

SESSION NINE:

Understanding Human Rights Agreements, Legal, and Professional Ethics



LEARNING OBJECTIVES

By the end of this session, teachers will be able to:

1. Discuss why respect for human rights is essential in CSE and SRH interventions
2. Explore the legal environments in their countries and implications to sexuality education.
3. Acknowledge the importance of being aware of relevant state/provincial and school district reporting laws and procedures relating to student confidentiality and disclosure of sexual abuse, incest, violence, and other associated sexual health issues.
4. Identify where to seek out such laws and procedures.
5. Describe when and from whom to seek guidance on sexuality-related ethical/legal matters when there are no such laws and procedures.
 - Identify potential areas for legal reform and advocacy to support young people access sexuality education
 - Explore the different outcomes for young people as a result of legal frameworks and their impact to CSE and SRH services for young people

ACTIVITIES

Activity 1 International Agreements in Support of Sexual and Reproductive Health and Rights and the ESA Commitment

Activity 2 Know the Law, Policies, and Procedures

Activity 1: International Agreements in Support of Sexual and Reproductive Health and Rights and the ESA Commitment

TOTAL TIME REQUIRED

1 hour

MATERIALS

- ✓ Note cards
- ✓ Scissors
- ✓ Tape
- ✓ Flip chart
- ✓ Laptop computer
- ✓ Projector

RESOURCES

- ✓ Leader's Resource on the Agreements
- ✓ Note cards with content from the Leader's Resource on the Agreements Activity Sheet cut and pasted on the cards (one piece of information per card) and mixed together in no particular order
- ✓ Seven half sheets of flip chart paper each with one of the seven agreements (described in the PowerPoint and in the Leader's resource) written in large letters and hung around the room
- ✓ PowerPoint on International Agreements and the ESA Commitment
- ✓ Universal Declaration of Human Rights Handout
- ✓ Convention on the Rights of the Child Handout

LEARNING OBJECTIVES

By the end of this session, teachers will be able to:

1. Describe and differentiate between a core set of international agreements supportive of youth sexual and reproductive health and rights and the ESA Commitment.

INSTRUCTIONS

1. Congratulate teachers on all of their hard work in preparing and delivering sexuality education lessons during the teach back sessions. Thank them also for the attention and feedback shared with their colleagues.
2. Explain that having the strategies and content to teach sexuality education as well as a good sense of how to explain its benefits to others are all critical to being able to deliver sexuality education well in a school setting but that there is one more area that is key and that we have yet to address—policy frameworks and understanding legal and professional ethics.
3. Note that we will start out by taking a quick look at international and regional agreements that provide policy framework that are supportive of sexuality education. It's important to be aware of these instruments grounded in human rights that call for and support the sexual and reproductive health and rights of young people.
4. Take no more than 30 minutes to present the PowerPoint slides on International Agreements and the ESA Commitment.
5. After the PowerPoint, split teachers into groups of anywhere from 5–10 people and provide each group with a set of note cards, split as evenly as possible across the groups, with anywhere from 5–8 note cards per group (there are a total of 50 note cards).
6. Ask teachers to take a look around the room and see the titles of the different agreements noted on flip chart paper. Give them 10 minutes to review their cards and decide under which agreement they should go. Ask them to tape their cards under the appropriate agreement.

Activity 1: International Agreements in Support of Sexual and Reproductive Health and Rights and the ESA Commitment

INSTRUCTIONS (CONTINUED)

7. Call time and ask teachers to take their seats. Begin with the first agreement (preferably in the order in which they were presented on the PowerPoint) and review the content taped under the carton/paper. If there is a card that seems misplaced, ask teachers if there is anything that appears out of place. If someone suggests the misplaced card, ask them to explain why and to relocate it to where they think it belongs. If someone suggests moving a card that is well-placed, that's okay too, but respond as to why the card remains where it is.
8. Continue this process until all the agreements have been reviewed so that the note cards are all placed where they belong.
9. Ask teachers:
 - ✓ What was it like to learn about these agreements and to have to identify components of each?
 - ✓ Were some agreements more familiar than others?
 - ✓ Were any particularly interesting and why?
 - ✓ How might these agreements be useful to you in your work to teach sexuality education at school?
10. Distribute handouts of the Universal Declaration of Human Rights and the Convention on the Rights of the Child for teachers to be able to have on hand and refer to, in addition to the ESA Commitment, distributed in Session 3.
11. Conclude by noting that there are many frameworks and agreements and multiple levels that put forward principles and commitments that are grounded in human rights and that call for or support prioritizing youth sexual and reproductive health and rights and sexuality education. Note that it's important to be aware of these agreements as they help make the case for sexuality education and serve to reaffirm the importance of efforts grounded in human rights. The ESA Commitment is particularly timely and relevant as it calls for the delivery of sexuality education in the region.

Leader's Resource on the Agreements

The Universal Declaration of Human Rights (7)

- Adopted by the UN General Assembly on 10 December 1948.
- Emerged as a result of the experience of WWII.
- Considered the foundation of international human rights law.
- Represents the universal recognition that human rights are *inalienable, indivisible, interdependent, and interrelated*.
- Consists of 30 articles.
- First article states, “All human beings are born free and equal in dignity and rights.”
- Articles include rights to life, liberty and security, education, to decide to marry, participation, and many more.

Convention on the Elimination of all Forms of Discrimination Against Women (6)

- States that countries shall take all appropriate measures to eliminate discrimination...in particular to ensure, on a basis of equality of men and women...the reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely.
- States that women are entitled to “Access to specific educational information to help ensure the health and well-being of families, including information and advice on family planning.”
- States that women have...“the same right to freely choose a spouse and to enter into marriage only with their free and full consent.”
- States that women have...“the same rights to decide freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise these rights.”
- Took place in 1979.
- Also known as CEDAW.

Convention on the Rights of the Child (6)

- States that children have the right to get information that is important to their health and well-being.
- States that children have the right to good quality health care—the best health care possible, to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy...
- Took place in 1989.
- It's the **most widely** supported human rights treaty in history.
- The **first** international instrument to include the **full range** of human rights—civil, political, as well as economic, social, and cultural.
- Applies to everyone under the age of 18.

Leader's Resource on the Agreements

International Conference on Population and Development (11)

- Adopted in 1994 in Cairo.
- Member states negotiated the **20-year action plan** to develop a new era of population by 2015.
- The ICPD Programme of Action (also known as the Cairo Consensus) placed the individual needs of men and, especially, women as the single most important factor for governments in determining population and development of policies and strategies.
- Calls for elimination of child marriage and FGM.
- Commits to eliminate adverse effects of poverty on children and youth.
- Pledges to provide equal education opportunities for girls and boys.
- Calls for active youth involvement in the planning, implementation, and evaluation of development activities, including those concerning reproductive and sexual health, including the prevention of early pregnancies, sex education, and the prevention of HIV/AIDS and other sexually transmitted infections.
- Also known as the Cairo Consensus or ICPD.
- In 1999 at the review meeting, governments committed to the protection and promotion of the rights of adolescents, including married adolescent girls, to reproductive health education, information and care.
- In the 1999 review meeting, governments said they should enact legislation and adopt measures to ensure non-discrimination against people living with HIV/AIDS and vulnerable populations, including women and young people, so that they are not denied the information needed to prevent further transmission and are able to access treatment and care services without fear of stigmatization, discrimination, or violence.
- Governments identified provision of, access to, and use of safe and effective family planning and contraception; obstetric care by skilled attendants; and prevention and management of reproductive tract infections, including sexually transmitted infections (STIs) and HIV as especially important for young people.

The Fourth World Conference on Women (6)

- Took place in 1995.
- Otherwise known as the Beijing Conference.
- Ensure equal access to and equal treatment of women and men in education and health care and enhance women's sexual and reproductive health as well as education.
- Include in their activities women with diverse needs and recognize that youth organizations are increasingly becoming effective partners in development programmes.
- Strengthen and reorient health education and health services, particularly primary health care programmes, including sexual and reproductive health, and design quality health programmes that meet the physical and mental needs of girls and that attend to the needs of young, expectant, and nursing mothers.
- The 12th objective in the Platform addresses the girl child.

Leader's Resource on the Agreements

The 2030 Agenda for Sustainable Development (6)

- Adopted in 2015 at the United Nations General Assembly meeting.
- Is the follow-up to the Millennium Development Goals (MDGs), which expired in 2015.
- Contains 17 goals, which will drive development priorities through 2030.
- Goal 3 is Good Health and Well-Being.
- Goal 4 is Quality Education.
- Goal 5 is Gender Equality.

Ministerial Commitment on comprehensive sexuality education and sexual and reproductive health services for adolescents and young people in Eastern and Southern African (8)

- Otherwise known as the ESA Commitment on comprehensive sexuality education.
- Adopted in 2013 by the Ministries of Education of 20 countries from East and Southern Africa.
- Seeks to realize a vision of young Africans who are global citizens and who are educated, healthy, resilient, socially responsible, and informed decision-makers.
- Countries committed to ensure access to good quality, comprehensive, life skills—HIV and sexuality education and youth-friendly sexual and reproductive health services for all adolescents and young people, recognizing each country's socio-cultural context.
- Countries committed to initiate and scale up age-appropriate comprehensive sexuality education during primary **school** education to reach most adolescents before puberty, before most become sexually active, and before the risk of HIV transmission or unintended pregnancy increases.
- Countries committed to use agreed international standards, ensure that comprehensive sexuality education is age, gender and culturally appropriate, rights-based and includes core elements of knowledge, skills, and values as preparation for adulthood—decisions about sexuality, relationships, gender equality, sexual and reproductive health, and citizenship.
- Countries committed to wherever possible, make in-school comprehensive sexuality education programmes intra-curricular and examinable,
- Includes targets for 2015 and 2020 related to comprehensive sexuality education implementation and pre and in-service sexual and reproductive health and comprehensive sexuality education training for teachers.

Leader's Resource on the Agreements Activity Sheet

Adopted by the UN General Assembly on 10 December 1948.	Emerg
Considered the foundation of international human rights law.	Represents the universal recognition that human rights are <i>inalienable, indivisible, interdependent, and interrelated</i> .
Consists of 30 articles.	First article states, "All human beings are born free and equal in dignity and rights."
Articles include rights to life, liberty, and security, education, to decide to marry, participation and many more.	States that countries shall take all appropriate measures to eliminate discrimination...in particular to ensure, on a basis of equality of men and women...the reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely.
States that women are entitled to "Access to specific educational information to help ensure the health and well-being of families, including information and advice on family planning."	States that women have..."the same right to freely choose a spouse and to enter into marriage only with their free and full consent."
States that women have..."the same rights to decide freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise these rights."	Took place in 1979.

Leader’s Resource on the Agreements Activity Sheet

Also known as CEDAW.	States that children have the right to get information that is important to their health and well-being.
States that children have the right to good quality health care—the best health care possible, to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy...	Took place in 1989.
It’s the most widely supported human rights treaty in history.	The first international instrument to include the full range of human rights—civil, political, as well as economic, social, and cultural.
Applies to everyone under the age of 18.	Adopted in 1994 in Cairo.
Member states negotiated the 20-year action plan to develop a new era of population by 2015.	The ICPD Programme of Action (also known as the Cairo Consensus) placed the individual needs of men and, especially, women as the single most important factor for governments in determining population and development of policies and strategies.
Calls for elimination of child marriage and FGM.	Commits to eliminate adverse effects of poverty on children and youth.

Leader's Resource on the Agreements Activity Sheet

Pledges to provide equal education opportunities for girls and boys.	Calls for active youth involvement in the planning, implementation, and evaluation of development activities, including those concerning reproductive and sexual health, including the prevention of early pregnancies, sex education, and the prevention of HIV/AIDS and other sexually transmitted infections.
Also known as the Cairo Consensus or ICPD.	In 1999 at the review meeting, governments committed to the protection and promotion of the rights of adolescents, including married adolescent girls, to reproductive health education, information, and care.
In the 1999 review meeting, governments said they should enact legislation and adopt measures to ensure non-discrimination against people living with HIV/AIDS and vulnerable populations, including women and young people, so that they are not denied the information needed to prevent further transmission and are able to access treatment and care services without fear of stigmatization, discrimination, or violence.	Governments identified provision of, access to, and use of safe and effective family planning and contraception; obstetric care by skilled attendants; and prevention and management of reproductive tract infections, including sexually transmitted infections (STIs) and HIV as especially important for young people.
Took place in 1995.	Otherwise known as the Beijing Conference.
Ensure equal access to and equal treatment of women and men in education and health care and enhance women's sexual and reproductive health as well as education.	Include in their activities women with diverse needs and recognize that youth organizations are increasingly becoming effective partners in development programmes.
Strengthen and reorient health education and health services, particularly primary health care programmes, including sexual and reproductive health, and design quality health programmes that meet the physical and mental needs of girls and that attend to the needs of young, expectant, and nursing mothers.	The 12th objective in the Platform addresses the girl child.

Leader's Resource on the Agreements Activity Sheet

Adopted in 2015 at the United Nations General Assembly meeting.	Is the follow-up to the Millennium Development Goals (MDGs), which expired in 2015.
Contains 17 goals, which will drive development priorities through 2030.	Goal 3 is Good Health and Well-Being.
Goal 4 is Quality Education.	Goal 5 is Gender Equality.
Otherwise known as the ESA Commitment on comprehensive sexuality education.	Adopted in 2013 by the Ministries of Education of 20 countries from Eastern and Southern Africa.
Seeks to realize a vision of young Africans who are global citizens and who are educated, healthy, resilient, socially responsible, and informed decision-makers.	Countries committed to ensure access to good quality, comprehensive, life skills—HIV and sexuality education and youth-friendly sexual and reproductive health services for all adolescents and young people, recognizing each country's socio-cultural context.
Countries committed to initiate and scale up age-appropriate comprehensive sexuality education during primary school education to reach most adolescents before puberty, before most become sexually active, and before the risk of HIV transmission or unintended pregnancy increases.	Countries committed to use agreed international standards, ensure that comprehensive sexuality education is age, gender and culturally appropriate, rights-based, and includes core elements of knowledge, skills, and values as preparation for adulthood—decisions about sexuality, relationships, gender equality, sexual and reproductive health, and citizenship.
Countries committed to wherever possible, make in-school comprehensive sexuality education programmes intra-curricular and examinable.	Includes targets for 2015 and 2020 related to comprehensive sexuality education implementation and Pre and in-service sexual and reproductive health and comprehensive sexuality education training for teachers.

International Agreements and the ESA Commitment

Review of select agreements supportive of youth sexual and reproductive health and rights

Global and Regional Agreements

- The United Nations periodically convenes world summits and conferences as do governments at the regional and national levels
- Such summits and conferences can be catalysts for mobilization
- These meetings also allow leaders to agree on goals and commit to acting to achieve those goals.

How Are International and Regional Agreements Significant?

- While seldom binding, international and regional agreements can set **global and regional expectations** that everyone will work towards certain common goals.
- After a country has signed the agreement, it may face internal and external pressure to make progress on the commitments it has made.
- At the international level, sometimes the UN General Assembly holds special sessions (usually at five-year intervals) to follow-up on UN summits to assess worldwide progress.

Some Key International Agreements and the ESA Commitment

- The Universal Declaration of Human Rights (1948)
- Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW, 1979)
- Convention on the Rights of the Child (CRC, 1989)
- International Conference on Population and Development (ICPD, 1994)
- The Fourth World Conference on Women (Beijing Conference, 1995)
- Transforming Our World - the 2030 Agenda for Sustainable Development (2015)
- Ministerial Commitment on comprehensive sexuality education and sexual and reproductive health services for adolescents and young people in Eastern and Southern African (ESA Commitment, 2013)

The Universal Declaration of Human Rights

- Adopted by the UN General Assembly on 10 December 1948
- Emerged as a result of the experience of WWII
- Complements the UN Charter with a road map to guarantee the rights of every individual everywhere
- Considered the foundation of international human rights law
- Represents the universal recognition that human rights are ***inalienable, indivisible, interdependent, and interrelated.***

The Universal Declaration of Human Rights

- Consists of 30 articles
- First article states, “All human beings are born free and equal in dignity and rights.”
- Articles include rights to life, liberty, and security, education, to decide to marry, participation and many more.

Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW)

- Adopted in 1979
- The **first** international document to address women's rights comprehensively --politically, culturally, economically, and socially as well as within the family.
- The Convention defines discrimination against women as:
“any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.”
- Although CEDAW does not specifically address youth, several of its articles address the health and educational concerns of young women, including early marriage, too early childbearing, education, and access to reproductive health services.

CEDAW

Includes articles that specifically address:

- Elimination of discrimination, i.e. reduction of female drop-out rates and organization of programs for women and girls whom have left school early
- Access to education for women
- Right to choose a spouse and enter into marriage with free and full consent
- Right to decide freely and responsibly on number and spacing of births with access to information and education to enable women these rights

Convention on the Rights of the Child

- Adopted in 1989
- The most widely supported human rights treaty in history
- The first international instrument to include the full range of human rights—civil, political, as well as economic, social, and cultural
- In recent years, ratifying nations added two optional protocols—one on children in armed conflict and the other on child prostitution and pornography.
- Applies to everyone under the age of 18, except in countries that legally define adulthood as beginning at an age younger than 18.

Rights of Children

Includes articles that specifically address:

- Right to protection from harm
- Right to quality education
- Right to information for health and well-being
- Right to health care, safe water, food and a clean and safe environment

International Conference on Population and Development (ICPD)

- Adopted in 1994 in Cairo
- Member states negotiated the 20-year action plan to develop a new era of population by 2015
- The ICPD Programme of Action (also known as the Cairo Consensus) placed the individual needs of men and, especially, women as the single most important factor for governments in determining population and development policies and strategies.

ICPD

ICPD pledges the following commitments that are focused on young people:

- Eliminate child marriage and FGM
- Eliminate adverse effects of poverty on children and youth
- Provide equal education opportunities for girls and boys
- Youth participation in all spheres of society including the political process
- Active youth involvement in the planning, implementation and evaluation of development activities, including those concerning sexual and reproductive health

ICPD+5

- In 1999, five years after ICPD, the United Nations General Assembly convened a special session (ICPD+5) to review world progress towards meeting the goals agreed upon at ICPD.
- The Special Assembly reaffirmed the Programme of Action, identified key actions to take, and emphasized commitments to youth.
- Governments committed to the protection and promotion of the rights of adolescents, including married adolescent girls, to reproductive health education, information and care.
- Governments said they should enact legislation and adopt measures to ensure non-discrimination against people living with HIV/AIDS and vulnerable populations, including women and young people.
- Governments identified provision of, access to, and use of safe and effective family planning and contraception; obstetric care by skilled attendants; and prevention and management of reproductive tract infections, including sexually transmitted infections (STIs) and HIV as especially important for young people.

Fourth World Conference on Women (Beijing Summit)

- Adopted in Beijing in 1995
- Focused on increasing opportunities for women and on advancing goals of equality, development, and peace for women.
- Member states put forth a Platform of Action. It outlined strategic objectives to advance the roles of women.
- The 12th objective in the Platform addresses the girl child.

Platform of Action at Beijing

Beijing addresses the following commitments of importance to youth sexual and reproductive health:

- Government partnership with youth organizations and programs focused on women
- Equal access and treatment for women and men in education and health care
- Enhanced women's sexual and reproductive health and education

Transforming Our World - the 2030 Agenda for Sustainable Development (2015)

- Adopted at the UN General Assembly in 2015.
- Is the follow-up to the Millennium Development Goals, which expired in 2015.
- Contains 17 goals and 169 targets, which will drive development priorities through 2030.
- Is a universal agenda that calls for promoting peaceful societies and global partnerships.

Transforming Our World - the 2030 Agenda for Sustainable Development (2015)

- The preamble references human rights and gender equality.
- Goal 3: Good health and well-being.
- Goal 4: Quality education
- Goal 5: Gender equality

Transforming Our World - the 2030 Agenda for Sustainable Development (2015)

The health and well-being goal (3) includes targets to:

- reduce maternal mortality
- end AIDS
- ensure universal access to sexual and reproductive health-care services, including for family planning, information and education

Transforming Our World - the 2030 Agenda for Sustainable Development (2015)

The gender equality goal (5) includes targets to:

- End all forms of discrimination against all women and girls everywhere
- Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation
- Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences

Ministerial Commitment on comprehensive sexuality education and sexual and reproductive health services for adolescents and young people in Eastern and Southern African (ESA)

- Otherwise known as the ESA Commitment on comprehensive sexuality education.
- Adopted in 2013 by the Ministries of Education of 20 countries from Eastern and Southern Africa.
- Seeks to realize a vision of young Africans who are global citizens and who are educated, healthy, resilient, socially responsible, and informed decision-makers.

The ESA Commitment on comprehensive sexuality education

- Commits countries to:
 - ***ensure access to good quality, comprehensive, life skills-based HIV and sexuality education (CSE)*** and youth-friendly sexual and reproductive health services for all adolescents and young people, recognizing each country's socio-cultural context.
 - ***Initiate and scale up age-appropriate CSE during primary school*** education to reach most adolescents before puberty, before most become sexually active, and before the risk of HIV transmission or unintended pregnancy increases.
 - ***Use agreed international standards***, ensure that CSE is age, gender and culturally appropriate, rights-based and includes core elements of knowledge, skills and values as preparation for adulthood: decisions about sexuality, relationships, gender equality, sexual and reproductive health and citizenship.
 - Wherever possible, ***make in-school CSE programmes intra-curricular and examinable.***

The ESA Commitment on comprehensive sexuality education

Includes the following targets:

- **By the end of 2015:**
 - *4.1 A good quality CSE curriculum framework is in place and being implemented in each of the 20 countries*
 - *4.2 Pre and in-service SRH and CSE training for teachers, health and social workers are in place and being implemented in all 20 countries*
- **By the end of 2020:**
 - *4.9 Increase the number of all schools and teacher training institutions that provide CSE to 75%.*

Resources

For more resources on these international agreements and the ESA Commitment, see below:

Advocates for Youth's Brief on International Agreements:

[http://www.advocatesforyouth.org/storage/advfy/documents/un_affirming%20 2011 11.pdf](http://www.advocatesforyouth.org/storage/advfy/documents/un_affirming%202011_11.pdf)

Advocates for Youth's

http://www.advocatesforyouth.org/storage/advfy/documents/policybrief_africanregionalagreements.pdf

Brief on African Regional Agreements: The Universal Declaration of Human Rights:

<http://www.un.org/en/documents/udhr/>

The Convention on the Rights of the Child:

<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

The Cairo Programme of Action:

<http://www.un.org/popin/icpd/conference/offeng/poa.html>

The Beijing Platform of Action:

<http://www.un.org/womenwatch/daw/beijing/pdf/BDPfA%20E.pdf>

The ESA Commitment:

<http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/HIV-AIDS/pdf/ESACommitmentFINALAffirmedon7thDecember.pdf>

Universal Declaration of Human Rights Handout

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

Universal Declaration of Human Rights Handout

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 I

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.

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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. Everyone 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 act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier

Universal Declaration of Human Rights Handout

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

Universal Declaration of Human Rights Handout

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

Universal Declaration of Human Rights Handout

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.

Universal Declaration of Human Rights Handout

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.

Universal Declaration of Human Rights Handout

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.

Convention on the Rights of the Child Handout

UN Convention on the Rights of the Child

In Child Friendly Language



Article 1
Everyone under 18 has these rights.

Article 2
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4
The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6
You have the right to be alive.

Article 7
You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8
You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9
You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10
If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11
You have the right to be protected from kidnapping.

Article 12
You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15
You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16
You have the right to privacy.

Article 17
You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18
You have the right to be raised by your parent(s) if possible.

Article 19
You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20
You have the right to special care and help if you cannot live with your parents.

Article 21
You have the right to care and protection if you are adopted or in foster care.

Article 22
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24
You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25
If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26
You have the right to help from the government if you are poor or in need.

Article 27
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30
You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.

Article 31
You have the right to play and rest.

Article 32
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33
You have the right to protection from harmful drugs and from the drug trade.

Article 34
You have the right to be free from sexual abuse. Article 35 No one is allowed to kidnap or sell you.

Article 36
You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37
No one is allowed to punish you in a cruel or harmful way.

Article 38
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39
You have the right to help if you've been hurt, neglected or badly treated.

Article 40
You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41
If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 42
You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Articles 43 to 54
These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.








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Activity 2: Know the Law, Policies, and Procedures

TOTAL TIME REQUIRED

1 hour

MATERIALS

- ✓ To be determined by guest speaker

RESOURCES

- ✓ To be determined by guest speaker, but should include national, state/provincial, and/or school-level policies and procedures of relevance to their presentation and the teaching of sexuality education

LEARNING OBJECTIVES

By the end of this session, teachers will be able to:

1. Discuss why respect for human rights is essential in sexuality education and sexual and reproductive health interventions.

INSTRUCTIONS

1. In advance of the session, invite a resource person to come give a 30 minute presentation to the class on laws and policies that impact the delivery of sexuality education. Ask them to come prepared to share information that would address the following questions:
 - Are there national, state/province, and local/school-level laws and policies regarding what can and cannot be taught in sexuality education? If so, what do they say?
 - Are there national, state, or local sexuality education standards? Where can you find them?
 - Is there a national, state/province, or local curriculum that must be followed?
 - Are there laws or policies about parental involvement in sexuality education that must be followed? Must parents be notified about what will be taught as part of sexuality education?
 - When teaching sexuality education, what are the national, state/province, local/school-level laws/policies related to teacher-student confidentiality? Under what circumstances must a teacher report to law enforcement or a supervisor something a student discloses?
 - Describe a situation in which it might be ethical to report something a student discloses even if no laws/policies exist.
 - Describe a situation in which it might be ethical to keep a student's confidentiality if no laws or policies exist.
 - When teaching sexuality education what are the national, state/province, local/school-level laws/policies relating to referrals? Can a teacher refer students for sexual health services such as family planning or pre-natal care? HIV/STI testing? Mental health counseling?

Activity 2: Know the Law, Policies, and Procedures

INSTRUCTIONS (CONTINUED)

- When teaching sexuality education, what are the national, state/province, local/school-level laws/policies a teacher must know in order to inform his/her students about their rights and responsibilities related to sexual relationships? Are there age of consent laws? Are there laws relating to the age or marital status a person must meet before they can obtain contraception or have sexual relations? Are there laws about rape, sexual violence, or sexual abuse? And if so what are they? Are there laws about HIV disclosure?
 - Are there laws/policies or a code of ethics about how a teacher must or must not behave with students? For example, is it acceptable to flirt or approach a student sexually? Is it acceptable to socialize with students outside of the classroom or on the internet/social media?
2. Explain to teachers that it is important for every teacher to be able to identify, understand and apply laws, policies, standards, and codes of ethics related to the teaching of sexuality education.
 3. Introduce the guest speaker.
 4. Facilitate a 30 minute question and answer period.
 5. Conclude by noting that teaching sexuality education can pose unique ethical and legal challenges for a teacher. This includes, but is not limited to, student disclosure or teacher suspicion of sexual abuse, incest, relationship abuse, or other behaviors that threaten learners' health and well-being. Learners may also disclose sexual activity, pregnancy status, HIV status, sexual abuse, and more. In all instances, it is important for teachers to understand their professional obligations and adhere to national, state/province, and school-level policies that pertain to confidentiality and reporting these types of disclosures.

Teachers may also be presented with situations in which the laws, policies and/or regulations are unclear or lacking. In this case, it is important to have an ethical framework for decision-making to help determine the best course of action where laws or policies are lacking and be aware of any resources that are available to them.

