

Instructions

This document shows a preview of an interactive topic available to young people on the Ultimate Dialogue Adventure.

In order to start a topic, young people need to find it in their Dashboard and click on Start learning,

Rights and Inequalities



What this topic covers

“All human beings are born free and equal in dignity and rights.” - UN Declaration on Human Rights

All people everywhere deserve to be treated fairly and with equity. Unfortunately, for many this is not the case. Access to education, healthcare and having religious freedoms are just some of the fundamental rights that many groups continue to strive for in the face of oppression.

By the end of this topic you will have prepared for dialogue with your peers by:

**Global Communication**

Learning about some of the universal human rights that impact marginalised groups through personal stories.

**Reflection**

Reflecting on inequalities and the dynamics of power and oppression in various communities, including your own.

**Asking Questions**

Carefully crafting questions which will help others to tell their stories and share their experiences.

**Active Listening**

Building empathy by actively listening to the varied experiences of others and the impact of inequalities on people's lives.

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Learning about rights and inequalities



Human Rights



The Universal Declaration of Human Rights (UNDHRs) was produced in response to the horrific rights violations witnessed in World War Two. It continues to be the common standard of achievement for all peoples and all nations in promoting and protecting fundamental human rights and freedoms.

<https://www.un.org/en/universal-declaration-human-rights/index.html>

Article 2	All human beings are born free and equal in dignity and rights. Everyone is entitled to all rights and freedoms 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.
Article 4	No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.
Article 18	Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change religion or belief, and freedom to manifest one's religion or belief in teaching, practice, worship and observance.
Article 25	Everyone has the right to a standard of living adequate for the health and well-being of them and their family, including food, clothing, housing and medical care and social services, and security in the event of unemployment, sickness, disability, old age or other lack of livelihood in circumstances beyond his control.
Article 26	Everyone has the right to free education in the elementary and fundamental stages. Higher education shall be made generally available and equally accessible to all. Education should develop and strengthen respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and promote peace.

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Human Rights



Which human right is being violated?

Read the story and choose the human right violation. As you are reading this, refrain from generalising one person's experiences as representative of all people.

"When I was 14 my father got very sick. To help, I found a job as a domestic worker. I did not get a contract though, so I had to start work at 5am until 11pm. I was working for 18 hours a day with very little pay." - Student, Tanzania

Article 2: Right to Equality

Article 4: Freedom From Slavery

Article 18: Right to Freedom of Belief

Article 25: Right to Health and Well-being

Article 26: Right to Quality Education

Learning about rights and inequalities



Human Rights



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

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Human Rights



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"My family and I are part of the Standing Rock Tribe. Our land has been used to build a pipeline for tar, sand oil and other fuels. If the pipeline leaks, it contaminates our drinking water and impacts the health of our community."
Student, USA

Everyone has the right to a standard of living adequate for their health and well-being which includes food, clothing, housing, medical care and security.

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Human Rights



Which human right is being violated?

Read the story and choose the human right violation. As you are reading this, refrain from generalising one person's experiences as representative of all people.

"When schools closed, most of our learning was moved online. I don't have internet access in my area. If I want to attend my online class, I need to hike for an hour to gain a cell signal on top of a hill!"-Student, Philippines

Everyone has the right to free education in the elementary and fundamental stages. Higher education shall be made generally available and equally accessible to all . Education should develop and strengthen respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and promote peace.

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Human Rights



Which human right is being violated?

Read the story and choose the human right violation. As you are reading this, refrain from generalising one person's experiences as representative of all people.

"I am from the Northeastern part of India. Because we look and speak differently, we are sometimes treated badly. We have been blamed for spreading COVID" - Student, India

All human beings are born free and equal in dignity and rights. Everyone is entitled to all rights and freedoms 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.

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Human Rights



Which human right is being violated?

Read the story and choose the human right violation. As you are reading this, refrain from generalising one person's experiences as representative of all people.

"I really admire Masih Alinejad, an Iranian activist who has spent her life fighting for women's rights in her country. She campaigns for women to have a choice, not to be forced to wear a hijab when they're in public." - Student, Jordan

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change religion or belief, and freedom to manifest one's religion or belief in teaching, practice, worship and observance.

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Power and Oppression



When talking about power in relation to human rights, it is often associated with the people, groups, or institutions who are not suffering from human rights violations and can freely make decisions about how they and others experience the world. Oppression is the result of those with power infringing on or denying others their rights by creating, contributing to, or upholding systems that violate human rights.

As you review these images, think about these key questions:

- Who has the power?
- Who is experiencing oppression?
- Who is experiencing a violation of their human rights?
- What is the impact on the wider community?

This sign at the beach in Durban, South Africa in 1989. These labels – “Whites Only”, “Europeans only” or “Coloureds only” – were on everything, by order of the government.

This era is referred to as Apartheid, meaning ‘apartness’, a system of discrimination and racial segregation laws that were enforced by the government in South Africa from 1948 to 1991.



Racism

(Britannica/Photo: Guinnog (cc-by-sa-3.0) Creative Commons Legal Code)

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Uluru, also known as Ayers Rock in Australia, is sacred for the Aboriginal people who are the original inhabitants of this land. Despite requests from the Aborigines to keep off this sacred rock for many years, and winning a national ban on tourists to the area, people still flocked to the site to climb right to the last moments before the ban went into effect.

Indigenous communities around the world are working to have land ownership returned to them. Most cases are silenced, sites of active protest, or caught up in long and costly legal battles.



Land Rights

(Photo: Wikimedia)

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A group of activists gather in Mexico City in March 2019 in front of Palacio Bellas Artes for the International Day of the Elimination of Violence against Women. The purple symbol is a monument to femicide and reads "In Mexico, 9 women are murdered each day. Not one more!"

Femicide is a word that defines the murder of women and includes gender-based violence, domestic violence, and sexual violence.

Gender Violence

(Photo: Thane Tuason/Wikimedia, 2019)

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Power and Oppression



Power, Oppression, Rights and Communities

Thinking about one of the images you chose, reflect on how the people involved and the communities they live in are impacted by power and oppression.

- Who has the power?
- Who is experiencing oppression?
- Who is experiencing a violation of their human rights?
- What is the impact on the wider community?

Write your reflection below.

Enter your thoughts here...

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Power and Oppression



Power, Oppression, Rights and Communities

Thinking about one of the images you chose, reflect on how the people involved and the communities they live in are impacted by power and oppression.

- Who has the power?
- Who is experiencing oppression?
- Who is experiencing a violation of their human rights?
- What is the impact on the wider community?

Write your reflection below.

Enter your thoughts here...

Now you have begun to explore power and oppression and learned that it not only violates individual human rights but also contributes to cycles of inequality. Keeping this in mind, how might power and oppression affect how you interact in a dialogue?

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Action for Human Rights



Choose one of the following videos to watch. Listen to the stories of your global peers taking scaled action toward human rights and equality in their own communities.

Mitzi Jonelle Tan - Climate Justice Activist

Mitzi Jonelle Tan, Climate rights activist and Youth Advocate for Climate Action Philippines (YACAP) and the Fridays For Future (FFF) of the Philippines. In 2017, Mitzi came together with indigenous leaders in the Philippines and realized that she needed to work for systems change in her country for climate action. Listen to her talk from The Global Goals about why climate education is so important.

Source: The Global Goals- Why do we need climate education? Featuring Mitzi Jonelle Tan - <https://www.youtube.com/watch?v=uxFt6GMuSGI>



Show transcript

Amiri Tulloch - Digital Activism for Racial Justice

Can we use social media to spread awareness of human rights? Amiri Tulloch is a high school student in the United States, exploring how activism has thrived on the social media. Examining the topic from a local to international lens, Tulloch details three factors of black activism's success on Twitter: its protest power, educational opportunities, and global influence.

Black Activism on Twitter, Amiri Tulloch TEDxPhillipsAcademyAndover- TEDxTalks, Feb 28, 2017 - <https://www.youtube.com/watch?v=Z42FRFPy0-4>



Show transcript

Shamma Suhail Faris Al Mazrui - Youngest Minister UAE

Shamma Suhail Faris Al Mazrui is the Minister of State for Youth Affairs in the United Arab Emirates. In February 2016, she became the youngest government minister in the world. Here is an interview where she talks about the importance of young people's perspectives being involved in government to solve challenges.

Source: Live from UNGA with Shamma Suhail Faris Al Mazrui - United Nations- Facebook Live <https://www.facebook.com/watch/live/?v=10155817232465820>



Show transcript

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Learning about rights and inequalities



Action for Human Rights



What actions can you take to support human rights and equality?

Thinking about the impact of rights and inequality in your own community, talk to a teacher, friend, or family member about inequality in your community. Come back and type the reflections about what you heard and the actions you can take to make a stand for rights and equality.

Enter your thoughts here...

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Action for Human Rights



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Enter your thoughts here...

Dialogue can be a helpful way to help us to learn about important global issues from different perspectives and other peoples experiences. It can also help us to explore new ideas for taking action. How you can use skills of dialogue to take a stand for rights and equality in your own community?

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Learning about rights and inequalities



Inequalities during the COVID-19 crisis



Read the infographic below to see how COVID-19 is widening inequalities globally.

Information source: <https://feature.undp.org/covid-19-and-the-sdgs/>

 <h3>Good Health</h3> <p>Even before the crisis, the world was off track to ensuring healthcare for everybody by 2030. The health improvements made in recent years—are threatened, and we face setbacks due to COVID 19.</p>	 <h3>No Poverty</h3> <p>As of 2015, about 736 million people still lived on less than US\$1.90 a day. Now, estimates show that the COVID crisis could push half a billion people back into poverty.</p>
 <h3>Quality Education</h3> <p>Estimates show about 1.25 billion students are affected by lockdowns. 86% of primary school children in developing countries are not being educated. The pandemic has emphasized the inequality of access to internet and digital devices.</p>	 <h3>Decent work</h3> <p>About 1.6 billion people work in the informal economy— their livelihoods are in danger. Reports show more than one in six young people have lost their jobs since the pandemic began and those that are still at work have seen their hours reduced.</p>

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Inequalities during the COVID-19 crisis



Which questions are good questions for a dialogue on this topic?

Think about the information you have just read. Asking good questions can help you to dig deeper during dialogue about rights and inequalities, and how Covid-19 impacts this issue for others. Check the box next to the questions that you think are strong and would use in a dialogue.

How do the restrictions during the shutdown affect people in your community?

Why are some people suffering more than others during the shutdown?

Why don't people in your country wear masks?

Where have you noticed inequalities in your community during COVID?

How is learning from home worse for you?

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Learning about rights and inequalities



Inequalities during the COVID-19 crisis



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Why don't people in your country wear masks?



Where have you noticed inequalities in your community during COVID?



How is learning from home worse for you?



Almost there! It is important to be brave and ask questions to help us understand, and it takes some practice to ask strong questions that go deeper into peoples experiences and points of view. Two of these questions: 'Why don't people in your country wear masks?' and 'Why is learning from home worse for you?' make assumptions that generalise all people and that the situation may not be as we see it. This blocks people from sharing their experience and may also feel like a judgement.

[Continue](#)

Well done!



You completed

Learning about rights and inequalities

Congratulations on completing this topic and exploring some of the important issues surrounding human rights and inequalities! You have an introductory understanding of human rights and how they are not universally honoured. You are able to listen openly to different experiences and perspectives of others and ask good questions in a dialogue when investigating how global issues amplify inequality.

[Visit my dashboard >](#)

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Learning: Rights and Inequalities

You have earned the learning badge about Rights and Inequalities!