

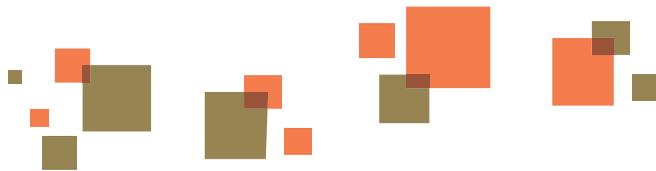
Volume III

**Basic Leadership Development Course**  
**Manual for Facilitators**

**Human Rights for All**



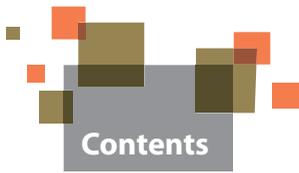
Asia South Pacific Association  
for Basic and Adult Education  
*Learning Beyond Boundaries*



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The ISBN number for the publication is: 81-278-0040-6



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## **Asia South Pacific Association for Basic and Adult Education**

ASPBAE

ASPBAE is a non-profit, non-government regional organisation with membership throughout the Asia Pacific region. It has operational relations with UNESCO. Its overall purpose is to strengthen the theory and practice of adult education as a contribution to individual and social development.

Today, ASPBAE covers a wide diversity of groups and individuals involved in both formal and non formal education, working with and through government agencies, universities, NGOs, community groups, trade unions, indigenous peoples, women's organisation, the media and other institutions of civil society. Their educational activities reflect global and regional imperatives in the promotion of people's empowerment and sustainable development.

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# Introduction to Human Rights

Many grassroots organisations have long been using the human rights framework to challenge the economic and social injustice they face, particularly indigenous peoples, women's groups, children's advocates, and the disability movement. It is an approach that is increasingly being adopted by United Nations agencies, bi-lateral donors, and development NGOs. This module will introduce participants to the Human Rights and Development debate.



## Objective

To introduce the concepts of Human Rights and the various instruments and mechanism of Human Rights protection.

Time required	Material Needed	Expected Outcomes
3 hours	Chart Papers, flip charts, markers	By the end of this session, participants will be able to: <ul style="list-style-type: none"> <li>• Define Human Rights (HR)</li> <li>• Know the different mechanisms to safeguard HR as defined by the UN.</li> </ul>

## Part 1

### Activity 1

You can choose to do this exercise outside the room or inside depending on the size of the workshop room.

The session can start with any brief energizer. After the energizer call out a number (3, 4, 5, 8 etc.) and the participants have to form groups of that number. After a few rounds of calling different numbers to allow proper inter mingling among participants, the groups formed in the last round are asked to sit together for the activity. Try and see that the last number called makes for 4 to 5 groups.

Now each group is told that they are boating and while boating, they get trapped in an unpopulated island. Give each group a big sheet of paper and colored markers and ask them to name their island, draw the island and draw things that they need to survive and develop that island. Give each group 10 minutes to discuss: What are the 10 most important things they would need to rebuild a society on the island? Subsequently the groups make a presentation to the plenary.

After the presentations, ask each group to now frame their definition of Human Rights, based on their requirements for their island.

Some examples of definition of Human Rights that may emerge from different groups:

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Freedom – of speech, expression, democracy	Security	Education
Health	Information	Access
Opportunity	Special Assistance	Respect/Dignity/Identity
Expression	Environment	Basic Services – Food, clothing, shelter
Employment	Transparency/Accountability	Equality

---

In the plenary let the participants know that only 10 ‘requirements’ will be allowed in total so they must merge all their individual list into one final list agreeable to all. Give them time to discuss and reach a consensus on the requirements.

Request participants to come back to their seats and ask them how they felt about the island game. Focus on the process of negotiating the list of 10 and how difficult it was. State that this list is now the minimum standard that the island people would need in order to have a new society. This is then linked to the Universal Declaration of Human Rights (UDHR) as a minimum global standard that went through years of negotiations on what should be universally accepted basic human rights for all.

The responses from the participants may range from happiness that they could put anything that they want on the list, to sadness (regret) that the reality in their country is not what they want.

## Part 2

### What are Human Rights

The next part of the session is a short explanation about the Universal Declaration of Human Rights (UDHR) that was born out of the United Nations' charter.

What is the Universal Declaration of Human Rights (UDHR)?

What are international Human Rights standards?

The United Nations defines Human Rights as -“.....universal legal guarantees protecting individuals and groups against actions which interfere with fundamental freedoms and human dignity’.

Some of the most important characteristics of human rights are the following:

- They are internationally recognized
- They are legally protected
- They focus on the dignity of the human being
- They protect individuals and groups
- They obligate State and State actors
- They cannot be waived/taken away
- They are equal and interdependent
- They are universal



#### Human rights are:

- Universal – everyone should enjoy human rights without discrimination as to sex, age, language, religion, or race
- Inviolable – human rights are an essential element of one's humanity. It cannot be violated unless determined by law and solely for the purpose of securing due recognition and respect for the rights of others and of meeting the just requirements of the general welfare, morality and public order in a democratic society
- Interdependent- certain rights cannot be sacrificed in favor of other rights because taken together, these rights make human beings whole.
- The UDHR is the minimum and common standard of achievement for all people
- The UN General Assembly adopted it on December 10, 1948 (Human Rights Day)
- It has 30 Articles. Number 3-21 present the civil and political rights.
- Articles 22- 27 set forth for the economic, social and cultural rights.
- Articles 28-30 set forth for the promotion, protection, and fulfillment of the UDHR.

The 30 articles of UDHR are:

**Article 1**  
All human beings are born free and equal.



**Article 2**  
Everyone is entitled to the same rights without discrimination of any kind.



**Article 3**  
Everyone has the right to life, liberty, and security.



**Article 4**  
No one shall be held in slavery or servitude.



**Article 5**  
No one shall be subjected to torture or cruel or degrading treatment or punishment.



**Article 6**  
Everyone has the right to be recognized everywhere as a person before the law.



**Article 7**  
Everyone is equal before the law and has the right to equal protection of the law.



**Article 8**  
Everyone has the right to justice.



**Article 9**  
No one shall be arrested, detained, or exiled arbitrarily.



**Article 10**  
Everyone has the right to a fair trial.



**Article 11**  
Everyone has the right to be presumed innocent until proven guilty



**Article 12**  
Everyone has the right to privacy



**Article 13**  
Everyone has the right to freedom of movement and to leave and return to one's country.



**Article 14**  
Everyone has the right to seek asylum from persecution.



**Article 15**  
Everyone has the right to a nationality.



**Article 16**  
All adults have the right to marry and found a family. Women and men have equal rights to marry, within marriage, and at its dissolution.



**Article 17**  
Everyone has the right to own property.



**Article 18**  
Everyone has the right to freedom of thought, conscience and religion.



**Article 19**  
Everyone has the right to freedom of opinion and expression.



**Article 20**  
Everyone has the right to peaceful assembly and association.



**Article 21**  
Everyone has the right to take part in government of one's country.



**Article 22**  
Everyone has the right to social security and to the realization of the economic, social and cultural rights indispensable for dignity.



**Article 23**  
Everyone has the right to work, to just conditions of work, to protection against unemployment, to equal pay for equal work, and the right to join a trade union.



**Article 24**  
Everyone has the right to rest and leisure.



**Article 25**  
Everyone has the right to a standard of living adequate for health and well-being, including food, clothing, housing, medical care and necessary social services.



**Article 26**  
Everyone has the right to education.



**Article 27**  
Everyone has the right to participate freely in the cultural life of the community.



**Article 28**  
Everyone is entitled to a social and international order in which these rights can be realized fully.



**Article 29**  
Everyone must respect the rights of others, the community and public property.



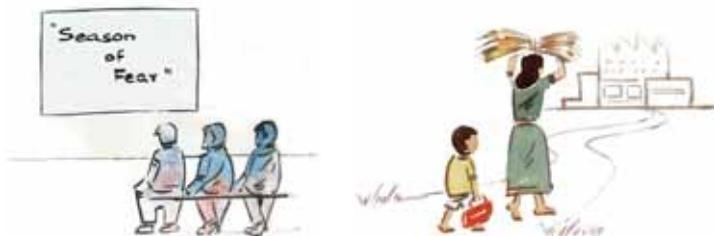
**Article 30**  
No person, group or government has the right to destroy any of these rights.



1  
All illustrations on Articles of UDHR have been developed by the Human Rights Education Institute of Burma (HREIB)

## Part 3

### Violations of Human Rights in Real Life



For the next activity, inform participants that they will be treated as experts on Human Rights. Divide them into 11 groups and assign an Article each of the UDHR. After watching a documentary about Burma entitled 'Season of Fear', ask the groups to discuss if the rights contained in the Articles they are assigned were violated or protected according to information contained in the documentary.

The participants will find that most of the Articles are violated –

**Article 18** - violated because people live in fear, do not think freely or practice religion. Democracy movements are not allowed because the SPDC wants total control.

**Article 7** - violated because villagers are forced to run and their poultries stolen as a result of legislative breakdown.

**Article 4** - violated in the form of indirect slavery (or slavery in disguise) because people's lives are controlled and the people have no control of resources or harvest. Women and children are used as manual labour for long distances.

**Article 5** - violated because people suffer from different forms of torture when their crops are destroyed.

**Article 26** - violated because without the proper infrastructure, children cannot go to school, and teachers cannot teach. This article is also linked to the Right to Food because children cannot learn properly when they are suffering from malnutrition.

**Article 12** - violated because homes are ransacked. Systems are not in place for correspondence.

**Article 14** - This article is different from the others because it involves external actors since it deals with the granting status and protection of refugees by neighbouring countries.

**Article 19** - This article is closely connected to Article 18. It is violated because without education, information is not disseminated either.

**Article 20** - is violated. The Burmese have the right to assemble to organize schooling for their children.

**Article 23** - is violated. The work the people professed to is farming, which is destroyed when the SPDC destroys their farms.

**Article 25** - All the living standards protected in this article are violated one after the other as food is confiscated, houses burnt and people are left without access to clothes and medicine (that leads to children dying).

### Discussion points

All governments have money to spend for basic human needs but governments always budget more for military spending.

Even though the UN charter states that it belongs to the people but internal mechanisms suggest that it is an inter-governmental body. The Human Rights framework is based on the belief that governments are duty bearers and the citizens are claim holders. Governments who ratified treaties must make periodic reports to be submitted to committees in the UN. NGOs or its coalitions can also submit shadow reports that can provide alternative views.



### Activity

Ask participants to stand in a circle facing outwards with their arms locked. As pairs, they have to choose a corner of the room to move towards. All pairs are instructed to go to the corner they have chosen simultaneously, without breaking their arm lock. This activity is meant to illustrate the point that all Human Rights are inter-related, inter-dependant, indivisible and inalienable.

Returning to their seats, invite participants to share their negative thoughts about Human Rights. Possible responses are enumerated in the box below.

Just introduced in some countries; lack of capacities; NGOs not taking stand; difficulties between rights of individual versus collective; human rights versus culture; difficulty in ascertaining which courts have jurisdiction over cases

Clarify that for a true democracy to function, the parliament, the government and the judiciary should be separate entities. Share a slide of opposing views and their rebuttals on the Human Rights framework. (Refer to power point presentation in Pen drive).

Before you end the session introduce another activity. Ask participants to stand in two straight lines, arranging themselves according to their height and the sizes of their visible body parts. The next instruction is to arrange themselves according to the superiority of their mother tongue measured by the number of people who speak it; the next arrangement is by 'beauty of skin' as defined by the advertising industry and a few other such categories.

At the end of this exercise ask participants about their feelings regarding the activity. Some possible responses are shared in the box.

Difficult order; afraid of insensitivities; feel small; disrespected; uncomfortable; forced to do something by someone else; passive; sensitive; discriminated against; stereotyped; ashamed; etcetera

Remind participants that one pillar of Human Rights-Based Approaches (HRBA) is non-discrimination. This activity illustrates the point quite well.

Ask participants to turn to the person next to them to discuss if their organizations' have put the HRBA into practice.

After discussions, it is likely that most participants may find that they are already doing work on issues using the HRBA - especially those who work with people living with disabilities and minority groups. Encourage participants to share how this is demonstrated in their work.



## Human Rights and Development

### Objective

To explore and understand the relationship between Human Rights and Development.

Time required	Material Needed	Expected Outcomes
1 hour	Stickers/dots in three different colours, markers, flip charts	By the end of this session, participants will be able to: <ul style="list-style-type: none"> <li>• Affirm the intrinsic relationship between human rights and development.</li> <li>• Know about Rights based approaches to development and the facilitative frameworks.</li> </ul>

### Activity

#### THE EXCLUSION GAME<sup>2</sup>



Divide the participants into three groups. Place a dot on each person: Red for one Group, Green for another, Blue for the third.

**Round 1:** The Greens have all the power and are given chairs to sit on comfortably. They may be treated to a mineral drink or some chocolate. They order the Reds to stand together with their noses touching one wall. The Reds may not look around or talk; they are totally excluded from the activity.

Meanwhile, the Greens give orders to the Blues, for example, hop on one leg, do ten press-ups, and make animal noises. The Blues must do what the Greens tell them to do (within the bounds of safety).

<sup>2</sup> Source: Development Education for Youth

**Round 2:** After a few minutes, stop and change the roles around- the Reds now serve the Blues and the Greens go to face the wall.

**Round 3:** Hold a third round so that each group has experienced exclusion, domination and privilege.

Alternatively do not play rounds two and three. This will leave stronger feelings to fuel the discussion.

### **Discussion Guidelines**

Debrief - Give everyone a chance to talk about what happened in the game, what they felt at each stage in the game and what they wanted to do. Now pick an issue (e.g. People Living with HIV/AIDS) the group is familiar with and ask questions like

- Do these populations/ groups experience exclusion frequently?
- How does this infringe upon human rights?
- How does this hinder the development process?
- What are the challenges of defining Human Rights in Developing Countries?

The groups discuss this issue and share with the plenary after 30 minutes. Summarize all the points and conclude the session.

## Human Rights and Education

Ask participants to group themselves according to the sub regions – South Asia, South East Asia, East Asia, South Pacific, and Central Asia. Each group is to discuss the commonalities and main points on the following question-

What is the Education scenario in their region?

The discussion points are to be presented in the plenary. Some of the possible points raised could be -

- The human right to education entitles every woman, man, youth and child to free and compulsory elementary education and to readily available forms of secondary and higher education.
- The human right to freedom protects from discrimination in all areas and levels of education, and to equal access to continuing education and vocational training.
- The human right to information about health, nutrition, reproduction and family planning.

The human right to education is linked to other fundamental human rights - rights that are universal, indivisible, interconnected and interdependent including:

- The human right to equality between men and women and to equal partnership in the family and society.
- The human right to an adequate standard of living.
- The human right to participate in shaping decisions and policies affecting one's community, at the local, national and international levels.

## **Governments' Obligations to Ensuring the Human Right to Education**

"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.... 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 ... racial or religious groups...."

### **Universal Declaration of Human Rights, Article 26**

Everyone has the right to education. Primary education should be compulsory and free to all.



### **International Covenant on Economic, Social and Cultural Rights, Article 13**

Women have equal rights in education. States shall ensure the same conditions for career guidance, access to studies, teaching staff and equipment. Stereotyped roles of men and women are to be eliminated in all forms of education. Women must have the same opportunities to benefit from scholarships and the same access to continuing education. States shall ensure the reduction of female drop-out rates and that women have access to educational information to help ensure that health and well-being of families, including information on family planning.

States shall take into account the special problems of rural women and the significant roles they play. States shall ensure equal rights of men and women to receive training and education.

### **Convention on the Elimination of All Forms of Discrimination against Women, Articles 10 and 14**

"States Parties undertake to prohibit and to eliminate racial discrimination ... and to guarantee the right of everyone, without distinction as to race, color, or national or ethnic origin, to equality before the law ... in the enjoyment of ... the right to education and training...."

### **Convention on the Elimination of All Forms of Racial Discrimination, Article 5**

Rights related to Education - The right to free primary education; the availability of vocational education; and the need for measures to reduce the drop-out rates.

Aims of education – Education should foster the development of the child's personality and talents in preparation for a responsible adult life; respect for human rights as well as the cultural and national values of the child's country and that of others.

### Convention on the Rights of the Child, Articles 28 and 29

“The States Parties ... To make primary education free and compulsory; make secondary education in its different forms available and accessible to all; make higher education equally accessible to all on the basis of individual capacity; assure compliance by all with the obligation to attend school prescribed by law...;”

### Convention against Discrimination in Education, Articles 3, 4, and 5

Commitments made at the Earth Summit in Rio, the World Summit for Social Development in Copenhagen, the World Conference on Women in Beijing, and the Habitat II conference in Istanbul, the World Declaration on Education for All, Education for All (EFA), and MDG.

#### Six 'Education for All' (EFA)'s Goals

- Universal Primary Education - By 2015, all children have access to and complete, free and compulsory primary education of good quality.
- Youth and Adult Learning and Life-skills Education - Learning needs of all young people and adult are met through equitable access to appropriate learning and life skills program.
- Adult Literacy - Achieve 50 percent improvement in levels of adult literacy.
- Gender - Eliminate gender disparities in primary and secondary education by 2015.
- Quality - Improve all aspects of the quality of education.
- Early Childhood Care and Education - Expand and improve comprehensive early childhood care and education.



### Notes for the Facilitator

#### What are Human Rights?

*Human rights are the rights a person has simply because he or she is a human being.*

“Human rights are held equally and inalienable by all human beings. They are social and political guarantees necessary to protect individuals from the standard threats to human dignity posed by the modern state and modern markets” (Jack Donnelly)

Human rights are inherent in every human being. The term ‘human rights’ refers to those rights that have been recognised by the global community in the Universal Declaration of Human Rights, adopted by the United Nations (UN) Member States in 1948, and in subsequent international legal instruments binding on states. The Universal Declaration is a landmark

document. It recognises that a world in which all human beings enjoy freedom of speech, freedom of belief, freedom from want and freedom from fear is the highest aspiration of all humankind.

Human rights are premised on the recognition of the equal worth and dignity of every human being regardless of any distinguishing characteristic such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. This gives rise to the twin fundamental principles of equality and non-discrimination.

### **How is Development Related to Human Rights?**

Human rights assist the development process through shifting the discourse of dependency to empowerment, while development promotes and acknowledges the importance of rights, liberties and freedoms. There are many aspects within human rights and development theories that interlink and therefore reinforce the relationship between human rights and development. Issues such as globalization, cultural relativism, humanitarian intervention, impact both development and human rights approaches. Programs promoting democracy and participatory methodologies also promote the human rights and development process. The Declaration on the Right to Development, the UNDP Human Rights and Sustainable Development policy document along with the Human Development Report 2000; Human Rights and Human Development, are documents that have all brought the concepts of human rights and development together and have all illustrated the strong relationship between them.

### **The Human Rights Based Approach to Development**

The human rights approach to development is one that is simultaneously:

- **a tool for analysis** which focuses attention on the underlying inequalities and discrimination faced by people living in poverty and social isolation, which impede their development and deny them the opportunity to raise themselves out of poverty
- **a foundation for a people-centered approach to development**, based on a coherent framework of binding legal norms and accountability
- **a process which is holistic, participatory, inclusive, and multi-sectoral**, and
- **an outcome** - the empowerment of individuals to achieve their full potential, and the freedom to take up opportunities.



**In summary, a human rights approach to development is one which:**

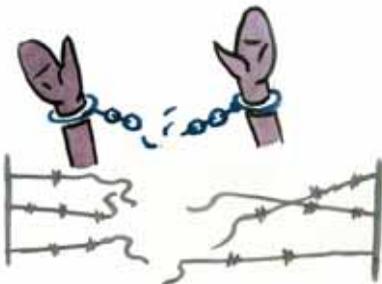
- puts people first and promotes human-centered development
- stresses liberty, equality and empowerment
- recognizes the inherent dignity of every human being without distinction
- recognizes and promotes equality between women and men, between minority and majority
- promotes equal opportunities and choices for all so that everyone can develop their unique potential and have a chance to contribute to development and society
- promotes national and international systems based on economic equity, equitable access to public resources, and social justice
- promotes mutual respect between peoples as a basis for justice and conflict prevention and resolution.



### **Some Fundamental Human Rights**

Human rights necessary for survival and dignified living include:

- The rights to life and liberty
- The right to a standard of living adequate for health and wellbeing of the individual and his/her family, including food, water and housing, and the right to continuous improvements of living conditions
- The right to social protection in times of need
- The right to the highest attainable standard of physical and mental health
- The right to work and to just and favorable conditions of work
- The rights to privacy and to family life



Human rights also cover those rights and freedoms necessary for human dignity, creativity and intellectual and spiritual development, namely:

- The right to education and to access to information
- Freedom of religion, opinion, speech, and expression
- Freedom of association
- The right to participate in the political process
- The right to participate in cultural life

Human rights necessary for liberty and physical security include:

- Freedom from slavery or servitude
- The right to security of person (physical integrity)
- The right to be free from arbitrary arrest or imprisonment, and to a fair trial
- Freedom from torture and from cruel, inhuman or degrading treatment or punishment

### **The Challenges of Defining Human Rights in Developing Countries**

The largest obstacle in defining human rights in developing countries is “cultural relativism”. The notion of cultural relativism has placed a different dynamic in defining human rights. Cultural relativism revolves around the idea that human rights are not universally accepted and that human rights should be understood through a cultural context. This has thus caused various debates around the world, primarily between Eastern and Western cultures.

Source: Häusermann, J, Rights and Humanity, A Human Rights Approach to Development, Discussion Paper commissioned by DFID in preparation of the UK Government’s White Paper on International Development 1997.

*<http://www.hri.ca/education/development/part1.html>*

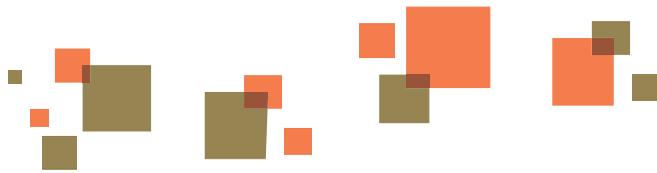
*[http://www.righttowater.org.uk/code/HR\\_approach.asp](http://www.righttowater.org.uk/code/HR_approach.asp)*

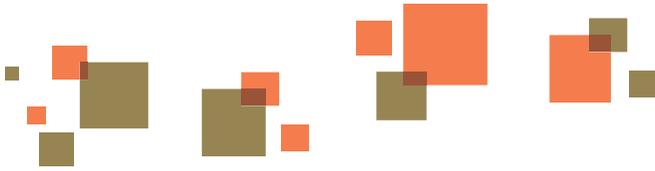
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Education Rights: An Activist's Guide to Human Rights based approach to Education  
From Poverty to Dignity – A Learning Manual on Human Rights based development; Dignity International

*Presentations that can be used:*

- Overview on Human Rights
- Human Rights
- Human Rights and Instruments
- Human Rights – an opposing Perspective





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