

HUMAN RIGHTS LESSON PLANS

For Southeast Asian Schools

In support of the United Nations Decade
for Human Rights Education

HUMAN RIGHTS LESSON PLANS
for
Southeast Asian Schools

Asia-Pacific Human Rights Information Center
October 2003



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MESSAGE

Teachers are the frontline workers in the field of education . On their shoulders, we put the responsibility of helping our students prepare for their future. It is thus fitting to recognize the important role of the teachers and give them the support needed to pursue their tasks.

The situation of the teachers is a major consideration in our effort in the Asia-Pacific Human Rights Information Center (HURIGHTS OSAKA) to promote the teaching of human rights in schools. Unless the teachers are supported, any program on human rights education in schools is bound to fail.

We therefore appreciate the support given by educators to the 2001 Southeast Asian Writing Workshop on Developing Teaching Guides on Human Rights (SEA writeshop), which produced the lesson plans adapted in this publication. We thank the participants as well as our partners (the Philippine Department of Education, the Commission on Human Rights in the Philippines, and the Southeast Asian Fund for Institutional and Legal Development) for sharing with us their vision, commitment and resources in holding the SEA writeshop.

We finally have a set of human rights lesson plans aimed primarily, though not exclusively, for Southeast Asian teachers. We now have the task of making these lesson plans used by teachers inside Southeast Asian classrooms.

We hope that teachers will find the content and method in the lesson plans suitable to their needs and appropriate to their students. We also hope that these lesson plans will inspire teachers and other educators to be more involved in human rights education.

We deeply appreciate the support provided by the Friedrich Naumann Foundation for the printing of this publication.

Finally, in offering this publication to the teachers in Southeast Asia and beyond we also contribute to the fulfillment of the goals of the United Nations Decade for Human Rights Education (1995-2004). This UN Decade has become our over-all framework in promoting human rights education in the region.

Prof. Yoshio Kawashima

*Director
HURIGHTS OSAKA
Japan*

MESSAGE

Human rights education translates abstract human rights principles into practical classroom experiences. The human rights teaching exemplars we introduced in our Philippine public schools serve as teaching tools in integrating human rights concepts and values in all learning areas - Mathematics, Science, Communication Arts (Filipino and English) and MAKABAYAN (Social Studies, Music, Arts, Physical Education, Technology and Livelihood Education and Values Education). In these exemplars, human rights concepts and values are naturally linked with our prescribed learning competencies in the basic education curriculum.

Instructional materials are very essential in ensuring that human rights education serves its very purpose of inculcating respect for the dignity of the person and awareness of responsibilities as national and global citizens. The Southeast Asian Writing Workshop on the Development of Human Rights Teaching Guides was initiated by the Department of Education, the Commission on Human Rights in the Philippines, and HURIGHTS OSAKA to share the Philippine experience on instructional and material development to our Southeast Asian counterparts in education and to promote human rights education in the region. It is expected that the teaching exemplars which present the human rights education continuum in a manner that transcends cultural, religious and other diversities will be utilized in Southeast Asian schools. It will help us educate the children we will be proud to have in the next generation.

The objectives of human rights education are long-term in nature and any manifestation of behavioral change may not be immediately seen and measured in the classroom. This will later be manifested in relationship with other people as our children grow and face the real and challenging world. Human rights education, therefore, teaches not only basic human and child rights but also responsible citizenship and action, democracy, love for freedom, national and global consciousness, sensitivity towards women and children issues, environmental protection, and sustainable

development. The articulation of these human rights education objectives is witnessed in the Southeast Asian teaching exemplars. We therefore seek the support of education ministries in the region in ensuring that these are utilized in Southeast Asian classrooms/schools. There is always the enduring task to promote human rights education that eventually redounds to better relationship among people and positive outlook towards the world we live in.

The Southeast Asian teaching exemplars constitute a big step in realizing our vision for human rights education.

Fe A. Hidalgo, Ph.D.

*Undersecretary for Program and Projects
Department of Education
Philippines*

INTRODUCTION

This publication is an initial attempt at developing human rights teaching guides for Southeast Asian schools. It is based on the experience of educators in the sub-region in teaching human rights. It is the result of a continuing partnership among educators and institutions in Southeast Asia.

Collaboration, therefore, is a key characteristic of this publication.

This publication is a contribution to the realization of the objectives of the United Nations Decade for Human Rights Education (1995-2004) [UN Decade]. The UN Decade supports the development of human rights teaching materials. The UN Decade also promotes collaboration among institutions as an important means of undertaking human rights education programs.

The story of this collaboration started in a series of activities on human rights education in schools initiated in Southeast Asia in late 1990s. The first activity was a 1998 consultation workshop (Surabaya workshop).¹ It reviewed the human rights education in schools programs in several Southeast Asian countries, the problems encountered and opportunities that exist. The participants² identified a number of areas that require improvement:

- Teaching methodology – development of process and experience-oriented methodologies in teaching human rights.
- Teaching materials – development of human rights teaching materials for classroom teachers.
- Approaches to human rights education – exploration of ways of teaching human rights other than the values-approach.
- Popularization of human rights concepts – making human rights principles and standards easy to understand by using ordinary language (rather than the United Nations human rights language), and discussing concrete human rights violations or problems in society and in people's daily lives.

- Teacher empowerment – facilitating the empowerment of teachers through teacher training and other means that will enable them to teach innovatively, and create better teaching environment. Their empowerment must deal with “ways in which they can better relate to the education bureaucracy and contribute to their sense of fulfillment in teaching. This also includes giving professional credit for completing teacher training programs on human rights education, and providing incentives in teaching human rights.”

- Content of human rights education – widening the scope of human rights education to include such matters as the “political concept of the State, and the inter-connection of peace, development, environment, gender, ethnicity and other issues with human rights as a broad [conceptual] umbrella (*payong* concept).”³

At the end of the workshop, the participants agreed to develop a guide material for the promotion of human rights education in the subregion.

The Southeast Asia Pilot Teacher Training Workshop on Human Rights⁴ held on 26-29 April 1999 in Bali, Indonesia followed the Surabaya workshop. This training workshop (Bali training) had the following agenda:

- Human rights concept and vision, which reviewed the human rights situation and issues, national histories, and sectoral human rights concerns (such as those of women, children, minorities, etc.).

- Human rights education and the school curriculum, which included
 - (i) an update on human rights education work,
 - (ii) discussion on the role of schools in promoting human rights in society,
 - (iii) profiling of human rights advocates (teachers and students), and
 - (iv) developing model human rights curriculums.

- Teaching methodology, which involved making lesson plans, modules, and teaching guides.

- Dissemination mechanism for training output (within and outside the school system).

- Evaluation of human rights education programs and activities.

The participants held teaching demonstration sessions in a public high school in Bali to test lesson plans made during the workshop. Finally, the participants agreed on follow-up activities that would “promote networking and continuous mutual support at the national level.” They agreed,

among others, on the following:

- Holding a writing workshop (writeshop) for facilitators.
- Developing human rights education modules for facilitators and teachers.⁵

The participants recognized the value of writeshop as a means of improving skill in writing human rights lesson plans.

The Surabaya workshop broadly expressed the need for a training on developing human rights lesson plans when the participants listed the development of human rights teaching materials for classroom teachers as an area that requires improvement. The Bali training, on the other hand, set the stage for the holding of a training activity along this line.

Representatives of Indonesia, the Philippines and Thailand planned the program of a Southeast Asian writeshop.

Twenty-six participants composed of teachers, education researchers, curriculum developers and NGO workers from Cambodia, Indonesia, Malaysia, the Philippines, Thailand and Vietnam gathered in the Philippines on 19-27 June 2001 for a nine-day Southeast Asian Writing Workshop on Developing Human Rights Teaching Guides (SEA writeshop).⁶

The general objective of the SEA writeshop is to “develop human rights teaching guides for Southeast Asian schools.”

It specifically aimed at the following objectives:

- To formulate Southeast Asian human rights education vision and mission.
- To review human rights standards and principles in order to identify core human rights concepts for basic education.
- To reexamine linkages between human rights and Southeast Asian cultures in order to help translate human rights concepts into educational materials.
- To train on how to relate human rights lesson plans to the existing school curriculum.
- To identify various strategies for infusion of human rights in the formal education curriculum.
- To identify programs for extra and co-curricular activities and/or

human rights community-based activities.

- To prepare an action plan regarding strategy in regional lobby for human rights education.
- To strengthen linkages among educators in Southeast Asia involved in human rights education in schools.

During the nine-day period, the writeshop participants had the following program:

- Review of human rights education programs, human rights principles, human rights education approaches, strategies and methods; and formulation of ASEAN Vision and Mission for human rights education.
- Writing of human rights teaching guides.
- Teaching demonstration using the teaching guides developed.
- Planning for follow-up activities.

The participants wrote their respective country human rights curricular frameworks and lesson plans. They also agreed on the suggestion to publish the lesson plans, and to undertake training on how to use them.

Subsequently, a Regional Review Team (Review Team) was formed composed of leading representatives of the six Southeast Asian countries. The Review Team had the following tasks:

- Finalize the set of lesson plans and other materials to be included in the publication.
- Review the final draft of the lesson plans as an editorial team.
- Propose a plan for the distribution of the publication to Southeast Asian educators/schools.

The Review Team met twice in Bangkok in 2002. It selected the lesson plans to be included in the publication, discussed how they can be improved, and worked on the lesson plans themselves. Drafts of the lesson plans were circulated to the review team members after the second meeting for their respective suggestions and comments.

Due to the problem of making the draft lesson plans available on time, the classroom testing of the primary school lesson plans was done only in Cambodia. The schools in other countries were already closed for the summer vacation (April-May 2003) and thus classroom testing was not possible. A group of Thai teachers had the chance to review the lesson plans however.

The final version of the lesson plans incorporated the suggestions and comments of the review team members. Brief but substantive discussions on specific human rights concepts were added.

This process completed the cycle of collaboration among Southeast Asian educators in producing a set of human rights teaching materials. A new cycle of collaboration is bound to begin now that this publication is done. Consequently, a cycle of adaptation and translation of this publication into the languages of the countries involved and the training of their teacher trainers will develop as a step toward further promotion of human rights education in Southeast Asian schools.

Endnotes

1. The Indonesian National Commission for Human Rights (KOMNASHAM), the Center for Human Rights Studies of Universitas Surabaya (Surabaya city, Indonesia) and the Asia-Pacific Human Rights Information Center (HURIGHTS OSAKA) jointly organized this consultation workshop.
2. There were participants from Cambodia, Indonesia, Malaysia, the Philippines and Vietnam.
3. Payong is a Malay word for umbrella. For the full report on this consultation workshop visit www.hurights.or.jp/database/E/98wsrpt/chapter2.html
4. KOMNASHAM, the Center for Human Rights Studies of Universitas Surabaya and HURIGHTS OSAKA again joined hands in organizing the Bali training. It was financially supported by the Southeast Asian Fund for Legal and Institutional Development (SEAFILD).
5. Educators from Cambodia, Indonesia, the Philippines, Thailand and Vietnam attended this training workshop. For the full report on this training workshop, please refer to volume three of the *Human Rights Education in Asian Schools* (HURIGHTS OSAKA: 2002) or visit: www.hurights.or.jp/hreas/3/14osaka.htm
6. The Department of Education (Philippines), the Commission on Human Rights (Philippines), and HURIGHTS OSAKA jointly organized the SEA writeshop. Financial support was partly provided by SEAFILD.



**DEVELOPING LESSON PLANS
FOR HUMAN RIGHTS**



Drawing: Kavin Daengkaew
Assumption Primary School, Bangkok, Thailand

DEVELOPING HUMAN RIGHTS LESSON PLANS

Human rights lesson plan development is a challenging task. It challenges the teachers to mix standard educational tools with the practical application of human rights concepts. It provides a new dimension in discussing subjects in the school curriculum.

There are two levels of preparation of the Southeast Asian human rights lesson plans. The first level is the writing of lesson plans during the Southeast Asian Writing Workshop on Developing Human Rights Teaching Guides (SEA writeshop) in 2001. The second level is the review and editing done by the Regional Review Team in 2002. There are distinct processes involved in each level.

Writeshop process

The writeshop process in developing human rights lesson plans has two main parts: creating a human rights curricular framework, and writing the lesson plans.

The human rights curricular framework is a multi-year, multi-subject overview of the human rights education program. It consists of three major components - issues or problems, human rights concepts, and core values. During the SEA writeshop, the country delegations developed their respective human rights curricular frameworks covering primary and secondary schools. These human rights curricular frameworks follow a progressing pattern. They start with issues, human rights concepts and core values that relate to the Self, then to the Family, Community, Country, Region and finally the Globe/World. In this way, the issues and human rights concepts are correspondingly becoming more complicated as the “world” of the students becomes bigger. The stages (Self, Family, Community, Country, Region, World) correspond to different year levels. Primary school may cover the stages of the Self to Country, while secondary

school may cover the rest.

The general guide is that the issues are appropriate to the level of development and experience of the students. There can be different perceptions of the relevant issues for the different stages. The issues may also be similar in several stages. Development and environmental issues, for example, may be relevant at the stage of the community as well as country and region. Thus there is no set issues that can be linked exclusively to each stage. The determination of issues is largely subject to the decision of the people developing the human rights curricular framework.

The core values refer to the existing set of values that the school curriculum requires the students to learn. These values may be drawn from the moral studies, civic education and any other relevant subjects in the school curriculum. The identification of these values is important in linking the human rights curricular framework to the general school curriculums. The values may be similar to the cultural, social, religious/spiritual values of the countries in Southeast Asia.

The human rights curricular framework therefore is a means of planning the whole human rights education program in primary and secondary schools. It provides a guide on how the human rights concepts can be introduced at each year level. It aims to give the teachers and school administrators a perspective on how human rights concepts can be taught in the existing school curriculum.

A more complete human rights curricular framework may include a listing of corresponding subjects relevant to the issues, human rights concepts and core values per year level.

With the completion of the human rights curricular framework, the next step is the development of the human rights lesson plans.

As a response to the issue of relevance of human rights education to the daily lives of the students, a primary step in developing the human rights lesson plans is the identification of issues that are more or less the concerns of the students. The question is: what issues would students either ordinarily or possibly encounter in their daily lives? The answers to this question vary from one level of students to another, from school to school, from one background of students to another. Thus the issues taken up in

human rights lesson plans vary to a great degree.

From a national perspective, this question can be answered through a review of the current issues faced by the country. Answers may range from poverty to drug abuse to domestic violence.

During the SEA writeshop, the delegations from the six Southeast Asian countries came up with several common issues such as: child abuse (including child labor), discrimination based on ethnicity, gender and economic standing, domestic violence, drug abuse, environmental degradation, health problems, and poverty. These issues reflect to a large extent both the local contexts and the national situations in Southeast Asia. These issues also prove the commonality of some concerns that are taken up in the different human rights education in schools programs in South-east Asia.

The second component in the development of human rights lesson plans is the link to the existing school curriculum. There is a need to make sure that the contents of the lesson plans are linked to the learning areas of the school curriculum and would enrich the teaching of the relevant subjects.

While human rights issues are generally seen as appropriate in social science subjects (history, language, social studies, moral studies and economics), there is now a trend toward using mathematics, and natural science subjects for this purpose. Thus lesson plans can cover almost all subjects including physical education subject in the school curriculum.

During the SEA writeshop, one country delegation included biology and health and science subjects for their human rights lesson plans.

Extra-curricular activities are included in the application of the human rights concepts learned inside the classroom. They therefore form part of the human rights lesson plans.

The relevant core values identified in the human rights curricular framework are incorporated into the lesson plans. These values are assumed to be required contents of the subjects in the school curriculum. The identification of relevant core values has the purpose of strengthening the link of the human rights lesson plans to the school curriculum. The discussion of issues and related human rights concepts becomes easier for teachers

when they are linked to the values included in their respective subjects.

Regional review process

In order to assure quality, adaptability and wider use of the lesson plans in Southeast Asian countries, a Regional Review Team (Review Team) was formed to do the following tasks:

- a. Finalize the set of lesson plans and other materials to be included in the publication;
- b. Review the final draft of the lesson plans as an editorial team;
- c. Decide on the plan for the distribution of the publication to Southeast Asian educators/schools.

The Review Team agreed to adopt the following general guidelines:

1. Curricular framework

The basic human rights curricular framework for the primary and secondary school levels adopted in the SEA writeshop was used by the Review Team in reviewing the lesson plans. The lesson plans cover primary and secondary schools. For each level, the lesson plans are further classified into lower and upper levels. Thus for the primary school, there are lower and upper primary school lesson plans. Likewise, there are lower and upper secondary school lesson plans. This system provides flexibility in the use of the lesson plans within each level. The use of the lesson plans varies according to the definition of the lower and upper primary and secondary schools in the country. The Review Team also recognized that primary school-level lesson plans might be used for secondary school level.

2. Lesson plan format

The lesson plan format adopted in the SEA writeshop was retained in reviewing and editing draft lesson plans. The lesson plan follows the 4As approach (Activity, Analysis, Abstraction and Application). For the primary school lesson plans, however, the subtitles referring to Activity, Analysis, and Abstraction are not included to make the lesson plans look more simple.

The final lesson plan format has a few additional parts to make the issues and human rights concepts of the lesson plans more clear. See Annex 1 for the final format of the lesson plan.

A note at the beginning of the lesson plan briefly explains the issues as well as human rights involved. It emphasizes their importance and relevance to the students. Another note at the end of the lesson plan provides additional explanation or information relevant to the human rights involved.

The Review Team made sure that the different parts of the lesson plans are consistent with each other.

3. Issues

The issues in the lesson plans were identified using the SEA writeshop human rights curricular frameworks. Issues that are common among the six countries' human rights curricular frameworks were included along with those that are considered to be generally relevant to the subregion.

Each lesson plan focuses on a single issue relating to as much as possible one human rights concept.

4. Human rights concepts

Human rights concepts are presented in the form of a) original provisions of international human rights instruments (included in the list of resources of the lesson plan), b) in simple, summarized form in the "Abstraction" portion of the lesson plans, and also (in certain cases) in the c) final note of the lesson plan. To make the human rights concepts relevant to the domestic legal system, provisions of national constitutions and laws are also mentioned in general terms. The teachers add the relevant local laws when using the lesson plan.

The lesson plans focus on two human rights documents - the United Nations' Universal Declaration of Human Rights and the Convention on the Rights of the Child. Other human rights documents are cited in a few lesson plans.

5. Character of the lesson plans

The lesson plans are generally applicable to Southeast Asian context and flexible enough for adaptation to national curriculums, and other national educational conditions. The stories, quotations and other statements in the lesson plans are written in general terms to make the lesson plans easily adaptable to any of the countries in Southeast Asia. They also use simple language.

They are meant for single sessions with one session covering 40 to 50 minutes. The actual length of time for the lesson plan is determined by the system prevailing in each country.

6. Authors

As a measure of making the lesson plans adaptable to any of the Southeast Asian countries, the names of the authors and their respective countries do not appear in the lesson plans. A list of authors (the participants in the SEA writeshop) is included in the Appendices of this publication.

The Review Team worked hard to reflect these guidelines in the human rights lesson plans in this publication.

The ultimate test of these human rights lesson plans lies with their use inside the classroom. Since these human rights lesson plans are meant to be guide materials, the teachers are expected to adapt and improve them. When that happens, this publication has served its purpose.

Annex 1

HUMAN RIGHTS LESSON PLAN FORMAT

1. Notes: *Explanation of what the lesson plan is*
2. Title: *(topic, year level, subject, human rights concept, time)*
3. Objective: *Learning human rights is the last objective.*
4. Resources: *Quotation of specific human rights provisions is included.*
5. Materials: *Listed separately.*
6. Procedure:
 - a. Opener: *Short information leading to the Activity (song, quotation, statement, questions, etc.)*
 - b. Activity: *Participatory tasks/ exercises pertaining to the human rights issue and subject topic.*

The tasks/exercises should cover the following elements:

- | <Content > | <Process> |
|---------------------------|------------------------------|
| Concern (Values/Attitude) | : Analysis |
| Cause (Knowledge) | : Analysis |
| Concept (Knowledge) | : Abstraction/Generalization |
| Contribution (Skill) | : Application |
- c. Closure: *Recap of the message of the lesson plan.*

7. Assignment: *This is an optional part of the lesson plan.*
8. Evaluation: *Suggestions on how to evaluate the whole process, covering various aspects of the lesson plans.*
9. Notes about the topic:
Additional information about the human rights concept discussed in the lesson plan.

Annex 2

HUMAN RIGHTS LESSON PLAN FOR PRIMARY SCHOOL LEVEL

(Human Rights Issue of the Lesson Plan - introduction of the importance of the human rights issue of the lesson plan)

Topic :
Level : Primary level
Subject :
Human Rights Concept :
Time Allotment : One session

- I OBJECTIVES
- II RESOURCES
- III PROCEDURE
 - A. Opener
 - B. Development of Activities
 - C. Closure
- IV EVALUATION

Notes on human rights concepts

Annex 3

HUMAN RIGHTS LESSON PLAN FOR SECONDARY SCHOOL LEVEL

(Human Rights Issue of the Lesson Plan - introduction of the importance of the human rights issue of the lesson plan)

Topic	:
Level	: Secondary level
Subject	:
Human Rights Concept	:
Time Allotment	: One session

- I OBJECTIVES
- II RESOURCES
- III PROCEDURE
 - A. Opener
 - B. Development of Activities
 - 1. Activity
 - 2. Analysis
 - 3. Abstraction
 - 4. Application
 - 5. Closure
- IV EVALUATION
- V ASSIGNMENT

Notes on human rights concepts





HUMAN RIGHTS CURRICULAR FRAMEWORK

- **Cambodia**
- **Indonesia**
- **Malaysia**
- **The Philippines**
- **Thailand**
- **Vietnam**



Drawing: Freeyaporn Asavapinyokit
Sacred Heart Convent School, Bangkok, Thailand

CAMBODIA

GRADE LEVEL	HR CURRICULAR FRAMEWORK	ISSUES	HR CONCEPT	CORE VALUES
7	Self	<ul style="list-style-type: none"> - The concept of development - Rights and respect for others - Human rights violation - Management of problematic situations 	<ul style="list-style-type: none"> - Child rights - Right to education - Right to develop one's potential - Right to privacy 	<ul style="list-style-type: none"> - Equality - Love for school - Self-reliance - Responsibility - Self-respect
8	Others	<ul style="list-style-type: none"> - Relationship between people - Discrimination - Moral conduct - Sharing and caring 	<ul style="list-style-type: none"> - Non-discrimination - Equality - Right to be free from discrimination - Acting in a spirit of brotherhood/ sisterhood - Right to social security - Gender equality 	<ul style="list-style-type: none"> - Humanity - Courtesy, politeness - Sincerity - Charity - Sharing
9	Community	<ul style="list-style-type: none"> - Rights and responsibilities - Development - Environment - Respect for rules 	<ul style="list-style-type: none"> - Right to participation - Social rights - Economic rights - Fair decision- making 	<ul style="list-style-type: none"> - Participation - Creativity - Responsibility - Respect for rules
10	Country	<ul style="list-style-type: none"> - Poverty - Insecurity - Rights and responsibility of the nation - Solidarity 	<ul style="list-style-type: none"> - Social rights - Civil rights - Political rights 	<ul style="list-style-type: none"> - Patriotism - Cooperation - Responsibility - Respect for rules
11		<ul style="list-style-type: none"> - Culture and human rights - Healing the trauma of victims of human rights violations 	<ul style="list-style-type: none"> - Right to freedom of religion - Freedom of speech - Equality before the law and protection of the law 	<ul style="list-style-type: none"> - Conscientiousness - Honesty - Responsibility - Orderliness
12	Region and the World	<ul style="list-style-type: none"> - Regionalization - Globalization 	<ul style="list-style-type: none"> - Right to proper social and international order - Duty to the community and limitation of rights - Action against any of the rights under the UDHR not a right 	<ul style="list-style-type: none"> - Responsibility - Open-mindedness - Cooperation - Respect and love for labor

INDONESIA

GRADE LEVEL	HR CURRICULAR FRAMEWORK	ISSUES	HR CONCEPT	CORE VALUES
I	Self	<ul style="list-style-type: none"> - Malnutrition - Parental neglect 	<ul style="list-style-type: none"> - Right to life - Right to health - Right to protection 	<ul style="list-style-type: none"> - Love and care - Family and social protection
II	Family	<ul style="list-style-type: none"> - Domestic violence on women and children - Corporal punishment at home - High death rate of children 	<ul style="list-style-type: none"> - Right to protection - Right to medical help 	<ul style="list-style-type: none"> - Care and treatment - Human dignity
III	Community	<ul style="list-style-type: none"> - Conflict situation - Conflict among ethnic groups 	<ul style="list-style-type: none"> - Rights of indigenous peoples - Right to participate in sustainable development 	<ul style="list-style-type: none"> - Equality and justice - Human dignity - Diversity
IV	Country	<ul style="list-style-type: none"> - Regular, annual natural disasters - Lack of education for indigenous people 	<ul style="list-style-type: none"> - Right to life - Right to social security - Right to education - Rights of indigenous peoples 	<ul style="list-style-type: none"> - Good natural environment - Human dignity - Equality and justice
V	Region	<ul style="list-style-type: none"> - Environmental pollution due to artificial insecticides - Rampant poverty in urban and rural areas 	<ul style="list-style-type: none"> - Right to quality environment - Right to health - Right to basic needs - Right to work 	<ul style="list-style-type: none"> - Good natural environment - Love - Care - Human dignity
VI	World	<ul style="list-style-type: none"> - Ethnic discrimination - Gender discrimination 	<ul style="list-style-type: none"> - Right to equal treatment - Right to equality between women and men - Women's rights 	<ul style="list-style-type: none"> - Unity in diversity - Equality - Fairness

MALAYSIA

GRADE LEVEL	HR CURRICULAR FRAMEWORK	ISSUES	HR CONCEPT	CORE VALUES
Upper Secondary	Community	<ul style="list-style-type: none"> - Freedom of expression - Culture of fear - Self censorship - Uncritical thinking 	<ul style="list-style-type: none"> - Freedom of opinion and expression - Right to impart information - Freedom of assembly 	<ul style="list-style-type: none"> - Critical thinking - Dynamism - Rational thinking - Being courageous - Inquiring mind
10	Country	<ul style="list-style-type: none"> - Discrimination - Racial tension - State policy in favor of one section of the population - Cultural prejudice - Gender bias - Class discrimination - Regional bias 	<ul style="list-style-type: none"> - Non-discrimination - Equality - Right to be free from discrimination - Gender equality - Equal opportunity 	<ul style="list-style-type: none"> - Respect - Understanding - Tolerance - Equality - Solidarity
11	Region and the World	<ul style="list-style-type: none"> - Oppressive cultures, laws and governments 	<ul style="list-style-type: none"> - Right to freedom of religion - Right to freely enjoy one's culture 	<ul style="list-style-type: none"> - Consideration of dominant indigenous and universal values

PHILIPPINES

	GRADE LEVEL	HR CURRICULAR FRAMEWORK	ISSUES	HR CONCEPT	CORE VALUES
LOWER PRIMARY	1	Self	- Sexual abuse	- Right to special care and assistance - Right to protection against physical abuse	- Self-esteem - Self-respect - Human dignity
	2	Family	- Parental neglect - Broken homes	- Right to parental guidance	- Love - Care for children - Concern for children
	3	Community	- Environmental degradation (e.g. improper garbage disposal) - Inadequate housing for urban poor	- Right to quality environment - Right to decent living - Right to property	- Cleanliness - Healthful living - Privacy - Ownership
UPPER PRIMARY	4	Country	- Police brutality - Inadequate assistance to the poor - Preservation of traditional culture	- Right to humane treatment - Right to social security - Right to preserve one's culture	- Human dignity - Concern for others - Care and protection - Respect for heritage - Cultural diversity
	5	Region	- Drug abuse - Child labor - Child prostitution	- Right to protection from the use of prohibited drugs - Right to rest and leisure - Right to protection from all forms of exploitation	- Care and protection - Concern for security of children
	6	Global	- Environmental degradation (e.g. depletion of the ozone layer, global warming)	- Right to quality environment	- Safety and protection - Healthful living

PHILIPPINES

	YEAR LEVEL	HR CURRICULAR FRAMEWORK (Sec)	ISSUES	HR CONCEPT	CORE VALUES
LOWER SECONDARY	1	Community	<ul style="list-style-type: none"> - Traffic congestion in urban areas - Vote buying - Land grabbing - Labor dispute 	<ul style="list-style-type: none"> - Right to public order and safety - Right to vote - Right to own property - Right to work 	<ul style="list-style-type: none"> - Public order - Safety - Justice - Concern for others - Fairness
	2	Country	<ul style="list-style-type: none"> - Graft and corruption - Poor and inadequate social services 	<ul style="list-style-type: none"> - Right to good government - Right to social security 	<ul style="list-style-type: none"> - Accountability - Honesty - Responsibility - Immediate assistance
UPPER SECONDARY	3	Region	<ul style="list-style-type: none"> - Continuing gap between the rich and the poor - Nepotism - Unemployment 	<ul style="list-style-type: none"> - Right to equality - Right to good government - Right to work - Right to gainful employment 	<ul style="list-style-type: none"> - Equality - Fairness - Impartiality - Equality - Gainful living - Productive living
	4	Global	<ul style="list-style-type: none"> - Political detainees - Ethnic discrimination - Terrorism in Asia 	<ul style="list-style-type: none"> - Freedom - Right to due process - Freedom from discrimination - Right to security of persons - Right to judicial remedy 	<ul style="list-style-type: none"> - Freedom - Fairness - Unity in diversity - Tolerance - Safety - Peace - Justice

THAILAND

GRADE LEVEL	HR CURRICULAR FRAMEWORK	ISSUES	HR CONCEPT	CORE VALUES
LOWER SECONDARY	Community	- Environment	- Right to participate in sustainable development	- Ecological concern and responsibility
		- Self-esteem and identity	- Right to protect and promote traditional culture	- Cultural identity
	Country	- Gender	- Acceptance and respect for gender differences	- Equality
		- Child labor/ exploitation	- Right to protection against cruel acts or exploitation - Right not to be obliged to do work which hinders both physical and mental development	- Freedom
		- Child prostitution	- Right to protection against cruel acts or exploitation and not to be obliged to do work which hinders both physical and mental development	- Freedom
	UPPER SECONDARY	Region	- Drug abuse	- Right to special care and protection
World		- Environment	- Right to participate in sustainable development	- Ecological concern and responsibility
		- Discrimination	- Right to peace, love, understanding, tolerance and friendship among people	- Respect - Unity in diversity

VIETNAM

Educational System: 5 + 4 + 3 = 12 Years Schooling

To be integrated into: Civic Education, Biology, Geography, History.

GRADE LEVEL	HR CURRICULAR FRAMEWORK	ISSUES	HR CONCEPT	CORE VALUES
1	Community	1. Environmental degradation	- Right to clean environment	- Harmony with nature (care for, respect and protection of environment)
		2. Indigenous social and cultural groups	- Right to one's customs and traditions	- Self-respect - Self identity - Respect for others
2	Country	1. Child labor	- Rights of the Child	- Love and care for less fortunate children
		2. Child malnutrition	- right to education - right to be protected - right to recreation and leisure	
		3. Lack of recreation and leisure for children		- Love and care for less fortunate children
		4. Drug abuse	- Right to life	- Respect for life
		5. Sense of respect for laws	- Right to social security	- Respect for the rule of law
3 and 4	Region and World	1. Vietnam not yet fully integrated into regional and global communities	- Right to full participation - Right to development and peace - Right to security - Right to sustainable development	- Respect, sharing, and cooperation for mutual development, peace and harmony - Sustainable development - Mutual understanding
		2. Maintaining national and cultural identity and heritage	- Right to preserve one's cultural identity and heritage	- Self-esteem - Self-respect - Mutual appreciation and acceptance





HUMAN RIGHTS LESSON PLANS

- **Primary School Level**

Right to Living in a Clean Environment

Every person has the right to a standard of living adequate to maintain good health and well being. Our environment must be clean so that we can all remain healthy. The environment does not become dirty by itself. People pollute the environment. All of us must play our part to keep our environment clean and healthy.

Topic	: Living in a Clean Environment
Level	: Primary (Grades 1-3)
Subject	: Science
Human Rights Concept	: Right to clean environment
Time allotment	: One session

I OBJECTIVES

Students will be able to:

- Enumerate ways of keeping their environment clean
- List the importance of staying in a clean environment
- State the right to a clean and healthy environment.

II RESOURCES

- Article 25 of the Universal Declaration of Human Rights,
Everyone has the right to a standard of living adequate for the health and well-being of himself and 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.
- Three pictures
Picture 1: Uncovered garbage bins swarmed with flies
Picture 2: Covered garbage bins in a clean area
Picture 3: River with floating garbage.

III PROCEDURE

A. Opener

The teacher asks the students to sing or listen to a song or poem/verse on

the importance of a clean environment such as *Anak ng Pasig* (Child of Pasig River). Alternatively they can sing the song *The Earth is Ours*, or any local song about the environment.

The teacher asks them to explain what the song/poem/verse is about.

B. Development

The teacher presents Pictures 1 and 2. The teacher asks the students which is the correct way to dispose garbage and give reasons for their choice.

The teacher presents Picture 3 and asks the students to describe what they see and explain why this happens.

The teacher asks the following questions:

- a) Who makes the environment dirty?
- b) What happens when people throw garbage into the rivers?
- c) What happens when people throw garbage anywhere?
- d) What happens to their health if the environment is dirty?
- e) What can they do to keep the environment clean?
- f) How can we clean a dirty environment (such as a polluted river or a playground littered with papers or garbage)? Give suggestions.

The teacher writes the answers on the board.

Expected answers:

- a) People dirty the environment by throwing garbage everywhere.
- b) People are likely to get sick if the environment is not clean.
- c) People want to maintain good health and so they will agree to clean their environment.
- d) People should work together to manage the garbage and to clean up dirty places.

The teacher, using the responses of the students, explains the right to a clean environment based on Article 25 of the Universal Declaration of Human Rights. The teacher stresses that the right to clean environment protects the welfare of everyone.

The teacher then gives the following summary:

We need to have a clean environment for our own good health. We have the right to a clean environment. We expect everyone to respect this right by not making the environment dirty.

The teacher asks the students, if you see other children throwing litter everywhere in the campus, what will you tell them?

C. Closure

The teacher suggests that the students collect slogans about clean environment and post them inside the classroom or in the school bulletin board.

IV EVALUATION

The teacher asks the students to read the list below and put a check (✓) if it is a way of keeping the surrounding environment clean and a cross (X) if it is not.

- ___ 1. Place garbage into the trash can and make sure it is covered properly.
- ___ 2. Clean the drains and make sure that they are not blocked.
- ___ 3. Advise people not to litter their trash.
- ___ 4. Throw garbage everywhere.
- ___ 5. Burn the garbage.
- ___ 6. Clean environment is my right.

V ASSIGNMENT

The teacher asks the students to list some government projects that promote clean and green environment. The teacher tells the students to make a report on this to the class in the next meeting.

Right to Rest and Leisure

Rest and recreation are essential to children's physical and mental well being. Children can be greatly stressed if they are forced to study all the time to get good results in their examinations and are given little opportunity to rest. Stress can affect children's mental health. Young children should be engaged in physical activities, such as running, jumping, riding a buffalo, and climbing trees to develop their muscles and stamina.

Topic	:	I'm Entitled to Leisure
Level	:	Primary (Grades 1-3)
Subject	:	Social Studies and Physical Education and Health
Human Rights Concept	:	Right to rest and leisure
Time Allotment	:	One session

I OBJECTIVES

Students will be able to:

- Explain why rest is important for their healthy growth and development
- Choose appropriate leisure activities
- Explain the importance of the correct balance between study and rest
- State that children have the right to rest and leisure.

II RESOURCES

- Article 31 (1) of the Convention on the Rights of the Child, *States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.*
- Three pictures:
Picture 1: A child glued to the television (if possible use a picture of a slightly obese child)
Picture 2: Children playing in a field/pavement/garden
Picture 3: A tired, sleepy child trying to write while being scolded by her/his parent.

III PROCEDURE

A. Opener

The teacher asks the students, what do you usually do during break time?

The teacher lists the answers on the board.

B. Development

The teacher shows Pictures 1 and 2 and asks: Who are in the pictures? What are they doing? What do the pictures tell us?

Expected answers:

Children play

Children rest

Children have hobbies

Children can do what they want for fun and leisure

The teacher asks the students, why do children need rest and play?

The teacher writes the answers of the students on the board.

The teacher, using the answers to the questions, summarizes the idea of the right to rest and leisure:

Every child has the right to play, to rest, and to participate in cultural activities. This right is important for the physical and mental health of the child. Good balance between study, play and rest is for the best interest of the child.

The teacher holds Picture 1 beside Picture 2. The teacher asks the students which of the two activities they prefer and why. The teacher lists their reasons on the board.

The teacher asks the following questions to help the students realize that they need to exercise their muscles to be strong and healthy:

- a) Who is healthier? Are children who love to watch television and do not partake in active physical activities (like the child in Picture 1) stronger than children who play outside the house (as in Picture 2)?
- b) Why are young children who run, jump and engage in active physical activities stronger and healthier than those who stay in the house and spend their time watching television?

The teacher shows Picture 3 and asks the following questions to guide the students to draw the conclusion that children need rest (proper sleep) and when they are forced to learn until they are tired, their health can be affected.

Questions:

- a) Describe what the child is doing in Picture 3.
- b) If the child is tired, should his/her parents allow him/her to rest? Why?
- c) When you feel tired and sleepy, can you do your homework correctly?
- d) Do you think that the child in Picture 3 should be allowed to rest (or sleep) before she/he is required to complete the homework? Why?

The teacher summarizes the responses of the students by saying that ***Children need rest and sleep for them to grow and have healthy body and mind. While children need to study or help in household chores, it is for their interest that they have good rest and sleep.***

C. Closure

The teacher asks the students to sing a song about playing and being happy.

IV EVALUATION

The teacher gives an assignment to evaluate the understanding of the students of the need to study hard, play (such as running, riding a buffalo, cycling, climbing trees and playing blind man's bluff) and rest. If there is time, this assignment can be given before the Closure. If not, the assignment can be given as a homework assignment.

The teacher tells the students to draw a ☆ in the blank before the statement if it is correct and a ○ if it is wrong.

- ___ 1.Children who watch television and do not want to go outside the house to play are strong and healthy.
- ___ 2.Children should have time to study and time to play.
- ___ 3.No matter how tired young children may be, they should be forced to complete their homework before being allowed to go to bed.
- ___ 4.I should spend all my time studying to get good results in my examination and should not waste time in playing and taking a rest.

- ___ 5. I must exercise by running, jumping and skipping to help me grow strong and healthy.
- ___ 6. Children must be given time to play and rest.



Right to Care and Protection

Every child has the right to a standard of living adequate for the child's physical, mental, spiritual, moral and social development. The child's parents or those who are responsible for the child have the responsibility to secure, within their abilities and financial capacities, the conditions necessary for the child's development.

Parents or the child's legal guardians are responsible to provide for the child in a manner consistent with the evolving capacities of the child. They should exercise appropriate guidance in carrying out their responsibilities.

Topic	: Care and Protection
Level	: Primary (Grades 1-3)
Subject	: Moral Education and Social Studies
Human Rights Concept	: Right to care and protection
Time Allotment	: One session

I OBJECTIVES

Students will be able to:

- State that they have the right to parental care and protection
- Express the value of parental care and protection
- Show in a practical way their appreciation of the care and protection given by their parents or those responsible for them.

II RESOURCES

- Article 27 (1) of the Convention on the Rights of the Child,
States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral, and social development.
- Article 27 (2),
The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

- Two pictures

Picture 1: An abused child

Picture 2: Children in the midst of a loving family – a happy family having a meal together, playing together or working together.

III PROCEDURE

A. Opener

The teacher shows Picture 1 to the students and asks them to describe what the picture tells them.

Alternatively, the teacher can ask the students to sing a song or recite a poem that describes love and care within a family.

B. Development

The teacher places Picture 2 beside Picture 1 and asks the students the following questions to draw out the differences between children who are neglected and abused by parents or people responsible for them, and children who receive loving care and protection from parents or people responsible for them:

- a) List the differences between the child in Picture 1 and children in Picture 2.
- b) What do you think has happened to the child in Picture 1? Why?
- c) What does the child in Picture 1 need?
- d) Why are the children in Picture 2 happy?

The teacher writes their answers on the board.

The teacher reads the story of *A Happy Child*.

After reading the story, the teachers asks the following questions:

- a) Who is speaking in the story?
- b) List all the things that his parents do for him, his brothers and sisters.
- c) What makes Rithy happy?
- d) What do your parents do at home?
- e) What are things that your parents do that make you happy?
- f) If the students say that their parents are seldom at home or they never make them happy, the teacher follows up with this question: What can your parents do to make you happy?
- g) What do Rithy and his brothers and sisters do to make their parents happy? Do you think it is good that Rithy and his brothers and

- sisters try to make their parents happy?
- h) What do you do to make your parents happy?
 - i) Do you think that parents should love and care for their children? Why?

(Note: In case some of the students do not live with their (or have no more) parents, the teacher may not use the word “parents” only and use also other words to mean “people who are responsible for them” such as grand-parents, uncles, aunts, cousins, or other persons.)

A Happy Child

I am Rithy. I am happy because my parents love my brothers, my sisters and me. They love to tell us funny stories and make us laugh. They make sure that we eat and complete all our homework. When we are sad because we do not get good marks in our exams, they hug us and say, “don’t worry, you can try harder next time.”

My parents are very busy. They work very hard so that we can have enough to eat and can go to school.

We are very blessed to have such good parents. We try to make them happy by obeying them, helping with housework and doing well in school.

The teacher, using the responses of the students, says

As children, you have the right to care and protection from your parents or people who are responsible for you. Children need love, care and protection to grow physically and emotionally sound.

The teacher explains that children have the right to receive from their parents or people responsible for them, “within their abilities and financial capacities, the conditions of living necessary for the child’s development.” The teacher stresses that this right does not mean that children can ask whatever they want. But it is important that whatever they get contribute to their physical, mental, spiritual, moral and social development.

C. Closure

The teacher asks the students to do something to show their love and appreciation to their parents or people who are responsible for them like drawing a picture, writing a short note, giving a flower, or hugging them.

IV EVALUATION

The teacher asks the students to list three reasons why care and protection from their parents or people who are responsible for them are important.

V ASSIGNMENT

The teacher asks the students to give to their parents or people responsible for them what they prepared (during the Closure) with a hug.



Right to Freedom of Association

When a person is compelled to join a group or is denied membership, her/his freedom of association is violated. The absence of freedom of association can result in loss of motivation to accomplish or complete one's work. Consequently, students must be given the freedom to form their own groups especially in doing their projects.

Topic	:	I'm Involved
Level	:	Primary (Grades 1-3)
Subject	:	Moral Education
Human Rights Concept	:	Right to freedom of association
Time Allotment	:	One session

I OBJECTIVES

Students will be able to:

- Describe how to get involved in an association
- Identify forms of association
- Practice participation in group work
- Explain the importance of the right to freedom of association in doing any project.

II RESOURCES

- Article 15 of the Convention on the Rights of the Child,
 1. *States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.*
 2. *No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedom of others.*
- Worksheet for the teacher's evaluation of students' work.

III PROCEDURE

A. Opener

The teacher introduces the lesson by giving this instruction:

We will play a game called the Longest Line. Create groups with 8 members. Each group will try to form the longest line possible. You can use your body as well as any materials that you carry to make the line as long as possible.

The teacher invites the students to suggest how they are going to divide themselves into groups. The teacher writes on the board all their suggestions without comments. The teacher asks them to choose the best possible way to form the groups and reminds them that it should be fair and workable. If there is disagreement in the choice, the teachers allows them to vote for the best way.

The teacher gives time for the students to form groups. The teacher makes a signal for the groups to start making their line. Five minutes later, the teacher signals to the groups to stop. The group that forms the longest line will be declared the winner.

B. Development

After declaring the winning group, the teacher asks the following questions to enable the students to consider the importance of the right to freedom of association:

- a) What made you most happy during the game? (The teacher lists the answers on the board).
- b) Why did the group win? (The teacher asks both winning and losing groups).
- c) If only one or two members of your group did the work, would your group be able to have any chance of winning?
- d) What was your specific role in the group? (The teacher asks some students).
- e) How would you feel if you were not allowed to participate in the game?

The teacher tries to help the students see the importance of participating in the game and of each member playing their part well.

After the students have responded the teachers explains the right to association under Article 15 of the Convention on the Rights of the Child

by saying that

Everyone has the right to form a group or join a group. No one should be forced to become part of a group or be prevented from joining any group she/he likes. People can also gather in a peaceful manner in any public place to do their group work. As long as there are no serious reasons to stop their group work in a public place, they should be free to do so. Serious reasons that may stop group work include public safety, health problems, moral problems and protection of the rights and freedoms of others.

The teacher explains that there are many types of groups or associations. Some are groups of friends, groups of workers, student organizations, religious associations, and political parties.

The teacher makes a summary of the discussions:

To have an effective collective work, people need to exercise their right to freedom of association. In one's preferred group, each member feels stronger, more determined and empowered.

C. Closure

The teacher invites them to recall situations or activities that they participated in (A situations) and situations or activities that they were not able to participate in (B situations). The teacher asks them what were their feelings in A situations and B situations.

From the answers, the teacher draws the conclusion that there is happiness or satisfaction in participation or involvement in any activity and team spirit or cooperation helps a lot. The teacher says that this is what the right to freedom of association means.

IV APPLICATION/EVALUATION

The teacher asks the students to plan a class project such as keeping the class or school clean, beautifying the school (e.g., planting trees in the schoolyard) or helping classmates in difficult circumstances.

The teacher evaluates the students' participation in the project. The teacher uses the worksheet below on the different tasks done and indicates the students who choose to carry out these tasks. Their contribution can be evaluated on a 5-point scale.

Worksheet on evaluating students' participation per task performed

Task	Performance of students (rating ranges from poor [1] to best [5])				
	1	2	3	4	5



Right to be Protected

Children have the right to be protected from any harm. Their best interest should always be promoted. Teachers should be aware that children have the right to be protected from drug abuse and that the government must take all appropriate measures including educational measures to protect them from becoming drug victims.

Topic	: Drug Abuse
Level	: Primary (Grades 4-6)
Subject	: Social Studies
Human Rights Concept	: Right to protection against the use of prohibited drugs
Time Allotment	: One session

I OBJECTIVES

Students will be able to:

- Explain the causes of drug abuse among children
- Identify solutions or ways to prevent drug addiction among children
- State the right to be protected from the illicit use of narcotic drugs and other related rights.

II RESOURCES

- Article 33 of the Convention on the Rights of the Child,
States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties and to prevent the use of children in the illicit production and trafficking of such substances.
- Article 39,
States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and

reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

- Article 24,
States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.
- Pictures/film of children suffering from drug addiction
- Letter of Jerry

III PROCEDURE

A. Opener

The teacher presents pictures or a film about children suffering from drug addiction. The teacher asks the students to reflect upon and discuss the meaning of the pictures/film.

B. Development

The teacher asks a student to read the letter of a drug addict who is in jail asking a government official for help.

After reading the letter, the teacher asks the students the following questions:

- a) Who wrote the diary?
- b) Where did he write it?
- c) What drugs made Jerry an addict?
- d) When did Jerry begin to take drugs?

The teacher asks the students to form small groups of 4 to 5 members each and discuss the following questions:

- a) What did you feel when you heard about Jerry's story?
- b) What are the harmful effects of drugs?
- c) What would you do if your friends or adults offer you a cigarette or any prohibited drug such as marijuana, crack or ecstasy pill?

(Note: Use the local name of prohibited drugs.)

May 15, 2003

Dear Ms. Matulungin,

My parents are poor. My father is a construction worker. My mother is a laundry woman. Our house is in the slum area. Prohibited drugs are easy to get. Temptations for young children are there. I was enrolled in a public school but I stopped schooling when I learned to use prohibited drugs.

I was 12 years old when I started sniffing "rugby". It started when my friends invited me to try it. At first I felt dizzy but later on I became used to it. But it did not stop there. I also used marijuana and other drugs. I became an addict. Now I am in jail. Why? To support my vices, I became a robber. I am only 17 years old. I should be in college by now.

I deeply regret what I did. But I do not know what to do after I get out of jail. I need your advice.

Jerry

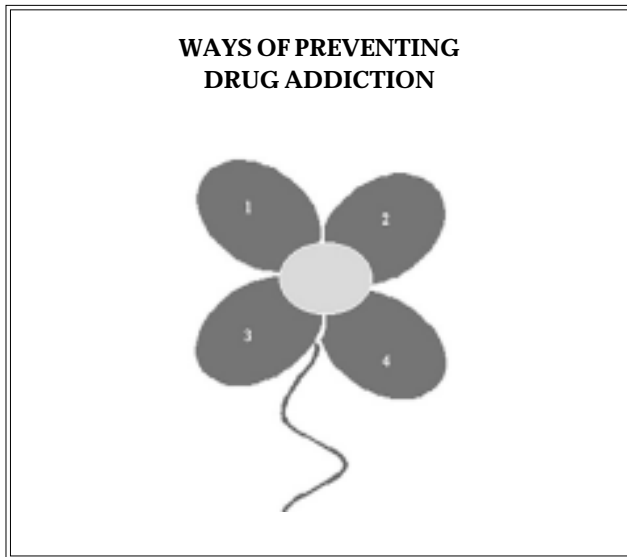
The teacher asks the groups to report their discussions. After the reports are presented, the teacher asks the students: Are there rights that are related to drug addiction? What are these rights? The teacher lists the answers of the students on the board.

The teacher discusses the rights related to drug addiction as stipulated in Articles 24, 33 and 39 of the Convention on the Rights of the Child. The teacher stresses the following:

- a) right to get protection from the government from any form of addiction with drugs or harmful substances
- b) right to get medical treatment in case addiction has occurred
- c) right to get support for the physical and psychological recovery and social reintegration of children who become victims of drug abuse
- d) right to education.

The teacher asks the students to think of ways of preventing drug addiction, and write their ideas on the petals of the flower drawn on a big paper and posted on the board.

The teacher then asks the students to draw leaves below the flower and write on the leaves the rights relevant to drug addiction.



Note: Petals should be filled up by the students. If they have more answers, they can add more petals.

C. Closure

The teacher asks the students to cite the consequences of drug addiction and tell them that in the end drug addiction destroys their future.

IV EVALUATION

This is to be done throughout the lesson. The teacher notes the answers of the students to the questions and their participation in the discussions to determine their understanding of the danger of drug abuse and their right to be protected against it.

Definition of term

Psychotropic – it means affecting the mental state of a person.

Right to Education

Education is an important tool for the growth of an individual. It is now recognized as a basic right of all. All countries that have signed and ratified the Convention on the Rights of the Child are obliged to make primary education free and compulsory to every child. Education should be directed to the full development of the child's personality, talents, mental and physical abilities.

The school system should take measures to encourage regular attendance and reduce dropout rate. Measures taken by schools to maintain discipline should be consistent with the child's human dignity.

Topic	: Right to Education
Level	: Primary (Grades 4-6)
Subject	: Moral Education
Human Rights Concept	: Right to education
Time Allotment	: One session

I OBJECTIVES

Students will be able to:

- List the importance of education to one's life
- Explain why it is important to have education
- Explain the right to education.

II RESOURCES

- Articles 28 (1, 2) and 29 of the Convention on the Rights of the Child, *(1) States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall in particular:*
 - (a) Make primary education compulsory and available to all;*
 - (b) Make educational and vocational information and guidance available and accessible to all children;*
 - (c) Take measures to encourage regular attendance at schools and the reduction of dropout rates.*

(2) States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

- Article 29 (a),
States Parties agree that the education of the child shall be directed to (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential.
- Worksheets: Why Should I Go to School? and Personal Development Plan

III PROCEDURE

A. Opener

The teacher distributes copies of the Worksheet “Why Should I Go to School?” to the students and ask them to tick (✓) the reasons for going to school. The teacher summarizes the major responses of the students written on the worksheets.

B. Development

The teacher asks a student to read the story of Vinh.

Story of Vinh

Vinh wants to go to school and learn as much as possible about his country and the world. But he lives in a remote village. The nearest school is six kilometers away. He has to walk early in the morning everyday to reach the school before classes begin.

His parents took pity on his hardship and tried to convince him to stop going to school and wait till a new school is opened nearer to their place. But Vinh said that he does not mind working hard. He loves to go to school.

Vinh worked hard and finished not just primary and secondary education but university education as well. He took up an agricultural course in the university. He came back to his village and started using his knowledge to improve its agricultural practices. He was successful. The agricultural production in the whole village improved so much due to his work. Now the people in his village demanded from the government the establishment of a school near his village. The government agreed to the petition. Vinh

was so happy to see children in his village go to school without the hardship he experienced. He is now reaping the fruits of his belief in the value of education. He believes too that he has a right to it.

The teacher asks the students the following questions:

- a) What does Vinh think about studying/going to school?
- b) What benefit did this thinking bring to Vinh years later?
- c) Do you want to be like Vinh? Why?
- d) If Vinh did not continue his study, what could have happened to him?

The teacher summarizes the answers by saying that Vinh believed so much in the value of education and claimed his right to it regardless of the hardship.

The teacher divides the class into 5 groups and asks the students to discuss in their groups the following question:

- As a child, you are also given the opportunity to go to school, what can you do to be successful in your study?

The teacher asks the groups to make their report. The teacher writes answers on the board.

From the answers written on the board, the teacher makes a synthesis:

Given the opportunity to study, a student has the responsibility to study hard for a better life. Access to education is a right as well as a responsibility of everyone.

The teacher introduces the concept of the right to education under Article 28 of the Convention on the Rights of the Child. The teacher stresses that children have the right to go to school and thus the government should as much as possible provide them the opportunity to have primary education.

The Convention on the Rights of the Child even obliges governments to make primary education compulsory and free. Finally, the teacher emphasizes that the right to education becomes meaningful if education is directed toward the “development of the child’s personality, talents and

mental and physical abilities to their fullest potential.”

C. Application

The teacher asks the students to make their Personal Development Plan. The teacher either provides the students sheets of paper with Personal Development Plan table or writes the table on the board for the students to copy and fill up.

WORKSHEET “PERSONAL DEVELOPMENT PLAN”

In order not to waste my opportunity to study I will:

<i>STOP</i>	<i>START</i>	<i>CONTINUE</i>
<i>(sample answer)</i>	<i>(sample answer)</i>	<i>(sample answer)</i>

IV EVALUATION

The teacher evaluates the class by observing the following points:

- Cooperation among the students
- Involvement of the students in conducting activities
- Students’ expression of their own ideas
- Appropriateness of the reasons given by the students during the discussions.

Alternatively, the teachers asks the students to state one right they have learned from the lesson and list five reasons why it is important.

Right to _____

This right is important because

1. _____
2. _____
3. _____
4. _____
5. _____

WORKSHEET “WHY SHOULD I GO TO SCHOOL?”

<i>I should go to school because:</i>	
1. My parents want me to be in school	
2. I want to be with my friends	
3. I want to learn about many things in this world	
4. I like to prepare for serious work later in my life	
5. I need education to help my family	
6. I want to become an engineer, doctor, teacher, etc. some day	



Person who is visually impaired has the right to education

Protection from Economic Exploitation

Every child has the right to the development of her/his full potential. Hence, every child has the right to be protected from economic exploitation and from performing any work that is likely to be hazardous or interfere with the child's education or be harmful to the child's health or physical, mental, spiritual, moral or social development.

Topic	: Child Labor
Level	: Primary (Grades 4-6)
Subject	: Social Studies
Human Rights Concept	: Right to be protected against child labor and right to education
Time Allotment	: One session

I OBJECTIVES

Students will be able to:

- Explain why children need to be protected against child labor
- Cite ways to protect children against child labor
- State two related rights of children.

II RESOURCES

- Article 32 (1) of the Convention on the Rights of the Child, *States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.*
- Article 28 of the Convention on the Rights of the Child concerns the right of the child to education
- Picture of a young girl washing a huge pile of clothes
- Reading material: "Life in the City".

III PROCEDURE

A. Opener

The teacher shows a picture of a young girl washing a huge pile of clothes and asks the students to describe what the girl is doing.

B. Development

The teacher asks a student to volunteer to read "Life in the City."

Life in the City

My name is Myrna Delgado. I am 12 years old. I come from a very poor family living in a remote area. My father works on a farm.

One day our neighbor who works in the city came. She asked if I wanted to go with her to the city. I accepted the offer thinking that I could earn lots and lots of money for the family.

My life in the city is very hard. I can hardly have any time to rest because I have to wake up very early to begin my work and do not finish before 8:30 in the evening. Sometimes it can even go up to 10:00 at night. I have to do all the housework for the family. I am all alone and nobody seems to care for me. I also have very little money.

Whenever I see children carrying books on the way to school, I envy them. I wish that I were among them.

I want to go home.

After the student finishes reading the story, the teacher asks the following questions to assure the students understand the story:

- a) Who is telling the story?
- b) Where did she come from?
- c) Why did she agree to go and work in the city?
- d) How would you describe her life in the city?

The teacher tells the students to divide themselves into groups of 4 to 5 members each and asks each group to discuss the following questions to generate their thinking about children working to earn money:

Questions:

- a) What did you feel when you heard the story of Myrna Delgado?
- b) Should a 12-year-old child like Myrna Delgado be made to work for others instead of going to school? Why?
- c) If you were Myrna Delgado, what would you do? Why?

The teacher writes the answers on the board.

After the students have presented their answers, the teacher presents the following statements:

- a) Every child has the right to education for the development of her/his full potential.
- b) Every child has the right to be protected from work that harm her/his physical, mental, spiritual, moral or social development.
- c) Children can work provided that the work does not interfere with their education or is not harmful to their health or physical, mental, spiritual, moral or social development.
- d) If a child does not have access to school because she/he is forced to work, then the child's rights are violated and his/her development is harmed.

C. Closure

The teacher asks the students to make a poster to campaign against child labor.

IV EVALUATION

The teacher asks the students to write a letter to a working child they know and express their concern for her/his rights.

Right to Freedom of Opinion and Expression

By tradition, we respect the elderly and those who occupy high position in society. We learn to always obey them. We are also told that we cannot express an opinion or idea contrary to theirs. This, unfortunately, leads to lack of respect for young people’s opinions or ideas. This is true among parents and teachers, or in the relationship between adults and children. Adults must respect children by allowing them to express their ideas or opinions, especially in matters affecting their well being.

Topic	: My Opinion
Level	: Primary (Grades 4-6)
Subject	: Civic Education/Social Studies
Human Rights Concept	: Right to freedom of opinion and expression
Time allotment	: One session

I OBJECTIVES

Students will be able to:

- Explain the right to freedom of opinion and expression and the need for it
- Identify proper practices of the right to freedom of opinion and expression
- Explain the need to respect other people’s right to freedom of opinion and expression.

II RESOURCES

- Article 19 of the Universal Declaration of Human Rights, *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.*
- The script “An Evening in Hoa’s Home.”

III PROCEDURE

A. Opener

The teacher tells the students to role-play three situations:

Situation 1: Many children speaking at the same time, some yelling to get themselves heard.

Situation 2: While a student is explaining about the sunflowers in her garden, another student is intervening and saying, “Teacher, Sally is lying. She does not have a garden.”

Situation 3: The teacher telling a student, “Fatty, can you please pay attention.” Ahmad, his classmate, puts up his hand. When called upon, he stands up and says in his normal polite voice, “Sir, it is not polite to call Adam, Fatty. He has a name and it is Adam”.

The teacher asks the students to complete the table below:

Situation	Is this the right way to speak?	
	Yes	No
Student speaking at the same time		
Suddenly commenting on a classmate who is still talking		
Teacher calling Adam - Fatty		
Ahmad informing the teacher that it is impolite to call Adam - Fatty and he should call him Adam instead		

The teacher comments on the students’ responses by saying people should speak if they want to share information, give opinions, and inform another person about her/his action. But they need to speak politely and should not hurt another person’s feelings or prevent another person from speaking.

B. Activity

The teacher asks the students to role-play the script “An Evening in Hoa’s Home.”

Characters: Hoa, Tuan, Father, and Mother. Setting of the story: Hoa's home.

- Mother (looking very worried) says to Father:
Our son, Tuan, received the good news that he has been accepted at the university. We have to ask our daughter Hoa to stop her schooling so that she can get a job. We can't afford to have Tuan at the university and Hoa in high school.
- Father (shaking his head) says:
No. It is very important for Hoa to complete her education. Whatever happens, she must complete her education.
- Mother (grumbling) answers:
Your salary is not enough to support Tuan at the university and Hoa in school.
- Father (in a calm voice) says:
Let us ask our children whether or not Hoa should stop going to school so she can help put her brother through the university. She has to agree.
- Mother (in an angry voice) retorts:
We don't have to ask her. We are her parents. We have the right to make all the decisions. She must listen and obey us.
- Father (shaking his head) disagrees:
No. Parents have to listen to what their children have to say, particularly about their future. We have to respect their opinions.
- Mother grudgingly agrees and calls out:
Tuan, Hoa, we want to talk to both of you.
- Father says:
Tuan, Hoa, there is something your mother and I would like to discuss with both of you and seek your opinions. I am sure that together we can find the solution.
Our financial situation is not so good but we still want to have both of you educated. Mother thinks Hoa should stop going to school so that you (pointing to Tuan) can go to the university.
- Tuan responds:
I want Hoa to complete her education. I can work at the clinic during the weekends. This work should be good for me as I shall earn money as well as gain experiences. I can work full time during the holidays.

- Hoa says:
Thank you father, thank you Tuan. I want to finish schooling. I can work at the childcare center on Saturdays. I can also help mother grind the rice in the afternoons so that she can make more cakes to sell.
- Tuan says:
I can also help Mother in preparing the cakes.
- Father responds:
I will help in household work. I will also manage our income so we can have enough money for Tuan's study at the university and keep Hoa in school.

After the role-play, the teacher asks the students to form several groups (approximately 4-5 students in each group) and gives the following questions that they will discuss:

- a) Who thinks children should listen to their parents and obey their decisions? Do you agree with this opinion? Why?
- b) Do you think Hoa's father gave his children too much power when he asked them for their opinion and help in solving the family's financial problem?
- c) Do your parents ever invite you to give your opinion? If yes, describe the situation.
- d) Do you think the solutions suggested by Tuan and Hoa are good?

The teacher writes the groups' answers on the board and discusses the answers by mentioning the right to freedom of expression and opinion found in the Universal Declaration of Human Rights. The teacher clarifies that freedom of opinion and expression does not mean freedom to speak ill of others or express ideas that prejudice other people. It means giving or getting opinions, ideas or information without interference, and with respect for the welfare and rights of others.

As a summary of the discussions, the teacher says:

Each family has its own problems to deal with. As children, you and your parents should find a way to solve them, especially problems relating to yourselves. You have the right to express your opinion to your parents, to be heard and to be respected.

C. Closure

The teacher writes the following statements on the board:

- Children have the right to express their opinions about child-related issues or problems.
- Their ideas should be respected.
- Every person needs to respect other people's opinion and expression.

The teacher tells the students that these are important principles to follow to be able to practice the right to freedom of expression and opinion.

IV APPLICATION/EVALUATION

Teacher can use any suitable way to evaluate student's understanding of the right to freedom of opinion and expression. Evaluation can be done before the Closure.



Right to Social Security

Each person has the right to social security. This right is indispensable for the dignity of the person and the free development of the person's personality. War, poverty, and natural disasters prevent the fulfillment of this right. To assure fulfillment of this right, the support of the government and members of the society is important.

Topic	: Our Willingness to Share
Level	: Primary (Grades 4-6)
Subject	: Civic Education/Social Studies
Human Rights Concept	: Right to social security
Time allotment	: One session

I OBJECTIVES

Students will be able to:

- Enumerate specific rights underlying the right to social security
- Identify ways of ensuring the fulfillment of such right
- Decide which option to take in expressing concern/sympathy to the victims of the violation of the right.

II RESOURCES

- Article 22 of the Universal Declaration of Human Rights, *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.*
- Some pictures, stories and examples of the lives of children and adults in poverty - stricken or disaster-hit or wardestroyed areas.
- Worksheet for plan-making.

III PROCEDURE

A. Opener

The teacher asks the following questions one by one with short pause, and without attempting to receive any answer:

Have you ever seen the victims of war? How do they live?

Have you ever seen people in poverty-stricken areas? How do they live?

Have you ever seen people who suffer due to a natural disaster? How do they live?

B. Development

The teacher asks the students to form three groups. The teacher gives the first group photos of people in the midst of war, the second group photos of poor people, and the third group photos of people affected by natural disasters. The teacher asks them to subdivide their group into two or three smaller groups to allow more participation in the discussion.

The teacher asks the students to discuss the situation of people shown in their assigned photos, and present their discussion to the class through role play. After the group presentations, the teacher asks the students the following questions:

- a) What is common among the three situations?
- b) What are the basic needs of the people in the three situations?
- c) What are the basic needs of people in general?

The teacher writes the answers on the board.

The teacher asks the students to discuss the following questions again in their respective groups:

- a) Are the people shown in the photo suffering from human rights violations? What rights were violated? (some possible answers: right to own property, right to housing, right to live, right to ensure one's dignity)

In addition to the responses of the students, the teachers should state that ***all the rights you mentioned are underlying the main human right called right to social security.***

- b) As members of society, you can contribute something to help the victims. What help would you choose to give?

After the students have presented their answers, the teacher explains the concept of social security (see Notes).

Finally, the teacher summarizes the discussions by saying:

Every individual has the right to live and the right to social security. People around us have to help ensure the fulfillment of our rights. When weal and woe are shared, interpersonal relationships improve, become more close and ensure support for our right to social security. This follows the saying “A trouble shared is a trouble halved”.

C. Closure

The teacher asks the students to make their own plan on how to share difficulties with any classmates, schoolmates or people suffering due to the destruction caused by war, poverty or natural disasters using the worksheet on plan-making.

IV EVALUATION

The teacher can use any suitable way to evaluate the students' understanding of the right to social security and the duty of everyone to support or protect such a right. Evaluation can be done before the Closure.

Definition of term

Social security – Financial and other benefits organized by the state to help citizens in various ways – to bridge periods of unemployment, to provide cheap and adequate health care, to guarantee pension for the aged, and so on. (Brian W.W. Welsh and Pavel Butorin, Dictionary of Development [New York: Garland Publishing, 1990], page 907). In the Universal Declaration of Human Rights (Article 25) the right to social security covers cases of unemployment, sickness, disability, widowhood, old age or lack of livelihood in circumstances beyond the control of the person involved.

WORKSHEET ON PLAN-MAKING

Who will be helped?	Why would you help	How would you help	When will you help her/him?	Please sign below if you are sure to help.

Right to Work

Students should learn that everyone has the right to work, to free choice of employment and to just and favorable conditions of work. They should also know that the right to just remuneration for work done ensures the person and family an existence worthy of human dignity.

Topic	: Work During the Dry Season
Level	: Primary (Grades 4-6)
Subject	: Social Studies, Science, Home Economics
Human Rights Concept	: Right to work and right to adequate standard of living
Time Allotment	: One session

I OBJECTIVES

Students will be able to:

- Explain the right of farmers to earn a living and their right to an adequate standard of living
- Suggest alternative ways of improving one's standard of living.

II RESOURCES

- Article 6 of the International Covenant on the Economic, Social and Cultural Rights,
The States Parties to the present Covenant recognize the right to work, which includes the right of everyone to the opportunity to gain his living by work which he freely chooses or accepts, and will take appropriate steps to safeguard this right.
- *Menanam Jagung* (Planting Corn) song.

II PROCEDURE

A. Opener

The teacher asks the students to sing the song *Menanam Jagung* (Planting Corn) (or any similar song about working together in the farm).

MENANAM JAGUNG (Planting Corn)

A YO KA WAN, KI-TA BER SA - MA
Let us my friend, let us to gether,
ME NA NAM JAGUNG DI KEBUN KITA
Let us plant the corn in our garden
AM BIL CANGKULMU, AM BIL CANGKULMU
Please take your hoe, please take your hoe
KI TA ME NA NAM, TAG JE MU JE MU
We will not be bored, let us plant and plant
CANGKUL, CANGKUL, CANGKUL YANG DA LAM
Let's hoe, let's hoe, let us hoe deeply
TA NAH NYA LONGGAR, JA GUNG KU TANAM
If the soil is loose, I will plant the corn.

B. Development of Activities

The teacher asks the students to discuss the message of the song by asking the following questions:

- What does the song tell us?
- Who works in the farm?
- How would you describe a farmer's work?

Expected answers:

She/he works hard to earn a living
Her/his work in the farm is very difficult

- What other activities or work can a farmer do during dry season?

The teacher writes on the board the answers to this question.

Expected answers:

- Collecting firewood and selling the wood in town
- Growing vegetables
- Tending cows
- Working as carpenters

The teacher asks the students form groups with 4 to 5 members each and discuss the following questions:

- Why do farmers have to work together?
- Why do farmers need to do other jobs during the dry season?
- Why do farmers need to get additional income during the dry season?

While the groups report their answers, the teacher guides the students to reflect upon such concepts as poverty, working together, adequate standard of living, and right to work to earn a living.

The teacher can provide pictures to help discuss these concepts.

The teacher summarizes the discussions by saying:

Everyone has the right to work. This right is meant to help people have an adequate standard of living whether they are farmers in the field or workers in the city. This right should not be restricted, instead it should be promoted and protected.

If the farmers are workers in a farm, their employers have the responsibility to protect their rights and ensure that they are paid justly and provided with good working conditions.

C. Closure

The teacher asks the students to draw a picture showing farmers working together to earn an adequate standard of living.

IV EVALUATION

The teacher asks the students to draw a picture of the kind of work they want to do in the future, and to write underneath the picture the right that they have learned from the lesson and how it can be protected.



HUMAN RIGHTS LESSON PLANS

- **Secondary School Level**



Drawing: Sasikarn Hantrikanon
Sasta Cruz School, Bangkok, Thailand

Right to Equal Treatment

All children are equal just as all human beings are equal. But the situations of children are not always the same. Some children have much support to realize their needs as well as potentials. Others have so little support, and thus much less opportunity to satisfy their needs and potentials. And still there are others who live with disabilities whether physical, mental, intellectual or others. Children with disabilities have the same right as other children to the development of their full potential. But because of their situation, they have the right to special care. The government and the people should recognize this right to enable disabled children to have an equal opportunity to live normal lives as much as possible.

Topic	: Human Dignity
Level	: Lower Secondary
Subject	: Moral or Civic Education
Human Rights Concept	: Right to equal treatment
Time Allotment	: One session

I OBJECTIVES

Students will be able to:

- Describe different forms of children's disabilities
- Identify appropriate human rights related to discrimination affecting children
- Promote the rights of children with disabilities.

II RESOURCES

- Article 23 of the Convention on the Rights of the Child,
 1. *States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions that ensure dignity, promote self-reliance and facilitate the child's active participation in the community.*
 2. *States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.*

3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development

4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

- Three pictures of different forms of discrimination involving:
 - a) Children with disabilities
 - b) Poor children
 - c) Children belonging to an ethnic minority group.

III PROCEDURE

A. Opener

The teacher shows three pictures of children and asks the students to describe what they see. The students may identify three situations showing different forms of discrimination. The teacher lists the students' answers on the board.

B. Development of Activities

1. Activities

The teacher summarizes the answers of the students by pointing to the pictures and listing three situations, namely,

- a) Children with disabilities
- b) Poor children
- c) Children belonging to an ethnic minority group.

The teacher tells the students to form 3 groups. The teacher asks each group to do a pantomime about one situation. The teacher asks the

students to choose the situation each group will work on.

The teacher informs the students that they have to make a story based on what they see in the picture. Some sample situations can be:

- Story of a girl who belongs to an ethnic minority group who was not allowed by other children to take part in their game. The children think she is “dirty” because of her dark skin.
- Story of Nina who stopped studying after finishing high school because her family is poor. But her father decided to let her brother continue his studies because he is a boy. Nina has to stay home and help her mother in the household chores.
- Story of a group of children imitating and teasing a differently-abled child (special child).

2. Analysis

After each group finished presenting their pantomime, the teacher asks the class to identify issues coming out of the three stories presented. The expected answers are generally relating to:

- a) Racial discrimination
- b) Gender bias
- c) Discrimination against people with disabilities.

The teacher, focusing on the issue of discrimination against people with disabilities, asks the following questions:

- Who are children with disabilities other than the one portrayed in the pantomime?

Expected answers:

blind children, children with physical disability, etc.

- Despite their disability, what other characteristics can they have?

Expected answers:

musical talent, ability to remember much information, capacity to be happy all the time, kindness to others, etc.

- What measures can be taken to protect children with disabilities?

Expected answers:

access to education, training, health care services, rehabilitation services, preparation for employment, recreation activities, etc.

3. Abstraction

The teacher summarizes the responses of the students stressing the concept of the rights of the child. The teacher emphasizes first the point that all human beings are born equal regardless of any status or condition: physical, mental, social, or economic. This applies to all children including children with disabilities. And thus all children have equal human rights.

The teacher then proceeds to discuss the provisions of Article 23 of the Convention on the Rights of the Child. The teacher stresses that children with disabilities have the right to have full and decent life, which ensures their dignity, self-reliance, and active participation in the community. The teacher also stresses that in view of their situation, children with disabilities have a right to special care. The teacher also points out that the extension of special care to children with disabilities is at times limited by the existing resources of the community or the government.

4. Application

The teacher asks the students the question: How will you boost the morale of differently-abled persons? The teacher lists the answers on the board.

5. Closure

The teacher tells the students that in human rights, the human being is the most important consideration. If we accept that all human beings are equal, we will have to strive hard to put into practice such belief by respecting the rights of others especially those in difficult situations such as people with disabilities.

IV EVALUATION

The teacher can use any suitable way to evaluate the students' understanding of the rights of children with disabilities. Evaluation can be done before the Closure.

V ASSIGNMENT

The teacher asks the students to make a poster to promote the rights of children with disabilities.

Additional information

The United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP), the Bangkok-based United Nations Secretariat for the Asian and Pacific region, has a program on people with disabilities. It has guidelines on appropriate language for this issue.

THE PROPER TERMINOLOGIES ABOUT DISABILITY

Instead of	Use
The disabled, The handicapped, The crippled, cripple or invalid	Persons or people with disabilities; disabled persons or people
Normal (when used as the opposite of disabled)	Non-disabled person (When the word "normal" is used as the opposite of "disabled" it implies that someone with a disability is abnormal)
Crippled by, afflicted with, suffering from, victim of, deformed	Person who has, or person with ... (name of disability)
Defective, maimed	Impaired, injured
Paralytic or arthritic	Person who is paralyzed or has arthritis
Lame	Person who is mobility-impaired or person with a mobility impairment
Birth defect	Disabled since birth or born with ... (name of disability)
Confined, bound, restricted to or dependent on a wheelchair	Wheelchair user or person who uses a wheelchair
Handicapped accessible	Accessible by people with disabilities, fully accessible
Deaf and dumb, deaf mute	Deaf person, person who is hard of hearing, hearing-impaired person or person with a speech impairment
The retarded, mentally retarded, mentally subnormal or Mongoloid	Person with an intellectual disability, person with a developmental disability, person with a learning disability
Idiot, vegetable	Person with extensive brain injury
Spastic (noun)	Person with cerebral palsy
Epileptic, Fits	Person who has epilepsy or seizures
Mental patient, the mentally ill, mental,	Person with mental illness (specify insane, mad, deranged or deviant illness if known, e.g., schizophrenia or depression)

Instead of	Use
Crazy, emotionally disturbed	Person who has emotional disability or person who has mental illness
The blind or the visually impaired (as a collective noun)	Persons who are visually impaired or blind, persons with visual impairment, or blind persons
Elephant man's disease	Person who has Neurofibromatosis
Gimp	Person with an amputated ... (name of limb that is amputated)
Hare Lip	Person with a cleft palate
Hunchbacked	Person with a spinal curvature
Midget, dwarf	Person with a short stature or short-statured person

Some more guidelines to bear in mind when talking about people with disabilities:

- *Do not focus on the disability unless it is crucial to a story. Avoid tear-jerking human interest stories about incurable diseases, congenital impairments or severe injury*
- *Do not portray successful people with disabilities as superhuman*
- *Do not sensationalize disability*
- *Emphasize abilities, not limitations*
- *Avoid “tragic but brave” stereotypes. In fact, avoid stereotypes altogether*
- *Show people with disabilities as active participants in society. Portraying persons with disabilities interacting with non-disabled people in social situations and work environments help break down barriers and open lines of communication*
- *Label jars [but] not people!*

*Source: United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP);
website: [www.unescap.org/decade terminology.htm#guidelines](http://www.unescap.org/decade%20terminology.htm#guidelines)*

Role of Government

Government service is a necessity in today's living. It covers many types of services including registration of important events in people's lives (birth, marriage, death), issuance of documents on a variety of activities and issues (clearance to do business, certification of residence in a locality), provision of service (dissemination of information about government programs, giving technical support to some activities, provision of training opportunities to improve livelihood activities), processing of documents to avail of government financial support (preparation of certificate on the status of an applicant for government pension or social welfare service), protection from and remedy for harm suffered (protecting people from physical or any form of harm, providing remedy if harm has occurred), and many more. Civil, cultural, economic, political and social rights are promoted, protected and realized by these government services. These rights can therefore be affected by the failure of governments to provide the services they are expected to do. Under the human rights system, governments that have ratified international human rights agreements have the obligation to protect the rights covered by the agreements or to realize those rights as much as they can possibly do.

Graft and corruption prevent governments from performing their obligations under the international agreements they have entered into. Their continued existence results in human rights violation.

Topic	: Graft and Corruption
Level	: Lower Secondary
Subject	: Social Studies
Human Rights Concept	: Right to government service
Time Allotment	: One session

I OBJECTIVES

Students will be able to:

- Identify human rights violations involved in graft and corrupt practices
- Discuss the Code of Conduct and Ethical Standards for Government Officials and Employees or similar guidelines in the country

- Explain the right to good governance in the government.

II RESOURCES

- Article 2 (1) of the International Covenant on Economic, Social and Cultural Rights (ICESCR),
Each State Party to the present Covenant undertakes to take steps, individually and through international assistance and cooperation, especially economic and technical, to the maximum of its available resources, with a view to achieving progressively the full realization of the rights recognized in the present Covenant by all appropriate means, including the adoption of legislative means.
- Pictures of graft and corrupt practices.

III PROCEDURE

A. Opener

The teacher shows pictures of different types of graft and corrupt practices (e.g., red tape, bribery). The teacher asks the students the following:

- What are the pictures all about?
- Where do these happen?
- Who are the victims of these practices?

B. Development of Activities

1. Activity

The teacher asks the students to form groups of 3. The teacher instructs them to role-play the following situations:

- Intentional delay in processing papers
- Government employees coming late for work affecting the efficiency of service
- A driver who is apprehended for traffic violation offering cash to a traffic police/warden to avoid a traffic violation ticket.

2. Analysis

After the role-play, the teacher asks the students the following questions:

- What are the messages of the presentations?
- How do you feel about the people affected by red tape?
- Why are graft and corruption considered major problems?
- What rights are violated by corrupt practices?

Expected answer:

Different rights relating to government services

- What other related rights are violated by prevalence of graft and corruption in the country?

Expected answers:

- Right to livelihood if the government service relates to protection of source of income
- Right to basic needs if the public service relates to provision of food or other needs.

3. Abstraction

The teacher summarizes the responses of the students. The teacher notes the impact of graft and corruption on the lives of the people.

With this context, the teacher gives a presentation on the meaning of Article 1 (1) of the International Covenant on Economic, Social and Cultural Rights (ICESCR). The teacher explains that the support of government is essential in realizing human rights. In relation to economic, social and cultural rights, governments are bound to fulfill the rights as far as their resources are able to give support. It is not required that governments instantly provide all means to realize the rights but only to assure progressive realization of rights.

The teacher, using the responses of the students, explains that violations of human rights result from graft and corrupt practices in government. Examples of these are:

- Delay in issuing government clearance for a livelihood activity due to neglect by government officials – right to livelihood
- Rejection of request for help in protecting one’s property from getting damaged – right to property
- Non-provision of services due to economic or social status of the applicant – right to equal treatment.

The teacher also provides input on the Code of Conduct and Ethical Standards for Government Officials and Employees or similar guidelines in the country. The teacher emphasizes that government employees are obligated under the law to facilitate the provision of public service without discrimination, in an efficient manner, and with the interests of the people as the basic consideration.

The teacher also emphasizes the need to deliver quality public service since government employees are paid with taxpayers’ money.

4. Application

The teacher asks the students to make posters that identify a) graft and corrupt practices, b) their adverse impact on people's lives; and c) the human rights violated. The teacher asks the students to think of ways of using the poster in the school (such as putting the poster in the school bulletin board to inform students about the issue).

5. Closure

The teacher tells the students that under the human rights system, governments play a very significant role. They do not have the exclusive responsibility to realize human rights – people themselves have their part too. But governments are established precisely to serve the interests of the people including the realization of their human rights, thus their role is of primary importance. Graft and corruption have no place in government, and violate human rights.

IV EVALUATION

The teacher asks the students to think of a particular government agency and determine if the personnel in such agency do the practices listed in the table below by placing a check in the appropriate column:

SITUATIONS/ISSUES	Always	Sometimes	Never
1. Accepting bribe for special attention/services			
2. Neglecting to serve poor or illiterate people			
3. Providing service without expecting anything in return			
4. Requiring so many documents without explanation			
5. Attending to people who are in need			
6. Efficient service			
7. Awareness of right to equal opportunity			
8. Slow processing of documents			
9. Observing honesty at all times			
10. Paying journalists for a good publicity of the office			

V ASSIGNMENT

The teacher asks the students to look for any newspaper articles on corrupt practices in a particular government agency. The teacher asks them to make a report to the class in the next meeting on what they found.

Definition of terms

Article 2 (1) of the International Covenant on Economic, Social and Cultural Rights (ICESCR) contains a number of important elements which need to be explained:

- a. Progressive realization of rights - this means that governments do not necessarily fulfil the economic, social and cultural rights in a short period, starting from the time they become obligated under this agreement. But governments are expected to “move as expeditiously and effectively as possible towards that goal.”*
- b. Maximum available resources – considering that there are problems of resources, governments are expected to make every effort to use all resources that are at their disposal in an effort to satisfy, as a matter of priority, their minimum obligations.*

These two elements explain the intent of the agreement of not expecting full realization of the rights by governments within a short period of time in view of limitations (financial and other resources) existing at national and even international levels.

It is important, however, for governments to take steps, and continue to do so until the goals are reached.

Right to Life

Life is valuable. It is enjoyed, as much as possible, to the fullest. But human history is replete with experiences on ending life. Wars and other forms of conflict extinguish lives so easily. Poverty and disease take lives away slowly, and many times painfully. It is in this context that the need to declare a right to life is deemed important. The Universal Declaration of Human Rights affirms that people in this world value life and want to live it meaningfully. Right to life inheres to every human being.

Topic	: Life Is Meaningful
Level	: Lower Secondary
Subject	: Moral or Civic Education
Human Rights Concept	: Right to life
Time Allotment	: One session

I OBJECTIVES

Students will be able to:

- Identify the human rights violation in the practice of euthanasia or mercy killing
- Discuss whether or not suicide is against the principles of the Universal Declaration of Human Rights
- Express the value of life using creative medium (poem, drawing, song, or collage).

II RESOURCES

- Article 3 of the Universal Declaration of Human Rights, *Everyone has the right to life, liberty and security of person.*
- A story about euthanasia
- Art Materials

III PROCEDURE

A. Opener

The teacher asks the students to read the following:

.....

EUTHANASIA

Euthanasia was previously defined as easy death without severe suffering. But today, euthanasia refers to the use of modern medicine or removing life support to terminate the life of those in agony and those with terminal illness. Hence, euthanasia is suicide even though the person asks someone knowledgeable in drugs to give him an overdose of painkillers.

There are various reasons why men and women desire to end their lives. One of them may be the social and economic situation of the individual. This was the case of a poor couple in Metro Manila who took poison and fed their children, including an infant, with it. Another reason may be mental imbalance when the mind loses its capacity to think intelligently and well. The influence of the mass media or trends in the environment can be the third reason. For instance, during the nineteenth century in Europe at the height of Romanticism, a great number of suicides were recorded. A common reason of late is to stop keeping a person alive artificially when there is no hope of recovery.

Human life is the necessary source and condition of every human activity in all societies. The soul, the principle of life, is a gift. So why reject the gift?

(Source: *Perspective: Current Issues in Values Education*, 1992)

B. Development of Activities

1. Activity

The teacher asks the students to form two groups that will debate on the issue:

Should you favor euthanasia?

Why or why not?

The teacher gives guidelines for the debate; e.g., active listening by other students, time limit for arguments, keeping the argument focused on the issue, etc.

2. Analysis

After the debate, the teacher asks the students the following questions:

- What arguments were presented?

The teacher writes the arguments for and against euthanasia on the board.

- Do the arguments favoring euthanasia justify the act? Give an explanation for the answer.
- What particular right is violated by euthanasia?

3. Abstraction

The teacher asks the students to answer the following questions to draw a generalization:

- Why is life so precious to people?
- Is it right to take away human life? Why?
- What other human rights violations have you encountered in this lesson?

The teacher then proceeds to discuss the following:

- Right to life (Article 3 of the Universal Declaration of Human Rights)
- Other explanation on the gift of life (e.g., religious beliefs)

The teacher emphasizes the basic idea that life is not cheap. It cannot be simply extinguished. The Universal Declaration of Human Rights emphasizes the right to life in order to prevent any justification to kill people on grounds of physical or mental conditions, racial and other distinctions, political, social, economic or cultural considerations. The language of the Universal Declaration of Human Rights is very simple and without conditions: Everyone has the right to life, liberty and security of person. Against the background of gross and massive killing of people during the Second World War as well as the killings that occur thereafter and at the present time, a straight-forward, unconditional declaration of right to life is needed to ensure that life is properly valued and protected.

The teacher gives additional discussion on the local ideas about life as a gift.

The teacher thus concludes that euthanasia violates the idea that life is not cheap and ought to be lived by all means.

4. Application

The teacher asks the students to express their appreciation for the gift of life through any creative medium (e.g., poem writing, drawing/painting,

slogan writing, collage making, jingle/song-writing or adaptation, etc.)

5. Closure

The teacher reminds the students that everyone has the right to life. Everyone has the responsibility to live her/his own life meaningfully, and to protect it.

IV EVALUATION

The teacher asks the students to state their opinion after reading the text in the box:

Jennifer, a young girl at 10, has been lying in coma for several months in the hospital after she was hit in the head by a stray bullet. Her parents could not stand the agony of seeing Jennifer's condition. They had to face a very crucial decision whether or not to end her suffering by turning off the respirator.

V ASSIGNMENT

The teacher gives an assignment to the students to do a research into the lives of some famous people who committed suicide. The teacher asks the students to list the reasons for ending their lives, evaluate the reasons, and suggest what could have been done to avoid suicide.

Freedom from Discrimination

In most societies, people who are considered different are treated badly. A good example is the usual bias among ethnic groups. These biases may be translated into discrimination, affecting livelihood, freedom of movement, or physical security. Discrimination is not accepted because it violates the principle of equality of all human beings.

To promote human rights, discrimination in whatever form should be eliminated. To do this, people have to start with their own personal view of others, who they consider different. Ethnicity is in many cases used as a basis of discrimination. People have to analyze their biases translated into various forms such as jokes about others, unwillingness to interact or work with others, and outright rejection of others. Most of these forms of biases are likely human rights violations.

Topic	:	Freedom from Discrimination
Level	:	Upper Secondary
Subject	:	Social Studies
Human Rights Concept	:	Right to freedom from discrimination
Time Allotment	:	One session

I OBJECTIVES

Students will be able to:

- Enumerate the effects of ethnic discrimination
- Cite attitudes and behavior that manifest fairness, tolerance and understanding
- Discuss the concept of freedom from discrimination.

II RESOURCES

- Article 1 of the Universal Declaration of Human Rights,
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.

- Crossword puzzle
- Map of the country
- Pictures of different ethnic groups.

III PROCEDURE

A. Opener

The teacher asks the students to play the puzzle “Loop a Word.” The teacher tells them to encircle all the ethnic groups that can be found in the puzzle.

K	O	K	T	A	S	A	D	A	Y	B	I
A	Y	A	A	L	T	I	B	O	L	I	G
P	A	N	G	A	S	I	N	A	N	K	O
A	K	K	A	B	A	D	Y	A	W	O	R
M	A	A	L	Y	O	S	A	M	A	L	O
P	N	N	O	L	B	E	K	I	R	A	T
A	B	A	G	A	I	B	A	T	A	N	M
N	O	Y	T	I	R	U	R	A	Y	O	A
G	N	T	A	G	B	A	N	U	A	G	N
A	T	S	I	L	O	N	G	G	O	L	O
N	O	M	K	I	L	O	K	A	N	O	B
T	K	B	A	T	A	N	G	U	E	N	B

Note: Change the words according to ethnic tribes in each country

B. Development of Activities

1. Activity

The teacher posts a map of the country and shows pictures of the ethnic groups. The teacher instructs the students to post the pictures in the map where each ethnic group is found.

The teacher asks the students to describe each ethnic group. The teacher writes on the board using Table 1 below the responses of the students according to similarities and differences. The teacher takes note of negative descriptions (biases/stereotypes).

TABLE 1. SIMILARITIES AND DIFFERENCES

Ethnic group	Similarities	Differences	Biases/Stereotypes

Examples of biases

“Ilokanos are stingy”

“Kapampangans are fashion-conscious even though they do not have the means”

2. Analysis

The teacher asks the students the following questions:

- What do the descriptions tell us about our ethnic groups?

Expected answers:

They are different from us in some ways.

We have many things in common.

- Does ethnic discrimination happen? Cite instances.
- How does discrimination affect our relationship with our ethnic groups?
- What should be our attitude towards ethnic groups?

The teacher writes the answers on the board.

3. Abstraction

The teacher summarizes the answers written on the board with a focus on the last question.

The teacher explains the concept of equality based on Article 1 of the Universal Declaration of Human Rights.

The teacher stresses the words *human being, free, equal, dignity, rights, reason, conscience, brotherhood* (solidarity with everyone) as important elements of Article 1 and are bases of human rights.

The teacher summarizes Article 1 by saying that all human beings have the same human rights.

The teacher then explains the concept of non-discrimination based on Article 2 of the Universal Declaration of Human Rights.

The teacher stresses that under Article 2 all human beings, *without distinction of any kind*, are *entitled to all the rights and freedoms* stated in the Universal Declaration of Human Rights.

The teacher summarizes Article 2 by saying that discrimination against any person is a human rights violation.

Using these two articles, the teacher explains that while ethnicity distinguishes one ethnic group from another, it should not prevent the members of ethnic groups from exercising and realizing their human rights. They have the same human rights as those of any other people. They are entitled to the right not to be discriminated against.

4. Application

The teacher asks the students to form several groups and discuss practical ways of countering biases and stereotypes using the responses in Table 1. The teacher asks them to write their ideas on a big sheet of paper with two columns—one for biases and stereotypes and another for practical ways of countering them.

5. Closure

The teacher ends the session by telling the students that everyone has biases and stereotypes against others. The teacher explains that human

rights provide the principles by which such biases and stereotypes (which often lead to discriminatory practices) can be examined and corrected. The teachers ends with this statement:

Discrimination is a human rights violation that can victimize not only ethnic groups but also everyone because it promotes the idea of inequality.

IV EVALUATION

The teacher can use any suitable way to evaluate the students' understanding of the right to freedom from discrimination. Evaluation can be done before the Closure.

Rights of Migrant Workers

Migrant workers are now familiar to most people either because members of their family are migrant workers themselves or migrant workers reside in their community. Migrant workers are providing support to industries that are normally labor intensive such as agricultural estates and factories. Some work inside households. In certain cases, their presence is crucial due to lack of interest on the part of domestic workers to take these jobs. In many cases, migrant workers work in a country for a specified period of time. There are many cases of migrant workers who are satisfied with their working conditions. There are also cases of migrant workers suffering from abuses of employers such as bad working conditions, unpaid wages, and unsatisfactory living conditions. Some migrant workers are also victims of illegal recruiters. Considering the benefit brought by migrant workers to both countries of origin and work, their rights should be protected. They deserve appropriate support (in financial and other forms) in return for the valuable labor they provide.

Topic	: Migrant Workers
Level	: Upper Secondary
Subject	: Social Studies
Human Rights Concept	: Right to just and favorable conditions of work
Time Allotment	: One session

I OBJECTIVES

Students will be able to:

- Describe the plight of migrant workers in the country and region
- State that everyone has the right to work, to just and favorable conditions of work.

II RESOURCES

- Article 23 (3) of the Universal Declaration of Human Rights, *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.*

- Newspaper or magazine articles on migrant workers, preferably indicating the extent of migrant labor movements in the region or around the world
- Video documentary/printed material about migrant workers such as the video documentary of migrant workers entitled *Silent Cries*.

III PROCEDURE

A. Opener

The teacher shows pictures of construction workers, plantation workers and domestic maids (preferably migrant workers) in the country.

The teacher asks the students to list the workers' probable country of origin, and what kinds of things they have heard about them. The teacher lists them on one side of the board or on a big sheet of paper and says that this will be referred to again at the end of the lesson.

(**Note:** The point of the exercise is to solicit the dominant portrayals of migrant workers in the country as derived from the mass media and from informal sources.)

B. Development of Activities

1. Activity

The teacher explains that the usual images of migrant workers they listed earlier can be compared with the experiences of migrant workers themselves contained in a video documentary.

The teacher screens the video *Silent Cries* or in case no video player is available tells the story of the video documentary.

Synopsis of ' Silent Cries '

Abdul is a South Asian working in a cinema in a Southeast Asian city. He has not seen his passport since handing it over to his employers two years ago. His employers claim that it is still with the Immigration Office. Everyday he risks being arrested by the police for not being able to produce the legal documents such as his passport about his stay in the country.

The country where Abdul works is temporary home to an estimated 3 million migrant workers. They come from several countries in Southeast and South Asia in search of greener pastures. Life as a migrant worker is not all that easy.

2. Analysis

The teacher asks the following questions:

- What violation did Abdul suffer from his employers?
- How do you feel about the plight of migrant workers?
- What problems do migrant workers face?
- What protection should be given to migrant workers in terms of workers' rights?

The teacher lists the answers of the students on the board.

3. Abstraction

The teacher summarizes the responses of the students by emphasizing the different working conditions of migrant workers.

The teacher explains that in the international human rights system, a “migrant worker” refers to a person who is “to be engaged, is engaged or has been engaged in a remunerated activity in a State of which he or she is not a national.” The word migrant therefore refers to a non-national of a country. The teacher explains also that there are “migrant workers” who migrate from one part of the country (usually rural areas) to another (usually urban or industrial areas) to work, who should be treated like the rest of the nationals of the country.

The teacher proceeds to discuss the provisions of Article 23 (3) of the Universal Declaration of Human Rights. The teacher stresses that migrant workers have the same rights as other workers 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.”

The teacher informs the students that the international community (represented by the United Nations) has already adopted an international agreement on the rights of the migrant workers (International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families). (See Note below.)

The teacher then explains that there is a need for a system to help migrant workers benefit from this international agreement.

4. Application

The teacher asks the students to compose slogans or other declarations they can think of to promote the rights of migrant workers.

5. Closure

The teacher tells the students that migrant workers are just like any other workers who have human rights both in a general sense and in the specific sense of being workers. There are now sufficient international human rights standards developed through the years to protect, promote and realize the rights of migrant workers. Helping migrant workers realize their rights benefit not only themselves but also the community where they work.

IV EVALUATION

The teacher asks the students to list some major rights of migrant workers and how the government should protect these rights.

V ASSIGNMENT

The teacher asks the students to practice writing a letter to the head of the government agency in-charge of migrant workers, reminding her/him of possible measures to be undertaken to protect migrant workers.

Additional information

In December 1990, the General Assembly adopted the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families. Like all other international human rights agreements, the Convention sets standards that create a model for the laws and the judicial and administrative procedures of individual States. Governments of States which ratify or accede to the Convention undertake to apply its provisions by adopting the necessary measures. They undertake to ensure that migrant workers whose rights have been violated may seek judicial remedy.

Human rights and migrant workers

The migrant worker is not a product of the twentieth century. Women and men have been leaving their homelands in search of work elsewhere ever since payment in return for labour was introduced. The difference today is that there are far more migrant workers than in any period of human

history. Millions of people now earning their living -or looking for paid employment- came as strangers to the States where they reside. There is no continent, no region of the world, which does not have its contingent of migrant workers.

Why do they emigrate?

Poverty and the inability to earn enough or produce enough to support oneself or a family are major reasons behind the movement of work-seekers from one State to another. These are not only characteristics of migration from poor to rich States; poverty also fuels movements from one developing country to others where work prospects seem -at a distance, at least- to be better.

There are other reasons why people go abroad in search of work. War, civil strife, insecurity or persecution arising from discrimination on the grounds of race, ethnic origin, colour, religion, language or political opinion all contribute to the flow of migrant workers.

Source: *Fact Sheet No. 24, The Rights of Migrant Workers, UN Office of the High Commissioner for Human Rights, Geneva, Switzerland;*
website: www.unhchr.ch

Street Children

Street children have become part of the usual scene in cities. They roam streets to earn a living by shining shoes, selling cigarettes and candies, scavenging garbage dumps, and begging. Some have become victims of drug-peddlers, or have taken the habit of sniffing glue, or have resorted to doing petty crimes. Street children are probably dreaming of having a decent life, with their needs satisfied. Unfortunately, there are not so many opportunities for them to get out of their situation. They have the same rights as those children who do not live in difficult circumstances. They are entitled to protection as well as services that would enable them to live a humane and fulfilling life.

Topic	: Street Children
Level	: Lower Secondary
Subject	: Civic education
Human Rights Concept	: Right of every child to protection against economic exploitation
Time Allotment	: One session

I OBJECTIVES

Students will be able to:

- Explain that every child has the right to live a decent life, and to be free from any exploitative or harmful activity;
- Identify ways and means by which street children can be helped;
- Discuss what the state/government can provide to assist parents or legal guardians of street children to realize their rights.

II RESOURCES

- Article 32, Section 1 of the Convention on the Rights of the Child,
 1. *States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.*
 2. *States Parties shall take legislative, administrative, social and educational*

measures to ensure the implementation of the present article. To this end and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

- (a) Provide for a minimum age or minimum ages for admission to employment;
 - (b) Provide for appropriate regulation of the hours and conditions of employment;
 - (c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.
- Quotation from the book *Children of the Dust*
 - Reading material *Boy Beggar*.

III PROCEDURE

A. Opener

The teacher asks the students to read the following:

Life on the streets has many uncertainties. You live day by day. It does offer freedom for a while, but in the end you are only fooling yourself. I have stolen many things when I was living on the streets. I never knew how bad I was becoming, until I decided to stop. My heart is 'half dry' from those times, to the point where I have only half of it left which is still fresh. I want to save what is left for now and later.

- 16 year old former street child (Quotation taken from Ngo Kim Cuc and Mikel Flamm, *Children of the Dust*, World Vision International [Bangkok: 1996] page 5)

The teacher then asks the students to think about the street children they meet in their own communities, and ponder whether they (street children) also try to consider their own future like the former street child.

B. Development of Activities

1. Activity

The teacher shows a film about street children or ask the students to read the reading material below:

Boy Beggar

Santi is very small for a 10-year-old boy. He does not look healthy and appears shabby. He has blisters and skin disease. He said that his father died of sickness many years ago. His mother takes care of seven children all by herself, and earns money by selling cigarettes in the market. At present, his sisters work in other provinces. Santi cannot identify where he comes from because he was too young when he left home.

Santi said that he came to the city with a "grandmother," a person who seems to have no relationship with his family. He said that a man with a car picked them up in the village and brought them directly to the city.

The "grandmother" forced him to beg from dawn till midnight. He was taken to many places, whose names he does not know, to beg. He had to earn a specific amount of money each day, otherwise he is beaten up by the "grandmother." He said that the "grandmother" spends all the money on gambling.

"I hate her because she always beats me. Sometimes I tried to hide some coins in my shirt but she finds them and punishes me severely. I want to run away from her but I don't know where to go. I want to go back home to stay with my family but I don't know how to do so," Santi said.

Santi was once arrested by the police along with the "grandmother" and detained in the police station for ten days. They were sent back to their village. But soon after, she brought him back to the city and the vicious cycle started again.

Adapted from "Santi a 10-year-old Cambodian Boy Begging in Bangkok,"
Child Workers Asia, vol., 14, nos. 1-2, January-August 1998, page 38.

2. Analysis

The teacher asks the students to do the following:

- Put in the first column of the table below descriptions of the situation of Santi. Give 5 descriptions. Put in the second column the basic needs of Santi that have not been met corresponding to the descriptions of his situation.

SANTI'S SITUATION

Description of Santi's situation	Unmet basic needs of Santi
1. forced to beg	1. opportunity to play or to use time in useful or creative ways
2. physically abused	2. physical safety
3. bad physical condition	3. adequate nutrition, medical support
4. exposed to the sun all day	4. protection from harmful elements such as sunburn, or exhaust gas from vehicles
5. does not go to school	5. education
Note: The entries in the columns are expected answers.	

- Who benefit from Santi's situation?
- How did this situation happen? Why?
- Who should meet the needs of Santi?

Expected answers:

parents, relatives, concerned individuals

- If parents and other relatives can not meet the needs of children, who can help them?

Expected answers:

government, NGOs, local authorities, social institutions

- What does Santi want to do?
- What should the mother do? The government?

The teacher writes the answers on the board and summarizes them afterward. The teacher stresses the situation of Santi as a case of exploitation for the economic benefit of other people, not for his own welfare.

3. Abstraction

The teacher explains the right to be protected from economic exploitation based on Article 32, Section 1 of the Convention on the Rights of the Child.

The teacher stresses that the Convention on the Rights of the Child primarily aims at ensuring the best interest of children - people who are below 18 years of age. The best interest of children is served by allowing them to

grow physically, mentally, spiritually, morally and socially. In other words, the development of children's potentials should be supported as much as possible.

The teacher explains that one of the common reasons for the failure of children to develop their full potentials is poverty. This, in turn, causes the children to be engaged in activities that harm their health, safety and development.

The teacher explains also that while the reality of poverty makes it inevitable for children to work for the benefit of the family or her/himself, Article 32 of the Convention puts a limit to this situation. Children should not be exploited for economic purposes. Their help in the family economic activities may be needed, but not to the point of putting them in a harmful situation. Otherwise, economic exploitation occurs. The Convention sees economic exploitation as a violation of the rights of the child including rights to education, health care, physical safety, and leisure/play. The Convention urges the support of parents, legal guardians, institutions, the government as well as the international community in resolving this difficult issue.

There must be legal provisions regarding minimum age and the hours and conditions of employment that will govern situations of children who work. And there must be penalty for violating such requirements. In this way, economic exploitation of children may be prevented.

The teacher also stresses that the Convention recognizes the right of the child to express her/his own opinion and to participate in the effort to give her/him protection or facilitate her/his development and growth.

4. Application

The teacher asks the students to fill up the columns provided in the table below by asking the question: To help children like Santi, what would you do?

HELPING SANTI

STOP	START	CONTINUE
<ul style="list-style-type: none"> • Ignoring the street children 	<ul style="list-style-type: none"> • Noticing the presence of street children in the community • Knowing and understanding their stories and asking about their views on how to improve their situation • Asking government agencies in charge of program for children about assistance to street children 	<ul style="list-style-type: none"> • Monitoring the community to see if there is any change in the situation of street children

5. Closure

The teacher ends the session by reminding the students of the dream of working children. The teacher says that street children deserve to realize their rights through their own efforts and those of others, especially parents.

IV EVALUATION

The teacher reads the situations on the left column of the table below and asks the students to provide answers on the second, third and last columns:

Situation	Rights Violated	Parents' Responsibility	Responsible Agencies
Working children	Right to education	Sending them to school	Government school (for free education)
Skinny children			
Children with tattered clothes			
Children sleeping under the trees or under stalls in the market			
Children go to school at daytime and work at night			
Note: The entries in the first row are sample answers			

V ASSIGNMENT

The teacher gives the students an assignment with the following instructions:

- a) Interview street children in your own community to know why and how they ended in such plight.
- b) Draft a letter addressed to an agency (government or non-governmental) which can help these children.
- c) Report the interview and present the draft letter in the next class session.

Right to Participation

The present system of society emphasizes the power of citizens to hold their government responsible for its actions. Ideas such as good governance, accountability and transparency promote this view. In concrete terms, people have the right (individually and collectively) to know what government policies, programs and activities are there to serve the interest of the public. They can take a further step in taking part in government by drafting suggestions on how to improve government systems or change government priorities. They can also take a ction (such as filing complaint against government officials) to assert the primacy of public service in the work of all government officials. The right to participation, a basic human right, therefore, serves to benefit both the citizens themselves and the society as a whole.

Topic	: National Budget and Taxation
Level	: Upper Secondary
Subject	: Economics, Social Studies
Human Rights Concept	: Right to participation and access to information
Time Allotment	: One session

I OBJECTIVES

Students will be able to:

- Assess if there is a balance or an imbalance between national incomes and expenditures.
- Recognize that people have the right to participation and the right to public information
- Identify ways by which people can participate in the making of the national budget.

II RESOURCES

- Article 21 (1) of the Universal Declaration of Human Rights, *Everyone has the right to take part in the government of his/her country, directly or through freely chosen representatives.*

- A poster summarizing major items in the national budget (incomes and expenditures) and their corresponding amounts
- Reading material: *National Budget*

III PROCEDURE

A. Opener

The teacher shows the students a poster listing the amount of government incomes and expenses on various items. The teacher informs the students that the list is the national budget.

B. Development of Activities

1. Activity

The teacher asks the students to read the article entitled *National Budget* (or any other document explaining the national budget) within ten minutes.

National Budget

The national budget consists of two parts: incomes and expenditures. *Incomes* include all the earnings of the government from various sources, while *expenditures* are the expenses the government has to incur on various items. If the national expenditures are more than the government incomes, a national budget deficit arises.

The national budget is prepared annually. A national budget plan is drafted by the Ministry of Finance based on the draft budget plans submitted by all ministries and government institutions. The national budget plan is approved at two levels, namely, the Executive body (through the Cabinet) and the Legislative body (the Parliament). The Parliament is particularly keen on finding out whether the allocations in the budget plan are appropriate. The Parliament may decide to reallocate more money to a ministry that is going to undertake urgent and priority jobs.

Priority expenditures (those that are given more funding) are determined by government based on the national situation.

The government has to earn income to support its expenses under the national budget. The government earns income from a variety of sources such as income taxes. Individuals and companies pay taxes to the

government every year or on certain periods during the year based on the amount of their income.

Besides individual and corporate income taxes, the government may earn income from other sources, such as

- Sale or rental of national assets like government factories or enterprises, public land, and forests;
- Tax on use of roads, airport, and post and telecommunication facilities;
- Charges for government services such as issuance of government letters, marriage certificates, and licenses;
- Fines imposed on violation of traffic rules or for causing environmental pollution, among others.

The national budget is the resource that the government uses to perform its function of providing services to the people.

2. Analysis

The teacher asks the students to review the poster on the national budget and asks the following questions:

- a) Do citizens have the right to know how their money (tax payment) is spent?
- b) What should be the priority expense?
- c) Do you agree with the way the government spends tax money?
- d) What changes on the national budget do you suggest? (Explain the answer)
- e) Why do you think government needs income?
- f) Is there a balance between incomes and expenditures?
- g) What are the duties of the citizens to help the government earn income?
- h) Should citizens participate in the making of national budget? Why? Why not?
- i) How may citizens participate in the making of the national budget?

The teacher writes a summary of the answers to all the questions on the board.

3. Abstraction

Using the summary of the answers written on the board, the teacher proceeds to present the human rights involved: right to participation,

and right to access to public information.

The teacher writes on the board the statement: *Every one has the right to take part in the government of his/her country, directly or through freely chosen representatives.* The teacher explains that this is taken from the Universal Declaration of Human Rights. This right refers to the participation of people in the government in various ways– directly or indirectly. People can take part in government directly through available mechanisms such as taking part in government meetings (including hearings organized by the parliaments) or joining government service (becoming public officials).

Local community assemblies that discuss public issues are also forms of “taking part in the government.” Indirect participation can be in the form of vote. People can participate by electing people to government offices. They can vote for those people who they believe will carry out their ideas and aspirations.

The teacher mentions that under another human rights instrument, this provision of the Universal Declaration of Human Rights is further clarified. Article 25(a) of the International Covenant on Civil and Political Rights provides that

Every citizen shall have the right and the opportunity, without any of the distinctions mentioned in article 2 and without unreasonable restrictions:

(a) To take part in the conduct of public affairs, directly or through freely chosen representatives.

The teacher explains that this provision is interpreted to include not just voting in elections but also participating in the formulation and implementation of government policies. The teacher also emphasizes that this right to participation requires a free flow of information relating to public issues.

The teacher links this human rights provision to the issue of the national budget by explaining that tax and its use by government is a public issue that people can discuss with the government. The teacher concludes with the following:

The right to take part in the conduct of public affairs covers the participation of citizens in the governmental processes of preparing the national budget. For people to effectively exercise this right, however,

their right to have access to public information must be satisfied. Governments are obligated to provide to the public necessary information such as documents on the national budget, and the opportunities through which people can express their views about it. Having the opportunity to decide how taxes are spent is a right of the citizens.

4. Application

If there is time, the teacher asks the students to answer the following test in class. Otherwise the teacher may assign it as a take-home test.

The teacher gives the following directions. Please answer the following questions:

- a) Describe the balance or imbalance in the national budget between expenditures and incomes.
- b) For the current year, what is the priority expenditure of the government?
- c) If you were a member of the parliament, what suggestion would you give to balance the national expenditure and income?

5. Closure

The teacher reminds the students to bear in mind for their reflection the following message:

Paying taxes and participating in the way they are spent is a value that should be upheld by all for the economic development of their country.

IV EVALUATION

The teacher can use any suitable way to evaluate the students' understanding of the right to participate in public affairs. Evaluation can be done before the Closure.

Definition of terms

Political rights – the rights of individuals related to their participation in the government.

Right to participation - the right to take part in governance and societal activities.

Right to public information - the right to demand the government to provide people information on public matters.

Additional information

The International Covenant on Civil and Political Rights is an international instrument that implements the civil and political rights provisions in the Universal Declaration of Human Rights. The United Nations General Assembly adopted it on 16 December 1966. It started to be implemented on 23 March 1976 for countries that have ratified it. Normally, ratification means approval by the parliament of the signing of the agreement by the government representative. In Southeast Asia, Cambodia, Philippines, Thailand, and Vietnam have signed and ratified this agreement.

Right to Protection

International human rights standards should be translated into national laws and mechanisms. The judicial system (composed of the courts, judges, prosecutors, and lawyers) is one mechanism that affects human rights. The dispute resolution system at the village level is also a mechanism. Certain legal procedures can be employed even at this stage. In many cases, violation of human rights occurs because of lack of knowledge about the legal procedures required to protect or exercise those rights. Knowledge about the legal procedures is therefore important for human rights.

Topic	: Legal Procedures
Level	: Upper Secondary
Subject	: Social Studies
Human Rights Concept	: Right to protection
Time Allotment	: One session

I OBJECTIVES

Students will be able to:

- Identify the rights of the accused
- Describe the relevant legal procedures protecting their rights
- Apply the legal processes in dealing with a conflict
- Solve a conflict through legal processes and other nonviolent means.

II RESOURCES

- Universal Declaration of Human Rights
- Teaching resources:
 - Slide or poster on the article of the Universal Declaration of Human Rights
 - Slide on value concept
 - Excerpts from books on legal procedures.

III PROCEDURE

A. Opener

The teacher says the following: “In a state of laws, an individual should do everything in accordance with the law. A person accused of commit-

ting any crime or wrongdoing is liable to be punished if proven in a court to be guilty of the accusation. But even though the law is effectively implemented, conflicts and violations of the law take place often among friends, relatives, and neighbors. Legal processes have to be employed to solve these conflicts.”

B. Development of Activities

1. Activity

The teacher asks the students to complete the table with the following instructions: “Write down the different kinds of conflicts and violations of the law that occur in your community.” The teacher may write on the board any of the following examples:

Conflicts and Violations of Law	
Theft, robbery, and cheating	Acts causing injury
Divorce	Disputes
Defamation	Power struggle among community leaders
Trespassing	Illegal use of weapon
Assassination	Kidnapping

2. Analysis

The teacher asks:

- a) Among those you have written down, what conflicts and violations of the law have you often encountered?
- b) What are their consequences?
- c) If the conflict or violation of the law occurred in your family, how would you solve it?
- d) How would you feel if the frequency of violation of the law increased in your community? How would you react?

3. Abstraction

The teacher facilitates the discussion by linking it to the message of the lesson:

Active nonviolence is a response to solve a conflict through peaceful means.

The right to remain silent and refusal to sign papers without consultation with a legal adviser is one of the rights of the accused.

Legal procedures are employed to protect everyone against inhumane treatment or abuse.

The teacher asks the students to read the following:

Rights of the Accused

Every person shall be treated equally before the law. The law does not allow inhumane treatment of anyone. It also protects the life, dignity, and honor of each individual. Conviction, arrest, or detention of any person shall be done in accordance with the law.

Anyone accused of any crime has the right to find a witness and lawyer to defend her/himself. When the police arrest a person or summon her/him to court, she/he has the right to ask for a warrant of arrest or subpoena issued by the court and check if her/his name is written on it. In this situation, the person should remain silent and never sign anything until after consultation with a lawyer. Blackmail, intimidation, or the use of physical force should be reported to the lawyer immediately. If a person's property and assets are confiscated, the person has the right to ask the police to issue an inventory of confiscated properties or assets. The police can detain the accused only with court approval.

Rights of a Lawyer

The lawyer assists a case in court after an accused requests her/him to defend the case. During trial, the lawyer can communicate with the accused. If the accused cannot afford to employ a lawyer, the judge assigns her/him a lawyer.

Village-level Disputes

Quarrels between neighbors or among relatives in the same village may be caused by any of the following:

1. defamation
2. divorce
3. quarrel leading to injury
4. sexual abuse
5. drunken fighting
6. fighting over a person

7. undue pressure from a powerful person
8. robbery
9. gambling
10. murder
11. land dispute.

Problem solving in the village should use peaceful means and aim at reconciliation. Competent authorities should contact both parties involved in the dispute and explore possibilities for reconciliation at an early stage. The village officers entrusted to solve the problems must have goodwill and be impartial, flexible, gentle, and genial. They must also have legal experience to win public confidence.

The people who make the accusation must prove their accusation. While the people accused of causing the dispute should have a chance to be heard or defend themselves.

In case reconciliation is not possible, the case must be submitted to the court.

The teacher then directs the students to the provisions of the Universal Declaration of Human Rights presented in simpler version.

To defend the peace, security, well being, and safety of every person, all peoples and all nations must respect the Universal Declaration of Human Rights.

The following articles are relevant:

Article 5: Nobody has the right to torture you.

Article 6: You should be legally protected in the same way everywhere, and like everyone else.

Article 7: The law is the same for everyone; it should be applied in the same way to all.

Article 8: You should be able to ask for legal help when the rights your country grants you are not respected.

Article 9: Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without a good reason.

Article 10: If you must go on trial this should be done in public. The people who try you should not let themselves be influenced by others.

Article 11: You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.

Source: *ABC – Teaching Human Rights, United Nations (New York: 1989)*

4. Closure

The teacher asks the students to think of any proverbs or slogans relevant to the protection of one’s rights. For example, “We cannot be hemmed in by fears; we advance and break out, ready to take on a challenge.”

IV EVALUATION

The teacher asks the students to draw a cross in the appropriate columns that represent the rights or obligations of the accused, lawyers, and judiciary:

Rights and Obligations	Judiciary/Court	Lawyers	The accused
1. Ask for warrant of arrest			
2. Contact defendants			
3. File complaints			
4. Advise the accused			
5. Request police to issue confiscation report			
6. Confirm warrants of arrest			
7. Check the complaint filed			
8. Not sign any paper without consultation with a lawyer			
9. Be kept under arrest only with court approval			

V ASSIGNMENT

The teacher asks the students to identify the legal procedures for a case of theft that is already filed in court.

Right to Development

Poverty can result in human rights violations. Poor people are more likely to become victims of human rights violations due to their vulnerable and marginalized situation. They are often unable to get a remedy when they suffer human rights violations due to their sense of powerlessness.

The economic condition of people has a strong impact on the protection and realization of their rights. The poorer the people, the more human rights violations they suffer. Likewise, poorer countries are vulnerable to getting less benefit from their own economies that are controlled by the international economic or financial system.

Poverty remains a major issue of the United Nations. It adopted the United Nations Millennium Declaration to make

“the right to development a reality for everyone and to free[ing] the entire human race from want. They acknowledged that progress is based on sustainable economic growth, which must focus on the poor, with human rights at the centre. The objective of the Declaration is to promote “a comprehensive approach and a coordinated strategy, tackling many problems simultaneously across a broad front.”

The Declaration calls for halving by the year 2015, the number of people who live on less than one dollar a day. This effort also involves finding solutions to hunger, malnutrition and disease, promoting gender equality and the empowerment of women, guaranteeing a basic education for everyone, and supporting the Agenda 21 principles of sustainable development. Direct support from the richer countries, in the form of aid, trade, debt relief and investment is to be provided to help the developing countries.”¹

Topic	: Development and Human Rights
Level	: Upper Secondary
Subject	: Local Studies/Economics
Human Rights Concept	: Right to development
Time Allotment	: One session

I OBJECTIVES

Students will be able to:

- Discuss how people can pursue development using their own resources
- State that everyone is equal and has the right to enjoy the progress and wealth of the nation
- Identify means by which governments can help in the development of people.

II RESOURCES

- Article 22 of the Universal Declaration of Human Rights,
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 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.
- Constitution of the country
- Photos or drawings of different types of people.

III PROCEDURE

A. Opener

The teacher shows the students photos or drawings about the following:
poor people, rich people, big houses, slums, dirty children, healthy people, sick people, luxurious housing, poor housing conditions, etc.

The teacher then asks the students to think what each of the photos or drawings illustrates.

B. Development of Activities

1. Activity

The teacher asks the students to group the photos or drawings into either Group A or B on the board or big paper.

The teacher then writes down the core words that represent both groupings.

Example:

<u>Group A</u>	<u>Group B</u>
Rich people	Poor people
Healthy people	Sick people
Big house	Small house
Well-nourished	Malnourished
Clean clothes	Dirty clothes

The teacher asks the students the following questions:

- Do you agree that some people are rich and some others are poor?
- Why are there rich and poor people?
- Do you like to be poor or rich?
- What should you do to help the poor?

The teacher writes on the board the responses of the students.

2. Analysis

The teacher then asks the students to form two teams that will debate on the following question:

Are there too scarce resources for too many people or is it a problem that some people have too much while a lot of people have too little?

The teacher asks the students if they like a society where everybody is equal or a society where some people are poor and some are rich.

The teacher asks the students to reflect on themselves the following question:

Do you like to help the poor or if you have something extra, do you like to share it among your poorer friends?

The teacher responds to whatever answers the students give by saying that there is an element of improper distribution of wealth within countries,

and within the global system, that causes poverty. Some countries with supposedly rich natural resources are not necessarily rich countries because their people are mainly poor.

3. Abstraction

The teacher explains that the Universal Declaration of Human Rights provides for a number of rights relating to the following:

- Ownership of property
- Getting a job and having proper remuneration, condition of work and other benefits
- Forming or joining trade unions
- Getting social security support
- Having an adequate standard of living (food, clothing, housing, medical care, social services)
- Getting an education.

The teacher points out that the Universal Declaration of Human Rights (Article 22) provides for a gradual realization of these rights considering that some countries may not yet have the necessary resources to help all the poor people.

The teacher explains that the Universal Declaration of Human Rights (Article 28) provides that the realization of economic and other rights requires an international support system.

The teacher explains that this idea is a basis of a new right embodied in the 1986 UN document – *The Declaration on the Right to Development*. The teacher presents the information coming from the UN:²

The Declaration on the Right to Development

Article 1 of the Declaration on the Right to Development states that “the right to development is an inalienable human right by virtue of which every human person and all peoples are entitled to participate in, contribute to, and enjoy economic, social, cultural and political development, in which all human rights and fundamental freedoms can be fully realized.”

The right includes:

- full sovereignty over natural resources
- self-determination

- popular participation in development
- equality of opportunity
- the creation of favourable conditions for the enjoyment of other civil, political, economic, social and cultural rights.

The human person is identified as the beneficiary of the right to development, as of all human rights. The right to development can be invoked both by individuals and by peoples. It imposes obligations both on individual States - to ensure equal and adequate access to essential resources - and on the international community - to promote fair development policies and effective international cooperation.

4. Application

The teacher asks the students to form three groups to discuss and list 3 features of the international economic system and explain whether they support or nullify the concept of the right to development. The teacher tells the students to make a report in class.

5. Closure

The teacher closes the session by saying that

Human rights address the need to eradicate poverty through the effort of the people, the governments, and the international community. Development programs must primarily benefit the people of the country by addressing their human rights relating to basic needs – food, clothing, housing, education, social security, employment, medical care, among others. National development plans in the past have failed to address these issues and thus the concept of the right to development is important in reminding governments about their obligation to support the realization of these rights. At the same time, it is also recognized that the people have the right to pursue their own development, using their own resources.

V EVALUATION

The teacher can use any suitable way to evaluate the students' views about the rich and the poor, and on the results of the assignment done.

Definition of terms

Sovereignty - absolute and independent authority of a State.

Inalienable rights – refers to rights that belong to every person and cannot be taken from any person under any circumstances (such as right to life, freedom from torture, freedom from enslavement or servitude, freedom from imprisonment for debt, freedom from retroactive penal laws (laws that affect actions that took place before they [laws] came into existence), right to recognition as a person before the law, freedom of thought, conscience or religion).

Self-determination – determination by the people of a territorial unit of their own political future without coercion from powers outside that region.

Sources: The New Shorter Oxford English Dictionary on Historical Principles, Clarendon Press (Oxford:1993).

Nancy Flowers, editor, Human Rights Here and Now, Human Rights Educators Network, Amnesty International USA (Chicago: 1998).

SALAG, Understanding Human Rights, Structural Alternative Legal Assistance for the Grassroots (Makati: 1989).

Endnotes

¹ Source: http://millenniumindicators.un.org/unsd/mi/mi_highlights.asp

² Source: www.unhchr.ch/development/right-02.html

All Human Rights for All

Year after year, Human Rights Day is celebrated. Every December 10th is Human Rights Day. On December 10, 1948, the United Nations General Assembly adopted the Universal Declaration of Human Rights (UDHR). From then on, the document has been disseminated in many languages. At present, the UDHR has translations in more than three hundred languages all over the world. It probably has the record as the most widely translated document in the world. One can appreciate the fact that effort has been exerted to make UDHR familiar to various peoples in almost every corner of the earth in their own languages.

UDHR calls upon peoples and governments to work for the promotion, protection and realization of all human rights of all peoples. This is because human rights are meant for everyone without exception. They are universal concepts that should be universally applied. They are also our universal responsibility.

Topic	:	Human Rights are Universal
Level	:	Upper Secondary
Subject	:	Social Studies
Human Rights Concept	:	Universality and indivisibility of human rights
Time Allotment	:	One session

I OBJECTIVES

Students will be able to:

- Explain that human rights are universal concepts
- Express the idea that everyone should work together (teamwork) and respect each other's freedom in promoting and exercising human rights.

II RESOURCES

- Article 1 of the Universal Declaration of Human Rights,
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.

- Vienna Declaration and Programme of Action (1993)
- Conclusions of the Eleventh Workshop on Regional Co-operation for the Promotion and Protection of Human Rights in the Asia-Pacific Region (Islamabad, Pakistan, 25 -27 February 2003).

III PROCEDURE

A. Opener

The teacher asks the students to visualize the shape of the world. The teacher explains that today's lesson is about values needed to have a more happy and peaceful world.

B. Development of Activities

1. Activities

The teacher asks the students to participate in the following activities:

Activity 1

The students draw on a piece of paper a circle (representing the world) with three arrows pointing outward. They write problems they would like the world to be free from in the arrows (one problem per arrow).

The teacher then asks the students to add the reasons for the problems they identified.

The student write on the board the problems and reasons they have identified.

Activity 2

The teacher asks the students to draw whatever they want on a piece of paper. One student will start one drawing and the others will add other drawings they want to put. After all the students had their turn, the teacher shows the final product to the class.

2. Analysis

The teacher asks the students the following questions relating to the two activities:

- Are the problems and reasons expressed by the students similar or not?
- Is the final product of the drawing exercise nice or not? For either answer, who is to blame?
- Who contributed to the piece of art?
- What are your reflections about this piece of art?
- Why do you think people have similar worldviews?
- Do they like peace or war, for example?
- While making your drawing, did you think about the space that the other students would need for their own drawing?
- Did you value the work done by your classmates before you?
- Do you feel the world belongs to everyone or a few people?

The teacher sums up the answers by focusing on the expected similarities of the problems they express, the connection among the individual contributions in the artwork, and the existence of collaboration among them in making the art work.

3. Abstraction

The teacher explains the concept of equality based on Article 1 of the Universal Declaration of Human Rights.

The teacher stresses the two main ideas in Article 1: all human beings have the same human rights, and they act toward one another in spirit of sisterhood/brotherhood.

The teacher explains that Article 1 expresses the basic foundation of human rights – they are based on our common humanity – all human beings are born free and equal in dignity and rights.

The teacher then explains the concept of non-discrimination based on Article 2 of Universal Declaration of Human Rights.

The teacher stresses that under Article 2: all human beings, without distinction of any kind, are entitled to all the rights and freedoms stated in the UDHR. This means that human rights are not dependent on the background of people, whether such background is political, social, economic, cultural, racial, age or other types.

The teacher summarizes Article 2 by saying that the meaning of the article is captured in the slogan “All Human Rights for All” adopted during the 1993 World Conference on Human Rights.

The Vienna Declaration (1993) states that

All human rights are universal, indivisible and interdependent and inter-related. The international community must treat human rights globally in a fair and equal manner, on the same footing, and with the same emphasis. While the significance of national and regional particularities and various historical, cultural and religious backgrounds must be borne in mind, it is the duty of States, regardless of their political, economic and cultural systems, to promote and protect all human rights and fundamental freedoms. (Section 5, Part 1)

The teacher explains that under this 1993 declaration of governments all over the world, human rights are reconfirmed as universal, indivisible, interdependent and interrelated. Human rights are universal because they are attributes of being human. They, therefore, apply to all universally. They are also indivisible because they relate to different aspects of human existence. One cannot separate the right to food from the right to express an opinion because they come as part of the natural attributes of human beings. They are interdependent because the rights are all necessary to live a full, humane life. One cannot have the right to vote and to be free from torture without having the right to food and education at the same time. When some rights are not realized, other rights are affected.

The teacher also explains that all States (through the governments) are equally duty-bound to promote and protect all human rights even though there are different national historical, cultural and religious contexts as well as political, economic and cultural systems.

The teacher sums up the presentation by saying that the international community has agreed that human rights are universal concepts based on the recognition of our common humanity. The teacher adds that human rights are deemed necessary as a response to past and present experiences of deprivation of humane existence, and sometimes of life.

These internationally agreed principles were reaffirmed recently by most governments in the Asia-Pacific. In a workshop held in Islamabad, Pakistan (February 25-27, 2003), the governments declared that they are

Reaffirming the universality, indivisibility, interdependence and inter-relatedness of all human rights – civil, cultural, economic, political and social – and the right to development;

and that they

Recognize that human rights education should benefit from diverse social and cultural values and traditions that enforce the universality of human rights, having the aim of promoting a multicultural understanding of human rights.

Finally, the teacher stresses that the inter dependence principle does not only apply to the relationship among different rights, but also to the relationship among peoples who bear the rights. Human rights documents stress the need for everyone to share in the work for the realization of all human rights of all peoples.

4. Application

The teacher asks the students to form groups and make posters portraying the principles of universality, indivisibility and interdependence of rights. The teacher also asks the students to post the posters on the school bulletin board and other appropriate places in the school.

5. Closure

The teacher ends the session by telling the students this story:

Once upon a time there was an old wise woman in China. A lot of people seek her wisdom. One day a young boy tried to test the woman's wisdom. He held in his hands a small bird, holding it behind his back so it cannot be seen. He planned to ask the wise woman if the bird was alive or dead. If the wise woman answers that it is alive, he would squeeze it and kill it to prove that she was wrong. If the wise woman says otherwise, he would release it to show that it is alive.

He then asked the wise woman the question, is the bird in my hands alive or dead? The wise woman replied "the bird in your hands, only you can determine if it is alive or dead."

The teacher tells the students the following:

Human rights are in your hands, you own them. Only you can determine whether you want your human rights to be realized or forgotten. And since human rights belong to everyone, the collective effort of all ultimately determines the realization of all human rights.

IV EVALUATION

The teacher can use any suitable way to evaluate the students' understanding of the basic principles of human rights. Evaluation can be done before the Closure.







REFERENCE MATERIALS

- **Universal Declaration of Human Rights**
- **Convention on the Rights of the Child**
- **Introduction to Human Rights Terminology**



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THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

Adopted by the General Assembly of the United Nations on 10 December 1948

This plain language version is given only as a guide. For an exact rendering of each principle, refer students to the original. This version is based in part on the translation of a text, prepared in 1978 for the World Association for the School as an Instrument of Peace, by a Research Group of the University of Geneva under the responsibility of Prof. L. Massarenti. In preparing the translation, the Group used a basic vocabulary of 2,500 words in use in the French-speaking part of Switzerland. Teachers may adopt this methodology by translating the text of the Universal Declaration into the language in use in their region.

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
<p>Article 1 When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.</p>	<p>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.</p>
<p>Article 2 Everyone can claim the following rights, despite</p> <ul style="list-style-type: none"> • a different sex • a different skin colour • speaking a different language • thinking different things • believing in another religion • owning more or less • being born in another social group • coming from another country. <p>It also makes no difference whether the country you live in is independent or not.</p>	<p>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.</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
<p>Article 3 You have the right to live, and to live in freedom and safety.</p>	<p>Article 3 Everyone has the right to life, liberty and security of person.</p>
<p>Article 4 Nobody has the right to treat you as his or her slave and you should not make anyone your slave.</p>	<p>Article 4 No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.</p>
<p>Article 5 Nobody has the right to torture you.</p>	<p>Article 5 No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.</p>
<p>Article 6 You should be legally protected in the same way everywhere, and like everyone else.</p>	<p>Article 6 Everyone has the right to recognition everywhere as a person before the law.</p>
<p>Article 7 The law is the same for everyone; it should be applied in the same way to all.</p>	<p>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.</p>
<p>Article 8 You should be able to ask for legal help when the rights your country grants you are not respected.</p>	<p>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.</p>
<p>Article 9 Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without a good reason.</p>	<p>Article 9 No one shall be subjected to arbitrary arrest, detention or exile.</p>
<p>Article 10 If you must go on trial this should be done in public. The people who try you should not let themselves be influenced by others.</p>	<p>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.</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
<p>Article 11 You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.</p>	<p>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.</p>
<p>Article 12 You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.</p>	<p>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.</p>
<p>Article 13 You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one; and you should be able to return to your country if you want.</p>	<p>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.</p>
<p>Article 14 If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you yourself do not respect what is written here.</p>	<p>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.</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
<p>Article 15 You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging to another country if you wish.</p>	<p>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.</p>
<p>Article 16 As soon as a person is legally entitled, he or she has the right to marry and have a family. Neither the colour of your skin, nor the country you come from nor your religion should be impediments to doing this. Men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The Government of your country should protect your family and its members.</p>	<p>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.</p>
<p>Article 17 You have the right to own things and nobody has the right to take these from you without a good reason.</p>	<p>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.</p>
<p>Article 18 You have the right to profess your religion freely, to change it, and to practise it either on your own or with other people.</p>	<p>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.</p>
<p>Article 19 You have the right to think what you want, and to say what you like, and nobody should forbid you from doing so.</p>	<p>Article 19 Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek re-</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
<p>You should be able to share your ideas – also with people from any other country.</p>	<p>ceive and impart information and ideas through any media and regardless of frontiers.</p>
<p>Article 20 You have the right to organize peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.</p>	<p>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.</p>
<p>Article 21 You have the right to take part in your country’s political affairs either by belonging to the Government yourself or by choosing politicians who have the same ideas as you.</p> <p>Governments should be voted for regularly and voting should be secret. You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else.</p>	<p>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 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.</p>
<p>Article 22 The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) that are offered to you and to all the men and women in your country.</p>	<p>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.</p>
<p>Article 23 You have the right to work, to be free to choose your work, and to get a salary that allows you to live and support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.</p>	<p>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.</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<p>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.</p> <p>4. Everyone has the right to form and to join trade unions for the protection of his interests.</p>
<p>Article 24 Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.</p>	<p>Article 24 Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.</p>
<p>Article 25 You have the right to have whatever you need so that you and your family: do not fall ill; do not go hungry; have clothes and a house; and are helped if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you do not earn a living for any other reason you cannot help.</p> <p>Both a mother who is going to have a baby and her baby should get special help. All children have the same rights, whether or not the mother is married.</p>	<p>Article 25</p> <p>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.</p> <p>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.</p>
<p>Article 26 You have the right to go to school and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as you wish. At school, you should be able to develop all your talents and you should be taught to get on with others, whatever their race, their religion or the country they come from. Your parents have the</p>	<p>Article 26</p> <p>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.</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
<p>right to choose how and what you will be taught at school.</p>	<p>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.</p> <p>3. Parents have a prior right to choose the kind of education that shall be given to their children.</p>
<p>Article 27 You have the right to share in your community's arts and sciences, and in any good they do. Your works as an artist, a writer or a scientist should be protected, and you should be able to benefit from them.</p>	<p>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.</p> <p>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.</p>
<p>Article 28 To make sure that your rights will be respected, there must be an "order" that can protect them. This "order" should be local and worldwide.</p>	<p>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.</p>
<p>Article 29 You have duties towards the community within which your personality can fully develop. The law should guarantee human rights. It should allow everyone to respect others and to be respected.</p>	<p>Article 29 1. Everyone has duties to the community in which alone the free and full development of his personality is possible.</p> <p>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 moral-</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<p>ity, public order and the general welfare in a democratic society.</p> <p>3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.</p>
<p>Article 30 No society and no human being in any part of the world should act in such a way as to destroy the rights that you have just been reading about.</p>	<p>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.</p>

The plain language version of UDHR is taken from the annex of *ABC – Teaching Human Rights*, United Nations Office of the High Commissioner for Human Rights (Geneva/New York: 2003).

CONVENTION ON THE RIGHTS OF THE CHILD

Adopted by the General Assembly of the United Nations on 20 November 1989

“Rights” are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
<p>PREAMBLE</p> <p>The preamble recalls the basic principles of the United Nations and specific provisions of certain relevant human rights treaties and proclamations. It reaffirms the fact that children, because of their vulnerability, need special care and protection, and it places special emphasis on the primary caring and protective responsibility of the family. It also reaffirms the need for legal and other protection of the child before and after birth, the importance of respect for the cultural values of the child’s community, and the vital role of international cooperation in securing children’s rights.</p>	<p>PREAMBLE</p> <p><i>The States Parties to the present Convention,</i></p> <p><i>Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, 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,</i></p> <p><i>Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,</i></p> <p><i>Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein,</i></p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<p>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,</p> <p><i>Recalling</i> that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,</p> <p><i>Convinced</i> that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,</p> <p><i>Recognizing</i> that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,</p> <p><i>Considering</i> that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,</p> <p><i>Bearing in mind</i> that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the United Nations on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<p>Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,</p> <p><i>Bearing in mind</i> that, as indicated in the Declaration of the Rights of the Child, “the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth”,</p> <p><i>Recalling</i> the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (“The Beijing Rules”); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict,</p> <p><i>Recognizing</i> that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,</p> <p><i>Taking due account</i> of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child,</p> <p><i>Recognizing</i> the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries,</p> <p><i>Have agreed</i> as follows:</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
<p>Article 1 Everyone under 18 has these rights.</p>	<p>Article 1 For the purposes of the present Convention, a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier.</p>
<p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p>	<p>Article 2</p> <p>1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.</p> <p>2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.</p>
<p>Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.</p>	<p>Article 3</p> <p>1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.</p> <p>2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<p>3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.</p>
<p>Article 4 The government has a responsibility to make sure your rights are protected. They must help your family protect your rights and create an environment where you can grow and reach your potential.</p>	<p>Article 4 States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.</p>
<p>Article 5 Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.</p>	<p>Article 5 States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.</p>
<p>Article 6 You have the right to be alive.</p>	<p>Article 6 1. States Parties recognize that every child has the inherent right to life. 2. States Parties shall ensure to the maximum extent possible the survival and development of the child.</p>
<p>Article 7 You have the right to a name, and this should be officially recognized by the</p>	<p>Article 7 1. The child shall be registered immediately after birth and shall have the</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
<p>government. You have the right to a nationality (to belong to a country).</p>	<p>right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.</p> <p>2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.</p>
<p>Article 8 You have the right to an identity – an official record of who you are. No one should take this away from you.</p>	<p>Article 8</p> <p>1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.</p> <p>2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to speedily re-establishing his or her identity.</p>
<p>Article 9 You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.</p>	<p>Article 9</p> <p>1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.</p> <p>2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an oppor-</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<p>tunity to participate in the proceedings and make their views known.</p> <p>3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.</p> <p>4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.</p>
<p>Article 10 If you live in a different country than your parents do, you have the right to be together in the same place.</p>	<p>Article 10</p> <p>1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.</p> <p>2. A child whose parents reside in different States shall have the right to</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<p>maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (<i>ordre-public</i>), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.</p>
<p>Article 11 You have the right to be protected from kidnapping.</p>	<p>Article 11</p> <ol style="list-style-type: none"> 1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad. 2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.
<p>Article 12 You have the right to give your opinion, and for adults to listen and take it seriously.</p>	<p>Article 12</p> <ol style="list-style-type: none"> 1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. 2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
<p>Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.</p>	<p>Article 13</p> <p>1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.</p> <p>2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:</p> <p>(a) For respect of the rights or reputations of others; or</p> <p>(b) For the protection of national security or of public order (<i>ordre public</i>), or of public health or morals.</p>
<p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong and what is best for you.</p>	<p>Article 14</p> <p>1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.</p> <p>2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.</p> <p>3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.</p>
<p>Article 15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.</p>	<p>Article 15</p> <p>1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.</p> <p>2. No restrictions may be placed on the exercise of these rights other than those</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<p>imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (<i>ordre public</i>), the protection of public health or morals or the protection of the rights and freedoms of others.</p>
<p>Article 16 You have the right to privacy.</p>	<p>Article 16 1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation. 2. The child has the right to the protection of the law against such interference or attacks.</p>
<p>Article 17 You have the right to get information that is important to your well being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful and help you find and understand the information you need.</p>	<p>Article 17 States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall: (a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29; (b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources; (c) Encourage the production and dissemination of children's books; (d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	(e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.
<p>Article 18 You have the right to be raised by your parent(s) if possible.</p>	<p>Article 18 1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.</p> <p>2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.</p> <p>3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.</p>
<p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	<p>Article 19 1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<p>2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.</p>
<p>Article 20 You have the right to special care and help if you cannot live with your parents.</p>	<p>Article 20 1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.</p> <p>2. States Parties shall in accordance with their national laws ensure alternative care for such a child.</p> <p>3. Such care could include, <i>inter alia</i>, foster placement, <i>kafala</i> of Islamic law, adoption, or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.</p>
<p>Article 21 You have the right to care and protection if you are adopted or in foster care.</p>	<p>Article 21 States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:</p> <p>(a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<p>procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;</p> <p>(b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;</p> <p>(c) Ensure that the child concerned by intercountry adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;</p> <p>(d) Take all appropriate measures to ensure that, in intercountry adoption, the placement does not result in improper financial gain for those involved in it;</p> <p>(e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.</p>
<p>Article 22 You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.</p>	<p>Article 22 1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<p>appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.</p> <p>2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent inter-governmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.</p>
<p>Article 23 You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.</p>	<p>Article 23</p> <p>1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance, and facilitate the child's active participation in the community.</p> <p>2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<p>3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.</p> <p>4. States Parties shall promote, in the spirit of international co-operation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.</p>
<p>Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</p>	<p>Article 24</p> <p>1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.</p> <p>2. States Parties shall pursue full implementation of this right and, in</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<p>particular, shall take appropriate measures:</p> <ul style="list-style-type: none"> (a) To diminish infant and child mortality; (b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care; (c) To combat disease and malnutrition including within the framework of primary health care, through <i>inter alia</i> the application of readily available technology and through the provision of adequate nutritious foods and clean drinking water, taking into consideration the dangers and risks of environmental pollution; (d) To ensure appropriate pre-natal and post-natal health care for mothers; (e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breast-feeding, hygiene and environmental sanitation and the prevention of accidents; (f) To develop preventive health care, guidance for parents and family planning education and services. <p>3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.</p> <p>4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
<p>Article 25 If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.</p>	<p>Article 25 States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.</p>
<p>Article 26 You have the right to help from the government if you are poor or in need.</p>	<p>Article 26 1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law. 2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.</p>
<p>Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.</p>	<p>Article 27 1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development. 2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development. 3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<p>assistance and support programmes, particularly with regard to nutrition, clothing and housing.</p> <p>4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.</p>
<p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p>	<p>Article 28 1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:</p> <ul style="list-style-type: none"> (a) Make primary education compulsory and available free to all; (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need; (c) Make higher education accessible to all on the basis of capacity by every appropriate means; (d) Make educational and vocational information and guidance available and accessible to all children; (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<p>2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.</p> <p>3. States Parties shall promote and encourage international co-operation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.</p>
<p>Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p>	<p>Article 29</p> <p>1. States Parties agree that the education of the child shall be directed to:</p> <ul style="list-style-type: none"> (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential; (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own; (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<p>(e) The development of respect for the natural environment.</p> <p>2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.</p>
<p>Article 30 You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.</p>	<p>Article 30 In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.</p>
<p>Article 31 You have the right to play and rest.</p>	<p>Article 31 1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.</p> <p>2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.</p>
<p>Article 32 You have the right to protection from work that harms you, and is bad for your health and education. If you work,</p>	<p>Article 32 1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
<p>you have the right to be safe and paid fairly.</p>	<p>work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.</p> <p>2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:</p> <ul style="list-style-type: none"> (a) Provide for a minimum age or minimum ages for admissions to employment; (b) Provide for appropriate regulation of the hours and conditions of employment; (c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.
<p>Article 33 You have the right to protection from harmful drugs and from the drugs trade.</p>	<p>Article 33 States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.</p>
<p>Article 34 You have the right to be free from sexual abuse.</p>	<p>Article 34 States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:</p> <ul style="list-style-type: none"> (a) The inducement or coercion of a child to engage in any unlawful sexual activity;

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<ul style="list-style-type: none"> (b) The exploitative use of children in prostitution or other unlawful sexual practices; (c) The exploitative use of children in pornographic performances and materials.
<p>Article 35 No one is allowed to kidnap or sell you.</p>	<p>Article 35 States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.</p>
<p>Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).</p>	<p>Article 36 States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.</p>
<p>Article 37 No one is allowed to punish you in a cruel or harmful way.</p>	<p>Article 37 States Parties shall ensure that:</p> <ul style="list-style-type: none"> (a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below 18 years of age; (b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time; (c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular every child deprived of liberty

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<p>shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;</p> <p>(d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.</p>
<p>Article 38 You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or to take part in war.</p>	<p>Article 38</p> <p>1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.</p> <p>2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of 15 years do not take a direct part in hostilities.</p> <p>3. States Parties shall refrain from recruiting any person who has not attained the age of 15 years into their armed forces. In recruiting among those persons who have attained the age of 15 years but who have not attained the age of 18 years, States Parties shall endeavour to give priority to those who are oldest.</p> <p>4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
<p>Article 39 You have the right to help if you've been hurt, neglected or badly treated.</p>	<p>Article 39 States Parties shall take all appropriate measures to promote physical and psychological recovery and social re-integration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and re-integration shall take place in an environment which fosters the health, self-respect and dignity of the child.</p>
<p>Article 40 You have the right to legal help and fair treatment in a justice system that respects your rights.</p>	<p>Article 40</p> <ol style="list-style-type: none"> 1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society. 2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that: <ol style="list-style-type: none"> (a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed; (b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees: <ol style="list-style-type: none"> (i) To be presumed innocent until proven guilty according to law; (ii) To be informed promptly and directly of the charges against him or her, and, if appropriate,

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<p>through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;</p> <p>(iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;</p> <p>(iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;</p> <p>(v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;</p> <p>(vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;</p> <p>(vii) To have his or her privacy fully respected at all stages of the proceedings.</p> <p>3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:</p> <p>(a) the establishment of a minimum age below which children shall be</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<p>presumed not to have the capacity to infringe the penal law;</p> <p>(b) whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected.</p> <p>4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.</p>
<p>Article 41 If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.</p>	<p>Article 41 Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child and which may be contained in:</p> <p>(a) The law of a State Party; or</p> <p>(b) International law in force for that State.</p>
<p>Article 42 You have the right to know your rights! Adults should know about these rights and help you learn about them, too.</p>	<p>Article 42 States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.</p>
	<p>Article 43 1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be established a Committee on the Rights of the Child, which shall carry out the functions hereinafter provided.</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<p>2. The Committee shall consist of ten experts of high moral standing and recognized competence in the field covered by this Convention. The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution, as well as to the principal legal systems.</p> <p>3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.</p> <p>4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.</p> <p>5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<p>6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if re-nominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting.</p> <p>7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.</p> <p>8. The Committee shall establish its own rules of procedure.</p> <p>9. The Committee shall elect its officers for a period of two years.</p> <p>10. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.</p> <p>11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.</p> <p>12. With the approval of the General Assembly, the members of the Com-</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<p>mittee established under the present Convention shall receive emoluments from the United Nations resources on such terms and conditions as the Assembly may decide.</p>
	<p>Article 44</p> <p>1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights:</p> <p>(a) Within two years of the entry into force of the Convention for the State Party concerned,</p> <p>(b) Thereafter every five years.</p> <p>2. Reports made under the present article shall indicate factors and difficulties, if any, affecting the degree of fulfilment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.</p> <p>3. A State Party which has submitted a comprehensive initial report to the Committee need not in its subsequent reports submitted in accordance with paragraph 1(b) of the present article repeat basic information previously provided.</p> <p>4. The Committee may request from States Parties further information relevant to the implementation of the Convention.</p> <p>5. The Committee shall submit to the General Assembly, through the Economic and Social Council, every two years, reports on its activities.</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<p>6. States Parties shall make their reports widely available to the public in their own countries.</p>
	<p>Article 45 In order to foster the effective implementation of the Convention and to encourage international co-operation in the field covered by the Convention:</p> <p>(a) The specialized agencies, the United Nations Children’s Fund and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, the United Nations Children’s Fund and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, the United Nations Children’s Fund and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;</p> <p>(b) The Committee shall transmit, as it may consider appropriate, to the specialized agencies, the United Nations Children’s Fund and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee’s observations and suggestions, if any, on these requests or indications;</p> <p>(c) The Committee may recommend to the General Assembly to request the Secretary-General to undertake on</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<p>its behalf studies on specific issues relating to the rights of the child;</p> <p>(d) The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.</p>
	<p>Article 46 The present Convention shall be open for signature by all States.</p>
	<p>Article 47 The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.</p>
	<p>Article 48 The present Convention shall remain open for accession by any State. The instruments of accession shall be deposited with the Secretary-General of the United Nations.</p>
	<p>Article 49</p> <p>1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.</p> <p>2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	<p>Article 50</p> <p>1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties, with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly for approval.</p> <p>2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.</p> <p>3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.</p>
	<p>Article 51</p> <p>1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.</p> <p>2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.</p> <p>3. Reservations may be withdrawn at any time by notification to that effect addressed</p>

PLAIN LANGUAGE VERSION	ORIGINAL TEXT
	to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General.
	<p>Article 52 A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.</p>
	<p>Article 53 The Secretary-General of the United Nations is designated as the depositary of the present Convention.</p>
	<p>Article 54 The original of the present Convention, 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.</p> <p>In witness thereof the undersigned plenipotentiaries, being duly authorized thereto by their respective Governments, have signed the present Convention.</p>

The plain language version of the CRC (the introductory statement and Articles 1-42) is taken from the UNICEF-Canada document found in its website (www.unicef.ca). The plain language version of the CRC Preamble is taken from *ABC – Teaching Human Rights*, United Nations Office of the High Commissioner for Human Rights (Geneva/New York: 2003).

INTRODUCTION TO HUMAN RIGHTS TERMINOLOGY

(Excerpt from: *Human Rights: A Basic Handbook for UN Staff*, pp. 2-5)

What are human rights?

Human rights are commonly understood as being those rights which are inherent to the human being. The concept of human rights acknowledges that every single human being is entitled to enjoy his or her human rights without distinction as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Human rights are legally guaranteed by *human rights law*, protecting individuals and groups against actions that interfere with fundamental freedoms and human dignity. They are expressed in treaties, customary international law, bodies of principles and other sources of law. Human rights law places an obligation on States to act in a particular way and prohibits States from engaging in specified activities. However, the law does not establish human rights. Human rights are inherent entitlements which come to every person as a consequence of being human. Treaties and other sources of law generally serve to *protect* formally the rights of individuals and groups against actions or abandonment of actions by Governments which interfere with the enjoyment of their human rights.

The following are some of the most important characteristics of human rights:

- Human rights are founded on *respect for the dignity and worth of each person*;
- Human rights are *universal*, meaning that they are applied equally and without discrimination to all people;
- Human rights are *inalienable*, in that no one can have his or her human rights taken away; they can be limited in specific situations (for example, the right to liberty can be restricted if a person is found guilty of a crime by a court of law);
- Human rights are *indivisible, interrelated and interdependent*, for the reason that it is insufficient to respect some human rights and not others. In practice, the violation of one right will often affect respect

for several other rights. All human rights should therefore be seen as having equal importance and of being equally essential to respect for the dignity and worth of every person.

International human rights law

The formal expression of inherent human rights is through *international human rights law*. A series of international human rights treaties and other instruments have emerged since 1945 conferring legal form on inherent human rights. The creation of the United Nations provided an ideal forum for the development and adoption of international human rights instruments. Other instruments have been adopted at a regional level reflecting the particular human rights concerns of the region. Most States have also adopted constitutions and other laws which formally protect basic human rights. Often the language used by States is drawn directly from the international human rights instruments.

International human rights law consists mainly of treaties and custom as well as, inter alia, declarations, guidelines and principles.

Treaties

A treaty is an agreement by States to be bound by particular rules. International treaties have different designations such as *covenants, charters, protocols, conventions, accords* and *agreements*. A treaty is legally binding on those States which have consented to be bound by the provisions of the treaty – in other words are *party* to the treaty.

A State can become a *party* to a treaty by *ratification, accession* or *succession*. *Ratification* is a State's formal expression of consent to be bound by a treaty. Only a State that has previously signed the treaty (during the period when the treaty was open for signature) can ratify it. Ratification consists of two procedural acts: on the domestic level, it requires approval by the appropriate constitutional organ (usually the head of State or parliament). On the international level, pursuant to the relevant provision of the treaty in question, the instrument of ratification shall be formally transmitted to the depositary which may be a State or an international organization such as the United Nations.

Accession entails consent to be bound by a State that has not previously

signed the instrument. States ratify treaties both before and after the treaty has entered into force. The same applies to accession.

A State may also become party to a treaty by *succession*, which takes place by virtue of a specific treaty provision or by declaration.

Most treaties are not self-executing. In some States treaties are superior to domestic law, whereas in other States treaties are given constitutional status, and in yet others only certain provisions of a treaty are incorporated in domestic law.

A State may, in ratifying a treaty, enter reservations to that treaty, indicating that, while it consents to be bound by most of the provisions, it does not agree to be bound by certain specific provisions. However, a reservation may not defeat the object and purpose of the treaty. Further, even if a State is not a party to a treaty or if it has entered reservations thereto, that State may still be bound by those treaty provisions which have become part of customary international law or constitute peremptory rules of international law, such as the prohibition against torture.

Custom

Customary international law (or simply “custom”) is the term used to describe a general and consistent practice followed by States deriving from a sense of legal obligation. Thus, for example, while the Universal Declaration of Human Rights is not in itself a binding treaty, some of its provisions have the character of customary international law.

Declarations, resolutions etc. adopted by United Nations organs

General norms of international law – principles and practices that most States would agree on – are often stated in *declarations, proclamations, standard rules, guidelines, recommendations* and *principles*. While no binding legal effect on States ensues, they nevertheless represent a broad consensus on the part of the international community and, therefore, have a strong and undeniable moral force in terms of the practice of States in their conduct of international relations. The value of such instruments rests on their recognition and acceptance by a large number of States, and, even without binding legal effect, they may be seen as declaratory of broadly accepted principles within the international community.

Note: This is a reprint of the annex of *ABC – Teaching Human Rights*, United Nations Office of the High Commissioner for Human Rights (Geneva/New York: 2003).





APPENDICES

- **Appendix 1**

Southeast Asian Writing Workshop
on Developing Human Rights
Teaching Guides Participants List

- **Appendix 2**

Regional Review Team on
Human Rights Lesson Plans
for Southeast Asian Schools

- **Appendix 3**

Photos taken during the Southeast
Asian Writing Workshop and
Regional Review Team Meeting



Drawing: Vanicha Ngamsaeng
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Appendix 1

Southeast Asian Writing Workshop
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Manila, Philippines, June 19-27, 2001

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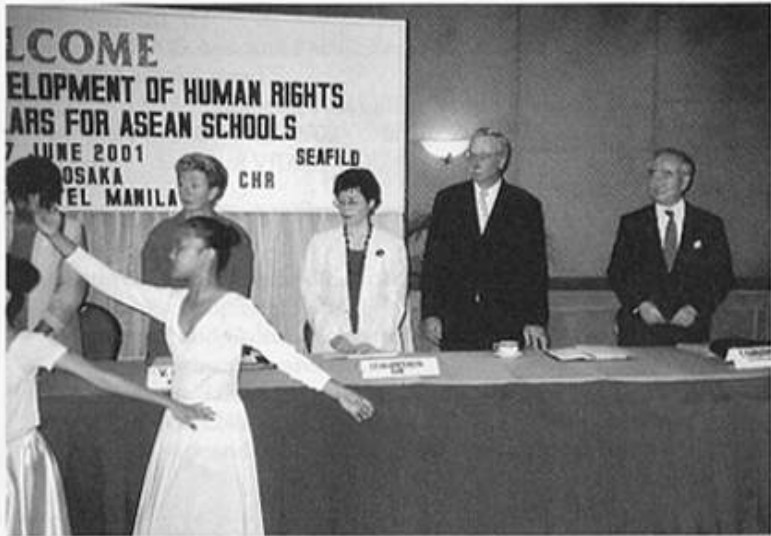
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Appendix 3

Photos taken during the SoutheastAsian Writing Workshop
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HURIGHTS OSAKA

The Asia-Pacific Human Rights Information Center (HURIGHTS OSAKA) is a local institution with a regional human rights program. It was founded in 1994 through the joint efforts of the local governments in Osaka and the local social movement. It engages in information handling, research, education and training, publication and consultancy. It links up with grassroots organizations, non-governmental organizations (national and regional), national human rights institutions, human rights research centers, government offices in Asia-Pacific and UN agencies. It focuses on a range of issues such as marginalization of indigenous peoples, minorities, refugees, migrant workers and other vulnerable groups; discrimination based on social status; and development and human rights. For further information, please contact:

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The Friedrich Naumann Foundation is a non-profit organization founded in 1985 by the first President of the Federal Republic of Germany. As one of Germany's political foundations, FNF is funded by the German parliament and is committed to political dialogue and international cooperation. The foundation, which is associated with Germany's Free Democratic Party, is committed to the philosophy of liberalism. In the East and Southeast Asian region, the foundation supports efforts to establish and strengthen democratic institutions and practices. For further information about regional activities and projects relating to Thailand, Cambodia, Burma, Malaysia, Vietnam, Indonesia, Philippines and South Korea, please contact:

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