

Title

Using Photo Images to Teach the Universal Declaration of Human Rights and Philippine Human Rights

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Summary	This lesson uses human rights photography to teach students about the Universal Declaration of Human Rights (UDHR) and human rights issues confronting the Philippines. The UDHR contains 30 universally recognized human rights. Some of these rights, such as the right to assemble, the right to life, and the right to dignity, are well known. Other rights, such as the right to rest and leisure, the right to an education, and the right to healthcare, are less well known. By having students find images of each of the UDHR rights as they relate to human rights in the Philippines, this lesson uses images and photography to teach about and reinforce the basic rights found within the UDHR and to introduce students to the violation of these rights within the Philippines. Information contained in this module includes a summary of the UDHR, a summary of the general human rights situation in the Philippines, and links to additional readings and resources.
Level	College: 200 level
Content Area	Political Science International Relations Sociology Economics Anthropology Geography
Duration	Two - Three 75 minute class periods <ul style="list-style-type: none">• One period on the Universal Declaration of Human Rights• One period on the human rights situation in the Philippines• Optional: One period for students to present their human rights images and narratives.
Objectives	Students will: <ul style="list-style-type: none">• Recognize the origins of the Universal Declaration of Human Rights;• Identify the rights contained in the Universal Declaration of Human Rights;• Evaluate the human rights situation in the Philippines;• Apply the Universal Declaration of Human Rights to the Philippine human rights situation.
Procedures	Prior to Day One Students should:

- Read –
 - [The Universal Declaration of Human Rights](#)
 - Johnson, M. Glen. (1998). A Magna Carta for mankind: Writing the Universal Declaration of Human Rights. In M. Glen Johnson and Janusz Symonides (Eds.), [The Universal Declaration of Human Rights: A history of its creation and implementation 1948 – 1998](#) (pp. 19-76). Paris, France: United Nations Educational, Scientific and Cultural Organization.
URL: <http://unesdoc.unesco.org/images/0011/001144/114488E.pdf>
- Review –
 - The “Universal Declaration of Human Rights Reading Questions” document listed under **Appendix 3** of this lesson plan.

Prior to Day Two

Students should:

- Read –
 - [Philippines Report – Amnesty International](#)
 - [World Report 2015: Philippines – Human Rights Watch](#)
- Review –
 - [Philippines Human Rights Commission](#) website.
 - [Philippines – U.S. Department of State Country Reports on Human Rights Practices 2014](#) Country report on the Philippines.
 - The “Human Rights in the Philippines Study Questions” document listed under **Appendix 4** of this lesson plan.

Prior to Optional Day Three

Students should:

- Review and Complete –
 - The Photo Assignment and come prepared to present their photo(s) in front of the class or small group and discuss the specific right illustrated in the photo(s).

Day One

Professor:

- Lecture on the background, history, and significance of the UDHR and the various rights identified in the document.
- Use the “Universal Declaration of Human Rights Reading Questions” document to guide discussion on the UDHR and the various rights included in the declaration. Alternatively, have student discuss the reading questions in small groups and compare responses. Students should think about the different rights listed in the Declaration, their importance, and ways of implementing or protecting the rights.

Students:

- Students should have read and reviewed the preparatory readings and documents.
- Engage in discussion centered on the “Universal Declaration of Human Rights Reading Questions” document.

Day Two

Professor:

- Lecture on the nature of human rights in the Philippines and the primary challenges confronting human rights implementation of the UDHR rights in the Philippines. This information also provides context for the photo assignment.
- Use the “Human Rights in the Philippines Study Questions” document to guide discussion on the nature of human rights in the Philippines. Students should consider the UDHR and the characteristics of human rights in the Philippines, identify the major human rights violations in the nation, and identify avenues of protecting human rights in the Philippines.
- Assign the Photo Assignment. See, **Appendix 5 – Photo Assignment**.
- Alternatively, the Photo Assignment can be assigned at the end of day one and the results merged with the lecture on Philippine human rights to intermix lecture and student examples as the rights are discussed in lecture.

Students:

- Students should have read and reviewed the preparatory readings and documents.
- Engage in discussion centered on the “Human Rights in the Philippines Study Questions” document and/or other alternative case study.
- If Photo Assignment is assigned in day one students should come prepared with examples of human rights violations in the Philippines.

Optional Day Three

Professor:

- Facilitate students or small groups as students present their photo assignments and discuss the nature of human rights in the Philippines and the linkage back to the Universal Declaration of Human Rights.

	<p>Students:</p> <ul style="list-style-type: none"> • Students should present and discuss their examples in front of the class or in small groups. Students should discuss the context of the photo they have selected, the specific human right the photo illustrates, and where the right fits back into the UDHR.
<p>Materials / References</p>	<p><u>The Universal Declaration of Human Rights</u></p> <ul style="list-style-type: none"> ➤ The Universal Declaration of Human Rights <ul style="list-style-type: none"> • A copy of the Universal Declaration of Human Rights from the United Nations website. ➤ The Office of the United Nations High Commissioner for Human Rights <ul style="list-style-type: none"> • The official website of the United Nations High Commissioner on Human Rights. The site contains information on the Commission’s work, its background, and links to other UN human rights bodies. ➤ United Nations Regional Information Centre for Western Europe. (2016). Human Rights Education, History of the Universal Declaration of Human Rights. Retrieved from http://www.humanrightseducation.info/hr-materials/the-universal-declaration-of-human-rights/220.html <ul style="list-style-type: none"> • The website provides a very brief overview of the history leading to the Universal Declaration of Human Rights. ➤ Johnson, M. Glen. (1998). A Magna Carta for mankind: Writing the Universal Declaration of Human Rights. In M. Glen Johnson and Janusz Symonides (Eds.), The Universal Declaration of Human Rights: A history of its creation and implementation 1948 – 1998 (pp. 19-76). Paris, France: United Nations Educational, Scientific and Cultural Organization. URL: http://unesdoc.unesco.org/images/0011/001144/114488E.pdf <ul style="list-style-type: none"> • This book chapter provides a much more expansive summary of the history and background behind the creation of the Universal Declaration of Human Rights. It describes the environment that existed after WWII that helped to establish the UDHR and the role of the major players in the process. The chapter also examines the challenges the UN had in attempting to define the concept of human rights.

Human Rights in the Philippines

➤ [Philippines Human Rights Commission](#)

- The official website of the Philippine Human Rights Commission. The Commission is the official Philippine governmental body that investigates human rights violations. While the Commission can investigate violations it has no power to prosecute. The website contains information on ongoing investigations, human rights law in the Philippines, and the human rights dialogue occurring in the nation.

➤ [United Nations Human Rights Country Page – Philippines](#)

- This site provides UN human rights information specific to the Philippines. The site contains links to treaty status, Special Rapporteur reports, and UN documents related to the human rights investigations in the Philippines.

➤ [Philippines 2014 – U.S. Department of State Country Reports on Human Rights Practices](#)

- This is the human rights report produced annually by the U.S. Department of State. The report details the human rights conditions in the Philippines by the category of rights, such as, disappearance, torture, prison detentions, use of force, free speech, etc.

➤ [Philippines – Human Rights Watch](#)

- This website provides an overview of the human rights conditions in the Philippines and specific case examples of human rights violations. The website contains a number of short videos illustrating specific violations in addition to several brief articles.

➤ [Philippines – Amnesty International](#)

- This is the Philippine country page by Amnesty International. The website provides a number of human rights reports, case studies, and individual portraits of human rights violation in the Philippines. It also outlines some of the organization's in-country human rights campaigns.

➤ [KARAPATAN](#)

- KARAPATAN is a Philippine human rights organization. The organization documents human rights violations, is involved in advocacy campaigns, and produces a regular newsletter illustrating human rights stories. The newsletter is available on the organization's website.

	<ul style="list-style-type: none"> ➤ <u>Philippine Human Rights Alliance</u> <ul style="list-style-type: none"> • This is a local Philippine human rights organization. The website provides specific local information on human rights activities and campaigns on the ground within the Philippines.
<p>Appendices</p>	<ul style="list-style-type: none"> • Appendix 1 – Overview: Universal Declaration of Human Rights • Appendix 2 – Overview: Human Rights in the Philippines • Appendix 3 – Universal Declaration of Human Rights Reading Questions • Appendix 4 – Human Rights in the Philippines Study Questions • Appendix 5 – Photo Assignment • Appendix 6 – Cassin’s Portico

Appendix 1:

Appendix 1 – Overview: Universal Declaration of Human Rights

Overview:
Universal
Declaration
of Human
Rights

Some of the first instances of human rights law can be traced back to the French Declaration of Rights of Man and of the Citizen in 1789 and the American Bill of Rights in 1791. While a few efforts to internationalize human rights protection across nations did exist in these early years, primarily in Europe, most of the formal activities focused on the protection of domestic rights within a state's borders. A key factor preventing the spread of human rights law prior to World War II was the principle of nonintervention. States would not interfere into the domestic affairs of other states, and in turn, outside states would not interfere into your domestic affairs.

World War II began a slow chipping away at this principle of nonintervention. The level of atrocities that occurred during the conflict, both in terms of the Holocaust and of the number of civilian and soldier deaths, was so stark at the international community was moved to consider the universalization of specific human rights. At the same time more states were accepting and implementing human rights protections at the domestic level. Thus, to expand the rights that existed domestically to an international level was less of a threat to domestic sovereignty.

Founded in 1945 as a forum to promote international peace and security, the United Nations (UN) quickly became the forum in which to discuss the internationalization of human rights. Specifically, the UN Commission on Human Rights was given the responsibility of drafting an international bill of rights. The outcome of these efforts is the Universal Declaration of Human Rights (UDHR), adopted in 1948. As a "declaration" the UDHR is nonbinding on member states. This was the compromise struck at the time in order to achieve an international human rights document and to maximize the number of member states willing to support the document. While the UDHR is nonbinding it is never-the-less the guiding moral document on human rights at the international level and the document that has helped shape and frame subsequent international human rights agreements. For example, the Covenant on Civil and Political Rights and the Covenant on Economic, Social, and Cultural Rights are attempts to operationalize in greater detail the rights outlined in the UDHR. And as a "covenant" both of these documents are binding on signatory states.

The UDHR consists of 30 rights ranging from political, civil, social, economic, and cultural rights as well as limits on these rights and the duties of citizens to fulfill these rights. The UDHR can generally be grouped within the following categories:

- Preamble;
- Articles 1 – 2: Dignity, Liberty, Equality, and Brotherhood;
- Articles 3 – 11: Life, Liberty, and Personal Security;
- Articles 12 – 17: Rights in Civil Society;
- Articles 18 – 21: Rights in the Polity;
- Articles 22 – 27: Economic, Social, and Cultural Rights; and
- Articles 28 – 30: Duties, Limits, and Order.

See the Cassin's Portico in appendix six for a visual breakdown.

<p>Appendix 2:</p> <p>Overview: Human Rights in the Philippines</p>	<p style="text-align: center;">Appendix 2 – Overview: Human Rights in the Philippines</p> <p>Compared with many developing nations and to other Asian nations the Philippines has a comparatively good human rights record. The human rights situation in the nation has improved since the ending of the Ferdinand Marcos dictatorship and the nation’s democratic transition in 1986. One of the keys to this improvement is the development of a democratic government and relatively strong free speech laws. Despite the recent improvements, however, the Philippines still suffers from a number of pronounced human rights violations.</p> <p>One of the central forces driving the human rights violations is the continued insurgency conflicts between the Philippine government and the Moros National Liberation Front (MNLF) and the Moros Islamic Liberation Front (MILF) in the Mindanao region and the continued communist insurgency of the New People’s Army (NPA). Both conflicts have lingered for decades and both conflicts have witnessed human rights violations on all sides. These violations include extra judicial killings, kidnappings, disappearances, forced population movements, and property destruction.</p> <p>The Philippines has also witnessed severe human rights violations against its indigenous populations. Efforts by the government and businesses to gain access to the ancestral homelands of some indigenous groups for development purposes have resulted in threats, intimidation, killings, and forced movement of the populations. Because of the rural nature of many of the groups, they also may have limited access to education, healthcare, and social services provided to other Filipinos. While many indigenous groups have protested the government and business actions, their small population size and limited economic resources make the challenges difficult.</p> <p>The Philippines has also witnessed the killing of journalists. While the nation has free speech laws, this has not prevented powerful groups from killing journalists who investigate or question their activities. This often discourages political and corporate oversight.</p> <p>The two factors that allow human rights violations to exist and continue in the Philippines are the widespread culture of corruption in the nation and impunity. Political and corporate corruption is widely practiced. While the nation acknowledges the problem, it remains difficult to create a cultural shift away from the practice. The other significant factor is the culture of impunity. Rarely are those in power who have participated in corruption or perpetrated human rights violations held accountable for those actions. With no fear of punishment no incentive exists to limit or end the human rights violations.</p>
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<p>Appendix 3: Universal Declaration of Human Rights Reading Questions</p>	<p style="text-align: center;">Appendix 3 – Universal Declaration of Human Rights Reading Questions</p> <ol style="list-style-type: none">1. What is the Universal Declaration of Human Rights?2. Why is the Universal Declaration of Human Rights important beyond just its content?3. How did the Universal Declaration of Human Rights come about?4. What rights are listed in the Universal Declaration of Human Rights?5. How are the rights in the Universal Declaration of Human Rights organized?
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Appendix 4:

Human
Rights in the
Philippines
Study
Questions

Appendix 4 – Human Rights in the Philippines Study Questions

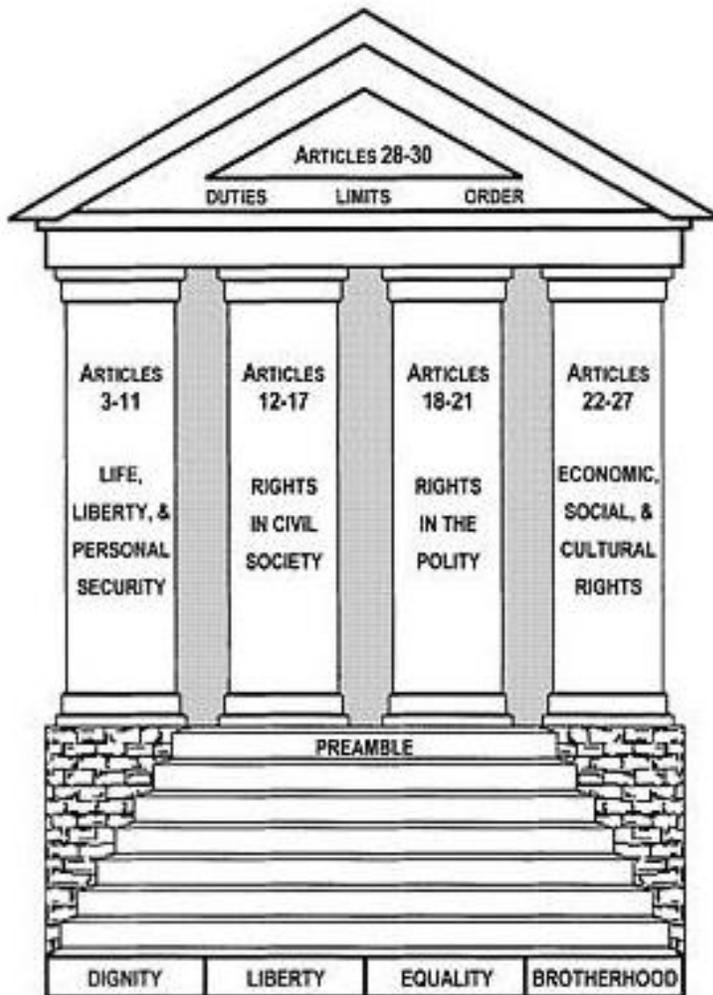
1. What is the status of human rights within the Philippines?
2. What are some of the common human rights violation in the Philippines?
3. What institutions exist in the Philippines to protect against human rights violations?
4. To what degree is the Philippines upholding the values and rights of the Universal Declaration of Human Rights?
5. Which of the rights in the Universal Declaration of Human Rights do you believe the Philippines is the most effective at upholding?
6. Which of the rights in the Universal Declaration of Human Rights do you believe the Philippines is least effective at upholding?

<p>Appendix 5: Photo Assignment</p>	<p style="text-align: center;">Appendix 5 – Photo Assignment</p> <p>Option 1:</p> <p>Assign one or two of the rights in the Universal Declaration of Human Rights to each student in the course until each of the rights in the UDHR are assigned. Students should find one photo that illustrates a violation of that human right in the Philippines. Have students write a synopsis between one paragraph and one page in length that describes the right being violated in the image and the context of the image and right violation. Depending on class size, students can share the image and the story behind the image with the entire class or in small groups.</p> <p>Option 2:</p> <p>Ask students to find one photo of a human rights violation in the Philippines for each of the four pillars (see below) (four photos total). Have students write a synopsis between one paragraph and one page in length that describes the right being violated in each image and the context of the image and right violation. Depending on class size, students can share the image and the story behind the image with the entire class or in small groups.</p> <ul style="list-style-type: none"> • Articles 3 – 11: Life, Liberty, and Personal Security • Articles 12 – 17: Rights in Civil Society • Articles 18 – 21: Rights in the Polity • Articles 22 – 27: Economic, Social, and Cultural Rights <p>Resources:</p> <p>The websites listed under the “Human Rights in the Philippines” heading within the <i>Materials and Resources</i> section of the lesson plan are good resources for photo images.</p>
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Appendix 6:

Cassin's
Portico

Appendix 6 – Cassin's Portico



“Cassin's Portico.”

Source:

Kevin Palacios, (2014 February 28). Eleanor Roosevelt and the Universal Declaration of Human Rights. Retrieved from <https://ekemon3.files.wordpress.com/2014/03/casin-portico.png>