



**QualityRights**

# Understanding human rights

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*WHO QualityRights training to act, unite and empower for mental health*

**(PILOT VERSION)**

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# What is the WHO QualityRights initiative?



WHO QualityRights is an initiative which aims to improve the quality of care in mental health and related services and to promote the human rights of people with psychosocial, intellectual and cognitive disabilities, throughout the world. QualityRights uses a participatory approach to achieve the following objectives:

**1** Build capacity to understand and promote human rights, recovery and independent living in the community.

**2** Create community based and recovery oriented services that respect and promote human rights.

**3** Improve the quality of care and human rights conditions in inpatient, outpatient and community based mental health and related services.

**4** Develop a civil society movement to conduct advocacy and influence policy-making to promote human rights.

**5** Reform national policies and legislation in line with best practice, the CRPD and other international human rights standards.

For more information: [http://www.who.int/mental\\_health/policy/quality\\_rights/en/](http://www.who.int/mental_health/policy/quality_rights/en/)

# WHO QualityRights - Guidance and training tools

The following guidance and training tools are available as part of the WHO QualityRights initiative:

## Service assessment and improvement tools

- **The WHO QualityRights Assessment Tool Kit**
- **Implementing improvement plans for service change**

## Training tools

### Core modules

- **Understanding human rights** ←
- **Promoting human rights in mental health**
- **Improving mental health and related service environments and promoting community inclusion**
- **Realising recovery and the right to health in mental health and related services**
- **Protecting the right to legal capacity in mental health and related services**
- **Creating mental health and related services free from coercion, violence and abuse**

### Advanced modules

- **Realising supported decision making and advance planning**
- **Strategies to end the use of seclusion, restraint and other coercive practices**
- **Promoting recovery in mental health and related services**
- **Promoting recovery in mental health and related services: handbook for personal use and teaching**

## Guidance tools

- **Providing individualized peer support in mental health and related areas**
- **Creating peer support groups in mental health and related areas**
- **Setting up and operating a civil society organization in mental health and related areas**
- **Advocacy actions to promote human rights in mental health and related areas**
- **Putting in place policy and procedures for mental health and related services (in preparation)**
- **Developing national and state-level policy and legislation in mental health and related areas (in preparation)**
- **Guidance on CRPD compliant community-based services and supports in mental health and related areas (in preparation)**



# About this training and guidance

This document has been developed to provide training and guidance to be able to understand what are human rights, what human rights mean for people's lives, as well as the actions that can be taken by individuals and groups to respect and promote human rights.

## Who is this training workshop and guidance for?

- **People with psychosocial disabilities**
- **People with intellectual disabilities**
- **People with cognitive disabilities, including dementia**
- **People who are using or who have previously used mental health and related services**
- **Managers of general health, mental health and related services**
- **Mental health and other practitioners** (e.g. doctors, nurses, psychiatrists, psychiatric nurses, neurologists, geriatricians, psychologists, occupational therapists, social workers, peers supporters and volunteers)
- **Other staff working in or delivering mental health and related services** (e.g. attendants, cleaning, cooking, maintenance staff)
- **Non-Governmental Organizations (NGOs), associations and faith-based organizations working in the area of mental health, human rights or other relevant areas** (e.g. Organizations of Persons with Disabilities (DPOs); Organization of users/survivors of psychiatry, Advocacy Organizations)
- **Families, care partners and others support people**
- **Ministry of Health policymakers**
- **Other government institutions and services** (e.g. the police, the judiciary, prison staff, law reform commissions, disability councils and national human rights institutions)
- **Other relevant organizations and stakeholders** (e.g. advocates, lawyers and legal aid organizations)

## Who should deliver the training?

Training should be delivered by a multi-disciplinary team including people with psychosocial, intellectual and cognitive disabilities, DPOs, professionals working in the area of mental health and related services, families and others with lived and/or professional experience in the area of mental health

The team conducting the training may differ depending on focus. For example, if the training is about addressing the rights of people with a psychosocial disability, it would be more important to have representatives from that group as leads to delivering the training rather than people with dementia, intellectual disabilities, autism or others and vice versa. However, nothing precludes the possibility of having multiple groups leading the training.

# Guidance for facilitators

## Principles for running the training programme

### *Participation and interaction*

Participation and interaction are crucial to the success of the training. By providing sufficient space and time, the facilitator must first and foremost make sure that the people who are using mental health and related services are being listened to and included. Certain power dynamics within services might make some people reluctant to express their views. In general, the facilitator must emphasize the importance of including the views of all participants.

Some people may feel quite shy and not express themselves. Facilitators should make sure to encourage and engage everyone. Usually, after people have expressed themselves once, they are more able and willing to speak and engage in ongoing discussions. The training is a shared learning experience.

Facilitators are expected to engage participants in a way that draws on the experience and knowledge already existing within the group participating in the training. They will need to supervise and monitor the dynamics and discussions among participants.

### *Cultural sensitivity*

Facilitators should be mindful of using culturally sensitive language and providing examples relevant to people living in the country or region where the training is taking place. In addition, facilitators should make sure that the specific issues faced by particular groups in the country or region (e.g. indigenous people and other ethnic minorities, religious minorities, women, etc.) are not overlooked when carrying out the training.

### *Open, non-judgmental environment*

Open discussions are essential and everyone's views deserve to be listened to. The purpose of the training is to work together to find ways to improve the situation within the service, organisation or association, not to name and blame individuals for their particular conduct in the past. Facilitators should ensure that during the training, no-one is targeted in a way that makes them feel uncomfortable (e.g. attributing the blame to staff or families, etc.). Facilitators should avoid interrupting participants. It is not necessary to agree with people to effectively communicate with them. It may be necessary to withhold criticisms in order to fully understand a person's perspective.

### *Use of language*

In addition, facilitators should be mindful of the diversity of the audience. People participating in the training will have different backgrounds and levels of education. It is important to use language that all participants are able to understand (e.g. avoiding the use of highly specialised medical, legalistic and technical terms, acronyms, etc.) and to ensure that all participants understand the key concepts and messages. With this in mind, facilitators should pause, take the time to ask and discuss questions with participants to ensure that concepts and messages are properly understood.

### *Operating in the current legislature and policy context*

During the training, some participants may express concerns about the legislative or policy context in their countries. Indeed, some of the content may contradict national legislation or policy. For example, the topic on supported decision making may appear to conflict with existing national guardianship laws. Similarly, laws that provide for involuntary detention and treatment contradict

the overall approach of these modules. This can raise issues and concerns, particularly around professional liability.

First, facilitators should reassure participants that the modules are not intended to encourage practices which conflict with the requirements of the law. When the law and policy contradict the standards of the CRPD it is important to advocate for policy change and law reform. In this context it is also necessary to acknowledge that it will not happen immediately. However, an outdated legal and policy framework should not prevent individuals from taking action. A lot can be done at the individual level, on a day to day basis to change the attitudes and practices within the boundaries of the law. For example, even if guardians are officially mandated to make decisions on people's behalf based on a country's law, this does not prevent them from supporting people in reaching their own decisions and from ultimately respecting their choices. In this way, they will be making important strides towards implementing a supported decision making approach.

Throughout the training, facilitators should encourage participants to discuss how the new paradigms, actions and strategies promoted in the training materials can be implemented within the parameters of existing policy and law frameworks. Hopefully, the shift in attitudes and practices, along with effective advocacy, will lead to change in policy and law reform.

#### *Being positive and inspiring*

Facilitators should emphasise that the training is not about lecturing people or telling people what to do but to give them the basic knowledge and tools to find solutions for themselves. Most likely many participants already carry out many positive actions. It is possible to build on these to demonstrate that everybody can be an actor for change.

#### *Group work*

Throughout the exercises of the training, the facilitator needs to assess carefully whether participants will benefit from being placed in separate groups or in mixed groups that include both people who are using the service, staff, and family and care partners. As noted earlier, feelings of disempowerment, hesitation and fear, which can arise in mixed groups if participants do not feel comfortable in that setting, should be taken into account. Exercises are based on participation and discussion and should allow participants to reach solutions by themselves. The facilitators' role is to guide plenary discussions and when appropriate, prompt with specific ideas or challenges to facilitate the discussion.

#### *Facilitator notes*

The training modules incorporate facilitator notes which are in **blue**. The facilitator notes include examples of answers or other instructions for facilitators, which are not intended to be read out to participants. The content of the presentation, questions and statements intended to be read out to participants are written in **black**.

## Preliminary note on language

We acknowledge that language and terminology reflects the evolving conceptualisation of disability and that different terms will be used by different people across contexts over time. People must be able to decide on the words that others use to describe them. It is an individual choice to self-identify or not, but human rights still apply to everyone, everywhere.

Above all, a diagnosis or disability should never define a person because we are all individuals, with a unique personality, autonomy, dreams, goals and aspirations and relationships to others.

The choice of terminology adopted in this document has been selected for the sake of inclusiveness.

The term psychosocial disability includes people who have received a mental health related diagnosis or who self-identify with this term. The terms cognitive disability and intellectual disability are designed to cover people who have received a diagnosis specifically related to their cognitive or intellectual function including but not limited to dementia and autism.

The use of the term disability is important in this context because it highlights the significant barriers that hinder people's full and effective participation in society.

We use the terms "people who are using" or "who have previously used" mental health and related services to also cover people who do not necessarily identify as having a disability but who have a variety of experiences applicable to this training.

In relation to mental health, some people prefer using expressions such as "people with a psychiatric diagnosis", "people with mental disorders" or "mental illnesses", "people with mental health conditions", "consumers", "service users" or "psychiatric survivors". Others find some or all these terms stigmatising.

In addition, the use of the term "mental health and related services" in these modules refers to a wide range of services including for example, community mental health centres, primary care clinics, outpatient care provided by general hospitals, psychiatric hospitals, psychiatric wards in general hospitals, rehabilitation centres, day care centres, orphanages, homes for older people, memory clinics, homes for children and other 'group' homes, as well as home-based services and supports provided by a wide range of health and social care providers within public, private and non-governmental sectors.

# Learning objectives, topics and resources

## Learning objectives

Participants will:

- Understand what human rights are as well as the links between the different rights;
- Understand the origins and content of the Universal Declaration of Human Rights and how the rights it contains are still relevant today;
- Recognise human rights violations in concrete situations
- Understand what makes groups of people at higher risk of human rights violations;
- Identify who defends human rights
- Identify concrete ways in which mental health workers and other professionals, people with psychosocial disabilities, intellectual and cognitive disabilities, families, care partners and other supporters, can be agents of change and defenders of human rights.

## Topics

**Topic 1:** Human rights and living a good life

**Topic 2:** What are human rights?

**Topic 3:** The relationship between different rights

**Topic 4:** Examples of human rights violations

**Topic 5:** Human rights violations of vulnerable groups/segments of the population

**Topic 6:** Consequences of human rights violations

**Topic 7:** Respecting, protecting and fulfilling human rights

**Topic 8:** Empowering people to defend human rights

**Topic 9:** Human rights advocacy

## Resources required

To optimise the learning experience for participants, the room in which the training takes place should be:

- Large enough to accommodate everyone, but also small enough to create an intimate environment conducive to free and open discussions
- Flexible, in terms of enabling the change of seating arrangements (for example movable seats so that people can get into groups for group discussions)

## Additional resources needed include:

- Internet access in the room, in order to show videos
- Loud speakers for the video audio
- Projector screen and projector equipment
- 1 or more microphones for facilitator(s) and at least 3 additional wireless microphones for participants
- At least 2 flip charts or similar and paper and pens
- Copies of the Appendix 1: Universal Declaration of Human Rights for all participants
- Copies of the Optional: Appendix 2: Examples of human rights stories for all participants

### **Time**

Approximately 8 hours (inclusive of 20 min. for pre-course assessment/introduction and reflective exercises)

### **Number of participants**

Based on experience to date, the workshop works best with about 25 people. This allows sufficient opportunities for everyone to interact and express their ideas.

## Welcome and Introduction

Give participants an opportunity to explain their own background and their expectations for the day (if relevant). **(20 min)**



**Trigger warning:** It is important to highlight at the start of the training that this module may provoke difficult emotions for people who may have been through traumatic experiences of non-recovery approaches. Moreover, mental health and other practitioners may feel that they have been responsible for preventing recovery despite good intentions.

Facilitators should be mindful of this and let participants know that they should feel free to step out of the training session if they need to until they feel able to participate again (please refer to *Guidance for facilitators* for more information).

## Topic 1: Human rights and living a good life

Ask participants the following question (5 min.):

What do you understand by the term “human rights”?

Give participants a few seconds to reflect and list their answers on the flip chart.

After listening to participants the facilitator can draw on the responses from within the group to show how people have an intuitive understanding of the concept of human rights.

Explain that we will now move on to discuss more formally how ‘human rights’ has been defined, explained, abused and promoted in practice.



### **Exercise 1.1: We are all born free and equal (5 min)**

The purpose of this exercise is to encourage discussion on human rights early on in the training. The statement has been deliberately formulated to be open to interpretation. It’s important to remind the group that at this point there is no correct answer. Encourage open discussion during this exercise.

For this exercise, ask the participants to gather in the centre of the room. Explain that you will read out a statement and ask people to move to the (right) of the room if they agree with the statement or to the (left) if they disagree.

If participants have mobility issues, you can simply ask the whole group to raise their hands if they agree or disagree with the following statement.

Do you agree or disagree with the following statement?

**“We are all born free and equal”**

Ask participants their opinions on why they have chosen to agree or disagree with the above statement.

Write down ideas on the flip chart. Encourage the group to discuss their ideas directly with each other and to make as strong a case as possible.

Some possible opinions:

- 1) Yes as we are all born free and equal. It is society that denies us this right.
- 2) No, a person born into slavery or poverty will never be free.
- 3) Characteristics such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status result many people in not being treated equally.
- 4) No, many people lack freedom when they are born.



End this exercise by outlining the following to participants:

- The statement “we are all born free and equal” is deliberately ambiguous.
- On the one hand, by virtue of our humanity, we are all born free and equal.
- On the other hand, in many cases government or society deny many people their right to freedom and equality
- Human rights is about changing things so that freedom and equality of all people is respected

As an additional or alternative exercise the following statement can be used:

**“We all have the right to freely say what we think”**

Some possible opinions may be:

- a) No matter how strange or offensive an opinion is, society should allow everyone to have their say so that we can discuss these opinions openly.
- b) Anyone that has opinions which upset large groups of people should not be allowed to express these opinions as it may incite hatred.

This is an opportunity to discuss the difference between free speech and hate speech. Most legal systems do not allow people to incite hatred of others but people are still allowed to express controversial or upsetting opinions.



### **Exercise 1.2: Living a good life (10 min)**

The purpose of this exercise is to allow participants to explore what it is to be human but in the context of their own lives. It is likely that the ideas expressed by the group will be similar to those contained in the UDHR (Universal Declaration of Human Rights). This will allow the group to see how human rights are relevant and important to all people. The exercise involves asking the group two questions and engaging in group discussion to formulate a list of ideas that should be written on the flip chart.

Start by asking these two questions:

- What is most important to you in life?
- What is required to live a good life?

Enable participants to discuss as a group and list ideas on the flip chart. Encourage participants to give their own personal examples (e.g. some may say travelling, others having a family, socializing with friends, financial security and so on). You can write “good life” in the middle of the flip chart and then add people’s ideas around this.

Inform the group that this list will be revisited at a later stage. Keep this list as it will be used again later in this training.

End this exercise by highlighting that:

- This discussion shows us that there are some essential elements that we need in order to live a good life
- In fact many of the elements identified in this exercise are rights within the Universal Declaration of Human Rights
- In other words, these elements or rights, are critical to all of us, in order to live a good life

## Topic 2: What are human rights?



**Presentation: What are human rights? (35 min)** “Human rights are what no one can take away from you”

- This is a quote by Rene Cassin, one of the writers of the Universal Declaration of Human Rights

In addition:

- Human rights are not a gift. They are not bestowed on us by others.
- They are basic rights we have simply because we are human. They are fundamental in order to live a good life and to flourish.

At this point, provide participants with a copy of the UDHR (with the associated simplified version by Amnesty International in Appendix 1).

The UDHR will be used throughout this module as it provides a general introduction to human rights. The intention is not to provide in depth knowledge and training on the international human rights framework which would require extensive additional information about all the UN Covenants and Conventions. The purpose using the UDHR in this module, is to introduce participants to human rights issues and concepts in a way that is simple, easy to understand, and not overly complex. In subsequent modules, the Convention on the Rights of Person with Disabilities (CRPD) will be extensively examined.

Explain that the video that participants are about to watch will highlight the 30 rights that were decided on in 1948 and which are enshrined in the Universal Declaration of Human Rights, a landmark document for protecting the rights and dignity of all people.

### **30 Articles video directed by Ani Boghossian (1) (2:30 min.)**

<https://www.youtube.com/watch?v=36CUlaqmFi4> Date accessed 07/07/2014

Give participants a few minutes to discuss the video. Then show the following photo:

### **Photo from concentration camp (2)**

Ask the group:

Does anyone recognise where this photo might have been taken?

This photograph was taken at one of the liberated concentration camps in World War II and in the aftermath of the Holocaust.

The idea with this question and photograph is to get participants to make the connection between the events of World War II, the holocaust, and the global realisation of the need for the United Nations and for the drafting of the Universal Declaration of Human Rights. You could ask participants if they know anything about the United Nations, why it was created, its goals, purpose and key UN documents.

After participants have shared their thoughts, highlight the following information:

After the horrors of World War II, the leaders of the world got together and set up a new organisation called the United Nations. Its purpose was to stop wars between countries and build a better world.

One of the first jobs of the UN was to draw up a list of human rights that belong to every human being in the world: The Universal Declaration of Human Rights (UDHR).

The Governments of the world promised that they would protect, respect and fulfil the rights contained in the UDHR.

The Declaration was adopted by the UN General Assembly in 1948: 56 countries from all over the world adopted a core set of human rights to be protected.

The Universal Declaration of Human Rights is not a legally binding document – meaning that it does not set legal requirements on governments - but over years has been considered to have become a binding customary international law - which means it can be invoked by national and international legal systems.

Some people argue that human rights are a western concept or that they have only been agreed upon by high income countries and are not realistic in low resource settings. However, it is important to note that the UDHR was adopted and endorsed by high, middle and low income countries throughout the world.

Subsequently, the human rights principles were further reaffirmed in 1966 when two important treaties were drafted: the International Covenant on Civil and Political Rights (ICCPR)(3) and the International Covenant on Economic, Social and Cultural Rights (ICESCR)(4).

These Covenants have been ratified by the vast majority of countries around the world - meaning that nearly all governments around the world have obligations to protect the human rights of its citizens.

Other treaties have also been adopted to provide specific protections to certain group of people (women, persons with disabilities, etc.). For example

- the Convention on the Rights of the Child (CRC)
- The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)

- The Convention on the Rights of Persons with Disabilities (which we will be exploring in greater detail later in the training)
- And several other conventions

In addition to these international human rights instruments, many countries protect human rights in their national legislation, for example through a Bill of Rights or in the national Constitution. In fact many rights in national laws have been inspired by and reflect the human rights found in the international human rights instruments.

Ask participants to volunteer to read the following quotes out loud and allow people to share their thoughts.

Quote 1: *“Human rights are inscribed in the hearts of people; they were there long before lawmakers drafted their first proclamation”*

Quote 2: *“We must understand the role of human rights as empowering of individuals and communities. By protecting these rights, we can help prevent the many conflicts based on poverty, discrimination and exclusion (social, economic and political) that continue to plague humanity and destroy decades of development efforts. The vicious circle of human rights violations that lead to conflicts-which in turn lead to more violations-must be broken. I believe we can break it only by ensuring respect for all human rights.”*

**- Mary Robinson, Former UN High Commissioner for Human Rights & Former President of Ireland**

- With these words, Mary Robinson is highlighting that only by protecting human rights can we end conflict, misery and poverty in the world, and that human rights are not just a fringe consideration, but are in fact central and essential to making a better world.

Quote 3: *“Where, after all, do universal human rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighbourhood he lives in; the school or college he attends; the factory, farm or office where he works. Such are the places where every man, woman and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”*

**- Eleanor Roosevelt, Politician, activist, former First Lady of the United States during World War 2, and Chair of the Committee responsible for the adoption of the UDHR**

Ask participants:

- Would anyone like to explain what Eleanor Roosevelt is saying here?

Then explain to participants:

Eleanor Roosevelt is saying that respect for human rights has to start in 'small places'. She is highlighting that only by upholding rights 'close to home' – i.e. the rights of individuals, families and communities – can we hope to create a better world

There are a number of core principles that underpin human rights (5):

- **Fairness** towards all human beings
- **Respect** for others
- **Equality** amongst all people
- **Dignity** is to be preserved at all times
- **Freedom** for all people

The Universal Declaration of Human Rights is the starting point for making these values real in people's lives so that they may live "a good life".

What parts of our lives does the UDHR talk about?

The Universal Declaration of Human Rights promotes and protects a range of different rights, including Civil, Political, Economic, Social and Cultural rights.

These rights are necessary to ensure that we are all, without discrimination, able to participate fully in society.

Examples of **civil and political rights** include the right to marry and found a family; the right to freedom of thought, conscience and religion; to freedom of opinion and expression; to peaceful assembly, to vote and to take part in government.

Examples of **economic, social and cultural rights** include the right to work; to an adequate standard of living; the right to health; to education; to participate in the cultural rights of our communities and so on.

It is important to note that all human rights are not absolute. Some rights can be restricted in specific situations. For example:

- A right can be subject to reasonable restrictions or limitations if the exercise of that right by one person, infringes upon the rights of another person. E.g. the right to freedom of expression can sometimes be restricted if someone uses it to incite hatred towards a particular group.
- Also certain rights can also be limited or suspended in certain extreme situations, such as during a public emergency for example.

But it is important to note that:

- Any restrictions or limitations on rights cannot be arbitrary. There has to be a valid reason for it – for example because it infringes on the rights of others.
- Certain rights can never be limited or restricted – these include the right to life, the right to be free from torture, cruel, inhuman or degrading treatment or punishment, the right to be free from slavery, the right to recognition everywhere as person before the law among others (6).

Over the years, discussions around human rights issues have brought to light and clarity a number of aspects of the so-called different generation of rights including so-called first (civil and political rights) and second (economic, social and cultural rights) generations of rights. More recently, the focus of a lot of attention has been on third generation rights involving collective rights notably linked to indigenous populations, such as self-determination, identity, land and resources, healthy environment and sustainability, self-determination and sovereignty, right to development, amongst others.

In summary, human rights:

- Concern every part of our lives
- Belong to everybody in the world
- Cannot be arbitrarily taken away from people
- Are all necessary for human beings to participate and flourish in society.

To sum-up the presentation, show the following videos to participants:

**What are the universal human rights? - Benedetta Berti (7) (4:46 min.)**

<https://www.youtube.com/watch?v=nDgIVseTkuE> Date accessed 04/07/2016

Benedetta Berti is a foreign policy and security researcher and analyst whose work focuses on human security and internal conflicts, as well as on post-conflict stabilization and peacebuilding (8).



**Exercise 2.1: Comparative exercise with living a good life (25 min.)**

Show participants the list that has been made during Exercise 1.2 (Living a good life). Ask the following questions:

Now that we know what the international community agreed on, can you compare the list of rights in the UDHR to the list of what we identified earlier as important to live a good life?

- What are the similarities?
- What are the differences?

Give participants sufficient time to reflect and discuss as a group. Highlight that many people around the world would probably reach similar conclusions on what is required to live a good life. Human rights are what all human beings need to live a good life.



### Topic 3: The relationship between different rights



#### **Exercise 3.1: How all human rights are linked (15 min)**

This exercise deals with the indivisibility of rights and how people require all of their human rights to live a good life. It is designed to help participants realise that there is no hierarchy of rights and all are important.

Give the following instructions to the group:

Choose the one right from the UDHR that you feel is most important to enable you to live a good life (two rights may also be chosen to allow for a more expansive discussion if time allows).

For the rest of the discussion, we will imagine that this right is the only one that is guaranteed.

Think about why you chose this right and why it is the most important to you.

At this point ask one person in the group to volunteer to share their chosen right with the participants. Ask the participant the question above and try to tease out the reasons why the participant thinks this was the most important right in order to live a good life (this can be repeated with 2-3 participants).

Now ask to all the participants to look at their copies of the UDHR and ask:

What are the other rights that this person would need to fully enjoy their chosen rights?

Examples:

- If a person has chosen the right to have a job (article 23) then they would be unable to enjoy this right if they are held in slavery or servitude (article 4) by their job.
- If a person has chosen the right to freedom of expression (article 19) then they need to be free and equal (article 1) in order for their words to make a difference.
- If a person has chosen the right to health (article 25) then they need to be free from torture or to cruel, inhuman or degrading treatment or punishment (article 5).

Then ask the group:

Based on previous discussions, is it possible to live “a good life” with only one or some of your human rights?

End this exercise by highlighting that:

- All rights are indivisible, interdependent and inter-related, whether they are civil, political, economic, social or cultural rights.

- In other words, the enjoyment of one right is dependent on the possibility of being able to enjoy other rights
- Similarly, the denial of one right adversely affects other rights

At the end of this topic, give participants the opportunity to express any concerns they may have about human rights, the UDHR and their actual usefulness. Human rights are violated every day and everywhere. As a consequence, some people may feel that talking about human rights is idealist and serves little purpose. Emphasise the fact that everybody can take action to improve the situation and respect, protect and fulfil human rights. This point will be developed later in this training.



### **Reflective exercise (5 min.)**

Divide participants into two groups.

Ask one group to focus on positive human rights stories, and the other to focus on negative human rights stories.

In preparation for the next session your task is to think about a story you have seen in the newspapers, on TV or elsewhere about human rights. You can also draw on your own personal experience if you want.

- One group will try to find positive human rights stories.
- The other group will try to find negative human rights stories.

In the next session, each participant will be asked share their story with the group.

- You can also draw on your own personal experience if you want.

Advise participants that positive stories may be more difficult to find.

## Topic 4: Examples of human rights violations



**Trigger warning:** Discussion on human rights violations can trigger strong emotional reactions for some people, leading to distress, arousing sad memories, and even trauma or re-traumatisation in some cases.

Facilitators should be mindful of this and let participants know that if needed they should feel free to step out of the training session until they feel able to participate again ([please refer to the document \*Guidance for Facilitator and Organisers\* for more information](#)).



### ***Reflection from previous topics (15 min.)***

For this activity, the group will have brought both positive and negative stories from the previous session's reflective exercise. It is important to sample as wide a range as possible and allow the group to engage in discussion.

If participants had difficulties finding positive human right stories, the discussion may start by trying to find the reasons why it was so difficult (e.g. the media prefer talking about when things go wrong rather than when things go right, they tend to cover dramatic and sad stories rather than positive, happy stories, etc.).

After this initial discussion, ask if some participants want to share the human rights story they were asked to identify in the reflective exercise from the previous topic:

- We will share our stories from the previous reflective exercise
- What aspects of this story make it a positive / negative human rights story?

(if people have not been able to identify human rights stories it is also possible to use the stories provided in Appendix 2).

After hearing some stories, ask the following questions:

- How do you feel about these stories?
- Do you think these stories are easy to relate to and could they apply to your life?



### ***Presentation: Human rights violations (35 min.)***

Introducing the topic of violations of human rights must be done sensitively. Try to avoid highly political and controversial examples and instead focus on more widely agreed upon violations.

Violations of human rights can be carried out by:

- Governments and officials

- Organisations and corporations
- Non-state actors
- Service providers
- Individuals

When do violations occur?

Violations occur when a person or group of people do not have all of their human rights respected by others.

Any of the 30 rights in the UDHR are at risk of being violated and this can, and does occur, all around the world.

Ask the following question prior to continuing the presentation.

Can you name any historical events that might constitute violations of human rights?

Explain to participants that they can mention historical events that happened in their country as well as in other countries. The presentation will only focus on internationally known examples.

Historical violations of human rights

- The Holocaust
- The slave trade
- Apartheid in South Africa
- The Cambodian genocide
- The Rwandan genocide

### **The Holocaust (1933 – 1945) (9):**

As we have already discussed the Holocaust was one of the main reasons for the writing of the Universal Declaration of Human Rights.

The Holocaust of the Second World War resulted in the murder of 6 million Jewish people, in Europe by the Nazi regime and its allies.

The large majority of murders occurred in “concentration camps” set up in Nazi occupied territories. Other groups were also targeted and murdered including people of different political backgrounds, ethnic, cultural, sexual and religious identities.

This event also involved the murder of approximately 250,000 to 275 000 **people with disabilities (9, 10)** (mainly Germans) living in institutions.

Invite participants to refer to their copy of the UDHR and to highlight which rights they think may have been violated. Answers may include:

- The right to life (article 3)
- The right not to be discriminated against (article 2)

- The right to be free from torture and to cruel, inhuman or degrading treatment or punishment (article 5)
- The right not to be imprisoned without due process (article 9): People were detained arbitrarily in concentration camps
- The right to freedom of religion (article 18): Millions of people were persecuted because of their religion

### **The Slave Trade (16th - 19th century) (11):**

This refers to the trade routes that developed on both sides of the Atlantic between British colonies from the 16<sup>th</sup> through to the 19<sup>th</sup> century.

Trading ships would set sail from Europe with a cargo of goods to the west coast of Africa. These goods would be traded for captured people – slaves - provided by African traders.

When the European traders 'ships were full, they would cross the Atlantic to the America's, where the slaves would be to be traded for rum, sugar or other luxury items.

These slaves were destined to work on plantations in the Caribbean or the Americas which produced goods for consumption in Europe.

They were transported under horrific conditions and many died on route.

The slaves were kept as property and regularly bought and sold. They were frequently victims of violence and murder.

Although slavery has been abolished, modern forms of slavery still exist today. Many people around the world are subjected to forced labour. In addition, sex slavery, which particularly affects young girls and women, is still a reality in many parts of the world.

Invite participants to refer to their copy of the UDHR and to highlight which rights they think may have been violated. Answers may include:

- The right not to be enslaved (article 4)
- The right to life (article 3): Slaves were murdered or if a ship was in trouble they were thrown overboard like cargo to try and save the ship and the crew
- The right not to be tortured (article 5)
- The right to be paid a fair wage for work (article 23)
- The right to rest from work (article 24): Hours of work were long and often without breaks, slaves often died during the work

### **Apartheid in South Africa (1948 and 1991) (12):**

Between 1948 and 1991 in South Africa the government enforced a collection of laws that resulted in the segregation of black and other non-white South Africans from the white population. Legislation classified inhabitants into four racial groups: "black", "white", "coloured" and "Indian".

These laws forced non-white South Africans to live in different areas, go to different schools and use separate healthcare facilities and other public services.

The non-white population was not allowed to vote, or to have political representation in government. They were also denied the freedom of association. They were also deprived of their right of citizenship.

80% of the land in the country was set aside for the white minority. Mixed marriages between different racial groups were prohibited.

During this period there was also violent repression of non-white South Africans including the shooting of 69 protestors in Sharpeville (13).

Invite participants to refer to their copy of the UDHR and to highlight which rights they think may have been violated. Answers may include:

- The right not to be discriminated against (article 2)
- The right to live (article 3): People were killed
- Freedom of movement (article 13): non-white people were not allowed in the same areas as white people
- The right to marry (article 16): mixed marriages were prohibited
- The right to own property and not be deprived of property (article 17): 80% of land was held by white people
- Freedom of association (article 20): non-white political groups were outlawed
- The right to an education (article 26) because children were denied equal education opportunities.
- The right to health (article 25) because non-white people did not have access to the same facilities.
- Political rights (i.e. representation) (article 21) because non-white people were denied political participation in the government.

### **The Cambodian genocide (1975-1979) (14):**

Between 1975 and 1979 around three million people died at the hands of the Khmer Rouge regime in Cambodia. The Khmer Rouge regime wanted to make everybody work on farms run by the state in order to produce enough food to make Cambodia independent of outside aid. Children were separated from their parents and made to work in labour camps and adults were forced to move to rural areas to work in farms. Many people died from starvation and forced labour at the farms. Opponents or suspected opponents to the regime, intellectuals, ethnic minorities and religious people were interrogated, tortured and killed. Numerous Buddhist temples were destroyed.

Human rights violated include:

- The right to life (article 3) Men, women and children died at the hands of the Khmer Rouge regime

- The right not to be subjected to torture or to cruel, inhuman or degrading treatment or punishment (article 5): people were often interrogated and tortured when suspected to be opponents to the regime.
- The right to family life (article 12): children were taken for their parents and made to work in labour camps.
- The right to freedom of movement and residence (article 13): people living in cities were forced to leave them for rural areas. People were made to work in farms far from their homes.
- Freedom of thought, conscience and religion (article 18): opponents to the regime were executed. People had no right to practice their religion and many Buddhist temples were destroyed.

### **The Rwandan genocide (1994) (15):**

In 1994, during the civil war, 20 per cent of the Rwandan population were killed. This was because of a conflict between two ethnic groups. Tutsi and moderate Hutu were tortured and killed on a massive scale by members of the Hutu majority. The murders were perpetrated by officials as well as civilians encouraged by racist propaganda. Women were particularly targeted in the conflict as rape was systematically used against them. Many Tutsi houses were also destroyed. Also significant was the fact that the international community failed to intervene in the Rwandan genocide.

Some human rights violated are:

- The right to life (article 3): A huge number of Rwandan people were killed because of their ethnic background.
- The right not to be subjected to torture or cruel, inhuman or degrading treatment or punishment (article 5): People were tortured throughout the genocide and women were raped.
- The right to own property (article 17): the homes of many Tutsi people were destroyed.

At the end of the presentation, ask participants if there are other examples they would like to mention or discuss. Remind the group that politically sensitive or controversial examples should be avoided.



### ***Exercise 4.1: Scenarios on human rights violations (40 min.)***

It is important to try to engage participants in a debate during this exercise.

The facilitator notes below provide some guidance on what participants might highlight as a human rights violation. However it is possible that participants identify other rights beyond those listed in the facilitator note. In each case ask participants to justify why they think a particular right has been violated.

Article 1 (freedom and equality) and 2 (non-discrimination) of the UDHR are likely to apply to all the scenarios. Any participants that do not feel there has been a violation should also be given time to express their opinion.

The purpose of the second question that will be posed to participants is to stimulate discussion about emotional responses to the scenarios. It is important to allow time for answers to develop as this will help participants to form emotional connections with the rights being discussed.

Select three scenarios from the list (Appendix 3)

Once the three scenarios have been selected, ask participants the following:

- Using your copy of the UDHR can you identify what human rights have been violated in this case?
- Do you find any aspects of this story disturbing? If yes why and which aspects?
- Do you think this kind of story could happen in your own country? Please explain.

### **The different scenarios:**

#### **Example 1: Rose**

Rose is a biology student and a leader of the University student union. A year ago, she wrote an article in the student newspaper calling for education reform and complaining about the government's inaction in this field. Two days later she was arrested by policemen on the campus. She has been in prison since then. No reasons were stated for the arrest, she has not been able to contact a lawyer and there is no date for a future legal hearing.

Human rights violated: In this case Rose is denied her right to liberty (article 3) and to a fair trial (article 10) as she is held in custody without a fair hearing. Her freedom of expression (article 19) was denied as she was arrested due to an article she wrote for the newspaper. She has been arbitrarily arrested and detained (article 9) and is being denied her right to equal recognition and protection before the law (article 6 and article 7).

#### **Example 2: Jignesh**

Jignesh is a 50 year old man, who lives in a small and remote town. Both his kidneys have stopped functioning, and so he has to undergo dialysis twice a week. The nearest health facility is 200 kilometres away from the place where he lives. The cost of the service, medicines and the travel take a toll on his financial situation. Despite his health condition, he cannot take time off from work since he is the sole earning member of his family. If he takes a day off, he suffers a cut to his salary.

Human rights violated: Jignesh is denied the right to earn enough money to live on (article 23) and the right to security in the event of unemployment (art 25). An argument could be made that he is also denied the right to rest from work (art 24). It could also be argued that he does not have access to medical care since the nearest health facility is so far away from his home and also because health care costs are unaffordable (article 25).



### **Example 3: Alexander**

Alexander is a famous singer and musician in a country in Europe. He is also an activist close to the opposition party and has on several occasions criticised the government in public. Recently, all his concerts have been cancelled. His passport has been confiscated and he is no longer allowed to travel abroad for personal or professional reasons.

Human rights violated: Alexander is not allowed to travel therefore he is denied the right to freedom of movement (article 13). As his venues have been cancelled, he is also denied the right to freedom of opinion and expression (article 19) and the right to work (article 23). His right to participate in the cultural life of the community is also being violated (article 27).

### **Example 4: Esma**

Esma wants to marry a man belonging to another religion and adopt this man's faith. As this is a persecuted minority religious group in her country, she is abducted and forcibly married to another man. He treats her like a servant and forces her to do things that she does not want to do. She has no way of escaping this situation. Because she is married to this man, there are many things that she cannot do without his agreement, like finding another place to live or complain to the police. Divorce is also prohibited.

Human rights violated: In this case Esma's right to marry, to give free and full consent to marriage (article 16) and to liberty (article 3) are denied as she is abducted and prevented from marrying the man she wants and forced to marry someone else. There is also a violation of her freedom of religion (article 18). In addition, her right not to be held in slavery or servitude is denied as she is treated as a servant by her husband (article 4) and she is unable to seek an effective remedy to the violation of her rights (article 8). She is not receiving equal protection before the law of the country (article 7) and is being denied her rights and freedoms based on her gender (article 2).

### **Example 5: David**

David is a human rights defender and is trying to create a human rights advocacy NGO in his country. Two months ago, he was arrested and sentenced to the death penalty for treason. Since being put in prison, he has been repeatedly tortured and humiliated. The letters he receives in prison are opened by prison officials before they are transmitted to him.

Human rights violated: The most obvious violation of human rights is David's right to life (article 3) as he has been sentenced to death. He is trying to create an NGO which is the reason for his imprisonment, and therefore he is also being deprived of his right to freedom of association (article 20). His right to freedom from torture is being violated (article 5) as well as his right not to be subjected to arbitrary interference his privacy, particular his correspondence (article 12).

### **Example 6: Paul**

Paul works on a farm as a labourer. When he started the job he was told that he would receive lodgings and food as part of his wage. The lodgings are cramped and many of the staff have fallen sick with infectious disease as the conditions are unhygienic. Paul only receives one meal a day. When he went to collect his first pay check he found that the cost of his lodgings and food were more than his salary. His boss told him that he was now in debt to the farm and would have to work longer hours to pay it off. Every month that goes by Paul accumulates more debt. It will be many years before the debt is repaid in full.

Human rights violated: This is a case about bonded labour and Paul is being denied his right to freedom from slavery (article 4). His right to be paid fairly for his job (article 23) and his right to have rest time is also being violated (article 24). The participants may also wish to discuss some violations that occur because of his living conditions, in particular his right to health (article 25).

### **Example 7: Adsila**

Adsila is a young woman who hears voices. As she was wandering on the street and talking aloud, the police arrested her. She had not committed any offence but while in custody she was told that she would be transferred to a psychiatric hospital.

In the hospital, she was forced to take high doses of psychotropic drugs which made her extremely unwell. She was bullied and attacked by staff and other male patients. She has no way to challenge her detention.

Human rights violated: Adsila is detained in prison and then in the psychiatric hospital although she has not committed any offence, therefore her right to liberty and security (article 3), to equal protection before the law (article 7) and her right not to be arbitrarily arrested or detained (article 9) are violated. The fact that she cannot challenge her detention violates her right to a fair hearing (article 10). The fact she is bullied and attacked violates her right to not be subjected to torture or to cruel, inhuman or degrading treatment or punishment (article 5).

### **Example 8: Jaya**

Jaya is a 24 year old woman, who is pregnant. On a visit to the health centre, the doctor informs her that she is HIV positive. Hearing this news, her husband calls her a “prostitute” and tells her to leave the house and all her possessions. The law of her country does not allow Jaya to fight her husband in court to get her belongings back. No one comes forward to help her or provide shelter to her, because of the fear of “being infected”. Jaya has no social support from the state even though she is destitute.

Human rights violated: In this case the rights denied include: men and women having the same rights when separated (article 16), the right to property (article 17), the right to a home and the right to an adequate standard of living, with enough food, clothing, healthcare etc. (article 25).

### **Example 9: Ramon**

Ramon is a 25 year old man who comes from an impoverished family. He was withdrawn from school by his parents at a very young age so that he could earn a living by washing cups and dishes in a road side tea shop. When he was 20, he started his own tea stall and started earning well. But he fell ill and was diagnosed with schizophrenia. No mental health services were available near Ramon's home town, so his parents felt they had no choice but to admit him against his will into a State mental hospital in the capital, where the treatment was free.

At the state hospital, he is regularly beaten, made to wear a uniform and live in a closed ward in unhygienic conditions. After nearly a year he is finally discharged. He applies for a job as an errand boy in a local government office and is selected for the position. But when the office head hears about his mental health diagnosis, he fires Ramon.

Human rights violated: Ramon was denied the right to education as he was withdrawn from school at an early age (article 26). His rights to liberty as well as his right to freedom of movement and residence are violated as he was admitted in a mental health hospital against his will (articles 3 and 13). The fact that no mental health services are available in the community also amounts to a violation of his right to health (article 25). The ill-treatment he suffered is a violation of the right to be free from torture and cruel, inhuman or degrading treatment (Article 5). Finally he is denied the right to not be discriminated against and the right to work (articles 2 and 23).

## Topic 5: Human rights violations of vulnerable groups/segments of the population



### ***Presentation: Vulnerable groups/segments of the population (30 min.)***

In this presentation we are going to look at the human rights violations experienced by different vulnerable groups or vulnerable segments of the population.

But first it is important to be clear about what we mean by the term ‘vulnerable’.

“Vulnerable groups” or “vulnerable segments of the population” refer to groups of individuals who are at higher risk of stigma, social exclusion and discrimination and other human rights violations. Although these vulnerable groups or segments of the population may differ across societies and countries, they generally share these common challenges.

It is important to note that the term “vulnerability” in this context does not imply ‘fragility’, ‘weakness’, ‘deficiency’ or ‘lack of capacity’ vis a vis the individuals or groups concerned. The term is used to highlight the fact that certain groups or segments of society are more “vulnerable” or at “higher risk” of experiencing human rights violations.

Examples of vulnerable groups/segments of the population include:

- Women
- Refugees
- Indigenous people
- People who are lesbian, gay, bisexual, transgender, intersex or questioning (LGBTIQ)
- Children
- People with HIV/AIDS
- Children and adults with disabilities, particularly those with psychosocial or intellectual disabilities

Ask the group:

- Which groups/segments of society are particularly vulnerable in your country?

Ask participants the following questions, and write down their responses on the flip chart.

- What makes these groups/segments of the population at high risk of having their human rights violated?

Some answers may include:

- Vulnerable groups/segments of the population are often distinguished as different/set apart from the rest of society, they can become socially isolated.
- Vulnerable groups/segments of the population often have limited power and the dynamics of power are weighted against them.
- Vulnerable groups/segments of the population may lack the social support network that we rely on in times of difficulty.
- The human rights of vulnerable groups/segments of the population tend to be less protected or not taken into account by legislation.

It is important to allow participants to come up with examples that are specific to the groups that have been listed. An example would be migrants having limited money and no families to support them in their new country. Allow participants to debate these issues, particularly, if some participants disagree with some of the issues being proposed by the groups in their responses.

After the short discussion in plenary, continue on with the presentation.

What challenges do these groups/segments of the population have in common (16)?

- Discrimination in all areas of their lives
- Violence, abuse and neglect
- Restrictions in exercising civil and political rights
- Exclusion from participating fully in society
- Reduced access to health and social services, including housing
- Reduced access to emergency relief services
- Lack of educational opportunities
- Exclusion from income generation and employment opportunities
- Increased rates of illness and premature death

#### **Discrimination in all areas of their lives:**

People are often prejudiced against vulnerable groups/segments of the population. This means that they hold negative views about them **which are not true** (for example that people from a particular group/segment of society are viewed as inferior, thieves, lazy, etc.). As a consequence they act in a discriminatory way towards them.

People with psychosocial, intellectual and cognitive disabilities may be discriminated against because of the stigma attached to their mental health diagnosis. Discrimination in the area of employment is not uncommon for example - many people are denied employment opportunities or even lose their jobs because of the stigma attached to mental health issues.

### **Violence, abuse and neglect:**

Vulnerable groups/segments of the population are more likely to experience violence, abuse and neglect. This occurs all around the world to varying degrees.

For example, in the United Kingdom 1 in 4 women will experience domestic violence due to abusive partners or family members (17) (1 in 3 in some studies in the USA) (18).

### **Restrictions in exercising civil and political rights:**

Throughout history, communities of people have been denied voting rights and the right to stand for government positions and so cannot have an influence in government.

For example during the Civil Rights Movement in the United States, protesters were denied the right of assembly to prevent their message being heard.

If people cannot exercise their rights they are unable to defend themselves and the interests of their community; this puts them at heightened risk for human rights violations.

### **Exclusion from participating fully in society:**

Some vulnerable groups/segments of the population are prevented from going to the same schools and using the same services as others; this often leads to second-rate services and increased disadvantage.

Vulnerable people may be left without support structures like a good education, job and housing; this can result in these groups being unable to participate fully in society and in the life of their communities.

For example, many people with disabilities are forced to live in institutions with little or no contact with the outside world.

### **Reduced access to health and social services, including housing:**

Some groups are denied access to health and social services (e.g. refugees in camps, people with HIV/AIDS, people with psychosocial, intellectual, and cognitive disabilities etc.).

For example in many countries there are few or no community mental health and other related services close to where people live. Housing options for people with psychosocial, intellectual and cognitive disabilities are also limited or non-existent. As a consequence many people end up in psychiatric hospitals when they simply should not be there.

### **Reduced access to emergency relief services:**

Vulnerable groups/segments of the population can be excluded from relief operations after natural disasters or violent events. After Hurricane Katrina in the United States the needs of people with disabilities were largely disregarded by the relief operation (19).

When these groups or people are excluded from emergency services and relief operations, injury and death can quickly occur.

### **Lack of educational opportunities:**

Some of the poorest and most vulnerable populations in the world have the lowest number of children that complete primary education. Without access to good education it is difficult for them to rise out of poverty and disadvantaged circumstances as it impacts on future prospects of obtaining employment and achieving independence. In some countries there is double discrimination by age and gender, with girls from vulnerable groups being denied opportunities to receive an education.

### **Exclusion from income generation and employment opportunities:**

Vulnerable groups and segments of the population have historically been denied equal access to employment on the grounds of race, colour, sex, language, religion, disability or other status. Without the ability to earn an income and hold down a job, these groups can quickly descend into poverty.

### **Increased rates of illness and premature death:**

And finally, all of these factors and challenges combine to cause increased rates of illness and premature death.

Vulnerable groups/segments of the population are more likely to receive poor treatment and management of chronic conditions from health services. As a consequence, of their reduced access to health and social services, these groups can have lower life expectancy and suffer greater morbidity from diseases.

For example, studies have found that people with severe mental health conditions die an average 10 years younger in the UK (20) and a study in Western Australia also showed that people with mental health conditions die approximately 14 years younger and that the gap with the general population has increased over the past years (21).

## Topic 6: Consequences of human rights violations



### **Exercise 6.1: Identify examples of human rights violations (50 min.)**

Ask participants to find their copy of the UDHR.

Select two groups from the list of vulnerable populations below:

- Women
- Refugees
- Indigenous people
- People who are lesbian, gay, bisexual, transgender, intersex or questioning (LGBTIQ)
- Children
- People with HIV/AIDS
- Children and adults with disabilities, particularly those with psychosocial or intellectual disabilities

Ask participants to identify examples of human rights violations relevant to the two groups selected using their copies of the UDHR. Write the ideas of the participants on the flipchart.

End the exercise by emphasising the following to participants:

Sometimes groups subjected to human rights violations may represent a significant part of the population. People may also belong to more than one vulnerable group or segment of the population which exposes them even more to human rights violations (e.g. women with disabilities).



### **Exercise 6.2: Impacts of violations (35 min.):**

Ask participants the following questions and write down ideas on the flipchart:

What are the consequences of violations of human rights?:

- a) For the individuals within a vulnerable group/segment of the population?  
This is an opportunity to reflect on the personal impacts of violations. As facilitator you can pose questions such as: How might a violation (e.g. detention without trial) affect the person's mental health and wellbeing? What about their family? Their future?
- b) For the group as a whole?  
Could this mean wider violations of human rights in the future for this group? Is their social / cultural / economic and political standing in society being affected?
- c) For the wider society in which they live?  
Could this precedent mean violations for other groups/segments of society in the future? Are societies that persecute groups/segments of society good places to live? Are they fair societies? Does society as a whole lose out in terms of loss of diversity, creativity and culture? Do these human rights violations make other groups of people feel insecure?



At the end of the discussion summarise what has been said based on ideas written down on the flipchart.



**Presentation: Groups that are often subjected to human rights violations (20 min.)**

The following presentation may or may not be necessary depending on whether participants have been able to get a good grasp of the issues around human rights violations of different vulnerable groups/segments of the population, based on previous exercises and presentations. However, if the facilitator feels that some of the issues need to be re-emphasised, then he or she should go through the following information.

**Women:**

Women have had and continue to have their human rights violated.

Examples of violations they face:

- The right to life (article 3): In some countries and cultures boys are favoured over girls and parents only decide to continue the pregnancy if the foetus is a boy. This practice is called selective abortion.
- The right to have a job (article 23): Some societies believe women should not work and instead should stay in the home.
- The right to education (article 26): In many countries girls are denied an education as people think only boys should benefit from it.
- The right to equal pay for equal work (article 23): Women are generally paid less than men for similar positions.
- The right to marry (article 16): In some countries women have no say in the choice of their husband.
- The right to be free from torture and cruel, inhuman or degrading treatment or punishment (article 5): domestic violence is a significant problem affecting women in countries around the world.

**Refugees:**

When populations are forced to flee their own country due to war, famine or natural disasters they often have their human rights abused.

Rights that are often violated:

- The right to a nationality (article 15): without papers some refugees are left stateless.
- The right to own property (article 17): land and homes are often stolen during war.
- The right not to be detained or exiled (article 9): Refugees are often detained in large camps while their case is 'processed'.
- The right to return to your country (article 13): countries sometimes refuse to allow refugees back into the country.
- The right to a standard of living adequate for health and well-being (article 25): conditions in the camps can be terrible).

### **Indigenous people:**

Indigenous people often have their basic human rights violated and experience racial discrimination. In particular, they are denied:

- The right to an adequate standard of living (article 25): they are often more likely to experience homelessness than the rest of the population.
- The right to work (article 23): they are often discriminated against in the area of employment and as a consequence unemployment rates among indigenous people are higher than the general population.
- The right to participate in the cultural life of the community (article 27): they are often prevented from maintaining their own cultural identity (e.g. they are required to speak the official national language rather than their own language, in schools and elsewhere) and have been historically subjected to forced assimilation, despite their historical origins and links to the country or territory.

### **People who are lesbian, gay, bisexual, transgender, intersex or questioning (LGBTIQ):**

In many countries around the world, LGBTIQ people continue to face human rights violations. They are denied:

- The right to life (article 3): they can be executed because of their gender or sexual orientation or identity.
- The right to work (article 23): they are refused jobs or are fired by their employer because of their sexual orientation or identity.
- The right to marry and to have a family (article 16): they cannot marry nor have children and sometimes are deprived of the custody of their children.
- The right to be free from cruel, inhuman and degrading treatment (article 5): they are often subjected to verbal and physical abuse.
- The right to freedom of movement (article 13): people are denied identity papers which match their gender and therefore cannot travel.

### **Children:**

Children rely on their parents, teachers and communities to flourish. Unfortunately they are also at high risk of having their human rights denied:

- The right to education (article 26): In some countries child labour is rife and children do not access education. When education opportunities are limited, boys are very often prioritised over girls.
- The right to not be a slave (article 4): Some children are enslaved in forced labour, for example, children are forced to work in factories.
- Freedom of expression (article 19): Children's views are often not considered or listened to.

- The right to a standard of living that is adequate for health and wellbeing (article 25): Conditions in which children live can be inadequate and lead to illnesses such as Tuberculosis and other infectious diseases.

### **People with HIV/AIDS:**

People who live with HIV or AIDS also often experience violations of their human rights. This can happen in the communities that they live in, at work, in the home and even in healthcare settings.

Violations of rights:

- The right to health (article 25): some people with HIV/AIDS are denied health insurance and treatment.
- The right to a job (article 23): People with HIV/AIDS are sometimes refused jobs or are fired by their employer.
- Freedom of movement (article 13): In the past, in some countries, people with HIV/AIDS were forced to live together in designated areas and were unable to leave them.

### **Children and adults with psychosocial, intellectual and cognitive disabilities:**

Children and adults with psychosocial, intellectual and cognitive disabilities are at risk of having their human rights violated or restricted in their homes or in the community.

Some violations of human rights:

- The right not to be discriminated against (article 2): they are often treated unfairly and denied access to opportunities, services and activities just because they have received a mental health diagnosis.
- The right not to be subjected to cruel, inhuman or degrading treatments or punishments (article 5): they are more likely to experience abuse, coercion and neglect than the rest of the population.
- The right to education (article 26): some countries do not have education systems that can accommodate people with psychosocial disabilities, intellectual and cognitive disabilities.
- The right to work (article 23): some employers refuse to employ them.
- The right to vote (article 21): in some countries they are not permitted to vote.
- The right to marry and to have a family (article 16): some countries make it illegal for people with psychosocial disabilities, intellectual and cognitive disabilities to marry or have children; their condition or disability may also be used as a justification to deny custody or take away children from the home.
- The right to liberty (article 3): in many countries people are locked up in mental health facilities against their will, sometimes they are also detained in prisons.

- The right to recognition everywhere as a person before the law (article 6): people with psychosocial, intellectual and cognitive disabilities are often denied **equal** recognition before the law. This means that they are not afforded the same legal protections as everyone else. For example they can be detained in mental health or related services or prison based on their disability, without due legal process. Also, guardianship laws in countries deny people the right to make decisions for themselves, in other words they are denied the right to exercise their legal capacity.

The topic of violations against people with psychosocial, intellectual and cognitive disabilities will be covered in much greater depth in the module on *Promoting human rights in mental health*.



### **Reflective exercise (5 min.)**



**Trigger warning:** This reflective exercise is a sensitive one and participants must feel secure and understand that the point is not to judge them. Rather, it is designed to get participants to reflect on their own personal role in upholding or violating someone's human rights.

Highlight and explain to participants the following information:

Here are two questions to reflect on. You can either write down your answer to discuss at the next session or simply think about your answers.

- Has there ever been a time where you yourself have witnessed someone you know (a friend / neighbour or community member) violating someone's human rights?
- Has there ever been a time that you may have been responsible for not supporting and upholding someone's human rights?

Inform the participants that they will not be required to share details of this exercise with others if they do not wish to do so.

Participants who would like to share their experience should be asked not to reveal the names of the individual(s) involved in the experience and not to give details that would allow these individuals to be identified.

## Topic 7: Respecting, protecting and fulfilling human rights



Reflective exercise from previous topic (20 min.)

This is an opportunity for participants to share their reflections and examples from the reflective exercise at the end of the last topic. Remind participants not to provide details that would allow people to be identified when discussing the examples.

This is also an opportunity to recap the overall rules about the training being a non-judgemental and safe environment in which people can freely express their thoughts and experiences.

Ask participants:

Without the need for specific details, would anyone like to share your experience of a time when someone you know (a friend, employer, colleague, neighbour or community member) violated someone's human rights?

While remaining aware of the sensitive nature of these examples, you can probe the story a little deeper by asking additional questions. For example you can ask:

Why do you think this violation occurred (Causes)?

What consequences did it have for the individual, community (impacts)?

How did you feel about this violation?

Were you aware this was a human rights violation at the time?

Do you think you would approach the situation differently?

Then ask the group:

Would anyone like to share how they felt when they failed to support or uphold someone's human rights?

We suggest that even if a member of the group offers a personal experience with details of the violation the facilitator should ask them to remove these details and instead focus on the feelings surrounding the violation. This should encourage better group participation.

It is possible to probe further by asking:

Why do you think you failed to support or uphold human rights in this case (causes) and what consequences did it have for the individual and/or community (impacts)?

Were you aware this was a human rights violation at the time?

How did you feel about this experience?

Do you think you would approach the situation differently if it happened again? Why?

Be mindful of participants' reactions and be aware of anyone who may be finding the discussion emotionally difficult or distressing.



### **Presentation: Respect / protect / fulfill (15 min.)**

There are 3 main tasks involved in upholding the human rights of others (22):

**To Respect** = this is achieved by **not violating** the human rights of another person.

Examples:

- Listening to and respecting someone's preference concerning what treatment they would like or not like (e.g. if someone says they don't like a particular medicine because it makes them feel ill).
- Respecting a person's right to privacy by not going into their private room without their permission.

**To Protect** = this is achieved by **preventing others** from violating a person's human rights

- Making sure others do not give the person treatment or medication that the person may not want.
- Protecting a person's right to privacy by stopping someone else going into their private room.

**To Fulfil** =this is achieved **by taking positive steps** to make sure that a person or group, have the same human rights protections as everyone else

- Writing down in the person's file or treatment plan what medication they dislike to make sure that they are not given it by any mental health or other practitioners in the future.
- Enabling the person to have a lock on their door (or do not disturb sign) so that they may choose when they want to have visitors.
- Educating others about the right to privacy.

Read to participants the following question:

- Can you think of examples from your work or life where you have taken steps to respect someone else's rights? Did you take action in one, two or all of the three areas (respect, protect and fulfil)?

It is important to try and encourage the group to think of practical examples: e.g. supporting a person with a psychosocial or intellectual disability to fill in voting papers for an election as an example of taking steps to help fulfil a person's right to vote.

## Topic 8: Empowering people to defend human rights



### **Exercise 8.1: Defending human rights in mental health (35 min.)**

The purpose of this exercise is to inspire personal action and allow for a discussion as to how participants can become defenders of human rights. More formal actions at the national and international level (e.g. Advocacy and legal aid organisations, Ombudsman, complaints to the Committee on the Rights of Persons with Disabilities) will be addressed in the module on *Developing national and state-level policy and legislation in mental health and related areas*.

Break up the participants into different groups, according to their expertise and background – in other words, people with psychosocial, intellectual and cognitive disabilities should form one group, practitioners should form another, family members/supporters another and so on. Ask each group to consider the following discussion points from the perspective of their own particular group:

#### **Group discussion points:**

- How can the following people defend human rights of people with psychosocial, intellectual, and cognitive disabilities?:
- mental health and other practitioners
- people with psychosocial, intellectual and cognitive disabilities
- families, care partners, and other supporters

Allow the group 5 to 10 minutes to discuss amongst themselves and then each group can feed back to plenary. This is an opportunity to explore the special relationship between mental health and other practitioners, families, care partners, other supporters and people with psychosocial, intellectual and cognitive disabilities. All these groups are in a good position to understand the requirements of people with psychosocial disabilities and people with intellectual disabilities and can be advocates for their rights.

#### Examples of answers from practitioners might include:

- Connect people to supports (lawyers, NGOs, peer supporters, advocates etc.) in order to help them to defend their rights
- Strengthen own knowledge on the rights of people with psychosocial, intellectual and cognitive disabilities, including people using the services
- Identify and take ownership of current practices that violate people's rights, and take concrete action to change them.
- Speak out about human rights violations in the service rather than accepting things as they are

#### Examples of answers from people with psychosocial, intellectual and cognitive disabilities:

- Know and understand one's own rights
- Speak out about human rights violations

- Support others in claiming their rights and form groups to come together and claim rights
- Use the media to highlight problems and violations and to disseminate information on rights.
- Work with practitioners and families to build their capacity around the rights of people with psychosocial disabilities and people with intellectual disabilities

Examples of answers from families/supporters:

- Support relative or friend to claim their rights
- Avoid over-protecting the person concerned – enable them to take risks and make mistakes
- Enable people to exercise their autonomy and make decisions for themselves
- Speak up about violations and the impact of poor quality services

***In plenary:***

In plenary, ask all participants the following:

Why is defending these rights important for people with psychosocial, intellectual and cognitive disabilities?

Guide the conversation in order to emphasise the role of all these groups as advocates for the rights of people with psychosocial, intellectual and cognitive disabilities and how by respecting, protecting and fulfilling human rights, peoples’ ability to live “the good life” can be realised.

Examples of answers may include:

- It is necessary for people’s self-realisation, self-fulfilment.
- Without these rights, people will continue to be marginalized and remain powerless.
- These rights allow people to live a good life.

What resources are necessary to successfully defend people’s rights?

Encourage participants to think about non-financial resources. Some answers may include:

- Education on human rights
- Network of support people around a person to make sure that others respect this person’s human rights
- Knowledge of institutions or organisations which advocate for human rights
- Increased involvement of people with lived experience

End this discussion by stating that:

- Defending and promoting rights does not necessarily require a large financial budget and much can be done, even with minimal resources, in order to change people’s attitudes and practices and promote human rights.



## Topic 9: Human rights advocacy



### **Presentation: Fighting for rights - human rights defenders (30 min.)**

This final topic should be delivered as a positive message. Participants should leave with a clear idea that defending human rights can improve the lives of individuals, groups and society as a whole.

Who fights for human rights?

- Individuals
- Communities
- Governments
- The United Nations
- Advocacy Groups

### **Individuals**

Choose the individuals who are the most relevant to participants' cultural context among the examples below.

#### **Mahatma Gandhi (23)**

One of the most famous individuals that fought for the human rights (before they were written down) of a whole nation was Mohandas Karamchand (Mahatma) Gandhi. He is considered the father of the Indian Independence movement and used the concept of "satyagraha", as a means of non-violent protest against injustice. This form of protest has been adopted by many that have fought for human rights in the 20<sup>th</sup> and 21<sup>st</sup> Centuries, for example Martin Luther King Jr in the USA in the 1960s.

#### **Aung San Suu Kyi (24)**

Aung San Suu Kyi is the leader the National League for Democracy (NLD) in Myanmar. She is a symbol of peaceful resistance as she campaigns for democratic reform and free election in her country. She spent many years under house arrest because of her political activities. "The Lady" as she is called, was awarded the Nobel Peace Prize in 1991.

#### **Nelson Mandela (25)**

Nelson Mandela is the most famous leader in the fight against the Apartheid in South Africa. He was detained in prison by the pro-Apartheid regime during 27 years of his life. After his release, he became President of South Africa from 1994 to 1999. He continued the fight for racial reconciliation and the realisation of human rights for all in South Africa.

## **Rosa Parks (26)**

Rosa Parks became famous in 1955 for refusing to give up her seat to a white passenger on a bus in Alabama (United States). This act became an important symbol against racial segregation. She took part in the Civil Rights Movement and fought for racial equality.

## **Martin Luther King Jr. (27)**

Martin Luther King Jr. was the leader of the African-American Civil Rights Movement (see below). He campaigned for equal civil rights for all Americans including African Americans, using non-violent civil disobedience. In 1963, he delivered a powerful speech, "I have a dream" to protest against racial discrimination. This speech has become famous worldwide. In 1964 he received the Nobel Peace Prize for his combat. He was assassinated in 1968.

## **Communities**

### **African-American Civil Rights Movement (28)**

In the 1960's the community of African Americans in the United States continued this struggle for equal rights. This struggle for human rights was to combat disenfranchisement, racial segregation and race-inspired violence that was common place in the southern states of America. Their use of non-violent protest and civil disobedience resulted in the Civil Rights Act of 1964 and allowed for voting rights within this community.

### **Movement of users and survivors of psychiatry (29)**

The users/survivors of psychiatry movement has grown and gained momentum internationally as well as nationally in many countries. The movement developed in large part in response to harm and abuse in psychiatry. In the 1960s and 1970s, former mental health patients publicly denounced the harm caused by abuses in psychiatry, including violence, forced admission and treatment, use of seclusion and restraints and other coercive measures. They advocated for self-determination and full participation in society. This movement led to the creation of international NGOs such as MindFreedom International (MFI) (30) and the World Network of Users and Survivors of Psychiatry (WNUSP) as well as national organizations.

## **Governments**

Although governments are not human rights advocates, they have the primary responsibility for protecting, respecting and fulfilling human rights. The governments of the world have agreed to uphold the rights that are expressed in the Universal Declaration of Human Rights and other major human rights treaties. Many governments have also written their own human rights laws, or have integrated human rights principles in their constitutions, so that they are legally binding and can be used to protect human rights of citizens.

Unfortunately there are still abuses of human rights that are carried out by governments against their own people.

## **The United Nations:**

One of the major purposes of the UN is to “develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples, and to take other appropriate measures to strengthen universal peace” (31). Within the UN, an office has a specific mandate to promote and protect human rights all around the world: the Office of the High Commissioner for Human Rights. In addition, the Human Rights Council is a body within the UN in charge of the promotion and protection of all human rights in all countries around the globe. Its role is to monitor the human rights situation within countries. The UN has also facilitated discussion and negotiations between governments to adopt human rights treaties and for promoting their implementation by countries.

## **Advocacy Groups, NGOs and faith-based organizations:**

Groups have been founded to defend human rights around the world. Some well-known examples include:

- Amnesty International
- Oxfam
- Human Rights Watch
- Save the Children

These organizations campaign to respect, protect and fulfill people’s human rights around the world. These groups are usually made up of individual members that join because they believe strongly in the work that is being done.

These groups highlight subject matter or the parts of the world where human rights are not respected. This can be very powerful and result in real change. They have campaigned for the release of famous human rights defenders like Nelson Mandela and have had an important impact on governments.

Ask the group the following questions:

- Can you think of any human rights defenders in your own country?
- Does a national human rights institution exist in your country? What has been their role in promoting rights



### ***Exercise 9.1: Conclusion (15 min.)***

This final exercise is designed to reflect the learning journey that participants have gone through. This question was asked at the beginning of Session 1 and the participants will have reflected upon many core elements of the UDHR. When the list has been drawn up for a second time, the participants should compare this with the original list.

We will now repeat the “Living a good life” exercise 1.2 from topic 1.

Ask participants the following questions:

- What is required to live a good life?
- What are the similarities and differences between the list made previously and now?

Engage a discussion on the importance of human rights in order to live a good life.



### **Concluding the training (10 min.)**

Ask participants:

- What are the 3 key points you have learned during this session?

Follow this question with the key take home messages.

Take home points:

- Human rights are basic rights that we have simply because we are human.
- We are all born with human rights and no one should take them away.
- Vulnerable groups/segments of the population are at higher risk of human rights violations.
- We all need to respect, protect and fulfil human rights everywhere: at home, in the community, in health and other settings.
- Everybody has a key role to play in promoting human rights.
- Across the world, advocacy groups, communities as well as individuals can and have worked to defend human rights.

# Annexes

## Annex 1: The Universal Declaration Of Human Rights 1948

(Original version with associated simplified version by Amnesty International UK) (32),(33)

### Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

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

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

Whereas it is essential to promote the development of friendly relations between nations,

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

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

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

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

### 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.

We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.

## 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.

These rights belong to everybody; whether we are rich or poor, whatever country we live in, whatever sex or whatever colour we are, whatever language we speak, whatever we think or whatever we believe.

## Article 3

Everyone has the right to life, liberty and security of person.

We all have the right to life, and to live in freedom and safety.

## Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Nobody has any right to make us a slave. We cannot make anyone else our slave.

## Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Nobody has any right to hurt us or to torture us.

## Article 6

Everyone has the right to recognition everywhere as a person before the law.

We all have the same right to use the law.

## 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.

The law is the same for everyone. It must treat us all fairly.

#### **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.

We can all ask for the law to help us when we are not treated fairly.

#### **Article 9**

No one shall be subjected to arbitrary arrest, detention or exile.

Nobody has the right to put us in prison without a good reason, to keep us there or to send us away from our country.

#### **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

If someone is accused of breaking the law they have the right to a fair and public trial.

#### **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.

Nobody should be blamed for doing something until it has been proved that they did it. If people say we did something bad, we have the right to show this was not true. Nobody should punish us for something that we did not do, or for doing something which was not against the law when we did it.

#### **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.

Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a very good reason.

#### **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.

We all have the right to go where we want to in our own country and to travel abroad as we wish.

#### **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.

If we are frightened of being badly treated in our own country, we all have the right to go to another country and ask for protection.

#### **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

We all have the right to belong to a country.

#### **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.

Every grown up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.

#### **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.

Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.

#### **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.

We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.

#### **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.

We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people wherever they live, through books, radio, television and in other ways.

#### **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.

We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.

#### **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.

We all have the right to take part in the government of our country. Every grown up should be allowed to choose their own leaders from time to time and should have a vote which should be made in secret.

#### **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.

We all have the right to a home, to have enough money to live on and medical help if we are ill. We should all be allowed to enjoy music, art, craft, sport and to make use of our skills.

#### **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.

Every grown up has the right to a job, to get a fair wage for their work, and to join a trade union.

#### Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

We all have the right to rest from work and relax.

#### 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.

We all have the right to a good life, with enough food, clothing, housing, and healthcare. Mothers and children, people without work, old and disabled people all have the right to help.

#### 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.

We all have the right to an education, and to finish primary school, which should be free. We should be able learn a career, or to make use of all our skills. We should learn about the United Nations and about how to get on with other people and respect their rights. Our parents have the right to choose how and what we will learn.

#### **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.

We all have the right to our own way of life, and to enjoy the good things that science and learning bring.

#### **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.

We have a right to peace and order so we can all enjoy rights and freedoms in our own country and all over the world.

#### **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.

We have a duty to other people, and we should protect their rights and freedoms.

#### **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.

Nobody can take away these rights and freedoms from us.

## Annex 2: Examples of human rights stories

### **Journalist Ruqia Hassan murdered by Isis after writing on life in Raqqa**

By Aisha Gani and Kareem Shaheen

#### **Activists confirm 30-year-old was killed in September having been accused by Islamic State of spying for rival Syrian groups**

Islamic State militants murdered a journalist who wrote about daily life in occupied Raqqa, having accused her of being a spy, activists have confirmed.

Ruqia Hassan, 30, was killed in September, but news of her death became widely known this week after Isis claimed on social media that she was still alive.

Writing under the pen name Nissan Ibrahim, Hassan's posts described life for residents of Raqqa, Isis's Syrian stronghold, and the frequent coalition airstrikes against the group.

Hassan studied philosophy at Aleppo University and later joined the opposition to the regime of Bashar al-Assad when the revolution began in Raqqa. She refused to leave after Isis entered the city.

Hassan had been placed under surveillance by Isis and was held in August, accused of being in contact with the "sahawat", a derogatory term used by Isis to refer to the Free Syrian Army, whom it considers traitors.

Hassan posted messages on Facebook about how she felt and the music she listened to, and sent messages of hope to her followers (...).

Source: *reference (34)*

### **Over Half Of The Children Had Mental Deficiencies... Or Did They?**

The Czech Republic had special schools for children with "mental deficiencies" who were unable to attend 'ordinary' schools. Statistics showed that 56% of students in special schools were Roma, but that Roma represented only 2.26% of the total of 'ordinary' primary-school kids. The 18 applicants were Roma students placed in special schools. The Constitutional Court rejected their argument that there was racial segregation and discrimination because of the two educational systems: special schools for the Roma and 'ordinary' primary schools for everyone else. So they complained to the European Court of Human Rights that they had been discriminated against.

The court said that there had been breaches of the prohibition on discrimination and the right to education. The statistics the applicants relied on were reliable and significant enough to indicate indirect discrimination. So the government had to justify the discrimination to avoid breaching the European Convention. It couldn't. The tests given to students were biased and weren't assessed considering the special characteristics of the Roma children taking them. The schooling arrangements for Roma children didn't have safeguards that would make sure that the government had considered their special needs as members of a disadvantaged class.

The result was that the applicants had been put in schools for children with mental disabilities, where their education added to their difficulties and compromised their development, instead of helping them to become part of the 'ordinary' schools and develop the skills needed for life among the majority population.

The way the Czech law was applied had a disproportionately discriminatory effect on the Roma community, so the applicants as members of that community had suffered the same discriminatory treatment and it was unnecessary to consider their individual cases.

So, the discrimination wasn't justified, or legal. It breached the children's human rights.

Source: *reference (35)*

## Women in Saudi Arabia to vote and run in elections

**Women in Saudi Arabia are to be given the right to vote and run in future municipal elections, King Abdullah has announced.**

He said they would also have the right to be appointed to the consultative Shura Council.

The move was welcomed by activists who have called for greater rights for women in the kingdom, which enforces a strict version of Sunni Islamic law.

The changes will occur after municipal polls on Thursday, the king said.

King Abdullah announced the move in a speech at the opening of the new term of the Shura Council - the formal body advising the king, whose members are all appointed.

"Because we refuse to marginalise women in society in all roles that comply with sharia, we have decided, after deliberation with our senior clerics and others... to involve women in the Shura Council as members, starting from next term," he said.

"Women will be able to run as candidates in the municipal election and will even have a right to vote."

### Cautious reformer

The BBC's world affairs correspondent Emily Buchanan says it is an extraordinary development for women in Saudi Arabia, who are not allowed to drive, or to leave the country unaccompanied.

She says there has been a big debate about the role of women in the kingdom and, although not everyone will welcome the decision, such a reform will ease some of the tension that has been growing over the issue.

Saudi writer Nimah Ismail Nawwab told the BBC: "This is something we have long waited for and long worked towards."

She said activists had been campaigning for 20 years on driving, guardianship and voting issues.

Another campaigner, Wajeha al-Huwaider, said the king's announcement was "great news".

"Now it is time to remove other barriers like not allowing women to drive cars and not being able to function, to live a normal life without male guardians," she told Reuters news agency.

Correspondents say King Abdullah has been cautiously pressing for political reforms, but in a country where conservative clerics and some members of the royal family resist change, liberalisation has been very gradual.

In May more than 60 intellectuals called for a boycott of Thursday's ballot saying "municipal councils lack the authority to effectively carry out their role".

Municipal elections are the only public polls in Saudi Arabia.

More than 5,000 men will compete in municipal elections on Thursday - the second-ever in the kingdom - to fill half the seats in local councils. The other half are appointed by the government.

The next municipal elections are due in four years' time.

Source: *reference (36)*

## A place where girls matter

By Marisa Buchanan  
NBC News producer

### **In Kenya's largest slum, the Kibera School for Girls is providing little girls with the chance of their lives – A refuge from abuse and hunger**

Dreams are a luxury few can afford in Kenya's largest slum. That is, until you turn the corner, walk down a small alleyway and arrive at a bright pink and blue makeshift building. Little girls in bright red sweaters and bright blue skirts are running around, giggling and playing, indoors and out. And when you look at the mud on their shoes, or the tin houses that surround the school, you come to realize that 60 little girls are getting the chance of their lives and they know it. This is the Kibera School for Girls – a refuge from abuse and hunger.

Girls in Kibera generally don't have a lot of reason to sing or play. Like most young girls in extreme poverty all over the world, they have little value in their communities. They mostly can't afford school, are highly vulnerable to sexual crime at any early age and, up until recently, have received the least amount of attention from international NGOs (...).

The school featured in our Making a Difference report has taught the community to invest in the education of their girls. The families invest in their girls' education, and contribute time to the school and, by doing so, the entire family receives health care, access to clean water and even clean toilets they don't have to pay to use.

One of the co-founders of the Kibera School for girls, Kennedy Odede told me: "People see hope and people are really surprised. And most are overwhelmed, because it's unbelievable. There's no way an organization in the slum can be able to do this amazing thing, you know. There's no way our girls could get an education. No way to get a health clinic. What I really love is that I kind of show a hope to those who are hopeless, who never went to school. There's a better life for you."

He should know. He's from there. He grew up watching the young girls around him sell sex for food because even someone without an education or any job prospects still needs to eat.

And that's why the school is one of the most remarkable places I have ever visited. The founders not only continue to teach the community girls have value but they have also given these little girls a safe place to dream. As Kennedy said, "They have passed through horrors. I am welcoming them back to a world they never lived in, to a world where they are important."

Source: *reference (37)*

## Peru approves 'historic' indigenous rights law 24 August 2011

Ashéninka girl in south-east Peru  
STOP PRESS  
September 7th, 2011

**Today, indigenous people across Peru are celebrating President Ollanta Humala's decision to approve the Prior Consultation Law. This is an important step forward for indigenous rights in the country.**

On Tuesday night, Peru's Congress unanimously approved a 'historic' new law that guarantees indigenous people's right to free, prior and informed consent to any projects affecting them and their lands. President Ollanta Humala says he supports consultation, and now has 15 days to sign the bill into law. It is a significant step away from the policies of former Peruvian President Alan Garcia, who vetoed a similar bill.

The 'Prior Consultation Law' complies with commitments set out in ILO Convention 169, the only international law designed to protect tribal people's rights. Peru ratified the ILO 169 in 1993 but has consistently failed to uphold it, causing widespread unrest amongst the country's indigenous population.

Amazon Indian organization AIDESEP has welcomed the government's decision, but warned this is just the first step to ensure indigenous rights are guaranteed. 'We mustn't fall into false triumphalism. It is now up to the government to form a national indigenous organization... that will uphold strict compliance with this new law.'

Under Alan Garcia, Peruvian Indians experienced unprecedented pressures on their lands as a result of his aggressive development policies. More than 70% of the Amazon is now divided into oil and gas concessions often without the consent of the indigenous inhabitants. Survival International's Director, Stephen Corry, said 'There are two factors at stake here. Firstly, Humala should support the decision of Congress to approve the Prior Consultation Law. Secondly, the Peruvian Government must commit to upholding it.'

Source: *reference (38)*

## **Mental Health Prejudice Has No Place In The Justice System**

“FB” had a history of mental illness, which included psychotic symptoms. He told the police that “HR” had bitten off part of his ear, and had threatened him and his family.

The police charged HR with wounding with intent to cause grievous bodily harm and witness intimidation. On the day of HR’s trial, the prosecutor offered no evidence because he had decided that he couldn’t put FB before the jury as a reliable witness and HR was found not guilty. FB brought a legal claim against the prosecutors, arguing that their decision was illegal because it discriminated and breached his human rights.

The High Court agreed that the decision not to prosecute HR had been unlawful. The reasoning process for concluding that FB couldn’t be placed before the jury as a credible witness had been unreasonable. It appeared that the prosecutor had misread a psychiatric report or had stereotyped FM as someone who wasn’t credible because of his history of mental problems. Even worse, the state had breached its obligation to protect against serious assaults through the criminal justice system. The failure to prosecute had increased the FB’s sense of vulnerability and of being beyond the law’s protection. That meant that there was a breach of the European Convention on Human Rights.

The court itself recognised that, if FB and those like him couldn’t give evidence, they would be in the position that they could be assaulted without any consequences, so long as there was no independent evidence of the perpetrator’s guilt. As a result, the Crown Prosecution Service conducted its own review of the case and came up with four recommendations for the future, which included training and the issuing of guidance for similar situations.

Source: *reference (39)*



## Annex 3: Exercise 4.1- Scenarios on human rights violations

### The different scenarios:

#### Example 1: Rose

Rose is a biology student and a leader of the University student union. A year ago, she wrote an article in the student newspaper calling for education reform and complaining about the government's inaction in this field. Two days later she was arrested by policemen on the campus. She has been in prison since then. No reasons were stated for the arrest, she has not been able to contact a lawyer and there is no date for a future legal hearing.

#### Example 2: Jignesh

Jignesh is a 50 year old man, who lives in a small and remote town. Both his kidneys have stopped functioning, and so he has to undergo dialysis twice a week. The nearest health facility is 200 kilometres away from the place where he lives. The cost of the service, medicines and the travel take a toll on his financial situation. Despite his health condition, he cannot take time off from work since he is the sole earning member of his family. If he takes a day off, he suffers a cut to his salary.

#### Example 3: Alexander

Alexander is a famous singer and musician in a country in Europe. He is also an activist close to the opposition party and has on several occasions criticised the government in public. Recently, all his concerts have been cancelled. His passport has been confiscated and he is no longer allowed to travel abroad for personal or professional reasons.

#### Example 4: Esma

Esma wants to marry a man belonging to another religion and adopt this man's faith. As this is a persecuted minority religious group in her country, she is abducted and forcibly married to another man. He treats her like a servant and forces her to do things that she does not want to do. She has no way of escaping this situation. Because she is married to this man, there are many things that she cannot do without his agreement, like finding another place to live or complain to the police. Divorce is also prohibited.

#### Example 5: David

David is a human rights defender and is trying to create a human rights advocacy NGO in his country. Two months ago, he was arrested and sentenced to the death penalty for treason. Since being put in prison, he has been repeatedly tortured and humiliated. The letters he receives in prison are opened by prison officials before they are transmitted to him.

### **Example 6: Paul**

Paul works on a farm as a labourer. When he started the job he was told that he would receive lodgings and food as part of his wage. The lodgings are cramped and many of the staff have fallen sick with infectious disease as the conditions are unhygienic. Paul only receives one meal a day. When he went to collect his first pay check he found that the cost of his lodgings and food were more than his salary. His boss told him that he was now in debt to the farm and would have to work longer hours to pay it off. Every month that goes by Paul accumulates more debt. It will be many years before the debt is repaid in full.

### **Example 7: Adsila**

Asdila is a young woman who hears voices. As she was wandering on the street and talking aloud, the police arrested her. She had not committed any offence but while in custody she was told that she would be transferred to a psychiatric hospital.

In the hospital, she was forced to take high doses of psychotropic drugs which made her extremely unwell. She was bullied and attacked by staff and other male patients. She has no way to challenge her detention.

### **Example 8: Jaya**

Jaya is a 24 year old woman, who is pregnant. On a visit to the health centre, the doctor informs her that she is HIV positive. Hearing this news, her husband calls her a “prostitute” and tells her to leave the house and all her possessions. The law of her country does not allow Jaya to fight her husband in court to get her belongings back. No one comes forward to help her or provide shelter to her, because of the fear of “being infected”. Jaya has no social support from the state even though she is destitute.

### **Example 9: Ramon**

Ramon is a 25 year old man who comes from an impoverished family. He was withdrawn from school by his parents at a very young age so that he could earn a living by washing cups and dishes in a road side tea shop. When he was 20, he started his own tea stall and started earning well. But he fell ill and was diagnosed with schizophrenia. No mental health services were available near Ramon’s home town, so his parents felt they had no choice but to admit him against his will into a State mental hospital in the capital, where the treatment was free.

At the state hospital, he is regularly beaten, made to wear a uniform and live in a closed ward in unhygienic conditions. After nearly a year he is finally discharged. He applies for a job as an errand boy in a local government office and is selected for the position. But when the office head hears about his mental health diagnosis, he fires Ramon.

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