

## UNIT 5

### Rights, liberties and responsibilities

What are our rights and how are they protected?



#### 5.1. Wishes, basic needs, human dignity and human rights

Do I have a human right to everything I wish?

#### 5.2. Detecting human rights violations

Which human right is violated here?

#### 5.3. Rights and responsibilities

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What is right? What should be one's human right?

## UNIT 5: Rights, liberties and responsibilities

### What are our rights and how are they protected?

Human rights are, on the one hand, concerned with the development of human beings, that is, how they are able to realise their full potential in their relationships with their fellow citizens. On the other hand, human rights define the responsibilities of the nation state towards individuals. Important human rights documents include the Universal Declaration of Human Rights, the European Convention on Human Rights and the Convention on the Rights of the Child. Traditionally, human rights have been divided into categories – civil, political, social, economic and cultural. These categories are often associated with stages of development in human rights history, with civil and political rights regarded as “the first generation”, followed by social and economic rights as the “second generation” and cultural or development rights being viewed as a “third generation”. Notwithstanding the value of categorising rights, EDC/HRE seeks to promote an integrated understanding of human rights. It places equal emphasis on all categories: civil, political, social, economic and cultural. Thus, EDC/HRE seeks to balance a tendency in the past to view certain rights as more important than others. While human rights have been traditionally associated with the state and its relationship with the individual, EDC/HRE is increasingly placing emphasis on the rights of groups or peoples. Attempts to include these ideas in EDC/HRE are important for the development of the concept itself and for the development of local, national and regional communities.<sup>19</sup>

Human rights have three elements: the holder of the rights, the content of the right (what the holder is entitled to claim) and the duty-bearer (the person or institution that must respond to the claim). Duties are usually assessed at three levels:

- To respect is to refrain from directly or indirectly depriving individuals of their rights, including refraining from establishing an institutional system that would deprive people of their rights or giving incentives to others to deprive people of their rights.
- To protect is to enforce that respect; to prevent those who seek to deprive another of rights – whether they be government officials, international institutions, private corporations, community leaders, vigilantes or family members – from doing so.
- To fulfil is to aid the deprived – including those for whom one has a special responsibility, those who are deprived because there has been a failure of the duty to respect and the duty to protect their rights, and those who are victims of natural disasters. This aid includes legislative, budgetary, judicial and other action to provide the best possible policy environment for the protection of rights.<sup>20</sup>

Liberties protected as civil rights include freedom of thought, opinion and expression, freedom of religious belief and practice, of movement within a state and the right to peaceful assembly and association. Other civil rights protect the privacy of the individual, family life and the right to equality before the law.<sup>21</sup>

Responsibilities are a logical consequence of human rights. In order to be protected, every right carries corresponding responsibilities, both for citizens and for the state. Every individual has a moral duty not to violate another person’s personal dignity. Governments, in signing up to international agreements and bound by their own constitutions, not have only a moral obligation, but also a legal duty.

19. From “A glossary of terms for education for democratic citizenship”, Karen O’Shea, Council of Europe, DGIV/EDU/CIT (2003) 29.

20. Based on “Duties sans Frontières. Human rights and global social justice”, International Council of Human Rights Policy.

21. *Idem.*

## **Education for Democratic Citizenship and Human Rights**

Through this series of lessons students will:

- understand better the nature of human rights: they are preconditions that enable every human being to live with dignity;
- increase their knowledge of and their insight into the internationally recognised human rights;
- increase their capacity to recognise infringements of human rights;
- increase their insight into how they could contribute to improving respect for human rights;
- increase their insight into and awareness of the responsibilities connected with human rights: the responsibilities of the state and of institutions, as well as their own moral responsibilities.

## UNIT 5: Rights, liberties and responsibilities

### What are our rights and how are they protected?

Lesson title	Objectives	Student tasks	Resources	Method
Lesson 1: Wishes, basic needs, human dignity and human rights	The students can show that human rights are preconditions for every human being to be able to live with dignity.	The students link their wishes to basic needs and human rights.	Student handout 5.1. Student handout 5.2 (teachers should note that this handout is used throughout the unit and will therefore be needed in other lessons).	Group work, plenary work. Critical thinking.
Lesson 2: Detecting human rights violations	The students can identify violations of human rights.	The students study cases of human rights violations.	Student handout 5.3. Student handout 5.2.	Pair or group work. Plenary discussion.
Lesson 3: Rights and responsibilities	The students understand how they can contribute to protecting human rights. The students understand that human rights are connected to responsibilities – responsibilities of the state and of institutions, as well as their own moral responsibilities.	The students identify responsibilities to protect human rights, including their personal contributions.	Blank sheet of paper and a pen Student handout 5.4. Student handout 5.2.	Pair or group work. Critical thinking.
Lesson 4: Human rights quiz	The students learn about the internationally recognised human rights.	The students answer multiple choice questions and discuss the implications of their answers.	Cards for each student, with the solutions on the back (student handout 5.5).	Multiple choice questions.

**Lesson 1****Wishes, basic needs, human dignity and human rights****Do I have a human right to everything I wish?**

Learning objective	The students can show that human rights are necessary preconditions for every human being to be able to live with dignity.
Student tasks	The students link their wishes to (their) basic needs and human rights.
Resources	Student handout 5.1 (one handout per group of four or five students). Student handout 5.2 (one handout per group of four or five students).
Method	Group work, plenary work. Critical thinking.

**Concepts**

It is important to be able to differentiate between a **wish** and a **basic need**. The basic needs of human beings, which have to be met in order to enable them to live with dignity, can be considered as the basis on which human rights have been formulated.

This lesson has the potential for poster work and conceptual thinking as extension activities.

## The lesson

To introduce the lesson, the teacher informs the students how the lesson will be organised, but should not go into detail concerning the main topic. The students start by questioning themselves and each other about their own wishes and needs – they will find out later in the lesson that many of these correspond with human rights. After the introduction (not more than a minute or two) the students are then divided up into small groups of four or five, and are given their tasks in two phases. The teacher first explains task 1 and individually explains the next step to the groups when they have finished. In this way, individual learning speeds are catered for.

- **Task 1:** Student handout 5.1, Wishes, needs and rights. The groups make a list of their “material” wishes (e.g. “a good meal”) in the left-hand column of the worksheet and add a minimum of three “immaterial” wishes (e.g. “to be loved”). Then they think about the needs that these wishes stand for and add them in the middle column.
- **Task 2:** The teacher then gives the groups that have finished task 1 a copy of student handout 5.2, List of Human Rights, and asks them to write down the corresponding right in the last column (e.g. “the right to food”, “freedom from discrimination”).
- **Task 3:** Groups that have finished early should start thinking about producing a human rights poster by choosing one of the needs and the corresponding right. They should discuss the content of their concept and also look at it from the artistic point of view and then design a draft proposal.

Once the group work is finished the teacher can write the groups’ ideas on the blackboard. He or she draws a table of three columns and asks a representative of each group to add a wish, a need and the corresponding right. This goes on until there is a list of up to ten wishes, needs and rights on the blackboard (if possible, use a flip chart, as the sheets can then be posted on the classroom walls to remind the groups of their discussions).

Now the teacher leads a short plenary discussion using the following ideas:

- “You have found out that your wishes and needs correspond to the ideas of the Human Rights Convention. This needs some explanation!”
- “Some rights from the Convention have not been thought of by us. They might not be important or they might have been taken care of under another right. What is your point of view?”
- “Look at this list of human rights. When you think about what you need in order to live a decent life or what other people in other regions or countries or continents need, what is missing? What further human right would you add?”

To end the discussion, the teacher informs the students that there is a worldwide debate about the main focus of human rights. One conclusion is: “Human rights are needed to allow everyone to live with dignity.” The teacher then asks the students to think of alternatives to this conclusion. This could be a task for a piece of homework. If possible, over the next few days, the students should add their ideas to the sheets of paper that have been posted on the walls. In this way, the thinking process can continue.

As an extra task, the students can be asked to produce posters on the theme of human rights, using newspaper clippings, cuttings from magazines or drawings and paintings by themselves. These could be used for classroom decoration or for an exhibition.

Finally, to sum up, the teacher gives a short review of the ideas and the goals of the lesson. He/she might even explain the didactic principle of his induction concept: that is, to start by examining experience and personal ideas and to finish by explaining the concept or theory.

**Lesson 2****Detecting human rights violations****Which human right is violated here?**

<b>Learning objective</b>	The students can identify violations of human rights.
<b>Student tasks</b>	The students study cases of human rights violations.
<b>Resources</b>	Student handout 5.3 for each pair of students. Student handout 5.2 for each pair of students.
<b>Methods</b>	Pair or group work. Plenary discussion.

**Information box**

Infringements and violations of human rights happen daily, worldwide. By looking at real cases from the past or present, the students get a clearer and more precise picture of what human rights are about.

## The lesson

The class begins by discussing the tasks and the results from the last lesson. The posters are presented and the list of conclusions compared. If useful and possible, the proposals are written on sheets of paper and pinned on the classroom walls, together with the posters.

The students now form pairs. Each pair is given a copy of student handout 5.3, Human rights violations, and a copy of student handout 5.2, List of human rights.

The list of examples of human rights violations is then divided between the pairs; for example pair 1 can be given a-d, pair 2 e-j, etc.

It is preferable to divide the list in such a way that each group of violations is examined by more than one pair of students.

The students read and discuss the example of a human rights violation. They then try to reach agreement on which human right from the list of rights has been violated or infringed; for example, in example a, the right being violated is right 10.

The responses are discussed in class. The value of having more than one pair working on an example means that if there are differences of opinion, discussion can be guided through a series of short questions:

- How did you arrive at your opinion?
- When you heard the other pairs' answers, did it make you want to change your own response? If yes, what convinced you? Why?

The purpose of the discussion is to explore some of the examples and the responses, rather than to assume that there is only one correct answer.

## Extension activity

If there is time at the end of the lesson, the teacher can ask the students which of these concrete examples strikes them most. For some of the examples given, the students can be asked:

- How would you feel if that happened to you?
- How would you react?
- What would you hope other people might do?

Such questions can help students explore the idea that others have responsibilities to act in defence of human rights.



**Student handout 5.3****Cases of human rights violations****Teacher's copy with solutions**

Human rights violation or infringement	HR violated
a. Mrs X, who some years ago lost her daughter and husband in a car accident, could not marry another man unless her brother-in-law explicitly gave his permission.	10
b. The prison guards used dogs to frighten and intimidate detainees with threats of attack, and in one instance they made dogs bite a detainee.	2
c. In the local factory, the workers have to work for at least 10 hours a day without a break.	21
d. Since the three men were arrested, they have had problems getting access to lawyers. On many occasions the lawyers would arrive and not be permitted to see them; the men were not allowed to have a collective discussion with their lawyers, which effectively meant that two of them had no access to their lawyer.	5
e. The woman, doing exactly the same job and having the same age and experience, received a lower wage than her male colleague.	7
f. X abducted and detained Y for three days and shot him in the head, which resulted in his death 3 days later.	1
g. A photo of Mrs X, a drug addict, was taken when she was leaving a Narcotics Anonymous meeting. Later the photo was published.	9
h. A woman, mistreated by her husband, was only able to obtain a divorce when she gave him her house, her car and all her property. She was left with nothing.	11
i. X, suffering from a life-threatening case of pneumonia, received no medical treatment in hospital, as she had entered the country illegally.	18
j. Seventy per cent of the population of area X were forced to move away from their homes and were later prevented from returning. They were not allowed to leave their camps to go to nearby fields to cultivate their crops, and they were forbidden to travel on many roads.	12
k. Black Africans were bought in Africa for, for example, a bottle of whisky, and sold in North America for between 1 200 and 1 500 US dollars.	3
l. In country X, all means of survival for the local population have been intentionally destroyed: crops, water supplies and livestock.	17
m. In country X, citizens may be jailed without being charged.	4
n. A 26-year-old reporter for a daily newspaper was shot dead in a suspected reprisal attack for his coverage of recently concluded election campaigns.	15
o. Mr X was called up for enrolment in the army. He wrote to the military office declaring his conscientious objection to military service and refused to report for military duties. He was charged with insubordination and was banned from leaving the country.	14
p. In country X, those who want to belong to the Falun Gong religion are prohibited from meeting.	16
q. The ethnic majority ruled that those belonging to the minority groups, such as Jews and Roma people, were obliged to live in defined areas of the town.	25

Human rights violation or infringement	HR violated
r. The children living in the village are unable to attend a primary school, as there is no such school available within a reasonable distance.	19
s. Because the religious authorities of the country disapproved, X could not run as a candidate in the parliamentary elections.	23
t. Being black, X cannot get a job as a doctor in the local hospital.	20
u. In some countries underprivileged people have no access to food or housing programmes, nor to affordable health services.	26
v. Mr X, whose house was burned down, could not make any claim for compensation.	6
w. X, a 47-year-old woman, who has always worked in the home as a housewife and mother of five children, loses every social security benefit once she is divorced from her husband.	22
x. Mr X, father of two, was jailed and tortured in country X for writing poems criticising the regime in power. His application for political asylum in country A was turned down. He claimed he would face torture if he returned home, as he is now obliged to do.	13
y. For so-called practical reasons, physically disabled people such as wheelchair users are not allowed to attend cultural events at the local theatre.	24
z. To apply for nationality in country X, a 15-year period of residence is required, plus a physical and mental health test and unreasonably high administrative fees. As a result, thousands of Roma, who have long-standing ties to their country, are stateless in their own land.	8

**Lesson 3****Rights and responsibilities****How can rights exist without responsibilities?**

<b>Learning objectives</b>	The students understand how they can contribute to protecting human rights. The students understand that human rights are connected to responsibilities – responsibilities of the state and of institutions, as well as their own moral responsibilities.
<b>Student tasks</b>	The students identify responsibilities to protect human rights, including their personal contributions.
<b>Resources</b>	Blank sheet of paper and a pen. Student handout 5.4 for each pair of students. Student handout 5.2 for each pair of students.
<b>Methods</b>	Work in pairs or groups. Critical thinking.

**Information box**

A human right will never be respected if no individual or authority takes responsibility for its realisation. Although governments are the main duty-bearers in this case, there is a strong need for other bodies and for individuals to promote and protect human rights. Every individual has the moral responsibility to contribute to a culture in which human rights values inspire our behaviour in daily life.

A possible extension activity would be to introduce the subject of positive and negative rights and project work.

## The lesson

The students form pairs. It is important that there is an equal number of pairs in the classroom.

Each pair is given a blank sheet of paper and a pen and is asked to write down three important rights that they think they should have at school and three important rights that they think they should have at home. Examples might be the right not to be overloaded with homework or the right to get some pocket money.

Once this has been completed, the teacher distributes a copy of student handout 5.4, Rights and responsibilities, and student handout 5.2, List of human rights to each pair. The students are then asked to examine the list of human rights and to discuss which rights best correspond to the six rights they have written on their sheet of paper.

Once they have decided, they write the six rights in the first column of student handout 5.4. At this point, the teacher can ask the students if they need any clarification on the rights they have listed.

Once the first column is complete, the teacher explains to the students that every right carries corresponding responsibilities, giving the following example: “The freedom of speech is limited by the responsibility not to say untrue things that will degrade another person and abuse his/her right to dignity and good reputation.” The teacher can also explain that the balance of a person’s rights and his/her responsibilities to respect the rights of other people means that we have to exercise our rights within certain restraints. There are many situations in which the rights and responsibilities of different people conflict. For example, in the classroom, the right of education can conflict with the right to leisure, when some students want to learn while others prefer just to have fun. Moreover, school has the responsibility to teach and to educate the students and to ensure that teachers have the right of decent working conditions (such as not too much noise in their working environment).

The teacher now asks each pair of students to swap their list with another pair. The new pair now has to discuss examples of two levels of responsibility that correspond with each right listed by the other pair (see example below):

- **First level:** the responsibilities that individuals have to ensure so that others can enjoy the right (this should be written in the second column).
- **Second level:** the responsibilities (where these exist) for authorities (such as school or local authorities) to ensure this right. This should be written in the third column. For example, the responsibility of each individual to respect the privacy of the diary of other students; the responsibility of the school not to search an individual’s belongings when this is unnecessary (for example, not reading the diary while searching the classroom for a stolen calculator).

Human right (in school, at home)	(Moral) responsibility of the individual	Responsibility of the school, the authority, etc.
The right to privacy	Not to look in someone else's diary	Not reading a student's diary when searching individual belongings in a case of theft

The teacher can then ask each pair to report to the rest of the class on one right and the corresponding responsibilities from their lists.

As the emphasis of this lesson is on responsibilities, the teacher can choose to draw two columns on the blackboard, one for individual responsibilities, the other for responsibilities of authorities, and as the students give examples, these can be written on the blackboard. The teacher can end the class with a review of the responsibilities and ask the students to comment on the lists.

### Extension activity

If time allows, or if the teacher wishes to extend the lesson to include the idea of positive and negative rights and project work, he or she could carry out the following activities.

The teacher can begin by explaining that sometimes human rights are divided into “negative rights” and “positive rights”.

“Negative rights” are rights that ban or forbid something unpleasant (such as the ban on torture). “Positive rights” are rights that explicitly ask one to do something or to have something done (such as the right to food: everyone is entitled to have adequate food). Whereas “negative rights” expect people not to carry out specific actions, “positive rights” expect individuals and authorities to carry out certain activities in order to provide those rights.

The teacher also explains that most of the human rights have both negative and positive sides. For example, the right not to be tortured means that authorities must not mistreat people who have been detained, but also that the authorities need to give clear instructions about this to their police forces.

The students are invited to return to their lists of human rights and to choose three of them. They should then look for examples of positive or negative action in their lives to illustrate their own moral responsibility. They should then look for other examples, this time to show the responsibility of the school or the local/national authorities. For this purpose, they could add a plus or minus sign to the responsibilities chosen: see example below.

Human right (in school, at home)	(Moral) responsibility of the individual	Responsibility of the school, the authority, etc.
Right to privacy (= example)	(+)	(+) To take care that the students' school file cannot be looked into by visitors
	(-) Not to look into someone's diary without being invited to do so	(-) (school) Not to search someone's belongings if not strictly necessary (-) (state) To provide legislation protecting the privacy of individuals

If teachers wish to use this activity as an introduction to project work, they could ask students to choose some of the human rights that will be treated more in depth over the next few weeks or months. Students then set up a plan in which they agree on the overall objective and the different steps to be taken. They also decide by when which task has to be completed and by whom.

### Plan

Overall objective: .....		
What has to be done?	Who will do it?	When should this be ready?

During the course of the next few lessons, this plan has to be followed up and finally evaluated.

## Lesson 4

### Human rights quiz

What is right? What should be one's human right?

Learning objective	The students learn about the internationally recognised human rights.
Student tasks	The students answer multiple choice questions and discuss the implications of their answers.
Resources	Cards for each student, with the solutions on the back (see student handout 5.5).
Method	Multiple choice questions.

### Information box

Though human rights is a dynamic concept, and one which is therefore constantly evolving, international law defines the content and scope of human rights. The human rights quiz that follows, which should not be used as a test of knowledge, helps to show the students at what stage we are now in the elaboration of human rights. It also helps to avoid misinterpretations of the human rights framework.

Before this lesson, the teacher should note all the questions related to agreements made within the UN or within the Council of Europe. It might also be useful to start with a short explanation of the terms or concepts used, such as UN, Council of Europe (not to be confused with the European Council in the European Union), human rights, nation/state, discrimination, judge or trial.

## The lesson

First of all, the teacher explains that the purpose of the quiz is not to test their knowledge, but to enhance their understanding of human rights in an active way.

The students prepare the cards themselves by cutting out the strips with the questions and answers. They then glue them back to back in order to have questions and answers on the same card.

In small groups (or in pairs) the students now sit together and ask each other questions. Each group of students is then given the set of cards. Every question has three possible answers, namely A, B or C. The students choose what they believe to be the correct answer to each question. It should be pointed out that there is sometimes more than one possible correct answer, as human rights is a dynamic concept that is constantly evolving and this leaves room for interpretation.

It makes sense to discuss the answers in class every once in a while. In this way, this lesson will not become a simple knowledge-based question and answer quiz. But it is important to be ready for a discussion in public by preparing the knowledge element too.

## Questions and answers

See also student handout 5.5. The teacher or a group of students prepares enough sets of cards by cutting out the slips with questions and answers on them, folding them and gluing them together.

<p><b>Child labour by 17 year olds:</b></p> <p>A. Is always a violation of the rights of the child.            B. Is a violation of the rights of the child if the task is harmful.            C. Can be acceptable if the government has fixed the minimum working age to be under 17.</p>	<p><b>Child labour by 17 year olds:</b></p> <p>C is correct. The Children’s Rights Convention bans child labour if it is dangerous or a form of exploitation, but allows governments to fix the age under which the ban is valid. There is much pressure to reach more stringent restrictions on child labour.</p>
<p><b>According to international agreements relating to the right to water:</b></p> <p>A. Governments are obliged to provide their citizens with clean and healthy water.            B. Governments are not allowed to discriminate against some citizens in provision of water.            C. Governments are not allowed to deny their citizens access to a water supply.</p>	<p><b>According to international agreements which relate to the right to water:</b></p> <p>According to the interpretation by the UN Committee on Economic and Social Rights, B and C are correct, A is not. The fulfilment of the right to water is something that governments have to strive towards, but this right cannot be claimed as such by the citizens.</p>
<p><b>The death penalty:</b></p> <p>A. Is in general forbidden all over the world.            B. Is abolished in law or practice by more than 50% of all countries.            C. Is not allowed in the case of young people under 18.</p>	<p><b>The death penalty:</b></p> <p>B and C are correct, A is not. The death penalty is not totally banned in UN treaties, nor by the ECHR, though in both cases it is banned by an optional protocol. Protocol 6 (abolition of the death penalty in peacetime) and Protocol 13 (abolition of the death penalty in all circumstances) to the ECHR have both been signed and/or ratified by many states.</p>
<p><b>Economic and social rights:</b></p> <p>A. Are not real human rights.            B. The immediate fulfilment of these rights for all individuals is not expected from states.            C. Can be claimed by every European individual.</p>	<p><b>Economic and social rights:</b></p> <p>B is correct. Officially, economic and social rights are real human rights, though it is true that the obligation to recognise them is much weaker than for many of the civil and political rights. The International Convention on Economic, Social and Cultural Rights expects states to strive for their fulfilment but there is no European mechanism allowing individuals to file a complaint (though under certain restrictions an optional protocol allows organisations to do so).</p>

<p><b>According to the clauses of the right to education:</b></p> <p>A. Individuals and groups are allowed to open a school, as long as they fulfil the minimum legal conditions.</p> <p>B. There are no obligations concerning the contents of educational programmes.</p> <p>C. Governments are bound to provide compulsory education for all young people under 18.</p>	<p><b>According to the clauses of the right to education:</b></p> <p>A is correct, B and C not. International conventions, such as the Children’s Rights Convention, stipulate that education has to inform children about human rights.</p>
<p><b>The right of being recognised as a refugee:</b></p> <p>A. Is defined for people who have a well-founded fear of being persecuted on the basis of their race, religion or political opinion and have fled their country as a result.</p> <p>B. Also exists for people who have fled their country as a result of civil war or hunger.</p> <p>C. Can be automatically refused by a government to all applicants who come from a country which is considered as being safe.</p>	<p><b>The right of being recognised as a refugee:</b></p> <p>A is correct, B is not (although in some countries, people who fled their country as a result of civil war or hunger can be granted protection, without being considered as refugees under the international conventions). C does not apply to refugees under the Geneva Convention, but is widely applied within the EU in dealing with asylum seekers.</p>
<p><b>The freedom of religion:</b></p> <p>A. Cannot be denied to people on the ground that they belong to a minority religion.</p> <p>B. Obliges nations to recognise and subsidise religions.</p> <p>C. Cannot be restricted in any way by a state.</p>	<p><b>The freedom of religion:</b></p> <p>A is correct. Nations are obliged to respect the freedom of religion, but don’t have the legal obligation for any system of recognition or subsidisation. States can restrict the freedom of religion, for example, where the religion would be in opposition to fundamental human rights.</p>
<p><b>The right to property:</b></p> <p>A. Doesn’t mean that governments cannot take a possession from someone if this is in the public interest.</p> <p>B. Is violated if an entire village is evacuated without due compensation in order to build a hydroelectric power station.</p> <p>C. Allows a person to consider goods that they have stolen as his/her property.</p>	<p><b>The right to property:</b></p> <p>A and B are correct. C is obviously wrong.</p>
<p><b>Elections:</b></p> <p>A. All citizens are allowed to vote, even if they have lost their civil rights due to criminal activity.</p> <p>B. Two votes for each person are allowed if the voter is an employer.</p> <p>C. The balloting must be performed secretly.</p>	<p><b>Elections:</b></p> <p>Only C is correct. A state can prevent persons who have lost their civil rights from voting. Equal rights for everyone who is entitled to vote is an international rule.</p>
<p><b>Freedom of expression:</b></p> <p>A. May be restricted in order to protect against defamation.</p> <p>B. Cannot be restricted for reasons of public morality.</p> <p>C. Can be restricted to prevent religious intolerance.</p>	<p><b>Freedom of expression:</b></p> <p>A and C are correct. Freedom of expression can, under certain conditions, be restricted for reasons of public morality, for the prevention of crime, for the protection of health or for protection against defamation, if this is foreseen by law.</p>
<p><b>The right to work:</b></p> <p>A. Obliges states to provide jobs for all their citizens.</p> <p>B. Means that no one can be fired arbitrarily.</p> <p>C. Doesn’t mean a government has to make efforts to realise full employment.</p>	<p><b>The right to work:</b></p> <p>Only B is correct. In Europe, states are obliged to undertake efforts to realise full employment but this is not included in UN treaties.</p>



<p><b>The right to a healthy environment:</b></p> <p>A. Forbids states to dump toxic waste that spoils the soil irreversibly.</p> <p>B. Aims at protecting human beings, animals and plants.</p> <p>C. Is not yet fixed as a universal right.</p>	<p><b>The right to a healthy environment:</b></p> <p>C is correct, although the right to health protects human beings from harm resulting directly from pollution. In those cases, only human beings are universally protected, animals or plants are not. The African Charter and the European Union Charter, which are not universally valid, do establish to a certain extent a right to a healthy environment.</p>
<p><b>According to the right to education:</b></p> <p>A. For primary school children no school fees may be charged, only the cost of school trips and school textbooks may be requested.</p> <p>B. It is the obligation of the state to strive to help as many students as possible to succeed in their studies.</p> <p>C. States have to give all students equal opportunities in education.</p>	<p><b>According to the right to education:</b></p> <p>B and C are correct (these obligations are included in the Children’s Rights Convention). In principle, primary education must be free, and this not only includes a school fee, but also other indirect costs related to essential school activities.</p>
<p><b>Punishment of children in schools:</b></p> <p>A. Is not allowed in the form of corporal punishment.</p> <p>B. Is not forbidden if the punishment is mentally cruel.</p> <p>C. May only be used if parents agree.</p>	<p><b>Punishment of children in schools:</b></p> <p>A is considered as correct, since the European Court of Human Rights has repeatedly considered corporal punishment as a violation of the ECHR (and this complies with the interpretation which is given by the Children’s Rights Committee to the Children’s Rights Convention). B is incorrect, as the ban relates to all cruel punishments. As for C, there is no clause that makes punishment directly dependent on the parents’ agreement.</p>
<p><b>At school:</b></p> <p>A. There shouldn’t be any attention given to environmental issues.</p> <p>B. Young children should be taught to respect their parents.</p> <p>C. Young children should learn about human rights and experience human rights.</p>	<p><b>At school:</b></p> <p>B and C are correct. The Children’s Rights Convention contains such clauses. The convention also determines that education should aim at respect for the environment.</p>
<p><b>In court:</b></p> <p>A. Every criminal has the right to a lawyer.</p> <p>B. People can only be convicted if they have made a confession.</p> <p>C. The suspect has the right to an interpreter free of charge if the trial takes place in a language unknown to him/her.</p>	<p><b>In court:</b></p> <p>A and C are correct.</p>
<p><b>Torture:</b></p> <p>A. Is allowed if used to prevent terrorist attacks.</p> <p>B. Is only allowed after the decision of a judge.</p> <p>C. Is never allowed.</p>	<p><b>Torture:</b></p> <p>C is correct (torture is not allowed even in cases of national emergency).</p>
<p><b>The right to life is violated if:</b></p> <p>A. Someone dies by accident due to a police force preventing an attack on someone else’s life.</p> <p>B. Someone dies due to an act of war, even if this was legal.</p> <p>C. Someone dies due to unnecessary force by the police.</p>	<p><b>The right to life is violated if:</b></p> <p>C is correct. In the case of A, the right to life could be violated if the force used by the police was more than absolutely necessary.</p>

<p><b>According to the right to housing:</b></p> <p>A. All states are obliged to ensure that nobody is homeless.</p> <p>B. Foreigners should be offered the same access to social housing as the country's citizens.</p> <p>C. The state should make efforts to reduce the number of homeless people.</p>	<p><b>According to the right to housing:</b></p> <p>B and C are correct.</p>
<p><b>According to the right to health care:</b></p> <p>A. Governments are not obliged to prevent labour accidents.</p> <p>B. Everybody should have access to health care.</p> <p>C. Medicines should be free of charge.</p>	<p><b>According to the right to health care:</b></p> <p>B is correct. Prevention of labour accidents is considered as an obligation. Medicines can be sold.</p>
<p><b>According to the right to freedom of movement:</b></p> <p>A. A person can be forbidden to choose a certain residence for reasons of public security.</p> <p>B. The denial of a visa to a person who has not been convicted of a crime is a violation of human rights.</p> <p>C. A criminal may be imprisoned.</p>	<p><b>According to the right to freedom of movement:</b></p> <p>A and C are correct. A visa can be denied to anyone, not only to criminals. Restrictions on the freedom of movement can also be imposed for reasons of public health, public order or national security, if provided for by law.</p>

**Student handout 5.1****Wishes, needs and rights**

Wishes	Basic needs	Human rights

## Student handout 5.2

### List of human rights

This is a list of human rights contained in the Universal Declaration of Human Rights (UDHR), the International Convention on Civil and Political Rights (ICCPR), the International Convention on Economic, Social and Cultural Rights, the European Convention on Human Rights (ECHR) and the revised European Social Charter (ESC).

1. Right to life.
2. Freedom from torture.
3. Freedom from slavery.
4. Right to liberty and security.
5. Right to a fair trial.
6. Right to an effective remedy if a human right is violated.
7. Freedom from discrimination; right to equality.
8. Right to be recognised as a person; right to nationality.
9. Right to privacy and family life.
10. Right to marry.
11. Right to own property.
12. Right to movement of persons.
13. Right to asylum.
14. Freedom of thought, conscience and religion.
15. Freedom of expression.
16. Freedom of assembly and association.
17. Right to food, drink and housing.
18. Right to health care.
19. Right to education.
20. Right to employment.
21. Right to rest and leisure.
22. Right to social protection.
23. Right to political participation.
24. Right to take part in cultural life.
25. Prohibition of destruction of human rights.
26. Right to a social order that recognises human rights.
27. Responsibilities and duties of the individual.

## Student handout 5.3

### Cases of human rights violations

Human rights violation or infringement	Human right
a. Mrs X, who some years ago lost her daughter and husband in a car accident, could not marry another man unless her brother-in-law explicitly gave his permission.	
b. The prison guards used dogs to frighten and intimidate detainees with threats of attack, and in one instance they made dogs actually bite a detainee.	
c. In the local factory the workers have to work for at least 10 hours a day without a break.	
d. Since the three men were arrested, they have had problems obtaining access to lawyers. On many occasions the lawyers would arrive and were not be permitted to see them; the men were not allowed to have a collective discussion with their lawyers, which effectively meant that two of them had no access to their lawyer.	
e. The woman, doing exactly the same job and having the same age and experience, received a lower wage than her male colleagues.	
f. X abducted and detained Y for three days and shot him in the head, which resulted in his death 3 days later.	
g. A photo of Mrs X, a drug addict, was taken when leaving a Narcotics Anonymous meeting. Later the photo was published.	
h. A woman, mistreated by her husband, was only able to obtain a divorce when she gave him her house, her car and all her property. She was left with nothing.	
i. X, suffering from a life-threatening case of pneumonia, received no medical treatment in hospital as she had entered the country illegally.	
j. Seventy per cent of the population of area X were forced to move away from their homes and were later prevented from returning. They were not allowed to leave their camps to go to nearby fields to cultivate their crops, and they were forbidden to travel on many roads.	
k. Black Africans were bought in Africa for, for example, a bottle of whisky, and sold in North America for between 1 200 and 1 500 US dollars.	
l. In country X, all means of survival for the local population have been intentionally destroyed: crops, water supplies and livestock.	
m. In country X, citizens may be jailed without being charged.	
n. A 26-year-old reporter for a daily newspaper was shot dead in a suspected reprisal attack for his coverage of recently concluded election campaigns.	
o. Mr X was called up for enrolment in the army. He wrote to the enrolment military office declaring his conscientious objection to military service and refused to report for military duty. He was charged with insubordination and was banned from leaving the country.	
p. In country X, those who want to belong to the Falun Gong religion are prohibited from meeting.	
q. The ethnic majority ruled that those belonging to the minority groups, such as Jews and Roma people, were obliged to live in defined areas of the town.	

Human rights violation or infringement	Human right
r. The children living in the village are unable to attend a primary school, as there is no such school available within a reasonable distance.	
s. Because the religious authorities of the country disapproved, X could not run as a candidate in the parliamentary elections.	
t. Being black, X cannot get a job as a doctor in the local hospital.	
u. In some countries, underprivileged people have no access to food or housing programmes, nor to affordable health services.	
v. Mr. X, whose house was burned down, could not make any claim for compensation.	
w. X, a 47-year-old woman, who has always worked in the home as a housewife and mother of five children, loses every social security benefit once she is divorced from her husband.	
x. Mr X, father of two, was jailed and tortured in country X for writing poems criticising the regime in power. His application for political asylum in country A was turned down. He claimed he would face torture when returning home, as he is now obliged to.	
y. For so-called practical reasons, physically disabled people such as wheelchair users are not allowed to attend cultural events at the local theatre.	
z. To apply for nationality in country X, a 15-year period of residence is required, plus a physical and mental health test and unreasonably high administrative fees. As a result, thousands of Roma, who have long-standing ties to their country, are stateless in their own land.	

## Student handout 5.4

### Rights and responsibilities

Human right	Responsibility of the individual	Responsibility of the school, the authority, etc.

## Student handout 5.5

### Human rights quiz (training cards)

<p><b>Child labour by 17 year olds:</b></p> <p>A. Is always a violation of the rights of the child.          B. Is a violation of the rights of the child if the task is harmful.          C. Can be acceptable if the government has fixed the minimum working age to be under 17.</p>	<p><b>Child labour by 17 year olds:</b></p> <p>C is correct. The Children’s Rights Convention bans child labour if it is dangerous or a form of exploitation, but allows governments to fix the age under which the ban is valid. There is much pressure to reach more stringent restrictions on child labour.</p>
<p><b>According to international agreements relating to the right to water:</b></p> <p>A. Governments are obliged to provide their citizens with clean and healthy water.          B. Governments are not allowed to discriminate against some citizens in provision of water.          C. Governments are not allowed to deny their citizens access to a water supply.</p>	<p><b>According to international agreements which relate to the right to water:</b></p> <p>According to the interpretation by the UN Committee on Economic and Social Rights, B and C are correct, A is not. The fulfilment of the right to water is something that governments have to strive towards, but this right cannot be claimed as such by the citizens.</p>
<p><b>The death penalty:</b></p> <p>A. Is in general forbidden all over the world.          B. Is abolished in law or practice by more than 50% of all countries.          C. Is not allowed in the case of young people under 18.</p>	<p><b>The death penalty:</b></p> <p>B and C are correct, A is not. The death penalty is not totally banned in UN treaties, nor by the ECHR, though in both cases it is banned by an optional protocol. Protocol 6 (abolition of the death penalty in peacetime) and Protocol 13 (abolition of the death penalty in all circumstances) to the ECHR have both been signed and/or ratified by many states.</p>
<p><b>Economic and social rights:</b></p> <p>A. Are not real human rights.          B. The immediate fulfilment of these rights for all individuals is not expected from states.          C. Can be claimed by every European individual.</p>	<p><b>Economic and social rights:</b></p> <p>B is correct. Officially, economic and social rights are real human rights, though it is true that the obligation to recognise them is much weaker than for many of the civil and political rights. The International Convention on Economic, Social and Cultural Rights expects states to strive for their fulfilment but there is no European mechanism allowing individuals to file a complaint (though under certain restrictions an optional protocol allows organisations to do so).</p>
<p><b>According to the clauses of the right to education:</b></p> <p>A. Individuals and groups are allowed to open a school, as long as they fulfil the minimum legal conditions.          B. There are no obligations concerning the contents of educational programmes.          C. Governments are bound to provide compulsory education for all young people under 18.</p>	<p><b>According to the clauses of the right to education:</b></p> <p>A is correct, B and C not. International conventions, such as the Children’s Rights Convention, stipulate that education has to inform children about human rights.</p>
<p><b>The right of being recognised as a refugee:</b></p> <p>A. Is defined for people who have a well-founded fear of being persecuted on basis of their race, religion or political opinion and have fled their country as a result.          B. Also exists for people who have fled their country as a result of civil war or hunger.          C. Can be automatically refused by a government to all applicants who come from a country which is considered as being safe.</p>	<p><b>The right of being recognised as a refugee:</b></p> <p>A is correct, B is not (although in some countries, people who fled their country as a result of civil war or hunger can be granted protection, without being considered as refugees under the international conventions). C does not apply to refugees under the Geneva Convention, but is widely applied within the EU in dealing with asylum seekers.</p>



<p><b>The freedom of religion:</b></p> <p>A. Cannot be denied to people on the ground that they belong to a minority religion.</p> <p>B. Obliges nations to recognise and subsidise religions.</p> <p>C. Cannot be restricted in any way by a state.</p>	<p><b>The freedom of religion:</b></p> <p>A is correct. Nations are obliged to respect the freedom of religion, but don't have the legal obligation for any system of recognition or subsidisation. States can restrict the freedom of religion, for example, where the religion would be in opposition to fundamental human rights.</p>
<p><b>The right to property:</b></p> <p>A. Doesn't mean that governments cannot take a possession from someone if this is in the public interest.</p> <p>B. Is violated if an entire village is evacuated without due compensation in order to build a hydroelectric power station.</p> <p>C. Allows a person to consider goods that they have stolen as his/her property.</p>	<p><b>The right to property:</b></p> <p>A and B are correct. C is obviously wrong.</p>
<p><b>Elections:</b></p> <p>A. All citizens are allowed to vote, even if they have lost their civil rights due to criminal activity.</p> <p>B. Two votes for each person are allowed if the voter is an employer.</p> <p>C. The balloting must be performed secretly.</p>	<p><b>Elections:</b></p> <p>Only C is correct. A state can prevent persons who have lost their civil rights from voting. Equal rights for everyone who is entitled to vote is an international rule.</p>
<p><b>Freedom of expression:</b></p> <p>A. May be restricted in order to protect against defamation.</p> <p>B. Cannot be restricted for reasons of public morality.</p> <p>C. Can be restricted to prevent religious intolerance.</p>	<p><b>Freedom of expression:</b></p> <p>A and C are correct. Freedom of expression can, under certain conditions, be restricted for reasons of public morality, for the prevention of crime, for the protection of health or for protection against defamation, if this is foreseen by law.</p>
<p><b>The right to work:</b></p> <p>A. Obliges states to provide jobs for all their citizens.</p> <p>B. Means that no one can be fired arbitrarily.</p> <p>C. Doesn't mean a government has to make efforts to realise full employment.</p>	<p><b>The right to work:</b></p> <p>Only B is correct. In Europe, states are obliged to undertake efforts to realise full employment but this is not included in UN treaties.</p>
<p><b>The right to a healthy environment:</b></p> <p>A. Forbids states to dump toxic waste that spoils the soil irreversibly.</p> <p>B. Aims at protecting human beings, animals and plants.</p> <p>C. Is not yet fixed as a universal right.</p>	<p><b>The right to a healthy environment:</b></p> <p>C is correct, although the right to health protects human beings from harm resulting directly from pollution. In those cases, only human beings are universally protected, animals or plants are not. The African Charter and the European Union Charter, which are not universally valid, do establish to a certain extent a right to a healthy environment.</p>
<p><b>According to the right to education:</b></p> <p>A. For primary school children no school fees may be charged, only the cost of school trips and school textbooks may be requested.</p> <p>B. It is the obligation of the state to strive to help as many students as possible to succeed in their studies.</p> <p>C. States have to give all students equal opportunities in education.</p>	<p><b>According to the right to education:</b></p> <p>B and C are correct (these obligations are included in the Children's Rights Convention). In principle, primary education must be free, and this not only includes a school fee, but also other indirect costs related to essential school activities.</p>

<p><b>Punishment of children in schools:</b></p> <p>A. Is not allowed in the form of corporal punishment.          B. Is not forbidden if the punishment is mentally cruel.          C. May only be used if parents agree.</p>	<p><b>Punishment of children in schools:</b></p> <p>A is considered as correct, since the European Court of Human Rights has repeatedly considered corporal punishment as a violation of the ECHR (and this complies with the interpretation which is given by the Children’s Rights Committee to the Children’s Rights Convention). B is incorrect, as the ban relates to all cruel punishments. As for C, there is no clause that makes punishment directly dependent on the parents’ agreement.</p>
<p><b>At school:</b></p> <p>A. There shouldn’t be any attention given to environmental issues.          B. Young children should be taught to respect their parents.          C. Young children should learn about human rights and experience human rights.</p>	<p><b>At school:</b></p> <p>B and C are correct. The Children’s Rights Convention contains such clauses. The convention also determines that education should aim at respect for the environment.</p>
<p><b>In court:</b></p> <p>A. Every criminal has the right to a lawyer.          B. People can only be convicted if they have made a confession.          C. The suspect has the right to an interpreter free of charge if the trial takes place in a language unknown to him/her.</p>	<p><b>In court:</b></p> <p>A and C are correct.</p>
<p><b>Torture:</b></p> <p>A. Is allowed if used to prevent terrorist attacks.          B. Is only allowed after the decision of a judge.          C. Is never allowed.</p>	<p><b>Torture:</b></p> <p>C is correct (torture is not allowed even in cases of national emergency).</p>
<p><b>The right to life is violated if:</b></p> <p>A. Someone dies by accident due to a police force preventing an attack on someone else’s life.          B. Someone dies due to an act of war, even if this was legal.          C. Someone dies due to unnecessary force by the police.</p>	<p><b>The right to life is violated if:</b></p> <p>C is correct. In the case of A, the right to life could be violated if the force used by the police was more than absolutely necessary.</p>
<p><b>According to the right to housing:</b></p> <p>A. All states are obliged to ensure that nobody is homeless.          B. Foreigners should be offered the same access to social housing as the country’s citizens.          C. The state should make efforts to reduce the number of homeless people.</p>	<p><b>According to the right to housing:</b></p> <p>B and C are correct.</p>
<p><b>According to the right to health care:</b></p> <p>A. Governments are not obliged to prevent labour accidents.          B. Everybody should have access to health care.          C. Medicines should be free of charge.</p>	<p><b>According to the right to health care:</b></p> <p>B is correct. Prevention of labour accidents is considered as an obligation. Medicines can be sold.</p>
<p><b>According to the right to freedom of movement:</b></p> <p>A. A person can be forbidden to choose a certain residence for reasons of public security.          B. The denial of a visa to a person who has not been convicted of a crime is a violation of human rights.          C. A criminal may be imprisoned.</p>	<p><b>According to the right to freedom of movement:</b></p> <p>A and C are correct. A visa can be denied to anyone, not only to criminals. Restrictions on the freedom of movement can also be imposed for reasons of public health, public order or national security, if provided for by law.</p>

## Teacher's resource sheet

This list contains the rights from the “List of human rights”, showing the relevant articles from the Universal Declaration of Human Rights (UDHR), the International Convention on Civil and Political Rights (ICCPR), the International Convention on Economic, Social and Cultural Rights, the European Convention on Human Rights (ECHR) and the revised European Social Charter (ESC). This overview has been made for educational purposes.

	UDHR	ECHR	ESC	ICCPR	ICESCR
1. Right to life	3	2		6	
2. Freedom from torture	5	3	26	7, 10	
3. Freedom from slavery	4	4		8	
4. Right to liberty and security	3	5		9	
5. Right to a fair trial	10, 11	6, 7		14, 15	
6. Right to an effective remedy in case of violations	8	13	D	2, 9	
7. Freedom from discrimination; right to equality	2, 7	14	4, 15, 20, 27, E	3, 26	3
8. Right to be recognised as a person; right to nationality	6, 15			16, 24	
9. Right to privacy and family life	12	8		17	
10. Right to marry	16	12		23	
11. Right to own property	17				15
12. Right to movement of persons	13		18	12	
13. Right to asylum	14			18	
14. Freedom of thought, conscience and religion	18	9		18	
15. Freedom of expression	19	10	28	19	8
16. Freedom of assembly and association	20	11	5, 28	21, 22	8
17. Right to food, drink and housing	25		30, 31		11
18. Right to health care	25		11		7, 12
19. Right to education	26		10		13, 14
20. Right to employment	23		1, 2, 3, 4, 24		6, 7
21. Right to rest and leisure	24		2		7
22. Right to social protection	22, 25		7, 8, 12, 13, 14, 16, 17, 19, 23, 25		9, 10
23. Right to political participation	21		22	25	
24. Right to take part in cultural life	27			27	15
25. Prohibition of destruction of human rights	30	17		5, 20	5
26. Right to a social order that recognises human rights	28			2	2
27. Duties of the individual	29				

Note: Some articles of the ESC are referred to by numbers, some with capital letters.