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Annual Project Progress Report 2013

Project Title:	Youth Empowerment through Civic Education
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Implementing Partner:	Centre for Civil Education (NGO) www.cce.mn
Responsible Parties:	Monfemnet (NGO) www.monfemnet.org www.democrazy.mn



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1. Context

This project aims to contribute to deepening of democracy in Mongolia through addressing the issue of youth empowerment and participation. This is the first project of UNDP Mongolia which has a specific focus on youth.

The project has 3 main outputs:

- Formal civic education curriculum reviewed and updated with a focus on democratic citizenship and human rights;
- Increased youth voice in policy making through community based civic experience
- Better understanding of the youth of the dynamics of democratic conflict resolution; and the importance of active political participation.

The specific development challenge that this project addresses is lack of civic education curricula and lack of formal and informal mechanisms for engaging youth in decision making.

The key partners for implementation of this project are Ministry of Education and Science, Education Institute, Teacher training institutes. The ultimate beneficiaries are students of secondary schools and tertiary institutions, and young people in general. The Ministry of Education and Science and teachers can be considered as intermediate beneficiaries.

2. Performance review

The annual report provides an analysis of **the project's performance in three aspects**: i) progress towards achieving the stated objectives and expected outcomes (overall progress, capacity development, impact on direct and indirect beneficiaries); ii) implementation strategy (national ownership, sustainability); and iii) management effectiveness (monitoring and evaluation, timeliness, resources allocation, cost effective use of inputs).

2.1. Progress review

2.1.1. Overall progress towards the stated objectives and expected outcomes (CPAP outcome and output/s)

Output 1. Formal civic education curriculum reviewed and updated with a focus on democratic citizenship and human rights.

In 2013, three main results were achieved under this output: 1) the draft civic education curriculum; 2) 2 packages of civics textbooks **and teacher's manuals** (for elementary and secondary schools); 3) civic education methodology training for teachers.

1) The draft curriculum was submitted to the MES for further review, discussion and approval. To assist the process of developing civic education curricula, the following actions were taken: civics curriculum map was developed by the Joint Working Group with the MES. The National Standard on Civics and Government was translated to serve as a reference material. The project also facilitated regular meetings of the Working Group (twice a month). A national consultant was hired to assist in the actual drafting.

An initial discussion of the outline of the curriculum was held in June 2013 with representatives of the MES, Institute of Educational Research, Institute of Teacher Development, lecturers of the Teacher Training University, as well as civic teachers of secondary schools. The draft curriculum was reviewed by 5 resources persons, and relevant changes were made based on comments received.

2) Two **packages of civics textbooks and teacher's manuals were adapted to Mongolian context.**

The books for elementary schools included: *Tuguldur learns responsibility; Bears lean justice; Daram and Derem learn authority; Altaikhai learns privacy.* Professional book designers were hired to adjust the books for use by Mongolian children. The books for secondary schools were: *How to learn justice; How to learn authority; How to learn responsibility.*

3) Methodology training for teachers.

A total of 4 trainings were conducted for teachers on methodology of civic education: 2 for graduate year students of the Teacher training college, and 2 trainings for in-service elementary school teachers. **Copies of teacher's manuals and student textbooks** were given to training participants.

Output 2. Increased youth voice in policy making through community based civic experience

The main result under this output was formation of youth groups. In 2013, 12 youth groups were set up and each group implemented a project after the Project Citizen training. Below is the list of key activities carried out under this output.

- A TV programme on civic engagement and civic participation skills was developed and was broadcast nationwide.
- Training on civic engagement and civic participation skills for UN YAP members and youth from Nalaikh and Khuvsgul was conducted in cooperation with UNICEF.
- A preliminary selection of Citizen project teams was made in April 2013. All youth groups had had meetings with government agencies, officials and representatives of their community. Most of the groups had seen the first results of their projects and identified ways to solve their problems. Some khoroo chairs (local administrative unit) were very active in working with them.
- One hour TV talk show on youth group projects was broadcast throughout the country on 1 June 2013 (**Children's day**). A total of 70 students from 6 schools of UB and youth group from Bugant village, Selenge aimag took part in the TV talk show. One school principal, one government official from Sports department of Ulaanbaatar, and two school teachers participated in the talk show. 8 youth groups presented their portfolio and work. 2 TV programs were uploaded to Youtube.com.
- 2 trainings on civic engagement participation skills were conducted for kids at the eco camp.
- On 2, 7th of November, 2013, 2 day training of Project Citizen for students of the National University was conducted. **After the training, the students set up students club named "Vision Angle"**. At the training it was discussed that a lot of things need to change at the university, and setting up a real student self governance was a way to solve these issues.
- CCE website was renewed and updated. All the information of the project progress is provided at the website at each time.

Output 3. Better understanding of the youth of the dynamics of democratic conflict resolution; and the importance of active political participation

The following activities were conducted under this output component:

- *Capacity-building of the Team of Youth Facilitators.* The Team of Youth Facilitators (TYF) was formed in 2012 at the onset of the project. TYF currently consists of 12 members, including 6 women and 6 men, aged from 17 to 29. The TYF composition, internal working arrangements

and processes reflect important principles of inclusiveness and representation, quality and non-discrimination, internal democracy and transparency.

In 2013, MONFEMNET continued to build capacity of the TYF through mentoring, training and supporting TYF discussions and meetings. TYF members conducted peer training workshops, led the organization of the DemoCrazy Carnival in September and attended the DemoCrazy **workshop that preceded the carnival. They also organized “Out of the Box”** face to face discussions, twice-weekly on-line discussions and ran the Youth for Human Rights social media campaign for the International Human Rights Day.

In June, 2013, a 3-day in-depth youth workshop was held **to deepen TYF members’ and young activists’** knowledge of substantive issues, including social justice and the right to development, democracy, social contract and the state, political parties and internal democracy, human rights based approach to policy development and implementation, patriarchy, discrimination, horizontal leadership. This workshop challenged youth activists to examine their deepest assumptions, look at old issues from a new, critical perspective, and think broader but firmly based on the principles of democracy, human rights, equality and justice.

A Training of Trainers Workshop was organized for potential TYF members to broaden the TYF and the pool of peer trainers and facilitators. Twenty five youth participated in the workshop, including youth with disabilities, young mothers, and ethnic minority youth.

- *Peer workshops and discussions.* A 2-day peer training workshop was organized in Dornogovi province for a diverse group of young people and in Ulaanbaatar for social workers.

To maintain active participation of the core group in both physical and cyber space, youth **initiated “Out of the Box” face to face discussions.** 5 **“Out of the Box” discussions** were held on the topics, such as gender, space and Us, civil disobedience, an socrates and individual. These discussions helped broaden **young people’s worldview, challenged them to reflect on many** issues in a new way.

- *Youth training manual development.* The youth training manual was developed based on the **experience of the “Hands Up for Your Rights” youth campaign, DemoCrazy peer training workshops and TYF capacity-building workshops** conducted under this project. The manual is user-friendly, with interesting design and accessible language. The manual is a result of collective work of generations of young activists who have collaborated with MONFEMNET since 2008.
- *Social media activism.* In November 2013, the DemoCrazy Space was launched on the DemoCrazy facebook page, holding engaging discussions every Tuesday and Thursday evenings from 9:00-10:00 pm. Each time, a guest was invited to talk about a topic of his or her choice, related to democracy, human rights, social justice and gender equality, and the discussion is facilitated by a TYF member. 8 discussions were held with diverse participants.

The number of facebook page likes rose from below 400 to over 1,000 after the facilitated discussion. This more than two-fold increase was achieved within a month, without using any paid promotion, which shows strong potential for this kind of youth activism on social media. All guests participated on a voluntary basis, which is important for sustainability for this kind of on-line public space.

The youth also undertook a 7-day human rights campaign in December. This was the first ever campaign of its kind in that it was sustained for 7 days, involved many actors who

contributed different products (banners with messages and human rights horoscope). The campaign did not spread as widely as the youth had hoped but the main outcome is that the youth have gained experience in planning and organizing a campaign.

The youth have also used the social media space to support other civil society initiatives such as the 16 day campaign to stop gender-based violence, LGBT rights campaigns, 27 NGOs' appeal to state institutions to stop violence against women, and other activities by human rights NGOs.

- *Resource website development.* The website for housing resources on democracy, human rights, gender equality, and social justice was developed. The website was designed to contain information on DemoCrazy youth center and its activities **to help deepen young people's and other interested parties' understanding of** key human rights and democracy related topics. Almost 40 write-ups were developed on various sub-topics. The content development proved challenging due to the lack of accessible, user-friendly and useful materials available in Mongolian..
- *Public event (DemoCrazy Carnival).* Since 2008, youth supported by MONFEMNET have led the organization of the Freedom Parade, partnering with other youth groups with similar goals, to promote values and principles of democracy and human rights to their peers and the general public. This year, the tradition continued with the first ever DemoCrazy Carnival. Over 1,000 people of all ages and different social groups attended the DemoCrazy Carnival. This number is significant given the somewhat not well known location of the venue, lack of prior experience of the organizers, low budget, and short lead time in organizing the carnival.

The Carnival was preceded by a 2-day workshop to strengthen the cohesion of the core group based on deeply understood shared values and principles.



- *Workshop/discussion for journalists.* A workshop was organized for the students of the **"Journalist" College** based at the Press Institute of Mongolia. 3 of the participants later became TYF members and played a key role during the DemoCrazy Carnival. Some of the students **attended fully MONFEMNET's annual forum as well as the in-depth and TOT workshops**, and cooperated on organizing the pre-carnival workshop. **The first 2 "Out of the Box" discussions** were held at PIM, involving many of the college students.

TV and radio programs on youth (documentation, develop video and audio spots). Youth produced 5 10-minute TV programs **in cooperation with the "Us Youth" program of UBS TV station** as part of a longer (1 hour and 30 minutes) program. The programs were run on a biweekly basis during prime time and each program was repeated during weekends. The programs covered the topics on democracy, empowerment, movement, opportunity, and creativity. Youth were involved at all stages of production, including writing scenarios, filming, interviewing, involving diverse groups, and editing.

A TV discussion was held in December on “**Democratic Culture and Youth Participation**” with MNB. **The 6 “guests” included older-generation civil society leaders, LGBT rights and child rights activists, young activist women and men.** The discussion focused on discrimination by age, class and gender and the need to support young people to become active, capable and confident citizens by opening public spaces and eliminating discrimination. The program was viewed broadly, judging by responses received from different parts of the country. Another TV program was aired on 2 January 2014. This discussion focused on youth development and participation in public life. The 7 participants included a young twitter activist, a disabilities rights activist, 3 young women activists, a LGBT rights activist and an older civil society activist.

Carnival videos were aired on SBN and UBS in November 2013, generating some degree of interest among young people about youth activism. SBN reaches rural areas –positive feedback was received from some of the aimags.

Youth were invited to participate in TV programs on LGBT rights, following a contest among journalists announced by Oyuny Darkhlaa NGO. The program with participation of DemoCrazy youth speaking out about LGBT rights were broadcast on MNPTV and TV8.

In November, FM 104.5 invited DemoCrazy youth to participate in a radio talk show on combating GBV. A young man and a young woman from TYF took part in this show, expressing their views about non-violence, love and respect, egalitarian relations among couples and shared power in a family.



A TYF member also participated in a TV discussion on Youth and Employment at ETV in October.

Four video products were produced by youth: Harlem Shake for Democracy (1 minute 30 seconds), Carnival spot (1 minute), Carnival documentary (20 minutes), Do you know your rights? (1 minute).

2.1.2. Capacity development

Overall, capacity building took place at several levels:

- *Individuals and groups:* As seen from above list of activities, each activity of the project contributed to the capacity building of participants;
- *Government organization:* The project contributed to the curriculum development capacity of the MES, more specifically, the Working group on revision of curricula, through various activities, including regular consultative meetings.
- *Local NGOs:* The CEE and Monfemnet are national NGOs which have years of experience in working with youth. Since working with UNDP, the capacity of the local NGOs on project management was substantially improved. DemoCrazy Youth Centre was established by young people who actively participate in Monfemnet campaigns to promote human rights and gender equality.
- *Contractors:* Most contractors are national experts, including consultant on civic education curricula, trainers, youth group facilitators, consultants on textbook content and design.

2.1.3. Impact on direct and indirect beneficiaries

Impact on indirect beneficiaries:

- Final year students of the Teacher Training College who attended methodology training expressed that they acquired useful skills for teaching civics. Most of them applied the new skills when they became elementary school teachers few months later. They maintain contact with the CEE.

Impact on direct beneficiaries:

- Students who attended civic classes taught using the methodology and new textbooks liked the subject very much and requested their teachers to continue such classes.

One of the **youth facilitators'** workshop participants was a young TV journalist who was running a series of TV programs on human rights. Previously, in her quest for knowledge about social issues **and solutions, she had attended conservative nationalist groups' lectures and had been steeped in** a traditionalist perspective on national identity, gender roles and nature of the state. She shared during the workshop evaluation and conclusion discussion, that she had it hard to agree with views expressed during some of the sessions and said she would continue thinking about these issues.

She has continued to be involved in MONFEMNET's and DemoCrazy center's activities and at the **most recent workshop organized by MONFEMNET (as part of the UNFPA's 2012-2016 CPAP)**, she shared that she has rethought and reformulated many of her previous positions and very strongly held views, including those related to nation and national identity, gender and human dignity. She has defined her mission as a journalist as that of promoting human rights and is currently searching for new channels to make her contribution to social change.

Puujee, a young man in the wheelchair, said that this was the first workshop he participated in since he became disabled following the accident. He had been involved with the National Federation of People in Wheelchairs but had not interacted with other NGOs and groups. He said that his understanding of human rights has become much deeper and broader and began to see how his rights and human dignity were disrespected more clearly and also began to understand that human rights are about everyone, including LGBTIQ and young mothers. He very much enjoyed the inclusive atmosphere – something he has not been able to enjoy since the accident.

Puujee very much appreciated the skill-building sessions as he saw photoshop and social media as important opportunities for participation and employment for someone like him in a wheelchair. Since the workshop, he has helped with the design for the social media campaign for Human Rights.

2.2. Implementation strategy review

2.2.1. National ownership

NGO implementation: this project is being implemented by a local NGO with years of experience in civic education, and another local NGO experienced in youth participation and human rights. Joint decision making: decision on framework and content of civic education curricula is being made jointly with national counterparts, as it is the Ministry of Education and Science and Education Institute are the ones who will eventually implement and roll out the required training.

2.2.2. Sustainability

Once it is adopted, the curricula and activity books will be used by teachers and students, and will provide the basis which can later be updated and improved by national organizations such as Education Institute. At present, there is no such basis. In this sense, it is not one-off activity. Because the Education Institute is key partner, no major exit strategy would be required.

2.3. *Management effectiveness review*

2.3.2. Timely delivery of outputs

Study on democratic aspirations of youth which had been postponed to 2013 started this year. The final report is due in 2014. The rest of the activities were completed on time.

2.3.3. Cost-effective use of inputs

The CEE, as the implementing partner of this project, uses local rates and tariffs to contractual services, rather than UNDP rate. Therefore, most activities were carried out with some savings. These include translation, workshop/training and some personnel costs.

3. Risks/issues, lessons learnt and next steps

3.1. *Project risks and actions*

1) Delay in agreeing on the concept and outline of the civic education curricula.

3.2. *Project issues and actions*

1) Difficulty in finding teachers and consultants who have prior experience of developing civic education curricula and of teaching civics subject.

2) It was a challenge to get all the stakeholders of civic education curriculum together at one table because of the workload of university professors and other resource people. Therefore, it was decided to have the draft curriculum reviewed by individual resource persons. The advantages of this approach were the following:

1) It saves time and allows avoiding meetings which generate only few comments;

2) It allows each person to carefully read and review the curriculum;

3) It allows obtaining comments in writing, with concrete suggestions. This was vital for improving the draft curriculum;

4) It allows different opinions to surface and be presented in more explicit manner.

3.3. *Lessons learnt*

1) The project paid more attention this year to communication and publicity of its achievements.

2) NGO modality worked well this year.

3) Youth groups were very energetic and enthusiastic, and have a lot to share.

3.4. *Update on monitoring and evaluation framework*

Outputs and indicators	Baseline and targets	Progress towards achieving targets
<p>Output 1. Formal civic education curriculum reviewed and updated with a focus on democratic citizenship and human rights;</p> <p>Indicator: Draft civic education standards with corresponding educational materials</p>	<p>Baseline: No approved standards, no integrated and consistent educational materials</p> <p>Target: Standards and educational materials are available for approval</p>	<p>In progress and on track. - Draft curriculum was submitted.</p>
<p>Output 2. Increased youth voice in policy making through community based civic experience;</p> <p>Indicator: Formal channels for incorporating youth voices established</p> <p>Indicator: Number of times when youth is formally consulted by the Parliament and Ministries on national policy issues (City hall representatives, khoroo representatives and government agencies)</p>	<p>Baseline: None</p> <p>Target: Formal channels for incorporating youth voices established</p> <p>Baseline: no data</p> <p>Target: At least 5-10 times</p>	<p>In progress.</p> <p>The issue of youth participation in policy making is being addressed through the other UNDP projects (Support to participatory legislative process, Capacity Strengthening of Local Self-Governing Bodies).</p>
<p>Output 3. Better understanding of the youth of the dynamics of democratic conflict resolution; and the importance of active political participation;</p> <p>Indicator: Number of youth who have participated in policy making and decision making at different levels</p>	<p>Baseline: To be established by baseline survey</p> <p>Target: At least 10% increase as compared with the baseline</p>	

4. Financial status and utilization

Table 1: Funding status (as of the end of 2013)

	Total budget (as shown in the project document and revisions)	Previous years budget and expenditure				Budget and expenditure of the reporting year		Total expenditure	Available funding as of 1 Jan of the next year
		Year 1		Year 2 +		Current year			
		budget	actual	budget	actual	budget	actual		
Original Prodoc	\$300,000	\$125,300	\$65,481						
Revision 1	\$316,000					\$213,399	207,515	\$43,004	
Total	\$316,000								

Table 2: Annual expenditure by activity [1 January – 31 December 2013]

Activity	BUDGET [2013]	EXPENDITURES ¹	BALANCE	DELIVERY (%)
Output 1.	\$72,989	68,270.90	\$4,718.10	
Output 2.	\$54,993	41,952.36	\$13,040.64	
Output 3.	\$42,501	41,556.08	\$944.92	
Project management	\$42,916	47,320.93	(\$4,404.93)	
Unrealized loss/gain		8,415.32	(\$8,415.32)	
Total	213,399	207,515.59	\$5,883.41	97.2

¹ The expenditures for the year may be further broken down by quarters (four additional columns for quarters 1-4).

Annex 1. List of Training and activities conducted by the CCE

Training	Participants	Focus	Evidence of outcome
10- 12 Jan 2013 Project Citizen training for young people	21 students of 7, 8 th grade M:10 F:11	Students learned the fundamental principles of democracy, and the methods of Project citizen on how to identify problems at their community, do studies and survey, and decide on group policy on how solve the problems.	Kids set up a youth group called Reform and chose the problem at their community to solve snow and icy road cleaning in winter time.
27-28 Feb 2013 Project Citizen training for school teachers	18 teachers M:3 F:15	Teachers learned the methodology and became able to conduct Project Citizen training in their classes and implement such projects.	10 classes of the secondary schools have implemented projects using Project Citizen methods
23-27 Feb 2013 Training on Citizen participatory skills	25 community people of Yoroosoum,, Selenge M: 7 F: 18	Community people learned the structure of the government and how it works, how to influence and solve community problems by participating in policy making process.	Community people' participation increased
15-16 Mar 2013 Project Citizen training for school teachers	17 school teachers M: 3 F: 14	Teachers learned the methodology and became able to conduct Project Citizen training in their classes and implement such projects.	5 classes of the secondary schools have implemented class projects using Project Citizen methods
26-27 Mar 2013 Project Citizen Training for TV program	18 high school and university students M: 8 F:10	Students learned the fundamental principles of democracy, and the methods of Project citizen on how to identify problems at their community, do studies and survey, and decide on group policy on how solve the problems.	40 minutes TV program is aired through Mongolian National Broadcast
12-14 Apr 2013 Project Citizen Facilitators' training for UN Youth Advisory Panel	28 participants: 5 teachers from Huvsgul, 3 social workers of Nalaikh district, and 20 YAP M: 11 F: 17	Participants learned the fundamental principles of democracy, and the methods of Project citizen on how to identify problems at their community, do studies and survey, and decide on group policy on how solve the problems.	Later YAP members have conducted 2 Project training on their own, and has announced grant on small projects in Nalaikh and Khunsgul province community young people solve their problems
25 Apr 2013 Preliminary showcase of Project Citizen	110 students from 10 youth groups: 6 from Bugant village, Selenge M: 56, F: 54	Youth groups displayed their portfolios and made presentation on their projects.	The youth groups were chosen for the TV talk show
24-25 May 2013 Methodology training on how to use Democracy Foundation serial activity book	20 participants: 18 students 2 teachers F: 20	Pre-service teachers learned fundamental principles of democracy and the methods how to teach these principles for young school kids using the activity books.	Later in Sep, Oct, 2013 6 of the participants wanted to use the books for their classes and received 20 volumes of the activity book and teacher's manual and using them for their classes. Other elementary school teachers at their schools are using the books
26 May 2013 TV talk show shooting	82 participants M: 34 F: 48	Youth groups presented their projects and discussion was held on each project.	On June 1, 2, 2013 one hour talk show was broadcasted through Mongolian National Broadcasting

12 Jun 2013 Policy workshop on developing new Civic Education Curriculum	26 participants	Discussion was held on framework of the civic education curriculum, group work to identify the framework of the curriculum	The framework of the curriculum has been identified, the national Consultant developing the curriculum has received more important suggestions and comments
2, 9 Nov 2013 Project Citizen training for students of the National Educational University	25 M: 8 F: 17	Students learned the fundamental principles of democracy, and the methods of Project citizen on how to identify problems at their community, do studies and survey, and decide on group policy on how solve the problems.	The students set up students' club named Vision Angle later and engaged in solving problems at their school.
6-7 Nov 2013 Methodology training using activity books	18 4 th year students, Teacher Training college, M: 2 F: 16	Pre-service teachers learned the fundamental principles of democracy, and the methods of teaching these principles for kids using the activity books	The students went on internship the following week and some of them used the books for classes.
6-7 Dec 2013 Methodology training for elementary school teachers	25 teachers from 22 schools; 8 from the countryside	Elementary school teachers learned the fundamental principles of democracy, and the methods of teaching these principles to kids using the activity books	Teachers are using the books for classes.
24 Dec 2013 Project assessment and presentation	30 participants M: 12 F: 18	All the stakeholders of the projects were invited to share the project achievement	
26 Dec 2013 Round table discussion/Youth empowerment project progress	30 participants; MES, Educational research institute, researchers, school principals, teachers, NGO M: 11 F: 19	Presented Youth Empowerment Project progress and finalized Civic Education Curriculum and conducted discussion	More stakeholders got aware of the project achievement and received comments actions to be taken next quarter.

Annex 2. List of topics discussed online at DemoCrazy Space facilitated by TYF (2013)

Topic	Guest	Highlights
<p>"Reputation of Dignity?"</p> <p>"Нэр төр үү, эрхэм чанар уу?"</p>	<p>Kh.Nomingereel, Director, National Legal Institute; Participant of the "Hands Up for Your Rights" Youth Campaign, Board Member of DemoCrazy Center</p>	<p>Dignity is innate, it is an inner quality by virtue of one's being human. Objectification and instrumentalization as dehumanizing approaches that violate human dignity.</p>
<p>"Equality or Equal Distribution?"</p>	<p>B.Bolorsaikhan, Training and Research Officer, National Human Rights Commission; Participant of the "Hands Up for Your Rights" Youth Campaign, Board Member of DemoCrazy Center</p>	<p>Equal distribution does not lead to equality. Our focus should be on elimination of discrimination. To claim our rights, we need to know our rights.</p>
<p>"Your Thoughts on Meaningful Participation and the Rights to Development?"</p>	<p>A.Khongorzul, Initiator and Advisor, Beautiful Hearts Campaign against Violence against Women, psychotherapist and human rights activist</p>	<p>Development can only happen if process ensures meaningful participation of each and every citizen. People can only fully participate if they have full information.</p>
<p>"Who represents you?"</p>	<p>Ts.Otgonbaatar, Director, LGBT Center; Board Member of MONFEMNET, and Board Member of DemoCrazy Center</p>	<p>Representation cannot exist without participation of the people and groups one claims to represent.</p>
<p>"Communism and Anarchism"</p>	<p>Ts.Munkhbat, Director of the Rights to Know NGO</p>	<p>Imagining a stateless society, formed by educated and enlightened citizens who do not need the state for their existence.</p>
<p>"Are you satisfied with state services?"</p>	<p>Ch.Undrakh, Director, Princess Center</p>	<p>State services allow for exercise and enjoyment of rights. Therefore, citizens must claim their rights vis-a-vis the State.</p>
<p>"Hands Up for Your Rights!"</p>	<p>B.Jigmiddorj, Director, Legal Aid Co. Ltd., Governor of Zuun Mod town's 1st bag; Member of the Citizens' Representatives' Khural of Zuun Mod town; Participant of the "Hands Up for Your Rights" Youth Campaign</p>	<p>Human rights and civic education include participation, critical thinking, being one's own master, having a personal mission, views and positions. This education needs to be delivered through means that are accessible and interesting for youth.</p>
<p>"Reproductive Rights or Reproductive Duties?"</p>	<p>Ch.Bat-Uyanga, Policy Researcher of the National Legal Institute; Participant of the "Hands Up for Your Rights" Youth Campaign</p>	<p>Reproduction is a right, not a duty. Therefore, the state should ensure reproductive rights. When the state promotes population growth by promoting women to have many children, it is objectifying and instrumentalizing women as reproductive machines.</p>