



HUMAN RIGHTS EDUCATION
IN THE NORTHEAST ASIAN SCHOOL SYSTEMS
Resource Material

HURIGHTS OSAKA

Human Rights Education in the Northeast Asian
School Systems: Resource Material

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Foreword

In our effort to promote human rights education in Asia and the Pacific, we produce materials that offer practical support to educators. This publication is the latest example of such materials.

This publication was produced in close collaboration with educators from Northeast Asia. It tries to represent as much as possible the Northeast Asian context, while discussing the international human rights standards.

The main principle behind this publication is the promotion of human rights education as an important component of the mainstream education system. Human rights and human rights education must be seen as essential in the full development of the potentials of students in Northeast Asian school systems.

We therefore hope that this publication adds significant support to the national and local human rights education initiatives.

Osamu Shiraishi
Director
HURIGHTS OSAKA

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Introduction



THIS PUBLICATION is the latest subregional material of HURIGHTS OSAKA. It focuses on Northeast Asia, one of the three Asian subregions under the HURIGHTS OSAKA regional program.

HURIGHTS OSAKA, employing the subregional approach, engages subregional educators as partners in program implementation. Since 1997, HURIGHTS OSAKA has been working with educators in three Asian subregions: Southeast, South and Northeast.

It has also adopted a particular set of subregional activities, consisting of research, consultation workshop, material development, and training workshop. By and large, these activities have been undertaken in the three subregions.

One of the outputs of these subregional activities is in the form of resource material for human rights education in the school system. In Southeast Asia, HURIGHTS OSAKA organized with partner institutions in the subregion the 2001 writeshop (writing workshop) where educators from Cambodia, Indonesia, Malaysia, Philippines, Thailand and Vietnam produced human rights lesson plans.¹ Based on the output of this 2001 writeshop, a Southeast Asian editorial team developed a set of human rights lesson plans for primary and secondary levels.² In 2003, the *Human Right Lesson Plans for Southeast Asian Schools* was published in Bangkok.³ Partner-institutions in the countries involved subsequently printed versions of the publication in Southeast Asian languages (Bahasa Indonesia, Bahasa Melayu, Khmer, and Vietnamese).⁴

In South Asia, participants in a workshop held in 2005 proposed the development of a human rights education material for the subregion.⁵ A team of South Asian educators was subsequently formed to assist HURIGHTS OSAKA in preparing the *South Asian Teachers and Human Rights Education - A Training Resource Material*.⁶ This resource material was published in 2009 in New Delhi.

While both Southeast and South Asian publications contain lesson plans, the South Asian publication is a compilation of existing lesson plans (in different formats) that have been developed by institutions in different countries in the subregion.

Also, the South Asian publication has a section discussing what human rights mean, what mechanisms exist to promote, protect and realize human rights, and a discussion on the human rights situation in the subregion. The section discussing human rights complements the lesson plans section.

NORTHEAST ASIA

HURIGHTS OSAKA organized a meeting of Northeast Asian educators in March 2008 to discuss the state of human rights education in Northeast Asia. As a result of the meeting, HURIGHTS OSAKA implemented a research project on the challenges and opportunities for human rights education in the Northeast Asian school systems. A research report was published in 2010 entitled *The State of Human Rights Education in Northeast Asian School Systems: Obstacles, Challenges, Opportunities*.⁷ HURIGHTS OSAKA convened a meeting of educators from China, Hong Kong, Japan, Korea, Mongolia and Taiwan in September 2011 in Osaka to discuss a follow-up project. This meeting led to an agreement to develop lesson plans based on existing materials in Northeast Asia, and reflecting Northeast Asian experiences. The Northeast Asian educators agreed to take part in the follow-up project and met for the second time on 1-2 September 2012 to review the lesson plans they had prepared.

PROJECT OBJECTIVES AND CONTENT

The development of this Northeast Asian human rights education resource material is designed to help in the institutionalization of human rights education within the school systems in the subregion. It builds on the two previous subregional publications.

Similar to the Southeast and South Asian projects, this publication is

- a) Contextualized in a subregion (Northeast Asia)
- b) Composed as much as possible of some of the good teaching and learning materials for human rights education that are available in the subregion
- c) Embodying the perspectives and experiences of the human rights educators in the subregion particularly those that relate to the challenges of teaching/learning human rights within the school systems in Northeast Asia
- d) Promoting the international human rights standards through their concrete application as lesson plans content, teaching/learning process, school rules and regulations, teachers' guides, and school-community relations
- e) An appropriate material for teacher-training as well as teaching and learning, and
- f) Supportive of networking among Northeast Asian educators that facilitates exchange of information on the development of human rights education in the different school systems.

The partner-educators/contributors in this publication agreed to adopt the following HURIGHTS OSAKA proposal on the contents of the resource material:

a. Human Rights: Principles and Rights – this is a brief discussion on the basic principles underlying the international human rights standards, list of basic rights, and the United Nations human rights mechanism.

b. Human Rights Education Pedagogy – this is a discussion of the pedagogical techniques for human rights education.

c. Northeast Asian School Systems – this is a general introduction of the school systems in Northeast Asia and the related human rights education initiatives implemented within the school curriculums.

d. Government policies – this presents the existing policies of the governments in Northeast Asia that support human rights/human rights education.

e. Local Government initiatives – this discusses the programs and projects of Northeast Asian local governments in promoting human rights/human rights education.

f. Teachers and human rights education – this highlights the significant role of the teachers and their organizations in providing support to human rights education in the school system.

g. Civil Society initiatives on human rights education – this presents a number of non-governmental organization programs and projects that support human rights/human rights education.

h. Human Rights Curricular Framework – this presents the issues as well as the scope and sequence of the lesson plans covered by the resource material.

i. Human Rights Lesson Plans – as the major content of the resource material, these lesson plans discuss a number of issues appropriate to each level of school education – primary, lower secondary and upper secondary.

j. Appendices – they include the basic human rights instruments (Universal Declaration of Human Rights and the Convention on the Rights of the Child) that apply to Northeast Asian countries.

A discussion on the definition of human rights education was subsequently added.

The discussions on human rights and human rights education are taken from materials (print and online) of the different United Nations agencies, offices and programs.

The lesson plans, on the other hand, are adaptations from existing materials in Northeast Asia. They were edited for wider application within the subregion.

CONTRIBUTORS

As a policy, HURIGHTS OSAKA implements regional projects in close collaboration with educators and human rights workers in the different countries in the Asian region. In the Southeast and South Asian projects, HURIGHTS OSAKA sought the collaboration of school teachers, education ministry officials, officials

of national human rights institutions, and educators from non-governmental organizations. This regional project implementation policy has two objectives: 1) to ensure the consideration of the different perspectives coming from the collaborating institutions in undertaking the projects; and 2) to facilitate beyond-the-project cooperation on human rights education among the institutions and individuals.

Following this regional project implementation policy, HURIGHTS OSAKA invited Northeast Asian educators with varied educational roles to discuss and implement a project for the subregion. The educators consisted of law professors who head human rights centers and teach human rights courses as well, professors in education department/university, a staff of a national human rights institution working on human rights education, two school teachers (primary and secondary levels), and a head of a non-governmental organization.

Such varied backgrounds of contributors ensured, to some extent, a variety of perspective in the development of this publication.

LESSON PLANS

The lesson plans in this publication follow the format used in the *Human Right Lesson Plans for Southeast Asian Schools*. The lesson plan has the following format:⁸

HUMAN RIGHTS LESSON PLAN FORMAT

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

The tasks/exercises should cover the following elements:

<Content>	<Process>
Concern (Values/Attitude) :	Analysis
Cause (Knowledge) :	Analysis
Concept (Knowledge) :	Abstraction/Generalization
Contribution (Skill) :	Application

- c. Closure: Recap of the message of the lesson plan.
7. Assignment: This is an optional part of the lesson plan
8. Evaluation: Suggestions on how to evaluate the whole process, covering various aspects of the lesson plans

9. Notes about the topic:

Additional information about the human rights concept discussed in the lesson plan

As explained in the Human Right Lesson Plans for Southeast Asian Schools,⁹

[T]he lesson plan follows the 4As approach (Activity, Analysis, Abstraction and Application). For the primary school lesson plans, however, the subtitles referring to Activity, Analysis, and Abstraction are not included to make the lesson plans look more simple.

The Northeast Asian lesson plans collected for this publication were necessarily edited (including the addition of contents that were not in the original version of the lesson plans) to fit the standard lesson plan format.

USING THE LESSON PLANS

The lesson plans attempt to embody both human rights and human-rights-based pedagogy. They also attempt to relate as much as possible to the existing school curriculums of primary, lower secondary and upper secondary levels in Northeast Asia.

Research shows the lack of human rights education subject in the existing Northeast Asian school curriculums. But there are compulsory and other subjects that contain human rights or provide space for discussing human rights. Thus the lesson plans in this publication refer to subjects that provide space for discussing human rights:

- Moral education
- Civic education
- Social studies
- Integrated studies, and
- Extra-curricular subjects.

The actual names of the subjects vary, and include Liberal Studies (Hong Kong), Integrative Activities (Taiwan), Synthetic Learning (Japan), and Life Curriculum (Taiwan).

The lesson plans in this publication are illustrative of the way by which the existing subjects in the school curriculum are used for human rights education. They inform teachers of the relevance to human rights of the different issues in the subjects.

The lesson plans, and the publication as a whole, encourage teachers to make use of resources within the school and the community (such as materials and facilities provided by local governments) to be able to facilitate the teaching and learning of human rights in the most relevant and effective manner.

At the very least, the publication as a whole is meant to help trigger interest among teachers on human rights education and for them to attempt using the lesson plans inside the classroom, and to encourage school and education officials and other educators to see human rights education as integral part of school curriculums.

ENDNOTES

1 See “SEA Writeshop: Developing Human Rights Lesson Plans,” *Human Rights Education in Asian Schools*, vol. 5, www.hurights.or.jp/archives/human_rights_education_in_asian_schools/section2/2002/03/sea-writeshop-developing-human-rights-lesson-plans.html.

2 See *Southeast Asian Human Rights Lesson Plans*, www.hurights.or.jp/archives/focus/section2/2002/09/southeast-asian-human-rights-lesson-plans.html.

3 The preparation of this publication received support from Friedrich Naumann Foundation, through its Bangkok office, and also UNESCO Asia and Pacific Regional Bureau for Education (Bangkok Office).

4 The Bahasa Indonesia, Bahasa Melayu, Khmer and Vietnamese versions of the *Human Rights Lesson Plans for Southeast Asian Schools* are downloadable at HURIGHTS OSAKA website (visit: www.hurights.or.jp/english/publication.html). The original English version is available in the same website as well as in many other websites and blogs.

5 HURIGHTS OSAKA, “South Asia Workshop on Human Rights Education in Schools,” *FOCUS Asia-Pacific* 42, available at www.hurights.or.jp/archives/focus/section2/2005/12/south-asia-workshop-on-human-rights-education-in-schools.html.

6 This publication is available at online publication sellers in India.

7 Available in pdf file at www.hurights.or.jp/english/publication.html.

8 Taken from Annex 1 on page 9 of the *Human Right Lesson Plans for Southeast Asian Schools*.

9 *Ibid.*, page 6.

Human Rights Principles and Rights



HUMAN RIGHTS have been promoted since 1946 by the United Nations as part of its mandate. But since the human rights standard setting has been continuously developing, new concepts have also been adopted by the international community and made part of human rights obligations of the states.

Following are texts from the materials being used by the United Nations' agencies, offices and programs in explaining human rights to the people the world over.

UNDERSTANDING HUMAN RIGHTS¹

Every individual has dignity. The principles of human rights were drawn up by human beings as a way of ensuring that the dignity of everyone is properly and equally respected, that is, to ensure that a human being will be able to fully develop and use human qualities such as intelligence, talent and conscience and satisfy his or her spiritual and other needs.

Dignity gives an individual a sense of value and worth. The existence of human rights demonstrates that human beings are aware of each other's worth. Human dignity is not an individual, exclusive and isolated sense. It is a part of our common humanity.

Human rights enable us to respect each other and live with each other. In other words, they are not only rights to be requested or demanded but rights to be respected and be responsible for. The rights that apply to you also apply to others.

The denial of human rights and fundamental freedoms not only is an individual and personal tragedy, but also creates conditions of social and political unrest, sowing the seeds of violence and conflict within and between societies and nations.

HUMAN RIGHTS PRINCIPLES²

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 fulfilment of one right often depends, wholly or in part, upon the fulfilment of others. For instance, fulfilment of the right to health may depend, in certain circumstances, on fulfilment 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.

LIST OF RIGHTS

Since 1948, the United Nations has been engaged in defining the international human rights standards particularly in relation to specific issues. Examples of these human rights, freedoms, rights and prohibitions related to human rights, are the following:³

In the area of civil and political rights

- Right to life
- Freedom from torture and cruel, inhuman or degrading treatment or punishment
- Freedom from slavery, servitude and forced labour
- Right to liberty and security of person
- Right of detained persons to be treated with humanity
- Freedom of movement
- Right to a fair trial
- Prohibition of retroactive criminal laws
- Right to recognition as a person before the law
- Right to privacy
- Freedom of thought, conscience and religion
- Freedom of opinion and expression
- Prohibition of propaganda for war and of incitement to national, racial or religious hatred
- Freedom of assembly
- Freedom of association
- Right to marry and found a family
- Right to take part in the conduct of public affairs, vote, be elected and have access to public office
- Right to equality before the law and non-discrimination.

In the area of economic, social and cultural rights

- Right to work
- Right to just and favourable conditions of work
- Right to form and join trade unions
- Right to social security
- Protection of the family
- Right to an adequate standard of living, including adequate food, clothing and housing

- Right to health
- Right to education.

In the area of collective rights

Right of peoples to:

- Self-determination
- Development
- Free use of their wealth and natural resources
- Peace
- A healthy environment

Other collective rights:

- Rights of national, ethnic, religious and linguistic minorities
- Rights of indigenous peoples.

STATE OBLIGATION ON HUMAN RIGHTS

All human rights—economic, civil, social, political and cultural—impose negative as well as positive obligations on States, as is captured in the distinction between the duties to respect, protect and fulfil.⁴

*They are considered to be the three levels of obligation:*⁵

To *respect* a right means refraining from interfering with the enjoyment of the right.

To *protect* the right means enacting laws that create mechanisms to prevent violation of the right by state authorities or by non-state actors. This protection is to be granted equally to all.

To *fulfil* the right means to take active steps to put in place institutions and procedures, including the allocation of resources to enable people to enjoy the right. A rights-based approach develops the capacity of duty-bearers to meet their obligations and encourages rights holders to claim their rights.

Resource implications of the obligations to *respect* and *protect* are generally less significant than those of implementing the obligations to *fulfil*, for which more proactive and resource-intensive measures may be required. Consequently, resource constraints may not affect a State's ability to respect and protect human rights to the same extent as its ability to fulfil human rights.⁶

HUMAN RIGHTS AND STATE SOVEREIGNTY

In the past, when human rights were still regarded as a country's internal affair, other States and the international community were prevented from interfering,

even in the most serious cases of human rights violations, such as genocide. That approach, based on national sovereignty, was challenged in the twentieth century, especially by the actions of Nazi Germany and the atrocities committed during the Second World War. Today, human rights promotion and protection are considered a legitimate concern and responsibility of the international community. However, discrepancies between *universal legal obligations* and *State sovereignty* can be resolved only on a case-by-case basis, in accordance with the *principle of proportionality*, a principle according to which any action taken by an authority pursuant to the concept of universality must not go beyond what is necessary to achieve compliance with human rights.⁷

Paragraph 4 of the Vienna Declaration and Programme of Action of the World Conference on Human Rights (Vienna, 1993), states that:

The promotion and protection of all human rights and fundamental freedoms must be considered as a priority objective of the United Nations in accordance with its purposes and principles, in particular the purpose of international cooperation. In the framework of these purposes and principles, the promotion and protection of all human rights is a legitimate concern of the international community.

HUMAN RIGHTS INSTRUMENTS

In the early twentieth century, the protection of human rights became an issue of concern to the international community. Under the League of Nations, established at the end of the First World War, attempts were made to develop an international legal framework, along with international monitoring mechanisms, to protect minorities. The horrors perpetrated during the Second World War motivated the international community to ensure that such atrocities would never be repeated and provided the impetus for the modern movement to establish an international system of binding human rights protection.

The Charter of the United Nations of 1945 proclaims that one of the purposes of the United Nations is to promote and encourage respect for human rights and fundamental freedoms for all.

The Universal Declaration of Human Rights, adopted by the United Nations General Assembly in 1948, was the first step towards achieving this objective. It is seen as the authoritative interpretation of the term "human rights" in the Charter of the United Nations. The Universal Declaration together with the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights, both adopted in 1966, constitute what has become known as the International Bill of Human Rights. Since 1948, human rights and fundamental freedoms have indeed been codified in hundreds

of universal and regional, binding and non-binding instruments, touching almost every aspect of human life and covering a broad range of civil, political, economic, social and cultural rights. Thus, the codification of human rights has largely been completed.⁸

Conceived as “a common standard of achievement for all peoples and all nations”, the Universal Declaration of Human Rights has become just that: a yardstick by which to measure the degree of respect for, and compliance with, international human rights standards.⁹

Since 1948 it has been and rightly continues to be the most important and far-reaching of all United Nations declarations, and a fundamental source of inspiration for national and international efforts to promote and protect human rights and fundamental freedoms. It has set the direction for all subsequent work in the field of human rights and has provided the basic philosophy for many legally binding international instruments designed to protect the rights and freedoms which it proclaims.¹⁰

Human rights are set out as principles in the Universal Declaration of Human Rights. A declaration is not legally binding. It lays out principles and objectives and carries moral weight.

However, a large number of laws and legal documents are based on the principles set forth by the Universal Declaration. Many countries have cited the Declaration or included its provisions in their basic laws or constitutions. And many human rights covenants, conventions and treaties concluded since 1948 have been built on its principles.

A covenant, convention or treaty, unlike a declaration, has the force of law. Those who sign the document, called the signatories, have not only a moral obligation but a legal obligation to respect its terms. A covenant, convention or treaty is signed between states. Once it is signed, it must be ratified by the signatories. This means, that the treaty must be accepted by the country’s own parliament or equivalent legislative body. Then it becomes law.

One of the greatest achievements of the United Nations is the creation of a comprehensive body of human rights legislation. For the first time in history, there exists a universal code of human rights one to which all nations can subscribe and to which all people can aspire.

The broadest legally binding human rights agreements negotiated under United Nations auspices are the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights.

THE INTERNATIONAL BILL OF RIGHTS

The international human rights standards are defined by a number of human rights documents that have been adopted by member-states of the United

Nations. The main human rights documents have been known as the international bill of rights and composed of the following:¹¹

- Universal Declaration of Human Rights (1948)
- International Covenant on Economic, Social and Cultural Rights (1966)
- International Covenant on Civil and Political Rights (1966)
- Optional Protocol to the International Covenant on Civil and Political Rights (1966)
- Second Optional Protocol to the International Covenant on Civil and Political Rights, aiming at the abolition of the death penalty (1989).

There are nine core international human rights treaties. Each of these treaties has established a committee of experts to monitor implementation of the treaty provisions by its States parties. Some of the treaties are supplemented by optional protocols dealing with specific concerns.

- International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)
- International Covenant on Civil and Political Rights (ICCPR)
- International Covenant on Economic, Social and Cultural Rights (ICESCR)
- Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
- Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)
- Convention on the Rights of the Child (CRC)
- International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (ICRMW)
- International Convention for the Protection of All Persons from Enforced Disappearance (CPED)
- Convention on the Rights of Persons with Disabilities (CRPD).

In addition to the International Bill of Rights and the core human rights treaties, there are many other universal instruments relating to human rights. The legal status of these instruments varies: declarations, principles, guidelines, standard rules and recommendations have no binding legal effect, but such instruments have an undeniable moral force and provide practical guidance to States in their conduct; covenants, statutes, protocols and conventions are legally-binding for those States that ratify or accede to them.

UNITED NATIONS HUMAN RIGHTS TREATY SYSTEM

Through ratification of international human rights treaties, Governments undertake to put into place domestic measures and legislation compatible with their

treaty obligations and duties. The domestic legal system, therefore, provides the principal legal protection of human rights guaranteed under international law. Where domestic legal proceedings fail to address human rights abuses, mechanisms and procedures for individual and group complaints are available at the regional and international levels to help ensure that international human rights standards are indeed respected, implemented, and enforced at the local level.¹²

There are committees within the United Nations system that try and check to see whether countries comply with the human rights treaties they have signed. The committees may call upon Governments to respond to allegations and may adopt decisions and publish them along with criticisms or recommendations.¹³

They are generally known as the “human rights treaty bodies.”

The human rights treaty bodies are committees of independent experts that monitor implementation of the core international human rights treaties. They are created in accordance with the provisions of the treaty that they monitor.¹⁴

There are nine human rights treaty bodies and the Subcommittee on Prevention of Torture (SPT):

- The Human Rights Committee (CCPR) monitors implementation of the International Covenant on Civil and Political Rights (1966) and its optional protocols;
- The Committee on Economic, Social and Cultural Rights (CESCR) monitors implementation of the International Covenant on Economic, Social and Cultural Rights (1966);
- The Committee on the Elimination of Racial Discrimination (CERD) monitors implementation of the International Convention on the Elimination of All Forms of Racial Discrimination (1965);
- The Committee on the Elimination of Discrimination Against Women (CEDAW) monitors implementation of the Convention on the Elimination of All Forms of Discrimination against Women (1979) and its optional protocol (1999);
- The Committee Against Torture (CAT) monitors implementation of the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment (1984);
- The Committee on the Rights of the Child (CRC) monitors implementation of the Convention on the Rights of the Child (1989) and its optional protocols (2000);
- The Committee on Migrant Workers (CMW) monitors implementation of the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (1990);
- The Committee on the Rights of Persons with Disabilities (CRPD) monitors implementation of the International Convention on the Rights of Persons with Disabilities (2006); and

- The Committee on Enforced Disappearance (CED) monitors implementation of the International Convention for the Protection of All Persons from Enforced Disappearance (2006).

Each treaty body receives secretariat support from the Human Rights Treaties Branch of OHCHR in Geneva. CEDAW, which was supported until 31 December 2007 by the Division for the Advancement of Women (DAW), meets once a year in New York at United Nations Headquarters. Similarly, the Human Rights Committee usually holds its session in March/April in New York. The other treaty bodies meet in Geneva, either at Palais Wilson or Palais des Nations.

HUMAN RIGHTS COUNCIL¹⁵

The Human Rights Council is an inter-governmental body within the United Nations system responsible for strengthening the promotion and protection of human rights around the globe and for addressing situations of human rights violations and make recommendations on them. It has the ability to discuss all thematic human rights issues and situations that require its attention throughout the year. It meets at the United Nations Office at Geneva.

The Council is made up of forty-seven United Nations Member States which are elected by the United Nations General Assembly. The Human Rights Council replaced the former United Nations Commission on Human Rights.

The Council was created by the United Nations General Assembly on 15 March 2006 by resolution 60/251. Its first session took place from 19 to 30 June 2006. One year later, the Council adopted its “Institution-building package” to guide its work and set up its procedures and mechanisms.

Among them were the Universal Periodic Review mechanism which serves to assess the human rights situations in all United Nations Member States, the Advisory Committee which serves as the Council’s “think tank” providing it with expertise and advice on thematic human rights issues and the Complaint Procedure which allows individuals and organizations to bring human rights violations to the attention of the Council.

The Human Rights Council also works with the United Nations Special Procedures established by the former Commission on Human Rights and now assumed by the Council. These are made up of special rapporteurs, special representatives, independent experts and working groups that monitor, examine, advise and publicly report on thematic issues or human rights situations in specific countries.

CONDITIONS ON RIGHTS¹⁶

The Universal Declaration of Human Rights affirms that the exercise of a person's rights and freedoms may be subject to certain limitations, which must be determined by law, solely for the purpose of securing due recognition of the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society. Rights may not be exercised contrary to the purposes and principles of the United Nations, or if they are aimed at destroying any of the rights set forth in the Declaration (arts. 29 and 30).

The International Covenant on Economic, Social and Cultural Rights states that the rights provided for therein may be limited by law, but only in so far as it is compatible with the nature of the rights and solely to promote the general welfare in a democratic society (art. 4).

Unlike the Universal Declaration [of Human Rights] and the [International] Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights contains no general provision applicable to all the rights provided for in the Covenant authorizing restrictions on their exercise. However, several articles in the Covenant provide that the rights being dealt with shall not be subject to any restrictions except those which are prescribed by law and are necessary to protect national security, public order, or the rights and freedoms of others.

Certain rights, therefore, may never be suspended or limited, even in emergency situations. These are the rights to life, to freedom from torture, to freedom from enslavement or servitude, to protection from imprisonment for debt, to freedom from retroactive penal laws, to recognition as a person before the law, and to freedom of thought, conscience and religion.

The International Covenant on Civil and Political Rights allows a State to limit or suspend the enjoyment of certain rights in cases of officially proclaimed public emergencies which threaten the life of the nation. Such limitations or suspensions are permitted only "to the extent strictly required by the exigencies of the situation" and may never involve discrimination solely on the ground of race, colour, sex, language, religion or social origin (art. 4). The limitations or suspensions must also be reported to the United Nations.

ENDNOTES

1 "Understanding Human Rights," at www.un.org/cyberschoolbus/humanrights/about/understanding.asp.

2 "Human Rights," United Nations Population Fund, www.unfpa.org/rights/principles.htm.

3 *Ibid.*, page 2.

4 *Para 48, Principles and Guidelines for a Human Rights Approach to Poverty Reduction Strategies* (2006, Office of the United Nations High Commissioner for Human Rights), pages 10-11.

5 "The Human Rights-Based Approach," www.unfpa.org/rights/approaches.htm.

6 *Principles and Guidelines for a Human Rights Approach to Poverty Reduction Strategies, op. cit.*

7 *Human Rights: Handbook for Parliamentarians*, Inter-Parliamentary Union and the United Nations Office of the High Commissioner for Human Rights, 2005, page 8.

8 This paragraph and the two preceding paragraphs are taken from The United Nations Human Rights Treaty System, Fact Sheet No. 30/Rev.1, Office of the United Nations High Commissioner for Human Rights), page 3.

9 *The International Bill of Human Rights*, Fact Sheet No. 2 (Rev.1), Centre for Human Rights (Geneva, 1988), page 8, available at www.ohchr.org/Documents/Publications/FactSheet2Rev.1en.pdf.

10 Ibid.

11 See *The International Bill of Human Rights*, Fact Sheet No. 2 (Rev.1), *ibid.* And RefWorld (www.unhcr.org/refworld/docid/3ae6b3bf0.html) regarding the year of adoption of the first Optional Protocol to the International Covenant on Civil and Political Rights.

12 "The Foundation of International Human Rights Law," The Universal Declaration of Human Rights, at www.un.org/en/documents/udhr/hr_law.shtml.

13 "Understanding Human Rights," *op. cit.*

14 "Human Rights Treaty Bodies," at www2.ohchr.org/english/bodies/treaty/index.htm.

15 "Background information on the Human Rights Council," United Nations High Commissioner for Human Rights, at www.ohchr.org/EN/HRBodies/HRC/Pages/AboutCouncil.aspx.

16 *The International Bill of Human Rights*, *op. cit.*, pages 11-12.

Human Rights Education Duty and Definition



THE 1945 UNITED NATIONS CHARTER provides the initial statement on human rights education. Article 55 of the Charter states:

With a view to the creation of conditions of stability and well-being which are necessary for peaceful and friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples, the United Nations shall promote:

xxx

c. universal respect for, and observance of, human rights and fundamental freedoms for all without distinction as to race, sex, language, or religion.

This United Nations duty was transformed into a duty of peoples and governments in the 1948 Universal Declaration of Human Rights (UDHR):

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.

Human rights education became part of right to education as found in paragraph 2 of Article 26 of the UDHR:

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

During the same 1948 session of the General Assembly of the United Nations that adopted the UDHR, the member-states adopted a resolution that provides:¹

Considering that the text of the [Universal Declaration of Human Rights] should be disseminated among all peoples throughout the world,

1. *Recommends* Governments of Member States to show their adherence to Article 56 of the Charter by using every means within their power solemnly to publicize the text of the Declaration and to cause it to be disseminated, displayed, read and expounded principally in schools and other institutions, without distinction based on the political status of the countries or territories;

2. Invites the specialized agencies and non-governmental organizations of the world to do their utmost to bring this Declaration to the attention of their members.

This resolution clarified even more the duty of governments to undertake human rights education. This duty was reaffirmed several times since 1948.

In the 1968 International Conference on Human Rights in Tehran, Iran, aimed at reviewing progress over twenty years after the adoption of the UDHR and at formulating a program for the future, the member-states declared:²

1 . It is imperative that the members of the international community fulfil their solemn obligations to promote and encourage respect for human rights and fundamental freedoms for all without distinctions of any kind such as race, colour, sex, language, religion, political or other opinions.

After almost fifty years since the establishment of the United Nations, member-states reaffirmed in the 1993 World Conference on Human Rights their duty to promote human rights. The conference entitled Vienna Declaration and Programme of Action (VDPA) states the following:³

33. The World Conference on Human Rights reaffirms that States are duty-bound, as stipulated in the Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights and in other international human rights instruments, to ensure that education is aimed at strengthening the respect of human rights and fundamental freedoms. The World Conference on Human Rights emphasizes the importance of incorporating the subject of human rights education programmes and calls upon States to do so. Education should promote understanding, tolerance, peace and friendly relations between the nations and all racial or religious groups and encourage the development of United Nations activities in pursuance of these objectives. Therefore, education on human rights and the dissemination of proper information, both theoretical and practical, play an important role in the promotion and respect of human rights with regard to all individuals without distinction of any kind such as race, sex, language or religion, and this should be integrated in the education policies at the national as well as international levels.

The latest reaffirmation of duty of governments regarding human rights education appeared in this preambular paragraph of the 2011 United Nations Declaration on Human Rights Education and Training:⁴

Reaffirming that States are duty-bound, as stipulated in the Universal Declaration of Human Rights,⁵ the International Covenant on Economic, Social and Cultural Rights and in other human rights instruments, to ensure that education is aimed at strengthening respect for human rights and fundamental freedoms.

HUMAN RIGHTS EDUCATION DEFINED

To implement the provisions of VDPA on human rights education, the United Nations launched the United Nations Decade for Human Rights Education (1995-2004) in 1995 whose Plan of Action provides for the first time the definition of “human rights education” based on the previous United Nations documents:⁶

human rights education shall be defined as training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes and directed to:

- (a) The strengthening of respect for human rights and fundamental freedoms;
- (b) The full development of the human personality and the sense of its dignity;
- (c) The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- (d) The enabling of all persons to participate effectively in a free society;
- (e) The furtherance of the activities of the United Nations for the maintenance of peace.

The 2005 World Programme for Human Rights Education refined a little more this definition as shown in the added underlined texts:⁷

(d) The enabling of all persons to participate effectively in a free and demo-
cratic society governed by the rule of law;

xxx

(f) The promotion of people-centred sustainable development and social
justice.

It can be assumed that the additions in the aims of human rights education reflect the current concerns of the United Nations member-states.

The 2011 United Nations Declaration on Human Rights Education and Training⁸ provides a different way of defining the aims of human rights education:

- (a) Raising awareness, understanding and acceptance of universal human rights standards and principles, as well as guarantees at the international, regional and national levels for the protection of human rights and fundamental freedoms;
- (b) Developing a universal culture of human rights, in which everyone is aware of her/his own rights and responsibilities in respect of the rights of others, and promoting the development of the individual as a responsible member of a free, peaceful, pluralist and inclusive society;
- (c) Pursuing the effective realization of all human rights and promoting tolerance, non-discrimination and equality;
- (d) Ensuring equal opportunities for all through access to quality human rights education and training, without any discrimination;
- (e) Contributing to the prevention of human rights violations and abuses and to the combating and eradication of all forms of discrimination, racism, stereotyping and incitement to hatred, and the harmful attitudes and prejudices that underlie them.

It would be fair to assume that the different statements of aims of human rights education, adopted at different times, complement each other. The 1995 and 2005 statements stress the “results – what should be achieved” character of the aims of human rights education. The 2011 statement, on the other hand, emphasizes the “action – what should be done” component of the aims of human rights education. Taken as a whole, they compose a comprehensive definition of human rights education.

HUMAN RIGHTS EDUCATION AS A RIGHT

Based on the various United Nations human rights instruments, human rights education is a component of right to information and right to education.⁹ The United Nations Declaration on Human Rights Education and Training explains,

Article 1

1. Everyone has the right to know, seek and receive information about all human rights and fundamental freedoms and should have access to human rights education and training.
2. Human rights education and training is essential for the promotion of universal respect for and observance of all human rights and fundamental freedoms for all, in accordance with the principles of the universality, indivisibility and interdependence of human rights.

3. The effective enjoyment of all human rights, in particular the right to education and access to information, enables access to human rights education and training.

In relation to children,¹⁰ the Committee on the Rights of the Child comments that “the education to which each child has a right is one designed to provide the child with life skills, to strengthen the child’s capacity to enjoy the full range of human rights and to promote a culture which is infused by appropriate human rights values.”¹¹ The Committee further explains that such education “is for every child an indispensable tool for her or his efforts to achieve in the course of her or his life a balanced, human rights-friendly response to the challenges that accompany a period of fundamental change driven by globalization, new technologies and related phenomena.”¹²

HUMAN RIGHTS EDUCATION IN THE SCHOOL SYSTEM

The Plan of Action for the first phase (2005-2007) of the World Programme for Human Rights Education provides that human rights education in the primary and secondary school systems includes:¹³

(a) Policies - developing in a participatory way and adopting coherent educational policies, legislation and strategies that are human rights-based, including curriculum improvement and training policies for teachers and other educational personnel;

(b) Policy implementation - planning the implementation of the abovementioned educational policies by taking appropriate organizational measures and by facilitating the involvement of all stakeholders;

(c) Learning environment - the school environment itself respects and promotes human rights and fundamental freedoms. It provides the opportunity for all school actors (students, teachers, staff and administrators and parents) to practise human rights through real-life activities. It enables children to express their views freely and to participate in school life;¹⁴

(d) Teaching and learning - all teaching and learning processes and tools are rights-based (for instance, the content and objectives of the curriculum, participatory and democratic practices and methodologies, appropriate materials including the review and revision of existing textbooks, etc.);

(e) Education and professional development of teachers and other personnel - providing the teaching profession and school leadership, through pre- and in-service training, with the necessary knowledge, understanding, skills and competencies to facilitate the learning and practice of human rights in schools, as well as with appropriate working conditions and status.

The Plan of Action for the first phase (2005-2007) of the World Programme for Human Rights Education states that the “responsibility for the education

system cannot or should not lie with the Ministry of Education only, given the multiplicity of stakeholders such as the local government and the school district; head teachers, teachers and other educational staff, their organizations and unions; students and parents; research bodies and training institutions; non-governmental organizations, other sectors of civil society and communities.” This is in addition to the role given to “national authorities and the local/school level are responsible for education governance, improvement and innovation.”¹⁵ The Appendix of the Plan of Action has several lists of “actors” in human rights education in the school system from teachers to government agencies to institutions in society including the business community.¹⁶

ENDNOTES

1 “Publicity to be given to the Universal Declaration of Human Rights,” General Assembly resolution 217 D (III), 10 December 1948, in footnote number 7, *The Right to Human Rights Education* (New York and Geneva: United Nations, 1999), page 7.

2 *The International Bill of Human Rights*, Fact Sheet No. 2 (Rev.1), Centre for Human Rights (Geneva, 1988), at www.ohchr.org/Documents/Publications/FactSheet2Rev.1en.pdf.

3 Vienna Declaration and Programme of Action, A/CONF.157/23, 12 July 1993, available at [www.unhchr.ch/huridocda/huridoca.nsf/\(symbol\)/a.conf.157.23.en](http://www.unhchr.ch/huridocda/huridoca.nsf/(symbol)/a.conf.157.23.en).

4 General Assembly Resolution 66/137, United Nations Declaration on Human Rights Education and Training, A/RES/66/137, 16 February 2012.

5 Resolution 217 A (III), see note 1.

6 The Plan of Action of the United Nations Decade for Human Rights Education identifies in Article 1 the specific provisions in these instruments as the following: article 26 of the Universal Declaration of Human Rights, article 13 of the International Covenant on Economic, Social and Cultural Rights, article 29 of the Convention on the Rights of the Child, article 10 of the Convention on the Elimination of All Forms of Discrimination against Women, article 7 of the Convention on the Elimination of All Forms of Racial Discrimination, paragraphs 33 and 34 of the Vienna Declaration and paragraphs 78 to 82 of its Programme of Action.”

7 Revised draft plan of action for the first phase (2005-2007) of the World Programme for Human Rights Education, A/59/525/Rev.1, 2 March 2005, in

www2.ohchr.org/english/issues/education/training/planaction.htm

8 General Assembly Resolution 66/137, United Nations Declaration on Human Rights Education and Training, A/RES/66/137, 16 February 2012.

9 For more information on the various provisions in the different United Nations instruments on human rights education, see *The Right to Human Rights Education* (New York and Geneva: United Nations, 1999).

10 Based on Revised draft plan of action for the first phase (2005-2007) of the World Programme for Human Rights Education, *op cit*, paragraph 15.

11 Paragraph 2, General Comment No. 1,

12 Paragraph 3, *ibid*.

13 Paragraph 18, World Programme for Human Rights Education, *op cit*.

14 This is a note from the World Programme for Human Rights Education document: “General comment No. 1 also states that “The participation of children in school life, the creation of school communities and student councils, peer education and peer counselling, and the involvement of children in school disciplinary proceedings should be promoted as part of the process of learning and experiencing the realization of rights” (*Ibid.*, para. 8).”

15 Appendix, Components of human rights education in the primary and secondary school systems, paragraph 8, *ibid*.

16 The Plan of Action lists the following Actors:

28. Main responsibility for the implementation of this plan of action rests with the ministries of education through their relevant agencies dealing with such concerns as:

- (a) Educational policy;
- (b) Programme planning;
- (c) Curriculum development;
- (d) Teaching and learning material development;
- (e) Pre- and in-service training of teachers and other educational personnel;
- (f) Teaching and learning methodologies;
- (g) Inclusive education;
- (h) Regional/provincial/local administration;
- (i) Research;
- (j) Dissemination of information.

29. The implementation of this plan of action needs the close collaboration of other institutions, namely:

- (a) Teachers' colleges and faculties of education of universities;
- (b) Teachers' unions, professional organizations and accrediting institutions;
- (c) National, federal, local and state legislative bodies, including education, development and human rights parliamentary committees;
- (d) National human rights institutions such as ombudsmen and human rights commissions;
- (e) National commissions for UNESCO;
- (f) National/local groups/organizations, including, for example, national committees for the United Nations Children's Fund (UNICEF) and other community-based organizations;
- (g) National branches of international non-governmental organizations;
- (h) Parents' associations;
- (i) Students' associations;
- (j) Education research institutes;
- (k) National and local human rights resource and training centres.

30. It also needs the support of other stakeholders such as:

- (a) Other relevant ministries (welfare, labour, justice, women, youth);
- (b) Youth organizations;
- (c) Media representatives;
- (d) Religious institutions;
- (e) Cultural, social and community leaders;
- (f) Indigenous peoples and minority groups;
- (g) The business community.

Human Rights Education Pedagogy



HUMAN RIGHTS EDUCATION strives towards an environment where human rights are practised and lived in the daily life of the whole school community. As well as cognitive learning, human rights education includes the social and emotional development of all those involved in the learning and teaching process. A rights-based environment respects and promotes the human rights of all school actors and is characterized by mutual understanding, respect and responsibility. It enables children to express their views freely and to participate in school life, and offers them appropriate opportunities for interacting with the wider community.¹

Introducing or improving human rights education requires a holistic approach to teaching and learning that reflects human rights values. Starting as early as possible, human rights concepts and practices are integrated into all aspects of education. For example, curriculum content and objectives are rights-based, methodologies are democratic and participatory, and all materials and textbooks are consistent with human rights values.²

Human rights education therefore should:³

- (i) Adopt a teaching style that is coherent in terms of human rights, respect the dignity of each student and provide equal opportunities for them;
- (ii) Create a child-friendly, trustful, secure and democratic atmosphere in the classroom and school community;
- (iii) Adopt learner-centred methods and approaches that empower students and encourage their active participation, cooperative learning, and a sense of solidarity, creativity and self-esteem;
- (iv) Adopt methods appropriate to the students' development level, abilities and learning styles;
- (v) Adopt experience-based learning methods whereby students can learn by doing and put human rights into practice;

- (vi) Adopt experiential teaching methods with the teacher acting as a facilitator, learning guide and adviser;
- (vii) Access good practices of relevant non-formal and informal learning activities, resources and methods available with [non-governmental organizations] NGOs and in the community.

PEDAGOGICAL TECHNIQUES FOR HUMAN RIGHTS EDUCATION⁴

The techniques suggested below illustrate how teachers can engage students' empathy and moral imagination, challenge their assumptions and integrate concepts like human dignity and equality into their everyday experience of people, power and responsibility. These techniques have proved especially appropriate for human rights education because they encourage critical thinking, both cognitive and affective learning, respect for differences of experience and opinion, and active engagement of all participants in ongoing learning.

a. Brainstorming

This technique can be used to seek solutions to problems that are both theoretical and practical. It requires a problem to be analysed and then solutions to be developed. Brainstorming encourages a high degree of participation, and it stimulates those involved to maximum creativity. Following presentation of a problem, all ideas in response to it are recorded on a board or chart paper. All responses are recorded; no explanations are required and no suggestions are judged or rejected at this stage. The teacher then categorizes and analyses the responses, at which stage some are combined, adapted or rejected. Finally the group makes recommendations and takes decisions on the problem.

b. Case studies

Students in small groups work with real or fictional cases that require them to apply human rights standards. Case studies should be based on credible and realistic scenarios that focus on two or three main issues. The scenario for a study can be presented to students for consideration in its entirety or "fed" to them sequentially as a developing situation (the "evolving hypothetical") to which they must respond. This method encourages analysis, problem-solving and planning skills, as well as cooperation and team building. Case studies can be used to set up debates, discussion or further research.

c. Creative expression

The arts can help to make concepts more concrete, personalize abstractions and affect attitudes by involving emotional as well as intellectual responses to human rights. Techniques may include stories and poetry, graphic arts, sculpture, drama, song and dance. Teachers do not need to be artists themselves but to set engaging tasks and provide a way for students to share their creations.

d. Discussion

Many techniques exist for stimulating meaningful discussion in pairs, small groups or the whole class. To create an environment of trust and respect, students might develop their own “rules for discussion”. Discussions can be structured in a variety of effective ways. Some topics are appropriate to a formal debate, panel or “Fish Bowl” format (i.e. a small group discusses while the rest of the class listens and later makes comments and ask questions). Other topics are better suited to a “Talking Circle” (i.e. students sit in two circles, one facing outward and the other inward. They discuss with the person sitting opposite; after a period the teachers asks everyone in the inside circle to move one place to the right and discuss the same topic with a new person). Personal or emotional topics are best discussed in pairs or small groups. To engage the whole class in a topic, the teacher might use techniques like a “Talk Around” (i.e. the teacher asks an open-ended question like “What does dignity mean to you?” or “I feel happy when ...” and each student responds in turn). A lively method of representing discussion graphically is the “Discussion Web”. Students sit in a discussion circle and speak one at a time. As they do, they pass a ball of yarn along, letting it unwind in the process. Each person keeps hold of the string whenever it passes through her or his hands. Eventually the group is linked by a web of string, clearly showing the pattern of communication that has gone on within it.

e. Field trips/Community visits

Students benefit from the extension of school into the community, learning from places where human rights issues develop (e.g. courts, prisons, international borders) or where people work to defend rights or relieve victims (e.g. nonprofit organizations, food or clothing banks, free clinics). The purpose of the visit should be explained in advance, and students should be instructed to pay critical attention and to record their observations for a subsequent discussion or written reflection following the visit.

f. Interviews

Interviews provide direct learning and personalize issues and history. Those interviewed might be family and community members, activists, leaders or eye-witnesses to human rights events. Such oral histories can contribute to documenting and understanding human rights issues in the home community.

g. Research projects

Human rights topics provide many opportunities for independent investigation. This may be formal research using library or Internet facilities or informational research drawing on interviews, opinion surveys, media observations and other techniques of data gathering. Whether individual or group projects, research develops skills for independent thinking and data analysis and deepens understanding of the complexity of human rights issues.

h. Role-plays/Simulations

A role-play is like a little drama played out before the class. It is largely improvised and may be done as a story (with a narrator and key characters) or as a situation (where the key characters interact, making up dialogue on the spot – perhaps with the help of the teacher and the rest of the class). Role-plays have particular value for sensitizing students to the feelings and perspectives of other groups and to the importance of certain issues. Role-plays work best when kept short. Allow enough time for discussion afterwards: it is crucial for children to be able to express themselves about feelings, fears or understandings after such activities, to maximize possible benefits and dissipate negative feelings, if any. Teachers may need to discourage students from becoming their role. Participants should be able to step back from what they are doing, to comment perhaps, or to ask questions. Other members of the class should be able to comment and question too, perhaps even joining in the role-play. Variations on role-plays include mock trials, imaginary interviews, simulation games, hearings and tribunals. These usually have more structure, last longer and require more preparation of both teachers and students.

i. Visual aids

Learning can be enhanced by the use of blackboards, overhead transparencies, posters, displayed objects, flip charts, photographs, slides, videos and films. As a general rule, information produced on transparencies and charts should be brief and concise, and in outline or list form. If more text is required, use

hand-outs. However, visual aids can be overused and should never substitute for engaged discussion and direct student participation.

EVALUATION

Information content and levels of understanding of the students can be tested in standard ways. However, assessing attitudes and attitude change is much harder because of the subjective nature of the judgements involved. Open-ended questionnaires given at repeated intervals are the simplest, but the impressions they provide are fleeting at best. It is equally difficult to evaluate whether the human rights climate of the school community has improved. However, if indicators for success are carefully defined and evaluation is done on a regular basis, changes in the school environment can be monitored and responded to. Engaging students in drawing up checklists to assess individual, classroom and school community practices in human rights terms can be an important learning activity.

DEALING WITH DIFFICULT ISSUES⁵

Sometimes controversial and sensitive subjects come up when students begin to examine human rights. Teachers need to remain constantly alert to student discomfort and potential disagreement. Teachers should acknowledge that human rights necessarily involve conflicts of values and that students will benefit from understanding these conflicts and seeking to resolve them. Sometimes teachers meet resistance to human rights education on the ground that it imposes non-native principles that contradict and threaten local values and customs. Teachers concerned about resistance from administrators should meet with them in advance, share goals and plans for the class, and explain about the United Nations human rights framework and related educational initiatives (such as the United Nations Decade for Human Rights Education). Encourage administrators to visit a class - they may themselves benefit from human rights education!

ENDNOTES

1 Plan of action for the first phase (2005-2007) of the World Programme for Human Rights Education, (New York/Geneva: UNESCO and the Office of the United Nations High Commissioner for Human Rights, 2006), pages 3-4.

2 Ibid.

3 Appendix, Components of human rights education in the primary and secondary school systems, Plan of action for the first phase (2005-2007) of the World Programme for Human Rights Education, page 46.

4 *ABC: Teaching Human Rights - Practical activities for primary and secondary schools* (Geneva: Office of the United Nations High Commissioner for Human Rights, 2003), pages 24-28. The texts taken from the book have been slightly edited with the deletion of references to examples.

5 Ibid., page 24.

Northeast Asian School Systems



THE SCHOOL SYSTEMS in Northeast Asia generally follow the 6-3-3 system to refer to six years for primary level, three years for lower secondary level, and another three years for upper secondary level. Compulsory education generally reaches up to the lower secondary level.

Curriculum reforms have occurred in many countries in Northeast Asia in view of the changing social, political and economic environments. While government policies on human rights education have largely been put in place, their impact on curriculum reform has not been as much as expected.

Thus the challenge at present is on the means to bridge the gap between government human rights education policies and the curriculums that are being implemented at the school level.

CHINA

In China, the education system is divided into four categories: basic education, vocational education, higher education, and adult education.¹

Basic education includes pre-school education, primary education and regular secondary education. Pre-primary education caters to children in the 3-5 years age group (three-year program either full- or part-time) and is offered in kindergartens and preschool classes. Preschool education (one-year program before primary education) is not compulsory.

The nine-year compulsory education program, which is required by the Education Law of the People's Republic of China,² covers primary and lower secondary education; the entry age is normally at six years old. In most provinces, the program is organized into six years of primary and three years of lower secondary education; in other provinces the 5 + 4 pattern is still followed.

Upper secondary education lasts three years (general senior middle school) and is for students having passed the entrance examination. At the end of the program, students sit the 'general ability test' administered by provincial authorities and, if successful, receive the senior middle school graduation certificate.

Higher education at the undergraduate level includes two and three-year junior colleges (sometimes also called short-cycle colleges), four-year colleges, and universities offering programs in both academic and vocational subjects. Many colleges and universities also offer graduate programs leading to the master's or Ph.D. degree.³

Table 1. Structure of the education system

Age	School Years	Education Level			Other Education
27	22	Doctor Degree Education			On-the-job Postgraduate Degree Education
26	21				
25	20				
24	19	Master Degree Education			Self-Education Examination
23	18				
22	17				
21	16	Undergraduate Education	Associate College Degree Education	Higher Vocational Education	Post Training and Continuous Education
20	15				
19	14				
18	13	Common Senior Middle School			Adult Secondary Education
17	12				
16	11				
15	10	Secondary Vocational Education (Secondary polytechnic school, technical school, and vocational senior middle school)			Adult Elementary Education
14	9				
13	8				
12	7	Common Junior Middle School		Vocational Junior Middle School	9-Year Compulsory Education
11	6	Primary School Education			
10	5				
9	4				
8	3				
7	2				
6	1				
5					
4		Preschool Education (Kindergarten, prep school)			
3					

Source: UNESCO, World Data on Education, 7th Edition, 2010/11

The Chinese government has been undertaking education reform and promoting quality education since the 1990s.⁴ In 2001, the Ministry of Education issued the Curriculum for Basic Education Reform Compendium (Draft),⁵ marking a new general and comprehensive round of curriculum reform. Subsequently, the curriculum reform at upper secondary school started to get implemented gradually, from only four provinces in 2004 to more than half of the whole country at present. Under this radical educational reform, a credit system has been introduced at the upper secondary level. In order to complete the program, students must have accumulated a total of 144 credits (116 for compulsory subjects and 28 for electives). Table 2 lists the details of credits for compulsory subjects.

Table 2. The curriculum structure for common upper secondary school

Area	Subject	Compulsory Credits (116 in total)	Elective Credits
Language and Literature	Chinese	10	On the foundation of compulsory courses, provide selective modules in the frame of each area and level
	English	10	
Mathematics	Mathematics	10	
Humanities and social science	Thought and Politics	8	
	History	6	
Science	Geography	6	
	Physics	6	
	Chemistry	6	
	Biology	6	
Technology	Technology	8	
Art	Art, music or painting	6	
Physical education and health	Physical education and health	11	
Practical Activities	Research Learning	15	
	Community Service	2	
	Social Practice	6	

Source: Fujian Education Bureau⁶ (one of the first ten provinces adopting the curriculum reform)

As shown in Table 2, there is no course with the explicit name of “human rights.” However, some of the human rights ideas are implied in the course on “Thought and Politics”, the same with “Morality and Society” for primary school and “Thought or Morality” for lower secondary school. For instance, in the Curriculum Standard of Morality and Society for primary school students set by the Ministry of Education, the topic of “my school life” required the students to understand the practical meaning of equality and democracy by the community life at school and inside the classroom.⁷ Besides, according to Curriculum Standard of Thought and Morality for lower middle school students, three topics are included in the teaching content: ego; other people, community and me; country, society and me. The third topic, “the law and order,” contains discussion

on constitution, rule of law, environmental law, the implementation of law, the consciousness of citizenship, and individual rights.⁸

As the educational reform proceeded, local governments and schools have taken several measures to reach the goals of curriculum reform, among which some provide the space and possibility to incorporate the idea of human rights. In 2006, lower middle schools in Zhejiang Province set up a selective course of “basic legal knowledge” aiming to promote the awareness of individual right protection.⁹

The first National Human Rights Action Plan of China for the 2009-2010 period provides the system for implementing the plan on human rights education in the Chinese school system:

state will actively rely on the present systems of compulsory education, secondary education, higher education and vocational education, training organizations in state agencies, as well as the media, including radio, television, newspapers, magazines and the Internet, to carry out education in human rights in various forms in a planned way, popularizing and spreading knowledge of the law and human rights.¹⁰

The National Human Rights Action Plan further explains what should be done to realize the action plan:

- Gradually increasing the content of the law and human rights in courses of secondary and elementary schools. By making good use of the courses of Ideological and Moral Standards, China will foster students' awareness of the obligations and rights of citizens, tutoring them in the ideas of democracy, rule of law, freedom, equality, fairness and justice, as well as a healthy concept about interpersonal relations, collectivism, nation and society.

- Human rights education in secondary and elementary schools will be conducted in a flexible and vivid way in line with the characteristics of students at young age. Through varied and vivid activities after class, students will receive education in human rights from first-hand experiences and build up a healthy personality. The reform of teaching and school management will be energetically pursued, and a democratic, equal, and interactive relationship will be advocated between teachers and students, encouraging students to participate in the democratic management of the class and school, so as to enhance their awareness of democracy, rule of law and human rights through experiencing an equal and democratic relationship.

- In senior high schools, besides human rights education of a general nature, education in the “basic rights and obligations of citizens” stipulated in the Constitution and knowledge of international human rights will be carried out.

The second National Human Rights Action Plan of China (2012-2015) follows up on the first action plan by stating that “China will strengthen human

rights education in primary and middle schools [by making] sure that human rights knowledge is integrated into relevant courses and included in the legal education curriculum.”¹¹

Significantly, the second action plan provides for a broader approach to human rights education by stating that it “...will also carry out human rights promotional activities that suit juveniles, promote school management [according to] law and democratic administration, and create an education environment that honors human rights.”¹²

The report on the assessment of the implementation of the National Human Rights Action Plan of China (2009-2010) explains how human rights education has been integrated into the curriculums of the basic levels of the school system in China:

Knowledge about laws and human rights has been included in China’s nine-year compulsory education. The course “Morality and Life” at the elementary education stage leads children to respect and cherish life, and get to know about children’s rights. The course “Ideological and Moral Standards” at the junior high school stage introduces 17 items concerning laws and human rights, as well as the Law on the Protection of Minors. While in senior high schools, the course “Ideology and Politics” summarizes citizens’ rights and duties as stipulated in the Constitution, and international conventions on human rights.¹³

Studies on human rights teaching in Guangzhou province in 2012 initially revealed that there was no course named “Human Rights Education” in the schools in the province. Yet, contents related to human rights, such as “Self-respect”, “Right to recreation and leisure”, “Right to life”, “Right to participation” and “Rights and obligations” etc. are implied in the two courses on Moral Education, “Virtue & Life” and “Virtue & Society”, respectively designed for students of Grades 1 to 2, and Grades 3 to 6.

“Virtue & Life,” a course designed for students of Grade 1 & Grade 2, is a comprehensive, activities-oriented course based on children’s life, aiming at virtue shaping, developing the will to explore and life-loving education. The course is based on three axes, and consists of four parts. The three axes are children and oneself, children and the society and children and nature. The four parts are: to lead a healthy and safe life, to lead a happy and proactive life, to lead a responsible and considerate life, and to lead a creative life. There are four textbooks respectively used for the two semesters in Grades 1 and 2. No words such as “right” and “obligation” have been used in them.

HONG KONG¹⁴

Normally in Hong Kong, students attend primary and secondary education before heading to university, and may choose to attend kindergarten before primary education. The Hong Kong government has provided nine years of free and universal primary and lower secondary education through public sector schools since 1978.

Starting from September 2009, a new secondary education system has been implemented, which changes from the seven-year secondary education and three-year tertiary education system, to a six-year secondary and four-year tertiary education system. The new secondary education system is further divided into three years of lower and another three years of upper education.

Primary and lower secondary education is fundamental education and compulsory by legislation. Upper secondary education is also provided free but is not compulsory through public sector schools (i.e., extending the free education to twelve years). In addition to some core mandatory subjects required by Education Board (EDB), the schools can choose some other subjects, such as Moral and Civic Education in lower secondary education. For the upper secondary education, there are four core subjects, namely Chinese, English, Mathematics and Liberal Studies. It also requires students to specialize in a number of subjects, depending on the students' choices and academic results. A public examination, the Hong Kong Diploma of Secondary Education (HKDSE) is held at the end of the secondary education to assess students for entry to tertiary education. Table 1 provides the details of the subjects being taught in schools at different education levels.

Table 1. School Subjects

	Primary and Lower Secondary	Upper Secondary
Core subjects	Chinese; English; Mathematics; Personal, Social and Humanities; Science; Technology; Arts; Physical Education; General Studies	Chinese; English; Mathematics; LS
Core subjects depending on the school	Moral and Civic Education; Religious Studies	

Table 1. School Subjects (Cont'd)

	Primary and Lower Secondary	Upper Secondary
Elective subjects		Chinese Literature; Literature in English; Chinese History; Economics; Ethics and Religious Studies; Geography; History; Tourism and Hospitality Studies; Biology; Chemistry; Physics; Integrated Science; Combined Science; Business, Accounting and Financial Studies; Design and Applied Technology; Health Management and Social Care; Technology and Living; Information and Communication Technology; Music; Visual Arts; Physical Education

Human rights education was one of the focuses of Civic Education in the 1996 Guidelines, with the objective of helping students understand the importance of democracy, liberty, equality, human rights and the rule of law.¹⁵ It was still reasonable to expect that the 1996 Guidelines would form a basis to bring about positive developments in human rights education, even though the guidelines have been criticized for not being systematic and for having been compromised by incompatible political forces and ideologies without addressing some of the embedded conceptual conflicts, such as the compatibility of education for democracy, human rights education, and national education.¹⁶

However, the document "Learning to Learn - The Way Forward in Curriculum"¹⁷ published in the 2001 Curriculum Reform shifted Civic Education to Moral and Civic Education, which unfortunately marked a step backward for human rights education. In response to a Legislative Council (LegCo) member's questions on human rights education, the government claimed that the themes and topics on human rights education had been updated in the 2001 Curriculum Reform. It further stated that topics such as "human rights," "democracy" and "rule of law" were systematically and comprehensively incorporated.¹⁸ However, the detailed contents of the Moral and Civic Education show a totally different picture. Human rights education remains a part of Moral and Civic Education, but no longer one of its focuses. There are five paramount values in Moral and Civic Education, including national identity, a positive spirit, perseverance, respect for others and commitment to society and nation. Contents related to personal and interpersonal education, family education and moral education were given much higher priority than human rights education and education for democracy. Such a shift of focus can be further reflected by the most recently revised Moral and

Civic Education curriculum in 2008, in which caring and integrity are added to the paramount values.

OPPORTUNITIES FOR HUMAN RIGHTS EDUCATION

There is no doubt that the promotion of human rights education in Hong Kong, both in schools and at the community level, is facing a number of difficulties and obstacles originating from the government, the school and also from society. However, there are actually some improvements that can bring favorable opportunities for human rights education in Hong Kong. The most prominent opportunity is probably the implementation of Liberal Studies (LS) as a new core subject in upper secondary study.

According to the “Liberal Studies: Curriculum and Assessment Guide” (LS Guide), the aims of LS in upper secondary education include:¹⁹

- (1) to enhance students’ understanding of themselves, their society, their nation and the human world and the physical environment;
- (2) to enable students to develop multiperspectives on perennial and contemporary issues in different contexts (e.g., cultural, social, economic, political and technological contexts);
- (3) to help students become independent thinkers so that they can construct knowledge appropriate to changing personal and social circumstances;
- (4) to develop in students a range of skills for lifelong learning, including critical thinking skills, creativity, problem-solving skills, communication skills and information skills;
- (5) to help students appreciate and respect diversity in cultures and views in a pluralistic society and handle conflicting views;
- (6) to help students develop positive values and attitudes towards life, so that they can become informed and responsible citizens of the country, society and the world.

While human rights are not explicitly mentioned in the aims of LS, the type of citizens that LS aims at is similar to that of human rights education. Therefore it is expected that there is room for human rights education within the framework of LS. A further look at the content of LS reveals themes, issues and

questions within the units that can be used for human rights education.²⁰ Table 2 lists the basic curriculum framework of LS.

Table 2. Contents of Liberal Studies

Units of Study	Independent Enquiry Study
Self & Personality Development Module 1: Personal Development and Interpersonal Relationship	Students are required to conduct an Independent Enquiry Study (IES) making use of the knowledge and perspectives gained from the three Areas of Study and extending them to new issues or contexts. To help students develop their IES titles, the following themes are suggested: <ul style="list-style-type: none"> • Education • Media • Religion • Sports • Arts • Information and communication technology
Society & Culture Module 2: Hong Kong Today Module 3: Modern China Module 4: Globalization	
Science, Technology & Environment Module 5: Public Health Module 6: Energy, Technology and Environment	

The three Areas of Study (“Self & Personality Development,” “Society & Culture” and “Technology & Environment”) are inter-related. They cover six modules including “Personal Development and Interpersonal Relationship,” “Hong Kong Today,” “Modern China,” “Globalization,” “Public Health,” and “Energy, Technology and Environment” that raise various key questions.²¹ The concepts of human rights, or various human rights issues, can be embedded into different themes under different modules. In “Quality of Life” under the module of “Hong Kong Today,” students are required to choose directions in maintaining and improving Hong Kong residents’ quality of life. In response to this question, “rights-based” concepts derived from various international human rights instruments can be used as one of the directions. The “Rule of law and sociopolitical participation” is also under the module of “Hong Kong Today.” Students need to study Hong Kong residents’ participation in political and social affairs, their rights and responsibilities and respect for the rule of law. The Basic Law, Hong Kong Bill of Rights and various international human rights instruments should be included in this area.

In the “China’s reform and opening-up” under the “Modern China” module, students are asked about the impact of the reform and opening-up and the overall development of the country and on people’s life. Students can again introduce international human rights standards and the issues about the ratification and implementation of various international human rights treaties by China. In the theme of “Science, technology and public health” under the module of

"Public Health," when discussing the extent of the enhancement of science and technology on the development of public health, individuals' rights to public health services can be discussed. Through the shared concepts of "Multiple Citizens and Multiple Identities" in "Hong Kong Today," "Modern China" and "Globalization," students also have the opportunity to explore human rights as global ethics. There are also opportunities for the inclusion of human rights in "Energy, Technology and Environment." The requirement for students to conduct an Independent Enquiry Study (IES) on topics such as media, education, religion, sports and arts allows the inclusion of human rights principles.²²

LS emphasizes students' construction of knowledge and recommends the "issue based approach" and "experiential learning." It is suggested that students study and evaluate issues and information from a variety of perspectives and various points of view, and favor learning outside the classroom. These approaches are also considered to be effective by human rights educators.²³

However, LS cannot fully replace human rights education. There is still a gap between the types of citizens expected from LS and human rights education respectively. One of the important aims of human rights education (cultivating students to become "transforming agents" for the protection and improvement of human conditions) is largely neglected in LS. The recommendation of participatory learning strategies in LS is to "enable students to achieve certain learning that are difficult to attain through classroom learning alone and "to provide opportunities so that students can explore the community through observation, surveys, interview and various forms of fieldwork."²⁴ Again, this is different from human rights education that aims to cultivate students as "transforming agents."²⁵

Some teaching approaches in human rights education emphasize the role of students as "transforming agents." For instance, critical pedagogy,²⁶ transformative learning²⁷ and emancipatory transformation²⁸ are some important components of human rights education, but they may not be covered in LS. It is suggested that these pedagogies take a more critical position in emphasizing the need for critical perspectives in the dominant discourse. The lack of a critical position and perspective in LS may tend to homogenize controversial issues and ignore diversities, resulting in various forms of discrimination and violations of human rights.²⁹ In addressing these concerns, students "should be motivated to develop a critical consciousness of problems, to analyze them, to make their cause explicit, to attempt to explore solutions and change conditions to discover what is possible in confronting and taking action to solve the problem."³⁰ However, these elements are missing in the LS.

Fortunately, despite the gap between human rights education and LS, there is still a room for human rights education within the framework of LS. Leung Yan-wing argues that civic education in Hong Kong schools will be entering a fourth

stage, which can be named Civic Education through LS, where an “action-poor HRE” can have a place.³¹

JAPAN

The Japanese education system follows the 6-3-3-4-year system. The different levels and types of school (up to secondary level) under the system are listed below:³²

- a. Nine-year compulsory education
 1. Primary/Elementary Schools (*Shogakko*) – six years, from six years old
 2. Lower Secondary Schools (*Chugakko*) – three years, from twelve to fifteen years old
- b. Upper Secondary Schools (*Koto-gakko*) – three years, students may go to this level, and normally take entrance examinations.³³
- c. Secondary Schools (*Chuto-kyoiku-gakko*)

In April 1999, a new type of six-year secondary education school, called “Secondary School” was introduced into the school system. Secondary schools combine lower and upper secondary school education in order to provide lower secondary education and upper secondary general and specialized education through six years. The lower division in the first three years provides lower secondary school education and the upper division in the latter three years gives upper secondary school education.

- d. Schools for Special Needs Education, etc. (*Tokubetsu-Shien-gakko*)

Special Needs Educations are schools for children with comparatively severe disabilities and aim at giving education suited to their individual educational needs. Those schools comprise four levels of departments, namely, kindergarten, primary, lower secondary and upper secondary departments. (The primary and lower secondary are compulsory education.) After the school system was turned into the current system that permits schools to accept several types of disabilities in 2007, this new implementation is gradually spreading.

Special Needs Education is provided also in regular schools. Special classes are small classes for children with comparatively mild disabilities that may be established in regular primary and lower secondary schools. It may also be established as a branch class in a hospital for sick children.

There is another program of resource rooms (in regular primary and secondary schools) where children with disabilities who are enrolled in and studying most of the time in regular classes may visit resource rooms few times a week to receive special instruction.

In 2006, the Basic Act on Education was revised and the objectives of education was restated to include:³⁴

- Attainment of wide-ranging knowledge and culture, cultivation of a rich sensibility and sense of morality, and development of a healthy body
- Development of the abilities of individuals, fostering a spirit of autonomy and independence, and emphasizing the connections between career and practical life
- Fostering an attitude of valuing justice and responsibility, mutual respect and cooperation, equality between men and women, and a civic spirit
- Fostering an attitude of respecting life and nature, and contributing to the protection of environment
- Fostering an attitude of respecting our traditions and culture, loving the country and region that nurtured them, respecting other countries, and contributing to world peace and the development of the international community.

The revision of the law also includes the change in educational content. One change refers to enhancement of moral education which has the following components:³⁵

- Focused teaching based on developmental stage (“Don’t do what isn’t right, follow rules” [Primary], participate in formation of society, etc. ([Lower secondary])
- Promote experiential activities (Primary/Lower secondary)
- Inspire young pupils through the use of biographical and nature-oriented teaching materials (Primary/Lower Secondary)
- Enhance leadership through the use of teachers that promote moral education (Primary/Lower secondary)
- Each secondary school should make its comprehensive plans of moral education.

The 2008 Basic Plan for the Promotion of Education, based on the 2006 revised Basic Act of Education, provides the basic directions of education measures. One of these directions, the “Materialization of society-wide commitment to improve education,” has the component of “creating an environment for life-long learning.” One of the measures provided is the promotion “human-rights education and learning opportunities to respond to social issues,” explained as follows:³⁶

The government is promoting human-rights education, inside and outside school, to raise people’s level of consciousness about human rights. Also, the government is promoting learning opportunities especially to respond to important social issues, such as the formation of a gender-equal society, a life-work balance, issues of consumers, financial matters, laws, energy issues, etc. that people need to learn as members of society.

MEXT determines the Courses of Study as broad standards for all schools, from kindergarten through upper secondary schools, to organize their programs in order to ensure a fixed standard of education throughout the country.

The Courses of Study have generally been revised once every ten years. The Courses of Study for primary and lower secondary schools were revised in March 2008 and those for upper secondary schools and schools for special needs education, in March 2009. The new Courses of Study continue to aim to nurture in students “Zest for life” based on the educational principles expressed in the revisions to the Basic Act on Education. The new Courses of Study increase class hours in Japanese language, social studies, mathematics, science, and foreign languages with an emphasis on balancing the attainment of knowledge and skill with thinking capacity, decisiveness, and expressiveness.³⁷

Under the revised Course of Study, there is a period for Integrated Studies. For the primary schools, this period has the following over-all objectives:³⁸

To enable pupils to think in their own way about life through cross-synthetic studies and inquiry studies, while fostering the qualities and abilities needed to find their own tasks, to learn and think on their own, to make proactive decisions, and to solve problems better. At the same time have them acquire the habits of studying and thinking, cultivating their commitment to problem solving and inquiry activities in a proactive, creative and cooperative manner.

While each school determines the specific objectives of the period of Integrated Studies, MEXT provides the guidelines for the content such as the following:³⁹

(2) Taking into account the circumstances of the local community, school and pupils, each school should conduct educational activities that abound in ingenuity such as cross-synthetic studies that cross over the boundary of subjects and periods, inquiry studies and studies based on pupils’ interests and concerns.

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(5) Learning activities should be conducted in the light of the conditions of each school: for example, learning activities about cross-synthetic tasks, including international understanding, information, environment, welfare/health, learning activities about tasks based on pupils’ interests and concerns, and learning activities about tasks depending on characteristics of the local community and the school such as people’s lives, traditions and culture of the local community.

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(9) Based on the objectives of moral education listed in Subsections I-2 of Chapter 1 “General Provisions” and in Subsection I of Chapter 3 “Moral Education”, instructions concerning the content listed in Subsection II of Chapter

3 “Moral Education” should be given appropriately. The instructions should be in accordance with the characteristics of the period for integrated studies and should be related to the period for moral education.

In view of the scant mention of human rights education in the educational policies, educators see the Integrated Studies as the most possible place for learning and teaching human rights. Some consider moral education as a vehicle for human rights education. There is a question, however, on whether or not the current definition of moral education would allow the proper discussion of human rights.

KOREA⁴⁰

Korea has a single-track 6-3-3-4 system which maintains a single line of school levels in order to ensure that every citizen can receive primary, secondary, and tertiary education without discrimination and according to the ability of each student.

The existing education act was replaced by the Basic Education Act, the Primary and Secondary Education Act, and the Higher Education Act in 1998. The Primary and Secondary Education Act covers education issues dealing with pre-school, primary and secondary education while the Higher Education Act pertains to matters related to higher education.

Article 9 of the Basic Education Act stipulates that “Schools shall be established to provide preschool, primary, secondary and higher education.” According to Article 2 of the Primary and Secondary Education Act, “The following types of schools shall be established for preschool, primary and secondary education.”

- 1) Kindergartens
- 2) Primary Schools, Civic Schools
- 3) Middle Schools, Civic High Schools
- 4) High Schools, Trade High Schools
- 5) Special Schools
- 6) Miscellaneous Schools.

The Ministry of Education and Human Resources Development oversees the national school curriculum, as designated by Article 23 of the Primary and Secondary School Education Law, in order to ensure equal educational opportunity for all and maintain the quality of education. The national curriculum and regional guidelines accord flexibility to individual schools in accordance with the particular characteristics and objectives of each school.

The national curriculum is revised on a periodic basis to reflect the newly rising demands for education, emerging needs of a changing society, and new frontiers of academic disciplines.

Curriculum standards serve as the basis for educational contents at each school and for textbook development. The government has undergone seven curriculum revisions to meet national and social needs as well as to keep up with the changes in consideration of various factors related to research development.

To prepare students for the 21st century, the era of globalization and knowledge-based society, the Seventh Curriculum attempts to break away from the spoon-fed and short-sighted approach to education of the past towards a new approach in the classroom to produce human resources capable of facing new challenges. Study loads for each subject has been reduced to an appropriate level, while curriculums that accommodate different needs of individual students were also introduced. Independent learning activities to enhance self-directed learning required in the knowledge-based society have either been introduced or expanded.

Thus, the Seventh Curriculum is a student-oriented curriculum emphasizing individual talent, aptitude, and creativity, unlike the curriculum of the past. The Seventh Curriculum consists of the Basic Common Curriculum and the Selected Curriculum at the secondary school level. The Seventh Curriculum covers ten years from the first year of primary school through the first year of secondary school.

The 2009 revised curriculum is established and declared in order to upgrade the Seventh Curriculum. The purposes of the Korean education are to form of individual character under the humanitarian ideal, to lead life with independent living ability and qualities of a democratic citizen, and to contribute the realization of the democratic country and the prosperity of humankind. Based on the ideals of education, the 2009 revised curriculum describes the desired images of an educated person as follows:⁴¹

- A person who seeks the development of individuality and builds careers as the basis for the growth of the whole personality
- A person who exhibits creativity for new ideas and challenge beyond fundamental capacity
- A person who leads elegant life on the foundation of cultural literacy and plural values
- A person who participates in the development of community with consideration, and sharing as a citizen who can communicate with the world.

The Seventh Curriculum consists of the Basic Common Curriculum and the Selected Curriculum at the secondary school level. The Seventh Curriculum

covers ten years from the first year of primary school through the first year of secondary school.

During the 11th and 12th grades in secondary school, students are given the opportunity to choose the curriculum and courses they wish to take so that they may benefit from education that facilitates their future path.

In 2011, the Ministry of Education, Science, and Technology came up with a plan on changes in the school system. Two items in the plan are the following:⁴²

a. Creative Classes

An intensive course completion system, which reduces the number of required courses to be completed in each semester, will be introduced in order to alleviate study load. Also, block-time system will improve learning efficiency. The Ministry will operate subject-based classroom system, enhance school's autonomy in setting up curriculum, and adopt elective subject courses for all grades in [secondary] school as a part of its effort to support level-differentiated and customized courses that take into account students' career paths and aptitudes. The Ministry will also revise school curriculum to significantly reduce study load which is heavily focused on cramming in information. Instead, the new curriculum will enable students to improve core competency through school education.

b. Democratic Education Focused on Experience and Practice

The Ministry will encourage students to take the lead in school events and club activities so that they can plan and manage major school event such as graduation and entrance ceremonies, school festivals, and presentations. It will also expand students' participation in enacting and revising school regulations, thereby creating a culture where students voluntarily comply with the regulations. Students will experience democratic education through various resources and programs such as "Teen court" provided by government agencies. Also, the "I love Korea" school campaign will be supported and expanded, and model schools will be named after Korea's famous figures.

MONGOLIA⁴³

The Mongolian education system includes pre-school education (kindergarten) and general secondary schools (primary, lower and upper secondary). Schools for the primary, lower and upper secondary levels generally do not exist separately. The Mongolian Law on Education (2002) mandates that every Mongolian regardless of "ethnicity, language, race, gender, socioeconomic status, wealth, employment, position, religion and personal values" has a right to receive education in her/his native language (Article 5.1.4) and must attend basic education

(Article 6.3) provided by the state free of charge as required by the Constitution of Mongolia (Article 6.2).⁴⁴

Pre-school education (kindergarten) is not compulsory and caters to children aged three to six years. According to the latest education reform plan, Mongolia will shift to a twelve-year education system (6+3+3) from 2008-2009 academic years. Primary education covers a period of six years for pupils aged six to eleven years and is compulsory. Lower secondary education is the final stage of compulsory schooling and lasts three years (age group 12-14, grades 7-9), when certification of non-complete secondary education is granted. Upper secondary school consists of grades 10 and 12 for sixteen to eighteen year-old students.

Upper secondary education is not compulsory; however, it is a prerequisite for college admission. The school year consists of thirty-four working weeks at the primary level, thirty-five weeks at the lower secondary level, and thirty-six weeks at the upper secondary level. Graduates from Grade 9 (last year in the lower secondary education) can join technical and vocational training schools. Higher education in Mongolia is provided by universities, colleges and institutes for mostly four to five academic years.

The education system is centralized and the Ministry of Education, Culture and Science (MECS) and its implementation units, such as local education departments, have the primary responsibility for educational policy, curriculum design and practice at the local level.

The comprehensive revision of the national educational standards in 2004 is a significant action taken by the government, which includes a complete revision of all curriculum areas for primary and secondary schools. With the complete change in the national educational standard of History and Social Studies for primary and secondary levels, human rights and citizenship are studied both directly and indirectly from the primary schools up to upper secondary education levels. The Educational Standard of History and Social Studies approved by MECS incorporates an independent "Human Rights Domain" throughout the key learning areas of social science and citizenship classes at all stages of schooling. The standard consists of four basic content domains such as Rule and law, Rights and responsibilities, Government, and Applied law. "Content domain" refers to a core knowledge system, which develops from simple to complex throughout primary and secondary levels.

Regarding the current educational policy, the Educational Standard of History and Social Studies at primary and secondary levels cover three main subjects: history, citizenship and social studies. At the primary level, history, citizenship and social studies are integrated into one subject entitled "People and Society." Starting from secondary level, there are independent classes like History and Citizenship. Accordingly, human rights topics are taught from 1st to 11th grade in relation to age and psychological development of students. This is an

important step forward. Table 3 presents the subjects and total hours of the curriculum for social studies.

Table 3: Core Curriculum for Social Sciences and Citizenship in Primary and Secondary Schools⁴⁵

Level	Grade	Subject	Hour	Total Hours
Primary Education	Grade 1	People and Environment	34	211
	Grade 2	People and Environment	34	
	Grade 3	People and Environment	34	
	Grade 4	People and Society	36	
	Grade 5	People and Society	36	
	Grade 6	Citizenship-I	37	
Lower secondary Education	Grade 7	Citizenship-I	37	111
	Grade 8	Citizenship-II	37	
	Grade 9	Citizenship-II	37	
Upper secondary Education	Grade 10	Social Studies-I	57	171
	Grade 11	Social Studies-I	114	
	Grade 12	n/a	-	

It is important that human rights topics are incorporated into the standard curriculum of the school system. The primary vehicle for teaching and learning about human rights is incorporated within the Civics stream of the Social Sciences learning area. Citizenship studies, as an independent subject in Grades 6-9 at the secondary level, includes general knowledge of human rights, freedom, equality, principles of democracy, the Constitution, crime, the judiciary, the economic system and civil responsibilities.

Following the 2006 amendments to the Law on Primary and Secondary Education, the secondary education school system was converted from an eleven-year to a twelve-year schooling system starting at the 2008-2009 academic year onwards. As a result of this transition, major reforms took place in the education sector, including revision of the primary and secondary educational standards and curriculums.

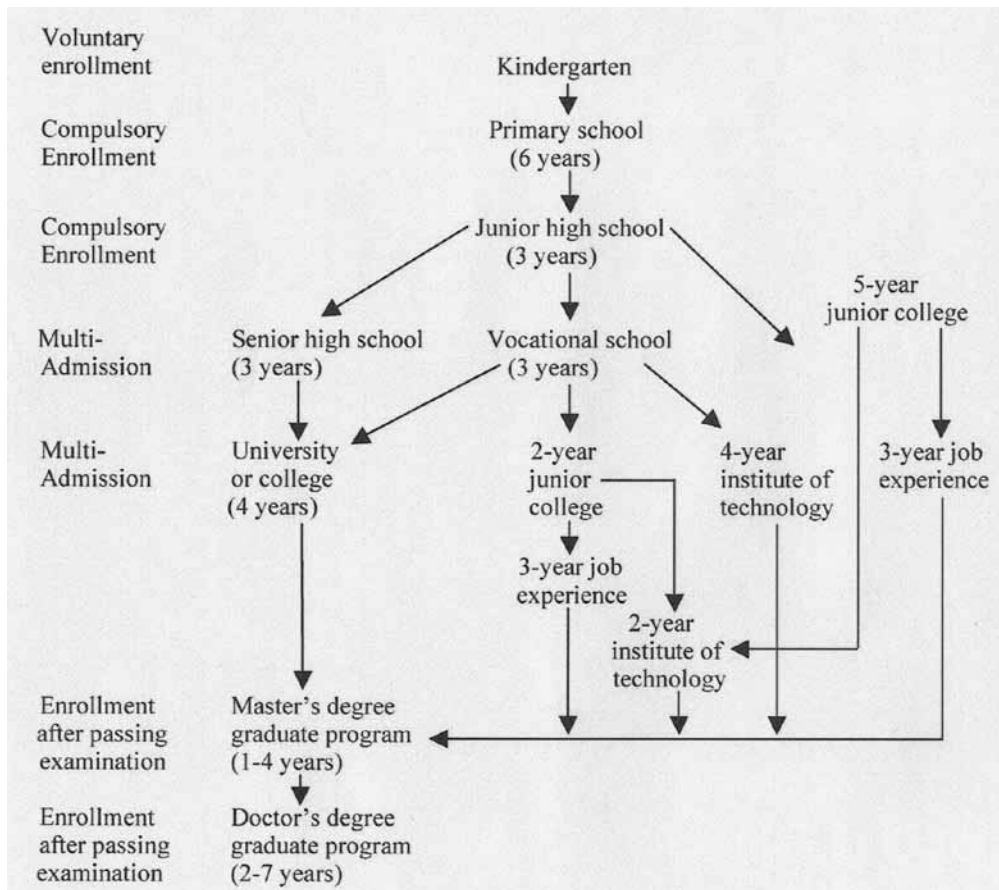
This fundamental change in the educational standards has been bringing innovations in subject content, curriculums, teaching methodologies and textbooks for teachers and students. Since the curriculums are changing from being highly

standardized to a more flexible and locally relevant ones under the Education Law of 1995, schools and teachers can use a certain part of the curriculums for teaching whatever they see fit. This provides an excellent opportunity for willing teachers to teach citizenship, human rights and democracy. Also, there is a big opportunity to appropriately incorporate teaching and learning about human rights into other subjects like History, Arts, Mongolian and foreign languages, literature and other curriculums.

TAIWAN

Students may study, under the current education system, for up to twenty-two years, which includes two years of preschool education, six years of primary education, three years of junior secondary school, three years of senior secondary school, four to seven years of college or university, one to four years for a master’s degree and two to seven years for a doctoral degree.⁴⁶

Below is the current structure of the education system in Taiwan:



COMPULSORY EDUCATION

A nine-year Compulsory Education system was put into effect in 1968, of which six years are for primary education and three years are for lower secondary school. To offer more diverse opportunities for lower secondary school students, technical arts education is included as well. Practical classes allow students to better understand future vocation and career choices. Compulsory education will be extended to twelve years in 2014.

UPPER SECONDARY SCHOOL AND VOCATIONAL EDUCATION

This category includes upper secondary schools and vocational secondary schools and consists of three years of schooling. Upper secondary school includes “ordinary upper secondary schools,” “comprehensive upper secondary schools,” “magnet upper secondary schools,” and “experimental upper secondary schools.” Vocational secondary schools offer a special curriculum with general secondary school courses as well as classes in practical skills, classes in industry-related subjects, and cooperative education programs, all designed in line with the various needs of students for a balanced vocational education.

SPECIAL EDUCATION

Special education institutions are established for students with mental and/or physical disabilities, and offer education at the levels of kindergarten, primary school (six years), lower secondary school (three years), and upper or vocational secondary school (three years). Moreover, schools not exclusively dedicated to special education may also offer special education classes. Additionally, there are also resource rooms in universities to guide and to support students with disabilities.

CURRICULUM REFORM

The education reform measures during the 1990s can be summarized into the following seven points:⁴⁷

1. Advocacy of the idea that education itself is a human right. This fundamental understanding of education consists of several points such as free and compulsory education; equal opportunity to higher education; promotion of respect for human rights and fundamental liberties of individuals; enhancement of understanding between various nations, ethnicities and religious groups; the prior right of parents to decide on how to educate their children; and positive discriminatory care and measures for children with special needs.

2. Improvement of the educational opportunities of the disadvantaged or the minorities and de-regulation of the established education system. The disadvantaged are divided into four groups: the indigenous people, female and sexual orientation, minority, students with special needs (physical or psychological), and people with distinct dialects.
3. Raising of the percentage of students going to school at every level.
4. Adjustment in the ratio of the number of students going to comprehensive schools to that of students going to vocational schools. In other words, allowing more students to be able to go to comprehensive schools and universities.
5. Change and increase in access to higher education, in addition to the traditional way of entrance examinations. Students are able to access higher education through more flexible ways rather than the conventional single channel - taking examination. In this way, they may enjoy happier life in schools.
6. Planning to extend the compulsory education from nine years to twelve years. Regretfully, this measure so far has never been fulfilled due to budgetary problem.
7. Raising the quality of education by increasing budget for education.⁴⁸

This education reform in some sense built an environment where human rights education could take its root. In spite of this, learning about and for human rights in the school system for the Taiwanese remains a short history. Human rights education is on the list of seven important issues of the Taiwanese national curriculum guidelines (Grade 1-9) - Curriculum Guidelines (G 1-9 CG),⁴⁹ which can be seen as an outcome of education and curricular reform (Ministry of Education [MOE], 2003).

Until the G1-9CG was implemented in 2001 human rights education has never been introduced formally in school. However, the implementation of the new curriculum guidelines does not guarantee the success of human rights education in schools. Since G1-9CG1 provides that important issues should be taught in cross-curricular way, not as an independent subject, there was a concern that some of these important issues (including human rights) would be ignored and disappear. Especially under the pressure of credentialism, students were driven to put their efforts and concentration on the learning of 'basic subjects', e.g., literacy, numeracy, natural science and social studies.

BASIC DESCRIPTION OF HUMAN RIGHTS EDUCATION IN THE SCHOOL CURRICULUM⁵⁰

There is no single subject called human rights education. However, it is integrated into social studies, citizenship education and moral education. Some hidden

curriculum and extracurricular activities also touch on the themes of self-esteem and respect for human dignity, which are the spirit of human rights. Although the teaching of human rights is important, it is unnecessary to specify human rights education as a course because it should not be taught merely as a subject. Instead, it should lead to an understanding of and sympathy for the concepts of justice, equality, dignity, rights and democracy. Such understanding should include both affective and cognitive domains. Thus, schools should provide all kinds of opportunities for students to experience affective support for learning and to express their feelings through drama, art, music, creative writing and other media (Council of Europe, 1985).

Partly due to the authorities' fear of too many rights for students, the school curriculum stresses the notion of responsibilities. And partly because of the culture of competitive examinations, the cognitive domain is stressed as the essential part of all subjects. Thus the human-rights-related curriculum and activities have not offered enough opportunities for students to enjoy human rights in real life. To some extent, teachers and students understand and accept the values of human dignity, especially when related to respect for the old and protection of the weak. However, there is a need to broaden the students' experience and link those traditions with the idea of human rights. It is necessary to clarify the meaning of human rights and to base the culture of human rights on the values of human dignity. Legal documents and universal statements on human rights, and the theory and history of human rights must be emphasized in the school curriculum. Human rights concepts must not only be taught, but also practiced and applied in the school and community.

Another part of the human rights education curriculum includes the history of human rights, legal documents and statements on human rights, and basic human rights theory. The intention is not to train students to become experts, but rather to enable them to develop and think about and act on their relationships with others. The content of human rights is not only concerned with knowledge of the great documents and theory of human rights but also with everyday life in and outside the school. It is essential to relate the abstract statements in legal instruments to children's school life so that they will better understand their own and others' rights. It is therefore essential to provide a school environment respectful of human rights and to allow students to learn, practice and apply human rights principles in the school setting. After all, action is an important element in human rights education and it makes human rights more meaningful to students.

In sum, the framework of the human rights education curriculum includes the culture and content of human rights. In order to develop appropriate materials and activities, the teachers themselves must have a concrete idea of human

rights. We must therefore develop training programs for teachers and a curriculum as the first step to implement human rights education.

ENDNOTES

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In terms of the content of teaching provided, the upper secondary school courses may also be classified into three categories: general, specialized and integrated courses. General courses provide mainly general education suited to the needs of both those who wish to advance to higher education and those who are going to get a job but have chosen no specific vocational area.

Specialized courses are mainly intended to provide vocational or other specialized education for those students who have chosen a particular vocational area as their future career. These courses may be further classified into: agriculture, industry, commerce, fishery, home economics, nursing, science-mathematics, physical education, music, art, English language and other courses.

Integrated courses were introduced in 1994. These courses offer a wide variety of subject areas and subjects from both the general and the specialized courses, in order to adequately satisfy students' diverse interests, abilities and aptitudes, future career plans, etc.

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Government Policies



GOVERNMENT SUPPORT for human rights education has been influenced by international initiatives (such as the United Nations Decade for Human Rights Education [1995-2004] and the World Programme on Human Rights Education and Training) as well as by local needs and demands. Government responses range from adoption of national action plans on human rights in general or on human rights education in particular, to enactment of law on human rights education, to establishment of institutions supporting human rights education, to publication of materials to support human rights educators. Local government initiatives on human rights education also exist as discussed in another section of this resource material.

The support of the government is most crucial in mainstreaming human rights education in all fields of education (formal, informal, non-formal). But it is absolutely crucial in the formal school system in view of the government's mandate on the formal education of the people.

CHINA

The Chinese Ministry of Education has established three human rights education and training bases in three Chinese universities, namely, China University of Political Science and Law, Nankai University and Guangzhou University. These Centers are mandated to

- a. Conduct research on human rights theories as well as on specific issues;
- b. Provide human rights courses in universities, including compulsory and optional modules;
- c. Provide human rights education in primary and secondary schools;
- d. Provide human rights training to state officials, especially to law-enforcers;
- e. Provide human rights knowledge to the general public;
- f. Compile human rights textbooks; and
- g. Carry out international cooperation and exchange on human rights.

They were established in compliance with the National Human Rights Action Plan for China (2009-2010) that provides:¹

A number of institutions of higher learning which started human rights education earlier than others will be designated as the bases for human rights education and training.

Under the second National Human Rights Action Plan for China (2012-2015), the government will give more attention to these Centers and will establish five more Centers by 2015.²

The second National Human Rights Action Plan for China (2012-2015) provides several policy statements supporting human rights education, namely,³

- China will carry out extensive human rights education and training in various forms, and promote human rights awareness and publicize human rights knowledge throughout the Chinese society.
- China will include human rights education in the training programs of civil servants to strengthen human rights education and training for civil servants. The state supports human rights research institutes in their efforts to develop teaching materials for training in human rights and participate in the training work.
- China will strengthen human rights education in primary and middle schools. The state will make sure that human rights knowledge is integrated into relevant courses and included in the legal education curriculum. It will also carry out human rights promotional activities that suit juveniles, promote school management [according to] law and democratic administration, and create an education environment that honors human rights.
- China will encourage institutions of higher learning to offer public courses and specialized courses on human rights, support the development of related disciplines and majors, and encourage studies on human rights theories.
- China will encourage and promote the publicity of human rights knowledge in enterprises and public institutions, and develop corporate cultures that honor and protect human rights.
- China will encourage the dissemination of human rights knowledge via the media. It will enhance human rights awareness among the whole populace to create a human rights culture.

The implementation of the National Human Rights Action Plan is guided by the following:⁴

- In the process of implementing the Action Plan, China will respect and give full play to the public's initiative and creativity. It will innovate the social management mechanism and promote the constructive role of NGOs [non-governmental organizations] in human rights protection.
- China will make the Action Plan an important part of human rights education and training, and effectively raise people's consciousness in implementing the Action Plan.
- China will encourage the mass media to play a positive role in the publicizing, implementation and supervision of the Action Plan.

JAPAN

In support of the United Nations Decade for Human Rights Education (1995-2004), the Japanese government established on 15 December 1995 the Promotion Headquarters for the Decade (HQ). The HQ, in turn, adopted on 4 July 1997 the National Plan of Action on Human Rights Education (1997-2004). The plan pays special attention to the promotion of human rights education not only in schools but also in private corporations and the society in general. It provides for the development of human rights programs for professional groups such as public servants, teachers, members of the police, personnel of the Self-Defense Forces, medical professionals, social care workers, and journalists. It highlights the rights of women, children, the aged, persons with disabilities, Buraku people, Ainu people, foreigners, persons with HIV/AIDS, and former convicts. It also emphasizes the need to support the work of the United Nations in assisting the development of human rights education programs in developing countries. In December 2000, the Diet (Japanese parliament) enacted "The Law on the Promotion of Human Rights Education and Human Rights Awareness-raising." As required by this law, the "Basic Plan for the Law on the Promotion of Human Rights Education and Human Rights Awareness-Raising" was adopted in March 2002. This new plan was meant to supplement the 1997 plan.⁵ Since 2002, the Japanese government has been issuing its annual White Paper on Human Rights Education and Awareness-Raising that describes various human rights education activities and initiatives undertaken in each year.⁶

The Ministry of Education of Japan has issued the "Approaches to Teaching Human Rights Education" report. Several reports have been issued in the years 2004, 2006 and 2008. The third report (2008) is the first systematic document on human rights education compiled by the Ministry of Education consisting

of two parts: teaching methods and practices; and practical cases with in-depth information. Some people appreciated that the report reflected the experience of anti-discrimination education (Dowa education), but others criticized the report due to the fundamental principles of human rights not being well expressed and other reasons. The third report states in its introduction the “hope [that it] will be widely used in schools and education boards nationwide,” and in its conclusion expresses its sincere “hope that this will give momentum to realize a society respecting human rights.”⁷

The Ministry of Justice manages the Human Rights Volunteers system with more than 14,000 volunteers appointed all over Japan. One of the functions of the commissioners is the holding of human rights education activities. The commissioners are members of the National Federation of Consultative Assemblies of the Civil Liberties Commissioners. As part of the celebration of the Day of the Civil Liberties Commissioners on June 1 of every year, which commemorates the enforcement day of Civil Liberties Commissioners Law (June 1, 1949), the National Federation of Consultative Assemblies of the Civil Liberties Commissioners undertake nationwide campaign on human rights awareness.

The Ministry of Foreign Affairs reported that

[O]fficials engaged in human rights protection and Civil Liberties Commissioners work together to disseminate and enhance the concept of respect for human rights to the general public. They use various methods to conduct these activities, including sponsoring symposia, lectures, discussion meetings, debates and films; participating in various events; television/radio/cable broadcasting; placing announcements in newspapers and notices in PR [public relations] magazines; distributing pamphlets and other printed materials; putting up posters, banners and signboards; touring with PR vehicles, and holding exhibitions.⁸

KOREA

The Ministry of Education, Science and Technology of Korea revised the “Standard Curricula for Qualification Training, which is applied to the training courses required to qualify for the positions of headmasters, vice-headmasters and teachers, to include the contents of human rights in the Standard Curricula in 2009. Furthermore, with regard to the in-service training of teaching personnel, in its “Major Directions for Training of Teaching Personnel published in February 2011, the Ministry of Education, Science and Technology encouraged the educational offices in municipalities (Cities and Provinces) to create their own programs of human rights training for the teaching personnel under their jurisdiction.⁹ Table 1 provides information on training for teachers and school administrators.

Table 1. Human rights education/training for teachers and school administrators by education/ training providers¹⁰

Classification	Year 2010				Year 2011			
	No. of courses	No. of classes	No. of hours	No. of participants	No. of courses	No. of classes	No. of hours	No. of participants
Providers under city or province education offices	188 courses	218	606	15,625	263 courses	321	799	25,241
Providers annexed to universities/colleges	10 universities/colleges	32	236	6,609	15 universities/colleges	33	235	6,398
Total	198	250	842	22,234	278	354	1,034	31,639

The Ministry of Education, Science and Technology made human rights training a mandatory criterion for the qualification training for headmasters, vice-headmasters and teachers and both the public interest in students human rights and student human rights ordinances and the public awareness about the significance of human rights education have been raised, consequently pushing up the demand for human rights education. However, the tendency is that the education or training institutions are usually giving one-off courses on human rights with limited effects. In this light, it is necessary to develop programs of human rights training and education which are offered on a regular and continuous basis, to customize the human rights education programs to the target groups and to bring forth qualified human rights trainers.¹¹

MONGOLIA¹²

The State Great Hural (Parliament of Mongolia) adopted the National Human Rights Action Programme (NHRAP) in October 2003. The NHRAP sets out the direction and methods of 1) broadening and making efficient the participation of state organizations, civil society (particularly, local self-governing organizations, non-governmental organizations [NGOs], and the mass media) and the private sector in strengthening state efforts to guarantee human rights and freedoms. It also encourages citizen's initiatives on this task; and creates mechanisms to

ensure human rights protection, prevent violations, and provide remedies when rights are infringed.

The NHRAP justification and goal include “reform [of] the system, content and methodology of education, and [the teaching of] skills necessary to enjoy and protect one’s rights by promoting public awareness on human rights and legal protection.”¹³ The NHRAP has provisions on the role of the National Human Rights Commission of Mongolia (NHRCM) and NGOs in human rights education, and on specific human rights education and training activities.¹⁴

The “child-friendly school” project started in Mongolia in 1999. Since that time, UNICEF, the Government of Mongolia, and other stakeholders have been active partners in implementing this initiative. The Ministry of Education, Culture and Science developed a policy document entitled “Policy Framework for Promotion of Child Friendly Schools” in 2004 to promote child rights in every school.¹⁵ This policy document includes basic principles, framework of activities, implementing strategies and administration support, assessment and its indicators.

The child-friendly schools (CFS) program in Mongolia is designed to address the country’s challenges in primary and secondary education. The first step of the “Childfriendly school” initiative in Mongolia was UNICEF’s project titled “Primary Education and Community Participation” which was implemented during the 1999-2002 period. Thirty-five schools from fifteen provinces were involved in this project. The activities under this project mainly focused on enhancing teachers’ and parents’ knowledge and attitude on human rights education and promote equal opportunities at school activities. Also, the pilot schools had school self-assessment and implemented their respective school development plans for child-friendly schools.

The NHRCM has been implementing the project “Human Rights Education in Secondary School” with the support of UNESCO since 2005. The objective of this project is to evaluate how human rights are taught in secondary schools, develop proposals and recommendations to the relevant authorities, and develop minimum qualification standards for the teachers of human rights. The main findings from the evaluation showed that human rights education is still unsatisfactory at the national level. Recommendations for future action based on lessons learned throughout the study were developed and disseminated to the relevant stakeholders, government authorities and the public.

The NHRCM has published a number of plans and reports relating to human rights education and promotion. A Strategic Plan 2007-2011 (NHRCM, 2006) includes both general and specific strategies to promote and protect human rights. Goal 1, and specifically its Objective 3 (Establish and strengthen a human rights training framework at all levels of education) identifies a clear need for education

about and for human rights. The NHRCM was able to set targets and indicators that could be used to improve human rights education generally.¹⁶

The Teachers Standards establish criteria to assess the performance of teachers on rights-based learning. It is a useful tool to develop and implement professional development programs and to create a monitoring mechanism to measure the performance of human rights education at the school level. Also, it can be used by education administrators to provide financial incentives (bonuses) to teachers based on performance results, and to improve the quality of the teachers' instruction. The NHRCM developed a minimum qualification standard for teachers who are teaching human rights. See the section on teachers in this resource material for the full text of the Teachers Standards.

TAIWAN

Human rights education in the Taiwanese school system has been receiving support from the government through a number of projects since 1997. Below is a summary of the various projects and related activities held with the participation of relevant government agencies and non-governmental institutions.

Table 2: Significant Events Promoting Human Rights Education in Public Schools in Taiwan¹⁷

Time	Significant Human Rights Education Events
1997	Workshops on Developing Human Rights Education Materials ¹⁸ and Workshops of Human Rights Educators ¹⁹ undertaken collaboratively by Ministry of Education (MOE) and non-governmental organizations (NGOs)
1998	Human rights education was taken into consideration as part of the new curriculum guidelines at the initial stage of their formation. On the same year, from March to June, eight half-day Workshops on Developing Curriculum and Materials for Human Rights Education ²⁰ undertaken with twenty-five in-service teachers taking part ²¹
2000	Seed Teachers' Workshops on Human Rights Education ²² held in Taipei, Kaoshung and Kimen with a total number of participants around 150
April, 2001	Human Rights Education Committee (HREC) ²³ commissioned by the Ministry of Education (MOE) to undertake projects
April, 2001	MOE started to implement the Project on Human Rights Education (PHRE) ²⁴ and called for proposals on several themes: Content Analysis of Textbooks, ²⁵ Comparison between Human Rights Related Issues, ²⁶ Comparative Research on Human Rights Education in Different Countries, ²⁷ Survey on Human Rights Consciousness of K1-12, ²⁸ International Conference on Human Rights Education, ²⁹ and Seminar on Human Rights Education Policy ³⁰

Table 2: Significant Events Promoting Human Rights Education in Public Schools in Taiwan (Cont'd)

2003	Human Rights Education Information Center, ³¹ with the support the Department of Elementary Education of MOE, started to issue electronic news on human rights education
2005	Human Rights Education Committee (HREC) reorganized and replaced by the Human Rights Education Advisory Group (HREAG) ³²
2005	HREAG collaborated with the National Institute for Compilation and Translation ³³ to conduct two projects on human rights education award of excellence to publications of original works or translations
2005-2007	Project on Friendly Campus Human Rights Education Model School ³⁴ undertaken during 2005-2007 period. In 2005, 46 schools were selected as the model schools, in 2006, 56, in 2007, 36. After review and assessment, the schools were awarded as first, second and third placers, their experiences documented and records stored as valuable data for more studies and as models for other schools to copy.
2006	Educational Fundamental Act ³⁵ amended to prohibit corporal punishment in school
2007	Human Rights Education Information Center and Human Rights Resource and Advisory Center were combined into Human Rights Education Advisory and Resources Center, ³⁶ with four goals: 1) To undertake studies on policies and curriculums related to human rights education; 2) To collect documents and materials related to human rights education; 3) To provide advice on human rights education affairs, and 4) To enhance and improve human rights education.
February 2008.	The Advisory and Counselling Group of Human Rights Curriculum and Pedagogy (ACGHRCP) ³⁷ organized with the assistance of the Department of Elementary Education of MOE, ³⁸ with the aims of providing advice to educators of human rights in school, and building a bridge between policymakers in the central office and educators in the local areas.

The Ministry of Education (MOE) established the Human Rights Education Advisory and Resources Center in 2007 with the aim of integrating the resources that facilitate studies on human rights and promote human rights education. The Center created a database of relevant human rights publications and teaching materials for public use, and actively encouraged networking among the human rights educators. The Center will attempt to deepen the linkage between theories and practice, provide the resources for non-governmental organizations (NGOs) to build up their theoretical knowledge and, most importantly, translate their practical experiences into materials for human rights education.³⁹

The Center implements the following activities:

a. Database for Human Rights Education

A web-based database for human rights education was set up as the first step. Information regarding books, periodicals, teaching materials and audio-visual aids can be obtained on the website. For the longer-term plan, it will build a human rights library open to the academic community and the public. Besides, the Center will cooperate with international academic institutions and NGOs such as the International Human Rights Education Consortium and the Asia-Pacific Human Rights Information Center (HURIGHTS OSAKA) in collecting the teaching materials and syllabuses.

b. Integrating the resources for promoting human rights education

Drawing upon the resources at Chang Fo-Chuan Center for the Study of Human Rights, the Human Rights Program as well as the Consortium for the Education of Human Rights, Peace and Development, the Center aims at helping design a more comprehensive plan regarding human rights education in Taiwan.

c. Helping MOE promote human rights education

The Center will help MOE build up criterions for monitoring human rights education program in the local governments and schools.

d. Professional Consultation

An open hotline and email address were created so that government officials, school and the public can easily consult with the Center regarding human rights education.

In order to promote human rights education and build the bridge between the central government and local educators, the Advisory and Counseling Group on Human Rights Curriculum and Pedagogy (ACGHRCP) was organized in 2008 with the assistance of the Department of Elementary Education of the Ministry of Education. ACGHRCP recruited scholars from different universities, expert teachers and leaders of NGOs to help school teachers implement human rights education by integrating human rights knowledge, skills and attitude into the curriculum and pedagogy.⁴⁰

ACGHRCP undertakes many activities as follows:

1. Hosting of panel discussions in different learning areas
2. Offering counsel and advice on human rights to teachers
3. Hosting annual conferences
4. Organizing in-service teacher training activities, such as reading groups, workshops, seminars
5. Providing training programs for the leaders of the working team in every county
6. Providing training programs or seminars for members of the working team in every country.

ACGHRCP also translates international teaching materials into the Chinese language. It has translated the *ABC-Teaching Human Rights: Practical Activities for Primary and Secondary Schools*, and the *Human Rights Education Series* published by Minnesota University. In 2009, the Ministry of Education recruited primary and secondary school teachers to organize the Professional Community of Human Rights Educators in every county under the guidance of ACGHRCP. The Professional Community of Human Rights Educators aims to promote human rights education through a bottom-up approach yet supported by the local educational bureau. It has five main tasks:

1. Prepare members to become competent human rights educators
2. Prepare other teachers in the local communities to become human rights educators
3. Develop human rights materials and pedagogy
4. Facilitate the development of a human rights culture on campus
5. Organize appropriate activities and events such as workshops, reading groups or seminars.

OTHER INSTITUTIONS

Human rights education receives support from other institutions that have been mandated by law to promote human rights. These institutions have been established as human rights institutions. In Northeast Asia, Korea and Mongolia have their respective national human rights institutions: National Human Rights Commission of Korea (NHRCK),⁴¹ and the Mongolian National Human Rights Commission (NHRCM).⁴² In Hong Kong, there is a similar institution called the Equal Opportunities Commission (EOC).⁴³ These institutions have human rights education programs for the school system.

They develop teaching and learning materials on human rights, provide training for teachers and school administrators, organize activities for young people (many of whom are students), undertake research to help further develop the existing human rights education programs and activities. They also submit policy recommendations to the government regarding human rights in general and human rights education in particular.

NHRCK recently offered three online programs to help the teachers' "... self-study on human rights: "Human Rights + for Teacher, "Gender Discrimination Prevention and "Disability Discrimination Prevention."⁴⁴ In order to "promote human rights education in universities and colleges and foster leading universities or colleges in human rights education research to serve as a hub for local networking for human rights education research," NHRCK signed Memorandums of Understanding on Human Rights Promotion" with ten universities across the nation.⁴⁵

Similarly, EOC launched an e-learning program for teachers under the “Equal Opportunities Begin At School” project. This is a new web-based training program designed specially for teachers and developed jointly by the Equal Opportunities Commission and the Education and Manpower Bureau.⁴⁶

The Japanese government, on the other hand, established the Center for Human Rights Education and Training in 1987 as a foundation that supports and promotes education and public information on human rights. It undertakes activities relating to education and public information, training, surveys and research, data collection and dissemination.⁴⁷

Table 3. National institutions, offices and bodies with human rights functions⁴⁸

State	NHRI/ General Human Rights Body	Child Rights Commission	Women’s Rights Com- mission	Other Institutions
China	-----	National Working Committee on Children and Women under the State Council		National Working Committee on Persons with Disabilities under the State Council (mainland China)
Hong Kong SAR	-----	-----	-----	Equal Opportunities Commission
Japan	-----	Headquarter on Children and Youth Issues – Office of the Prime Minister	Gender Equality Bureau, Cabinet Office	Human Rights Bureau, Ministry of Justice Human Rights Commissioners
Korea	National Human Rights Commission of Korea	National Human Rights Commission of Korea Ministry of Gender Equality & Family	National Human Rights Commission of Korea Ministry of Gender Equality & Family	-----
Mongolia	National Human Rights Commission of Mongolia	National Authority for Children	-----	-----

Table 3. National institutions, offices and bodies with human rights functions (Cont'd)

Taiwan	Presidential Advisory Committee on Human Rights	Child Welfare Bureau, Ministry of Interior R.O.C	Department of Gender Equality, Executive Yuan	Consumer Protection Committee, Executive Yuan Department of Social Affairs, Ministry of Interior Domestic Violence and Sexual Assault Prevention Committee, Ministry of Interior
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Note: NHRI – National Human Rights Institution

Additionally, several international human rights treaties have been ratified by the countries involved, see Table 4. These international human rights treaties generally provide the obligation to promote the specific human rights involved.⁴⁹

Table 4. Ratification of core international human rights treaties⁵⁰

State	ICERD	ICCPR	ICESCR	CRC	CEDAW	CAT	ICRMW	CRPD
China	√	Signature	√	√	√	√	-----	√
Japan	√	√	√	√	√	√	-----	Signature
Korea (South)	√	√	√	√	√	√	-----	√
Mongolia	√	√	√	√	√	√	-----	√

Note:

ICERD - International Convention on the Elimination of All Forms of Racial Discrimination

ICCPR - International Covenant on Civil and Political Rights

ICESCR - International Covenant on Economic, Social and Cultural Rights

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

ICRMW - International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families

CRPD - Convention on the Rights of Persons with Disabilities

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Local Government Initiatives



HUMAN RIGHTS EDUCATION in the school system benefits from the initiatives at the local level particularly with the support of the local government. Several examples in Northeast Asia show that local government support is an indispensable part of the learning and practice of human rights by the young, as well as the general public.

A. CHILDREN'S FREE TALK¹

Tsurugashima City, about 45 kilometers north of Tokyo, has a population of 69,000. Formerly a rural area, it experienced rapid urbanization. Its population shot up since 1965. Its administrative status changed from village to town in 1966 then to city in 1991. Libraries and other social education facilities (staffed with qualified social education officers, librarians and other personnel) were established considering the milieu of the people's daily lives. This environment contributed to active learning by the people, and their high awareness through these activities led to community-building based on people's participation.

The City ensures various forms of people's participation in social education, such as in the management councils of public halls and community centers. But prior to 2000 no such system for people's participation existed in the area of school education or administration of educational policies as a whole. The creation of the Education Council (composed of representatives of schools, education administration, parents, and people in general) in 2000 enabled the people to pay attention to the participation of children.

Children as small community builders

In 2001, the Board of Education in the City identified children as 'small community builders,' and placed child participation issue as its focus. The concept of children as 'small community builders' means that they are actors as well as partners for cooperation in community building at present and are also responsible for community building in the future. The idea is in line with results of the Special Session of the United Nations (UN) General Assembly on Children in 2002.²

Based on this idea, the City started in 2002 the annual "Children's Free Talk" as a way to ensure expression of views and participation by children, as well as to receive views on the City's "Basic Principles on Education."

“Children’s Free Talk” is an initiative to incorporate the views of the children in the development of educational policies. It involves children from 4th grade primary school up to senior secondary school. Ten to twenty children participate each time on a continuing basis. The experience shows that for children to become active participants as ‘small community builders,’ public relations and awareness-raising alone are insufficient. And for child participation to take root, building upon small initiatives such as this is essential.

New competencies of adults

UNICEF, which globally advocates child participation based on the Convention on the Rights of the Child, states that in order to promote child participation, “adults must develop new competencies of their own.”³ Adults “must learn how to effectively elicit the views of children and young people and to recognize their multiple voices, the various ways children and young people express themselves, and how to interpret their messages, both verbal and non-verbal.” Further, they “must ensure that there is opportunity, time and a safe place for the opinions of children and young people to be heard and given due weight.” It sees the need of adults involved with children to develop their “own capabilities to respond appropriately to the messages and opinions of children and young people.”

One of the characteristics of “Children’s Free Talk “ is its emphasis on the role of the facilitator, who has expertise and techniques in child participation. A facilitator elicits the views of children and promotes their participation. Tsurugashima City sees the role of the facilitator as someone who creates an environment in which each participant can express what she/he is thinking, organizes various views based on the agreement of the participants, and assists them in forming new ideas. While facilitation is a very engaging task it still respects the independence of the participants in all situations. The facilitator, therefore, is key to making children express their views, and it is not an exaggeration to say that the success of child participation initiatives depends on him/her.⁴ That the importance of the facilitator is recognized is due to the City’s climate of respect for expertise in education.

This does not mean that the initiative is dependent on outside facilitators. The Board of Education staff, who have been participating in the “Children’s Free Talk”, compiled a document on how adults can be involved with children to promote their participation. It provides eleven points such as the importance of adults waiting without giving instructions or assistance until the children themselves become aware and start to act, and recognizing that children can learn from mistakes.

“We want to talk more”

With the adults’ “waiting and assisting” drawing forth the strength of the children, they (children) started to act on their own, voluntarily initiating discussions in the “Children’s Free Talk.” Children with disabilities also participate. Through continued involvement of members of the Education Council and local government officials and the building of trust with children, their (children’s) voices such as “we want to talk more,” or “once a month is not enough,” can be heard. Many municipalities face the problem of non-participation of children even in organizing events for them, or the decreasing number of participating children over time. In “Children’s Free Talk,” this problem does not exist. On the contrary, the children are asking, “When is the next meeting?” and they have so much fun during the discussions.

A number of proposals have been directly incorporated in the “Basic Principles on Education” from the discussions in “Children’s Free Talk” such as cutting the number of times the students clean the classrooms so that more time can be allotted to play, development of curriculums and schools based on the children’s evaluation, adoption of measures to make the children themselves realize the significance of child participation, promotion of participation of children as official members of school councils, and study of the possibility of on-site inspection of schools by children from other schools.

The primary schools in Tsurugashima City have already started to cut the frequency of school cleaning to create more time for children to play. Children welcomed the move saying, “we can play as much as we want,” and “the teacher started to tell us stories.” School has become a “fun place.” Child participation on a school-wide basis has also started to take place, such as festivals in which children’s groups were the main organizers.

The case of Tsurugashima City, which fulfills child participation without local ordinances, indicates that child participation is possible in any municipality. Even though there is probably declining birth rate, there are children in any village, town or city. It is now the adults’ turn to change so that they can support the participation of children.

B. KAWASAKI CHILD RIGHTS ORDINANCE

With the ratification of the Convention on the Rights of the Child, local governments in Japan started to “compile various measures focused on child rights.” A city in Hyogo prefecture enacted in December 1998 the “Kawanishi City Child Rights Ombudsperson Ordinance” in response to the incidents of bullying including those resulting in suicide.⁵ The ordinance established an independent body for consultation and redress, and was meant to work closely with child victims.⁶

Kawasaki City Ordinance on Child Rights

Following the Kawanishi city example, the Kawasaki City in Kanagawa prefecture enacted the Ordinance on the Rights of the Child on 21 December 2000 (Kawasaki City Ordinance No. 72), and revised it on 29 June 2001. Its preambular paragraphs state, among others, that⁷

[E]ach and every child is an individual human being, who has unique worth and dignity. The child wishes that his/her individuality and difference from others be accepted and that respect be given to what he/she naturally is.

The child is a full subject of rights. Under the international principles including the best interest of the child, non-discrimination and respect for the views of the child, his/her rights shall be guaranteed comprehensively and in reality. These rights are indispensable for the child to realize him/herself and lead a life of his/her own with human dignity.

Thus, the Ordinance considers children as “partners, who form society with adults”:

As members of the present society and as responsible actors of the future society, children have specific roles to play through the involvement in the design and formation of society as well as the right to participate in society. For this and other purposes, society shall be open to children.

List of Rights

The Ordinance defines a child in accordance with the definition under the Convention of the Rights of the Child. It has a chapter on “Important Rights of the Child as a Human Being” and lists rights, though not including all the rights provided in the Convention of the Rights of the Child. Following are the listed rights:

1. The right to live in security (Article 10)
2. The right to be natural and comfortable self (Article 11)
3. The right to protect him/herself and to be protected (Article 12)
4. The right to enrich him/herself and be empowered (Article 13)
5. The right to make decisions by him/herself (Article 14)
6. The right to participate (Article 15)
7. The right to receive support in accordance with individual needs (Article 16).

Responsibilities

It has provisions on the responsibilities of the local governments, parents, officials of educational institutions, community and employers as in the following:

- The city government of Kawasaki has the responsibility of respecting and guaranteeing child rights (Article 3);
- Parents and guardians have the responsibility to
 1. Protect the rights of the child (Article 17)
 2. Support the upbringing of the child (Article 18)
 3. Not to inflict corporal punishment on, or abuse, the child (Article 19)
- Officials of educational institutions have the responsibility to:
 1. Improve the growing and learning environment of the child (Article 21)
 2. Establish and maintain arrangements for safety management (Article 22)
 3. Prohibit abuse and corporal punishment (Article 23)
 4. Prevent bullying (Article 24)
 5. Appropriate handling of the documents and other information on the child (Article 25).

The Ordinance has provisions on the role of the community being the “place where the child grows up and which enriches his/her relationships together with the home, growing and learning institutions and cultural and sports facilities.” The city government is required to

- “seek for community planning aiming at the improvement of child-rearing and educational environments where children’s activities can be undertaken in safety, so that the rights of the child can be guaranteed in the community.”
- “make efforts in the community to develop organizations, in which children, their parents, institution personnel and other residents spontaneously undertake consultation and other activities on child-rearing and educational environments in the community, and to provide support to their activities.”

Child Participation

The Ordinance also has a chapter on child participation. One feature of this chapter is the organization of “Kawasaki Children’s Conference.” This conference

- “shall be administered through voluntary and spontaneous initiatives by children”

- “may shape common views of the participating children in agreed ways and submit them to the Mayor.”

The City Mayor “and other executive bodies shall respect such views of the Children’s Conference.” (Article 30(4)). Also, the City government “shall make efforts to make arrangements for children’s participation in and hearing children on the establishment and administration of the City’s facilities for children’s use.” (Article 34).

The City government implemented the Ordinance by setting up mechanisms such as the “Kawasaki City School Education Promotion Conference” and the “Kawasaki City Children’s Forum.” As one report states⁸

A school education promotion conference (consisting of teachers, guardians, local residents and students) was established in every primary, junior and senior secondary schools in the city through which students take part in school management. The Kawasaki City Children’s Forum is a committee that proposes children’s views and opinions to the Kawasaki city government.

There seems to have also been an impact on the human rights awareness of the children. A 2005 survey of “four thousand five hundred children between eleven and seventeen years old in 2005 showed 72.9% of the respondents said they had a sense of self-approval.” And many local legislative bodies enacted their respective child rights ordinances.⁹

C. CHILD FRIENDLY CITIES¹⁰

The initiatives in the cities of Tsurugashima and Kawasaki relate to the promotion of “child friendly cities” in Japan following the UNICEF program on the same concept. The experiences of the cities point to “nine building blocks” that comprise “child friendly cities”:

Children’s participation

- Enactment of ordinances/charters for children (e.g. Kawasaki City, Kosugi Town, Tajimi City, Kochi Prefecture, Machida City, Takahama City)
- Development of plans for children (e.g., Kunitachi City, Nishi Tokyo City, Tachikawa City)
- Establishment of Children’s Parliament (e.g., Miyagi Prefecture, Nakano Ward and many other examples)
- In the process of building and operating facilities for children (e.g., Omi Hachiman City, Suginami Ward, Machida City, Kawasaki City)
- Education administration and reform (e.g., Tsurugashima City, Makubetsu Town, Kochi Prefecture)

- Training of children's supporters (e.g., Omi Hachiman City, Shiga Prefecture, Kawasaki City)
- Promotion of children's participation by civil society organizations/ non-profit organizations (NPOs) (e.g., Forum for the Convention on the Rights of the Child, Play Park, Childline)

Legal framework

- Ordinances aimed at dealing with specific issues concerning the protection and promotion of child rights (e.g., the provision of remedies through ombudspersons in Kawanishi City, Ginan Town, Saitama Prefecture)
- Ordinances laying out guiding principles for policies concerning children (e.g., Mino City, Setagaya Ward, Chofu City)
- Ordinances aimed at comprehensive protection and promotion of child rights (e.g., Kawasaki City, Naie Town, Kosugi Town, Tajimi City, Meguro Ward, Utsu City, Toshima Ward, Nabari City, Memuro Town, Gifu City)

Policies for children

- Most of the municipalities have developed plans to support child-rearing in accordance with the law requiring them to do so. However, very few of them reflect a rights-based approach in their plans. In the municipalities where the members of the General Research Institute on the Convention on the Rights of the Child (GRI-CRC) are involved, including Kunitachi City, Tachikawa City, Nishi Tokyo City and Yachiyo City, a rights-based approach has been likely to be reflected in the plans.

Structures for children

- Policies for children tend to be compartmentalized in the fields of welfare, education, delinquency prevention, etc. In particular, the concept of child rights tend to be neglected in the field of education.
- With a view to overcoming such problems, some municipalities (e.g., Fukuoka City, Sapporo City) have attempted to integrate administrative structures for children.

Assessment and evaluation

- Only a few examples of child rights assessment and evaluation system in local government structures exist so far (e.g., Kawasaki City, Tajimi City).

Special budget

- Due to financial constraints, local governments have difficulty formulating special budget for children.

Situation analysis

- While many municipalities undertake research on the situation of children, only a few municipalities, such as Kawasaki City, undertake periodic reviews.

Making child rights known

- The municipalities that have enacted ordinances for children tend to make more efforts to make the Convention on the Rights of the Child known.

Advocacy for children

- An independent Ombudsperson for Children was first established in Japan in Kawanishi City, followed by some other municipalities, such as Ginan Town, Saitama Prefecture, Kawasaki City and Tajimi City.
- The Ombudsperson for Children's Human Rights (Kawanishi City) receives complaints and provides remedies, especially through restorative processes (children's participation in the process, recovery of self-esteem, empowerment of children). It is supported by multidisciplinary staff (law, welfare, psychology, medicine, NPO) and collaborate with the local board of education. See Figure 1 for the processes involved in dealing with cases.

Child-friendly initiatives of city (and also prefectural) governments necessitate the adoption of rights-based approach in the processes involved. But the employment of this approach is often challenged by those who stress children's duties.

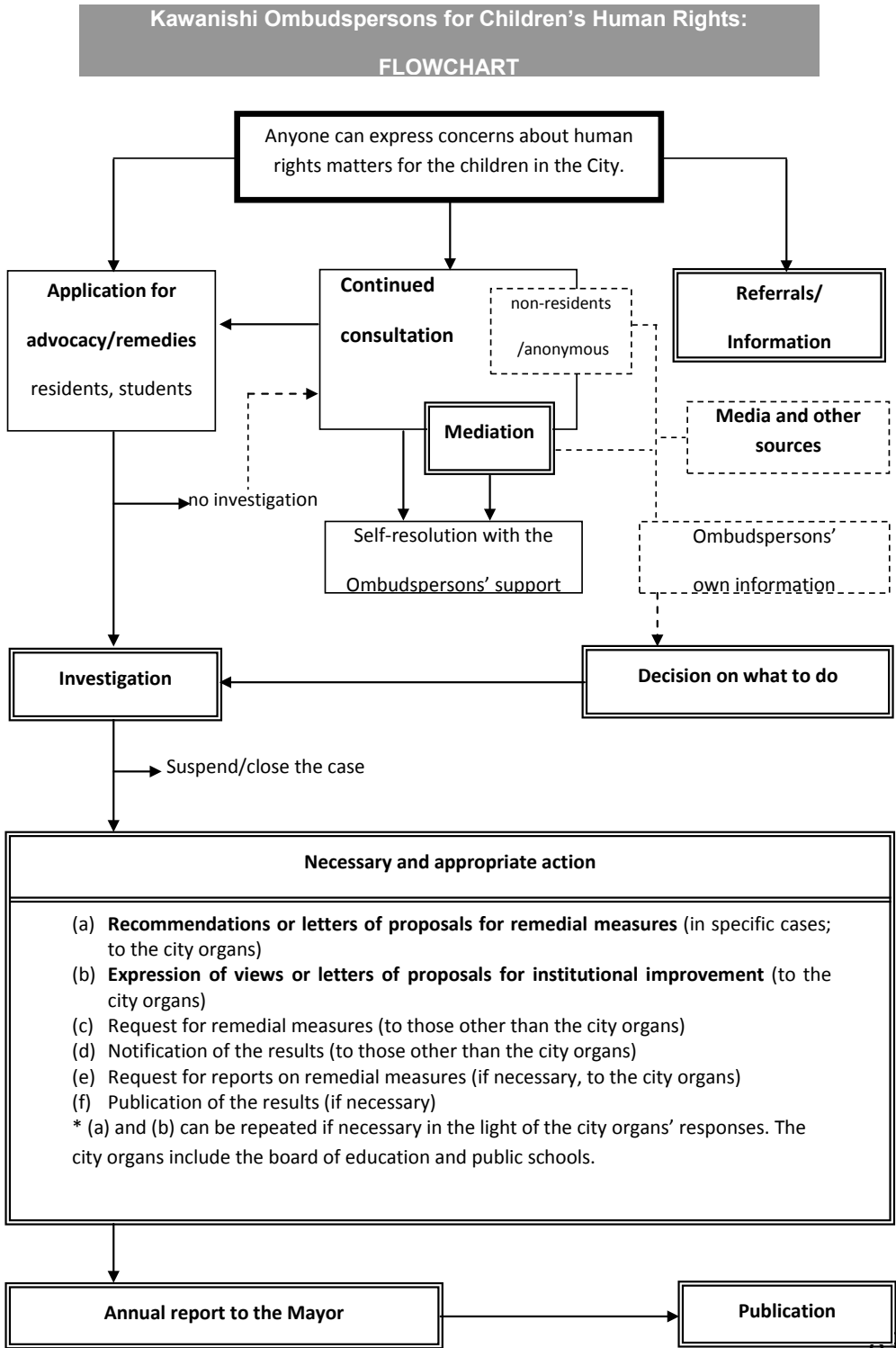
There is also reluctance in the establishment of child advocacy systems because of perceived increase in material and human burdens.

C. HUMAN RIGHTS SUBWAY

1. Gwangju city¹¹

Gwangju is a city well-known for its stance on righteousness that have stood at the forefront to overcome national crisis whenever the nation faced difficulties throughout Korea's five-thousand-year-long history. Notably, the May 18th Gwangju Democratic Uprising, which galvanized the development of democracy in the Republic of Korea, had a significant impact on the democracy and human rights movement not only in Asia but throughout the world. Based on such traditions and spirit, Gwangju hosted the Summit of Nobel Peace Laureates in 2006 and the World Women's Peace Forum in 2007, conveying to the entire world the message of democracy, human rights and peace, which embody the universal spirit of humankind.

Figure 1. Kawanishi City Ombudsperson for Child Rights



* The columns with double lines indicate formal actions by the Ombudspersons.

In order to contribute to the growth of democracy and human rights, the city of Gwangju is involved in the development of human rights index, construction of the Human Rights Peace Center and Human Rights Park, the promotion of international exchanges and expansion of inter-Korean cooperation focusing on the city's long-held philosophy of human rights and peace. The United Nations concept of human rights city is also being promoted.

Gwangju Metro is affluent with composure and joy in every stop. Considering the traits of each station, the stations have their respective themes that citizens love. Theme stations that hold the memories and pride in the hearts of residents, and express a bright future, are loved as places for field experiences of the young generations.

Among the eight stations with specific themes, several stations explicitly include human rights as theme. The themes in these stations are described as follows:

5.18 Memorial Hall

Munhwajeondang station – You can experience the 5.18 event, the proud history of Gwanju, and engrave the spirit of democracy, human rights and peace in your heart. The pavilion consists of five openings: stage of the uprising, history, democratization, culture and 5.18 chronicles. It provides you with realistic experience of 5.18 democratic movement, 5.18 event in the world and site information.

Gwangju students independence movement memorial pavilion

Geumnamno 5 ga station - There are exhibitions on the chronicles of student movements during the Japanese colonization, site & relic guides, and the three great independence declarations along with photographic data. This is a great tourist site since [nearby] are Gwangju student independence history museum and Gwangju Jeil high school where the movement started.

World human rights pavilion

Seongjeong park - It provides various works of major artists, and the chance to experience the works of artists in the region. There is space for the exhibition of major artists in the region along with the memorial booths of literary figures like the poet Lee Subok. It also allows poetry recitals that citizens can participate [in]. It is a communication channel where anyone can recite poetry and discuss.

2. Busan city¹²

“We can explore human rights from everywhere” is the idea behind the setting up of human rights exhibitions in subway train stations in Busan city. The project was conceived and implemented by the National Human Rights Commission of Korea and Busan Transportation Corporation.

They aimed to promote human rights and spread the culture of respect for human rights through the train station exhibits. They relay the following message:

Human rights can be protected with respect and care. The culture of respect for human rights starts from “knowing human rights.”

The human rights exhibition at Mulmangol station of Busan subway line 3 opened in 2009. The Mulmangol station human rights exhibition is linked to a library that functions as human rights information center and home for human rights movement. There is also a human rights classroom, meant for human rights education. There is space in the human rights exhibition where activities can be held, such as activity on experiencing disabilities. The art gallery displays human rights-related paintings, photos and various art works. Lastly, there is a stage that can be used for human-rights-themed performances. People can use those facilities for free. The Mulmangol Station office and the Busan office of National Human Rights Commission of Korea run human rights education programs for students and adults. Also, they welcome any kind of field trips and observations.



Busan Mulmangol Human Rights Themed Station

D. HUMAN RIGHTS LEARNING STUDIO¹³

Kaohsiung is the first internationally recognized human rights city in Taiwan in view of its human rights initiatives, namely, the creation of a Human Rights Committee, the establishment of a human rights course in the Open University



Pillar decoration: "Abolish gender discrimination" (Busan City).



The art gallery displays human-rights-related art works (Busan City).



Public Forum in Human Rights Learning Studio.



Display in the Human Rights Learning Studio.

of Kaohsiung, the consideration of the adoption of a Human Rights Ordinance, and the establishment of “Human Rights Learning Studio” in a major train station in the City.

The City inaugurated the Human Rights Learning Studio (Studio) on 19 November 2009 in the Kaohsiung Rapid Transit (KRT) Formosa Boulevard station. The date of inauguration is significant for being the 30th anniversary of the Formosa Incident and the ending of the “2009 United Nations International Year of Human Rights Learning”.

The Studio was established by the Kaohsiung City Human Rights Committee to promote human rights and human rights education in the city. The Open University of Kaohsiung, an institution supported by the Kaohsiung City Government, manages the Human Rights Learning Studio. The university develops and implements the activities of the Studio.

The Studio fully utilizes its space in the KRT Formosa Boulevard station. With proper decorations and furnishings, it has become a platform for human rights information displays (publications, e-learning, etc.), a multi-functional space for human rights learning for passengers, and also a venue for dialogue where human rights groups can hold various events.¹⁴ The Studio provides train passengers many stories about Kaohsiung as a human rights city, holds monthly human rights events such as symposiums, seminars, film appreciation, reading sessions, creative forums, music performances that allow the public to access, learn, and understand human rights in ways that are close to their daily lives. As a result, the events are widely praised and the Studio has gradually become a place for school field trips.¹⁵

Since its inauguration, a variety of the activities have been held at the studio such as the following:

1. Human Rights Salon: Stories of New Immigrants in Taiwan (6 March 2010) - members of the academe, city councilors and a Vietnamese immigrant discussed the human rights status of new immigrants in Taiwan and how to improve the realization of their rights.
2. The Labor Force: “Is the Labor Force Next in Line to Experience Extreme Poverty?” (28 May 2010) - members of the academe and representatives of labor groups discussed labor issues arising from the rapid and dramatic changes in various industries, especially the deteriorating financial situation of the labor force.
3. Seminar on the Care for Aboriginal Culture (12 June 2010) - a lead singer of an indigenous music band, a music composer, the chairperson of the city commission on indigenous affairs, and an academic discussed the gradual loss of tribal rituals, traditional arts and organizations and the widening generation gap within indigenous communities that lead to loss of legacies and cultural heritage.
4. Training Program for Volunteers of Human Rights Tour in Kaohsiung (23 to 31 October 2010) – volunteers obtained knowledge and deep understanding

of the culture of the human rights city so that they can promote human rights learning, enjoy the culture of the human rights city, and help citizens and foreign guests to better understand the culture of Kaohsiung as a human rights city. After completing the training, volunteers set up the “Volunteer Group of Kaohsiung Human Rights Tour” on 10 December 2010, International Human Rights Day, and launched human rights city tour services.

5. Human Rights of Female Workers: Stories of those Women (29 November 2009) - a documentary film director discussed the human rights situation of female workers and the labor rights situation.

6. Human Rights for Children: All the Invisible Children (24 April 2010) - the director of The Child Welfare League Foundation, southern Taiwan office, and a professor at the National Ping-tung University of Science and Technology discussed issues about protecting children’s human rights.

7. Civil and Political Human Rights: Tears (22 May 2010) - a film director, a lead singer of the “Shining” band, and the director of Kaohsiung Bar Association and convener of human rights committee, discussed civil and political rights and transitional justice issues.

8. Single-Family Human Rights: Can’t Live Without You (3 September 2010) - the director of Dawn Women’s Visions Foundation, and a member of Kaohsiung Bar Association discussed the protection of rights of single-member families.

9. Next Stop: Human Rights (9 December 2009) - a group of students from National Sun Yat-sen University, Kaohsiung University, and other southern universities worked with professors from Open University of Kaohsiung and completed the human rights book *Next Stop: Human Rights* to let the public know how the younger generation perceived and felt the extent of human rights realization in Taiwan, and to promote the importance of long neglected human rights.

10. Serial Event of Month of Human Rights Creations: “Whose Human Rights?” (31 July 2010) - this consisted of the awarding ceremony for the Illustrations Competition and Book Release of Human Rights Passport. This event aimed to present the concepts of human rights in various forms and to get them better understood by the public through the display of illustrations.

11. Serial Event of Month of Human Rights Creations: Urban Human Rights Music Festival (27 August 2009) - to present the diverse facets of human rights, “Urban Human Rights Music Festival”, one of the serial events during the month of human rights creations, musicians created and performed human rights music.

12. Annual Kaohsiung City Human Rights Press Prize - established on 10 December 2011, it aims to encourage the public and media to report and record human rights issues. The annual awarding event is designed to make people realize the meaning and importance of human rights guarantees and their development through people’s voices.

The Director of the Human Rights Learning Studio pointed out the value of the Studio:¹⁶

The Human Rights Learning Studio belongs not just to Kaohsiung citizens but also to everyone who loves and cares about human rights. In addition, Formosa Boulevard Station is no longer merely a pass-by transfer point but has been transformed into a “Transferring Center of Human Rights Concepts” and a place for people to learn, love and take care of human rights. Through the holding of various events, human rights are embodied, and every citizen can use the studio to learn about human rights and incorporate them into their lives!

And the Mayor of Kaohsiung commented that in the Studio¹⁷

on the human rights wishing tree, many people wrote down their wish [on] human rights, and we hope that everyone in the government and public can be a protector of human rights, because enhancement and protection of human rights value will never be a coincident. We hope every city is heading forward to becoming a human rights city eventually so that human rights wish is truly fulfilled and completed successfully.

F. CHARTER FOR FOREIGN RESIDENTS¹⁸

Ansan City, home to one of the largest foreign communities in Korea, has become the first region to implement a set of guidelines designed to protect the human rights of foreign residents.

The industrial city will put the measures into effect from next month, a city official said.

The self-imposed decrees urge both Koreans and employers there not to discriminate against foreign nationals due to their nationality, race, skin color, language or culture.

The city also pledged to come up with measures to keep non-Koreans from being unfairly treated at work or in using public services.

The guidelines have no legally binding force but city officials said they are to encourage the central government to pay more attention to the human rights of foreign residents and, in the long run, enact legally binding rules.

“Ansan is an international city where more than 40,000 people from fifty countries live shoulder to shoulder. But many of them still face various [forms of] discrimination due to their different appearance, language, and culture,” the official added.

“In particular, lack of state attention has been blamed for hardship troubling migrant workers, mostly from Asian countries. We came up with the guidelines to create a more foreign-friendly environment.”

The official said Gwangju, in South Jeolla Province, and Jinju, in South Gyeongsang Province, are also working to declare similar guidelines. A special committee comprising fifteen human rights experts and foreigners will be launched to review and upgrade the regulations.

In the meantime, the provincial city has run a call center and consultation center to help foreigners cope with any type of discrimination.

Victimized foreigners can seek instant help by calling 1644-7111. Services are available in the native languages of China, Thailand, Mongolia, Indonesia, the Philippines, Russia, Pakistan, Sri Lanka, and also English and Korean languages. Face-to-face consultation is also available at the city's Migrant Community Service Center.

F. ORDINANCE ON STUDENT RIGHTS¹⁹

The Gyeonggi Provincial Council in Korea enacted in September 2010 an ordinance on student rights. The Ordinance prohibits in all primary, lower and upper secondary schools in the province the following:

- Corporal punishment. This is opposite to the position taken by the Ministry of Education, Science and Technology (MEST) that “[I]f it is unavoidable for educational purposes, teachers may discipline students with corporal punishment using a linear punishment instrument made of wood measuring 1 to 1.5 cm in diameter and up to 50 to 60cm in length.”
- Hairstyle requirement. But each school may decide on the rule regarding particular hairstyle (such as permanent waves and dyed hair color).
- Random searches of students' belongings
- Compulsion on nighttime self-study and attendance in supplementary classes
- Use of cellphones (except inside the classroom)
- Discriminatory treatment such as forcing withdrawal of enrolment because of pregnancy or childbirth, or the practice of forcing students to attend events for particular religions or to attend religious courses without the possibility of substitution.

In addition, under the ordinance, the Gyeonggi Provincial Office of Education must establish a twenty-member student human rights review committee with five members being “student human rights advocates and given the authority to investigate instances of student human rights violations.”

The twenty-five regional offices of education, on the other hand, are required to establish student human rights centers.

The ordinance met resistance from school principals and teachers who argued that it would bring chaos in the schools. But the provincial education official

who promoted the ordinance saw the need to break the prejudice that “rights issues and education are in conflict, saying expanding students’ rights does not mean restricting teachers’ authority.”

A year later, in 2011, the Gyeonggi Provincial Office of Education surveyed 6,000 students and 1,500 teachers and school officials about the ordinance. The survey results “showed some 84 percent of the students replied that the ordinance has brought positive changes to their school life. About 55 percent of the teachers also said they regard it positively.”

In January 2012, the Seoul Metropolitan Office of Education passed its own version of student rights ordinance.²⁰

G. STUDENT ACTIVITIES

On 16 December 2009, in celebration of the International Volunteer Day for Social and Economic Development, the students of Jinling Secondary School in Nanjing City in Jiangsu Province, China carried out a behavior-art activity to spread the knowledge of human rights. They played violin, presented dactylology (spelling words using fingers) and gave out handbills.²¹

On 10 December 2010, in celebration of Human Rights Day, the local government of Wangluo Town in Xiangcheng County in Henan Province, China held a publicity activity to disseminate legal knowledge on population and family control policy using billboards, brochures, and consultation. It aimed to increase the public understanding of the right to life, liberty and personal security, the right to freedom of expression, right to hold opinions, and the fact that the current policy intends to protect human rights.²²

On 8 December 2011, the local community of Baihuayuan in Nantong City in Jiangsu Province, China organized the publicity activity on “Human Rights Day”, handing out flyers and collecting expectations and feedback on human rights, in order to raise the public awareness of protecting human rights.²³

On 6 December 2012, students in the Affiliated Primary School of Liaocheng University in Liaocheng City in Shandong Province, China had a presentation on “Human Rights Protection”, to celebrate the coming Human Rights Day. The organizer taught the basic knowledge of individual rights protection by situation simulation, interactive activities and storytelling. The students were encouraged to become “human rights defenders” by protecting themselves.²⁴

In celebrating Human Rights Day on 10 December 2012, the students of Huangjue School in Yangzhou City in Jiangsu Province, China gave a lecture on the subject of “Respect and Protect Human Rights” in their weekly flag-raising ceremony, in order to promote public awareness of human rights, especially among primary school students.²⁵

H. WEB PORTAL FOR HUMAN RIGHTS²⁶

Gwangju City opened on 11 March 2013 a web portal for human rights (Democracy and Human Rights Portal – www.gjhr.go.kr). It combined two existing websites the Cyber Human Rights Center of Gwangju Buk-gu, and the World Human Rights Cities Forum, in order to enhance web accessibility and provide extensive information about human rights.

The portal promotes human rights and the World Human Rights Forum hosted by Gwangju City, in addition to offering human rights counseling, and introducing investigation and resolution of human rights infringement cases. It also utilizes social network services, such as Facebook and Twitter to strengthen communication with the general public.

ENDNOTES

1 This is an excerpt of the article of Yoshie Abe entitled “Fostering a Culture of Child Participation: The Case of Tsurugashima City” published in issue 42 of *FOCUS Asia-Pacific*. Full text of the article available at www.hurights.or.jp/archives/focus/section2/2005/12/fostering-a-culture-of-child-participation-the-case-of-tsurugashima-city.html

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4 See *Tsurugashima no Kyouiku* (Education in Tsurugashima Newsletter), volume 107 (Tsurugashima: Board of Education), page 6.

5 Akihito Kita, “Child Rights Education in Japanese Schools,” *Human Rights Education in Asia-Pacific*, volume 2 (Osaka, HURIGHTS OSAKA, 2011) page 155.

6 See Akito Kita, et al., *Kodomo Ombudsperson Kodomo no SOS wo Uketomete* (Children’s Ombudspersons: Receiving SOS from Children) (Tokyo: Nippon Hyoronsha, 2001); and Aramaki, et al., *Kodomo-Shien no Soudan - Kyusai* (Advice and Aids for Child Support) (Tokyo: Nippon Hyoronsha, 2008).

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Teachers for Human Rights Education



TEACHERS COMPRISE a very significant part of human rights education, being the people who directly interact with the students to facilitate the learning of human rights.

At the same time, there are organizations of teachers that perform tasks that support the teachers in their classroom and school activities. These organizations provide materials (teaching-learning materials, survey reports, etc.) and opportunities (workshops, seminars, conferences) for teachers to improve the teaching and learning processes on human rights.

Below are examples of teachers' organizations and teacher-related initiatives in Northeast Asia that help promote human rights education in the school system.

A. ZENDOKYO AND FURITSU JINKEN

On 6 May 1953, educators in nine prefectures (Kyoto, Osaka, Hyogo, Wakayama, Nara, Shiga, Okayama, Tokushima and Kochi) and two cities (Kyoto and Osaka) in Japan founded a national federation of teachers to support both the realization of the right to education of marginalized children and to promote the teaching on anti-discrimination in schools. This federation was named the National Federation of Dowa Educators' Associations, popularly known with its Japanese short name ZENDOKYO.¹

Dowa education has been defined as "an umbrella concept referring to all forms of educational activities by both government and the Buraku movement to solve the problems of Buraku discrimination."² Buraku discrimination refers to the discrimination of a section of the Japanese population who were considered social outcast from 16th century.³ Almost similar to the lowest caste group in South Asia, the discrimination against the Buraku people has continued till the present.

ZENDOKYO led a broad, mass-based education reform movement, focusing on how the schools could help children, parents and the Buraku community fight discrimination. It accommodated diverse ideological viewpoints and political positions.

When the Dowa Policy Council's⁴ Recommendation was issued in 1965 and the Law on Special Measures for Dowa Projects was enacted in 1969,⁵ Dowa education rapidly expanded in scale and scope, and Dowa educators' associations were formed in other prefectures. Thirteen associations were established and

joined ZENDOKYO in 1966; now there are ZENDOKYO chapters in thirty-three prefectures and three cities.⁶

For several years, more than 20,000 participants gather at ZENDOKYO's annual convention. This is the largest education-related gathering in Japan. It plays an important role in developing and spreading human rights education, including Dowa education. It holds regular, intensive discussions of its own policies and of Dowa education in order to respond to and influence educational policies.⁷

At the prefectural level, Dowa educators in Osaka prefecture founded in 1967 the Osaka Prefectural Senior Secondary School Dowa Education Research Association or FUKO DOKEN. It aimed to study and develop Dowa education in prefectural senior secondary schools in Osaka prefecture.⁸ After the enactment of the Human Rights Education and Enlightenment Act of 2000, FUKO DOKEN changed its name to FURITSU JINKEN in 2002. FURITSU JINKEN adopted a broader agenda by focusing on research and exchange of experiences not only on the Dowa issue but also on human rights issues in general.⁹

FURITSU JINKEN has several sections and task-force groups. It has sections on curriculum development, case studies, and career guidance. Its task-force groups focus on developing teaching materials on ten human rights issues, namely:

1. Education related to part-time and the correspondence courses
2. Multicultural education
3. Gender-free education
4. Education related to people with disabilities
5. Education related to the eradication of the Buraku discrimination
6. Career guidance and education related to scholarship
7. Education for promoting voluntary activities
8. Education for protecting human rights in the internet society
9. Research on the history of Buraku minorities
10. Research on human rights awareness.

It holds exchange meetings in each school district. All public senior secondary school principals, vice principals and teachers in Osaka prefecture participate in the FURITSU JINKEN activities. FURITSU JINKEN provides its members with the opportunity to exchange experiences and research results on human rights education including Dowa education.

FURITSU JINKEN covers various issues including those related to teaching methods, students' voluntary activities, course guidance, in-service and pre-service training, part-time and night schools, students with disabilities, multicultural education, and women's liberation. Membership fees support the FURITSU JINKEN activities.

B. NATIONAL HUMAN RIGHTS COMMISSION OF MONGOLIA¹⁰

Under the project of the National Human Rights Commission of Mongolia (NHRCM) called “Human Rights Education in Primary and Secondary Schools,” an evaluation of the situation of human rights education in primary and secondary school levels was undertaken in 2005. The study carried out in Ulaanbaatar and six provinces, involved more than one hundred seventy-five schools, two thousand students and more than six hundred teachers and education authorities. The study found that

- Most teachers and school managers undermined the importance of human rights education
- There is a lack of teachers who are specialized in teaching human rights, and there is no significant support to teachers in terms of content and methodology
- Teachers are dependent on conventional methods of teaching.

Subsequently, NHRCM developed a minimum qualification standard for teachers who are teaching human rights. The teachers’ standards establishes criteria to assess their performance on rights-based learning.

TEACHERS STANDARDS

Following is the complete set of standards for teachers who should handle human rights classes.

Requirements for the Qualification of Teachers of Human Rights Classes¹¹

The goals, content, and methods of teaching human rights classes have specific characteristics that set them apart from all other types of classes in primary and secondary school education. For example:

- Human rights are founded on the respect for dignity and worth of each person. They are universal, inalienable, indivisible, and embody principles of equality and non-discrimination. Therefore, it is essential to conduct human rights classes that conform to these standards and requirements.
- Human rights education aims at fostering principles of mutual understanding, recognition and democracy among all pupils.
- Human rights education plays an important role in developing valuable skills among pupils including the freedom of expression, standing up for their groups and communities, making decisions, advancing cogent arguments and evidence, listening to others, and respecting others’ opinions and cultures.
- Human rights education is a life-long process that extends beyond the classroom context, and is cultivated in a positive social environment that includes classmates, teachers, school, family and friends.

Based on the above characteristics, human rights educators should meet specific requirements for qualification. This requirement should be used during the selection of appropriate human right educators, as well as in evaluating their performance.

I. The Knowledge of Comprehensive Teaching Skills:

Requirement 1: The understanding and knowledge of human rights values and content, and the methodology to impart them to pupils through didactic teaching processes

This requirement reflects the following content:

- Possessing a comprehensive knowledge of the fundamentals of human rights, its historic development, its international and national mechanisms, and relevant laws and legislation aimed at the promotion and protection of human rights;
- Possessing an ability to select and utilize international and national human rights instruments and resources for each lesson;
- Possessing the knowledge and ability to select and devise teaching methods for the management of human rights classes and the simplification of its content.

Requirement 2: Knowledge and skills to provide leadership and coordination of human rights classes

This requirement reflects the following content:

- Possessing the ability to develop didactic materials, such as real life examples and case studies that are relevant to class content;
- Possessing the ability to select and utilize teaching methods and methodology that encourage and promote just and participatory pupil activity, and foster a democratic classroom environment.

Requirement 3: Comprehensive set of socio-cultural and communicative skills

This requirement reflects the following content:

- Possessing humanitarian values and attitudes that respect the inherent human dignity and worth of each and every person;
- Possessing sincere aspirations and goals for fostering a culture of human rights and the promotion of human rights knowledge among pupils;
- Possessing comprehensive learning skills that include understanding and respecting others, becoming a role model for others, learning from, cooperating with, supporting and helping others.

II. Uphold the Principles of Human Rights:

Requirement 4: Upholding the Principle of Equality and Non-Discrimination in Schools

This principle is based on respect for each person's inherent human dignity and worth, including the treatment of all persons with equality and non-discrimination without distinction as to their social status.

This requirement reflects the following content:

- The class content should conform to the above principles. For example, the class content, teaching materials, examples, case studies and displays should in no way encourage any form of discrimination and inequality based on age, gender, profession, or official post;
- Promote opportunities and conditions for non-discriminatory and equal participation of pupils;
- In the course of conducting and evaluating the classes, teachers should adhere to the principles of justice, sincerity and equality without distinction as to the pupil's class rank, family status, property, looks, or beliefs.

Requirement 5: Upholding the Principles of Respect for Human Dignity

Each person should be treated with respect without distinction as to age, culture, beliefs, race, sexual orientation, language, disability, or social status.

This requirement reflects the following content:

- Foster knowledge among pupils that human rights are inherent rights that constitute the basis for their existence;
- The class content, such as teaching materials, examples, case studies, pictures and displays should conform to this principle;
- In classes, teachers should treat each pupil's individual looks, characteristics and attributes with respect;
- In classes, teachers should strive towards creating a favorable learning environment where each pupil can sense their human dignity and worth, be proud of it, and, consequently, respect other's rights and freedoms.

Requirement 6: Upholding the Principles of Universal Human Rights

Human rights are a set of universal values that are recognized in all countries and regions of the world. Governments and their citizens have an obligation to promote and protect them. The principle of universal human rights means that every country, group and citizen around the world should possess a common understanding of human rights and freedoms, should possess and respect standards of international human rights and norms.

This requirement reflects the following content:

- Prior to conducting a class, teachers should possess a common knowledge of international human rights norms;
- The evaluation of class and pupil performance should be directed towards determining whether the pupils have a common understanding of human rights.

Requirement 7: Upholding the Principles of Indivisibility, Interdependence, and the Inherent Nature of Human Rights

Human rights exist in all spheres of life including the home, school, work, hospitals, and courts. Similarly, human rights violations are also interrelated to one another. The violation of one right often affect several other rights. The promotion of any one right has a positive effect on other rights. All human rights such as civil, political, social, economic, cultural and collective rights are indivisible, which cannot be forcefully taken away. Human rights are not 'gifts' granted by the state, government or officials, but are inherent rights that are possessed by each person from birth.

This requirement reflects the following content:

- Possessing the ability to make students understand that only when all of our human rights are exercised can we live in dignity and respect (that it is incorrect to form an opinion that any one right is more important than another), to help pupils recognize and prevent violations of rights, and to assist pupils in acquiring skills that restore infringed rights;
- Possessing the ability to help students understand that when one right is violated, other rights are equally violated, and the violation of one person's right initiates the violation of others' rights;
- Classes should be directed towards providing conditions and opportunities for pupils to exercise their indivisible rights, such as the expression of ideas and opinions, access to information, and the right to non-discrimination.

Requirement 8: Upholding the Principles of Responsibility in Studies

In the field of human rights, the issue of responsibility involves all social stratum ranging from state, individual, civil or social responsibilities. The state responsibility: human rights are not granted at the state's discretion. The state should not violate the equal [recognition] of everyone's rights. In case of such violation, states should be held accountable. Individual responsibility: each person has a right to respect and promote human rights and take actions against organizations and people who violate them. Civil society: all branches of society including non-governmental organizations, foundations, and educational institutions have a responsibility to promote and protect human rights.

This requirement reflects the following content:

- Class content should be directed towards making students understand that one person's rights are restricted through the exercise of other people's rights, and if the given restriction is breached, the guilty party should be held accountable. At the same time, all parties including the school management, teachers, workers and pupils should respect and take responsibility for the rights of all;
- In the course of the class, disciplinary measures against pupils that do not fulfill their study obligations should be just and conform to human rights standards and principles.

ENDNOTES

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2 Mori Minoru and Yasumasa Hirasawa, "DOWA Education and Human Rights," *Human Rights Education in Asian Schools*, available at www.hurights.or.jp/archives/human_rights_education_in_asian_schools/section2/1998/03/dowa-education-and-human-rights.html.

3 For more discussion on the Buraku discrimination, see "Buraku Problem Basic", http://blhrii.org/blhrii_e/buraku_problem_basic.htm.

4 This is a special government advisory body formed to address the Buraku discrimination issue.

5 This law lasted for a little over thirty years and supported the development of the infrastructures and other facilities of the Buraku communities. The law lapsed in 2002.

6 See the list of prefectures with ZENDOKYO chapters in www.zendokyo.com/sub4.htm.

7 Yoshiro Nabeshima, Mariko Akuzawa, Shinichi Hayashi, and Koonae Park, "Japan: Human Rights Education in Schools," *Human Rights Education in Asian Schools*, volume 3, available at www.hurights.or.jp/pub/hreas/3/04nabeshima.pdf.

8 Shin-ichi Hayashi, "The History and Activities of Osaka Prefectural High School Dowa (Human Rights) Education Research Association," *Human Rights Education in Asian Schools*, volume 2, available at www.hurights.or.jp/archives/human_rights_education_in_asian_schools/section2/1999/03/the-history-and-activities-of-osaka-prefectural-high-school-dowa-human-rights-education-research-ass.html.

9 Shinichi Hayashi, "Evaluating Human Rights Education in Osaka Senior Secondary Schools," *Human Rights Education in Asia-Pacific*, volume 2, available at www.hurights.or.jp/archives/asia-pacific/.

10 Altangerel Choijoo, "Human Rights Education Program of the National Human Rights Commission of Mongolia," *Human Rights Education in Asian Schools*, vol 11, (Osaka, HURIGHTS OSAKA, 2008), pages 18, 20-21.

11 This is taken from *Human Rights Education in Secondary Schools – Brief Report* (Ulaanbaatar: National Human Rights Commission of Mongolia and UNICEF, 2005), and cited as Annex in Altangerel, see above note.

Civil Society Support for Human Rights Education



ORGANIZATIONS COMPRISING the so-called civil society provide numerous human rights-related programs and services that benefit the general public. Many of these organizations have achieved good track record over the years. Some have gained the trust of government agencies in providing specific expertise to government projects. The United Nations has, particularly the Office of the United Nations High Commissioner for Human Rights, provided a direct link with the civil society in order to ensure the participation of civil society organizations in the human rights-related activities of the United Nations bodies.

Many civil society organizations provide human rights education to various types of people covering different issues. Some of the civil society organizations have programs that relate to students, the school or formal education in general.

Examples of human rights-related programs of civil society organizations in Northeast Asia are presented below.

A. CHILD ASSAULT PREVENTION (JAPAN)¹

The Child Assault Prevention Center Japan (CCJ), established as a non-profit organization in 1998 (and obtained legal personality in 2001), aims to strengthen cooperation among members of families, school officials and members of the communities towards the creation of a society that respects the human rights of the children.

Since April 2009, the CCJ has been organizing training courses for Child Assault Prevention (CAP) Specialists and for professionals.

It also provides awareness-raising lectures for the public through the CAP Training Center for southern Japan that covers thirty-two prefectures. This CAP Training Center has been officially accredited by the International Center for Assault Prevention (ICAP) (www.cap-j.net/) to administer CAP programs.

CAP Specialist Training

To become a Specialist, the applicant has to complete the “basic course on prevention of violence against children” and the “[practical] training course for CAP Specialists,” each course having three-day duration, join an approved CAP group within the CCJ area, and acquire a “CAP Specialist Accreditation.”

The basic course on prevention of violence against children has the following contents:

- a. Class 1 - Basic knowledge about violence against children
 - (1) Overview on the violence against children
 - (2) Children and violence
 - (3) Categories of violence against children
- b. Class 2 - Philosophy and ideas on prevention education
 - (1) The history of responses to child abuse - the creation of CAP
 - (2) Areas related to the issue of child abuse
 - (3) What are CAP's philosophy and approaches?
- c. Class 3 - Taking the child's viewpoint 1
 - (1) The human rights of children and the importance of developing awareness on human rights
 - (2) Empowerment
- d. Class 4 - Taking the child's viewpoint 2
- e. Class 5 - Relations between domestic violence and children
- f. Class 6 - Why are children often the victims of violence?
 - (1) Feminist analysis
 - (2) Myths and facts
 - (3) The role of silence
- g. Class 7 - Sexual abuse against children
 - (1) Four preconditions to sexual abuse
 - (2) Child Sexual Abuse Accommodation Syndrome
- h. Class 8 - Simulation - CAP Child workshop
- i. Class 9 - Abused child's psychology from a video "Breaking Silence"
- j. Class 10 - Adults' role in violence against children
 - (1) Responding to a child in danger
 - (2) Child empowerment
 - (3) Child empowerment under the CAP Program
 - (4) What adults can do for child empowerment
- k. Class 11 - Summary of the basic course on prevention of violence against children.

Practical Training for CAP Specialists

The course emphasizes discussions, activities in small groups and feedback. It seeks to train CAP Specialists, who take the child's view and engage in CAP activities with unshakable conviction.

- a. Class 1 - Violence against children in the society interpreted from the child's viewpoint.
- b. Class 2 - Learn about issues for implementing CAP Child workshops

- c. Class 3 - Learn what Review-time is
- d. Class 4 - Review-time training (practice)
- e. Class 5 - CAP Child workshop training (practice)
- f. Class 6 - Learn about issues for implementing CAP workshop for adults
- g. Class 7 - Becoming a CAP Program facilitator.

Closing Circle

Signing an agreement/conferring the certificate for completion of the training course for CAP Specialist.

CAP Specialist support program

“Freshers” support

Anyone who has completed the (practical) training course for CAP Specialists (24 hours) will receive this support for one year after taking the course to dispel uncertainties or questions they may have when starting their CAP activities.

Accreditation renewal system

Introduced in 2010, active CAP Specialists are required to renew their accreditations every three years, and take a one-day (six hours) training within the period. Currently, there are one thousand two hundred holders of the accreditation for CAP activities within the CCJ area.

CAP group support

There are approximately ninety CAP groups, which act as the basis for CAP activities within the community. These groups and CCJ exchange memoranda each year. CCJ will provide these groups with the latest information regarding provision of CAP Programs, consultations on management support to maintain the quality for the provision of CAP Programs.

B. YOUTH INITIATIVE: “ERKHUULEI” (MONGOLIA)²

“Erkhulei” is a human rights defender and super-hero for children that is being promoted by a very active youth movement in the human rights education field in Mongolia called “Hands Up 4 Your Rights!”. The youth movement was initiated and led by the “Let’s Develop” Youth Club and Youth Group of Amnesty International Mongolia and supported by Mongolian Women’s NGOs Network (MONFEMNET). Its youth campaign is intended as a fun, dynamic and participatory mechanism to support young people’s empowerment and activism for human rights, gender justice and democracy in Mongolia. The campaign strategy consists of the marketing of human rights in a fun, accessible, creative and

positive fashion, focusing specifically on youth, using peer training and fun public activities as well as media.

In 2008, the youth movement organized a Freedom Parade, Human Rights Festival and a Human Poster Walk-About to spread awareness of human rights and freedoms, especially freedom of expression, and gender-based violence among the public. All activities were highly visual including facepainting, fun decorations (including a big paper cake for the 60th anniversary of the Universal Human Rights Declaration), self-decorated T-shirts with human rights messages, self-made banners and posters.

Events featured popular singers and artists, dance competitions, quiz contests and other activities. These campaign activities provided the young people and others the opportunity to express themselves freely and creatively and enjoy their right to free expression boldly and creatively.

One of the good features of the campaign is the creation by the youth of a “national hero” (role model) of human rights named Erkhulei. Erkhulei is a national super-hero who has superpowers to develop each child’s and each adult’s ability to understand, respect and defend human rights and freedoms. This nongender-specific perpetual child with super abilities was created to popularize the spirit of the Universal Declaration of Human Rights and promote the human rights education of children.

The name Erkhulei comes from the Mongolian word *erkh* (the Mongolian word for right) and *erkh chuluu* (the Mongolian word for freedom). Erkhulei’s character was born at the first Training of Trainers (TOT) of the “Hands Up 4 Your Rights!” campaign. The participants of the campaign developed a simple human rights lesson plan, content and methodology for primary and secondary school students. Sixty young people were trained to be “Erkhulei trainers” and they conducted Erkhulei’s lessons at twenty-nine secondary schools of Ulaanbaatar, reaching out to over one thousand students in 2008. In March 2009, two Erkhulei trainers (two law school students) traveled to Dundgovi and Umnugovi *aimags* (provinces) and taught human rights to over one thousand secondary school students.

The “Hands Up 4 Your Rights!” campaign participants created a comic book to introduce Erkhulei to their peers and friends. The talent and dedication of a young artist (Ts. Delgerjargal) helped breathe life into Erkhulei. The comic books were widely distributed during Erkhulei’s human rights lessons at various schools in Ulaanbaatar and Dundgovi and Umnugovi *aimags* as well as through informal networks.

The “Hands Up 4 Your Rights!” training of trainers (TOT) for one and a half to two days and one-day peer training workshops are important components of the campaign. The training programs include sections on human rights, civics, gender equality and the nature of patriarchy, and creative campaigning for

social change. All sections are highly interactive and include roleplay and group work and incorporate collective analyses. In 2008, the campaign trained over a hundred young people and, under the support from the Australian Agency for International Development (AUSAID), held four TOT workshops and twelve peer training workshops in 2009. Fun activities such as drawing and creating one's own campaign T-shirt are included in these workshops. As they participate in the development of the training content and methodology, the youth develop skills on research, analysis, teamwork, facilitation, coordination, and training as well as skills on listening, speaking, and problem-solving. In addition, they learn to hold press conferences, plan public events, and street actions to focus public and media attention on specific human rights and gender equality issues.

C. TOKYO SHURE – ALTERNATIVE EDUCATION³

In 2009, the Twentieth Nationwide Conference on Considering School Refusal adopted "The Declaration on the Rights of School Refusing Children." The conference was jointly organized by the Japan Free School Network and the Nationwide Network of Parents of School Refusing Children.

The idea of a declaration came from children who were students of Tokyo Shure, a non-governmental organization that provides alternate education to children who refuse to go to school. The students visited the UNICEF office in Tokyo to learn about child rights in 2008.

A senior volunteer of the UNICEF Tokyo office, who explained the activities of UNICEF, remarked to the children: "You are very happy because you don't have to worry about food for today. So, you have to go to 'school' to study hard."

The children felt that something was wrong. They had many questions in their mind:

Exactly, we maybe economically fortunate compared to children in other countries. But, are we really happy? Are our rights as children protected by adults? How about rights of participation? To begin with, the rights of children aren't meant only for children who live in developing countries, but for all children including us, isn't it?

They left the meeting in UNICEF Tokyo Office with such feeling.

Afterward, the children decided to learn the rights of the child by themselves. They got empowered in the process, with the rights of the child not merely knowledge but as feeling. They were so inspired by the learning that they thought of having a declaration of rights that refer to children like them. This was in 2009, when the national conference was about to be held. Thus the declaration was drafted with the assistance of educators, and later on discussed and adopted at the conference.

The Declaration

The Declaration states the rights of school refusing children in the following manner:

1. Right to education

We have the right to education. We have the right to decide whether we would go to school or not. Compulsory education means that the government and guardians must propose to all children to access education. Compulsory education does not mean that children go to school.

2. Right to learn

We have the right to learn in ways fitted to ourselves. Learning is knowing something by our will not by compulsion. We learn a lot of things in our life.

3. Right to choose the way we learn and grow up

We have the right to decide where and how we learn and grow up (for example, school, free school, free space, home education). Please do not force the thinking that going to school is natural to children.

4. Right to take a rest safely

We have the right to take a rest safely. Please assure that we can take a rest in a place where we can be safe, and do not make us go to school or other places against our will.

5. Right to live as we are

We have inherent personality. Do not let children compete or compare each other. We decide the pace and the way we live by ourselves.

6. Right not to be discriminated

We are respected without discrimination of any kind, and irrespective of school refusal, handicap, school scores, ability, age, sex, appearance, nationality, family background, etc. For example, please do not restrict the relationship among children caused by the prejudice that a son or daughter may become school refusing child if he/she plays with school refusing children.

7. Right to be assured of government financial support

We have the right to be assured by government of financial support in the same manner with children who go to school.

For example, school refusing children who belonged to free school or free space can use the season ticket for students whose age ranges from primary school to secondary school. However, upon reaching secondary school age, if he/she does not belong to official secondary school, he/she cannot apply for this service. We ask all adults to change the system to ensure that all children are equally assured of government financial support.

8. Right to grow up safely and be protected against all forms of abuse

We have the right to grow up safely and be protected against abuse caused by school refusal. Adults must not allow any kind of punishment, abuse, and forced admission to hospital on the children.

9. Right to privacy

Adults must not interfere with our privacy. For example, the following are interferences with our privacy: a) Teachers calling on us without our agreement and phoning us repeatedly irrespective of time to persuade us to go to school again; b) Parents talking with our teacher about us without our agreement. First of all, please listen to our views regarding all matters affecting us and respect them.

10. Right to be accepted as an equal personality

Adults must recognize us as having equal existence and act together to assure the rights of the child in school, society and daily life. We need a relationship and an environment where we can express our views as they are.

11. Right to a way of life of school refusing child

Adults should respect how school refusing children live. At first, please face us to understand what school refusal is.

12. Respect the rights of others

We respect the rights and freedom of others.

13. Right to learn the rights of the child

We have the right to learn our rights. The government and adults should assure the opportunity to learn the rights of the child by the children. We can judge whether the rights of the child are assured or not by ourselves.

Alternative Education

Most people in Japanese society assume that everybody graduates in secondary school or university, gets a job, and becomes an adult who thrives and engages with society. However, this way is not the only way to grow up.

Changing yourself to match society's expectations is only one way to live. Another way is to create your own values through your own interests and experiences for the purpose of suiting your own lifestyle. How do you want to work? How do you want to spend your time? How do you want to build relationships with others?

Tokyo Shure was founded in June 1985 to provide an alternate education model that would address perceived deficiencies in Japan's public education system. Shure was founded as an alternative education space where any child could be herself/himself and have the support of parents and other citizens. Tokyo Shure is one of the first free schools or alternative education centers in Japan.

Because Shure University has not been accredited by the Japanese Ministry of Education as a university, students are unable to obtain a bona fide diploma.

Shure University was founded in April 1999 by free school students, graduates and staff members. Any person who wants to pursue his/her interests can join the University. Activities take place in both the University space in Shinjuku in Tokyo and in students' homes. People can join from anywhere by e-mail, telephone, and mail.

Shure students pursue studies in their areas of interest by concentrating on diverse projects. Projects are designed by students, faculty, staff and advisors interested in non-traditional ways of seeing and learning. For example, students interested in engineering might participate in a project to build a solar car; students interested in film would write, produce and distribute a movie.

Shure students, faculty and advisors work together on this project-based curriculum based on students' needs and interests. Unlike the traditional education system, where youth are told what to study and then tested, Shure students participate in all phases of their education from devising educational programs to running and evaluating them.

Even though students collectively undertake projects, each student retains different interests. Individuality is greatly respected in Shure University. At the same time, the University pays attention to the students' activities and helps them stimulate each other. Such relationships promote the University activities.

D. THE CENTER FOR LAW-RELATED EDUCATION⁴

The Chung Hwa Rotary Education Foundation, Taipei Bar Association and Judicial Reform Foundation have been jointly implementing a project called 'Planting Seeds of Law-Related Education in Taiwan' (PSLRET) since May 2003. In July

2006, with a donation of 23 millions NT\$ (767,000 U.S. dollars) by the Kingston Technology Company, Inc., the project was transformed into the Center for Law-related Education under the supervision of Judicial Reform Foundation.

Goals and Missions

The Center for Law-related Education has the following aims:

- To develop a well-founded and distinctive law-related education in Taiwan
- To promote a new kind of law-related education rather than the old dogmatic one in order to prepare youngsters to become enlightened and responsible citizens who are committed to democratic principles and actively engaged in the practice of democracy in Taiwan
- To translate and adapt the *Foundations of Democracy: Authority, Privacy, Responsibility and Justice* series published by the Center for Civic Education (U.S.A.) as the key curriculum materials in the law-related education programs in the K-12 levels in the schools.
- To seek partnership with schools that can implement the programs, establish partnership with local Rotary Clubs that can fund the programs, form partnership with local bar associations that can help teachers who are going to implement the programs.

Work completed

By December 2006, the project has translated and adapted the K-3 and 4-6 grades curricular materials of the *Foundations of Democracy: Authority, Privacy, Responsibility and Justice* series into Chinese language. A total of 15,000 copies of the K-3 of the series and a total of 10,000 copies of the 4-6 of the series have been published. Two hundred forty-eight lawyers have been trained to help teachers become familiar with the K-3 of the series. Twenty-nine schools and twelve district educational authorities have partnership with the Center for Law-related Education and 3,490 teachers who have been trained for the project. In addition, the concept of privacy and that of justice of the K-3 of the series were filmed in cooperation with the National Institute of Educational Resource and Research. The 7-9 and 10-12 grades of the series are currently undergoing more adaptations to replace American laws and cases with Taiwanese ones.

E. CHILD WELFARE LEAGUE FOUNDATION⁵

Child Welfare League Foundation (CWLf), established in December 1991, is a non-profit organization devoted to child welfare, both in the fields of direct and

indirect services. In order to advocate for children's rights and raise awareness of child welfare issues, CWLF works on improving legislation, coordinating a network of related child welfare agencies and organizations, as well as monitoring the government's child welfare system and policies, so as to create a better environment for children.

Goals:

CWLF aims

- (1) To facilitate the amendment of child welfare laws and policies
- (2) To promote the concepts of child welfare
- (3) To provide child welfare services
- (4) To conduct child welfare research
- (5) To build child welfare networks
- (6) To establish a child welfare data center.

CWLF also raises the awareness of the general public on the rights of children through public education, national campaigns and press conferences. From the right to protection from abuse to the right to freedom of expression and privacy, CWLF ensures that the government adheres to and upholds its responsibility to children's rights and that children know what their rights are and how to exercise them.

CWLF believes in the power of many to effect change. Using a wide range of strategies, CWLF works to raise awareness about the many social problems related to child welfare and the work that can be done to create a safer and healthier environment for children.

CWLF's work includes:

- (1) Public campaigns to educate the general public on child rights, the laws and ways to participate in the process for social change.
- (2) Holding press conferences and issuing press releases to raise awareness of various social issues and how the larger society can participate in combating these problems.
- (3) Training and educating professionals such as teachers, doctors, police, the media and child welfare professionals to recognize potential child abuse and neglect, issues affecting children and youth, and the resources available to assist children and families.

CWLF also reaches out to children to educate them on their rights and where to go for help. Through classroom visits in schools, stickers on books and passing out rulers, CWLF communicates valuable information such as important phone numbers and resources such as the Children's Hotline to children around the country.

ENDNOTES

1 Based on paper prepared by Child Assault Prevention Center Japan (CCJ), and presented in the meeting of contributors in this publication on 3-4 September 2012 in Osaka city.

2 This is an edited excerpt from Altangerel Chojoo, "Human Rights Education in Mongolian Schools," *The State of Human Rights Education in Northeast Asian School Systems: Obstacles, Challenges, Opportunities* (Osaka: Asia-Pacific Human Rights Information Center, 2010), available at www.hurights.or.jp/archives/other_publications/.

3 The content of this section is based on e-mail communication with the staff of Tokyo Shure (January 2013) and from the following websites:

a. About Shure University - <http://shureuniv.org/eng/>

b. IE3 Global Internships -<http://ie3global.ous.edu/positions/shureuniversity/>.

4 Discussion based on text taken from www.lre.org.tw.

5 Discussion based on text taken from www.children.org.tw.

Human Rights Curricular Framework

PRIMARY LEVEL

Subjects	Topic	Human Rights Concepts
Social Studies	Self-esteem and Human dignity	Human dignity
Moral Education	My Neighborhood	Respect for Others
Moral Education	I am a Little Master	Right of participation Political rights, Constitutional rights and obligations
Integrative Activities	Happy Childhood	Right to recreation and leisure
Integrative Activities	Rules in the classroom	Right to freedom of expression
Social studies	Introducing Human Rights	Human rights in general
Life Curriculum (including Social Studies, Arts and Humanities, Science and Technology)	Human Rights for All	Rights of the child
Social studies	Respect and Responsibility	Rights, rules and responsibility
Integrative Activities	Respect and Protection	Right to preservation of identity, right to life
Integrative Activities	Rights of the Child	Right to protection from all forms of violence
Social Studies	Human Rights Violations	Right to protection
Social Studies	Human Rights Protection	Duty of the government Protection of rights

LOWER SECONDARY LEVEL

Subjects	Issues	Human Rights Concepts
Thought and Morality	Cherish Life	Right to life
Extracurricular activity	Right to Protection	Right to protection/ care
Extracurricular activity	Caring for Each Other	Human rights violations in school
Social Studies	Family and Social Security	Right to social security Equal opportunity Social protection Social welfare system
Social Studies	Taking Human Rights Action	Rule of law and human rights Legal aspects of human rights

UPPER SECONDARY LEVEL

Subjects	Issues	Human Rights Concepts
Liberal Studies, Human Rights Education, Civic Education	Human Rights Principles	Inalienable, interrelated, interdependent & indivisible rights Equality Legal protection Lack of precondition for enjoying human rights Respect
	Universality of Human Rights and “Asian Values”	Human rights are universal, inalienable and of equal importance Equality of rights
	Human Rights and Underprivileged People	Equality Non-discrimination Economic and social rights
	Public Place: Protestors, Street Performers, and Hawkers	Political rights including freedom of expression Economic and social rights
	Burning the National Flag and Freedom of Expression	Freedom of expression
	Freedom of Expression and Assembly	Concept and limit of freedom of expression Right to hold peaceful assembly

PRIMARY LEVEL



LESSON PLAN 1

Self-esteem and Human Dignity

We are all different, yet we are all the same. Even though each person has diverse background, we, human beings, have the same dignity. Human dignity is inherent when we are born. It must be respected and protected. The 1948 Universal Declaration of Human Rights enshrined this principle in its 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’.

Topic	: Self-esteem and Human Dignity
Level	: Primary
Subject	: Social studies
Human Rights Concept	: Human dignity
Time Allotment	: One session

I OBJECTIVES

Students will be able to explain the concept of self-esteem and human dignity.

II RESOURCES

- Different kinds of fruits or vegetables
- Gu Jung Hwa, Seol Gu Ju, Song Hyun Jung, **Understanding for Human Rights Education for Teacher** (Seoul: National Human Rights Commission of Korea, 2007).

III PROCEDURE

A. Opener

The teacher hands out fruits and vegetables to the students (one fruit or vegetable per student) and asks them to give them names and observe their features. The teacher encourages the students to think of any connection between the fruits and vegetables to people such as friends or family members, or to imaginary characters.

After the students have given names to the fruits and vegetables, the teacher pretends to have made a mistake, and gathers all the fruit and vegetables and put them in one pile.

B. Development of Activities

The teacher asks the students to get their own fruit or vegetables from the pile and tell the class their respective names and characteristics. The teacher lists on the board the positive descriptions of the fruits and vegetables by the students.

Examples of stories of the students:

Example 1

I'd like to name it 'Tiny'...

My carrot is as small as my little finger...

I think my 'Tiny' like traveling before because it has soil on the face...

I want to become a friend of 'Tiny'. I like traveling too.

Example 2

I like this banana a lot, because it has a lot of spots like me...

Sometimes I don't like my freckles. This banana's spots are bigger than mine...

I hope it can be my brother or sister.

I am the only one who has freckles in my family...

After the students have introduced them to the class, the teacher asks:

How were you able to find your fruit/vegetable?

The students are expected to say that they can easily know each fruit/vegetable and thus can find their own fruit/vegetable quickly.

The teacher asks another question: **What if these were human beings, will you be able to easily find them also?**

The expected answer to this question is yes.

Thus the teacher makes these statements:

Everybody is special in the same way that each fruit or vegetable is special. And because of the special quality of each person or human being, each one has good value.

The teacher further adds:

Each person is not only different from each other but has value like anyone else. Thus each person is unique and also equally important.

You are all individually unique and important. You should be proud of yourself.

C. Closure:

The teacher concludes the session by asking the students to remember that each student is important. And also to remember that each person must recognize his/her value as much as he/she recognizes the value of other persons.

IV EVALUATION

The teacher observes the whole process of learning and teaching to evaluate the session.



LESSON PLAN 2

My Neighborhood

People normally live with their families in small neighborhoods. In some cases, traditional ties among neighbors provide much support in caring for children and old people, in maintaining cleanliness and order, and in continuing old traditions such as festivals. In other cases, neighborhoods are places where people hardly know each other, especially in big cities where people from various places gather to reside. Good relations among neighbors provide the best opportunity for people to live with a sense of security and satisfaction as members of the same neighborhood.

Topic	: My neighborhood
Level	: Primary
Subject	: “Virtue & Society” – Moral education
Human Rights Concept	: Respect of others
Time Allotment	: One session

I OBJECTIVES

Students will be able to express the importance of the good relations among people in the neighborhood.

II RESOURCES

- Big pieces of paper, colored pens/crayons

III PROCEDURE

A. Opener

The teacher asks some students to tell the class where they live and who their neighbors are. The teacher asks other students about the activities that neighbors do.

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

B. Development of Activities

Using the responses of the students to the questions raised at the start of the class, the teacher points out several characteristics of neighbors. They can be similar to the following:

- Families consist the neighbors
- Neighbors are the people they meet everyday
- There are many types of people in the neighborhood
- Activities are sometimes held by members of the neighborhood such as traditional festivals.

The teacher also points out that the students come from different neighborhoods, that consist the many neighborhoods of their town. And since different types of people are in the neighborhood, there are also different activities happening in the place.

The teacher tells the students to form small groups (not more than 5 per group) and discuss how different types of neighbors relate to each other. The teacher provides a big piece of paper and colored pens/crayons to each group where they draw how neighbors relate to each other.

The teacher asks the groups to report to the whole class the results of the discussion using the group drawings.

Based on the group reports, the teacher highlights points that show the value of good relationship among neighbors, such as:

- Neighbors can extend help to each other when needed
- Neighbors work together to keep the neighborhood clean and hold festivities
- Good neighborhood helps ensure that young and old people members are cared for.

C. Closure:

The teacher concludes the session by saying that mutual respect among neighbors creates a good neighborhood where people can do their activities freely and without conflict.

IV EVALUATION

The teacher observes the whole process of learning and teaching to evaluate the session.

Notes

Under the Universal Declaration of Human Rights (UDHR), the community is the place where the “free and full development” of a person’s personality is possible. (Article 29) It also provides that each person has duty to the community. Another article of the UDHR states: “Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.” (Article 27) The neighborhood is part of the larger community where a person lives. And thus good relations among the people in the neighborhoods enhance life in the community as a whole, including realization and protection of human rights.

The Convention on the Rights of the Child also mentions the role of the community. It provides in Article 5:

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.



I Am the Little Master

The classroom is a small version of the society. There is a need for a system to make the society decide on matters such as who should lead the government and what should the government do for the people. Students have to learn the idea of electing leaders in order for them to understand their right to vote, their right to be elected into office, and the responsibility of being leaders. Having an election exercise to choose the members of the class “government” can provide the experience of the elections in society.

Topic	: I am the little master
Level	: Primary
Subject	: Virtue and Society - Moral education
Human Rights Concept	: Right of participation, political rights, constitutional rights and obligations
Time Allotment	: Two sessions

I OBJECTIVES

Students will be able to

- Put into practice the idea of collective life within the class, and discuss the importance of the group to the individual, and the individual to the group
- Explore everyone’s potential leadership capability.

II RESOURCES

- Photos of class activities

III PROCEDURE

A. Opener

The teacher gives a small lecture about the concept of class committee and the policy of the school in encouraging each class to have one. The teacher may show photos of previous class committees and explain their activities.

B. Development of Activities

The teacher informs the students that they will do an exercise of forming a class committee.

The teacher explains the following rules in forming the class committee:

- Several (not more than 7) students have to express willingness to become members of the class committee, and they become the candidates
- The candidates will explain to the whole class why they want to become class committee members and what they will do as members
- All students in the class will participate (vote) in electing who should be the members of the class committee. Three candidates will be chosen as members of the class committee.
- Each student will write on a piece of paper (the ballot) the names of three students who she/he is choosing to become members of the class committee, fold the paper, and put it inside a box
- After all students have put their ballots inside the box, the teacher will count all ballots one by one, and will write on the board the number of votes for each candidate.

The teacher will proclaim as members of the class committee three candidates with the highest number of votes.

In the exercise, several students have to volunteer as candidates, and prepare what they will say to the class why they are candidates.

After the exercise, the teacher asks the students to form small groups (not more than 5 per group) to discuss the following:

- Is the process of electing members of the class committee a good process? Why? Why not?
- Who should be the head of the class committee?
- What are the most important tasks for the class committee?

The teacher tells the groups to report the results of their discussion to the whole class. The teacher summarizes the group reports and points out the similarity of ideas among them.

The expected ideas from the groups are the following:

1. Having an election of members of the class committee is good because
 - it gives every student a fair chance to decide who to vote for
 - it gives every student the chance to become a candidate
 - it is a process that involves every student in class
2. The candidate who received the highest should become the head of the class committee because she/he has the support of many voters (students), and probably the one considered as leader
3. The class committee should do activities for the benefit of the class such as leading class discussions, making preparations for class or school activities, keeping the room clean, turning lights off after class, etc.

The teacher stresses that the exercise of electing members of the class committee is an important experience because it shows how the students are able to show leadership (as candidates) and sense of responsibility to the whole class (as voters).

The teacher also points out that this exercise is part of the system of the society according to law. This is part of what is called democracy, which means people have the power to decide on who their leaders should be and what they want the leaders to do as elected officials.

C. Closure:

The teacher concludes the two sessions by saying that

- it is good for the students to think of the welfare of the whole class by engaging in an exercise such as electing the members of the class committee
- it also means that each student's decision is important and considered by the whole class during the exercise
- the exercise means that class leaders are elected to serve the needs of the whole class.

IV EVALUATION

The teacher observes the whole process of learning and teaching to evaluate the session.

Notes

The system of electing leaders of government is part of human rights. Article 21 of the Universal Declaration of Human Rights provides:

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

2. Everyone has the right of equal access to public service in his country.

3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

The need for candidates to explain to the voters why they are seeking to be elected as leaders in government is also supportive of the right to freedom of opinion and expression as stated in Article 19:

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.



Happy Childhood

Because of limited time, places and facilities for children to play, there are more concerns on the issue of the provision of safe and appropriate recreational activities to children who are supposed to enjoy their childhood by living carefree and happy. Therefore, it is important to promote the right to recreation/leisure and encourage children to express their opinions and engage in play creatively. It is hoped that children will choose appropriate activities and balance work and play through this lesson plan.

Topic	: Happy childhood
Level	: Primary
Subject	: Integrative Activities
Human Rights Concept	: Right to recreation and leisure
Time Allotment	: Two sessions

I OBJECTIVES

Students will be able to

1. Explain the necessity of the right to recreation and leisure and to express one's opinions and expectations
2. Choose appropriate activities and understand the balance between work and play
3. Use the facilities and follow the regulations in the neighborhood parks and recreation centers

4. Develop social skills and relationship with peers through play and games.

II RESOURCES

- Convention on the Rights of the Child, Child Welfare Bureau, Ministry of Interior, www.cbi.gov.tw/CBI_2/internet/main/index.aspx
- Have Fun after School, ECPAT Taiwan (NGO), <http://www.ecpat.org.tw/children/knowledge.asp?qbld=167>
- Mei-Ying Tang, editor, 2005. **Issues on Human Rights Education Integrated into School Curriculum: Samples of Teaching Activities and Lesson Plans** (Taiwan: Ministry of Education, 2005)
- Worksheets

III PROCEDURE

A. Opener

The teacher introduces the daily lives of children in different parts of the world. Audio-visual aids, such as powerpoint presentation, would be useful for this purpose.

B. Development of Activities

The teacher divides the students into several groups (not more than 5 for each group), and asks students to discuss the following question: Comparing the situation of children living in different places with your own situation, what are the similarities and differences?

The teacher asks the students to share their experience and opinions by answering a number of questions such as the following:

- What do you usually do every day?
- Can you share with us the happiness you felt in one day?
- How would you like to arrange your daily life?
- What role does play have in your daily activities?
- Is play/rest a necessity for kids?
- How would you balance work and play?

The teacher writes on the board a summary of the common and unique responses of the students.

The teacher brings the students to a neighborhood park and allows them to play games. The teacher asks the students to find out and take notes about the rules or regulations of the park.

The teacher distributes the worksheets “My Favorite Game” and “Create Your Own Game” and asks the students to individually write their answers in the two worksheets.

The teacher instructs them to form several small groups to discuss the answers in the worksheets. The students discuss the rules that have been modified, and answer several questions:

- How and why rules/regulations are so important to the game?
- If there are rules, can we change them?
- Why should the rules be modified or be followed?
- How should we use facilities and follow the regulations in the game and the neighborhood parks?

C. Closure

The teacher emphasizes that children should be allowed to enjoy their childhood by having the time and a safe place to play and do other activities (such as participation in cultural activities of the community). All children have the right to play, leisure and participation in cultural and artistic activities.

IV EVALUATION

The teacher asks the students to compare their own answers on the worksheets with those of the group discussion and encourages the students to reflect on how to choose appropriate activities and to balance work and play.

**Worksheet no. 1
My Favorite Game**

Name:

Number:

Date:

Name of the game	
Where to play	
How to play	
Resources	
Rules or instructions	
Note	

Worksheet no. 2**Create Your Own Game**

Group:

Name:

Number:

Date:

Name of the original game	
Changes/modifications	
Name of the new game	
How to play	
Number of players	
Resources	
Rules or instructions	
Note	

Notes

According to Article 31 of the Convention on the Rights of the Child, children have the right to play, leisure and participation in cultural and artistic activities. It is of importance to provide safe and healthy environments for children to rest and play.

Play is one of the most distinctive features of early childhood. Through play, children both enjoy and challenge their current capacities, whether they are playing alone or with others. The value of creative play and exploratory learning is widely recognized in early childhood education. Yet realizing the right to rest, leisure and play is often hindered by a shortage of opportunities for young children to meet, play and interact in child-centered, secure, supportive, stimulating and stress-free environments. Children's right-to-play space is especially at risk in many urban environments, where the design and density of housing, commercial centers and transport systems combine with noise, pollution and all manner of dangers to create a hazardous environment for young children.

Children's right to play can also be frustrated by excessive domestic chores (especially affecting girls) or by competitive schooling. Accordingly, the Committee appeals to States parties, non-governmental organizations and private actors to identify and remove potential obstacles to the enjoyment of these rights by the youngest children, including as part of poverty reduction strategies. In all these respects, States parties are encouraged to pay greater attention and allocate adequate resources (human and financial) to the implementation of the right to rest, leisure and play.

Center for Human Rights, **Human Rights: The Rights of The Child**, Fact Sheet No.10 (Rev.1) (Geneva: United Nations, 2001), page 29.



Rules in the Classroom

“Children only have ears but no mouth” is an old Taiwanese saying, which means children should listen carefully instead of talk nonsense. However, the assumption of this popular saying should be examined and challenged. This lesson plan is significant in providing an opportunity for students to practise the right to express their own opinions and to participate in classroom activities.

Topic	: Rules in the classroom
Level	: Primary
Subject	: Integrative Activities
Human Rights Concept	: Right to freedom of expression
Time Allotment	: Two sessions

I OBJECTIVES

Students will be able to

1. Make and implement classroom rules
2. Express one’s own opinions and listen to other’s thoughts while participating in classroom activities
3. Explain that participation in classroom activities is part of the right to express one’s own opinions
4. Develop self-esteem and respect each other.

II RESOURCES

- **The Foundations of Democracy Series, Authority** (Chinese version), Civic and Law-Related Education Foundation, <http://www.lre.org.tw/newlre/english.asp>.
- Mei-Ying Tang (ed.), **Human Rights Education Integrated into School Curriculum: Samples of Teaching Activities and Lesson Plans on Social Studies** (Taiwan: Ministry of Education, 2005).
- Relevant information and teaching materials from Human Rights Education Advisory and Resources Center, <http://hre.pro.edu.tw/2-3.php>.

III PROCEDURE

A. Opener

The teacher explains an old Taiwanese saying, “children only have ears but no mouth” implying that children should follow the rules or listen to what they are told to do. Then the teacher asks students to share their experience and viewpoints about this old saying.

B. Development of Activities

The teacher divides the students into several groups (not more than 5 for each group), and asks each group to discuss the following questions:

- What kind of rules do we have in the classroom?
- Why do we have these classroom rules?
- What would happen if these rules did not exist in the classroom?
- Is there any rule in the classroom that is inappropriate or should be changed, why do you think so?

The teacher informs the students to feel free to share with members of their respective groups their opinions on why following classroom rules is so important and how to make appropriate rules.

Each group brainstorms, debates and agrees on a list of rules that are appropriate. The groups report their respective lists of rules.

The teacher helps the students adopt a list of rules that all students will agree to practice and follow in the classroom.

The teacher asks the students to reflect on the process of participating in making classroom rules and share their experiences and feelings in taking part in classroom activities.

To help the students in thinking about their experience, the teacher provides the following questions:

- How do you express your own opinions?
- Do you listen to other’s thoughts?

- If you do not agree with the other's viewpoints, what would you do?
Do you think participation in the group is important?
- Why do you think so?
- How would you feel if you were not allowed to take part in the group?
- How should we participate in classroom activities?
- Why should we have the right to participation?

C. Closure

The teacher emphasizes that freely expressing their own opinions is important in making every student participate in the learning process.

IV EVALUATION

The teacher asks students to reflect on how to express own opinions and respect others' thoughts while participating in classroom activities as decision-makers.

Notes

Children have the right to express their opinions freely and to have these opinions taken into account in any matter affecting them, as stated in Article 12 of the United Nations Convention on the Rights of the Child. Therefore, parents and teachers shall respect children's right to freedom of expression and provide them opportunities to participate in activities and communities as decision-makers under appropriate guidance.

Children have the right to hold their own opinions and to express them freely without government interference. This includes the right to express your views aloud or through: published articles, books or leaflets, television or radio broadcasting, works of art, communication on the internet.

Text based on Equality and Human Rights Commission, www.equalityhumanrights.com/human-rights/what-are-human-rights/the-human-rights-act/freedom-of-expression/



LESSON PLAN 6

Introducing Human Rights

We all are aware of the importance of human rights, but it is hard for young students to capture this abstract concept. However, the educator and teacher can gain and use human rights materials from the world around us, because human rights are related to our every day's life. Story comes from our daily life which contains many meanings. With story, we can explore the vivid human rights in authentic situation, rather than abstractive phenomenon. It can provide students with fun and lessons as human rights materials.

Topic	: Introducing human rights
Level	: Primary
Subject	: Social studies
Human Rights Concept	: Human rights
Time Allotment	: One session

I OBJECTIVES

Students will be able to

- Explain the concept and importance of human rights
- Cite situations in which human rights are violated.

II RESOURCES

- Old Korean tale, 'Konjui and Patjui' – text of the story in the Annex of this lesson plan as well as online.

III PROCEDURE

A. Opener

The teacher reads the story of Konjui and Patjui, the old Korean tale, to the class using the text of the story in the Annex.

In case the classroom has internet connection, the teacher shows the animation of the story of Konjui and Patjui available online.

B. Development of Activities

The teacher asks the students to identify the characters in the story, and say what the theme of the story is.

After the students have answered, the teacher follows up with another set of questions:

- What happened to Kongjui? Give examples of what she suffered from, and what good things happened to her.
- What did Patjui do to Kongjui? Give examples. Does Kongjui deserve to suffer? If yes, why? If no, why not?
- Did Kongjui go to school?
- Did Kongjui eat well?
- Did Kongjui play adequately or enjoy her leisure time?
- Was Kongjui free to choose what she wants?
- Did Kongjui get the pay for her labor?
- Did the stepmother offer protection to Kongjui?
- Could Kongjui ask help from outside the house?
- Was Kongjui raised with love?
- Were Patjui's mother and Patjui right in doing what they did to Kongjui? If yes, why? If no, why not?

The teacher writes on the board the responses of the students, and highlights responses that say that Kongjui does not deserve to suffer from Patjui's mother and Patjui's behavior.

The teacher explains that each person should not suffer what Kongjui suffered because that would be against human dignity. The teacher stresses the following points:

a. Every person's human dignity is enhanced as well as protected by what we call human rights.

b. Because they are based on human dignity, human rights are inherent in all human beings. Regardless of the personal characteristics, source of livelihood, or status in life, each person has human rights that should be enjoyed, and protected from any infringement (especially by the government).

c. Actions that cause people to suffer and violate their human dignity can be considered as violations of human rights.

d. A basic human right is right to life. Kongjui deserves to live, and has a right to live, just like anyone else and thus saving her life when she fell into the water is necessary. No one should deprive her of her life, or of her right to life.

e. Another human right is freedom to do many things. Kongjui wants Patjui to enjoy her freedom and so she (Kongjui) pleaded with the Governor (her husband) to release her (Patjui) from prison.

C. Closure

The teacher closes the session by giving the final word about the story of Kongjui and Patjui:

All human rights should be enjoyed by all human beings. Even those who committed something wrong should enjoy their human rights, and try not to do the wrong thing again. This is the message the story of Kongjui and Patjui wants to express.

IV EVALUATION

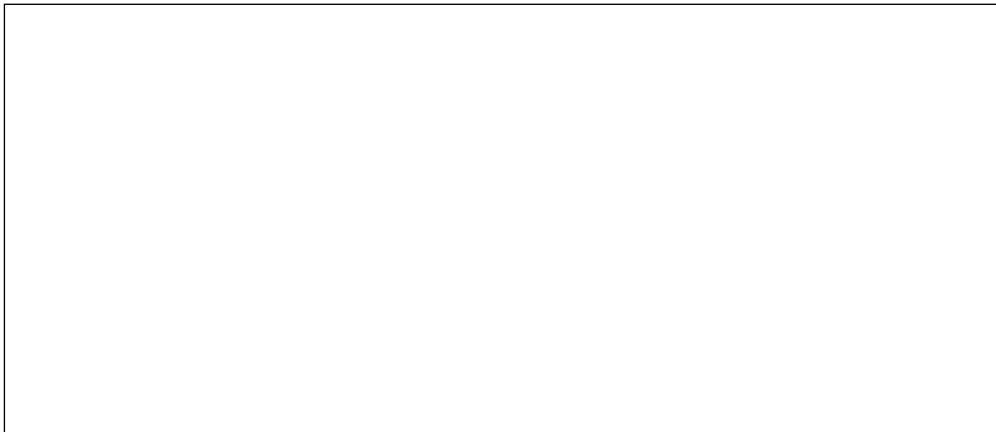
Observation evaluation on the whole process of learning and teaching.

The teacher asks the students to complete the worksheets below.

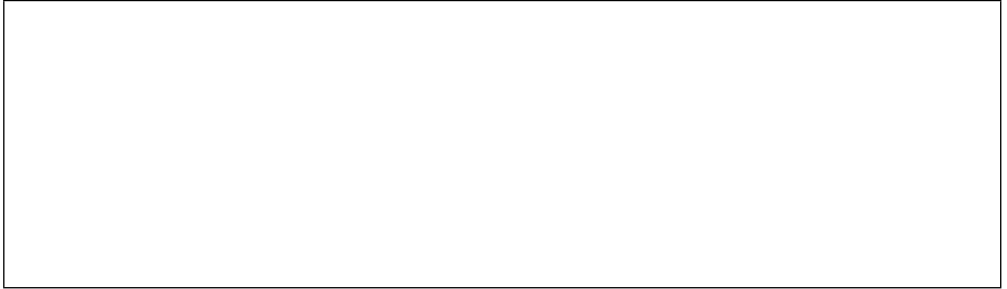
Let's discuss our feelings when our human rights are violated and why human rights are important.

“If I were Konjui, I would feel like...”


Let's express our feelings and thinking by drawing something



Let's find common ground among the feelings and thinking shared by everyone



If my human rights are important, what should I do for the other people?
Let's discuss about it.



Annex

THE STORY OF KONGJUI AND PATIJUI

A baby girl is born “Waaahhh!” The baby’s father and mother are so happy. They look at the baby. “Oh, she is so small.” says the mother. “And beautiful,” says the father. They name her Kongjui.

Shortly after Kongjui’s birth, her mother gets very sick. She does not get better. “Take good care of Kongjui for me,” she says to her husband and passes away. Kongjui’s father has no time to be sad. He has to take care of little Kongjui by himself.

Years pass, Kongjui is now fourteen years old. She has turned into a beautiful girl. All the villagers talk about Kongjui. “Kongjui is such a lovely girl,” says a woman. “And kind,” says a man. Everyone loves Kongjui. Still, Kongjui’s father is always worried. “Um, Kongjui needs a mother,” he thinks.

One day he brings a woman and her daughter home. “Kongjui, this is your stepmother and stepsister,” he says. Kongjui is very excited. She is happy to have a new mother and sister. “Hi! My name is Kongjui,” she says to the girl. “Blaaaa!” the girl says and sticks out her tongue at Kongjui. The girl’s name is Patjui. Kongjui and Patjui are the same age. But they are so very different. Kongjui is a kind and loving girl. Patjui is not. She is mean and greedy. Kongjui’s stepmother is nice to Kongjui when Kongjui’s father is at home. But when he goes out to work, she makes Kongjui do all the housework. Patjui does nothing. Still Kongjui does not complain. She does not want to worry her father. But Kongjui’s father gets sick and also passes away. Kongjui is now all alone.

Today there is a big feast in the village. Everyone is invited. Kongjui also wants to go. So she asks her stepmother, “Can I go to the feast too, mother?” “You can go after you fill this vat with water, thresh all the rice, and weave a large cloth,” she answers. Poor Kongjui! Patjui goes to the feast with her mother, Kongjui stays home.

“Boo-hoo-hoo! I can’t do all this by today!” she cries. There is a big hole in the vat. Just then, a toad comes by. “Croak! Croak!” “Don’t worry, Kongjui. I’ll help,” he says. He covers the hole with his body. Kongjui fills the vat with water. A flock of sparrows fly down. “Chirp, chirp, chirp!” Don’t worry, Kongjui. We’ll help,” they say. They thresh all the rice. Then a fairy appears. “Don’t worry, Kongjui. I’ll help you,” she says. She weaves a large cloth. She even gives Kongjui a new dress and a new pair of shoes. Kongjui puts on the new dress and shoes. She looks even more beautiful. Miracles really do happen.

On her way to the feast, Kongjui comes to a river. She is about to cross it when she hears soldiers shout. "Make way! Make way for the governor!" Kongjui slips and a shoe comes off. "Oh no! My shoe!" she cries. The shoe goes down the river. The governor picks up Kongjui's shoe. "It is so beautiful! The owner must also be beautiful," thinks the governor. "Find the owner of this shoe," he says to his soldiers. The soldiers search around the village. They can't find the owner. Finally, they come to Kongjui's house. Patjui tries on the shoes. It is too small. "Please try it on," says a soldier to Kongjui. Kongjui tries it on. It fits perfectly. Patjui and her mother can't believe their eyes. They shout, "Kongjui? It can't be!" Kongjui marries the governor. Patjui is very jealous.

One afternoon, Patjui visits Kongjui. They walk to a pond together. There, Patjui pushes Kongjui into the water. "Help me, Patjui," Kongjui shouts. "Help me! I cannot swim!" But Patjui just runs away. The governor's soldiers hear Kongjui's cry and run to the pond. They save Kongjui just in time. Thank goodness! The governor is very angry. He puts Patjui in prison. But Kongjui asks him to free Patjui. "Patjui is my only sister. Please free her!" she says. Patjui feels ashamed. "Please forgive me, Kongjui, I will be a good sister from now on," she says.

Patjui is truly sorry. Kongjui and Patjui hug each other and promises to become good friends.

Source:

Kongjui and Patjui

Retold by Kang Yoong-jun

(Junior Naver)

<http://study.jr.naver.com/donghwa/view.nhn?donghwaNo=1514&categoryId=7&donghwaSort=regDate&ageType=ALL&viewAgeType=ALL>

Notes

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. (www.ohchr.org/en/issues/Pages/WhatareHumanrights.aspx). All human beings are holders of human rights, therefore human rights are universal. The member-states of the United Nations adopted the Convention on the Rights of the Child to prevent the violation of the rights of children. This convention stresses that every child has rights to life, survival and development. For more details, see below.

A common approach to the UNCRC is to group these articles together under the following themes:

- Survival rights: include the child's right to life and the needs that are most basic to existence, such as nutrition, shelter, an adequate living standard, and access to medical services.
- Development rights: include the right to education, play, leisure, cultural activities, access to information, and freedom of thought, conscience and religion.

- Protection rights: ensure children are safeguarded against all forms of abuse, neglect and exploitation, including special care for refugee children; safeguards for children in the criminal justice system; protection for children in employment; protection and rehabilitation for children who have suffered exploitation or abuse of any kind.
- Participation rights: encompass children's freedom to express opinions, to have a say in matters affecting their own lives, to join associations and to assemble peacefully. As their abilities develop, children are to have increasing opportunities to participate in the activities of their society, in preparation for responsible adulthood (www.childrensrights.ie/childrens-rights-ireland/un-convention-rights-child)



Human Rights for All

Human rights are universal, inalienable and indivisible, which means all people everywhere in the world are entitled to all the rights with equal status. While the significance of human rights principles is well-recognized, there are still children who suffer discrimination on the basis of race, ethnicity, gender, religion, birth or other status. It is important for children to understand that the rights of the child apply to all children without exception. Thus this lesson plan focuses on how to protect the rights of the children and help them develop their potential.

Topic	: Human rights for all
Level	: Primary
Subject	: Life Curriculum (including social studies, arts and humanities, science and technology)
Human Rights Concept	: Rights of the child
Time Allotment	: Four sessions

I OBJECTIVES

Students will be able to

1. Discuss how families and schools influence the growth and development of children
2. Explain the need to protect the rights of the child and to help children grow and develop their potential
3. Identify specific rights of the child.

II RESOURCES

- **Convention on the Rights of the Child**, Child Welfare Bureau, Ministry of Interior. www.cbi.gov.tw/CBI_2/internet/main/index.aspx
- **What we all should know: Understanding the UN Convention on the Rights of the Child**, ECPAT Taiwan. www.ecpat.org.tw/children/knowledge.asp?qbld=167
- Mei-Ying Tang, editor, **Human Rights Education in Schools: Teaching Activities and Lesson Plans** (Taiwan: Ministry of Education, 2004).
- Mei-Ying Tang, editor, **Issues on Human Rights Education Integrated into School Curriculum: Samples of Teaching Activities and Lesson Plans** (Taiwan: Ministry of Education, 2005)
- Relevant information and teaching materials from Human Rights Education Curriculum and Instruction Team, <http://hretw.blogspot.com/>

III PROCEDURE

A. Opener

The teacher asks the students to read the children's picture book on the Convention on the Rights of the Child. Then the teacher asks the students to share their opinions about the book.

B. Development of Activities

The teacher divides the students into several groups (not more than 5 for each group), and asks each group to discuss the following questions:

- What is the main factor that can influence your growth and development?
- Do you think a child can live without a family?
- How do families and schools influence the growth and development of a child?
- How can children protect their own rights?
- How can we protect and help children to develop their potential?

The teacher summarizes students' responses and emphasizes the fact that every child needs special care and protection before and after birth. The teacher emphasizes that it is the obligation of families, schools and governments to provide appropriate environments for children to grow up healthy and free.

The teacher asks the groups to role-play their respective ideas discussed in the group discussion on protecting and helping children develop their potential.

C. Closure

The teacher emphasizes the value of each child and the need to allow each child to enjoy life and be protected in order for the child to grow and develop full potentials.

IV EVALUATION

The teacher asks the students to alphabetically arrange the rights under the United Nations Convention on the Rights of the Child using Worksheet no. 1. The teacher explains that each alphabet letter should represent one or part of one of the articles of the Convention. Students can pick one word from each article to select the alphabet letter. For example:

- A - Article 3 (Adults)
- B - Article 17 (Books)
- C - Article 30 (Culture)

Worksheet no. 1

Articles from the United Nations Convention on the Rights of the Child

Article 3 - Adults should do what is best for you

Article 6 - You have the right to live

Article 14 - You have the right to think what you like and be whatever religion you want to be. Your parents should help you learn what is right and wrong

Article 15 - You have the right to join any group of friends

Article 17 - You have the right to collect information from the radio, newspapers, television, books, etc. from all around the world

Article 19 - No one should hurt you in any way

Article 24 - You have a right to good health

Article 27 - You have the right to food, clothing, and a place to live

Article 28 - You have a right to education

Article 30 - You have the right to enjoy your own culture, practice your own religion and use your own language

Article 31 - You have the right to play

Article 37 - You should not be put in prison

Notes

Every individual has dignity. The principles of human rights were drawn up by human beings as a way of ensuring that the dignity of everyone is properly and equally respected, that is, to ensure that a human being will be able to fully develop and use human qualities such as intelligence, talent and conscience and satisfy his or her spiritual and other needs.

Dignity gives an individual a sense of value and worth. The existence of human rights demonstrates that human beings are aware of each other's worth. Human dignity is not an individual, exclusive and isolated sense. It is a part of our common humanity.

Human rights are universal because they are based on every human being's dignity, irrespective of race, colour, sex, ethnic or social origin, religion, language, nationality, age, sexual orientation, disability or any other distinguishing characteristic. Since they are accepted by all States and peoples, they apply equally and indiscriminately to every person and are the same for everyone everywhere.

In the words of Article 1 of Universal Declaration of Human Rights "All human beings are born free and equal in dignity and rights".

Understanding Human Rights, at www.un.org/cyberschoolbus/humanrights/about/understanding.asp

Human Rights: Handbook for Parliamentarians, Inter-Parliamentary Union and the United Nations Office of the High Commissioner for Human Rights, 2005, page 4.



Rights and Responsibility

“Freedom means I am free to do whatever I want” is a popular slogan for young people who cannot understand the difference between rights and responsibilities. Therefore, it is important that young people recognize that rights and responsibilities are inextricably linked. Through this lesson plan, it is hoped that students will gain a wider sense of their rights and responsibilities; they will better understand how to be a good member in the groups or communities they live in.

Topic	: Rights and responsibility
Level	: Primary
Subject	: Social studies
Human Rights Concept	: Rights, rules and responsibility
Time Allotment	: Three sessions

I OBJECTIVES

Students will be able to

1. Identify one’s own rights through daily experiences
2. Describe one’s responsibilities in the family, classroom or other groups
3. Examine the rights and responsibilities to meet the values of freedom and liberty
4. Explain the responsibilities taken by people and their influence in a group

5. Acknowledge one's own identity and take responsibilities for the groups (such as family, class, etc.) through daily life.

II RESOURCES

- **The Foundations of Democracy Series, Responsibility** (Chinese version), Civic and Law-Related Education Foundation, www.lre.org.tw/newlre/english.asp
- **Convention on the Rights of the Child**, Child Welfare Bureau, Ministry of Interior, www.cbi.gov.tw/CBI_2/internet/main/index.aspx
- Mei-Ying Tang, editor, **Human Rights Education Integrated into School Curriculum: Samples of Teaching Activities and Lesson Plans on Social Studies** (Taiwan: Ministry of Education, 2005)
- Mei-Ying Tang, editor, **Issues on Human Rights Education Integrated into School Curriculum: Samples of Teaching Activities and Lesson Plans** (Taiwan: Ministry of Education, 2005)
- Relevant information and teaching materials from Human Rights Education Advisory and Resources Center, <http://hre.pro.edu.tw/2-3.php>.

III PROCEDURE

A. Opener

The teacher asks the students several questions:

- Do you do chores or run errands at home?
- What and when do you usually do the tasks?
- How do you feel?
- Do you think you are responsible for doing the chores?
- Is there any dispute or tension in doing the household tasks?

B. Development of Activities

The teacher asks the students to role-play the conflicts within families regarding the assignment of responsibilities on everyday chores.

The teacher divides students into several groups (not more than 5 for each group), and asks them to read **The Foundations of Democracy Series: Responsibility** and discuss the following questions:

- What kind of rights and responsibilities do you have at home and in a group?
- How do you know that these are rights and responsibilities?
- What is your experience on rights and responsibilities?
- Would it be possible to have rights without taking any responsibility?
- What happens when people do not take any responsibility in a group?

- Why should we have rules to follow and responsibilities to take in the family and inside the classroom?

The teacher asks each group to discuss the rules and assignments of responsibilities on daily tasks in the classroom. Based on the results of the discussion, the teacher tells the students to make a chart on the rules and duties inside the classroom.

The teacher asks the groups to report their charts to the whole class. After the group reports, the teacher highlights rules that might improperly restrict the rights of students, and thus should be changed.

The teacher asks the students to reflect on their own rights and responsibilities. The teacher gives several questions to discuss in the groups:

- When you belong to a group, what does that mean?
- How would you feel if you were not a member in the group?
- Do you agree with the idea that freedom means “I am free to do whatever I want”?
- How do you explain rights and responsibilities in the context of freedom?

C. Closure

The teacher stresses that every student has rights to enjoy inside and outside the classroom. But rights do not exist alone. They relate to other aspects of life including the responsibility that each student performs inside and outside the classroom.

IV EVALUATION

The teacher tells the students to match “rights” with “responsibilities” using Worksheet no. 1 below.

Worksheet no. 1

I’ve Got Rights and I’ve Got Responsibilities

Please draw a line to link the rights with the corresponding responsibilities and think of one right and a matching responsibility to write them on the bottom columns.

Rights	Responsibilities
1. Children have the right to be protected and looked after...	a. ... and everyone has the responsibility to listen to others.

2. All children have the right to express their opinion...	b. ... and everyone has the responsibility to help others have good health.
3. Children have the right to a safe and comfortable home...	c. ... and everyone has the responsibility to work as well as they are able.
4. Children have the right to be well fed...	D. ... and everyone has the responsibility not to hurt others.
5. Children have the right to a good school...	E. ... and everyone has the responsibility to help prevent people from starving.
6. Children have the right to be looked after by doctors and nurses...	G. ... and everyone has the responsibility to make sure all children have a home.

This is a modified version from I've Got Rights and I've Got Responsibilities lesson plan, at www.unicef.org.nz/store/doc/1_RightsActivities.pdf.

Notes

The Universal Declaration of Human Rights affirms that the exercise of a person's rights and freedoms may be subject to certain limitations, which must be determined by law, solely for the purpose of securing due recognition of the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society. Rights may not be exercised contrary to the purposes and principles of the United Nations, or if they are aimed at destroying any of the rights set forth in the Declaration (arts. 29 and 30).

The International Bill of Human Rights, Fact Sheet No.2 (Rev.1), Centre for Human Rights (Geneva, 1988), page 11.



Respect and Protection

It is not unusual for students to call someone by an abusive or insulting name. To prevent this kind of bullying in schools, children need to learn that we all live in social contexts and our identities often represent our existence. The basic aspects of children's identity including name, nationality and family ties should be preserved and respected as long as they live.

Topic	: Respect and protection
Level	: Primary
Subject	: Social studies
Human Rights Concept	: Right to preservation of identity, right to life
Time Allotment	: Three sessions

I OBJECTIVES

Students will be able to

1. Express the importance of the right to preservation of identity and the right to life
2. Explain the relationship of the right to preservation of identity to the right to life and self-esteem
3. Describe the importance of equality.

II RESOURCES

- **Convention on the Rights of the Child**, Child Welfare Bureau, Ministry of Interior, www.cbi.gov.tw/CBI_2/internet/main/index.aspx
- **The Street for All**, ECPAT Taiwan, in www.ecpat.org.tw/children/knowledge.asp?qbid=167.
- **The Foundations of Democracy Series, Responsibility** (Chinese version), Civic and Law-Related Education Foundation www.lre.org.tw/newlre/english.asp
- Mei-Ying Tang, editor, **Human Rights Education Integrated into School Curriculum: Samples of Teaching Activities and Lesson Plans on Social Studies** (Taiwan: Ministry of Education, 2005).
- Worksheet 1 – My Petition on Human Rights

III PROCEDURE

A. Opener

The teacher introduces the children's picture book **The Street for All** and explains the main theme of the book, including self-esteem, identity and equality. Powerpoint would be useful for teacher to show the picture book.

B. Development of Activities

The teacher divides the students into several groups (not more than 5 for each group), and distributes to each group a copy of the children's picture book **The Street for All**. The teacher asks the students to read the following story:

THE STREET FOR ALL

There was a street with beautiful flowers and trees on each side. On one end of the street lived a group of white people and on the other end was the home of the people with green color. Both groups claimed the street and tried to block each other in using it. After fighting against each other for many years, the street had become filthy and deserted. One day a little girl from another country walked by and asked why the street was so desolate that no one wanted to play on it. While people from the two groups were shouting and blaming each other, the little girl solved the problem. With a smile she calmly said: The street is for all, come and play! All children from both ends run out to the street and play with each other happily ever after.

The teacher provides the students with several questions to discuss in the groups:

- What kind of groups do you belong to?
- How do you know you are part of a group?
- Is it important for us to be a member of a group?
- Share your opinion on having the right to preservation of identity?
- What do you think about the relationship of the right to preserve one's identity to the right to life and self-esteem?
- Does everyone have the same rights?

Referring to the book **What We All Should Know: Understanding the UN Convention on the Rights of the Child** (Chinese version), the teacher asks the students to reflect on their own situation and discuss in their respective groups the following questions:

- What is the most important right to you?
- What would you do if you were not allowed to enjoy this right?

C. Closure

The teacher explains the right to preservation of identity and the right to life, and their relevance to the students' discussions.

The teacher asks students to reflect on how to respect different opinions in the group and how to protect one's own rights.

IV EVALUATION

The teacher asks the students to complete the Worksheet no. 1 on making a petition about a right the students choose as the most important and urgent, then discuss the contents of their respective petitions.

Worksheet no. 1

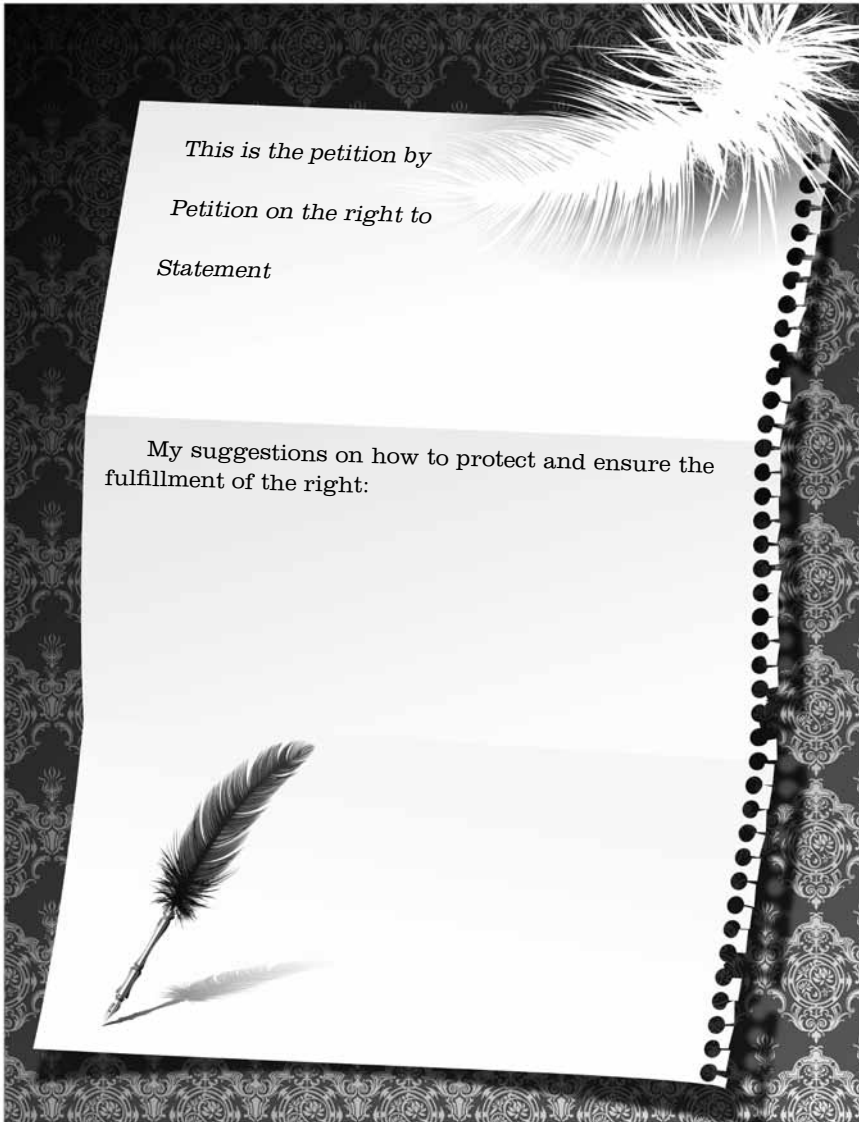
My Petition on Human Rights

Name:

Number:

Date:

I want to make a petition on the right to
because



Notes

The nationality, name and family relations have a constitutive relevance for children's identity and often affect the fundamental characteristics of their existence. Therefore, Article 8 of the Convention on the Rights of the Child (CRC) is meant to create a legal basis for the provision of appropriate assistance and to protect and preserve children's identity. In addition, Articles 7, 9, 18 and 21 of the CRC are covering the matter of identity and providing for protection in case of deprivation of parental care and adoption.

Article 7

The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.

States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

Article 8

States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.

Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.

Article 9

States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.

States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.

Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

Article 18

States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

Article 21

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

(a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;

(b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;

(c) Ensure that the child concerned by inter-country adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;

(d) Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it;

(e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.



Rights of the Child

Every child has the right to live a decent life and be free from any exploitative or harmful activity. It is the duty of governments to prevent children from all forms of violence. In order to protect children from harm and exploitation, it is essential for them to know the basic rights of the child, and to be aware and concerned of the issues of child neglect, exploitation, or abuse.

Topic	: Rights of the child
Level	: Primary
Subject	: Integrative Activities
Human Rights Concept	: Right to protection from all forms of violence
Time Allotment	: Two sessions

I OBJECTIVES

Students will be able to

1. Identify the basic rights of human beings
2. Explain that every child has the right to live a decent life and to be free from any exploitation
3. Express awareness and concern about issues of child neglect, exploitation, or abuse.

II RESOURCES

- **Magical Night and What We All Should Know: Understanding the UN Convention on the Rights of the Child** (Chinese version), ECPAT Taiwan, www.ecpat.org.tw/children/knowledge.asp?qbid=167.
- **Convention on the Rights of the Child**, Child Welfare Bureau, Ministry of Interior, www.cbi.gov.tw/CBI_2/internet/main/index.aspx
- Mei-Ying Tang, editor, **Human Rights Education Integrated into School Curriculum: Samples of Teaching Activities and Lesson Plans on Children's Books** (Taiwan: Ministry of Education, 2005).
- Mei-Ying Tang, editor, **Human Rights Education in Schools: Teaching Activities and Lesson Plans**. (Taiwan: Ministry of Education, 2004).
- Worksheet 1 – Searching for the Rights of the Child

III PROCEDURE

A. Opener

The teacher asks the students to read the **Magical Night and What We All Should Know: Understanding the UN Convention on the Rights of the Child** (Chinese version).

B. Development of Activities

The teacher divides the students into several groups (not more than 5 for each group), and asks each group to discuss issues regarding child neglect and abuse from the story of **Magical Night**.

MAGICAL NIGHT

Two boys lived in the same building near the center of the city. They were good friends and always played together after school. They liked reading detective stories and investigating whatever they found suspicious. One night, after supper, both of them heard a little girl crying from the upper level of the building they lived in. They run to meet each other in the corridor and asked: 'What's up? There's such a loud noise.' After investigating for several days, they found out the exact unit of the sound of a little girl crying and who seemed to have been brutally beaten. They looked for helpful resources and information on action to take to bring her immediate assistance. Finally, they rescued the girl from her misery and made a magical night for her.

The teacher asks the students the following questions:

- What is the main concern of the story?
- How do you know when children are neglected or abused?
- If you were mistreated or abused by someone, what would you do?
- What kind of resources would be helpful to children who are abused?

The teacher asks the groups to report their discussions to the whole class. The teacher notes specific items in the group reports that relate to human rights.

Starting with the relevant items in the group reports, the teacher explains the Convention on the Rights of the Child and its relevance to the students' discussions.

C. Closure

The teacher concludes the discussion by telling students that every child has the right to live a decent life and to be free from any exploitation. The teacher stresses that students should be aware and concerned of the issues of child neglect, exploitation, or abuse.

IV EVALUATION

The teacher asks the students to complete and explain their respective worksheets on "Searching for the Rights of the Child" by stressing the importance of the specific rights cited.

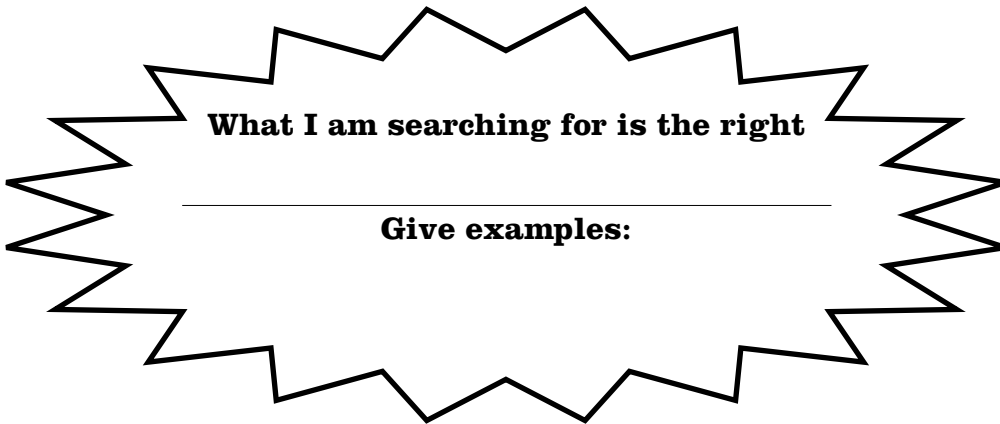
Worksheet no. 1**Searching for the Rights of the Child**

Name:

Number:

Date:

Find out the information on the rights of the child, fill in the blanks.



- What benefits do you derive from this right? _____
- If you don't have this right, what impact would there be in your life?
What are those things you are not allowed to do? What would you do
to protect and fight for your own rights?

只要努力爭取自己的權益，人權的種子就會開花結果！

Notes

Children need special care and protection because of their vulnerability. The Convention on the Rights of the Child (CRC) places special emphasis on the primary responsibility of the family to care and protect the children. As stated in Article 19 of the CRC, children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protected from violence, abuse and neglect by their parents, or anyone else who looks after them.



LESSON PLAN 11

Human Rights Violations

Confucian ideology, materialism, ethno-centrism, drastic changes in societies and other matters violate human rights. For human rights protection, it is important to know how and why the violations occur and understand ways to address them. We should, for example, consider the victims of discrimination. Also, in cases of conflict, it is necessary to find a solution based on the principle of fairness and equality.

Topic	: Human rights violations
Level	: Primary
Subject	: Social studies
Human Rights Concept	: Right to protection
Time Allotment	: One session

I OBJECTIVES

Students will be able to

1. Identify various kinds of human rights violations
2. Discuss ways to protect human rights.

II RESOURCES

- Visual materials about gender discrimination, child abuse, race discrimination, immigrant worker problem, excessive entrance exam culture, criminals, abuse of old people, etc.

- Ministry of Education, Science and Technology, 6-2 Social Science Textbook, (Seoul: Ministry of Education, Science and Technology, 2012), pages 32-33, 38-42.

III PROCEDURE

A. Opener

The teacher tells the students that a number of problems occur in the present society. The teacher stresses that those problems generally affect particular groups of people.

The teacher also says that their stories are publicly known because they appear in newspapers and magazines, and discussed by ordinary people.

The teacher then asks the students: What problems do you get to hear or read about many times?

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

B. Development of Activities

The teacher uses the list of problems expressed by the students, and may add a few more if necessary, to note that they affect the following groups of people: women, children, students, foreigners, old people, etc.

The teacher asks the students why these people are generally affected by these problems. The teacher lists on the board the answers of the students.

The teacher then presents visual aids regarding the problems (some of them are likely already mentioned by the students, while some are not). These problems may include gender discrimination, child abuse, racial discrimination, foreign migrant worker problem, excessive entrance exam culture, etc.

The teacher goes back to the list of reasons why the problems occur according to the students and asks them: Are these the same reasons for the problems I explained to you?

The list of the students may or may not cover all the reasons in the presentation of the teacher. If not all reasons were covered, the teacher adds the reasons that have been missed out. The teacher tells the students that these problems are human rights problems, and that they generally relate to the issue of discrimination.

The teacher explains the meaning of discrimination, and emphasizes its basic nature of excluding people through various ways as shown in the visual aids of problems.

The teacher also mentions that there are existing domestic laws (Constitution probably) that make acts of discrimination against another person or group of persons illegal. The teacher cites a few laws to support this point.

Listing some of the problems and their respective reasons on the board, the teacher asks the students, what do you think can be done to solve these problems?

The teacher asks the students to form small groups to discuss the answer to this question.

After the group discussion is done, the teacher asks the groups to present their discussions to the class.

The teacher lists on the board the suggested solutions to the problems, and asks clarificatory questions or give some comments.

C. Closure

The teacher asks the students to go back to their respective groups and discuss a plan on resolving one problem and include ways to protect human rights.

IV EVALUATION

The teacher undertake an observation evaluation on the whole process of learning and teaching, or uses the following survey:

Question	Fully dis-agree	Dis-agree	Inter-mediate	Agree	Fully agree
If a woman became a military officer it will lose in war					
Migrant workers cannot receive the same amount of salary as other workers.					
Since prisoners are guilty, having heating or cooling systems in their prison are inappropriate for them.					

(This evaluation survey is adapted from the original Korean language material entitled Assessment Tool of Human Rights Education and Key Practices by the National Human Rights Commission of Korea, available at: http://academic.naver.com/view.nhn?doc_id=46555194&dir_id=0&field=0&unFold=false&gk_adt=0&sort=0&qvt=1&query=%EC%9D%B8%EA%B6%8C%EA%B5%90%EC%9C%A1%20%ED%8F%89%EA%B0%80%EB%8F%84%EA%B5%AC%20%EB%B0%8F%20%EC%8B%A4%ED%96%89%EC%A7%80%EC%B9%A8&gk_qvt=0&citedSearch=false&page.page=1&ndsCategoryId=20300)

Notes

The act of “discrimination” includes any distinction, exclusion, limitation or preference based on any consideration (such as race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth) that has the purpose or effect of nullifying or impairing human rights.

Article 2 of the CRC states:

States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child’s or his or her parent’s or legal guardian’s race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.



Human Rights Protection

By what authority do governments govern? What is the source of their authority? Authority is questioned almost everywhere, thus it is important for students to learn the authority and the role of government under the Constitution. It is hoped that through the lesson plan students understand the obligation of government and the responsibility of a citizen regarding human rights protection.

Topic	: Human rights protection
Level	: Primary
Subject	: Social studies
Human Rights Concept	: The duty of the government Protection of rights
Time Allotment	: Two sessions

I OBJECTIVES

Students will be able to

1. Discuss ways and means by which public issues can be solved with the authority of government
2. Explain the role of government under the Constitution
3. Identify the checks and balance system between executive and legislative branches of the government
4. Explain the duty of the government to promote, protect and realize human rights.

II RESOURCES

- The **Foundations of Democracy Series, Responsibility and Authority** (Chinese version), Civic and Law-Related Education Foundation, www.lre.org.tw/newlre
- The **Foundations of Democracy Series, Authority** (Chinese version), Civic and Law-Related Education Foundation, www.lre.org.tw/newlre
- **Convention on the Rights of the Child**, Child Welfare Bureau, Ministry of Interior, www.cbi.gov.tw/CBI_2/internet/main/index.aspx
- Mei-Ying Tang, editor, **Human Rights Education Integrated into School Curriculum: Samples of Teaching Activities and Lesson Plans on Social Studies** (Taiwan: Ministry of Education, 2005).
- Relevant information and teaching materials from Human Rights Education Advisory and Resources Center, <http://hre.pro.edu.tw/2-3.php>.

III PROCEDURE

A. Opener

The teacher asks the students the following questions:

- Do you know what services are provided by the government?
- Why do we need the government?
- What is the role of the government?

B. Development of Activities

The teacher divides the students into several groups (not more than 5 for each group), and asks each group to brainstorm and write on paper a list of government services related to daily life. The groups post the lists on the wall.

The teacher explains the authority of the government and displays a chart on the role of government under the Constitution. The teacher asks the students to categorize the government services they have identified according to the roles that the government assumes as stated in the chart.

The teacher provides the students with old newspapers to search for reports or news and asks the students to discuss in their respective groups how the government resolves public issues. The students report the results of group discussion to the whole class.

Using the group reports, the teacher introduces specific human rights that relate to the roles and services of the government cited. The teachers emphasizes that many of the ordinary roles and services of the government relate to the

a. realization of specific rights:

- public school – right to education

- public hospital – right to health
- issuance of license for business activities – right to livelihood

b. protection of rights

1. role of the police in crime prevention – right to life, liberty and personal security
2. role of social welfare institutions – right to protection from harm (such as domestic violence).

C. Closure

The teacher concludes the session by explaining the concept of government duty to protect, promote and realize human rights.

IV EVALUATION

The teacher asks the students to reflect on how the government relates to human rights in terms of the services it provides to the people.

Notes

Unlike other societal aspirations or claims, human rights carry not only moral force, but also legal validity. They create obligations for duty-bearers or the duty of government to ensure the fulfillment of these rights. As stated in Article 4 of the Convention on the Rights of the Child, governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled. When the Convention is ratified, governments are then obliged to take all necessary steps to protect children's rights and create an environment where they can grow and reach their potential.

Rights holder and duty bearer

One of the most fundamental dynamics of a human rights, and consequently of a rights-based approach, is that every human being is a rights-holder and that every human right has a corresponding duty-bearer.

A rights-holder

- is entitled to rights
- is entitled to claim rights
- is entitled to hold the duty-bearer accountable
- has a responsibility to respect the rights of others.

Consequently, those who have the obligation to respect, protect, and fulfill the rights of the rights-holder are duty-bearers. The overall responsibility for meeting human rights obligations rests with the state. This responsibility includes all the organs of the state such as parliaments, ministries, local authorities, judges and justice authorities, police, teachers or extension workers. All these are legal duty-bearers. Every rights-holder has the responsibility to respect the rights of others. In this sense you can say that every individual or institution that has the power to affect the lives of rights-holders is a moral duty-bearer – the greater the power the larger the obligation to fulfill and especially to respect and protect the human rights of others. In this sense, private companies, local leaders, civil society organizations, international organizations, heads of households, and parents, and in principle every individual are moral duty-bearers. You should

remember that the state as a legal duty-bearer also has a duty to regulate the actions of moral duty-bearers – e.g. parents, companies etc. to ensure that they respect human rights.

Boesen, J. and Martin, T., *The Danish institute for human rights* (2007). Denmark. Retrieved from www.humanrights.dk/files/pdf/Publikationer/applying%20a%20rights%20based%20approach.pdf.



LESSON PLAN 13

Participation in Governance

In a democratic society, it is quite common for people to participate in political gatherings and demonstrations as an important means by which citizens can address issues of common concern and take part in the government. Thus, it is important for students to understand how to participate in the government and recognize the right to freedom of peaceful assembly as one of the foundations of a functioning democracy.

Topic	: Participation in Governance
Level	: Primary
Subject	: Social studies
Human Rights Concept	: Right to freedom of peaceful assembly
Time Allotment	: Two sessions

I OBJECTIVES

Students will be able to

1. Express the meaning of taking part in the political affairs of one's country
2. Identify the ways and means by which people exercise the right to participate in the government
3. Recognize the right to freedom of peaceful assembly as one of the foundations of a functioning democracy.

II RESOURCES

- Documentary film “Demonstration against Corruption”, available at Human Rights Education Advisory and Resources Center, <http://hre.pro.edu.tw/2-3.php>
- **The Foundations of Democracy Series, Responsibility** (Chinese version), Civic and Law-Related Education Foundation, www.lre.org.tw/newlre/english.asp
- **Convention on the Rights of the Child**, Child Welfare Bureau, Ministry of Interior, www.cbi.gov.tw/CBI_2/internet/main/index.aspx.
- Mei-Ying Tang, editor, **Human Rights Education Integrated into School Curriculum: Samples of Teaching Activities and Lesson Plans on Social Studies** (Taiwan: Ministry of Education, 2005).
- Relevant information and teaching materials from Human Rights Education Curriculum and Instruction Team, <http://hretw.blogspot.com/>

III PROCEDURE

A. Opener

The teacher shows the documentary film “Demonstration against Corruption” and asks the students to think about the concept of “demonstration.”

B. Development of Activities

The teacher shows another documentary, “**The Foundations of Democracy Series: Authority**” (Chinese version), and divides the students into several groups ((not more than 5 for each group), to discuss the documentary.

The teacher asks each group to identify the main issues of the film, and prepare a presentation on those issues.

After the presentation of the groups, the teacher cites specific items in the presentations that relate to human rights, particularly right to freedom of peaceful assembly. The teacher explains what this right means, emphasizing the following points:

- peaceful gathering
- voluntary participation of people
- expression of matters of public concern (issues that affect people in general), or problems that require resolution by the government, or any other interests such as social or cultural activities
- protection by the government of the public – both the people participating in the demonstration and those not involved – from any harm.

The teacher asks the students to collect newspaper clippings on the right to freedom of assembly. The teacher also asks the groups to discuss the freedom of assembly and how to exercise this right in a peaceful way.

C. Closure

The teacher highlights the responses of the students. The teacher concludes that freedom of peaceful assembly, recognized as means of participating in the government, can serve the expression of views and the defense of common interests.

IV EVALUATION

The teacher asks the students to reflect on the right to participation, and the right to freedom of peaceful assembly after the above activities.

Notes

Peaceful assemblies can serve many purposes, including the expression of views and the defense of common interests. It is also recognized as one of the foundations of a functioning democracy. The right to peaceful assembly is stated in the Convention on the Rights of the Child, Article 20, "Everyone has the right to freedom of peaceful assembly and association. No one may be compelled to belong to an association".

LOWER SECONDARY LEVEL



Cherish Life

Human rights are meaningful as long as we celebrate life. The basis of human rights is life, lived by individuals in society and with other life forms in the natural environment. In living with others in society, human rights play an important role of ensuring that life is respected, protected and enjoyed.

Topic	: Cherish Life
Level	: Lower secondary
Subject	: Thought and Morality
Human Rights Concept	: Right to life
Time Allotment	: Three sessions

I OBJECTIVES

Students will be able to

1. Express appreciation of the value and meaning of life of human beings and other species on earth, and the need for all of them to live in harmony
2. Express the value of one's own life and demonstrate respect for others' lives.

II RESOURCES

- This lesson plan is based on lesson plans in Thought and Morality (《思想品德》Sixiang Pinde) of Grade 7. Selected from the Teachers' Manual on the Course on Thought and Morality (Grade 7), 3rd edition, People's Education Press, 2008, pages 59-71.

III PROCEDURE

A. Opener

The teacher briefly introduces the topic “The importance of life” by citing Article 3 of the Universal Declaration of Human Rights (UDHR): “Everyone has the right to life, liberty and security of person”.

The teacher explains that one cannot be deprived of life arbitrarily, and this is based on an international document (UDHR) that was adopted way back in 1948 by the community of nations.

The teacher also notes that life should not only refer to human life, but to all forms of life. All forms of life should be loved and respected for the sake of the planet where we all live on.

B. Development of Activities

Session One: “Lives Adorn the World”

Activity One: Colorful world of life

The teacher has divided the students into several groups in the previous session and gave them the assignment to collect pictures, videos, or actual samples of organisms.

In the class, the teacher tells the students to discuss within their respective groups how they would introduce the organisms they researched on and assign one member to present its report to the class.

The teacher facilitates the group reporting.

Activity Two: “Different species should love each other”

After the group reports, the teacher instructs the students to discuss within their respective groups the topic “Different species should love each other.” The teacher asks the students to share within their respective groups touching stories about the topic from their own experiences and from what they learned from the books, and then prepare a group report.

Based on the group reports, the teacher comments on the students’ understanding of the importance of love, encourages them to care for and protect the lives around them, and to be kind-hearted people.

The teacher instructs each group to raise an organism, record in a Life Note how the organism grows, and then discuss appropriate name for the organism such as “Star of Raising Animals”, or “Star of Growing Plants.”

To end the session, the teacher expresses the following message:

Different species exist in the world. When we observe how they exist, or how they grow, we realize that they exist alongside each other. We also

realize that this is a natural situation. And just like people, giving support to each other's existence makes everyone's lives meaningful.

Session Two: “Uniqueness of Human Life”

The teacher discusses the uniqueness of human life by citing the right to life in the Universal Declaration of Human Rights and also its Article 1 which provides that all human beings are born free and equal in dignity and rights, endowed with reason and conscience, and should act towards one another in the spirit of brotherhood. We should respect our own life and that of others. Another meaning of the word life is related to one's career. Besides, the meaning of a great life or an ordinary life will be discussed.

Activity One: “My Life Identity” personality show

The teacher asks each student to make a “Life Identity Card” by writing on a piece of paper her/his own signature, personality, hobbies, skills, mottos and wishes along with a human figure.

The teacher encourages the students to introduce themselves in a lively manner and listen to their classmates' self-introduction carefully.

After the students have introduced themselves, the teacher makes a conclusion that everyone is unique and everyone should cherish one's own life and respect that of others.

Activity Two: Sequel writing

The teacher informs the students that they will hold a competition on “Sequel Writing,” with students participating either as individuals or in groups. The teacher asks the students (or the groups) to write on a big piece of paper a description of human beings' wisdom. The most fantastic piece wins the competition, and the teacher puts it up on the classroom wall as an award.

Activity Three: Giving advice on choosing a life path

The teacher tells stories about the lives of celebrities to inspire the students.

The teacher asks the students to play the game “I help you, you help me” with the following instructions:

- a. Think individually about the following:
 1. What is your goal in life?
 2. What do you need to do to reach your goal? What kind of education will you need for this purpose?
 3. How much money do you think you would need to complete the things you need to do?

b. After a while, students consult fellow students on what answers would be appropriate, as well as give suggestions to each other.

After the game has ended, the teacher tells the students about the importance of choosing the proper way of life on the basis of self-evaluation, peers' advice and the teacher's suggestion.

At the end of the session, the teacher gives the following assignment:

1. Write down the steps to take to protect yourself when your apartment is on fire.
2. Make a plan for your life.

Session Three: "Blooming Life"

The teacher makes a short introduction about cherishing our lives. The right to life is one of the most important human rights protected by international human rights law. It should not be deprived arbitrarily. On the other hand, the individuals should also learn how to protect their own life too.

Activity One: "Never lose hope in life" stories

The teacher tells several short stories (vignettes) about never giving up hope in life: for example, the story of "The Miracle of Life" tells about a woman who survived falling into a trap because of her strong will to live.

The Miracle of Life

Two miners were trapped inside the mines after some pillars collapsed during their work. They could not find any exit out of the mines after a thorough search. However, the two miners did not lose their hope to live. They kept encouraging each other: "the only thing we can do is to wait for the rescuers; as long as we have faith, we could survive; the strongest enemy is not the shortage of food and water, but the lack of faith; if we persist, we'll have the chance to live."

With their eagerness to live and the perseverance challenging their physical capability, the two miners were rescued and freed after nine days and eight nights. They created the miracle of life.

The teacher guides the students on leaning how to value of life even more from model people, peers and celebrities, and then asks them to write down their own motto after a careful thinking.

The teacher instructs the students to do a role-play according to this story,

- a. expressing the feeling about the character's strong will to live while inside a trap

b. telling experiences on seeking own way of life, or performing the stories.

The teacher may ask some questions:

- What supported the woman to survive?
- What would you do if you were the heroine?

Activity Two: Learning self-protection

Using the stories collected prior to the class by the students on ways of protecting one's self, the teacher develops a set of questions for a quiz. The teacher asks the students to form small groups that will compete in the quiz.

The teacher includes questions in the quiz that relate to different principles such as value of life, right to protect one's life, etc.

The teacher then organizes a "Self-protection Camp" where students act out what to do in situations of robbery, kidnapping, fire outbreak, and drowning of a person.

The students act out different situations and their reactions to them.

The teacher asks the students to freely raise their ideas and share their feelings about the "camp" experience. The teacher guides the exchange of ideas and feelings among the students.

The teacher summarizes some of the major ideas expressed by the students and emphasizes those that relate to such principles as value of life, right to protect one's life, etc.

Activity Three: Recognizing and respecting life

The teacher starts the activity with the question of "what kind of happiness could you bring to others?"

The teacher then encourages the students to share their stories about the idea of "help", either helping others or getting help from others. And the teacher tells them to be kind-hearted persons while cherishing the happiness they already have.

The teacher asks the students to interview some people who are successful in their endeavor or acquire information about them before the class, and present the contribution they made to the society and their hometown. The teacher points out the important lessons in the lives of the successful people to motivate the students to work step by step in order to realize their own dreams.

The teacher makes a conclusion that everyone is an important part of happy life.

Activity Four: Realizing the value of life

To make the students understand that everyone makes a contribution to the class and the society, the teacher asks the students to make a speech on the theme “Realize the Value of Life.”

The teacher instructs and comments on the content, skill and language and effect of the speeches.

The teacher takes note of the content of the speeches and points out parts that show the need to respect others’ lives while cherishing one’s own life.

Activity Five: Self-acceptance

After reading and thinking about the story in the textbook about an ordinary disabled person who lives a happy and decent life, the teacher guides the students in discussing the idea of being kind in life (being kind to their own lives and those of others).

The teacher expands the scope of the discussion by providing topics such as

- What should I do if had cancer?
- What should I do if a person was trapped?

The teacher concludes and guides the students on the concept of kindness to others while realizing, respecting, accepting and cherishing one’s own life. The teacher leaves the final message: “Life may be imperfect, but an imperfect life needs more respect.”

Activity Six: “My Life Motto” personality show

Based on a previous assignment on the collection of materials about the work and life of two persons (a celebrity and an ordinary person), the teacher asks the students the following question: what are their respective contributions to society?

The teacher lists on the board the responses of students, and comments that everyone could increase the value of his/her life by persistent endeavor.

The teacher explains the meaning of Nikolai Ostrovsky’s well-known saying in the textbook:

“Man’s dearest possession is life. It is given to him but once, and he must live it so as to feel no torturing regrets for wasted years, never know the burning shame of a mean and petty past; so live that, dying, he might say: all my life, all my strength were given to the finest cause in all the world - the fight for the Liberation of Mankind”

- **How the Steel was Tempered**, Nikolai Ostrovsky, 1932

C. Closure

The teacher closes the session by emphasizing a number of ideas that were discussed in the previous sessions:

- the world is composed of all kinds of lives, and the different species should cherish each other
- human beings are part of nature, and are also unique
- the significance of one’s self and the lives of others, and the respect for them
- the importance of developing self-awareness and choosing the right way to the future
- the value of life lies in its content rather than its length.

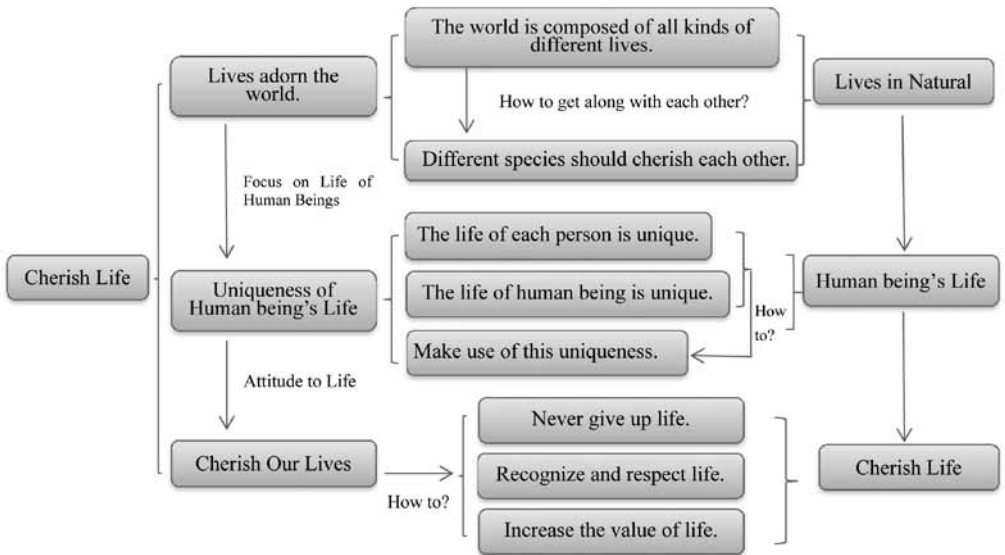
IV EVALUATION

One way for the teacher to evaluate the students’ performance is by giving different titles to each group, such as “Star of Raising Animals”, “Star of Growing Plants”. Another way is by encouraging students to keep a “Life Note” when raising an animal or grow plants. This Life Note can be regarded as part of class performance.

Besides, the teacher can evaluate the students by giving a quiz on basic knowledge of the right to life at the end of the semester. The ability to understand the concept of the right to life and its application should be evaluated in the quiz.

Notes

Knowledge structure:



Everyone has the right to life. That right cannot be deprived arbitrarily. In many countries, death penalty has been abolished. That means one's life cannot be deprived even by law.

Furthermore, life should be respected not only by others, but also be cherished by oneself.

Finally, in the long run, there are other lives on the planet. Human beings cannot have a happy life without respecting natural lives. Some wild lives are in danger and we should cherish them.



Right to Protection

Each person was born into this world by a mother. Wanting to become a mother is part of the inherent human rights of every woman. Yet pregnancy and maternity are challenges for women, especially for those who work. Long work hours, night shifts, threats of getting fired are still widely affecting women. There is a need for women to have hospitable environment, adequate time to recover from giving birth, and sufficient time to nurse their new-born child. Many women still suffer from traditional views about gender division of labor, and motherhood ideology. Every mother of a young child deserves assistance by understanding her roles and the importance of proper support from other members of the family as well as society. This secures not only the physical and mental health of the mother, but also the dignity of the next generations.

Every child has the right to be raised with love in the family or family-like environment. The child should be fed with balanced nutrition, be cured of diseases, and be educated for their future well-being. However, in reality, a powerless child in the family is easily ignored and sometimes becomes a victim of various forms of abuse.

Topic	: Family Life and human rights
Level	: Lower secondary
Subject	: Extracurricular activity
Human Rights Concept	: Right to protection/care
Time Allotment	: Four sessions

I OBJECTIVES

Students will be able to discuss the link between human rights and family life.

II RESOURCES

- Materials about maternity protection and childcare

(In the previous class, the teacher gives students an assignment to collect reports on cases of abusive actions against mothers and children from whatever sources [online, print (newspaper, magazine), or personal interview].)

- Convention on the Rights of the Child (CRC), article numbers 3, 6, 19, 24, 34, 35, 36 and 37 (see Notes for the texts of the articles).

III PROCEDURE

A. Opener

The teacher asks the students who among the family members would have the “most precious” human rights, and explain why.

The teacher writes on the board the answers of the students, and the reasons for their answers.

B. Development of Activities

1. Activity

The teacher asks students to form small groups (not more than 5 per group) to discuss the materials they have collected regarding abuse of mothers and children, and prepare a group report. The groups choose a specific case for the group report.

The teacher provides the following guide questions:

- What happened in the case? Identify the type of abuse involved.
- Why did it happen? Explain the probable reason(s) behind the abusive action(s).
- Who are involved?

The teacher asks the groups to briefly share their discussions to the whole class.

After the group reports, the teacher asks the students to role-play the cases they presented. The teacher asks the students to highlight the abusive actions affecting mothers and children. The teacher instructs the students to decide in their respective groups the actions each student would roleplay.

2. Analysis

The teacher lists on the board the roleplayed actions and asks the students to answer the following questions:

- Are there attitudes in the roleplayed actions that adversely affect mothers and children?
- What values are missing in the roleplayed actions?
- How can such actions/behavior be changed?

The teacher writes the answers of the students corresponding to each of the roleplayed actions listed on the board.

The teacher classifies the roleplayed actions into several categories such as those that relate exclusively to mothers and children, types of abuse (physical or verbal), and any other appropriate classifications.

3. Abstraction

The teacher explains the concept of maternity protection and childcare, stressing the following points:

- everyone has the right to be protected from any form of human rights violation
- but there is special emphasis on the welfare and safety of some people who are most vulnerable to abuse by others. Mothers and children have been identified as needing special treatment. The Universal Declaration of Human Rights states that “[M]otherhood and childhood are entitled to special care and assistance.” (Article 25)

The teacher mentions that the Convention on the Rights of the Child (CRC) obliges governments, as part of their responsibility under this international agreement, to

- “take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.” (Article 19)
- take appropriate measures on “pre-natal and post-natal health care for mothers.” (Article 24d)

In addition, under the CRC, the government has the obligation to:

- adopt laws and administrative measures, and ensure that government child care institutions follow the standards established by competent authorities for the care and protection of children (Article 3)

- ensure to the “maximum extent possible the survival and development of the child” (Article 6)
- protect the child from all forms of sexual exploitation and sexual abuse (Article 34)
- ensure that no child is subjected to torture or other cruel, inhuman or degrading treatment or punishment (Article 37).

The teacher explains that these international human rights standards should likewise guide people in ensuring that children are cared for and protected from harm.

4. Application

The teacher asks the students to form new small groups and choose any topic below for their research:

- a. national or international laws on the prevention of child abuse
- b. measures that protect and support mothers regarding maternity and child care
- c. novel measures adopted by families to care for mothers and children.

C. Closure

The teacher stresses the importance of understanding ways of improving the human rights situation in the family, especially the situation of mothers and children.

IV EVALUATION

The teacher conducts observation evaluation on the whole process of learning and teaching.

Alternatively, the teacher asks the students to make a list on why and how human rights are protected in family.

Notes

Relevant provisions of the Convention on the Rights of the Child:

Article 3

States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

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Article 6

1. States Parties recognize that every child has the inherent right to life.
2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 19

States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

- (a) To diminish infant and child mortality;
- (b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;
- (c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;
- (d) To ensure appropriate pre-natal and post-natal health care for mothers;
- (e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;
- (f) To develop preventive health care, guidance for parents and family planning education and services.

Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse.

Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37

States Parties shall ensure that:

- (a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;
- (b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;
- (c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from

adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;

(d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority and to a prompt decision on any such action.



Caring for Each Other

School can be defined as the community where teachers and students gather, share their daily life, and teach or learn together. But it is also a place where human rights violations are becoming serious social problems. There is a need to develop the culture of caring for each other to help improve the human rights situation in the school.

Topic	: School Life and human rights
Level	: Lower secondary
Subject	: Extracurricular activity
Human Rights	: Human rights violations in school
Time Allotment	: One session

I OBJECTIVES

Students will be able to discuss the human rights violations in school.

II RESOURCES

Media reports on the enactment of the Students' Human Rights Ordinance. One news report is available online: www.hani.co.kr/arti/english_edition/e_national/440444.html.

III PROCEDURE

A. Opener

The teacher shows videos of the news on the proclamation of Student Human Rights Ordinances in some schools in Korea.

The teacher asks the students what they feel about the news.

B. Development of Activities

1. Activity

The teacher asks the students to form small groups (not more than 5 per group) and discuss the Student Human Rights Ordinance. The teacher provides copies of the Ordinance to the groups. The teacher instructs the students to give their comments on the different relationships covered by the Ordinance: teacher-student, student-teacher, student-student.

The teacher asks the groups to report to the whole class the results of their discussion. The teacher writes on the board the major points in the group reports.

The teacher provides the students several newspaper articles about the relationships in the school (teacher-student, student-teacher, student-student) covered in the Ordinance. In case, not enough newspaper reports on the three relationships are available, other reports relating to schools can be used.

The teacher asks the groups to discuss possible violations of the Ordinance in the newspaper reports and to share their discussions to the whole class.

The teacher tells the groups to employ different ways of reporting their discussions, including the use of drawings and other forms.

2. Analysis

The teacher asks the students several questions:

- What are the issues presented in the newspaper reports?
- Why did human rights violations occur in the schools according to the reports?
- What can be done about such violations?
- Does the Ordinance provide solutions or guidelines on how to address such violations in schools?
- Do you think the provisions of the Ordinance make sense?
- What do you think are the limitations of the Ordinance?
- What values should be emphasized in order to prevent such violations from happening again in schools?

The teacher may prepare newspaper reports that present problems such as:

- Teachers’ disregard of the students’ personality
- Students’ unruly behavior that disturb the class
- Bullying done by students to fellow students focusing on name, sex, appearance, etc.

3. Abstraction

The teacher explains to the students that the Ordinance tries to address the issues contained in the newspaper reports as well as other concerns that affect the students, teachers and even parents in the context of the school.

The teacher emphasizes the value of the Ordinance as basis for determining what rights should be enjoyed in the schools and why they should not be violated.

The teacher reminds the students that many of the rights included in the Ordinance refer to the Convention on the Rights of the Child, as stated in its (Ordinance’s) Article 1. Thus the rights are similar to the international human rights standards.

The teacher clarifies that there are many more rights provided by the international human rights standards that the Ordinance does not include. And because the rights in the Ordinance are contextualized in the school setting, some rights are specifically education-related such as the right to freedom to do extra-curricular activities, right to participate in revising school regulations, right to participate in decision-making, and rights of minority students. These rights can be considered related to a large extent to the international human rights standards.

The chart below provides some of the rights covered by the UDHR:

Chart of Human Rights	
<ul style="list-style-type: none"> • Right to equality • Freedom from discrimination • Right to life, liberty, personal security • Freedom from torture and degrading treatment • Freedom from interference with privacy, family, home and correspondence • Freedom of belief and religion 	<ul style="list-style-type: none"> • Freedom of opinion and information • Right of peaceful assembly and association • Right to participate in government and in free elections • Right to social security • Right to adequate living standard • Right to education • Right to participate in the cultural life of community

4. Application

The teacher asks the students to discuss in groups what practical measures can be done to prevent violations of the Ordinance, and make a list of such measures.

The teacher further instructs the groups to classify their practical measures according to the three relationships covered by the Ordinance (teacher-student, student-teacher, student-student).

The teacher asks the groups to report their lists to the class, and comments or ask questions on the lists whenever necessary.

5. Closure

The teacher stresses that each student can be an advocate of human rights in school by understanding the human rights relevant to their situation.

IV EVALUATION

The teacher can use any suitable way to evaluate student's understanding the human rights in school life.

V ASSIGNMENT

The teacher tells the students to develop, in their respective groups, an action plan on how to prevent violations of the Ordinance. The action plan should have provisions on the three relationships covered by the Ordinance and should be based on the practical measures they discussed earlier. Each group would report their action plans in the next session.

Notes

Human rights violations occur in various forms. Preventing people from enjoying their rights (such as preventing students from studying, or stopping them from using school facilities such as library or gyms), doing physical harm (such as bullying through physical attack on students), verbal/online statement that affect the reputation of students (such as calling names or making threats of violence, or even spreading lies and wrong information about students through the social media), excluding or ostracizing people from groups (such as forcing students to leave student clubs or organizations) are all forms of human rights violations. The list of rights provided in international human rights documents such as the United Nations Convention on the Rights of the Child provide good reference.



LESSON PLAN 4

Family and Social Security

Social security aims to promote the welfare of the population through assistance measures guaranteeing access to sufficient resources for food and shelter and to promote the health and wellbeing of the population. Services providing social security are often called social services. All the social security and welfare services are generally covered by government programs and interventions. A major part of the programs protects the rights of vulnerable sectors such as children, the elderly, the sick and the unemployed.

Topic	: Family and Social Security
Level	: Lower secondary
Subject	: Social Studies
Human Rights Concept	: Right to social security Equal opportunity Social protection Social welfare system
Time Allotment	: One session

I OBJECTIVES

Students will be able to:

1. Identify how governments deal with social protection and welfare programs to improve the quality of life of the people
2. Analyze how basic human rights are implemented and exercised through the government's social welfare programs and public services.

II RESOURCES

- “Social Studies – III” Textbook, UB, 2011, pages 84-87
- Local newspapers and TV news programs on the situation of families
- Universal Declaration of Human Rights (UDHR) – Article 22
- Convention on the Rights of the Child (CRC) - Article 26

III PROCEDURE

A. Opener

The teacher shows a documentary or provide a report about the situation of families in the country due to the changing social and economic conditions, and then asks the students to identify the issues facing the families.

B. Development of Activities

1. Activity

The teacher asks the students to brainstorm on the challenges that families face in order to enjoy good life. The expected challenges that the students will identify may include

- finding a job with adequate pay
- taking care of young children and/or old people
- being able to afford medical treatment for unexpected illnesses
- paying for education
- getting social services from the government, etc.

The teacher writes on the board a list of the challenges raised by the students.

Using the list of challenges on the board, the teacher asks the students whether or not families in the country would be equally capable of meeting these challenges.

The expected answer would be that there are families that are not capable of meeting the challenges. The teacher tells the students to cite reasons for this situation, and makes a list of the reasons on the board.

2. Analysis

The teacher asks the students to form small groups (not more than 5 per group) and instructs them to discuss the following question:

Considering the reasons why some families are not in a position to face the challenges of having an adequate standard of living, what are the possible measures that the government can provide to these families?

The students are likely going to cite government programs on health care, child care, education, unemployment, pension, etc.

The teacher provides additional questions for group discussion:

- What are the goals of social welfare programs and public services?
- Why are these policies and programs important to the people?
- What are the steps required to obtain benefits from these welfare services?
- Do you and your parents benefit from each of these services, and if so, how?

The teacher tells the groups to report the results of their discussion to the whole class.

3. Abstraction

The teacher introduces the concept of social security, with its goal of ensuring as much as possible that every person is not deprived of the opportunity to enjoy it.

The teacher clarifies that social security is not a matter of privilege but a right that governments are obligated to support. The following provisions of the Universal Declaration of Human Rights (UDHR) and the Convention on the Rights of the Child (CRC) provide the bases of the right to social security:

a. Article 22 of the UDHR:

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

b. Article 26 of the CRC:

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.
2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

The teacher emphasizes that under the human rights framework, governments should use whatever resources are available to assure that people enjoy social security. And therefore the current social welfare programs and other public services of the government should be seen from this perspective.

4. Application

The teacher tells the students to go back to their respective groups and asks them to think of possible ways of improving the social welfare and other public services of the government in terms of the following:

quality and quantity of services being provided

accessibility to such services by those who need them most (such as children, persons with disabilities, old people, poor people, etc.)

The teacher asks the groups to report the results of their discussion to the whole class.

C. Closure

The teacher emphasizes that people should benefit from social services being provided by the government as a matter of right. Social security is a necessary measure to support people who are in a weak or poor situation.

IV EVALUATION

The teacher asks the students to write a reflection paper on the value of social security to people in general.

Notes

Social security is a fundamental human right recognized in numerous international legal instruments, in particular the Declaration of Philadelphia (1944), which is an integral part of the Constitution of the International Labour Organization (ILO), and the Universal Declaration of Human Rights (1948) adopted by the General Assembly of the United Nations.

The notion of social security covers all measures providing benefits, whether in cash or in kind, to secure protection, inter alia, from

(a) lack of work-related income (or insufficient income) caused by sickness, disability, maternity, employment injury, unemployment, old age, or death of a family member;

(b) lack of access or unaffordable access to health care;

(c) insufficient family support, particularly for children and adult dependants;

(d) general poverty and social exclusion.

In social security: (1) benefits are provided to beneficiaries without any simultaneous reciprocal obligation (thus it does not, for example, represent remuneration for work or other services delivered); and (2) that it is not based on an individual agreement between the protected person and provider (as, for example, a life insurance contract) but that the agreement applies to a wider group of people and so has a collective character.

Access to social security is, in its essential nature, a public responsibility, and is typically provided through public institutions, financed either from contributions or taxes. However, the delivery of social security can be and often is mandated to private entities. Moreover, there exist many privately run institutions (of insurance, self-help, community-based or of a mutual character) which can partially assume selected roles usually played by social security, including in particular occupational pension schemes, which complement and may substitute in considerable measure for elements of public social security schemes.

Text taken from World Social Security Report 2010/11: Providing coverage in times of crisis and beyond (Geneva: International Labour Office, 2010), pages 7, 13-14.



LESSON PLAN 5

Taking Human Rights Action

Learning about human rights significantly contributes to promoting equality and the rule of law, enhancing participation and democratic processes, and preventing conflict and human rights violations. Thus human rights education constitutes a fundamental contribution to the effective realization and enjoyment of human rights at all levels. One of the contents, as well as impact, of human rights education is learning what to do to protect, promote and realize human rights.

Topic	: Taking Human Rights Action
Level	: Lower secondary
Subject	: Social Studies
Human Rights Concept	: Rule of law and human rights Legal aspects of human rights
Time Allotment	: One session

I OBJECTIVE

Students will be able to demonstrate what they have learned about human rights and take a stand for community members whose rights are not respected, protected or realized.

II RESOURCES

- “Social Studies – III” Textbook, UB., 2011, pages 88-92

- “Grandma fighting for human rights,” video of the Asia-Pacific Youth Network (APYN) – available at www.youtube.com/watch?v=n6qerj3PbWw

III PROCEDURE

A. Opener

The teacher shows the human rights education video “Grandma fighting for human rights” and asks the students to reflect on what options the old woman in the video has in resolving the problem she faces.

The teacher writes a list on the board of what the students say as main ideas on their reflection.

B. Development of Activities

1. Activity

The teacher introduces the Human Rights Portfolio, which is a record of the work demonstrating an individual’s and collective’s journey and accomplishments in learning human rights.

The teacher explains that Human Rights Portfolio may cover different activities such as the following:

- Organizing a school event to raise awareness on the human rights issues
- Researching about institutions that can provide help to people in need such as those providing legal assistance
- Learning how to write to relevant government agency about cases that may involve human rights violations
- Visiting a human rights organization or the national human rights institution to learn about their programs.

The portfolio will have to:

- Record the actions that they have taken to raise awareness about human rights issues
- List actions they have taken to help others
- Include information they have learned about human rights issues
- Record any events they have been part of to contribute to human rights issues as well as the results of these events (e.g., making human rights posters).
- Write observations and reflections on things they may have seen that affected them.

The teacher shows a sample Human Rights Portfolio, Annex 1.

2. Analysis

The teacher asks the students to form small groups (not more than 5 per group) and discuss the human rights involved in the video “Grandma fighting for human rights.” The groups likewise discuss what measures can be done by other people to help the old woman resolve her problem.

The teacher allows the groups sufficient time to work on their projects, and encourages them to think about ways to present their projects to their peers and their community.

The teacher reminds them that the output of their discussions (both the activities being planned, the expected output, and their reflections or thoughts about the activities and the issues) should be recorded in the form of a Human Rights Portfolio.

3. Abstraction

The teacher cites the good points in the Human Rights Portfolios of the groups to say that human rights are those things that affect people in their ordinary lives and thus can be enjoyed (or resolved in case of violations) in simple ways. However, some human rights issues are complicated and involve institutions (government or private entities) and thus their resolution requires the help of institutions with capacity and program to resolve human rights issues.

The teacher points to relevant domestic laws that protect human rights (e.g., anti-discrimination laws, law against domestic violence, law to protect farmers) and cite their provisions on what people can do to enforce or protect their rights.

C. Closing

The teacher closes the session by pointing to the importance of seeing human rights from a practical perspective. The teacher emphasizes the importance of concrete measures on human rights action ranging from educational activities, to research, to visiting relevant government institutions, to providing help to people whose human rights have been violated.

IV EVALUATION

The teacher conducts observation evaluation on the whole process of learning and teaching.

Annex 1**Sample Human Rights Portfolio**

Date & Place	Activity	Results/ Output (expected)	Comments/Reflection
	(Describe activities or events in detail. Activities refer to what the students would like to undertake. Events refer to activities organized by other people that the students can attend.)	(Write concrete results or outputs)	(Write any thoughts that affect the students personally while doing the activities, as well as any learning that students gain in the process)

UPPER SECONDARY LEVEL



Human Rights Principles

To be able to better understand the principles of human rights, students can do the exercise of making priority list of rights. Working in groups, the students can question each other on the priority lists made and probe the reasons behind the prioritization of rights.

Topic	: Human Rights Principles
Level	: Upper secondary
Subject	: Liberal Studies, Human Rights Education, Civic Education
Human Rights Concept	: - Inalienable, interrelated, interdependent & indivisible, equality - Legal protection - Lack of precondition for enjoying human rights, respect
Time Allotment	: Two sessions

I OBJECTIVES

Students will be able to discuss the human rights principles by making priority lists of rights.

II RESOURCES

- **The Universal Declaration of Human Rights**

Article 2:

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 29:

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

III PROCEDURE

A. Opener

The teacher explains that human rights include civil, political, economic, social and cultural rights. The teacher notes that sometimes people say that economic rights are more important than political rights, or political and economic rights are separate. Thus the teacher asks the students: Are there any rights more important than the others?

The teacher asks the students to read the case of LINK below.

The LINK Incident

The Hong Kong Government has been privatizing public services since 1999 through such measures as outsourcing and contracting public housing management and maintenance to private contractors.

The cessation of the production and sale of flats under the Home Ownership Scheme (HOS) in 2003 affected the financial standing of the Housing Authority, which was forced to sell real estate investment trust's assets to compensate for the loss of sale of HOS flats. The public has already started voicing opposition to the privatization of public services. The Housing Authority sold shopping malls and car

parks in public housing estates to The Link Management Limited, which was officially established in February 2004 and was planned to be listed in the stock market. When the Initial Public Offerings (IPO) process of the Link began, public housing residents, Lo Siu-lan and Ma Kei-chiu, filed a lawsuit seeking an injunction against the Housing Authority in selling its assets, and the setting aside of the listing of The Link.

The public reaction was divided. The investors in The Link protested the litigation for politicizing the investment move and organized the 'For the listing of The Link - Against politicians' demonstration with tens of thousands of people marching. On the other side, a number of scholars, public housing tenants and public housing residents respectively expressed their views, opposing the privatization of public assets. They pointed out that after the privatization, small businesses would face rent increase, resulting in the increase of daily expenses of public housing tenants due to increased rent.

In 2005, the Court ruled in favor of the Housing Authority, and The Link was listed in the same year at the Hong Kong Stock Exchange. At present, The Link assumed the management of 180 shopping centers and parking facilities that were originally under the Housing Authority, hence becoming one of Hong Kong's largest holders of shopping malls and car parks.

(Case study based on Charmaine Wan, "Study Unit: Privatization of Shopping Malls in Public Housing Estates," Modules: Hong Kong Today, 2010, http://ls.hket.com/UserFiles/Image/229/Chapter_229.doc)

B. Development of Activities

1. Activity

The teacher asks the students to form small groups and prioritize human rights in a list.

The prioritizing of rights can be done in a variety of ways such as the one below:

- Right to liberty and security
- All are equally entitled to all rights without distinction of any kind such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status
- Election rights including nomination, being nominated, and vote or being voted upon
- Right to freedom of thought, conscience, opinion and expression
- Right to an adequate standard of living
- Right to enjoy quiet and free from pollution environment

- Right to self-determination
- Social, economic and cultural rights

2. Analysis

After the group discussion, the teacher instructs each group to present their priority lists and explain the reasons behind them. The teacher asks several questions to guide the presentation and class discussion:

- Which right is being regarded as the most important, and which one is the least important? Explain the reason(s) for the respective designations of rights.
- What are the criteria used to prioritize the list of rights?
- What did you feel when you were asked to prioritize the list of rights?
- If the right listed as the least important was lost, what adverse consequence could be there be, if any?
- Is economic development more important than human rights protection? Why?
- Does economic development clash with human rights protection?
- If you were given a second chance to prioritize the rights in the list, would you amend the list? Explain your answer.

The teacher guides the class in judging whether the following statements are correct or not, and discuss the reasons behind the decisions:

- Some people are more equal than others
- People need to fulfill their obligation before they enjoy their rights
- Human rights are moral rights
- Human rights will lead to social chaos.

3. Abstraction

The teacher stresses the basic principles regarding human rights such as the following:

- Rights are inalienable, interrelated, interdependent and indivisible. Economic rights and political rights are interrelated.
- All are equally entitled to all rights without distinction of any kind such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
- There is no precondition for the enjoyment of human rights
- Legal protection is necessary for human rights
- There is a duty to respect the rights and freedoms of others.

Article 29 of the Universal Declaration of Human Rights states the limitations of rights: (1) Everyone has duties to the community in which alone the free and full development of his personality is possible. (2) In the

exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

Article 42 of the Basic Law, Hong Kong states the duty of Hong Kong Residents: "Hong Kong residents and other persons in Hong Kong shall have the obligation to abide by the laws in force in the Hong Kong Special Administrative Region." (The teacher may ask the students: Who have the obligation to obey the laws and the criteria for obeying the laws?)

4. Application

The teacher asks the students to discuss whether or not human rights principles are being highlighted in the case of LINK. And if yes, the teacher instructs the students to explain how political and economic rights are interrelated.

C. Closure

The teacher explains that through the priority list of rights exercise, human rights principles have been discussed and learned including the following:

- Rights are inalienable, interrelated, interdependent and indivisible. Economic rights and political rights are interrelated.
- All are equally entitled to all rights without distinction of any kind such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
- There is no precondition for the enjoyment of human rights
- Legal protection is necessary for human rights
- There is a duty to respect the rights and freedoms of others.

IV EVALUATION

The teacher asks the students either to

a. Collect and discuss cases from newspaper reports with reference to human rights principles.

b. Write or draw summary note and reflective journal after the class. Guide questions may be provided, such as the following: what are the principles of human rights? Are there examples that illustrate those principles? Do you agree with those principles?

Notes

The concept of priority list is modified from the following references:

- Council of Europe: Rolf Gollob & Peter Krapf: "Exercise 3.4: The Balloon Ride", Teaching democracy—A collection of models for democratic citizenship and human rights education (December 2008) http://www.coe.int/t/dg4/education/edc/Source/Pdf/Documents/6494_Teaching_democracy_assemble.pdf
- High Commissioner for Human Rights: Human Rights Training: A Manual on Human Rights Training Methodology <http://www.ohchr.org/Documents/Publications/training6en.pdf>

Reading materials:

1. Introduction to LINK incidents, **Hong Kong Economic Times**
 - Chinese: <http://ls.hket.com/hk/liberalStudiesTopicsAction.do?action=listdetail&method=N&id=ff80808128f70c9101297d51894c4194>
 - English: http://ls.hket.com/UserFiles/Image/229/Chapter_229.doc
2. Legislative Council Meeting on 17 December 2008. Motion on "Buying back the shares of the LINK". Voting Record: www.legco.gov.hk/yr08-09/chinese/counmtg/voting/v200812171.htm
Minutes: www.legco.gov.hk/yr08-09/english/counmtg/hansard/cm1217-translate-e.pdf



LESSON PLAN 2

Universality of Human Rights and Asian Values

The understanding of human rights should adhere to the principles provided for in international human rights instruments. In many cases, however, human rights are defined with reference to local cultures. As a result, human rights are limited rather than enjoyed in full. This perspective has been promoted in Asia through the so-called “Asian Values” debate, asserting that human rights are relative and defined by context. This seems to be the perspective in the 1993 Bangkok Declaration (Final Declaration of the Regional Meeting for Asia of the World Conference on Human Rights) of Asian states and in a speech of the President of China. There is a need to emphasize the basic nature of human rights to ensure that people everywhere enjoy their rights.

Topic	: Universality of human rights and Asian Values
Level	: Upper secondary
Subject	: Liberal Studies, Human Rights Education, Civic Education Human Rights Concepts : - Human rights are universal, inalienable and of equal importance - Equality of rights
Time Allotment	: Two sessions

I OBJECTIVES

Students will be able to discuss human rights principles including universality, equality and inalienability by analyzing (1) female genital mutilation cases, and (2) the “Asian Values” perspective expressed in the 1993 Bangkok Declaration and the speech of the President of China.

II RESOURCES

- The Universal Declaration of Human Rights
- 1993 Bangkok Declaration (Final Declaration of the Regional Meeting for Asia of the World Conference on Human Rights)

III PROCEDURE

A. Opener

The teacher states that there is a debate on whether human rights are universal or have different meanings according to society and culture.

The teacher explains that this issue will be discussed in relation to actual cases. As an initial step, the teacher asks the students to express their initial views (agree or disagree) on the following statements:

1. Human rights are western values but not universal values.
2. The meaning of human rights differs depending on the society and culture involved.

B. Development of Activities

1. Activity

The teacher asks the students to form groups and assigns to each group a particular role, from this list:

- (1) The leader of ethnic group A;
- (2) A father who wants his daughter to undergo genital mutilation;
- (3) A girl who is being forced to have genital mutilation;
- (4) A woman who had genital mutilation opposing female genital mutilation.

The teacher asks the groups to read the case and answer the following question: What feelings, stance and argument your assigned role would have on female genital mutilation?

One of the traditional customs of ethnic group A is female genital mutilation for girls between infancy and adolescence. This customary practice is done by an old woman. She removes part of or the whole female genital organ of a girl with a knife. She may then sew the wound and leave a small hole for the passage of urine and menstruation. The wound will be reopened for giving birth. As

the hygiene condition differs, some girls may die of over-bleeding and infection. Some may result in long-term illness such as difficulty in urination, infection, severe pain during sexual intercourse and difficulty in giving birth, etc. Only the girls who had genital mutilation are regarded as “genuine woman”, virgin and suitable for marriage.

The teacher instructs each group to share the feelings and stance on female genital mutilation. The other groups can raise questions to the presenting group and discuss the topic. After the discussion, the teacher may ask the students’ own stance and argument on the topic.

2. Analysis

The teacher initiates class discussion with reference to the case on female genital mutilation using these guide questions:

- People may criticize cultural practices in particular countries from the perspective of human rights. Would this mean that such people do not respect the local culture? When cultural or moral values and practices harm human rights, where should we stand?
- Do human rights harm cultural diversity?
- Cultural relativism emphasizes that cultures are relative, of equal value, and some are not better than others. We should understand the cultural meaning in particular cultural context. We should also respect cultural diversity and equality. Do you agree with this? Are there any conditions for respecting a particular culture?
- Who has the right and power to decide that human rights are universal values?
- Are there universal principles that decide what right and wrong means?
- Are human rights universal values?

3. Abstraction

The teacher summarizes the discussion on culture and human rights by stressing the following points:

- Culture and moral values are not justifications for violating human rights. Culture and moral values change from time to time and differ in pluralistic society.
- Human rights are universal, rooted from different religions and cultures. Human rights do not change according to society, history, culture, politics and economy.

- There are examples of culture-based practices that violate human rights like slavery, honor killing, footbinding in China and public discussion on the extension of scope of local domestic violence amendment law to homosexual cohabitants.

4. Application

The teacher provides the students with information on Asian values (using the Bangkok Declaration) and the Universal Declaration of Human Rights. The teacher asks the students to compare and comment on the two declarations.

The teacher can provide guide questions including the following:

- Are human rights western values?
- Are human rights tools of Westerners to pressure Asians to follow their thinking?
- Are economic rights more important than political rights?
- Is there a genuine clash between political rights and economic rights?

C. Closure

The teacher explains that the lesson discusses the universality of human rights through the case of female genital mutilation, and stresses that human rights violation cannot be justified by culture and moral values.

IV EVALUATION

1. The teacher may ask the students to
 - collect and comment on the speeches on human rights principles by Mainland China Presidents
 - write or draw summary note and reflective journal after the class.

Notes

Readings for discussion:

1. World Health Organization: Female genital mutilation, Fact sheet N 241, February 2012 in www.who.int/mediacentre/factsheets/fs241/en/

2. Apple Daily: "Cruel genital mutilation in Republic of Sierra Leone. A woman journalist reports this foolish traditions" 2 March 2009 in http://hk.apple.nextmedia.com/template/apple/art_main.php?iss_id=20090302&sec_id=15335&art_id=12400538

3. Waris Dirie / Cathleen Miller: Desert Flower, Chinese translation in www.wretch.cc/blog/sunsmiley/12167510

Council of Europe: "Chapter 4.1 Understanding Human Rights". COMPASS: A manual on human rights education with young people. December 2002. <http://www.eycb.coe.int/compass/en/contents.html>

洪如玉：〈人權教育理論1：導論〉，《人權教育的理論與實踐》。台北：五南。2006年8月。Hung ru-yu: The theory and practice of Human Rights Education. Taipei: Wunan publication. August 2006.



Human Rights and Underprivileged People

In any society, there exist underprivileged groups such as those suffering from disabilities or poverty, or those being discriminated based on sex, sexual orientation, race, and other factors. It is important to understand these underprivileged groups from a human rights perspective using the Universal Declaration of Human Rights as standards. Students in groups can discuss the situation of the underprivileged groups by identifying violations of human rights and figuring out the ways of fighting against human rights violations including the use of local human rights protection bodies and social actions.

Topic	: Human Rights and Underprivileged People
Level	: Upper Secondary
Subject	: Liberal Studies, Human Rights Education, Civic Education
Human Rights Concepts	: - Equality - Non-Discrimination - Economic, social & cultural rights
Time Allotment	: Two sessions

I OBJECTIVES

Students will be able to

1. Explain the situation of underprivileged groups in the society

2. Discuss the human rights violations relating to these underprivileged groups with reference to rights enshrined in the Universal Declaration of Human Rights
3. Figure out the ways of fighting against human rights violations including recourse to local human rights protection bodies and social actions.

II RESOURCES

- Universal Declaration of Human Rights, particularly articles 2, 4, 7, 8, 13, 16, 17, 22, 23, 24, 25, 26, 27 (see Annexes for texts of the articles)

III PROCEDURE

A. Opener

The teacher asks the students to brainstorm on the existence or non-existence of underprivileged groups in Hong Kong. The teacher lists on board whatever underprivileged groups are identified by the students, and briefly talks about their situations.

B. Development of Activities

1. Activity

The teacher asks the students to form small groups (not more than 5 for each group), and assigns to each group a particular underprivileged person from the list below:

- A resident who is being forced to leave his/her village after the government gave the clearance to undertake development work in the place.
- A young hearing-impaired man who loses the eligibility to enroll in the university because he cannot afford to employ a sign language interpreter
- A member of an ethnic minority
- Foreign domestic worker
- A man who is eager to become a woman through transsexual surgery
- A girl who belongs to an ethnic minority in Hong Kong
- A middle-aged grassroots woman.

The teacher provides the students with the “Background information” and “Guide questions” sections in the Annexes. The teacher uses the “Possible human rights violations” and “Relevant articles of UDHR” sections of the Annexes as guide in discussing the situations with the students.

The teacher instructs them to discuss the following:

- The situation of particular underprivileged group
- The human rights that could have been violated, and the relevant articles of the Universal Declaration of Human Rights regarding these rights.

The teacher also asks the students to plan how to role-play the situation of a specific underprivileged group.

After the group discussion, the groups roleplay the assigned underprivileged group based on the following rules:

- b. While one group performs the roleplay, the other groups identify the underprivileged group being portrayed and prepare questions about the issue being roleplayed;
- c. After each roleplay presentation, the performing group answers the questions raised by other groups.

2. Analysis

The teacher guides the class in the discussion of the following:

- Feelings of being part of an underprivileged group
- Possible human rights violations involved in the roleplayed situations
- Articles of the Universal Declaration of Human Rights relevant to the issues involved.

3. Abstraction

The teacher summarizes on the board the issues, rights violated and actions being suggested by the students. As guide, the teacher can refer to the Annexes for examples of how the discussion of the situations of underprivileged groups can be done.

4. Application

The teacher asks the students to figure out ways of fighting against the human rights violations shown by the roleplayed situations, by exploring various means including

- use of legal instruments (international law, international human rights covenants applicable in Hong Kong, The Basic Law, The Hong Kong Bill of Rights), and institutions (the Equal Opportunities Commission, Ombudsman etc.), and
- social action (such as submitting petitions to the government, engaging government officials in dialogue, doing media campaigns, marching in the street to publicize issues).

The teacher asks the students to report their ideas to the class, and write these ideas on the board.

5. Closure

The teacher summarizes the session in the following manner:

Through group discussion, role-play, and question and answer session, we:

1. Analyzed the situations of local underprivileged groups including a resident who is being forced to leave her/his village because of government approval of development project in the village, a man with hearing impairment who loses the eligibility to enroll in the university because he cannot afford to employ a sign language interpreter, a man who is eager to become a woman through transsexual surgery, a member of an ethnic minority, a foreign domestic worker, and a middle-aged grassroots woman.
2. Identified the human rights violations involved in these cases with reference to rights enshrined in the Universal Declaration of Human Rights.
3. Discussed various ways of fighting against human rights violations including using local human rights protection bodies and doing social actions.

C. Assignment

The teacher may arrange a visit to a community of an underprivileged group or invite the students to interview persons from underprivileged groups in Hong Kong or staff of relevant non-governmental organizations.

IV EVALUATION

The teacher may ask the students to write or draw a summary note and reflective journal after the class. Guide questions may be provided such as the following:

- What underprivileged groups are being mentioned in the class?
- What are their respective life situations?
- What rights are being violated in their respective situations?
- What can they do to remedy the situations?
- What feelings would they (the students) have if they were part of the underprivileged groups?
- Why are there underprivileged groups in the society?

Notes

The Office of The Ombudsman

The Office of The Ombudsman, Hong Kong (formerly known as The Office of The Commissioner for Administrative Complaints) was established in 1989. The Office was formally delinked from the Government after The Ombudsman (Amendment) Ordinance came into operation on December 19, 2001. The Ombudsman is appointed by the Chief Executive of the Hong Kong Special Administrative Region Government. He serves as the community's watchdog to ensure that:

- bureaucratic constraints do not interfere with administrative fairness
- public authorities are readily accessible to the public
- abuse of power is prevented
- wrongs are righted
- facts are pointed out when public officers are unjustly accused
- human rights are protected
- the public sector continues to improve quality and efficiency.

“The Ombudsman,” Hong Kong: The Facts (Hong Kong: Hong Kong Special Administrative Region Government, 2012), available at www.gov.hk/en/about/aboutthk/factsheets/docs/ombudsman.pdf.

The Equal Opportunities Commission (EOC)

The Equal Opportunities Commission (EOC) is a statutory body set up in 1996 to implement anti-discrimination legislation (“Legislation”). Currently there are four ordinances dealing with anti-discrimination, namely the Sex Discrimination Ordinance (SDO), the Disability Discrimination Ordinance (DDO), the Family Status Discrimination Ordinance (FSDO) and the Race Discrimination Ordinance (RDO).

The main functions and powers of the EOC are to

- work towards the elimination of discrimination on the grounds of sex, marital status, pregnancy, disability, family status and race;
- promote equality of opportunities between men and women, between persons with a disability and persons without a disability, irrespective of family status and race;
- work towards the elimination of sexual harassment, and harassment and vilification on the grounds of disability and race;
- conduct investigation into complaints lodged under the Legislation and encourage conciliation between the parties in dispute;
- undertake self-initiated investigation into situations and issues giving rise to discrimination concerns under the Legislation;
- develop and issue codes of practice under the Legislation;
- keep under review the workings of the Legislation and when necessary, draw up proposals for amendments; and
- conduct research on issues relevant to discrimination and equal opportunities.

(Text taken from www.eoc.org.hk/eoc/graphicsfolder/showcontent.aspx?content=vision and mission)

ANNEXES**Role-play Situations****Role 1: A village resident who lost residential house for a development project of the government**

Background information	<ul style="list-style-type: none"> • The village resident was already 50 years old, and had been residing in the village since birth • The resident built and modified the house she/he was living in • She/he farmed a nearby land, and sold harvested vegetables to nearby markets • The land where the village stood was state-owned. The government decided to clear it for future development. The resident was forced to leave. • The resident received ex-gratia allowance (goodwill money) from the government instead of full compensation • Her/his farm was cleared without full accounting of the damage caused for crop compensation purposes.
Guide questions	<p>What does the village resident feel towards her/his village and land? What is the difference between a farmer's life and working class life in the city? How will the village resident think about her/his identity after leaving the village?</p>
Possible human rights violations	<p>Violation of the</p> <ul style="list-style-type: none"> • Right to an adequate standard of living for her/himself and her/his family including housing, and to continuous improvement of living conditions. • Right to live anywhere in security, peace and dignity; expression of cultural identity; and diversity of housing. • Right to housing also links with other rights such as the right to freedom of expression. <p>Reference: The right to adequate housing (Art.11 (1)) : . 1991/12/13. CESCR General comment 4. (General Comments)</p>

<p>Relevant articles of UDHR</p>	<p>Article 8: Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.</p> <p>Article 13: (1) Everyone has the right to freedom of movement and residence within the borders of each state.</p> <p>Article 17: (1) Everyone has the right to own property alone as well as in association with others. (2) No one shall be arbitrarily deprived of his property.</p> <p>Article 23: (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.</p> <p>Article 25: (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.</p> <p>Article 27: (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.</p>
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Role 2: A young hearing-impaired man who could not enroll in the university

Background information	<ul style="list-style-type: none"> • A young hearing-impaired man dreamed of enrolling in the university and studied very hard to realize this dream • He graduated from secondary school with good grades that made him eligible to enroll in the university • A university accepted his application but he was required to employ a sign language interpreter at his own expense • Because of the high fee, he could not employ any sign language interpreter, and thus could not enroll in the university.
Guide questions	<p>What learning difficulties do people with hearing impairment encounter since primary school? What would be feelings of the young hearing-impaired man after realizing he could not enroll in university because he could not afford the fee for employing a sign language interpreter?</p>
Possible human rights violations	<p>Violation of</p> <ul style="list-style-type: none"> • Right to equality (discrimination against disability) • Right to education

<p>Relevant articles of UDHR</p>	<p>Article 2: Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.</p> <p>Article 8: Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.</p> <p>Article 22: Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.</p> <p>Article 26: (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.</p>
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Source: **Sing Tao Daily**, <http://news.singtao.ca/toronto/2011-0-26/hongkong1317027503d3445511.html>

Role 3: Foreign Domestic Worker

Background information	<ul style="list-style-type: none"> • She is a foreign domestic worker from the Philippines. She has been working in Hong Kong for more than 10 years. She can speak fluent Cantonese. • Her husband and sons live in the Philippines. She has family reunion by using her short annual leave every year. • She lives in her employer's home in Hong Kong. Her bedroom is small, with space only for a bed and a small wardrobe. The room does not have windows. • She works from 6:00 in the morning to about 10:00 at night. But if her employer had not yet slept by 10:00 pm, she would remain on duty. • She is responsible for housework including cooking, washing, cleaning clothes, and taking care of the kids. • She usually has her day-off on Sundays. She goes to the cyber cafe to talk via skype to her husband and sons. She also chats with her friends who are also foreign domestic workers in Hong Kong. • She had several employers before. The first employer always scolded her and sometimes did not allow her to have a day-off. Her current employer is nice to her. • Her wage is not bound by the local minimum wage ordinance. • A portion of her wage goes to the employment agency while the rest is for her family's subsistence. • Although she has worked in Hong Kong for more than 7 years, she is not eligible to apply for a Hong Kong Permanent Resident (HKPR) status unlike other foreigners who have stayed in Hong Kong for the same period. Some of her foreign domestic worker friends sought judicial review and the court declared that the laws in Hong Kong make foreign domestic workers ineligible to become a HKPR. Many local people heavily criticize them for intending to take away local social welfare benefits by becoming a HKPR.
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<p>Guide questions</p>	<p>Imagine the working day and holiday of a foreign domestic worker in Hong Kong. What would her feeling be for working overseas for a long time? What do you think about foreign domestic workers being scolded for seeking a court's decision (judicial review) on eligibility to become a HKPR while other foreigners have the eligibility under the same condition?</p>
<p>Possible human rights violations</p>	<p>Violation of</p> <ul style="list-style-type: none"> • Right to equality (racial discrimination) • Labor rights: right to just and favorable conditions of work, right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay. • Right to participate in cultural life
<p>Relevant articles of UDHR</p>	<p>Article 2: Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.</p> <p>Article 4: No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.</p> <p>Article 7: All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.</p> <p>Article 24: Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.</p>

Relevant articles of UDHR	<p>Article 25: (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.</p> <p>Article 27: (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.</p>
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Role 4: A man who is eager to become a woman through transsexual surgery

Background information	<ul style="list-style-type: none"> • A person, 20 years old and born a man, perceives himself as a woman and thinks he got the wrong body from God • He has difficulty communicating with his brothers and male classmates but can easily chat with female classmates because he loves chatting about feminine dressing • He used to hide his gender identity that did not correspond with his biological sex. He recently started to dress every day as a woman and use make-up. • He plans to undergo transsexual surgery in a public hospital. Before the surgery, he has to undergo a 2-year psychological and mental assessment. • He has a big quarrel with his family on his feminine dressing and the surgery • He dreams of marrying his boyfriend, and have babies • Under the law, a person who undergoes a transsexual surgery can have the sex category on his identity card changed. But the sex category on the birth certificate cannot be changed. Hence he cannot marry his boyfriend in Hong Kong even if he undergoes transgender surgery.
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Guide questions	<p>What difficulties will he face since he perceived himself as a woman and wanted to change sex when he was small? How did he get along with his classmates? What are his concerns when he meets his prince charming? How is his life while hiding his gender identity? What difficulties will he encounter if he comes out? When he dresses as a woman and walks on the street, what can happen to him? What difficulties will he face if he married his prince charming and raised a family with him?</p>
Possible human rights violations	<p>Violation of</p> <ul style="list-style-type: none"> • Right to equality (Discrimination against gender) • Right to marry and to found a family
Relevant articles of UDHR	<p>Article 2: Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.</p> <p>Article 16: (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.</p> <p>(2) Marriage shall be entered into only with the free and full consent of the intending spouses.</p> <p>(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.</p>

Source: **Apple Daily**, 蘋果日報：〈理大易服男：點解我唔係女仔〉及〈醫生：屬天生變性人〉2011年10月2日

Role 5: A girl belonging to an ethnic minority in Hong Kong

Background information	<ul style="list-style-type: none"> • Her parents are Southeast Asians, and she was born and grew up in Hong Kong. • She speaks fluent Cantonese. But her Chinese writing and reading are not good enough. She fails in local Chinese public examination. • She wants to become a civil servant. Although the government accepts the result of General Certificate of Secondary Education (GCSE) on Chinese subject, some departments still require the candidates to take Chinese exams. She finds them difficult to pass. • She plans to take GCSE Chinese examination and will apply for civil servants after she passes it. • She is a Muslim, and is required to wear clothing largely covering her body like long trousers. • She finds a part-time job recently. But the dress code for female staff is short skirt that she finds difficult to fulfill.
Guide questions	<p>What learning difficulties has she been facing since primary school? What difficulties will she encounter when she hunts for jobs? What difficulties will she face about the dress code in school and working place? How is her life as a member of the ethnic minority in Hong Kong? How do you think she feels about her identity?</p>
Possible human rights violations	<ul style="list-style-type: none"> • Discrimination based on sex • Racial discrimination

<p>Relevant articles of UDHR</p>	<p>Article 2: Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.</p>
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Role 6: A middle-aged grassroots woman

<p>Background information</p>	<ul style="list-style-type: none"> • She is a middle-aged woman who graduated from junior secondary school. When she was young, she was a sewing worker in a garment factory. But in late 1980s the factory shut down and moved to Mainland China. • She used to work as a cleaner, while also doing housework and child care after work. • Her work included collecting garbage on every floor of the building and cleaning each floor. She worked for 12 hours a day. Her monthly wage was HKD 6000. Theoretically she had annual leaves but she was not allowed to claim the leave. Her host company did not provide her with any gloves and protective clothing. She once thought of complaining to a trade union, but her boss threatened her not to do so. • She resigned from her cleaning job because she got injured in the work place.
<p>Guide questions</p>	<p>Imagine the schedule of a working woman who is also responsible for housework. How do you think she feels about her work and daily life? What troubles does she face? How is her working condition?</p>
<p>Possible human rights violations</p>	<p>Violation of</p> <ul style="list-style-type: none"> • Labor rights: right to just and favorable conditions of work, right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay. • Right to participate in cultural life.

<p>Relevant articles of UDHR</p>	<p>Article 23: (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. (2) Everyone, without any discrimination, has the right to equal pay for equal work. (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection. (4) Everyone has the right to form and to join trade unions for the protection of his interests.</p> <p>Article 24: Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.</p> <p>Article 25: (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.</p> <p>Article 27: (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.</p>
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Public Place: Protestors, Street Performers, and Hawkers

A public place is a space that everyone can use. It is meant for all members of society. Public places like streets, parks, and other open spaces are traditionally used by people for leisure, economic, social and cultural purposes. People are free to use them as long as they do not prevent others from enjoying them and do not cause harm to anyone or any property. In using the public place, people exercise various human rights.

Topic	: Public Place: Protestors, Street Performers, and Hawkers
Level	: Upper Secondary
Subject	: Liberal Studies, Human Rights Education, Civic Education
Human Rights Concept	: <ul style="list-style-type: none">- Political rights including freedom of expression- Economic, social and cultural rights
Time Allotment	: Two sessions

I OBJECTIVES

Students will be able to

1. Discuss what they learned through socio-games the different users of public places and their rights such as freedom of expression, right to

work, social and cultural rights and strategies in responding to violations of rights.

2. Discuss the meaning of street as public place.

II RESOURCES

- **The Universal Declaration of Human Rights**

Article 19: Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20: (1) Everyone has the right to freedom of peaceful assembly and association. (2) No one may be compelled to belong to an association.

Article 23: (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

Article 27: (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

- **International Covenant on Civil and Political Rights**

Article 19: (3) The exercise of the rights provided for in paragraph 2 of this article carries with it special duties and responsibilities. It may therefore be subject to certain restrictions, but these shall only be such as are provided by law and are necessary: (a) For respect of the rights or reputations of others; (b) For the protection of national security or of public order (ordre public), or of public health or morals.

Article 21: The right of peaceful assembly shall be recognized. No restrictions may be placed on the exercise of this right other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.

- Reclaiming City Streets for People – Chaos or Quality of Life? - ec.europa.eu/environment/pubs/pdf/streets_people.pdf and also http://en.wikipedia.org/wiki/Reclaim_the_Streets
- Props money and record card for socio-game.

III PROCEDURE

A. Opener

The teacher tells the student about walking in the street every day and asks them several questions: Have you thought of the meaning of street to you? Have you thought of the different meanings of street to different people? Have you noticed that the use of the street as public place is closely related to human rights?

B. Development of Activities

1. Activity

The teacher assigns particular roles to the students, and instructs them to participate in a short socio-game.

SCENE: A NARROW STREET

Roles:

Street performers: perform in the street to seek public attention to earn money.

Protestors: sit-in on the street pavement to protest against violation of human rights by the government.

Hawkers: sell goods in the streets to earn money. There is a competitive environment for business.

Residents nearby and pedestrians: walk in the street, interact with other street users and may stop in the street for very short break.

Police: carry action to ensure no blockage on the street, public safety and public order. They may have special tasks like stopping all street activities.

Props:

Prepare goods for hawkers and instruments for street performance. Prepare placards for protestors. All roles, except the police, keep particular props money and record cards and use them when interacting with other users. For instance, street performers may seek public attention through performance. The public may pay specific amount of props money to the performers if they enjoy the performance while the performers need to sign the pedestrian record card. The residents nearby and pedestrians collect signatures for their record card to buy goods from hawkers, appreciate street performance, and talk to the protestors. People playing the roles may try to do their best in getting what the roles are meant to achieve (earn as much money as possible or get as many signatures as they can).

Step 1:

Groups of different roles prepare their respective props, and discuss the space and regulations affecting the performance of their tasks. Groups of police discuss the criteria for law execution.

Step 2:

Socio-game starts running.

Step 3:

After the game runs for 10 minutes, the police carry out a special task including stopping people from waiting on the street for the sake of public safety, or preventing the blockage of streets to ensure public order or non-obstruction of street use, or asking the hawkers either to leave or have their goods confiscated, or asking the protestors to leave, or taking away their banners, or arresting them.

2. Analysis

The teacher provides guide questions for debriefing and class discussion of the socio-game:

- What principles would you consider regarding the use of the street? Who owns the street and how is it managed? What are the rights of each street user? How do you balance the rights of each street user?
- What did you feel when you saw the police stopping the street performers, protestors, pedestrians and hawkers from using the street? Do you see the need to demand for justifications from the police for such action? Will you join in solidarity with the street users to protect your rights? Why? What actions will you take if you faced unjustified and unfair order to clear the street?
- What rights of street users are possibly violated in the clearance action by police? Does the action have justifications?
- What are the legitimate and justified limitations on street users?
- What are the multiple meanings of the street as public place?
- Share your experience of using the street. Are the new street and shopping mall designs favorable for walking in the street?

The teacher writes on the board some of the highlights of the students' responses to the guide questions.

3. Abstraction

The teacher draws from the discussions of the students the following points:

- People own the public places

- The rights of street users include freedom of expression, right to peaceful assembly, right to work, right to free choice of employment, right to freely participate in the cultural life of the community and enjoy the arts.

The teacher explains the principle that certain human rights may also be limited or restricted under defined conditions.

The explanation can cover the

- Limitations on freedom of expression stated in Article 19(3) of the International Covenant on Civil and Political Rights
- Restrictions on freedom of assembly stated in Article 21 of the International Covenant on Civil and Political Rights
- Restriction on rights and proportionality test.

Finally, the teacher explains the ideas about people and public places such as “Reclaiming the streets by people” that is meant to help improve the urban environment.

4. Application

The teacher asks the students to form groups to discuss the following case and decide whether or not protests are public place obstruction and how to draw a line on respecting the freedom of expression and obstruction.

Yeung May Wan & Others v HKSAR (CFA, May 2005)

Time: March 2002

People: 16 protestors of Falungong

Venue: The pedestrian road outside the Chinese Liaison Office

Action: Peaceful sit-in outside the Office

Police Action: Warnings given, and later order to protestors to clear the public place

Charges: When the protestors refused to leave the place, they were arrested and charged with public place obstruction, assaulting police, etc.

The teacher instructs the groups to report their discussion to the whole class.

The teacher debriefs the students by explaining what public place obstruction means:

Public place obstructions include: “(1) act which directly or consequentially caused an obstruction to a public place, (2) the act must have been done without lawful authority or excuse”. “What was

reasonable was a question of fact and degree depending on all the circumstances, including the obstruction's extent, duration, time, place and purpose." The court also needs to give substantial weight to the constitutionally protected right to demonstrate. (Reference: Basic Law Bulletin Issue No. 8, Jan 2006, pages 13-15, www.doj.gov.hk/eng/public/pub20030002_i8.htm)

C. Closure

The teacher ends the session by saying that public places, in general, freely allow the people to exercise their rights. The streets are public places where people can exercise a variety of rights for different users including the right to freedom of expression, right to work, social and cultural rights, and right to freedom of assembly (in the form of actions in response to human rights violations). The teacher also stresses how the lesson facilitates the learning of these rights through socio-games.

IV EVALUATION

The teacher may ask the students to collect newspaper clippings regarding the deprivation of rights of street performers and hawkers to use public places or privatization of public place, and give their comments on them.

Guided keywords for searching news clippings:

- Street performers Mr. Andrew So
- Hawkers "Eggwaffle uncle" Ng yuk-fai in Tai Hang
- Public place in Times Square in Causeway Bay and Woo Cheong Pawn in Wan Chai.

Alternatively, the teacher may ask the students to write or draw summary note and reflective journal after the class.

Notes

The Universal Declaration of Human Rights affirms that the exercise of a person's rights and freedoms may be subject to certain limitations, which must be determined by law, solely for the purpose of securing due recognition of the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society. Rights may not be exercised contrary to the purposes and principles of the United Nations, or if they are aimed at destroying any of the rights set forth in the Declaration (arts. 29 and 30).

The International Covenant on Economic, Social and Cultural Rights states that the rights provided for therein may be limited by law, but only in so far as it is compatible with the nature of the rights and solely to promote the general welfare in a democratic society (art. 4).

Unlike the Universal Declaration [Human Rights] and the [International] Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights contains no general provision applicable to all the rights provided for in the Covenant authorizing restrictions on their exercise. However, several articles in the Covenant provide that the rights

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being dealt with shall not be subject to any restrictions except those which are prescribed by law and are necessary to protect national security, public order, or the rights and freedoms of others.

The International Bill of Human Rights, Fact Sheet No. 2 (Rev.1), Centre for Human Rights (Geneva, 1988), pages 11-12.



LESSON PLAN 5

Burning National Flag and Freedom of Expression

The exercise of the right to freedom of expression should be respected and protected. However, there are recognized limits to the exercise of such right. What should be the guide for people in exercising this right?

Topic	: Burning national flag and freedom of expression
Level	: Upper Secondary level
Subject	: Liberal Studies, Human Rights Education, Civic Education
Human Rights Concept	: Freedom of expression
Time Allotment	: One session

I OBJECTIVES

Students will be able to discuss the concept and limits of freedom of expression through the cases of flag burning.

II RESOURCES

- **The Universal Declaration of Human Rights**

Article 19: Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20: (1) Everyone has the right to freedom of peaceful assembly and association. (2) No one may be compelled to belong to an association.

- **International Covenant on Civil and Political Rights**

Article 19:

(1) Everyone shall have the right to hold opinions without interference.

(2) Everyone shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of his choice.

(3) The exercise of the rights provided for in paragraph 2 of this article carries with it special duties and responsibilities. It may therefore be subject to certain restrictions, but these shall only be such as are provided by law and are necessary: (a) For respect of the rights or reputations of others; (b) For the protection of national security or of public order (ordre public), or of public health or morals.

- Discussion Materials

III PROCEDURE

A. Opener

The teacher explains the fact that there are cases of people burning their national flag or the national flag of other countries as part of acts of protest. The teacher asks the students: Is burning your own national flag or that of other countries a kind of exercise of freedom of expression or not? Where should we draw the line between exercise of such freedom and acts considered otherwise?

B. Development of Activities

1. Activity

The teacher asks the students to read the Discussion Materials below.

Discussion Material 1:

A Mainland Chinese tourist was imprisoned in 2011 for taking down and burning a “5 stars” flag, the national flag of the People’s Republic of China, from the flagpole in Golden Bauhinia Square in Wanchai. He was convicted of violating the National Flag and National Emblem Ordinance. He explained in the Court that the national flag he burned did not represent China. Only the “Blue Sky, White Sun”

flag assigned by Dr. Sun Yat-sen was the genuine national flag for China. (**Apple Daily**, 24 July 2011)

Discussion Material 2:

Section 7 of the National Flag and National Emblem Ordinance states “A person who desecrates the national flag or national emblem by publicly and willfully burning, mutilating, scrawling on, defiling or trampling on it commits an offence and is liable on conviction to a fine at level 5 [50,000 HK Dollars] and to imprisonment for 3 years.”

Non-governmental organizations criticize the Ordinance for violating the right to freedom of expression enshrined in the Basic Law and the International Covenant on Civil and Political Rights.

Two protestors publicly showed defaced national and regional flags to protest against the Chief Executive who was elected by a small circle of voters. They were convicted under the Ordinance. In 1999, the Final Court of Appeal affirmed the convictions. In its summary, the Court states that “By criminalizing desecration of the national and regional flags, the statutory provisions in question constitute a limited restriction on the right to freedom of expression. The aims sought to be achieved are the protection of the national flag as a unique symbol of the Nation and the regional flag as a unique symbol of the Hong Kong Special Administrative Region in accordance with what are unquestionably legitimate societal and community interests in their protection. Having regard to what is only a limited restriction on the right to the freedom of expression, the test of necessity is satisfied. The limited restriction is proportionate to the aims sought to be achieved and does not go beyond what is proportionate. “ (FACC No. 4 of 1999 – the judgment was issued on 15 December 1999. Further details available at (1) http://legalref.judiciary.gov.hk/lrs/common/search/search_result_detail_frame.jsp?DIS=18937&QS=%2B&TP=JU (2) www.law.hku.hk/conlawhk/sourcebook/conlawcase/NgkungsiuCFAe.htm)

Discussion Material 3:

The Supreme Court of the United States ruled that the ban on desecrating the American national flag in the state law and federal law violated the freedom of expression protected under the First Amendment to the United States Constitution.

Reference: The United States Supreme Court in *Texas v. Johnson*, 491 U.S. 397 (1989), *U.S. v. Eichman*, 496 U.S. 310 (1990)

Discussion Material 4:

The “Blue Sky, White Sun” flag was the revolutionary flag of Hsing Chung Hui (literally Revive China Society) and is the Kuomintang flag now.

The “Blue Sky, White Sun and Red Ground” flag was once the national flag of Republic of China in Mainland China in 1920s. The People’s Republic of China was established by the Chinese Communist Party in Mainland China in 1949 and has used the “5 stars” red flag as national flag from that time till now. The “Blue Sky, White Sun and Red Ground” flag is regarded as the national flag of the Republic of China in Taiwan.

The teacher instructs the students to form small groups and answer the following questions related to the Discussion Materials:

- What did the Mainland Chinese tourist in Discussion Material 1 think about the country represented by the national flag? Why did he burn the flag?
- Why did the protestors desecrate the national flag? What did they want to express?
- Does ban on burning national flag violate freedom of expression? Please explain your views briefly.

The teacher asks the groups to report their respective discussions to the whole class.

2. Analysis

The teacher leads the debriefing on the group discussions and asks the following questions:

- What is/are being protected in the ban of burning or damaging the national flag?
- Is protection of country’s dignity a legitimate and justified ground to restrict or ban burning national flag?
- What does “respect the national flag” mean? Who should respect the national flag?
- Are there any conditions for respecting the national flag of own country and other countries?
- If we agree that the burning or damaging of our own national flag should be a criminal offence, how about burning the flag of other countries?

The teacher writes on the board the main points in the answers of the students to the questions that are for and against the idea that burning the flag is an exercise of the right to freedom of expression.

3. Abstraction

Using the responses of the students to the questions, the teacher explains the concept of limitation of rights. The teacher cites Article 19

of the International Covenant on Civil and Political Rights that states the limitations on freedom of expression.

The teacher notes that the exercise of the rights under this article carries with it “special duties and responsibilities,” and is thus subject to certain restrictions. The teacher stresses that such restrictions must follow specific requirements, namely,

- They are provided by law and
- The law is necessary:
 - (a) to be able to respect the rights or reputation of others;
 - (b) to protect national security or of public order (ordre public), or of public health or morals.
- They pass the proportionality test.

4. Application

Students may discuss and work on summarizing the session by using the mind mapping technique, that is, writing “a central word or concept, around the central word [and drawing] 5 to 10 main ideas that relate to that word. [For each] of those child words ... again draw the 5 to 10 main ideas that relate to each of those words.” (Mind Mapping FAQ, <http://members.optusnet.com.au/charles57/Creative/Mindmap/mindmapfaq.html>).

C. Closure

The teacher explains that the lesson has covered the concept and limits of freedom of expression through the cases of flag burning.

IV EVALUATION

The teacher may ask the students to either

- a. research and comment on which countries, which have ratified the International Covenant on Civil and Political Rights, allow or ban national flag burning.
- b. write reflective journal after the class.



Freedom of expression and assembly

The right to freedom of expression is an important human right that should be protected by law. The exercise of this right can however be limited under certain conditions. What are justified limitations on freedom of expression vary from case to case. There is a need to clarify the context involved in order to determine whether or not the limitation of the right can be justified.

Topic	: Freedom of expression and assembly
Level	: Upper secondary
Subject	: Liberal Studies, Human Rights Education, Civic Education
Human Rights Concept	: - Concept and limits of the freedom of expression - Right to hold peaceful assembly
Time Allotment	: Two sessions

I OBJECTIVES

Students will be able to discuss the concept and limits of freedom of expression through the following cases: (1) Cases highlighting the rights to protest and counter-protest and limits on freedom of expression, etc; and (2) Case of the call for an “International Burn a Koran Day” on 11 September 2010 by American pastor Terry Jones.

II RESOURCES

- **International Covenant on Civil and Political Rights**

Article 19:

(1) Everyone shall have the right to hold opinions without interference.

(2) Everyone shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of his choice.

(3) The exercise of the rights provided for in paragraph 2 of this article carries with it special duties and responsibilities. It may therefore be subject to certain restrictions, but these shall only be such as are provided by law and are necessary: (a) For respect of the rights or reputations of others; (b) For the protection of national security or of public order (ordre public), or of public health or morals.

Article 20:

(1) Any propaganda for war shall be prohibited by law.

(2) Any advocacy of national, racial or religious hatred that constitutes incitement to discrimination, hostility or violence shall be prohibited by law.

Article 21:

The right of peaceful assembly shall be recognized. No restrictions may be placed on the exercise of this right other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.

- Discussion materials

III PROCEDURE

A. Opener

The teacher explains that the lesson continues the discussion of the concept and limits of freedom of expression discussed in the previous class, and will focus on case studies to learn more about the limits of the freedom of expression.

B. Development of Activities

1. Activity

The teacher tells the students to form small groups (not more than 5 students) and discuss the particular role involved in the case (described below) assigned to each group.

Case: Protest and counter-protest

Background: In city A, a group of protestors demonstrates and urges that the foreign domestic workers working in the city for years should not be eligible to apply for the right of abode. Another group of protestors that campaigns against racial and class discrimination comes to the same place and counter-protests the original protest.

Roles & Guide Questions:

(1) The government: How will you handle the protest and counter-protest? Will you impose any restrictions on the protests? If yes, on what conditions, on which group, and what kind of restrictions will you impose and why? If not, what is/are the reason(s)?

(2) Protestors opposed to the eligibility of foreign domestic workers working in the city for years to apply for right of abode: What do you think about the counter protest? What is the impact if protest and counter protest took place in the same place? What should the government do in this situation?

(3) Protestors from counter protest: Why do you come to counter protest? Do you think that counter protest is protected by freedom of expression enshrined by international human rights law and local law? What should the government do in this situation? If counter protest is being restricted or banned, do you think it is justified? If yes, why?

The teacher asks the groups to present their views after the group discussion to the whole class. The presenting group can be questioned at least twice by other groups.

2. Analysis

The teacher debriefs the students by raising the following questions:

- Do you think the government should impose restrictions or ban protest and counter-protest in the same place? Under what conditions, and what restrictions are appropriate to be applied? Why?
- What is the limit of freedom of expression? What conditions and criteria should be employed to restrict freedom of expression?

3. Abstraction

Referring to the responses of the students, the teacher points to several principles regarding peaceful assemblies:

- The right to peaceful assembly applies to protest and counter-protest

- The right to peaceful assembly involves the positive duty on the government to take reasonable and appropriate measures to enable lawful assemblies to take place peacefully. (Reference: Para 22 & 23. *Leung Kwok Hung & Others v. HKSAR*. FACC 1 & 2 /2005, 2005.7.8) The government should not easily restrict or ban the right to peaceful assembly and should not favor any of the groups involved.
- Article 19 of the International Covenant on Civil and Political Rights states the limitations on freedom of expression: Article 19(3): The exercise of the rights provided for in paragraph 2 of this article carries with it special duties and responsibilities. It may therefore be subject to certain restrictions, but these shall only be such as are provided by law and are necessary: (a) For respect of the rights or reputations of others; (b) For the protection of national security or of public order (*ordre public*), or of public health or morals.
- The proportionality test must be applied in determining measures that could restrict or stop the exercise of the right to peaceful assembly.

4. Application

The teacher presents the case of the call by an American pastor (Terry Jones) to burn the Qur'an in his "International Burn the Koran Day" set on 11 September 2010. The teacher explains that while burning the Qur'an as a symbolic act is a protected act under the freedom of expression enshrined by the First Amendment to the United States Constitution, it has upset the American public, and caused anger against it to rise in the Islamic world.

The teacher asks the students to think of this case using the following guide questions:

- (1) What do you think about the public call for Qur'an burning by American pastor Terry Jones?
- (2) What is the limit of freedom of expression? What does justified limitation mean?
- (3) Under what condition burning something as symbolic act should be restricted?
- (4) Does freedom of expression include speech that upset people? Does it include speech inciting racial and religious hatred?
- (5) What do you think about the degree of the protection of freedom of expression under the United States Constitution?

C. Closure

The teacher concludes the discussion by saying that there are limits to the right to freedom of expression as seen in the cases of protest and counter-protest, and public call by Terry Jones.

IV EVALUATION

1. The teacher may evaluate the understanding of freedom of expression by the students by further discussion on the following case:

“The United States Supreme Court has declared that demonstrations by Nazi groups in Jewish suburbs are legal forms of freedom of expression. Should such groups in fact be prevented from promoting a doctrine that would lead to the destruction of a whole people? Or is that an unacceptable restriction of the right to freedom of expression?” Quoted from Council of Europe: “Chapter 4.1 Understanding Human Rights”. COMPASS: A manual on human rights education with young people. December 2002. www.eycb.coe.int/compass/en/contents.html

2. The teacher may ask the students to write or draw summary note and reflective journal after the class.



LESSON PLAN 7

International Labor Law

With the shift toward pro-market policies under the globalization process, deregulatory measures in the labor market resulted in an increase in the number of non-regular workers in many parts of the world. In the context of inadequate employment safety net, learning about workers' rights in school becomes even more important. While it may be more practical to study domestic labor law, knowing international standards such as those from the International Labour Organization (ILO) will help students know solutions to labor problems from an international perspective, and will also make them learn about global labor problems.

Topic	: International labor law
Level	: Upper secondary
Subject	: Civics, synthetic learning
Human Rights Concept	: Workers' rights
Time Allotment	: Three sessions

I OBJECTIVES

Students will be able to

1. Discuss the International Labour Organization (ILO), its roles and significance
2. Explain the rights that workers are entitled to
3. Identify global labor problems
4. Cite the limitations of domestic labor laws, and the importance of international labor standards.

II RESOURCES

- International labor law cards, based on ILO conventions
- Video - “ Stop Child Labor” by ILO, available on YouTube: www.youtube.com/watch?v=wWzEA3GuMQc

III PROCEDURE

A. Opener

The teacher shows the students the video entitled “Stop Child Labour” produced by the ILO to learn about the different types of child labor around the world.

B. Development of Activities

1. Activity

The teacher asks the students to form small groups (not more than 5 for each group), and discuss Worksheet No. 1 (“Show a Red Card to the President of the Company/Employer!,” see Annex 1).

Using the set of twenty “international labor law cards” (see Annex 2 for the list of the contents of the cards) given to each group, the teacher instructs the students to match an international labor law card to each of the statements in Worksheet No. 1 and write the number of the card in the blank spaces beside the statements.

The teacher asks each group to report on the results of their respective exercises to the class, and checks whether or not they gave the right answers. See Annex 4 for the right answers.

2. Analysis

The teacher tells the groups that there are several international agreements under ILO that do not cover Japan, because the Diet (parliament) has not approved them yet. Each group guesses and divides all twenty cards into two groups: those agreements that cover Japan and those that do not. Each group shows its answers to other groups.

The teacher tells the groups that cards with numbers 3,4,7,8,10,14,15,18, and19 are the ones referring to agreements that are not approved yet by Japan’s Diet and asks them to discuss why each agreement has not been ratified and if it should be ratified or not. They write the reasons on the respective spaces at the back of Worksheet No. 1.

The groups report the results of their discussion to the whole class explaining what they think are reasons for non-approval of the agreements and why they should be approved by the Diet.

3. Abstraction

The teacher cites the important function of the ILO in setting international labor standards in order to provide workers all over the world with the chance to enjoy similar rights as workers. The teacher refers to the “international labor law cards” as examples of the different conventions or agreements that countries around the world would be able to commit to fulfilling, for the sake of their own workers.

The teacher explains that in international law the final approval of international agreements by the countries is called ratification. This is done by the parliament (Diet) after a government representative signs them.

The teacher discusses the current status of ratification of ILO conventions, as well as the fact that domestic laws would either have to be amended or new laws have to be enacted to comply with the conventions if Japan became a state party to them. See Annex 3 for the list of ILO conventions that have been ratified by Northeast Asian countries.

4. Application

The teacher gives an assignment to the students to research on real cases of labor rights violations in Japan and in the other countries that correspond to the cases on Worksheet No.1. For Japanese cases, the teacher also tells the students to look for provisions in Japanese domestic laws that correspond to those in international labor law cards.

5. Closing

The teacher stresses the existence of international labor standards that can benefit workers in all countries of the world, and would promote, protect and realize their rights. They are probably most useful in dealing with the changing situation brought on by globalization, which affects labor.

The teacher also cites the need for Japan to be bound by these international labor standards by committing to the ILO conventions, including changing domestic labor laws.

IV EVALUATION

The teacher tells the students to write a reflection paper on the importance of following the international labor standards to benefit all workers.

Annex 1

Worksheet No.1 “Show a Red Card to the President of the Company/Employer!”

Number		Card No.
1	“It is an unprecedented huge accident. It is not the time to follow a dosimeter!”	
2	“You are fired! You have too many grievances. I found another person to replace you!”	
3	“You are already senior secondary school students, so you can work like grown-ups!”	
4	“Women cannot expect the same salary as male taxi drivers!”	
5	“You are only allowed to have maternity leave for one month!”	
6	“Finally we have a rush of orders! You will not have any holidays this month!”	
7	“Go back to your own country, if you dare to ask for the same working conditions as the others!”	
8	“Our company does not allow our employees to join a labor union!”	
9	“Our company is a temporary staffing agency; we don’t accept collective bargaining by our employees!”	
10	“If you are found to be HIV positive after a blood test, your employment will be terminated!”	
11	“Would you like to have a paid date with me? I like young girls like you.”	

12	“If you promise you won’t join a labor union, we will employ you!”	
13	“Our company won’t employ any foreigners!”	
14	“The economy is still in recession, we just cannot pay your salary for some time. If you won’t agree, go and find a different job.”	
15	“As you are a live-in maid, you won’t have any holidays!”	
16	“You will be paid half of the salary of the full time workers! The work is the same but you are only a part-timer.”	
17	“When you are back in the office after your maternity leave, your working hours will not be the same as before!”	
18	“You will be paid almost nothing until you have learned your work!”	
19	“Give up your holidays to make up for the company’s loss due to your walkout!”	
20	“It is no use if you report this to the labor standards office!”	

Annex 2

International Labor Law Cards

Prepared by Akio Hige

Card no. 1

C081 - Labour Inspection Convention, 1947 (No. 81)

A system of labour inspection makes sure the enforcement of laws relating to conditions of work and the protection of workers while engaged in their work, such as provisions relating to hours, wages, safety, health and welfare, the employment of children and young persons, and other connected matters. The system also helps employers and workers on how to follow what the laws require. And in cases there are problems or abuses not mentioned in the law, the system can help bring the matters to proper government agencies for resolution. (Article 3)

A system of labour inspection should cover all workplaces. (Article 2)

Card no. 2

C087 - Freedom of Association and Protection of the Right to Organise Convention, 1948 (No. 87)

All workers and employers have the right to freely establish and join any organization that would promote and defend their interests as workers or employers. (Article 2)

Card no. 3**C095 - Protection of Wages Convention, 1949 (No. 95)**

Wages means remuneration or earnings capable of being expressed in terms of money and fixed by mutual agreement or by national laws or regulations, which are payable in virtue of a written or unwritten contract of employment by an employer to an employed person for work done or to be done or for services rendered or to be rendered. (Article 1)

Wages payable in money shall be paid only in legal tender, directly to the worker. Payment of wages by bank cheque or postal cheque or money order in cases in which payment in this manner is customary or is necessary because of special circumstances, or where a collective agreement or arbitration award so provides, or where not so provided, with the consent of the worker concerned. (Articles 3 and 5)

Card no. 4**C097 - Migration for Employment Convention (Revised), 1949 (No. 97)**

Immigrants must be treated no less favorable than national employees regarding

- a. remuneration, membership of trade unions and enjoyment of the benefits of collective bargaining, accommodation
- b. social security
- c. employment taxes, dues or contributions payable
- d. legal proceedings relating to the matters referred to in this Convention.

Card no. 5**C098 - Right to Organise and Collective Bargaining Convention, 1949 (No. 98)**

Workers shall enjoy adequate protection against acts of anti-union discrimination in respect of their employment. Employers cannot make the employment of a worker subject to the condition that he/she shall not join or relinquish trade union membership, nor dismiss or prejudice a worker by reason of union membership or participation in union activities.

Card no. 6

C100 - Equal Remuneration Convention, 1951 (No. 100)

The principle of “equal remuneration for men and women workers for work of equal value” should apply to all workers.

Card no. 7

C105 - Abolition of Forced Labour Convention, 1957 (No. 105)

- Any form of forced or compulsory labour is not allowed,
- as a method of political coercion or education or as a punishment for expressing views ideologically opposed to the established system;
 - as a method of using labour for economic development;
 - as a means of discipline;
 - as a punishment for participation in strikes; and
 - as a means of racial, social, national or religious discrimination.

Card no. 8

C111 - Discrimination (Employment and Occupation) Convention, 1958 (No. 111)

The government should adopt a national policy designed to promote “equality of opportunity and treatment in employment and occupation” in order to eliminate any discrimination in employment and occupation.

Discrimination means any distinction, exclusion or preference made on the basis of race, colour, sex, religion, political opinion, national extraction or social origin, and such other distinction, exclusion or preference, which has the effect of nullifying or impairing equality of opportunity or treatment in employment or occupation.

Card no. 9**C115 - Radiation Protection Convention, 1960 (No. 115)**

In the light of knowledge available at the time, all appropriate steps shall be taken to ensure effective protection of workers, as regards their health and safety, against ionising radiations. (Article 3)

Every effort shall be made to restrict the exposure of workers to ionising radiations to the lowest practicable level, and any unnecessary exposure shall be avoided by all parties concerned. (Article 5)

Card no. 10**C131 - Minimum Wage Fixing Convention, 1970 (No. 131)**

The government should establish a system of minimum wages which covers all groups of wage earners whose terms of employment are such that coverage would be appropriate. (Article 1)

The determination of the level of minimum wages shall consider the following:

(a) the needs of workers and their families, taking into account the general level of wages in the country, the cost of living, social security benefits, and the relative living standards of other social groups;

(b) economic factors, including the requirements of economic development, levels of productivity and the desirability of attaining and maintaining a high level of employment.

Card no. 11**C138 - Minimum Age Convention, 1973 (No. 138)**

The government should adopt a national policy designed to ensure the effective abolition of child labour and to raise progressively the minimum age for admission to employment or work to a level consistent with the fullest physical and mental development of young persons. (Article 1)

The minimum age shall not be less than the age of completion of compulsory schooling and, in any case, shall not be less than 15 years.

If the economy and educational facilities are insufficiently developed, the government may, after consultation with the

Card no. 11 (Cont'd)

organisations of employers and workers concerned, where such exist, initially specify a minimum age of 14 years. (Article 2)

The minimum age for admission to any type of employment or work which by its nature or the circumstances in which it is carried out is likely to jeopardise the health, safety or morals of young persons shall not be less than 18.

But national laws or regulations or the competent authority may, after consultation with the organisations of employers and workers concerned, where such exist, authorise employment or work as from the age of 16 years on condition that the health, safety and morals of the young persons concerned are fully protected and that the young persons have received adequate specific instruction or vocational training in the relevant branch of activity. (Article 3)

Card no. 12

C156 - Workers with Family Responsibilities Convention, 1981 (No. 156)

There should be a national policy on enabling persons with family responsibilities who are engaged or wish to engage in employment to exercise their right to do so without being subject to discrimination and, to the extent possible, without conflict between their employment and family responsibilities. (Article 3)

Effective equality of opportunity and treatment for men and women workers, all measures compatible with national conditions and possibilities shall be taken--

(a) to enable workers with family responsibilities to exercise their right to free choice of employment; and

(b) to take account of their needs in terms and conditions of employment and in social security. (Article 4)

There are also further actions to be taken --

(a) to take account of the needs of workers with family responsibilities in community planning; and

(b) to develop or promote community services, public or private, such as child-care and family services and facilities. (Article 5)

Card no. 13**C158 - Termination of Employment Convention, 1982 (No. 158)**

The employment of a worker shall not be terminated unless there is a valid reason for such termination connected with the capacity or conduct of the worker or based on the operational requirements of the undertaking, establishment or service. (Article 4)

The following, among others, shall not constitute valid reasons for termination:

(a) union membership or participation in union activities outside working hours or, with the consent of the employer, within working hours;

(b) seeking office as, or acting or having acted in the capacity of, a workers' representative;

(c) the filing of a complaint or the participation in proceedings against an employer involving alleged violation of laws or regulations or recourse to competent administrative authorities;

(d) race, colour, sex, marital status, family responsibilities, pregnancy, religion, political opinion, national extraction or social origin;

(e) absence from work during maternity leave. (Article 5)

Temporary absence from work because of illness or injury shall not constitute a valid reason for termination.

The employment of a worker shall not be terminated for reasons related to the worker's conduct or performance before he is provided an opportunity to defend himself against the allegations made, unless the employer cannot reasonably be expected to provide this opportunity. (Article 6)

Card no. 14**C175 - Part-Time Work Convention, 1994 (No. 175)**

Measures shall be taken to ensure that part-time workers receive the same protection as that accorded to comparable full-time workers in respect of:

(a) the right to organize, the right to bargain collectively and the right to act as workers' representatives;

(b) occupational safety and health;

(c) discrimination in employment and occupation. (Article 4)

Measures shall be taken to ensure that part-time workers receive conditions equivalent to those of comparable full-time workers in the fields of:

Card no. 14 (Cont'd)

- (a) maternity protection;
- (b) termination of employment;
- (c) paid annual leave and paid public holidays; and
- (d) sick leave,

it being understood that pecuniary entitlements may be determined in proportion to hours of work or earnings. (Article 7)

Card no. 15

**C181 - Private Employment Agencies Convention, 1997 (No. 181)
Convention concerning Private Employment Agencies**

1. In order to promote equality of opportunity and treatment in access to employment and to particular occupations, a Member shall ensure that private employment agencies treat workers without discrimination on the basis of race, colour, sex, religion, political opinion, national extraction, social origin, or any other form of discrimination covered by national law and practice, such as age or disability.

2. Paragraph 1 of this Article shall not be implemented in such a way as to prevent private employment agencies from providing special services or targeted programmes designed to assist the most disadvantaged workers in their jobseeking activities. (Article 5)

1. Private employment agencies shall not charge directly or indirectly, in whole or in part, any fees or costs to workers.

Article 9

A Member shall take measures to ensure that child labour is not used or supplied by private employment agencies. (Article 7)

1. Each Member shall design and implement programmes of action to eliminate as a priority the worst forms of child labour. (Article 6)

Card no. 16**C182 - Worst Forms of Child Labour Convention, 1999 (No. 182)**

The worst forms of child labour comprises:

(a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;

(b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;

(c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;

(d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children. (Article 3)

Card no. 17**C183 - Maternity Protection Convention, 2000 (No. 183)**

Each Member shall, after consulting the representative organizations of employers and workers, adopt appropriate measures to ensure that pregnant or breastfeeding women are not obliged to perform work which has been determined by the competent authority to be prejudicial to the health of the mother or the child, or where an assessment has established a significant risk to the mother's health or that of her child. (Article 3)

Pregnant or breastfeeding women are entitled to a period of maternity leave of not less than 14 weeks. (Article 4)

The maternity leave shall be provided before or after the maternity leave period in the case of illness, complications or risk of complications arising out of pregnancy or childbirth. (Article 5)

Cash benefits shall be provided to women who are absent from work on leave. The amount of cash benefits should ensure that the woman can maintain herself and her child in proper conditions of health and with a suitable standard of living.

Medical benefits shall be provided for the woman and her child such as prenatal, childbirth and postnatal care, as well as hospitalization care when necessary. (Article 6)

It shall be unlawful for an employer to terminate the employment of a woman during her pregnancy or absence on leave or during a period following her return to work, except on grounds unrelated to the pregnancy or birth of the child and its consequences or nursing. The burden of proving that the reasons for dismissal are unrelated to

Card no. 17 (Cont'd)

pregnancy or childbirth and its consequences or nursing shall rest on the employer. (Article 8)

A woman shall be provided with the right to one or more daily breaks or a daily reduction of hours of work to breastfeed her child. (Article 10)

Card no. 18

C189 - Domestic Workers Convention, 2011 (No. 189)

The government shall take measures to ensure the effective promotion and protection of the human rights of all domestic workers, such as

- (a) freedom of association and the effective recognition of the right to collective bargaining;
- (b) the elimination of all forms of forced or compulsory labour;
- (c) the effective abolition of child labour; and
- (d) the elimination of discrimination in respect of employment and occupation. (Article 3)

The government shall take measures to ensure that domestic workers enjoy effective protection against all forms of abuse, harassment and violence. (Article 5)

The government shall take measures to ensure that domestic workers, like workers generally, enjoy fair terms of employment as well as decent working conditions and, if they reside in the household, decent living conditions that respect their privacy. (Article 6)

Card no. 19

C001 - Hours of Work (Industry) Convention, 1919 (No. 1)

The working hours of persons employed in any public or private industrial undertaking or in any branch thereof, other than an undertaking in which only members of the same family are employed, shall not exceed eight in the day and forty-eight in the week. (Article 2)

In exceptional cases where it is recognised that the provisions of Article 2 cannot be applied, but only in such cases, agreements between workers' and employers' organisations concerning the daily limit of work over a longer period of time may be given the force of regulations, if the Government, to which these agreements shall be submitted, so decides.

The average number of hours worked per week, over the number of weeks covered by any such agreement, shall not exceed forty-eight. (Article 5)

Source: The texts used in these cards are either direct quotations or based on provisions of the ILO Conventions. The full text of the Conventions are available at: NORMLEX - Information System on International Labour Standards - www.ilo.org/dyn/normlex/en/f?p=1000:12000:0::NO::

See also:

www.ilo.org/public/japanese/region/asro/tokyo/standards/list.htm

Annex 3

Ratification of ILO Conventions in Northeast Asia

Country	China	Hong Kong	Japan	Korea	Mongolia
C081		✓	✓	✓	
C087		✓	✓		✓
C095					
C097					
C098		✓	✓		✓
C100	✓		✓	✓	
C105		✓			
C111	✓			✓	
C115		✓	✓	✓	
C131			✓		
C138	✓	✓	✓	✓	✓
C156			✓	✓	
C158					

Ratification of ILO Conventions in Northeast Asia (Cont'd)

Country	China	Hong Kong	Japan	Korea	Mongolia
C175					
C181			✓		
C182	✓	✓	✓	✓	✓
C183					
C189					

Note: Data taken from Normlex - Ratification by Country, www.ilo.org/dyn/normlex/en/f?p=1000:11001:0::NO::

Annex 4

The Right Answers in Worksheet No. 1

Issue	Card No.
1	9
2	13
3	11
4	6
5	17
6	19
7	4
8	2
9	5
10	13
11	8
12	5
13	8
14	3
15	18
16	14
17	17
18	3
19	19
20	1



Right to Vote

Human rights are enjoyed and protected best within the confines of a democratic society. At the same time, democracy thrives through the proper exercise of relevant human rights. Students can understand by themselves the meaning of human rights that relate to democracy through participation in a mock election. This exercise facilitates their interest in politics by providing the opportunity for them to find and think about local issues and social problems, as well as to make them feel that they are members of society responsible for the solution of such problems.

Topic	: Right to Vote
Level	: Upper secondary
Subject	: Civics and synthetic learning
Human Rights Concept	: - Democracy - Child and youth participation in society
Time Allotment	: Three sessions

I OBJECTIVES

Students will be able to

1. Explain the concept of democracy and act out roles in democracy as citizens

2. Discuss the right to vote
3. Discuss the general idea of participation in the government of a country from a human rights perspective.

II RESOURCES

- Official election publications and newspaper clippings of election platforms (manifestos) of different candidates
- Election ballots
- Article 21 of the Universal Declaration of Human Rights:
 1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
 2. Everyone has the right to equal access to public service in his country.
 3. The will of the people shall be the basis of the authority of government; this shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

III PROCEDURE

A. Opener

The teacher introduces to the students basic knowledge about elections (i.e., principles and rules, suffrage, importance of voters' turnout), and asks them how their parents and other family members make decisions on who to vote for during elections.

B. Development of Activities

1. Activity

The teacher asks the students to form small groups (not more than 5 for each group) to discuss issues and questions that arise from official election publications and the manifestos of candidates.

The teacher explains that a mock election will be held involving the real election candidates.

In order to help the students make their respective decisions, the teacher instructs the groups to present their views about the election issues and questions to the whole class.

The teacher holds a mock election by giving the students one ballot each. Students write on the ballots the names of the candidates they vote for and deposit them in a ballot box.

The teacher tallies the votes and announces the results.

2. Analysis

The teacher asks the students to answer the following questions:

- How did you decide on who to vote for?
- What did you feel when you participated in the mock election even though you are not yet of voting age?
- Do you have anything to say to the candidates?

The teacher notes the major answers of the students on the board.

3. Abstraction

The teacher states that participation in elections is a human right and is explicitly provided in Article 21 of the Universal Declaration of Human Rights:

The will of the people shall be the basis of the authority of government; this shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 21 likewise states that

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.

The teacher explains that the article shows the different types of participation in the government of a country, including local governments, and voting in elections is one of the important means of participating in the government.

The teacher stresses the following:

- the importance of voting in elections in order to determine the “will of the people” which in turn is the “basis of authority of government”
- the importance of having proper bases for deciding who to vote for such as through documents like manifestos or events such as public speeches and debates or mass media-based information dissemination systems that explain what the election candidates have to offer to the people.

Finally, the teacher emphasizes that the right to vote should be treated like any human right – it must therefore be universal and equal for all members of the community.

4. Application

The teacher asks the students to discuss in their groups the respective sets of policies of two city mayors as shown in the table below and find which set of policies promotes human rights more. After the group discussion, the teacher instructs them to report to the class and highlight the main human rights being promoted.

**City Mayor Policies on Education and Child-rearing:
Which is a better place to live in for children, City A or City B?**

The Mayor of City A	The Mayor of City B
<ul style="list-style-type: none"> • Overcome competition and discrimination, develop creative human resources • Enact an ordinance on eliminating disparities in education and promoting education and social welfare. • Reduce educational expenses borne by families of students to within 3% of family budget. • Enact an ordinance to protect the right to education (protection of the rights of students) • Promote education on arts and culture • Open, free-of-charge, the cultural facilities in Seoul City to children and youth • Promote innovative public schools that play a leading role in changing examination-oriented educational environment 	<ul style="list-style-type: none"> • Develop human resources who can respond to global competition • Establish “Super Secondary school” • Establish “Global Study Course” in one of the prefectural secondary schools • Introduce market principles in public education • Abolish or reorganize secondary schools that cannot fill their quota of students • Promote the recruitment of principals from the private sectors (on fixed-term basis) • Adopt free school choice policy (students are allowed to opt out of their assigned schools to go to other public schools)

<ul style="list-style-type: none"> • Increase support for the improvement of educational environments without differences between the northern and southern parts of the Han River • Establish learning support centers • Establish and manage a multifunctional complex that young people can use spontaneously • Involve community resources in building community schools • Reduce burden of educational expenses for higher education • Reduce by half the tuition fee of Seoul University • Promote housing provisions for university students by building lodging places on campus • Promote entrepreneurship for creative and sustainable jobs • Support creative venture business by the youth sector • Create more job opportunities by developing local businesses, cooperatives, and social enterprises • Make non-formal (temporary) employees become formal (regular) employees • Promote the conversion of temporary workers to regular employees in the public sector • “Welfare is the best investment with the highest return” • There is an unjust society where the winners monopolize all and the rest are unhappy 	<ul style="list-style-type: none"> • Adopt a common achievement test (school record based on absolute assessment standards) • Employ stricter teacher assessments to remove poor performers • Subsidize private educational institutions • Adopt tuition-free subsidy program for private secondary schools (age of recipients limited) • Adopt a school lunch program • Have a phased provision of lunch for prefectural schools • Install air conditioning in every lower secondary school • Create a “Nishinari special administrative ward” that would provide services closer to the daily lives of the local people • Monthly distribution of 10,000 Yen worth coupons to every household in the ward that receives school expense subsidy • Preferential treatment to those transferred into the ward with tax concessions • Subsidize tuition fees of private primary and lower secondary schools • Provide child-rearing assistance • Subsidize medical expenses for 0 to 15 year-olds
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	<ul style="list-style-type: none"> • Improve nursery care centers to shorten waiting list of children applying for admission • Provide medical checkup service for pregnant women • Integrate Osaka Prefecture University and the Osaka City University • Adopt an Osaka metropolis plan that attracts human and financial resources in order for the city to be a winner in the East Asia subregion.
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5. Closing

The teacher emphasizes the need for people to exercise their right to vote, along with other related rights, in order to ensure their participation in the government at both national and local levels.

IV EVALUATION

For the further development of the activity, after reading the manifesto, students can send open questions to the political parties and their candidates, visit party head offices and campaign offices of candidates, in order to exchange opinions, or participate in open forums where candidates are invited.

Comparison of policies of politicians from Japan and other Northeast Asian countries will foster critical views among students towards Japanese policies.



LESSON PLAN 9

Equal Opportunity and Poverty

“Unfair musical chair” is a metaphor of social structure that reproduces poverty. Poverty should not be solely attributed to personal responsibility but understood as an outcome of existing social structures. “Unfair musical chair” is designed to learn about such structures, as it shows that disadvantages are reproduced among those who are allowed unfair participation in the games, as well as the lack of chairs being a fundamental structural problem. By exploring the solution to break such structures, students can identify social responsibility and will be motivated to build a society where everyone can live without anxiety.

Topic	: Equal Opportunity and Poverty
Level	: Upper secondary
Subject	: Civics or Synthetic Learning
Human Rights Concept	: - right to social security - right to adequate standard of living
Time Allotment	: Three sessions

I OBJECTIVES

Students will be able to

1. Explain poverty as a matter of social structure
2. Explore social systems that do not reproduce poverty, and support the right to social security and the right to adequate standard of living.

II RESOURCES

- Newspaper clippings on the dismissal of dispatch workers
- Statistics showing the increasing ratio over years of non-regular employees
- Articles 22 and 25 of the Universal Declaration of Human Rights
Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 25

Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

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.

III PROCEDURE

A. Opener

The teacher informs the students about the game called “Unfair musical chair.” Since the activity requires physical movements, the teacher prepares the students through an icebreaking activity.

B. Development of Activities

1. Activity

The teacher asks the students to put chairs in a circle, facing outward, with the number of chairs being significantly less than the number of students. For example, for a class of thirty students, use twenty chairs.

The teacher divides the students into two groups, Team A and Team B, with nearly equal number of members.

The teacher reserves approximately 30 percent of the number of chairs for Team A and places tags on the reserved chairs to distinguish them from the other chairs.

The teacher distributes the rules of the game to the students, each group having a different set of rules as shown in the boxes below. The teacher

ensures that the members of each group know only the rules that are meant for them.

Rules for Team A (for distribution to Team A members only)

1. You may sit on any of the chairs
2. If you failed to sit on a chair when the music stopped, you are out.

Secret rules

During the game, the music will always stop three seconds after the teacher says “Do your best, Team A members!” But when the teacher gives false signals such as “Do your best, Team B members” or “Do your best, everyone” the music will not stop. These rules must not be known by the members of Team B.

Rules for Team B (for distribution to Team B members only)

1. You are not allowed to sit on the chairs that are reserved for Team A members.
2. Failure to sit on a chair when the music stops means you are out.

The game would have three rounds, and the teacher removes a number of chairs after each round, and also continues to reserve some chairs for Team A. For example, for the second round, only 15 chairs are left and five chairs (out of 15) are reserved for Team A. For the third round, with only 10 chairs left, 4 chairs are reserved for Team A. The teacher keeps a record of every round, including the total number of chairs, number of chairs reserved for Team A, and the number of students who successfully get to sit on the chairs.

2. Analysis

The teacher asks Teams A and B to form smaller groups (within the same teams) and asks them to write down what they observed during the activity, as well as what they felt using Worksheet No.1. The teacher asks Team A members the advantages they enjoyed and Team B members the disadvantages they suffered from.

The groups report the results of their discussion to the whole class. The teacher writes on the board the key points raised in the group reports.

The students are expected to express the views similar to the following points:

- The rules are not fair to all the participants in the game
- Some participants cannot win the game even they are good and working hard

- Having advantages feels good and makes them win easily
- Having disadvantages makes them lose confidence in themselves but at the same time feels irritated if not angry.

The teacher asks the same groups to answer the following questions using Worksheet No. 2:

- a. How is the real society divided into groups, and which groups have disadvantages?
- b. What are the personal responsibilities and responsibilities of the whole society regarding the disadvantages suffered by some groups in society?

To help the group discussion, the teacher distributes copies of newspaper clippings on the dismissal of dispatch workers, as well as statistics on the increasing number of non-regular workers in Japan. The newspaper clippings explain that non-regular workers belong to a disadvantaged group.

The groups report the results of their discussion to the whole class. The teacher writes on the board the key points raised in the group reports.

3. Abstraction

Using the highlights of the group reports using Worksheet No. 2, the teacher explains the need for two types of changes to address the existence of disadvantaged groups in society:

- a. The need to stop unfair treatment and social exclusion of certain members of society. To do this, there is a need to identify who are disadvantaged and excluded in society, and what can be done to stop such exclusion.
- b. The role of competition-oriented society, where some people never get their “chairs” regardless of their efforts, in causing unfair treatment and social exclusion. What can we do for everyone to get his/her own chair?

The teacher introduces possible solutions to the issues such as the “sharing of chairs” and “increasing the number of chairs in the game”. From this, the teacher asks: What policies should be adopted to support the “sharing of chairs” and “increasing the number of chairs” in real society in order to build society where everyone can live without anxiety?

In discussing policies to address the issues, the teacher explains the meaning of the rights to social security and to adequate standard of living under Articles 22 and 25 respectively of the Universal Declaration of Human Rights.

The teacher emphasizes the following points about these rights:

Social security “should be treated as a social good, and not primarily as a mere instrument of economic or financial policy.” It should have the following contents:

- a. Availability of social security system
- b. Coverage of social risks and contingencies – health care, sickness, old age, unemployment, employment injury, family and child support, maternity, survivors and orphans
- c. Adequacy – coverage (persons), eligibility, affordability, participation and information, physical access.

4. Application

The teacher asks the students to develop an alternative society by researching and understanding related policies in other countries such as the “work sharing” policies in Holland, or the welfare-state policies in Scandinavian countries and compare them with relevant policies in Japan.

The teacher asks the students to share their findings and analyses in small groups and identify what social structures have to be changed, and how the rights to social security and adequate standard of living would be fulfilled by new ideas on the social structures. The teacher also instructs the students to prepare their respective group presentations on an alternative society.

5. Closing

The teacher concludes the sessions by reiterating that there are international human rights standards on social security and right to adequate standard of living for all people.

The teacher stresses that under the human rights framework, governments are duty bound to fulfill these rights within the available resources, and concrete measures should be undertaken over time including the change in social structures that breed inequality in society.

IV EVALUATION

The teacher tells the students to write a reflection paper on the need for equal opportunity for all members of society while also helping those who are weak to stand on their feet.

Notes

Normative Content of the Right to Social Security

9. The right to social security includes the right not to be subject to arbitrary and unreasonable restrictions of existing social security coverage, whether obtained publicly or privately, as well as the right to equal enjoyment of adequate protection from social risks and contingencies.

A. Elements of the right to social security

10. While the elements of the right to social security may vary according to different conditions, a number of essential factors apply in all circumstances as set out below. In interpreting these aspects, it should be borne in mind that social security should be treated as a social good, and not primarily as a mere instrument of economic or financial policy.

1. Availability - social security system

11. The right to social security requires, for its implementation, that a system, whether composed of a single scheme or variety of schemes, is available and in place to ensure that benefits are provided for the relevant social risks and contingencies. The system should be established under domestic law, and public authorities must take responsibility for the effective administration or supervision of the system. The schemes should also be sustainable, including those concerning provision of pensions, in order to ensure that the rights can be realized for present and future generations to take steps to the "maximum of available resources" under an optional protocol to the Covenant (E/C.12/2007/1).

2. Social risks and contingencies

12. The social security system should provide for the coverage of the following nine principal branches of social security.

(a) Health care

13. States parties have an obligation to guarantee that health systems are established to provide adequate access to health services for all. In cases in which the health system foresees private or mixed plans, such plans should be affordable, in conformity with the essential elements enunciated in the present general comment. The Committee notes the particular importance of the right to social security in the context of endemic diseases such as HIV/AIDS, tuberculosis and malaria, and the need to provide access to preventive and curative measures.

(b) Sickness

14. Cash benefits should be provided to those incapable of working due to ill-health to cover periods of loss of earnings. Persons suffering from long periods of sickness should qualify for disability benefits.

(c) Old age

15. States parties should take appropriate measures to establish social security schemes that provide benefits to older persons, starting at a specific age, to be prescribed by national law. The Committee stresses that States parties should establish a retirement age that is appropriate to national circumstances which take account of, inter alia, the nature of the occupation, in particular work in hazardous occupations and the working ability of older persons. States parties should, within the limits of available resources, provide non-contributory old-age benefits, social services and other assistance for all older persons who, when reaching the retirement age prescribed in national legislation, have not completed a qualifying period of contributions or are not otherwise entitled to an old-age insurance-based pension or other social security benefit or assistance, and have no other source of income.

(d) Unemployment

16. In addition to promoting full, productive and freely chosen employment, States parties must endeavor to provide benefits to cover the loss or lack of earnings due to the inability to obtain or maintain suitable employment. In the case of loss of employment, benefits should be paid for an adequate period of time and at the expiry of the period, the social security system should ensure adequate protection of the unemployed worker, for example through social assistance. The social security system should also cover other workers, including part-time workers, casual workers, seasonal workers, and the self-employed, and those working in atypical forms of work in the informal economy. Benefits should be provided to cover periods of loss of earnings by persons who are requested not to report for work during a public health or other emergency.

(e) Employment injury

17. States parties should also ensure the protection of workers who are injured in the course of employment or other productive work. The social security system should cover the costs and loss of earnings from the injury or morbid condition and the loss of support for spouses or dependents suffered as the result of the death of a breadwinner. Adequate benefits

should be provided in the form of access to health care and cash benefits to ensure income security. Entitlement to benefits should not be made subject to the length of employment, to the duration of insurance or to the payment of contributions.

(f) Family and child support

18. Benefits for families are crucial for realizing the rights of children and adult dependents to protection under articles 9 and 10 of the Covenant. In providing the benefits, the State party should take into account the resources and circumstances of the child and persons having responsibility for the maintenance of the child or adult dependent, as well as any other consideration relevant to an application for benefits made by or on behalf of the child or adult dependent. Family and child benefits, including cash benefits and social services, should be provided to families, without discrimination on prohibited grounds, and would ordinarily cover food, clothing, housing, water and sanitation, or other rights as appropriate.

(g) Maternity

19. Article 10 of the Covenant expressly provides that “working mothers should be accorded paid leave or leave with adequate social security benefits”. Paid maternity leave should be granted to all women, including those involved in atypical work, and benefits should be provided for an adequate period. Appropriate medical benefits should be provided for women and children, including perinatal, childbirth and postnatal care and care in hospital where necessary.

(h) Disability

20. In its general comment No. 5 ((1994) on persons with disabilities, the Committee emphasized the importance of providing adequate income support to persons with disabilities who, owing to disability or disability-related factors, have temporarily lost, or received a reduction in, their income, have been denied employment opportunities or have a permanent disability. Such support should be provided in a dignified manner and reflect the special needs for assistance and other expenses often associated with disability. The support provided should cover family members and other informal carers.

(i) Survivors and orphans

21. States parties must also ensure the provision of benefits to survivors and orphans on the death of a breadwinner who was covered by social security or had rights to a pension. Benefits should cover funeral costs, particularly in those States parties where funeral expenses are prohibitive. Survivors or orphans must not be excluded from social security schemes on the basis of prohibited grounds of discrimination and they should be given assistance in accessing social security schemes, particularly when endemic diseases, such as HIV/AIDS, tuberculosis and malaria, leave large numbers of children or older persons without family and community support.

Worksheet no. 1

Reflection on “Unfair Musical Chair”

- ◇ Please discuss the following
- What are the symbolic meanings of chairs in real society?
- What do they symbolize in real society?
 - * Chairs with tag (reserved for Team A members)
 - * Chairs without any tag.
- What are the symbolic meanings of the chairs that were removed during the game? Where have they gone?
- How can we solve the problems created by the “Unfair Musical Chair”?

Worksheet no. 2
Reflection on “Unfair Musical Chair”

Who belong to the disadvantaged group (Team B) in the real society?

Make a list below:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Who are responsible for the existence of disadvantaged groups in society?

View of people in the advantaged group (Team A)

Personal responsibility	Responsibility of the society

View of people in the disadvantaged group (Team B)

Personal responsibility	Responsibility of the society



LESSON PLAN 10

Breaking the Poverty Spiral!

Poverty is a serious cause of human rights violation. It is not because of personal failure or family problems alone, but because its root causes are embedded in the social structure. It is therefore a prevalent problem among minorities over generations, who are socially and economically deprived. Currently being stricken under globalization and neo-liberal policies, poverty is an important issue that schools should teach, encouraging students to learn systemically from historical social movements, policies and measures that have successfully broken the poverty spiral, so that they can be equipped with ideas and skills to break off their own spirals of problems.

Topic	: Breaking the Poverty Spiral!
Level	: Upper secondary
Subject	: Civics or Synthetic Learning
Human Rights Concept	: <ul style="list-style-type: none">• Economic rights• Right against discrimination or social exclusion
Time Allotment	: Three sessions

I OBJECTIVES

Students will be able to

1. Describe how discrimination impacts on poverty, and how a spiral of poverty develops or is reproduced in certain social structures

2. Explain the historical movements, policies and measures to break this spiral of poverty
3. Explore the measures to take to break off current/future poverty spirals based on human rights framework.

II RESOURCES

- Reading materials on a historical grassroots movement organized in 1960s, which realized the free distribution of school textbooks by the Japanese government for both primary and lower secondary school levels
- Essays written in adult literacy classes in the past
- Copies of Cabinet Dowa Policy Council's recommendation of 1965
- Articles 17, 21-25 of the Universal Declaration of Human Rights.

III PROCEDURE

A. Opener

The teacher initiates a brainstorming session on the issue of "illiteracy" and asks the students what difficulties people who cannot read and write face. The teacher writes on the board the comments of students by grouping them under several headings.

The teacher comments on the social backgrounds of illiteracy, and then introduces essays written by participants in adult literacy classes.

After the students read the essays, the teacher asks the students to give their comments.

B. Development of Activities

1. Activity

The teacher asks the students to form small groups (not more than 5 for each group) and instructs them to fill the blanks on Worksheet no. 1 (Break the Poverty Spiral!), as a group. The teacher explains that the students have to think of appropriate words to fill in the blanks from A to J in order to have a good explanation on how numerous factors impact on and develop the poverty spiral. The teacher may allow the students to use some words twice. After the groups fill up the blanks on Worksheet no.1, the teacher asks the groups to present their work to the whole class.

The teacher summarizes the points raised in the group presentations, and then asks the students what measures (including possible grassroots action and policies) can be done to break the poverty spiral. The teacher asks them to discuss this question in their respective groups, and write their ideas on Worksheet no. 2.

The teacher instructs the groups to present the contents of their respective completed worksheets to the whole class.

2. Analysis

The teacher comments on the ideas of the students on how to break the poverty spiral by referring them to previous efforts at the grassroots level to address poverty.

The teacher explains the history of such grassroots efforts and cites the grassroots movement on the campaign for the free distribution of textbooks for compulsory education in 1963, as well as the government Dowa policies.

The teacher stresses that poverty has to be addressed through changes in social structures and that such work would require much effort over a long period of time.

3. Abstraction

The teacher introduces the link between poverty and human rights, and stresses that the means to address poverty must be based on human rights-related principles such as

- a. Recognition of the 'dignity and worth' of the human being
- b. Poverty as a cause of human rights violation
- c. Measures to address poverty should include
- d. Inclusive anti-poverty policies – non-discriminatory policies
- e. Participation of the poor themselves in adopting and implementing these measures
- f. Empowerment of the poor through various means such as education
- g. Accountability for people (in private and public institutions) whose actions affect the poverty situation.

The teacher emphasizes the importance of literacy in empowering the poor toward taking an active role in addressing their specific poverty situation and in addressing the change in the social structures that develop and perpetuate poverty.

4. Application

The teacher gives the students an assignment to research on the achievements as well as challenges of the past grassroots movements and policies on alleviating poverty to promote deeper understanding of the issue. The teacher may refer to poverty alleviation policies in other countries so that students can apply the ideas to solve problems in their own country situations.

C. Closing

The teacher ends the session by saying that poverty is an affront to human dignity and leads to human rights violations, and that social structures cause poverty and should be examined using a human rights-based approach.

IV EVALUATION

The teacher tells the students to write an essay on how human rights can help address poverty.

Notes

The issue of poverty is also discussed within the broader subject of development. The United Nations (UN) has adopted the human rights-based approach to development as an important component of poverty reduction campaign. According to the UN, the human rights-based approach to development demands:

- Participation and transparency in decision-making – implies making participation throughout the development process a right and the obligation of the state and other actors to create an enabling environment for participation of all stakeholders.
- Non-discrimination – implies that equity and equality cut across all rights and are the key ingredients for development and poverty reduction.
- Empowerment – implies empowering people to exercise their human rights through the use of tools such as legal and political action to make progress in more conventional development areas.
- Accountability of actors – implies accountability of public and private institutions and actors to promote, protect and fulfil human rights and to be held accountable if these are not enforced.

The UN Office of the High Commissioner for Human Rights states that a human rights-based approach has the potential [of advancing] the goal to poverty reduction in a variety of ways by:

- urging speedy adoption of a poverty reduction strategy, underpinned by human rights, as a matter of legal obligation;
- broadening the scope of poverty reduction strategies to address the structures of discrimination that generate and deepen poverty;
- strengthening civil and political rights, which can play an instrumental role in addressing the cause of poverty;
- confirming that economic and social rights are binding obligations, not just programmatic aspirations;
- adding legitimacy to the demand for ensuring meaningful participation of the poor in decision-making processes;
- cautioning against retrogression and non-fulfilment of minimum core obligations in the name of policy trade-offs; and
- strengthening institutions through which policy-makers can be held accountable for their actions.

Text derived from United Nations Development Programme, **Poverty Reduction and Human Rights – A Practice Note**, New York, 2003, pages 5-6.

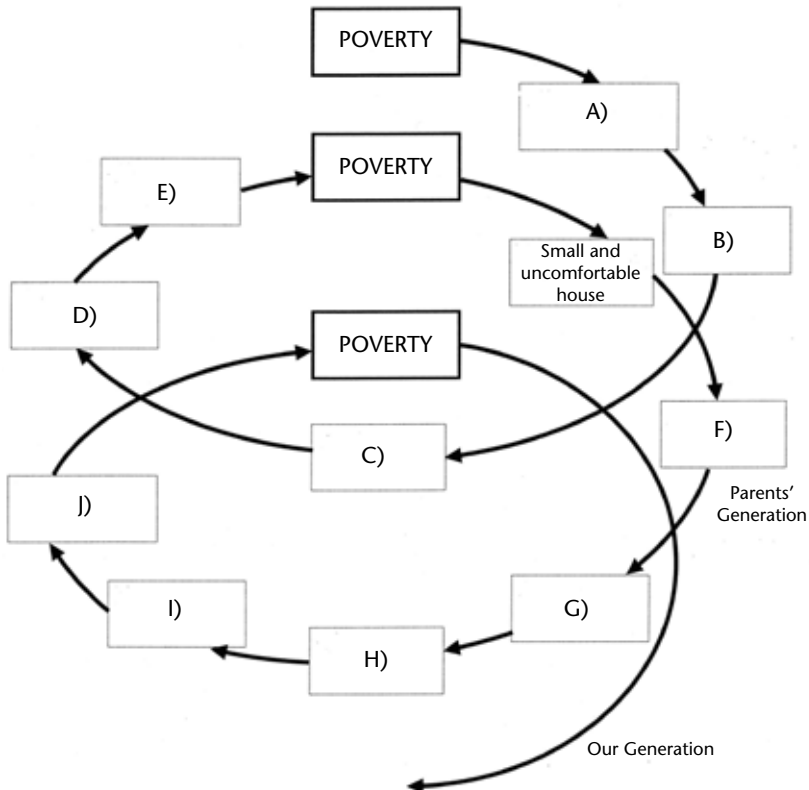
Dowa policy refers to the Japanese government support for the improvement of the conditions of the Buraku communities. Started in the early 1960s, the policy aimed to alleviate the poverty and other problems being suffered by the Buraku people, the discriminated group of Japanese. The support came with funds for the education, housing, health and other services for the Buraku communities over a certain period of time.

**Worksheet no. 1
Break the Poverty Spiral!**

Choose the proper words for each blank and complete the diagram of the Poverty Spiral: “low income” (use twice), “unable to get primary education,” “unable to get a stable job” (use twice), “low academic achievement,” “poor learning environment,” “unable to buy textbooks,” “unable to read or write,” “low number in higher education.”

**Worksheet no. 2
How to Break the Poverty Spiral**

To break the Poverty Spiral, which parts of the chain do we have to break? Explain your answers.



Appendix A

The Universal Declaration of Human Rights (1948)

This plain language version is given only as a guide. For an exact rendering of each principle, refer students to the original. This version is based in part on the translation of a text, prepared in 1978 for the World Association for the School as an Instrument of Peace, by a Research Group of the University of Geneva under the responsibility of Prof. L. Massarenti.

Plain language version	Original text
<p>Article 1 When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.</p>	<p>Article 1 All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.</p>
<p>Article 2 Everyone can claim the following rights, despite</p> <ul style="list-style-type: none"> - a different sex - a different skin colour - speaking a different language - thinking different things - believing in another religion - owning more or less - being born in another social group - coming from another country. <p>It also makes no difference whether the country you live in is independent or not.</p>	<p>Article 2 Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.</p>
<p>Article 3 You have the right to live, and to live in freedom and safety.</p>	<p>Article 3 Everyone has the right to life, liberty and security of person.</p>
<p>Article 4 Nobody has the right to treat you as his or her slave and you should not make anyone your slave.</p>	<p>Article 4 No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.</p>
<p>Article 5 Nobody has the right to torture you.</p>	<p>Article 5 No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.</p>
<p>Article 6 You should be legally protected in the same way everywhere, and like everyone else.</p>	<p>Article 6 Everyone has the right to recognition everywhere as a person before the law.</p>

Plain language version	Original text
<p>Article 7 The law is the same for everyone; it should be applied in the same way to all.</p>	<p>Article 7 All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.</p>
<p>Article 8 You should be able to ask for legal help when the rights your country grants you are not respected.</p>	<p>Article 8 Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.</p>
<p>Article 9 Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without a good reason.</p>	<p>Article 9 No one shall be subjected to arbitrary arrest, detention or exile.</p>
<p>Article 10 If you must go on trial this should be done in public. The people who try you should not let themselves be influenced by others.</p>	<p>Article 10 Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.</p>
<p>Article 11 You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.</p>	<p>Article 11 1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence. 2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.</p>
<p>Article 12 You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.</p>	<p>Article 12 No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.</p>

Plain language version	Original text
<p>Article 13 You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one; and you should be able to return to your country if you want.</p>	<p>Article 13 1. Everyone has the right to freedom of movement and residence within the borders of each State. 2. Everyone has the right to leave any country, including his own, and to return to his country.</p>
<p>Article 14 If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you yourself do not respect what is written here.</p>	<p>Article 14 1. Everyone has the right to seek and to enjoy in other countries asylum from persecution. 2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.</p>
<p>Article 15 You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging to another country if you wish.</p>	<p>Article 15 1. Everyone has the right to a nationality. 2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.</p>
<p>Article 16 As soon as a person is legally entitled, he or she has the right to marry and have a family. Neither the colour of your skin, nor the country you come from nor your religion should be impediments to doing this. Men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The Government of your country should protect your family and its members.</p>	<p>Article 16 1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution. 2. Marriage shall be entered into only with the free and full consent of the intending spouses. 3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.</p>
<p>Article 17 You have the right to own things and nobody has the right to take these from you without a good reason.</p>	<p>Article 17 1. Everyone has the right to own property alone as well as in association with others. 2. No one shall be arbitrarily deprived of his property.</p>
<p>Article 18 You have the right to profess your religion freely, to change it, and to practise it either on your own or with other people.</p>	<p>Article 18 Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.</p>
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Plain language version	Original text
<p>Article 19 You have the right to think what you want, and to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas – also with people from any other country.</p>	<p>Article 19 Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek receive and impart information and ideas though any media and regardless of frontiers.</p>
<p>Article 20 You have the right to organize peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.</p>	<p>Article 20 1. Everyone has the right to freedom of peaceful assembly and association. 2. No one may be compelled to belong to an association.</p>
<p>Article 21 You have the right to take part in your country's political affairs either by belonging to the Government yourself or by choosing politicians who have the same ideas as you. Governments should be voted for regularly and voting should be secret. You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else.</p>	<p>Article 21 1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives. 2. Everyone has the right of equal access to public service in his country. 3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.</p>
<p>Article 22 The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) that are offered to you and to all the men and women in your country.</p>	<p>Article 22 Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.</p>
<p>Article 23 You have the right to work, to be free to choose your work, and to get a salary that allows you to live and support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.</p>	<p>Article 23 1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. 2. Everyone, without any discrimination, has the right to equal pay for equal work. 3. Every one who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection. 4. Everyone has the right to form and to join trade unions for the protection of his interests.</p>

Plain language version	Original text
<p>Article 24 Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.</p>	<p>Article 24 Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.</p>
<p>Article 25 You have the right to have whatever you need so that you and your family: do not fall ill; do not go hungry; have clothes and a house; and are helped if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you do not earn a living for any other reason you cannot help. Both a mother who is going to have a baby and her baby should get special help. All children have the same rights, whether or not the mother is married.</p>	<p>Article 25 1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control. 2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.</p>
<p>Article 26 You have the right to go to school and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as you wish. At school, you should be able to develop all your talents and you should be taught to get on with others, whatever their race, their religion or the country they come from. Your parents have the right to choose how and what you will be taught at school.</p>	<p>Article 26 1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. 2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. 3. Parents have a prior right to choose the kind of education that shall be given to their children.</p>
<p>Article 27 You have the right to share in your community's arts and sciences, and in any good they do. Your works as an artist, a writer or a scientist should be protected, and you should be able to benefit from them.</p>	<p>Article 27 1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits. 2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.</p>

Plain language version	Original text
<p>Article 28 To make sure that your rights will be respected, there must be an “order” that can protect them. This “order” should be local and worldwide.</p>	<p>Article 28 Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.</p>
<p>Article 29 You have duties towards the community within which your personality can fully develop. The law should guarantee human rights. It should allow everyone to respect others and to be respected.</p>	<p>Article 29 1. Everyone has duties to the community in which alone the free and full development of his personality is possible. 2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society. 3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.</p>
<p>Article 30 No society and no human being in any part of the world should act in such a way as to destroy the rights that you have just been reading about.</p>	<p>Article 30 Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.</p>

The plain language version of the UDHR is a duly permitted reproduction of the text from the annex of the **ABC-Teaching Human Rights**, Office of the United Nations High Commissioner for Human Rights (Geneva/New York: 2003). This publication is also available at www.ohchr.org/EN/PublicationsResources/Pages/TrainingEducation.aspx

Appendix B

Convention on the Rights of the Child

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

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

(Note: The articles on the Committee on the Rights of the Child and other matters have not been included.)

Plain language version	Original text
<p>PREAMBLE United Nations and specific provisions of certain relevant human rights treaties and proclamations.</p> <p>It reaffirms the fact that children, because of their vulnerability, need special care and protection, and it places special emphasis on the primary caring and protective responsibility of the family.</p> <p>It also reaffirms the need for legal and other protection of the child before and after birth, the importance of respect for the cultural values of the child’s community, and the vital role of international cooperation in securing children’s rights.</p>	<p>PREAMBLE <i>The States Parties to the present Convention,</i></p> <p><i>Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,</i></p> <p><i>Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,</i></p> <p><i>Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,</i></p> <p><i>Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,</i></p>

Plain language version	Original text
	<p><i>Convinced</i> that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,</p> <p><i>Recognizing</i> that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,</p> <p><i>Considering</i> that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,</p> <p><i>Bearing in mind</i> that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the United Nations on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,</p> <p><i>Bearing in mind</i> that, as indicated in the Declaration of the Rights of the Child, “the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth”,</p>

Plain language version	Original text
	<p><i>Recalling</i> the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (“The Beijing Rules”); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict,</p> <p><i>Recognizing</i> that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,</p> <p><i>Taking due account</i> of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child,</p> <p><i>Recognizing</i> the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries,</p> <p><i>Have agreed</i> as follows:</p>
<p>Article 1 Everyone under 18 has these rights.</p>	<p>Article 1 For the purposes of the present Convention, a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier.</p>
<p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p>	<p>Article 2 1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child’s or his or her parent’s or legal guardian’s race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status. 2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child’s parents, legal guardians, or family members.</p>

Plain language version	Original text
<p>Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.</p>	<p>Article 3 1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration. 2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures. 3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.</p>
<p>Article 4 The government has a responsibility to make sure your rights are protected. They must help your family protect your rights and create an environment where you can grow and reach your potential.</p>	<p>Article 4 States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.</p>
<p>Article 5 Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.</p>	<p>Article 5 States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.</p>

Plain language version	Original text
<p>Article 6 You have the right to be alive.</p>	<p>Article 6 1. States Parties recognize that every child has the inherent right to life. 2. States Parties shall ensure to the maximum extent possible the survival and development of the child.</p>
<p>Article 7 You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).</p>	<p>Article 7 1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents. 2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.</p>
<p>Article 8 You have the right to an identity – an official record of who you are. No one should take this away from you.</p>	<p>Article 8 1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference. 2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to speedily re-establishing his or her identity.</p>
<p>Article 9 You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.</p>	<p>Article 9 1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.</p>

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

Plain language version	Original text
	<p>2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (<i>ordre public</i>), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.</p>
<p>Article 11 You have the right to be protected from kidnapping.</p>	<p>Article 11 1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad. 2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.</p>
<p>Article 12 You have the right to give your opinion, and for adults to listen and take it seriously.</p>	<p>Article 12 1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. 2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.</p>

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

Plain language version	Original text
<p>Article 16 You have the right to privacy.</p>	<p>Article 16 1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation. 2. The child has the right to the protection of the law against such interference or attacks.</p>
<p>Article 17 You have the right to get information that is important to your well being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful and help you find and understand the information you need.</p>	<p>Article 17 States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall: (a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29; (b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources; (c) Encourage the production and dissemination of children’s books; (d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous; (e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.</p>
<p>Article 18 You have the right to be raised by your parent(s) if possible.</p>	<p>Article 18 1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.</p>

Plain language version	Original text
	<p>2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.</p> <p>3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.</p>
<p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	<p>Article 19</p> <p>1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.</p> <p>2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.</p>
<p>Article 20 You have the right to special care and help if you cannot live with your parents.</p>	<p>Article 20</p> <p>1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.</p> <p>2. States Parties shall in accordance with their national laws ensure alternative care for such a child.</p>

Plain language version	Original text
	<p>3. Such care could include, <i>inter alia</i>, foster placement, <i>kafala</i> of Islamic law, adoption, or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.</p>
<p>Article 21 You have the right to care and protection if you are adopted or in foster care.</p>	<p>Article 21 States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:</p> <p>(a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;</p> <p>(b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;</p> <p>(c) Ensure that the child concerned by intercountry adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;</p> <p>(d) Take all appropriate measures to ensure that, in intercountry adoption, the placement does not result in improper financial gain for those involved in it;</p> <p>(e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.</p>

Plain language version	Original text
<p>Article 22 You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.</p>	<p>Article 22 1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties. 2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.</p>
<p>Article 23 You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.</p>	<p>Article 23 1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance, and facilitate the child's active participation in the community. 2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.</p>

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

Plain language version	Original text
	<p>(c) To combat disease and malnutrition including within the framework of primary health care, through <i>inter alia</i> the application of readily available technology and through the provision of adequate nutritious foods and clean drinking water, taking into consideration the dangers and risks of environmental pollution;</p> <p>(d) To ensure appropriate pre-natal and post-natal health care for mothers;</p> <p>(e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breast-feeding, hygiene and environmental sanitation and the prevention of accidents;</p> <p>(f) To develop preventive health care, guidance for parents and family planning education and services.</p> <p>3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.</p> <p>4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.</p>
<p>Article 25 If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.</p>	<p>Article 25 States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.</p>
<p>Article 26 You have the right to help from the government if you are poor or in need.</p>	<p>Article 26 1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.</p>

Plain language version	Original text
	<p>2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.</p>
<p>Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.</p>	<p>Article 27 1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development. 2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development. 3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing. 4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.</p>
<p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p>	<p>Article 28 1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular: (a) Make primary education compulsory and available free to all;</p>

Plain language version	Original text
	<p>(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;</p> <p>(c) Make higher education accessible to all on the basis of capacity by every appropriate means;</p> <p>(d) Make educational and vocational information and guidance available and accessible to all children;</p> <p>(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.</p> <p>2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.</p> <p>3. States Parties shall promote and encourage international co-operation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.</p>
<p>Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p>	<p>Article 29 1. States Parties agree that the education of the child shall be directed to:</p> <p>(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;</p> <p>(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;</p> <p>(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;</p>

Plain language version	Original text
	<p>(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;</p> <p>(e) The development of respect for the natural environment.</p> <p>2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.</p>
<p>Article 30 You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.</p>	<p>Article 30 In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.</p>
<p>Article 31 You have the right to play and rest.</p>	<p>Article 31 1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts. 2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.</p>

Plain language version	Original text
<p>Article 32 You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.</p>	<p>Article 32 1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development. 2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular: (a) Provide for a minimum age or minimum ages for admissions to employment; (b) Provide for appropriate regulation of the hours and conditions of employment; (c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.</p>
<p>Article 33 You have the right to protection from harmful drugs and from the drugs trade.</p>	<p>Article 33 States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.</p>
<p>Article 34 You have the right to be free from sexual abuse.</p>	<p>Article 34 States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent: (a) The inducement or coercion of a child to engage in any unlawful sexual activity; (b) The exploitative use of children in prostitution or other unlawful sexual practices; (c) The exploitative use of children in pornographic performances and materials.</p>

Plain language version	Original text
<p>Article 35 No one is allowed to kidnap or sell you.</p>	<p>Article 35 States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.</p>
<p>Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).</p>	<p>Article 36 States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child’s welfare.</p>
<p>Article 37 No one is allowed to punish you in a cruel or harmful way.</p>	<p>Article 37 States Parties shall ensure that: (a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below 18 years of age; (b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time; (c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular every child deprived of liberty shall be separated from adults unless it is considered in the child’s best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances; (d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.</p>

Plain language version	Original text
<p>Article 38 You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or to take part in war.</p>	<p>Article 38 1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child. 2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of 15 years do not take a direct part in hostilities. 3. States Parties shall refrain from recruiting any person who has not attained the age of 15 years into their armed forces. In recruiting among those persons who have attained the age of 15 years but who have not attained the age of 18 years, States Parties shall endeavour to give priority to those who are oldest. 4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.</p>
<p>Article 39 You have the right to help if you've been hurt, neglected or badly treated.</p>	<p>Article 39 States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.</p>

Plain language version	Original text
<p>Article 40 You have the right to legal help and fair treatment in a justice system that respects your rights.</p>	<p>Article 40 1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society. 2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that: (a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed; (b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees: (i) To be presumed innocent until proven guilty according to law; (ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence; (iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians; (iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;</p>

Plain language version	Original text
	<p>(v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;</p> <p>(vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;</p> <p>(vii) To have his or her privacy fully respected at all stages of the proceedings.</p> <p>3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:</p> <p>(a) the establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;</p> <p>(b) whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected.</p> <p>4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.</p>
<p>Article 41 If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.</p>	<p>Article 41 Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child and which may be contained in:</p> <p>(a) The law of a State Party; or</p> <p>(b) International law in force for that State.</p>
<p>Article 42 You have the right to know your rights! Adults should know about these rights and help you learn about them, too.</p>	<p>Article 42 States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.</p>

The plain language version of the Convention on the Rights of the Child (including the introductory statement) is a duly permitted reproduction of the text from the website of UNICEF-Canada (www.unicef.ca/portal/GetPage.aspx?at=1421).

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