

Rights  
Responsibility  
Representation



3-R  
Trainers'  
Kit

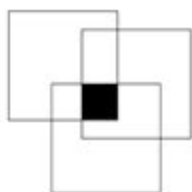


International  
Labour  
Organization

# EMPOWERMENT FOR CHILDREN, YOUTH AND FAMILIES

## Supporting Life Skills in Myanmar

### Module 2: Rights in Life





**3-R Trainers' Kit**

# **EMPOWERMENT FOR CHILDREN, YOUTH AND FAMILIES**

**Rights, Responsibilities and Representation**

**Supporting Life Skills in Myanmar**

## **Module 2: Rights in Life**

Fundamental Principles and Rights at Work Branch  
International Labour Organization

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First published 2017

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## FUNDAMENTALS

*Empowerment for children, youth and families: 3R trainers' kit on rights, responsibilities and representation - Supporting Life Skills in Myanmar* / International Labour Office, Fundamental Principles and Rights at Work Branch (FUNDAMENTALS) - Yangon: ILO, 2017.

ISBN: 978-92-2-130249-0 (Print); 978-92-2-130250-6 (Web PDF)  
International Labour Office; Fundamental Principles and Rights at Work Branch

Also available in Burmese: (ကလေးသူငယ်များ၊ လူငယ်များနှင့် မိသားစုများကို လုပ်ပိုင်ခွင့်ပေးအပ်ခြင်း၊ အခွင့်အရေးများ၊ တာဝန်ယူမှုများနှင့် ကိုယ်စားပြုခြင်းဆိုင်ရာ 3-R သင်တန်းဆရာများလက်စွဲ၊ မြန်မာနိုင်ငံအတွက် ဘဝသက်တာကျွမ်းကျင်မှုများကို အထောက်အကူပေးခြင်း)၊  
ISBN 978-92-2-830850-1 (Print); 978-92-2-830851-8 (Web PDF), Yangon, 2017

*ILO Cataloguing in Publication Data*

## ACKNOWLEDGEMENTS

This publication was elaborated by Busakorn Suriyasarn, Nelien Haspels and Rosalinda Terhorst for ILO and coordinated by Selim Benaïssa from ILO Yangon Office.

Funding for this ILO publication was provided by the United States Department of Labor (Project MMR/13/10/USA) under cooperative agreement number IL-25263-14-75-K.

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Layout & Graphic Design: K Creative House  
Printed in Yangon  
Photocomposed by My-PEC, ILO-Yangon

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# ■ MODULE 2 - RIGHTS IN LIFE

## OVERVIEW

This module introduces the basic human rights of children, youth and adults and the responsibilities that come with these rights. It aims to make the definition of human rights less abstract and connect the respect for these rights and their use in the day-to-day life of participants. Participants are asked to think about the responsibilities they have regarding the expression of these rights. The importance of getting organized to achieve these basic human rights and to fight against violations is also stressed.

This module includes 4 units:

Unit 2.1 Everybody Has Rights

Unit 2.2 Children's Rights

Unit 2.3 My Rights and Responsibilities

Unit 2.4 My Right, Our Right to Organize

UNIT 2.1 EVERYBODY HAS RIGHTS	OBJECTIVES	TIME
<b>Exercise 2.1.1</b> What Are Human Rights?	<ul style="list-style-type: none"> <li>To understand the meaning of human rights</li> </ul>	75 mins
UNIT 2.2 CHILD RIGHTS	OBJECTIVES	TIME
<b>Exercise 2.2.1</b> I Have Rights - Chair Dance	<ul style="list-style-type: none"> <li>To become aware of the basic rights of the child</li> </ul>	60 mins
<b>Exercise 2.2.2</b> I Know My Rights	<ul style="list-style-type: none"> <li>To become aware of the basic rights of the child</li> </ul>	60 mins
<b>Exercise 2.2.3</b> Children Have Rights Too – Poster Campaign	<ul style="list-style-type: none"> <li>To become aware of the basic rights of the child</li> <li>To understand the importance of the UN Convention on the Rights of the Child</li> </ul>	60 mins
UNIT 2.3 MY RIGHT AND RESPONSIBILITIES	OBJECTIVES	TIME
<b>Exercise 2.3.1</b> What Should I Do?	<ul style="list-style-type: none"> <li>To understand that rights come with responsibilities</li> <li>To understand the duties as a good citizen and community member</li> </ul>	90 mins
<b>Exercise 2.3.2</b> I Can Solve It	<ul style="list-style-type: none"> <li>To understand that rights come with responsibilities</li> <li>To become aware of the fact that the rights of different people may conflict</li> <li>To think of possible solutions to solve conflicts</li> </ul>	60 mins

UNIT 2.4 MY RIGHTS, OUR RIGHTS TO ORGANIZE	OBJECTIVES	TIME
<b>Exercise 2.4.1</b> <b>More Heads Are Better Than One – Jigsaw Puzzle</b>	<ul style="list-style-type: none"> <li>• To understand the importance of making an effort to work together</li> <li>• To experience the advantages of cooperation</li> </ul>	60 mins
<b>Exercise 2.4.2</b> <b>Let's Organize</b>	<ul style="list-style-type: none"> <li>• To understand the importance of making an effort to work together</li> <li>• To reach a common goal together</li> </ul>	60 mins
<b>TOTAL TIME IN MODULE 2: 8 HOURS 45 MINUTES</b>		



## ■ UNIT 2.1 EVERYBODY HAS RIGHTS



### CONTENTS

This unit introduces the basic, fundamental human rights of all persons. Participants will gain an understanding of the need to respect these human rights and learn how to recognize inequalities in wealth and enjoying rights.



### KEY MESSAGES

- Every person has basic human rights because he or she is a human being.
- The fundamental human rights are given in each country's Constitution and/or National Laws and Regulations.
- All boys and girls have the same rights, regardless of who they are, where they were born, the sex, ethnicity or religion they have, or whether they are in a poor or rich family or country.
- The extent to which basic human rights are respected and enforced in practice varies from family to family, community to community and country to country.
- The government has a duty to safeguard and protect the human rights of all of its citizens.



### EXERCISES

- 2.1.1 What Are Human Rights?



### RELATED UNITS

- 2.2 Child Rights  
2.3 My Rights and Responsibilities  
11.2 Rights at Work

## ■ EXERCISE 2.1.1 WHAT ARE HUMAN RIGHTS?



### OBJECTIVES

To understand the meaning of human rights



### TARGET GROUP

Children, youth and adults



### DURATION

75 minutes



### SEATING ARRANGEMENTS

A large circle of chairs and a large space inside the circle



### MATERIALS

- A blackboard or wall space for writing in front of the class
- 10 flipchart sheets numbered 1 to 10
- Bag or jar
- 6 markers or more



### TRAINING KIT

2.1.1 A: Tasks for What Are My Human Rights  
2.1.1 B: Answer Sheet for What Are My Human Rights  
Briefing Note: Human Rights



### SESSION PLAN STEPS<sup>1</sup>

1. Brainstorm: What does it mean to be human? – 15 minutes
2. What is meant by human rights? – 15 minutes
3. Basic human rights – 35 minutes
4. Summary – 10 minutes

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<sup>1</sup>Adapted from: *Human Rights Here and Now: Celebrating the Universal Declaration of Human Rights* by Nancy Flowers, ed. (Human Rights Resource Center, University of Minnesota), Activity 1: Human Beings/Human Rights, <http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-3/Activity1.htm>.

**PREPARATION**

For Step 3, prepare a jar or bag with 10 pieces of paper as explained in Training Aid 2.1.1 A.

**STEP 1** **BRAINSTORM: WHAT DOES IT MEAN TO BE HUMAN? – 15 MINUTES**

Write the words 'HUMAN' in the middle of a board, or flipchart on the wall or stand. Draw an outline of a human figure under the word. Ask participants:

- What do you think are qualities that define a human being?
- What makes a human being different from other animals?

Participants may say human beings can walk upright on two legs, or talk, write, create things such as houses, buildings, arts, architectures, technologies etc. Write the words or symbols of the ideas presented by participants to the left of the human figure (or ask participants to draw or write their ideas). Some participants may give intangible qualities such as intelligence, sympathy and kindness. Encourage participants to share many ideas.

Next ask participants:

- What makes human beings happy? What makes you happy? Also think about people in your family, your father, mother, grandmother, grandfather, children, siblings, friends: what makes them happy?
- What do human beings need to feel protected, to have a happy life, to fully develop to reach our potential and be fulfilled?

Many participants are likely to mention the basic needs such as a house, money, good health, a loving family, education, a job, etc. Others may say love, comfort, good friends, community, etc. List all their answers separately on the right of the human figure.

Brainstorm further with the following questions:

- Does being human mean just 'being alive' or 'surviving'? (No, it means developing themselves to reach their full potential.)
- Do all human beings want to have dignity? (Yes, everybody wants to be respected.)
- Are all human beings entitled to just and fair treatment in their family, community, and country? (Yes, everybody should be entitled to fair and just treatment but this does not always happen.)
- Human beings can use language and tell other people what they think, feel and want. Sometimes someone takes that ability or freedom to speak, to express themselves away? Would you like that if that happens to you? (No)
- What are important other things to you that you wish to have beyond the basic survival needs? (Health, safety, security, protection from poverty/violence, being rich and powerful, etc.)

Add more answers to the list to the right side of the human figure. These answers could be 'dignity', 'safety', 'equality', 'respect', 'freedom', 'opportunities to develop', etc.

**STEP 2** WHAT IS MEANT BY HUMAN RIGHTS? – 15 MINUTES

Write down the word 'RIGHTS' on top of the list of answers from participants next to the human figure, then ask:

- What does that mean? What are 'rights'?  
After some answers and ideas are shared, show a short video "What Is a Human Right?" to give a simple introduction to the concept of human rights. This video was produced by the United Nations Office of the High Commissioner for Human Rights (OHCHR) and is 1.44 minutes long: <https://www.youtube.com/watch?v=JpY9s1Agbsw>.



This video is good for people of all ages and all levels of literacy.

After the video explain:

- When something is called a 'right', it means that someone has a claim or legal entitlement and another party holds a duty or legal obligation to protect it. Every human being – every man, woman and child – has what is called 'human rights', which their government has the duty to uphold and protect.
- These human rights have been written down, discussed and agreed upon by governments in the international community as the minimum standards. They have become international law, to which virtually all, civilized governments subscribe.
- Human rights are universal. That means that all persons – boys, girls, women, men – regardless of what country they live in, what language they speak, whether they are rich or poor, or what religion they believe in, has the same human rights because they are human beings.
- Human rights call on governments of all countries to:
  - **RESPECT** (avoid putting limits to what persons can do)
  - **PROTECT** (safeguard a person from abuse)
  - **FULFIL** (provide conditions to allow persons to achieve their potential in life).
- Each country has the minimum standards of basic human rights written down in national laws, often in what is called the Constitution. For example, Myanmar has a Constitution that provides for the protection of human rights, and for laws that punish various crimes to protect people from harm. Some international and national laws provide special protection to children, youth and women because they are more vulnerable to abuse. (See more information in section 1 in the Briefing Note.)



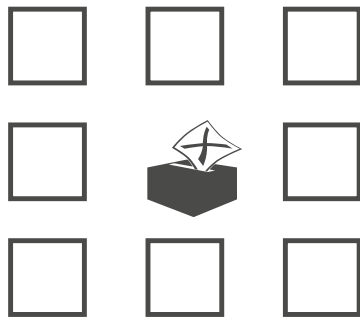
## Tip for Trainers

There are many short videos freely available online that explain the concept of human rights, some are designed for children, others are more appropriate for youth and adults. The trainers can use this short video or other videos in the local language, for example the UDHR video by the Myanmar National Human Rights Commission (2.54 minutes): <https://www.youtube.com/watch?v=sHeEUd-H6k8>.

**STEP 3** BASIC HUMAN RIGHTS – 35 MINUTES

Tell participants that next they will learn about 10 basic human rights by playing a game. The game has two rounds.

First, place 10 empty flipchart sheets on the floor in the middle of the circle in a large rectangle of three by four meters as seen in the figure below. Number them from 1 to 10. Make sure there is enough space between the sheets to enable participants to walk around each sheet.



Divide the group in 5 teams. Ask one member of each team to draw a paper from the prepared jar or bag. On the paper they will find a number and a task. They have to use the flipchart on the floor with the corresponding number to perform their task. Emphasize that this should be done fast, within 5 minutes.

Once all groups have finished the first round of work, repeat the same process for the second round with the remaining 5 pieces of paper



## Tip for Trainers

For child participants, some human rights may be difficult for them to understand. They do not need to do all rights. Trainers may choose easier rights for them to work with, for example, Rights Nos. 2, 3, 4, 5, 6, 8 and 10 in Training 2.1.1 A

When all flipcharts have been worked on. Ask everybody to look at the results of each group in plenary. Discuss the flipcharts one by one by asking each group to explain their work with the following questions:

- What is this human right?
- What were you asked to do on this human right?
- Was it difficult for you to come up with an answer (examples, or ideas) for this right?

Ask other groups if they agree with the answer/examples/ideas/drawing for each human right and if they want to add anything else to that right. As necessary add missing information for each human right (see the answer guide in Training Aid 2.1.1 B).



## Tip for Trainers

For literate youth and adults who understand English, trainers may also show another short and attractive video (4.30 minutes) on key human rights by the Human Rights Action Center, 2008.<sup>2</sup>

After the group work discussion or the video, mention briefly the history of human rights laws and treaties (see item 2 in the Briefing Note). Quickly summarize the key human rights from the group work and add some other human rights as relevant such as right to adequate standard of living, right to marriage and family, right to participate in the cultural life and community, and right to equal protection under the law. If time allows, also mention some key international human rights treaties Myanmar is a party to (see item 3 in the Briefing Note).

## STEP 4 SUMMARY – 10 MINUTES

Summarize that human beings have not only survival needs but also other needs to have a happy and fulfilling life. We need and want three types of things in life:

- 1) Everyone has basic survival needs such as food, clothing, a roof over our heads, medicine for our health, and personal safety and protection from harms.
- 2) To develop to our full potential, all human beings also need things like education and work which are necessary for our self-reliance. We also need to belong in a community, and to enjoy respect, equality and freedom. All these give us a sense of human dignity.
- 3) If we can afford them, we all like or wish to enjoy nice things that give us comfort such as a big house or a car for the family, a fancy toy for a child, fashionable clothes, and entertainment, such as a smart phone, going to a concert or playing video games. These things are not necessary and may often be a luxury but they give us joy.

Ask if basic human rights have to do with all these? Do human rights cover the needs for comfort and luxury? (No, human rights safeguard the minimum conditions that are necessary for human basic survival and human dignity.)

Ask the participants to identify which of these basic human rights are lacking or not being observed in their community/country. Discuss briefly and round up with the following points:

- Every person has basic human rights because he or she is a human being, irrespective of age, race or ethnicity, sex, socio-economic status, nationality, migrant status, religion or political opinion.
- The basic human rights are provided in each country's Constitution or other laws and regulations.
- The extent to which basic human rights are enforced in practice varies from family to family, community to community and country to country.
- The government has a duty to safeguard and protect human rights of its citizens, but not all human rights are protected by governments all the time. That is why all human beings should know their human rights.

<sup>2</sup>The video titled *The Universal Declaration of Human Rights* created by Seth Brau (producer: Amy Poncher) is available on YouTube <https://www.youtube.com/watch?v=hTlrSYbCbHE> (Human Rights Action Center, 2008), and on Vimeo: <https://vimeo.com/1823335>.



## TRAINING AID 2.1.1 A: TASKS FOR WHAT ARE MY HUMAN RIGHTS

**Guidelines:** Cut this page along the dotted line to make 10 pieces with tasks. Fold each piece twice and put them in a jar or bag. The tasks can be changed but keep all 10 rights.

<p>1. Write on the flipchart:</p> <p>RIGHT TO LIFE, LIBERTY AND PERSONAL SECURITY</p> <p>Given examples of situations when this right is violated.</p>	<p>2. Write on the flipchart:</p> <p>RIGHT TO NATIONALITY</p> <p>Give reasons why it is important to have a nationality.</p>
<p>3. Write on the flipchart:</p> <p>RIGHT TO EQUAL ACCESS TO PUBLIC SERVICES</p> <p>Make a list of public services.</p>	<p>4. Write on the flipchart:</p> <p>RIGHT TO EDUCATION</p> <p>Think of a wish you want to make regarding this right. It can be a personal wish, a wish for others or in general. Write the wishes on the flipchart.</p>
<p>5. Write on the flipchart:</p> <p>RIGHT TO WORK AND TO JUST CONDITIONS AT WORK</p> <p>Make one (or more) drawings showing this right or a violation of this right.</p>	<p>6. Write on the flipchart:</p> <p>RIGHT TO FREEDOM FROM SLAVERY</p> <p>Give examples of types of slavery that you think everyone should be free from.</p>
<p>7. Write on the flipchart:</p> <p>RIGHT TO EQUALLITY AND NON-DISCRIMINATION</p> <p>Give examples of situations when the right to equality and non-discrimination is not respected.</p>	<p>8. Write on the flipchart:</p> <p>RIGHT TO FREEDOM OF MOVEMENT</p> <p>Give examples of situations you have heard about this right being violated or restricted.</p>
<p>9. Write on the flipchart:</p> <p>RIGHT TO FREEDOM OF EXPRESSION</p> <p>Give examples of things people are sometimes not allowed to say. Think of political, cultural and religious issues but think also of certain feelings.</p>	<p>10. Write on the flipchart:</p> <p>RIGHT TO FORM OR JOIN AN ASSOCIATION</p> <p>Make a list on the flipchart of types of associations that should be allowed to be formed or joined.</p>



## TRAINING AID 2.1.1 B: ANSWER SHEET FOR WHAT ARE MY HUMAN RIGHTS

1. **RIGHT TO LIFE, LIBERTY AND PERSONAL SECURITY** – The right to life is one of the most fundamental human rights. It means the right to live, in particular not to be killed or harmed by another human being, for example in a war or armed conflict, in a crime, or by law enforcement. The government has an obligation to ensure that each citizen's right to life is not violated not only by killing or murder but also by socio-economic deprivation or discrimination, for example, homelessness and lack of access to necessary healthcare that may be life threatening.
2. **RIGHT TO NATIONALITY** – Everybody must have and no one shall be arbitrarily denied the right to have or to change his/her nationality. Without nationality an individual becomes stateless and is deprived of a number of rights that legal citizens of a country have. They are denied opportunities to develop as a person and participate in society, such as to go to school, get a decent job, vote, own property, and access health and public services. They are also prone to arrest for illegal entry and harassment from authorities and other people.
3. **RIGHT TO EQUAL ACCESS TO PUBLIC SERVICES** – Education and health services are most common examples. Other examples include public infrastructure and utilities, such as roads, electricity and water. When they mention that certain groups do not have equal access, discuss briefly the reasons for this.
4. **RIGHT TO EDUCATION** – All kind of wishes can be expected. When nothing is mentioned regarding equal access to education for both girls and boys, ask what they think about this.
5. **RIGHT TO WORK AND TO JUST CONDITIONS AT WORK** – All drawings showing fair pay and working hours, equal opportunities to get a job, advance in a job, start a business, no child labour as well as equality and (non-)discrimination issues or (un)safe working conditions are correct.
6. **RIGHT TO FREEDOM FROM SLAVERY**– Examples of slavery or slavery-like conditions are many: working in forced labour or debt bondage; being forced to work against one's will, being imprisoned, such as domestic worker not permitted to leave the employer's house; being forced to sexual slavery; children forced to work as child soldiers or porters. Ask participants where they got the information from: own experience, from school or the media?
7. **RIGHT TO EQUALITY AND NON-DISCRIMINATION** – Answers can be very diverse, for example equal opportunities for girls and boys in education, men and women in jobs and occupation, and equal opportunities and treatment before the law for everyone. The key point is that everyone is entitled to equal opportunity and treatment without distinction, exclusion or preference based on race or ethnicity, colour, sex, age, religion, political opinion, socio-economic status or social origin.
8. **RIGHT TO FREEDOM OF MOVEMENT** – Ask on which information their answer is based: experience, rumours or the media. Explain that everyone should have the freedom to travel, but that this right has been denied to some people in some countries at different points in time, for example, Aung San Suu Kyi was not allowed to travel several times during her life. Migrant workers in other countries are also sometimes not allowed to travel freely.
9. **RIGHT TO FREEDOM OF EXPRESSION** – In some countries people are not allowed to be critical towards their government or their employer. In many cultures, children cannot express



disagreement with parents or discuss freely about many issues such as choice of marriage partner, having Aids, or being gay. The freedom to choose and practice a religion or a spiritual belief also comes under this right.

10. RIGHT TO FORM OR JOIN AN ASSOCIATION – All kinds of cultural, social or political movements/associations can be mentioned. Examples are: trade unions, NGOs, youth groups, community groups, self-help groups, parents' groups (for schools), political parties, saving and credit groups, cooperatives.



## BRIEFING NOTE: HUMAN RIGHTS

### 1. What is meant by human rights?

Human rights are the basic and absolute rights that every person has because he or she is a human being. These rights are universal, meaning they apply to all human beings, regardless of age, sex, race, color, language, nationality, ethnicity, class, religion or political beliefs. They are legal guarantees protecting individuals and groups against actions which interfere with fundamental freedoms and human dignity.

When something is defined as a 'right', it means that someone holds a claim or legal entitlement, and someone else holds a corresponding duty or legal obligation. Human rights law obligates governments to protect the rights of citizens and prevents them from violating the human rights of citizens and residents of the country. Human rights recognize the vulnerability of human beings in civil, political, economic, social and cultural processes and provide protection. Every human being has these rights although the extent to which they are enforced in practice varies from country to country.

The following are some important characteristics of human rights:

- They are internationally guaranteed.
- They are legally protected.
- They focus on the dignity of the human being.
- They protect individuals and groups.
- They obligate states and state actors.
- They cannot be waived or taken away.
- They are equal and interdependent.
- They are universal.

### 2. What are human rights?

In the late 1930s and 1940s, the world was shaken by many terrible events: the rise of fascism; the atrocities of concentration camps and the uprooting of millions of people from their homes during World War II; and the atomic bombs on Hiroshima and Nagasaki. The creation of the United Nations (UN) was intended to ensure that such events would never happen again. In 1948 the UN General Assembly adopted the Universal Declaration of Human Rights (UDHR).

The UDHR set a standard by which "human beings shall enjoy freedom of speech and belief and freedom from fear and want" and the fundamental rights of people would be protected by rule of law. The following are many but not all of the fundamental human rights guaranteed in the UDHR:

- Right to life, liberty and personal security
- Right to equality and freedom from discrimination
- Right to nationality and the freedom to change it
- Right to own property
- Right to adequate living standard
- Right to education
- Right to marriage and family
- Right to participate in the cultural life and community
- Right to equal access to public service in the country
- Right to work and to just and favourable conditions of work

- Right to freedom from slavery and forced labour
- Right to freedom from arbitrary arrest and torture
- Right to freedom of movement
- Right to freedom of thought, opinion and expression
- Right to freedom of peaceful assembly and association
- Right to freedom of belief and religion
- Right to equal protection under the law.

In human rights law, individuals and groups are protected and the conduct of states (and state actors) is regulated. At the international, regional, national and local levels, there are organizations that monitor human rights, including: independent human rights commissions; the courts; parliaments; the media; trade unions; non-governmental, community-based or civil society organizations; religious organizations; and academic institutions.

### 3. International human rights treaties in Myanmar

Human rights standards are set out in many international agreements, which are developed, signed or ratified by Member States of the United Nations. When a country has signed or ratified an international agreement or treaty, it becomes a 'party' to that treaty and must abide by the rules and standards set out in it. As a UN Member State Myanmar has signed and ratified many international human rights agreements including:

- CRC - Convention on the Rights of the Child
- CRC-OP-AC - Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict
- CRC-OP-SC - Optional Protocol to the Convention on the Rights of the Child on the sale of children child prostitution and child pornography
- CEDAW - Convention on the Elimination of All Forms of Discrimination against Women
- CERD - International Convention on the Elimination of All Forms of Racial Discrimination
- CAT - Convention against Torture and Other Cruel Inhuman or Degrading Treatment or Punishment
- CAT-OP - Optional Protocol of the Convention against Torture
- CCPR - International Covenant on Civil and Political Rights
- CCPR-OP2-DP - Second Optional Protocol to the International Covenant on Civil and Political Rights aiming to the abolition of the death penalty
- CED - Convention for the Protection of All Persons from Enforced Disappearance
- CESCR - International Covenant on Economic, Social and Cultural Rights
- MW - International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families
- CRPD - Convention on the Rights of Persons with Disabilities.<sup>3</sup>

### 4. National legal rights

National legal rights are rights defined by national laws in each country, usually consisting of constitutional rights, rights laid down in national legislation such as the Penal Code, the Labour Code and the Civil Code and rules such as government regulations.

#### 4.1 Constitution

Each country has a Constitution or a guiding set of national principles in which the fundamental rights of citizens are guaranteed. These rights are guaranteed to all citizens, usually regardless of their sex, race, ethnicity, caste, religion, status, and other grounds.

<sup>3</sup> As of 1 February 2017. Source: UN Office of the High Commissioner for Human Rights (OHCHR), [http://tbinternet.ohchr.org/\\_layouts/TreatyBodyExternal/Treaty.aspx?CountryID=119&Lang=EN](http://tbinternet.ohchr.org/_layouts/TreatyBodyExternal/Treaty.aspx?CountryID=119&Lang=EN).

The following rights are often mentioned in the Constitution:

- Right to equal treatment
- Right to life, personal freedom and security
- Right to vote
- Right to form/join an organization
- Right to freedom of expression
- Right to protection against violence and unfair treatment
- Right to freedom to travel
- Right to freedom of religion
- Right to ownership
- Protection of the rights of children.

#### 4.2 National laws

Civil rights are rights to personal liberty that protect persons against arbitrary interference from the government or society. Common civil rights are the rights to family life, choice of language, freedom of expression and freedom of association. Civil rights are commonly laid down in national constitutions, and are set out in civil codes. The Civil Code is a compilation of rights and duties, which citizens have towards each other. Civil codes usually set out rules on marriage, inheritance law or descendency. Civil codes do not necessarily directly protect human rights. For example, many civil codes stipulate that marriage creates a legal entitlement to affection and living together. This is not a human right per se but deals with the relations between citizens, in this case married couples.

#### 4.3 Rules and regulations

In addition to the national laws such as the Penal Code, the Civil Code and the Labour Code there are government rules and regulations. These provide detailed descriptions of some rights in the national laws. Examples are the rules and regulations on Occupational Safety and Health issues, in which the minimum safety rules for the workplace are defined.

### 5. Cultural and social norms and values

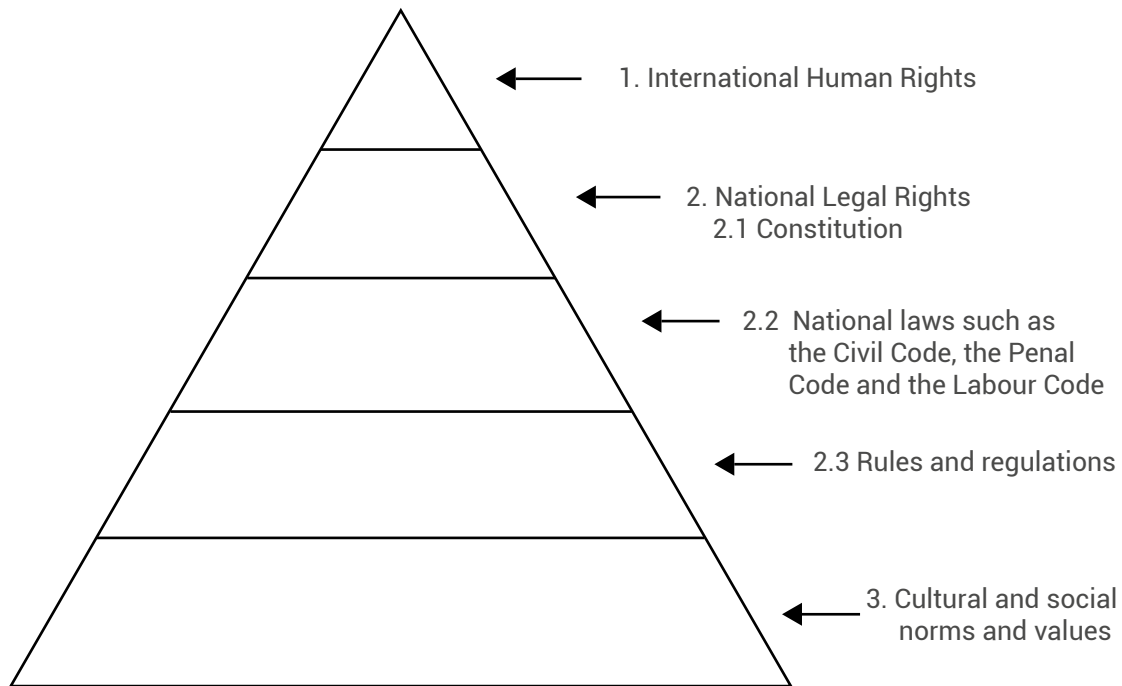
Cultural norms and values underlie the hierarchy of rights and often determine whether the rule of law is followed.

Sometimes there is a conflict of interest in respecting rights. For example, the 'right to development' for all citizens cannot be met by many governments due to the different political stake holders within that government and their willingness to distribute the benefits of development fairly between different regions and ethnicities.

Different ethnic or minority groups may have different worldviews from the dominant groups in that society. For example, most persons rate the right to life of humans higher than that of animals, but this is not a universal idea.

## 6. Rights hierarchy

A 'rights' pyramid can be established as follows:



This rights hierarchy is based on European legal systems adopted by most but not all countries. For example, in some Islamic countries religious laws form the top of the pyramid. In other countries a 'common law' also exists based on traditional customs.



## ■ UNIT 2.2 CHILD RIGHTS



### CONTENTS

This unit explains the basic rights of children in line with the UN Convention on the Rights of the Child. The rights that get priority in communities are identified and discussed in more detail.



### KEY MESSAGES

- The principle of child rights is universally accepted.
- All girls and boys have the right to:
  - name and nationality
  - family, love and care
  - adequate and healthy food
  - education
  - health care
  - choose their own friends
  - rest and play
  - protection from abuse, exploitation and discrimination
  - expression of views and opinion
  - special care and assistance when needed (for child refugees, disabled children).



### EXERCISES

- 2.2.1 I Have Rights - Chair Dance
- 2.2.2 I Know My Rights
- 2.2.3 Children Have Rights Too – Poster Campaign



### RELATED UNITS

- 2.1 Everybody Has Rights
- 2.3 My Rights and Responsibilities
- 4.2 What Is Child Labour?

**EXERCISE 2.2.1 I HAVE RIGHTS – CHAIR DANCE****OBJECTIVES**

To become aware of the basic rights of the child

**TARGET GROUP**

Children

**DURATION**

60 minutes

**SEATING ARRANGEMENTS**

Set-up for musical chair dance: a circle of chairs with one chair for each participant with the chair seats pointing outwards. Leave enough space between the chairs for participants to walk around the circle of chairs, and to access the inner circle.

**MATERIALS**

- Some fun music tracks and a music player with loud speakers (Choose music that is popular among children.)
- 10 picture cards (Training Aid 2.2.1 A)
- Masking tape
- (Optional and if available) a short (no more than 5 or 10 minutes long) video on children's rights designed for children in Burmese or local language

**TRAINING AIDS**

2.2.1 A: Child Rights Picture Cards  
Briefing Note: Child Rights

**SESSION PLAN STEPS**

1. Start the musical chair walk – 10 minutes
2. Continue the musical chair walk – 25 minutes
3. Discuss child rights – 25 minutes
4. Conclusion – 5 minutes



**STEP 1** START THE MUSICAL CHAIR WALK – 10 MINUTES

Explain that we will discuss child rights and start with a musical chair walk. Start the musical chair dance by setting up the chairs, ask people to sit and put the 10 Child Rights Picture Cards (Training Aid 2.2.1 A) face down in the middle of the circle. Explain the game rules as follows:

- Ask everyone to stand up and remove two chairs from the circle.
- Explain that you will turn on the music and the participants will walk around in the circle at a fast pace.
- When you turn off the music everyone has to take a seat again.
- Two persons will be too late because there are not enough chairs for everyone.
- These two persons should choose one picture from the floor, turn it around, look at it and explain what it is about, and indicate whether there is a problem for boys and girls to exercise this right in their family or community.
- When the persons do not know the answer the group may help. After a brief description of the picture it can be placed on the wall.

Start the game and do one round. Repeat the rules if needed.

**STEP 2** CONTINUE THE MUSICAL CHAIR WALK – 25 MINUTES

Remove two chairs, restart the music, continue the walk around the circle. Repeat the game until all pictures are turned and discussed.

**STEP 3** DISCUSS CHILD RIGHTS – 20 MINUTES

Ask everyone to stand or sit down in such a way that they can see all 10 pictures that are on the wall. Ask them the following questions:

- What are these pictures all about?
- Do you think there is a connection between all the pictures? If so, which connection?
- Are some of the situations happening to you? If so, which situations?
- Which situations are not happening in your life? Why not?
- What do you know about child rights?

Explain the UN Convention on the Right of the Child, which sets out and explains these rights, see the Briefing Note on Child Rights for details. Ask the group to discuss:

- Which rights do you wish to have right now? Why?



Tip for Trainers



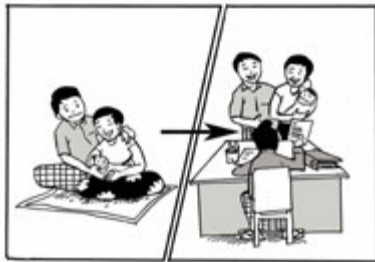
Show a short video about children's rights in Burmese or local language and use the video as the learning aid, for example, a video by UNICEF Myanmar titled "Voices of Children" that highlights key child rights issues affecting Myanmar's children today: <https://www.youtube.com/watch?v=D7jRdZRF3nc> (UNICEF has many other short and interesting videos designed for children available on YouTube.)

### **STEP 3** CONCLUSION – 5 MINUTES

Conclude by going through the 10 child rights. Mention the rights that the children wish to have right now and why (from Step 3). Also emphasize where special attention needs to be given to certain groups of children, by sex, migrant status, ethnicity, religion, or socio-economic status in the communities covered by participants.



## TRAINING AID 2.2.1 A: CHILD RIGHTS PICTURE CARDS



1. Right to name and nationality



2. Right to family love and care



3. Right to adequate and healthy food



4. Right to education



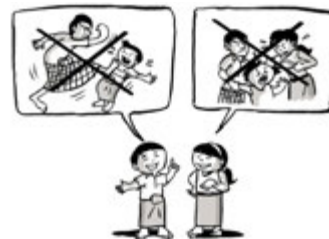
5. Right to health care



6. Right to choose one's own friends



7. Right to rest and play



8. Right to protection from abuse, exploitation and discrimination



9. Right to express views and opinion



10. Right to special care and assistance when needed



## BRIEFING NOTE: CHILD RIGHTS<sup>4</sup>

All human beings, adults and children alike, are entitled to human rights. But because of their special needs and vulnerability, children's rights need to be addressed with particular care and attention. A number of international instruments have been adopted to protect children's rights. The main one is the United Nations (UN) Convention on the Rights of the Child, adopted in November 1989, which sets out the basic human rights to which children everywhere are entitled. The Convention on the Rights of the Child (CRC) is the most widely ratified human rights treaty in history, which means that the principles in the Convention are universally accepted by the international community, including Myanmar which ratified it in July 1991. The Convention has been signed by 196 countries<sup>5</sup>.

According to the Convention, a child is defined as "... a person under 18 (years of age), unless national laws recognize the age of majority earlier."

The Convention on the Rights of the Child states that all children:

- Are equal
- Have the right to love and care
- Have the right to adequate and healthy food
- Have the right to go to school
- Have the right to health care
- Have the right to play
- Can choose their own friends
- Should not be sexually abused
- Should not have to work.

The Convention on the Rights of the Child contains 54 articles, each of which entails a different type of right. These can be broken down into four main categories:

- **Survival rights** cover a child's right to life and the needs that are most basic to existence. These include an adequate living standard, shelter, nutrition and access to health care.
- **Developmental rights** are what children require to reach their fullest potential. Examples are the rights to education, play and leisure, cultural activities, access to information, and to freedom of thought, conscience and religion.
- **Protection rights** require that children be safeguarded from all forms of abuse, neglect and exploitation. They cover issues such as special care for refugee children, freedom from torture and abuses as set out in the criminal justice system of each country, or involvement in armed conflict, child labour, drug abuse and sexual exploitation.
- **Participation rights** allow children to take an active role in their communities and nations. They encompass children's freedom to express opinions, to have a say in matters affecting their own lives, to join associations and to assemble peacefully. As their abilities develop, children are to have increasing opportunities to participate in the activities of their society in preparation for responsible adulthood.

<sup>4</sup>UNICEF. See more at: [https://www.unicef.org/crc/index\\_30177.html](https://www.unicef.org/crc/index_30177.html).

<sup>5</sup>[https://treaties.un.org/Pages/ViewDetails.aspx?src=IND&mtdsg\\_no=IV-11&chapter=4&clang=en](https://treaties.un.org/Pages/ViewDetails.aspx?src=IND&mtdsg_no=IV-11&chapter=4&clang=en) (accessed 3 Feb. 2017).

## ■ EXERCISE 2.2.2 I KNOW MY RIGHTS

### OBJECTIVES

To become aware of the basic rights of the child

### TARGET GROUP

Children and youth (in separate groups if necessary)

### DURATION

60 minutes

### SEATING ARRANGEMENTS

U-shaped or circle seating for plenary and enough space to walk around

### MATERIALS

- Blank white paper, at least two for each participant
- Colour pencils, markers, masking tape
- 10 flipchart sheets
- 10 Child Rights Picture Cards (Training Aid 2.2.1 A)

### TRAINING AIDS

2.2.1 A: Child Rights Picture Cards (in Exercise 2.2.1)  
Briefing Note: Child Rights (in Exercise 2.2.1)

### SESSION PLAN STEPS

1. Draw pictures of what I like, what I don't like – 15 minutes
2. What is a child right? – 10 minutes
3. Match drawings with child rights pictures – 10 minutes
4. Discuss children's rights – 20 minutes
5. Memory test – 5 minutes

### PREPARATION

Put 10 flipchart papers on a wall at a place where everyone can easily see and reach them.

**STEP 1** DRAW PICTURES OF WHAT I LIKE, WHAT I DON'T LIKE – 15 MINUTES

Explain to participants that you want to talk to them about things they enjoy or dream of, and things they really hate doing or never want to do.

Give them 2 A-4 papers each and ask each of them to make two drawings:

- One about something they enjoy. It does not have to be something they are able to do, they can also make a drawing about something they dream of or wish to do.
- One about something they do not like or want to do.

The drawings do not have to be very beautiful but they should be clear. They have 5 minutes for each drawing. Keep track of the time and tell them when to start with the other drawing to avoid that they only work on one.

**STEP 2** WHAT IS A CHILD RIGHT? – 10 MINUTES

Ask the participants if they heard about children's rights (see Briefing Note: Child Rights in Exercise 2.2.1). Explain briefly the principle of child rights in the United Nations (UN) Convention on the Rights of the Child, without mentioning the specific rights. Ask if they know what kind of specific rights are mentioned in this Convention. (If the participants have done Exercise 2.2.1, ask if they remember any rights from that exercise.)

If they mention a right that is presented on one of the 10 Child Rights Picture Cards (Training Aid 2.2.1 A), stick them on one of the flipchart sheets on the wall. Put only one picture on each flipchart sheet. When they do not know more rights and you still have cards left, show them one by one. Explain what they stand for and place them on the remaining flipchart sheets.

**STEP 3** MATCH DRAWINGS WITH CHILD RIGHTS PICTURES – 20 MINUTES

Ask the participants if they can place their own drawings on the flipchart sheet with the right that relates to their drawings the most. For example: if they made a picture about school because they like or do not like to go to school, they can place it under the flipchart with the picture on the Right to Education. When they do not know where to put a certain drawing they can keep the drawing with them. Give them about 5 minutes to place their drawings.

**STEP 4** DISCUSS CHILDREN'S RIGHTS – 20 MINUTES

Tell participants to have a look at the results and ask them if they know any other rights that are not included here. Ask them to explain if they identify any rights that are not represented.

Ask who still has drawings that are not put on the wall. Ask other participants to help place them under one of the child rights. Guide the group, if they are not sure. For instance, if someone made a drawing about being a pilot or a

movie star or another job, the drawing can be placed on the flipchart with the picture on the Right to Education because education or training is what they need to become one. Of course, the group may not be able to place some of the drawings under any right simply because they are no rights for such things. Clear examples are: watching television all day, helping in the family household or becoming rich and buy expensive things.

Discuss the results of the drawings that are placed by using the following questions:

- Are there any rights with no drawings? If yes, did you know about these rights?
- Do you enjoy the 10 rights presented? If not, which ones and why do you not enjoy these rights?
- Is there a difference between boys and girls or between children from different ethnic groups or religions in enjoying the rights? Is there a difference between rich and poor children? If yes, how do you explain this? Is this fair? If not, what can be done about it?

Conclude with the following key messages:

- All boys and girls have the same rights, regardless of who they are, where they were born, the sex, ethnicity or religion they have or whether they come from a poor or rich family or country.
- In poor countries or families access to some of these rights may be more limited than in richer countries or families, but this does not mean that children in poor countries or families have fewer rights than children in rich countries or families.
- The government has a responsibility to ensure that all children have access to these basic rights, and families and communities also have the responsibility to support children's rights and wellbeing.

## STEP 5 MEMORY TEST – 5 MINUTES

Tell participants to turn their back to the wall with the flipcharts. Tell them they will now do a memory check. Ask them to call out a child right, and come write it down quickly on an empty flipchart in front of the class. Wait until all 10 rights are mentioned, compliment the writers on their memory, and ask all to try to memorize these 10 important child rights.

## ■ EXERCISE 2.2.3 CHILDREN HAVE RIGHTS TOO – POSTER CAMPAIGN



### OBJECTIVES

- To become aware of the basic rights of the child
- To understand the importance of the UN Convention on the Rights of the Child



### TARGET GROUP

Older youth and adults



### DURATION

60 minutes



### SEATING ARRANGEMENTS

U-shaped or circle seating for plenary and enough space to walk around



### MATERIALS

- 10 pieces of flipchart paper
- 10 glue sticks
- Lots of old magazines and newspapers, or pictures of popular cartoon characters doing various activities
- Markers, masking tape
- 6 pairs of scissors to share
- Drawings from Exercise 2.2.2 (if available), one drawing for each right



### TRAINING AIDS

Briefing Note: Child Rights (in Exercise 2.2.1)



### SESSION PLAN STEPS

1. What I wish my child to have – 10 minutes
2. Make posters – 20 minutes
3. Discuss child rights – 20 minutes
4. Summary – 10 minutes



**PREPARATION**

Write on each flipchart one of the following child rights and place them on the wall, using all the walls in the room.

- Right to name and nationality
- Right to family, love and care
- Right to adequate and healthy food
- Right to education
- Right to health care
- Right to choose their own friends
- Right to rest and play
- Right to protection from abuse, exploitation and discrimination
- Right to expression of views and opinion
- Right to special care and assistance when needed.

**STEP 1** WHAT I WISH MY CHILD TO HAVE – 15 MINUTES

Briefly explain the objective of the exercise. Ask the participants, as parent, brother or sister, uncle or aunt: ideally what they would like the children in their life to have.

Tell them about the United Nations (UN) Convention on the Rights of the Child as mentioned in the Briefing Note on Child Rights in Exercise 2.2.1 and introduce the titles of the 10 main rights written on the flipcharts.



## Tip for Trainers

*If you have done Exercise 2.2.2 I Know My Rights, it is good to use the drawings made during that exercise. Select one drawing for each of the rights. Show the drawings one by one to the participants and ask to which right it belongs. Place it next to the corresponding flipchart on the wall. This is an attractive way to introduce the 10 main rights.*

**STEP 2** MAKE POSTERS – 20 MINUTES

Explain that you want to have 10 posters about the main rights of the child. Divide the participants in pairs and ask each pair to make one contribution to each poster: They can write a slogan, make a drawing or paste a collage with pictures and text from the magazines and newspapers, or the popular cartoon characters doing daily activities. They should try to link to the things other pairs already made on each the flipchart.

**STEP 3** DISCUSS CHILD RIGHTS – 20 MINUTES

Have a look at the posters and discuss the results using the following questions:

- Which rights did you find difficult to make/find something for? Why?
- Do you think the children in your community enjoy the rights mentioned? If not, which rights are not observed or practiced?
- Can you think of the difference in how boys and girls enjoy these rights? If yes, can you explain why there are these differences or

inequalities? Do you agree or disagree with these differences or inequalities?

- Are there any other differences that may affect children's enjoyment of their rights, for example between children of different ethnicities or religions. If yes, can you explain why there are these differences or inequalities? Do you agree or disagree with these differences or inequalities?
- What do you think of the statement: 'All children are equal'? Do the children in your community enjoy their rights equally? Why or why not? If not, what can be done about it?
- Which right do you want to give the highest priority? Why?

Conclude with the following key messages:

- All boys and girls have the same rights, regardless of who they are, where they were born, the sex, ethnicity or religion they have or whether they come from a poor or rich family or country.
- In poor countries or families access to some of these rights may be more limited than in richer countries or families, but this does not mean that children in poor countries or families have fewer rights than children in rich countries or families.
- The government has a responsibility to ensure that all children have access to these basic rights, and families and communities also have the responsibility to support children's rights and wellbeing.

## STEP 4 SUMMARY – 10 MINUTES

Summarize things done during the session and explain once more that:

- Children need special care and protection for healthy development because of their special needs and vulnerability.
- The principle of children's rights is universally accepted.
- The UN Convention on the Rights of the Child has been drawn up to safeguard and enforce these rights, and 196 countries, including Myanmar, have signed this Convention, meaning all the countries agree to protect children and ensure that they enjoy their rights.

## ■ UNIT 2.3 MY RIGHTS AND RESPONSIBILITIES



### CONTENTS

Rights come with responsibilities. The exercises in this unit help participants to understand the duties they have as good citizens and community members. They will become aware that the rights of different people may conflict and think of possible solutions to solve this.



### KEY MESSAGES

- To realize that rights come with responsibilities.
- You cannot say and do everything just because you have the right to do so, if this damages others.
- We have the responsibility to protect not only our own rights, but also the rights of others.



### EXERCISES

- 2.3.1 What Should I Do?
- 2.3.2 I Can Solve It



### RELATED UNITS

- 2.1 Everybody Has Rights
- 2.2 Child Rights
- 2.4 My Right, Our Right to Organize
- 11.2 Rights at Work

## ■ EXERCISE 2.3.1 WHAT SHOULD I DO?

### OBJECTIVES

- To understand that rights come with responsibilities
- To understand the duties of a good citizen and community member



### TARGET GROUP

Children and youth (Option A), youth and adults (Option B)



### DURATION

90 minutes



### SEATING ARRANGEMENTS

Group seating around 5 tables or 5 sitting areas



### MATERIALS

- 10 Child Rights Picture Cards (Training Aid 2.2.1 A in Exercise 2.2.1)
- At least 10 markers and 10 sheets of flipchart paper
- 1-2 rolls of masking tape



### TRAINING AIDS

2.2.1 A: Child Rights Picture Cards (Option A)

2.3.1 A: Questions for Group Work: Rights and Responsibilities (Option B)

Briefing Note: Rights and Responsibilities



### SESSION PLAN STEPS

1. What if your house is robbed? – 10 minutes  
Option A: Children and Youth
2. Distribute child right picture cards – 10 minutes
3. Group work: 2 responsibilities for each child right – 40 minutes  
Option B: Youth and Adults
2. Set up group work – 20 minutes
3. Group presentation on responsibilities and human rights – 30 minutes
4. Discussion on rights and responsibilities – 25 minutes
5. Round up – 5 minutes

**STEP 1** WHAT IF YOUR HOUSE IS ROBBED? – 10 MINUTES

Ask participants the following question: You see your neighbour's house is being robbed, what do you do? Listen to some answers and explain that if you want to keep peace and security in the community everyone should help each other. Every community member is entitled to personal safety. Security comes also with the individual responsibility to maintain it: you do not harm others and look after them.

**OPTION A: Children and Youth**

**STEP 2** DISTRIBUTE THE CHILD RIGHT PICTURE CARDS – 10 MINUTES

Divide the group in 10 small groups (two groups at each table or sitting area) and give each group a child right picture card (Training Aid 2.2.1 A), a marker and a flipchart paper. If the picture cards were used in an earlier session, ask if they remember the picture. When they do not remember or are not familiar with the pictures, explain the 10 main child rights one by one to the whole group. When it is clear to all they can stick their picture on a flipchart paper.

**STEP 3** GROUP WORK: 2 RESPONSIBILITIES FOR EACH CHILD RIGHT – 40 MINUTES

Ask each small group to make two lists under the picture: (1) a list of responsibilities they think they have regarding the right that is on the picture, and (2) a list of responsibilities others have towards them regarding the right on the picture. The lists do not have to be very lengthy; they should try to think of at least two responsibilities per list. The trainer walks around to give suggestions. After 15 minutes ask each group to present their lists and tape all papers on the walls. (If the children or youth are not very literate, they can draw pictures instead of writing words on their lists.)

**OPTION B: Youth and Adults**

**STEP 2** SET UP GROUP WORK – 20 MINUTES

Divide the group in 5 groups and give each group a paper with the questions for group work (Training Aid 2.3.1 A), markers and a sheet of flipchart paper. They get 15 minutes to think and to write the answers on the flipchart. Make sure that the youth and adults in each group understand their questions. The trainers may need to read or explain to each group if they are not very literate

**STEP 3** 3 GROUP PRESENTATION ON RESPONSIBILITIES AND HUMAN RIGHTS – 30 MINUTES

Each group gets 5 minutes to report their findings in plenary.

**Continue for both options.**

**Tip for Trainers**

*The presentations in Step 3 are not about giving correct answers but rather a way of encouraging them to discuss the issue. Actually, all answers will be more or less the same. Everyone has the responsibility to listen to others, to respect their beliefs and to act fairly. It is important to emphasize that if their right, or the rights of others, are violated they have the responsibility to fight against the violation. See the Briefing Note on Rights and Responsibilities for more information.*

**STEP 4** ▶ **DISCUSS ON RIGHTS AND RESPONSIBILITIES – 25 MINUTES**

After the presentation discuss the results in plenary using the following questions:

- What rights have very clear responsibilities related to them?
- For which rights was it difficult to come up with responsibilities?
- Do you think it is easy or difficult to fulfill certain responsibilities? Why?

**STEP 5** ▶ **ROUND UP – 5 MINUTES**

Round up by explaining that:

- Rights come with responsibilities.
- We have the responsibility to collect information and find out about our rights.
- One cannot say or do everything just because one has the right to do so, if this damages others.
- We have the responsibility to protect not only our own rights, but also the rights of others.



## TRAINING AID 2.3.1 A: QUESTIONS FOR GROUP WORK: RIGHTS AND RESPONSIBILITIES<sup>6</sup>

**Guidelines:** Choose 5 rights from the list given on the following pages to use during the group work about responsibilities regarding certain rights. Of course you can change the situations so that they reflect more closely the lives of your participants.

-----✂-----  
**Right to free expression**

Suppose you have a meeting with other people in your village to discuss how to improve the common facilities in the community with a limited budget. You have the right to speak and give your suggestions.

- What responsibilities do you have in the way you speak and in what you say?
- What responsibilities do other people have towards your right to speak?
- What responsibilities do you have towards the other people's right to speak?

-----✂-----  
**Right to nationality**

Suppose you just became a father or mother.

- What responsibilities do you have as a parent towards your newborn baby regarding the right to nationality?
- What other responsibilities do you have towards the newborn baby?

-----✂-----  
**Right to be free from slavery and forced labour**

Suppose you see someone talking to a girl in your village under suspicious circumstances. The girl looks in doubt but finally goes with the person who talked to her.

- What are your responsibilities towards the girl? What do you do?

Suppose you know that a person living close by has a young domestic servant. You hardly see the girl outside the house and when you see her it is clear that she is unhappy and she often has bruises on her arms.

- What are your responsibilities towards this girl?

-----✂-----  
**Right to vote**

Suppose you are going to vote in an election. You can choose between 5 candidates.

- What responsibilities do you have regarding the right to vote?

Suppose some friends do not agree with the way you are going to vote. What responsibilities do they have toward your right to vote?

- When you do not agree with the way your friends, neighbours or other people from the community vote, what responsibilities do you have towards their right to vote?

-----✂-----

<sup>6</sup>Adapted from *We the people* by Centre of Civic Education, Exercise: What responsibilities accompany our rights?, <http://www.civiced.org>.

----- ✂ -----

**Right to fair treatment**

Suppose somebody has accused you of doing something wrong (such as stealing something or doing something unacceptable or illegal).

- What responsibilities should that person have towards you?

Suppose you have accused others of doing something wrong.

- What responsibilities do you have towards them?

----- ✂ -----

**Right to freedom of religion**

Suppose you believe in a particular religion. You attend a temple, mosque or church in your community.

- What responsibilities do you have in the way you practice your religious beliefs?

Suppose there are people in your community who believe in different religions or in no religion at all.

- What responsibilities do they have towards your right to practice your religious beliefs?
- What responsibilities do you have to protect other people's right to practice their religious beliefs or not have any religious beliefs?

----- ✂ -----

**Right to be free from discrimination**

Suppose people in your community are planning an activity for members of your community.

- What responsibilities might they have to be fair to you irrespective of your age, sex, race etc. may be?

Suppose that you are helping to organize the activity.

- What responsibilities do you have regarding other people in the community?

----- ✂ -----

**Right to choose own spouse at minimum age of marriage**

Suppose your parents have chosen a partner for you but you do not want to marry this person.

- What are your responsibilities towards your parents?
- What are their responsibilities towards you?

----- ✂ -----

**Right to equal protection under the law**

Suppose the government is planning a large infrastructure project and all people of your village need to move to another place.

- What are the responsibilities of the government towards you and your community members?

Your neighbour is an influential person and you find out that he gets much more compensation than the other community members.

- What is your responsibility towards your community members?

----- ✂ -----





## BRIEFING NOTE: RIGHTS AND RESPONSIBILITIES

Most of us agree we all should have certain basic rights. For example, we all want to have the right to an adequate standard of living, to education, and to speak freely. We want the right to believe as we wish and not be prosecuted for our belief. We also want to be free from torture or discrimination, to own property and to travel wherever we want to go. Citizens of the voting age want the right to vote.

Given that everyone is entitled to the same set of rights, this means that, if something is a right for you, it is also a right for all others too. Therefore, it is in the interest of everyone that human rights and child rights are protected. As these rights come with responsibilities, it is fair to say that if we want these rights, we must also take the responsibilities that come with them. It is not a one-way situation. People should be responsible to one another and have respect for each other's rights as they belong to all of us.

As a citizen it is your responsibility, for instance:

- To collect information and to find out about your rights
- To listen to each other
- To respect each other's opinion
- To respect each other's beliefs and/or behaviour
- To exercise your right to vote
- To find out about the truth before judging
- To take action when you or others experience a right violation
- To motivate others to fight against the violation of rights.

## ■ EXERCISE 2.3.2 I CAN SOLVE IT

### OBJECTIVES

- To understand that rights come with responsibilities
- To become aware of the fact that the rights of different people may conflict
- To think of possible solutions to solve conflicts

### TARGET GROUP

Children and youth

### DURATION

60 minutes

### SEATING ARRANGEMENTS

Group seating around tables

### MATERIALS

- Photocopies of the cartoon pages (Training Aid 2.3.2 A), one cartoon for each group
- Coloured pencils
- Masking tape

### TRAINING AID

2.3.2 A: Cartoons

### SESSION PLAN STEPS<sup>7</sup>

1. Introduce the idea of possible conflicts in the exercise of rights – 5 minutes
2. Set up group work – 15 minutes
3. Presentation of group work and discussion – 30 minutes
4. Summary – 5 minutes

<sup>7</sup> Adapted from: *It's Only Right! A Practical Guide to Learn More about the Convention on the Rights of the Child* by Susan Fountain (UNICEF: New York, 1993), Activity 6: Rights in Conflict Cartoons, p.39 - 42.

**STEP 1** INTRODUCTION OF POSSIBLE CONFLICTS IN THE EXERCISE OF RIGHTS – 5 MINUTES

Explain that sometimes one person's right may clash with the right of another person. For instance, someone is exercising his or her right to freedom of expression making insulting comments about the gender, race, ethnicity, religion, social status, etc. of another person. This person, of course, gets angry because s/he has the right to be free from discrimination. As a result, there is a conflict.

Sometimes people give different explanations to a certain right. For example, parents who feel that a child has the right to be protected from abuse may sometimes hit the child as punishment for doing something, which is not allowed. The child may feel that any kind of hitting is physically abusive. During this session the participants will think about some of these conflicting situations.

**STEP 2** SET UP GROUP WORK – 15 MINUTES

Divide the group in small groups of 4 or 5 persons. Give each group a photocopy of one cartoon page (Training Aid 2.3.2 A). Ask the groups to have a look at the two pictures and ask them to think about ways to resolve the conflict. Each group can complete the cartoon by filling in possible solutions in the four remaining cartoon panels. (The cartoons need not be beautiful. The key is the story and the solutions to the conflict.)

**STEP 3** PRESENTATION OF GROUP WORK AND DISCUSSION – 30 MINUTES

Ask all groups to briefly present their story and start a short discussion in plenary with the following questions:

- Was it difficult to find a solution for the conflict? Why or why not?
- Did groups come up with the same solution?
- What type of solution do you think would most likely occur? Why?
- In which situations did both parties get what they wanted?
- Do you have conflict situations like this sometimes? If yes, what do you do?

**STEP 4** SUMMARY – 5 MINUTES

Summarize the main outcomes of the discussion during the session and emphasize that:



- Rights come with responsibilities.
- One cannot say nor do everything just because one has the right to do so if this damages others.
- In protecting and enjoying our own rights, we have to make sure not to violate the rights of others.
- Respect and understanding of others' rights can prevent and solve conflicts.



## TRAINING AID 2.3.2 A: CARTOONS

**Guidelines:** Photocopy the cartoons, one for each group and hand them out during the exercises. Some groups may have the same cartoon.

**Cartoon 1:** The right to be free from discrimination in conflict with the right to freedom of expression

<p>A girl at school tells her friend that she does not like children wearing thick glasses because she thinks they look stupid and old fashioned.</p> 	<p>The girl with the thick glasses says it is not fair to judge her in such a way.</p> 

**Cartoon 2:** The right to education in conflict with the right to adequate and healthy food



A boy is trying to study for a test at school the next day but he feels hungry because he had only a little bit of rice and fish paste for dinner



This parents tell him that because they cannot find a job they cannot buy enough food for everyone in the family. Many employers will hire children but not adults.



**Cartoon 3:** The right to family love and care in conflict with the right to protection from abuse, exploitation and neglect

<p>Father comes home drunk again and starts a quarrel with mother. This is happening increasingly often.</p>  <p>A black and white cartoon illustration of a man and a woman in a room. The man is on the left, wearing a striped shirt and shorts, holding a bottle and shouting with his arms raised. The woman is on the right, wearing a long dress, kneeling on the floor with her hands clasped in a pleading or distressed gesture. There is a doorway in the background.</p>	<p>Children feel sad, afraid and angry, especially when their father hits their mother. They don't know what to do.</p>  <p>A black and white cartoon illustration of a man and a woman in a room. The man is on the left, wearing a striped shirt and shorts, hitting the woman on the right. The woman is wearing a long dress and is on the floor, looking distressed. Three children are on the right, looking on with sad and angry expressions. One child is crying. There is a doorway in the background.</p>

## ■ UNIT 2.4 MY RIGHT, OUR RIGHT TO ORGANIZE



### CONTENTS

This unit focuses on the importance of making an effort to work together. Participants will learn and experience how to cooperate and plan together for a common goal.



### KEY MESSAGES

- Everybody has the right to organize.
- You are stronger in a group.
- Work towards a common goal is often needed at all levels: family, community, regional, national and international.
- Respect for diversity within a group is important: each person has specific capacities and everybody can contribute to reaching the common goal in his/her way.
- The right to organize is a basic right of all human beings. It includes:
  - ✓ Right to peaceful assembly
  - ✓ Right of association
  - ✓ Right of an individual to join or not join an association
  - ✓ Right to belong to trade unions.



### EXERCISES

- 2.4.1 More Heads Are Better Than One – Jigsaw Puzzle
- 2.4.2 Let's Organize



### RELATED UNITS

- 5.2 You Are Stronger in a Group
- 11.2 Rights at Work

## ■ EXERCISE 2.4.1 MORE HEADS ARE BETTER THAN ONE – JIGSAW PUZZLE



### OBJECTIVES

- To understand the importance of making an effort to work together
- To experience the advantages of cooperation



### TARGET GROUP

Children, youth and adults



### DURATION

60 minutes



### SEATING ARRANGEMENTS

Group seating around tables



### MATERIALS

- One set of jigsaw pieces for each group (Training Aid 2.4.1 A)
- Photocopies of the Checklist for Observers (Training Aid 2.4.1 B)



### TRAINING AIDS

2.4.1 A: Jigsaw Pieces

2.4.1 B: Checklist for Observers

Briefing Note: Right to Organize and the Jigsaw Method



### SESSION PLAN STEPS<sup>8</sup>

1. Set up group work and explain the rules of the game – 10 minutes
2. Make a square in silence – 10 minutes
3. Discussion – 30 minutes
4. Round up with key messages on organizing – 10 minutes

### PREPARATION

Make a set of jigsaw pieces for each group as described in Training Aid 2.4.1 A.

<sup>8</sup>Adapted from: *Health Care Together: Training Exercises for Health Workers in Community Based Programmes* by Mary P. Johnston & Susan B. Rifkin (Macmillan Publishers Ltd.: London, 1987), Exercise: Broken Squares, p. 57-60.



## STEP 1 SET UP GROUP WORK AND EXPLAIN THE RULES OF THE GAME – 10 MINUTES

Divide participants into small groups of minimum 6 persons. Five persons of each group take a seat and the remaining person(s) is the observer(s). The observer(s) can walk around the table.

Explain the rules of the game for each group:

- Each person gets 3 jigsaw pieces.
- They must make 5 squares of three pieces.
- No one is allowed to speak or to give signals.
- They can give away pieces but are not allowed to request in any way pieces of other players in their group.

Ask if these rules are clear.

Give all observers a copy of the Checklist for Observers (Training Aid 2.4.1 B) so they know what to look for in the players' behaviour. (If the observers are not highly literate, explain the instructions verbally and make sure they understand them.) The observers are not allowed to share these instructions with the players in their group. Their role is simply to observe how the players work with the jigsaws and making notes according to the instructions.

## STEP 2 MAKE A SQUARE IN SILENCE – 10 MINUTES

Give maximum 10 minutes for the groups to make the 5 squares without saying a word.

## STEP 3 DISCUSSION – 30 MINUTES

Ask the observer(s) in each group to briefly describe what happened in the group. Start a discussion in plenary using the following questions:

- Did any group manage to get all 5 squares?
- Did anyone break the rules?
- Did you feel stronger after breaking the rules? If yes, why?
- Were all people behaving the same way in the group? If not, what were the differences? Were there any differences between the behaviours of men and women (boys and girls)?
- Was that good or bad for the result?
- Was it difficult trying to make squares without being able to talk or make a request?
- Who gave away your pieces? Why did you give your pieces away?
- Was it necessary to give and get organized to achieve the aim?
- Is it always good to organize, why or why not?
- Do you know in which way you can organize yourself?
- Can you give examples from your own experience?
- Was it easy? What went wrong and what went right?
- What do you know about the right to organize?

**STEP 4** **ROUND UP WITH KEY MESSAGES ON ORGANIZING – 10 MINUTES**

Explain the meaning of the right to organize. Say that the power of one is not as strong as the power of many, and that people can do more in a group. Collective initiatives and actions are often necessary to achieve a goal that individuals by themselves cannot achieve. Working in a group does require cooperation and respect for group norms, giving and sharing, as well as tolerance and time to come to conclusions and decisions. However, working in a group is useful because a group is more powerful and can achieve more than an individual. (For more explanation on the right to organize and the behaviours in the puzzle exercise, see the Briefing Note at the end of the exercise.)

**Tip for Trainers**

*Demonstrate the power of one versus the power of many. For instance, tapping to make a sound with one finger, two fingers, three fingers, four fingers, the entire palm, or one person clapping, two persons, three persons, four persons clapping... and so on. Or breaking one twig or two twigs is a lot easier than breaking ten twigs at once.*

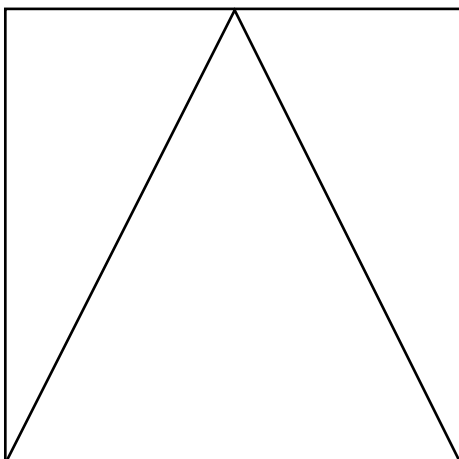
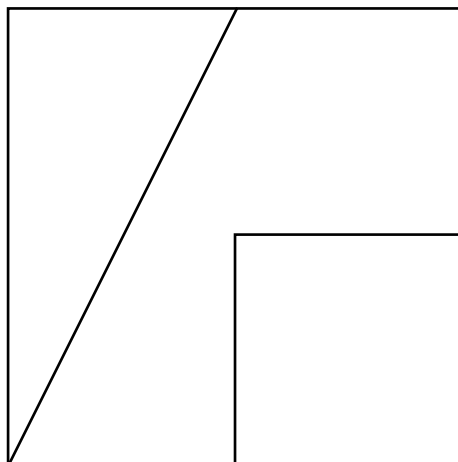
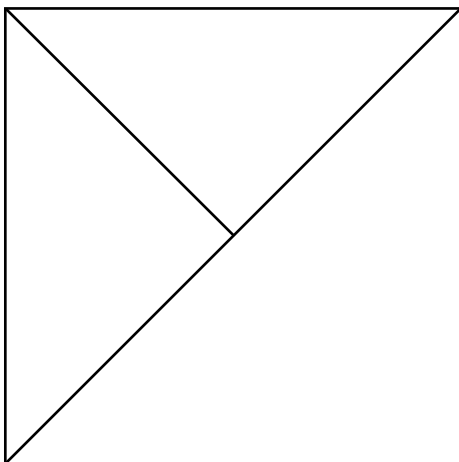
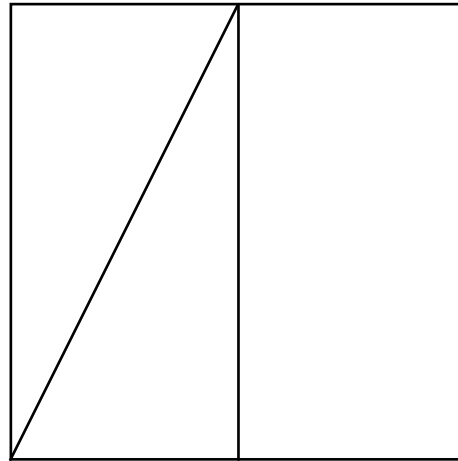
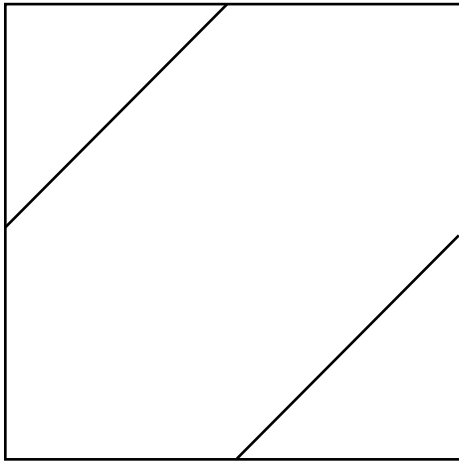
Summarize the main outcomes of the discussion during the session and mention the following points:

- Everybody has the right to organize.
- You are stronger in a group.
- Work towards a common goal is often needed at all levels: family, community, regional, national and international.
- Respect for diversity within a group is important: each person has specific capacities and everybody can contribute to reaching the common goal in his/her way. Some people may be natural leaders because they are charismatic, intelligent, strategic or good at organizing, while others may have special skills, expertise or other assets that are beneficial and contribute to reaching the common goal.



### TRAINING AID 2.4.1 A: JIGSAW PIECES

**Guidelines:** Make a photocopy of this page for each group. Cut the five jigsaws carefully into pieces and shuffle them well. **Keep each set of 5 jigsaw pieces together in a bag for each group.** Give each group member 3 pieces (that **do not** make a square).





## TRAINING AID 2.4.1 B: CHECKLIST FOR OBSERVERS

**Guidelines:** Photocopy this page and give each observer a copy.

Observe the behaviour of everybody in the group. Keep the following in mind:

- Who breaks the rules?
- How are the rules broken?
- Who looks around for the needs of others?
- Who identifies first a way to solve the problem?
- Who takes a leading role?
- Does someone sabotage the process?

You can make notes below:



## BRIEFING NOTE: RIGHT TO ORGANIZE AND THE JIGSAW METHOD

### Right to organize

The right to form groups, to organize, cooperate and assemble peacefully together with the aim of addressing issues of common concern is a human right. The ability to organize is an important means by which citizens can influence their governments and leaders, because the power of one ordinary citizen is not as strong as the power of 5, 10, 20, 50 or 100 ordinary citizens. The ability to organize is also important in workplaces where workers need to influence their employers to, for example, ensure that the workplace is safe to work in, and that wages and working hours are fair. The right to freedom of association and assembly is protected in international and regional human rights treaties, and in international labour standards. These rights are applicable to any issue. Mass rallies are a potent symbol of the exercise of this right.

International and regional treaties and international labour standards protect a number of key rights relating to freedom of association and assembly:

- Right to peaceful assembly
- Right of association
- Right of an individual to join or not join an association
- Right to belong to trade unions.

### About the jigsaw method

Forming a group and working together to reach a common goal is not always easy. The jigsaw puzzle exercise shows how complicated it can be. When looking at the solution of the five squares it seems very easy. But participants usually end up with three or four squares and odd bits that just do not fit together. Participants come to realize that their individual desire to produce one square is secondary to the group task of completing five squares. Personal success does not always equal group success, and may actually be impeding the group goal. A good solution for one person may in fact obstruct a good one for the group as a whole.

Within the rules of the game, each group can make its own rules. You will see that several cases will arise during the discussion in plenary. Possible cases are:

- Case: One participant gave all pieces to a colleague.  
Conclusion: Teamwork is hindered if someone rejects responsibility and places it all on someone else.
- Case: A participant is self-satisfied after finishing his or her square and ignores the other participants.  
Conclusion: Teamwork is hampered if one member is satisfied with his or her own effort and does not care about the work of the other members.
- Case: A participant is frustrated when s/he find out that the correct piece is held by a colleague who does not want to give it away.  
Conclusion: Teamwork is hampered if one member is insensitive to the needs of others.
- Case: A participant is very pleased to receive a piece, which s/he needs from a colleague.  
Conclusion: Teamwork is promoted by a sensitive member responding to the need of another.
- Case: A participant broke the rules and communicated with a colleague (by word or sign) because s/he wanted (to) help.  
Conclusion: In teamwork there must be mutual communication between the members.

## ■ EXERCISE 2.4.2 LET'S ORGANIZE



### OBJECTIVES

- To understand the importance of making an effort to work together
- To reach a common goal together



### TARGET GROUP

Children, youth and adults



### DURATION

60 minutes



### SEATING ARRANGEMENTS

A large open space to move around



### MATERIALS

- Treasure box, a real box or a drawing of a box on a flipchart paper
- Copies of footprints (Training Aid 2.4.2 A), one set of footprints for two participants (one participant gets the left footprint and the other gets the right footprint)



### TRAINING AIDS

2.4.2 A: Footprints



### SESSION PLAN STEPS

1. Start the game with a footprint each – 5 minutes
2. Try to reach the treasure box with one footprint – 10 minutes
3. Try again in a small group – 10 minutes
4. Organize to reach the treasure box – 10 minutes
5. Discussion – 20 minutes
6. Summary – 5 minutes

### PREPARATION

Photocopy the footprints in Training Aid 2.4.2 A or alternatively draw life-size footprints by hand on plain A-4 or flipchart paper. Make enough copies to have one footprint for each participant. Put the treasure box at one side of the room. Make a line at the other end of the room, at least six big adult steps away from the treasure box. Behind the line there should be enough space for all participants to stand.

**STEP 1** ▶ **START THE GAME WITH A FOOTPRINT EACH – 5 MINUTES**

Give each participant a footprint. Ask the participants to stand behind the line. Explain that the aim of this game is to reach the treasure box without putting their feet on the floor. The only place where they are allowed to step on the floor is behind the line. Beyond the line toward the treasure box they can only step on the footprint. Ask each participant to reach the box with one footprint. Is it possible? (No.)

**STEP 2** ▶ **TRY TO REACH THE TREASURE BOX WITH ONE FOOTPRINT – 10 MINUTES**

Ask the participants what they need to reach the treasure box. When they say that they need more footprints, answer that you do not have more footprints. When they suggest that they want to form a group, allow them to form pairs. If they do not mention the suggestion of forming groups, just ask them to form pairs after a couple of suggestions are made. Ask them to try again to reach the treasure box but remind them that they both have to arrive at the treasure box. Is it possible? No.

**STEP 3** ▶ **TRY TO REACH THE TREASURE BOX WITH ONE FOOTPRINT – 10 MINUTES**

Ask again what they need to reach the treasure box. Allow them to form groups of three and try again. It is still not possible.

**STEP 4** ▶ **ORGANIZE TO REACH THE TREASURE BOX – 10 MINUTES**

Allow them to organize in whatever way they want. Generally, depending on their age and size participants will need to form a group of at least 6-8 persons to reach a treasure box that is six adult steps away. Every group member should reach the treasure box by using the footprints of the group.

**STEP 5** ▶ **ORGANIZE TO REACH THE TREASURE BOX – 10 MINUTES**

When all participants have reached the treasure box, ask them to sit down. Discuss the activity in plenary using the following questions:

- Was it difficult to find a solution?
- What was the main problem in the smaller group?
- Who found the solution: one person or more?
- Is there more than one solution?
- Did you need a coordinator?
- Did you need each other?
- What did you learn?
- Can you give examples of group strengths in your community or workplace?
- Are you a member of a group in your community or workplace? Why or why not?

**STEP 6** ORGANIZE TO REACH THE TREASURE BOX – 10 MINUTES

Summarize things done during this session and explain that it is often useful to form a group to reach a goal. Organizing gives you more power and strength. Emphasize that the following rights are valid for everyone:

- Right to peaceful assembly
- Right of association
- Right of an individual to join or not join an association
- Right to belong to trade unions.

**TRAINING AID 2.4.2 A: FOOTPRINTS**

**Guidelines:** Guidelines: Make photocopies of this page (one for two participants). Alternatively, draw the footprints on plain A-4 or flipchart papers. Cut to have individual footprints. Give one footprint to each participant.





## SOURCES FOR FURTHER READING

Carl, Greg & Chaiphech, Nonthathorn, *Friends Tell Friends on the Street*, Thai Red Cross Aids Research Centre: Bangkok, 2000.

Fountain, Susan, *It's Only Right! A Practical Guide to Learn More about the Convention on the Rights of the Child*, UNICEF: New York, 1993.

Haspels, Nelien & Suriyasarn, Busakorn, *Promotion of Gender Equality in Action against Child Labour and Trafficking: A Practical Guide for Organizations (GECL-Guide)*, ILO: Bangkok, 2003.

ILO, *Child Labour – An Information Kit for Teachers, Educators and Their Organizations*, IPEC: Geneva, 1998.

ILO, *Supporting Children's Rights through Education, Arts and the Media (SCREAM) – Stop Child Labour Education Pack*, IPEC: Geneva, 2002.

Johnston M.P. & Rifkin, S.B., *Health Care Together: Training Exercises for Health Workers in Community Based Programmes*, London, 1987.

Northern Ireland Human Rights Commission (NIHRC), *Inspiring Practice: Resources, Tools and Activities for Human Rights Education* by Northern Ireland Human Rights Commission (2008), URL: [http://www.nihrc.org/uploads/publications/Inspiring\\_Practices.pdf](http://www.nihrc.org/uploads/publications/Inspiring_Practices.pdf).

Pretty, Jules N., Guijt, Irene, Scoones, Ian & Thompson, John, *A Trainer's Guide for Participatory Learning and Action*, IIED Participatory Methodology Series: London, 1995.

Terhorst, Rosalinda, Haspels, Nelien, *Gender and Development for Cambodia (GAD/C) & Expansion of Employment Opportunities for Women (EEOW), Women Workers' Rights and Gender Equality: Easy Steps for Workers in Cambodia (WWRGE Manual – Cambodia)*, ILO: Bangkok, 2004.

### Useful Websites

BBC, In Depth, Child Rights,  
URL: <http://www.bbc.co.uk/worldservice/people/features/childrensrights>

Centre for Civic Education, Teachers Resources, URL: <http://www.civiced.org>

Human Rights Education Associates, Electronic Resource Centre for Human Rights Education,  
URL: <http://www.hrea.org>

Human Rights Resource Center, University of Minnesota, Human Rights Here and Now,  
URL: <http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-3/Activity1.htm>

International Programme on the Elimination of Child Labour (IPEC),  
URL: <http://www.ilo.org/ipeclang--en/index.htm>

UNICEF, Resource Guide for Students and Teachers,  
URL: <https://www.unicef.org/siteguide/resources.html> and  
URL: <https://www.unicef.org/magic/>

Fundamental Principles and Rights at  
Work Branch (FUNDAMENTALS)

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