

# HUMAN RIGHTS TRAINING

## OVERVIEW:

*“Because of their history young people often don’t realize that people can contribute. They have no experience of that. They just know a situation where all they can do is just obey.*

*So they need to learn that they can do this... With youth we need to create new mentalities about participation – both their knowledge of that, their skill and also their capacity to do it in a responsible manner.”*

CAP Burma-Thailand

Education is a main priority for most young people in war zones. As young peacebuilders we cannot replace the formal school system. But we believe we have an important role to play in educating young people on civil society and human rights.

Education in civil society can develop through involvement in community and youth activities. But the mere fact of participation is not what we are aiming for. As Kelly, from Colombia noted, you can have participation in armed groups – that is not what we want. Instead we want to support young people’s participation in activities that affirm basic human rights. This requires an education on these values, something usually absent in war situations.

We believe that youth leaders are ideally suited to provide this training. We can translate abstract ideas into concrete experiences shared by all young people living in conflict situations. This can be an education for action, one where youth work together to explore human rights issues while finding ways to put these principles into practice.

In CAP both CAMP Cambodia and CAP Burma-Thailand have developed human rights education programs. This chapter provides a description of these plans.

# HUMAN RIGHTS TRAINING

## YOUTH TRAINING YOUTH: PROJECT IN REFUGEE CAMPS IN THAILAND

### **Q. In your discussions on rights, are there some they consider more important?**

A. They usually begin by saying that political rights are the most important. They say, we are here, we are refugees because of the politics in our country, because of political rights issues.

Then someone else will say, “No – social rights are more important. We are fighting against the SPDC (Burma Military) because we didn’t have the right to keep our culture. So we are fighting for this reason. Our economic rights were destroyed, we didn’t have a chance. So that is why we have to fight against them.”

But then another person might say: “Cultural rights are more important. They are trying to destroy our culture, that is why we are fighting this. But in our community there are no environmental rights.”

So they talk about the rights in terms of the situation in Burma.

### **Q. Does this mean that they would see the war as a human rights war?**

A. Not at the beginning. And this is partly also because people’s understanding of the war in our country is changing. At first it was seen only as a political issue. But more and more people are looking at it differently, as something which is about human rights abuse and cultural identity

People in the camps see the war in different ways. Sometimes they say, “Why have I come here? I want to go back home.” But the families see that they are going to die if they don’t leave because they cannot farm or grow anything. So we try to make a link so they understand why this happened to them. This is so important for young people to know.

### **Q. What other aspects of human rights do you discuss with them?**

A. We also define rights into two parts – moral rights and legal rights. Because in our community we need to keep our moral or identity rights – this is very important. For legal rights we want them to know about the law and the principal of laws.

Moral rights are the only thing that can save our community’s identity – our religion, our culture and our community’s location. Because our culture has been built on its connection to a specific environment. Very important.

They also have to think about national security. How do we prevent human rights violations during a conflict situation? Which human rights should be limited in these situations? This is a very big point. Which rights should we never limit, even during a security situation? Which ones can be denied ?

They recognize that in conflict situations freedom of assembly will be limited and maybe freedom of speech as well.. They say that these rights should not be denied but in practice they often are.

The reality of Burma is that all rights are denied except the right to be alive. But that is denied at times too.

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“In human rights training, I prefer to begin from their ideas. If I work from my ideas they will base all their thinking on my notions, not their experiences.

I base the training on their feelings, their communities, their experiences. It is from this foundation that we examine international issues. We need to make it concrete, we want them to understand what human rights mean on a very personal level.

It is important to organize the training so that it supports their understanding but also adds to it: Yes you are right, but here is some more information”

All of the training is structured this way: demonstrating that personal experiences have political meaning.”

# HUMAN RIGHTS TRAINING

YOU NEED TO THINK ABOUT	YOU NEED TO PREPARE
<p><b>The issues and workshop topics</b></p> <ul style="list-style-type: none"> <li>* Human rights is a very big topic. You need to identify the aspects you will concentrate on.</li> <li>* Human rights concepts need to be translated into the local context and language</li> </ul>	<p><b>Examples of experiences of human rights violations</b></p> <ul style="list-style-type: none"> <li>* Try to have stories about local/regional situations. These examples should be as specific as possible – don't use general stories that will have little meaning for your participants.</li> </ul>
<p><b>The size and background of the group</b></p> <ul style="list-style-type: none"> <li>* We find 22 - 25 to be the best number as it allows you to have small discussion groups as well as large group presentations that will contain a good variety of opinions.</li> <li>* Confirm your participants current level of understanding of human rights issues.</li> </ul>	<p><b>The room where the workshop will be held</b></p> <ul style="list-style-type: none"> <li>* You should prepare the room before the participants arrive. You will need chairs for everyone and some tables if they are expected to do any writing.</li> <li>* For the chairs a circle formation is best.</li> <li>* If you are providing supplies such as pencils or writing books make sure you have more than enough for everyone.</li> </ul>
<p><b>Who will lead the workshop</b></p> <ul style="list-style-type: none"> <li>* Don't just let one person do this. It is much better if a workshop is led by several people.</li> </ul>	<p><b>Roles and Responsibilities</b></p> <ul style="list-style-type: none"> <li>* Meet before the workshop to assign responsibilities.</li> <li>* Everyone should be honest about their skills and comfort with particular tasks.</li> </ul>
<p><b>Workshop Evaluation and Review</b></p> <p>No workshop goes completely smoothly. There are always problems and difficulties, however well you are prepared.</p>	<p><b>An evaluation strategy</b></p> <ul style="list-style-type: none"> <li>* There should be a small workshop planning/evaluation team. At least one member of this team should come from your participants. This team will meet during breaks to review the workshop and to see if any adjustments need to be made.</li> <li>* Develop a plan for evaluation.</li> </ul>

# THE WORKSHOP PLAN

- You should create a plan based on the amount of time you have for the workshop.  
Always assume that every activity will take longer than you think.

- In developing your plan ensure that you have a mix of activities, not just lectures.  
You will need to have games, discussion groups and different methods for the participants to learn about the issues.

- \* Remember that most people don't listen to lectures for more than 15 or 20 minutes.

## STARTING THE WORKSHOP

MAIN TOPICS	METHODS
<p><b>A. Introductions</b></p> <ul style="list-style-type: none"> <li>* This is very important. Don't assume that everyone knows each other, even if they come from the same camp or area.</li> <li>* In some cultures young people are very shy. If we want them to participate in the workshop we need to establish this right from the beginning. Introductions, especially if they are done as a game, are a good way to do this.</li> </ul>	<p><b>Introductions of Workshop Leaders</b></p> <p>To begin the session the workshop leaders greet the participants and provide a brief overview of the workshop topic. The leaders should also introduce themselves.</p> <p><b>Group Introductory Games</b></p> <ul style="list-style-type: none"> <li>* <i>Action Greetings</i></li> </ul> <p>Everyone stands around in a circle. The leader begins by saying his/her name and doing an action. Everyone then says, "Hello ____" and imitates the action the leader did. This continues around the circle until everyone has participated.</p> <ul style="list-style-type: none"> <li>* <i>Name Tags</i></li> </ul> <p><u>Step 1:</u> Participants are given name tags when they arrive. They are asked to write their name and decorate their tags. The tags are then put into a pile.</p> <p><u>Step 2:</u> The leader hands the name tags out randomly. Participants must find the owner of the tag they have been given and ask that person to tell one thing about themselves. This can be what they enjoy doing, favourite food etc.</p> <p><u>Step 3:</u> Reassemble the group. Each person introduces the person they found. For example: Person A says, This is ____, she likes to draw. That person then introduces the person she found.</p>

MAIN TOPICS	METHODS
<p><b>B. Workshop Topic &amp; Participants' Expectations</b></p> <p>* You have a general topic and workshop plan. It is important to know the participants' reaction to this outline as it will be a good indication of their interest in the topic and their knowledge of the issues.</p> <p>It is important to confirm that the workshop topics are interesting for the participants. You need to know their expectations and see if these ideas can be included.</p> <p>* Some participants have probably come to the workshop for a social outing and are thus mostly interested in the activities. You must show them that there is an opportunity for this.</p> <p>In many countries songs and performances are important. The participants may have come prepared to do a dance or sing a song. You need to incorporate these expectations and offers into your workshop plan as much as possible without losing the focus on the workshop's overall objectives.</p>	<p><b>B. Workshop Plan</b></p> <p>* Review the workshop plan with the participants. It is not necessary to go over every little detail but they need to have a general sense of the topics and how the activities will be organized. In doing this it is important to include any special events or parties so participants see that it will fun as well as interesting.</p> <p>* Once you have given your outline, ask for questions and comments.</p> <p>* Participants' Expectations: The workshop leader can ask each participant to state his/her expectations for the workshop <b>or</b> If the group seems quite timid, it might be better to ask each person to write down their expectations and then hand them in. (This assumes a certain literacy level.)</p> <p>* The workshop leader should acknowledge all the expectations, explaining whether and how these expectations can be met.</p>
<p><b>C. Workshop Rules &amp; Organization</b></p> <p>Every workshop needs a set of rules to ensure that the training goes smoothly. This includes organizational matters such as break times or organization of lunch as well as agreements on group processes such as punctuality, discussions and participation.</p>	<p><b>C. Approaches for Workshop Organization</b></p> <p>It is important that the group participates in the establishment of the workshop's organization. Ask them to set up rules and create mechanisms to maintain these rules. This could include committees for the different tasks – timekeeping, documentation, small group facilitation etc.</p> <p><b>Common Problems</b></p> <p>* <i>Lack of Punctuality:</i> Have the group decide on fun “punishments” for late people/those who are the last to arrive after the breaks.</p> <p>* <i>Uneven Levels of Participation</i> Give everyone four or five tokens. Each time a participant speaks he must forfeit a token. This quickly identifies those who are dominating the discussions. In most cases this person will begin to monitor and limit how much he speaks.</p>

**Part A: What do human rights mean?**

<b>MAIN TOPICS</b>	<b>METHODS</b>
<p><b>Beginning Point: What is a human?</b> Before we can talk about human rights we need to define exactly what a human is.</p>	<p><b>Group definitions of what it means to be human</b> At first they are likely to respond by describing physical attributes (e.g. a human has two eyes, two legs etc.). After that they will move towards characteristics (a human has feelings, a human can think and speak)</p> <p><i>Discussion Questions:</i> <i>How are humans different from animals?</i> <i>What can humans do?</i></p> <p>Write all the responses on a flip chart. Ask the group to organize these ideas under different categories.</p>
<p><b>Definition of Rights</b> We base this discussion on the group's definition of what it means to be human.</p>	<p><b>Making Connections</b> Lead the group in a discussion that makes links between the definition of a human and the conditions needed to realize this potential.</p> <p><i>Examples:</i> A. Humans have the ability to think critically. A. Humans eat. Leader: So in order to eat what do you need? Response: Food Leader: Well the food is over there. How are you going to get it? Response: Go over and take it. Leader: That means you must have freedom of movement to get that food. What if someone denies you that or the ability to get food? Response: Well, that is our right, it can't be denied. Leader: OK then, lets add it to our list of human rights.</p> <p>As the discussion continues, create a diagram that demonstrates the connection between a definition of humans and the rights that relate to those characteristics.</p>

MAIN TOPICS	METHODS
<p><b>Protection of Human Rights</b> The group needs to understand that rights are not automatically available to all people. They need to begin to think about situations where rights are violated or denied.</p>	<ul style="list-style-type: none"> <li>★ Ask the participants to write an example of a human attribute and the rights associated with it.</li> <li>★ The leader walks around the room; grabs some of the papers and tears them up.</li> <li>★ The leader asks, “So what do you think of that?” (Often they are upset by this.)</li> <li>★ The leader then explains that this is a demonstration of a violation of human rights – not only has the leader taken that person’s freedom of expression, he has (symbolically) taken away the right described on her paper.</li> <li>★ The leader asks the group to identify examples of rights that have been taken away from them as a result of the war or because they are refugees.</li> </ul>
<p><b>Human Rights Legislation</b> Once the participants have understood the basic principles of human rights, they are ready to learn about the development of legislation to support these rights. This is divided into three main sections:</p> <ul style="list-style-type: none"> <li>• Need to work together to recognize and achieve our rights.</li> <li>• Information on the development of the <i>Universal Declaration of Human Rights</i>.</li> <li>• Putting Theory into practice – the difficulties of realizing human rights principles inside different cultural/ethnic situations.</li> </ul>	<p><b>Activity 1: Need for Cooperation to realize our rights</b></p> <p><u>Step 1:</u> The leaders translate the articles of the UDHR into local language. The articles are cut up and rolled into scrolls that are handed out to the participants. Each person receives one</p> <p><u>Step 2:</u> The participants are asked to hide their paper so they are fairly easy to find.</p> <p><u>Step 3:</u> The group forms a circle with everyone crossing their arms and holding hands. No one is allowed to speak, only hum.</p> <p><u>Step 4:</u> The group must try to recover all the scrolls without separating. They must retrieve their rights together.</p> <p><i>Note:</i> At the beginning everyone is pushing for their way but gradually they learn to cooperate and work together. After the activity, ask them to describe the experience. Usually they talk about how they wanted to go first – that they wanted their rights first. So then we talk about how we are in different situations and that we need to learn how to work together.</p>

MAIN TOPICS	METHODS
	<p><b>Activity 2: Introduction to the Universal Declaration of Human Rights.</b></p> <p><i>Why was the UDHR created?</i></p> <ul style="list-style-type: none"> <li>- Because of the Nazi Holocaust</li> <li>- Because of World War II</li> </ul> <p><i>How did they create this document?</i></p> <p>Representatives from many countries met to try to develop a joint statement on the human rights all people should possess, regardless of their situation, culture or religion. Everybody had their ideas and wanted their way- just as in the game. So they fought at the beginning.</p> <p>Then they realized: no, we have to cooperate with each other. Finally they created the document with 30 articles. On December 10, 1948 the <i>Universal Declaration of Human Rights</i> was signed. It is the basis for all human rights work and legislation since that time.</p>
	<p><b>Activity 3: Discussions on UNDHR</b></p> <ul style="list-style-type: none"> <li>• Each participant reads out the article on their “scroll”. Ask them to explain what they think it means and why it is important. They are also asked to give an example from their own experiences that relates to this article.</li> <li>★ Listen to their ideas: As the workshop leader you may have to clarify their ideas and to ensure that the group really understands about this right/ article.</li> <li>★ As the group discusses the issue based on local experiences, introduce international examples and other issues to broaden their understanding.</li> </ul> <p>1. <i>Individual versus Collective Rights</i></p> <p>In our culture collective or group rights are important. In the west the focus is on individual rights. Ask the group to discuss how this affects how human rights are interpreted.</p> <p>2. <i>What war does to our rights</i></p> <p>Divide the group into three discussion groups. Give each group six or seven rights and ask them to discuss if these rights are being violated.</p>

**Part B: How are human rights organized?**

<b>MAIN TOPICS</b>	<b>METHODS</b>
<p><b>Three Generations of Rights</b></p> <ul style="list-style-type: none"><li>• Political and civil rights</li> <li>• Social and economic</li> <li>• Cultural, development and environmental rights</li></ul> <p>Human rights have been divided into these three groups. In this activity we want the participants to think about which are most important, given their situation.</p>	<p><b>Four Steps:</b></p> <p><u>Step One:</u> Workshop leader explains the three generations of human rights and the meaning of each category</p> <p><u>Step One:</u> <i>Fish Bowl Discussion</i> Arrange a small circle of chairs (about 6 – 8) in the middle of the workshop space. This is the fishbowl. Ask for volunteers to debate which generation of rights is most important. The rest of the group listens – they are not allowed to speak. Allow about 20 minutes for the fish bowl discussion.</p> <p><u>Step Three:</u> <i>Small Group Discussion</i> Ask the participants to join one of three discussion groups: 1) Political/civil rights; 2) Social and economic rights; 3) Cultural, development and environmental rights. Each group must identify why their group’s generation is the most important.</p> <p><u>Step Four:</u> <i>Large Group Debate</i> Organize a debate amongst the different groups whereby each group presents its arguments for why its generation is the most important.</p>

MAIN TOPICS	METHODS
<p><b>Legal and Moral Rights</b>  Each country has its own constitution and freedoms. For example in Burma you cannot talk about legal rights but you can talk about moral rights.</p> <p><i>Legal Rights:</i> These are written and enforced  <i>Moral Rights:</i> They are not always written, they are part of the community's way of being and accepted codes of behaviour amongst people.</p>	<p><b>Two Steps:</b></p> <ol style="list-style-type: none"> <li>1. Workshop leader defines categories of rights.</li> <li>2. Discussion on the importance of legal and moral rights. Workshop leader should have examples of clashes between moral and legal rights for the group to discuss.</li> </ol>
<p><b>What causes human rights abuse and violations?</b>  It is important for young people in conflict situations to understand what is going on in their countries. They need to distinguish between human rights abuse (personal: between two people) and human rights violations (systemic) A human rights framework is a useful tool for youth to identify and analyse the history and current causes of their conflict.</p>	<p><b>Group Discussion using volcano analogy</b>  The group identifies the different aspects of their situation: symptoms, causes, roots of the problem.</p>

# CHILD RIGHTS TRAINING

ORGANIZED BY CAMP, CAMBODIA

The following training is presented by CAMP, Cambodia. This group has conducted many children's rights workshops with groups all over Cambodia. This has included minority, rural and urban children as well as young people living in many different circumstances.

Guiding Principles:

**1. Working with children, especially those under the age of 14, is quite different than working with youth.** Because of their younger age, they have fewer experiences on which to base their comments. Their ideas are likely to be expressed in a fairly concrete way. This does not mean that they cannot understand the basic concepts of human rights. They can and their appreciation for these rights is very strong.

**2. Plan the workshop around the enjoyment and involvement of your participants.** Children like to play a lot of games. They don't want to sit for hours just listening to you speaking. When you ask questions, try to phrase them as simply as possible. Many participants may not know how to read or write so it is better to use pictures as much as possible. If they give an answer, never say that it is wrong; just show them other points of information or perspectives.

You have to encourage children – there will be many different levels of understanding and also many different types of character. Some are shy, some are brave and some are quiet. It is important to build up their confidence and trust in you. Take time to pay special attention to each participant.

**3. Your workshop should create an atmosphere of solidarity and understanding amongst children.** Even if some have sophisticated ideas and a high level of understanding, they have to respect other people's ideas. The facilitator has to maintain this atmosphere. – Every idea must receive equal attention, equal respect.

**4. Working with younger children is very rewarding.** They are so grateful for these kinds of opportunities and benefit tremendously from them. It increases their understanding of their world and how it works. This is particularly important for children in war situations, as the world can seem very confusing for them. They realize that as our youngest citizens, they have not been forgotten and have rights like all human beings. And, most importantly, it increases the likelihood that children will protest when they are being treated in an abusive way that disregards or violates these rights.

TOPIC & OBJECTIVE	METHOD
<p><b>1. To help children to understand the background of the CRC and the situation of children in other countries.</b></p> <p><b>Note: Not everyone has access to a video machine. If not, begin with step #2.</b></p>	<p><u>Step #1</u> Begin by showing a video on children’s rights and the situation of young people in conflict/post-conflict situations. We use a video produced by UNICEF titled The Children’s Situation in the World.</p> <p><u>Step #2</u> Ask the participant the following questions: What did you see? How did you feel? What did you hear? Why was the UNCRC created?</p> <p><u>Step #3</u> Describe the process of creating the <i>Convention on the Rights of the Child</i></p>
<p><b>2. Definition of rights, children and children’s rights</b></p>	<p><b>Approach</b> Begin with their knowledge. This can give you new ideas and helps you to appreciate a child’s perspective of these issues and what is important to them. It also shows you exactly how much they know so that you can arrange your training appropriately.</p> <p><u>Step # 1:</u> Ask the participants the following questions: What is a child? What do you know about the United Nations? When someone says the word “rights” or “human rights” what does that mean to you? Have you ever hear of the Convention on the Rights of the Child? Acknowledge all of their answers by writing them down on a flipchart (this may be inappropriate if the children have a low literacy level.)</p> <p><u>Step # 2:</u> Provide additional information on each of these questions. For the question “what is a child” you should just add the legal definition – that a child is anyone under the age of 18.</p>

TOPIC & OBJECTIVE	METHOD
<p><b>3. Definition of Wants, Needs and Rights</b></p>	<p><u>Step # 1:</u> Ask the participants to define the meaning of wants and needs.</p> <p><u>Step # 2:</u> Divide into small groups of about 8 participants per group and give each group scissors and a copy of the pictures illustrating needs and wants. As a group they should cut up the pictures and organize them into two piles – one for needs, the other for rights. (Each group is given 24 pictures. They are asked to select 8 pictures for needs and 8 pictures for wants.)</p> <p><b>Step #3:</b> Reconvene the large group. Have two large papers, one labelled ‘needs’, the other ‘rights’. Each group is asked to paste their pictures onto the papers according to the categories they created.</p> <p><u>Step # 4:</u> Discuss any differences in the categories and arrive at a group consensus on all the pictures.</p> <p><u>Step # 5:</u> Based on these discussions, have the group define what they mean by rights, wants and needs. Ask the group to point out the differences, to make sure that they are clear on the meaning of all three.</p>

TOPIC & OBJECTIVE	METHOD
<p><b>4. Four baskets of children’s rights:</b> Survival, protection, development and participation.</p>	<p><b>4.1 Survival Rights</b> Method: <i>Discussion</i></p> <p><u>Step #1:</u> Ask the group to define the meaning of survival and survival rights. What do we need to survive? (Write it down on the flipchart)</p> <p><u>Step #2:</u> Show the group different pictures, which relate to survival rights and compare to the answer on the flipchart. Ask them to organize them in order of importance.</p>
<p><b>4. 2 Four baskets of children’s rights:</b> Survival, <b>protection</b>, development and participation</p>	<p><b>4.2 Protection Rights</b> Method: <i>Role Play</i></p> <p>Create short role-plays about situations based on the children’s experiences. The participants can prepare these skits or you can have them ready to show. The topics could include: gender, discrimination, domestic violence, sexual exploitation, child soldiers.</p> <p>As each role-play is presented, engage the group in a discussion on the problem that was depicted. Ask for their suggestions on how to provide protection for this problem. Who should provide this protection?</p>
<p><b>4.3 Four baskets of children’s rights:</b> Survival, protection, <b>development</b> and participation</p>	<p><b>4.3 Development Rights</b> Method: <i>Art Based Group Discussion</i></p> <p>Divide into three small groups. Give each group some newspaper, which they tape together so that it is the length of one of the children in the group. One volunteer lies on the paper and they make an outline around him/her. Using coloured markers the groups make symbols of all the things needed to support a child’s development.</p>

TOPIC & OBJECTIVE	METHOD
<p><b>4.4 Four baskets of children's rights:</b> Survival, protection, development and participation</p>	<p><b>4.4 Participation</b> Method: <i>Games</i></p> <p>Here are some of the games that we use:</p> <p><b>CROUCHING/ GETTING PARTNERS</b> Everyone crouches in a circle. There is a space between two people. They must fill this space so they go to find someone. They join hands and go over to a person who goes with them. They create a new space – the process continues.</p> <p><b>GETTING THE MESSAGE</b> Divide the group into three small groups. Have a message or statement that has been cut into a lot of parts (use articles of right to participation in the CRC). Everybody stands in a circle and holds a part of the message. Each group must work to put the message together.</p> <p><b>GROUP CREATIVITY</b> Divide the group into three small groups. Give each group some newspapers and tell them that they must create a sculpture (anything they want) using the newspaper.</p> <p><b>CREATING SOLUTIONS</b> Divide the group into three small groups. Give each group a problem that they must solve. These problems should relate to village-level difficulties that children experience in war situations.</p>

TOPIC & OBJECTIVE	METHOD
<p><b>5. Rights and Responsibilities</b> Who has the responsibility to ensure children's rights?</p>	<p><i>Small Group Discussions</i> Divide the group into small groups to discuss the following questions:</p> <ul style="list-style-type: none"> <li>* <i>What is the responsibility of children, parents and families, communities to realize children's rights?</i></li> <li>* <i>In war times, what are the most important children's rights?</i></li> <li>* <i>What is the role of ngos, government and the international community to support children's rights both in peace and in times of war?</i></li> </ul>
<p><b>6. Rights and Responsibilities of children on the 4 baskets of child rights</b></p>	<p><u>Step #1:</u> Divide into four small group discussions to discuss children's responsibility in the family, community, school and society.</p> <p><u>Step #2:</u> Large group presentations and discussion.</p>
<p><b>7. Evaluation and Conclusions</b></p>	<p>Ask the participants to summarize the main points they have learned. Clarify any confusion.</p> <p><i>Evaluation</i> Ask for a volunteer from the group to lead this session. This person creates two columns on a flip chart: "Good Points" and "Improving Points"</p> <p>The leader asks for comments from the group.</p>