of Yemen
 - The Risks: 1- a long time duration for printing and improving the (educational) curricula
 - 2-Non approval by the Yemeni government to change the (educational) curricula for(*) of their efficiency
 - 3-Lack of intellectuals for improving the (educational) curricula and having them improved by persons who lack experience
 - The role of the World Bank: to finance and support the budget of the ministry of education
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5-The problem: the environment (building a station for generating electrical power)

- The problem:
Repeated outage of electrical current in El Hodayeda governorate leads to disturbing and obstructing the work of citizens, affecting patients in hospitals and obstructing many public services.
- The objectives:
 - 1- Providing electrical power for all the residents of the city
 - 2- Extending energy lines to the rural areas
 - 3- Providing the suitable and adequate climates for tourism and investments.
- The beneficiaries: residents of El Hodayeda city and the neighboring rural areas

Serial No.	Activity	Objective	Time frame
1	Doing a feasibility study	Knowing the benefit and harm that the station might cause	One month

2	Coordinating with the government to select a location for the station	Selecting a suitable location that is far from residential areas and from the lands that might be subject to disputes	One month
3	Building the station and starting to operate it	Reaching a state of readiness of the station and achieving the project objectives	One year
4	Submitting a monthly report and a final report about the project	Learning about the project process mechanism	

- The resources:
Modern electrical generators with high capacities, extension wires, qualified cadres, oil derivatives
- The obstacles:
 - Security chaos
 - Corruption

After having the groups present their work in terms of recommendations by the children to the World Bank sister Elana Berger from BIC received the posters. Thus the training ended by distributing participation certificates to the children and a word of thanks to BIC and the World Bank.