

Facilitators' Edition

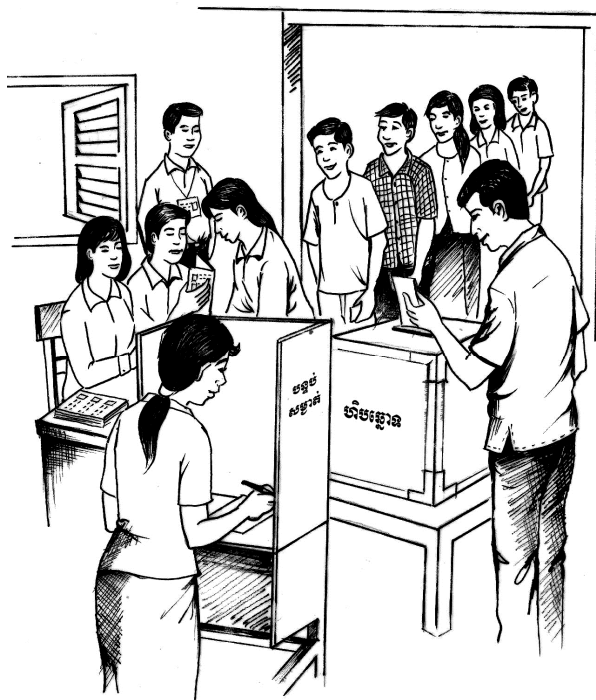
CIVICS

AN INTRODUCTION TO LAW, RIGHTS AND
DEMOCRACY FOR CAMBODIAN CITIZENS



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A publication of Bridges Across Borders Cambodia



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Civics: An Introduction to Law, Rights and Democracy for Cambodian Citizens
Facilitators' Edition

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INTRODUCTION

Civics is the study of the rights and duties of citizenship. Citizens play a critical role in democratic societies, which rely on their participation to function and flourish. Yet, citizens cannot fulfill their role if they are not aware of their rights and their responsibilities. Being informed about civics is especially important in societies like Cambodia, which are still making the transition to a fully developed democracy.

The Constitution of the Kingdom of Cambodia, which was adopted in 1993, establishes a liberal democratic system of government that respects pluralism, human rights and the rule of law. In practice, however, the country and its institutions of governance still have a long way to go to reach these ideals. This is not abnormal. It took the United States of America nearly 200 years after it adopted its democratic Constitution before all of its citizens were guaranteed full rights to vote and participate in political affairs.

This resource is written in the spirit of optimism for the next generation, and in the belief that it takes an informed and active citizenry to consolidate democracy and make the government accountable to the people that it exists to serve. It is motivated by the conviction that by being active and working collectively, citizens can hold significant political power and play a key role in developing a vibrant Cambodian democracy.

This resource contains three sections: An introduction to law, an introduction to human rights and an introduction to democracy. It explains general and universal principles about the three themes as well as relevant information about the situation in Cambodia. It contains examples, case studies and activities aimed at provoking critical thinking and reflection on participants' own experiences and sharing of their knowledge.

HOW TO USE THIS RESOURCE

Civics: An Introduction to Law, Rights and Democracy for Cambodian Citizens has been designed and written so that it is accessible to high school students but can also be used to educate wider audiences. The language used is simple and straightforward and the exercises used are interactive and enjoyable.

This resource can be used by people who want to facilitate a training workshop and by people who would like to use it simply as an information resource. The book is made up of the Facilitators' Edition and the Participants' Edition. The Facilitators' Edition includes all the instructions and everything else you need to run a training session. The Participants' Edition contains only the information on each topic, without the facilitator's instructions. It is useful to provide copies of the Participants' Edition to the students, people who attend your training, or it can be used as a stand-alone resource.

This module explains the basics on how to use this resource to teach a course on Civics.

1. GETTING ORGANIZED

First, you will need to organize how you are going to teach the course. It is important that everything – from the venue, to the selection of modules you will be teaching – is prepared well in advance, and that you are organized. If things do not run smoothly, the course will not be as effective. You should consider the following points:

1.1. PARTICIPANTS

This resource is written especially for high school students but can also be used for other people who are interested in learning basic information about law, human rights and democracy. An ideal number of participants is between 20 and 30.

1.2. AGENDA

The agenda sets out the plan for each day of the course. Three to four days are needed to conduct all the lessons in this course. Alternatively each lesson can be taught on its own, and the course can run over 12 weeks. The Course Timetable at the end of this section can be helpful in making an agenda.

Make sure you have enough time to teach all the lessons. Make sure you also include time for breaks, meals and energizers (explained below). Don't try to do too much in one day.

1.3. PARTICIPANTS' EDITION

At the end of the course it is a good idea to provide the participants with all the information that you have covered. Try to get enough copies of the participants' Edition for everyone. Copies are available at Bridges Across Borders Cambodia.

2. TEACHING THE COURSE

Once the participants arrive and sit down, the first step is to introduce yourself to the group and give participants the chance to introduce themselves. This is done at the beginning of almost all trainings and workshops. In order to start the course in an interesting way, try to keep the introductions short, or try to make them into a game or fun activity. This can be very simple such as asking everyone to say their names, where they are from and their favorite food or song.



It is also a good idea to start by explaining the main objectives of the course to the participants. You can also ask the participants about their expectations for the course. You may ask a few or all participants to name one thing they expect or hope to learn during the course. You can come back to these expectations at the end of the course to see if they were met.

3. INTERACTIVE TEACHING

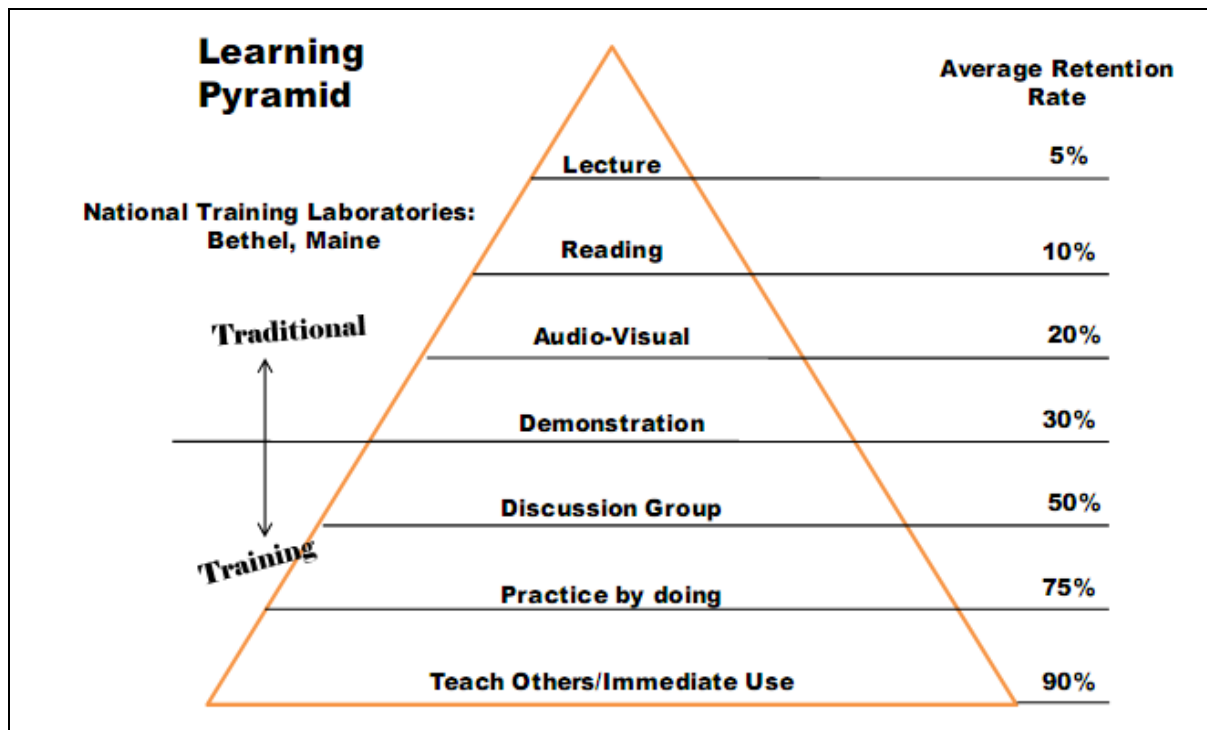
The most effective methods for teaching any information are interactive, based on active participation, and focus on the participants, rather than the facilitator. These techniques help people to learn faster and remember more than if they are taught using traditional methods, like lecture.

There have been many studies and experiments which have shown that the amount and quality of the information that participants remember depends on the teaching methods used. Research has shown that the lecture style of teaching is less effective for passing on knowledge to participants. Examples of interactive methodology include:

- Role-play
- Demonstrations
- Stories
- Group discussions

One of the best ways for you to improve your understanding of new information and skills is to teach it to others. By teaching others, you will gain a better understanding, know how to explain things using simple language and be able to show how the information and skills can be used. Community trainings are a two-way learning process. As you teach, the participants learn, and you will also become more confident and increase your understanding of the issues you are teaching. You will also have a valuable opportunity to learn from the experiences and stories of the participants.

HOW MUCH DO PARTICIPANTS REMEMBER ONE YEAR AFTER LEARNING?
<ul style="list-style-type: none"> • If lectures are used participants remember approximately 5%. • If participants read the information they remember approximately 10%. • If audio-visual methods are used (a video or PowerPoint) participants remember approximately 20%. • If participants watch a demonstration they will remember approximately 30%. • If participants discuss issues in small groups they will remember approximately 50%. • If participants are shown a demonstration and then practice it themselves they will remember approximately 75%. • If participants teach others they will remember approximately 90%.



4. TEACHING METHODS

There are many different teaching methods that can be useful for teaching students. These methods are aimed at making those attending the workshop *active participants* and not passive observers. These methods recognize that participants always come to training workshops with knowledge and experience from their own lives and that they have much to contribute to the learning that will happen in the room. Below are some examples of interactive teaching methods.

4.1. BRAINSTORMING

Brainstorming is a way of allowing participants to think freely about ideas. There are usually no right or wrong answers, and participants are able to express their ideas freely.

During brainstorming on a particular topic, participants might be asked questions, for example, “What are the different ways to teach?” Participants then think of as many different ideas as they can, and these should be written or drawn on a whiteboard or flipchart. Everyone’s ideas can then be discussed.



4.2. SMALL GROUP DISCUSSIONS

Small group discussions should be planned carefully. The participants should be given clear rules and instructions and should be allowed enough time for discussion. If possible, the groups should usually not have more than five participants so that everyone has a chance to speak.

4.3. CASE STUDIES

Case studies are stories or a description of an event that can be real or made-up and can be used to help understand how information and skills can be applied. Case studies can be used during group discussions to help participants analyze and think critically about how to use new information and skills in practice.



4.4. ROLE-PLAYS

In role-plays participants (or sometimes facilitators) act out a situation. Participants can either be given the situation through a case study or they can be asked to make it up themselves. Different objects that can be found around the classroom can be used to make role-plays more fun. Role-plays are useful because participants are able to be creative, which will make them feel more involved in the lesson, and keep them active and interested.

4.5. QUESTION AND ANSWER

A discussion through questions and answers can often be used instead of lecturing. This way everyone is talking and needs to think carefully about the issues, not just the facilitator. Participants almost always know some information about the issue or the subject that is being taught and how it relates to their lives. Good facilitators will draw out the knowledge and experience of participants and build on it. Asking polite questions to quiet participants can be a good way to encourage them to speak and get more involved.

A good way to start teaching a new topic is by asking the whole group some basic questions on the subject. This way you will find out what everybody already knows. Asking questions at the end of the lesson is also a good way to check that participants understood and that the learning objectives were achieved.



4.6. GAMES

Games are a fun way for both adults and children to learn. Games may be used as ‘ice breakers’, which are fun activities you may use to help participants to get to know each other and become more comfortable with each other. Games are also often used as ‘energizers’ to refresh people when they are feeling unfocused or sleepy between lessons. Games can also be used to teach more difficult topics, such as the law, and to help people remember new information. Games might involve teams and competitions but be careful not to embarrass anyone if they do not know the answers to questions. It can be more encouraging if everyone wins!

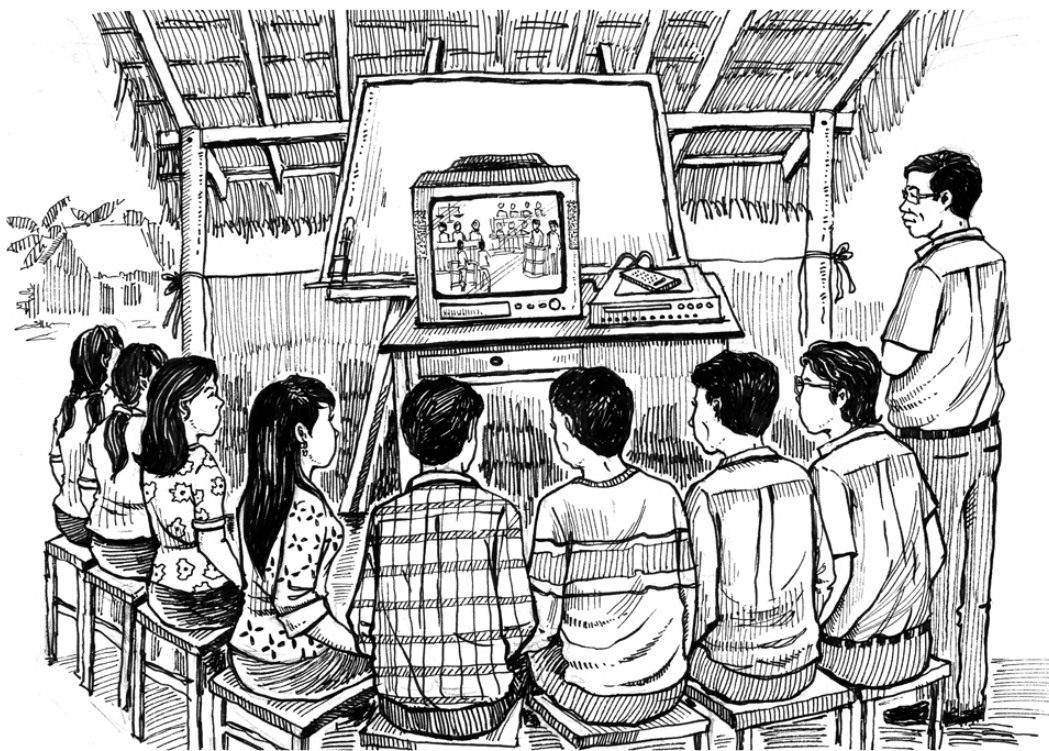
4.7. PARTICIPANT PRESENTATIONS

Participants can be given a topic, case study or question to work on in small groups and then present to the rest of the class. Groups can be asked to prepare and present drawings, songs, role-plays, plans, ideas, or answers to questions. Presentations can be made by the whole group, or a group spokesperson can be chosen to present. Afterwards, all the participants (both presenters and observers) can discuss the presentation.

4.8. VISUAL AIDS

Objects, photographs, pictures, drawings, posters and films are all examples of visual aids. Visual aids help focus participants’ attention and are an effective way to bring real

life experiences from Cambodia and around the world into the training room. Visual aids are also helpful in expressing ideas, concepts and plans. Participants can be asked to describe and analyze what they see, and apply or compare it to their own experiences and other situations. Visual aids such as films can be especially useful in demonstrating how new skills can be applied. Good and bad examples can be shown and analyzed. (Remember that the same thing can be done using role-plays.)



Many community groups, NGOs and United Nations agencies have produced short films about the law, human rights and democracy. You might be able to find these on the internet or you can ask NGOs if they can help you find some. Make sure you will have access to electricity and the equipment you need if you plan to show a video.

4.9. SONGS

Most Cambodian people love to sing and dance. You can use this in your training workshops. Sometimes you may want to have a break from the lessons and have a song or dance session just to wake people up. You may also use song to teach. After teaching a topic, you could ask participants to make up a song about it. If this can be done using a popular tune it will make it easy for people to remember the things they learned.



PARTICIPANTS WITH READING DIFFICULTIES

Sometimes there will be participants in your course that have difficulties reading and writing. You need to be aware of this, although it may not be a good idea to ask participants in front of everyone else if they can read and write because this could embarrass them.

Many of the exercises involve case studies and other methods that require some reading and writing. If there are participants who will find this difficult, there are a few things you can do. One option is to make sure there is one member of each group who can read and write so that they can read out case studies or questions and write down ideas or answers for the rest of the group if necessary. If there are not enough participants who can read, you or another facilitator can read out case studies and help groups to record their answers. You can also think of other ways that groups can record ideas and answers such as through drawings or simply by remembering them.

All activities in the guide can be easily adapted in this way so that all participants, including those with reading difficulties can be actively involved.

5. LESSON PLANS

A lesson plan is like a road map. If we want to travel somewhere, but are not certain of the correct route, we can use a map. We will look for the start point and our destination, but also the points we need to pass along the way. A lesson plan works in a similar way. The start point is the aim of the lesson, and the final destination is achieving that aim. But to get to this destination, there are steps that you must take to get there.

The lesson plan used in this guide has eight parts. First is the **learning text**, then the **lesson** which is broken into seven smaller parts. These are: the aim, materials, methods used, procedure/time box, instructions to facilitators, suggested answers, and debrief. Below is a brief explanation of the purpose of each of these sections.

5.1. LEARNING TEXT

The learning text contains the information about the topic that is being taught. For example, if the lesson is about human rights, the text will include information about what human rights are, where they come from and give some examples of different human rights. Usually the text will also include pictures about the information. The learning text is followed by the exercise instructions.

5.2. LESSON

5.2.1. AIM

The Aim is what the participants should learn or understand by doing the lesson.

Example:

AIM: Participants will think about what human rights are, where they come from and why it is important to know about them.

5.2.2. MATERIALS

This is a list of things that are needed to teach the lesson. You should make sure that you have all of the items ready before starting the lesson.

Example:

MATERIALS: Flipchart or whiteboard, markers, ball, copies of Handout 1.

5.2.3. METHODS USED

This is a list of all the interactive teaching techniques used in the lesson.

Example:

METHODS USED: Brainstorming, large group discussion, drawing.

5.2.4. PROCEDURE/TIME BOX

The left column of this box contains a list of the procedures you should follow to run the lesson. The right column of the table indicates the amount of time required for each step. The total time needed to complete the whole lesson is shown at the bottom. This box is very useful for preparing the agenda.

Example:

Procedure	Time Frame (in minutes)
1. Brainstorm and group discussion	15
2. Introduce the information in Sections 1 & 2	20
3. Small group work	15
4. Group presentations	20
5. Debrief	10
Total:	80

5.2.5. INSTRUCTIONS TO FACILITATORS

This part of the manual explains in detail how to carry out all the stages of the lesson, as set out in the procedure table. It includes tips and advice that will help you to deliver the lesson effectively.

5.2.6. SUGGESTED ANSWERS

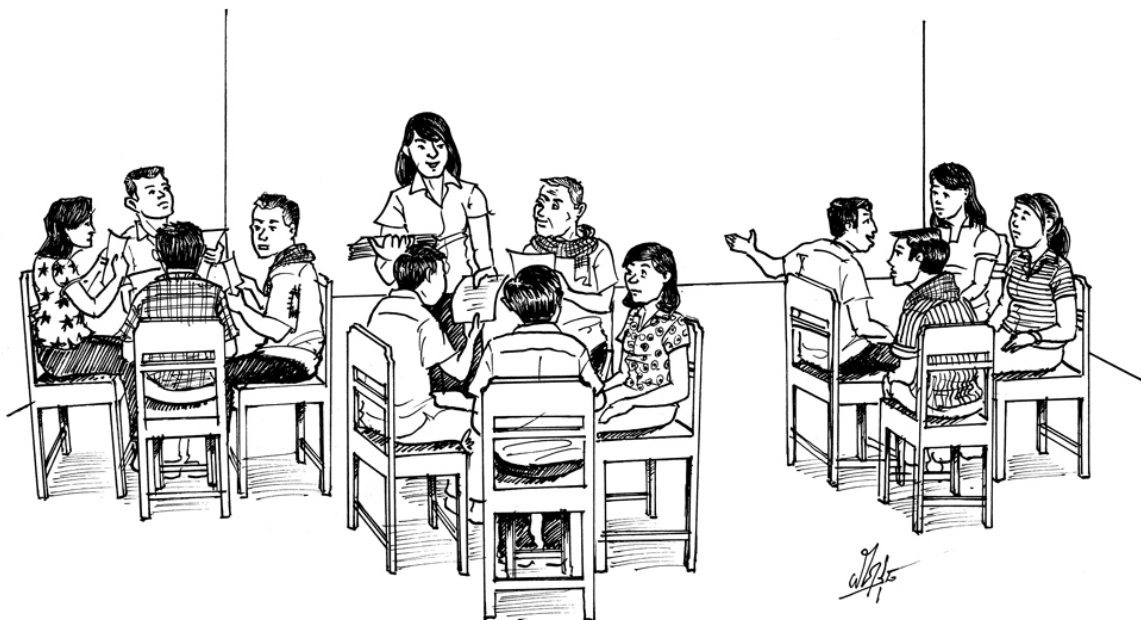
If there are questions in the lesson that ask for information rather than opinions, suggested answers will be included.

5.2.7. DEBRIEF

The goal of this section is to evaluate whether the Aim of the lesson was achieved. It is very important that you do not simply summarize the information contained in the lesson, as this will not allow you to check whether or not the participants learned the main points. You can check whether the Aim was achieved by using activities such as questions and answers, by asking participants to summarize the lesson, or by using fun games such as quizzes.

6. FACILITATION SKILLS

As a facilitator there are many different things to think about, including the lesson content, exercise instructions, and what materials are necessary. At the same time you must be aware of the way you behave and the way you present the lessons. It is important that participants respect you and feel respected, and that they are comfortable to join in the exercises and contribute. Below are several tips on how to be a good facilitator. This may be a lot to remember, but over time these skills will start to come naturally.



6.1. PREPARATION

If you know the lesson very well you will be more confident, you will be able to teach more clearly and participants will have more confidence in your ability. It is important to be confident about the information that you are teaching, and also know what materials you will need and what instructions you should give to participants.

6.2. TIME MANAGEMENT

It is important that you are flexible. If participants find a lesson difficult you may need to take more time. If it is easy for them, or they are already familiar with the content then you may be able to go faster. However, if you have a busy schedule and many subjects to teach you will have to keep to the timetable as best as you can.

6.3. BODY LANGUAGE

Let the participants know that you are enthusiastic and want to teach. It is important to stand up straight, move around the class as you teach. Make sure you look at all of the participants – not at the floor, or out of the window, and not just at the participants directly in front of you. Your body language should not make the participants feel uncomfortable, for example, you should not point at people. If someone is answering a question, do not stand over them or look down at them. Instead, show interest and encourage them by giving praise and polite correction if necessary.

6.4. TRY NOT TO LECTURE

Sometimes lecturing can seem like the easiest way to teach new information. However, as discussed above, this is the least effective way to teach and learn. All the training methods described above are ways to teach the information without lecturing. If you find yourself speaking for too long, stop and ask some questions or introduce an activity. Lectures can often be turned into questions and discussions. This way, the participants discover the information themselves, rather than just being told. This method may take longer but it will be much more interesting and effective for the participants and you.

6.5. CHECK FOR UNDERSTANDING

Good facilitators will check for understanding throughout the lesson. But, do not teach for one hour and then ask at the end “Do you understand?” You can check participant understanding every few minutes by asking questions or asking for volunteers to summarize. Remember to not always ask the loud and confident participants to summarize. It is important to check that the quieter participants understood the lesson too.

6.6. ENCOURAGING THE QUIETER PARTICIPANTS

In every course there are quieter participants who feel shy or may have some difficulties in learning. In some cases women or people from minority groups are quieter and do not try to answer questions, even though they have something to say.

It is very important to try to make these quieter participants feel comfortable and relaxed by smiling at them and giving them more attention, without making them feel embarrassed. You can try to encourage them to answer questions or be the spokesperson for their group and give them plenty of praise when they do so. It helps to give the quieter participants extra attention in the breaks as they might feel more comfortable talking about what they learned or asking you questions one-on-one.

6.7. BUILD A GOOD RELATIONSHIP WITH THE PARTICIPANTS

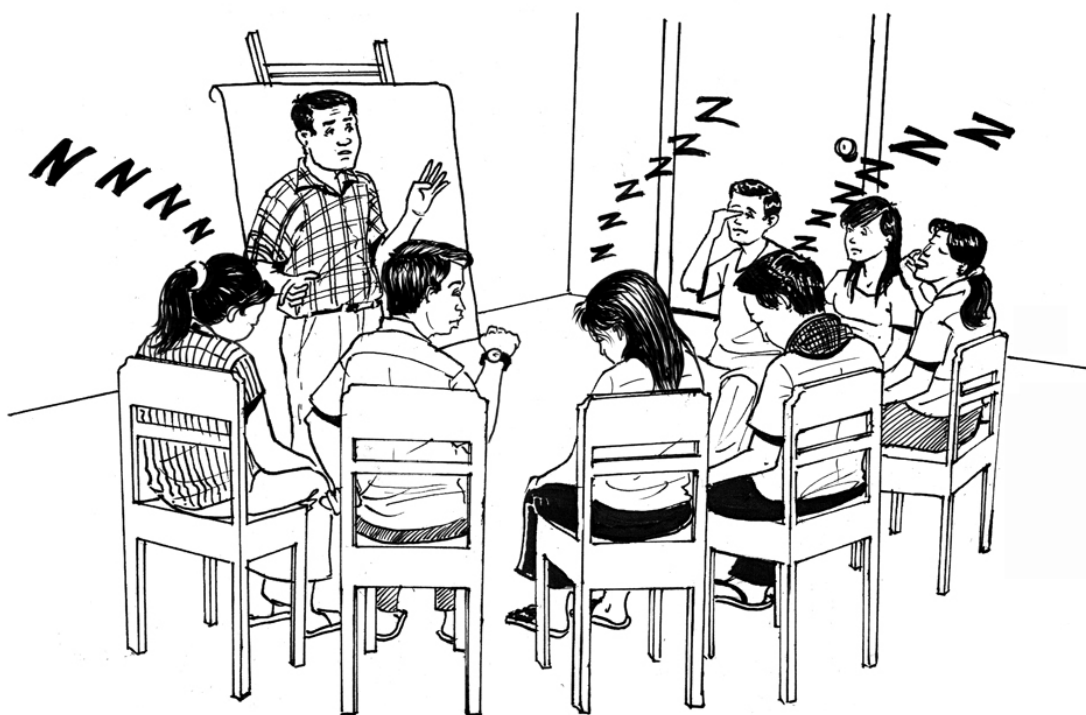
Try to develop a friendly relationship with participants. You can do this by:

- Greeting them as they enter the classroom;
- Calling them by their name;
- Asking them questions about themselves and telling them something about yourself;
- Encouraging the participants to become involved in the lessons;
- Talking to them on a one-on-one basis before and after lessons and during breaks (especially some of the quieter participants);
- Giving participants a chance to share personal stories;
- Joining participants for lunch; and
- Praising good work and good contributions and encouraging participants who are shy or find learning more difficult.

6.8. ENERGIZERS

It is important that you keep the participants interested. If participants are not interested they will not listen well, and they will not remember what they have been taught.

A way to avoid this problem is to do short “Energizer” exercises between lessons, or whenever you feel that participants are getting tired or losing interest. You may often need to do energizers towards the end of the day, or just after lunch when participants are feeling tired. Energizers include songs, dances, games, stories, and any other activities which get the participants to move around and have fun.



7. EVALUATIONS

After the course, it is important to find out how the participants felt about it and what they learned. This is done through evaluation. Evaluations can be done in a number of different ways and can be conducted at different times. The best time to evaluate is usually at the end of each day of teaching. Sometimes it is also a good idea to evaluate the course several weeks or even months later, this way you can check what the participants have remembered.

You can conduct evaluations by simply speaking with participants and asking questions. This can be done with the whole group or with a smaller focus group. This may be useful if participants are illiterate. Another useful way to evaluate is by handing out evaluation forms.

Either way you should ask the following questions in the evaluation:

- Did you understand the lesson?
- Was the information useful?
- Which lessons were most useful and which were least useful? (You can also ask participants to rank the lessons.)
- Did the facilitator do a good job?

By asking these questions, you will be able to adapt and improve for future courses.

In addition, facilitators can evaluate the course by making their own notes on how successful they thought the exercises were and how well the participants appeared to understand.

8. PRE- AND POST- COURSE TEST

It is good idea to assess the participants' knowledge of the content of this course before you begin teaching. This way you will have a baseline to evaluate how much they have learnt at the end of the course. It will also give you an idea of the level of knowledge that the participants have at the outset. You can take this into consideration as you teach the course. You will find a test that you can use for this purpose at the back of the book.

At the end of the course, you should give the participants the same test and compare their results from the pre-course test. This will help you evaluate the success of the course in increasing the participants' knowledge and understanding of the content.

COURSE TIMETABLE

The entire *Civics* course will take approximately 16 hours and 15 minutes. The full course can be conducted over three to four days in an intensive workshop or broken down so that one or two lessons are taught at a time over several weeks.

INTRODUCTION TO LAW		
<i>Lesson number</i>	<i>Name</i>	<i>Time</i>
1	Why do we have rules?	75
2	What is a good law?	80
Total: 155 minutes (2 hours 35 minutes)		

INTRODUCTION TO HUMAN RIGHTS		
<i>Lesson number</i>	<i>Name</i>	<i>Time</i>
1	What are human rights?	105
2	Human Rights are all connected	85
3	Human rights and government duties	90
Total: 280 minutes (4 hours 40 minutes)		

INTRODUCTION TO DEMOCRACY		
<i>Lesson number</i>	<i>Name</i>	<i>Time</i>
1	What is democracy?	90
2	Free and fair elections	80
3	Information and participation	80
4	Minority rights and rule of law	80
5	Separation of powers	55
6	Independence of the judiciary	65
7	Active and responsible citizens	90
Total: 540 minutes (9 hours)		

INTRODUCTION TO LAW

Outcomes

After completion of this section, participants will:

1. Understand why societies have laws.
2. Understand the functions of law.
3. Know that laws are relevant to people in their daily lives.
4. Understand what makes a good law.

1. WHY DO WE NEED RULES?

Imagine that you are playing a game of soccer with your friends. You kick the ball to one of your team members who is running towards the goal. Suddenly someone from the opposing team runs to the ball and picks it up with his hands and throws the ball towards his team's goal.



Imagine that you are at home with your family about to eat dinner. There is just enough fish amok so each of you can have one bowl. Your older sister says she is very hungry and takes all the fish amok for herself.



Imagine that you are sitting in your classroom at school. Your teacher is explaining the ancient history of Cambodia. Some students are bored and are talking very loudly at the back of the class so the other students cannot hear what the teacher is saying.



In all of these situations we need rules so that our actions respect other people and do not just reflect our own immediate needs and desires. While having the freedom to act in ways that we choose is a very important part of being a happy human being, because many of our actions have an affect on other people we need rules to place some limitations on what we do. These limitations are important so that other people's lives and freedoms are also respected.



- We have rules in a game of soccer so that people will play fairly and everyone can enjoy playing a game that makes sense. Rules are important because everyone understands how to play the game and if everyone plays by the same rules the game will be fair.
- We have rules at home with our families so that we can live peacefully together and respect each other's needs. Rules are important because they reflect the family's morals, for example about the importance of sharing.
- We have rules at school so that all of the students have an opportunity to learn new subjects and skills. Rules are important for the school to function effectively and fulfill its aim of teaching students.

Good rules help people interact with each other and their environment in a way that is respectful and fair. Rules help to maintain order between people at home, at school, in the playground and in other places.

2. WHY DO SOCIETIES HAVE LAWS?

Just as a family, group or community needs rules to live peacefully and respect other people's freedoms and needs, a society has laws to maintain order and function effectively, settle disputes fairly and prevent people from harming others. A **society** is a large group of people living in a particular country or region that generally share customs, culture and morals. Groups or individuals within a society will have different values, opinions and beliefs but they generally share a commitment to live in a particular way and according to certain rules that respect the customs of that society.



When a very large number of people interact with each other in both direct and indirect ways in a society, something more than rules are needed to maintain order. **Laws** are rules that have been agreed upon and formalized by people that have the authority to make decisions about the way society is organized.



Laws must be followed by all members of the society, including the people with the authority to make them. If someone is found to violate a law they are punished by mechanisms established by that society.

LESSON 1: WHY DO WE HAVE RULES?

AIM: Participants will understand why we need rules and laws in society.

MATERIALS: Candy, flipchart, markers, traditional Khmer music (if available).



METHODS: Rule-making, game, group discussion, dance.

Procedure	Time Frame (in minutes)
1. Workshop rules	20
2. The Candy game	15
3. Introduce the information in Section 1 and 2	25
4. Debrief	15
Total:	75

INSTRUCTIONS TO THE FACILITATOR

1. WORKSHOP RULES:

- Explain to the participants that to begin the workshop you will all decide on the workshop rules together. Everyone must respect these rules for the rest of the workshop.
- You can suggest one example of a workshop rule, such as everyone must turn off their telephones. Ask the participants if they all agree with this first rule, and if so, write it down on a flipchart.
- Next, ask the participants what other rules there should be for the workshop.
- After participants call out the rules, check that other participants agree and then write it down. After all the rules are written down ask the participants if they think these are good rules.
- Once the rules are established, remind the participants that everyone should obey these rules during the whole workshop. Ask if they think there should be a punishment if someone does not obey the rules. Ask participants for ideas. For example, if someone's telephone rings during a lesson they have to sing a song or dance in front of the class at the end of the lesson.
- Stick the flipchart with the workshop rules on the wall so that everyone can see them for the rest of the workshop.
- Note: During the break add two more rules to the list. These should be unreasonable or unfair rules and a rule that contradicts an earlier rule. An example of the rules to add are:
 - Only the facilitator can talk on her telephone during the workshop.
 - Any woman who is wearing red today cannot give her opinion during the rest of the workshop. Men who are wearing blue today always have the right to talk first before anyone else.

Hide the two new rules by folding the flipchart over them or sticking another piece of paper over them. You will use these in the debrief to Lesson 2.

2. THE CANDY GAME:

- First, take the bag of candy and ask the participants to form a circle around you.
- Throw the candy inside the circle. Ask the participants if they like candy.
- Tell the participants that you accidentally left something outside and that you will be back in a few minutes. Leave the participants alone with the candy.
- After a few minutes return to the group of participants and have a look to see if any of the candy is missing.
- Ask a participant to explain to you what happened while you were gone. Some participants may have taken candy or they may have left it on the floor.
- Ask a few different participants to explain why they acted the way that they did. If they took the candy, ask why. If they did not take it, ask why not.
- Then, ask participants what they would have done if money was thrown into the center of the circle instead of candy.
 - Would they have taken any?
 - Why would they have acted differently? Or why would they have acted in the same way?
- Participants may answer these questions in many different ways. They may be too embarrassed to take the candy because other people are watching. Some people may think that because the candy has a low value, it is acceptable to take it but if it was money they would not take it. Some people may have no problem taking the candy because there are no rules to say that they cannot. But even if there were no rules, some people may be uncomfortable taking the candy because they just have a feeling that it is wrong.
- Ask the participants if they think morals are enough to make sure that people will not steal? Or do we need something else? Do we also need rules?

Suggested Answers:

- There are no right or wrong answers because this exercise aims to make participants think about the need for rules to keep order in society.
- Help participants realize that morals are not always enough to make sure people act fairly and respect other people.

- Morals can vary from one person to another. Some people may not take the candy because they think it is morally wrong, but others may take the candy if they knew they could do it without being punished or shamed.

3. INTRODUCE THE INFORMATION IN SECTION 1 AND 2:

Section 1 and 2 - It is important that participants understand:

- Why we need rules.
- Why societies have laws.

4. DEBRIEF:

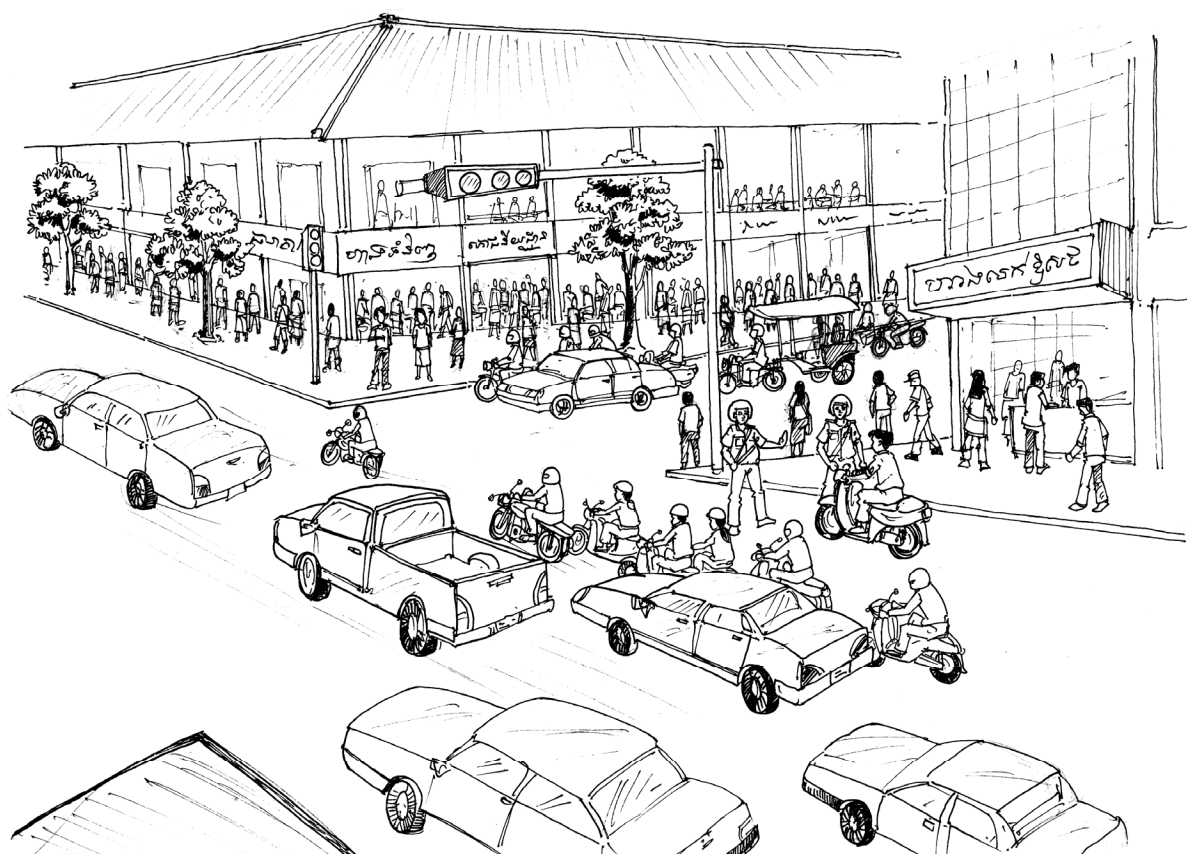
- To end the exercise, ask participants to do a traditional Khmer dance (rom vong) in a circle. You can play music if it's available or encourage people to sing. As the participants dance, explain that they are following the unwritten rules of the dance, which are like rules in society.
- You should then join in but dance in the opposite direction from everyone else, bump into people and disrupt the dance by walking through the circle and between people.
- Ask the participants what effect this has on everyone else doing the dance. What happens when one person does not follow the rules?
- Ask the participants why rules are important for the dance and for society in general? Encourage a few participants to respond to review the main points in the lesson.
- Explain that although everyone had a different dancing style everyone followed the same general rules of the dance, which made the dance work and respected everyone else's enjoyment of the dance. However when you started dancing you not respecting the rules of the dance or everyone else's enjoyment of the dance. The dance no longer worked properly.
- Remind participants that rules in a dance, and laws in society, can help maintain order in a way that is fair and respectful of other people. However if people do not respect laws things no longer work properly, especially if the 'rule-breakers' are in a position of authority, like you.

3. WHAT IS THE FUNCTION OF LAW?

Law has many functions in a society. For example, laws exist to:

- Maintain peace and order
- Protect people's rights and freedoms
- Protect people, society and the environment from harm
- Punish people who harm others
- Resolve disputes
- Establish systems of government
- Establish institutions and give them powers and obligations
- Make sure that no one person or organization has too much power

The relative importance of these aims and the ways in which laws achieve these aims are different in societies around the world. Laws in different societies are influenced by their history and their dominant culture, morals and values. Laws are also influenced by the economic, social and political situation in a society.



LAW IN EVERY DAY LIFE

Laws are relevant to everyone in their daily lives. Even though most people do not think about it, there are laws that apply when you drive on a moto, buy things at the market, go to school or work, and when you get married. There are laws about the land that you live on, the television you watch and the money that your family earns.

Everyone should be interested in law because it affects many aspects of their daily lives. As a member of society it is important for you to understand laws and get involved in decisions about laws that affect you and people around you.

4. WHAT IS A GOOD LAW?

Although laws are very important to maintain order in society and fulfill all the other functions listed in the previous section, not all laws in every society are good. Laws can be made or used for bad purposes, such as taking away people's rights and freedoms, discriminating against people or groups or giving one person or group too much power or control over society.

Laws should aim to create a better society. Good laws reflect the morals and values of a society and protect people's rights and freedoms. Good laws are fair and promote justice. Good laws help society to function effectively and **equitably** so that everyone's basic needs are met and they have opportunities to improve their lives.



The symbol of a set of scales is often associated with the law. The scales here are balanced, which represents equality and fairness.

SEVEN ELEMENTS OF A GOOD LAW

Even when laws aim to create a better society a good law must have certain elements to be fair and work properly.

Good laws:

1. Are clear and possible to obey.
2. Are reasonable and make sense.
3. Are accessible to and understood by the public.
4. Apply equally to all people, including the people that make the law.
5. Are enforceable, so that there are consequences if people disobey.
6. Apply to the present and future, and not to past actions.
7. Do not conflict with other laws and the **Constitution** of a society.

The way that laws are made is important too. Since laws affect people's daily lives, many people should be involved in deciding what should be in a law. People should be able to participate in the process of making laws so that they can have their views and opinions considered. It should also be possible to change laws that are no longer relevant, fair or do not reflect morals and values of a society.



WHAT IS THE CONSTITUTION?

The Constitution is the highest law of the land and sets out the powers and functions of the government. It also sets out people's rights and freedoms to be respected and protected. All other laws must comply with the Constitution and if they contradict the Constitution they are invalid. The Constitution is more difficult to change than ordinary laws and some parts are so important that they cannot be changed.

LESSON 2: WHAT IS A GOOD LAW?

AIM: Participants will understand the functions of law and know what makes a law good, fair and practical for society.



MATERIALS: Flipchart or whiteboard, markers, pen, workshop rules from Lesson 1.

METHODS: Brainstorm, game, group discussion, analysis.

Procedure	Time Frame (in minutes)
1. Brainstorm about the functions of law	15
2. Introduce the information in Section 3	10
3. The Pen game	5
4. Discussion about the Pen game	15
5. Introduce the information in Section 4	20
6. Debrief about workshop rules	15
Total:	80

INSTRUCTIONS TO FACILITATOR

1. BRAINSTORM ABOUT THE FUNCTIONS OF LAW:

- Ask the participants to spend five minutes thinking about why laws exist and what different functions law has in a society. Each participant should write down three things that laws do in a society.
- After five minutes, ask some of the participants to share their answers. Ask the other participants if they agree and if they do, write the answers on a flipchart.
- After a few participants have had a chance to answer, add any other functions of laws that are listed in Section 3.
- Choose a few of these functions and ask the participants if they can think of any examples of laws that fulfill that function.

Suggested answers:

- Encourage participants to come up with examples but if they cannot think of any, you can give some of the following examples (no need to use all of these, just pick three or four.)

Laws that exist to:	Examples
Maintain peace and order	Traffic laws; Criminal code
Protect people's rights and freedoms	Anti-discrimination laws, Labor laws.
Protect people, society and the environment from harm	Laws against pollution or logging; Traffic laws
Punish people who harm others	The criminal code (eg. laws about theft, murder, etc.)
Resolve disputes	Contract law; Land Law: Arbitration Law
Establish systems of government	The Constitution
Establish institutions and give them powers and obligations	The Constitution; Tax law (grants power to tax administration); Land Law (grants power to the Land Ministry)
Make sure that no one person or organization has too much power	The Constitution; laws that protect people's freedoms.

2. INTRODUCE THE INFORMATION IN SECTION 3:

Section 3 - It is important that participants understand:

- The functions of law (there is no need to repeat these but make sure they are visible to participants).
- Laws in different societies are influenced by their history, culture, morals and values as well as the economic, social and political situation.
- Laws are relevant to everyone in their daily lives.

3. THE PEN GAME:

- Ask the participants to stand in a circle.
- Tell the group that they are going to play the Pen Game. Give one participant a pen or marker and tell them to start (do not tell them the rules of the game). They will be confused because they do not know the rules, but tell them again to start the game.
- After a few seconds, take the pen back and explain the game. Tell the participants they should pass the pen to the participant next to them in the circle.
- Let the participants pass the pen for a few seconds and then stop them. Tell the last two participants who passed the pen that they are breaking the rules and are disqualified. Tell them they passed the pen with the wrong hand.
- Tell the participants to continue playing the game. After a few more seconds make up different rules and tell the participants that they are not playing the game properly. For example, tell them they should pass the pen in the other direction.
- As the game continues, try to confuse the participants by making rules that contradict each other. For example, you can tell the participants that they should jump each time they pass the pen and then a few seconds later tell them they should also spin around each time they pass the pen.
- Start to disqualify people for no reason but say that they passed the pen too slowly. If a participant is disqualified, they are out of the game and must leave the circle.
- Start to disqualify people for other reasons, for example, because they are wearing a blue shirt. Then disqualify all men from the game.
- After five minutes, you should join in the game. Do not give any explanation why - just join the circle.
- Without any warning, stop the game and say that you are the winner.

4. DISCUSSION ABOUT THE PEN GAME:

- In the group discussion after the game, ask the participants:
 - Was this a good game? Did they enjoy it?
 - What were the problems with the game and the rules?

Suggested Answers:

- The participants are being asked for their opinions, so there are no right or wrong answers. However, here are some examples of the problems with the game. Try to encourage participants to come up with and discuss some of these problems by asking questions.
 - The game was not clear: It was confusing and difficult to understand.
 - The participants did not know the rules before they started: The participants did not know how to play or how to win. A game does not work properly if the participants do not know the rules.
 - Some rules applied to past actions: New rules disqualified participants for something they did before the rule existed.
 - The rules were unreasonable: Some rules did not make sense and others were difficult or impossible to follow.
 - The rules contradicted each other: It was impossible to follow some of the rules at the same time.
 - The game was not fair: The facilitator discriminated against some participants. For example, she disqualified people for no good reason and then disqualified all men.
 - The facilitator had too much power: The facilitator made up all the rules and changed them whenever she wanted. She also used her authority to declare herself the winner for no good reason.
 - The rules were not agreed upon: Participants were not involved in making the rules, and had to do exactly what the facilitator said, even when it was unreasonable.

5. INTRODUCE THE INFORMATION IN SECTION 4:

Section 4 - It is important that participants understand:

- Not all laws are good and some are made or used for bad purposes.
- That a good law aims to create a better society by reflecting morals, being fair and helping society to function effectively and equitably.
- The seven elements of a good law. (You can use examples from the Pen game to help explain these.)
- That people should be able to participate in the process of making laws.
- It should be possible to change laws.

6. DEBRIEF ABOUT WORKSHOP RULES:

- Make sure the participants can see both the list of eight elements of a good law and the workshop rules. (Make sure you have added the two unreasonable and unfair workshop rules but keep them covered).
- Ask the participants to look over the workshop rules that they decided on.
 - Are these good rules according to the eight elements?
 - Are they fair and do they help the workshop function effectively?
- Ask a participant to choose a workshop rule and explain why it is or is not a good rule. Ask another participant to do the same with another rule.
- Ask if any of the rules are not good rules.
- Ask if the participants want to change any of the workshop rules now that they have discussed what makes a good law.
- Next, show the participants the rules you have added. Ask the participants what they think about these rules. Which of the eight elements do these rules not meet?
- At the end of the discussion cross out the last two workshop rules that you added. If the participants have not made these points already, you can add that these rules are also bad because you did not get the participants opinions about the rules. Instead you used your authority to make unfair and unreasonable rules that did not respect people's rights.
- Ask the participants to keep thinking about what they have learned once they leave the workshop for the day. Encourage them to think about the rules and laws that affect their daily lives and laws that are discussed in the daily news. Ask them to consider whether or not these are good laws.


INTRODUCTION TO HUMAN RIGHTS

OUTCOMES

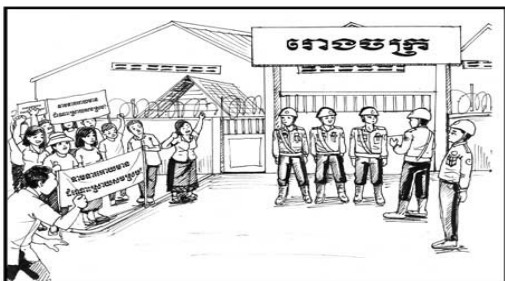
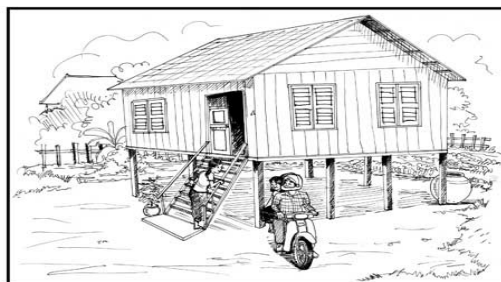
After completing this module, participants will:

1. Understand what human rights are.
2. Understand that everybody has human rights.
3. Know what the Universal Declaration of Human Rights is and what rights it contains.
4. Understand why it is important to know their rights.
5. Understand that all human rights are connected and all human rights must be respected.
6. Understand that the government has the duty to respect and protect people's human rights.
7. Know that human rights and government duties are recognized in international and Cambodian laws.

1. WHAT ARE HUMAN RIGHTS?

Human rights allow people to live happy, healthy and free lives. In our daily lives, we all have basic needs, such as having enough food to eat, clean water to drink and access to healthcare when we get sick. We also need some basic freedoms, such as the freedom to express our opinions and to practice our religion. Having access to these things and enjoying these freedoms are our basic rights as human beings. 

Everyone, everywhere has these human rights – men and women, young and old, rich and poor – no matter where they were born or what they believe. These rights cannot be taken away from us and must be respected at all times.



Everyone has human rights, young and old, men and women, poor and rich

2. WHERE DO HUMAN RIGHTS COME FROM?

Human rights come from the common values of cultures and communities around the world. These values have developed in many different societies and countries because most people around the world believe that they, and the people around them, should be treated with respect.

Unfortunately, throughout history people have experienced or witnessed terrible suffering, often caused by very bad treatment by governments, military and other people. Many people have lived through wars and violence, under oppressive and cruel governments, or have not had enough food to eat or medical care when they are sick.

For example, Cambodians who lived through the period of Democratic Kampuchea between 1975 to 1979 experienced one of the cruelest regimes of the last century. Under the Pol Pot regime more than 1.5 million people were murdered, tortured, starved and worked to death.

These events and experiences have made people believe even more that rules must exist to prevent this bad treatment of human beings.



3. THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

The **United Nations** is an international organization made up of most of the world's nation states. Its aim is to achieve world peace by preventing conflicts, promoting human rights, and helping with economic development. ☒

In 1948 representatives from many states came together at the United Nations to talk about human rights. At this important meeting, these representatives made a promise to their people, to each other, and to the world that their governments would respect human rights. This statement was called the **Universal Declaration of Human Rights (UDHR)**. The UDHR lists the basic rights of all human beings.

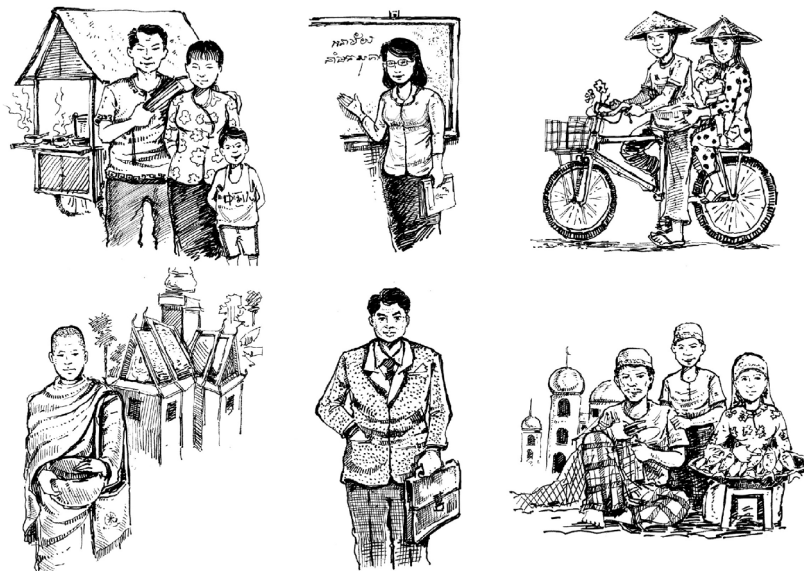
Some of these rights include:

The right to life¹



¹ Universal Declaration of Human Rights, Article 3.

*The right to be free from **discrimination**²*



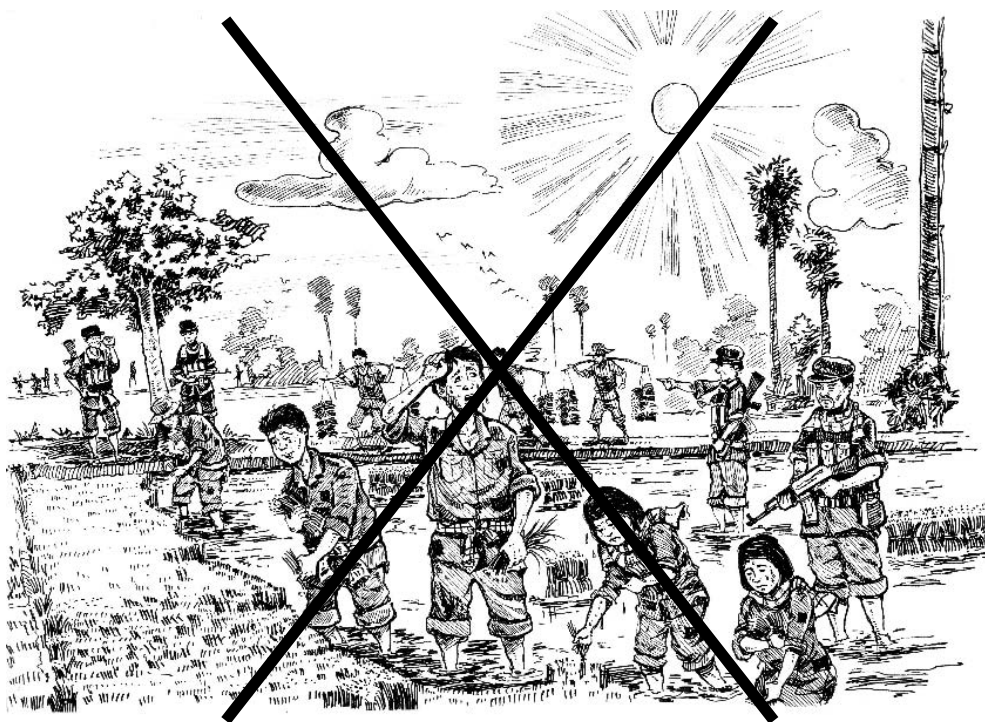
The right to health³



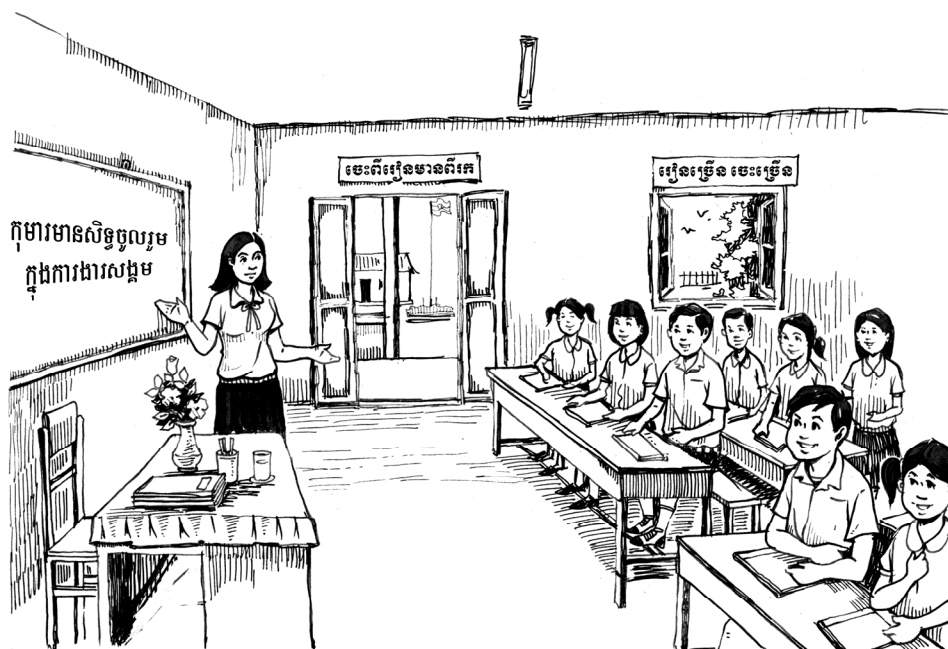
² Universal Declaration of Human Rights, Articles 2 and 7.

³ Universal Declaration of Human Rights, Article 25.

The right to be free from slavery⁴



The right to education⁵



⁴ Universal Declaration of Human Rights, Article 4.

⁵ Universal Declaration of Human Rights, Article 26 .

*The right to be free from **unfair detention***⁶



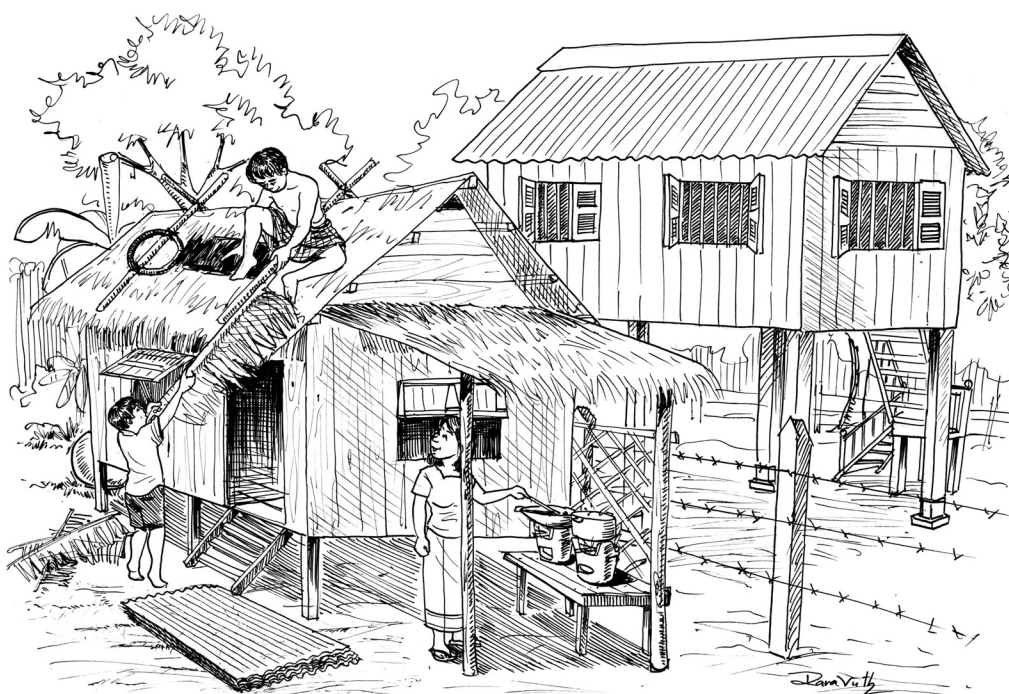
*The right to be free from torture*⁷



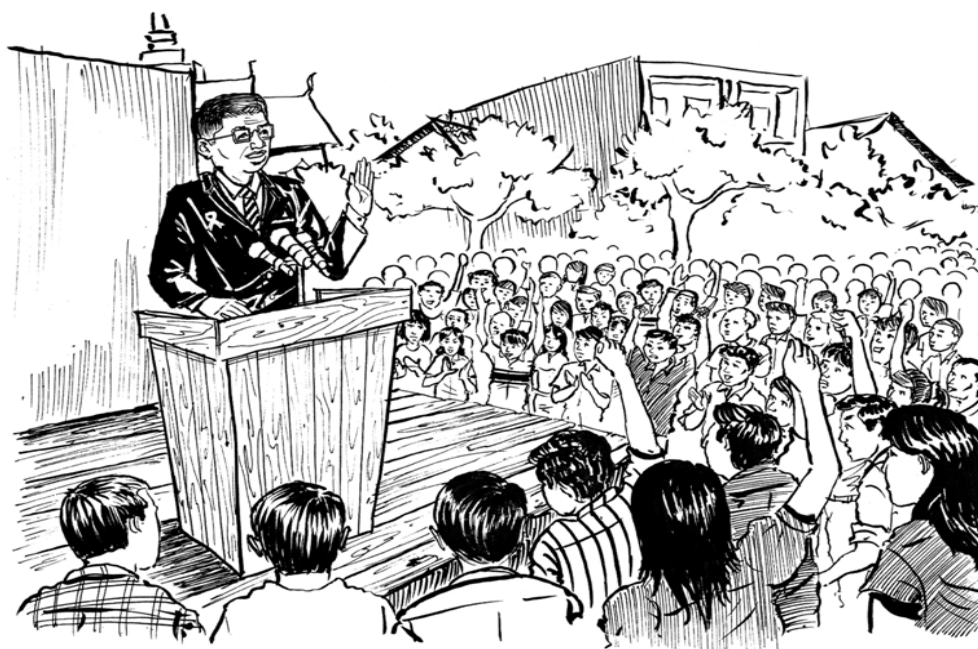
⁶ Universal Declaration of Human Rights, Article 9.

⁷ Universal Declaration of Human Rights, Article 5.

The right to an adequate standard of living⁸



The right to express opinions freely⁹



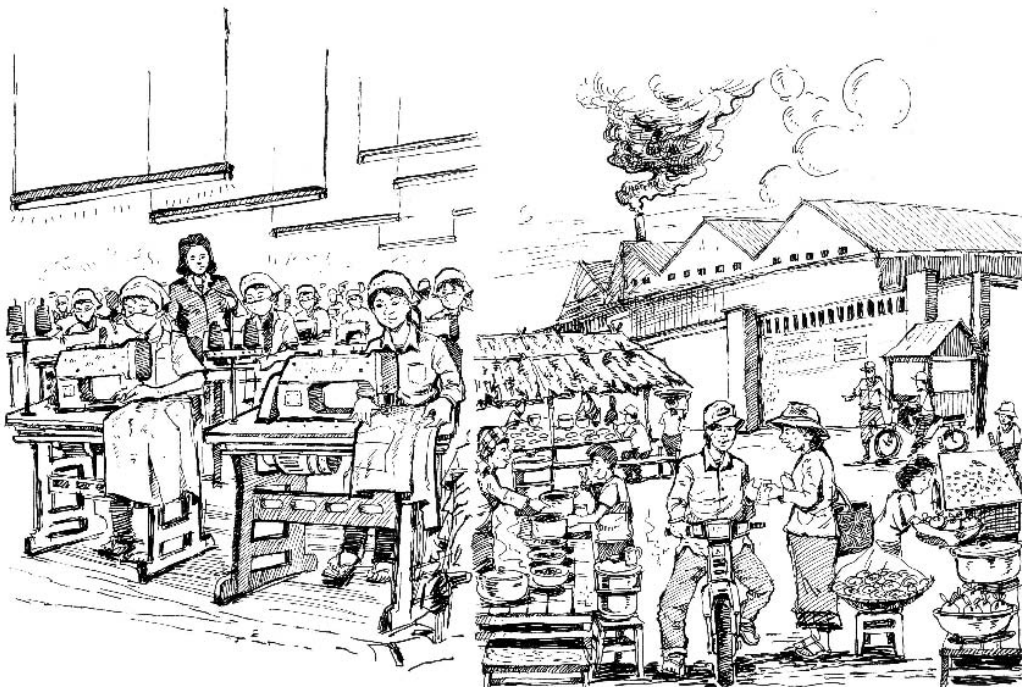
⁸ Universal Declaration of Human Rights, Article 25.

⁹ Universal Declaration of Human Rights, Article 19.

The right to demonstrate¹⁰



The right to work¹¹



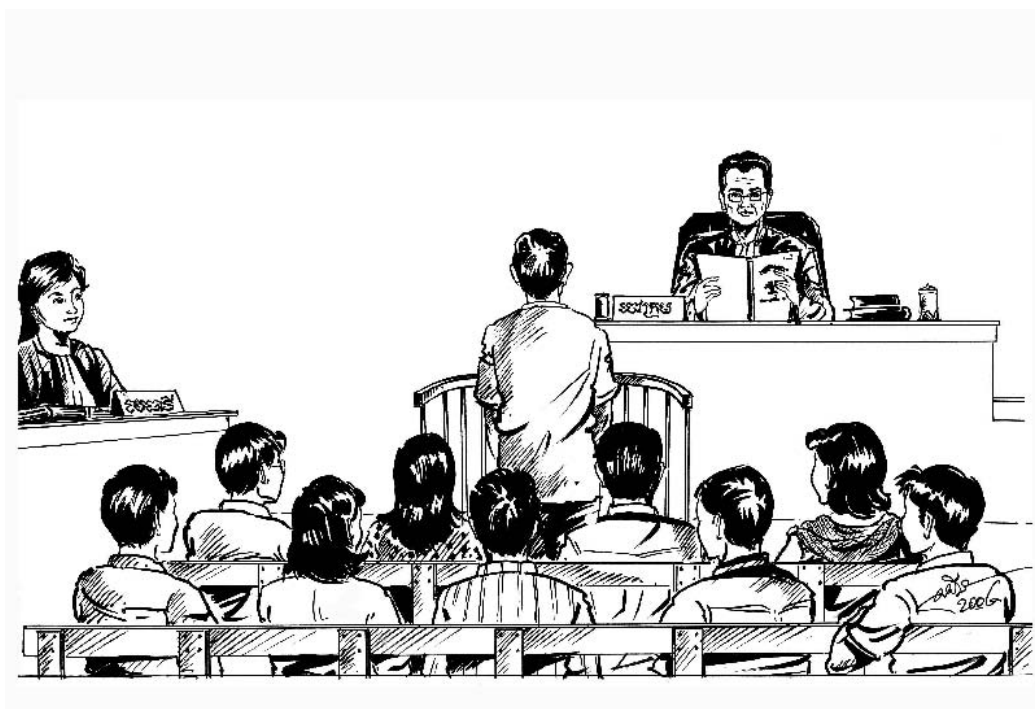
¹⁰ Universal Declaration of Human Rights, Article 20.

¹¹ Universal Declaration of Human Rights, Article 23.

The right to freedom of religion¹²



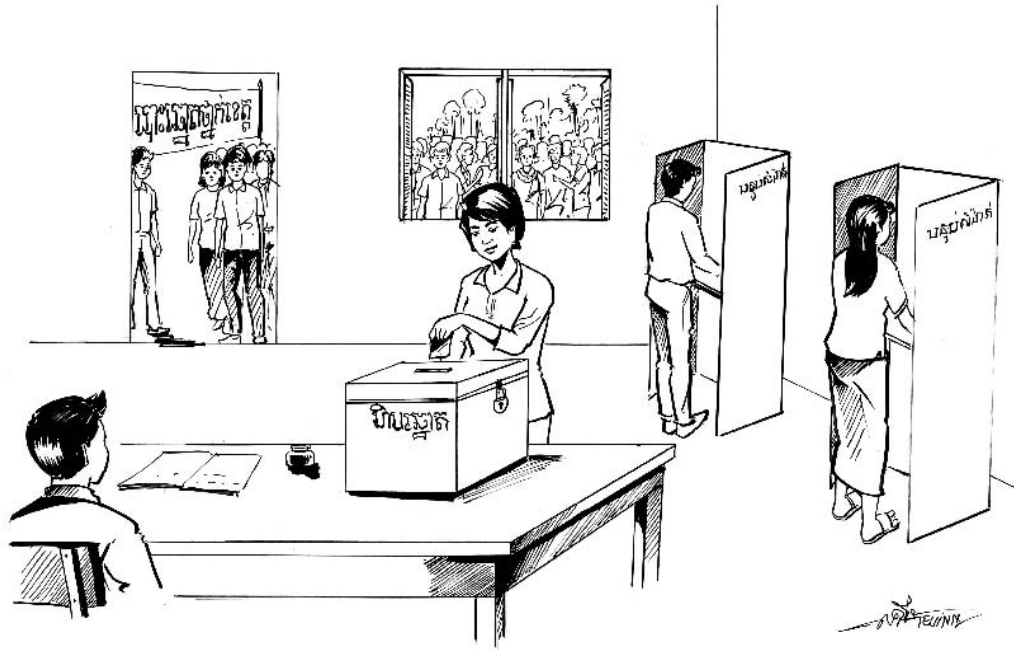
The right to a fair trial¹³



¹² Universal Declaration of Human Rights, Article 18.

¹³ Universal Declaration of Human Rights, Article 10.

*The right to vote*¹⁴



*The right to family life*¹⁵



¹⁴ Universal Declaration of Human Rights, Article 21.

¹⁵ Universal Declaration of Human Rights, Article 16.

4. WHY SHOULD WE KNOW AND UNDERSTAND OUR HUMAN RIGHTS?

Even though every person has human rights, very often these rights are violated by governments and others. When people do not know what their rights are, it is much easier for the government and others to violate human rights without any consequences. Knowing your rights is the first step in defending them.

Throughout history, and around the world, people have worked together to ensure that governments keep their promises to respect human rights. People have taken great risks and struggled to defend human rights and overcome injustice. People across the world have benefited from the victories of these human rights defenders.

MAHATMA GANDHI

For many decades, Britain ruled India as one of its colonies. During this time there were many abuses of the Indian people's human rights, including killing, forced labor, unfair trials and imprisonment. Over the years, the people became more and more determined to end this oppressive colonial rule and win their freedom and independence.

The struggle for Indian independence was led by a man named Mahatma Gandhi. He organized farmers and workers and led them in a movement of non-violent resistance to British rule. Gandhi was imprisoned many times and there were several attempts to kill him. Hundreds of thousands of Indians were arrested by the British in response to the independence movement, and sadly many were killed.

Despite the violence used by the British, the resistance remained non-violent and it eventually led India to independence in 1947. Gandhi has since inspired non-violent movements for human rights and freedom around the world.

THE UNITED STATES CIVIL RIGHTS MOVEMENT

The United States Civil Rights Movement (1955-1968) was inspired in many ways by Gandhi's example. In the United States, black Americans faced terrible discrimination and oppression for hundreds of years. Until the late 1960s, in the southern United States, black people were kept apart from white people and they were forced to go to separate schools and use separate public services. The services that blacks received were always of a much lower quality than those that whites received. Black people were prevented from voting, and they were unable to find good jobs. They also suffered from violence and other human rights violations, often carried out by the police.

Black Americans and other minorities rejected this discrimination. They challenged it in many different ways, such as through lawsuits and political organizing. Although they continued to face violence and discrimination, they followed Gandhi's example and refused to respond with violence. Instead they used non-violent resistance and led peaceful mass marches, rallies and strikes. Martin Luther King, Jr. led this non-violent movement by demanding that the rights recognized by the United States Constitution apply to all Americans, no matter what the color of his or her skin. This movement was ultimately successful in getting new laws passed that prohibited discrimination and ensured that the basic rights of all Americans, such as the right to vote, were respected.

LESSON 1: WHAT ARE HUMAN RIGHTS?

AIM: Participants will think about what human rights are, where they come from and why it is important to know about them.



MATERIALS: Flipchart or whiteboard, colored markers, copies of the Universal Declaration of Human Rights, Handout 1 and 2.

METHODS: Drawing, group work, brainstorming, large group discussion.

Procedure	Time Frame (in minutes)
1. Drawing human rights	10
2. Large group discussion	10
3. Introduce the information in Sections 1 and 2	15
4. Brainstorming and group discussion	15
5. Introduce the information in Section 3	10
6. Discussion about UDHR	15
7. Introduce the information in Section 4	15
8. Debrief	15
Total:	105

INSTRUCTIONS TO FACILITATOR

1. HUMAN RIGHTS DRAWINGS

- Explain that that you will divide the participants into a few groups and each groups should think about and discuss what “human rights” mean to them. Each group should draw a picture that represents what comes to mind when they think of “human rights”.
- Divide the participants into groups and give each group flipchart and colored markers.
- After about ten minutes ask the participants to stick their drawings somewhere around the room. Encourage the participants to walk around and look at all the drawings.

2. LARGE GROUP DISCUSSION

- Once the participants have returned to their seats, ask the following question:
 - Why do we have human rights?
- Explain that there are no right or wrong answers to this question. The aim of this discussion is to share ideas about human rights.
- Encourage a few participants to share their ideas.

3. INTRODUCE THE INFORMATION IN SECTION 1 AND 2:

Sections 1 and 2 - It is important that participants understand:

- What human rights are.
- That everyone has human rights, regardless of their background.
- That human rights come from common values and customs, because most people around the world believe that they, and the people around them, should be treated with respect.

4. BRAINSTORMING AND GROUP DISCUSSION:

- Write the following question on the flipchart:
 - What do you think you need to live happy, healthy and free lives?
- Encourage the participants to share their thoughts about the question with the larger group. You should encourage as many participants as possible to give answers and should write each new idea on the flipchart.

- If participants are having trouble answering, help by asking questions such as, “If you are always hungry, can you be happy and healthy?” or “If you are scared that you will be arrested for expressing yourself, can you be happy and free?”
- You can then point out that to live happy and healthy lives, you need basic things (such as food), as well as freedoms (such as being able to express yourself freely). You can then ask for more examples.

5. INTRODUCE THE INFORMATION IN SECTION 3:

- First, ask the participants if they have heard of the UDHR. If so, ask if anyone can explain what it is.
- Allow a few minutes for participants to reply, and then introduce the information in Section 3.

Section 3 - It is important that participants understand:

- What the United Nations is.
- What the UDHR is.
- That the UDHR contains all the basic rights of human beings.

6. DISCUSSION ABOUT UDHR:

- Hand out copies of the UDHR. Ask the participants to choose one of the examples they gave of what people need to live happy, healthy and free lives and to try to find it in the UDHR.
- You can also pass around copies of the pictures of human rights in Section 3 and ask participants to try to find these rights in the UDHR.
- After a few minutes, ask some of the participants to read out the relevant articles of the UDHR that they found. Can they think of ways that these human rights affect their own lives?

7. INTRODUCE THE INFORMATION IN SECTION 4:

- First, ask the question:
 - Do you think it is important to know your rights? If so, Why?
- Allow a few minutes for participants to reply, and then introduce the information in Section 4.

Section 4 - It is important that participants understand:

- Although everyone has these rights, they are not always respected, but this does not mean that they are meaningless.
 - If people do not know what their rights are, they cannot work to ensure that they are respected.
 - Over the years many people have struggled for their human rights and the human rights of others to be respected.
-
- Ask a participant to read out the example of the Indian struggle for independence from Handout 1. Ask another participant to read out the example of the Civil Rights Movement in the US from Handout 2.
 - Ask participants what they think about these stories.
 - Ask participants if they know of any more examples of people advocating for human rights. These examples can be from their own lives and communities, from Cambodia or around the world.

8. DEBRIEF:

- To review the lesson, play a short game. Divide the participants into three or four teams. Ask each team to choose a sound to call out if they know the answer to the questions that you will ask them. For example, one team's sounds could be the roar of a lion and another team's sound could be clapping or whistling. Each team should have its own sound.
- Explain that you will ask some questions and the team that thinks they know the answer should call out their sound. Whoever calls out their sound first gets to answer the question, and if their answer is right, they score two points. If they do not answer the questions properly another team has a chance to answer.
- Use the following questions (you can also add any others you think of):
 - What are human rights? (Answer: Human rights are what people need in order to live happy, healthy and free lives. You have these rights because of the simple fact that you are a human being).
 - Give five examples of a human right. (Answer: See illustrations in Section 3 for examples)
 - Who has human rights? (Answer: Everyone, everywhere has these human rights – men and women, young and old, rich and poor – no matter where they were born or what they believe.)

- Can human rights be taken away? (Answer: No. Human rights can be violated but the right cannot be taken away.)
- What is the Universal Declaration of Human Rights? (Answer: A statement of the basic rights of all human beings made in 1948 by the United Nations).
- Why is it important to know your rights? (Answer: If you know your rights you can work to ensure they are protected.)
- Add up the points to see which team wins.

HANDOUT 1 – LESSON 1

MAHATMA GANDHI

For many decades, Britain ruled India as one of its colonies. During this time there were many abuses of the Indian people's human rights, including killing, forced labor, unfair trials and imprisonment. Over the years, the people became more and more determined to end this oppressive colonial rule and win their freedom and independence.

The struggle for Indian independence was led by a man named Mahatma Gandhi. He organized farmers and workers and led them in a movement of non-violent resistance to British rule. Gandhi was imprisoned many times and there were several attempts to kill him. Hundreds of thousands of Indians were arrested by the British in response to the independence movement, and sadly many were killed.

Despite the violence used by the British, the resistance remained non-violent and it eventually led India to independence in 1947. Gandhi has since inspired non-violent movements for human rights and freedom around the world.

HANDOUT 2 – LESSON 1

THE UNITED STATES CIVIL RIGHTS MOVEMENT

The United States Civil Rights Movement (1955-1968) was inspired in many ways by Gandhi's example. In the United States, black Americans faced terrible discrimination and oppression for hundreds of years. Until the late 1960s, in the southern United States, black people were kept apart from white people and they were forced to go to separate schools and use separate public services. The services that blacks received were always of a much lower quality than those that whites received. Black people were prevented from voting, and they were unable to find good jobs. They also suffered from violence and other human rights violations, often carried out by the police.

Black Americans and other minorities rejected this discrimination. They challenged it in many different ways, such as through lawsuits and political organizing. Although they continued to face violence and discrimination, they followed Gandhi's example and refused to respond with violence. Instead they used non-violent resistance and led peaceful mass marches, rallies and strikes. Martin Luther King, Jr. led this non-violent movement by demanding that the rights recognized by the United States Constitution apply to all Americans, no matter what the color of his or her skin. This movement was ultimately successful in getting new laws passed that prohibited discrimination and ensured that the basic rights of all Americans, such as the right to vote, were respected.

5. TYPES OF RIGHTS

Human rights are commonly grouped into two categories:

- Civil and political rights; and
- Economic, social and cultural rights.

5.1. CIVIL AND POLITICAL RIGHTS

Civil and political rights are associated with individual freedoms, participation in public life, and equal and fair treatment in society. Examples of civil and political rights are:

- Right to life;
- Freedom of movement;
- Right to vote in elections;
- Freedom to practice the religion of your choice;
- Freedom of opinion and expression;
- Freedom of peaceful assembly; and
- Equal protection under the law.

5.2. ECONOMIC, SOCIAL AND CULTURAL RIGHTS

Economic, social and cultural rights relate to the basic needs of individuals to live with dignity. Examples of economic, social and cultural rights are:

- The right to an adequate standard of living, including housing, water and food;
- The right to work, to enjoy fair working conditions and to join trade unions;
- The right to social security, including protection against poverty for those who are unable to earn a livelihood;
- The right to education, including free primary education; and
- The right to take part in cultural life.

6. HUMAN RIGHTS ARE ALL CONNECTED

Although rights can be categorized into different categories, human rights are all connected with one another. This connection means that one right cannot be fully enjoyed without the fulfillment of other rights. For example, the right to an adequate standard of living cannot be fully enjoyed without a right to freedom of opinion and expression – we need these freedoms to live full and happy lives. The right to vote cannot be fulfilled without the enjoyment of the right to adequate food – we cannot properly participate in making important political decisions if we are weak from hunger.

The connection of all human rights also means that greater respect for one right leads to greater fulfillment of other rights. For example, when people have adequate housing, security and privacy they will be more likely to have better health and education. Better education and access to information will mean people will be more able to participate in public life.

No human right is more or less important in respecting human dignity. All human rights are of equal value and the enjoyment of one cannot be separated from the enjoyment of other human rights.

LESSON 2 : HUMAN RIGHTS ARE ALL CONNECTED

AIM: Participants will think about specific rights, the connection between them and what it means to have these rights.



MATERIALS: Sign that reads: “Economic, social and cultural rights”, sign that reads: “Civil and political rights”, large drawing of alien in Handout 1, copies of Handout 2, recent newspaper article about human rights violation (optional), whiteboard or flipchart, markers.

METHODS: Drawing, discussion, small group work, presentation, large group discussion.

Procedure	Time Frame (in minutes)
1. Drawing and grouping human rights	15
2. Introduce the information in Section 2	10
3. The Alien game	20
4. Group explain their decisions	15
5. Introduce the information in Section 3	10
6. Debrief	15
Total:	85

INSTRUCTIONS TO FACILITATOR

1. DRAWING AND GROUPING HUMAN RIGHTS:

- Ask the participants to each draw a picture showing a human right. They can draw any right they want.
- Give the participants a few minutes to finish their drawing.
- Next, place a sign that says “civil and political rights” at one end of the room and a sign that says “economic, social and cultural rights” at the other end.
- Ask the participants to think about which group of human rights their drawing belongs to and then go to stand at either the “civil and political rights” sign or the “economic, social and cultural rights” sign.
- Choose a few participants standing in the civil and political rights group to show their picture and explain why they think it is a civil and political right. Ask the other participants if they agree.
- Do the same with the participants standing in the economic, social and cultural rights group.

2. INTRODUCE THE INFORMATION IN SECTION 5:

Section 5 - It is important that participants understand:

- What civil and political rights are and some examples.
- What economic, social and cultural rights are and some examples.

3. THE ALIEN GAME:

- Stick a large drawing of an alien like the one in Handout 1 at the front of the room.
- Explain to the participants that aliens (creatures from another planet) have taken control of their country and this will change their lives. They have announced that they will take away three of twelve human rights that they have listed. They will let people keep all the other human rights on the list.
- The aliens have decided to let them choose which human rights will be taken away. They have divided the participants into groups and each group has to choose which three human rights to give away. The aliens will give the groups fifteen minutes to decide, but if they do not choose three rights the aliens will take them all away.

- Divide the participants into three or four groups. It might be interesting to divide the groups into males and females to see if they come up with different answers. Give each group a copy of Handout 2.
- Give the groups 15 minutes to work and let them know when they have two minutes left. Remind them that if they do not choose three human rights, the aliens will take away all the human rights.

4. GROUPS EXPLAIN THEIR DECISIONS:

- Ask each group to write the three rights they chose to give away on a flipchart at the front of the room so everyone can see.
- Ask a participant from each group to explain why they chose to give up those particular human rights. If there were any groups that could not make a decision, ask them what happened in their group discussion.
- After each group gives their explanation, ask the other participants if they have any comments or questions about the group's decision. Encourage a lively debate.
- Ask the participants if it was difficult to choose three human rights to be taken away. If so, why?

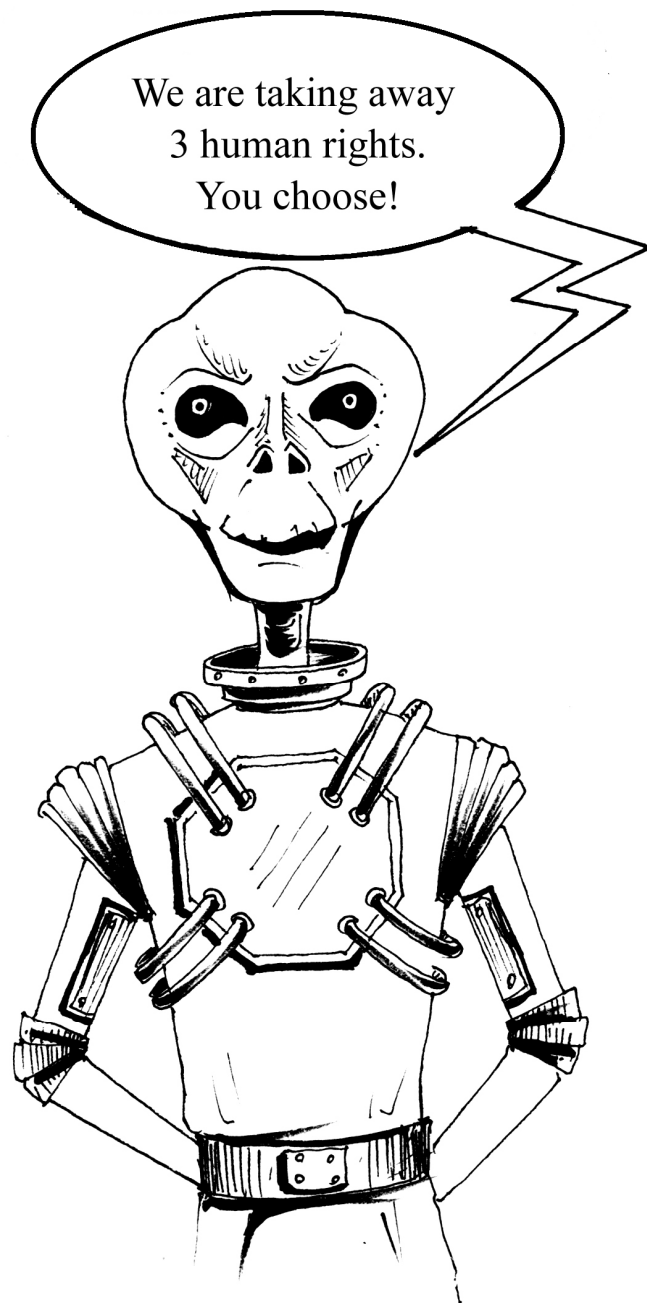
5. INTRODUCE THE INFORMATION IN SECTION 6:

Section 6 - It is important that participants understand:

- Human rights are all connected.
- Greater respect for one right leads to greater fulfillment of other rights.
- One human right cannot be fully enjoyed without the fulfillment of other rights.
- No human right is more or less important in respecting human dignity.

6. DEBRIEF:

- Remind the participants that human rights cannot be taken away – even by aliens! If a government or someone else violates a human right, they are not taking it away, but they are failing to meet their obligations to respect human rights.
- Ask the participants if they can think of examples in their lives or from the news where human rights have been violated. Which human right has been violated in the situation they are thinking of? What other human rights might be affected because of this violation?
- You can also end the lesson by reading out a recent article from the newspaper that involves a human rights violation. Ask the participants which human right has been violated and which others might be affected.



HANDOUT 2 – LESSON 2

Greetings humans,

We are now the rulers of planet earth. Our first act as your ruler is to take away three human rights. We will let you keep the rest...for now. Because we are good aliens and kind rulers we will let you choose which three human rights we will take away. Kindly place a line through three of the twelve human rights below. You have 15 minutes.

Your Sincerely,
Aliens

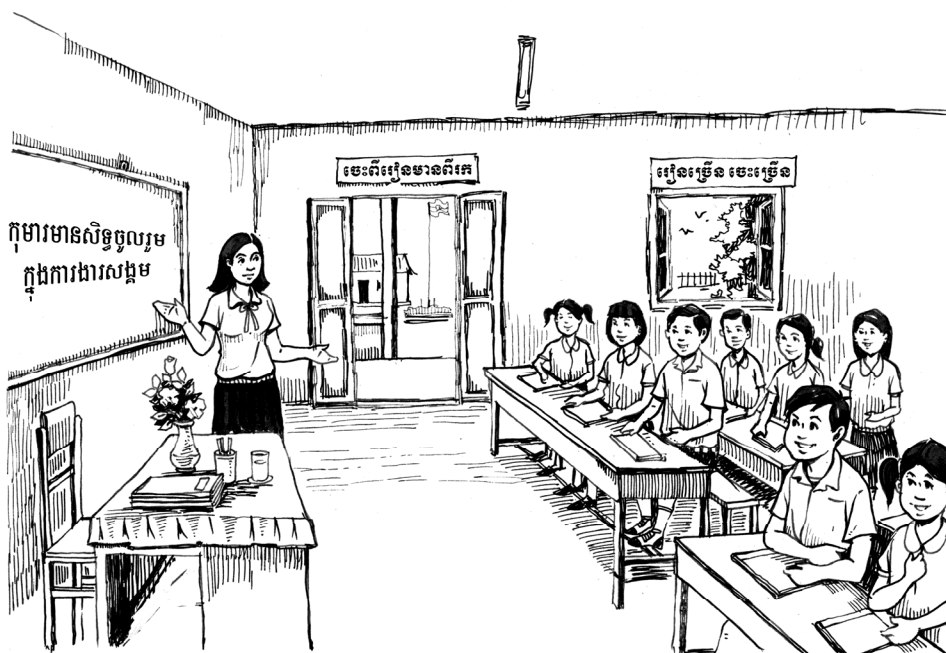
1. The right to be free from torture
2. The right to housing
3. The right to a fair trial
4. The right to water
5. The right to be free from discrimination
6. The right to life
7. The right to freedom of religion
8. The right to express opinions freely
9. The right to be free from slavery
10. The right to health
11. The right to education
12. The right to be free from unfair detention

7. HUMAN RIGHTS AND GOVERNMENT DUTIES

Governments have broad powers to make decisions, pass laws and take actions that affect people's lives. Human rights place limits upon and give direction to the way governments should use these powers. For every human right there are corresponding duties on governments. These duties require the government to **fulfill**, **respect** and **protect** human rights.

7.1 GOVERNMENTS HAVE A DUTY TO FULFILL HUMAN RIGHTS

Because of the power that governments have, they are responsible for doing all that they can to make sure that people are able to live happy, healthy and free lives. That means that governments have a duty to fulfill human rights. Governments must pass laws and take actions to ensure that eventually everyone can fully enjoy their human rights. This may not be possible immediately but over time governments must work towards this goal. For example, to fulfill the human right to education, governments must pass laws and take steps so that over time all children are able to go to primary school. To do this, they might open new schools in rural villages and train more teachers.



To fulfill the right to education the Government can open schools in rural villages.

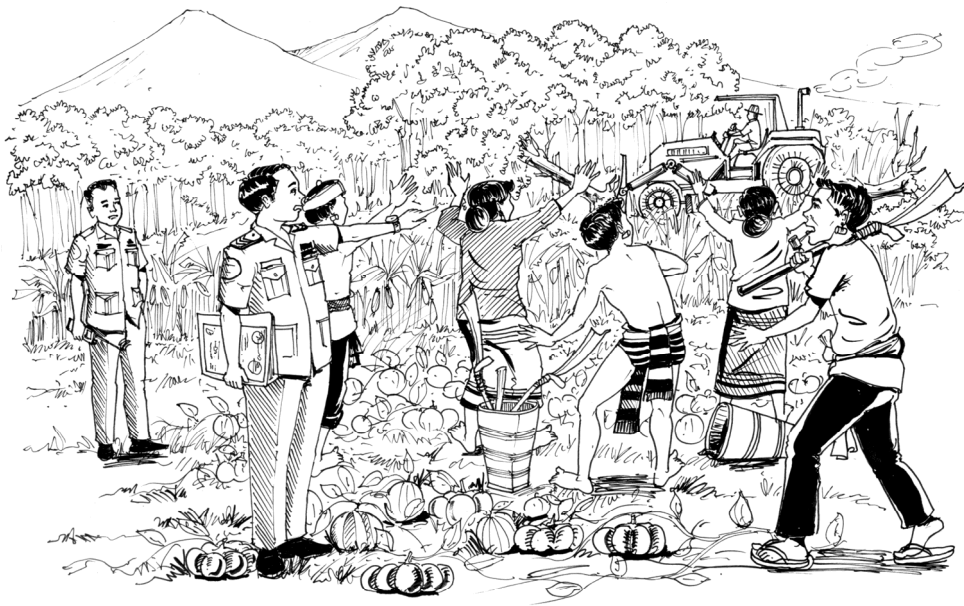
7.2 GOVERNMENTS HAVE A DUTY TO RESPECT HUMAN RIGHTS

Human rights also place limits on the powers of governments. Governments have an immediate duty to respect human rights, which means they must not pass laws or take any actions that violate human rights. For example, if a government builds a large dam that prevents a community's access to water for farming and fishing, it may be violating people's human right to water and food. Another example is that governments should not pass laws that prohibit people from peacefully demonstrating or practicing their religion.



7.3 GOVERNMENTS HAVE A DUTY TO PROTECT HUMAN RIGHTS

Governments also have a duty to protect people's rights from being violated by other people, companies or organizations. For example, governments should pass laws that prohibit companies from destroying people home's and taking their land. This protects the right to adequate housing and other human rights. Governments should also train a police force to protect people's safety and security from harmful actions of others. This protects the right to life and other human rights.



The government has a duty to protect people's rights being violated by companies or other people.

8. INTERNATIONAL HUMAN RIGHTS LAW TREATIES

In the 1960s two **international human rights treaties** were created that places duties on governments. **Treaties** are legal agreements made between governments of the world. The two main international human rights treaties are:

- **The International Covenant on Civil and Political Rights (ICCPR)**
- **The International Covenant on Economic, Social and Cultural Rights (ICESCR)**



Most of the rights listed in the UDHR are protected by these treaties. *Because the Covenants are international legal agreements, governments that agree to them, have the legal duty to respect and follow them.* When governments **ratify** these international treaties, they make a commitment to their people and to other governments of the world that they will fulfill, respect and protect human rights. This means that the human rights situation in a country is the concern of the whole international community, not just the government of that country.

ENFORCING HUMAN RIGHTS

When a government commits violations of human rights, it cannot be sent to jail, but people, governments of other countries and the United Nations can do something about it.

- People can demand that the government changes its laws, policy or actions, and in a democracy, people can vote the government out of power in the next election if it refuses to change its ways.
- NGOs, the UN and other countries can make public statements that shame the government so that it loses face.
- Governments of other countries can place political and economic pressure on a government that violates human rights and refuse to give aid or trade with the government or businesses from that country.
- If there are very serious violations of human rights that are severely harming many people, the United Nations can decide to send armed forces into that country to stop the violations from continuing.

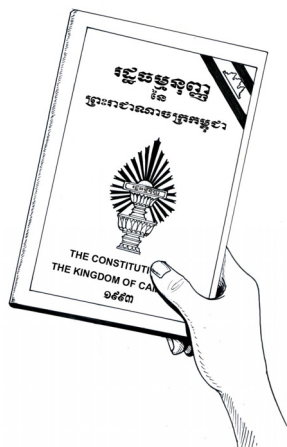
9. HUMAN RIGHTS AND THE CAMBODIAN CONSTITUTION



The Royal Government of Cambodia committed to following the ICCPR and the ICESCR in 1992. The **Cambodian Constitution** makes these international laws part of Cambodian law. The Constitution is the highest law in Cambodia. This means that the government has a *legal duty* under Cambodian law to make sure that human rights are respected.

THE CONSTITUTION OF THE KINGDOM OF CAMBODIA

Article 31: The Kingdom of Cambodia shall recognize and respect human rights as stipulated in the United Nations Charter, the Universal Declaration of Human Rights, conventions related to human rights, women's and children's rights.



LESSON 3 : HUMAN RIGHTS AND GOVERNMENT DUTIES

AIM: Participants will know that governments have duties to fulfill, respect and protect human rights. They will know that international human rights treaties place duties on governments that agree to them. They will also know that the Cambodian Constitution protects human rights.



MATERIALS: Flipchart or whiteboard, markers, pictures from Handout 1.

METHODS: Brainstorming, group discussions, presentations.

Procedure	Time Frame (in minutes)
1. Introduce the information in Section 7	20
2. Explain the exercise	5
3. Small group work	20
4. Group presentations	15
5. Introduce the information in Sections 8 and 9	15
6. Debrief	15
Total:	90

INSTRUCTIONS TO FACILITATOR:

1. INTRODUCE THE INFORMATION IN SECTION 7:

Section 7 - It is important that participants understand:

- That human rights place limits upon and give direction to the way governments use their powers.
- That for every human right there are corresponding duties on governments.
- That governments have a duty to fulfill, respect and protect human rights and examples of each of these types of duties.

2. EXPLAIN THE EXERCISE:

- Explain that the participants will be divided into four groups and each will be given a picture of a human right. Each group should think of examples of the following for the human right that they are given:
 - What the government should do to fulfill the human right so that eventually everyone can fully enjoy the right.
 - What the government should not do so that it respects and does not violate the human right.
 - What the government should do to protect the human right from being violated by others.
- Before the groups begin, explain their task by using the example of the right to education.
 - To fulfill the right to education, the government should open new schools in rural villages and train more teachers so that eventually everyone can enjoy the right to education.
 - To respect (not violate) the right to education, the government should not make families pay more than they can afford to enroll in school.
 - To protect the right to education from being violated by others, the government should pass laws against child labor so that children do not work instead of going to school.
- The groups should stick the picture of the human right in the middle of a flipchart and write or draw their answers around picture to create a poster. The groups can include as many examples of the government duties as they like, but they should think of at least one of each type: fulfill, respect and protect.
- The groups will have 20 minutes to work and will then present their answers to the other participants.

3. GROUP WORK:

- Divide the participants into four groups and give each group one of the following pictures from Handout 1:
 - The right to health
 - The right to adequate housing
 - The right to a fair trial
 - The right to express opinions freely
- Make sure that each group understands the right they are given and their task.

4. GROUP PRESENTATIONS:

- Invite each group to present their posters.
- After each presentation invite comments or questions from the other participants.

Suggested Answers:

This exercise aims to help participants think of the duties the government has to fulfill, respect and protect human rights. Below are just some examples of duties that the government has regarding human rights. There are many more possible correct answers than those provided below.

The right to health

- To fulfill the right, the government should make sure everybody can go to the hospital by building more hospitals and training more doctors if needed.
- To respect the right, the government should not forcibly evict people from their villages and resettle them far from health centers.
- To protect the right, the government must not allow companies to build a factory that pollutes the water of a community and makes people sick.

The right to adequate housing

- To fulfill the right, the government should take steps to improve people's housing conditions, for example by connecting houses to infrastructure such as water and electricity.
- To respect the right, the government should not demolish poor people's houses just because they are in a bad condition.
- To protect the right, the government must not allow companies to grab people's land and forcibly evict them.

The right to a fair trial

- To fulfill the right, the government should improve the knowledge and skills of judges and make sure they are independent from political influences.
- To respect the right, the government should not try to influence the decision of a court case.
- To protect the right, the government should punish anyone who tries to bribe a judge and punish any judge who accepts a bribe.

The right to express your opinion freely

- To fulfill the right, the government should pass a law to protect the right of people to say what they think or believe.
- To respect the right, the government should not arrest people or close down media publications for criticizing the government.
- To protect the right, the government should not allow any political parties to intimidate or threaten people for expressing their political opinion.

5. INTRODUCE THE INFORMATION IN SECTION 8 AND 9:

Sections 8 and 9 - It is important that participants understand:

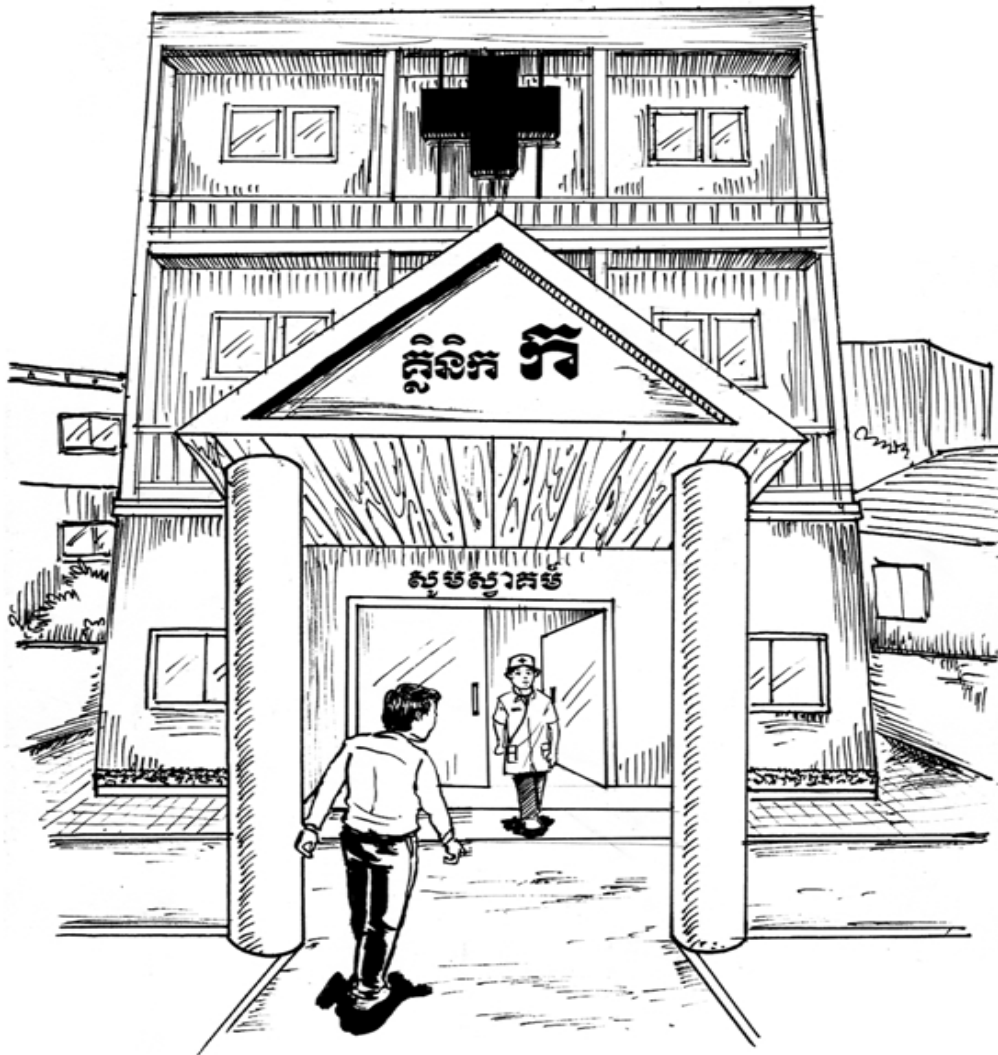
- That when governments ratify international human rights treaties such as the ICCPR and the ICESCR, they make a commitment to their people and to other governments that they will fulfill, respect and protect human rights.
- How human rights can be enforced.
- That Cambodia has ratified the ICCPR and the ICESCR and the Cambodian Constitution makes these rights part of Cambodian law.
- This means that the government has a duty, recognized in both international and Cambodian law, to respect and protect human rights.

6. DEBRIEF:

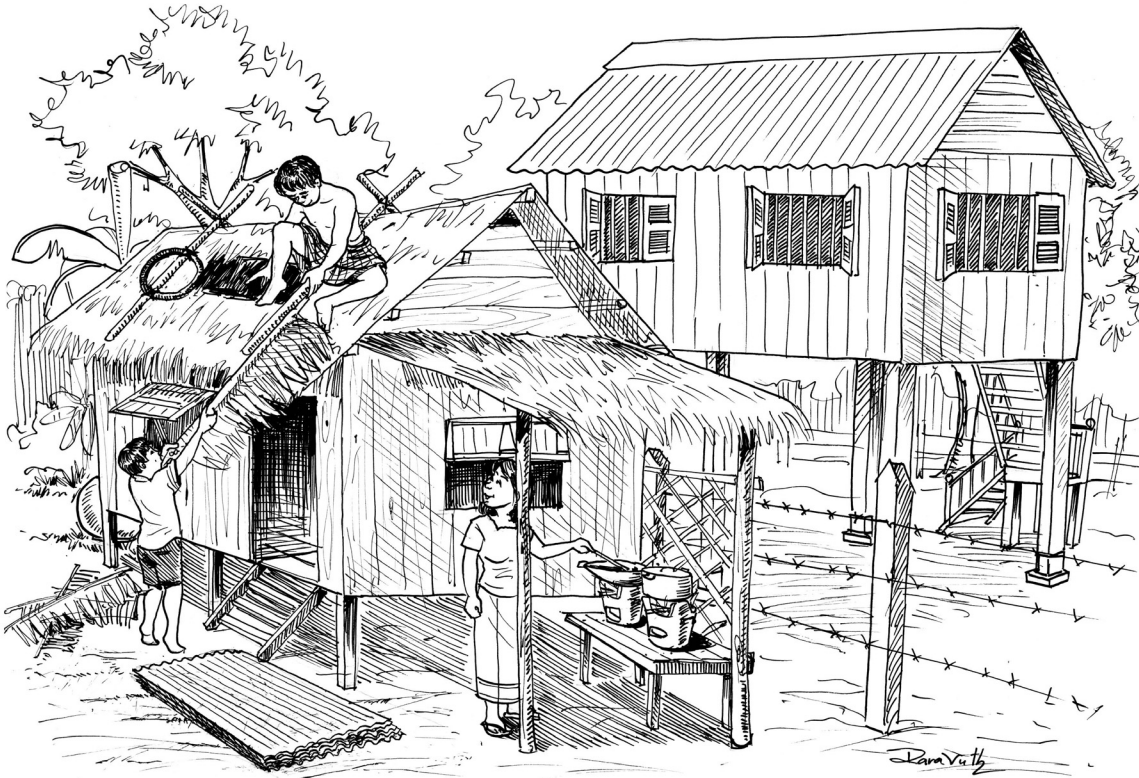
- Stick the group's posters on the walls around the room so they can be easily seen. For some or all of the four rights, do the following:
 - Choose some examples of government duties and ask the participants if they think this is something that the Cambodian Government is doing or not doing.
 - Ask participants to share stories from their lives or the news that show whether or not the government is meeting its duty and respecting these rights.

- Finish by asking the participants what they think they can do as citizens if the government is not meeting its duties to respect human rights.
- To end the discussion you can remind participants that knowing about your rights is the first step to defending them. Remind participants of the stories of Gandhi in India and the United States civil rights movement and that it is ultimately up to the citizens of a country to demand that the government respects human rights.

The right to health



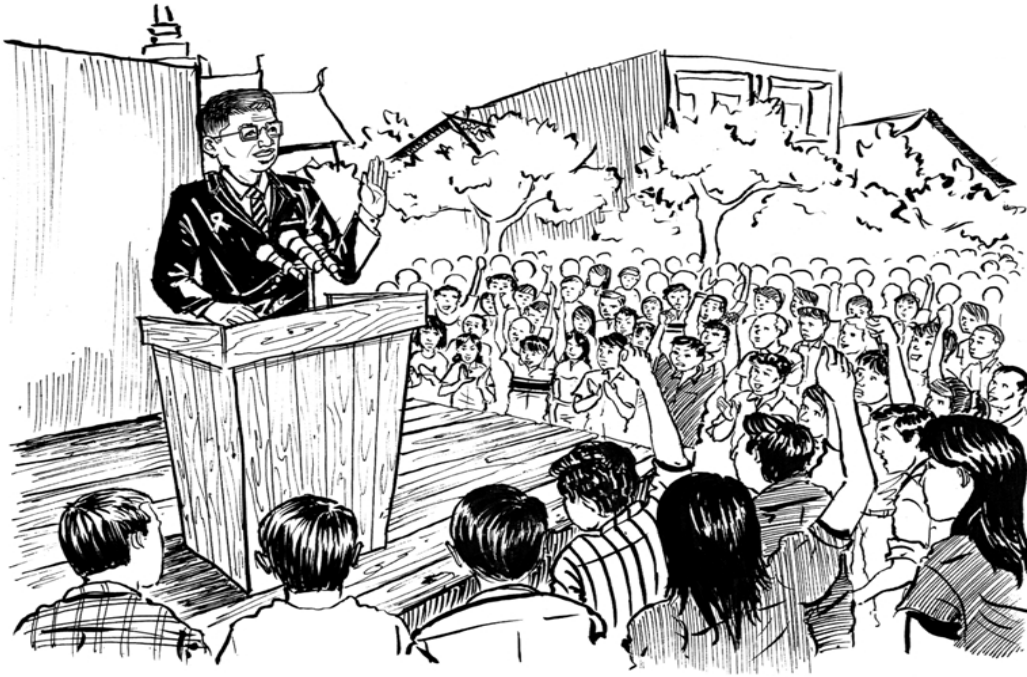
The right to adequate housing



The right to a fair trial



The right to express opinions freely



INTRODUCTION TO DEMOCRACY

OUTCOMES

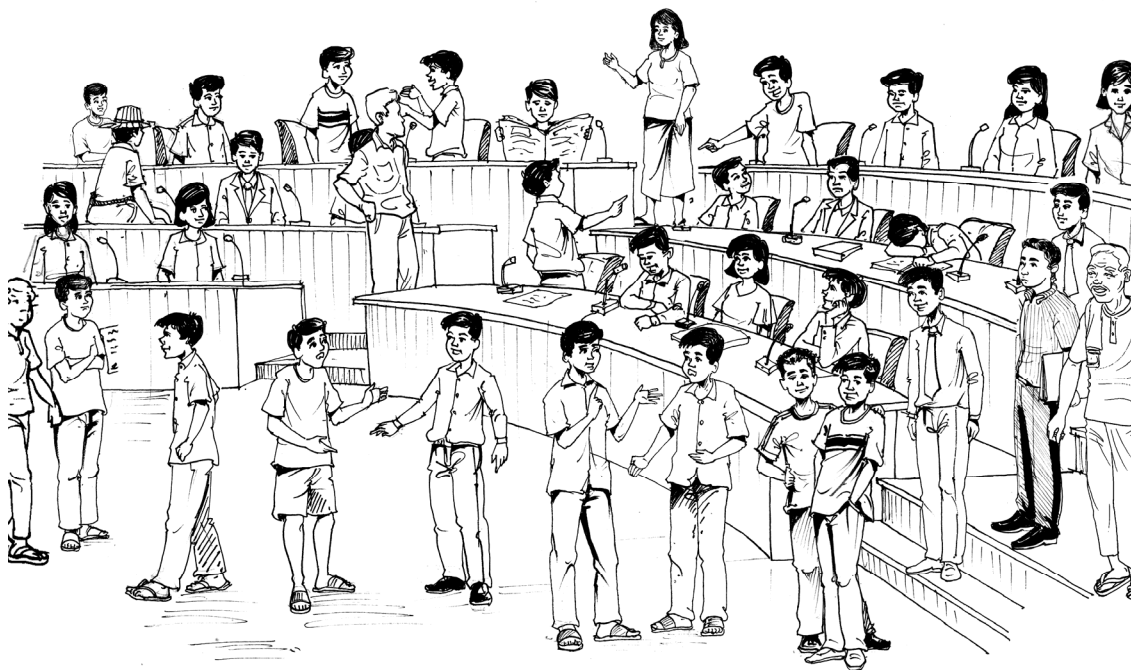
After completion of this module, participants will:

1. Understand why we have governments.
2. Understand what representative democracy is.
3. Know the key characteristics of a democracy.
4. Understand what free and fair elections are.
5. Know what political parties are and why they are important.
6. Understand that access to information and participation are essential parts of democracy.
7. Understand the principle of majority rule and minority rights.
8. Know why the rule of law is essential in a democracy.
9. Know the three branches of government and understand the principle of separation of powers.
10. Understand the importance of an independent judiciary.
11. Understand the role of a citizen in a democratic society.

1. MAKING DECISIONS ABOUT SOCIETY

When a small group of people interact with each other, each member of the group can be actively involved in making decisions about what they do and how they do it. When a group of friends decides to play a game, they can all be actively involved in deciding what game to play and what the rules of the game will be.

In a society, such as a city, province or country, there are many decisions to make and many people interacting together in different ways every day. It becomes more difficult for everyone to be actively involved in all the decisions about how the society is organized. Imagine if for every new law in Cambodia, or every decision made about Phnom Penh, every single person had to be involved!



In most societies, there is a group of people that have the authority to make decisions about laws, policies and the way society functions. The group of people with the authority to make these decisions is called the **government**.

2. WHAT IS DEMOCRACY?

Governments in different societies around the world get their authority in different ways and through different systems. Throughout history, some governments have gotten their power – and have held on to power - by force or in other unjust ways. In a **democracy**, political power comes from the will of the people. Today, the most popular method of giving governments the authority to make decisions about society is through **representative democracy**. In a representative democracy people freely choose representatives to make decisions about society on their behalf. People have access to information and an opportunity to participate in public debate about important issues. Although people are represented by government, all members of the society have the right to be involved and have a say in the issues and decisions that affect them.

In a democracy the government is ultimately **accountable** to the people for their decisions and actions. This means that decision-makers accept responsibility for the impacts of their decisions and actions. The most important form of accountability in a democracy is that if the majority of people are not happy with their representatives' decision-making, they can vote them out of power in the next election.



CHARACTERISTICS OF A DEMOCRACY

A true democracy has a number of key characteristics, including:

- the right to vote and stand as a candidate in free and fair elections;
- more than one political party and the freedom to form and join political parties;
- access to information and forums for participation in public debate;
- freedom of opinion and speech;
- minority rights;
- rule of law and equality under the law;
- separation of powers and an independent judiciary; and
- informed, active and responsible citizens.

All of these characteristics must exist in a society for it to be truly democratic.

3. DEMOCRACY IN THE CAMBODIAN CONSTITUTION

After many years of civil war and several systems of government that were not democratic, a new Cambodian Constitution was adopted in 1993. This Constitution established a new system of government based upon representative democracy, protection of individual rights and respect for different opinions and beliefs. This system of government is also known as **Liberal Democracy**.

THE CAMBODIAN CONSTITUTION

Article 51: The Kingdom of Cambodia adopts a policy of Liberal Democracy and Pluralism.

The Cambodian people are the masters of their own country. All power belongs to the people. The people exercise these powers through the National Assembly, The Senate, the Royal Government and the Judiciary.

LESSON 1: WHAT IS DEMOCRACY?

AIM: Participants will think about why we need government and the best way to give government its authority. They will also consider what ‘democracy’ means to them.



MATERIALS: Flipchart, colored markers.

METHODS: Drawing, group work, brainstorming, large group discussion.

Procedure	Time Frame (in minutes)
1. Introduce the information in Section 1	10
2. Simulation and large group discussion	15
3. Group work and drawing	15
4. Presentation of democracy posters	15
5. Introduce the information in Section 2 and 3	20
6. Debrief	15
Total:	90

INSTRUCTIONS TO FACILITATOR

1. INTRODUCE THE INFORMATION IN SECTION 1:

Section 1 - It is important that participants understand:

- Why we need governments.
- That governments have the authority to make decisions about laws, policies and the way society functions.

2. SIMULATION AND LARGE GROUP DISCUSSION:

- Explain that a few decisions need to be made about the workshop that will affect the participants. For example, decisions need to be made about who will lead the group work in the next activity and how long the break will be. Rules need to be made about what sort of punishment people should receive if they arrive late or if their mobile phone rings during the workshop.
- Explain that you have decided that you will make these decisions and rules on your own. Point to four of the participants and say that they will lead the group work in the next activity. Say that the break will be for 5 minutes. Explain that you have also decided that if anyone arrives late to the workshop or if someone's phone rings and interrupts the workshop they will have to pay a \$10 fine.
- Ask the participants what they think about all of this. Ask what they think about the decisions and the way that they were made. Was this process fair?
- What other ideas do participants have about how to make these decisions? What would be a fairer way to do it?
- Once the participants have had a chance to share their ideas, explain that a fairer way to make these decisions could be for everyone to vote on each issue. Another method is for everyone to choose one or a few representatives who can make these decisions on their behalf, like a group committee.
- Ask the participants if they know what these sorts of methods for making decisions are called. If no one knows, explain that these are types of democracy.

3. GROUP WORK AND DRAWING

- Explain that the participants will be divided into small groups and each group will discuss what democracy means to them. The groups will be given a flipchart paper and should write words that come to mind when they think about democracy or draw pictures that represent democracy. They will then be invited to present their democracy posters to the class.

- Divide the participants into three or four groups and hand each one flipchart and colored markers.

4. PRESENTATIONS OF DEMOCRACY POSTERS:

- Invite each group to present their posters and explain what their words and drawings represent. After each group presents, stick their posters up around the room.

5. INTRODUCE THE INFORMATION IN SECTION 2 AND 3:

Section 2 and 3 - It is important that participants understand:

- Governments get their authority to make decisions about society in different ways.
- That in a representative democracy people freely choose representatives to make decisions about society on their behalf.
- In a democracy people also have access to information and an opportunity to participate in public debate about important issues.
- In a democracy the government is accountable to the people and can be voted out of power if people are not happy with their decision-making and actions.
- The key characteristics of a democracy (to be discussed in detail during the rest of the workshop).
- The 1993 Cambodian Constitution establishes a new system of government based upon Liberal Democracy.

6. DEBRIEF:

- Ask one or two of the participants to describe what representative democracy is.
- Ask what they think about the situation in Cambodia. To what extent are Cambodian people able to freely choose representatives, have access to information and an opportunity to participate in public debate about important issues? Facilitate a discussion about the extent to which Cambodia is democracy.

4. THE RIGHT TO VOTE IN FREE AND FAIR ELECTIONS

In a democracy, members of a society choose their representatives by voting in free and fair **elections**. During the elections people have an opportunity to learn about the views and values of different **candidates** – the people who want to represent them in government – and then decide which candidate best represents their own ideas about what should be done for the society.

Everyone who has the right to vote can cast one vote to be counted in the election. No one person's vote is more important than anyone else's - all votes are equal. All adult citizens should have the right to vote in an election. This right should only be limited for a very good reason, such as if someone has a severe mental illness that prevents them from making independent rational decisions.



THE RIGHT TO VOTE

The right to vote is a fundamental human right, recognized in the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights.

The right to vote for men and women over 18 years old is also guaranteed in article 34 of the Constitution of Cambodia.

The right for adults to stand as a candidate in elections to become a representative of the people is also a fundamental human right guaranteed in the Constitution and international law.

Once everyone has had an opportunity to vote, the representatives who are elected become a part of government. The government is elected to act on behalf of the people, and during its time in power it should represent the interests of the people.

If someone does not agree with the decisions that the government has made or the actions it has taken, they are free to vote for different representatives in the next election. This is the most important way to make the government accountable, or responsible, to the people that it represents. If a government does not perform well, breaks promises or introduces unpopular policies, the government may no longer have the support of the majority of the people. Voting at an election could then lead to a change of government. This means that a different political party will win the election and form a government.

WHAT ARE FREE AND FAIR ELECTIONS?

Elections must fulfill certain requirements to be meaningful and truly represent the wishes of the people. There are international guidelines that set out standards for elections.¹⁶ Many countries, including Cambodia, have committed to these standards. The guidelines describe what needs to happen for voting and elections to be free and fair. These include that:

- everyone must be able to vote;
- everyone must be able to vote for a candidate of their choice;
- everyone must be able to vote in secret;
- everyone must have access to accurate information about the parties to help them decide who to vote for.

People should feel free to vote for whoever they think will best represent them. If there is any pressure or intimidation to vote for a particular person or **political party** the election is not free and fair. One important way to make elections free and fair is

¹⁶ Declaration on criteria for free and fair elections unanimously adopted by the Inter-Parliamentary Union Inter-Parliamentary Council, Paris 26 March 1994.

for votes to be secret. This helps ensure that people can freely vote for the candidate and political party they believe in, without fearing that they will be punished.

SITHORN'S STORY

Sithorn had just turned 18 and was going out to cast his vote in the national elections. On his way to casting his vote, Sithorn is stopped by two men from his village who are known to be members of one of the political parties. They tell Sithorn that if he doesn't vote for their political party they will make sure that his family faces trouble in the future.

Sithorn feels scared and intimidated because he has heard that these men can make people's lives very difficult. He votes for their political party, which ends up winning the elections.

These elections were not free and fair and Sithorn's right to vote was violated by the two men.



5. POLITICAL PARTIES

For people to exercise their vote in a meaningful way there must be a real choice of candidates to vote for. These candidates are often members of political parties that have different values and views about the way society should be organized and the decisions that should be made. A **political party** is an organization made up of a group of people with shared values and views that aims to have political power within government. If there is only one political party there is no genuine choice for people to make when they vote in an election.

The right to association is the right for people to:

- Choose to form or join organizations or groups.
- Choose not to join or support other organizations or groups.

The right to freedom of association means that people have the right to associate with other people who share a common interest or goal. This includes the right to form or join a political party. This right is recognized in Cambodia's Constitution.



THE RIGHT TO FORM AND JOIN POLITICAL PARTIES
<p>The right of all citizens to establish associations and political parties is guaranteed in Article 42 of the Constitution of Cambodia.</p> <p>The right to association is also recognized in the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights.</p>

LESSON 2: FREE AND FAIR ELECTIONS

AIM: Participants will understand what free and fair elections are and that the right to vote is a fundamental human right. They will understand the importance of free and fair elections in making government accountable to the people. They will also know that having different political parties to vote for is an essential part of this process.



MATERIALS: Flipchart or whiteboard, colored markers, Handout 1 and 2.

METHODS: Role-play, story, large group discussion, brainstorm.

Procedure	Time Frame (in minutes)
1. Voting role-play	20
2. Introduce the information in Section 4	20
3. Discussion about Sithorn's story	10
4. Introduce the information in Section 5	10
5. Brainstorm about political parties	5
6. Debrief	15
Total:	80

INSTRUCTIONS TO FACILITATOR

1. VOTING ROLE-PLAY:

- Ask three participants to volunteer to help you with the next activity. Give each volunteer one of the instructions in Handout 1.
- Give the volunteers a couple of minutes to quietly read their instructions. While they are reading, explain to the rest of the participants that they will now have an opportunity to vote for one of the three volunteers. Each volunteer has different ideas about the issues that affect the group and each will explain these ideas to the participants before they vote.
- Ask each volunteer to present their ideas about the issues to the class (using their instructions).
- After the volunteers have each presented their ideas, ask the participants to raise their hands if they vote for Volunteer 1. Write down the number of people that raises their hand. Do the same for Volunteer 2 and 3. Announce the result.
- Explain that the participants were asked to raise their hand so that everyone else could see who they voted for. What do they think about this? Did they feel any pressure to vote in a particular way because of what others may think?
- Next, explain that they will have a chance to vote again, but this time they will write down who they vote for so no one can see and you will collect the votes. Tell the participants that you really hope they elect Volunteer 1 because he or she had the best ideas. If they don't vote for Volunteer 1, they may not get a certificate at the end of this course.
- Give the participants time to write down their vote and collect the slips of paper. Count the votes and announce the result.
- Ask the participants how they felt when you tried to pressure them to vote for Volunteer 1. Did they vote for Volunteer 1 because of the pressure? Why or why not?

2. INTRODUCE THE INFORMATION IN SECTION 4:

Section 4 - It is important that participants understand:

- In a democracy, members of a society choose their representatives by voting in free and fair elections.
- During the elections people have an opportunity to learn about the views and values of different candidates and then decide which candidate best represents their own opinions.
- All adults (people of voting age, 18 in Cambodia) have the right to vote unless there is a very good reason.
- All votes are equal.
- Adults also have a right to stand as a candidate in elections.
- The candidates that win the election become part of government.
- The government is elected to act on behalf of the people, and during its term should represent the interests of the people.
- If the majority of people do not agree with the decisions and actions of government it can be voted out of power in the next election.
- Voting should be secret and there should be no pressure to vote for a particular person or political party.

3. DISCUSSION ABOUT SITHORN'S STORY:

- Pass around copies of Sithorn's story in Handout 2 and ask a participant to read it out.
- Ask the participants what they think of the story.
- Ask the participants to explain why Sithorn's right to vote was violated and the elections were not free and fair.
- Ask if they have heard of anything similar in real life in Cambodia or anywhere in the world.

4. INTRODUCE THE INFORMATION IN SECTION 5:

Section 5 - It is important that participants understand:

- That for people to exercise their vote in a meaningful way there must be a real choice of candidates to vote for.
- That a political party is an organization made up of a group of people with shared values and views that aims to have political power within government.
- That the right to association includes the right for people to form or join a political party.
- That the right is recognized in Cambodia's Constitution and international law.

5. BRAINSTORM ABOUT POLITICAL PARTIES:

- Ask the participants if they can name some political parties in Cambodia.
- After the participants have had a chance to name all the parties they can think of, add any they have missed. The political parties include:
 - The Cambodian People's Party (CPP)
 - The Sam Rainsy Party (SRP)
 - Funcipec
 - The Norodom Ranariddh Party
 - The Human Rights Party
 - The League for Democracy Party

6. DEBRIEF:

- Ask one or two of the participants to describe what free and fair elections are.
- Ask a participant to explain what a political party is and why it is important to have more than one.
- Ask what they think about the situation in Cambodia. To what extent are Cambodian people able to participate in free and fair elections?

HANDOUT 1 – LESSON 2

INSTRUCTIONS FOR VOLUNTEER 1:

The class is going to decide which one of you they should elect to represent them. Before everyone has a chance to vote you will have an opportunity to explain your ideas on some issues that affect them. You should explain to the class that if they vote for you, you will do the following:

1. You will allow the break to go for only 5 minutes because that way the workshop will end earlier and everyone can go home.
2. The punishment for people arriving late or talking on their phones during class will be a fine of \$10 because you think this will make sure that no one will ever break the rules.

Ask the participants to please vote for you!

INSTRUCTIONS FOR VOLUNTEER 2:

The class is going to decide which one of you they should elect to represent them. Before everyone has a chance to vote you will have an opportunity to explain your ideas on some issues that affect them. You should explain to the class that if they vote for you, you will do the following:

1. You will allow the break to go for 30 minutes because that way they will feel relaxed and be able to concentrate in the next session.
2. There will be no punishment for people arriving late or talking on their phones during class because you trust people will do the right thing without there being a punishment.

Ask the participants to please vote for you!

INSTRUCTIONS FOR VOLUNTEER 3:

The class is going to decide which one of you they should elect to represent them. Before everyone has a chance to vote you will have an opportunity to explain your ideas on some issues that affect them. You should explain to the class that if they vote for you, you will do the following:

1. You will allow the break to go for 15 minutes because that is long enough to drink some coffee and use the toilet.
2. The punishment for people arriving late or talking on their phones during class will be that they have to sing or dance in front of the class before the next lesson. This is fun for everyone but will also embarrass people so that they will do the right thing.

Ask the participants to please vote for you!

HANDOUT 2 – LESSON 2

SITHORN'S STORY

Sithorn had just turned 18 and was going out to cast his vote in the national elections. On his way to casting his vote, Sithorn is stopped by two men from his village who are known to be members of one of the political parties. They tell Sithorn that if he doesn't vote for their political party they will make sure that his family faces trouble in the future.

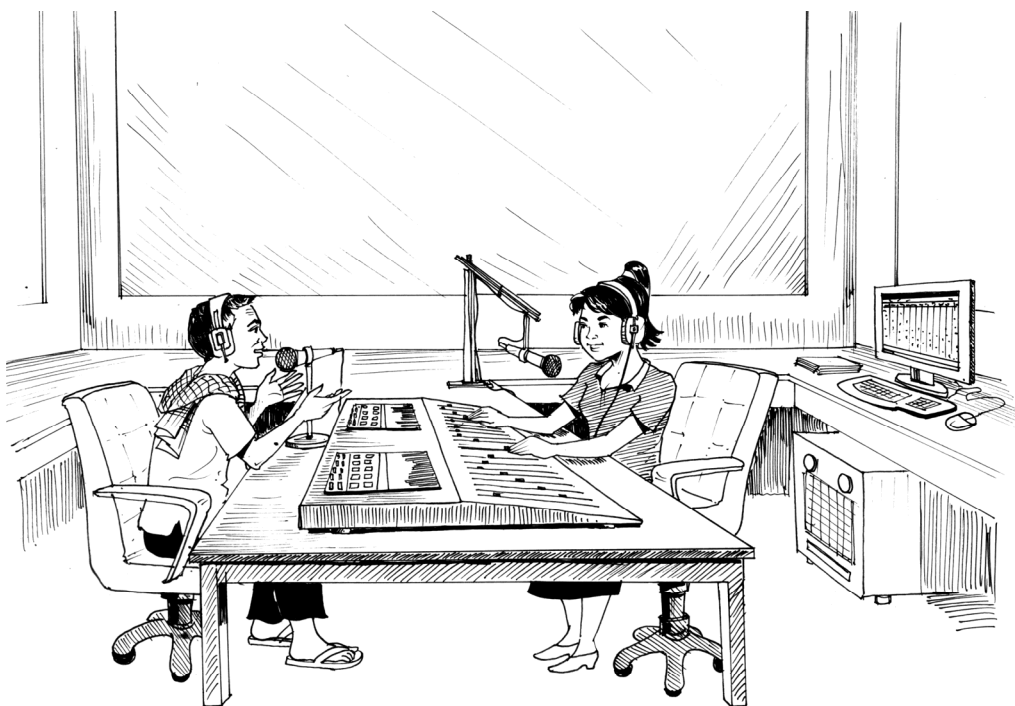
Sithorn feels scared and intimidated because he has heard that these men can make people's lives very difficult. He votes for their political party, which ends up winning the elections.

These elections were not free and fair and Sithorn's right to vote was violated by the two men.

6. INFORMATION AND PARTICIPATION

Access to information about society and public issues is a vital part of democracy. We need information about a range of issues, including about the political parties themselves, in order to come to a meaningful decision about who to vote for in an election. We also need information to be able to meaningfully participate in society in other ways.

One of the most important sources of information about public issues is the media. Different types of media include radio, newspaper and television. Free and independent media in which journalists and other people are able to publish information, ideas and opinions without fear is a very important component of a democratic society. People must be free to express their views, including opinions that are critical of the government. Another important source of information is public forums about different issues. For example, the government or an organization might organize a public forum on worker's rights, where people can come along and discuss their experiences and views.



THE FREEDOM OF OPINION AND EXPRESSION

The right to free expression has two main parts:

1. The right to receive information and ideas.
2. The right to publicly communicate information, ideas and opinions.

Expression can take different forms, including writing, speech, media or the use of symbols.

Freedom of expression is very important for a democratic society to function fairly and properly. People must be able to say what they think or believe, without being scared that they will be punished, even if other people or the government do not share their opinion. This also means that journalists should be free to report truthfully on events. A democracy allows the media to go about its business of collecting and reporting the news and information without fear or favor from the government or any other influence.

The right of all citizens to free expression is guaranteed in Article 41 of the Constitution of Cambodia.

The right to expression is also recognized in the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights.

When people have access to information, including other people's opinions about public and political issues, they can use the information to form their own opinions. They are then equipped to vote for a political party in an election and they are also prepared to participate in public discussions and decision-making between elections.

CONSTITUTION OF THE KINGDOM OF CAMBODIA

Article 35: Cambodian citizens of either sex shall have the right to participate actively in the political, economic, social and cultural life of the nation. Any suggestions from the people shall be given full consideration by the grant of the State.

Democracy does not end with voting; it also involves active participation in public decision-making. In a democracy, there are number of different forums for participation. These forums can include: writing to or meeting with government representatives; community meetings; writing letters to be published in the newspapers or speaking on the radio; and organizing and participating in public demonstrations about an issue. These are all important parts of a democracy.

THE RIGHT TO ASSEMBLY

The right to assembly means that people have the right to meet peacefully without others stopping them. This means that the government should not stop people from meeting peacefully to discuss their views and opinions.

The right of all citizens to assembly is guaranteed in Article 41 of the Constitution of Cambodia. The right to non-violent demonstration is recognized in Article 37.

The right to assembly is also recognized in the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights.



LESSON 3: INFORMATION AND PARTICIPATION

AIM: Participants will understand that access to information and participation in public debate are important parts of democracy. They will understand the importance of a free and independent media and know other types of forums for accessing information and participating in public affairs.



MATERIALS: Flipchart or whiteboard, colored markers, Handout 1.

METHODS: Group work, role-plays, discussion.

Procedure	Time Frame (in minutes)
1. Introduce the information in Section 6	20
2. Group work and preparation	20
3. Groups perform role-plays	20
4. Debrief	20
Total:	80

INSTRUCTIONS TO FACILITATOR

1. INTRODUCE THE INFORMATION IN SECTION 6:

Section 6 - It is important that participants understand:

- That access to information about society and public issues is a vital part of democracy.
- That free and independent media in which journalists and other people are able to publish information, ideas and opinions without fear is a very important component of a democratic society.
- The meaning of the right to free expression.
- That people in a democracy must be able to say what they think or believe, without being scared that they will be punished, even if other people or the government do not share their opinion.
- That in a democracy, there should be a number of different forums for participation, in addition to voting at elections.
- The meaning of the right to assembly.

2. GROUP WORK AND PREPARATION:

- Explain that the participants will be divided into three groups and each will be given instructions to prepare a role-play. Each role-play will be about a different form of participation on an important public issue that affects them: university fees (see Handout 1).
- Explain that the groups will have 20 minutes to discuss their opinions about the issue and prepare a role-play. The role-plays should go for no more than 5 minutes.
- Divide the participants into three groups and give each a different set of instructions in Handout 1.
- Make sure the groups understand their task and remind them when they have only a few minutes left to prepare.

3. GROUPS PERFORM ROLE-PLAYS:

- Invite each group to present their role-play. After each one, ask if anyone has any questions or comments.

4. DEBRIEF:

- Ask one or two of the participants to describe why access to information is so important in a democracy.
- Next ask why participation between elections is so important in a democracy.
- Ask one of the participants to read out the article from the Phnom Penh Post on 24 August 2010 in Handout 2.
- Ask the participants what they think about the story.
- Which human rights were violated?

HANDOUT 1 – LESSON 3

INSTRUCTIONS FOR GROUP 1:

The government is debating the issue of university fees. Since many high school graduates cannot afford to go to university, the government is discussing ways to reduce university fees so the next generation can be better educated. That way over time the country will develop and become prosperous.

One of the political parties has suggested a scheme that works in other countries. Students who cannot afford to pay university fees while they are studying can instead borrow money from the government and pay it back slowly once they get a job and start earning money. The political party in power is concerned that this scheme will be expensive for the government and does not support the idea.

Your student group has decided to meet to discuss whether or not it should support the scheme. You should discuss and write down the reasons why you do or do not support the scheme to reduce university fees.

Your group decides to organize a public demonstration to express your support for or against the scheme. You should think about where your protest will be held and how you will express your views, such as through banners and a loudspeaker.

Prepare a role-play of your demonstration.

HANDOUT 1 – LESSON 3

INSTRUCTIONS FOR GROUP 2:

The government is debating the issue of university fees. Since many high school graduates cannot afford to go to university the government is discussing ways to reduce university fees so the next generation can be better educated. That way over time the country will develop and become prosperous.

One of the political parties has suggested a scheme that works in other countries. Students who cannot afford to pay university fees while they are studying can instead borrow money from the government and pay it back slowly once they get a job and start earning money. The political party in power is concerned that this scheme will be expensive for the government and is not supportive of the idea.

Your student group has decided to meet to discuss whether or not it should support the scheme. You should discuss and write down the reasons why you do or do not support the scheme to reduce university fees.

Your group decides to contact a radio station to ask if you can express your views as students in support of or against the scheme. You have been invited to come to the radio station where the journalist will ask you questions and you will have a chance to answer.

Prepare a role-play of your radio interview including the questions that the radio presenter asks and your answers.

HANDOUT 1 – LESSON 3

INSTRUCTIONS FOR GROUP 3:

The government is debating the issue of university fees. Since many high school graduates cannot afford to go to university the government is discussing ways to reduce university fees so the next generation can be better educated. That way over time the country will develop and become prosperous.

One of the political parties has suggested a scheme that works in other countries. Students who cannot afford to pay university fees while they are studying can instead borrow money from the government and pay it back slowly once they get a job and start earning money. The political party in power is concerned that this scheme will be expensive for the government and is not supportive of the idea.

Your student group has decided to meet to discuss whether or not it should support the scheme. You should discuss and write down the reasons why you do or do not support the scheme to reduce university fees.

Your group decides to write a letter to your government representatives expressing your views as students either for or against the scheme. You write the letter and then hand it to your representatives and present your arguments for or against the scheme.

Prepare a role-play about meeting your government representative and handing him or her the letter and presenting your arguments.

Police clash with lakeside villagers

Police thwarted a proposed meeting of about 500 Boeung Kak lake residents yesterday and later used shields and electric batons to break up a protest by around 200 of the group who moved on to protest outside of Prime Minister Hun Sen’s house.

A Boeung Kak resident said the villagers were forced into an impromptu demonstration after Srah Chak commune authorities prevented a scheduled meeting at the nearby National Institute of Education. Police and villagers were involved in minor clashes as the protest moved towards the premier’s house near the Independence Monument.

“We planned to have a peaceful consultation at the National Institute of Education, but Srah Chak commune chief banned it...”

He said people were not protesting against anyone in particular, but highlighting the fact that they “need a solution from the government because people’s houses are being flooded higher and higher”.

Villagers have linked the rising waters to the filling of the lake for a controversial 133-hectare real estate development. Rights groups estimate more than 4,000 families will eventually make way for the project.

In a statement yesterday, the Housing Rights Task Force slammed the disruption of the meeting, which it said had been intended as a forum to discuss residents’ demands that they not be forced out of their homes and receive adequate housing in return for relocation.

“HRTF calls for the authorities to investigate the incident as a violation of people’s rights to assembly, as well to respect people’s rights as enshrined in the Cambodian constitution,” the statement said.


This article is excerpted from Phnom Penh Post, 24 August 2010.

7. MINORITY RIGHTS

In a democracy the political party that gets the majority of votes forms government. While this system helps to ensure that the values and interests of the majority of the population are represented by government, what about the minority? What if the majority of the population has an interest in violating the rights of a minority that is not properly represented by government?



The rights of minority groups must be protected in a democracy. This is often referred to as “majority rule, minority rights,” both important elements of a democracy.

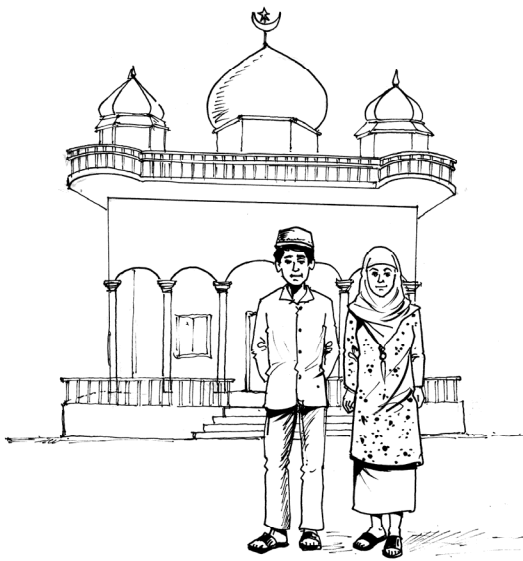
All individuals belonging to a minority group within a population - whether as a result of their ethnic background, their religious or political beliefs, or their level of wealth and social status – have the same human rights as everyone else. For example, all members of minority groups within a society have the right to practice their own religion, speak their own language, express their views and vote. Members of a minority cannot be forced to change their political views, their religion or their values in order to be the same as the majority of people. 

No government, despite having majority support, can take away the rights of people who belong to a minority. A democratic government understands that one of its jobs is to protect the rights of minorities.

THE RIGHTS OF MINORITY GROUPS IN CAMBODIA

The Cham, a minority group, make up about seven percent of the population in Cambodia. Most of the population in Cambodia is Buddhist; however, Cham people practice the Islamic religion. Under Cambodian and international law, Cham people have the right to peacefully practice their religion, express their views and vote in elections. They should not be discriminated against in the protection of these or any other human rights.

There are a number of indigenous groups in Cambodia, such as the Phnong and the Jarai, that are also minorities within the population. These groups have different cultural practices and speak different languages than the rest of the population. Many of their cultural practices and beliefs have been passed down from generation to generation. These indigenous groups have the right to continue their way of life and their peaceful cultural and spiritual practices, and these rights should not be violated by the majority or by the government.




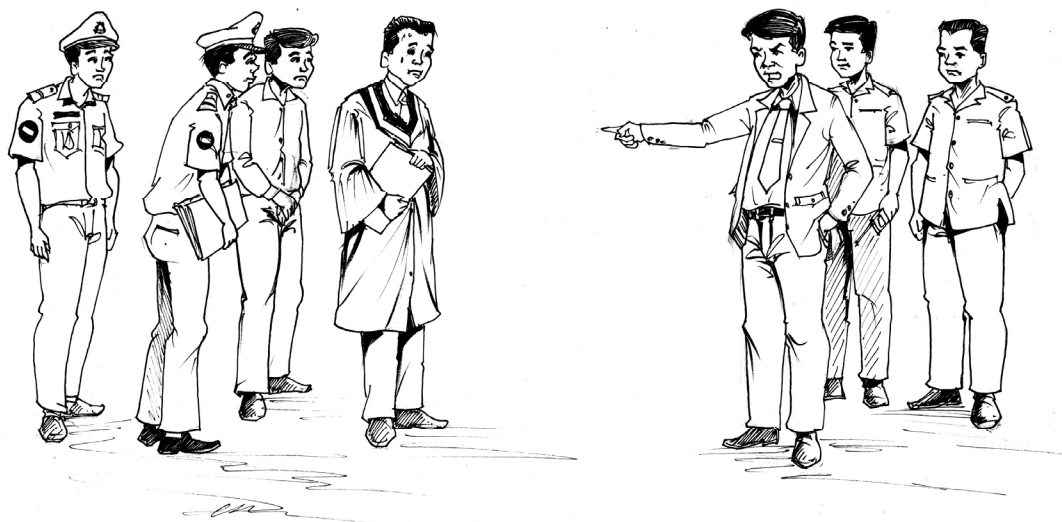
8. RULE OF LAW

In a democracy, the exercise of power by the government must be within the limits set by the law and the Constitution, the highest law of the land. In a democracy:

- no one is above the law,
- everyone is bound by the law, and
- everyone is equal before the law.

This principle is known as **the rule of law**. The rule of law helps maintain order in society and protects people's rights against abuse of power. In a democracy, laws should reflect the values and the interests of the people who gave the government the authority to pass laws by voting, and not just a few powerful individuals. All laws should be clear and accessible to the public.

The principle of rule of law means that no one is above the law. This includes the ruler (the government), all ministers, government officials and institutions. The government cannot do whatever it wants and abuse its powers. In countries that are not democracies, the government acts outside of the law without being punished and uses the law as a tool to protect its own interests. For example in a dictatorship, the country is ruled by the whim of an individual or a small group, and not by law. 



The principle of rule of law means that the law applies to everyone. This includes not only ordinary members of society, but also the Prime Minister, other government ministers, police officers and judges. It means that if anybody breaks the law, they will be penalized according to the law. It does not matter if the person is very powerful or wealthy; they must obey the law. Everyone is bound by the law and has to follow the law.

The principle of rule of law also means that everyone is equal under the law. Equality works in two ways. First, everyone is subject to the same rules and regulations and the same punishment if they break the law. It does not matter if it is a poor or wealthy person who breaks the law - everyone should be treated the same. For example, if the punishment for stealing a moto is up to five years in prison, that punishment should apply to everyone. Wealthy people should not be able to avoid going to jail or get a reduced punishment because they have money. There also should not be laws that apply only to certain individuals or groups. People should not be treated differently under the law because of who they are or to which group they belong. The law should be applied the same way to everyone, whether they are a poor villager or the Prime Minister.



Secondly, as well as being subject to the law, all people are entitled to receive equal protection under the law. This principle is especially important for the protection of the rights of members of minority or disadvantaged groups. For example, everyone should have their rights under the Constitution protected without discrimination. This principle also means that all people should be treated equally by the police and before the courts. If someone is the victim of a crime, such as theft, the police should do everything they can to find the thief and prosecute him or her. The police should give the same time and resources to help all victims. They should not give priority to certain victims if they happen to be wealthy or powerful. The principle also means that if someone is charged with a crime they have a right to a fair trial, regardless of their status in society.



THE CONSTITUTION OF THE KINGDOM OF CAMBODIA

The **Constitution** is the highest law in Cambodia. The Constitution sets out the system of government in Cambodia and the powers and functions of different parts of the government. It lists the rights of the Cambodian people and sets out the duties the government must fulfill. The Constitution was adopted in 1993. Some changes were made in 1999.

All laws and government actions must respect the Constitution. A law should not be passed, and a decision should not be made by any government agency or official that contradicts the Constitution. There is a special body called the **Constitutional Council** whose role is to review laws to make sure that they do not contradict the Constitution.¹⁷

The Constitution itself can only be changed if two thirds (66%) of the **National Assembly** votes to amend it.¹⁸ Even then, there are restrictions about what can be changed. Normal laws only require a majority (51%) to be passed or changed.

¹⁷ Constitution of the Kingdom of Cambodia 1993, Article 140, 141 and 142.

¹⁸ Constitution of the Kingdom of Cambodia 1993, Article 151.

LESSON 4: MINORITY RIGHTS AND RULE OF LAW

AIM: Participants will understand that minority rights must be protected in a democracy. They will also understand the principle of rule of law.



MATERIALS: Flipchart or whiteboard, colored markers.

METHODS: Game, brainstorm, debate.

Procedure	Time Frame (in minutes)
1. The equality game	15
2. Introduce the information in Section 7	15
3. Brainstorm about minorities in Cambodia	10
4. Introduce the information in Section 8	20
5. Debrief with debate activity	20
Total:	80

INSTRUCTIONS TO FACILITATOR

1. THE EQUALITY GAME:

- Divide the participants into two groups: one with the majority of participants and one with only a few participants. Explain that the big group are elephants and the small group are goats.
- Tell participants they are going to play a game and they must stand on one foot throughout the entire game. If anyone loses their balance and puts their other foot on the ground, they are 'out'. The team with the most people left standing at the end of the game wins.
- Ask everyone to stand on one foot and after a few seconds tell both groups to hop.
- After a few seconds say that all elephants can stop hopping but goats must continue. Next say that the elephants can have a 5 second break and put both feet on the ground. Next tell the goats they have to pat their heads and rub their stomachs. Next you can tell both elephants and goats to hop from side to side but goats need to close their eyes while they do it.
- Tell any elephants that are out that they can have a second chance.
- Finally tell any remaining goats they are out because you do not like goats.
- Stop the game and facilitate a discussion about the game by asking the following questions:
 - What do you think about the game? Did you think it was fair? Why not?
 - How did the goats feel as the minority?
 - How did the elephants feel as the majority?
 - What did you think about the rules? Were the rules applied equally?

2. INTRODUCE THE INFORMATION IN SECTION 7:

Section 7 - It is important that participants understand:

- That the rights of minority groups must be protected in a democracy.
- That all individuals belonging to a minority group within a population have the same human rights as everyone else.
- The different types of minorities within a population.
- That no government, despite having majority support, can take away the rights of people who belong to a minority.

3. BRAINSTORM ABOUT MINORITIES IN CAMBODIA:

- Ask the participants if they can think of any minority groups in Cambodia. Ask the participants what they know about these groups. You can ask if any of the participants belong to a minority group and what their experiences are. Do they feel that their rights are respected?
- Read out or explain the information in the box about the Rights of Minority Groups in Cambodia.
- Ask the participants if they think these groups should have their rights respected by the majority and the government. Why or why not?

4. INTRODUCE THE INFORMATION IN SECTION 8:

Section 8 - It is important that participants understand:

- That in a democracy, the exercise of power by the government must be within the limits set by the law and the Constitution.
- That the rule of law helps maintain order in society and protects people's rights against abuse of power.
- That the principle of rule of law means that no one is above the law, including the government.
- That the principle of rule of law means that the law applies to everyone, including the Prime Minister, other government ministers, police officers, judges and the very wealthy.
- That the principle of rule of law also means that everyone is equal under the law.
- Everyone is subject to the same rules and regulations and the same punishment if they break the law.
- All people are entitled to receive equal protection under the law.

5. DEBRIEF WITH DEBATE ACTIVITY:

- Ask the participants to stand in the middle of the room. Explain that you will read out a statement and ask them whether they agree or disagree.
- If they agree, they should move to the right side of the room. If they disagree, they move to the left side of the room.
- Read out the following statement.

“The Prime Minister should not be bound or restricted by the law in his decisions or actions because he is the ruler and knows what is best for the country. The law will only stop him from getting things done.”

- Give participants time to choose whether they agree or disagree. After the participants have moved to either the left or right of the room, ask a few participants why they agree or disagree with the statement. Facilitate an active debate if people disagree with each other. If everyone disagrees with the statement ask a few participants to explain why.
- Remind participants that the rule of law means that no one is above the law and everyone, including the Prime Minister, is bound by the law, and that this principle is an important part of democracy to prevent abuse of power.
- Ask everyone to return to the center of the room and do the same thing with the following statement:

“In a democracy the government should always act in the best interests of the majority even if this will harm a minority group. For example, the government can pass a law that requires everyone to practice Buddhism because this will create religious harmony and unity in society.”

- After you have asked a few participants why they agree or disagree with this statement, remind participants that in a democracy the government must protect the rights of minorities, including religious minorities. It cannot force non-Buddhists to practice Buddhism.

- Ask everyone to return to the center of the room and do the same thing with the following statement:

“If you break a law, even a minor law, your family should not be able to pay the police to get you out of trouble or reduce the punishment.”

- After you have asked a few participants why they agree or disagree with this statement, remind participants that in a democracy everyone is equal under the law. Wealthy people should not be able to avoid being punished if they break the law and must be treated in the same way as anyone else.

9. SEPARATION OF POWERS

9.1. THE BRANCHES OF GOVERNMENT

In a democracy there are three branches of government with separate but connected functions:

- The **legislature**, which is an elected body of representatives.
- The **executive**, which usually includes the Prime Minister and the different ministries and government departments.
- The **judiciary**, which is made up of the courts and judges.

The role of the legislature is to make laws. In an election people vote for representatives, who have the authority to pass laws. The legislature discusses proposed laws about a range of issues and decides by vote which ones should become law and which ones should not. Sometimes proposed laws need to be changed several times before they are passed. Because members of the legislature get their authority from the people who elect them, they should always pass laws that are in the best interests of the people.

The role of the executive branch is to implement the laws and carry out the business of government. The executive branch does this by making policies and regulations, making decisions and taking actions on a range of issues that affect society. It is often the **ministries**, which are part of the executive branch, that draft laws that will be introduced to the legislature for debate. If the legislature passes the law, the ministry will also be responsible for implementing it.

The role of the judiciary is to:

- interpret and apply the law to the facts of cases brought before it;
- settle legal disputes according to the law; and
- provide people with legal solutions for harms they have suffered because of the actions of others.

The judiciary also safeguards the rights and freedoms of the people living in the democracy and is responsible for ensuring equal treatment and justice under the law.

THE 3 BRANCHES OF GOVERNMENT IN CAMBODIA

In Cambodia the legislature is made up of **the National Assembly** and the **Senate**. Proposed laws must be approved by both and then signed by the King to become law.

The Prime Minister is selected through a vote of the members of the National Assembly. This means that the political party that wins the majority of the seats at the election chooses the Prime Minister. The Prime Minister then appoints the other ministers and secretaries of state. The King, the Prime Minister, the ministers and their ministries, and secretaries of state and their departments form the executive branch of government, which is known as the **Royal Government of Cambodia**. The **Council**

of Ministers has the most power in the executive branch and consists of the Prime Minister, the Deputy Prime Ministers and Senior Ministers and Secretaries of State. Many important decisions and policies are made by the Council of Ministers. Local authorities, including provincial and district governors, are also part of the executive branch.

In Cambodia, the judiciary has two parts: the courts of Cambodia and the **Constitutional Council**. There are three levels of courts: provincial and municipal courts, the **Court of Appeal**, and the **Supreme Court**. If people are not happy with the decisions made by the lower courts, they can appeal to the higher courts. The Constitutional Council reviews laws to ensure that they do not contradict the Constitution. Judges are proposed by the **Supreme Council of Magistracy** and appointed by the King. Under the Constitution, the King and the Supreme Council of the Magistracy must uphold the independence of the judiciary.

9.2. CHECKS AND BALANCES

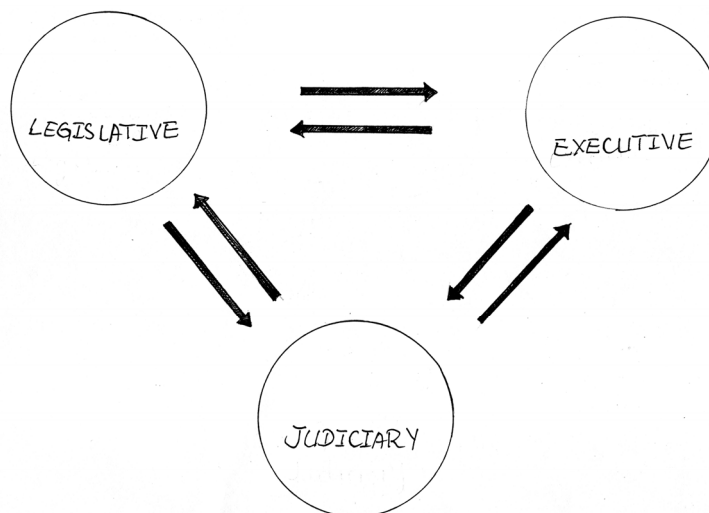
In a democracy the three branches of government should be separate and place a limit on each other's power.

CONSTITUTION OF THE KINGDOM OF CAMBODIA

Article 51: The legislature, executive and judicial powers shall be separate.

This means that each branch should perform its role and function independently from the other branches. The powers of each branch are limited to the particular roles and responsibilities set out in the Constitution. No branch should act outside of its roles and responsibilities.

An important characteristic of a democracy is that the branches of government act as a **check and balance** on each other. This means that no one branch has absolute power and the other branches place a check on that power. The power of government is balanced between the three branches.



LESSON 5: SEPARATION OF POWERS

AIM: Participants will know the three branches of government and their functions. They will understand the principle of separation of powers and how each branch places a check and balance on the powers of the others.



MATERIALS: 3 pieces of rope or krama, flipchart or whiteboard, colored markers.

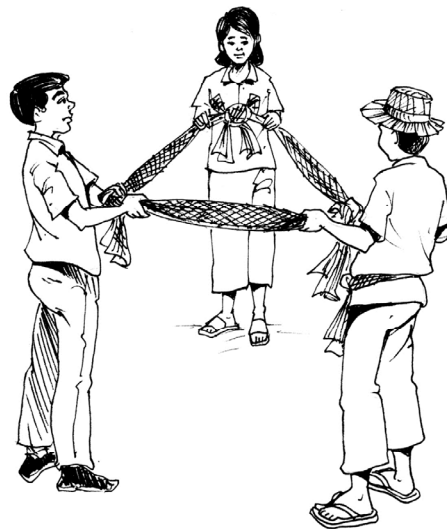
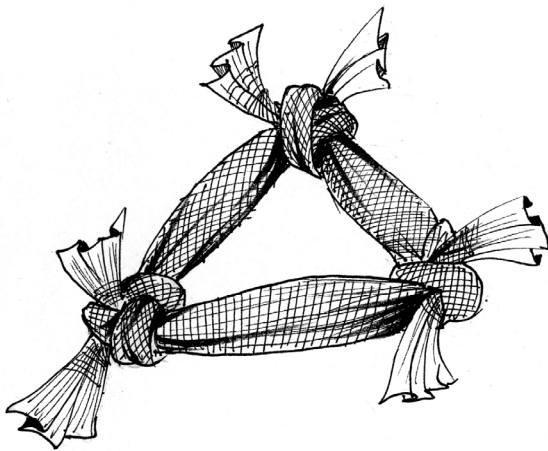
METHODS: Game, quiz, discussion.

Procedure	Time Frame (in minutes)
1. Game of balance	10
2. Introduce the information in Section 9.1 and 9.2	30
3. Debrief with quiz	15
Total:	55

INSTRUCTIONS TO FACILITATOR

1. THE GAME OF BALANCE:

- Ask for three of the participants to volunteer to help you with the activity. The participants should all have about equal strength. Ask the participants to tie the ends of the three pieces of rope or krama together to form a triangle.
- Once you are sure that the knots are secure, ask each volunteer to take hold of one of the kramas (one side of the triangle). Ask the volunteers to gently pull and lean back at the same time. It should look like this:



- Explain to the participants that because each of the volunteers is pulling on one side of the triangle the power is balanced. No one can take the whole triangle and no one will fall down.
- Ask what would happen if one of the volunteers was stronger or two of the volunteers let go. You can ask the volunteers to demonstrate but make sure no one falls over!

2. INTRODUCE THE INFORMATION IN SECTIONS 9.1 AND 9.2:

Sections 9.1 and 9.2 - It is important that participants understand:

- That in a democracy there are three branches of government with separate but connected functions.
- That the role of the legislature is to debate proposed laws and vote on which ones become law.
- That the role of the executive branch is to implement the laws and carry out the business of government, and that this branch is made up of ministers and their ministries.
- That the role of the judiciary is to interpret and apply the law, settle legal disputes and provide people with legal solutions for harms suffered.
- That in a democracy the three branches of government should be separate and place a check or limit on each other's power.
- That no branch should act outside of its roles and responsibilities as set out in the Constitution.

3. DEBRIEF WITH QUIZ:

- Divide the participants into four teams and explain that they will take a quiz. Each group should choose an animal noise, which they will call out if they know the answer to the question. Whoever calls out first gets to answer the question and win a point. If they get it wrong the next group will have a chance to answer.
- The questions are, which branch of government do the following belong to?
 1. The Ministry of Land (Answer: The executive)
 2. A judge in the Municipal Court (Answer: The judiciary)
 3. The police (Answer: The executive – the police implement and enforce the law)
 4. The Prime Minister (Answer: Both the executive and the legislature – he is also a member of the National Assembly)
 5. A Senator (Answer: The legislature)
 6. The Ministry of Justice (Answer: The executive)
- Add up the points and announce the winning team.

9.3 INDEPENDENT JUDICIARY

A society cannot be truly democratic unless the judiciary is separate and independent from the other two branches of government. It is necessary for the judiciary perform to its role without interference from the other branches. It has an important role to play in keeping a check on any abuse of power by the executive branch and the legislature. There can be no rule of law unless the judiciary is free to settle disputes, protect people's rights and apply the law without outside influence.



Just as a soccer referee should always decide which team wins based on the rules and how these rules apply to the game, a judge should always make decisions in court based on the relevant law and how it applies to the facts of the case. The referee should not choose a winner for any other reason, such as a bribe or because he is friends with players in one of the teams. The people playing the game should not try to pressure the referee to favor their team.



In a game of soccer the referee should always decide which team wins based on the rules and how these rules apply to the game.

In the same way, the Prime Minister, and other ministers and powerful people in the government should never try to influence a decision of the court. Members of the other branches of government must respect and obey the ruling of the court, even if they do not agree with it or it goes against their interests.

When a case comes before the court, there must be no outside influence on the judge who is hearing a case. For example, if one **party** in a case is very wealthy or powerful, this cannot influence the judge. A judge should never accept money or gifts to decide a case in a particular way. Judges should only consider the facts of the case and how the law applies when making a decision. This is what a judge must do in all cases regardless of who is involved in the case. Even if one of the parties in the case is the Royal Government of Cambodia, or the Prime Minister himself, the judge must decide the case according to the law. The judge's decision must be free from intimidation, bribery and pressure. The judge should not fear that he or she would be punished in some way if the judgment goes against the Royal Government or a powerful person.



CONSTITUTION OF THE KINGDOM OF CAMBODIA

Article 109: The Judicial power shall be an independent power. The Judiciary shall guarantee and uphold impartiality and protect the rights and freedoms of the citizens.

Independence of the judiciary gives the courts strength and legitimacy. If the judiciary is truly independent the public will be confident about using the courts to solve disputes and seek justice because it is non-political and **impartial**. Being impartial means that decisions are made only on the basis of the law and the facts of the case and without any bias or outside influence.

CASE STUDY: VANNA’S STORY
NO JUSTICE

Vanna is studying law at university. He lives in a community in Phnom Penh that is facing eviction because a company wants the land to build a luxury hotel. The company is owned by a powerful and wealthy person, who is also a member of the Senate.

Vanna knows that his community has legal rights to the land under the Land Law of 2001. He knows that the eviction is illegal under the law but does not have any confidence that the court will apply the law fairly, free from outside influences.

One day Vanna organizes a peaceful protest outside the office of the company. Vanna is arrested and charged for a crime that he did not commit.

The night before Vanna’s trial, the judge who is presiding over the case receives a phone call. She is told that unless she finds Vanna guilty, she will lose her job. She is also offered a reward if she finds Vanna guilty. The next day, Vanna is found guilty, even though there is no evidence, and he is sentenced to five years in prison.

LESSON 6: INDEPENDENCE OF THE JUDICIARY

AIM: Participants will understand the importance of an independent judiciary in a democracy.



MATERIALS: Flipchart or whiteboard, colored markers, Handout 1 and 2.

METHODS: Story, discussion.

Procedure	Time Frame (in minutes)
1. Discussion about picture	10
2. Introduce the information in Section 9.3	15
3. Discussion about Vanna's story	20
4. Debrief	20
Total:	65

INSTRUCTIONS TO FACILITATOR

1. DISCUSSION ABOUT PICTURE:

- Pass around a few copies of Handout 1. Ask one of the participants to describe what is happening in the picture.
- Ask the participants what the role of the referee is in the game of soccer. You can ask:
 - On what basis should the referee make decisions in the game?
 - When should the referee decide that one team has won the game?
 - How would the teams feel if the referee chose a winner for some other reason? What if the referee had good friends in one of the teams and decided to let that team win? What if some members of one of the teams pressured the referee into letting them win?
- Make sure that everyone understands that it is very important for the referee to be independent and make decisions only based on the rules and how those rules apply to the game. The referee should not choose a winner for any other reason, such as a bribe or because he is friends with players or the coach of one of the teams. No one should try to pressure the referee to favour one team.
- Explain that this is the same for the judiciary: it must be independent.

2. INTRODUCE THE INFORMATION IN SECTION 9.3:

Section 9.3 - It is important that participants understand:

- That a society cannot be truly democratic unless the judiciary is separate and independent from the other two branches of government.
- That the judiciary has an important role to play in keeping a check on any abuse of power by the other branches of government.
- That there can be no rule of law unless that judiciary is free to settle disputes and apply the law without outside influence.
- That a judge should never accept money or gifts to decide a case in a particular way.
- That judges should only consider the facts of the case and how the law applies to those facts when making a decision, regardless of who the parties to the case are.
- That if the judiciary is truly independent, non-political and impartial, the public will be confident that they can use the courts to solve disputes and seek justice.

3. DISCUSSION ABOUT VANNA'S STORY:

- Pass around copies of Vanna's story in Handout 2. Ask one of the participants to read it out.
- Ask the participants what they think about the story. To facilitate a discussion you can ask:
 - Why doesn't Vanna go to court to defend his community's land rights?
 - Why do you think Vanna was arrested?
 - What happened the night before Vanna's trial?
 - Who do you think made the phone call to the judge?
 - Was the judge acting independently and without any outside interference in Vanna's case?
 - What do you think about what happened to Vanna?
- Finally ask the participants how the story would be different if there was an independent judiciary. What would happen to Vanna and his community?

4. Debrief:

- Explain that Vanna's story is made up but there have been similar real stories. Ask if the participants have heard of any real stories like this one in Cambodia or anywhere else. Invite the participants to share any stories they know about.
- In these stories, what would be different if the judiciary acted independently?
- Ask a few participants to review why it is so important to have separation of powers and especially an independent judiciary in a democracy.



CASE STUDY: VANNA'S STORY
NO JUSTICE

Vanna lives in a community in Phnom Penh that is facing eviction because a company wants the land to build a luxury hotel. The company is owned by a powerful and wealthy person, who is also a member of the Senate.

Vanna knows that his community has legal rights to the land under the Land Law of 2001. He knows that the eviction is illegal under the law but does not have any confidence that the court will apply the law fairly, free from outside influences.

One day Vanna organizes a peaceful protest outside the office of the company. Vanna is arrested and charged for a crime that he did not commit.

The night before Vanna's trial, the judge who is presiding over the case receives a phone call. She is told that unless she finds Vanna guilty, she will lose her job. She is also offered a reward if she finds Vanna guilty. The next day, Vanna is found guilty, even though there is no evidence, and he is sentenced to five years in prison.

10. ACTIVE CITIZENSHIP

10.1 WHAT IS CITIZENSHIP?

Citizens are the members of a country or nation that a democratically elected government exists to represent and serve. Citizens have the maximum legal rights and protections in their country of **citizenship**. In a democracy, these rights include the right to vote and become a candidate in an election for government representatives. Citizenship rights also include the right to permanently live and work in the country and the right to hold a passport of that country. Citizens cannot be deported or denied re-entry into their country if they travel abroad.



A citizen of Cambodia

Not all people who live in a country are citizens. Foreigners who reside in a country are often legal residents but not citizens. Legal residents have many but not all of the rights of citizens. For example, they usually do not have the right to vote in an election. Foreigners can become citizens if they live in the country for a certain amount of time and agree to fulfill certain responsibilities. Citizens of a country can also live abroad. For example, a Cambodian citizen who is studying at a university in Singapore will remain a Cambodian citizen with all the rights and protections of Cambodian citizenship. In some situations people can be citizens of more than one country and have the legal rights of citizenship in both or all of those countries.

THE RIGHTS OF CAMBODIAN CITIZENS

The Cambodian Constitution gives many rights to citizens of Cambodia.

For example, in addition to all other human rights, Cambodian citizens have the right to:

- vote and stand as a candidate in an election (article 34);
- participate actively in the political, economic, social and cultural life of the nation (article 35);
- make complaints or file claims in court against a breach of the law committed by government bodies or government officials; and
- own land (article 44)

10.2 INFORMED, ACTIVE AND RESPONSIBLE CITIZENS

In a democracy, nations and governments exist to serve and protect their citizens. However, citizens cannot simply vote and then quietly depend on the government to fulfill all of its duties once it is elected to office. A strong and vibrant democracy requires its citizens to be informed, active and responsible so that they can contribute to the democratic process and political affairs.



Informed, active and responsible citizens

As discussed above a democracy requires respect for the rights of citizens. For example, the right to vote, minority rights and the freedoms of expression, opinion and assembly are essential to the democratic process. However, a democracy also requires citizens to fulfill duties. Citizens in a democracy have a responsibility to seek information and make their opinions heard in order to keep the government accountable.

Democracy is a partnership between an elected government and its citizens. Both must be active to keep the democracy healthy. A democracy depends upon citizens who are:



- aware of their rights and responsibilities as citizens;
- informed about social and political issues;
- able to think critically about these issues;
- concerned about human rights, fairness and justice in society;
- able to express their opinions and ideas;
- active in their community and at public forums;
- respectful of the opinions and interests of their neighbors, community and others.

WHAT CAN YOU DO TO BE AN ACTIVE AND RESPONSIBLE CITIZEN?

There are many things you can do in your daily life to be an active and responsible citizen. There are things you can do at the local community level and at the national level, both on your own and by working with other citizens.

For example, you can keep informed about issues in your local community and join or organize community meetings. If there are issues or problems in your community you can help to find solutions or raise ideas and concerns with government representatives. You can make an appointment to meet members of local government, such as the commune council, which is responsible for the welfare of citizens within the commune. The commune council should also hold regular meetings, in which you can participate.

You can also get involved in issues of national importance. For example, you can stay informed about the way the country is developing, about new laws, or about issues and problems that are the concern of the whole nation. You can join or organize groups of people from around the country that have similar concerns and interests. You can be active in public meetings, consultations and through other forums to discuss the issues and express your opinions about them. You can arrange meetings with government representatives or work with **civil society groups** to take actions in support of something you believe in or to protest against something you disagree with.

By being active and working collectively, citizens can hold significant political power and make a real difference to the way the country functions and develops. Strong and active citizens have the power to create a society in which human rights are respected and the government is accountable to the people that it exists to serve.



LESSON 7: ACTIVE AND RESPONSIBLE CITIZENS

AIM: Participants will understand what citizenship is and that citizens have an important role to play in a democratic society. They will understand that citizens have duties as well as rights and what they can do to be informed, active and responsible citizens.



MATERIALS: Flipchart or whiteboard, markers.

METHODS: Brainstorm, discussion, group work, presentations.

Procedure	Time Frame (in minutes)
1. Introduce the information in Section 10.1	10
2. Brainstorm about the role of citizens	10
3. Introduce the information in Section 10.2	20
4. Group work	20
5. Presentations	20
6. Debrief	10
Total:	90

INSTRUCTIONS TO FACILITATOR

1. INTRODUCE THE INFORMATION IN SECTION 10.1:

Section 10.1 - It is important that participants understand:

- That citizens are the key members of a country that a democratically elected government exists to represent and serve.
- Citizens have the maximum legal rights and protections in their country of citizenship.
- Some of the rights of Cambodian citizens.

2. BRAINSTORM ABOUT THE ROLE OF CITIZENS:

- Write on the whiteboard or flipchart “the role of citizens in a democracy” and ask the participants for their ideas.
 - Ask: What are the things that a citizen should do to help create a strong and vibrant democracy?
- Write down the participants’ ideas on the flipchart.

3. INTRODUCE THE INFORMATION IN SECTION 10.2:

Section 10.2 - It is important that participants understand:

- That a strong and vibrant democracy requires its citizens to be informed, active and responsible citizens.
- That in a democracy, citizens have rights but they also have duties.
- That citizens have a responsibility to seek information and make their opinions heard in order to keep the government accountable.
- What an informed, active and responsible citizen is and that a democracy depends on these types of citizens;
- What they can do to be an active and responsible citizen at the local and national level.
- That by being active and working collectively, citizens can hold significant political power and make a real difference to the way the country functions and develops.

4. GROUP WORK:

- Explain that you will divide the participants into groups and each group will think about a social or political issue or situation that they would like to get involved in as an active citizen. They can select an issue that directly affects them or one that affects other people around them, such as a violation of

human rights. It should be an issue or situation that they feel passionate about and would like to do something to change.

- Each group should decide on an issue and then write down some ideas about what they can do become informed and active to improve the situation. If the group has time it can make a plan for some steps it will take. Encourage the participants to be creative.
- The groups will have 20 minutes to work and then will have an opportunity to present to the rest of the class.
- Make sure everyone understands their task and divide the participants into three or four groups (the groups should not have more than six people in each). Give each group flipchart paper and markers.
- Walk around to the groups to see if they need any help.

5. PRESENTATIONS:

- Once the groups are ready, invite each group to present their ideas.
- After each presentation ask the other participants if they have any questions, comments or suggestions.

6. DEBRIEF:

- Remind the participants that by being active citizens they can make a real difference to the way the country functions and develops.
- Ask the participants what they think about being an active citizen. Do they think they will become more active in society? If so, what sorts of things do they intend to do for now on? If not, why not?
- Remind the participants that a democracy is a partnership between an elected government and its citizens. Both must be active to keep the democracy healthy. Explain that it takes strong and active citizens to create a society in which the government is accountable to the people that it exists to serve.

GLOSSARY

Accountable: Being responsible for the impacts of one's decisions and actions. The most important form of accountability in a democracy is that if the majority of people are not happy with their representatives' decision-making, they can vote them out of power in the next election.

Candidate (in an election): Someone who wants to represent society in government. If a candidate wins enough votes they become a part of government.

Check and balance: The system by which no one branch of government has absolute power because the other branches place a limit on that power. The power of government is balanced between the three branches.

Citizens: The key members of a country or nation that a democratically elected government exists to represent and serve. Citizens have the maximum legal rights and protections in their country of citizenship.

Citizenship: The legal status of being a citizen of a particular country.

Civil society groups: Groups of people within society that join together to work for a common cause or issue. Civil society groups are not a part of government and are not for profit.

Constitution: The Constitution is the highest law of the land and sets out the powers and functions of the government. It also sets out people's rights and freedoms to be respected and protected.

Constitutional Council: A part of the judiciary whose role is to review laws to make sure that they do not contradict the Constitution.

Council of Ministers: The body with the most power in the executive branch. It consists of the Prime Minister, the Deputy Prime Ministers and Senior Ministers and Secretaries of State. Many important decisions and policies are made by the Council of Ministers. Also known as the Royal Government of Cambodia.

Court of Appeal: If people are not happy with the decisions made by the lower courts, they can challenge the decision in the court of appeal.

Democracy: A system of government in which political power comes from the will of the people.

Elections: A system by which members of a society choose their representatives in government by voting.

Equitable: Fair and without bias.

Government: The group of people and institutions with the authority to make decisions about laws, policies and the way society functions. There are three branches of government: the executive, the legislature and the judiciary.

Human rights: Human rights allow people to live happy, healthy and free lives. Having access to our basic needs, such as adequate food, water and housing, and enjoying basic freedoms, such as the freedom to express our opinions and to practice our religion, are our rights as human beings. Everybody, everywhere has these rights, no matter what their age, sex, religion, or wealth.

Impartial (judgment): A decision made only on the basis of the law and the facts of the case and without any bias or outside influence.

International Covenant on Civil and Political Rights (ICCPR): One of the most important international human rights laws. It protects human rights associated with individual freedoms, participation in public life, and equal and fair treatment in society, such as the rights to life, to be free from discrimination, to vote and to be free to express opinions.

International Covenant on Economic, Social and Cultural Rights (ICESCR): One of the most important international human rights laws. It protects human rights associated with the basic needs of individuals to live with dignity, such as the right to education, healthcare and adequate housing.

International human rights treaties: Law that recognizes the human rights of individuals around the world and that places legal duties on governments to respect those rights. The Cambodian Constitution recognizes international human rights law as part of Cambodian law.

Judgment: The judge's decision in a court case. The judge should only consider the facts of the case and how the law applies to those facts in making a decision.

Laws: Rules that have been agreed upon and formalized by people that have the authority to make decisions about the way society is organized.

Liberal Democracy: A system of government based upon representative democracy, protection of individual rights and respect for different opinions and beliefs. The 1993 Constitution established this system of government in Cambodia.

Ministry: An agency within the executive branch of government responsible for a certain aspect of society. Examples include the Ministry of Finance, Ministry for Infrastructure and the Ministry of Women's Affairs.

National Assembly: An elected body, which is a part of the legislature in Cambodia that must decide which laws to pass. The political party that wins the majority of seats in the National Assembly becomes the ruling party and chooses the Prime Minister. The term for members of the National Assembly is five years.

Party (to a court case): Someone who is involved in a court case, such as the person who files a complaint or someone who is sued.

Political party: An organization made up of a group of people with shared values and views that aims to have political power within government.

Ratify (international treaties): When governments officially agree to commit to an international treaty.

Representative democracy: A system of government in which people freely choose representatives to make decisions about society on their behalf. Although people are represented by government, all members of the society have the right to be involved and have a say in the issues and decisions that affect them.

Royal Government of Cambodia: The body with the most power in the executive branch. It consists of the Prime Minister, the Deputy Prime Ministers and Senior Ministers and Secretaries of State. Many important decisions and policies are made by the Council of Ministers. Also known as the Royal Government of Cambodia. Also known as the Council of Ministers.

Rule of law: the principle that no one is above the law, everyone is bound by the law, and everyone is equal before the law. The rule of law helps maintain order in society and protects people's rights against abuse of power.

Society: A large group of people living in a particular country or region that generally share customs, culture and morals. Groups or individuals within a society have different values, opinions and beliefs but they generally share a commitment to live in a particular way and according to certain rules that respect the customs of that society.

Supreme Council of Magistracy: The body that proposes who should be a judge in Cambodia. Judges are then appointed by the King. Under the Constitution, the King and the Supreme Council of the Magistracy must uphold the independence of the judiciary.

Supreme Court of Cambodia: The highest court of law in Cambodia.

Executive: The branch of government that is made up of the Prime Minister and the different ministries and government departments. The role of the executive branch is to implement the laws and carry out the business of government by making policies and regulations, making decisions and taking actions on a range of issues that affect society.

Judiciary: The branch of government that is made up of the courts and judges. The role of the judiciary is to interpret and apply the law to the facts of cases brought before it; settle legal disputes according to the law; and provide people with legal solutions for harms they have suffered because of the actions of others. The judiciary also safeguards the rights and freedoms of the people living in the democracy and is responsible for ensuring equal treatment and justice under the law.

Legislature: The branch of government made up of an elected body of representatives whose role it is to debate and decide whether or not pass proposed laws. In Cambodia, the legislature is made up of the National Assembly and the Senate. Proposed laws must be approved by the National Assembly, reviewed by the Senate and signed by the King.

Right to assembly: The right for people to meet peacefully without others stopping them. This means that the government should not stop people from meeting peacefully to discuss their views and opinions.

Right to association: The right for people to choose to (or not to) form or join organizations or groups. This includes the right to form or join a political party.

Right to free expression: The right to receive and publicly communicate information, ideas and opinions. Expression can take different forms, including writing, speech, media or the use of symbols. In a democracy people must be able to say what they think or believe, without being scared that they will be punished, even if other people or the government do not share their opinion.

Senate: A part of the legislature in Cambodia that reviews proposed laws. The Senate can propose laws to be passed and it has the power to review proposed laws and recommend changes. However the National Assembly has the final power to pass laws. The term for Senators is six years.

Treaties: Legal agreements made between governments of the world.

United Nations (UN): An international organization made up of most of the world's nation states. Its aim is to achieve world peace by preventing conflicts, promoting human rights, and helping with economic development.

Universal Declaration of Human Rights (UDHR): One of the most important international documents on human rights. The UDHR was adopted by the United Nations in 1948. It is a list of human rights that governments have promised to respect and protect.

1. **A good law is:**
 - ☐ a law that protects people's rights and freedoms.
 - ☐ a law that allows the government to do whatever it wants.
 - ☐ a law that stops people from acting freely.
 - ☐ Don't know.

2. **Human rights are:**
 - ☐ rights of the government to do whatever it wants.
 - ☐ rights that only people who live in rich countries have.
 - ☐ rights that everyone, everywhere have to live happy healthy and free lives.
 - ☐ Don't know.

3. **Human rights come from:**
 - ☐ common values of cultures and communities around the world.
 - ☐ our Prime Minister, who decides what human rights we have and can also take them away.
 - ☐ our parents.
 - ☐ Don't know.

4. **The Universal Declaration of Human Rights is:**
 - ☐ a statement that gives rights and power to governments around the world.
 - ☐ an international law document that lists the human rights recognised by the international community.
 - ☐ a statement that only governments of developed countries agree with.
 - ☐ Don't know.

5. **According to the Cambodian Constitution, the Cambodian Government:**
 - ☐ does not have duties under international human rights law.
 - ☐ only has a duty to respect the human rights of people that work for the Government.
 - ☐ has duties to respect, protect and fulfil human rights.
 - ☐ Don't know.

6. **In a democracy, governments get their authority by:**
 - ☐ being voted in at elections by the people.
 - ☐ paying a lot of money.
 - ☐ using armies and the police to get their authority and stay in power.
 - ☐ Don't know.

7. **In a democracy, the government is ultimately accountable to:**
- ☐ the Prime Minister.
 - ☐ the King.
 - ☐ the people.
 - ☐ Don't know.
8. **In an election in Cambodia:**
- ☐ only men can vote.
 - ☐ adult citizens over 18 years old can vote.
 - ☐ everyone can vote.
 - ☐ Don't know.
9. **In a democracy, if the government no longer has the support of the majority of people:**
- ☐ it can be voted out of power in the next election.
 - ☐ it can use force to hold on to power.
 - ☐ it can pay people to win their support.
 - ☐ Don't know.
10. **In a democracy, the media should be:**
- ☐ controlled by the Government.
 - ☐ controlled by wealthy companies.
 - ☐ free and independent.
 - ☐ Don't know.
11. **In a democracy, the rights of minority groups:**
- ☐ are not important because it is the majority that votes in the government.
 - ☐ are weaker than the rights of the majority.
 - ☐ must be protected by the government.
 - ☐ Don't know.
12. **The rule of law means that:**
- ☐ the government can rule without limitation.
 - ☐ no one is above the law, including the government.
 - ☐ the court must obey the Prime Minister.
 - ☐ Don't know.

13. The role of the legislature is to:

- ☐ make laws.
- ☐ implement laws.
- ☐ settle disputes.
- ☐ Don't know.

14. In a democracy, if a judge makes a decision that goes against the Prime Minister:

- ☐ the judge should be punished because the Prime Minister must be free to do anything he needs or wants to.
- ☐ the Prime Minister must respect the decision.
- ☐ the Prime Minister can ignore the decision.
- ☐ Don't know.

15. In a democracy, the role of a citizen is to:

- ☐ vote in elections.
- ☐ obey the Prime Minister, including by voting for his political party in elections.
- ☐ be informed, active and responsible, including by voting in elections.
- ☐ Don't know.

Civics: An Introduction to Law, Rights and Democracy for Cambodian Citizens is a resource for Cambodians interested in finding out more about the rights and duties of citizenship and how they can be more active participants in public affairs. It has been designed and written so that it is accessible to high school students but can also be used to educate wider audiences.

This resource is written in the spirit of optimism for the next generation, and in the belief that it takes an informed and active citizenry to create a strong and vibrant democracy.

