



**EVERYONE  
WANTS TO  
HAVE FUN-  
DAMENTAL  
HUMAN  
RIGHTS,  
FEEL  
INCLUDED  
AND  
SPEAK  
GOOD  
ENGLISH**

**HUMAN RIGHTS, DIVERSITY, EQUALITY –  
DEVELOPING INCLUSIVE LEARNING ENVIRONMENT**

**A COMPANION FOR STUDENTS AND YOUNG PROFESSIONALS**

**ПРАВА ЛЮДИНИ, РІЗНОМАНІТНІСТЬ, РІВНІСТЬ –  
ТВОРИМО ІНКЛЮЗИВНЕ ОСВІТНЄ СЕРЕДОВИЩЕ  
ЗАСОБАМИ АНГЛІЙСЬКОЇ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ**

навчально-методичний посібник

10 грудня 1948 на Генеральній Асамблеї ООН була проголошена Загальна декларація прав людини, у першій статті якої зазначено "Всі люди народжуються вільними і рівними у своїй гідності та правах. Вони наділені розумом і совістю й повинні діяти один щодо іншого в дусі братерства." Стаття 2 говорить: «Кожна людина повинна мати всі права і всі свободи, проголошені цією Декларацією, незалежно від раси, кольору шкіри, статі, мови, релігії, політичних або інших переконань, національного чи соціального походження, майнового, станового або іншого становища...»

Кожна людина, незалежно від своїх особливостей має невід'ємне право на повноцінне життя, дозвілля, самореалізацію та отримання якісної освіти. Головною характеристикою суспільства має бути повага до людського розмаїття, захист прав особи, дотримання принципів безпеки, що забезпечує захист та включення у соціум усіх верств населення.

Здоровий суспільний прогрес передбачає існування цінностей та правил поведінки, співжиття і співпраці усіх його учасників. Англійська, мова міжнародної професійної комунікації, термінології, глобальної онлайн освіти, міжнародного законодавства та правочинства, lingua franca сучасного суспільства може бути способом і метою навчання студентів post-ковідного суспільства.

Даний посібник — крок до творення ресурсної бази з організації інклюзивного простору та надання лінгвістичної підтримки студентам та юним професіоналам у галузі дотримання та захисту прав людини і громадянина зокрема тих, хто найбільше цього потребують: дітей, жінок, людей з особливими освітніми потребами та інвалідністю, представників дискримінованих меншин, біженців, переміщених осіб, жертв насильства.

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## Being a Law Student: 7 Things You Need to Know

Studying law at university is exciting and interesting, there's no shortage of stories about being a law student, from the mostly accurate to the utterly fantastical. This text will state a few facts for you to know what you are signing up for when you fill in that application form! It also includes a little advice to help you settle into law student life quicker. Law is a great subject to study at university but it does have its challenges: here's what you can expect.

### 1. There is a lot of reading.

It is difficult to explain how much reading a law degree involves other than to say that there are a lot of law books! There is definitely an art to managing the reading lists and you will get all the advice you need from older students when you first arrive, but it does take a while to get used to the pace of learning.

Be ready for the inevitable long nights when you need to stay up getting through an endless reading list. Self-imposing a schedule for getting reading done, plus whatever other assignments you have been set, is a habit to get into very quickly.

### 2. There is no single 'eureka!' moment, but it does all come together eventually.

Certain areas of law, particularly contract and tort, deal with different types of human action but are so similar in places that they often 'run out' just as the other one starts. As you usually learn only a few topics at a time you may not understand one fully until you have covered the next one. It is absolutely normal to feel a little like you're in the dark to begin with, although universities try to organise the courses so that the first year exams at least can stand on their own. Criminal law, for instance, makes a good first year subject because it is easy to get to grips with the ideas and it doesn't overlap too much with any other area. It is just important to know that if you study Land law before Trusts/Equity, it is not a problem if you don't fully understand what a trust is because that will come next.

### 3. There is a rat race, but you don't need to join it (straight away).

The law students aren't considered the quickest off the mark for getting involved in applications and internships early on in their degree, but it's

a close one! More and more law firms are offering placements and taster days during the first year of university so it is tempting to think that you need to get involved in deciding your career choice right from day one. If you are thinking about becoming a solicitor it is worth applying to these if you want to be ahead of the game, but the big one is the summer vacation schemes at the end of your penultimate year. If you are thinking about the Bar then the more mini-pupillages you have under your belt when you fill in your application form at the beginning of your final year the better, and some chambers will expect a certain number as a minimum. However, most of this kicks off at the beginning of second year so you do have time to settle into legal study before you need to think about applications.

Don't forget that there are other options too — charity work, civil service, interning for a while until you decide on a career path (if you can afford it!) or further study are all worthwhile alternatives. It's also worth thinking about going to a local or regional firm or chambers if that appeals to you, Your tutors, personal advisor, careers service or equivalent will give you plenty of advice about careers, and where to start looking for opportunities in a field you're interested in. Make sure you think seriously about where you want to start off — it is easy to be swept along with the crowd!

It is also just a fact of life that the legal sector, like anywhere at the moment, is very competitive for finding a job. Keep on top of your work, get involved with extra-curriculars and apply to any placements or schemes which may interest you so that your CV looks as good as it possibly can when you get to more serious applications.

4. You need to sweat the small stuff.

The 'sharp mind' you need for university study comes in different varieties, and each degree demands a particular mix of certain skills. Law requires both absolute command of the details of legislation and cases, and a wider view of how different areas interlock and what they (aim to) achieve. This is shown most clearly in the two main types of examination question. Problem questions require you to apply the law to very specific (and sometimes outright preposterous) factual patterns and explain why in this specific set of circumstances a piece of legislation or principle of law would/could be applied in a certain way.

You need to know the legislation and the case law, because although you may be given a copy of the legislation it wastes time if you're using it to do anything other than check minor points. Equally if you don't know part of the case law in an area that can lose you marks or narrow down the number of questions you could potentially answer. Essay questions require you to make a broad point using specific examples, so you need to have a whole arsenal of examples to hand.

Basically, you need to remember a lot of things! And you need to be prepared to sit down and learn cases, and at the very least the structure and key clauses of the relevant legislation so that you can find it in the statute book during the exam.

5. Everyone is going to ask you for legal advice. And you won't want to give it.

Somewhat ironically, the more law you know the less confident you become definitively stating what the legal position in a certain area is. You are, after all, focusing on the more controversial and uncertain areas of law so it is easy to forget that some are actually quite simple and clear-cut. There also comes a week where you learn about liability for giving advice and accepting responsibility for it being correct. It's fairly well-accepted that casual remarks in social situations don't come within this category but as soon as law students learn these cases they immediately stop wanting to give any form of legal advice!

All this of course assumes that you know the area of law your friends are asking about in practical detail in the first place, which usually isn't the case because law degrees are more theoretical than practical. No matter how many times you try to explain this to your friends however, you will still be asked.

6. It can be absolutely fascinating — especially when you think it won't be.

Perhaps the really big thing to know about an English law degree is that there are subjects which (i) you have to study (ii) you expect you won't enjoy. This is an unfortunate side-effect of the fact that law degrees are at heart vocational and so you study certain areas which are crucial to the smooth functioning of society but aren't considered too glamorous. It's worth noting that some people do come to university with a professed love for commercial law and that's great, but it does

seem to be the norm to start university dead set on being a human rights barrister.

However, because you have to learn these topics in significant depth you do find yourself getting far more interested than you ever plan to. What can seem like a fairly technical subject such as land registration is actually vitally important to individual people when you think about it — many cases on the topic end up with someone being evicted from their family home, or allowed to stay despite the aspiring purchaser having no idea that they had a legal interest in the house as it was not entered in the register.

There is a frame of mind to adopt here, and it's absolutely central to ensuring that you enjoy studying law. Find the interesting element of something which doesn't originally appeal to you — there will always be one, often the 'human interest' or political angle. Make as much of it as is possible as interesting to you as is possible. And resign yourself to the fact that you'll just have to learn the rest!

7. Being a law student is what you want it to be.

Perhaps I'm giving the impression that law students spend their whole lives in the library learning statutes back to front, and that when they do emerge it's to go to networking events, apply to careers or to sit exams. This just isn't true. As with any other subject, university is exactly what you make of it and that will invariably (and should!) involve meeting some of your best friends and many of your future colleagues, getting involved in as many societies as you can make time for and having the odd quiet night in. There is a core amount of work which has to be done, but as a humanities student you're in the enviable position of being able to manage your own timetable to a certain extent.

Make the most of it! Specifically for law students, there are also plenty of extra-curricular activities which can be really rewarding for yourself and others. If you'd like to get involved in pro bono work then most law schools have a scheme running, really do make sure you try some mooting (mock appeal trial, where you pretend to be a barrister) because even though it's quite scary it does wonders for your public speaking, and make the most of any opportunity to get the sort of legal experience.

Like any subject at university, studying law has its ups and downs. However, if you're interested in the subject and able to motivate yourself to work sensible hours then there are definitely more positives and it is a fantastic subject to study for three (or four) years.

*Source: <https://www.oxford-royale.com/articles/life-as-a-law-student/#aId=49836bab-1019-40fb-9ec6-326442d0e67e>*

## WORDLIST

to fill in the application form – заповнити аплікаційну форму прийому на роботу

an assignment – завдання для виконання

a reading list – перелік літератури для прочитання

to get to grips with smth - to deal (with something) decisively – розібратися з чимось

contract law – договірне право

tort law -- деліктне право

criminal law - кримінальне право

land law - земельне право

trust law – трастове право

equity law (брит. традиц.) - право справедливості

rat race – (ідіома) шалена погоня за багатством, успіхом; запекла конкуренція

to offer a placement – офіційно запропонувати посаду

a solicitor – юристконсульт, повірник; адвокат (який готує справи для баристера і виступає лише в судах нижчої інстанції)

barrister – адвокат, який захищає справи в судах вищої інстанції

the Bar – адвокатура, колегіум адвокатів

charity work – благодійна робота

civil service - державна служба

chambers – кабінет судді, контора адвоката, палата суду



extra-curricular activities – позааудиторні, позаурочні заходи і діяльності

the Humanities – гуманітарні дисципліни

pro bono work – некомерційна робота, надання безкоштовної юридичної допомоги

have ups and downs – мати позитивні і негативні сторони

### EXAMPLES

*After graduating from Precarpathian university I was offered a placement in the local law firm.*

*Modern society should offer the environment for both commercial and charity work.*

*Ivano-Frankivsk college boasts to provide opportunities for growth and intense extra-curricular activities for its students.*

### TASKS AND ACTIVITIES

**Chose the appropriate word or word-combination from the given list to fill in the blank.**

*A judge, a solicitor, a barrister, a customer*

A ..... tends to practise as an advocate representing clients in court, whereas ..... tends to perform the majority of legal work in a law firm or office setting.

*Iphone, icicle, assignment, barrier*

The ..... that our teacher asked us to do seemed to be quite easy at first.

**Match the word with the definition.**

- |                |   |
|----------------|---|
| 1 tort law     | <b>A</b> that body of the law that deals with conduct considered so harmful to society as a whole that it is prohibited by statute, prosecuted and punished by the government |
| 2 contract law | <b>B</b> a body of law that governs ownership of property vested in one person (called a trustee) in order  |

- that the property be held for the benefit of another person (called a beneficiary)
- 3 land law                    C    a body of rights, obligations, and remedies that is applied by courts in civil proceedings to provide relief for persons who have suffered harm from the wrongful acts of others
- 4 criminal law                D    the body of principles constituting what is fair and right or the natural law; It could refer to fairness, impartiality or evenhanded dealing
- 5 equity law                    E    a body of law that governs, enforces, and interprets agreements related to an exchange of goods, services, properties, or money. According to it, an agreement made between two or more people or business entities, in which there is a promise to do something in return for a gain or advantage, is legally binding.
- 6 trust law                    F    the law governing real property

**Draft a project Being an empowered and effective online student in times of COVID. You may use the ideas from the text and /or think of your own.**

## The Universal Declaration of Human Rights

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages.

**Preamble.** Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

**Article 1.** All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

**Article 2.** Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour,

sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

**Article 3.** Everyone has the right to life, liberty and security of person.

**Article 4.** No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

**Article 5.** No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

**Article 6.** Everyone has the right to recognition everywhere as a person before the law.

**Article 7.** All are equal before the law and are entitled without any discrimination to equal protection of the law.

**Article 8.** Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

**Article 9.** No one shall be subjected to arbitrary arrest, detention or exile.

**Article 10.** Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

**Article 11.** (1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

**Article 12.** No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his

honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

**Article 13.** (1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

**Article 14.** (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

**Article 15.** (1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

**Article 16.** (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

**Article 17.** (1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

**Article 18.** Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

**Article 19.** Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without

interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

**Article 20.** (1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

**Article 21.** (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

**Article 22.** Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

**Article 23.** (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

**Article 24.** Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

**Article 25.** (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

**Article 26.** (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

**Article 27.** (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

**Article 28.** Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

**Article 29.** (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of

others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

**Article 30.** Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

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

## WORDLIST

a milestone document – віховий, важливий документ

human rights – права людини

to draft – розробити проєкт

to proclaim – проголошувати, оприлюднити

an achievement – досягнення

to protect – захищати

justice – справедливість, правосуддя, юстиція, законність

to enjoy freedom of speech and belief – користуватися свободами слова і переконань

to promote – сприяти, підтримувати, заохочувати; стимулювати; активізувати

liberty – воля, свобода, право, вільності, привілеї

security – безпека, захищеність

slave trade – работоргівля

cruel, inhuman or degrading treatment – жорстоке, нелюдське або таке, що принижує гідність, поводження

punishment – покарання

to be entitled to — мати право на, бути вповноваженим



detention – затримання, арешт; утримання під арештом  
exile – вигнання; висилка, заслання  
penal offence – карний злочин  
to commit (a crime, an offence) – вчинити (злочин, правопорушення)  
privacy – приватність, особистий простір  
asylum – притулок (політичний), захист  
persecution – переслідування, гоніння  
social security – соціальне забезпечення  
disability – інвалідність  
unemployment – безробіття  
leisure – дозвілля  
remuneration – оплата, компенсація

### EXAMPLES

*An asylum seeker is a person who, from fear of persecution for reasons of race, religion, social group, or political opinion, has crossed an international frontier into a country in which he or she hopes to be granted refugee status*

*It is a shame that those who committed multiple crimes against democracy and freedom are now persecuting the Maidan activists.*

Social security is a system of payments made by the government to people who are ill, poor, or who have no job.

### TASKS AND ACTIVITIES

**Read and listen to the text of the Declaration**  
<https://youtu.be/YUdxBRxEXEc>

**Find and compare the Ukrainian translation of the Declaration**

**Fill in the blanks with the corresponding words**

- dignity • medical care • tolerance • discrimination • detention • remuneration • disability
- right • equal • fundamental • unemployment • leisure • accessible

No one shall be subjected to arbitrary arrest, ..... or exile.

Everyone has the.....to work, to free choice of employment,to just and favourite conditions of work,and to protection against ..... Everyone, without any ..... , has the right to ..... pay for equal work. Everyone who works has the right to just and favourable ..... ensuring for himself and his family and existence worthy of human ....., and supplemented, if necessary, by other means of social protection.

Everyone has the right to rest and....., including reasonable limitation of working hours and periodic holidays with pay.

Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and ..... and necessary social services, and the right to security in the event of unemployment, sickness ....., widowhood, old age, or other lack of livelihood in circumstances beyond his control.

Everyone has the right to education. Education shall be free, at least in the elementary and ..... stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally ..... to all on the basis of merit. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, ..... and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. Parents have a prior right to choose the kind of education that shall be given to their children.

**Prepare a talk or write an essay to answer the questions**

1. What do we need, as human beings, to survive? Do these needs change from person to person? What about from country to country? Explain.
2. If animals are kept as companions, what rights should they be entitled to? Are there any laws for pet owners in your country? What about laws to protect wild animals?

3. How are the elderly viewed in your country of origin? Do they face any specific challenges in terms of protecting their human rights? If so, what measures are being taken to protect them?
4. Privacy is a human right. Do you think this human right has been violated due to technology and social media over the years? If so, explain.
5. Everyone has a right to 'Rest and Relaxation'. What does this mean to you and how is this right being met in schools and workplaces in Ukraine?
6. How the right to education can be realized in times of lockdown.

### **Consider the situation and discuss**

As far as the COVID pandemic goes, it's really getting bad around the world. The governments are not doing enough about it and the president and his staff themselves not adhering to the recommendations of the health experts. That gives people the excuse not to heed warnings either and as a result, the virus is spreading like wildfire. Many people who are refusing to wear masks and not social distancing argue that "It is my right to do as I please because it's my body and health." Countries are experiencing big spikes in the number of people diagnosed with COVID and most schools have now moved from hybrid learning to just a distance learning approach. And this situation is almost exclusively the result of people (especially young adults who even if they do get the virus do not experience severe symptoms or have no symptoms at all) ignoring warnings to avoid bars and restaurants and socially distance themselves even when they are at home. Christmas season is coming up when extended families typically gather. Experts state that all should be staying at home and celebrating only with those with whom we live. Believe it or not, many people are going to refuse to do this and will be having large gathering nonetheless. *This brings up an interesting discussion regarding human rights...where and when do the human rights of the individual need to be superseded by the rights*

*of the collective society.* If not wearing a mask places others at higher risk for contracting a virus that could take their life, do people still have the right to ignore public health recommendations and refuse to wear a mask?

**Watch the video and talk about history, content and ongoing significance of the document:** <https://youtu.be/5RR4VXNX3jA>

**Learn the Civil Rights Vocabulary with** <https://quizlet.com/20706329/esl-civil-rights-vocabulary-flash-cards/>

## Overview of International Legal Frameworks for Disability Legislation

### 1. The Role of Disability Legislation

Persons with disabilities often are excluded from the mainstream of the society and denied their human rights. Discrimination against persons with disabilities takes various forms, ranging from invidious discrimination, such as the denial of educational opportunities, to more subtle forms of discrimination, such as segregation and isolation because of the imposition of physical and social barriers. Effects of disability-based discrimination have been particularly severe in fields such as education, employment, housing, transport, cultural life and access to public places and services. This may result from distinction, exclusion, restriction or preference, or denial of reasonable accommodation on the basis of disablement, which effectively nullifies or impairs the recognition, enjoyment or exercise of the rights of persons with disabilities.

Despite some progress in terms of legislation over the past decade, such violations of the human rights of persons with disabilities have not been systematically addressed in society. Most disability legislation and policies are based on the assumption that persons with disabilities simply are not able to exercise the same rights as non-disabled persons. Consequently the situation of persons with disabilities often will be addressed in terms of rehabilitation and social services. A need exists for more comprehensive legislation to ensure the rights of disabled persons in all aspects - political, civil, economic, social and cultural rights - on an equal basis with persons without disabilities. Appropriate

measures are required to address existing discrimination and to promote thereby opportunities for persons with disabilities to participate on the basis of equality in social life and development.

There also are certain cultural and social barriers that have served to deter full participation of persons with disabilities. Discriminatory practices against persons with disabilities thus may be the result of social and cultural norms that have been institutionalized by law. Changes in the perception and concepts of disability will involve both changes in values and increased understanding at all levels of society, and a focus on those social and cultural norms, that can perpetuate erroneous and inappropriate myths about disability. One of the dominant features of legal thinking in twentieth century has been the recognition of law as a tool of social change. Though legislation is not the only means of social progress, it represents one of the most powerful vehicles of change, progress and development in society.

Legislation at country level is fundamental in promoting the rights of persons with disabilities. While the importance - and increasing role - of international law in promoting the rights of persons with disabilities is recognised by the international community, domestic legislation remains one of the most effective means of facilitating social change and improving the status of disabled persons. International norms concerning disability are useful for setting common standards for disability legislation. Those standards also need to be appropriately reflected in policies and programmes that reach persons with disabilities and can effect positive changes in their lives.

## **2. International Legal Framework**

### **(a) International treaties that are binding on States and create legal obligations to the States Parties.**

All international human rights instruments protect the human rights of persons with disabilities, as they apply to all persons. This principle of universality is reinforced by the principles of equality and non-discrimination, which are included in human rights instruments. The core United Nations human rights human rights conventions are:

[Convention on the Rights of Persons with Disabilities](#)

[International Covenant on Civil and Political Rights;](#)

[International Covenant on Economic, Social and Cultural Rights](#);  
[Convention on the Elimination of All Forms of Racial Discrimination](#);  
[Convention on the Elimination of All Forms of Discrimination against Women](#)  
[Convention against Torture and other Cruel, Inhuman and Degrading Treatment or Punishment](#) ;  
[Convention on the Rights of the Child](#);  
[International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families](#)

Some international and regional human rights conventions protect the rights of persons with disabilities specifically, or have provisions concerning persons with disabilities. These include:

[ILO Convention concerning Vocational Rehabilitation and Employment \(Disabled Persons\)](#)

[Convention on the Rights of the Child](#) (article 23);

[European Social Charter \(article 15\)](#); and

International human rights treaties are binding on States Parties that have ratified the instruments. Some universal instruments, such as the Universal Declaration of Human Rights, and some specific provisions, such as the principle of non-discrimination, have become part of customary international law and are considered binding on all States, even those that have not ratified a human rights treaty that embodies norms of customary law.

**(b) International instruments that are non-binding, such as declarations and rules, and are useful in interpreting international standards and implementing them in national legislation.**

International instruments, such as declarations, resolutions, principles, guidelines and rules, are not technically legally binding. They express generally-accepted principles and represent a moral and political commitment by States. They also can be used as guidelines for States in enacting legislation and formulating policies concerning persons with disabilities.

Several disability-specific non-binding international instruments have been adopted at the international level. The instruments include:

[Declaration of the Rights of Mentally-Retarded Persons,](#)

[Declaration on the Rights of Disabled Persons,](#)

[World Programme of Action concerning Disabled Persons,](#)

[Tallinn Guidelines for Action on Human Resources Development in the Field of Disability,](#)

[Standard Rules on the Equalization of Opportunities for Persons with Disabilities,](#)

[ILO Recommendation concerning Vocational Rehabilitation and Employment \(Disabled Persons\),](#)

[Salamanca Statement and Framework for Action on Special Needs Education, adopted by the UNESCO World Conference on Special Needs Education: Access and Quality, Salamanca \(Spain\), 7 - 10 June 1994 .](#)

### **3. Application of International Conventions, Standards and Norms to Domestic Law**

#### **(a) Application of international law.**

Translation from an international convention, standard or norm to national law and then to local implementation is slow and complex but fundamental. States are primarily responsible for transforming legislative, administrative and judicial practices, to empower persons with disabilities to exercise their rights. States that have become Parties to an international convention are legally bound to implement the provisions contained in the convention in their domestic jurisdiction. International law leaves it to States to adopt such legislative and other measures, consistent with their constitutional processes, to give effect to the obligations which they undertake to implement and ensure that any person whose rights or freedoms are violated have an effective remedy justifiable before independent and impartial tribunals.

Three main methods are available to implement international legal instruments in domestic law:

(1) Direct incorporation of rights recognised in the international instrument into what may be termed a "bill of rights" in the national legal order.

(2) Enactment of different legislative measures in the civil, criminal and administrative laws to give effect to the rights recognised in international legal instruments.

(3) Self-executing operation of international legal instruments in the national legal order.

The course of the legislative process will differ according to the relevant domestic legal systems. For instance, incorporation of international human rights principles and norms in national constitutions - or similar documents - remains the most important way of bringing national laws in conformity with international standards.

In relation to economic, social and cultural rights, implementation will differ from one country to another, depending on their level of development. Yet, all countries require major programme efforts.

### **(b) Role of domestic courts - incorporation of international norms and standards by domestic courts.**

Direct application of international law by domestic courts can play an important role in implementing international human rights norms applicable to persons with disabilities by means of compliance with relevant international standards and citing precedents in other jurisdictions. Due process of law has to be followed in matters of disability legislation.

Furthermore, judicial initiatives may propel executive and legislative branches of Governments to act with regard to drafting, enforcing and evaluating disability legislation. Courts also may encourage various interest groups to take up action on certain issues.

*Source: <https://www.un.org/esa/socdev/enable/disovlf.htm>*

### **WORDLIST**

Legal Frameworks – нормативно-правове поле, база, структура

Disability Legislation – законодавство з захисту осіб з інвалідністю

to be excluded from – бути виключеними з



to be included to – бути включеними в  
segregation – сегрегація, виключення (з)  
inclusion – інклюзія, включення (в)  
physical and social barriers – фізичні і соціальні перепони  
disability-based discrimination – дискримінація за інвалідністю  
assumption – припущення, допущення; вихідне положення;  
to deter (from) – утримувати, зупиняти; відлякувати (від)  
to perpetuate – увічнювати, зберігати назавжди  
equal – рівний  
binding international treaties – міжнародні угоди, зобов'язуючі до виконання  
legal obligations – правові зобов'язання  
to reinforce – підсилювати, посилювати; підкріплювати  
equality – рівність  
society – суспільство  
to implement – виконувати, здійснювати; запроваджувати в життя  
concept – концепт

### EXAMPLES

*The Framework for Action to Meet Basic Learning Needs derives from the World Declaration on Education for All, which brought together representatives of governments, international and bilateral development agencies, and non-governmental organizations.*

*High prices are deterring many young people from buying houses.*

*The country had been slow to implement the new European directive.*

### TASKS AND ACTIVITIES

**In the abstract from Convention on the Rights of Persons with Disabilities and Optional Protocol reorder the letters of the words in brackets:**

Disability is an evolving (notccep) c .....and that (bayditsili) d..... results from the interaction between persons with impairments and attitudinal and environmental (resirbar) b..... that hinders their full and effective participation in (etosciy) s..... on an (ulqea) e..... basis with others

## Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning

### **Towards 2030: a new vision for education – abstract**

5. Our vision is to transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed SDGs. We commit with a sense of urgency to a single, renewed education agenda that is holistic, ambitious and aspirational, leaving no one behind. This new vision is fully captured by the proposed SDG 4 '*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all* and its corresponding targets. It is transformative and universal, attends to the 'unfinished business' of the EFA agenda and the education-related MDGs, and addresses global and national education challenges. It is inspired by a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability. We reaffirm that education is a public good, a fundamental human right and a basis for guaranteeing the realization of other rights. It is essential for peace, tolerance, human fulfilment and sustainable development. We recognize education as key to achieving full employment and poverty eradication. We will focus our efforts on access, equity and inclusion, quality and learning outcomes, within a lifelong learning approach.

6. Motivated by our significant achievements in expanding access to education, we will ensure the provision of 12 years of free, publicly funded, equitable quality primary and secondary education, of which at least nine years are compulsory, leading to relevant learning outcomes. We also encourage the provision of at least one year of free and

compulsory quality pre-primary education and that all children have access to quality early childhood development, care and education. We also commit to providing meaningful education and training opportunities for the large population of out-of-school children and adolescents, who require immediate, targeted and sustained action ensuring that all children are in school and are learning.

7. Inclusion and equity in and through education is the cornerstone of a transformative education agenda, and we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes. No education target should be considered met unless met by all. We therefore commit to making the necessary changes in education policies and focusing our efforts on the most disadvantaged, especially those with disabilities, to ensure that no one is left behind.

8. We recognize the importance of gender equality in achieving the right to education for all. We are therefore committed to supporting gender-sensitive policies, planning and learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender-based discrimination and violence in schools.

9. We commit to quality education and to improving learning outcomes, which requires strengthening inputs, processes and evaluation of outcomes and mechanisms to measure progress. We will ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems. Quality education fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problem-solving and other high-level cognitive, interpersonal and social skills. It also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development and global citizenship education.

10. We commit to promoting quality lifelong learning opportunities for all, in all settings and at all levels of education. This includes equitable and increased access to quality technical and vocational education and training and higher education and research, with due attention to quality assurance. In addition, the provision of flexible learning

pathways, as well as the recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education, is important. We further commit to ensuring that all youth and adults, especially girls and women, achieve relevant and recognized functional literacy and numeracy proficiency levels and acquire life skills, and that they are provided with adult learning, education and training opportunities. We are also committed to strengthening science, technology and innovation. Information and communication technologies (ICTs) must be harnessed to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more effective service provision.

11. Furthermore, we note with serious concern that, today, a large proportion of the world's out-of-school population lives in conflict-affected areas, and that crises, violence and attacks on education institutions, natural disasters and pandemics continue to disrupt education and development globally. We commit to developing more inclusive, responsive and resilient education systems to meet the needs of children, youth and adults in these contexts, including internally displaced persons and refugees. We highlight the need for education to be delivered in safe, supportive and secure learning environments free from violence. We recommend a sufficient crisis response, from emergency response through to recovery and rebuilding; better coordinated national, regional and global responses; and capacity development for comprehensive risk reduction and mitigation to ensure that education is maintained during situations of conflict, emergency, post-conflict and early recovery.

*Source: <https://unesdoc.unesco.org/ark:/48223/pf0000245656>*

## **WORDLIST**

Incheon Declaration – декларація, яка визначає напрямки освіти майбутнього, прийнята в південнокорейському місті Інчхоні під час Світового освітнього форуму в 2015.

Sustainable Development Goal (SDG) – ціль сталого розвитку

equitable – справедливий, неупереджений, який відноситься до права справедливості

holistic – холістичний, цілісний, глобальний

dignity – гідність

justice – справедливість

linguistic and ethnic diversity – мовне і етнічне розмаїття, різноманіття

early childhood – раннє дитинство

adolescent – підліток

equity – справедливість; неупередженість

equality – рівність, рівноправність

gender equality – гендерна рівність

to eliminate – усувати, ліквідувати

learning outcomes – навчальні результати

evaluation – оцінювання

assurance – запевнення, завірення, засвідчення, гарантія

resilient – який швидко оправляється (від стресу); який має запас життєвих сил

internally displaced person – внутрішньо переміщена особа

refugee – біженець

### EXAMPLES

*Equality refers to scenarios in which all segments of society have the same levels of opportunity and support. Equity extends the concept of equality to include providing varying levels of support based on individual need or ability.*

*That social justice, diversity, equity and inclusion are foundational in a thriving society and in science.*

*All of this is normal behavior for an intemperate adolescent, an authoritarian ruler, or Trump.*

### TASKS AND ACTIVITIES

**Find in the text words or phrases which correspond to definitions**

- 1 ..... is something relating to or concerned with wholes or with complete systems rather than with the analysis of, treatment of, or dissection into parts (§.5)
- 2 ..... is a way or means of entering or approaching; freedom or ability to obtain or make use of something (§.6)
- 3 ..... are something that follow as a result or consequence (§.7)
- 4 ..... is the quality or state of being equal (§.8)
- 5 ..... is determination of the value, nature, character, or quality of something or someone (§.9)
- 6 ..... is easy freedom from self-doubt or uncertainty; something that inspires or tends to inspire confidence (§.10)
- 7 ..... is a person who flees to a foreign country or power to escape danger or persecution (§.11)

## Legacy of Ruth Bader Ginsburg

Ruth Bader Ginsburg also known by her initials RBG, was an American jurist who served as an associate justice of the Supreme Court of the United States from 1993 until her death in 2020.

In her 87 and a half years, Ruth Bader Ginsburg left a significant mark on law, on feminism, and, late in her life, on pop culture. She also left a significant mark on everyday life in America, helping broaden the sorts of families people are able to make and the sorts of jobs they're able to take. Her legacy is, in a way, the lives that countless Americans are able to live today.

Ginsburg achieved the status of celebrity as a Supreme Court justice, and during her tenure she cast votes in support of Americans' ability to get an abortion and to marry someone of the same sex. But her legal legacy can be traced back to her work as a litigator with the American Civil Liberties Union in the 1970s, when she and others won a string of groundbreaking sex-discrimination cases challenging laws that

governed quotidian parts of American life and now seem medieval. Those laws implied a narrow view of gender roles within families.

Ginsburg successfully advocated in court for, among others, a father who was denied Social Security survivors benefits after the death of his wife, because the law dictated that widows were eligible but widowers were not; a woman in the Air Force whose husband was denied a spousal allowance that military wives were automatically entitled to; and an unmarried man who was denied a tax deduction for the expense of hiring a caregiver for his elderly mother, since that deduction was reserved for women, divorced men, and men whose wife was incapacitated or deceased. The laws in question didn't account for people in those circumstances; now, because of Ginsburg, they do.

Her litigation wasn't about a series of isolated inequities, though: Ginsburg's core argument was that "equal protection" under the law, as promised by the Fourteenth Amendment, covered discrimination based on sex.

Ginsburg's approach helped alter the way women were able to make their way in the world. Before the mid-'70s, they were often denied access to their own credit cards, "on the presumption that their husband controlled the family's financial assets."

The legal precedents that Ginsburg helped establish in the '70s in a sense shaped the way households are set up today. For instance, female breadwinners are now much more common than they were several decades ago.

The accumulation of new protections won by Ginsburg and others have allowed many Americans to envision versions of family life beyond the breadwinner-homemaker binary. Her legacy "isn't just Social Security or tax exemptions, though those are huge in their own way," said Stanichi, the UNLV professor. "It is the ability to perform your gender as you wish, whether that is women working outside the home, ... men staying home and caring for children, men loving other men, women loving other women."

Of course, the United States has hardly reached anything resembling gender equality. Men are still more than twice as likely as women to be the higher earner in straight couples, and women spend, on average, over an hour more than men on caregiving and housework each day.

In that sense, Ginsburg's legacy is expansive. "It's the right to hold specific jobs. It's the right to be a lawyer, the right to be a doctor. It's the right to attend elite colleges, or any college. It's the right to participate in sports. It's everything that came after the idea that it was inappropriate to make distinctions based on sex alone ... It's not one thing that's different—it's everything that's different."

*Adapted from the Joe Pinsker's article for the Atlantic*  
<https://www.theatlantic.com/family/archive/2020/09/ruth-bader-ginsburg-legacy/616447/>

## WORDLIST

legacy – спадок

associate justice – суддя Верховного суду

Supreme Court – Верховний суд

tenure – перебування на посаді; термін перебування на посаді; повноваження

cast a vote for – віддавати голос за

litigator – a lawyer who helps someone take legal action

spousal allowance – фінансова допомога вдові/вдівцю

tax deduction – податкова пільга; зниження оподаткування

a breadwinner – годувальник родини, особа, яка заробляє гроші в сім'ї

caregiving – турбота, піклування, опіка

## EXAMPLES

*Taxpayers should use all the tax deductions available to them to keep their bill as low as possible.*

*The wait in line to cast one's vote was almost an hour.*

*Caregiving is providing care for the physical and emotional needs of a family member or a friend at home.*

## TASKS AND ACTIVITIES

**Decide if these sentences are true (T) or false (F)**



- 1 Ruth Bader Ginsburg had no connection to feminism or gender issues.
- 2 After the 70s, women could not have access to their own credit cards
- 3 Because of her work, many men can now embrace the role of a family man, concentrating on housework and children.
- 4 The legacy of Ruth Bader Ginsburg is hardly connected with rights and diversity.

## Self-Advocacy 101: Find Your Passion and Get Started as a Self-Advocate

Advocacy is as individualized as people with disabilities. We are all different from one another. Some are autistic, like me. Some are deaf, like my great-grandparents and my cousin, Ian. Some are blind, or, have cerebral palsy. But we are all important members of our communities. Too often society separates us from others based on our disabilities. We're seen as "other," as having less value as human beings. During this pandemic, some have indicated that we are expendable and not worthy. We must change this perception.

There is only one real way to do that. Simply put: Show up acting and looking like you belong alongside everyone, with or without a disability, in the community. I'm talking about creating or strengthening valued social roles. We have to speak out and act out in order to really be part of our communities. This is a process that starts within each of us.

Social Role Valorization is a complex area of study. It means our lives show their value through the roles we have. It means we need to take on positive roles so people will take us seriously as thinkers and self-advocates. We need to take these roles seriously. Examine them, define them, and learn how we should perform them. If it makes you feel good, it's a positive thing. Advocate is a role, and all our other roles feed that.

Many of our roles start with our relationships. We all have meaningful and positive family roles. Brother or sister. Son or daughter. Mother or father. Grandson or granddaughter. Aunt or Uncle. We also have connections to people unrelated to us. We are friends and confidants and mentors. In order to be a good friend and family member, you

could do various things like emailing the people you care about. You can stick up for your friends when they are bullied. You can participate in family game nights and watching movies and TV shows with family and friends. You can send packages to friends and bake for them. It can be anything, large or small, that shows you care.

Next, consider what you do where you live. Some of us live with our families and others, independently. Some others might live in a group home or supported, with friends. Regardless of your living situation, there are positive roles related to home life that show us as capable. Doing chores makes you an essential part of the fabric of home life. If you are not already responsible for any chores at home, doing just one thing to help around the house can be empowering. You can load or empty the dishwasher. You can make and clean up some of your meals. You can do weekly cleaning. You can fold and put away your laundry. You can plant and maintain a garden. You can take out the garbage for weekly collection.

Community and neighborhood membership push our roles into a public light. Here's where the rubber meets the road. The more people who see you as capable and doing age-appropriate stuff, the more normalized and accepted disability becomes in the broader community. Get out and walk. It's the best way to own your neighborhood. Participate in your neighborhood cleanup. Shop regularly in the same local stores and eat regularly in the same local restaurants. People need to know who you are and miss you when you're not there. Listen to the news. You're going to want to be an informed voter. If you haven't already, you need to register to vote. Vote in every election and email your legislators and council members about the issues that are important to you. Volunteering at any community organization that meets your interest is a good way to meet new people as well as showcasing your abilities. The same is true of taking classes at the local college or community center.

Many people have valued social roles as participants in athletic or fitness activities or even as fans or spectators for local sports teams. Think about the areas that interest you. Start small where the barriers to getting started are low. If you like basketball, start following it more closely and share with those around you. Loop people in with your enthusiasm. If you have a bike, join a riding group. Interested in yoga? Every community has yoga studios.

I think one way to consider your advocacy is to think in terms of synonyms for advocate: champion, supporter, proponent, promoter, campaigner. Synonyms are a way to help you focus your priorities and plan the areas to get started. If you think of yourself as a champion, you can take a prominent role on the front lines of any issue.

*Adapted from the John McCarty for Impact: Feature Issue on Self-Advocacy for People with Intellectual, Developmental, and Other Disabilities*

<https://publications.ici.umn.edu/impact/33-1/self-advocacy-101-find-your-passion>

## WORDLIST

advocacy – захист (чого-небудь, кого-небудь); відстоювання, пропаганда (чого-небудь); заступництво; захист (клієнта); захист інтересів (у суді)

self-advocacy – самоадвокація

autistic – relating to or affected by autism

to change a perception – змінювати сприйняття, уявлення

community – громада, суспільство

social role valorization – ревальвація (підвищення ціни) соціальної ролі

confidant – повірник; довірена особа

to live independently – проживати незалежно

to do chores – виконувати поденну роботу

to empower – вповноважувати, давати можливість або право (зробити що-небудь); дозволяти

a legislator – законодавець; член законодавчого органу

## EXAMPLES

*Self-advocacy means you know your rights and responsibilities, you speak-up for your rights, and you are able to make choices and decisions that affect your life.*

*Empowering girls and young women is not an 'option' for a modern society — it should have already happened a long time ago.*

*A legislator (or lawmaker) is a person who writes and passes laws, especially someone who is a member of a legislature. Legislators are usually politicians and are often elected by the people of the state.*

### TASKS AND ACTIVITIES

**The prepositions that go with the verbs were removed. Fill in the correct prepositions in the sentences. Sometimes more than one choice is possible.**

• for • about • in • up • around • of • with • away • out • on • to

Do not listen ..... the fake news.

A way to consider your advocacy is to think in terms ..... synonyms for advocate

Doing just one thing to help ..... the house can be empowering

We have to speak ..... and act out in order to really be part of our communities

Many people have valued social roles as spectators ..... local sports teams

If you have a bike, join a riding group. You can stick ..... for your friends when they are bullied.

We need to take ..... positive roles so people will take us seriously as thinkers and self-advocates.

Participate ..... your neighborhood cleanup.

You can fold and put ..... your laundry.

You could do various things like emailing the people you care ..... .

If you like basketball, start following it more closely and share ..... those around you.

## Ripple Effect: Sustaining ICI's International Reach

Developing relationships that can carry work far beyond the initial scope of government or private grants is one way the University of Minnesota's Institute on Community Integration is making sustainability happen, said Renáta Tichá, co-director of ICI's Global Resource Center for Inclusive Education.

Part of our responsibility is to support and build capacity for inclusion and participation all over the world. If you're not building relationships, discovering unmet needs and developing creative and culturally appropriate means to meet them, you're not fully utilizing your skills.

In Ukraine ICI partners are now creating the country's first curriculum for pre-service teachers focused on supporting the inclusive education of students with disabilities. This follows several other initiatives with Ukrainian partners, including the 2017 fellowship program that sparked the online inclusive education social media community.

Much has been done, yet more is needed, said Sergiy Sydoriv, an ICI partner and professor at Ukraine's National Precarpathian University. The ongoing cooperation, resource sharing and joint activities with our U.S. partners are necessary for profound, positive changes and students will benefit as they use and teach advocacy skills. It is very important to incorporate best practices, ideas and principles of inclusive education to enable would-be teachers to organize inclusive learning environment both in their classrooms and online. We have moved far in being more confident and empowered.

There have been great changes in our education system as a result of transformations that have taken place in Ukrainian society over the past generation, which means our educators have had to change their vision and methodologies for student education very rapidly, said Valentina Malanchii, an assistant school principal in

Khmelnitskiy. “Our partnership with ICI helps our educators find new approaches to teaching students, especially those with special education needs.”

It’s important to note these initiatives aren’t a one-way street, said Brian Abery, co-director of the Center. We’re learning a lot from our international colleagues, who are getting amazing things done with very little funding, he said, citing a small grant ICI helped a Ukrainian organization secure that resulted in multiple in-service trainings on strategies to promote inclusive education and a three-day conference attended by more than 100 participants.

Sometimes organizations try to make international connections at too high a level and it ends up being nothing more than an expensive trip. We work at a level of connection and passion for what we’re doing, and relationships naturally develop. That leads to the social capital that’s needed to really take the work beyond a grant and build it into the fabric of a community.

*The Washington Post* motto, “Democracy Dies in Darkness,” argues that freedom requires open public discourse and enlightenment. Something similar, perhaps, can be said for global inclusion for people with disabilities: To survive, it must be shared.

*Source: <https://ici.umn.edu/news/ripple-effect-sustaining-icis-international-reach>*

## WORDLIST

ripple effect – посилюючий вплив однієї події на інші, ефект доміно, ланцюгова реакція

to support – допомагати, підтримувати; забезпечувати; обслуговувати

to build capacity – нарощувати потенціал

means – засіб, спосіб

curriculum – курс навчання; навчальний план (у школі, університеті)

pre-service teachers – студенти педагогічних відділень, майбутні вчителі

fellowship program – академічна програма обміну науковцями

to spark – викликати, спричиняти, запалювати

ongoing – безперервний, постійний; який відбувається зараз

to benefit – отримувати користь, допомогу; мати зиск

an assistant principal – заступник керівника

an approach – підхід

special education needs – особливі освітні потреби

a one-way street – щось, корисне тільки для однієї сторони, одnobічне

in-service training – підвищення кваліфікації, навчання без відриву від виробництва

social capital – суспільний капітал, спільні цінності, норми поведінки та соціальні зв'язки, між людьми, які сприяють взаємовигідній суспільній співпраці

to argue – стверджувати, доводити, аргументувати; наводити докази

public discourse – громадські обговорення значимої теми

enlightenment – просвітництво

to survive – виживати

to share – брати участь (у чому-небудь), поділяти (думку, смаки), мати спільність поглядів, співпереживати

## EXAMPLES

*We have greatly benefitted from the program.*

*I'm starting to think that this partnership with the government is a one-way street. They keep putting demands on us, but they've given us very little support in return.*

*The project's goal is to develop several courses on inclusive education as well as to provide in-service training at schools around the country.*

## TASKS AND ACTIVITIES

Read the definitions and choose the correct word or word combination.

1 The network of social connections that exist between people, and their shared values and norms of behaviour, which enable and encourage mutually advantageous social cooperation.

- A** social capital                      **B** social benefits

2 Student teachers who are provided with education and training before they have undertaken any teaching.

- A** in-service teachers                      **B** pre-service teachers

3 To talk about one's thoughts, feelings, or experiences with others; to have, get, or use in common with another or others.

- A** to sue                                      **B** to share

4 Learning difficulties or disabilities that make it harder for a person to learn than most his/her peers. Children are likely to need extra or different help from that given to other children their age.

- A** special education needs                      **B** inclusive learning environment

5 A set of courses constituting an area of specialization.

- A** ripple effect                                      **B** curriculum

## Putting the Promise of Olmstead into Practice: Minnesota's Olmstead Plan

An Olmstead Plan is a "public entity's plan for implementing its obligation to provide individuals with disabilities opportunities to live, work, and be served in integrated settings." It is named after a United States Supreme Court decision called "*Olmstead v. L.C.*"

*Olmstead v. L.C.* arose out of the Americans with Disabilities Act (ADA), a landmark piece of legislation which Congress enacted in 1990. Congress recognized that "historically, society has tended to isolate and segregate individuals with disabilities, and, despite some improvements, such forms of discrimination against individuals with disabilities continue to be a serious and pervasive social problem." With



those words, Congress equated segregation with discrimination, and, in Title II of the Act, prohibited public entities from discriminating against individuals with disabilities. Regulations implementing Title II require public entities to provide services in the *most integrated* setting appropriate to the needs of qualified individuals with disabilities. Congress has explained that “the most integrated setting” means one that “enables individuals with disabilities to interact with nondisabled persons to the fullest extent possible...” This regulation is known as “the integration mandate.”

In 1999, the United States Supreme Court held that the unjustified segregation of people with disabilities violates Title II of the ADA. The Court held that the ADA’s integration mandate requires public entities to provide community-based services to persons with disabilities when:

- a) Such services are appropriate;
- b) The affected individuals do not oppose community-based treatment; and
- c) Community-based services can be reasonably accommodated, taking into account the resources available to the state and the needs of others who are receiving disability services from the public entity.

The *Olmstead* decision is about more than how services are provided by the government to people with disabilities; it is a landmark civil rights case “heralded as the impetus to finally move individuals with disabilities out of the shadows, and to facilitate their full integration into the mainstream of American life.”

## WORDLIST

integrated settings – середовище, однаково сприятливе для життєдіяльності, навчання та праці людей з інвалідністю та без неї.

to enact – приймати, вводити в дію; надавати законну силу; встановлювати в законодавчому порядку

despite – незважаючи на

pervasive – який поширюється, проникаючий

to equate – порівнювати; ототожнювати

to prohibit – забороняти

to implement – виконувати, здійснювати; запроваджувати в життя

unjustified – невинуватий; неправомірний

to violate – порушувати, переступати; зневажати

the ADA – Americans with Disabilities Act – законодавчий документ США, що визначає і регулює дотримання прав людей з інвалідністю

public entity – юридична особа, публічно-правова організація

community-based services – послуги, які надаються за місцем проживання

appropriate – відповідний, підходящий; доречний

treatment – лікування; підхід

to accommodate – пристосовувати, забезпечувати; надавати

to herald – повідомляти, сповіщати

impetus – імпульс, стимул, поштовх, спонукання, рушійна сила

to facilitate – полегшувати, допомагати, сприяти

mainstream – основний напрямок, панівна тенденція

## EXAMPLES

*Integrated settings are those that provide individuals with disabilities opportunities to live, work, and receive services in the greater community, like individuals without disabilities.*

*The government promised to implement a new system to cut unemployment.*

*The state needs to facilitate the access to public services.*

## TASKS AND ACTIVITIES

**Make collocations by completing the phrases with verbs from the list. Then make sentences using the phrases.**

• do • pass • break • make • take • reach • pay • serve • lay • commit  
• plead • give

1 ..... out of prison.                      2 ...../..... a stand on/against sth;

3 ..... an arrest; 4 ..... for one's crime; 5 ..... amends for;

6 ..... one's bit; 7 ..... the blame; 8 ..... a fine/ penalty; 9 ...../..... a law; 10 ..... down the law; 11 ..... / ..... time in prison; 12 ..... sb with a warrant; 13 ..... a crime; 14 ..... guilty; 15 ..... a verdict; 16 ..... evidence

**Add prefixes to the words to form opposites. Make sentences with the new words.**

*il-, un-, dis-, in-, im-*

• common • flexible • movable • emotional • pleased • probable • agreeable • patient • legal • approachable

**Add suffixes to the words to form adjectives. Make sentences with the new words.**

*-ial, -ive, -ual, -able, -ary, -ent*

• read • president • persist • persuade • attract • vision • residence • station

## The UN Convention on the Rights of the Child

### TASKS AND ACTIVITIES

**Find** the full text here <https://www.unicef.org/child-rights-convention/convention-text>

**Discover** the child-friendly version here <https://www.unicef.org/child-rights-convention/convention-text-childrens-version>

**Work on** the presentation on correspondence of Convention on the Rights of the Child and the Global goals for sustainable development: <https://cutt.ly/BhaszQq>

**Check** the mechanisms of the United Nations Conventions on the Rights of the Child here <https://youtu.be/TFMqTDIYI2U>

**Select one or several "rights issues" and in some way, shape, manner, or form address them, analyzing the present challenges and giving the recommendations how to improve them.**

## The Istanbul Convention: A tool to tackle violence against women and girls

The Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul Convention) is the first instrument in Europe to set legally binding standards specifically to prevent gender-based violence, protect victims of violence and punish perpetrators [1]. Following the EU's signing of the Convention in June 2017, the European Parliament's consent is required for the EU's accession to the Convention [2]. Pending Council's formal request for that consent, Parliament adopted an interim resolution in September 2017, and subsequently reviewed progress towards EU accession, in April and November 2019 [3]. EU accession to the Istanbul Convention is one of the priorities in the new EU 2020-2025 gender equality strategy.

### **Council of Europe initiative**

Violence – including crimes that impact disproportionately on women, such as rape, stalking, and domestic violence – is a clear violation of human rights, and damages human dignity, gender equality and self-respect. Such gender-based violence has been a focus of international attention for several decades [4], and progress has been achieved [5]. However, although countries in Europe had enacted legislation on violence against women, prior to 2014 [6], there was no comprehensive European framework setting out standards on prevention, protection, prosecution and adequate provision of services to respond to the needs of victims and those at risk [7]. The Council of Europe's Convention on preventing and combating violence against women and domestic violence (Istanbul Convention), which was adopted in 2011 [8] and entered into force in 2014, now provides such a framework.

One in three women (33 %) in the EU has experienced physical and/or sexual violence since the age of 15; 75 % of women in a professional job or in top management have experienced sexual harassment; and one in ten women has experienced sexual harassment or stalking through new technologies [9].

### **What makes the Istanbul Convention effective for fighting gender-based violence?**

The Convention – which emerged from the Council of Europe's work to monitor violence against women and girls, identify gaps in legislation and find best practices – covers a broad range of measures, including obligations ranging from awareness-raising and data collection to legal measures on criminalising different forms of violence. Unlike other international treaties for tackling gender-based violence, the Istanbul Convention provides for the implementation of comprehensive and coordinated policies between national and governmental bodies involved in prevention, prosecution, and protection activities.

The Convention:

- defines and criminalises various forms of violence against women, including physical, sexual, and psychological violence, stalking, sexual harassment, female genital mutilation, forced marriage, forced abortion and forced sterilisation [10];
- prevents violence by obliging parties to invest in awareness-raising campaigns and education, training for experts in close contact with victims, and treatment programmes for perpetrators, and to address the role of the media in eradicating gender stereotypes;
- protects victims by obliging states to establish appropriate support services such as a free national telephone hotline; shelters; medical, psychological and legal counselling; and help with housing and financial issues;
- sets an obligation for parties to collect data on gender-related crimes;
- addresses asylum and migration, as it requires gender-based violence to be recognised as a form of persecution when establishing refugee status;
- takes a cross-border approach, making it obligatory for states parties to extend their jurisdiction to cover crimes committed abroad by their nationals;
- introduces a definition of 'gender', as 'the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men' as opposed to the usual definition based on the sex of the person;
- covers boys and men as well as girls and women as possible victims, in particular of domestic violence and forced marriage.

## WHAT IS THE ISTANBUL CONVENTION? WHO IS IT FOR? WHY IS IT IMPORTANT?

The Council of Europe Istanbul Convention is a human rights treaty to prevent and combat violence against women and domestic violence. It has been signed by all EU Member States.

Fact #1: Violence against women and domestic violence are human rights violations and are endemic across Europe. National responses vary greatly. Harmonised legal standards help to ensure that those who experience this violence benefit from the same level of protection and support everywhere.

Fact #2: There can be no real equality between men and women if women experience violence on a large scale and states turn a blind eye. Member States are obliged to implement already existing EU law to protect and support victims of crime, which is strengthened by the Istanbul Convention.

Fact #3: The European Commission and the Council of Europe share the same goal of ending violence against women and domestic violence. To achieve this objective, the European Union has signed the Istanbul Convention alongside its Member States, which are all among the Council of Europe's 47 members.

What the Istanbul Convention says:

- The state has a responsibility to prevent all forms of violence against women, protect those who experience it and prosecute perpetrators.
- The state must promote equality between women and men and prevent violence against women by encouraging mutual respect or non-violent conflict resolution and questioning gender stereotypes – including through teaching materials in schools.
- The state must investigate allegations of violence and prosecute perpetrators.
- The state must protect and support those who experience violence, for example by removing perpetrators from the house to make sure the person affected stays safe and by offering sufficient and accessible shelters.
- The state must ensure that victims can claim compensation from the offender and must award adequate compensation itself if it

cannot be covered from other sources.

- The state must ensure a coordinated approach among all relevant agencies, civil society organisations and other stakeholders to support those who experience violence and protect them from further violence.
- Those who experience violence should have information and access to support services, such as 24/7 telephone helplines, rape crisis centres, counselling and shelters.
- Civil society plays an important role in providing essential services to those who experience violence, raising awareness and helping to change attitudes to create a culture of zero tolerance.
- Police and justice system professionals should be trained on victims' rights and how to prevent further harm, so that they are able to respond to calls for assistance and manage dangerous situations.

*Source:*

[https://www.europarl.europa.eu/RegData/etudes/ATAG/2020/659334/EPRS\\_ATA\(2020\)659334\\_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/ATAG/2020/659334/EPRS_ATA(2020)659334_EN.pdf)

<https://ec.europa.eu/justice/saynostopvaw/downloads/materials/pdf/istanbul-convention-leaflet-online.pdf>

## **WORDLIST**

Istanbul – Стамбул

Council of Europe – Рада Європи

to prevent – запобігати

prevention – запобігання, попередження; запобіжний захід; запобіжний засіб

to combat – боротися

domestic violence – домашнє насильство

perpetrator – злочинець; винний

consent – згода, дозвіл

accession – (юр.) приєднання

pending – в очікуванні

request – запит; заявка

interim – тимчасова постанова  
subsequently – згодом, потім, пізніше  
to impact on – сильно впливати на  
rape – зґвалтування  
stalking – нав'язливе переслідування  
violation – порушення  
prior to – до, перед, раніше  
comprehensive – всебічний; докладний, детальний  
protection – захист, охорона  
prosecution – судове переслідування; пред'явлення позову;  
відстоювання позовних вимог, обвинувачення  
provision – постачання, забезпечення, надання  
to respond – відповідати, робити що-небудь у відповідь, реагувати  
(на що-небудь)  
to adopt – приймати, голосувати за  
to enter into force – вступати в дію  
harassment – домагання, агресивний тиск  
to emerge from – з'являтися, показуватися; виходити  
to monitor – контролювати, стежити, моніторити  
gap – прогалина, недостача  
measure – міра, захід, закон  
obligation – обов'язок; зобов'язання  
to oblige – зобов'язувати; змушувати  
range from ... to ... – простягатися від ... до ...  
awareness-raising – обізнаність, інформованість  
treaty – угода, договір  
mutilation – каліцтво, ушкодження



forced marriage – примусовий шлюб

parties – сторони

to eradicate – знищувати; викоринювати

shelter – притулок, укриття, захист; заступництво

counselling – консультування, наставництво

mutual – взаємний, обопільний

to investigate – розслідувати; розглядати (справу); дізнаватися, отримувати відомості (про кого-небудь)

allegation – заява, твердження

to remove – усувати, видаляти; забрати, прибрати (кого-небудь), позбутися (кого-небудь)

to ensure – забезпечувати; гарантувати

to claim – заявляти права, стверджувати, подавати позов (про відшкодування збитків)

to cover – покривати

stakeholder – зацікавлена, задіяна сторона

zero tolerance – нульова толерація, правове неприйняття (антисоціальної поведінки)

### EXAMPLES

*If we spend more money on education, so that children learn to be responsible citizens, we won't have to spend so much money on prisons. Prevention is better than cure.*

*Our travel insurance does not cover you against COVID-19.*

*Domestic violence is a type of abuse. It can be the abuse of a spouse or partner, which is also known as intimate partner violence. Or it could be the abuse of a child, older relative, or other family member.*

### TASKS AND ACTIVITIES

**Find the sentences in the text marked with numbers and match it to the corresponding grammatical tense in the table. The first example is done for you.**

Present Simple active with the verb "to be"	1
Present Simple active	
Present Simple passive	
Past Simple active with the verb "to be"	
Past Simple active	
Past Simple passive	
Present Perfect active with the verb "to be"	
Present Perfect active	
Present Perfect passive	
Past Perfect active	

Compose your own 1-2 sentences in the mentioned tenses.

Write sentences in all tenses that you have learnt.

## Political issues, laws and legal system: teaching materials

**To be able to speak on the topic, you need to learn the appropriate vocabulary.**

1. [Law and legal terms](#) Vocabulary related to law.
2. [Sources of law and documents](#) Vocabulary related to the topic "Law and legal documents".
3. [Court process](#) Vocabulary related to the topic 'Law, court process'.
4. [Criminal law](#) Vocabulary related to criminal law.
5. [Civil law](#) Vocabulary regarding to civil law.

6. [Administrative law](#)      Vocabulary regarding to administrative law.
7. [Crime](#)      Vocabulary related to crime and its terms.
8. [Government](#)      Vocabulary related to the topic 'Political issues'.
9. [Political system](#)      Vocabulary related to the topic 'Political issues, political system'.
10. [Government and political parties](#)      Vocabulary related to the topic 'Political issues'.

### 1. LAW AND LEGAL TERMS WORDLIST

Appeal – a request to a court of law to change a previous legal decision.

Attorney – a lawyer;

Complaint – when someone says that something is wrong or not satisfactory;

Court – the place where a judge decides whether someone is guilty of a crime;

Defendant – the person in a court who is accused of a crime;

Judge – someone who controls a trial in court, decides how criminals should be punished, and makes decisions about legal things;

Jury – a group of people in a court of law who decide if someone is guilty or not;

Paralegal – someone who works in a law company, or a company's legal department, and has some legal training, but does not have all the qualifications to be a lawyer;

Plaintiff – someone who takes legal action against someone else in a court of law;

Proof – a fact or a piece of information that shows something exists or is true;

Prosecutor – a legal official who accuses someone of committing a crime, especially in a law court;

Verdict – a decision in a court of law saying if someone is guilty or not;

Witness – a person who sees an event happening, especially a crime or an accident;

### EXAMPLES

*The suspect appeared in court charged with robbery.*

*The judge ruled that they had acted correctly.*

*She showed us her passport as proof of her identity.*

*He won his appeal against his jail sentence.*

## 2. SOURCES OF LAW AND DOCUMENTS WORDLIST

Agenda – a list of subjects that people will discuss at a meeting;

Agreement – a promise or decision made between two or more people;

Intake memo – an informal record, in the form of a brief written note or outline, of a particular legal transaction or document for the purpose of aiding the parties in remembering particular points or for future reference;

Legislation – a law or a set of laws;

Medical record – information that is written on paper or stored on computer so that it can be used in the future;

Police report – a description of an event or situation written by the police.

Policy – an agreement that you have with an insurance company (= company that pays the costs if you are injured, etc);

Precedent – an action or decision that is used as an example when someone wants to do a similar thing in the future;

Procedure – the official or usual way of doing something;

Statute – a law or rule;

### EXAMPLES

*Most people want tougher environmental legislation but large corporations continue to oppose it.*

*This decision has set an important legal precedent for other countries.*

*The company has new procedures for dealing with complaints.*

### **3. COURT PROCESS WORDLIST**

Acquit – if someone is acquitted of a crime, a court of law decides that they are not guilty;

Charge – a formal police statement saying that someone is accused of a crime;

Mistrial – a trial that cannot be completed or whose result has no legal value, usually because a legal mistake has been made;

Oath – a formal promise;

Perjury – the crime of telling a lie in a court of law.

Plea bargain – an agreement to allow someone accused of a crime to admit to being guilty of a less serious crime, in order to avoid being tried for the more serious one;

Pre-trial hearing – happening in or involving the period before a trial begins, a meeting in a law court before the trial;

Protocol – the rules about what you must do and how you must behave in official or very formal situations;

Sentence – a punishment that a judge gives to someone who has committed a crime;

Suppress – to prevent information from being known;

### **EXAMPLES**

*She was arrested on charges of theft and forgery.*

*Both men were acquitted of murder.*

*The judge declared a mistrial after newspapers printed a juror's name.*

### **4. CRIMINAL LAW WORDLIST**

Assault – an attack;

Battery – the crime of hitting someone;

Capital punishment – when someone is killed by the state for committing a serious crime;

Commit crimes – to do something that is considered wrong, or that is illegal;

Fine – to officially demand money;

Jail – a place where criminals are kept as a punishment;

Murder – the crime of intentionally killing someone.

Offend – to commit a crime;

Probation – a period of time when a criminal must behave well and not commit any more crimes in order to avoid being sent to prison;

Punish – to make someone suffer because they have done something bad;

Trespassing – going on someone's land without their permission;

#### EXAMPLES

*If she offends again, she'll go to prison.*

*He ended up in jail.*

*She was charged with attempted murder.*

#### 5. CIVIL LAW WORDLIST

Compensation – money that you pay to someone because you are responsible for injuring them or damaging something;

Divorce – when two people officially stop being married.

Injunction – an official order from a court that prevents someone from doing something;

Liability – when you are legally responsible for something;

Monetary damage – harm related to money;

Negligence – when you are not careful enough in something you do, especially in a job where your actions affect other people;

Probate – the legal process of deciding if a person's will has been made correctly and if the information it contains is correct;

Punitive award – an amount of money that someone who commits a crime has to pay, that is intended to be large enough to prevent them or others from committing similar crimes in the future;

Tort – an action that is wrong but can be dealt with in a civil court rather than a criminal court;

#### EXAMPLES

*The courts have issued an injunction to prevent the book from being published.*

*They have admitted liability for the damage caused.*

*Her parents plan to sue the surgeon for medical negligence.*

#### 6. ADMINISTRATIVE LAW WORDLIST

Accreditation – official approval of an organization;

Compliance – when people obey an order, rule, or request;

Jeopardize – to put something in a situation where there is a risk of failing or being harmed;

License – an official document that allows you to do or have something;

Negotiate – to try to make or change an agreement by discussion;

Regulation – an official rule that controls how something is done;

Resolve – to solve or end a problem or difficulty;

Restitution – payment made for damage or loss.

Settlement – an official agreement that finishes an argument;

#### EXAMPLES

*The work was done in compliance with planning regulations.*

*The chemical company promised to make full restitution to the victims for the injury to their health.*

#### 7. CRIME WORDLIST

Abduction/kidnapping – taking a person to a secret location using force;

Armed robbery – using a weapon to steal;

Arson – setting fire to a place on purpose;  
Attempted murder – trying to kill someone (but failing);  
Burglary – breaking and entering going into another person's home or business with force;  
Child abuse – injuring a child on purpose;  
Domestic violence – physical assault that occur within the home;  
Drug trafficking – trading illegal drugs;  
Drunk driving – driving after having too much alcohol;  
Shoplifting – stealing merchandise from a store;  
Smuggling – bringing products into a country secretly and illegally;  
Speeding – driving beyond the speed limit;  
Terrorism – acts of crime against a group (political/religious) or another country;  
Theft – stealing;  
Torture – extremely cruel and unfair treatment (often towards prisoners);  
Vandalism – damaging public or private property (for example with spray paint);  
White collar crime – breaking the law in business.

#### EXAMPLES

*Terrorism is the most serious problem in our world.*

*People must be fined for speeding.*

*Nowadays many women face with domestic violence.*

#### 8. GOVERNMENT WORDLIST

Bill – a written plan for a law;  
Chamber – one of the groups that a parliament is divided into;  
Elect – to choose someone for a particular job or position by voting;  
Government – the group of people who officially control a country;



Law – the system of official rules in a country;

Power – political control in a country;

Refuse – to say that you will not do or accept something;

Represent – to officially speak or do something for someone else because they have asked you to;

Rule – when someone is in control of a country;

Signature – your name written in your own way which is difficult for someone else to copy.

Split – to divide into smaller parts or groups, or to divide something into smaller parts or groups;

### EXAMPLES

*The Government has cut taxes.*

*There have been reports of immense human suffering under his rule.*

*Parliament will vote today on whether to pass the reform bill.*

*When did this government come to power (= start to control the country)?*

### 9. POLITICAL SYSTEM WORDLIST

Amendment – a change in the words of a document, or the process of doing this;

Armed forces – a country's military forces, for example the army and the navy.

Commander-in-chief – a commander in charge of all the armed forces of a country or of all the forces fighting in a particular area or operation;

Congress – the group of people who make laws in the United States. Congress consists of the Senate and the House of Representatives;

Declare – to announce something publicly or officially;

Determine – to decide what will happen;

Parliament – in some countries, a group of people who make the laws for the country;

Senate – a part of a government in some countries;

Sign – to write your name on something to show that you wrote/painted it or to show that you agree to it;

Supreme Court – the court of law that has the most authority in a state or country;

Term – the fixed period of time when someone does an important job or is in a particular place;

Vote – to show your choice or opinion in an election or meeting by writing a cross on an official piece of paper or putting your hand up;

### EXAMPLES

*The government has been elected for another four-year term.*

*Who did you vote for?*

*It is important to have strong armed forces.*

## 10. GOVERNMENT AND POLITICAL PARTIES WORDLIST

Adopt – to accept or start using something new;

Authority – the official power to make decisions or to control other people;

Define – to say exactly what something means, or what someone or something is like;

Democracy – a system of government in which people elect their leaders, or a country with this system;

Establish – to start a company or organization that will continue for a long time;

Executive – relating to making decisions;

Framework – a system of rules, ideas, or beliefs that is used to plan or decide something;

Inauguration Day – in the US, the day when a person officially becomes president in a special ceremony and takes responsibility from the previous president;

Independent – not controlled or ruled by anyone else;

Judicial – relating to a court of law or the legal system;

Legislative – relating to laws or the making of laws;

Overturn – officially change a legal decision.

Restrict – to limit something;

Separation – when people or things are separate or become separate from other people or things;

Violate – not to obey a law, rule, or agreement;

### EXAMPLES

*Your duties are clearly defined in the contract.*

*We need the support of someone in authority.*

*The European Parliament will have greater legislative powers (= ability to make laws).*

### EXAMPLE OF A TEST. 1. POLITICAL SYSTEM. SPELLING

#### Read the definitions and choose the right variant.

1 To announce something publicly or officially.

A Declare

B Decline

2 The court of law that has the most authority in a state or country.

A Supreme Court

B Appeal Court

3 To say exactly what something means, or what someone or something is like.

A Define

B Democracy

4 A lawyer who encourages people that are ill or have had accidents to sue is a copper.

A True

B False

*Source: <https://miyklas.com.ua/p/english-language/vocabulary/political-issues-laws-and-legal-system-17160>*

## Free online courses on EDX, Futurelearn, Coursera, Prometheus and EdEra platforms

1. Justice Harvard University online course [Электронный ресурс]. – Режим доступа: <https://www.edx.org/course/justice-2> (дата звернення: 02.09.2020).
2. Human Rights and International Criminal Law: An Introduction. University of Padova online course. [Электронный ресурс]. – Режим доступа: <https://www.futurelearn.com/courses/human-rights-and-international-criminal-law> (дата звернення: 02.09.2020).
3. Human Rights: The Rights of Refugees. Amnesty International online course. [Электронный ресурс]. – Режим доступа: <https://courses.edx.org/courses/course-v1:AmnestyInternationalX+Rights2x+2T2020/course/> (дата звернення: 02.09.2020).
4. Civil Liberties. Princeton University online course. [Электронный ресурс]. – Режим доступа: <https://www.edx.org/course/civil-liberties> (дата звернення: 02.09.2020).
5. Child Protection: Children's Rights in Theory and Practice. Harvard University online course [Электронный ресурс]. – Режим доступа: <https://www.edx.org/course/child-protection-childrens-rights-in-theory-and-pr> (дата звернення: 02.09.2020).
6. Make Your School Human Rights Friendly. Amnesty International online course. [Электронный ресурс]. – Режим доступа: <https://www.edx.org/course/make-your-school-human-rights-friendly/> (дата звернення: 02.09.2020).
7. International Human Rights Law. Université catholique de Louvain online course. [Электронный ресурс]. – Режим

- доступу: <https://www.edx.org/course/international-human-rights-law> (дата звернення: 02.09.2020).
8. The EU and Human Rights/ [Електронний ресурс]. – Режим доступу: <https://www.edx.org/course/the-eu-and-human-rights> (дата звернення: 02.09.2020).
  9. Contract Law: From Trust to Promise to Contract Harvard University online course [Електронний ресурс]. – Режим доступу: <https://www.edx.org/course/contract-law-from-trust-to-promise-to-contract> (дата звернення: 02.09.2020).
  10. Law Student's Toolkit. Yale University online course. [Електронний ресурс]. – Режим доступу: <https://www.coursera.org/learn/law-student> (дата звернення: 02.09.2020).

## ONLINE COURSES IN UKRAINIAN

<https://prometheus.org.ua/>

Legal aspects of creating and running a business in Ukraine.

Introduction to constitutional law.

Fundamentals of public policy.

<https://ed-era.com/> Mediation and Dialogue Skills for Public Service

## Student-recommended resources for online learning

**The Lawyer Portal** is really the best online resource for both aspiring and current law students. Not only can you find firm insights and career tips, you can also take advantage of the free guides available, which cover a wide range of topics. <https://www.thelawyerportal.com>

**Thomson Reuters** – The Answer Company. Connect to the world's leading source of professional legal content, expertise and technology. Trusted content, software and services, designed to increase the efficiency of legal practitioners. Benefit from powerful legal research products, current awareness, and integrated tools that help manage

your matters, contracts, and departments. "Most universities will have access to Westlaw and LexisNexis, two of the most widely used legal databases. In my opinion, Westlaw has the edge due to how comprehensive it is. The interface may not be the best but it is simple to use, contains everything you could ever need and offers you the chance to become certified in it. I highly recommend using Westlaw for legal research" <https://legalsolutions.thomsonreuters.co.uk>

**LinkedIn.** I'd define it less like a social network and more like an online CV. The site allows you to set up your own profile, stating your experience, education and key skills. In addition to this, you can connect with colleagues, teachers, fellow-students and people in the legal industry. I recommend law students to get familiar with LinkedIn as the site allows you to build a network and showcase you online. <https://uk.linkedin.com>

**E-law resources.** I came to law school not having studied A Level Law. If you are in a similar position, I would highly recommend E-lawresources as it contains useful notes on topics in Criminal and Contract Law. A section I found particularly useful was the Cases tab, where I could search for a case from a lecture and instantly find a short summary of the facts, the decision and legal principle. I wouldn't rely on this site as it can be quite basic, but it will help you get to grips with the course at the start. <http://www.e-lawresources.co.uk>

**Cardiff Index to Legal Abbreviations.** Although it's one of the simpler sites on here, it doesn't mean it's any less useful for law students. This website does as the name implies, it allows you to search for the meanings of legal abbreviations. If you are asked to read a case with an abbreviation you aren't familiar with or are just curious about, try this useful tool out. <http://www.legalabbrevs.cardiff.ac.uk/>

**Cite This For Me.** This tool is more powerful than you might think. As a law student, one of the worst things is to be marked down for referencing, it's an important part of academic writing and it can have a drastic effect on your overall grade. If your university uses OSCOLA referencing, try out this free tool and no longer will you be marked down for referencing errors. <http://www.citethisforme.com>

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*"We Easterners...made the discovery that the elixir of youth is not a delusion.... That miraculous elixir is nothing other than the certainty that there are no boundaries to the knowledge of what is human; that to puff ourselves up with self-importance is inappropriate because each of our achievements falls away into yesterday, and we are always pupils in an introductory class.... Through defeats and disasters, humanity searches for the elixir of youth; that is, of life made into thought, the ardor that upholds belief in the wider usefulness of our individual effort, even if it apparently changes nothing in the iron working of the world."*

Czeslaw Milosz - Native Realm

*"Education is the key to a better life for every child and the foundation of every strong society – but far too many children are still being left behind. To realize all our development goals, we need every child in school and learning."*

Anthony Lake, Executive Director, UNICEF

*I really like the idea of getting students to do more than just reading about human rights and would highly recommend assigning some form of group project where they actually have to select a "rights issue" and in some way, shape, manner, or form address it. That type of learning tends to be much more powerful than reading about things.*

Brian Abery, Co-Director Global Resource Center on Inclusive Education University of Minnesota

