



International  
Labour  
Organization

# ► E-learning programme on rights, responsibilities and representation for children, youth and families (3Rs)

## Module 2. Rights in life

According to a study by the French institute IPSOS Global (Institut Public de Sondage d'Opinion Secteur), only 56 per cent of global citizens know about human rights.

Surprising! Shocking!

How about you? Are you aware of your human rights? Do you think rights are absolute or relative?

This module will help you understand the fundamental freedoms that shape our world and define who you are.

Get going!





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## Course outline

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### Lesson 1

|                       |   |
|-----------------------|---|
| Getting started ..... | 1 |
|-----------------------|---|

### Lesson 2

|                           |   |
|---------------------------|---|
| Learning objectives ..... | 3 |
|---------------------------|---|

### Lesson 3

|                              |   |
|------------------------------|---|
| Upholding human rights ..... | 4 |
|------------------------------|---|

### Lesson 4

|                               |    |
|-------------------------------|----|
| Protecting child rights ..... | 10 |
|-------------------------------|----|

### Lesson 5

|                                             |    |
|---------------------------------------------|----|
| Balancing rights and responsibilities ..... | 15 |
|---------------------------------------------|----|

### Lesson 6

|                       |    |
|-----------------------|----|
| Self-evaluation ..... | 20 |
|-----------------------|----|

### Lesson 7

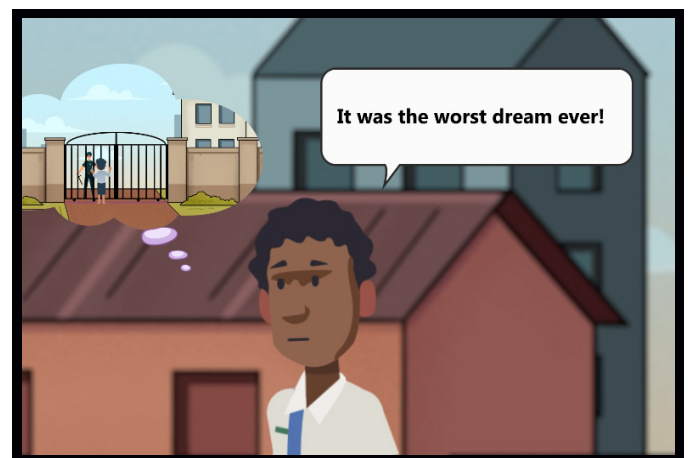
|               |    |
|---------------|----|
| Summary ..... | 22 |
|---------------|----|

|                     |    |
|---------------------|----|
| Answers annex ..... | 24 |
|---------------------|----|

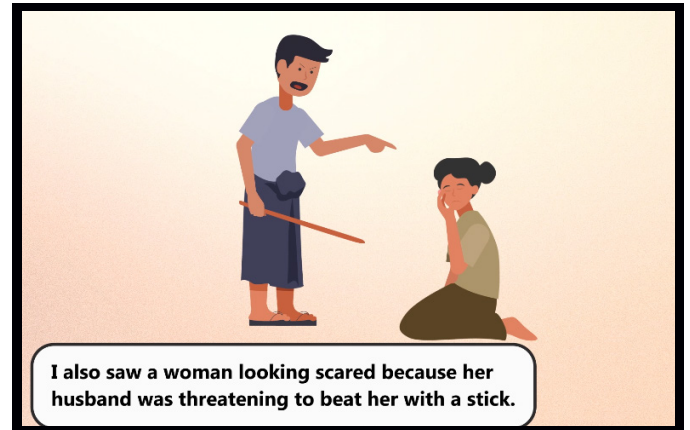
## ▶ Getting started

**What are our human rights? Where do they come from? Why are they important?**

Read Mohammed, Noe Noe, and Phoe Wah converse about rights and responsibilities.







**How can you ensure that human rights are not just a slogan, but a reality for all?**

## Lesson 2 of 7

## ▶ Learning objectives



The fight for human rights has come a long way. However, for many, it's still a dream. To make human rights a practical reality, you should be familiar with the main international Conventions on human rights.

This module helps you:

- ▶ Recognize your own rights and the value of others' rights.
- ▶ Describe the Conventions related to the rights of children.
- ▶ Understand the link between rights and responsibilities.

## Ready to begin learning?



## Lesson 3 of 7

 **Upholding human rights**

You have likely heard the term “human rights”, but have you ever wondered what human rights really are and why are they important?

Before you get there, let’s see if you can tell the difference between something that is and isn’t a human right.

**Which of the following are really human rights?**

Mark the different types of potential rights in the correct boxes. You can view the correct answers at the back of this booklet, in the Answers Annex.

| Potential right                         | Human right | Not a human right |
|-----------------------------------------|-------------|-------------------|
| Right to equal protection under the law |             |                   |
| Right to education                      |             |                   |
| Right to force labour upon others       |             |                   |
| Right to own a pet                      |             |                   |
| Right to freedom of belief and religion |             |                   |
| Right to equality                       |             |                   |
| Right to violence                       |             |                   |
| Right to fair working conditions        |             |                   |
| Right to own a car                      |             |                   |
| Right to oppose others                  |             |                   |
| Right to marriage and family            |             |                   |
| Right to consume alcohol                |             |                   |



Have you ever pondered about how and when human rights came about? Systems of justice and law for citizens have existed since the 18th century, so why then was there a need to form the United Nations (UN)?

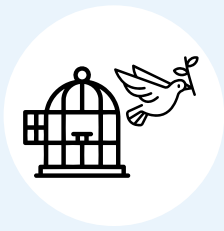


UN General Assembly. © Shutterstock

Following two World Wars (1914–18 and 1939–45), nations everywhere were in ruins, and the world wanted peace and protection. To establish and promote peace across the globe, the United Nations was created.

In 1948 the UN General Assembly adopted the Universal Declaration of Human Rights to set a standard to protect all human beings under the rule of law.

See the cards below for a summary of rights contained in the Universal Declaration of Human Rights.



### 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, particularly 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.

Governments must ensure that each citizen's right to life is not violated, not only by killing or murder, but also as a result of socio-economic deprivation or discrimination – for example, homelessness or lack of access to necessary healthcare that may be life-threatening.



### Right to nationality

This right states that no one should be denied the right to have or to change their nationality. Without nationality, an individual becomes stateless and will be deprived of several rights that legal citizens of a country have.

The lack of this right leads to denied opportunities to develop and participate in society, such as attending school, getting a decent job, voting, owning property, and accessing health and public services. Such individuals are also prone to arrest for illegal entry and to harassment from authorities.



### Right to education

The right to education is a fundamental right, especially for children. Regardless of who they are and where they were born, all children are entitled to equal access to education, which is essential to their personal and social development.



### Right to equal access to public services

This right states that amenities like education, healthcare, public infrastructure, and utilities like roads, electricity and water must be available to all.



### Right to work and to just conditions at work

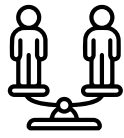
This right states that everyone of legal working age has permission to work in just and safe working conditions, which include fair pay, non-excessive working hours, and equal opportunities to get a job and start a business without discrimination. However, no one should be subjected to child labour or forced labour.



### Right to freedom from slavery

This right states that no one shall be allowed to work in slavery or slavery-like conditions, such as:

- ▶ working in forced labour or debt bondage;
- ▶ being forced to work against one's will;
- ▶ being imprisoned, for example, domestic workers not permitted to leave the employer's house;
- ▶ being forced into sexual slavery; or
- ▶ children forced to work as child soldiers or porters.



### Right to equality

This right states that everyone qualifies to receive equal opportunity and treatment without distinction, exclusion or preference based on race, ethnicity, color, sex, age, religion, political opinion, socioeconomic status, or social origin. Examples include equal opportunities for girls and boys in education, equal opportunities for men and women in jobs and occupations, and equal opportunities and treatment before the law for everyone.



### Right to freedom of movement

This right states that everyone should have the freedom to travel. However, this right is sometimes denied to some people in some countries. For example, migrant workers in other countries are sometimes not allowed to travel freely. This is against international law.



### Right to freedom of expression

This right states that each individual should have freedom of expression. In some countries, people cannot be critical of their government or employer. In many cultures, children cannot express disagreement with parents or freely discuss many important issues such as choice of marriage partner, sexual orientation, or gender identity. The freedom to choose and practice a religion or a spiritual belief also comes under this right.



### Right to form or join an association

This right states that everyone is entitled to form or join a group or association. In most countries, there are many cultural, social or political groups or associations, such as community groups, youth groups, women's groups, parents' groups (for schools), sports clubs, religious groups, saving and credit groups, cooperatives, political parties, trade unions, and NGOs. Participation in these groups is normal and is a part of social development.





Community gathering, Myanmar. © Shutterstock

It is not just the responsibility of the UN to protect human rights.

Governments also must safeguard and protect the human rights of their citizens. However, it's not always possible to protect all citizens. That is why citizens must be aware of their own rights.

Governments' duty toward their citizens' human rights are to:

- **Respect** – Encourage human capability;
- **Protect** – Safeguard people from abuse; and
- **Fulfill** – Provide optimal conditions for people to achieve their potential.



People in Mahabandoola Park in front of Yangon City Hall, Myanmar. © Shutterstock

Human rights laws protect individuals and groups and regulate the behaviour of States and state actors.

Various organizations, including human rights commissions, courts, parliaments, media, trade unions, non-governmental groups, religious organizations, and academic institutions, monitor human rights at the international, regional, national and local levels.



What do you think about human rights in Myanmar?

Each country has national legislation – such as a Penal Code, Labour Code and Civil Code – as well as government regulations that define rights. These rights apply to all citizens of the country regardless of sex, race, ethnicity, caste, religion, status and other grounds.

Human rights apply to all member countries of the UN. Myanmar is a UN Member State; therefore, human rights obligations also apply to Myanmar.

Myanmar has ratified a number of human rights Conventions, such as the:

- ▶ International Covenant on Economic, Social, and Cultural Rights (ICESCR)
- ▶ Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
- ▶ Convention on the Rights of the Child (UNCRC)
- ▶ Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict (OP-CRC-AC)
- ▶ Convention on the Rights of the Child on the Sale of Children, Child Prostitution, and Child Pornography
- ▶ Convention on the Rights of Persons with Disabilities (CRPD)
- ▶ International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)
- ▶ International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (ICRMW)
- ▶ International Covenant on Civil and Political Rights (ICCPR)

Congratulations on making it this far! You've reached the end of this lesson.

**Do you think that rights are just applicable to adults  
or do they belong to children as well?**



## ► Protecting child rights



Have you ever wondered what rights and laws safeguard the well-being of our youngest citizens – our children?

Imagine a world where every child is given a chance to shine. That's what children's rights are all about.

See the images below to uncover some amazing rights that belong to the young and unstoppable.



Right to name and nationality



Right to family love and care



Right to adequate and healthy food



Right to education



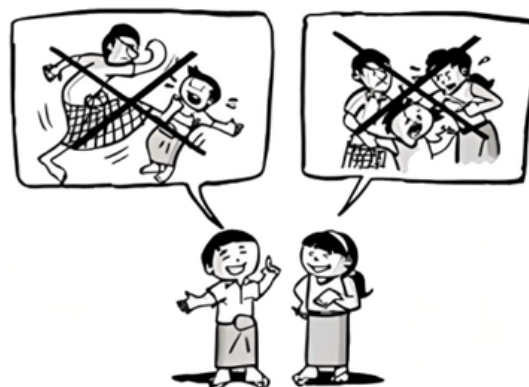
Right to healthcare



Right to choose one's own friends



Right to rest and play



Right to protection from abuse, exploitation and discrimination



Right to express views and opinions



Right to special care and assistance when needed

## Do you know what component of international law guarantees these rights to children?

Child rights worldwide are endorsed by the United Nations Convention on the Rights of the Child (UNCRC).



Gavel. © Shutterstock

The UNCRC is the most widely ratified treaty regarding human rights in history. The principles in the Convention are universally accepted by the international community of 196 countries, including Myanmar, which accepted the UNCRC in July 1991.

Who is considered a “child” according to the international definition of the UNCRC?



Children in a classroom, Myanmar. © Shutterstock

As per the UNCRC, a child is “a person under 18 years of age, unless national laws recognize the age of majority earlier”.

The UNCRC states that all children are entitled to the same rights regardless of their socio-economic situation.

In underprivileged countries or families, access to some children’s rights may be more limited than in wealthier countries or families. However, this does not mean poor children have fewer rights than rich children.



The UNCRC contains 54 articles, which are grouped into four main categories. See a brief overview of the four categories below.

## 1. Survival rights

These rights cover a child's right to life and the most basic needs for existence, such as the right to:

- ▶ an adequate living standard;
- ▶ adequate and healthy food;
- ▶ healthcare.

## 2. Developmental rights

These rights are the ones that children require to reach their fullest potential, such as the right to:

- ▶ education;
- ▶ play and leisure;
- ▶ cultural activities;
- ▶ information access;
- ▶ freedom of thought;
- ▶ conscience;
- ▶ religion.

## 3. Protection rights

These rights protect children, and include the right to:

- ▶ protection from abuse, neglect and exploitation;
- ▶ protection from violence;
- ▶ protection from harmful substances;
- ▶ protection from hazardous work;
- ▶ protection during armed conflicts.

## 4. Participation rights

These rights allow children to participate actively in their communities and nations, and include the right to:

- ▶ express opinions;
- ▶ freedom of association;
- ▶ participate in cultural life;
- ▶ access information.

## Learning milestone

Which of the following are categories of child rights?

Choose your answer(s) – you can choose more than one. You can view the correct answers at the back of this booklet, in the Answers Annex.

☐**A**

Rights to survival

☐**B**

Rights to development

☐**C**

Rights to labour

☐**D**

Rights to protection

☐**E**

Rights to participation

Another lesson down! You're making significant progress!

## What's the difference between rights and responsibilities?



► **Balancing rights and responsibilities**

Let’s imagine you have a neighbor who has a child domestic worker working for them. You always see this child looking sad and with bruises on her arms.

In this case, will you support your neighbor's right to freedom or the worker's right to life?



Sometimes exercising one right may conflict with other rights of our own or the rights of others.

What should you do in such a situation?

Before we examine this more closely, take look at the actions in the table below and consider whether each action represents: (i) someone asserting their rights; (ii) someone acting responsibly; or (iii) neither.

Mark your responses into the correct boxes.

| Action                                              | Asserting rights | Acting responsibly | Neither |
|-----------------------------------------------------|------------------|--------------------|---------|
| Be clear and respectful to others                   |                  |                    |         |
| Demand equal access to public services              |                  |                    |         |
| Say whatever you want to anybody in any situation   |                  |                    |         |
| Demand the ability to speak and give your opinion   |                  |                    |         |
| Listen to others’ view when they speak              |                  |                    |         |
| Prevent others whom you disagree with from speaking |                  |                    |         |
| Tell others when they are wrong                     |                  |                    |         |

The table below presents a few scenarios for you to consider. Take a look at each scenario in the left-hand column and consider for a moment what your responses to the situation would be. Then take a look at the right-hand column for the appropriate response to the scenario. To get the most of this exercise, you might want to cover up the responses on the right while you consider each scenario.

**You just become a parent. What is your first legal responsibility towards the nationality rights of your newborn baby?**

All parents have a responsibility and are legally required to register the birth of their newborn baby.

**Somebody has accused you of doing something illegal. What responsibilities should that person have towards you?**

That person has a responsibility to provide evidence to you or a legal representative of your alleged illegal action.

**You have accused someone of doing something wrong. What responsibilities do you have towards that person?**

You have a responsibility to provide evidence to that person of their alleged wrongdoing.

Did you realize the link between rights and responsibilities from the above scenarios?

Here's the link between the two.



Everyone is entitled to the same rights; this means that if something is a right for you, it is a right for all others.

All rights come with responsibilities – including the responsibility to respect each other's rights. As a citizen, it is your responsibility, for instance, to:

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

## What if your rights conflict with the rights of others?

Have you been in a situation where your opinion differs from the majority, maybe with your family, friends, colleagues, or even online?

Sometimes, exercising one right may conflict with another right of our own or the rights of others. What should you do in that situation?

Let's learn from the scenarios given below.



Girl with glasses holding a notebook. © Shutterstock

### Rights in conflict: Scenario 1

Cho tells her friend Soe that she does not like kids who wear thick glasses because she thinks those kids look stupid and old-fashioned.

**Bullying is a form of violence and should not be tolerated. Victims of bullying can report it to authorities, and those who see others being bullied can also help stop the bullying, including by reporting it to authorities.**

You can view the correct answers at the back of this booklet, in the Answers Annex.

☐

**A**

Right to free expression versus Right to be free from discrimination

☐

**B**

Right to free expression versus Right to wear glasses

### Which is the better way to resolve this situation?

You can view the correct answers at the back of this booklet, in the Answers Annex.

☐

**A**

Than tells the two girls that they are not so pretty or fashionable themselves, and that people wearing glasses are smarter. So there!

☐

**B**

Than reminds the two girls not to judge people by appearance, as wearing glasses doesn't indicate stupidity. She warns them that, if they keep saying such things, they will get reported for bullying.

**Bullying is a form of violence and should not be tolerated. Victims of bullying can report it to authorities, and those who see others being bullied can also help stop the bullying, including by reporting it to authorities.**



Young boy leaning against a wall. © Shutterstock

### Rights in conflict: Scenario 2

Phyo, a 10-year-old boy, is trying to study for a test he will have at school tomorrow, but he feels hungry because he had only a little bit of rice and fish paste for dinner.

**Phyo's parents tell him that because they cannot find a job, they cannot buy enough food for everyone in the family. They also tell Phyo that many employers will hire children but not adults. What rights are in conflict?**

You can view the correct answer at the back of this booklet, in the Answers Annex.

☐

A

Right to education versus Right to work

☐

B

Right to education versus Right to be adequate and healthy food

**Which is the better way to resolve this situation?**

You can view the correct answer at the back of this booklet, in the Answers Annex.

☐

A

The parents continue to seek work to support the family and educate Phyo. Child labour would put Phyo at many risks.

☐

B

Phyo works to earn money to support the family. It is not an ideal solution, but they have no choice. If he works, the family will not go hungry.

**Child labour poses risks of physical and emotional harm, stunting development and continuing poverty cycles. Parents are responsible for the overall healthy development of their children.**



Man holding a glass bottle of alcohol. © Shutterstock

### Rights in conflict: Scenario 3

Lwin, the husband, comes home drunk again and starts a quarrel with his wife, Gawa. These quarrels happen often.

**Lwin's children feel sad, scared and angry, especially when their father hits their mother. They don't know what to do. What rights are in conflict in this situation?**

You can view the correct answer at the back of this booklet, in the Answers Annex.

☐

**A**

Right to family love and care versus Right to protection from abuse, exploitation and neglect

☐

**B**

Right to family love and care versus Right to choose own spouse

**Which is the better way to resolve this situation?**

You can view the correct answer at the back of this booklet, in the Answers Annex.

☐

**A**

Gawa and the children watch for when Lwin gets drunk again and always be prepared to run and hide from him.

☐

**B**

The community elders tell Lwin not to abuse his wife and children. If he does not change his abusive behaviour, they will report him to the police.

**Domestic violence is often not addressed, as people believe it to be a private matter. However, society is changing; more people are becoming aware of the importance of not ignoring domestic violence.**

In all of the above scenarios, the rights of various people came into conflict and a decision needed to be made as to which right should be prioritized. As you might have noticed, in all of the scenarios above there was a question of harm being done to someone, and it was the idea of avoiding harm that pointed towards the better solution for addressing the conflict between two rights. When rights come into conflict, it is important to consider whether one party is being harmed – physically, emotionally, financially or in terms of discrimination. Once you have determined this, you prioritize each of the rights that are in conflict so that this harm can be minimized or eliminated altogether.

Congratulations, you've made it to the end of the module.

But wait, there's more! A self-evaluation awaits you, so put on your thinking caps and prepare to assess your progress.



Lesson 6 of 7

## ► Self-evaluation

**Bravo!**

You've almost completed **Module 2. Rights in life.**

Here is a self-evaluation with questions designed to help you identify learning gaps. This is not a test because, while you will receive a score, there is no passing score. Use your score to identify what you may need to go back and re-review.

You can attempt this self-evaluation as many times as you like!

All the best.

You can view the correct answers at the back of this booklet, in the Answers Annex.

### Question 1 of 5

A woman is arrested and detained for speaking out against a policy that would affect vulnerable groups in society. Her family and community believe this arrest goes against her fundamental human right to freedom of speech and peaceful assembly.

**Do you agree with them?**

Choose an answer. You can view the correct answer at the back of this booklet, in the Answers Annex.

☐**A**

Agree

☐**B**

Disagree

### Question 2 of 5

A young boy in a rural village wishes to go to school but cannot do so due to a lack of resources and infrastructure like transportation. He has no bicycle, his family has no form of transportation, nor is there a means of public transportation in his village.

**Which of the following rights is he currently missing that he is entitled to?**

Choose an answer. You can view the correct answer at the back of this booklet, in the Answers Annex.

☐**A**

Right to a pet

☐**B**

Right to access the internet

☐**C**

Right to drive a car

☐**D**

Right to equal access to public services

**Question 3 of 5****Which of the following are human rights?**

Choose your answer(s) – you can choose more than one. You can view the correct answers at the back of this booklet, in the Answers Annex.

☐**A**

Right to freedom of thought, opinion and expression

☐**B**

Right to beat misbehaving children and wife

☐**C**

Right to freedom of belief and religion

☐**D**

Right to marriage and family

**Question 4 of 5**

A company operating in a developing country employs workers under poor conditions and exploits them by paying them below the minimum wage and denying them the right to form a trade union. Activists bring attention to the issue, but the company refuses to change its practices, leading to calls for government intervention. The government is hesitant to act due to the company's economic influence.

**Which human right is being violated?**

Choose an answer. You can view the correct answer at the back of this booklet, in the Answers Annex.

☐**A**

The corporation's right to operate as it sees fit

☐**B**

The workers' right to fair wages and right to form a trade union

☐**C**

The government's right to maintain economic stability

**Question 5 of 5**

A government establishes scholarships and financial aid programmes to ensure that students from low-income backgrounds have equal access to higher education opportunities.

**Which right does this government initiative address?**

Choose an answer. You can view the correct answer at the back of this booklet, in the Answers Annex.

☐**A**

Right to housing

☐**B**

Right to privacy

☐**C**

Right to education

☐**D**

Right to healthcare

Lesson 7 of 7

## ► Summary

Before closing this module, here's a recap of the key learnings.



Group of children cheering with their hands in the air. © Shutterstock

### Human rights

- Fundamental human rights are given to every individual and are mentioned in each country's constitution and/or national laws and regulations.
- The same rights apply to children, 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 their citizens.

### Children's rights

- The principle of child rights is universally accepted.
- All children have the same rights, regardless of where they live; where they were born; what religion they believe in; what race, ethnicity or gender they are; or whether their family is rich or poor.

### Rights and responsibilities

- Rights often come with responsibilities.
- Protecting the rights of children is the responsibility of parents and members of the community.
- Protecting and enjoying our rights means making sure that the rights of others aren't violated.
- Respecting and understanding others' rights can prevent and solve conflicts.

**Thank you! We hope you found this  
learning module useful.**

**This module can also be accessed online at  
<https://ecampus.ilooyangon.org/>**

## Answers annex

Lesson 3, Page 4

Which of the following are really human rights?

**If you marked your answers as follows, you are correct. Well done!**

| Potential right                         | Human right | Not a human right |
|-----------------------------------------|-------------|-------------------|
| Right to equal protection under the law | ✓           |                   |
| Right to education                      | ✓           |                   |
| Right to force labour upon others       |             | ✓                 |
| Right to own a pet                      |             | ✓                 |
| Right to freedom of belief and religion | ✓           |                   |
| Right to equality                       | ✓           |                   |
| Right to violence                       |             | ✓                 |
| Right to fair working conditions        | ✓           |                   |
| Right to own a car                      |             | ✓                 |
| Right to oppose others                  |             | ✓                 |
| Right to marriage and family            | ✓           |                   |
| Right to consume alcohol                |             | ✓                 |

Lesson 4, Page 14

### Learning milestone

Which of the following are categories of child rights?

**If you selected A, B, D, and E, you are correct. Well done!**

The UNCRC covers rights related to survival, development, participation and protection – and prohibits child labour.

## Lesson 5, Page 15

| Action                                              | Asserting rights | Acting responsibly | Neither |
|-----------------------------------------------------|------------------|--------------------|---------|
| Be clear and respectful to others                   |                  | ✓                  |         |
| Demand equal access to public services              | ✓                |                    |         |
| Say whatever you want to anybody in any situation   |                  |                    | ✓       |
| Demand the ability to speak and give your opinion   | ✓                |                    |         |
| Listen to others' view when they speak              |                  | ✓                  |         |
| Prevent others whom you disagree with from speaking |                  |                    | ✓       |
| Tell others when they are wrong                     |                  |                    | ✓       |

## Lesson 5, Page 17

**Rights in conflict: Scenario 1**

Than, who wears thick glasses, says it is unfair to judge her in such a way. What rights are in conflict in this situation?

**If you selected A, you are correct. Well done!**

Everyone has a right to freedom of expression. However, it does not mean anything can be said to anyone just because you have the right to free expression.

Which is the better way to resolve this situation?

**If you selected B, you are correct. Well done!**

In this case, the speech of Cho and Soe is a form of discrimination, and Than has a right to be free from discrimination and abuse. What the two girls did is also called "bullying".

**Rights in conflict: Scenario 2**

Phyo's parents tell him that because they cannot find a job, they cannot buy enough food for everyone in the family. They also tell Phyo that many employers will hire children, but not adults. What rights are in conflict?

**If you selected B, you are correct. Well done!**

Poor families don't have many choices. Children in child labour often come from poor families. However, it is the responsibility of the parent to provide for the child's needs.



Which is the better way to resolve this situation?

**If you selected A, you are correct. Well done!**

Working when too young deprives a child of many rights and opportunities in life, from education and play to healthy development and the chance to have a better future.

### Rights in conflict: Scenario 3

Lwin's children feel sad, scared and angry, especially when their father hits their mother. They don't know what to do. What rights are in conflict in this situation?

**If you selected A, you are correct. Well done!**

Domestic violence is a common problem, and it is often women and children who are abused – although, in a small number of cases, men can be abused too.

Which is the better way to resolve this situation?

**If you selected B, you are correct. Well done!**

The community can play a huge role in safeguarding people from abuse. Victims of domestic violence can suffer serious injuries or even death.

Lesson 6, Page 20

### Question 1 of 5

A woman is arrested and detained for speaking out against a policy that would affect vulnerable groups in society. Her family and community believe this arrest goes against her fundamental human right to freedom of speech and peaceful assembly.

Do you agree with them?

**If you selected A, you are correct. Well done!**

Freedom of speech and peaceful assembly are recognized as fundamental human rights under international law. Any attempt to suppress or punish individuals for exercising these rights violates their human rights.

### Question 2 of 5

A young boy in a rural village wishes to go to school but cannot do so due to a lack of resources and infrastructure like transportation. He has no bicycle, his family has no form of transportation, nor is there a means of public transportation in his village.

Which of the following rights is he currently missing that he is entitled to?

**If you selected D, you are correct. Well done!**

The young boy in the rural village is entitled to the universal human right to equal access to public services. This includes public transport, healthcare, and water.

### Question 3 of 5

Which of the following are human rights?

**If you selected A, C, and D, you are correct. Well done!**

Beating one's children or wife – regardless of the situation – is a violation of human rights and is prohibited. The other three options provided are rights guaranteed by UN human rights Conventions.

### Question 4 of 5

A company operating in a developing country employs workers under poor conditions and exploits them by paying them below the minimum wage and denying them the right to form a trade union. Activists bring attention to the issue, but the company refuses to change its practices, leading to calls for government intervention. The government is hesitant to act due to the company's economic influence.

Which human right is being violated?

**If you selected B, you are correct. Well done!**

In this situation, it is important to prioritize the human rights of the workers and to protect them from exploitation by finding a solution that respects their rights, such as improving working conditions and increasing wages.

### Question 5 of 5

A government establishes scholarships and financial aid programmes to ensure that students from low-income backgrounds have equal access to higher education opportunities.

Which right does this government initiative address?

**If you selected C, you are correct. Well done!**

The right addressed here is the right to education. The scenario describes a government initiative to financially support low-income students to pursue higher education. This initiative helps ensure equal access to education, aligning with the right to education principle.

## **E-learning programme on rights, responsibilities and representation for children, youth and families (3Rs)**

Building upon the foundation laid by the 3-R Trainers' Kit developed in 2018 and the E-learning Programme on Child Labour launched in 2022, the 3Rs e-Learning kit is a comprehensive resource designed to empower individuals and organizations working in communities vulnerable to child labour and trafficking. This kit equips its users with the necessary tools to prevent and combat these violations effectively.

With an increased number of children at risk of child labour in Myanmar due to the ongoing crisis, the 3Rs underscores the urgent need to instil understand child rights, workers' rights and gender equality among children, youth and their families in at-risk communities and workplaces.

Comprising 11 modules, the course covers a wide range of topics essential for holistic empowerment. From understanding child rights to promoting gender equality, the 3Rs e-Learning kit serves as a catalyst for positive change, providing the knowledge and skills necessary to create a more equitable and empowered society.

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