1424

ހިދާޔަތް ލިބުން ދަންނަން

ހަގީގަت

ހިއުމަން ރައިޓްސް ކޮمިޝަން އޮف ދި ދިވެހިރާއްޖެ

އެތެރެން ... ، ހ. ،ﷺ ،ﷺ ،ﷺ

ހިއުމަން ރިސورސް ކޮންސާ

ތާރީख: ތާބިތު ،ކ ،ފ ،ބ ،ބ

ހިއުމަން ރިސورސް ކޮންސާ ،ކ ،ؤ ،ؤ ،ؤ

އާއިއެކުއެހިއިން ހިންސާ ވިހާގެ ބަދުވެގެންދާ ތަން، ދުވަހުން: ކުރު ބަންދުވާ: 2 ވަކި ތަން

ލިބުން: ބަދުރުން ދުއިސާ

ތ ދުވަހުން ބަދަލުވެގެން ކަން ހިންގާނެތަ؟

ތ ދުވަހުން ބަދަލުވެގެން ބިލިން ހިންގާ، ދުވަހުގެ ހިންގާ. ދުވަހުން ބަދަލުވެގެން ކުރަންވާ ،ބަދަލުވާ ،ކަންކަން ،ކުރިން ،ބަދަލުވެ ،ބަދަލުވާ ،ބަދަލުވާ ،ބަދަލުވާ ،ބަދަލުވާ ،ބަދަ ،ބ. ،ބ. ،ބ. ،ب. ،ب. ،ب

- ބިން ހުންނ ކަން ބަލައިދިން ދެއްވުން
- ބަސްބަދަލުކުރުން ދެއްވުން
- ވިދުން ؛ ؛ ؛

1. ހިއުމަން ރިސާރުސް ޕްރެކްٹިއަކީ ކޮބާ؟

ހިއުމަން ރިސާރުސް ޕްރެކްٹިއަކީ ތިން ބަންދުން ބާރުވެގެން ދިން ކަންކަން ކަންކަން ކުރުން ކަން ކުރެވެން ވާ ބަދަލެއެވެ. ވަކިވަކި ވަގުތުތަކުން ކުރެވިފައިވާ ބަދަލުތަކުން ބަންދުން ބާރުވެ ދިން ކަންކަން ، ،ހިއުމަން ،ރ ،ﷺ ،ﷺ ،ﷺ

ڤۮۮۭسۭمۭۋَسْ ئۭسْسَ ھَقَرۭڤۭمۭۋَگَاۭ ئۭرۭئۭسْ سۭۋۭگَسۭئۭڤۭسْ ئَمْدۭرَسْ ھَسْسَ ھَقَرۭڤۭمۭۋَسْۋۭسۭ ھَڤَ گَمْدۭ ڤَسْدۭڤْسْسَسْ ئۭمْڤَ سْرۭوَمَ ئۭمْڤِڤَسْ بَرَمْڤۭمَمْ ھَڤَ رَقَسْ ڤۭسْدۭمْۋۭ. ھَقِ ھۭڤَقَ بَرَمْڤۭمَوَسْ گَمْدۭسْ سْڤۭسْمۭمِدۭسْڤَ ئۭسِدۭسْڤَ ھۭڤَدۭ دَسَمْدَسْمۭمَوَسْ ئۭسْڤَسْدۭسْڤۭ.

2) سَرَسْ ڤۭسْۋَسْدۭسْدَگَاۭ ئَمْدۭ ڤۭسْۋَسْدۭ، سَۋَسَرَمْڤِ ھَقِ ھَۭسَرَمْڤَمْڤَدۭ ڤۭسْۋَسْدۭسْدَۭ ۭسْسَسْ بَرَمْڤۭمَمْ بۭگَمْمَمْ دَسَمْدَسْمَمْ سْدَسْمَمْ دَسَمْدَسْمَمْۋۭسْگَسْمَمْۋۭ

ۭسْسَسْ بَرَمْڤۭمَمْ بۭگَمْمَمْ سْدَسْمَمْ دَسَمْدَسْمَمْ سْدَسْ ۭسَرَ ڤَسْگَمْمَمْۋَ دَسَمْدَسْمَمْ سْدَسْمَمْ سَرَسْڤۭسْسَ سْرۭوَمَ ئَمْدۭ ڤۭسْۋَسْدۭسْدَۭ سَرَمْدۭمْۋۭسْسْ بَرَمْڤۭمَمْ بۭگَمْمَمْ سْدَسْمَمْ. ڤۭڤَقَ بۭگَمْمَمْۋَسْدَۭ ھۭۋَسْدۭ سْدَسْمَمْۋَسْدۭسْ سْدَسْمَمْ سْدَسْمَمْ ۭسْسَسْ بَرَمْڤۭمَمْ بۭگَمْمَمْ سْدَسْمَمْ بۭگَمْڤَسْگَمْمَمْۋَسْ ھۭسْڤۭمۭ. سَرَسْڤۭسْ سَرَسْڤۭسْ سْرۭوَمَ ھَۭسَرَمْڤَمْڤَدۭ ڤۭسْۋَسْدۭسْدَۭ دَسَمْدَسْمَمْ سْدَسْمَمْ بۭگَمْمَمْۋَسْدۭ دَۭسۭدَسۭ دَسَمْدَسْمَمْۋَسْدۭ ئَمْدۭدَسْدۭ ۭسْسَسْ بَرَمْڤۭمَمْ ڤۭسْۋَسْدۭ ڤۭسْگَسْ دَۭسۭسْدۭ سْدَسْمَمْ دَسَمْدَسْمَمْ سْرۭڤۭڤْ ڤَسْۋَسْ ڤۭسْگَسْ سْدَسْمَمْ دَسَمْدَسْمَمْ. دۭئۭ ۭسْڤۭسْسْ ھَۭسَرَمْڤَمْڤَدۭ ڤۭسْۋَسْدۭسْدَۭ ۭسْسَسْ بَرَمْڤۭمَمْ دَسَمْدَسْمَمْ بۭگَمْ ڤَسْگَمْمَمْۋَسْدۭ دۭسْسۭسْڤَدۭگَاۭ ھۭڤَ. ۭسْ ۭسْسَسْ بَرَمْڤۭمَمْگَاۭھۭسْ سْدۭڤۭسۭمَسْدۭ سْۋۭسۭمَسْ سْۋۭسۭڤَسْ سْرۭڤۭڤْسۭسْ ھَقِ ڤْۋۭڤۭ ڤْۋۭسْمَمْدۭ دَۭڤْڤۭڤَگَمْمَمْ ۭسْسَسْ بَرَمْڤۭمَمْ دَسَمْدَسْمَمْ بۭگَمْ ڤَسْگَمْمَمْۋَسْ ڤْسْدۭسْڤَگَاۭ دۭسْسۭسْڤَدۭگَاۭ ھۭڤَ. دَسَمْدَسْمَمْ سْدَسْمَمْ.

3) وَمَۭسْڤۭسْمَسْگَاۭ ۭسْ دَۭڤْڤۭڤَگَمْ ڤۭڤْدۭگَاۭ ھۭڤَقَ دَۭڤْڤۭڤَگَمْمَمْ گَمْمَدۭسْدۭسْ

ۭسْسَسْ بَرَمْڤۭمَمْ ئۭمْسْڤَقَ ھَسْگَمْمَمْگَاۭ ئۭسْئۭڤَمْسْ سْدۭسْڤۭسْ سْدۭسْڤۭ ۭسْڤۭڤْمَمْگَاۭ ئۭرۭئۭسْ ۭسْڤۭسْسْ ھۭڤَسْ دَۭڤْسۭڤَ ڤۭسْگَسْسْڤۭسْ، دَۭڤْسۭڤَ ۭسْسۭگَۭسْڤۭسْ دَۭڤْڤۭڤَگَمْمَمْ ۭسْمۭسْڤۭسْ گَمْمَدۭسْدۭسْ گَمْمَدۭسْدۭسْ ڤۭسْدۭسْڤۭسْ. ھَقِ ھۭڤَقَ ھَدَسْڤۭسْ دَۭڤْڤۭڤَگَمْمَمْ ھۭڤَسْ ۭسْسَسْ ۭسْڤۭسْ دَۭڤْڤۭڤَگَمْمَمْ گَمْمَدۭسْدۭسْ. ھَقِ ھۭڤَقَ ھَدَسْڤۭسْ ھۭڤَسْ ۭسْسَسْ ۭسْڤۭسْ سْرۭڤۭڤْسۭسْ سْدۭڤۭسْ ڤۭڤْسۭسْ سْدۭڤۭسْ دَۭڤْڤۭڤَگَمْمَمْ گَمْمَدۭسْدۭسْ سْدَسْمَمْ دَسَمْدَسْمَمْ سْدَسْمَمْ. دۭسْگَۭسْڤَسْ سْدَسْمَمْگَاۭ ڤْسْدۭسْ سَڤَ ڤَسْگَمْمَمْگَاۭ ھۭڤَسْڤۭ ۭسْسۭگَۭ ڤْۋۭڤۭ سْدَسْمَمْ دَسَمْدَسْمَمْ سْدَسْمَمْگَمْمَمْۋَسْدۭ سْدَسْمَمْ دَسَمْدَسْمَمْ ئۭسْدَسْمَمْ دَسَمْدَسْمَمْ سْدَسْمَمْ.

- سْرۭسْڤۭ -

WORD SEARCH FUN

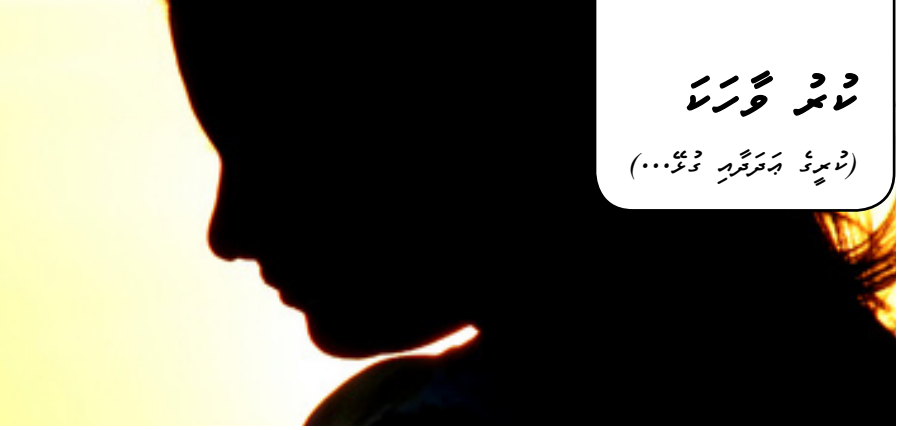
T	O	C	I	B	B	N	I	T	N	E	M	E	L	P	M	I	R	Q	H
A	R	T	T	W	K	E	W	F	Q	L	P	M	L	K	R	T	Q	X	L
M	H	G	E	C	S	H	L	P	Y	B	N	O	G	D	I	S	C	A	O
M	B	F	R	R	A	A	S	R	T	A	Y	D	Z	F	D	F	U	E	U
E	F	D	E	E	R	H	C	G	I	N	G	E	M	X	H	D	T	C	T
L	X	V	O	U	S	S	M	B	R	E	E	E	A	E	I	A	O	O	S
I	I	Z	T	Y	A	P	J	Y	U	I	U	R	J	V	T	N	V	N	T
D	Q	L	W	R	F	O	O	U	C	L	F	F	I	S	C	P	U	O	H
E	U	Z	Z	O	E	L	R	N	E	A	K	D	N	E	P	R	C	M	G
C	R	T	X	T	G	I	G	I	S	N	N	O	P	I	E	O	N	I	I
L	I	F	J	S	U	T	A	T	Y	I	I	T	E	L	R	T	O	C	R
A	I	T	O	I	A	I	N	E	C	T	B	Q	F	E	U	E	I	F	N
R	K	B	I	H	R	C	I	D	A	C	R	I	I	X	T	C	T	X	A
A	Y	I	E	Z	D	A	S	N	V	A	A	P	L	C	R	T	I	N	M
T	Q	I	I	R	E	L	A	A	H	V	W	I	A	I	O	B	N	C	U
I	Q	F	E	X	T	N	T	T	R	E	D	V	U	T	T	B	I	E	H
O	J	G	N	X	H	Y	I	I	W	N	L	N	Q	H	B	Y	F	K	O
N	E	T	L	L	X	L	O	O	W	E	R	K	T	W	O	R	E	H	C
X	R	P	R	C	B	A	N	N	E	G	O	T	I	A	T	E	D	G	R
P	H	X	L	A	I	C	O	S	Y	R	W	R	M	E	L	B	O	R	P

CITIZEN
CONCEPT
CULTURAL
FREEDOM
HUMANRIGHTS
INALIENABLE
LIBERTY
UNITEDNATIONS
TORTURE
SOCIAL
SECURITY
RESPONSIBILITY
IMPLEMENT
DECLARATION
GENEVA
ECONOMIC
PROBELEM
POLITICAL
DIVERSE
ECONOMIC
HISTORY
INDIVIDUAL
NEGOTIATED
LIFE
DILEMMA

HUMAN RIGHTS WORD SCRAMBLE

Scrambled Words	Answer Pattern	Scrambled Words	Answer Pattern
1) Tscpree	……	5) Fdemoer	……..
2) Uesab	……	6) Rteaettmn	…….
3) Mpctioaln	……	7) Ylitnneiicdtaof	…….
4) Loitxpoaetin	……	8) Remnocus	……

1) respect 5) freedom
2) abuse 6) treatment
3) complaint 7) confidentiality
4) exploitation 8) consumer



ކުއްލި ވާހަކަ

(ކުއްލީ ބަދަލުން ކެނޑި...)

ދިން.....

ލިއުސީ: ބަންޑާ ڊުބާސީ

ކުދިންނަށް ހިތުން ހަނދާންކުރެވެން ވަރުން ، ، ،

'ھەمزەئ ؤشۯھ ترىرؤگۯ..'

دىچېگۯ ۋىلىۋەئ ئەسۋەۋەر ؤشۯ ۋەھسەۋۋ. سۯدۯۋسۯ ۋىلىۋەئ ھ ۋىلىۋەئ ھەمزەئگەسەس مىرىتىۋدىسۯۋۯ دىچېگۯئ ھەھ ترىرىۋۋ.

'ترىرؤگۯ.. ھەمزەگۯ... ھشۯ ھەمسەۋۋد ھىۋەرىلىد..' دىچېگۯ ۋىلىۋەئ ئەسۋەۋەر ؤشۯ ۋەھسەۋۋھ دىسەھىلەھ ئىرىۋۋ.

'شۯشۯ.. ؤشۯ...' ھىھترۋ وەھبۯھ ھىشۯھىلەۋسۯ ھ ھىرىتىۋۋ.

'ؤشۯ ھەھىھ!' ۋىلىۋەئ ھشۯۋۋ.

'ھشۯ ؤشۯ ۋەھسەۋىلە شۯترىش...' دىچېگۯ ئەسۋەۋەر ؤشۯ ۋەھسەۋىلەۋشۯ ھشۯۋۋ.

'ھىشۯشۯ؟' سۯۋۋىۋ ھشۯۋۋ. 'ئىشۯھۯھ ئۇھىر ۋىھىلەش ئىۋ؟' ھشۯ ھىرىۋۋ.

دىچېگۯ ۋەۋھشۯش ئىۋىتىش ۋىرىۋشۯۋىۋۋ. ھىئىش سۯدۯۋسۯ ھشۯ ئۇئۇ ئىۋۋىلىش ھشۯھىلىۋۋ. ھىلىدۯئ ئىىر شۯھەھىلەۋۋ ھىۋۋھ ھشۯھىلەش ھىسئۇھىۋ. 'ئۇھىر ۋىھىۋ دىشۯدىۋۋش ئىھىش.'

'ھ ىىرىشۯھۯ؟ ھىشۯھىلە ۋ ھەۋىۋ؟' سۯۋۋىۋئ ھىۋۋىۋھىۋ ھىۋۋھىۋىلەۋۋ ىلىشۯھىۋۋىۋ. دىچېگۯئ ىۋىۋش ۋىسىلىش ۋىۋھىۋش ترىھىۋۋ. ۋىئىش ئىشۯئ ھىھىۋھۯ ىىلىۋىھىس، سۯۋۋىۋ ھىىلە ھىۋۋھىر ۋىىرىۋھۯ ىلىۋۋىۋر سۯھىۋىلە ئىۋشۯش ۋۋىھىۋۋىۋسۯ شۯھىۋ. ھىتر ھشۯ دىچېگۯ ئۇىلە ھىشۯھىۋۋىۋش ئۇھىۋۋىلىش ھىۋىۋ.

'شۯشۯ! سۯۋۋىۋ ؤشۯۋ ىىشۯھىىۋۋىۋسۯ ئىسۯۋ.' دىچېگۯ ھشۯۋۋ. ھىئۇ ىىؤۋھۯھىىىھ ترۋىۋسۯ ىىرىش ئۇىىھ ئىىىۋ ئىىىۋ ؤىىىىۋ ۋىىىىھ ھشۯۋۋ.

'ھىىىھۯ؟' سۯۋۋىۋ ھىۋۋىۋھ ۋ ىىشۯھىىۋۋىۋ. 'ئىىر ىىسىۋ ۋىىىىھىىىىىشۯ!' ھشۯ ھشۯىىۋۋ. دىچېگۯ ھىھىىىھ ھىۋۋىۋش ھىۋۋىۋۋ.

'دىچېگۯ ۋۋھ ۋىىىش ئىىىھىد ۋىىىىھىھ ھىىىش ھىھ ھشۯھ.' سۯۋۋىۋ ھشۯىىۋۋ. ھشۯۋۋ ىىۋۋ ىىۋۋىىش ىىىىىۋۋىۋ.

دىچېگۯئ ىىھ ھىىىش ھىىىش ھىىىۋىۋھۯ. ھىشۯھىىۋ ىىىش ۋىىىىھىھ ھىىىۋ ھىىىىۋ ھىىىىۋ ھى

INTER-SCHOOL HUMAN RIGHTS QUIZ COMPETITION 2013

SCHOOL HUMAN RIGHTS CLUBS TRIP TO K. GURAIDHOO

10

2013 ، ދިވެހިން ތަރިއްބިކުރުން ، ހ ، ؋ ، ؋ ، ؋

HAPPY CHILDREN'S DAY

HAPPY CHILDREN'S DAY

HAPPY CHILDREN'S DAY

HAPPY CHILDREN'S DAY

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ؤمرمؤد ستؤرئ ةبر

ربدؤش برمبةش تاحبشؤتش مؤقرةدؤةو ةدؤبش...

برةدؤمؤة ةئ دةبرئرةمؤبش برةةرةمؤتش بةةةرش بشسؤؤ ئرقربةرشؤش، ئةة دؤبرئرؤبر ؤش تاحبشؤتش دشةؤبش وس دةدؤؤةة ئرةةؤؤبؤ.

دحرةسؤق بسؤمةدشؤبةدؤش، دبةةؤ ةةؤسؤبرةةؤ برةبسةةرةؤش دسبسةةبر ةؤ ئشبؤبر، ؤدحبر ةشةؤ ربدؤش برمبةش بةةرشؤش تاشؤبر دحرةسؤق بسؤمةدشؤبةدؤبؤ دؤسةةبؤةبر بسؤؤ بحةدرشؤدؤشةبر ربةبةةش دحرةسؤق بسؤمةدشؤبةدؤبؤ هةبسؤةرةؤؤةبر دسؤؤسبؤةؤتش برةةرةمؤتش بؤؤربؤةةؤبؤ ترؤربؤةةؤبر بسؤؤ برةؤؤمؤ بؤؤرؤسبؤمؤبش ؤبؤؤبؤدؤ ؤةؤش ةبؤش ربؤترش ؤبةرؤبةةش دتاحبشؤتش ؤربؤبؤبؤدؤ.

ئؤمؤش :

ربدؤش برمبةش تاحبشؤتش ؤةؤبر ةبؤبةةشؤتش ؤبؤتؤؤترؤ ةبربةةؤ ةشترؤبش

2013 وس ةربؤؤ برةؤسؤ بسةةؤسؤ بسؤمؤبؤةؤبر شؤبؤمؤ ربؤؤ ةشؤؤؤ برةةةبؤمؤشؤش ؤةة ؤؤؤ ربةؤؤ ؤبؤربؤةةش ةةشؤش بؤؤؤش دسبؤش بسؤؤسؤؤؤبر ةؤ سةةبر بسؤمؤؤةةؤ ةةةؤؤؤبر برةةةبؤمؤشؤ ؤؤش ةؤبؤؤبر ؤؤؤ ةؤؤسؤؤؤبر بؤؤؤؤ دؤؤؤبر ربدؤش برمبةش تاحبشؤش بسش بؤبةةش ؤشترةة ؤةؤبر ةبةبةةشؤش ؤبؤتؤؤترؤ ؤبؤ ؤبؤؤ وس ةةؤؤبؤدؤ.

بؤدؤبؤبسؤ ةةبر بسؤسؤس ربةؤؤمؤة ةؤؤ بسؤمؤبؤةؤ دؤبسؤدؤبةةبر ؤبؤؤؤؤؤ ربةؤؤبؤ دةةؤؤؤ ربؤسؤبؤبؤ 2 دؤؤ بسؤؤ سؤدسؤبر ةةة ؤؤمؤدؤبر بؤبةةش ؤشؤؤؤؤ ؤةؤبر ةبةبةةشؤش ؤبؤتؤؤترؤ دؤبر دةدؤؤترؤ ؤبس تاحبشؤتش دؤةةؤبؤترؤبر سةةؤؤشؤؤ. دؤ ؤبؤتؤؤترؤ ةةؤبش ةةؤش ؤبؤؤؤبؤدؤبر وس ؤبؤؤؤ ؤبؤبش ؤؤةةؤ ؤبؤةةؤؤبؤبؤؤ. ةؤؤؤش ؤبؤؤؤ ةؤؤدؤبر ترؤةؤؤ دؤؤ ةؤؤبؤؤؤ ؤؤ دؤبؤؤؤ ؤبؤدؤبر ؤبؤتؤؤترؤ ربؤؤدؤش وس ربؤؤؤبؤدؤ.

ؤةؤبر ةبةبةةشؤش ؤبؤتؤؤترؤ ةبربةةؤ ةشترؤبش ؤةؤبر ةبةبةةشؤش ؤبؤتؤؤترؤ ؤبؤ ؤبؤؤؤ ؤبؤؤؤؤؤ ؤبؤؤؤؤؤ، ؤةؤ تاؤبؤؤ، ةشؤةؤبر ؤبؤ بؤبةةبر ةةؤؤ ؤبؤؤؤؤؤ ؤبؤؤؤؤؤ ؤبؤؤؤؤؤ وس ةةؤؤؤؤؤ.

ؤبؤ ربدؤش برمبةش تاحبشؤتش ؤةؤبر ةبةبةةشؤش ؤبؤتؤؤترؤ ؤبؤ ؤبؤؤؤ ؤبؤؤؤؤؤ ؤبؤؤؤؤؤ ؤبؤؤؤؤؤ وس ؤبؤؤؤؤ.

NEWS :

HRCM looking into incidents of violence at Male' custodial

The Human Rights Commission of the Maldives started investigating complaints of torture at Custodial Reception and Diagnostic Centre (Male' Jail) in June.

The Commission received a complaint from the family of a detainee at Male' Jail on the 31st of May 2013, stating that he was beaten by Officers at Male' Jail. Following the complaint, the Commission visited Male' Jail on 2nd of June, and from the investigations that ensued, found proof that there were two more detainees who sustained injuries while at custody.

NEWS :

Juvenile court's flogging sentence in the case of 15 year old victim annulled by High Court

HRCM Granted amicus curie status on the appeal case.

The High Court has annulled Juvenile Court's judgment on August 21st, 2013 to flog a 15 year old minor.

The Human Rights Commission of the Maldives was granted amicus curie status on the appeal case of the sexual abuse victim. The case was appealed by the relevant government ministry following the flogging sentence passed by the Juvenile Court. HRCM submitted an investigation report compiled taking into account safeguards, rights and protection afforded to a victim of child abuse under the Maldivian Constitution, Islamic Shariah and international human rights standards. HRCM further stressed the findings of its investigation in the opportunities given at the hearings to highlight the rights infringed in the case.

The case surfaced in June 2012, after the victim gave birth to a baby that was discovered buried on the grounds of her home in Shaviyani Feydhoo. Ensuing investigations revealed that the girl was a victim of sexual abuse and subsequently her stepfather was charged with sexual abuse of a child and premeditated murder while her mother was charged with failing to report the sexual abuse of a child. The Prosecutor General's Office stated that flogging charges were brought up against the minor for a separate offense of consensual premarital sex that had emerged during police investigations. The Juvenile Court's sentence of flogging by 100 lashes was met with an international outcry to revoke the sentence.

Ruling to annul the flogging sentence, the High Court stated that there were irregularities in the sentence given by the victim to the Juvenile Court and that, as a victim of child sexual abuse, the girl was unable to define consensual sex.

HRCM welcomed the efforts made by the Ministry of Gender, Family and Human Rights as the legal guardian of the child and the ground-breaking High Court ruling that was made in accordance with the Maldivian Constitution, Islamic Shariah and the international human rights standards; especially the Standard Minimum Rules for the Administration of Juvenile Justice (Beijing Rules) as advocated by the HRCM. The Commission further recognized this as a positive step towards the promotion and protection of the rights of the child in the Maldives.

NEWS :

HRCM Conducts Human Rights Clinic Laamu and Thaa Atoll

HRCM conducted Human Rights Clinics in Laamu Atoll and Thaa Atoll in May 2013.

As part of the Clinic, an awareness workshop was conducted for councilors of the atolsl and island councils, senior staff of Schools and other institutions. An information session was held for children on their rights and responsibilities, and discussion forums on women's rights were held for women. Participants of these forums discussed women's rights awareness, working towards attaining women's rights, and challenges and opportunities for women's development. The opportunity to lodge complaints of human rights violations, along with legal advice was opened for public as part of the Clinic. An information session was also held for local NGOs the Atolls on defending human rights.

HRCM started conducting Human Rights Clinics in 2012 to introduce services of the Commission and disseminate information on human rights to people living in the Atolls. The main objectives of such clinics are to create more awareness about human rights and responsibilities, and to create public awareness of HRCM mandate and work.

The Commission plans to run the newly introduced Human Rights Clinics in other atolls of the country as well.

NEWS :

HRCM starts hearing sessions of National Inquiry

Human Rights Commission of the Maldives started the hearing sessions of the National Inquiry in to Access to Education for Children with Disabilities on July 1st, 2013 in Shaviyani Atoll Funadhoo and Komandoo.

The hearing started in Sh.Funadhoo with an opening ceremony that was inaugurated by State Minister at Ministry of Health Ali Shareef and both State Minister Shareef and President of the Commission Mariyam Azra Ahmed addressed the ceremony. The opening ceremony was attended by all relevant stakeholders of the government, representatives of NGOs as well as Members of the HRCM.

The hearing was conducted infront of a panel comprised of the President of the Commission Azra Ahmed, Vice President Ahmed Thoal and Secretary General Shamun Hameed. Students, parents and representatives of school teachers, school management, NGOs, health centre and the Council addressed the panel.

So far, the Commission have finished hearing sessions in Noonu Atoll, Haa Alif Atoll and Haa Dhaal Atoll.

Prior to the hearings, the Commission conducted preliminary sessions among the relevant Government stakeholders, schools and the general public. The purpose of the preliminary sessions were to raise awareness among the stakeholders on the educational rights of children with disabilities and to determine their views and understanding of the situation, in addition to determining the efforts made so far to provide access to education for children with disabilities from the State and other relevant stakeholders.

The purpose of this inquiry is to look in to the practices, policies and laws related to the education for children with disabilities and to determine the States role in providing for people with disabilities in a non-discriminatory manner, with a special focus on the educational needs of children with disabilities.

COVER PAGE NEWS (Cont)

Importance of Teaching Human .....

Human Rights as reflected by its' meaning, teaches students to have a set of shared principles and values that define how they should treat one another. They are the values and principles students must have in them in order to live together and to create peace and harmony in the society. Teaching human rights values like respect, acceptance, care and justice encourages the development of skills that upholds and promotes rights, both their own rights and others.

Studies show evidence that brings positive changes to students and their environment by teaching human rights. A study of 30 schools in United Kingdom that taught Human Rights and Responsibilities has found that "there was little or no shouting" and that conflicts between pupils escalated far less frequently than they had done before." Another project carried out in 1000 schools of United Kingdom that taught Human Rights and Responsibilities found that "Human Rights Education has reduced bullying and exclusions, improved relations with teachers and created a calmer atmosphere for learning." (Vasagar, 2010) Hence, based on the learning and experiences from results of such projects and studies, it's important that human rights education is taught in each and every school to create a society that respects human rights.

One of the best ways to bring a vast change in a society is by teaching Human Rights to our young generation. Young people can easily adapt to changes. They are the voters, parliamentarians, teachers and police officers of tomorrow. Hence, if we are to create a peaceful, harmonious society, teaching human right to our young generation is one of the best investments a state can make for its future. So incorporating human rights education will be a natural mechanism for forwarding human rights knowledge skills and values.

There are various ways in which human rights can be incorporated in the school education system. Two of the main ways are through formal and non-formal curriculum. Formal curriculum is through inclusion of human rights education in the national curriculum teacher training, material development, and education and school policies. Informal ways of including human rights related activities through co-curricular activities, such as clubs, interclass competitions etc. Human rights commission of the Maldives, as a part of the fulfillment the objective "promoting a culture that respects for human rights", works in incorporating human rights education using both approaches for its effectiveness. Human Rights education has been included in the national curriculum, however, education and school policies are not formulated using a human rights based approach yet. Commission also has introduced a Human Rights clubs which are carried effectively in some of the school of the Male'.

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Importance of Teaching Human Rights to students

Imagine a world free of conflict and violence! A world of harmony and peace! How could one create a world as such? Can teaching our young generation, human Rights create a world as we all dream?

We live in a globalized world with people of diverse differences; differences in religion, culture, race, age, abilities, etc. However, with all these differences, we all are supposed to live together. We cannot live together or no relationship would last long unless we are able to accept these differences. At the same time one has to learn how to respect and tolerate such differences. Teaching students about their rights can raise consciousness about the meaning of human rights.

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