

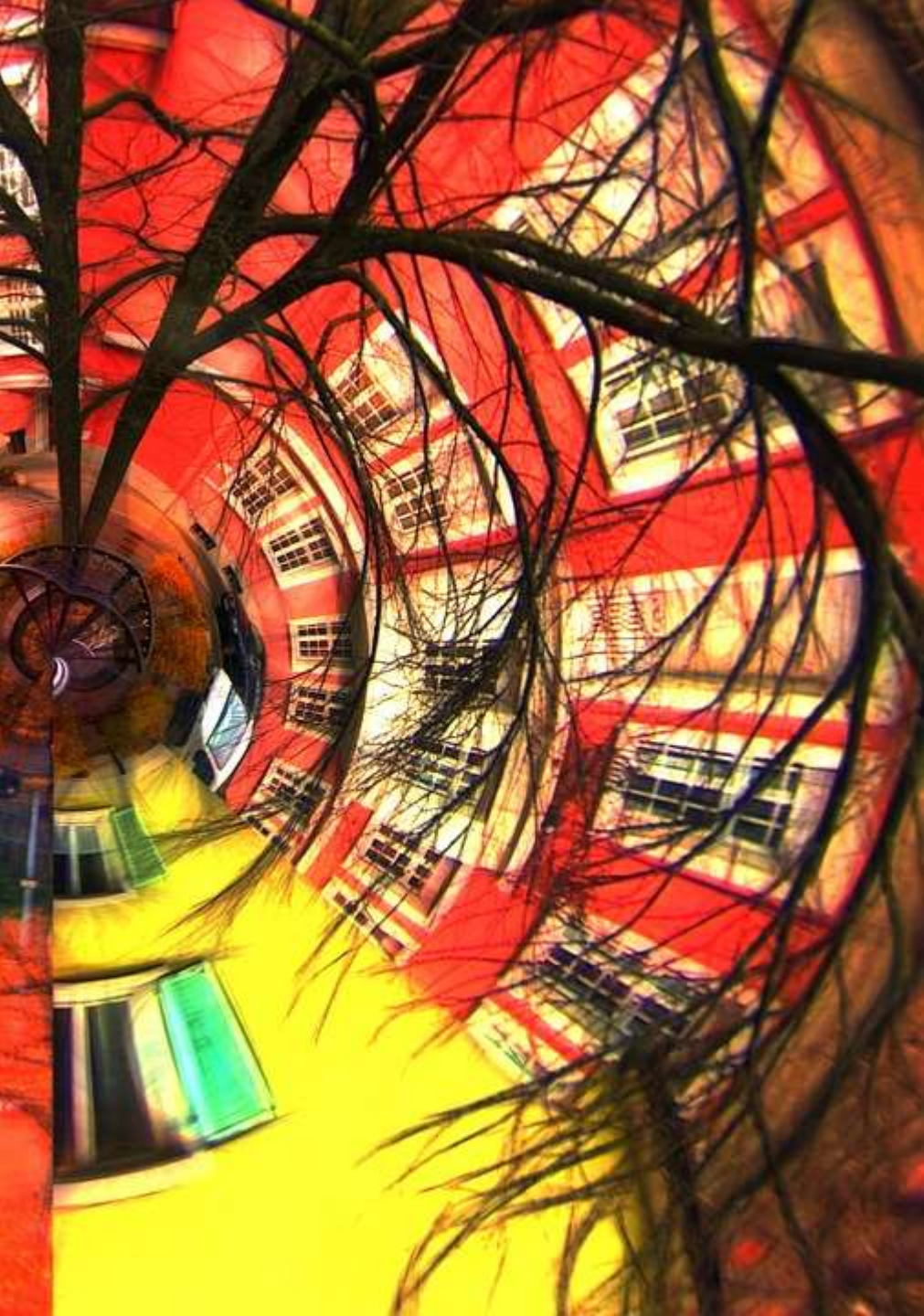


## Learning Unit 8: HUMAN RIGHTS

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## Target public

- Teachers
- Educators
- Youth workers working with children or young people who are immigrants/come from a different background/ do not speak the local language.

## Competencies to be acquired

1. The learner will understand what human rights are and how they are protected
2. The learner will be able to identify situations, where human rights are being transgressed.

# HUMAN RIGHTS



C E L E B R A T E

HUMAN RIGHTS

## What are Human Rights?

- Fundamental rights, which empower human beings to shape their lives in accordance with liberty, equality and respect for human dignity.
- The only **universally recognized value system** under present **international law** comprising elements of liberalism, democracy, popular participation, social justice, the rule of law and good governance.
- The sum of civil, political, economic, social, cultural, and collective rights laid down in **international and regional human right instruments**, and in constitutions of states.

# Hisotry of Human Rights

The belief that everyone, by virtue of her or his humanity, is entitled to certain human rights is rather recent. Its roots, lie in earlier tradition and documents of many cultures; it took the catalyst of World War II to propel human rights onto the global stage and into the global conscience. The idea of Human Rights and the need for them became even more evident.



# The “golden rule” or some variation of it, serves an example that widely predominates in different cultures or religions:

“Do unto others as you would have them do unto you.”	Christianity
“No one of you is a believer until he desires for his brother that which he desires for himself.”	Islam
“Hurt not others in other ways that you yourself would find hurtful.”	Buddhism
“Do naught to others which, if done to thee would cause thee pain: this is the sum of duty.”	Hinduism
“What is hateful to you, do not your fellow man. That is the entire law; all the rest is commentary.”	Judaism





# The United Nations

- After WWII, an intergovernmental organization was created with the goal to maintain international peace, preventing conflict, develop international cooperation and good relations among nations.
- The United Nations Charter was established in 1945.
- The UN established a Commission on Human Rights, whose task was to start drafting a document explaining the meaning of the fundamental rights and freedoms proclaimed in the Charter.



# The Universal Declaration of Human Rights (UDHR)

- The Universal Declaration of Human Rights (UDHR) was adopted by the 56 members of the United Nations on **December 10, 1948**.
- The Declaration consists of a preamble and **30 articles**, setting forth the human rights and fundamental freedoms to which all men and women in the world, are entitled, without any discrimination.

Dimensions of human rights:





# UDHR (Simplified)

1. All human beings are born free and equal in dignity and rights and should all be treated in the same way.
2. Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind. No discrimination.
3. Everyone has the right to life, and to live in freedom and safety.
4. No slavery. No one should be held in slavery or servitude. No slavery.
5. No torture. No one shall be subjected to torture or to cruel, treatment or punishment.
6. Everyone has the right to recognition everywhere as a person before the law.
7. All are equal before the law and are entitled without any discrimination to equal protection of the law.
8. Everyone's human rights are protected by law.
9. No unfair detainment. No one shall be subjected to arbitrary arrest, detention or exile.
10. Everyone has the right to a fair trial.
11. Everyone is innocent until proved guilty.
12. Everyone has the right to privacy.
13. Everyone has the right to freedom of movement.
14. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
15. Everyone has the right to a nationality.



16. Men and women of full age, without any discrimination, have the right to marry and to start a family.

17. Everyone has the right to own property.

18. Everyone has the right to freedom of thought, conscience and religion.

19. Everyone has the right to freedom of opinion and expression

20. Everyone has the right to peacefully assemble and associate.

21. Everyone has the right to take part in the government and to access to public service of his country.

22. Everyone has the right to social security

23. Everyone has the right to work, the right to do a job, to a fair wage for their work, and to join a trade union.

24. Everyone has the right to rest and leisure. 25. Everyone has the right to a standard of living adequate for health and wellbeing. Food, shelter, clothing and medical care.

26. Everyone has the right to education.

27. Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. Everyone has the right their own way of life and to enjoy art, science and education. 28. Everyone is entitled to a social and international order in which the rights and freedoms set in this Declaration can be fully realized.

29. Everyone has duties and responsibilities, in protecting each other's rights and freedoms.

30. No one can destroy or attempt against someone's Human Rights.



# Characteristics Human Rights

Characteristics	
UNIVERSAL	Human rights belong to all people.
INALIENABLE	Human rights cannot be taken away.
INTERCONNECTED	Human rights are dependent on one another.
INDIVISIBLE	Human rights cannot be treated in isolation
NON-DISCRIMINATORY	Human rights should be respected without prejudice.

# Protecting Human Rights

EQUAL  
RIGHTS  
FOR  
ALL

# Protecting Human Rights

There are different institutions and instruments that help the United Nations (UN) protect and promote the human rights, some of these are:

**High Commissioner for Human Rights:** supports the human rights components of peacekeeping, missions in several countries and has many country and regional offices and centres. The High Commissioner for Human Rights regularly comments on human rights situations in the world and has the authority to investigate situations and issue reports on them.

**Human Rights Council:** was established in 2006, it is the key independent UN intergovernmental body responsible for human rights.

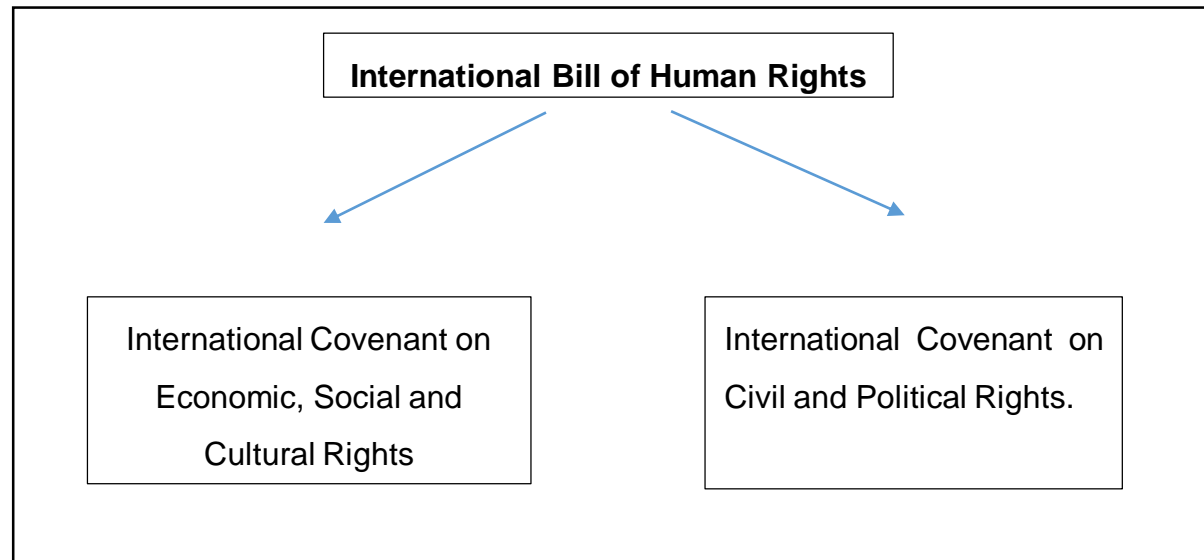
**Human Rights Treaty Bodies:** these are committees of independent experts that monitor implementation of the core international human rights treaties.



# Protecting Human Rights

There are also legal instruments that help protect human rights:

**The International Bill of Human Rights:** it is composed by three instruments, a series of international human rights treaties adopted since 1945: The Universal Declaration of Human Rights (1948) was the first legal document protecting universal human rights, the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights, and its two optional protocols.



# Protecting Human Rights

**Democracy:** Democracy, based on the rule of law, is ultimately a means to achieve international peace and security, economic and social progress and development, and respect for human rights. In 2005 at the World Summit, all the world's governments reaffirmed "that democracy is a universal value based on the freely expressed will of people to determine their own political, economic, social and cultural systems and their full participation in all aspects of their lives" and stressed "that democracy, development and respect for all human rights and fundamental freedoms are interdependent and mutually reinforcing".

It is an obligation of States to respect, fulfil and protect human rights.



# Importance of Democracy

Democracy is highly related to various human rights; the **right of people to self-determination**, the sovereignty of the people, autonomy, independence from external control. As well as political rights everyone has the right to take part in the government and to access to public service of his country.





# Transgressions of Human Rights

Violations or transgressions of economic, social and cultural rights occur when a State fails in its obligations to ensure that they are enjoyed without discrimination or in its obligation to respect, protect and fulfil them. Usually a violation of one of the rights is linked to a violation of other rights. Here are some examples of violations to these rights:

- Forcibly evicting people from their homes (the right to adequate housing)
- Failure to ensure a minimum wage enough for a decent living (rights at work)
- Systematically segregating children with disabilities from mainstream schools (the right to education)
- Failure to prevent employers from discriminating in recruitment (based on sex, disability, race, political opinion, social origin, HIV status, etc.) (The right to work)
- Banning the use of minority or indigenous languages (the right to participate in cultural life)
- Denying social assistance to people because of their status (e.g., people without a fixed domicile, asylum-seekers) (the right to social security)

# The Role of the UDHR Today

The Universal Declaration of Human Rights was thought up as "a common standard of achievement for all peoples and all nations", it has become an instrument with which one can measure the degree of respect for, and compliance with, international human rights standards.

Since its creation in 1948, it has guided the development of all human rights conventions and treaties that have followed since its creation. Treaties and conventions on racial discrimination, women's rights, the rights of persons with disabilities, and the rights of children.

## **Main Human Rights Treaties**

- International Covenant on Civil and Political Rights -1966/76
- International Covenant of Economic, Social and Cultural Rights – 1966/76
- Convention on the Elimination of All Forms of Discriminations Against Women – 1979/81
- Convention on the Rights of the Child – 1989/90
- Convention on the Rights of the Persons with Disabilities – 2006/08



