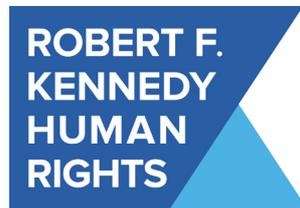


TRAINING MANUAL ON HUMAN RIGHTS for Former Political Prisoners of MYANMAR

ROBERT F.
KENNEDY
HUMAN
RIGHTS





TRAINING OF TRAINERS 2016

Nurturing Human Rights in Myanmar

"I am not the only one working for democracy in Burma - there are so many people who have worked for it because they believe that this is the only way we can maintain the dignity of our people."

Aung San Suu Kyi

THIS PUBLICATION WAS MADE POSSIBLE BY THE GENEROUS SUPPORT OF THE SWEDISH POSTCODE FOUNDATION



"The sharpest criticism often goes hand in hand with the deepest idealism and love of country."

Robert F. Kennedy



Over the course of Myanmar's long and repressive recent political history, thousands of Myanmar citizens were arrested and jailed, simply for exercising their fundamental human rights. From the 88 Generation Protests to the Saffron Revolution, protesters, activists, journalists, lawyers, students and peaceful citizens of all stripes have paid for their dissent with their freedom. Now, as Myanmar begins its long and overdue transition from military rule towards a democratic and free society, these former political prisoners have a critical role to play in the future of Myanmar.

Former political prisoners are the people who saw what was happening in their country who saw state violence and state repression on a national scale and who bravely stood up to speak truth to power. Against overwhelming odds and at great personal risk, the people in this community raised their voices to call on their government to respect human rights and to respond to their legitimate grievances. Enduring imprisonment for their efforts, many members of the former political prisoner community remain committed to working for a Myanmar that is responsive to the needs of its people, that respects the rights of every person living in the country, and that moves forward together toward a democratic and inclusive future.

In order to contribute to the tools available to the former political prisoner community as it engages in the task ahead, Robert F. Kennedy Human Rights, in collaboration with Partnership for Change and Equality Myanmar, has worked with the former political prisoner community to produce this manual. It is a manual by and for the community of former political prisoners and their supporters. It has been developed with the input and contribution of former political prisoners, with the express intent of developing a tool that was built especially for them. In addition, we have been training former political prisoners on how to use this manual to engage with their community more broadly, allowing the impact of the manual to be felt beyond this specific community.

Special thanks are due to our partners on the ground: Partnership for Change, Equality Myanmar, and the Ex-Political Prisoners Network of Upper Burma. Their invaluable contributions at various stages of the project were instrumental to its success. Thanks are due as well to the Assistance Association of Political Prisoners – Burma and the Former Political Prisoners Society, members of which provided valuable feedback and guidance during the development of this project. Finally, we are very grateful for the generous support of the Swedish Postcode Foundation.

Sincerely,
Kerry Kennedy

A handwritten signature in black ink that reads "Kerry Kennedy". The signature is fluid and cursive, with a long, sweeping underline that extends to the right.

Human Rights Training of Trainers Manual

Overview

This manual is designed to aid ex-political prisoners in educating their communities about human rights through participatory training modules. These modules can be used as stand-alone activities or combined for longer trainings. Through these modules, participants will deepen their understanding of human rights by building upon their experiences and synthesizing new information. The goal of each of these modules is that participants are able to appreciate the value of human rights, to recognize the human rights situation in Myanmar and envision their future with the perspective of human rights.

The manual has been designed by Robert F. Kennedy Human Rights, in partnership with Partnership for Change and Equality Myanmar with input from dozens of Myanmar ex-political prisoners, representing many civil society organizations and associations.

Robert F. Kennedy Human Rights¹, based in Washington DC with offices in New York and Florence, Italy, is dedicated to realizing Robert F. Kennedy's vision of a more just and peaceful world.

Partnership for Change² is a Norwegian NGO aiming to contribute to socially, environmentally, and financially sustainable local communities. They currently have operations in Yangon and Inle Lake, as well as in Ethiopia, South Sudan, the US and Norway.

Equality Myanmar³ (formerly HREIB), based in Yangon and Mandalay, is a not governmental organization which facilitates a broad range of human rights education and advocacy programs.

Author: *Elizabeth Winn Bowman, Robert F Kennedy Human Rights*

Special thanks to: Andrea Galindo, Robert F Kennedy Human Rights; Aung Myo Min, Equality Myanmar; Carolyn Nash, Partnership for Change; and U Toe Kyaw Hlaing, Peace, Development, and Reconciliation Group; and to the generous support of the Swedish Postcode Foundation

¹ <http://rfkhumanrights.org>

² <http://www.pfchange.org>

³ <http://equalitymyanmar.org>

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Module 2 - Human Rights

Participants will conceptualize human rights by defining the term, recognizing Myanmar advocates for human rights, illustrating the characteristics of human rights, differentiating rights and responsibilities and demonstrating how rights are not realized by all.

Module 3 - Universal Declaration of Human Rights

Participants will gain an understanding of the UDHR history and examine each of the rights as articulated in the UDHR.

Module 4 - Examining Myanmar through the Lens of Human Rights

Participants will analyze the realization of rights in Burma/Myanmar, identify areas of greatest concern and consider possible opportunities.

Module 5 – State Obligations and Human Rights Defenders

Participants will identify how the State of Myanmar does and doesn't meet its obligations and recognize human rights defenders working in the country.

Module 6 - Discrimination

Participants will differentiate between prejudice and discrimination, recognize discrimination faced by groups within Myanmar and self-reflect.

Module 7 - Women

Participants will recognize cultural assumptions about the role of women, appreciate that women can do anything that men can, identify means by which to promote women's full realization of rights.

Module 8 - Community organizing

Participants will learn about a few global human rights leaders and develop a plan to advance human rights.

Module 9 - United Nations Human Rights System

Participants gain a general understanding of the United Nations human rights system, and specifically recognize opportunities to engage with the relevant treaty bodies and thematic and Myanmar Special Procedures.

Module 10 - Evaluation

Participants will recognize the contributions that they have each made to the training, reflect on learning, and provide feedback to the facilitator and training designer.

Myanmar Human Rights Training of Trainers Manual Human Rights Education

- Everyone has the right to know, seek and receive information about all human rights and fundamental freedoms and should have access to human rights education and training.
- Human rights education and training are essential for the promotion of universal respect for and observance of all human rights and fundamental freedoms for all, in accordance with the principles of universality, indivisibility and interdependence of human rights.

*UN's Declaration on Human Rights Education and Training*¹

METHODOLOGY

Human Rights is the recognition that we are all born with worth and dignity and have something to contribute. Therefore, this manual is designed to facilitate learning opportunities in which participants recognize their claim to human rights, appreciate the dignity of all people, and realize opportunities to advance human rights. This manual provides trainers with modules on human rights that prompt dialogue, critical thinking and knowledge creation.

These materials have been developed for and enriched with input from members of the ex-political prisoner community in Myanmar. This is not a standard rigid curriculum. These materials are meant to be used as tools and resources to spur human rights training development that addresses the needs of particular participants.

PRINCIPLES OF ADULT LEARNING²

- **Safety** – For the participants to fully engage with the material and process, learners must feel comfortable and safe. Therefore, care should be given to the location chosen. Facilitators must work throughout the training to develop a community of learners, continuously deepening the relationships within the group and encourage positive, constructive participation of all.
- **Immediacy** – Participants gain the most from trainings when they are able to apply the new learning as quickly as possible. This can be done in two ways – during the training and following the training. It is important that participants have the opportunity to practice using and applying the new concepts, knowledge and skills as part of the training. This can be done through activities such as role-plays, teaching other participants, and discussion through which they apply the information to other situations. Additionally, the purpose of trainings is to impact participants' lives following

¹ <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N11/467/04/PDF/N1146704.pdf?OpenElement>, Article 1, 1 and 2.

² http://www.globallearningpartners.com/downloads/resources/6_Core_Principles_for_Learning.pdf

the training. To that end, as part of the course, action plans can be developed during the course to support post-training activities.

- **Relevance** – Adult learners work to stay more engaged in training if they are able to see the impact that it will have on their current experience. Facilitators can encourage this by facilitating learners relating the content to their lives, articulating their own problems through which to examine the content, and develop strategies and tools to impact their conditions.

- **Respect** – Attending training can be a risky endeavor for participants. Through their participation they are acknowledging that there is more that they need or want to learn. Human rights training can provide additional risk as participants are asked to reflect and share their very personal experiences and examine their preconceptions. Therefore, it is critically important for the facilitator to demonstrate respect for the learner and their experience. This can be done through active listening, communicating appreciation, affirming that participants are responsible for their learning, and inviting their input and feedback. Conversely, facilitators should avoid activities that may embarrass participants and mediate any situations in which a learner is being disrespected by another participant.

- **Inclusion** – The participants in the room are the right participants for that training. The facilitator’s role is to nurture a positive environment in which all are able to learn and contribute. The facilitator should design the training so that it is accessible to all participants. Through the training, the facilitator should ensure that all, paying particular attention to those from often excluded groups (for example gender, LGTB, disability, ethnic minority) are participating. It is the responsibility of the facilitator to create an environment for positive engagement. This can be done through setting ground rules and redirecting participants as necessary, using small groups to ensure that all voices are heard and intervening with participants that are dominating the session. The diverse experiences of all adult learners make the training richer.

“What I hear, I forget;
What I see, I remember;
What I do, I understand.”

Chinese proverb

- **Engagement** – Participants will learn the most and gain the most from the training if they are able to be active learners throughout. This can take various forms within the training: quiet (reflection and contemplation), noisy (pair and group discussions), active (role plays and games). If participation is low during large group activities, the facilitator can switch to pair-work which will require full participation. Switching between types of activities and including icebreakers and breaks are useful in helping participants stay engaged.

FACILITATION TIPS

- **Icebreakers** are an important, instructive component of training and should be used generously. Two primary objectives of icebreakers are to build community among the participants by creating shared informal experiences and to re-engage participants' brains so as to increase learning. Additionally, icebreakers can be an experiential tool from which participant can reflect and build on new learning. Icebreakers that can be used throughout the training are included in the Introduction module.
- Communicating **transitions** are an important facilitation skill as they orient the participants to the training. Each module should:
 - **begin** by reminding participants of what was done prior (if appropriate) and informing them of what will be addressed in this session (using the objectives, key concepts and agenda as appropriate),
 - included transition **between** activities to help the participants see the relationship between activities and understand how the activities build upon each other, and
 - end with a recap of what was done and what will come next (again, using the objectives, key concepts and agenda).
- **Formative assessment** should be used throughout the training to ascertain if participants have gained the intended knowledge, skills, and/or beliefs. Activities should be designed so that participants demonstrate their learning through participatory activities such as discussions, presentation, reflections. The facilitator should realize his/her power and responsibility to adjust the training (extend time, add additional activities or content) or revised the objectives if learners are not achieving the initial objectives.

TRAINING DESIGN³

To design a training that meets the needs of the participants and is responsive to the environment in which it is set, it is useful to clarify each of these topics:

Current situation: Understand how this training is necessary within the current context, for example a training on land rights is necessary as farmers are about to be moved off of their land because a multinational corporation is working with the government to open a factory in that area.

People:

- Understand who the participants are, their backgrounds and their reasons for taking the training. Are there individual concerns about which to be sensitive, such as representation of groups facing discrimination, and appropriate accommodations for people with disabilities?
- Are there other people who need to be involved in the training design or facilitation, for example partner organizations, hosts, funders, presenters?

Content: What are the topics that the training will address, for example introduction to human rights and UDHR, LGBT rights or child rights.

³ Jane Vella's 8 Steps of Design http://www.globallearningpartners.com/downloads/resources/8_Steps_of_Design.pdf

Activities: Identify the types of tools that will be used during the training, such as: videos, games, role-plays, presentations. Also develop the questions that will be used to promote critical thinking and reflection.

Objectives: Achievement-based objectives are written to state what the participant will have done during this training by addressing:



Head – Gains knowledge

Heart – Develops empathy

Hands – Creates action

The activities are written as directions to the participants.

This is intentional so as to limit the “empty cup” pedagogy.

Instead the goal is to keep the facilitator’s focus on the learner’s engagement with the materials instead of the content that the facilitator needs to “cover”.

For example, by the end of this training, the participants will have:

- Developed understanding of the rights of children as articulated in the CRC and identified areas in which children’s rights may not be respected, protected and fulfilled at school.
- Deepened sympathy for children enduring human rights violations and recognized their role in advocating on behalf of children.
- Created a tool for homemakers to use to document violations of children’s rights at school.

Logistics:

- **Location:** Where is the training taking place? What materials are available (computer, projector)? What is the room set up?
- **When:** How long is the training? What is the date/time that the training take place? When will breaks and meals be provided?

Anticipated Change: As a result of this training, what will be different? How will this be measured?

MODULE FORMAT

Title

(Time): An approximate time that should be understood as a guideline and adjusted based on the needs of the group.

Objective(s): This section indicates what the learners will have done by the end of the module.

Key Concepts: These are themes that should be reinforced through the modules and referenced throughout the training.

Agenda: This lists the module activities.

Materials: This is the list of materials necessary for the module activities.

Preparation: This list of things that the facilitator needs to do prior to the module.

Facilitator's Background Information: These are materials for the facilitator to review prior to facilitating the modules so as to deepen his/her knowledge.

Optional or Additional Activities: These are other activities on the same topic that can be used instead of, or in addition to, the module activities.

Activities: These are written to be participant-centered. Scripts and directions for the facilitator are included in italics as appropriate.

Facilitator Notes are included to provide additional tips to the facilitator.

Human Rights Training Resources

Office of the High Commissioner on Human Rights (<http://www.ohchr.org>):

- OHCHR's Myanmar's Country Page (<http://www.ohchr.org/EN/countries/AsiaRegion/Pages/MMIndex.aspx>): Timely source of Myanmar participation with the UN Human Rights system
- United Nations Human Rights Education (<http://www.ohchr.org/EN/PublicationsResources/Pages/TrainingEducation.aspx>): Publications and multimedia resources
- Human Rights Factsheets (<http://www.ohchr.org/EN/PublicationsResources/Pages/FactSheets.aspx>): Information on a wide range of human rights issues

Robert F. Kennedy Human Rights (<http://rfkhumanrights.org/>)

- Speak Truth to Power (<http://rfkhumanrights.org/what-we-do/speak-truth-to-power/>) human rights participatory materials for older youth
- Speak Truth to Power Elementary Curriculum (<http://rfkhumanrights.org/what-we-do/speak-truth-to-power/defenders-curriculum/>) Useful tools for elementary age students

Equality Myanmar (<http://equalitymyanmar.org>): Human rights training tools and lesson plans in Myanmar on many topics

Frontier Myanmar Magazine (<http://frontiermyanmar.net>): Good source of images and case studies

Youth for Human Rights (<http://youthforhumanrights.org>): Training tools including videos





Module 1



INTRODUCTION

(100 minutes)

Objectives: Participants will be oriented to the training goals and logistics, begin to build relationships with the other participants and trainers, and define the qualities of a human rights learning community.

Key Concepts: This is a safe learning community in which participants will be expected to grapple with new, complex and potentially controversial concepts. Creating an environment for participants to feel safe to challenge their basic assumptions and to be creative will be crucial for the success of this workshop.

Agenda:

- Welcome
- Introduction
- Overview of the Workshop
- Building a Human Rights Learning Community

Materials:

- Flip-chart
- Markers
- Blank paper and pens for participants

Preparation:

Write the course agenda and objectives on flip-chart (see sample)

Facilitators Background Information:

Review the participant list and any biographical information
Familiarize yourself with the partner organizations

Optional and supplemental activities:

Introductions

- Facebook page
- Additional introductory activities can be used throughout the training to build community

Pre-assessment - have the participants complete the assessment during Module 1 and then again at the end of the training to compare

ACTIVITY 1: WELCOME

(20 minutes)

A. Listen to the welcome and introductions. This will include:

- Brief overview of the training
- The facilitator's background (may include experience in Myanmar, working with former political prisoners, human rights experience, facilitation experience)
- Organizations involved
- Participants



B. Introduce yourself to the large group by answering the following questions:

- What is your name?
- Organization
- Why do you want to take this workshop?

C. As you listen to your colleagues' introductions, think of something about each that you would like to learn more about.

ACTIVITY 2: INTRODUCTIONS

(40 minutes)

A. In pairs, get to know the person next to you. As part of that conversation, make sure that you learn their name, a way to remember their name, and what they are interested in learning from this workshop. You may take notes if you would like.

B. As a large group, introduce your partner to the other participants.

ACTIVITY 3: OVERVIEW OF THE WORKSHOP

(15 minutes)

A. As you listen to the objectives, read along with the purposes and agenda.

B. Ask any questions you have about the plan for the workshop.

Transition: As we see, we have plans to address a lot of topics that can be sources for rich conversation and personal and collective reflection. To enable this learning, we are going to now spend a few minutes articulating the type of environment that will be most constructive for us.

ACTIVITY 4: BUILDING A HUMAN RIGHTS LEARNING COMMUNITY

(25 minutes)

A. Individually, complete these sentences in writing:

- Recently I felt more engaged while learning something new when I was
(examples could be reading, talking, journaling)
- To feel respected, I want
- To be able to learn from my colleagues, I want...
- Concerns/questions that make it difficult for me to participate in this experience are...

B. In small groups,

- Share what you choose from your individual reflections
- Answer the following questions and write on paper
 - o How do we want to be treated, and
 - o What do we need to do to support others' learning?

C. Present out to the large group. The facilitator may also add to this compilation.



OPTIONAL AND SUPPLEMENTAL ACTIVITIES

INTRODUCTIONS

FACEBOOK

(45 minutes)

Getting to know the participants

A. Introduce yourselves by stating:

- Name,
- Organization,
- One thing you want people to know about you

Divide into groups of 3. Have the people on either side hold a clipboard with the paper facing away from the middle participant.

B. Person in the middle, you are going to draw your self-portrait without looking at the image. Draw your:

- Two eyes
- Nose
- Mouth
- Facial structure
- Eye brow
- Neck
- Ear
- Eyelash
- Hair

Facilitator collects pictures.

C. Switch seats so another person is in the middle and drawing. Repeat. Switch seats so the remaining person is doing the self-portrait.

Facilitator randomly distributes pictures.

Write on flipchart: Name, organization, how long in jail.

D. Find the person who is the owner of the picture and get their name, organization, and how long they have been in jail. Introduce this person to the large group.

Return the portraits to the owners.

Articulating goals for training

Now, you are going to open a Facebook page with your picture.

A. You will have 5 minutes to create your Facebook profile. On a piece of flipchart paper, include:

- Your picture
- What particular HR issues are you interested in learning about during this training
- Add any particular relevant question depending on the case

Hang pages on the wall

A. Walk around to each of the pages and put a check mark on pages that you like.

You cannot like your own page.

Facilitator Note: Make the FB details relevant for your participants, for example what types of human rights work do you do? Where were you on 8/8/88? Where were you on 8/8 this year?

B. As a large group, review the pages and total up likes.



Self-presentation

- A. Find an object in the room that symbolizes human rights to you.
- B. Present this object and share the symbolism with the large group.

Colleague Interviews

- A. As a large group, brainstorm a list of 5-8 things that you would like to know about each other. Examples could include: human rights issue that they are most interested in learning about, favorite food, hobby.
- B. Interview a partner.
- C. Introduce your partner to the large group.

Two Truths and One Lie

This can be a fun ice-breaker between modules to continue building community. This can be done as the large group or can divide up into smaller groups of 5-6.

- A. One person shares two truths and one lie about him or herself. Then the others guess which is the lie.
- B. Go around the circle until each person has offered their truths and lie.

BINGO (see sample)

This is a good activity to do during a break.

- A. Using the bingo card, walk around finding people that fit the information given. Write the person's name in the square that applies to them. Meet with enough people until you have 5 squares in a row with names.
- B. First person with 5 in a row (horizontal, vertical, diagonal) wins.

Ball Name Game

Material: ball

Stand in a circle with one person holding a ball.

- A. The person with the ball, state your name and toss the ball to someone else. Repeat until all have state his/her name.
- B. Now, say someone else's name and toss to that person. Repeat until all have stated his/her name.
- C. Now toss the ball and the catcher says the thrower 's name. Repeat until all have had his/her name stated.

Action Song

Hello how are you dear friend? (shake hands)
I hope you're happy and fine. (hand crossed over heart)
Let's clap our hands (clap own hands, clap partners hands)
Let's touch our feet (put alternating feet together with partner)
Turning around (turn around)
Let's find a new friend. (find a new partner)



BINGO

Born on the same day of the week as you	Favorite color is green	Lives with his/her parent	Works on issues of discrimination	Was incarcerated for over 5 years
Born in a city	Wants to be part of the future Burmese/Myanmar government	Is married	Completed college	Had to travel more than 1 hour to attend this training
Voted in the 2015 election	Is older than 40		Is artistic/musical	Has a group of people identified that they will train on human rights
Likes football	Has a child	Likes to cook	Is wearing blue	Has read the UDHR
Has traveled outside Burma/Myanmar	Works on land right issues	Speaks more than 1 language	Has trained people	Is younger than 40

PRE/POST ASSESSMENT¹

Date of Birth (Day/Month)²:

1. What are human rights?
2. What does UDHR stand for?
3. Describe one of the four³ characteristics of human rights
4. What is the difference between stereotype and discrimination?
5. Name 5 of rights articulated in the UDHR.



¹ Develop questions relevant to each particular training, based on objectives.

² This is done to keep the assessment anonymous while also allowing comparison between pre and post tests.

³ Note in Myanmar, interdependent and indivisible are combined



Module 2



INTRODUCTION TO HUMAN RIGHTS

(155 minutes - this is a long session, a break should be included)

Objective: Participants will conceptualize human rights by defining the term, recognizing Myanmar advocates for human rights, illustrating the characteristics of human rights, differentiating rights and responsibilities, and demonstrating how rights are not realized by all.

Key Concepts: We have a rich tradition of human rights that can be built upon. Human rights are universal, inalienable, indivisible, interdependent, and inherent. Yet, not all rights are realized by all people.

Agenda:

- Titanic
- What are Human Rights?
- Our Tradition of Human Rights
- Characteristics of Human Rights
- Rights and Responsibilities
- Realization of Rights

Materials:

- Flipchart paper
- Markers or Crayons
- Characteristic cards
- Realization of Rights cards
- Projector
- Videos

Preparation:

- Write the session questions on flip-chart paper
- Create characteristic cards – 1/group (these can be printed or handwritten)

Facilitators Background Information:

- [Speak Truth to Power, Elementary Curriculum](#)¹, pages 12-15 or [Speak Truth to Power, What Are Human Rights?](#)²

Alternative Activities:

- Building your community
- Human Rights Human Body
- Human Rights Definition (<http://equalitymyanmar.org/book/archives/2325>)

¹ http://rfkcenter.org/media/filer_public/a4/94/a4949446-602e-4142-bc90-1665c8e84545/sttp_elementary_education_1.pdf

² <http://rfkhumanrights.org/what-we-do/speak-truth-power/what-are-human-rights/>



ACTIVITY 1: TITANIC

(40 minutes)

Have the participants stand up and form a group in the middle of the room.

A. Reflect on the movie Titanic.

- One person, give us a synopsis of the movie Titanic.
- What part made you feel sad?

B. Imagine, you are now on the sinking ship. They have life boats but not everyone can fit on one. Form groups of 3, of 2, of 5, of 7.

Wind up with 2 or 3 groups of 4-6 depending on number of participants.

You are unfortunate to have been shipwrecked but fortunate to have landed on an uninhabited island.

C. Each group, on flipchart, draw a birds-eye picture of what you would develop on your island to meet your basic needs for survival and for your country.

D. Everyone joins at one island and the hosts present their development. Then move to the other island.

E. Reflect on island activity

- What were you trying to create on the island?
(list inside circle on flipchart)
- What types of institutions did you build?
(list as petals around circle on flipchart)
- How did it feel to live on that island?

ACTIVITY 2: WHAT ARE HUMAN RIGHTS?

(20 minutes)

Form new small groups.

A. In small groups, answer:

- a) What does it mean to be fully human?
- b) What do human beings require to lead fully human lives?
- c) What are the three rights that you consider the most important for your child/siblings/grandkids, etc. to have?

B. Share your answers with the large group.

C. Watch Equality Myanmar's HR Definition video.

ACTIVITY 3:

OUR TRADITION OF HUMAN RIGHTS

(20 minutes)

A. Listen to the introduction.

Since the beginning of time, people have been grappling with these fundamental questions.

- *Philosophers and theologians have sought meaning and purpose of life*
- *Biologists have studied the ways our bodies develop and work*
- *Sociologists have examined how we work together*
- *Anthropologists have explored commonalities among all people while learning about the uniqueness of cultures*



B. In small groups, consider individuals and groups in Myanmar that have sought to understand and/or promote human dignity. List these actors and what they have done.

*Facilitator Note: If people have difficulty identifying actors, this list can be created as a large group. You can ask prompting questions:
What has advanced women's rights?
How has the educational system promoted human rights?
How does Buddhism promote human rights?*

C. Share your lists with the large group.

D. Watch Equality Myanmar's Human Rights History Video.

ACTIVITY 4: CHARACTERISTICS OF HUMAN RIGHTS

(30 minutes)

A. Listen to an explanation of Human Rights

Human rights are universal and inherent, essential rights that affirm the dignity of all people.

B. In small groups, read the explanation of your characteristic.

C. Create a picture that illustrates this characteristic.

D. Using your illustration, teach the rest of the group about your characteristic.

E. Listen to a differentiation between moral, legal and human rights.

- *Moral rights are values that can be articulated in families, cultural groups, and religious groups. There is no protection of moral rights under the law.*

What is an example?

- *Legal rights are rights defined in local and national law. Legal rights are protected by laws.*

What is an example?

- *Human rights are internationally agreed upon standards. Human rights are protected by international law.*

What is an example?

ACTIVITY 5: RIGHTS AND RESPONSIBILITIES

(15 minutes)

A. Listen to the explanation of rights and responsibilities:

To support the realization of rights, we should promote and support the rights of others. We will look at this more when we look at the Universal Declaration of Human Rights (article 29) but for now, let's identify our responsibilities to this learning community.



B. Reviewing our notes from the building human rights learning community (Module 1), as a large group, differentiate items based on rights or responsibilities by putting check mark next to rights and underlining responsibilities.

ACTIVITY 6:

REALIZATION OF RIGHTS ACTIVITY

(30 minutes)

Ask participants to stand along one wall and distribute roles to them.

A. Read your role and do not share with anyone.

B. Take one step forward if you have access to the right being read:

- You are/were able to complete free primary education
- You are free from arbitrary arrest
- You can own property
- You have adequate housing
- You are able to participate in the cultural life of the community
- You are able to peacefully assembly
- You are able to participate in political activities such as voting
- You have adequate healthcare
- You may choose who you marry

C. While remaining standing in the same place, read your role description to the rest of the participants. Then discuss the various perceptions about rights. Some questions for this conversation may be:

- To the person furthest ahead, how did you feel during this exercise?
- To the person furthest back, how did you feel during this exercise
- What lessons can be learned from viewing rights in this way?

D. Discuss that while international law clearly articulates that human rights are for all people, based on this exercise what is the reality of rights fulfillment for people?

Transition: For the rest of the workshop, we are going to be focusing in on when the reality does not meet the human rights standards.

FLIP-CHART

Defining Human Rights

Questions for this Session:

1. What are human rights?
2. What is our history of human rights?
3. What are the characteristics of human rights?
4. What is the difference between rights and responsibilities?



<p>Characteristics of Human Rights</p> <p><i>Create cards with 1 characteristic/card</i></p>	<p>Inalienable</p> <p>Human rights can not be given up or taken away</p>
<p>Universal</p> <p>Human rights apply to all people (irrespective of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status)</p>	<p>Indivisible</p> <p>Human rights can not be divided up or treated separately.</p>
<p>Interdependent</p> <p>Human rights relate to and depend on other human rights</p>	<p>Inherent</p> <p>Human rights are a birthright of all humans</p>



REALIZATION OF RIGHTS ROLES

25 year old monk	Orphan
60 year old nun	Unmarried 35 year old woman
Widow with 4 young children	Illiterate man
25 year old female motorcycle driver	Aung San Suu Kyi
Jobless urban slum dweller	Banker
University student	Rohinja
Military general	Street food vendor
Ex-political prisoner	Union Minister
Gay man	Farmer
IDP ethnic minority	Doctor
Person without a leg	Sex worker
Child soldier	Teacher

DREAM FOR YOUR COMMUNITY

A. Individually, represent on paper (written, illustrated) your dream for your community.

This activity has a limited time so we know that you won't be able to include all of your dreams for your community. This is just a chance for us to be able to begin creating the picture of our hopes.

B. Hang these around the room and share with the large group.

Transition: Throughout this training, we will build a human rights framework that will help us shape and define our vision for Myanmar.

Human Body Human Rights Presentation

F. Listen to an overview of human rights using the human body as a reference.

Civil and Political Rights:

- Brain – Freedom to have your opinion
- Eyes – Freedom to see everything and have access to information
- Mouth – Freedom to expression
- Ears – Freedom to access information, any news
- Hands – Freedom to act
- Legs – Freedom to move

Economic, Social and Cultural Rights:

- Heart and Body – Enough food, education, health, social security

G. Listen to a definition of Two Freedoms

- Freedom from Fear – people feel safe and security. The government is to protect and respect their rights.
- Freedom from Want – people's basic needs are taken care of. The government fulfills their rights.

H. Let's identify some countries that represent each:

- Some countries support Economic, Social and Cultural rights but suppress Civil and Political rights: Singapore, China, Brunei, Malaysia
- Some countries that emphasize Civil and Political rights: Philippines, US
- Myanmar?





Module 3



UNIVERSAL DECLARATION OF HUMAN RIGHTS

(75 minutes)

Objectives: Participants will gain an understanding of the history of the UDHR and examine each of the rights as articulated in the UDHR.

Key Concepts: Humanity has a long tradition of Human Rights. Following the atrocities of WWII, the global community unified to form the United Nations and drafted one of the most important international documents - the Universal Declaration of Human Rights (UDHR).

Agenda:

- Formalization of Human Rights
- Universal Declaration of Human Rights

Materials:

- Large paper
- Tape
- Revised timeline handout - 1/ participant
- UDHR or simplified UDHR - 1/participant
- Pens
- Videos
- Projectors

Preparation

Create an abbreviated timeline with relevant details on large paper and hang on the wall

Identify Myanmar examples and details that can be used as appropriate for each article. For example:

UDHR article 8 – the 5 windows of appeal available in Myanmar: court, administrative, police, parliament, Myanmar National Human Rights Commission. Note, only appeals through the court are required prerequisites for appealing to the international system.

Facilitators Background Information:

[Speak Truth to Power, Elementary Curriculum](#)¹ , pages 12-15 or [Speak Truth to Power, What Are Human Rights?](#)²

- [UN - History of the Declaration](#)³
- [UN - The Drafters of the Declaration](#)⁴
- [UN - Human Rights Law](#)

¹ http://rfkcenter.org/media/filer_public/a4/94/a4949446-602e-4142-bc90-1665c8e84545/sttp_elementary_education_1.pdf

² <http://rfkhumanrights.org/what-we-do/speak-truth-power/what-are-human-rights/>

³ <http://www.un.org/en/sections/universal-declaration/history-document/index.html>

⁴ <http://www.un.org/en/sections/universal-declaration/drafters-universal-declaration-human-rights/index.html>

⁵ <http://www.un.org/en/sections/universal-declaration/foundation-international-human-rights-law/index.html>

⁶ <http://www.youthforhumanrights.org/what-are-human-rights.html>

⁷ <http://equalitymyanmar.org/category/video/udhr/>

- 
- UDHR article 13 – Myanmar Act 144
 - UNHR article 25 – 3600 kyat is the minimum wage

Additional activities:

Watch [What are Human Rights?](#)⁶

Watch [Equality Myanmar's UDHR](#)⁷

See Titanic activity in Introduction to Human Rights module

ACTIVITY 1: FORMALIZATION OF HUMAN RIGHTS

(30 minutes)

Option 1

A. Watch Equality Myanmar's Human Rights Timeline Video

B. As a large group, create a timeline of Myanmar human rights events.

Option 2

A. As you read through the human rights timeline, put:

- + next to advancements in Human Rights, and
- next to human rights violations

B. As a large group, discuss:

- Common impetuses for human rights advancements
- Common types of violations
- How can this information contribute to our promotion of human rights within Myanmar?

C. Add important Myanmar events to the timeline.

ACTIVITY 2: UNIVERSAL DECLARATION OF HUMAN RIGHTS

(45 minutes)

A. Watch Equality Myanmar's UN HR video.

B. Listen to an introduction of the Universal Declaration of Human Rights

Member states of the United Nations pledged to promote respect for the human rights of all. To advance this goal, the UN established a Commission on Human Rights and charged it with the task of drafting a document spelling out the meaning of the fundamental rights and freedoms proclaimed in the Charter. The Commission, guided by Eleanor Roosevelt's forceful leadership, captured the world's attention. On December 10, 1948, the Universal Declaration of Human Rights (UDHR) was adopted by the fifty-six members of the United Nations. The vote was unanimous, although eight nations chose to abstain. Who abstained? South Africa (apartheid), Saudi Arabia (women), USSR, Ukraine, Yugoslavia, Czechoslovakia, Belarus and Poland.

Who was the first country to vote for UDHR?



The UDHR, commonly referred to as the International Magna Carta, extended the revolution in international law ushered in by the United Nations Charter namely, that how a government treats its own citizens was now a matter of legitimate international concern, and not simply a domestic issue. It claims that all rights are interdependent and indivisible. Its preamble eloquently asserts: "Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice, and peace in the world."

The influence of the UDHR has been substantial. Its principles have been incorporated into the constitutions of most of the nations now in the UN. Although a declaration is not a legally binding document, the Universal Declaration has achieved the status of customary international law because people regard it "as a common standard of achievement for all people and all nations."⁸

C. As a large group, read the preamble, articles 1 and 2, and note where we are hearing the human rights characteristics. Discuss your reaction to this.

D. Individually, as you read through articles 3-21, annotate

- rights that you are passionate about
- rights that are surprising to you
- items that you have questions about

Facilitator Note: Don't judge reactions but instead use this as an opportunity to better understand rights that participants may want to delve in deeper later. Do provide clarification as appropriate.

E. As a large group, discuss your reactions.

F. Listen to a brief explanation about the type of rights included in articles 3-21 and 22-27 of UDHR.

*The set of human rights articulated in articles 3 to 21 of the UDHR are called civil and political rights. In the development of the UDHR and subsequently, the United States and its allies were very influential in ensuring that civil and political rights were included. The next set of rights that we will be reviewing in articles 22-27 comprise the economic, social and cultural rights. When the UDHR was written, the Union of Soviet Socialist Republics and its allies were very attuned to ensuring that these rights were included. This is an artificial distinction because all of these rights are inherent, universal, inalienable, interdependent and must be seen as indivisible. They **each and all** affirm the dignity of humanity.*

G. Individually, as you read through **articles 22-27**, annotate:

- rights that you are passionate about
- rights that are surprising to you
- items that you have questions about

H. As a large group, discuss your reactions.

I. Using the UDHR, write the appropriate article(s) next to each of the images on your island.

⁸ Robert F. Kennedy Human Rights' STTP Elementary Curriculum, page 13



TIMELINE⁹

C. 2100 B.C. - In Iraq, the Laws of Hammurabi, the first written legal code, vows to “make justice reign in the kingdom, to destroy the wicked and violent, to enlighten the country and promote the good of the people.”

C. 570 B.C. - The Charter of Cyrus is drawn up by King Cyrus the Great of Persia (now Iran) for the people of his kingdom, recognizing rights to liberty, security, freedom of movement, the right to own property, and some economic and social rights.

1215 - Bowing to populist pressure, King John of England signs the Magna Carta, which establishes limits on arbitrary power and rights to due process.

1648 - The Treaty of Westphalia, Germany, an early international legal treaty, establishes equality of rights between Catholics and Protestants.

1679 - The Habeas Corpus Act in Britain gives anyone who is detained the right to a fair trial within a certain amount of time.

1689 - Britain’s Bill of Rights upholds the supremacy of Parliament over the King, and provides freedom of speech, the right to bail, freedom from torture, free elections, and trials by jury.

1776 - The U.S. Declaration of Independence declares, “all men are created equal” and establishes North America’s independence from the British Empire.

1789 - The French Declaration of the Rights of Man and Citizens is established when the French monarchy is overthrown by its people.

1791 - The American Bill of Rights and Constitution list basic civil and political rights of citizens including freedom of speech and rule of law.

1864 - The Convention for the Amelioration of the Condition of Armies in the Field (First Geneva Convention), an international treaty linked to the International Committee of the Red Cross, that is its enforcer, protects war wounded and sick, and gives immunity to hospital staff and the Red Cross.

1899–1907 - The Hague Conventions are drafted, establishing international humanitarian laws for the treatment of civilians, prisoners of war, and war wounded.

1919 - The Treaty of Versailles establishes both the League of Nations and the International Labor Organization to improve working conditions and promote social justice.

1941 - The Allies proclaim “four freedoms” as their objective: freedom of speech and worship, and freedom from want and from fear. The Allies repeat that commitment in the 1941 Atlantic Charter.

1942 - UN War Crimes Commission established international war crimes trials in Nuremberg and Tokyo that took place after World War II.

⁹ Robert F Kennedy Human Rights’ Speak Truth to Power, Chronology of Human Rights



1945 - UN Charter sets forth United Nations' goals, functions, and responsibilities.

1947 - The partition of India displaced up to 12.5 million people in the former British Indian Empire, with estimates of loss of life varying from several hundred thousand to a million.

1948 - Chinese Laogai (forced labor camps) system built. Estimated 50 million have been sent to laogai camps.

1948 - Apartheid system of legal racial segregation enforced in South Africa.

1960 - Last of the Soviet Gulags close, but political dissidents continue to be imprisoned until the Gorbachev era.

1966 - The International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights are approved by the United Nations. Along with the UDHR, they complete the International Bill of Human Rights.

1969 - The adoption of the American Convention on Human Rights in San José, Costa Rica, which incorporates human rights standards for countries of the Americas.

1971 - The widespread violation of human rights in East Pakistan (now Bangladesh) where an estimated 200,000 to 3 million civilians were killed and millions fled to India.

1973 - The Chilean dictator Augusto Pinochet carries out a military takeover that initiated massive disappearances, illegal detentions, torture and extrajudicial killings.

1975–1979 - More than a million Cambodians were executed in the “killing fields” by Pol Pot’s Khmer Rouge regime.

1979 - International Convention on the Elimination of All Forms of Discrimination Against Women is ratified by the United Nations.

1981 - The Africa Charter of Human and People’s Rights is unanimously approved.

1984 - International Convention Against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment approved by the United Nations.

1989 - Tiananmen Square Massacre in China follows weeks of peaceful protests calling for political reform. Government troops fire on unarmed protesters, killing thousands.

1989 - International Convention of the Rights of the Child approved by the United Nations.

1990s - The signing of peace accords in Central America, ending decades of killings and enforced disappearances in El Salvador, Nicaragua and Guatemala.

1991 - Burmese democracy activist Aung San Suu Kyi receives Nobel Peace Prize. She remained under house arrest for almost 15 of 21 years between 1989 – 2010.¹⁰



1993 - International Criminal Tribunal for the Former Yugoslavia established.

1994 - Estimated 800,000 Tutsis and moderate Hutus killed in Rwandan genocide.
- Apartheid system of racial segregation is dismantled in South Africa.
- International Criminal Tribunal for Rwanda.

1995 - The Fourth World Conference on Women is held in Beijing, China. Participants agree on a five-year action plan to enhance the social, economic, and political empowerment of women, improve their health, advance their education, and promote their marital and sexual rights.

1995 - Srebrenica massacre, more than 8,000 Bosnian men and boys killed in largest mass murder in Europe since World War II.

1998 - The Rome Statute, signed by 120 countries in 1998, entered into force on July 1, 2002, establishing the legal basis for the International Criminal Court (ICC). The ICC has jurisdiction over the most serious crimes which concern the international community, such as genocide, crimes against humanity, and war crimes.

1998 – 2008 - Estimated 5.4 million people die in a decade of war in the Democratic Republic of Congo.

2001 - The World Conference Against Racism. Representatives of every UN member country meet in Durban, South Africa, to address issues of minorities and indigenous rights, trafficking, migration, and discrimination. The Durban Declaration lays out a plan of action to implement the goals of the conference.

2004 - Africa Court on Human and Peoples' Rights is established.

2007 - Ellen Johnson-Sirleaf of Liberia elected Africa's first female president.

2008 - The 60th Anniversary of the Universal Declaration of Human Rights.

2009 - The International Criminal Court charges Omar Hassan Al-Bashir, president of Sudan, with atrocities in Darfur.

¹⁰ Updated information



UNIVERSAL DECLARATION OF HUMAN RIGHTS

Preamble

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

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

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

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

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

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

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

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or



other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

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

Article 4

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

Article 5

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

Article 6

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

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

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

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Every one charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

2. No one shall be held guilty of any penal offence on account of any actor omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.



Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and



equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

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

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.



Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.



Module 4



EXAMINING MYANMAR THROUGH THE LENS OF HUMAN RIGHTS

(80 minutes)

Objectives: Participants will analyze the realization of rights in Burma/Myanmar, identify areas of greatest concern and consider possible opportunities.

Key Concepts: There are opportunities for us to improve the human rights situation in Myanmar.

Agenda:

- Categorization of Rights in Myanmar
- Analysis of Rights
- Opportunities

Materials:

- Rights cards
- Flipchart paper
- Markers

Preparation:

- Cut up Rights cards

Facilitators Background Information:

- [Special Rapporteur on the situation of human rights in Myanmar](#)
- <http://www.ohchr.org/EN/HRBodies/SP/CountriesMandates/MM/Pages/SRMyanmar.aspx>

Optional activities:

ACTIVITY 1: CATEGORIZATION OF RIGHTS IN MYANMAR

(20 minutes)

Distribute a set of rights cards to each small group.

- A. In small groups, categorize the rights outlined in the UDHR by
- More often than not respected/protected/fulfilled in Myanmar for all people
 - Less often or not at all respected/protected/fulfilled
- B. As a large group, compare answers and create a consolidated categorization that all agree to work with.

Facilitator Note: There is no right or wrong answer. It is up to the group to prioritize based on their experiences. While some individuals may prioritize some rights that others don't the goal of the activity is for the group to have consensus around the 5 priority rights.

ACTIVITY 2: ANALYSIS OF RIGHTS

(20 minutes)

- A. As a large group, discuss the categories:
- Frequently respected/protected/fulfilled, share examples of how you know this.
 - Not respected/protected/fulfilled: explain the problems that arise for the people of Myanmar related to each of the rights that are not respected.
- B. Identify 5 rights that are the most pressing issues for Myanmar currently.

ACTIVITY 3: OPPORTUNITIES

(40 minutes)

A. In 5 small groups (each group focused on 1 of the pressing issues), brainstorm ways in which these rights could be better respected in Myanmar.

B. Report out your work to the large group. As you listen to the groups present, consider other ideas that should be added.

Facilitator Note: This activity can be used later as the participants are identifying human rights area they want to focus on.





UDHR SIMPLIFIED VERSION ¹

1. We Are All Born Free and Equal	11. We Are Always Innocent Until Proven Guilty	21. The Right to Democracy
2. Don't Discriminate	12. The Right to Privacy	22. Social Security
3. The Right to Life	13. Freedom to Move	23. Workers' Rights
4. No Slavery	14. The Right to Seek a Safe Place to Live	24. The Right to Play
5. No Torture	15. Right to Nationality	25. Food and Shelter for All
6. You have Rights No Matter Where You Go	16. Marriage and Family	26. The Right to Education
7. We Are All Equal Before the Law	17. The Right to Your Own Things	27. Copyright
8. Your Human Rights are Protected by Law	18. Freedom of Thought	28. A Fair and Free World
9. No Unfair Detainment	19. Freedom of Expression	29. Responsibility
10. The Right to Fair Trial	20. The Right to Public Assembly	30. No One Can Take Away Your Human Rights

¹ Youth for Human Rights – UDHR Simplified Version



Module 5



STATE OBLIGATIONS AND HUMAN RIGHTS DEFENDERS

(120 minutes)

Objectives: Participants will identify how the State of Myanmar does and doesn't meet its obligations and recognize human rights defenders working in the country.

Key Concepts: States have the obligation to protect, respect and fulfill the rights of all people. Anyone who promotes and protects human rights is a Human Rights Defender. They can be our allies as we work to advance human rights.

Agenda:

- The State's Responsibilities
- Human Rights Defenders

Materials

- State's human rights obligations worksheet and sample - 1/participant
- Human Rights Defenders worksheet - 1/participant
- Blank paper
- Pens
- Flip-chart
- Projector
- Video
- Powerpoint

Preparation

- Write on flip-chart "State's Responsibility: Respect, Protect and Fulfill All Human Rights for All People."
- Review the rights identified by participants in the Human Rights in Myanmar module.

Facilitators Background Information:

- [OHCHR Fact Sheet #29 - Human Rights Defenders: Protecting the Right to Defend Human Rights](#)

Optional activities:

- This could be an opportunity for a local human rights organization to present on their work defending human rights.

ACTIVITY 1: THE GOVERNMENT'S OBLIGATIONS

(60 minutes)

A. Listen to an explanation of the responsibilities of the State and refer to the flip-chart.

According to international law, States are required to:

- *Respect: States and their agents (civil servants, police, military) must refrain from violating the rights of individuals.*

- 
- *Protect: States must ensure that private individuals (non-State actors, such as private corporations, business, community organizations, religious groups, individuals) do not violate the rights of others.*
 - *Fulfill: States must take positive measure to ensure the full enjoyment of all human rights by persons within their jurisdiction.*

B. Watch an Equality Myanmar video (village story, land grabbing, or child's rights) and debrief as a large group:

- What happened in the video?
- How did you feel?
- In this story, give examples as to how Myanmar is not respecting rights? Not protecting rights? Not fulfilling rights?

C. Referencing the UDHR, determine which rights to focus on for this session. Break into groups based on interest.

D. As a large group, review the sample worksheet.

E. In small groups, complete the worksheet for the right you chose.

F. Report out.

ACTIVITY 2: HUMAN RIGHTS DEFENDERS

(60 minutes)

A. Individually, write your answer to: What belief about human rights did you have that called you to act?

B. As a large group,

- Share your experiences.
- Discuss who has heard the term human rights defender.
- Review the flip-chart and listen to the explanation of Human Rights Defenders.

A Human Rights Defender is anyone who, individually or in association with others, promotes and strives for the protection and realization of human rights. (Art. 1 Dec of HRD)

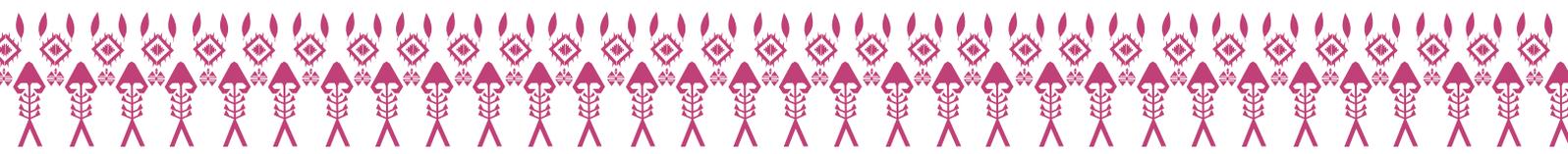
What questions do you have about this?

C. Watch Equality Myanmar's power point on 3 types of human rights action.

D. In small groups, using the worksheet, consider activities by human rights defenders in Myanmar.

E. As a large group, discuss:

- Responses on the worksheet.
- How can this information about human rights defenders influence your action in Myanmar?
- What more would you like to learn about Human Rights Defenders?



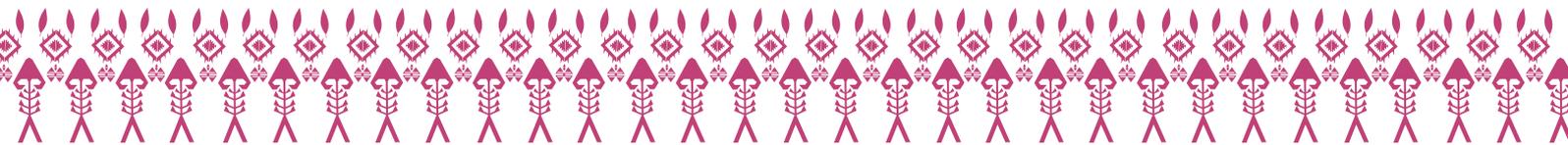
HUMAN RIGHT:

Respect <i>State must not violate right</i>	Protect <i>State must ensure that others do not violates</i>	Fulfill <i>State must make positive effort</i>
State does...	State does...	State does...
State does not...	State does not...	State does not...
What it would look like if State did respect	What it would look like if State did protect	What it would look like if State did fulfill

SAMPLE

HUMAN RIGHT: EDUCATION

Respect <i>State must not violate right</i>	Protect <i>State must ensure that others do not violate</i>	Fulfill <i>State must make positive effort</i>
State does... <ul style="list-style-type: none"> • The right to primary education for citizens is included in constitution • Girls are able to attend school 	State does... <ul style="list-style-type: none"> • Have child labor laws 	State does... <ul style="list-style-type: none"> • Provide funding for primary education • Works with civil society to educate parents about need for school
State does not... <ul style="list-style-type: none"> • Allow non-citizens to enroll school 	State does not... <ul style="list-style-type: none"> • Identify children not attending school • Enforce child labor law 	State does not... <ul style="list-style-type: none"> • Provide funding for secondary school • Provide opportunities for teacher training • Provide schools in every community
What it would look like if State did respect: <ul style="list-style-type: none"> • The constitution would say that primary and secondary education was a right for all children • State sponsored schools would exist in non-citizen communities 	What it would look like if State did protect: <ul style="list-style-type: none"> • Children would not be working (including domestic work) during school hours 	What it would look like if State did fulfill: <ul style="list-style-type: none"> • State would raise funds and distribute appropriately to ensure that schools had resources to teach all students. • State would work with universities, civil society and international NGOs to provide teacher training



STATE'S OBLIGATIONS AND HRD

SHOW HOW THIS TYPE OF PERSON CAN BE A HUMAN RIGHTS DEFENDER

HRD	What human rights advocacy, education, and/or documentation may they do?
Aung San Suu Kyi	
(Former) Political Prisoners	
Members of NGOs	
Student Leaders	
Academics	
Judges	
Journalists	
Politicians	
Doctors	
Indigenous People	
Buddhist Monks and Nuns	
LGBT Activists	
Individual Protestors	
Members of Women's Organizations	



Module 6



DISCRIMINATION

(140 minutes)

Objectives: Participants will differentiate between stereotypes and discrimination, identify discrimination faced by groups within Myanmar and self-reflect.

Key Concepts: Stereotypes impact the ways in which we view people and situations and can lead to discriminatory actions. It is important that we each are mindful of our stereotypes and intentional about individually and corporately addressing discrimination.

Agenda:

- Using Photos to Examine Stereotypes
- Stereotype and Discrimination
- Opportunities for Growth

Facilitator Note: This is a long module, so it would be good to include a break.

Materials:

- Photos - either projected or large images printed
- Index cards or small pieces of paper
- Pens
- Paper

Preparation:

- Set up projector if using
- Write up definitions of stereotype and discrimination on flip-chart

Facilitators Background Information:

- Teaching Tolerance

Optional activities:

- Diversity Line

ACTIVITY 1: OVERVIEW OF THE MODULE

(5 minutes)

A. Listen to the facilitator introduce this module.

This module, in particular, will require that we each are honest with ourselves, willing to self-reflect, and support a safe learning environment. We want to be able to listen to our colleagues who may share controversial or challenging ideas and reflections. To the best of our ability, we want to provide space for each of us to examine our stereotypes.

ACTIVITY 2: USING PHOTOS TO EXAMINE STEREOTYPES

(45 minutes)

A. As you examine each photo (see page 4), write down your initial thoughts about and reactions to this person. Hand your reaction into the facilitator and then do the same for each subsequent image.

- B. As a large group, discuss for each image
- What common themes do we see in our reactions?
 - What do we actually know about this person?
 - Where did we learn our stereotypes?
 - How can this stereotype impact our relationship with and treatment of this person?

Facilitator Note: As participants are writing their reaction, review the comments about the previous image and identify common themes and representative statements that can be shared during the discussion.

ACTIVITY 3: STEREOTYPE AND DISCRIMINATION

(60 minutes)



A. Read the definitions.

- A stereotype is an exaggerated belief, image, or distorted truth about a person or group - a generalization that allows for little or no individual differences or social variation.
- Discrimination is behavior that treats people unequally because of their group membership.

B. As a large group, give an example of each.

C. In small groups:

- Identify stereotypes about the group you have been assigned.
- Review the UDHR and identify discriminating practices that violate the rights for this group.

D. Reform small groups, so that each new group has at least 1 representative from each original small group.

E. Tell your colleagues the stereotypical belief and discrimination practice faced by your assigned group.



F. As a large group, referencing the characteristic pictures previously created in the Introduction to Human Rights modules, describe the relevance of each of the characteristics of human rights as it relates to discrimination: inherent, universal, inalienable, indivisible, interdependent.

ACTIVITY 4: OPPORTUNITIES FOR GROWTH

(25 minutes)

- A. Individually, reflect on your own biases toward any/all of these groups.
- B. Write about your stereotypes and discriminating practices that you may support (actively or passively).
- C. Identify steps that you can take to improve.
- D. Share your reflections with a partner.
- E. Participate in a large group discussion as appropriate.





Images from Frontier Myanmar Magazine

<http://frontiermyanmar.net/en/bullets-and-bibles-pastor-defies-chin-states-macho-gun-culture>

<http://frontiermyanmar.net/en/the-healing-meiktila>

<http://frontiermyanmar.net/en/helping-the-aged>

<http://frontiermyanmar.net/en/the-healing-meiktila>

<http://frontiermyanmar.net/en/business/fragrant-oil-rare-fungi-big-bucks>

<http://frontiermyanmar.net/en/fintech-set-take>

<http://frontiermyanmar.net/en/culture/striking-a-blow-for-equality>

<http://frontiermyanmar.net/en/category/key-leaders>

<http://frontiermyanmar.net/en/news/officials-banned-saying-rohingya-un-envoy-visits>

ETHNIC MINORITY GROUPS	RELIGIOUS MINORITIES
MIGRANT	WOMEN
LBGT	DISABLED
POOR	CHILDREN



SUPPLEMENTARY ACTIVITIES AND TOOLS

DIVERSITY LINE

(30 minutes)

Ask participants to stand in one line in the middle of the room and distribute roles to them.

A. Read your role and do not share with anyone.

B. Listen to the directions and move as appropriate:

- If you have enough income, take one step forward.
- If you had higher education, take one step forward.
- If you are proud of what you are, take one step forward.
- If you feel ashamed to talk about your past, take one step backwards.
- If people look down at you, take one step backwards.
- If you can vote, take one step forward.
- If you can go out only with the help of others, take one step backwards.
- If you are always invited to important events, take one step forward.
- If you are free to go out in all areas, take one step forward.
- If you are in fear of being suspected by police, take one step backwards.
- If you are friends with leaders, take one step forward.
- If your neighbors don't want to be friends with you, take one step backwards.

C. While remaining standing in the same place, read your role description to the rest of the participants. Then discuss the various perceptions about rights. Some question for this conversation may be:

What do you see?

How do you feel?

What pulled us apart?

What does this tell us about people's ability to enjoy their rights?

If space does not allow for this version, the activity can be modified:

Ask participants to sit in a circle and distribute roles to them. Give each participant ten pieces of scrap paper. Place an empty basket in the middle of the circle.

A. Read your role and do not share with anyone.

B. Listen to the directions and move as appropriate:

- If people look down at you, put two pieces of paper in the basket.
- If you feel ashamed to talk about your past, put two pieces of paper in the basket.
- If you have enough income, take one piece of paper from the basket.
- If you had higher education, take one piece of paper from the basket.
- If you are proud of what you are, take one piece of paper from the basket.
- If you can vote, take one piece of paper from the basket.
- If you can go out only with the help of others, put two pieces of paper in the basket.
- If you are always invited to important events, take one piece of paper from the basket.

- If you are free to go out in all areas, take one piece of paper from the basket.
- If you are in fear of being suspected by police, put two pieces of paper in the basket.
- If you are friends with leaders, take one piece of paper from the basket.
- If your neighbors don't want to be friends with you, put two pieces of paper in the basket.

C. Count the paper scraps you have at the end. The person with the most scraps of paper, read your description to the large group. Continue until the person with the fewest scraps reads their description.

- D. As a large group, reflects on the exercise.
- How do you feel?
 - What did you feel when you saw others put paper in or take paper out?
 - What does this tell us about people's ability to enjoy their rights?

Sample of roles: son of a rich man who has returned from foreign studies, military general, company boss, stateless, blind girl, sex worker, LGBT, HIV positive widow, Rohingya, IDP. See more roles on module 2, page 6.

PATTERN OF DISCRIMINATION





Module 7



WOMEN'S RIGHTS

(75 minutes)

Objective: Participants will recognize cultural assumptions about the role of women, appreciate that women can do anything that men can, identify means by which to promote women's full realization of rights.

Key Concepts: Women are entitled to all rights, equal to men. We need to work to recognize our biases and support the efforts to promote women's rights.

Agenda:

- The Specialist
- Women's Work
- Role of Women

Materials:

- Flip-chart
- Markers
- Blank paper and pens for participants
- Computer, Projector and Screen

Preparation:

- Set up the projector with videos (women's work cartoon and celebrity video)

Facilitators Background Information:

- The United Nations [Convention on the Elimination against all forms of Discrimination Against Women \(CEDAW\)](#)

Optional and Supplemental Activities:

- Equality Myanmar – Women and Gender Training materials - <http://equalitymyanmar.org/book/archives/category/modules/gender>

ACTIVITY 1: THE SPECIALIST

(30 minutes)

A. Listen to a story

I was traveling on the highway from Yangon to Naypyidaw. Do you know that road? It is a very dangerous road, accidents happen frequently. As I was traveling, I came upon a horrific car wreck. When I stopped I found a man and young boy. The father had died instantly and the son was in critical condition. I called 1880. When the ambulance took the boy to the hospital, I followed to provide any support I could. At the hospital, the receiving doctor told me that there was nothing that he could do. I begged to please try anything. Again the doctor told me that he couldn't do anything. As I continued to push him to act, he eventually acknowledged that there was a Myanmar specialist who was in the area having returned from working in the UK. This doctor had been trained at the best medical school in the UK and may have the knowledge and skills to be able to attempt to save the boy's life. I asked the hospital to call the doctor and when they wouldn't, I begged for the doctor's number to plead myself. After much convincing, the specialist agreed to come in



to the hospital to look at the boy. The specialist who had a commanding presence was greeted by the staff with much respect and gratitude. Upon seeing the boy, the specialist said “I can’t treat him! He is my son!”

B. Ask clarifying questions as needed.

Facilitator – answer the questions without giving them the answer.

C. Reflect on our discussion

- What is your reaction?
- Why didn’t we initially see that the specialist was the son’s mother? What about the story made us assume that the doctor was a man?
- What are some other roles that we associate with men? And with women?
- How did we learn these beliefs?
- What are your thoughts following this exercise?

ACTIVITY 2: WOMEN’S WORK

(15 minutes)

A. Watch the Women’s Work cartoon

B. Discuss as a large group.

- How do you feel having watched this cartoon?
- Describe what the mother did. The father. The daughter. The son.
- What can we infer from this clip?
- How can we be influenced by this clip?

ACTIVITY 3: ROLE OF WOMEN

(30 minutes)

A. In small groups, consider how the role of women has evolved in Myanmar over the past 100 years. Present out to the large group.

B. Brainstorm a list of roles that women recently have begun to do outside of the stereotypical roles.

C. Discuss how we can support more women advancing in these areas.

D. Watch the Women Celebrity video.

E. Discuss reactions.



Module 8



COMMUNITY ORGANIZING

(125 minutes)

Objectives: Participants will have learned about a few global human rights leaders and developed a plan to advance human rights.

Key Concepts: We, inspired by those who have gone before, are committed to advancing human rights.

Agenda:

- Advancement of Human Rights.
- Action.
- Action Plan.

Materials:

- Videos and projector or leaders info sheets¹.
- Action plan worksheet - 1/participant.
- Pens.

Preparation:

- Set up videos or hang the leaders information sheets around the room.

Facilitators Background Information:

biography.org videos:

- Malala Yousafzai
- Mahatma Gandhi
- Dalai Lama
- Aung San Suu Kyi

RFK Human Rights Speak Truth to Power videos:

- Malala Yousafzai
- The Dalai Lama

Optional activities:

- Read through Aung San Suu Kyi's quotes and individually choose one that inspires you. Write or draw your reflections on this quote. Share with the large group.
- Analysis and recommendations.

¹ <http://www.biography.com/people/malala-yousafzai-21362253>

<http://www.biography.com/people/mahatma-gandhi-9305898>

<http://www.biography.com/people/dalai-lama-9264833>

<http://www.biography.com/people/aung-san-suu-kyi-9192617>

http://rfkhumanrights.org/media/filer_public/21/58/2158e29c-a23a-4b48-8dfc-eea7cc3c3210/malala_yousafzai.pdf

<http://rfkcenter.org/what-we-do/speak-truth-power/defenders-curriculum/dalai-lama-lesson/dalai-lama-biography/>



ACTIVITY 1: ADVANCEMENTS IN HUMAN RIGHTS

(45 minutes)

Option 1:

A. Individually, as you walk around the room to review examples of political participation

- Read the material presented
- Write on the flip chart, your reactions
- On the Aung San Suu Kyi page, write the types of activism she has engaged in

Option 2:

A. As a large group, watch the videos of human rights leaders.

B. As a large group,

- Review your reactions
- Identify tactics used by examples
- Discuss how we can gain inspiration from those that have gone before

Facilitator Note: Highlight that none of these people acted alone. They each gained the support of their communities and built a movement.

ACTIVITY 2: ACTION

(20 minutes)

A. In small groups, brainstorm types of actions that can be taken to advance human rights. Write each idea on a single small piece of paper.

B. As a large group, compile a consolidated list by having each group stick their pieces of paper to the front of the room. Duplicate ideas should be pasted on top of each other

C. Categorize these actions as document, educate, advocate

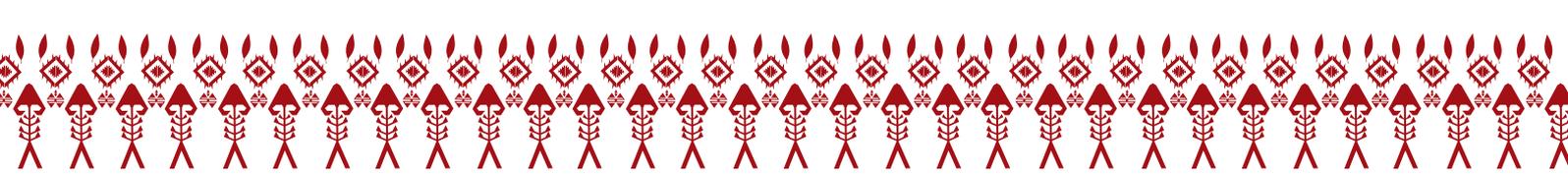
ACTIVITY 3: ADVANCING HUMAN RIGHTS

(60 minutes)

A. Share the area that you would like to focus your human rights work. Form groups around shared goals

B. In small groups, use the worksheet to develop a plan for advancing human rights in your focus area

C. Report out to the large group



Long term goal:

Short term goal and time period:

The people and groups to involve:

The actions/activities to take:

The ways success will be measured:

The resource costs (financial, space etc.):

What, if any, are the risks?

Next steps:

1.

2.

3.

4.

MALALA YOUSAFZAI



"I will tell my story, not because it is unique, but because it is not. It is the story of many girls."

Malala Yousafzai was born on July 12, 1997, in Mingora, Pakistan. As a child, she became an advocate for girls' education, which resulted in the Taliban issuing a death threat against her. On October 9, 2012, a gunman shot Malala when she was traveling home from school. She survived, and has continued to speak out on the

importance of education. She was nominated for a Nobel Peace Prize in 2013. In 2014, she was nominated again and won, becoming the youngest person to receive the Nobel Peace Prize.

Activism

- Yousafzai attended a school that her father, Ziauddin Yousafzai, had founded. After the Taliban began attacking girls' schools in Swat, Malala gave a speech in Peshawar, Pakistan, in September 2008. The title of her talk was, "How dare the Taliban take away my basic right to education?"
- In early 2009, Yousafzai began blogging for the BBC about living under the Taliban's threats to deny her an education. In order to hide her identity, she used the name Gul Makai. However, she was revealed to be the BBC blogger in December of that year.
- With a growing public platform, Yousafzai continued to speak out about her right, and the right of all women, to an education.
- In August of the same year, [Leanin.Org](#) held a live chat on Facebook with Sheryl Sandberg and Yousafzai about the importance of education for girls around the world. She talked about her story, her inspiration and family, her plans for the future and advocacy, and she answered a variety of inquiries from the social network's users.
- For her 18th birthday on July 12, 2015, also called Malala Day, the young activist continued to take action on global education by opening a school for Syrian refugee girls in Lebanon. Its expenses covered by the Malala Fund, the school was designed to admit nearly 200 girls from the ages of 14 to 18.
- That day, she also asked her supporters on The Malala Fund website: "Post a photo of yourself holding up your favorite book and share why YOU choose #BooksNotBullets - and tell world leaders to fund the real weapon for change, education!"

MAHATMA GANDHI



“Strength does not come from physical capacity. It comes from an indomitable will.”

Born on October 2, 1869, in Porbandar, India, Mahatma Gandhi studied law and advocated for the civil rights of Indians, both at home under British rule and in South Africa. Gandhi became a leader of India’s independence movement, organizing boycotts against British institutions in peaceful forms of civil disobedience.

He was killed by a fanatic in 1948.

Activism

In South Africa

- Gandhi formed the Natal Indian Congress in 1894 to fight discrimination.
- Gandhi ran a thriving legal practice, and at the outbreak of the Boer War, he raised an all-Indian ambulance corps of 1,100 volunteers to support the British cause, arguing that if Indians expected to have full rights of citizenship in the British Empire, they also needed to shoulder their responsibilities as well.
- In 1906, Gandhi organized his first mass civil-disobedience campaign, which he called “Satyagraha” (“truth and firmness”), in reaction to the Transvaal government’s new restrictions on the rights of Indians, including the refusal to recognize Hindu marriages. After years of protests, the government imprisoned hundreds of Indians in 1913, including Gandhi. Under pressure, the South African government accepted a compromise negotiated by Gandhi and General Jan Christian Smuts that included recognition of Hindu marriages and the abolition of a poll tax for Indians.

In India

- In 1919, Gandhi called for a Satyagraha campaign of peaceful protests and strikes.
- Gandhi became a leading figure in the Indian home-rule movement. Calling for mass boycotts, he urged government officials to stop working for the Crown, students to stop attending government schools, soldiers to leave their posts and citizens to stop paying taxes and purchasing British goods. Gandhi assumed the leadership of the Indian National Congress and advocated a policy of non-violence and non-cooperation to achieve home rule.
- Following his release from prison in 1924, Gandhi began a three-week fast in the autumn of 1924 to urge unity between India’s Hindus and Muslims.
- To protest British’s control of salt, Gandhi planned a new Satyagraha campaign that entailed a 390-kilometer/240-mile march to the Arabian Sea, where he would collect salt in symbolic defiance of the government monopoly. The Salt March sparked similar protests, and mass civil disobedience swept across India. Approximately 60,000 Indians were jailed for breaking the Salt Acts, including Gandhi, who was imprisoned in May 1930.



- Gandhi returned to India to find himself imprisoned once again in January 1932 during a crackdown by India's new viceroy. Later that year, an incarcerated Gandhi embarked on a six-day fast to protest the British decision to segregate the "untouchables," those on the lowest rung of India's caste system, by allotting them separate electorates.
- In 1942, Gandhi launched the "Quit India" movement that called for the immediate British withdrawal from the country. This resulted in Gandhi being arrested and detained for 19 months.
- In 1945 the British, the Indian National Congress and Mohammad Ali Jinnah's Muslim League negotiated Indian independence. Gandhi played an active role in the negotiations, but he could not prevail in his hope for a unified India.
- Violence between Hindus and Muslims flared even before independence took effect on August 15, 1947. Afterwards, the killings multiplied. Gandhi toured riot-torn areas in an appeal for peace and fasted in an attempt to end the bloodshed.

THE DALAI LAMA



***“May I become at all times both now and forever
A protector for those without protection
A guide for those who have lost their way
A ship for those with oceans to cross
A bridge for those with rivers to cross
A sanctuary for those in danger
A lamp for those without light
A place of rugs for those who lack shelter
And a servant to all in need”***

The Dalai Lama was born Lhamo Thondup on July 6, 1935 in Taktser, China. At age 15, he assumed political power of Tibet as the Dalai Lama. The People's Republic of China invaded that same year. Fearing assassination, he and thousands of followers fled to Dharamsala in northern India, where they established an alternative government. Since then, the Dalai Lama has taken numerous actions in hopes of establishing an autonomous Tibetan state within the People's Republic of China. However, the Chinese government has shown no signs of moving toward peace and reconciliation with Tibet. The Dalai Lama has also conducted hundreds of conferences, lectures and workshops worldwide, as part of his humanitarian efforts. He was awarded the Nobel Peace Prize in 1989. In December 2008, the Dalai Lama announced his semi-retirement after having gallstone surgery.

Activism

- Since the Chinese invasion in 1950, the Dalai Lama has taken numerous actions in hopes of establishing an autonomous Tibetan state within the People's Republic of China.
- In 1963, he issued a draft constitution for Tibet, Charter of Tibetans in Exile, containing a number of reforms to democratize the government. It grants freedom of speech, belief, assembly, and movement. It also provides detailed guidelines for Tibetans living in exile.
- In September 1987, the Dalai Lama proposed the Five Point Peace Plan for Tibet as the first steps in a peaceful solution to reconcile with the Chinese government and end the volatile situation there. The plan proposed that Tibet would become a sanctuary where enlightened people can exist in peace and the environment can be preserved.
- In 1988, the Dalai Lama addressing the European Parliament in Strasbourg, France proposed talks between the Chinese and Tibetans that would lead to a self-governing democratic political entity for Tibet. The entity would be associated with the People's Republic of China, and the Chinese government would be responsible for Tibet's foreign policy and defense. In 1991, the Tibetan government-in-exile declared the Strasbourg Proposal invalid because of the current Chinese leadership's negative attitude toward the proposal.
- The Dalai Lama has written numerous books and conducted hundreds of conferences, lectures and workshops at major universities and institutions throughout the world, discussing engaging in wisdom, compassion and, more recently, environmental sustainability.



AUNG SAN SUU KYI



“Human beings want to be free and however long they may agree to stay locked up, to stay oppressed, there will come a time when they say 'That's it.' Suddenly they find themselves doing something that they never would have thought they would be doing, simply because of the human instinct that makes them turn their face towards freedom.”²

Aung San Suu Kyi was born in Yangon, Myanmar, in 1945. After years of living and studying abroad, she returned home only to find widespread slaughter of protesters rallying against the brutal rule of dictator U Ne Win. She spoke out against him and initiated a nonviolent movement toward achieving democracy and human rights. However, in 1989, the government placed Suu Kyi under house arrest, and she spent 15 of the next 21 years in custody. In 1991, her ongoing efforts won her the Nobel Prize for Peace, and she was finally released from house arrest in November 2010 and subsequently held a seat in parliament for the National League for Democracy party until 2015. That November, the NLD won a landslide victory, giving them a majority control of parliament and allowing them to select the country's next president. In March 2016 Suu Kyi's adviser Htin Kyaw was selected for the post, and the following month Suu Kyi was named the state counselor, a position above the presidency that allows her to direct the country's affairs.

² From http://www.brainyquote.com/quotes/authors/a/aung_san_suu_kyi.html

Optional Activity - Reflection on Quotes³

Take a few minutes to write your reflections on the following quote. Some questions to prompt reflection may include:

- How does this quote inspire you?
- How does this quote relate to your experience?
- How does this quote relate to your understanding of human rights?
- How can you use this quote in your human rights work?

Fundamental violations of human rights always lead to people feeling less and less human.

I think when the people in Burma stop thinking about whether or not they're free, it'll mean that they're free.

Human beings all over the world need freedom and security so they may be able to realize their full potential.

Whatever help we may want from the international community now or in the future, we want to make sure that this help is tailored to help our people to help themselves.

Human beings want to be free and however long they may agree to stay locked up, to stay oppressed, there will come a time when they say 'That's it.' Suddenly they find themselves doing something that they never would have thought they would be doing, simply because of the human instinct that makes them turn their face towards freedom.

If you do nothing you get nothing.

We want to empower our people; we want to strengthen them; we want to provide them with the kind of qualifications that will enable them to build up their own country themselves.



My attitude to peace is rather based on the Burmese definition of peace - it really means removing all the negative factors that destroy peace in this world. So peace does not mean just putting an end to violence or to war, but to all other factors that threaten peace, such as discrimination, such as inequality, poverty.

The struggle for democracy and human rights in Burma is a struggle for life and dignity. It is a struggle that encompasses our political, social and economic aspirations.

I'm not the only one working for democracy in Burma - there are so many people who have worked for it because they believe that this is the only way we can maintain the dignity of our people.

³ From http://www.brainyquote.com/quotes/authors/a/aung_san_suu_kyi.html



ANALYSIS AND RECOMMENDATIONS

(45 minutes)

Draw a large tree on flipchart and hang on the wall

Option 1:

A. Watch a video on a particular human rights issues (for example child soldiers or land-grabbing).

B. Debrief the video:

a. What human rights are violated? Which UDHR articles? (write these in the branches of the tree)

b. Who are the victims (write on the roots of the tree)

Who are the perpetrators (write on the trunk of the tree).

c. Move to step F below.

Option 2:

Divide the participants in small groups of 5-6.

A. In your group, think about a marginalized group in your community and answer these questions:

- What are their sufferings (violations, stigmatizations)?

- Who are the perpetrators?

B. Conduct a role play that demonstrates your answers to the questions. For the other group, pay attention to the role play because you will need to answer the questions about the other group's situation.

C. About the other group, write on pieces of paper (1 item/paper): the marginalized group, the sufferings, the perpetrators.

D. Present out to the large group, and place your papers on the tree with tape. – marginalized groups – roots, perpetrators – trunk, sufferings – branches.

E. Each group that did the role-play, share what you would like to add.

F. As a large group, write on small pieces of paper what the government *should* do to address these problems.

The facilitator will collect the solutions and then categorize them into groups of protect, respect, and fulfill.

G. Listen to the facilitator review the solutions.

H. As a large group, for each solution, identify an indicator (how we will know that it is done) and write it next to the solution.

I. From the indicators, identify actions that the community can do to promote human rights.

J. Sort these actions into categories of advocating, educating, and documenting.



Module 9



UNITED NATIONS HUMAN RIGHTS SYSTEM

(270 minutes)

Objectives: Participants will have gained a general understanding of the United Nations human rights system, and specifically recognize opportunities to engage with the relevant treaty bodies, thematic Special Rapporteurs and the Special Rapporteur on Myanmar.

Key Concepts: NGOs can engage the States on human rights issues through the UPR, Special Procedures, and, when applicable, the Treaty Bodies.

Agenda:

Introduction to the United Nations
Introduction to the United Nations Human Rights System
Engaging with the Special Procedures – Thematic
Engaging with the Special Procedures – Country
Treaty Bodies

Materials:

- Projector if using
- 3 PowerPoints
- UN cards
- Sample and template of letter to Special Procedure

Preparation:

- Set up projector if using
- Compile most up to date information from the UN HRC country page Myanmar page
- Upcoming dates for Myanmar's UPR and reporting to the Treaty Bodies

Facilitators Background Information:

- [OHCHR's Special Procedures](http://www.ohchr.org/EN/HRBodies/SP/Pages/Welcomepage.aspx)
<http://www.ohchr.org/EN/HRBodies/SP/Pages/Welcomepage.aspx>
- Commission's 1992 Resolution on Situation of human rights in Myanmar
http://ap.ohchr.org/documents/dpage_e.aspx?c=125&su=129
- [HRC country page on Myanmar](http://www.ohchr.org/EN/countries/AsiaRegion/Pages/MMIndex.aspx)
<http://www.ohchr.org/EN/countries/AsiaRegion/Pages/MMIndex.aspx>
- [Treaty ratifications - Myanmar](http://tbinternet.ohchr.org/_layouts/TreatyBodyExternal/Treaty.aspx)
http://tbinternet.ohchr.org/_layouts/TreatyBodyExternal/Treaty.aspx
- Human Rights Terms (<http://equalitymyanmar.org/book/archives/2496>)

Optional activities:

- Choose either the presentation or activity on the UN Charter

ACTIVITY 1: INTRODUCTION TO THE UN

(60 minutes)

- A. In small groups, answer the following questions
- What do you know about the UN?
 - What are the strengths of the UN?
 - What are the weaknesses of the UN?
 - How are you as NGOs able to engage with the UN?

Facilitator Note: Use this activity to gain an understanding of the participants' knowledge. Reference their answers during the presentation to affirm correct knowledge and clarify misunderstanding.



B. Report out to the large group.

C. Read out loud the Forward and Chapter 1, Article 1 to the UN charter and identify key terms.

Save succeeding generations from the scourge of war, fundamental human rights, justice and treaty obligations, social progress, international peace and security, friendly relations, international co-operation in solve international problems, respect for human rights and fundamental freedoms.

D. **Option 1:** Listen to a presentation about the UN.

D. **Option 2:** Using the UN Charter, in small groups learn about the 5 principal organs by answering the questions on your card. Present out to the large group.

ACTIVITY 2: INTRODUCTION TO THE UN HUMAN RIGHTS SYSTEM AND UNIVERSAL PERIODIC REVIEW

(45 minutes)

A. Listen to the facilitator present on the United Nations Human Rights System.

Option 1: Lecture with Powerpoint presentation

Option 2: Lecture with flipchart

ACTIVITY 3: ENGAGING WITH THE SPECIAL PROCEDURES - THEMATIC

(60 minutes)

A. In groups of 2-3 participants, identify a topic that you would like to raise through the Special Procedure mechanism.

B. Using the letter template and the mandate of the Special Procedure, outline an appeal to a special procedure.

C. Share your outline with the large group.

ACTIVITY 4: SPECIAL PROCEDURES - COUNTRY

(60 minutes)

A. Read the mandate of the Special Rapporteur on situation of human rights in Myanmar.

B. In small group, discuss the priorities set by the mandate.

C. In small groups, review a section of the most recent report of the Special Rapporteur and summarize for the large group.

D. As a large group, review the recommendations and discuss.



ACTIVITY 5 - TREATY BODIES

(90 minutes)

Myanmar via accession: CEDAW, CRC, CRPD - signed in 2015 CESCR

- A. Listen to an introduction to the treaty based system.
- B. Divide the participants
 - Small groups of 3-4 participants, compare the CRC convention with the treaty body's most recent concluding observations.
 - Small groups of 3-4 participants, compare the CEDAW convention with the treaty body's most recent concluding observations.
- C. As a large group, discuss:
 - What is the format of the concluding observations?
 - What struck you in the observations?
 - What improvements since the observations has Myanmar made?
- D. Listen to upcoming treaty body activities related to Myanmar.
- E. Peruse the documentation submitted by civil society organizations and note any with whom you may want to connect.

SAMPLE OF ACTIVITIES WITH PRIMARY SOURCES:

- A. In small groups, review a section of the most recent report of the Special Rapporteur and summarize for the large group.
 - A. Rule of Law and Democratic Space
 - B. Incitement to Hatred and Discrimination
 - C. Rakhine State
 - D. Gender and Women's Rights Issues
 - E. Conflict and Peace Process
 - F. Development and Economic, Social and Cultural Rights
 - G. Engagement with the International Human Rights System
- B. Listen to upcoming treaty body activities related to Myanmar:
 - CRC - Myanmar's State Party report is due in February 2017
 - CEDAW
 - The State submitted their State party report in Jan 2015
 - The treaty body submitted their list of issues in November 2015
 - Information has been submitted by the following civil society organizations
 - The CEDAW treaty body will address Myanmar at its 64th session in July 2016.
- C. Peruse the documentation submitted by civil society organizations and note any with whom you may want to connect.
 - [CEDAW Action Myanmar](#)
 - [Amnesty International](#)
 - [Global Justice Center and supplementary report](#)
 - [Landesa and Namati](#)
 - [Women Peace Network Arakan](#)



<p style="text-align: center;">SECURITY COUNCIL</p> <ol style="list-style-type: none">1. How many members?2. How many permanent members? From where?3. How long is the term of non-permanent members?4. The primary responsibility is:5. Functions related to: (Chapters VI and VII)6. Explain Security Council voting	<p style="text-align: center;">GENERAL ASSEMBLY</p> <ol style="list-style-type: none">1. Who is a member of the General Assembly?2. What type of power does it have?3. What matters does it address?4. From where does it receive and consider reports?5. It elects members to which bodies?6. What is its financial responsibility?
<p style="text-align: center;">SECRETARIAT</p> <ol style="list-style-type: none">1. What is the title of person who is the chief administrative officer? What is his/her name? How does he/she get this role?2. What are the considerations for the UN Secretariat staff?3. What does the Secretariat do?	<p style="text-align: center;">ECONOMIC AND SOCIAL COUNCIL</p> <ol style="list-style-type: none">1. How many members? How long are the terms? Is reelection possible?2. What areas are articulated with its functions?3. What tasks can it do?4. What types of commissions is it to set up?
<p style="text-align: center;">INTERNATIONAL COURT OF JUSTICE</p> <ol style="list-style-type: none">1. It is the principal judicial organ.2. Where is the Statute of the International Court of Justice found? Annex to the Charter3. How many members? 15 Can 2 or more be from the same State? No How long is a term? 9 years Is reelection possible? Yes4. What are its 2 functions? (1) decides in accordance to international law, cases submitted by States (article 38 statute) and (2) gives advisory opinions to the GA and SC on legal questions (article 96,1)	



<p style="text-align: center;">GENERAL ASSEMBLY</p> <ol style="list-style-type: none">1. Who is a member of the General Assembly? All member States of the UN2. What type of power does it have? Deliberative3. What matters does it address? All matters related to the UN charter and its organs except those on the Security Council agenda4. From where does it receive and consider reports? Other organs of the UN5. It elects members to which bodies? ECOSOC, ICJ (the Security Council also intervenes on ICJ elections), and non permanent members of the Security Council6. What is its financial responsibility? Considers and approves the UN regular budget	<p style="text-align: center;">SECURITY COUNCIL</p> <ol style="list-style-type: none">1. How many members? 152. How many permanent members? 5 From where? China, France, Russia (USSR), United Kingdom, United States3. How long is the term of non-permanent members? 2 years4. The primary responsibility is: : to maintain international peace and security5. Functions related to: (Chapters VI and VII)6. Explain Security Council voting: Procedural 9 votes, other matters 9 votes including the concurring 5 permanent members; any permanent member can veto
<p style="text-align: center;">SECRETARIAT</p> <ol style="list-style-type: none">1. What is the title of person who is the chief administrative officer? Secretary General. What is his name? Ban Ki-moon (2016) How does he get this role? Appointed by the General Assembly on recommendation of the Security Council (Article 97)2. What are the considerations for the UN Secretariat staff? Efficiency, competences, integrity, geographical basis (Article 101, 3) What does the Secretariat do? Act as administrative officer of the other principal organs of the United Nations and functions entrusted by them (Art. 98)	<p style="text-align: center;">ECONOMIC AND SOCIAL COUNCIL</p> <ol style="list-style-type: none">1. How many members? 54 How long are the terms? 3 years Is reelection possible? Yes2. What areas are articulated with its functions? It coordinates economic and social work3. What tasks can it do? Lead discussions, formulate policy recommendations.4. What types of commissions is it to set up? Functional and Regional
	<p style="text-align: center;">INTERNATIONAL COURT OF JUSTICE</p> <ol style="list-style-type: none">1. It is the principal _____ organ.2. Where is the Statute of the International Court of Justice found?3. How many members? Can 2 or more be from the same State? How long is a term? Is reelection possible?4. What are its 2 functions?



COMMUNICATIONS TO THE SPECIAL PROCEDURES¹

Special procedures mechanisms can intervene directly with Governments on allegations of violations of human rights that come within their mandates by means of letters which include urgent appeals and other communications. The intervention can relate to a human rights violation that has already occurred, is ongoing, or which has a high risk of occurring. The process involves sending a letter to the concerned State identifying the facts of the allegation, applicable international human rights norms and standards, the concerns and questions of the mandate-holder(s), and a request for follow-up action. Communications may deal with individual cases, general patterns and trends of human rights violations, cases affecting a particular group or community, or the content of draft or existing legislation, policy or practice considered not to be fully compatible with international human rights standards. In some cases, communications are also sent to inter-governmental organisations or non-State actors.

The decision to intervene is at the discretion of mandate-holders and will depend on the various criteria established under their respective mandates, as well as the criteria laid out in the [Code of Conduct](#). The criteria will generally relate to: the reliability of the source and the credibility of information received; the details provided; and the scope of the mandate. Communications can be sent by mandate-holders irrespective of whether an alleged victim has exhausted domestic remedies and whether the concerned State has ratified an international or regional human rights instruments.

SEE THE OUTLINE ON THE NEXT PAGE.

Other details pertaining to the specific alleged violation may be required depending on the mandate(s) to which the submission is addressed or relevant.

Communications that contain abusive language or that are obviously politically motivated are not considered. Communications should not be based solely on media reports.

SUBMITTING INFORMATION TO THE SPECIAL PROCEDURES

In order for a complaint to be assessed, the following information is needed:

1. Identification of the alleged victim(s).

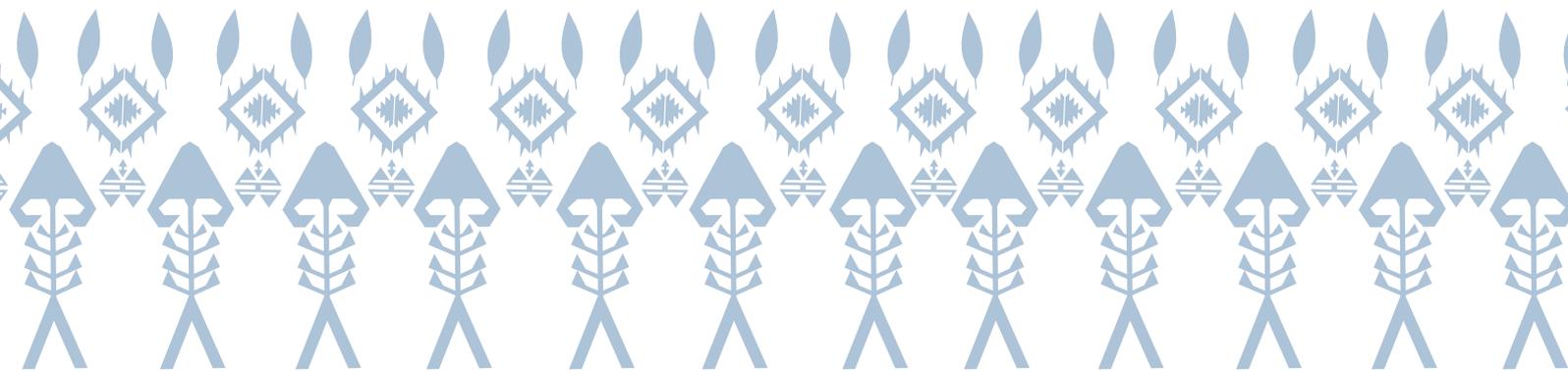
2. Identification of the alleged perpetrators of the violation (if known), including substantiated information on all the actors involved, including non-state actors if relevant.

¹ <http://www.ohchr.org/EN/HRBodies/SP/Pages/Communications.aspx>



3. Identification of the person(s) or organization(s) submitting the communication, if different from the victim (this information will be kept confidential).

4. Date, place and detailed description of the circumstances of the incident(s) or violation. The information submitted can refer to violations that are said to have already occurred, that are ongoing or about to occur.



Module 10



TRAINING EVALUATION

(60 minutes)

Objectives: Participants will recognize the contributions that they have each made to the training, reflect on learning, and provide feedback to the facilitator and training designer.

Key Concepts: Over the course of this training, we have explored human rights through a variety of lenses and built a human right learning community. As we go forward with our efforts to advance human rights, we are encouraged to continue to nurture this community and collectively inform our human rights knowledge and skills.

Agenda:

- Community Web
- Evaluation

Materials:

- Ball of yarn
- Course agenda and objectives
- Flip chart
- Evaluation handout (if using) – choose one of the two samples or create your own
- Pens and Markers

Preparation:

- Consider what you want to appreciate participants for and what you gained from the training.

Optional activities:

- Post test from the introductory module

ACTIVITY 1: COMMUNITY WEB

(30 minutes)

A. While holding on to the end of yarn, toss the ball of yarn to a training participant and state something that you learned from them during the training or appreciate about them.

B. Continue until all participants and facilitators have caught and thrown the ball.

C. While holding the web of yard, listen to the facilitator

As we leave here, we go with the rich web of a human rights community that we can continue to learn from and inform.



ACTIVITY 2: EVALUATION

(30 minutes)

A. Review the training agenda and objectives.

Option 1

B. In small groups, answer the following questions on flipchart paper

- What I liked about this training
- What I learned from this training
- Suggestions for the training

C. Report out to the large group. Discuss.

Option 2

B. Individually complete the evaluation form and hand in to the facilitator.

1. What did you like about the training?

2. What did you learn from the training?

3. How I plan to use this information is...

4. Suggestions for improvement

5. Feedback for the facilitator



EVALUATION FORM

NAME (optional):

1. OVERALL, HOW VALUABLE DID YOU FIND THE COURSE?

- Extremely valuable
- Very valuable
- Valuable
- Of little value
- Of no value

2. THE OBJECTIVES OF THE COURSE WERE:

- Extremely clear
- Very clear
- Clear
- Somewhat clear
- Not clear

3. WERE THE TOPICS COVERED USEFUL AND RELEVANT?

- Extremely useful and relevant
- Very useful and relevant
- Useful and relevant
- Somewhat useful and relevant
- Not useful and relevant

WHAT OTHER TOPICS, IF ANY, WOULD YOU SUGGEST?

4. HOW DID YOU FIND THE TRAINER?

- Extremely good
- Very good
- Good
- Average
- Poor



5. HOW DID YOU FIND THE MATERIAL?

- Extremely good
- Very good
- Good
- Average
- Poor

6. HOW WAS THE COURSE ORGANIZED?

- Extremely well
- Very well
- Well
- Average
- Poorly

7. WHAT DID YOU FIND MOST USEFUL DURING THE TRAINING AND APPLICABLE TO YOUR FUTURE WORK? WHAT CONSTRAINTS MIGHT PREVENT YOU FROM BECOMING A TRAINER?

8. PLEASE INCLUDE ANY COMMENTS HERE:

After completion, please kindly hand in the questionnaire. Thank you!