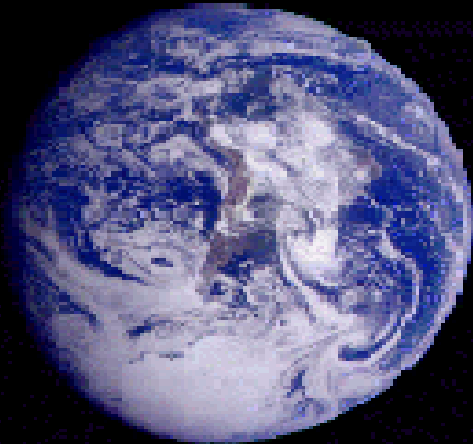


# Moorhead School District Human Rights Committee February 7, 2002



**Presentation by:**  
**Kristi Rudelius-Palmer**  
**U of MN Human Rights Center**



# What are Human Rights?

# Common Myths about Human Rights

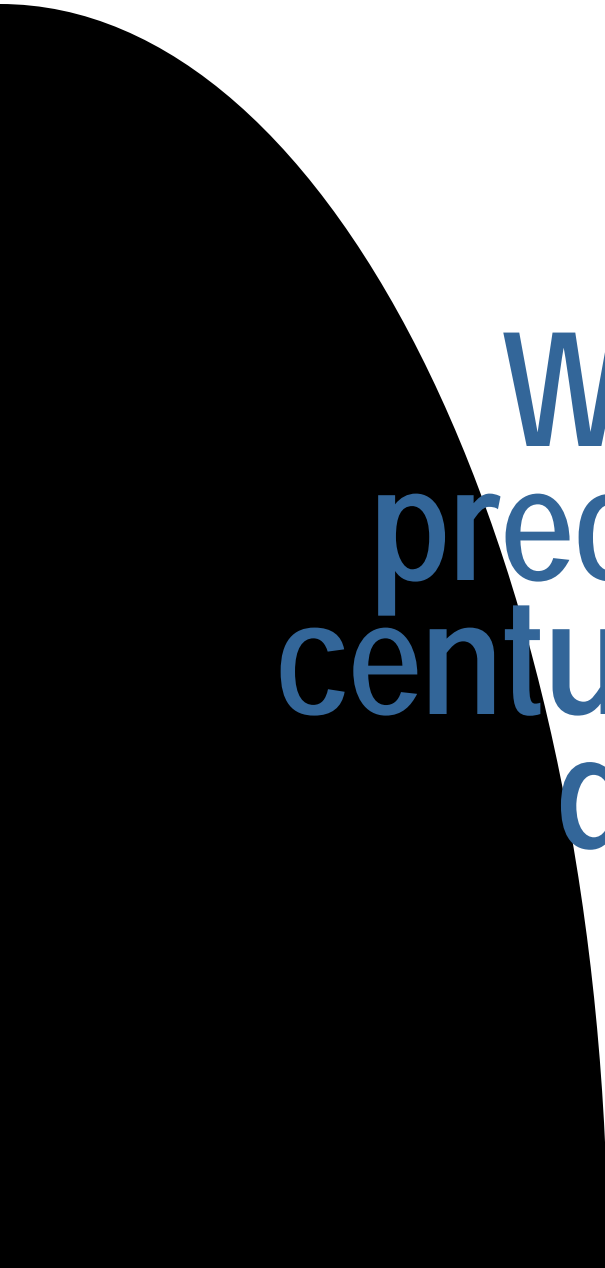
- **Human Rights are the same as civil rights.**
- **Human Rights violations occur only in poor, foreign countries.**
- **Human Rights are only concerned with violations.**
- **Only adults and lawyers can understand the significance of Human Rights.**
- **Human Rights are only legal rights.**



# Human Rights Are:

the rights that someone has simply because he or she is a human being.

- Inalienable/Universal
- Interconnected
- Indivisible
- Both Rights and Responsibilities



What were the  
precursors to 20th  
century human rights  
documents?

# Precursors to 20th century human rights documents

- 1750 B.C.E. - Code of Hammurabi, Babylonia
- 1200 - 300 B.C.E. - Old Testament
- 551 - 479 B.C.E. - Analects of Confucius
- 40 - 100 C.E. - New Testament
- 644 - 656 C.E. - Koran (original text)
- 1215 - Magna Carta, England
- 1400 - Code of Nezahualcoyotl, Aztec
- 1648 - Treaty of Westphalia, Europe
- 1689 - English Bill of Rights, England
- 1776 - Declaration of Independence, United States
- 1787 - United States Constitution
- 1789 - French Declaration on the Rights of Man and the Citizen, France
- 1791 - United States Bill of Rights

# 19th and 20th century human rights documents and foundations

- **1863 -Emancipation Proclamation, United States**
- **1864, 1949 -Geneva Conventions, International Red Cross**
- **1919 -League of Nations Covenant**  
-International Labor Organization (ILO) Created
- **1920 -Women gain the right to vote in the U.S.**
- **1926 -Slavery Convention**
- **1945 -United Nations Charter, San Francisco**
- **1947 -Mohandas Gandhi uses non-violent protests leading India to independence.**



# What is the Universal Declaration of Human Rights?

Why was it created?

Who drafted it?

When was it adopted and by whom?



# UDHR History and Current Status

The Universal Declaration of Human Rights (UDHR) was drafted by the UN Commission on Human Rights chaired by, then first lady, Eleanor Roosevelt. The UDHR was adopted by the 56 member nations of the UN General Assembly on December 10, 1948.

December 10th is now celebrated around the world as International Human Rights Day. There are now 188 member states in the United Nations that, upon membership, agreed to educate their citizens about the principles of the UDHR. Most of these countries have incorporated the principles of the UDHR into their constitutions.

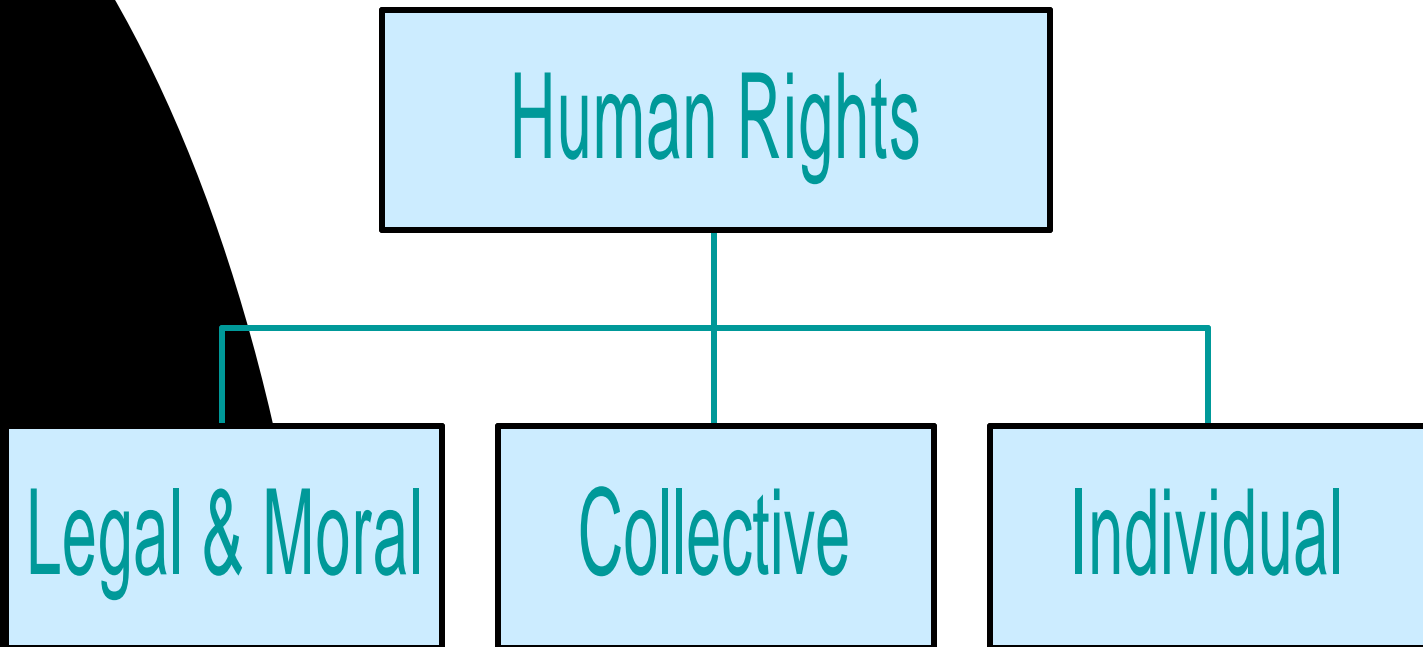
# Five Primary Categories of Human Rights:

- Civil Rights
- Political Rights
- Economic Rights
- Social Rights
- Cultural Rights

- When you expand the civil rights struggle to the level of human rights, you can take the case of the Black man in this country before the nations of the United Nations. You can take it before the General Assembly. You can take Uncle Sam before the World Court. But the only level you can do it on is the level of human rights. Human rights are something that you are born with. Human rights are your God-given rights. Human rights are the rights recognized by all the nations of this earth.

**-Malcolm X, *Speech presented in Cleveland, Ohio April 3, 1964***

# Holistic Framework



# International Bill of Human Rights

**Universal Declaration of Human Rights**  
(UDHR)  
December 10, 1948

**Int'l Covenant on Civil and Political Rights**  
(ICCPR)  
Adopted by UN General Assembly in 1966  
Entered into Force in 1976

**Int'l Covenant on Economic, Social and Cultural Rights**  
(ICESC)  
Adopted by the UN General Assembly in 1966  
Entered into Force in 1976

**Optional Protocol to the ICCPR**  
(Member nations permit individuals or groups  
to report personal human rights violations to the  
UN Human Rights Committee)

# Human Rights Definitions

- **Declaration** - Document stating agreed upon standards or principles, but which is not legally binding
- **Covenant/Convention/Treaty** - Legally binding agreement between states
- **Ratification** - Formal process by which the legislative body of a state confirms a government's action in signing a treaty
- **Reservation** - The exceptions that states parties make to a treaty (e.g., provisions within the treaty that the member does not accept)



# What *is* Human Rights Education?


- “Where, after all do universal rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”

*Eleanor Roosevelt - The Great Question, 1958*




# **The UN resolution declaring the Decade for Human Rights Education, 1995-2004, states:**

**Human rights education should involve more than the provisions of education and should constitute a comprehensive life-long process by which people at all levels in development and in all strata of society learn respect for the dignity of others and the means and methods of ensuring that respect in all societies.**



Education *about* human rights  
provides people with  
*information* about human  
rights.



Education *for* human rights helps people feel the importance of human rights, internalize human rights values and integrate them into the way they live.



Education *for* human rights also gives people a sense of responsibility for respecting and defending human rights and empowers them, through learned skills, to take appropriate action.



# Why Human Rights Education?

# Human Rights Education:

- Produces changes in values and attitudes
- Produces changes in behavior
- Produces empowerment for social justice
- Develops attitudes of solidarity across issues and nations
- Develops knowledge and analytical skills
- Produces participatory education

# Human Rights USA 1997 Survey Results

- Only 8% of adults and 4% of young people are aware of and can name the Universal Declaration of Human Rights.
- A large majority of Americans, 83%, feel that the United States should do more to live up to the principles of the UDHR.
- 2/3 of the people polled (63%) say that the poor are usually discriminated against in our society. Americans also feel that the following are routinely discriminated against: the disabled (61%), the elderly (54%), gays and lesbians (51%), Native Americans (50%), and African Americans (41%).

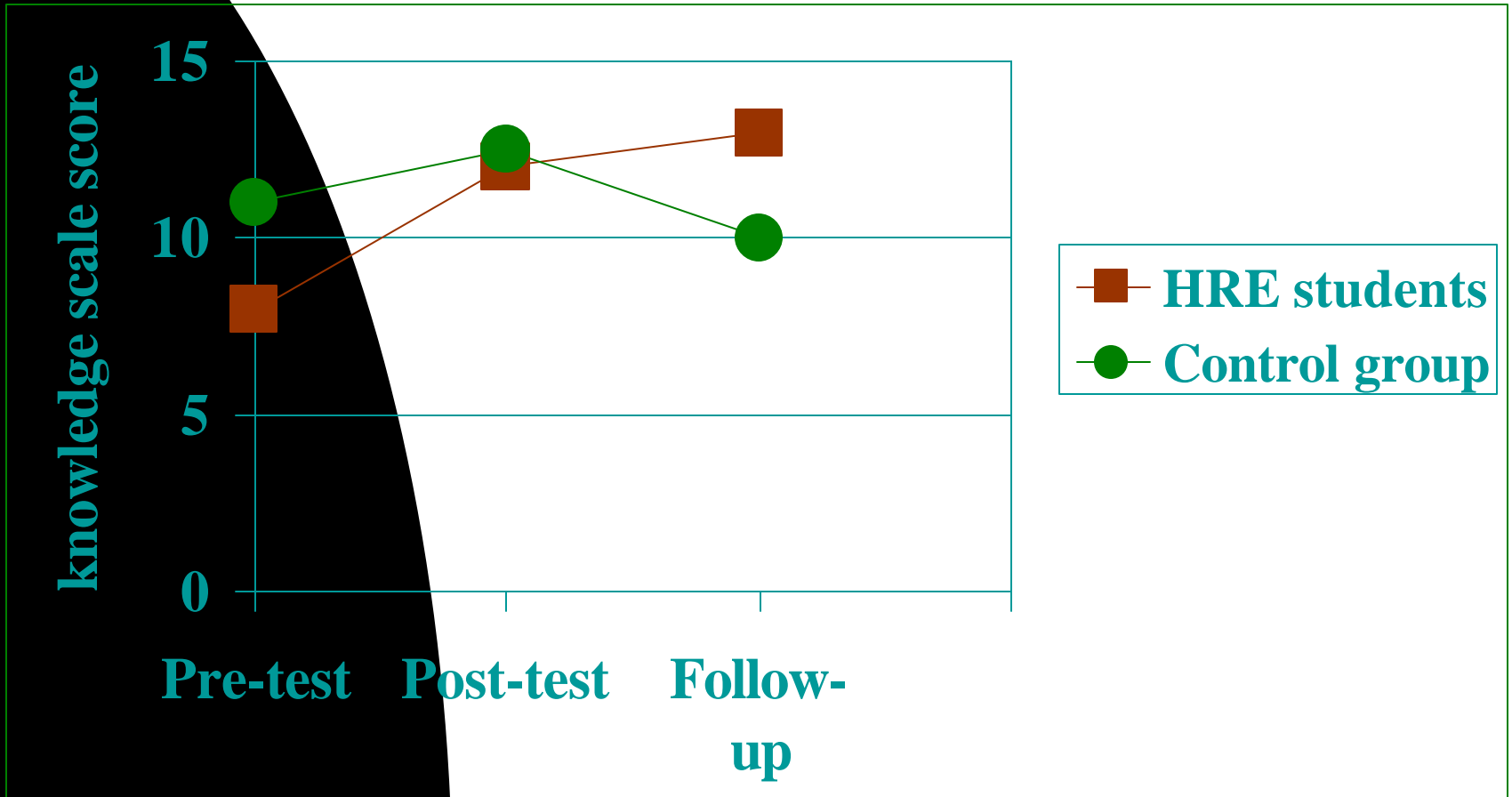


# Does human rights education really work?

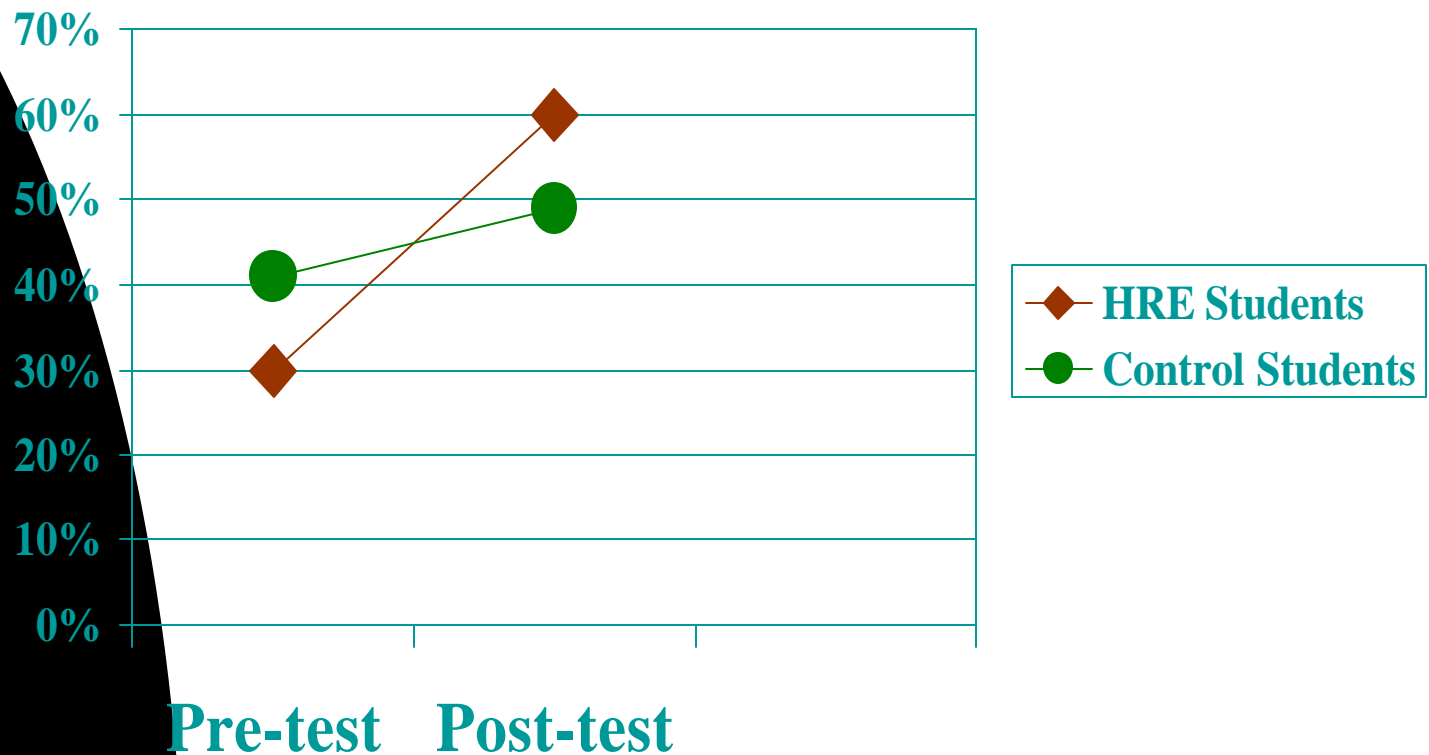
\*Snapshot of 1997 study conducted at Minneapolis Public Elementary School by The Search Institute and Minnesota Advocates for Human Rights



# Change in self-report of knowledge of human rights related issues



# Changes in self report of feeling bothered when people put down others because of differences\*



\* **Question #19:** “It really bothers me when people put down other people because they look or act differently.”

# 1997 Human Rights Education Behavioral Outcomes

	Inappropriate Physical Activity	Inappropriate Verbal	Uncooperative Behavior
	11	25	14
	4	6	3
ed	0	0	0

# Inappropriate Physical Behavior

- Spitting, hitting, choking, jeers, pinching, scratching, hand gestures, writing on other's work, throwing objects, drumming, pulling hair, out-of-place and striking with objects

## Inappropriate Verbal Displays

- Swearing or using vulgar language, talking too loudly, racial or sexist slurs, taunting, booing, talking back, arguing, complaining or interrupting

## Uncooperative Behavior

- Refusing to obey or follow rules, acting defiantly or pouting, refusing to take turns or share, cheating and lying

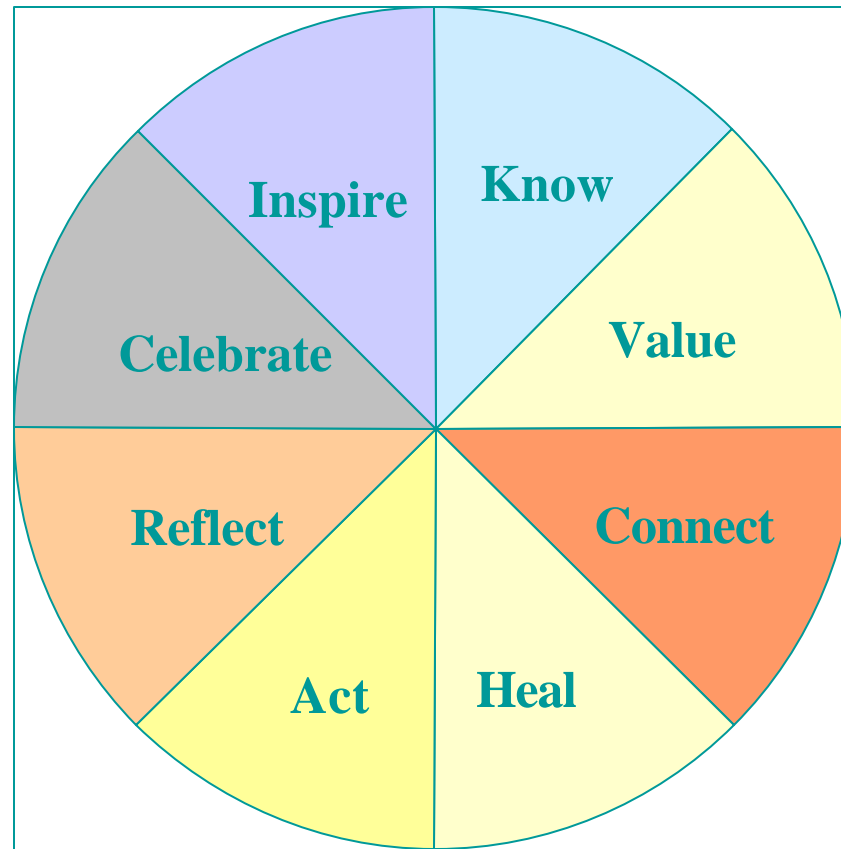



How do we move from learning about human rights to action on a personal and community level?

# Goals of a Human Rights Learning Community

- Know your human rights
- Value your human rights
- Be inspired to take action toward realizing human rights for yourself and others

# Human Rights Learning Community





Where does human rights  
education fit into our school  
community and the  
curriculum?



# The School

- Taking your Human Rights Temperature
- Integration of HRE into required courses (e.g. Health, Social Studies, English)
- All school assemblies and activities around December 10th, Int'l Human Rights Day
- Regular focus on human rights issues in the school newspaper and at PTSA meetings
- Educational and activity oriented campaigns around human rights including posters, displays and letter writing opportunities
- Creation of a human rights mural in a central space

# The Classroom

- **Article 2** - Freedom from discrimination
- **Article 19** - Freedom of opinion and information
- **Article 25** - Right to an adequate standard of living

# The Disciplines

- The Sciences - Physics, Chemistry, Biology, etc.
- The Arts - Visual, Performance, Musical and Literary
- The Social Sciences - History, Philosophy, Psychology, Sociology, Civics and Government, Geography and Economics
- Physical Education - Health and Gym
- Math
- English
- Family and Consumer Sciences
- Foreign Language

# 10 things you can do to promote human rights

1 - Know your human rights	<b>6</b> - Be heard! Always put human rights on the agenda at conferences, meetings and in literature.
2 - Educate and become a human rights educator	<b>7</b> - Find creative ways to communicate human rights issues in your community such as, media strategies, teach-ins, tribunals, etc.
3 - Apply human rights framework to your work or define your organization's human rights framework	<b>8</b> - Join efforts to have the U.S. ratify the remaining human rights treaties
4 - Support human rights organizations like the Human Rights Foundation (HRF) and the U.S. DHR on Dec.10	<b>9</b> - Ensure accessibility for all
5 - Translate human rights language to your own language to make it more accessible	<b>10</b> - Contact the Human Rights Resource Center for further information

# Examples of Human Rights Service Learning Projects

Human Rights Badges	A Human Rights Quilt
The Big Letter	Day of the Dead Memorials
Democracy Wall	Donation Stations
itions Against ution	Dramatic Presentations
h Speakers au	Celebrate Student Diversity

# The Classroom

- Partners in Human Rights Education  
Team Teaching Model:
  - ◆ Lawyer
  - ◆ Community Representative
  - ◆ Teacher

# Principles for Human Rights Education

- Provide an open-minded examination of human rights concerns.
  - ◆ Give opportunities for participants to arrive at positions different from those of the educator.
- Include an international/Global dimension to the human rights theme being examined.
  - ◆ How it manifests itself both at home and abroad
- Avoid too much focus on human rights abuses.
- Emphasize human rights as a positive value system and a standard to which everyone is entitled.
- Affirm the belief that the individual can make a difference.
  - ◆ Provide examples of individuals who have done so.

# Principles for Human Rights Education

- Include an action dimension that provides participants with opportunities to act on their beliefs and understanding.
  - ◆ Actions should address problems both at home and elsewhere in the world.
- Link every topic or issue to relevant articles of the UDHR.
  - ◆ Make this connection explicit not implicit and assumed.
- Be responsive to concerns related to cultural diversity.
  - ◆ Use activities with a variety of perspectives
    - ☞ race, culture, gender, religion, cultural/national traditions.
- Be concerned with both content and learning process.
  - ◆ If the learning environment does not demonstrate respect for justice and human dignity, difficulties may arise.



# Principles for Human Rights Education

- Keep lecturing to a minimum
  - ◆ Use participatory methods for learning
    - ☞ role playing, discussion, debates, mock trials, games and simulations.
- Connect people's lived experience directly to abstract concepts and legal documents.

Human Rights is not a subject that can be studied at a distance. Students should not just learn *about* the Universal Declaration, *about* racial injustice or *about* homelessness without also being challenged to think about what it all means for them personally. As human rights educators, we must ask our students and ourselves, “How does this all relate to the way we live our lives?” The answers to this question will tell us much about how effectively we have taught our students.

- David Shiman, “Introduction,” *Teaching Human Rights*



The  
End




Education *about* human rights  
provides people with *information*  
about human rights

# HRE includes learning about

- The inherent dignity of all people and their rights to be treated with respect
- Human rights principles
  - ◆ universality, indivisibility and interdependence of human rights
- How human rights promote participation in decision-making and the peaceful resolution of conflicts
- The history and continuing development of human rights
- Regional, national, state, local and international law
  - ◆ Universal Declaration of Human Rights (UDHR) or the Convention on the Rights of the Child
  - ◆ Laws that reinforce international human rights law

# HRE includes learning about

- Using human rights law
  - ◆ to protect human rights
  - ◆ to call violators to account for their actions
- Human rights violations
  - ◆ torture, genocide, or violence against women and the social, economic, political, ethnic and gender biases that cause them
- The persons and agencies that are responsible for promoting, protecting and respecting human rights




Education *for* human rights helps people feel the importance of human rights, internalize human rights values and integrate them into the way they live.

# These *values* and *attitudes* include

- “strengthening respect for human rights and fundamental freedoms” (UDHR, Article 30.2)
- nurturing respect for others, self-esteem and hope
- understanding the nature of human dignity and respecting the dignity of others
- empathizing with those whose rights are violated and feeling a sense of solidarity with them
- recognizing that the enjoyment of human rights by all citizens is a precondition to a just and humane society
- perceiving the human rights dimension of civil, social, political, economic and cultural issues and conflicts both within the U.S. and within other countries
- valuing non-violence and believing that cooperation is better than conflict





Education *for* human rights also gives people a sense of responsibility for respecting and defending human rights and empowers them, through learned skills, to take appropriate action.

# These *skills* include

- Recognizing that human rights may be promoted and defended on an individual, collective and institutional level
- developing critical understanding of life situations
- analyzing situations in moral terms
- realizing that unjust situations can be improved
- recognizing a personal and societal stake in the defense of human rights
- analyzing factors that cause human rights violations
- knowing about and being able to use global, regional, national and local human rights instruments and mechanisms for the protection of human rights
- strategizing appropriate responses to injustice
- acting to promote and defend human rights