

Elements and Indicators of the Ecosoc Rights

Yoan Nursari Simanjuntak

Abstrak. Makalah ini membahas tentang konsep dan teori hak asasi ekonomi, sosial dan budaya (*ekosob*), dan tentang indikator-indikator untuk pemenuhan hak *ekosob* itu. Unsur-unsur hak asasi *ekosob* itu adalah *availability*, *accessibility* dan *quality*; sedangkan indikatornya adalah indikator struktural, proses, dan hasil. Dalam kasus ini, hanya hak untuk kesehatan dan hak untuk pendidikan yang dibahas sebagai bagian dari hak asasi ekonomi, sosial dan budaya.

Katakunci: Hak *ekosob*, hak pendidikan, hak kesehatan, perempuan, unsur, indikator.

In the discussion of human rights, it seems that civil and political rights become the forefront of all discussion than economic, social and cultural rights. This condition is similar to the fulfilment of human rights. Economic, social and cultural rights need certain measurement tool in order to examine its fulfilment since the progress cannot be seen in the short time.

Economic, social and cultural rights, especially right to health and right to education, the fulfilment can be measured in two ways. The first way of measurement is by using 4 factors which is called 4A for right to education and 3A-1Q for right to health. The other ways is using 3 indicators of fulfilment which are structural, process and outcome.

These elements and indicators have been applied in the research of "Human Rights Mapping Research in East Java, Indonesia for Poverty Reduction Strategies" by Centre for Human Rights Studies of University of

Surabaya (CHRS Ubaya). The writer is one of the researchers in this research. In this research, CHRS Ubaya used both elements and indicators as the measurement tools to examine the fulfilment of right to health and right to education. In details, 3A-1Q and 3 indicators are used for right to health and 4A and 3 indicators are used for right to education.

Gender perspective on poverty is also used as point of view in analysing the research, therefore this article will be written as follow: economic, social and cultural rights; right to health; right to education; women's rights on health and education, 4 elements and 3 indicators.

Economic, Social, and Cultural Rights

The interrelated among Economic, Social, and Cultural Rights are a compilation of the most comprehensive rights. The economic right is entitled to

dual function, one as a basis for the 'rights' which assure the living standard. It is also a basic expression of human independence and freedom. The property right, for instance, underlies the matter of independence and freedom. This right cannot be equally owned by all humankind, therefore, it has to be equipped or complemented by at least the other two kinds of human rights, namely, the right to work (to free choice of employment, to just and favourable conditions of work and to protection against unemployment) and the right to social security (Kasim and Arus, 2001: 23-26).

The point of the social right is defined as just and favourable conditions of work and to protection against unemployment which is in relation with the fulfilment of the economic right. Compared to the other two human rights, the cultural right is more complex. The cultural right encompasses several following elements: the right to partake in cultural life, the right to utilize high technology, the right to be protected against any immoral interests and materials caused by the knowledge updates, literature or other art activities. The cultural right is an important element in social right and economic right because the fulfilment of these two rights will not bring about the benefits if the cultural right itself is not fulfilled. Education, for instance, is a cultural right having a very important

role in taking advantage of the optimum ownership to assure acceptable living standard. Education is highly influential in order that a satisfying work condition and good working ability can be achieved. In addition, education enables one to expend their earning for ownership, work, and social security as best as possible that they may live up to the standard (Kasim and Arus, 2001: 26-27).

Katarina Tomasevski (Nowak, 2001: 235) mentioned that in executing social, economic, and cultural rights, the most basic principle is the non-discriminating principle since this principle is the starting point of the fulfilment of one's social, economic and cultural rights. In Article 2 of International Covenant on Economic, Social, and Cultural Rights (ICESCR), the members have to show efforts that all the human rights in the covenants can be implemented regardless of race, skin colour, sex, language, religion, political view, wealth, birth status, and so on.

The economic, social, and cultural rights as written in ICESCR in this paper will be further mentioned as Covenant. This covenant has been accessed by Indonesia in its Law 11, 2005 and further encompasses the rights to work, social security, family life, welfare, health, education, and culture.

Everyone who got government authority has to respect the right of people in which every society should

have a specific set of ideas and customs, and a certain set of items and arts that make it unique. It is civic society which composed of the totality of voluntary civic and social organizations and institutions that form the basis of a functioning society as opposed to the force-backed structures of a state (*masyarakat kawula*) (Nowak, 2001: 235). Since the government derive from the people as a whole hold the power, equal rights should be granted to all people.

Fulfilling the right to health and education needs an increase in public expenditure, not just to reduce disparity but also to ensure overall progress, such as mentioned at article 2 of ICESCR, "... to the maximum of its available resources, with a view to achieving progressively the full realization of the rights recognized in the present Covenant by all appropriate means, ..." If that so, human right is not only right to freedom without intervention of the authoritarian government, but also right to get welfare in which constitution should guarantee, such as right to health and education" (Wignjosoebroto, 2003: 125).

The government of Indonesia realises that human right is a basic right to which every human being is entitled, therefore ought to be protected, respected, defended, and guaranteed by all. As part of these basic rights, Law

Number 39/1999 on Human Rights explains right to health and right to education.

Right to Health

Good health is the outcome of many different factors, including poverty, environmental circumstances, and matters of personal behaviour. But it also depends on the availability of effective health services, particularly at the community level. The right to health is closely related to and dependent upon the realization of other human rights, including the rights to food, housing, work, education, human dignity, life, non-discrimination, equality, the prohibition against torture, privacy, access to information, and the freedoms of association, assembly and movement. These and other rights and freedoms address integral components of the right to health.

In 1948, in its constitution, the World Health Organization (WHO) defined health is "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity".

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.

UDHR pointed out the right to health within article 25 stated: "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."

For the right to health, article 12(1) ICESCR provides a comprehensive article, which "recognizes the right of everyone to the enjoyment of the highest attainable standard of physical and mental health". It also stated that right to health covers:

- a) The provision for the reduction of the stillbirth-rate and of infant mortality and for the healthy development of the child;
- b) The improvement of all aspects of environmental and industrial hygiene;
- c) The prevention, treatment and control of epidemic, endemic, occupational and other diseases;
- d) The creation of conditions which would assure to all medical service and medical attention in the event of sickness.

The improvements in health and education are 'public goods', meaning that the benefits accrue not just to individuals but also reverberate throughout the society. Human capital - people's knowledge and skills - is at least as important for production, and at least as valuable to people who have it.

Right to Education

Everyone shall have the right to develop him/herself through the fulfilment of his/her basic needs, the right to education and to benefit from science and technology, arts and culture, for the purpose of improving the quality of his/her life and for the welfare of the human race. The improvements in health and education are 'public goods', meaning that the benefits accrue

not just to individuals but also reverberate throughout the society as a paves the way for further human development. Educated and skilled people are usually able to deliver more output or output that is more valuable, and their employers tend to recognize that fact with higher wages. The education also contributes into the civilization of cultural universal.

UDHR article 26(1) stated that: "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. ..." More over, the ICESCR (article 13 and 14) and Convention on Right for Children (article 28 and 29). The article 13(1) of ICESCR stated that "... that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace ..." It can be argued that the government should guarantee basic standards need.

The ICESCR stated that right to education consist of:

- a) Primary education shall be compulsory and available free to all;
- b) Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education;
- c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education;
- d) Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education;
- e) The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved.

Women Right to Health and Education

The imbalance status between man and woman has resulted in the inequality which has marginalized women in many aspects. In gender framework, women role has been marginalized, both in their individual development and in their social status. Indeed, women has a significant role both in domestic and public realms, however this has been hindered by several conditions such as patriarchal system, limited access to give opinion, and a biased gender government.

Even though UDHR pointed that "human beings are born free and equal in dignity and rights..." women disproportionately suffer the burden of poverty, are the victims of widespread and persistent discrimination in all areas of life, and put their lives at risk every time they become pregnant. Social norms, values and behaviour define the roles and status of women within vulnerable condition. Women's poverty is directly related to the absence of economic opportunities and autonomy, lack of access to economic resources, lack of access to education and support services and their minimal participation in the decision making process (Beijing Plan for Action). Failure to address these concerns will lead to failure in achieving poverty alleviation strategy as stated in the Millennium Development Goals

(MDGs) that to cut extreme poverty by half, ensure every child has the chance to go to school and live a long and healthy life, and bring discrimination against women to an end.

Regarding economic, social, and cultural right for women, Law No 7/1984 ratified the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). It required government commitment to fulfil the obligation. Getting more women through education and health access not only impacts directly on their own welfare. The benefits to families and society of these gains are enormous - and the impact on poverty reduction immediately and direct. The 1995 Fourth World Women Conference in Beijing pointed out 12 critical issues on right for women, such as women human right, women and poverty, women and education, women and health, women and economy, women and power of decision making, and female children (Luhulima, 2007: 42-43).

The 1995 Fourth World Women Conference in Beijing noted that there are at least 12 critical issues in the rights of women, namely: human rights of women, women and poverty, women and education, women and health, women and economy, women and authority in decision making, and girl child. The identification of women issues

was even more confirmed with issue of equality, gender justice and women empowerment as MDGs which are targeted to be fulfilled in 2015.

On two of most substantial rights in the economic, social, and cultural rights namely right to education and right to health, the marginalization of women is even more transparent. Up to today, women participation rate in education is still low. This condition cannot be separated from the fact that the educational system is still predominated by internalization of patriarchal system.

This condition should not have to happen if the strategic planning of national education as being stated in the Law No 20/2003 on National Education System is not consistently manifested.

In their right to health, as men do, women also have equal and non-discriminated right to enjoy all available services. Particularly, women sexual and reproductive health is closely related to the independence of women to take free and responsible decisions.

It has been an accepted stereotype that reproductive health issue has always been women issue. The Family Planning Program has also been burdened on women. This, of course, is not appropriate considering that men have also a full responsibility on the matter. Therefore, there is a need of building a health service strategy which is capable to accommodate the needs of women

related to their complex roles.

Poverty

The definition of poverty is steadily moving towards a human rights-based vision highlighting its underlying multitude of causes. Poverty is a denial of human rights. Human rights refer to rights that are inherent to the person and belong equally to all human beings. Their realisation has to carry out as a participatory, accountable and transparent process, implying equality in decision-making. Human rights instruments provide a coherent framework for practical action to reduce poverty (UNDP, 2003: iv).

The principles of equality and non discrimination address one of the root causes of poverty. Poverty strategies target individuals and groups that are socially excluded, marginalized, vulnerable and disadvantaged. The human rights-based approach to poverty reduction espouses the principles of universality and indivisibility, empowerment and transparency, accountability and participation. It addresses the multi-dimensional nature of poverty beyond the lack of income. Poor people cannot be treated as if they constitute a homogenous group, or as if discrimination occurs indiscriminately.

The right to be free from poverty includes : right to an adequate standard of living, right to work and receive wages

that contribute to an adequate standard of living, right to a healthy and safe environment, right to live in adequate housing, right to be free from hunger, right to safe drinking water, right to primary health care and medical attention in case of illness, right to access to basic social services, right to education, right to be free of gender and racial discrimination, right to participate in shaping decisions that affect oneself and one community (UNCHR, 2001).

Four Elements in Right to Health and Right to Education

The International Covenant on Economic, Social, and Cultural Rights (ICESCR) provides the most comprehensive article on the right to health in international human rights law. Article 12.1 of the Covenant states the right of everyone to the enjoyment of the highest attainable standard of physical and mental health.

The General Comment No. 14 from the Committee on Economic, Social, and Cultural Rights on The Right to the Highest Attainable Standard of Health states the four interrelated and essential elements on right to health to see the fulfilment of right to health. In General Comment No. 14, these elements are named the 3-A and 1 Q framework. The explanation of the elements is as followed:

- Availability: Functioning public health and health-care-facilities, goods and services, as well as programmes have to be available in sufficient quantity. They will include such as safe and potable drinking water and adequate sanitation facilities, hospitals, clinics and other health-related buildings, trained medical and professional personnel receiving domestically competitive salaries, and essential drugs.
- Accessibility: Health facilities, goods, and services have to be accessible to everyone without discrimination. Accessible has four overlapping dimensions: non-discrimination, physical accessibility, economic accessibility, and information accessibility
- Acceptability: All health facilities, goods and services must be respectful of medical ethics and culturally appropriate, i.e. respectful of the culture of individuals, minorities, peoples and communities, sensitive to gender and life-cycle requirements, as well as being designed to respect confidentiality and improve the health status of those concerned

- Quality: As well as being culturally acceptable, health facilities, goods and services must also be scientifically approved and unexpired drugs and hospital equipment, safe and potable water, and adequate sanitation.

The International Covenant on Economic, Social, and Cultural Rights also devotes two articles to the right to education in articles 13 and 14. The General Comment No. 13 states the four interrelated and essential elements on right to education to see the fulfilment the right to education. In General Comment No. 13, these elements are named the 4-A framework. The explanation of the elements is as followed:

- Availability: Functioning educational institutions and programmes have to be available in sufficient quantity, for example: all institutions and programmes are likely to require buildings or other protection from the elements, sanitation facilities for both sexes, safe drinking water, and trained teachers receiving domestically competitive salaries.
- Accessibility: Educational institutions and programmes have to be accessible to

everyone without discrimination. It has three dimensions: non-discrimination, physical accessibility, economic accessibility.

- Acceptability: The form and substance of education, including curricula and teaching methods, have to be acceptable (e.g. relevant, culturally appropriate and of good quality) to students and, in appropriate cases, parents.
- Adaptability: Education has to be flexible so it can adapt to the needs of changing societies and communities and respond to the needs of students within their diverse social and cultural settings.

Three Indicators of Rights Fulfilment

Due to report of Paul Hunt (2006), the Special Rapporteur on the right of everyone to the enjoyment of the highest attainable standard of physical and mental health, indicators use in measuring rights fulfilment are structural, process, and outcome indicators. The following discussion would like to describe the working definitions being used in this research.

Structural Indicator

The *structural indicators* is defined as those indicators that reflect the ratification / adoption of legal instruments and existence of basic institutional mechanisms deemed necessary for facilitating realisation of the concerned human right, such as laws, president's instruction, ministry's decree, et al.; and whether there are strategy and plan of action to reducing health problem (Malhotra and Fasel, 2005: par 9).

Process Indicator. The *process indicators* relate the local government policy instruments with development milestones which cumulate into outcomes that could be more directly related to realisation of economic, social, and cultural rights. Paul Hunt states in his Report that the process indicators measure the State effort as seen through its programs, activities, and interventions. Some examples are: the proportions of birth attended by skilled health personnel; number of facilities per 500,000 population providing basic obstetric care; and percentage of people provided with health information on maternal and

newborn care, family planning service and sexually transmitted infections. The process indicator measure state effort in fulfilling rights through programmes, activities and interventions. The measure point out process indicator such as proportion numbers of people being served, numbers of visitors, numbers of skilled personals comparing to people being served, etc.

Outcome Indicator. The *outcome indicators* capture attainments, individual and collective, that reflect the status of realisation of the human rights in a given context. It would be a triangulation among the three sources of data, i.e. report card survey, deep interview, and focus group discussion. There are at least two important features of an outcome indicator. First of all, as mentioned above, these indicators could be more directly related to the realisation of the corresponding right and secondly, there may be a number of processes contributing to the attainment of a single outcome. Outcome indicators often reflect many complex interrelated factors. The outcome = status as the impact of two indicators.

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I Basis Susilo

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Pengantar Redaksi

Edisi No 1, Volume 8, ini memuat tujuh tulisan dan dua resensi buku. Sebagian besar makalah edisi membahas tentang hak-hak asasi manusia perempuan. Hak asasi perempuan itu dibahas dalam kaitan dengan perkosaan, dengan penjualan ke negara lain, dan dengan kekerasan yang dialami perempuan. Tulisan-tulisan lain membahas isu hak asasi manusia di Tibet, dan yang berkaitan dengan hak-hak asasi suatu bangsa.

Tulisan pertama, "Elements and Indicators of the Ecosoc Rights," oleh Yoan Nursari Simanjuntak, selain membahas konsep dan teori tentang hak-hak ekonomi, sosial dan budaya, makalah ini juga menyediakan unsur dan indikator dari hak ekososial itu. Makalah diawali dengan penjelasan hak-hak ekonomi, sosial dan budaya, dilanjutkan dengan hak kesehatan, hak pendidikan, hak perempuan untuk kesehatan dan pendidikan. Diskusi ini diakhiri dengan penjelasan tentang empat unsur dan tiga indikator untuk memenuhi hak-hak itu. Keempat unsur itu adalah *availability*, *accessibility*, *acceptability* dan *quality*. Sedang tiga indikatornya adalah indikator struktur, indikator proses, dan indikator *outcome*.

Tulisan kedua, "The Rape of Ethnic Chinese Minorities in Indonesia: An Analysis from Minority Rights and Women's Rights," oleh Sulikah Asmorowati, mencoba menganalisis pemerkosaan atas perempuan Cina selama kerusuhan Mei 1998 di Indonesia dari perspektif hak asasi minoritas dan perempuan. Argumentasinya adalah bahwa pemerkosaan atas perempuan etnis Cina bertentangan dengan hak-hak asasi minoritas karena para pelanggarnya memilih target korbannya atas dasar etnis, sementara melanggar hak asasi perempuan karena pelanggarnya mengambil kehormatan dan harga diri korbannya. Makalah ini juga berargumentasi bahwa sangatlah penting bahwa hubungan antara pemerkosaan dan jender dalam kasus pemerkosaan perempuan etnis Cina di Indonesia tidak dibedakan dari hubungannya dengan minoritas hanya karena sejauh ini terjadi di Indonesia.

Tulisan ketiga, "Upaya Indonesia dalam Menangani Perdagangan Perempuan dari Indonesia ke Malaysia," oleh Muhammad Rahardiyanto, membahas upaya-upaya Indonesia dalam menangani trafiking perempuan dari Indonesia ke Malaysia. Makalah ini juga menyebutkan setiap kerjasama dua negara tentang trafiking perempuan dan hambatan-hambatannya. Sudah ada banyak upaya dan tindakan untuk menghapus trafiking perempuan ke Malaysia, baik secara internal maupun eksternal. Upaya-upaya internal termasuk pencegahan, penindakan dan perlindungan. Upaya-upaya eksternal termasuk hubungan bilateral antara Indonesia dan Malaysia dengan membuat perjanjian tentang trafiking ini sebagai isu kejahatan. Di lain pihak,

Indonesia juga sudah melakukan upaya-upaya regional dan multilateral melalui peranserta di knferens-koneferansi formal dan informal.

Tulisan keempat, "Tibet dan Permasalahan HAM di Cina," oleh Citra Hennida dan Nurul Ratna Sari, membahas bagaimana Cina menghadapi isu hak asasi manusia di Tibet, khususnya keika Cina sedang akan menjadi tuan rumah Olimpiade 2008. Cina mendapatkan opini publik internasional yang negatif ketika ia menangani demonstrasi di Lhasa dan di tempat-tempat lain di Tibet awal 2008. Cina bersikap defensif menghadapi opini publik internasional yang menuntut kebebasan dan kemerdekaan Tibet itu. Bagaimana pun, sejak 1971, Cina sudah menandatangani beberapa instrumen internasional penting tentang hak asasi manusia, dan sudah meratifikasi beberapa konvensi penting. Makalah ini berargumentas bahwa Cina mempunyai pandangan spesifik tentang hak asasi manusia yang berbeda dari pandangan Barat. China mempunyai latarbelakang budayanya, ide komunitarianisme, makna kepentingan publik, dan bentuk negara sendiri.

Tulisan kelima, "Perempuan dan Kekerasan," oleh Departemen Informasi Publik PBB, mendasarkan asumsi bahwa kekerasan mempengaruhi hidup jutaan perempuan di seluruh dunia, dalam semua kelas sosio-ekonomi dan pendidikan. Ia memotong pembatasan-pembatasan budaya dan agama, menghalangi hak perempuan untuk berperanserta secara penuh dalam masyarakat. Kekerasan melawan perempuan mengambil berbagai bentuk yang menakutkan, dari penyalahgunaan domestik dan perkosaan sampai ke perkawinan anak dan sunat perempuan. Semua itu adalah pelanggaran atas hak asasi manusia yang paling fundamental. Kekerasan terhadap perempuan adalah problem universal yang harus secara universal dikutuk. Tetapi ia mengatakan bahwa problem itu terus saja berlangsung.

Tulisan keenam, "Norma-norma tentang Tanggung Jawab Perusahaan Transnasional dan Jenis Usaha/Bisnis Lainnya dengan Menghormati Hak Asasi Manusia," oleh Komisi Hak Asasi Manusia PBB, membahas prinsip-prinsip dan kewajiban-kewajiban perusahaan transnasional terhadap penegakan hak asasi manusia yang dibuat PBB. Sebagaimana tertulis pada bagian pembukaan dan pasal 1,2, 55 dan 56, tentang tugas semua orang dan lembaga untuk mempromosikan penghormatan yang universal untuk, dan pengamatan untuk, hak asasi manusia dan kebebasan dasar. Selain itu, makalah ini juga memuat standar umum untuk pencapaian penegakan hak asasi itu.

Tulisan ketujuh, "Melihat Lebih Jauh Konvensi Penghapusan Segala Bentuk Diskriminasi Terhadap Perempuan" oleh Veronica Diana Asmarawardani membahas tentang Konvensi Penghapusan Segala Bentuk Diskriminasi Terhadap Perempuan

dari sejarah terbentuknya konvensi ini, apa yang menjadi pokok, cakupan dan lingkup isu perempuan dalam konvensi ini. Penulis juga berusaha melihat sampai dimana Indonesia yang sudah meratifikasi konvensi ini telah berupaya untuk menjalankan butir-butir ketentuan yang menjadi kewajiban Negara yang menyetujui suatu konvensi.

Kedelapan, "Resensi buku berjudul *Sekilas Fakta tentang Perdagangan Orang*." Peresensi, Julia Reno P., menganggap bahwa buku ini memang sangat padat dan diulas berdasarkan data dan fakta yang telah ditangani oleh International Organisation for Migration Surabaya Office (IOM) dan Women Support Multiculturalism (WSM). Dalam kata pengantar yang ditulis oleh Direktur IOM Surabaya dan Kepala Pusat Studi HAM Universitas Surabaya telah didapat data bahwa Jawa Timur adalah provinsi ke-3 yang menyumbangkan angka korban perdagangan orang terbesar di Indonesia setelah Kalimantan Barat dan Jawa Barat. Sekaligus Jawa Timur terutama Surabaya diidentifikasi sebagai daerah pengirim, penerima dan tempat transit. Bahwa pada kenyataannya Indonesia adalah merupakan salah satu daerah sumber perdagangan manusia di dunia, maka perlu dilakukan upaya-upaya nyata tidak hanya sebatas kelengkapan dalam peraturan-peraturan.

Kesembilan, "Resensi Buku *Agenda-Mendesak Bangsa: Selamatkan Indonesia!*". Peresensi mengajak pembaca mengapresi buku ini karena membahas pelbagai persoalan mendasar bangsa Indonesia dalam era globalisasi. Persoalan bangsa Indonesia di tengah globalisasi dikaji secara kritis dalam pandangan kepentingan nasional. Globalisasi yang sedang berlangsung selama ini ditandai dengan neoliberalisme, korporatisme, pax Americana. Sayangnya, para pemimpin bangsa Indonesia mengalami kompleks *inlander* sehingga bangsa tidak bisa memanfaatkan peluang dari globalisasi tersebut, tetapi justru mengalami kerugian karena sumberdaya bangsa disedot keluar oleh kekuatan-kekuatan dari luar.

Sebagaimana biasanya, kami mengundang pembaca untuk ikut menulis makalah untuk jurnal ini. Makalah bisa yang ditulis khusus untuk jurnal ini, dan/atau yang sudah pernah dipresentasikan dalam suatu pertemuan, forum atau seminar. Selain itu, Kami juga mengundang pembaca untuk menulis resensi buku tentang HAM dan gender yang baru terbit.***

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