

10. GULZAR DUSHENOVA & FREEDOM FROM DISCRIMINATION

The **Freedom from Discrimination** unit contains three possible activities: “Warm-up: Tree Truths and a Lie”, “Activity: In and Out” and “Take Action for Gulzar Duishenova”. Depending upon the time available and the needs of students, teachers may choose to use either Warm-up or Activity, or both, before asking students to in the final activity “Take Action for Gulzar Duishenova”.

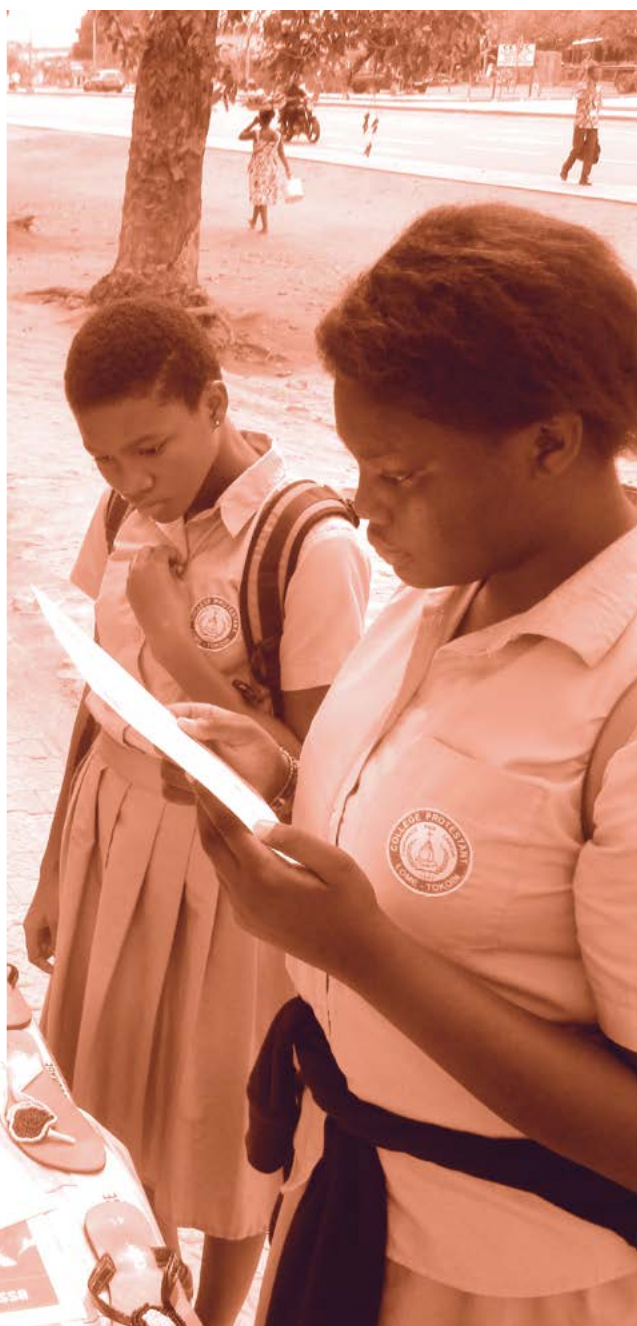
10.1 BACKGROUND INFORMATION ON FREEDOM FROM DISCRIMINATION

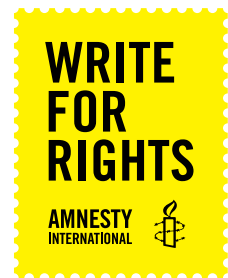
Discrimination strikes at the very heart of being human. It is treating someone differently simply because of who they are or what they believe, their race, ethnicity, nationality, class, caste, religion, belief, sex, language, sexual orientation, gender identity, age, health or other status. At the heart of all forms of discrimination is prejudice based on concepts of identity, and the need to identify with a certain group. This can lead to ignorance and even hate.

When people face these abuses, their human dignity is denied. They may also not be able to enjoy other rights, such as the right to work, receive health care, get an education, start families, or pursue their life with dignity.

Sometimes people are discriminated against directly for who and what they are. For example, the refusal by the police to provide protection to LGBTI activists during public gatherings. Sometimes it happens indirectly and without any intentions. For example, employers asking for a high level of proficiency in a native language when the tasks involved do not actually require it.

In practice, individuals can experience what is known as “multiple” or “intersectional” discrimination. This will occur where they simultaneously fall into two or more categories of discriminated person. For example, a woman who is disabled can experience both gender discrimination and disability discrimination. Multiple discrimination often results in unique forms of discrimination.





Typically, it affects some of the most vulnerable members of society who are trapped in particularly severe cycles of exclusion and deprivation. In this context, different forms of discrimination intersect and overlap, which can intensify their effects on an individual's experience.

Some governments reinforce their power and the status quo by openly justifying discrimination in the name of “morality”, religion or ideology. It can be cemented in national law – such as by restricting women's freedom – despite breaching international law. Certain groups can even be viewed by the authorities as more likely to be criminal simply for who they are, such as being poor, Indigenous or black.

The right to freedom from discrimination is recognized in the UDHR, Article 2. It entitles every person freedom from distinction, exclusion, restriction or preference based on race, colour, national or ethnic origin, language, religion, sexuality, gender, economic status, political affiliation, ableness, age, or any other status. The term “other status” includes sexual orientation, marital status, transsexual status and imprisonment.

The legally binding International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR) both prohibit discrimination. Other binding UN instruments provide additional protection against discrimination against specific groups or on specific grounds: the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD), and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Convention on the Rights of Persons with Disabilities (CRPD).

10.2 ACTIVITIES ON FREEDOM FROM DISCRIMINATION

OVERALL LEARNING OUTCOMES

Students will be able to:

Recognize how we make assumptions about people

Develop a sense of solidarity with victims of discrimination

Write a letter (or letters) in support of Gulzar Duishenova

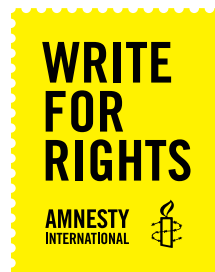
OVERVIEW OF ACTIVITIES

Warm-up: Three Truths and a Lie
25 MINUTES

Activity: In and Out 45 MINUTES

Take Action for Gulzar Duishenova
20 MINUTES

Additional information on “[Amnesty International: Discrimination](#)”.

**WARM-UP****THREE TRUTHS AND A LIE****TIME**

⌚ 25 MINUTES

MATERIALS

Pieces of blank paper

Pens

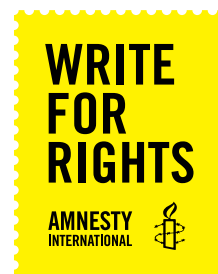
Flip chart

PREPARATION

Distribute one piece of paper and a pen to each student

PLAN

1. Give each student a blank piece of paper and ask them to write their name and four pieces of information about themselves on the paper. Explain that three pieces of information should be fact and one should be a lie. For example, "Alfonse likes singing, loves ice cream, plays football and baseball". **3 MINUTES**
2. Students then circulate with their sheets of paper. They meet in pairs and show each other the four pieces of information and try to guess which of the "facts" is a lie. Ask them to meet another person and repeat. **5 MINUTES**
3. The third time, get students to find one last partner with whom they should – instead of sharing their "facts" – discuss the following questions:
 - a. Was it easy to find the lie?
 - b. How did you go about identifying or guessing which information was a fact and which was a lie?
 - c. Did you make assumptions about the person? What kind of assumptions?
 - d. Were your assumptions always correct? **5 MINUTES**
4. Regroup and ask students to share what they discussed in pairs. Write on a flip chart any assumptions that students made about each other in order to identify what was fact or lie. **5 MINUTES**
5. Reflect with the students on the following to discuss whether the assumptions we make about people are always correct:
 - a. How people usually make assumptions about others based only on what they see – like a person's gender, their skin colour, religion, where they come from, or whether they have a disability
 - b. Many times, assumptions about certain groups come from what we have learned or heard from the media, family and friends
 - c. It is important to recognize that we make assumptions about people, often based on learned stereotypes and prejudices, which can often be unconscious.
 - d. It is difficult to know people just by looking at them or by associating them with a group. **7 MINUTES**

**ACTIVITY****IN AND OUT****TIME:**

⌚ 45 MINUTES

MATERIALS:

Room with enough space to scatter the students along a straight line

List of affirmations

Handout: **W4R Gulzar Duishenova** (see Annex)

Handout: **Simplified Version of the UDHR** (see Annex)

Handout: **Decoding Discrimination**

Optional: **Projector**

Optional: **Masking tape**

PREPARATION:

Prepare additional affirmations

Print copies of Gulzar Duishenova handout Optional: Use the masking tape to mark a straight line

Optional: **Set up the projector**

PLAN:

1. Ask the students to form a straight line. **2 MINUTES**

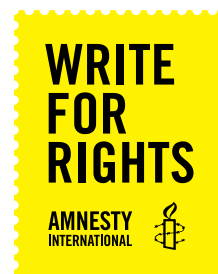
2. Tell them that you will read an affirmation and they will have to step forward or backward as indicated.
- a. All students whose four grandparents are still alive – one step forward
 - b. All female students – one step forward
 - c. All students with brown eyes – one step forward
 - d. All students who were not born in the country where they live – one step backward
 - e. All students with two or more siblings – one step backward
 - f. All students ... (you can add/use questions more adapted to your group)

8 MINUTES

3. After having read all the affirmations, students will find themselves dispatched unevenly with respect to the start line – behind or in front. Tell the students that you did this exercise to decide who will be exempted from homework for the coming month (or any other significant “advantages” or “rewards” to be waived). The three or five persons at the front will not have any homework for the week to come. Wait on the reaction of students. **3 MINUTES**

4. Of the students:
- a. Ask the ones who will have not been “rewarded” how they feel?
 - b. Ask the ones who are privileged how they feel?
 - c. Ask everyone if they think that this unequal treatment is justified?
 - d. Ask do they think this could happen in reality for some people? Ask them to give some examples. **7 MINUTES**

5. Ask why they think we did this exercise and what it means? Explain that some people are treated differently because of who they are and what they believe. If the term has not emerged from the discussion, explain that discrimination can occur based on different characteristics (physical, intellectual, origin, sexual orientation, age etc.). **5 MINUTES**

ACTIVITY**IN AND OUT**

6. Divide the class into small groups. Distribute the W4R handout on Gulzar Duishenova, the Simplified Version of the UDHR and the Decoding Discrimination handout to each group. Ask them to read Gulzar's text and to answer the following questions:
 - a. What challenges and emotions do you think women with disabilities experience daily?
 - b. What assumptions are made about people with disabilities?
Do you think Gulzar and other people with disabilities are treated fairly?
 - c. If you were in Gulzar's shoes, how would you want to be treated?
 - d. Which article found in the UDHR directly relates to discrimination? Why?
 - e. Which other human rights are violated because of the discriminations Gulzar experiences? How does this situation affect her personal, professional and social life?
 - f. What does intersectionality mean and how does it affect Gulzar? Can you think of other examples of intersectionality?

10 MINUTES

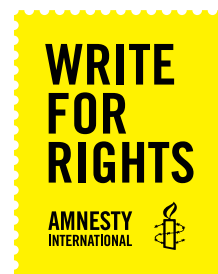
7. Reconvene the class. Ask them to share their answers to stimulate a class discussion. Make sure that students understand that discrimination can be embedded in practices, policies and institutions. Some groups such as women, black people, Indigenous Peoples, people with disabilities and others, are more likely to be discriminated against and suffer from systemic discrimination (for example, those earning a lower wage based on gender, access to work, etc.).

10 MINUTES

More information on the Convention on the Rights of Persons with Disabilities [can be found here](#).

8. Conclude by explaining that Article 2 of the UDHR recognizes that: "Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty." (You can project the Article in full or read it out loud slowly.) Explain that additional human rights instruments protect people against discrimination. More specifically, for people with disabilities, the Convention on the Rights of Persons with Disabilities (CRPD) has not been ratified by the Parliament of Kyrgyzstan.

5 MINUTES



10.3 TAKE ACTION

FOR GULZAR DUSHENOVA

TIME

20 MINUTES

MATERIALS

Paper, pens, envelopes and stamps
Projector, or printed pictures of Gulzar Duishenova

Handout: **W4R Gulzar Duishenova (see Annex)**

Optional: **Internet connection and computer**

Optional: **Letter-Writing Kit templates**

PREPARATION

Print copies of the **W4R Gulzar Duishenova** handout

Set up the projector, or print pictures of Gulzar Duishenova

PLAN:

1. Explain to students that Gulzar Duishenova is brave. In 2002, she lost movement in her legs after a car accident. But she never let it defeat her. She made it her life's mission to ensure that people with disabilities can live with dignity and move around freely. But she faces daily discrimination in a society where women aren't meant to speak out and people with disabilities are seen as "invalids".
2. Encourage students to write to the Speaker of Kyrgyzstan's parliament to ratify the Convention on the Rights of Persons with Disabilities.

You can give the students the following guidelines to help them write their letter to the Speaker of Kyrgyzstan's parliament: They can:

- Tell him something about themselves
- Tell him that they support Gulzar and other activists as they fight for the rights of people with disabilities
- Tell him that the parliament must ratify the Convention on the Rights of Persons with Disabilities to help address discrimination and improve access to health, buildings, jobs and transport

The letter can be sent to:

Speaker of Parliament
Chui Prospekti, 205
Bishkek
Kyrgyzstan 720000
Email: kenesh001@gmail.com
Salutation: Dear Speaker

**WRITE
FOR
RIGHTS**AMNESTY
INTERNATIONAL **10.3 TAKE ACTION****FOR GULZAR DUISHENOVA****3. Encourage students to stand with Gulzar Duishenova.**

You can give the students the following guidelines to help them write their letter of solidarity. They can:

- Think about what Gulzar might want to hear so that she knows there are people around the world who stand by her
- Express their solidarity, admiration or anything else they feel towards her

The letter can be sent to:

Gulzar Duishenova
c/o Amnesty International Ukraine
POB 40
04050 Kyiv, Ukraine
Email: gulzarduisenova@gmail.com

Alternatively, you can choose to use the templates provided in the 2018 Letter-Writing Kit.



**WRITE
FOR
RIGHTS**AMNESTY
INTERNATIONAL **HANDOUT****DECODING DISCRIMINATION****DISCRIMINATION**

Discrimination strikes at the very heart of being human. It is treating someone differently simply because of who they are or what they believe, their race, ethnicity, nationality, class, caste, religion, belief, sex, language, sexual orientation, gender identity, age, health or other status. At the heart of all forms of discrimination is prejudice based on concepts of identity, and the need to identify with a certain group. This can lead to ignorance and even hate.

INTERSECTIONALITY

This will occur where people simultaneously fall into two or more categories of discriminated person. For example, a woman who is disabled can experience both gender discrimination and disability discrimination. Discriminations that intersect and overlap, intensify and diversify an individual's experience.