

# Young Human Rights Defender's **HANDBOOK**

Human Rights Commission of the Maldives



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# Young Human Rights Defender's Handbook

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## ABOUT THIS BOOK

Learning about human rights is a human right itself. The Preamble of the Universal Declaration of Human Rights and the Maldivian constitution highlights the importance of human rights education. Article 26 of the UDHR states that, ‘Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms, while article 36, clause (c) of the Maldivian constitution states “Education shall strive to inculcate obedience to Islam, instill love for Islam, foster respect for human rights, and promote understanding, tolerance and friendship among all people.”

One of the objectives of the Human Rights Commission of the Maldives is to create a culture that respects and promotes human rights. The definition of culture of human rights according to Amnesty International is “an atmosphere in which all the members of a given community understand value and protect human rights, where the values of equality, dignity, respect, and non-discrimination, inclusion and participation anchor policies and are the basis for decision making process within the community.” As a part of the fulfillment of this objective, Human Rights Commission of the Maldives has started its work introducing the concepts of human rights in to the schools through National Curriculum and Human Rights Clubs.

This book includes a series of self directed activities that provides Human Right Education to the members of the Human Rights Clubs. The activities are developed to fulfill the requirements for the club members to become young Human Rights Defenders.

It is hoped that through these lessons, students would

- increase knowledge and understanding about human rights
- instill attitudes and behavior respectful of those rights
- enhance skills to uphold and protect human rights.

## What are Human Rights Clubs?

The Human rights club is a club that is organized by students interested in working towards the promotion and protection of Human Rights. The club is facilitated and guided by a facilitator trained on basic Human Rights.

## Purpose of a Human Rights Club

- To create awareness among the school children on Human Rights and the related responsibilities.
- To empower student's towards more active citizenship.
- To develop attitudes and behavior among children that will lead to respect the rights of others.
- To create a school environment that respects and promotes human rights.
- To create awareness on Child Rights.
- To empower students to take informed decisions.
- To instill values that upholds human dignity.
- To empower to (or to create young Human Rights Defenders who will) monitor and report any human rights violations within the school and club member's neighborhood to the respective authority.

## Who can be a member of the Human Rights Clubs?

Opportunities to become a member of the Human Rights Club should be open for everyone regardless of sex, age, disability etc.

## Establishment of Human Rights Clubs

Students with similar age category can form a club. Hence, each club can be formed according to the following respective age groups.

Grade 6, 7

Grade 8,9and 10

Grade 11, and 12

Each club should consist of minimum 15 members or more according to the capacity of the school.

## Structure of the Human Rights Clubs

The club must have an executive that consist of an elected president, vice president, secretary and vice secretary.

The rest of the members can be divided into groups of six and each group can have an elected group leader by the group members.

The facilitator will guide the executive team and the members of the club.

## Roles and Responsibilities of club members

**President:** President with the help of other leaders in the club has to plan, organize and facilitate club meetings, assign tasks and carry out school wide activities that promote human rights education. He/she has to get permission from school before arranging any event that needs adult assistance and supervision.

**Vice president:** Vice president plays the role of a president during his /her absence and assists president in planning and organizing club meetings.

**Secretary:** Keeps records of the meetings. This includes; meeting minutes, attendance, tracking progression of the assigned tasks for the different groups and reporting to the President.

**Vice Secretary:** Assists secretary and plays the role of a secretary during his/her absence.



## Group Leaders:

Assist in completing assigned tasks and report progress of the group members to the secretary. Establish group cohesion and team spirit to work together to excel.

## Role of all the Group Members

Group members should work together to excel and complete the given tasks.

## Adult Support

The HR club facilitator and other adults (management and teachers) in school will guide and facilitate in completing various tasks that needs to be accomplished during the membership term of the club. At the end of each topic, the facilitator has to help the students to fill the column for personal objectives. This can be done by checking the completed task and asking on how much the students have gained knowledge on each of the topic. Facilitator's Manual has can be referred when providing assistance to students.

## Club Meetings

A minimum of 15 meetings should be held during an academic year, in accordance with the day and time set by the school administration. Additional meetings can be held according to the club's needs. Club executives could be changed every semester, to give opportunities and experience of leadership roles for as many children as possible.

## How to plan and conduct club meetings

Club Meetings should achieve the following purposes:

**Motivate members:** Club should provide opportunities for members to get together with their friends, to learn and advance about human rights and gain skills in dealing with human rights issues through fun, adventure and active involvement.

**Strengthen Social Cohesion:** Club meeting has to be an opportunity to meet together, to learn as a team, and to share what students know.

**Exercise Leadership Skills:** The leaders at different levels should get the opportunity to take leading roles in planning, conducting, and assisting club members in gaining human rights education. Leadership skills can be learned by experience, and club meetings serve as regular occasions for this to happen.

## Planning Club Meetings

Planning is important, to effectively run a meeting, to organize activities well and to achieve the desired goals. It is the process for getting ideas into action. Effective planning involves the following steps:

- 1 **Consider the task.** This involves what has to be done. What are the objectives? Who does what, when, where, and how?
- 2 **Consider the resources.** What time is available? What is the budget? What are the skills of the group? What equipment and supplies are needed and available? What other items should be considered?
- 3 **Consider alternatives.** What happens if a planned activity goes wrong? What is the alternate plan?
- 4 **Reach a decision.** Who has the responsibility? A decision usually is needed at every step in the process

5 **Write down the plan.** Writing down an action will provide an opportunity to revise or refine. The final plan might need a significant discussion.

6 **Put the plan into action.** All too often, great plans are formed but never followed. Make sure that the plan you conceive is practically doable and always ensure that you follow through.

7 **Evaluate.** Evaluation must take place at all stages during this process. As each step is taken, it is evaluated against the previous steps to assure that the original task is still being considered.

President with the help of vice president, secretary and vice secretary must be involved in planning meetings. This can be done, during recess time, at the end of the previous meeting or sometime before the meeting starts. The president must make sure the necessary resources needed for the meeting are available and inform all the club members about the time, date and venue of the meetings.

You can also plan in your small groups on how to go about (complete) with the activities. This involves; planning a schedule to complete the tasks throughout the academic year, how to find available resources and how to manage your studies with the extra work of the club.

## Ideas for planning

Date: \_\_\_\_\_ Week: \_\_\_\_\_ Time: \_\_\_\_\_

	Description	Run by	Time
Pre-Opening			
Opening			
Completion of HR tasks			
Social and fun Activities			
Closing			
After Meeting			

**Pre Opening:** These are small tasks that could be carried out to keep early arrivals occupied. The president with his executive team could prepare simple games, word search games, or simple worksheets, puzzle relating to human rights, to keep the early arrivals busy. Or you could simply ask them to work on their daily tasks as soon as they arrive.

**Opening:** As an opening, the person in-charge of the day's meeting ( President, vice- president or any other member) could have an opening remark, remind of certain rules to follow during club meetings or discuss and share daily plans.  
Completion of HR tasks: Students are given time to complete the relevant tasks which is in the student's Hand Book. This will be the main activity of each club meeting. The works can be carried out according to the pace of individuals and specific groups.

**Social and fun Activities:** Here you have to carry out a game or an activity where all the members get to interact and enjoy together. The game or activity should promote human rights knowledge and awareness. The games and activities will help the members to release stress and develop group cohesion. This is an important part of the club as you need to work as a team, collaborate and also release any unnecessary tensions.

**Closing:** To wind-up the meeting, the person in-charge of the meeting has to debrief the meeting, evaluate the group's work by simply finding out how far students have completed the assigned activities.

**After Meeting:** Important notices and details of the (time, venue, etc) of the subsequent meeting can be shared.

# Record Keeping

It is important to keep records of all the activities. This includes:

## **The Attendance Register**

This is a book for recording the presence or absence of pupils in the club. Attendance is kept by the secretary. It can be marked after the pre-opening.

## **The meetings plans**

Plans that are developed and written have to be filed separately for later use.

## **Meeting Minutes**

Keep a record of how each club meeting went on. Meeting minutes should include; the time, date, venue, attendances, and a brief note on how the meetings went and the decisions made. Meeting minutes also can be recorded by the secretary. Secretary could keep a separate book or a file for this.

## **Tracking of group and individual progression**

Group leaders should keep a record of the group students and report to the president on the progression of group members on a monthly basis. President should find out if there is any difficulty for the group students in carrying out assigned tasks. In case of any difficulty, president could get facilitator's assistance.

## Involving the whole school

President of the club with the other members of the team should conduct school wide programs to involve and educate students who are non- members of the club. These programs could be held in a monthly or semester basis or even as a part of your HR club assignments. For example; you could have a special notice or bill board that gives information on human rights related issues, organize a lecture by an adult on specific human rights related topics or carry out a poster competition among the students after providing information etc. Get adult support when organizing school- wide activities.

## Leadership

Taking leadership by all the members in promoting and protecting human rights is an important aspect of a human rights defender. President, vice president and secretary along with all the group members need to take leadership in bearing responsibilities to balance the following:

- a) achieving set tasks
- b) developing group people
- c) meeting the needs of individuals

How the leader goes about with these responsibilities is often called the leadership style. There is not one standard, correct style for all leaders, in all circumstances at all times. Any group or individual behaves differently. Tasks are different. Each leader has to recognize those differences and adapt according to the situation. Working in this way is sometimes called situational leadership. This means using the most appropriate style to suit the people and circumstances at particular time.

### Some leadership styles are:

- 1 - **Telling (directive)** the leader gives specific step-by step instructions, and keeps close supervision while instructions are followed out.
- 2 - **Selling (persuading)** the leader continues to give specific instructions and keeps close supervising, but also explains reasons, invites suggestions, and supports progress.
- 3- **Sharing (consulting)** the leader actively encourages members to give suggestions and try them out, and shares many responsibilities with them.
- 4 - **Delegating** the leader passes responsibility for problem-solving and decision-making to members, even if keeping a monitoring watching brief.

## Working in groups

A group is any number of people doing something together. It is advised to work in groups to accomplishing the assigned human rights tasks.

Working in groups will help you to:

- ▶ Satisfy needs such as companionship, status and power.
- ▶ Develop social cohesion and relationships
- ▶ Form common attitudes and norms
- ▶ Work together to achieve common aims in promoting, educating and protecting human rights
- ▶ Promotes the need for solidarity

## The role of leaders:

The leaders ensure;

- ▶ that all members of the group understand their task
- ▶ the given task and objectives are agreed by all members.
- ▶ the group uses and builds on the strengths and skills of all concerned.
- ▶ that all contributions from individuals are directed towards one person. This ensures that only one person speaks at any one time and therefore all are able to listen. Because of this, all contributions are valued.
- ▶ the group evaluates or reviews its work in order, so that the group can become more effective when working on its next task.



## Key Stage 3

Key stage 3 consists of students studying in grade 7 and 8.

Topics covered under this stage are:

Topic 1: Respect for Self and Others

Topic 2: Respect (Emotions and Feelings)

Topic 3: History of Human Rights

Topic 4: UDHR: Right to Adequate Standard of Living, Right to Water, Education, health and Food

Topic 5: Principles and Types of Human Rights

Topic 6: Exploring Human Right Issues and Solution

Topic 7: Protecting Child Rights

Topic 8: Conventions

Topic 9: Discrimination

# Respect for Self and Others



## What is Respect?

Respect means honoring other people and treating them with care and courtesy. While respect includes good manners, the core of the behavior goes deeper than politeness. It stems from the belief that other people have as much worth and dignity as you, and that harming others or their property is inherently wrong.

<http://www.beliefnet.com/Love-Family/Family-Values-Toolkit/Family-Values-Respect.aspx>

## About this lesson

In this lesson students learn the definition of respect and self-esteem. They look at ways on how to develop self- esteem and make moral decisions based on their values of respect.

## Learning Questions

- What is self- esteem and self- respect?
- How could one enhance self- esteem?
- How do we show respect to self and others?

## Personal Objectives

- I can differentiate between respect and self- esteem.
- I can analyze a situation from several view points and make decisions that are morally sound.
- I can express positive qualities about me.
- I give compliments to others.

## Your Tasks!

Each member of the club is obliged to complete at least 2 tasks from the list below.

1- What do you think is the relationship between self-esteem and becoming involved with drugs, alcohol, or a potentially bad crowd at school? Do you think that a person with high self-esteem or low self-esteem would be more likely to do those things? Write a short paragraph giving reasons to support your ideas.

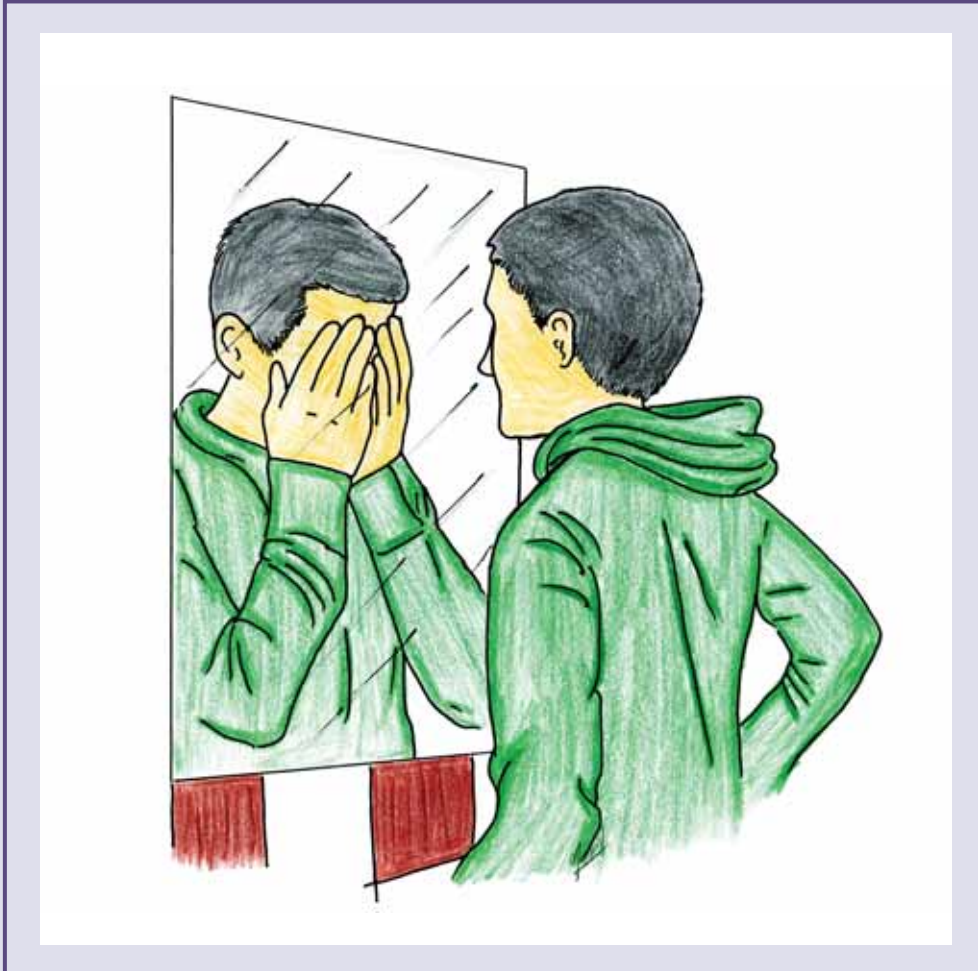
2- Define what is meant by respect and self-esteem. Have you ever met a person whom you think has a low self-esteem and low respect for self? What actions and behaviors made you believe that? Explain how you can help that person, to improve his/her self-esteem and respect. (Refer Annex A -1)

3- Imagine that you came across this situation. The bus you took from Henveiru to Villingili Ferry Terminal was very crowded and there was one open seat next to a girl. As you moved closer she put her books and bag on the seat and told you, she is saving it for her friend who is going to get in the bus from the next stop before the Terminal stop.

How would you feel? Will it lower your self-respect? Explain why it should or should not.

4- Imagine that someday you will have a child. Write a letter for that child to open when he or she reaches the age you are right now. Tell the child how you felt about yourself at this age and how those feelings changed from elementary school through middle school. Tell this child about the kinds of things you experienced that made you feel bad about yourself and about the things that made you feel good about yourself. Finally, offer some advice that will help your child have high self-esteem at this age and throughout life.

## Respect (Being Positive)



Having a positive outlook involves being confident and optimistic about the future, persevering, being determined, keeping a sense of humour, and willingness to change. Individuals and groups with a positive outlook tend to view adversity or hardship as a challenge to be overcome rather than an insurmountable problem.

Individuals and communities differ significantly in response to adversity, and their responses vary across time and situations. Resilient individuals and communities are able to find positives within their adversities.

## About this lesson

In this lesson students will learn about how to develop a positive image. This is done through exploring the strengths and weakness of oneself and finding ways on how to solve problems in times of adversity.

## Learning Questions

- Why is it important to know about the qualities and strengths we have?
- Why is it important to verbalize our emotions?

## Personal Objectives

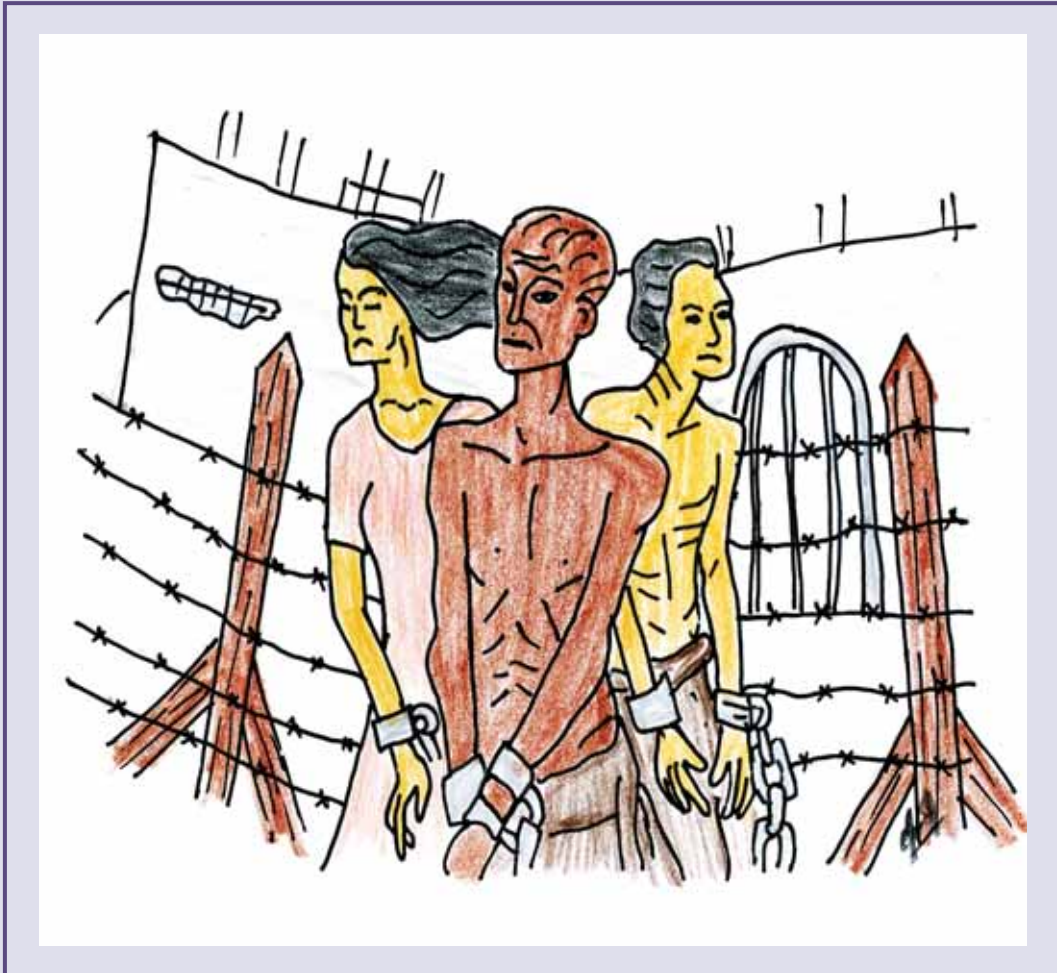
- I make an effort to express and discuss difficult subjects.
- I can verbalize various feelings and make connection between my thoughts and behaviours.
- I can identify values and express good qualities of myself.

## Your Tasks!

Each member of the club is obliged to complete at least 2 tasks from the list below.

- 1- Write a journal entry. In your journal, include a poem about yourself, describe a dream or share something you are pleased about or unhappy about.
- 2- Write a two- three minutes television commercial. The topic is “Why someone should hire you.” The commercial should depict your special qualities. After you work on these, present the commercial in front of the class.
- 3- “In every situation, even if it is difficult, there are some moments which give us strength and hope and we feel we are learning something important about ourselves and about the people around us.” Describe such a situation. Write how you felt, how you dealt with the situation and how you felt once the situation was over.

# History of Human Rights



Human rights are the basic rights and freedoms to which all humans are entitled. They ensure people can live freely and that they are able to flourish, reach their potential and participate in society. They ensure that people are treated fairly, with dignity and respect. You have human rights simply because you are human and they cannot be taken away.



## About this lesson

In this lesson students will gain knowledge of the concept on evolution of human rights; and that human rights are inherent and it cannot be taken away by anyone. Students will also be introduced to the first legal document of human rights. They will gain an understanding that the concept of human rights is not a recent invention and that human rights have existed for as long as human beings have existed.

## Learning Questions

- Where have human rights come from?
- What are the events that led to the development of Universal Declaration of Human Rights (UDHR)?
- How did human rights evolve in the history of Maldives?
- What are the values that need to be considered to ensure human rights to everyone?

## Personal Objectives

- I know why and when the international community first came together to develop international mechanisms to protect human rights.
- I know how the UDHR came to existence.
- I can identify some past developments of human rights in the Maldives.
- I can compare the past and the current situation of human rights in the Maldives.
- I can identify the values underpinning human rights.
- I make an effort to instill the core values in me and personal qualities that I think are needed to respect and protect human rights.

## Your Tasks!

Each member of the club is obliged to complete at least 2 tasks from the list below.

- 1- Make a time line on how human rights have evolved after World War 2 and display in a place where many students can see. (Refer Annex A-2)
- 2- Note down the personal qualities or core values that you think are needed to fulfill, respect and protect human rights.
- 3- Write a short essay on the history of human rights including how the UDHR came into existence.
- 4- Talk to a resourceful elderly person to find out about the situation in the past regarding getting people's rights. In groups, discuss the findings and prepare a table comparing the past and current situation regarding protection and fulfillment of rights.

## UDHR: Right to Adequate Standard of Living, Right to Water, Education, Health and Food



Everyone has the right to an adequate standard of living for the health and well-being of himself/herself and of his/her 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.

## About this lesson

The session would help the students to understand what “adequate standard of living” means. Students would be involved in constructing an imaginary place that has an adequate standard of living.

## Learning Questions

- What are the standards stated in the elements of the right to adequate housing?
- What are some of the issues faced in the Maldives regarding water?
- What is meant by “Access to Education”?

## Personal Objectives

- I can identify relationship between a country's standard of living and its access to resources.
- I can identify issues regarding the standard of water which is available in the country.
- I know to define what “Access to education” means.

## Your Tasks!

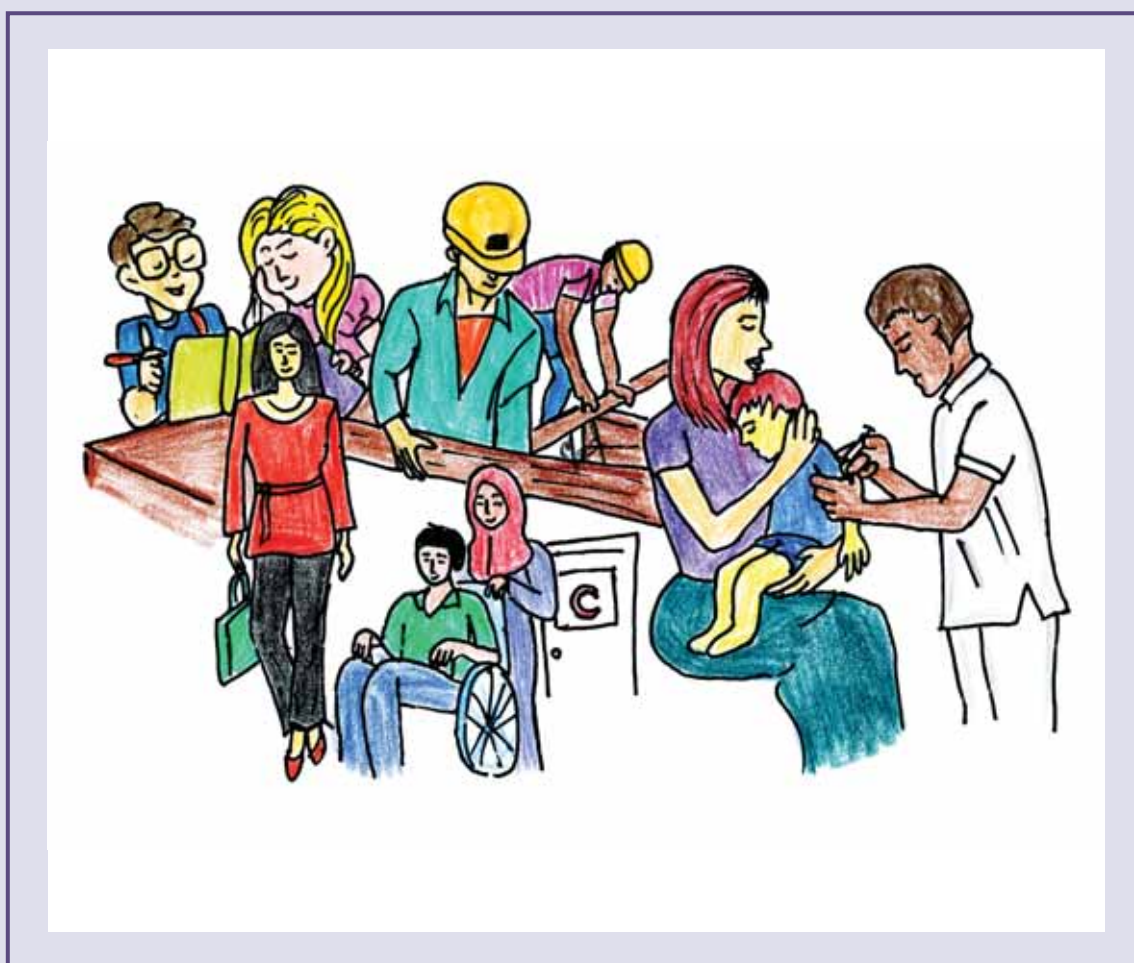
Each member of the club is obliged to complete at least 3 tasks from the list below.

1- Consider the housing facilities available in the capital city and in islands. Do these housing facilities meet standards stated in the elements of the right to adequate housing? Present your argument by justifying it. ( Refer to Annex A -3)

2- Do we have water issues/problems in Maldives? If so in which part of the Maldives do we face this problem and what measures could be taken in preventing further worsening of the current situation. Prepare a speech or news (1 or ½ a page) highlighting what you could do as a Human Rights Defender, to address the water issue/problem in Maldives.

3- What is meant by equal access to education? In your school do students with wheelchairs have access to classrooms, libraries and laboratories? Do you think it is necessary to have such facilities in your school? Present your argument by focusing on what can be done to make your school accessible to all learners. (hearing impaired, blind, etc)

# Principles and Types of Human Rights



Two key principles of Human Rights at their core are non-discrimination and equality.

## About this lesson

In this lesson, students gain more knowledge about human rights and the types of human rights.

## Learning Questions

- What are the characteristics of human rights?
- What are some of the rights identified in UDHR?

## Personal Objectives

- I can name some rights identified in the UDHR.
- I can state what human rights are and its characteristics.

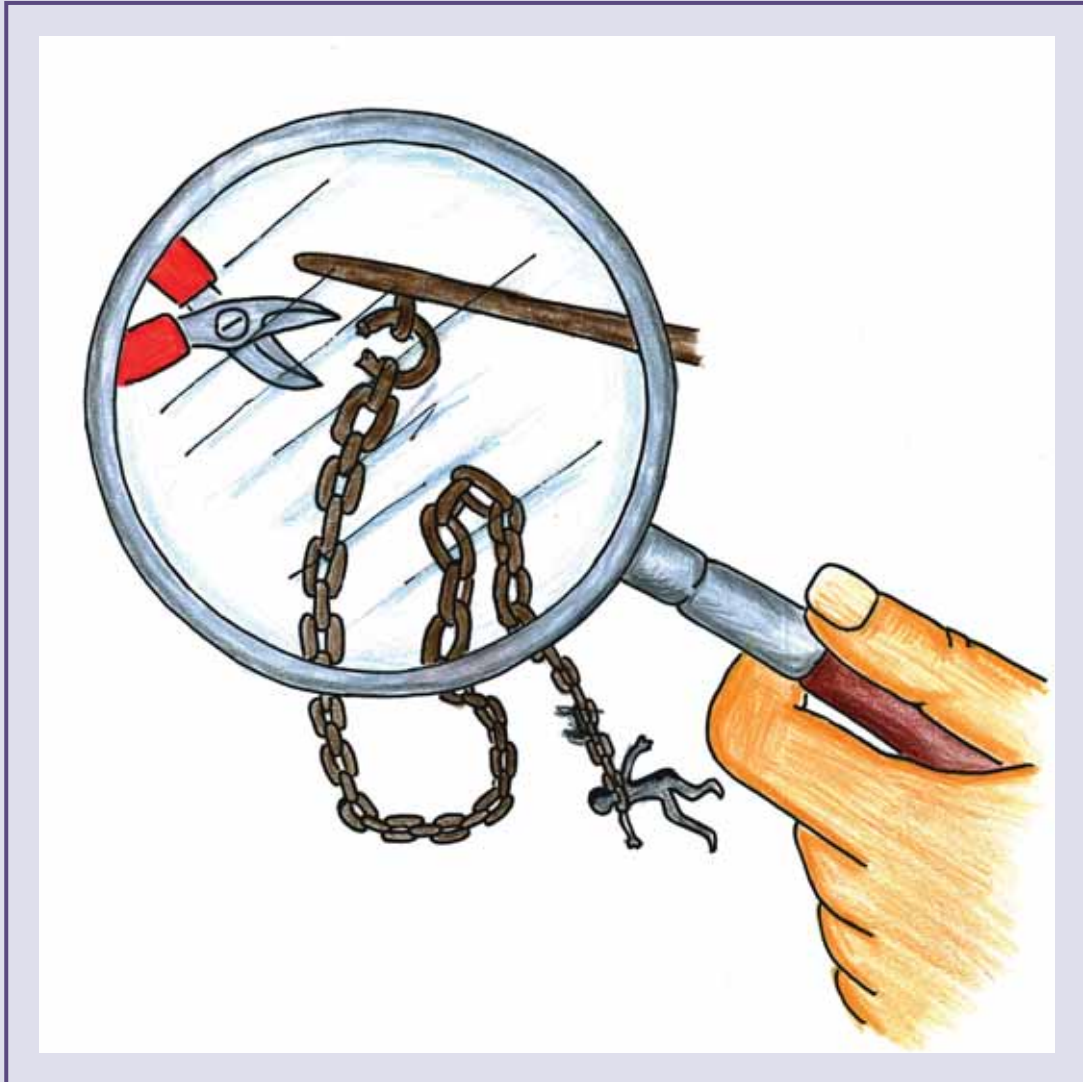
## Your Tasks!

Each member of the club is obliged to complete at least 2 tasks from the list below.

- 1- Make a poster, defining human rights and its characteristics.
- 2- Make a Human Rights web. In your web, include 10 rights that you think are most important for you.
- 3- Develop a game to make your classmates aware of rights outlined in the U DHR.



# Exploring Human Right Issues and Solution



Human rights are the basic rights and freedoms to which all humans are entitled. They ensure people can live freely and that they are able to flourish, reach their potential and participate in society. They ensure that people are treated fairly and with dignity and respect. You have human rights simply because you are human and they cannot be taken away. Stand against Human Rights Violations!

## About this lesson

In this lesson students will explore some of the human rights issues around the world. Students would reflect on such situations and think of possible ways to mitigate human rights violations.

## Learning Questions

- Do you stand up for what you believe in?
- Are there situations of injustice, conflict and disrespect in real life?
- What are your responsibilities in respecting the right of human dignity and mitigating any violations taking place?

## Personal Objectives

- I stand up for what I believe in, by reflecting on my own beliefs and discovering those of others.
- I can explore situations of injustice, conflict and disrespect through real-life stories.
- I can recognize that everyone has a responsibility to respect the right to human dignity, which is universal and inalienable.

## Your Tasks!

Each member of the club is obliged to complete at least 2 tasks from the list below.

1- Work in the group, to gather pictures of human rights violations around the world from magazines, news papers etc. For each picture, write a caption to convey a message to stop such violations. Prepare a mini class photo exhibition and invite the school.

2- Individually, make a “what I stand for” mini booklet. To make the book, you have to divide the statements in the given list below to two columns (disagree and agree). Write all the statements that you agree in “agree” column and the rest in the “disagree” column. For each statement write a justification why you agree or do not agree with the statements. You could include phrases and paragraphs from different sources such as journals, magazines, books etc, to support what you said.

What I stand For! Statements

- All children should be able to go to school.
- Only the cleverest have the right to education after 14 years.
- Killing someone for any reason is wrong.
- People have the right to fight for what they believe in.
- Everyone has the right to live in peace.
- No one should have to live under occupation by another country.
- Everyone has a right to respect.
- I only give respect to those who respect me.
- Pollution is the responsibility of governments.
- It is pointless always to throw litter in the bin when others do not.
- Everyone has a right to practice their religion.
- Religions are a major cause of conflict in the world.

3- In the group make a reading corner in somewhere in the school. ( Eg: Under the stair case, lobby) Paste different stories from around the world. You could use the stories from Annex A- 4 or choose your own ones. Allocate a time so that students from school can come to listen to your stories. You can prepare pictures or posters to make your story more visual. Try to open their minds and make them think insightfully by asking questions or having a discussion after each story.

Or

You could choose to read a story in the assembly after getting permission from the management. Your facilitator will help you in arranging such a session. You could choose to read a story from Annex A-4 or choose your own one. Develop a message that you would want your students to take at the end of the assembly.

# Protecting Child Rights



“Children are not the people of tomorrow, but people of today. They are entitled to be taken seriously. They have a right to be treated by adults with tenderness and respect, as equals.”

- Janusz Korczak -

## About this lesson

In this session, students will share their knowledge and experiences on child rights. The session also would help children to relate human rights to their own environment and understand that recognition of human rights has been gradual.

## Learning Questions

- What are child rights?
- Why are there special rights for Children?
- How did child rights gain recognition in your country over the past decades?

## Personal Objectives

- I understand the concept of child rights.
- I can give some examples of child rights and different categories of it.
- I know how child rights gained recognition over the past decades.
- I can develop a persuasive argument aimed at protecting children's rights.

## Your Tasks!

Each member of the club is obliged to complete at least 2 tasks from the list below.

1- In your group, gather information from an experienced person, based on “how their life has changed over past 40 years. (Relate how development has taken place after the implementation of child rights in the country) You could interview about 5- 7 people. Use the following questions as guidance.

## Questions

- Do you think the children’s rights were respected in the past?
- Which rights were ignored? Why?
- Would you prefer to live at that time? Why?
- Have things got better for children? Or worse? Why?

2- Make an art work, or compose a poem or make a play, comparing children’s lives in the past and the present.

3- In groups, plan a session or an activity to educate lower grade students on children’s rights. Discuss your plan with your facilitator and make necessary changes. Get the help of facilitator to arrange the session for the kids. You may develop a quiz, an activity, a small competition or any interesting activity to teach child rights.

4- In groups, find a recent news story that interests you about a child or children in another country. Choose only stories that clearly demonstrate children's rights being upheld or denied. Work in groups, to create a radio broadcast that they will 'air' on National Children's Day. The broadcast should include an interview and a newscast that focus on the topic of children's rights. Use the news stories to form the content of their broadcast. You can perform the broadcast for a large group or for the entire school (Source: <http://www.phac-aspc.gc.ca/ncd-jne/guide-acti-eng.php#activity-6>)

5- In your group, develop a statement about children's rights using photography. The resulting collection of photos will be publicly displayed to educate others on children's rights.

Your group should choose how best to communicate an article from the Convention, a statement about the article or a general statement about children's rights in a photo. You can use technology to alter the photos graphically or add text. If you wish to take photograph children or people, you must convey them with dignity and have their permission to take the photograph.

Hang completed photos as an exhibition on National Children's Day. Invite members from the community, local government, school classes, parents and rights organizations to attend.

Alternate version: Choose a different article from the Convention each day. Determine how to represent the article with a photo. As a large group, compare the different ways that the article was expressed.

(Refer Annex A- 5)

(Source:<http://www.phac-aspc.gc.ca/ncd-jne/guide-acti-eng.php#rights>)



# Conventions



Conventions are binding laws signed and ratified by countries committing to act to prevent impending problems concerning the given issue

## About this lesson

The session will provide students with information on international conventions. Through activities, the students will learn some conventions in-depth and how the international treaty bodies work in providing and protecting human rights in countries around the world.

## Learning Questions

- What is a convention? Treaty body? Ratification?
- What are the conventions signed by Maldives?

## Personal Objectives

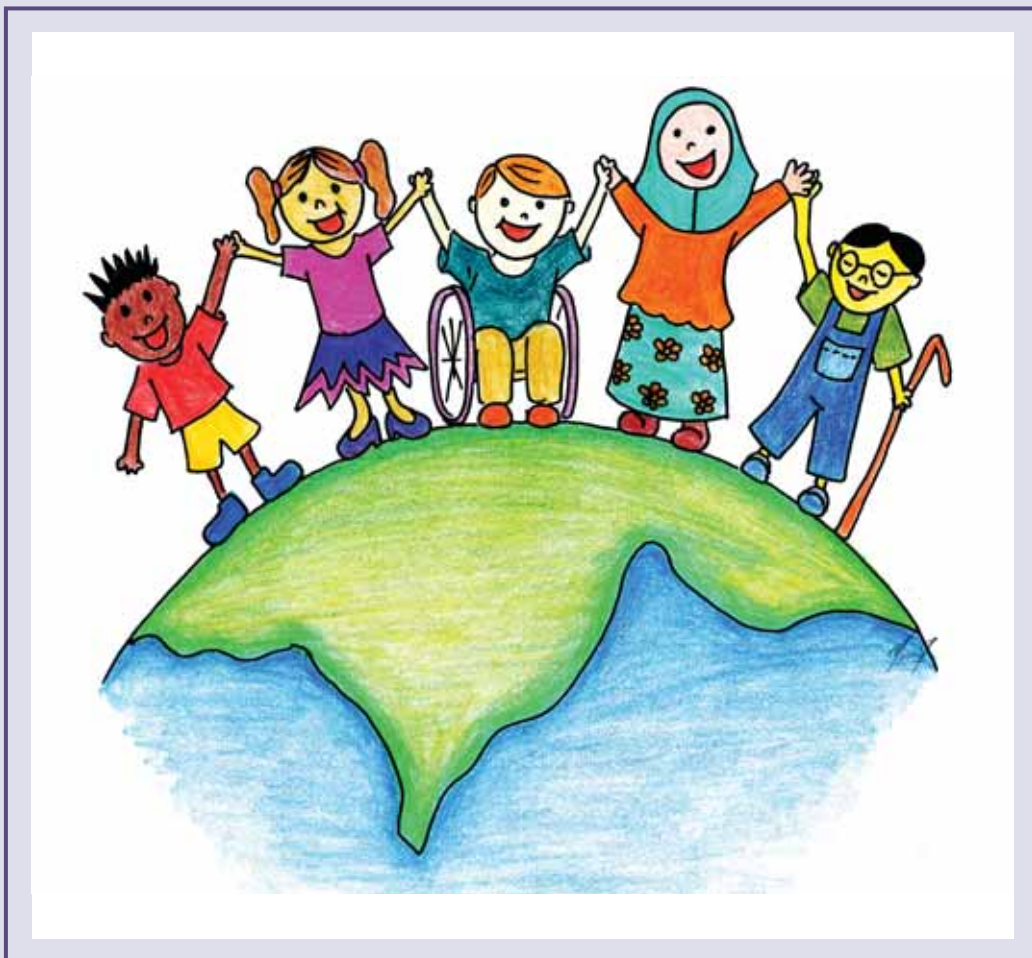
- I can explain terms like conventions, treaty bodies, ratification..
- I can identify the Human Rights Conventions signed by Maldives.
- I know how to make a plan, to raise awareness among the students, about the rights in some conventions.
- I can make a flow chart on how the treaty bodies work in monitoring the implementations of convention

## Your Tasks!

Each member of the club is obliged to complete at least 2 tasks from the list below.

- 1- Define in your own words, the definition of convention, treaty bodies, and ratification. Compare with the actual definitions.
- 2- Select a UN convention that is signed by Maldives (CEDAW, CRC, CERD, or CAT) and make a presentation for the class. Identify the following features when preparing the presentation. (Annex A- 6)
  - What are the rights prescribed in the convention?
  - Of the rights, how much do you think is protected and known in the Maldives?
  - List in priority order the most important five rights and explain the reason why you choose those rights.
- 3- In group, make a Graffiti Wall – Prepare wall and invite your school or local community to contribute thoughts, quotes, musings, challenges, drawings, etc on any convention that you choose.
- 4- Make a web to explain all the conventions signed by Maldives. Include a flowchart to show how the treaty bodies work in monitoring the implementations of convention in the countries. Display the chart in the school where all the children will be able to see. (Annex: A- 6: Summary of all the conventions.)

# Discrimination



“We could learn a lot from crayons: some are sharp, some are pretty, some are dull, some have weird names, and all are different colours ...but they all have to learn to live in the same box.”

*Author Unknown*

## About this lesson

The given activities will enable students to examine the meaning and examples of stereotypes, prejudice and discrimination. Students will begin to understand how these factors impact human interactions and that discrimination based on any difference is wrong.

## Learning Questions

- What does exclusion means?
- What is discrimination, stereotype and prejudice?
- What are the conventions signed by Maldives

## Personal Objectives

- I can state what is exclusion / discrimination.
- I accept differences in others.
- I can relate the feelings of disabled students.
- I know ways in which I can help others.

## Your Tasks!

Each member of the club is obliged to complete at least 3 tasks from the list below.

1- Write your own examples for stereotype, prejudice and discrimination after reading the given example and definition.

- Third graders are all babies. (Stereotype)
- We don't like the third graders. (Prejudice)
- Let's not let the third graders play with us. (Discrimination)

a. A stereotype is an oversimplified generalization about an entire group of people without regard for individual differences.

b. Prejudice is pre-judging, making a decision about a person or group of people without sufficient knowledge. Prejudicial thinking is based on stereotypes. Prejudice is an attitude.

c. Discrimination is the behavior that can follow prejudicial thinking. Discrimination is the denial of justice and fair treatment in many areas, including employment, housing and political rights.

(Source:<http://archive.adl.org/guide/middleschool.asp>)

2- List all the ways the people you read about, safely stood up against discrimination. What are some other ways you could safely stand up against discrimination? (Note: Emphasize peaceful strategies like such as telling an adult not to discriminate)

3- With a partner or in your group, create a poster that illustrates one of the ideas your class came up with, for standing up against discrimination (Can interview your classmates for information). Hang your posters around school to encourage schoolmates to take action against discrimination. ( Refer Annex: A-7)

### Respect

When we respect ourselves, we appreciate ourselves for who we are. We believe in our talents and strengths. We are also aware of our weaknesses and faults.

We learn more about ourselves by reflecting on our actions and decisions. In the process of reflecting, we ask ourselves questions that help us become more aware of our values and beliefs. In this way, we develop the commitment to make decisions that are morally sound. We build self-respect when our behavior is aligned with a sound value system.

When we interact positively with others, we build respect for other people regardless of race, religion, gender, age or status. In this way, we open doors to positive and meaningful relationships. We also have a deeper understanding of one another and build better communities.

When we reflect on our actions towards others, we become aware of the prejudices and stereotypes that prevent us from truly being respectful of others. We also want to sincerely help others understand our values and beliefs.

We extend our sense of respect beyond human relationships and also develop a keen appreciation for nature. Animals are very much a part of our lives and we harness their strengths for our needs. Animals feel pain too and we show respect for them when we treat them in a humane manner.

If we gain our self-esteem from being the best we can be, then a high self-esteem would be easy to come by. Unfortunately in today's world we compare ourselves to others; and if we don't measure up, we become failures in our own mind.

## How to enhance your self-esteem

The way we feel about ourselves has a huge effect on the way we treat ourselves and others, and on the kinds of choices we make. Here are some things you can do to protect, raise, or reinforce your self-esteem.

- Spend time with people who like you and care about you.
- Ignore (and stay away from) people who put you down or treat you badly.
- Do things that you enjoy or that make you feel good.
- Do things you are good at.
- Reward yourself for your successes.
- Develop your talents.
- Be your own best friend - treat yourself well and do things that are good for you.
- Make good choices for yourself, and don't let others make your choices for you.
- Take responsibility for yourself, your choices, and your actions.
- Always do what you believe is right.
- Be true to yourself and your values.
- Respect other people and treat them right.
- Set goals and work to achieve them



### History of human rights?

Human rights belong to everyone. They are the basic rights we all have simply because we are human, regardless of who we are, where we live or what we do. Human rights allow us to flourish, reach our potential and participate fully in society. Human rights cover many aspects of everyday life ranging from the rights to food, shelter, education and health to freedoms of thought, religion and expression.

### Where do human rights come from?

The ideas behind human rights have been present throughout history in many different societies and civilizations. However, the modern concept of human rights emerged in the twentieth century as a response to the events of the Second World War. States came together in 1948 at the United Nations to agree on the 'Universal Declaration of Human Rights'.

(UDHR) – the most famous, most translated, and probably most important, human rights document

### Can human rights ever be taken away or limited?

No one can have their human rights completely 'taken away' – even if they have not met their responsibilities or have compromised the rights of others. Some human rights are absolute, which means they can never be limited or restricted, in any circumstances – for example the right not to be tortured or treated in an inhuman or degrading way. However, the majorities of human rights are not absolute and can be limited or restricted in certain circumstances. For example, freedom of movement can be restricted in state emergencies or disaster situations. Social services may decide to remove a child from their home and place them in care if they have evidence that they are being abused by their parents,

thus restricting the right to a family life. The conditions under which human rights can be restricted or limited are set out in the relevant human rights laws.

If human rights cannot be taken away, then how come there are so many human rights abuses happening in the world?

The fact that we all have human rights does not mean that they are always respected. It is evident that human rights abuses and violations continue to occur in different parts of the world. In order to make human rights a reality in all people's lives, it is essential that people know what their rights are and know how to claim them. It is equally vital that those responsible for protecting and respecting people's rights are aware of their obligations and are held to account for human rights abuses. Therefore, states and people within them must know what their rights are, what responsibilities they hold, and how these can be maintained, protected and fulfilled.

## Table (time Line)

1200s

Magna Carta - rights of a specific group: feudal barons who hold privileges and power

1700s

American and French- a key human rights principle: equality

Constitutions - a specific group of rights: civil and political rights

1800s

Karl Marx- the rights of a specific group: workers

The Abolition of Slavery- African Americans

New Zealand - a specific right for a specific group: women's' right to vote

1900s

UDHR, CRC

Amnesty International- International developments for human rights

India, South Africa, Iran- Campaigning for human rights through non-violence

## UDHR Preamble – Simple Version

If everyone can recognize the essential dignity and worth of all human beings and if everyone can recognize that all human beings have some basic, equal rights, then this will lead to freedom, justice and peace in the world.

Disrespect for human rights has led to horrific acts that have outraged people across the world. We all want a world where people can enjoy freedom of speech and belief and freedom from fear and want.

If these rights are made law, then people will be protected from tyranny and oppression.

It is important that people understand these rights and freedoms as this will lead to a better, fairer standard of life for everyone. We have dedicated ourselves to promote universal respect for these rights.

We see the Universal Declaration of Human Rights as a common goal for all people and all nations. We hope that every individual and every organ of society will try by teaching and education to promote respect for these rights and freedoms. We hope that both individuals and governments will try their best to make sure that these rights are fully respected both in their own country and across the world

## Original UDHR Preamble

Whereas 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.

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people.

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law.

Where as it is essential to promote the development of friendly relations between nations.

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom.

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms.

Whereas, a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge.

Now, therefore the General Assembly proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

### UDHR - Right to Adequate Standard of Living

Everyone has the right to an adequate standard of living for the health and well-being of himself/herself and of his/her 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.

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. (UDHR Article 25)

The essential point is that everyone shall be able, without shame and without unreasonable obstacles, to be a full participant in ordinary, everyday interaction with other people. Thus, people should be able to enjoy their basic needs in conditions of dignity. No one should have to live in conditions whereby the only way to satisfy their needs is by degrading themselves or depriving themselves of their basic freedoms, such as through begging, prostitution or forced labour.

### Standards

According to Article 25(1) UDHR, 'everyone has the right to a standard of living adequate for the health and well-being of himself and his family'. This provision sets out some of the elements of this right: a) food; b) clothing; c) housing; d) medical care; and e) necessary social services.

Under Article 11 ICESCR, everyone has the right to 'an adequate standard of living for himself and his family'. The Committee on Economic, Social and Cultural Rights has issued several General Comments explaining the components of this right including the right to adequate housing (General Comments 4 and 7), the right to food (General Comment 12), the right to water

(General Comment 15) as well as the right to social security (General Comment 19). Through these General Comments, the Committee elaborates on which criteria are to be met to fulfill the rights to housing, food and water and provides the single most comprehensive interpretation of these rights under international law (a more detailed discussion of each of these rights follows below).

The right to an adequate standard of living is included in several other human rights treaties. Under Article 27 CRC, 'States Parties recognise the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development'. Under Article 14 CEDAW, 'States Parties shall take all appropriate measures to eliminate discrimination against women in rural areas [...] to ensure [...] the right [...] to enjoy adequate living conditions, particularly in relation to housing, sanitation, electricity and water supply, transport and communications [...]'. The CERD recognizes the right of everyone, without distinction as to race, colour, or national or ethnic origin, to enjoy, inter alia, the right to housing, and the right to social security and social services. Article 28 CRPD sets out the right to an adequate standard of living and social protection.

In addition, some instruments aimed at the protection of people under specific circumstances also contain provisions relating to an adequate standard of living. This is the case, for example, of the Convention Relating to the Status of Refugees and the Geneva Conventions.

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## 1. ELEMENTS OF THE RIGHT TO ADEQUATE FOOD

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The right of everyone to an adequate standard of living includes the right to adequate food. The right to food is accomplished when every man, woman and child, alone or in a community with others, has physical and economic access at all times to adequate food or the means for its procurement. The right to food has to be realized progressively. However, the state has a core obligation to take the necessary action to mitigate and alleviate hunger as provided for in Article 11(2) ICESCR, even in times of natural or other disasters. The right to food and the inherent dignity of the human person are inseparable and without food it is not possible to fulfill other rights.

According to General Comment 12, the core content of the right to adequate food includes the following elements:

**a) Availability of food:** In a quantity and quality sufficient to satisfy the dietary needs of individuals. Dietary needs implies that the diet as a whole contains a mix of nutrients for physical and mental growth, development and maintenance, and physical activity that are in compliance with human physiological needs at all stages throughout the life cycle and according to gender and occupation. Measures may therefore need to be taken to maintain, adapt or strengthen dietary diversity and appropriate consumption and feeding patterns, including breast-feeding, while ensuring that changes in availability and access to food supply at the very least do not negatively affect dietary composition and intake.

**b) Food safety:** Food should be free from adverse substances. States should establish a range of protective measures by both public and private means to prevent contamination of foodstuffs through adulteration and/or through bad environmental hygiene or inappropriate handling at different stages throughout the food chain; care must also be taken to identify and avoid or destroy naturally occurring toxins.

**c) Acceptability:** Food should be acceptable within a given culture. Cultural or consumer acceptability implies the need also to take into account, as far as possible, perceived non nutrient-based values attached to food and food consumption and informed consumer concerns regarding the nature of accessible food supplies.

**d) Availability:** This refers to the possibilities either for feeding oneself directly from productive land or other natural resources, or for well functioning distribution, processing and market systems that can move food from the site of production to where it is needed.

**e) Accessibility:** This encompasses both economic and physical accessibility.

**Economic accessibility:** implies that personal or household financial costs associated with the acquisition of food for an adequate diet should be at a level such that the attainment and satisfaction of other basic needs are not threatened or compromised. Economic accessibility applies to any acquisition pattern or entitlement through which people procure their food and is a measure of the extent to which it is satisfactory for the enjoyment of the right to adequate food. Socially vulnerable groups, such as landless persons and other particularly impoverished segments of the population may need attention through special programmes.

**Physical accessibility:** implies that adequate food must be accessible to everyone, including physically vulnerable individuals, such as infants and young children, elderly people, the physically disabled, the terminally ill and persons with persistent medical problems, including the mentally ill. Victims of natural disasters, people living in disaster-prone areas and other specially disadvantaged groups may need special attention and sometimes priority consideration with respect to accessibility of food. A particular vulnerability is that of many indigenous population groups whose access



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## 2. ELEMENTS OF THE RIGHT TO ADEQUATE HOUSING

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The right to housing means more than just a roof over one's head. It should be seen as the right to live somewhere in security, peace, and dignity. The requirements for adequate housing have been defined in General Comments 4 and 7 of the Committee on Economic, Social and Cultural Rights. According to the Committee the core content of the right to adequate housing includes the following elements:

**a) Security of tenure:** Security of tenure is the cornerstone of the right to adequate housing. Secure tenure protects people against arbitrary eviction, harassment and other threats. Most informal settlements and communities lack legal security of tenure, and millions of people currently live in homes without adequate secure tenure protection. Security of tenure is a key issue for all dwellers, particularly women. Women who are particularly vulnerable include those experiencing domestic violence and have to flee their homes and women who do not have title to their homes or lands and can therefore be easily removed, especially upon marriage dissolution or death of a spouse.

**b) Affordability:** The principle of affordability stipulates simply that the amount a person or family pays for their housing must not be so high that it threatens or compromises the attainment and satisfaction of other basic needs. Affordability is an acute problem throughout the world and a major reason why so many people do not have formal housing, and are forced as a result to live in informal settlements. In affluent countries, individuals and families living in poverty find it increasingly difficult to find affordable adequate housing. In many developed countries, when rental housing is unaffordable, tenants' security of tenure is threatened as they can often be legally evicted for non-payment of rent.

**c) Habitability:** For housing to be considered adequate, it must be habitable. Inhabitants must be ensured adequate space and protection against the cold, damp, heat, rain, wind or other threats to health, or structural hazards.

**d) Accessibility:** Housing must be accessible to everyone. Disadvantaged groups such as the elderly, the physically and mentally disabled, HIV-positive individuals, victims of natural disasters, children and other groups should be ensured some degree of priority in housing.

**e) Location:** For housing to be adequate it must be situated so as to allow access to employment, health care services, schools, childcare centres and other social facilities. It must not be located in polluted areas. When communities are evicted from their homes they are often relocated to remote areas lacking facilities, or to polluted areas, near garbage dumps or other sources of pollution.

**f) Cultural adequacy:** The right to adequate housing includes the right to reside in housing that is considered culturally adequate. This means that housing programmes and policies must take fully into account the cultural attributes of housing, which allow for the expression of cultural identity and recognise the cultural diversity of the world's population.

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### 3. ELEMENTS OF THE RIGHT TO ADEQUATE CLOTHING

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The right to adequate clothing is more than a physical necessity. It has cultural and religious elements as clothing is often a visible expression of a person's culture, customs, religion, belief or political opinion (see III§2). Because of the variations in cultural clothing needs and wants, the right to adequate clothing is probably the least elaborated of all the components of an adequate standard of living. The Committee on Economic, Social and Cultural Rights has addressed the right to adequate clothing in several General Comments and in its Concluding Observations on state reports. The Committee has articulated the issue of adequate and appropriate clothing for elderly persons (General Comment 6), the importance of adequate clothing for disabled persons with special clothing needs to enable them to function fully and effectively in society (General Comment 5), and in relation to the right to the highest attainable standard of health, the Committee has recommended that states ensure adequate protective clothing to minimise the risk of occupational accidents

(General Comment 14). In its Concluding Recommendations to states the Committee has, inter alia, addressed issues such as the access to sufficient clothing and adequate clothing as part of adequate means of subsistence. The Committee on the Rights of the Child has also made recommendations to several states regarding inadequate clothing of street children and children belonging to other marginalised groups, such as indigenous peoples.

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## THE RIGHT TO WATER AND SANITATION

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The content of the right and the obligations of states were extensively defined by the Committee. This included the right of everyone to sufficient, safe, accessible and affordable water for personal and domestic uses and the corresponding duties of states, within their maximum available resources, to respect, protect and progressively fulfil that right without discrimination for residents in their own jurisdiction and, through international assistance and co-operation, for people everywhere. As far as possible, according to the Committee, remedies are to be provided for violations and an examination of case-law shows that Courts and other bodies can make the right justiciable. (See Malcolm Langford, Ashfaq Khalfan, Carolina Fairstein and Hayley Jones, *Legal Resources for the Right to Water: International and National Standards*, Centre on Housing Rights & Eviction, 2004).

## Annex A- 4

Exploring Human Rights Issues

Learning from real life stories (Case Studies)

### Story 1 Ali's Bad Morning

It was Monday morning and Ali didn't want to get up and go to school. The bed was warm and comfortable and it was cold outside. Also, he knew he hadn't finished all his homework and it had to be handed in that day. He opened his eyes slowly and noticed his cat, lying on the floor chewing his brand new sneaker.

"Get out of here!" he yelled angrily, leaping out of bed. The cat ran off and hid in a corner.

Since he was now up he slowly dressed, brushed his teeth, and went downstairs. He was doubly angry because one of his new sneakers was ruined, plus he had to go to school today. "Why couldn't it still be the weekend?" he thought.

Ali ate breakfast, got his book bag, and went to the bus stop. The kids were playing kickball. As he bent over to put his bag down, the ball flew over and popped him in the head. "Ouch!" he yelled, "Who did that?" It was Shawin who guiltily shouted out, "I didn't mean it, really," as the other kids laughed. Ali exploded.

"Oh yes you did, you dummy. See if you like the way it feels!" And with that, he lifted the ball and threw it back at Shawin, hitting him in the stomach.

Shawin yelled out, "Hey, that's not fair. The ball hit you by accident, but you did that on purpose. You're mean."

This time Shawin threw the ball hard at Ali's leg. Ali ran over to Shawin and gave him a shove. If other friends hadn't intervened, it could have turned into a full-on fight with one of them getting hurt.

- ▶ What do you think explains Ali's reaction to being hit with the ball?
- ▶ Could Ali have reacted in a different way?
- ▶ How could the situation have been avoided?
- ▶ What should Ali do later that day when he has calmed down?

## Story 2 Loner or outcast

- ▶ George is an 8th grade student at your school. You like him as he is always friendly and says 'hi'. This friendliness makes him very popular with almost everyone and he is considered to have good leadership skills.
- ▶ However, you have realized that George seems to have problems with one of his class mates, Siffan. Siffan is from Jordan and his father has brought his family to your city while he fulfills a temporary job.
- ▶ Siffan is always alone and he doesn't seem to like studying with the other class mates.
- ▶ George seems to think Siffan doesn't want to make school friends and that he considers himself better than others in his class.
- ▶ It is true Siffan has been very mean to George several times, which has also led him to make negative comments about Siffan, often relating to his skin colour and cultural behaviour.
- ▶ There are not many kids from Arab countries in your school and some kids make fun of all of them. Of course, this has also happened to Siffan many times.
- ▶ Last week, Siffan's father had to go to Amman, Jordan, for a business meeting. While there, he was killed by a bomb in one of the hotels. This situation is now known throughout the school and teachers have given their condolences to Siffan and his family.
- ▶ Siffan has returned to school but none of his classmates have spoken to him. Since he seems to have no friends at school, he is alone with his grief.
  
- ▶ How do you think Siffan feels?
- ▶ How do you feel about Siffan's situation?
- ▶ What do you think George should do?
- ▶ What would you do if you were George?
- ▶ What is George's role as a classmate of Siffan's and as a leader in the school?
- ▶ Do you think Siffan needs to talk to someone?
- ▶ What do you think Siffan would have done if he was in George's shoes?
- ▶ What do you think the teachers and school should do to help Siffan?

## Story 3 Maria's Story

Maria, now aged 16 years has a violent stepfather. Before he hit Maria she had heard him hitting her mother. When she was eight years old, he asked her what time it was and she made the error of getting it wrong.

Maria said: "He hit me so hard that I fell down and hit my head on the sofa. He then began to kick me. I was so scared that I wet myself."

The violence continued, but Maria did not feel she could tell anyone. "I did not want to talk to anyone at school or tell my mother, because she had so many other problems to worry about. I was so scared of telling anyone what was happening to me, just in case it got back to my stepfather and he took it out on me and my mother."

The violence affected all aspects of Maria's life and her schooling began to suffer.

"I missed out on three years of education because I was worried about leaving my mum alone with him. It also affected my self-esteem and I allowed the other kids at school to bully me and walk all over me. I did not want to talk to anyone at school or tell my mother, because she had so many other problems to worry about."

Eventually the school became concerned and when Maria reached grade 9, aged 13,

They arranged for a counselor. At first Maria felt she could not really talk to her Counselor, but eventually opened up to her.

"I did not trust her at first, but after a year, I told her everything that was happening to me.

"She became more like a best friend and felt I could tell her everything and no-one else found out the things I was telling her."

But although she was still seeing her counselor, Maria took an overdose of drugs and was hospitalized for a week. She said: "I had given up on life and felt there was no reason to go on."

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Maria was referred to another counselor, and also received treatment from a psychiatrist and doctor to aid her recovery.

Maria said: “The counselling and support from the psychiatrist and doctor really helped me.

Also, reading books and magazines I realised that I was not the only one going through this problem. The thought that I was not alone in dealing with this was a great source of comfort.”

- ▶ What would you have done in Maria’s situation?
- ▶ How do you think her life will be affected by what has happened to her?
- ▶ How can children be protected from violence in the home?
- ▶ What is the legal situation in your country for children living in violent environments, including their home?
- ▶ How and by whom should children be protected from violence in the home?
- ▶ Do you have friends in your class who suffer from violence and abuse at home?
- ▶ What can you do to help them and how can you provide peer support?
- ▶ Do you think girls are more exposed than boys to violence? Why?
- ▶ Do you have cases of bullying at school? How can you stop this?

*Source (Learning to live together; an intercultural and inter faith program for ethics Education)*

## Human Rights Principles (Information)

Human rights are universal and inalienable, indivisible, interdependent and interrelated. They are universal because everyone is born with and possesses the same rights, regardless of where they live, their gender or race, or their religious, cultural or ethnic background; inalienable because people's rights can never be taken away. Indivisible and interdependent because all rights – political, civil, social, cultural and economic – are equal in importance and none can be fully enjoyed without the others. They apply to all equally, and all have the right to participate in decisions that affect their lives. They are upheld by the rule of law and strengthened through legitimate claims for duty-bearers to be accountable to international standards.

**Universality and Inalienability:** Human rights are universal and inalienable. All people everywhere in the world are entitled to them. The universality of human rights is encompassed in the words of Article 1 of the Universal Declaration of Human Rights: “All human beings are born free and equal in dignity and rights.”

**Indivisibility:** Human rights are indivisible. Whether they relate to civil, cultural, economic, political or social issues, human rights are inherent to the dignity of every human person. Consequently, all human rights have equal status, and cannot be positioned in a hierarchical order. Denial of one right invariably impedes enjoyment of other rights. Thus, the right of everyone to an adequate standard of living cannot be compromised at the expense of other rights, such as the right to health or the right to education.

**Interdependence and Interrelatedness:** Human rights are interdependent and interrelated. Each one contributes to the realization of a person's human dignity through the satisfaction of his or her developmental, physical, psychological and spiritual needs. The fulfillment of one right often depends, wholly or in part, upon the fulfillment of others. For instance, fulfillment of the right to health may depend, in certain circumstances, on fulfillment of the right to development, to education or to information.



**Equality and Non-discrimination:** All individuals are equal as human beings and by virtue of the inherent dignity of each human person. No one, therefore, should suffer discrimination on the basis of race, colour, ethnicity, gender, age, language, sexual orientation, religion, political or other opinion, national, social or geographical origin, disability, property, birth or other status as established by human rights standards.

**Participation and Inclusion:** All people have the right to participate in and access information relating to the decision-making processes that affect their lives and well-being. Rights-based approaches require a high degree of participation by communities, civil society, minorities, women, young people, indigenous peoples and other identified groups.

**Accountability and Rule of Law:** States and other duty-bearers are answerable for the observance of human rights. In this regard, they have to comply with the legal norms and standards enshrined in international human rights instruments. Where they fail to do so, aggrieved rights-holders are entitled to institute proceedings for appropriate redress before a competent court or other adjudicator in accordance with the rules and procedures provided by law. Individuals, the media, civil society and the international community play important roles in holding governments accountable for their obligation to uphold human rights.

*<http://www.unfpa.org/rights/principles.htm>*

## Annex A-5

### Convention on the rights of child (CRC)

The convention on the rights of child (CRC) has brought a lot of changes in the field of the protection of the rights of children.

It is the most widely ratified human rights instrument in the world.

The convention promotes the "3p's". Firstly, it promotes the participation - according to their age condition and maturity - of children in matters that affect their destiny, such as judicial processes or processes of adoption, with regard to their families and to society as a whole. It also states rights for their protection against all forms of abuses, violence and practices that can violate their rights. Finally, similar to any other convention, it provides for rights which are meant as safeguards against potential violations.

It considers the children as subject of law instead of object of law. A vast majority of adults had been educated to perceive children as objects that have to obey adults unconditionally - teachers, religious scholars, parents, doctors, etc. Instead, the convention promotes the idea of children as people with rights that have to be respected by adults, society and all the institutions that deal with children's affairs. Children are entitled to be respected and treated with dignity simply because they are human, whatever their age.

The best interests of the child should guide all decisions taken - judicial, administrative, etc. - involving a child. It is a hard concept to define and there is a lot of controversy about its exact meaning. In practice, it implies that if, for example, a judge has to decide who will have the custody of a child, they have to examine several aspects of the child's life and the adults concerned. In all cases, the best interests of the child are more important than the best interests of the adults concerned.

The content of the CRC refers to a wide range of fields - administrative, judicial, educational, legal, etc., where the rights of children have to be respected. For example, a child that has not been properly registered at birth does not exist in the eyes of the law. Thus they do not exist for the school authorities that refuse to accept them as a student and, as a result, they cannot attend school. This is a common problem affecting thousands of children in many countries. The refusal of the school authorities to accept the child as a student because they "do not exist administratively and legally" clearly violates the child's right to education

## Simplified Version of the Convention on the Rights of the Child

The aim of the Convention is to set standards for the defense of children against the neglect and abuse they face to varying degrees in all countries every day. It is careful to allow for the different cultural, political and material realities among states. The most important consideration is the best interest of the child. The rights set out in the Convention can be broadly grouped in three sections:

**Provision:** the right to possess receives or has access to certain things or services (e.g. a name and a nationality, health care, education, rest and play and care for disabled and orphans).

**Protection:** the right to be shielded from harmful acts and practices (e.g. separation from parents, engagement in warfare, commercial or sexual exploitation and physical and mental abuse).

**Participation:** The child's right to be heard on decisions affecting his or her life. As abilities progress, the child should have increasing opportunities to take part in the activities of society, as a preparation for adult life (e.g. freedom of speech and opinion, culture, religion and language).

## Preamble

### **Article 1: Definition of the child**

Every human being below 18 years unless majority is attained earlier according to the law applicable to the child.

### **Article 2: Non discrimination**

All rights must be granted to each child without exception. The State must protect the child without exception. The State must protect the child against all forms of discriminations.

### **Article 3: Best interests of the child**

In all actions concerning children, the best interest of the child shall be the major consideration.

### **Article 4: Implementation of rights**

The obligation on the State to ensure that the rights in the Convention are implemented.

### **Article 5: Parents, family, community rights and responsibilities**

States are to respect the parents and family in their child rearing function.

### **Article 6: Life, survival and development**

The right of the child to life and the state's obligation to ensure the child's survival and development.

### **Article 7: Name and nationality**

The right from birth to a name, to acquire a nationality and to know and be cared for by his or her parents.

### **Article 8: Preservation of identity**

The obligation of the State to assist the child in reestablishing identity if this has been illegally withdrawn.

### **Article 9: Non-separation from parents**

The right of the child to retain contact with his parents in cases of separation. If separation is the result of detention, imprisonment or death the State shall provide the information to the child or parents about the whereabouts of the missing family member.

### **Article 10: Family reunification**

Requests to leave or enter country for family reunification shall be dealt with in a human manner. A child has the right to maintain regular contacts with both parents when these live in different States.

### **Article 11: Illicit transfer and non-return of children**

The State shall combat child kidnapping by a partner or third party.

### **Article 12: Expression of opinion**

The right of the child to express his or her opinion and to have this taken into consideration.

### **Article 13: Freedom of expression and information**

The right to seek, receive and impart information in various forms, including art, print, writing.

### **Article 14: Freedom of thought, conscience and religion**

States are to be respecting the rights and duties of parents to provide direction to the child in the exercise of this right in accordance with the child's evolving capacities.

### **Article 15: Freedom of association**

The child's right to freedom of association and peaceful assembly.

### **Article 16: Privacy, honour, reputation**

No child shall be subjected to interference with privacy, family, home or correspondence.

### **Article 17: Access to information and media**

The child shall have access to information from a diversity of sources; due attention shall be paid to minorities and guidelines to protect children from harmful material shall be encouraged.

### **Article 18: Parental responsibility**

Both parents have common responsibilities for the upbringing of the child and assistance shall be given to them in the performance of the parental responsibilities.

### **Article 19: Abuse and neglect (while in family or care)**

States have the obligation to protect children from all forms of abuse. Social programmes and support services shall be made available.

### **Article 20: Alternative care for children in the absence of parents**

The entitlement of the child to alternative care with national laws and the obligation on the State to pay due regard to continuity in the child's religious, cultural, linguistic or ethnic background in the provision of alternative care.

### **Article 21: Adoption**

States are to ensure that only authorized bodies carry out adoption. Inter-country adoption may be considered if national solutions have been exhausted.

### **Article 22: Refugee children**

Special protection is to be given to refugee children.

States shall cooperate with international agencies to this end and also to reunite children separated from the families.

### **Article 23: Disabled children**

The right to benefit from special care and education for a fuller life in society.

### **Article 24: Health care**

Access to preventive and curative health care services as well as the gradual abolition of traditional practices harmful to the child.

### **Article 25: Periodic review**

The child who is placed for care, protection or treatment has the right to have the placement reviewed on a regular basis.

### **Article 26: Social security**

The child's right to social security

### **Article 27: Standard of living**

Parental responsibility to provide adequate living conditions for the child's development even when one of the parents is living in a country other than the child's place of residence.

### **Article 28: Education**

The right to free primary education, the availability of vocational educating, and the need for measures to reduce the drop-out rates.

### **Article 29: Aims of education**

Education should foster the development of the child's personality and talents, 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.

### **Article 30: Children of minorities and indigenous children**

The right of the child belonging to a minority or indigenous group to enjoy his or her culture, to practice his or her own language.

### **Article 31: Play and recreation**

The right of the child to play, recreational activities and to participate in cultural and artistic life.

### **Article 32: Economic exploitation**

The right of the child to protection against harmful forms of work and against exploitation.

### **Article 33: Narcotic and psychotic substances**

Protection of the child from their illicit use and the utilisation of the child in their production and distribution.

### **Article 34: Sexual exploitation**

Protection of the child from sexual exploitation including prostitution and the use of children in pornographic materials.

### **Article 35: Abduction, sale and traffic**

State obligation to prevent the abduction, sale of or traffic in children.

### **Article 36: Other forms of exploitation**

### **Article 37: Torture, capital punishment, deprivation of liberty**

Obligation of the State vis-a-vis children in detention.

### **Article 38: Armed conflicts**

Children under 15 years are not to take a direct part in hostilities. No recruitment of children under 15.

### **Article 39: Recovery and reintegration**

State obligations for the reeducation and social reintegration of child victims of exploitation, torture or armed conflicts.

### **Article 40: Juvenile justice**

Treatment of child accused of infringing the penal law shall promote the child's sense of dignity.

### **Article 41: Rights of the child in other instruments**

### **Article 42: Dissemination of the Convention**

The state's duty to make the convention known to adults and children.



### **Article 43-54: Implementation**

These paragraphs provide for a Committee on the Rights of the Child to oversee implementation of the Convention.

The titles of articles are for ease of reference only. They do not form part of the adopted text. (UNICEF - UK)

*Source: Resource Centre: First Steps: A manual for starting human rights education*

## Annex: A -6

### Conventions

Matters of international concerns are addressed and regulated among member parties through what are called, treaties and convention or covenant.

A treaty, convention or a covenant is an international legal instrument.

Convention is the most commonly used term for international laws.

Conventions are binding laws signed and ratified by countries committing to act to prevent impending problems concerning the given issue.

Ratification of a convention is a serious, legally binding process undertaken by a government on behalf of a state. Every convention contains articles that establish procedures for monitoring and reporting how ratifying governments are complying with the convention. When a government ratifies a convention, it accepts the procedures it defines, which may include these commitments:

- To uphold the convention, respecting, promoting, and providing for the rights it establishes. , and not to take any action the treaty prohibits.
- To change any law in the country that contradicts or does not meet the standards set by the convention.
- To be monitored by a designated authority to see that it is, in fact, keeping its commitments.
- To report at regular intervals on its progress in making these human rights real in the lives of its citizens.

Once a country ratifies a convention, its citizens have a powerful advocacy tool. They can hold their government accountable if it fails to respect the human rights to which it has committed itself. For this reason citizens need to know which human rights conventions their country has promised to uphold. For

example, the Convention on the Rights of the Child (CRC) establishes very specific standards for the humane treatment of children who are detained by police. If cases of mistreatment arise, such as children being imprisoned together with adults, child advocates can demand that the government meet the standards to which it is legally committed.

When additional parts are added to an initial convention it is called an optional protocol. They are to be signed and ratified like initial convention to make them binding.

*Source: Adapted from Compasito*

Among the nine core conventions, Maldives has signed 8 conventions.

No	Committee	Name	Convention Date	Signed/Ratified
1	CERD	International Convention on the Elimination of all forms of Racial Discrimination	7 March 1966	24 April 1984 a
2	CESCR	International Covenant on Economic, Social and Cultural Rights	16 Dec 1966	19 Sep 2006 a
3	HRC	International Covenant on Civil and Political Rights	16 Dec 1966	19 Sep 2006 a
4	CEDAW	Convention on Elimination of All forms of Discrimination against Women	18 Dec 1966	1 July 1993 a
5	CAT	Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment	10 Dec 1984	20 April 2004 a
6	CRC	Convention on the Rights of the Child	20 Nov 1989	11 Feb 1991
7	CMW	International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families	18 Dec 1990	NOT YET
8	CRPD	Convention on the Rights of Persons with Disabilities	13 Dec 2006	5 April 2010 (r)
9	CED	International Convention for the Protection of All Persons from Enforced Disappearance	20 Dec 2006	6 Feb 2007 (Signed)

## Optional Protocols

No	Committee	Name	Convention Date	Signed/Ratified
1	ICCPR-OP	Optional Protocol to the International Covenant on Civil and Political Rights	16 Dec 1966	19 Sep 2006 a
2	ICCPR-OP2	Second Optional Protocol to the International Covenant on Civil and Political Rights, aiming at the abolition of death penalty	15 Dec 1989	NOT YET
3	CEDAW -OP	Optional Protocol to the International Covenant on the Elimination of All Forms of Discrimination against Women	6 Oct 1999	13 March 2006 a
4	CRC- OPAC	Optional Protocol to the Convention on the Rights of the Child on the insolvent in armed conflict	25 May 2000	29 Dec 2004 (r)
5	CRC- OPSC	Optional Protocol on the Convention of the Child on the sale of children, child prostitution and child pornography	25 May 2000	10 May 2002 (r)
6	OPCAT	Optional Protocol to the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment	18 Dec 2002	15 Feb 2006 (r)
7	CRPD- OP	Optional Protocol to the convention on the Rights of Persons with Disabilities	13 Dec 2006	NOT YET

## Hand Out 1

### Convention on the Elimination of Discrimination Against Women (CEDAW)

Excerpt from the Vienna Declaration and Programme of Action, part I, para. 18:

"The human rights of women and of the girl-child are an inalienable, integral and indivisible part of universal human rights. The full and equal participation of women in political, civil, economic, social and cultural life, at the national, regional and international levels, and the eradication of all forms of discrimination on grounds of sex are priority objectives of the international community."

Excerpts from Discrimination against Women: The Convention and the Committee, Fact Sheet #22, UN Centre for Human Rights:

"Equality is the cornerstone of every democratic society which aspires to social justice and human rights. In virtually all societies and spheres of activity women are subject to inequalities in law and in fact. This situation is both caused and exacerbated by the existence of discrimination in the family, in the community and in the workplace. While causes and consequences may vary from country to country, discrimination against women is widespread. It is perpetuated by the survival of stereotypes and of traditional cultural and religious practices and beliefs detrimental to women...

"The concept of equality means much more than treating all persons in the same way. True equality can only emerge from efforts directed towards addressing and correcting situational imbalances. It is this broader view of equality which has become the underlying principle and the final goal in the struggle for recognition and acceptance of the human rights of women...

"The Convention on the Elimination of Discrimination Against Women sets out, in legally binding form, internationally accepted principles on the rights of women which are applicable to all women.... The basic legal norm of the Convention is the prohibition of all forms of discrimination against women. This norm cannot be satisfied merely by the enactment of gender-neutral laws. In addition to demanding that women be accorded equal rights with men, the

Convention goes further by prescribing the measures to be taken to ensure that women everywhere are able to enjoy the rights to which they are entitled. The Convention was adopted by the General Assembly in 1979 to reinforce the provisions of existing international instruments designed to combat the continuing discrimination against women. It identifies many specific areas where there has been notorious discrimination against women, for example in regard to political rights, marriage and the family, and employment. In these and other areas the Convention spells out specific goals and measures that are to be taken to facilitate the creation of a global society in which women enjoy full equality with men and thus full realization of their guaranteed human rights."

CEDAW

Unofficial Summary

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### **Article 1**

Definition of discrimination against women: any distinction, exclusion, or restriction, made on the basis of sex, with the purpose or effect of impairing the enjoyment by women of political, economic, social, cultural, or civil human rights on equal footing with men.

### **Article 2**

States Parties condemn discrimination against women and undertake to pursue a policy of eliminating it in all its forms. States Parties undertake to: include the principles of equality of men and women in national constitutions; adopt legislation prohibiting all discrimination against women; ensure legal protection and effective remedy against discrimination; refrain from any act of discrimination against women and ensure that no public authorities or institutions engage in discrimination; take measures to eliminate discrimination against women by any person, organization or enterprise; take measures to modify or abolish existing laws, customs and practices which constitute discrimination against women.

### **Article 3**

States Parties shall take all appropriate measures, especially in the political, social, economic and cultural fields, to ensure the full development and advancement of women, for the purpose of guaranteeing them enjoyment of human rights on equal footing with men.

### **Article 4**

Affirmative action measures shall not be considered discrimination. Special measures protecting pregnancy shall not be considered discriminatory.



### **Article 5**

States Parties shall take all appropriate measures: to modify social and cultural patterns of conduct of men and women which are based on ideas of inferiority or superiority or on stereotyped roles for men and women; to ensure that family education includes the recognition of the common responsibility of men and women in raising children.

### **Article 6**

States Parties shall take all appropriate measures to suppress traffic in women and exploitation of prostitution.

### **Article 7**

States Parties shall take all appropriate measures to eliminate discrimination against women in political and public life and shall ensure equal rights to vote and be eligible for election; to participate in forming government policy and to hold public office; to participate in NGOs.

### **Article 8**

States Parties shall take all appropriate measures to ensure a woman's equal right to represent her government at the international level and participate in the work of international organizations.

### **Article 9**

States Parties shall grant women equal rights to a nationality. Neither marriage nor change of nationality by the husband during marriage shall automatically change the nationality of the wife. Women shall have equal rights with men with respect to their children's nationality.

### **Article 10**

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

### **Article 11**

States Parties shall take all appropriate measures to eliminate discrimination against women in employment and shall ensure, on the basis of equality of men and women, the same rights to work, to the same employment opportunities, to free choice of employment, to promotion, benefits, vocational training, equal remuneration, equal treatment in respect of work of equal value, the right to social security, unemployment, protection of health. States Parties shall prohibit dismissal on the grounds of pregnancy and discrimination in dismissals on the basis of marital status. States Parties shall take measures to introduce maternity leave with pay or social benefits.

### **Article 12**

States Parties shall take all appropriate measures to eliminate discrimination against women in the field of health care and shall ensure women equal access to health care services and appropriate services in connection with pregnancy.

### **Article 13**

States Parties shall take all appropriate measures to eliminate discrimination against women in other areas of economic and social life and shall ensure the same rights to family benefits, to bank loans, mortgages and other forms of credit.

#### **Article 14**

States Parties shall take into account the special problems of rural women and the significant roles they play in the economic survival of their families and shall ensure to them all rights in this convention. States Parties shall ensure equal rights of men and women to participate in and benefit from rural development, and shall ensure to rural women the rights to: participate in development planning; have access to adequate health care facilities and family planning; benefit from social security programs; receive training and education; have access to agricultural credit and loans, marketing, and appropriate technology; receive equal treatment in land reform; and have adequate living conditions, particularly in relation to housing, sanitation, electricity and water supply, transport and communications.

#### **Article 15**

Women shall have equality with men before the law. Women and men shall have the same rights regarding movement of persons and freedom to choose residence.

#### **Article 16**

States Parties shall take all appropriate measures to eliminate discrimination against women in all matters relating to marriage and family relations and shall ensure equal rights to enter marriage, to choose a spouse, to enter marriage only with full consent, the same rights and responsibilities within marriage and in divorce, the same rights and responsibilities as parents, the same rights to decide on the number and spacing of children, the same rights with regard to ownership of property. A minimum age shall be set for marriage.

## Handout 2

### Convention on the Elimination of All Forms of Racial Discrimination (CERD)

Excerpts from The Committee on the Elimination of Racial Discrimination, Fact Sheet #12, UN Centre for Human Rights:

“The International Convention on the Elimination of All Forms of Racial Discrimination (CERD) is a legal instrument building upon the 1963 Declaration on the Elimination of All Forms of Racial Discrimination.

The Declaration makes four principal points:

- Any doctrine of racial differentiation or superiority is scientifically false, morally condemnable, socially unjust and dangerous and has no justification in theory or practice;
- Racial discrimination -- and more so, government policies based on racial superiority or hatred -- violate fundamental human rights, endanger friendly relations among peoples, co-operation among nations, and international peace and security;
- Racial discrimination harms not only those who are its objects but also those who practice it;
- A world society free of racial segregation and discrimination, factors which create hatred and division, is a fundamental aim of the United Nations.
- Under the Convention, States parties are pledged:
- To engage in no act or practice of racial discrimination against individuals, groups of persons or institutions, and to ensure that public authorities and institutions do likewise;
- Not to sponsor, defend or support racial discrimination by persons or organizations;
- To review government, national and local policies and to amend or repeal laws and regulations which create or perpetuate racial discrimination;
- To prohibit and put a stop to racial discrimination by persons, groups and organizations; and
- To encourage integrationist or multiracial organizations and movements and other means of eliminating barriers between races, as well as to discourage anything which tends to strengthen racial division.”

### **Article 1**

Definition of racial discrimination: any distinction, exclusion, restriction, or preference based on race, colour, descent or national or ethnic origin with the purpose or effect of impairing the enjoyment on equal footing of human rights. Affirmative action policies or measures are not to be deemed racial discrimination.

### **Article 2**

States Parties condemn racial discrimination and undertake to pursue a policy of eliminating it in all its forms. States Parties shall engage in no act of racial discrimination and shall act to ensure that no public authorities and institutions engage in discrimination. States Parties pledge not to sponsor, defend or support racial discrimination by any persons or organizations. States Parties shall review government, national and local policies and amend or repeal laws and regulations which create or perpetuate racial discrimination. States Parties shall prohibit and bring to an end racial discrimination by any persons, group or organization. States Parties shall take affirmative action measures as needed to ensure the development and protection of individuals belonging to certain racial groups for the purpose of guaranteeing them the full and equal enjoyment of human rights.

### **Article 3**

States Parties condemn apartheid and undertake to prevent, prohibit and eradicate all such practices in their territories.

### **Article 4**

States Parties condemn all propaganda and all organizations based on ideas of racial superiority. States Parties undertake to act to eradicate all incitement to discrimination and shall prohibit dissemination of ideas based on racial superiority and acts of violence or incitement to violence against any race.

### **Article 5**

States Parties undertake to prohibit and to eliminate racial discrimination and to guarantee to everyone without distinction equality before the law, especially in the enjoyment of the rights to justice; security of person; political rights, including the right to vote and to stand for election, to take part in government and public affairs, and to have equal access to public service; the right to freedom of movement and residence; the right to leave any country, including one's own, and to return to one's country; the right to nationality; the right to marriage and choice of spouse; the right to own property; the right to inherit; the right to freedom of thought, conscience and religion; the right to freedom of opinion and expression; the right to peaceful assembly and association; economic, social and cultural rights, in particular: the rights to work, to free choice of employment, to equal pay for equal work, to just and favourable remuneration; the right to form and join trade unions; the right to housing; the right to public health, medical care, social security and social services; the right to education and training; the right to equal participation in cultural activities; the right of access to any place or service intended for use by the general public.

### **Article 6**

States Parties shall assure to everyone within their jurisdiction effective protection and remedies against acts of racial discrimination.

### **Article 7**

States Parties undertake to adopt measures in education, teaching, etc. to combat prejudices which lead to racial discrimination.

### Handout 3 The Convention on the Rights of the Child (CRC)

Excerpts from The Rights of the Child, Fact Sheet #10, UN Centre for Human Rights:

"The Convention on the Rights of the Child is the most complete statement of children's rights ever made and is the first to give these rights the force of international law.

"The Convention has the same meaning for peoples in all parts of the world. This was made possible in long negotiations, where representatives of countries with different social and economic systems and various cultural, ethical and religious approaches to life worked with non-governmental organizations and United Nations agencies to fashion a set of common values and aims, valid everywhere.

"Encompassing the whole range of human rights -- civil, political, economic, social and cultural -- the Convention recognizes that the enjoyment of one right cannot be separated from the enjoyment of others. It demonstrates that the freedom a child needs to develop his or her intellectual, moral and spiritual capacities calls for a healthy and safe environment, access to medical care, and minimum standards of food, clothing and shelter.

"Each new generation offers humanity another chance. If we provide for the survival and development of children everywhere, protect them from harm and exploitation and enable them to participate in decisions directly affecting their lives, we will surely build the foundation of the just society we all want and that children deserve."

### **Article 1**

#### Definition of a child

A child is recognized as a person under 18, unless national laws recognize the age of majority earlier.

### **Article 2**

#### Non-discrimination

All rights apply to all children without exception. It is the State's obligation to protect children from any form of discrimination and to take positive action to promote their rights.

### **Article 3**

#### Best interests of the child

All actions concerning the child shall take full account of his or her best interests. The State shall provide the child with adequate care when parents, or others charged with that responsibility, fail to do so.

### **Article 4**

#### Implementation of rights

The State must do all it can to implement the rights contained in the Convention.

### **Article 5**

#### Parental guidance and the child's evolving capacities

The State must respect the rights and responsibilities of parents and the extended family to provide guidance for the child which is appropriate to her or his evolving capacities.



## **Article 6**

### Survival and development

Every child has the inherent right to life, and the State has an obligation to ensure the child's survival and development.

## **Article 7**

### Name and nationality

The child has the right to a name at birth. The child also has the right to acquire a nationality and, as far as possible, to know his or her parents and be cared for by them.

## **Article 8**

### Preservation of identity

The State has an obligation to protect, and if necessary, re establish basic aspects of the child's identity. This includes name, nationality and family ties.

## **Article 9**

### Separation from parents

The child has a right to live with his or her parents unless this is deemed to be incompatible with the child's best interests. The child also has the right to maintain contact with both parents if separated from one or both.

## **Article 10**

### Family reunification

Children and their parents have the right to leave any country and to enter their own for purposes of reunion or the maintenance of the child-parent relationship.

## **Article 11**

### Illicit transfer and non-return

The State has an obligation to prevent and remedy the kidnapping or retention of children abroad by a parent or third party.

## **Article 12**

### The child's opinion

The child has the right to express his or her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child.

## **Article 13**

### Freedom of expression

The child has the right to express his or her views, obtain information, make ideas or information known, regardless of frontiers.

## **Article 14**

### Freedom of thought, conscience and religion

The State shall respect the child's right to freedom of thought, conscience and religion, subject to appropriate parental guidance.

## **Article 15**

### Freedom of association

Children have a right to meet with others, and to join or form associations.

## **Article 16**

### Protection of privacy

Children have the right to protection from interference with privacy, family, home and correspondence, and from libel or slander.

## **Article 17**

### Access to appropriate information

The State shall ensure the accessibility to children of information and material from a diversity of sources, and it shall encourage the mass media to disseminate information which is of social and cultural benefit to the child, and take steps to protect him or her from harmful materials.

## **Article 18**

### Parental responsibilities

Parents have joint primary responsibility for raising the child, and the State shall support them in this. The State shall provide appropriate assistance to parents in child-raising.

## **Article 19**

### Protection from abuse and neglect

The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programmes for the prevention of abuse and the treatment of victims.

## **Article 20**

### Protection of a child without family

The State is obliged to provide special protection for a child deprived of the family environment and to ensure that appropriate alternative family care or institutional placement is available in such cases. Efforts to meet this obligation shall pay due regard to the child's cultural background.

## **Article 21**

### Adoption

In countries where adoption is recognized and/or allowed, it shall only be carried out in the best interests of the child, and then only with the authorization of competent authorities, and safeguards for the child.

## **Article 22**

### Refugee children

Special protection shall be granted to a refugee child or to a child seeking refugee status. It is the State's obligation to co-operate with competent organizations which provide such protection and assistance.

## **Article 23**

### Disabled children

A disabled child has the right to special care, education and training to help him or her enjoy a full and decent life in dignity and achieve the greatest degree of self-reliance and social integration possible.

## **Article 24**

### Health and health services

The child has a right to the highest standard of health and medical care attainable. States shall place special emphasis on the provision of primary and preventive health care, public health education and the reduction of infant mortality. They shall encourage international cooperation in this regard and strive to see that no child is deprived of access to effective health services.

## **Article 25**

### Periodic review of placement

A child who is placed by the State for reasons of care, protection or treatment is entitled to have that placement evaluated regularly.

## **Article 26**

### Social security

The child has the right to benefit from social security including social insurance.

## **Article 27**

### Standard of living

Every child has the right to a standard of living adequate for his or her physical, mental, spiritual, moral and social development. Parents have the primary responsibility to ensure that the child has an adequate standard of living. The State's duty is to ensure that this responsibility can be fulfilled, and is. State responsibility can include material assistance to parents and their children.

## **Article 28**

### Education

The child has a right to education, and the State's duty is to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child and to make higher education available to all on the basis of capacity. School discipline shall be consistent with the child's rights and dignity. The State shall engage in international co operation to implement this right.

## **Article 29**

### Aims of education

Education shall aim at developing the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and foster respect for the child's parents, his or her own cultural identity, language and values, and for the cultural background and values of others.

## **Article 30**

### Children of minorities or indigenous populations

Children of minority communities and indigenous populations have the right to enjoy their own culture and to practice their own religion and language.

## **Article 31**

### Leisure, recreation and cultural activities

The child has the right to leisure, play and participation in cultural and artistic activities.

## **Article 32**

### Child labour

The child has the right to be protected from work that threatens his or her health, education or development. The State shall set minimum ages for employment and regulate working conditions.

### **Article 33**

#### Drug abuse

Children have the right to protection from the use of narcotic and psychotropic drugs, and from being involved in their production or distribution.

### **Article 34**

#### Sexual exploitation

The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

### **Article 35**

#### Sale, trafficking and abduction

It is the State's obligation to make every effort to prevent the sale, trafficking and abduction of children.

### **Article 36**

#### Other forms of exploitation

The child has the right to protection from all forms of exploitation prejudicial to any aspects of the child's welfare not covered in articles 32, 33, 34 and 35.

### **Article 37**

#### Torture and deprivation of liberty

No child shall be subjected to torture, cruel treatment or punishment, unlawful arrest or deprivation of liberty. Both capital punishment and life imprisonment without the possibility of release are prohibited for offences committed by persons below 18 years. Any child deprived of liberty shall be separated from adults unless it is considered in the child's best interests not to do so. A child who is detained shall have legal and other assistance as well as contact with the family.

## **Article 38**

### **Armed conflicts**

States Parties shall take all feasible measures to ensure that children under 15 years of age have no direct part in hostilities. No child below 15 shall be recruited into the armed forces. States shall also ensure the protection and care of children who are affected by armed conflict as described in relevant international

## **Article 39**

### **Rehabilitative care**

The State has an obligation to ensure that child victims of armed conflicts, torture, neglect, maltreatment or exploitation receive appropriate treatment for their recovery and social reintegration.

## **Article 40**

### **Administration of juvenile justice**

A child in conflict with the law has the right to treatment which promotes the child's sense of dignity and worth, takes the child's age into account and aims at his or her reintegration into society. The child is entitled to basic guarantees as well as legal or other assistance for his or her defence. Judicial proceedings and institutional placements shall be avoided wherever possible.

## **Article 41**

### **Respect for higher standards**

Wherever standards set in applicable national and international law relevant to the rights of the child that are higher than those in this Convention, the higher standard shall always apply.

## Handout 4

### Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment

Excerpts from Methods of Combating Torture, Fact Sheet #4, UN Centre for Human Rights:

"Torture is a particularly serious violation of human rights and, as such, is strictly condemned by international law and, in particular, by the Universal Declaration of Human Rights, article 5, which states that, 'No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment'.

"To ensure adequate protection for all persons against such abuses, the United Nations has sought for many years to develop universally applicable standards. The Convention against Torture, which was adopted by the General Assembly of the United Nations on 10 December 1984, and many other relevant conventions, declarations and resolutions adopted by the international community, clearly state that there may be no exception to the prohibition against torture.

"The Convention against Torture not only specifies that the States Parties will outlaw torture in their national legislation, but also notes explicitly that no order from a superior or exceptional circumstance may be invoked as a justification of torture... "



### **Article 1**

Definition of torture: any act by which severe pain or suffering, physical or mental, is intentionally inflicted on a person for purposes such as obtaining information or a confession from him or another person, punishing, intimidating or coercing him or another person, or for any reason based on discrimination of any kind. For the purposes of this convention, such pain and suffering must be inflicted by or at the instigation of or with the acquiescence of a public official or someone acting in an official capacity. It does not include pain and suffering arising from lawful sanctions.

### **Article 2**

Each State Party shall take effective legislative and other measures to prevent acts of torture. No circumstances of any kind, including war, may be invoked to justify torture. An order from a superior officer may not be invoked to justify torture.

### **Article 3**

No State Party shall expel, return or extradite a person to another State where there are substantial grounds to believe he would be subjected to torture.

### **Article 4**

Each State Party shall ensure that all acts of torture, attempts to commit torture, and complicity or participation in torture are offences punishable by law.

### **Article 5**

Each State Party shall establish its jurisdiction over offenses relating to torture when they are committed in any territory under its jurisdiction, or on board a ship or aircraft registered in that State; when the alleged offender is a national of that State; and when the victim is a national of that State, if appropriate. Each State Party shall also establish its jurisdiction in cases where the alleged offender is in territory under its jurisdiction and it does not extradite him.

### **Article 6**

Any State Party in whose territory a person alleged to have committed, attempted or participated in torture is present, shall take him into custody.

### **Article 7**

The State Party, if it does not extradite the alleged offender, will submit the case to competent authorities for prosecution. The person shall be guaranteed fair treatment at all stages of the proceedings.

### **Article 8**

Torture, attempted torture, or participation in torture shall be deemed extraditable offences in any extradition treaty existing between States Parties. This Convention may be considered a legal basis for extradition if no extradition treaty exists.

### **Article 9**

States Parties shall provide each other with the greatest degree of judicial assistance possible in connection with cases of alleged torture and supply all of the evidence at their disposal.

### **Article 10**

Each State Party shall ensure that education and information regarding the prohibition against torture are fully included in the training of civil and military law enforcement personnel, medical personnel, public officials, and others involved in custody, interrogation, or treatment of any individual subjected to arrest, detention, or imprisonment.

### **Article 11**

Each State Party shall review interrogation rules, instructions, methods and practices, as well as arrangements for the custody and treatment of persons subjected to any form of arrest, detention or imprisonment, with a view to preventing any cases of torture.

## **Article 12**

Each State Party shall ensure that its authorities proceed with a prompt and impartial investigation wherever there is ground to believe that an act of torture has been committed in territory under its jurisdiction.

## **Article 13**

Each State Party shall ensure that any individual who alleges he has been subjected to torture in any territory under its jurisdiction has the right to complain to, and to have his case promptly examined by, competent authorities.

## **Article 14**

Each State Party shall ensure in its legal system that the victim of torture obtains redress and has an enforceable right to fair and adequate compensation. In the event of the death of the victim as a result of torture, his dependents shall be entitled to compensation.

## **Article 15**

Each State Party shall ensure that any statement made as a result of torture shall not be used as evidence in any proceedings.

## **Article 16**

Each State Party shall undertake to prevent other acts of cruel, inhuman or degrading treatment or punishment which does not amount to torture as defined in Article 1, when such acts are committed by or at the instigation of or with the consent or acquiescence of a public official or someone acting in official capacity.

## Handout 5

### Treaty Bodies

#### Monitoring Conventions

What are known as treaty bodies were created to monitor states, compliance with conventions.

Each convention thus establishes an international committee of experts who form the treaty body.

They monitor the status of implementation of the convention through reports submitted by state parties and information from national human rights institutions and civil society organizations like non-governmental organizations.

The treaty body after reviewing the status of compliance will issue what was called concluding observations/recommendations to remind and assist state parties in implementing their obligations.

The treaty bodies may consider individual communications, inter-state complaints, initiate inquiries and conduct investigations through country visit.

Below are seven human rights treaty bodies that monitor implementations of core international human rights treaties:

Human Rights Committee (HRC)

Committee on Economics, Social and Cultural Rights (CESCR)

Committee on Elimination of Racial Discrimination (CERD)

Committee on the Elimination of Discrimination against Women (CEDAW)

Committee against Torture (CAT)

Committee on Migrant Workers (CMW)

Committee on Rights of the Child

### What are some bases of discrimination?

All people have the right to be treated equally. Discrimination occurs when an individual, group or organization excludes isolates, treats differently or deprives someone of rights based on a “personal characteristic”.

It is the act of excluding someone, denying them, for example, from work, access to public space, a service, or the freedom to exercise a right. It is based on prejudice and stereotypes, which are beliefs, ideas and preconceived notions about individuals or groups.

### What is a stereotype?

A stereotype is a simplistic image, a cliché imposed on a group of people, an institution or on a culture. For example, “All blacks are good at sports.” Stereotypes are generally negative in nature. In contemporary society, stereotypes often incite racist and xenophobic attitudes and discriminatory behaviors.

In confronting stereotypes, point out the danger of encouraging their opposite. Insist that any grain of truth there may be in a stereotype is just that – a grain. Alternatively, ask the class about occasions on which they may have heard such expressions as “They’re all alike, aren’t they” or “That lot is all the same”.

### What is prejudice?

Prejudice can be defined as a preconceived belief, opinion, idea, or judgment about a group or individual without further thought. In common usage, the term almost always denotes an unfavorable or hostile attitude toward other people by virtue of belonging to another social or ethnic group. Prejudice is based on stereotypes and generalizations made about groups of human beings.

## Key Stage 4

Key stage 4 consists of students studying in grade 9 and 10.

Topics Covered under this stage are:

Topic 1: Human Rights

Topic 2: Child Rights

Topic 3: Respect for self (Fostering self confidence and self- esteem)

Topic 4: Promoting peace

Topic 5: Understand United Nations

Topic 6: Human Rights in the Maldivian Constitution

Topic 7: Human Rights and Environment

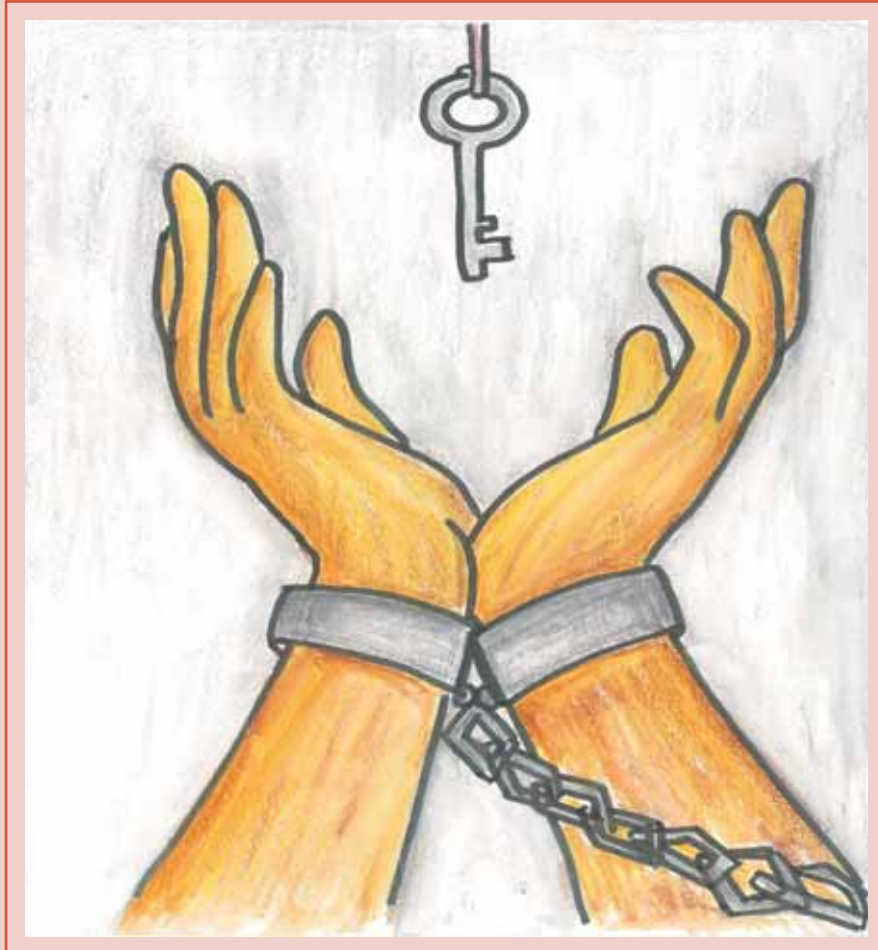
Topic 8: War, Peace and Rights

Topic 9: Human Right Defenders

Topic 10: Democracy and Human Rights

Topic 11: Gender Discrimination (Gender, CEDAW)

# Human Rights



Human rights are the basic rights and freedoms to which all humans are entitled. They ensure people can live freely and that they are able to flourish, reach their potential and participate in society. They ensure that people are treated fairly, with dignity and respect. You have human rights simply because you are human and they cannot be taken away.

## About this lesson

In this lesson students will gain knowledge of the concept on evolution of human rights; and that human rights are inherent and it cannot be taken away by anyone. Students will also be introduced to the first legal document of human rights. They will gain an understanding that the concept of human rights is not a recent invention and that human rights have existed for as long as human beings have existed.

## Learning Questions

- Where have human rights come from?
- What are the events that led to the development of Universal Declaration of Human Rights (UDHR)?
- How did human rights evolve in the history of Maldives?
- What are the values that need to be considered to ensure human rights to everyone?

## Personal Objectives

- I know why and when the international community first came together to develop international mechanisms to protect human rights.
- I know how the UDHR came to existence.
- I can identify some past developments of human rights in the Maldives.
- I can compare the past and the current situation of human rights in the Maldives.
- I can identify the values underpinning human rights.
- I make an effort to instill the core values in me and personal qualities that I think are needed to respect and protect human rights.



## Your Tasks!

Each member of the club is obliged to complete at least 2 tasks from the list below.

- 1- Make a presentation of rights and responsibilities. Read Universal Declaration of Human Rights and choose 5 rights. List the rights and responsibilities that come along with the right. Make a poster, leaflet or booklet and show to the facilitator.
- 2- Make a presentation based on the characteristics of Human Rights, Universal, inalienable, Interdependent, Indivisible, Equal and non-discriminatory. The presentation can be a drawing, poster, a speech, a lesson etc. (page 275)
- 3- Watch news and report a story which has issues related to human rights. Make a report on the news stating the rights affected and how the rights can be identified or what can be done to improve the situation.
- 4- Visit the Human Rights Commission of Maldives, collect information regarding Human Rights and share it with the club members or Conduct a session about Human Rights. It could be presented to the students of your school, parents, or siblings etc. Write a short report and state what you learned by doing the activity and show it to the teacher. It should cover the basic principles and characteristics of human rights (non-discrimination and equality also universal, inalienable, interdependent, indivisible, and inalienable)

# Child Rights



“If we are to have real peace in the world we will have to begin with the children.”

*Mahatma Gandhi*

“No social problem is as universal as the oppression of the child ... No slave was ever so much the property of his master as the child is of his parent ... Never were the rights of man ever so disregarded as in the case of the child.”

*Maria Montessori (1870–1952)*

## About this lesson

This lesson aims to raise awareness about the United Nations Convention on the Rights of the Child (UNCRC). The lesson encourages students to consider the importance of responsibilities for all children and think about what they can do themselves to take action for children's human rights.

## Learning Questions

- Why are there specific rights for children?
- What are main categories that the child rights are divided into?

## Personal Objectives

- I can explain some responsibilities that goes along with the rights
- I know the main categories of the child rights and the rights that come under each category. .

## Your Tasks!

Each member of the club is obliged to complete at least 1 task from the list below.

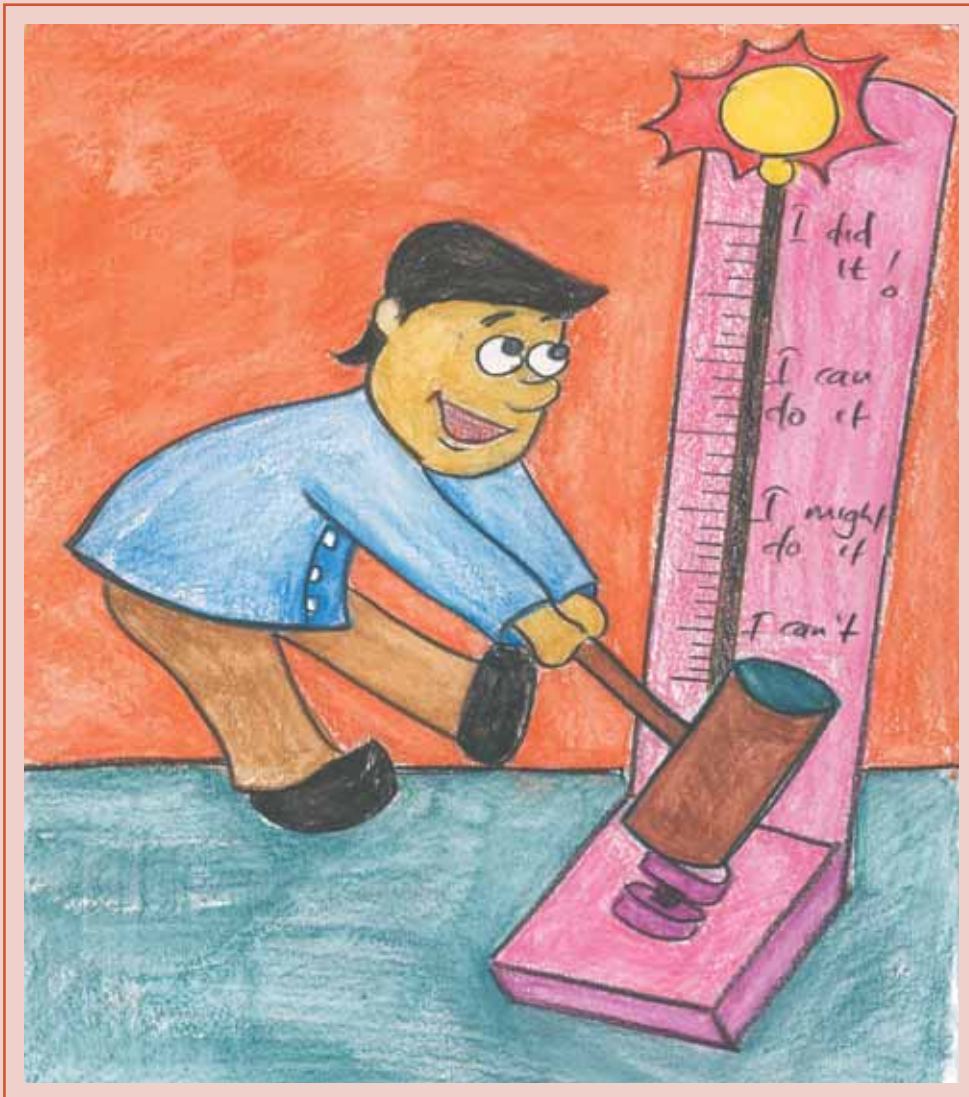
1- Read the simplified version of Convention on the Rights of the Child (CRC). Note a right that has been violated. Write why they feel they don't have the rights. Explain to the teacher, the responsibilities that come along with the rights and how they can work on exercising their rights.

CRC simplified version

[http://www.unicef.org/magic/media/documents/what\\_rights\\_flyer\\_english.pdf](http://www.unicef.org/magic/media/documents/what_rights_flyer_english.pdf) for can read the CRC booklet publish by the commission.

2- Prepare an essay based on CRC, it must mention the 4 categories of CRC (Survival rights, Development rights, Participation rights, Protection rights) .Prepare a poster on CRC and present to class.

## Respect for self (Fostering self confidence and self- esteem)



To esteem anything is to evaluate it positively and hold it in high regard, but evaluation gets us into trouble because while we sometimes win, we also sometimes lose. To respect something, on the other hand, is to accept it.

“The greatest thing in the world is to know how to belong to oneself.”

*Michel de Montaigne, The Complete Essays*

## About this lesson

In this lesson students will identify the positive qualities in one self and in others. They will understand that negative thinking will lead to low self-esteem. Through this session students will learn how to love the qualities in one self and gain self-confidence.

## Learning Questions

- What does respect to self and others mean?
- How does accepting differences relate to respect?

## Personal Objectives

- I can Identify respectful behaviors and the impact of such behaviors
- I accept differences in others.
- I know to evaluate my own beliefs regarding respect.
- I make sure that I respect others feelings when living together with others.

## Your Tasks!

Each member of the club is obliged to complete at least 2 tasks from the list below.

1- Prepare an information sheet about yourself with photographs. Write a short paragraph about yourself and your strengths. Also write about the qualities that can be improved and how you can work on it, to strengthen the quality.

2- Read about a famous character and make a time line of events in his/her life. Write a short essay on your opinion of the person and what you admire about the person.

3- Meet one of your friends and ask about the times they felt sad and tell your friend about a time you felt sad. Your friend can be from your school or someone from home. It could be a relative or even an elderly person. Get information on why they felt sad and what made them feel better. Make an agreement with your friend on how to help each other in times of difficulty and show to your teacher.

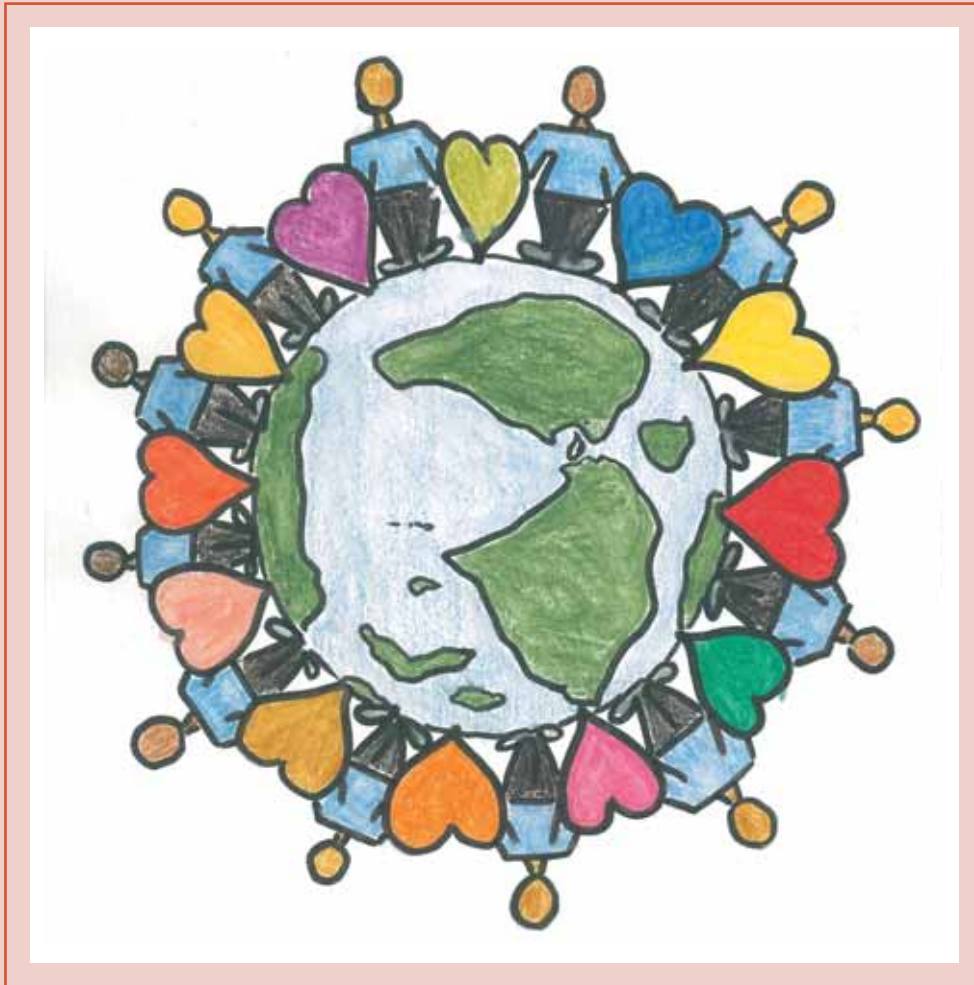
4- Write a journal entry defining respect, prejudice, discrimination, intolerance and disrespect. Also highlight who often gets respect and why, and who does not get respect and why. And in your opinion explain who deserves respect.

5- Write a speech on one of the following quotes and present to class.

“No one can make you feel inferior without your consent.” Eleanor Roosevelt

“We hate someone because we don’t know them; and will not know them because we hate them.” –Charles Caleb Colton (English writer)

# Promoting Peace



"If we are peaceful, if we are happy, we can smile and blossom like a flower, and everyone in our family, our entire society, will benefit from our peace."

Thich Nhat Hanh

"The first peace, which is the most important, is that which comes within the souls of people when they realize their relationship, their oneness with the universe and all its powers, and when they realize that at the center of the universe dwells the Great Spirit, and that this center is really everywhere, it is within each of us."

Black Elk



## About this lesson

In this session students will be involved in meditation exercises. They would be reflecting back into their lives and explore different aspects of their life.

## Learning Questions

- What is inner peace?
- What is meant by living peacefully?

## Personal Objectives

- I know how to explore my inner self and find peace within me.
- I can identify what makes me feel good and what make my friends feel good

## Your Tasks!

Each member of the club is obliged to complete at least 2 tasks from the list below.

Explore their inner self and find peace within

1- Choose 3 different places. Listen to the sounds and feelings in 3 different environments and make a presentation of your opinion and feelings experienced during these times. Presentation can be a drawing, a poem or simply words to describe what you felt.

2- Note down all the good things that happened during the week and briefly tell how you felt and why you felt that way. Listen to stories of other students and discuss about good things in life.

3- Draw a symbol that means peace to you and explain how it symbolizes peace.

4- Discuss the following Point:

- Peace is having good feelings inside.

Make note of the following questions

- How do you feel when another child calls you names?
- How do you feel when another child says something nice to you?
- What do you feel when someone does something kind?
- What kind of things do you like others to do for you?
- What kind of things do you like to do for others?

5- Draw a picture about a thing that you would like to do for others and one thing that you would like others to do for you.

## Understand United Nations



“ People forget. We are here to act. We are here to deliver results. We are agents of change. Our job is to change the UN and, through it, the world.”

## About this lesson

This lesson provides students with an overview of the history, structure and accomplishments of the United Nations. Students review on UN and develop a brief presentation to the group.

## Learning Questions

- What are the functions of The United Nations?
- What is the significance of the UN charter?

## Personal Objectives

- I know the history, mission and basic operation of the United Nations
- I can explain the significance of UN charter

## Your Tasks!

Each member of the club is obliged to complete at least 1 task from the list below.

1- In groups, read about United Nations from internet or from the reading provided in Annex (B – 1), make about 20 questions with answers. Gather all the questions made by other students from the club and show your teacher. Compile the questions and share the question with everyone. Learn questions and answers and organize a quiz competition among club members.

2- Call Human Rights Commission or the UNDP office or UNICEF and arrange an information session to find out about the roles and structure of United Nations. After the session, draw the structure of UN and the office visited to gather the information concerning UN. Write a short paragraph on the significance of UN charter.

# Human Rights in the Maldives Constitution



## About this lesson

The session introduces students to the rights guaranteed under the Maldives Constitution. Using a hypothetical scenario, participants evaluate the importance of rights.

## Learning Questions

- What are the rights stated in the Maldives constitution?
- What is the difference between a bill and a law?
- What are the differences and the similarities between the rights stated in UDHR and Maldivian Constitution
- How do the courts protect our right?

## Personal Objectives

- I can state some rights stated in the Maldives constitution
- I can identify the differences and the similarities between the rights stated in UDHR and Maldivian Constitution
- I can explain how the courts protect our right?

## Your Tasks!

Each member of the club is obliged to complete at least 1 task from the list below.

1- Visit the Citizens Majlis on a working day and collect information about how the secretariat is run. Before visiting, make a plan and prepare a questionnaire. In your visit get information by interviewing members and other staff. Get information about constitution, law and bills. Find out the importance of a constitution and laws and how the parliament works. Prepare a booklet on what you have found and present it to the class. Work can be done in groups.

2- Read the chapter 2 of constitution and universal declaration of human rights. Find the similarities and differences in both documents based on rights. Write an essay based on your observations.

3- Choose information from the constitution to design a bulletin board. Explaining the articles on your own words and display on the board. Refer the following questions when developing the news bulletin.

- What right(s) does the article protect?’
- Which groups in society would benefit most from this article?’
- Give examples of countries where these articles are not fully respected. (if possible)
- Why is this article important to you?’ (Students)

# Human Rights and Environment





## About this lesson

In this session students will learn about the rights that are affected by environmental hazards.

## Learning Questions

- What are the basic needs for survival?
- How does damaging the environment affect our rights?

## Personal Objectives

- I can state the basic needs for survival
- I can explain development activities taking place in my community and the positive and negative impacts of those activities.
- I can list down the rights affected due to the damage to environment

## Your Tasks!

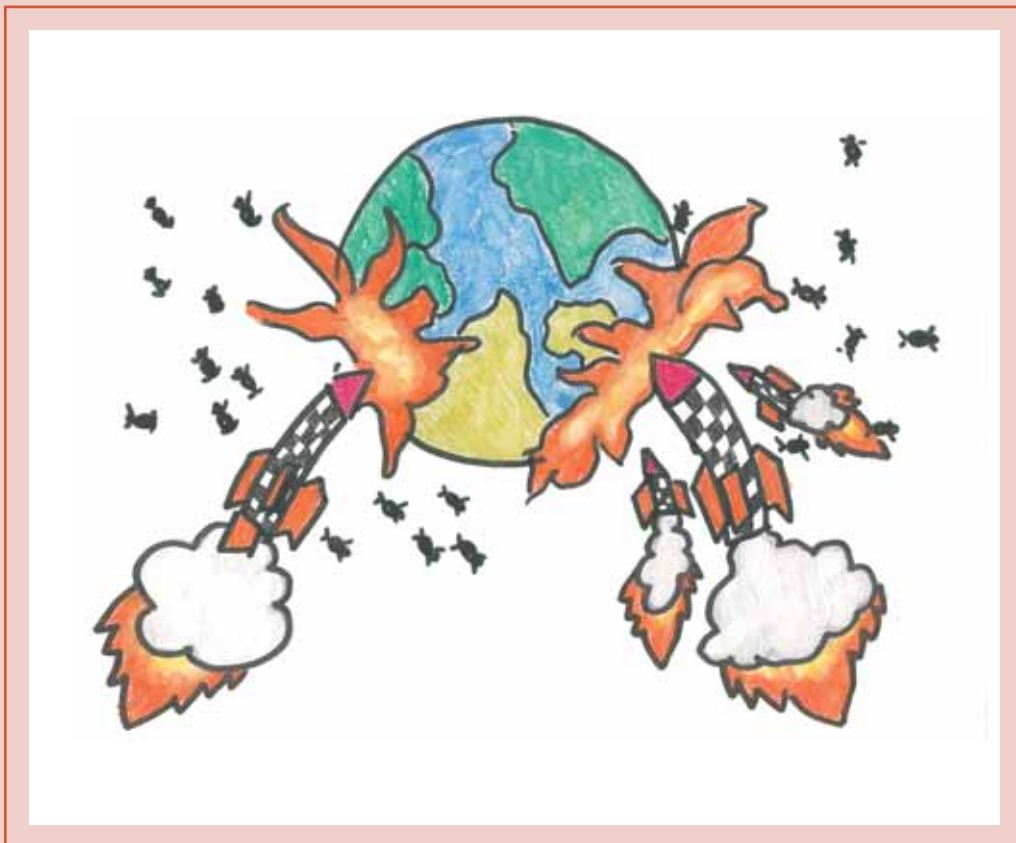
Each member of the club is obliged to complete at least 2 tasks from the list below.

1- Study extreme weather events like cyclone, storms, draught, heavy rain fall etc. List the rights affected as a result of them. For example, heavy rain fall and strong wind affect farming, housing, and properties.

2- Visit department of meteorology or through books and internet, collect information about factors that contribute to extreme weather conditions.

3- In your group, visit disaster management center and get information about how Human Rights are protected in emergency situations. Share this information with the school. You can arrange a session for other students or ask someone from the center to give information. Make an action plan for an emergency situations including how you will prepare to protect your rights

## War, Peace and Rights



“True peace is not merely the absence of war; it is the presence of justice.”

*Jane Adams*

## About this lesson

Students will explore how their attitude, words and behavior might have an impact on others lives. Students will also be involved in some activities where they will reflect into their lives and think of how to bring a positive change to the world.

## Learning Questions

- How can injustice take away the inner peace of an individual?
- How does lack of war give peace and protect the rights of the people?

## Personal Objectives

- I can understand the impact of conflict in the world and the values that are needed by everyone to help in making the world a better place.
- I know who I am, the relationships I have with others and the environment
- I know how to manage feelings and emotions by letting go of grief and pain
- I know ways to find solutions in situations where there is a lack of respect and understanding.

## Your Tasks!

Each member of the club is obliged to complete at least 1 task from the list below.

1- “Can a war ever be a justice?” discuss this question among the Human Rights club students and pool your arguments. No need to support the argument but have to present a good argument.

- Arguments should be based on how war affects people, their life, and their fundamental rights.

2- Have you ever been in a situation of conflict? Outline a situation that could lead to a situation of conflict. Explain most effective ways or methods in dealing with such situations. (Annex B-2 12 skills for conflict transformation) Discuss how the results could contribute to a better relation while highlighting examples of unfair occurrences happening in the world today.

3- Reflect on the damage we can cause to others by our words, our attitude and our behaviour. Try to reflect and discuss the following questions in your group.

- How do you feel inside? What are the feelings that cause you pain and anguish?

- Are those feelings physical? Emotional? Describe them.

- Do you want to continue feeling like this? Are those feelings hurting you and no one else?

- Do you want to continue wasting your energy in nurturing those painful feelings?

- How would your life be without those feelings and thoughts?

## Human Right Defenders



## About this lesson

In this lesson students would learn some ideas on how to work as a defender and practically work on ways to defend human rights.

## Learning Questions

- Who are human rights defenders?
- What are some of the ways to defend and protect human rights?

## Personal Objectives

- I can recognize that tensions can exist between the needs of the community as a whole and the rights of the individual.
- I can tell how defenders work to solve tensions that exist between the needs of the community and the rights of the individual.
- I can identify ethical considerations of a human rights defender while helping others

## Your Tasks!

Each member of the club is obliged to complete at least 2 tasks from the list below.

1- Collect information and make a leaflet about a famous Human Rights Defender such as Mahathma Gandhi, Nelson Mandela or someone who had won an award for defending Human Rights. Study causes and methods used to raise awareness on Human Rights. In your leaflet include some ethical considerations of human rights defenders.

2- Identify a human rights problem in the school, come up with a plan to overcome the problem and show it to your facilitator. Your facilitator will explain the ethical considerations they have to follow when carrying out the plan. The ethical considerations include factors such as respecting others, considering others feeling etc.

3- Identify ways on helping people (like helping someone who is weak in studies, helping a child who is excluded from a group and building his/her self confidence, making someone feel welcome, helping a friend who is worried etc...) . Apply all the ethical considerations of a human rights defender to help the person overcome the problem.



## Democracy and Human Rights



## About this lesson

Through this session, students gain knowledge on the importance of having a shared constitution and the need of having and following rules. Students would be able to explore the advantages and disadvantages of having a democratic government.

## Learning Questions

- What is Democracy?
- What are some the advantages and disadvantages of a Democratic environment?

## Personal Objectives

- I can explain the features, advantage and disadvantages of a Democratic Government.
- I can identify the issues and benefits in a democratic environment.

## Your Tasks!

Each member of the club is obliged to complete at least 2 tasks from the list below.

1- Read the article on Human Rights and democracy and then explain answers for the following questions. ( Reading 1)

- Do you think that Maldives have a human right respecting democracy system? Justify your answer.

2- Carry out a debate on one of the following topics on Democracy day ( May 29th )

- Does Maldives have democratic governance? If not how can we promote democratic governance?

- Does Maldives have a human rights respecting democracy system? Justify your answer with reasoning

3- Can we say that the present challenges, we as a nation facing is because of democracy. If so or not justify your answer with reasoning. Refer to the reading for reasoning. ( Reading 2)

4- In your groups prepare a role play on the issues and the benefits of a democratic environment

Reading 1:

[http://www2.ohchr.org/english/issues/rule\\_of\\_law/democracy.htm](http://www2.ohchr.org/english/issues/rule_of_law/democracy.htm)

Reading 2:

[http://www.un.org/en/globalissues/democracy/human\\_rights.shtml](http://www.un.org/en/globalissues/democracy/human_rights.shtml)

**Gender Discrimination  
(Convention on Elimination of Discrimination  
against Women, CEDAW)**



## About this lesson

From the activities in this session students will distinguish between gender and sex. This would help them understand the word discrimination in another perspective.

## Learning Questions

- What is exclusion / discrimination?
- Why is it importance to accept differences and help those in need?

## Personal Objectives

- I know what is meant by exclusion and discrimination.
- I accept differences in others.
- I can help people who are in need of help.

## Your Tasks!

Each member of the club is obliged to complete at least 2 tasks from the list below.

1- Define the meaning of discrimination? Have you, or someone you care about, ever been discriminated? If so, what happened? In such a situation what is the best way to handle the situation as a human rights defender?

2- Interview a restaurateur or a shop manager to learn about the sex and gender balance of the workers, the hiring practices, how he or she ensures that equal opportunity of law is being followed.

Things to focus in the interview.

- Has the job hiring process preferred men over women or vice versa?
- Has any employer faced any difficulties or problems because of he or she being a female or a male?

Explain your findings to the human rights club teacher and address the issues that you came across in a human rights perspective (non-discrimination, gender inequality).

3- Consider the following scenario: A cool store is opening in your town that will sell trendy clothing, sports equipment and the latest technology devices (cell phones, gaming systems/games and portable music) for kids of your age. They want to hire 10 students from your school to work there. The students will get free clothing, sports equipment, cell phones, and gaming systems for a year and will be paid \$20 per hour. They are asking each student who applies to send information about themselves, as well as a photograph. Of the 10 students who are hired, five of them will be tall and all of them must be attractive. Unattractive students could possibly get hired to stock shelves or answer phones but they will not get the free items and will be paid \$8 per hour. Discuss and explain it to the teacher

- Do you think this is a fair hiring situation? Explain your answer.
- Do you think this is a legal hiring situation? Explain your answer. (It is not illegal to ask someone to send in a photograph or answer personal questions about her appearance, but it is illegal to make a hiring decision based on those factors.)
- What do you think about photographs being requested as part of a job application?
- Is this a job you would apply for? Why or why not?
- What if the “attractive” requirement was substituted by “fair” Maldivian or “intelligent”? Would that change any of your answers to the questions above?

### Background on the United Nations

The United Nations is an international organization of independent countries. These countries have joined together to work for world peace and against poverty and injustice. The UN was established as a result of a conference in San Francisco in June

1945 by 51 countries committed to preserving peace through international cooperation and collective security.

Secretariat

The UN is not a world government, and it does not make laws. It does, however, provide the means to help resolve international conflicts and formulate policies on matters affecting us all. At the UN, all the Member States - large and small, rich and poor, with differing political views and social systems - have a voice and vote in this process.

### The UN has four main purposes, as stated in its Charter:

1. To keep peace throughout the world;
2. To develop friendly relations among nations;
3. To help improve living conditions of poor people and encourage respect for each other's rights and freedoms; and
4. To be a centre for helping nations achieve these goals.

Currently, there are 194 member countries with different social, political, and economic systems. These countries agree to peacefully settle disputes, refrain from threatening or using force against each other, and refuse to help other nations that oppose the U.N.'s mission.

Headquartered in New York City, the U.N. is a separate and independent entity with its own flag, post office and postage stamps, and its buildings sit on international territory.

Six official languages are used at the U.N. –Arabic, Chinese, English, French, Russian, and Spanish.

## Creation of the United Nations

The creation of the U.N. resulted from a long history to promote international cooperation. Nineteenth century European philosophers and statesmen like Immanuel Kant had proposed a federation of nations dedicated to protecting the rights of smaller countries caught up in struggles between larger ones. The federation would punish any nation that committed an act of aggression against another. This idea became a reality after World War I with the establishment of the League of Nations. The League was the brain-child of U.S. President Woodrow Wilson and some of the victorious European powers. During its operation from 1920 and 1946 it enjoyed a few notable successes but ultimately faltered when it couldn't prevent World War II. It suffered from two major flaws: 1) several of the world's most powerful and influential countries were not members, including the United States; 2) The League required unanimous agreement to oppose aggression. If any member disagreed, the League was powerless to act. Thus, when Germany, Italy, and Japan took military action against fellow members of the League in the late 1930s, they would not agree to take action against themselves to stop their aggression. In the end, the League failed in its primary mission to prevent another world war. While fighting the Axis powers of Germany, Italy, and Japan during World War II, United States President, Franklin Roosevelt, British Prime Minister Winston Churchill, and Soviet Premier Joseph Stalin met several times between 1941 and 1945 to develop an international peacekeeping organization with the goal of preventing future wars on the scale of World War II. In April of 1945, even before the war was officially over, representatives from 50 countries met in San Francisco to create the charter for the United Nations. Similar to the League of Nations, the U.N. was created to promote international peace and prevent another world war. To avoid the structural failures of the League, the U.N. founders gathered the support of the world's most powerful nations. U.S. participation was secured when the U.N. headquarters were located in New York City. To provide enough power to impose and enforce its will, a security council was developed with authority to take action against aggressor nations. To reassure powerful nations that their sovereignty would not be threatened, the U.N provided veto authority over its



actions. The five victors of World War II – the U.S. Britain, France, the Soviet Union (which Russia gained at the break up of the U.S.S.R.) and China – received this veto power. A veto provides any one of the five permanent Security Council members the authority to reject any U.N. resolution.

## Accomplishments of the United Nations:

During its 60-year history, the U.N. has achieved many remarkable accomplishments in fulfilling its goals. The U.N. has peacefully negotiated 172 peace settlements that have ended regional conflicts and is credited with participation in over 300 international treaties on topics as varied as human rights conventions to agreements on the use of outer space and the oceans.

The U.N. has been involved in every major war and international crisis since its inception and has served as a catalyst for the prevention of others. It authorized the international coalitions that fought in the Korean War (1950-53) and the Persian Gulf War (1991). It provided a forum for mediation in the Arab-Israeli conflict resulting in numerous peace accords and keeping the conflict localized to the Middle East. During the Cuban Missile

Crisis in 1962, the U.N. was used as a podium by the United States to challenge the Soviet Union's placement of nuclear missiles in Cuba. The embarrassment of public indictment was instrumental in forcing the Soviets to remove the missiles. U.N. military forces (provided by member states) have conducted over 35 peacekeeping missions providing security and reducing armed conflict. In 1988, the U.N. Peace-Keeping Forces received the Nobel Prize for Peace. The U.N. has also set up war crimes tribunals to try war criminals in the former Yugoslavia and Rwanda.

The U.N. has also made great strides in raising the consciousness of human rights beginning with the "Universal Declaration of Human Rights" adopted by the General Assembly in 1948. The U.N. Commission on Human Rights through its investigations and technical assistance in promoting free and fair elections has helped many countries in the transition to democracy. The U.N.'s intense attention to specific human rights abuses helped end apartheid in South Africa. In its humanitarian efforts, more than 30 million refugees fleeing war,

persecution, or famine have received aid from the U.N. High Commissioner for Refugees. The International Court of Justice has helped settle numerous international disputes involving territorial issues, hostage-taking and economic rights.

Since the end of the Cold War, the U.N. has become increasingly involved in providing humanitarian assistance and promoting improvements in the health of the world's peoples. In addition to providing relief for humanitarian crises caused by international conflicts, the U.N. can also respond to emergencies caused by natural disasters such as floods and hurricanes. On a proactive level, the World Health Organization (WHO) and other U.N. affiliated groups have eliminated smallpox and are actively pursuing a battle against AIDS, tuberculosis, and malaria around the world. The WHO played a significant role in diagnosing and containing the spread of severe acute respiratory syndrome (SARS) in 2003. U.N. programs, like the United Nations Children's Fund (UNICEF) have saved and enriched the lives of the world's children through immunization programs for polio, tetanus, measles, whooping cough, diphtheria and tuberculosis. The lives of over 3 million children a year have been saved. The U.N. operates under the principle that promoting economic and social development will help bring about lasting world peace.

The United Nations Development Program provides economic assistance through expert advice, training, and limited equipment to developing countries.

The U.N. Development

Program coordinates all the U.N. efforts in developing nations and has had success in part because it is not perceived as an outside group threatening a developing countries' authority or degenerating it to colonial rule. In addition to promoting workers rights and the right to organize and bargain for better pay and working conditions, the U.N. has also played a significant role in improving agricultural techniques and increasing crop yields in Asia, Africa and South America. The U.N. has also helped developing nations obtain funding projects through the International Bank for Reconstruction and Development, also known as the World Bank. A related U.N. agency, the International Monetary Fund (IMF) promotes international cooperation on monetary issues and encourages stable exchange rates among nations.

Sources: Wikipedia Encyclopedia:

[http://en.wikipedia.org/wiki/History\\_of\\_the\\_United\\_Nations](http://en.wikipedia.org/wiki/History_of_the_United_Nations) Encarta Encyclopedia:

[http://encarta.msn.com/encyclopedia\\_761564986/United\\_Nations.html](http://encarta.msn.com/encyclopedia_761564986/United_Nations.html)

## Annex: B -2

### 12 Skills for Conflict Transformation

WIN - WIN	CREATIVE ANSWERS	UNDERSTANDINGS
<b>Going back to the needs</b> <i>-Explore opportunities of mutual benefit</i>	<b>Conflict as an opportunity</b> <i>-Importance of charge</i> <i>-Development of opportunities</i>	<b>How is it seen from the other side?</b> <i>-Listen to motives, needs and interests</i>
<b>Assertiveness</b> <i>-Get to know my rights</i> <i>-Express my rights correctly</i>	<b>Assertiveness</b> <i>-We do it better together</i> <i>-Differences between power over and power with</i>	<b>Dealing with emotions</b> <i>-No indulgences</i> <i>-Do not refuse</i> <i>-Create enriching relations</i>
<b>Willing to solve problems</b> <i>-What glasses i am wearing</i> <i>-Understanding my own motivation</i>	<b>Map out the Conflict</b> <i>-What are the needs?</i> <i>-What are the interests?</i> <i>-Understanding the context</i>	<b>Develop options</b> <i>-New alternatives for better solutions</i> <i>-Develop many ideas</i>
<b>Negotiation Skills</b> <i>-Hard with problems, soft with people</i> <i>-Prepare agreements</i>	<b>Wide perspective and tolerance</b> <i>-Solutions that show all points of view</i> <i>-Creative balance</i> <i>-Wide agreements</i>	<b>Mediation</b> <i>-Promote a safe learning environment</i> <i>-Find and use a neutral agent</i>

## Key Stage 5

Key stage 5 consists of students studying in grade 11 and 12.

Topics Covered under this stage are:

Topic 1: What are Human Rights?

Topic 2: Convention on the Rights of the Child (CRC)

Topic 3: Respect for self (Fostering self confidence and self esteem)

Topic 4: Civic Responsibilities

Topic 5: Climate Change and Human Rights

Topic 6: Government and Law

Topic 7: Development and Environment

Topic 8: Promoting and Creating a Human Rights Community

Topic 9: Human Right Defenders

Topic 10: Democracy and Human Rights

Topic 11: Discrimination

# What are Human Rights?



Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status.

We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.

## About this lesson

In this session students will gain information about human rights and social responsibilities, the development of UDHR and the values that underpins the UDHR. In addition to this, students will explore the beginning of human rights and the position of human rights in Islam.

## Learning Questions

- What are human rights?
- What does Islam say about Human Rights?
- What are the rights stated in the UDHR?
- What are the social responsibilities that come with rights?

## Personal Objectives

- I can explain what human rights means
- I can name some rights stated in last Sermon by Prophet Mohamed (SAW)
- I can state some of the rights stated in the UDHR
- I take responsibility in exercising my rights
- I know to value the rights protected by UDHR

## Your Tasks!

Each member of the club is obliged to complete at least 3 tasks from the list below.

1. In the group, each member write his/her own definition of “what Human Rights is” and then compare, contrast and come up with a group definition.

2. In groups, make a list of rights that were emphasized in the last Sermon by Prophet Mohamed (SAW) and explain how the religion of Islam ensures these rights to people.

Refer: Last Sermon by Prophet Mohamed (SAW)

<http://alhafeez.org/lastsermon.htm>

Further Reading: “Bainal Aguvaamee Insaanee Gaanoonaai Islamy Shariah” (2011) Kulliathul Dhiraasaathul Islamiyya

3. In groups make a time line of the events leading to UDHR and explain the terms “Universal” and “Declaration” after reading about history that led to UDHR and watching “The story of Human Rights”. Display the charts in the classroom or in the school premises where all the students in the school can see.

Refer:

<http://www.un.org/en/documents/udhr/>

<http://www.facinghistory.org/udhr-timeline>

<http://www.historyplace.com/worldwar2/holocaust/>

[http://wiki.answers.com/Q/What\\_were\\_the\\_major\\_events\\_that\\_led\\_up\\_to\\_the\\_Holocaust](http://wiki.answers.com/Q/What_were_the_major_events_that_led_up_to_the_Holocaust)

<http://www.universalrights.net/main/history.htm>

4. Explain to the facilitator how you could exercise your rights and social responsibilities in a given situation.

5. Explain 3 examples of the types of human rights protected by UDHR and the values underpinning the UDHR.

## Convention on the rights of the child (CRC)



Child Rights are fundamental freedoms and the inherent rights of all human beings below the age of 18. These rights apply to every child, irrespective of the child's, parent's / legal guardian's race, colour, sex, creed or other status.

The essential message is equality of opportunity. Girls should be given the same opportunities as boys. ALL children should have the same rights and should be given the same opportunity to enjoy an adequate standard of living.



## About this lesson

The session will help the students to find more about child rights and the ways in which students can report or lobby on child right related issues.

## Learning Questions

- What are child rights?
- What are the issues related to children?

## Personal Objectives

- I can state some of the rights in the convention on the child rights?
- I know some of the advocacy strategies to lobby people who are accountable for protecting the rights of children

## Your Tasks!

Each member of the club is obliged to complete at least 2 tasks from the list below

1. Identify three articles from the CRC that you think are particularly important and three rights which you think the children of Maldives do not enjoy fully. For each selected articles give a reason why you think the articles are so important and why you say the children of Maldives are not able to enjoy those rights.

Refer: <http://www.cry.org/crycampaign/childrights.htm>

2. Identify an issue in the society where children do not get to enjoy a particular right. Write a letter to the concerned authority to bring the issue to their attention and request to solve the issue.

3. In your group decide a campaign strategy to make the school children aware of the CRC. In your strategy you have to identify the rights that you want to make them aware of and the activities that you would carry out to achieve the objectives.

## Respect for self (Fostering self confidence and self esteem)



We all have a mental picture of who we are, how we look, what we're good at, and what our weaknesses might be. We develop this picture over time, starting when we're very young. The term self-image is used to refer to a person's mental picture of himself or herself. A lot of our self-image is based on interactions we have with other people and our life experiences. This mental picture (our self-image) contributes to our self-esteem.

## About this lesson

From the session students will learn more about themselves, thus enhance their self-esteem.

They will explore the things or actions that bring a negative impact in them.

They will also explore the things that they enjoy doing.

## Learning Questions

- What is self respect?
- How can we achieve self respect and gain respect from others?
- How can positive thinking be developed?

## Personal Objectives

- I can understand how negative self talk or thoughts affect our life
- I can develop realistic goals to work towards success
- I am a positive thinker
- I can understand that having doubt is a universal act or behavior.

### Your Tasks!

Each member of the club is obliged to complete at least 2 tasks from the list below

- 1- Discuss in the group how negative talk affects people's life. Make a table to show how negative talk can be changed by having a measurable goal.

Negative Self Talk	How to make it positive	Measureable goal to succeed
EG: I am so clumsy.	With some practice, I bet	I will have my basket ball
I could never succeed at sports	I could be excellent at playing basket ball.	practice every day for an hour

2- Write a biography on a person whom many people think is perfect and research on the person to find out some reasons why that person is not so perfect. For Example Albert Einstein was a genius, but not a fantastic speller.

NOTE: It's important to focus on accomplishment instead of being perfect. Aiming towards perfection can paralyze you into thinking everything is impossible.

3- Gratitude and appreciation are great feelings and when you practice the skill of gratefulness you learn to shift your focus from the negative to the positive. And that's wonderful because positive thoughts fill your brain up with excellent fuel. It will do a much better job and makes it possible to use your talents and skills to the very best. And of course, you'll be feeling a lot better by your attention on the good in your day. And that's just what you want. ( Source: Growing-self-esteem.com)

Make yourself a gratitude list that comprises of five things that you admire or appreciate about yourself. These lists might include your five greatest strengths, five greatest life achievements, five people who love and care about you and your five favorite memories. You should keep these lists in a special place and refer to them any time negative thoughts enter your mind.

## Civic Responsibilities



“Ask not what your country can do for you; ask what you can do for your country.”

*John F. Kennedy*

## About this lesson

Students will be engaged in activities to identify civic responsibilities and participation.

By doing this students would be able to understand the individual's roles and responsibilities in a democratic society.

## Learning Questions

- What is civic responsibility?
- Why is community involvement important?

## Personal Objectives

- I can explain the difference between personal and civic responsibilities in a constitutional democracy.
- I can evaluate, take and defend positions on issues regarding personal and civic responsibilities of citizens in a constitutional democracy.

## Your Tasks!

Each member of the club is obliged to complete at least 2 tasks from the list below

- 1- Write your own definition for “civic responsibilities” and compare the definition provided in Annex (C-1). Identify and note down the differences.
- 2- Develop an action plan to increase your own personnel and civic responsibilities by choosing an area in which you have previously given less or no attention.
- 3- Identify and list down an issue in the community. Write down ways in which you can show your participation in finding a solution for the issue.
- 4- List down three community activities that you feel you should be involved and explain why your involvement is important.
- 5- In the group, develop a school community involvement plan and take part in one such event. Example: helping with primary school play or coordination or coaching junior sport.



# Climate Change and Human Rights



“The impact of climate change is a tremendous risk to the security and well-being of our countries.”

*Nancy Pelosi*

## About this lesson

From this session students will gain knowledge on the effects of climate change.

Students will explore how climate change effects globally and locally and think of possible practical solutions.

## Learning Questions

- What are the impacts of climate change on people?
- What are the rights violated due to climate change?

## Learning Questions

- I can explain the issues facing children in the world today, and discover how climate change can intensify these issues.
- I can understand how climate change affects the world's poorest people negatively and disproportionately.
- I can explain the concept of risk and vulnerability.
- I can identify the importance of a fair global deal for tackling climate change.

## Your Tasks!

Each member of the club is obliged to complete at least 2 tasks from the list below

1- In the group create a table to show the climate change impacts, human impacts and the rights that are violated by each. You may identify the rights violated from the different conventions.

EG:

Climate Impact	Human Impact	Rights Violated
Sea Level Rise	Lack of Clean water	Health ( ICESCR, Article 12)
• Salination of land and water	Loss of agricultural land	Standard of living ( ICESCR, article 12)

2- Make your own media television news report by exploring the effects of climate change on people all over the world and comparing different media reports. Present the report to the class or group.

3- In your group monitor the school energy consumption over a month and come up with ways to use energy more efficiently.

4- In your group identify a problem in the community that is related to climate change. Identify the cause of the problem and come up with a plan to mitigate it by using a step by step guide.

## Government and Law



The will of the people is the source and the happiness of the people the end of all legitimate government upon earth.

*JOHN QUINCY ADAMS, Inaugural Address, Mar. 4, 1825*

## About this lesson

This session will help the students to explore how the different branches of a government work. They gain an in-depth knowledge on how government and laws help in ensuring human rights of its citizens.

## Learning Questions

- What is the process of how a bill becomes a law?
- What are the branches of government?
- What are the roles of a citizen in his/her community

## Personal Objectives

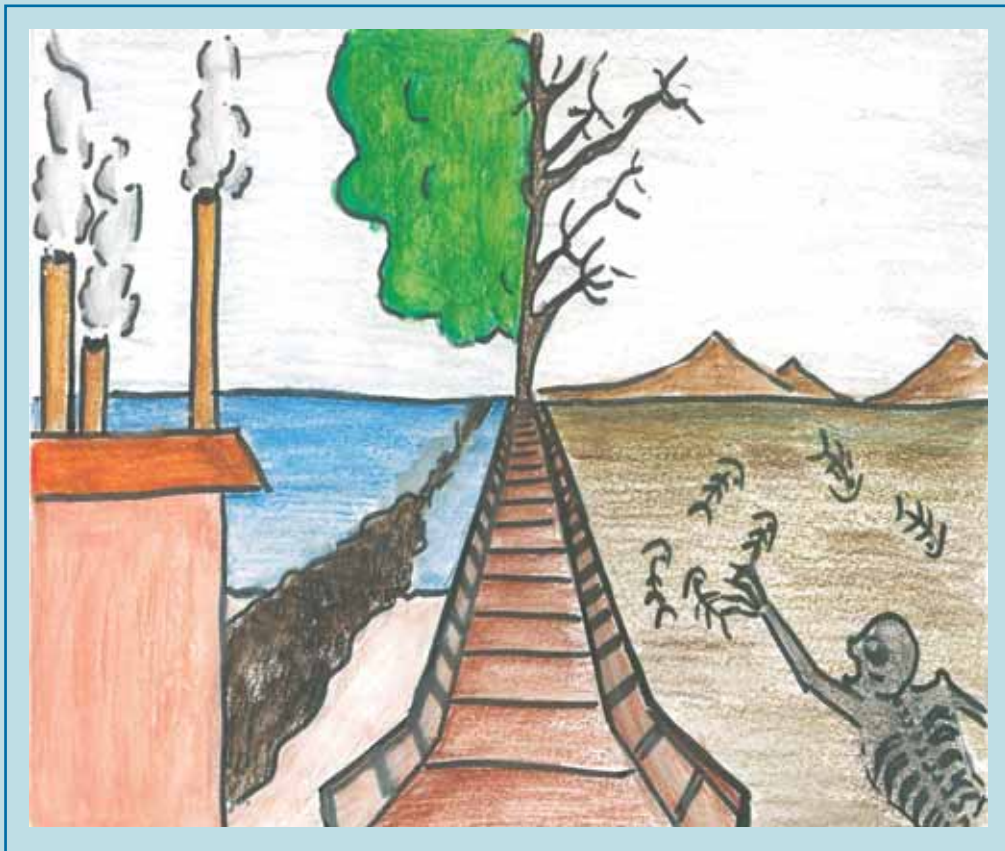
- I can explain the process of how a bill becomes a law.
- I have knowledge of the three branches of government.
- I know how the local government functions and how to become engaged in the local community.
- I can state how government affects our everyday lives, through laws, institutions and Services provided in the community.

## Your Tasks!

Each member of the club is obliged to complete at least 2 tasks from the list below

- 1- In groups make a brochure to make the community aware on the three branches (Legislative, Judicial and Executive) of the state.
- 2- Write a short article on the importance of having and imposing laws. In your article include the process of how a bill becomes a law.
- 3- In the group, create a play after researching to show a demonstration of a Majlis or court session
- 4- Make a short report on an issue that the parliament is currently debating on. In your report include the stand of the representative to the specified issue and how the representative has voted on any related bills.
- 5- Make a short report on the improvements brought to your community by the local government/ council.

# Development and Environment



## About this lesson

In this session students will be engaged in doing research work to find out how inequitable distribution of resources and the development standards of different countries and regions affect the livelihood of people.

## Learning Questions

- What does adequate standard of living means?
- What are the minimum standards or requirements for food and water necessary for survival and well-being.

## Personal Objectives

- I can explain the impacts of inadequate standards of living on the life of people.
- I can state the minimum requirements for food and water necessary for survival and well-being.
- I know the standard of development in different countries and how the differences in development impact the livelihood of the people and their rights.
- I can list down all the things that a house should have to enjoy fully, the economic, social and cultural rights.



## Your Tasks!

Each member of the club is obliged to complete at least 2 tasks from the list below

1- Do a research to find out about the minimum requirements for food and water necessary for the survival and well-being of a citizen. In your report include in which convention(s) and law(s) this right is ensured. What happens to the development of the child due to the lack in the living standard of the child? Report the findings to the whole class.

2- In groups select two countries with contrasting development. Develop a country profile (for an average person) on the two countries based on the following aspects. In your report include the effects on such differences on the development of individuals as well as nations and regions.

- a) Life expectancy
- b) Income
- c) Diet
- d) Accessibility to clean water

3- In groups, discuss and note down the resources and facilities that should be in a house. In your notes include the following aspects

- a) How might a local house designed be modified and improved to conserve resources like water and power to minimize environmental impacts.
- b) What would be the specific needs of family members with physical disabilities?
- c) Are there homeless people in the country? If so who is responsible for the homeless?

## Promoting and Creating a Human Rights Community



"Every human being, of whatever origin, of whatever station, deserves respect. We must each respect others even as we respect ourselves."

*U Thant (1909-1974) Burmese educator, diplomat, 3rd  
United Nations Secretary-General, 1961-1971*

## About this lesson

This session will give students opportunities to develop their skills in planning programs that helps to create a human rights community in the school.

## Learning Questions

- What are the impacts on a society due to lack of respect?
- How can I work on to create a community that respect everyone?

## Personal Objectives

- I know what it means by 'respect' and how lack of respect can affect society.
- I know the advocacy strategies to create a community to foster respect and social order so that everyone in the community respects each other.

## Your Tasks!

Each member of the club is obliged to complete at least 2 tasks from the list below

- 1- In groups make a poster on the topic “A world without violence or World that respects Rights of oneself and others”. The poster could be displayed in the school premises with permission from the facilitator.
- 2- In groups make a poster listing down a set of standards of behavior for your community to foster respect and social order so that everyone in the community can enjoy peace and be treated with respect and dignity as an individual and a group. Include both the rights and responsibilities (personal commitment). The poster could be displayed in the school premises with permission from the facilitator.
- 3- In groups make an advocacy plan to make the school community aware of Human Rights. In your plan state what you could do to accomplish understanding of Human Rights.

# Human Rights Defenders



Get up, stand up, Stand up for your rights. Get up, stand up,  
Don't give up the fight."

*Bob Marley (1945-1981)*

*Jamaican reggae legend and social activist*

## About this lesson

Students survey their community to evaluate how human rights are enjoyed and strategize how to address abuses they discover.

## Learning Questions

- Who is a human rights defender?
- What are the qualities of a human right defender?

## Personal Objectives

- I can assess human rights conditions within the school community
- I can develop an action plan to improve the human rights climate within the school.

## Your Tasks!

Each member of the club is obliged to complete at least 2 tasks from the list below

- 1- Do a survey to find the school's human rights climate (Survey questionnaire attached in Annex C-1 ). After analyzing the survey, make a short report on the issues identified from the survey and how to list down the ways in which the schools can overcome the problems.
- 2- Draft a plan of action that outlines the steps necessary to create a human rights respecting community in the school.
- 3- List down some qualities of a human right defender

## Democracy and Human Rights





## About this lesson

Through this session students gain some information like voting, negotiation and how a government system works. The activities will help the students to explore an in-depth knowledge of the topic “democracy” and how it relates to human rights and responsibilities.

## Learning Questions

- What does democracy mean?
- How does a democratic system work?

## Personal Objectives

- I know how a democratic system works
- I have information on voting and negotiation
- I can make a flow chart to show how a democratic systems work.

## Your Tasks!

Each member of the club is obliged to complete at least 2 tasks from the list below.

1- In groups write the word that “democracy” in the middle of a piece of paper. List down all the words that come to mind. (Mind map) Now make a definition using the words listed.

2- In group each child prepares and gives a speech on democracy. The rest of the club members have to give a vote for the speech. At the end count the number of electoral votes received by each candidate. Let the student who gets elected to become the president of the club for a week.

3- Individually make a flow chart to show the state structure of governance.

# Discrimination



## About this lesson

Students will explore the negative consequences of discrimination. They will also explore and accept cultural difference among the people living in the same community. The activities would also allow the students to understand how it feels to be discriminated. It also creates a scenario to empathize with those who have to bear the turmoil of discrimination.

## Learning Questions

- What is discrimination?
- What are the impacts of discrimination?
- What is the difference between majority and ethnicity?

## Personal Objectives

- I can explain the negative effects of discrimination.
- I know the difference between majority and ethnicity.

### Your Tasks!

Each member of the club is obliged to complete at least 2 tasks from the list below.

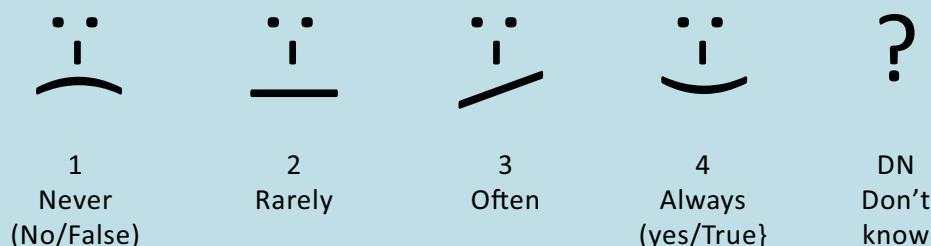
- 1- Define the words (ethnocentrism, minority group and racism)
- 2- Develop and perform a short skit to show some ways of ethnocentrism, minority group and racism ways of discrimination.
- 3- Give a short presentation to make the school aware of discrimination.

## Annex: C -1

### Taking the human rights temperature of your school

Directions: Read each statement and evaluate how accurately it describes your school community. Keep in mind all members of your school: students, teachers, administrators, staff. Add up your score to determine the overall assessment for your school.

#### Rating scale:



1. Members of the school community are not discriminated against because of their race, sex, family background, disability, religion or life style.

(UDHR articles 2, 16; CRC articles 2, 23)

2. My school is a place where i am safe and secure.

(UDHR articles 3, 5; CRC articles 6, 37)

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