

**Human Rights Education Institute**  
**Resources and Materials Table of Contents**  
**July 27-28, 2015**

1. Agenda
2. Table of Contents [*Page 1*]
3. Universal Declaration of Human Rights Passport [[\*front pocket\*](#)]
4. Human Rights Watch Student Task Force 2014-2015 Year in Review [[\*front pocket\*](#)]
5. Participant Biographies and Contact Information [[\*available upon request\*](#)]
6. Bringing Human Rights Home: What are Human Rights Concepts and Instruments?  
What is HRE? PowerPoint [*Pages 3-6*]
7. Taking the Human Rights Temperature of Your School Survey [*Pages 7-8*]
8. “Abandoned By the State” Summary Page [*Page 8*]
9. “Civil or Human Rights” Intro, Lesson Plan and Timeline [*Pages 11-18*]
10. Planning Your Curriculum Development Form [*Page 19*]
11. Human Rights Glossary [*Pages 21-22*]
12. United Nations Declaration on Human Rights Education and Training [*Page 23*]
13. HRE Position Statement from the National Council for Social Studies [*Page 25*]
14. Why HRE is Essential from the Human Rights Watch Student Task Force [*Pages 27-28*]
15. Human Rights Organizations: HRE Resources [*Pages 29-34*]
16. Film Resources Available this Fall [*Page 35*]
17. Participant Commitments [*Page 37*]



**Bringing Human Rights Home:  
What are Human Rights Concepts and Instruments?  
What is HRE?  
PowerPoint by Nancy Flowers**

**THE INTERNATIONAL  
HUMAN RIGHTS FRAMEWORK**



Palisades Charter High School  
July 27, 2015  
Los Angeles

## **Universal Declaration of Human Rights (UDHR)**

December 10, 1948

**DECLARATION:** Document stating standards or principles but which is not legally binding.

### Examples:

UDHR Preamble: 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. . .

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

**CONVENTION:** Legally binding agreement between states.

Synonymous with *Covenant* and *Treaty*.

# INTERNATIONAL BILL OF RIGHTS

## Universal Declaration of Human Rights (UDHR, 1948)



International Covenant on  
Civil and Political Rights  
(ICCPR, 1966)

International Covenant on  
Economic, Social and Cultural  
Rights  
(ICESCR, 1966)



## PRINCIPAL HUMAN RIGHTS CONVENTIONS

Covenant on Economic, Social and Cultural Rights, 1966

Covenant on Civil and Political Rights, 1966\*

Genocide Convention, 1948\*

Convention on the Elimination of all Forms of Racial Discrimination, 1966\*

Convention on the Elimination of all Forms of Discrimination  
against Women, 1979

Convention against Torture, 1984\*

Convention on the Rights of the Child, 1989

Convention on the Rights of Persons with Disabilities, 2006

\* = Ratified by the United States

# WHAT ARE HUMAN RIGHTS?

- **Universal**
- **Indivisible**
- **Interdependent**
- **Interrelated**

Vienna Declaration of Human Rights, 1993



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 ... shall strive by teaching and education to promote respect for these rights and freedoms ...**

Preamble, Universal Declaration of Human Rights



# Taking the Human Rights Temperature of Your School

Ask students to evaluate their school's human rights climate, i.e. take its "temperature," by completing the survey below. Record and discuss their findings:

- In which areas does your school seem to be promoting human rights principles?
- In which areas do there seem to be human rights problems?
- How do you explain the existence of such problematic conditions? Are they related to discrimination? To participation in decision-making? Who benefits and who loses/suffers from these human rights violations?
- Have you or any other members of the community contributed to the existing climate, either to improve or to worsen it?
- What needs to be done to improve the human rights climate in your school?

Develop an action plan as a class, identifying goals, strategies and responsibilities.

**Directions:** Read each statement and evaluate how accurately it describes your school community. Keep in mind all members of your school: students, teachers, administrators, staff. Add up your score to determine the overall assessment for your school.

**Rating scale:**

**1**  
Never  
(No/False)

**2**  
Rarely

**3**  
Often

**4**  
Always  
(Yes/True)

**DN**  
Don't Know

1. Members of the school community are treated equally regardless of their race, sex, family background, disability, religion or lifestyle.

(UDHR articles 2, 16; CRC articles 2, 23)

☐

2. My school is a place where I am safe and secure.

(UDHR articles 3, 5; CRC articles 6, 37)

☐

3. All students receive equal information and encouragement about academic and career opportunities.

(UDHR articles 2, 26; CRC articles 2, 29)

☐

4. My school provides equal access, resources, activities and accommodation for everyone.

(UDHR articles 2, 7; CRC articles 2)

☐

5. Members of my school community will oppose discriminatory actions, materials or words in the school.

(UDHR articles 2, 3, 7, 28, 29; CRC articles 2, 3, 6, 30)

☐

6. When someone violates the rights of another person, the violator is helped to learn how to change her/his behavior.

(UDHR articles 26; CRC articles 28, 29)

☐

7. Members of my school community care about my full human as well as academic development and try to help me when I am in need.

(UDHR articles 3, 22, 26, 29; CRC articles 3, 6, 27, 28, 29, 31)

☐

8. When conflicts arise, we try to resolve them in non-violent and collaborative ways.

(UDHR articles 3, 28; CRC articles 3, 13, 19, 29, 37)

☐

9. The school has policies and procedures regarding discrimination and uses them when incidents occur.

(UDHR articles 3, 7; CRC articles 3, 29)

☐

10. In matters related to discipline, everyone is assured of fair, impartial treatment in the determination of guilt and assignment of punishment.

(UDHR articles 6, 7, 8, 9, 10; CRC articles 28, 40)

☐

**TURN OVER TO COMPLETE**

11. Everyone in our school is free from degrading treatment or punishment.  
(UDHR articles 5; CRC articles 13, 16, 19, 28) ☐
12. Someone accused of wrong-doing is presumed innocent until proved guilty.  
(UDHR articles 11; CRC articles 16, 28, 40) ☐
13. My personal space and possessions are respected.  
(UDHR articles 12, 17; CRC articles 16) ☐
14. My school community welcomes students, teachers, administrators and staff from diverse backgrounds and cultures, including people not born in this country.  
(UDHR articles 1, 6, 13, 14, 15; CRC articles 2, 29, 30, 31) ☐
15. I have the liberty to express my beliefs and ideas without fear of discrimination.  
(UDHR articles 19; CRC articles 13, 14) ☐
16. Members of my school can produce and disseminate publications without fear of censorship or punishment.  
(UDHR articles 19; CRC articles 13) ☐
17. Diverse perspectives (e.g. gender, race/ethnicity, ideological) are represented in courses, textbooks, assemblies, libraries and classroom instruction.  
(UDHR articles 2, 19, 17; CRC articles 17, 29, 30) ☐
18. I have the opportunity to participate in cultural activities at the school and my cultural identity, language and values are respected.  
(UDHR articles 19, 27, 28; CRC articles 29, 30, 31) ☐
19. Members of my school have the opportunity to participate in democratic decision-making to develop school policies and rules.  
(UDHR articles 20, 21, 23; CRC articles 13, 15) ☐
20. Members of my school have the right to form associations with in the school to advocate for their rights or the rights of others  
(UDHR articles 19, 20, 23; CRC article 15) ☐
21. Members of my school encourage each other to learn about societal and global problems related to justice, ecology, poverty and peace.  
(UDHR preamble, articles 26, 29; CRC articles 29) ☐
22. Members of my school encourage each other to organize and take action to address problems related to justice, ecology, poverty and peace.  
(UDHR preamble, articles 20, 29; CRC article 29) ☐
23. Members of my school community are able to take adequate rest/recess time during the school day and work reasonable hours under fair work conditions.  
(UDHR articles 23, 24; CRC articles 31, 32) ☐
24. Employees in my school are paid enough to have a standard of living adequate for the health and well-being of themselves and their families.  
(UDHR articles 22, 25; CRC article 27) ☐
25. I take responsibility in my school to ensure that people do not discriminate against others.  
(UDHR articles 1, 29; CRC article 29) ☐

Total

**Best possible temperature = 100 human rights degrees**

**Name (optional):** \_\_\_\_\_



# ABANDONED BY THE STATE

## Violence, Neglect, and Isolation for Children with Disabilities in Russian Orphanages

Nearly 30 percent of all Russian children with disabilities live in state-run orphanages, separated from their families and communities. Children with disabilities living in orphanages may face serious abuse and neglect that severely impede their physical and intellectual growth. Many children with disabilities are institutionalized because doctors tell their parents that children lack prospects for development or that parents cannot care for them.

In recent years the Russian government has developed policies to end this form of institutionalization and offer more community-based services to children with disabilities and their parents in order to facilitate children living with their families. However, these policies do not specify mechanisms for implementation and monitoring.

*Abandoned by the State* is based on research in 10 Russian orphanages for children with disabilities and over 200 interviews with currently and formerly institutionalized children and young people with disabilities and their parents, children's rights advocates, and orphanage staff. Children with disabilities living in state orphanages face a range of human rights abuses. These include beatings and the use of abusive physical restraints, sedatives, and psychiatric hospitalization to control and punish children; isolation, insults, and denial of contact with family members, among other forms of psychological violence; and lack of access to education, play, adequate nutrition, and health care for children.

Human Rights Watch calls on the Russian government to immediately end violence and neglect towards children living in institutions. Russia should also reduce the number of children in institutions by transitioning them out of orphanages into birth or foster families. In the long term, Russia should make a plan to end institutionalization of children with disabilities so that children can be placed in state care only in limited circumstances that serve their best interest and in compliance with international human rights law.



*A child in a Russian state orphanage for children with disabilities.*

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hrw.org



# Lesson Plan: Civil Rights or Human Rights?

By Stanford's Martin Luther King, Jr. King Research and Education Institute

[www.kinginstitute.stanford.edu/liberation-curriculum/lesson-plans/lesson-plan-civil-rights-or-human-rights](http://www.kinginstitute.stanford.edu/liberation-curriculum/lesson-plans/lesson-plan-civil-rights-or-human-rights)

## Introduction

Why have the international dimensions of the African American struggle for human rights been neglected in most high school history courses? Teachers tend to present the "Civil Rights Movement" as a distinctly American event, from "Montgomery to Memphis," with the Voting Rights Act of 1965 as its crowning moment. The term "civil rights" limits our understanding, since it refers specifically to rights guaranteed by the Constitution or protected through legislation. It fails to encompass the cultural, social and economic goals of the struggle. Desegregation and voting rights were a means to achieve broader goals, such as overcoming social forces that limit freedom and opportunity.

Not only did the goals of the African American Freedom Struggle extend beyond civil rights, they were often inspired by the anticolonial struggles of the 20th century. To conceptualize the African American Freedom Struggle as part of a global movement for human rights invites a deeper understanding of the international events of the last century. But, what steps can we, as educators, take to reframe the traditional "civil rights" narrative?

**AUTHOR:** Andrea McEvoy Spero

**SUBJECT:** English Language, U.S. History, World History

**GRADES:** 6-8, 9-12

**TEACHING STANDARD:** 0.4, 10.9, 11.1, 11.10, 11.11, 12.3, 12.9

## Essential Question

In what ways was the African American Freedom Struggle, better known as the Civil Rights Movement, part of a global movement for human rights in the 20th century?

## Sub Questions

- What are the major events and goals of the African American Freedom Struggle and how are they related to the Universal Declaration of Human Rights?
- What were the international dimensions of the African American Freedom Struggle in relation to other movements against oppression?
- Why did Malcolm X ask African leaders in 1964 to investigate human rights violations in the United States?
- Is the traditional framing of the struggle as a "Civil Rights Movement" accurate?

## Lesson Activities

**Part One: Timeline Activity: Freedom is on the Move**

**Part Two: United Nations' Commission on Human Rights**

**Part Three: Analyzing Documents**

**Culminating Project: Civil Rights or Human Rights?**



## Part One: Timeline Activity: Freedom is on the Move

### Instructions

In this lesson students create an African American Freedom Struggle timeline and map on a classroom wall and apply the Universal Declaration of Human Rights (UDHR) to the timeline's events. The lesson's purpose is to transform the traditional understanding of the "Civil Rights Movement" as a domestic movement for political rights to an understanding of it as a struggle for human rights that is connected to struggles including political freedom, human dignity, and economic stability for marginalized and oppressed people around the world.

### Lesson Objectives

- Students will create a timeline and map of the African American Freedom Struggle on a classroom wall.
- Students will identify the major events in the African American Freedom Struggle and connect them with related articles from the UDHR.
- Students will utilize the map and timeline to discuss the global dimensions of the African American Freedom Struggle.
- Students will define the differences between civil, political, economic and cultural rights and will identify examples of these rights within the African American Freedom Struggle.
- Students will critique the traditional framing of the "Civil Rights Movement."

### Classroom set-up

- A large wall map of the world with string or tape for use along the bottom to serve as the timeline. On the timeline post the following years; 1940, 1950, 1960, 1970.
- A class set of the **African American Freedom Struggle Timeline** and the **UDHR**.

### Procedure

1. As an opening activity, ask students what they know about the "Civil Rights Movement" and write their answers on the board. Who were the leaders? What were the major events? Where did they happen? What were the goals of the movement? Most students will identify Martin Luther King, Jr., Rosa Parks and Malcolm X as key figures and will include only events within the United States, such as the March on Washington and the Voting Rights Act. Explain to student that the timeline and map activity will help them to see the movement as part of a larger global movement, not only for political and social rights, but also economic and cultural rights.
2. Give each student a copy of the timeline: African American Freedom Struggle timeline. The timeline introduces students to thirty key events that illustrate the reciprocal relationship between the American civil rights movement and the international human rights movement, especially its campaigns against colonialism and in support of economic and social rights.
3. Split the class into two groups. Give each group a copy of the **African American Freedom Struggle Timeline** cut into squares. Group One will place each event on the corresponding location on the map. Group Two will place the corresponding event on the timeline.

Encourage students to add creative design to accompany the events.

4. The timeline and map become a launching point for class discussion. Ask students to find Martin Luther King, Jr. on the map and the timeline. Where and when did he travel outside the United States? How do you think those experiences affected his leadership and philosophy? Before this activity, did you know about King's travels outside the United States? Why do you think this is left out of our general understanding of King? How does it affect our memory of him? Continue the discussion with the same questions regarding Malcolm X.
5. Share with students a brief background of the UDHR, if you have not already covered the document in your course. Give students a copy of the UDHR.
6. Facilitate a discussion defining the differences between civil, political, economic and cultural rights. Identify examples from the UDHR's articles.
7. Organize students into groups of three. Ask the groups to identify events on their timeline which reflect the human rights guaranteed in the UDHR. Ask students to share their conclusions with the class by citing specific examples from the timeline.
8. Ask students to think again about the goals of the African American Freedom Movement. How has their understanding of the people, the events and the goals changed? Does the term "Civil Rights Movement" correctly reflect the goals and events of the struggle? Using examples from the timeline, what strategies have people used to fight for their human rights?

**Discussion Questions:**

- What were the goals of the African American Freedom Movement?
- Does the term "Civil Rights Movement" correctly reflect the goals and events of the struggle?
- What strategies have people used to fight for their human rights?

[www.kinginstitute.stanford.edu/liberation-curriculum/lesson-plans/lesson-plan-civil-rights-or-human-rights](http://www.kinginstitute.stanford.edu/liberation-curriculum/lesson-plans/lesson-plan-civil-rights-or-human-rights)

## African American Freedom Struggle Timeline

**1942:** African American WWII soldiers returning from Europe and the Pacific establish the Double V campaign insisting that victory at home against Jim Crow segregation is essential for victory in the global war against fascism.

**1945 October 24:** The United Nations is founded in San Francisco, California and the headquarters are later moved to New York. African American scholar, Ralph Bunche, serves as chief advisor to the US delegation and plays an integral role in the formation of the UN charter, specially the charter's article dealing with the future of the colonial world.

**1947 October 23:** The NAACP files "An Appeal to the World," a petition in the United Nations protesting the treatment of blacks in the United States. W.E.B. Dubois is the principal author.

**1947 December 4:** The UN Commission on Human Rights rejects the NAACP's petition but the NAACP office in New York is flooded with requests for copies of the document from around the globe.

**1945 December 10:** The General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights in New York, NY.

**1951:** William Patterson, Chairman of the Civil Rights Congress (CRC), delivers a petition to the United Nations Committee on Human Rights in Geneva, Switzerland claiming that the US government was complicit in genocide against African Americans. The lengthy petition, titled "We Charge Genocide" consists of documentation of 153 killings among other human rights abuses from 1945-1951.

**1954 May 17:** In *Brown V. Board of Education of Topeka, Kansas* the US Supreme Court rules that segregated schools are "inherently unequal" and orders that schools are integrated with "all deliberate speed.": Briefs presented to the Supreme Court emphasize the international criticism of US race relations and the US image abroad.

**1955:** Rosa Parks attends Highlander Folk School in Tennessee and studies the UN's Universal Declaration of Human Rights during a workshop focused on the dismantling of Southern segregation laws.

**1955 April 18-25:** The Bandung Conference is held in Bandung, Indonesia and included leaders of 29 African and Asian nations. The leaders discussed how to support one another in achieving social and economic well-being for their mostly impoverished populations. Their agenda addresses race, religion, colonialism, national sovereignty, and the promotion of world peace. The foremost figure of these nations was Ahmed Sukarno, president of Indonesia, Jawaharlal Nehru, prime minister of India, Kwame Nkrumah, prime minister of the Gold Coast (later Ghana), Gamal Abdel Nasser, president of Egypt, Chou En Lai, primer of China, Ho Chi Minh, prime minister of Vietnam, and Congressman Adam Clayton Powell of Harlem, New York.

**1955 December 1:** Rosa Parks is arrested for refusing to give up her seat on a bus in Montgomery, Alabama. A well planned boycott of city buses continues for over a year and resulted in desegregation on city buses and the hiring of black bus drivers. Martin Luther King, Jr. utilizes the Gandhian philosophy of nonviolent direct action to inspire the disciplined boycott.

**1957 September 4:** Nine students volunteer to integrate Little Rock Central High School, but are kept from entering the school by armed Arkansas national guardsmen. International press coverage and outrage directed at US embassies around contribute to Eisenhower's decision to order the 101<sup>st</sup> Airborne to protect students. Secretary of State John Foster Dulles warns government officials, "This situation was ruining our foreign policy."

**1957:** Ghana achieves its independence from Great Britain. African American leaders Prime Minister Kwame Nkrumah hosts African American leaders at the independence festivities including, Martin Luther King, Jr., A. Philip Randolph, Adam Clayton Powell, and Ralph Bunche. King returns to Montgomery and tells his congregation, "Ghana tells us that the forces of the universe are on the side of justice... An old order of colonialism, of segregation, discrimination is passing away now. And a new order of justice, freedom and good will is being born."

**1959:** King visits India, where his involvement in the Montgomery Bus Boycott was well documents in Indian newspapers. King recalled, "We were looked upon as brothers, with the color of our skins as something of an asset. But the strongest bond of fraternity was the common cause of minority and colonial peoples in America, Africa, and Asia struggling to throw off racism and imperialism." Their overlapping experiences with racism and common philosophy of liberation sparked numerous conversations.

**1960:** Known as the "Year of Africa" numerous African nations gain independence. African Americans pay close attention to this historic transformation. James Baldwin quoted one African American

saying, "At the rate things are going here,... all of Africa will be free before we can get a lousy cup of coffee."

**1961 February:** Prime Minister Patrice Lumumba of the Democratic Republic of Congo is assassinated while in custody of Belgian troops, who were supported by the US government. African American leaders and activists demonstrate in the gallery of the United Nations Security Council in New York including Maya Angelou and Amiri Baraka. Protests also occur in San Francisco at the Belgian consulate.

**1963 May 3:** Under the leadership of Reverend Fred Shuttlesworth, founder of the Alabama Christian Movement for Human Rights, the nonviolent campaign to end segregation and extend employment to African Americans begins in Birmingham, Alabama. Young nonviolent protesters are met with brutal repression tactics, including police dogs, fire hoses and physical attacks by police. Photographs of the events are front page in newspapers world-wide. President Kennedy expresses deep concern of the US image.

**1957 December 10:** Human Rights Day was organized "to protest the apartheid policies of the Union of South Africa and to demand that the Union live up to its obligations under Article I, Paragraph 3 of the United Nations Charter." The event is organized by the American Committee on Africa including Eleanor Roosevelt, International Chairman, James A. Pike, U.S. Chairman and Martin Luther King, U.S. Vice-Chairman.

**1963 May 23:** First meeting of the Organization of African Unity takes place in Addis Ababa, Ethiopia and was attended by African heads of state. The harsh treatment of civil rights protestors in Birmingham was a subject of discussion and the attendees



drafted a statement for President Kennedy.

**1963 August 28:** More than 250,000 people gather at the Lincoln Memorial in Washington, D.C. for the *March on Washington for Jobs and Freedom*. John Lewis represents the Student Nonviolent Coordinating Committee in his speech demanding protecting voting rights of African Americans. "One man, one vote is Africa's cry and it is our cry." The March was an international event, spawning sympathy marches around the world.

**1963 September 15:** Four young girls are killed in Birmingham, Alabama when their church is bombed in retaliation for the nonviolent protests of the summer. International outrage falls on the US government for failure to protect its citizens. SNCC activists picket the UN in reaction to the murders.

**1964:** Malcolm X goes on a pilgrimage to Mecca, Saudi Arabia, and returns with new insight regarding the possibility of positive race relations among blacks and whites in America.

**1964:** Martin Luther King, Jr. receives the Nobel Peace Prize and accepts his award in Norway. The honor reflects the global awareness and support for his commitment to human rights in the United States.

**1964 June 28:** Malcolm X announces the formation of the Organization of Afro-American Unity at a press conference in New York City.

**1962 July 2:** President Johnson signs the Civil Rights Act of 1964, outlawing discrimination in public places, federal programs and employment (Washington, DC)

**1964 July 17:** Malcolm X attends the second meeting of the Organization of African Unity in Cairo, Egypt. He presents a petition asking

"In the interest of world peace, we beseech the heads of the independent African states to recommend an immediate investigation into our problem by the United Nations Commission on Human Rights."

**1965 July 9:** Congress passes the Voting Rights Act of 1965. The Voting Rights Act prohibited the states from using literacy tests and other methods of excluding African Americans from voting (Washington, DC)

**1966:** Muhammad Ali, world heavyweight champion refuses to join the US army in protest against the war in Vietnam.

**1966:** The Black Panther Party (BPP) is formed in Oakland, California. As part of their 10 point program they demand, "We want land, bread, housing, education, clothing, justice and peace."

**1967:** BPP and SNCC form an alliance and link their ideological struggle with other nation's freedom struggles against imperialism in Asia, Africa and Latin America. As an international organization, Stokely Carmichael is appointed Prime Minister and James Forman as Minister of Foreign Affairs.

**1967 April 4:** King speaks out against the war in Vietnam addressing a crowd of 3,000 people in Riverside Church in New York City. In his speech entitled "Beyond Vietnam" King argued that the war effort was "taking the young black men who have been crippled by our society and sending them 8,000 miles away to guarantee liberties in Southeast Asia which they had not found in southwest Georgia and East Harlem." Two weeks later, he and other activists led thousands of demonstrators on an antiwar march to the United Nations.



## Pali HRE Institute

### Planning Your Curriculum Development Form

Name: \_\_\_\_\_

Subject taught/staff position: \_\_\_\_\_

Who am I working with?: \_\_\_\_\_

Project name: \_\_\_\_\_

Project description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What additional resources do I need to get started?: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Please hand this form to one of the Human Rights Watch Student Task Force organizers before you leave today. It will be returned to you tomorrow.*



# Human Rights Glossary

**Civil and Political Rights:** The rights of citizens to liberty and equality.

Examples: freedom to worship, vote, assemble, access information.

**Convention, Covenant, Treaty:** Binding agreements between states. All three are stronger than **declarations** because they are legally binding for governments that have ratified them.

Governments that ratify a convention but violate the standards it sets forth can be censured by the United Nations. (Note: When a government ratifies a treaty, its articles become part of national law.)

Examples:

- *Convention on the Elimination of all Forms of Discrimination Against Women* (Women's Convention, CEDAW). Adopted 1979.
- *International Covenant on Civil and Political Rights* (ICCPR) and the *International Covenant on Economic, Social and Cultural Rights* (ICESCR), both adopted in 1966.

**Convention on the Rights of the Child (Children's Convention, CRC):** Adopted 1989. Sets forth a full spectrum of rights for children.

**Declaration:** Document stating agreed-upon standards that are not legally binding. The United Nations General Assembly often issues influential declarations.

Example: the **Universal Declaration of Human Rights** (UDHR, 1948).

**Economic, Social, Cultural Rights:** Rights that concern the production, development, and management of material for the necessities of life.

Examples: the right to education, food, shelter, health care.

**Human Rights:** The rights people are entitled to simply because they are human beings, irrespective of their citizenship, nationality, race, ethnicity, language, gender, sexuality, or abilities; human rights become enforceable when they are codified as **conventions, covenants, or treaties**.

**Human Rights Education:** Provides knowledge about the historical and contemporary significance of human rights and the mechanisms that protect them, and reinforces skills and values to uphold human rights.

**Inalienable:** The principle that human rights belong to every human being and cannot be taken from a person under any circumstances. They are not given to people by their government or any other authority, nor can they be taken away.

**Intergovernmental Organizations (IGOs):** Organizations sponsored by several governments that seek to coordinate their efforts.

Examples:

- Regional: Council of Europe, Organization of American States.
- Alliances: North Atlantic Treaty Organization.
- Dedicated to a specific purpose: World Health Organization, International Labor Organization.

**International Humanitarian Law (IHL):** The body of law, mainly based on the Geneva Conventions, that establishes the “rules of war,” protecting soldiers and civilians and limiting the methods of combat in order to limit destruction and suffering.

**Legally Binding:** Establishing lawful accountability. In human rights law, refers to a **covenant, convention** or **treaty**.

**Nonbinding:** A document, like a **declaration**, that carries no formal legal obligations. It may, however, carry moral obligations or attain the force of law as customary international law.

**Non-Governmental Organizations (NGOs):** Organizations formed by people outside of government. The “watchdogs” of human rights that monitor violations. NGOs influence United Nations policy, and many have official consultative status at the United Nations.

Examples:

- Large and international: Red Cross, Human Rights Watch, Amnesty International.
- Small and local: an organization to promote gender equality.

**Ratification, Ratify:** Formal procedure by which the legislative body of a state obligates itself to accept the terms of a **treaty**.

**Reservation:** The exceptions that governments make to a **treaty**, including provisions that they do not agree to follow).

**Universal, Universality:** A principle that all human rights are held by all persons in all states and societies in the world.

**Universal Declaration of Human Rights (UDHR):** Adopted 1948. Declares a common standard of achievements for all persons and all states around the world. It set out, for the first time, universal protection of fundamental human rights.



Dear Colleagues,

This morning, Monday, December 19, 2011, the General Assembly of the United Nations officially adopted the UN Declaration of Human Rights Education and Training. This landmark document recognizes the right of every one of the planet's seven billion people to have access to human rights education, a lifelong process involving all ages, all parts of society, and every kind of education, formal and informal.

The Declaration specifies not simply what one should learn about human rights, but also how ("through human rights, which includes learning and teaching in a way that respects the rights of both educators and learners") and also why ("for human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others").

For North American educators the Declaration presents a distinct challenge and a great opportunity. It names the principles of the Universal Declaration of Human Rights as the primary basis for this learning. Yet a national survey conducted in 1997 showed that over 90% of people in the United States had never even heard of this fundamental document. Because you cannot graduate from any high school in this country without a course in US history and government, most North Americans can name many of their Constitutional rights. However, very few would recognize health care, shelter, or a living wage as a right, all of which are guaranteed in the Universal Declaration. The Declaration thus provides an opportunity for North Americans to expand our understanding of fundamental human rights, the building blocks of representative democracy.

The adoption of this new Declaration also offers the educators and policy makers an occasion to reassess state and national policies and priorities in the light of international standards. If as the Declaration states, "human rights education and training is essential for the promotion of universal respect for and observance of all human rights and fundamental freedoms for all," then human rights education is not only the entitlement of every North American, but also a necessity for responsible citizenship, both of the US, Canada and of the world.

Best regards,  
Nancy Flowers  
National Consultant, HRE USA Network

## **UN Declaration of Human Rights Education and Training**

### **Article 1**

1. Everyone has the right to know, seek and receive information about all human rights and fundamental freedoms and should have access to human rights education and training.
2. Human rights education and training is essential for the promotion of universal respect for and observance of all human rights and fundamental freedoms for all, in accordance with the principles of the universality, indivisibility and interdependence of human rights.
3. The effective enjoyment of all human rights, in particular the right to education and access to information, enables access to human rights education and training.

<http://www.ohchr.org/EN/Issues/Education/Training/Pages/UNDHREducationTraining.aspx>





## RESOLUTION # 13-02-2

### **NCSS ENDORSES INCLUSION OF HUMAN RIGHTS EDUCATION AS A CORE ELEMENT OF SOCIAL STUDIES PROGRAMS IN THE UNITED STATES**

Sponsored by: Human Rights Education Community

Co-Sponsors: Minnesota Council for the Social Studies, New Jersey Council for the Social Studies, New Mexico Council for the Social Studies, Pennsylvania Council for the Social Studies, Texas Council for the Social Studies, Teaching American Indian History, Culture and Events Community

**RATIONALE:** Connecting the personal, local, and global domains of experience begins with an awareness of the universal aspirations throughout the human family of dignity human rights. Thus, social studies educators recognize the need for students in the United States to learn the fundamental principles of human rights and humanitarian law as an integral component of a broadly defined civic education. Responsible citizenship requires that young people develop a critical understanding of these two related fields which are deeply embedded in the history and culture of the United States and which are essential for the realization of human freedom worldwide.

**WHEREAS:** Education about human rights and humanitarian law is an essential component of democratic citizenship and civic education, supporting the ideals and principles embedded in the Declaration of Independence, the U. S. Constitution, constitutions of the states, the Universal Declaration of Human Rights, and the Geneva Conventions;

**WHEREAS:** Numerous studies have documented the critical linkages between school-based civic education and well-informed civic participation by adults;

**WHEREAS:** The United States, in its own history and in collaboration with other nations has traditions of commitment to the defense of human rights and humanitarian conduct since before the Revolutionary War, which should be shared with each new generation of Americans;

**WHEREAS:** The United Nations General Assembly, through a consensus reached with the concurrence of the United States has established by declaration a World Program for Human Rights Education to encourage civil society and school-based programs of human rights education;

**WHEREAS:** The United States, as a party to the Geneva Conventions is obliged to “disseminate the text of (the Geneva Conventions)...as widely as possible and...to include the study thereof in their programme of ... civil instruction, so that the principles thereof may become known to the entire population.....”(*First Geneva Convention, Article 47, Fourth Geneva Convention, Article 144*)

**WHEREAS:** Educating students in the United States about universal human rights and humanitarian law is an essential component of a rich civic education that also prepares young people for the demands of global citizenship in the 21st century;

**BE IT RESOLVED,** the National Council for the Social Studies incorporate into its expectations for social studies education, comprehensive programs of human rights and humanitarian law education, and provide opportunities through conference activities, Council publications and other means to expand awareness and strengthen the impact of human rights education in Pre K-12 social studies programs, college and university curricula, and teacher education programs nationwide;

**BE IT FURTHER RESOLVED,** the National Council for the Social Studies adopt an official position statement endorsing human rights education for all students and supporting the goals of the World Programme for Human Rights Education established by the United Nations through the Office of the High Commissioner for Human Rights.



## Why Human Rights Education is Essential?

Why does Human Rights Education (HRE) matter? Why is it essential today? Why should HRE be included in schools and other learning institutions?

*From Ban Ki-Moon, UN Secretary General*

*"Everyone has the right to human rights education in the same way that everyone has the same human rights."*

*From Zeid Ra'ad Al Hussein, UN High Commissioner for Human Rights*

*"What good was it to humanity that Josef Mengele had advanced degrees in medicine and anthropology, given that he was capable of committing the most inhuman crimes? Eight of the 15 people who planned the Holocaust at Wannsee in 1942 held PhDs... I am increasingly supportive of the proposition that education of any kind, if it is devoid of a strong universal human rights component, can be next to worthless when it should matter most: in crisis, when our world begins to unravel."*

*From Sarah Leah Whitson, HRW Middle East and North Africa Division Director*

*"Why Should High School Students Learn About Human Rights?" [1:09]*



*"First and foremost they should learn about human rights so they should know what their rights are. It's the number one important aspect of life as a human being is knowing your rights and protecting and defending your rights when they are violated. Whether it's your right to speak freely, or to pray and worship freely, or to assemble with those you share views with. Whether it's the right of women to be free from discrimination or children to be free from abuse. These are the most basic building blocks of living a life with dignity. And high school students need to be in a position not only to defend their own rights but to demand protection for the rights of others. Because ultimately we can't have a civilized society, we can't have a civilized planet if we don't have a rights respecting one."*

### ***From the UN Declaration on Human Rights and Education Training***

On December 19, 2011, the United Nations reaffirmed the importance of HRE in the Declaration on Human Rights and Education Training. This declaration reasserted that Member States are duty-bound under multiple human rights instruments to ensure “that education is aimed at strengthening respect for human rights and fundamental freedoms.” Article 1 affirms that everyone has the right to know, seek and receive information about human rights, and that all should have access to human rights education. It states that “human rights education and training is essential for the promotion of universal respect for and observance of all human rights and fundamental freedoms for all...” In essence, human rights education matters because it is fundamental to ensuring respect for human rights. Human rights education is a human right in and of itself.

### ***From Human Rights Watch Student Task Force***

HRE is deemed important not only by the United Nations and by educators, but by students as well. The student need for and interest in HRE can be seen in HRW Student Task Force’s Human Rights Education Survey in 2011. Evidence from this survey reveals that, while a majority of students claim to have learned about human rights in their classes, “they lack a basic awareness of how our modern international human rights system functions.” The study, of 2,900 high school students in the Los Angeles area, showed that an overwhelmingly large number of high school students cannot define basic terms such as “human right,” and most have never heard of the Universal Declaration of Human Rights (UDHR). Despite a lack of knowledge, students expressed a significant interest in wanting to learn more about human rights.

### ***From HRE USA***

Adam Stone and Rosemary Blanchard, coordinators of HRE USA Network’s Collaborative Action Policy and Advocacy Committee, justify the importance of human rights education in school curricula, especially within the United States, as an “integral part of any civics-based education.” An education in civics “that does not address universal standards of human rights and humanitarian law is incomplete and does not adequately prepare young citizens of the United States for their responsibilities at home and in the larger world.”

### ***From Todd Jennings***

Todd Jennings of California State University San Bernardino’s School of Education, justifies HRE as not another “add on” to school curricula, but rather as content that can be used “to teach computational, literacy, and critical thinking skills as required by education standards.” He argues that HRE helps students relate standards and skills to their lives in meaningful ways, increasing student motivation and the perceived relevance of school curriculum.

### ***From UC Berkeley’s Human Rights Program***

Human rights have become the moral language of today, the idiom in which we discuss our common humanity and weigh competing claims for resources, rights and protections.

## **Human Rights Organizations: HRE Resources**

(Partial list, for more resources: [www.hrwstf.org/wordpress/?page\\_id=2114](http://www.hrwstf.org/wordpress/?page_id=2114))

### **MOST USED: Office of the High Commissioner for Human Rights**



The **Office of the High Commissioner for Human Rights (OHCHR)** is the principal human rights office of the United Nations. Its main “priorities are strengthening international human rights mechanisms; enhancing equality and countering discrimination; combating impunity and strengthening accountability and the rule of law; integrating human rights in development and in the economic sphere; widening the democratic space; and early warning and protection of human rights in situations of conflict, violence and insecurity.” [www.ohchr.org](http://www.ohchr.org)

### **The Advocates for Human Rights**



**The Advocates for Human Rights**, at the forefront of the world’s human rights movement, creates and maintains lasting, comprehensive, and holistic change on a local, national, and global scale. Volunteers, partners, supporters, board members, and staff implement international human rights standards to promote civil society and reinforce the rule of law.

For more than 30 years, our innovative programming has changed the lives of refugees and immigrants, women, ethnic and religious minorities, children, and other marginalized communities. We investigate and expose human rights violations, represent immigrants and refugees seeking asylum, train and assist groups that protect human rights, engage the public, policy-makers, and children; and push for legal reform and advocates for sound policy.

[www.theadvocatesforhumanrights.org](http://www.theadvocatesforhumanrights.org)

### **Amnesty International Secretariat**



**Amnesty International** is a global movement of more than 3 million supporters, members and activists in over 150 countries and territories who campaign to end grave abuses of human rights.

Our vision is for every person to enjoy all the rights enshrined in the Universal Declaration of Human Rights and other international human rights standards.

We are independent of any government, political ideology, economic interest or religion, and are funded mainly by our membership and public donations.

At the heart of Amnesty International is this idea: that we are at our most powerful when we stand together for human rights. We work together in many different ways, so that all our supporters can be involved, wherever they live and whatever their age, background or skills. Our movement is driven by our members, supporters, our more than 1,800 staff members and hundreds of volunteers around the world.

Together we campaign to: defend freedom of expression; protect women’s rights; abolish the death penalty; demand justice for crimes against humanity; and demand corporate accountability where companies have abused people’s rights.

Campaigning can change lives – of the survivors of human rights abuses, of the human rights activists, even of the abusers. [www.amnesty.org](http://www.amnesty.org)

## Carr Center for Human Rights Policy



The [Carr Center for Human Rights Policy](http://www.carrcenter.hks.harvard.edu) has a mission to make human rights principles central to the formulation of good public policy in the United States and throughout the world. We train future leaders for careers in public service and apply first-class research to the solution of public policy problems.

Since its founding in 1999 through a gift from Kennedy School alumnus Greg Carr, the Center has developed a unique focus of expertise on the most dangerous and intractable human rights challenges of the new century, including genocide, mass atrocity, state failure and the ethics and politics of military intervention.

In approaching such challenges, we seek to lead public policy debate, to train human rights leaders and to partner with human rights organizations to help them respond to current and future challenges. We also recognize that the solutions to such problems must involve not only human rights actors, but governments, corporations, the military and others not traditionally perceived as being “human rights” efforts. Thus, we seek to expand the reach and relevance of human rights considerations to all who influence their outcomes. [www.carrcenter.hks.harvard.edu](http://www.carrcenter.hks.harvard.edu)

## Dorothy Cotton Institute



The [Dorothy Cotton Institute](http://www.dorothycottoninstitute.org) honors and perpetuates the legacy of an important Civil Rights leader, Ms. Dorothy Cotton. As an internationally renowned education and resource center, it develops, nurtures, and trains leaders for a global human rights movement; is building a network and community of civil and human rights leadership; and explores, shares, and promotes practices that transform individuals and communities, opening new pathways to peace, justice and healing. [www.dorothycottoninstitute.org](http://www.dorothycottoninstitute.org)

## Facing History and Ourselves



[Facing History](http://www.facinghistory.org), for more than 30 years, has believed that education is the key to combating bigotry and nurturing democracy.

Through a rigorous investigation of the events that led to the Holocaust, as well as other recent examples of genocide and mass violence, students in a Facing History class learn to combat prejudice with compassion, indifference with participation, and myth and misinformation with knowledge.

We work with educators throughout their careers to improve their effectiveness in the classroom, as well as their students’ academic performance and civic learning. [www.facinghistory.org](http://www.facinghistory.org)



## Human Rights Education Associates



**Human Rights Education Associates (HREA)** is an international non-governmental organisation that supports human rights learning; the training of activists and professionals; the development of educational materials and programming; and community-building through on-line technologies. HREA is dedicated to quality education and training to promote understanding, attitudes and actions to protect human rights, and to foster the development of peaceable, free and just communities.

HREA works with individuals, non-governmental organisations, inter-governmental organisations and governments interested in implementing human rights education programmes. Services provided by HREA are: Assistance in curriculum and materials development; Training of professional groups; Research and evaluation; Clearinghouse of education and training materials; and networking human rights defenders and educators. [www.hrea.org](http://www.hrea.org)

## Human Rights Educators USA



**Human Rights Educators USA (HRE USA)** is a national network dedicated to building a culture of respect for human rights. HRE USA is committed to the basic human rights principles of human dignity, equality, and non-discrimination as articulated in the Universal Declaration of Human Rights. In all our undertakings we value diversity, inclusiveness, transparency, integrity, accountability, responsibility, and respectful and honest communication and sharing. Regardless of varying perspectives, HRE USA expects its members will operate from the same values in their dealings with each other.

The mission of HRE USA: To promote human dignity, justice, and peace by cultivating an expansive, vibrant base of support for Human rights education (HRE) in the United States.

HRE USA facilitates mutual collaboration and support to maximize members' efforts to: integrate HRE into formal and non-formal educational settings, such as schools, universities, and organizations that work with youth; advocate for the inclusion of HRE in national and state education policies, standards, curricula, and pedagogy; provide pre-service and in-service teacher training programs and HRE resources; contribute to global research and scholarship on HRE; and empower educators and learners. [www.hreusa.net](http://www.hreusa.net)

## Human Rights Watch



**Human Rights Watch** is one of the world's leading independent organizations dedicated to defending and protecting human rights. By focusing international attention where human rights are violated, we give voice to the oppressed and hold oppressors accountable for their crimes.

Our rigorous, objective investigations and strategic, targeted advocacy build intense pressure for action and raise the cost of human rights abuse. For more than 30 years, Human Rights Watch has worked tenaciously to lay the legal and moral groundwork for deep-rooted change and has fought to bring greater justice and security to people around the world. [www.hrw.org](http://www.hrw.org)

## Human Rights Watch Student Task Force



**Human Rights Watch Student Task Force (STF)**, launched in 1999, is a youth leadership-training program that brings together high school students and educators from the Los Angeles area and empowers them to advocate for human rights issues, especially the rights of children.

We work with teachers and students in Los Angeles area high schools to promote human rights education, develop leadership skills and contribute to campaigns to end human rights abuses of children locally and globally.

Our website includes a section dedicated to human rights education that is constantly evolving with resources and materials for human rights educators. [www.hrwtf.org](http://www.hrwtf.org)

## National Education Association



**National Education Association** Human and Civil Rights understands that education advocacy and social justice advocacy go hand in hand, and that an increasingly diverse kaleidoscope of students and educators must feel

welcome in our public schools.

We believe individuals are strengthened when they work together for the common good. As education professionals, we improve both our professional status and the quality of public education when we unite and advocate collectively.

NEA also believes every student in America, regardless of family income or place of residence, deserves a quality education. In pursuing its mission, NEA has determined that we will focus the energy and resources of our 3.2 million members on improving the quality of teaching, increasing student achievement and making schools safer, better places to learn. [www.nea.org](http://www.nea.org)

## Speak Truth to Power



**Speak Truth To Power**, a project of the Robert F. Kennedy Center for Justice and Human Rights, is a multi-faceted global initiative that uses the experiences of courageous defenders from around the world to educate

students and others about human rights, and urge them to take action. Issues range from slavery and environmental activism to religious self-determination and political participation. *Speak Truth to Power* began as a book written by Kerry Kennedy (and since translated into 6 languages with more coming), and has been adapted into a dramatic production by Ariel Dorfman.

The Speak Truth To Power human rights education curriculum has been disseminated to millions of students in the U.S., Europe and Africa. The international interest in the curriculum continues to grow and to offer new partnership opportunities with donors, governments and with teachers' unions in the U.S. A model country for this educational initiative is Italy, where the 12-week course has been taught to over 700,000 students. The human rights education curriculum is also being taught in Cambodia, Canada, France, Greece, Norway, Romania, South Africa, Spain, Sweden and Switzerland. [www.rfkcenter.org/speak-truth-to-power](http://www.rfkcenter.org/speak-truth-to-power)



## Street Law



**Street Law** develops classroom and grassroots programs that educate students and communities about law, democracy, and human rights. Some of our initiatives bring us directly into classrooms and neighborhoods. However, the majority of our efforts, including our popular professional development programs, are focused on training others—individuals and organizations—to become effective Street Law educators. Our approach is practical, relevant, and experiential, blending legal content with innovative hands-on teaching strategies that actively engage students and program participants in the learning process.

When it comes to developing legal curricula, Street Law is a leader. Our groundbreaking textbook, *Street Law: A Course in Practical Law*, now in its eighth edition, is used in classrooms across the U.S. We've authored hundreds of lessons on law, democracy, human right, public policy, crime prevention, conflict resolution, and youth advocacy.

By helping to improve the teaching of law and understanding of relevant legal principles, Street Law empowers youths and adults to use their knowledge to solve problems and better their communities, and motivates them to become active participants in society. [www.streetlaw.org](http://www.streetlaw.org)

## UNICEF



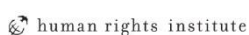
**UNICEF** is the driving force that helps build a world where the rights of every child are realized. We have the global authority to influence decision-makers, and the variety of partners at grassroots level to turn the most innovative ideas into reality. That makes us unique among world organizations, and unique among those working with the young.

We believe that nurturing and caring for children are the cornerstones of human progress. UNICEF was created with this purpose in mind – to work with others to overcome the obstacles that poverty, violence, disease and discrimination place in a child's path. We believe that we can, together, advance the cause of humanity.

UNICEF upholds the Convention on the Rights of the Child. We work to assure equality for those who are discriminated against, girls and women in particular. We work for the Millennium Development Goals and for the progress promised in the United Nations Charter. We strive for peace and security. We work to hold everyone accountable to the promises made for children.

We are part of the Global Movement for Children – a broad coalition dedicated to improving the life of every child. Through this movement, and events such as the United Nations Special Session on Children, we encourage young people to speak out and participate in the decisions that affect their lives. [www.unicef.org](http://www.unicef.org)

## University of Connecticut Human Rights Institute



The **University of Connecticut Human Rights Institute** currently runs one of the largest undergraduate majors and minors in human rights, offers a Graduate Certificate in Human Rights, and sponsors three thematic research clusters centered on health and human rights, humanitarianism and economic and social rights.

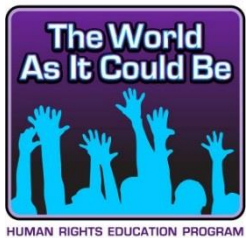
As a university wide program, the Institute advances human rights teaching across all University of Connecticut colleges and schools and pursues novel and critical approaches to human rights scholarship and pedagogy. Our aim is to educate well-rounded scholars with an informed understanding of human rights, promote interdisciplinary scholarship and provide experiential learning for our students. The Institute encourages engaged discussion and academic research on the advantages and limitations of human rights discourse and practice. Our research programs demonstrate the Institute's commitment to bridging disciplinary boundaries and providing a space for scholars and advocates to exchange knowledge and experience across areas of expertise. [www.humanrights.uconn.edu](http://www.humanrights.uconn.edu)

## University of Minnesota Human Rights Center



The **University of Minnesota Human Rights Center** was inaugurated December 1988 on the occasion of the fortieth anniversary of the Universal Declaration of Human Rights. The principal focus of the Human Rights Center is to help train effective human rights professionals and volunteers. The Human Rights Center assists human rights advocates, monitors, students, and educators through five primary programs: Applied Human Rights Research; Educational Tools; Field and Training Opportunities; Human Rights On-line through the Human Rights Library and Resource Center; and Learning Communities and Partnerships. [www.law.umn.edu/humanrightscenter](http://www.law.umn.edu/humanrightscenter)

## The World As It Could Be Human Rights Education Program



**The World As It Could Be Human Rights Education Program** is an outgrowth of a series of successful initiatives carried out since 2006 to educate and inspire youth and adults to further human rights for all people. These initiatives have used the creative arts to deepen learning about the Universal Declaration of Human Rights (UDHR); they have also given participating youth the voice to teach their peers and adults about the importance of the UDHR concepts.

With the success of two years of pilot work at San Francisco's Balboa High School (Jerry Garcia's alma mater), and Arroyo High School in San Lorenzo, CA, the project is now working to widely distribute a high school curriculum that integrates the creative arts to deepen the learning of the UDHR, as well as to commission original productions in which youth convey the importance of the UDHR Articles, starting with Article 26, the Right to an Education.

While raising awareness about the UDHR the project seeks to provide multiple levels of benefits: Supporting grassroots non-profits and creative arts professionals; Showcasing the importance and value of creative arts to personal development and a vibrant culture; Engaging youth to inspire learning, critical thinking and positive social interaction; Encouraging youth who are often marginalized due to learning or physical differences to enjoy participation in school-wide events; Engaging the broader community to support and celebrate accomplishments of youth; and Providing collaboration opportunities among non-profits, public schools and universities.

[www.theworldasitcouldbe.org](http://www.theworldasitcouldbe.org)

## Film Resources Available this Fall

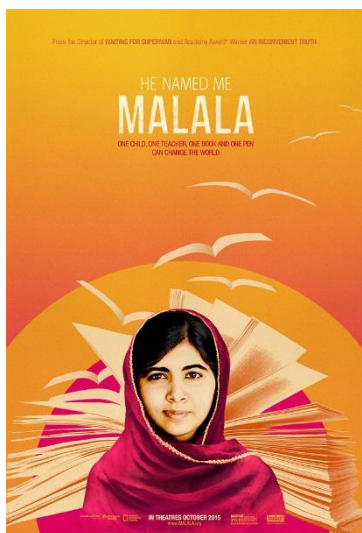


### E-Team

When atrocities are committed in countries held hostage by ruthless dictators, Human Rights Watch sends in the E-Team (Emergencies Team), a collection of fiercely intelligent individuals hired to document war crimes and report them to the rest of the world. Within this volatile climate, filmmakers take us to the frontline in Syria and Libya, where shrapnel, bullet holes, and unmarked graves provide mounting evidence of coordinated attacks conducted by Bashar al-Assad and the now-deceased Muammar Gaddafi. The crimes are rampant, random, and often undocumented, making E-Team's effort to get information out of the country and into the hands of media outlets and criminal courts all the more necessary.

**Watch the trailer and view the study guide:**

[www.rocoeducational.com/e\\_team](http://www.rocoeducational.com/e_team)

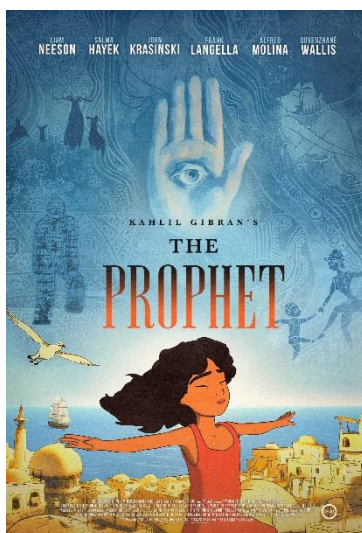


### He Named Me Malala

HE NAMED ME MALALA is an intimate portrait of Malala Yousafzai, who was wounded when Taliban gunmen opened fire on her and her friends' school bus in Pakistan's Swat Valley. The then 15-year-old teenager, who had been targeted for speaking out on behalf of girls' education in her region of Swat Valley in Pakistan, was shot in the head, sparking international media outrage. An educational activist in Pakistan, Yousafzai has since emerged as a leading campaigner for the rights of children worldwide and in December 2014, became the youngest-ever Nobel Peace Prize Laureate.

**Watch the trailer:** [www.foxsearchlight.com/henamedmemalala](http://www.foxsearchlight.com/henamedmemalala)

**Study guide coming soon!**



### The Prophet

Inspired by the classic book by Kahlil Gibran, The Prophet is an animated feature film, with "chapters" from animation directors from around the world. On the imaginary island of Orphalese, the poet and artist Mustafa continues his writing and painting, despite being under house arrest for many years. When he is released from house arrest and ordered to leave the country, his daughter trails along. On the way, Mustafa passes by various locations. At each place, the poet is asked to share his wisdom with the townspeople.

**Watch the trailer and view the study guide (see the chapter on Freedom):**

[www.journeysinfilm.org/films/the-prophet/](http://www.journeysinfilm.org/films/the-prophet/)



# Human Rights Education Institute

**Sponsors: Fuerza Unida, Palisades Charter High School,  
Human Rights Watch Student Task Force**

This Human Rights Education Summer Institute will provide knowledge about the historical and contemporary significance of human rights and the mechanisms that protect them and reinforce the skills and values to uphold human rights.

The following questions will be answered:

1. What is human rights education (HRE)?
2. Why is HRE essential today?
3. Why should HRE be included in schools and other learning institutions?
4. What can Pali do to expand their commitment to Human Rights school-wide and more fully prepare our students to be global citizens? [An education that does not address universal standards of human rights and humanitarian law is incomplete and does not adequately prepare young citizens of the United States for their responsibilities at home and in the larger world.]

Working with a small group of interested staff members, we will determine what HRE is already happening at Pali and what we can do to further support staff commitment to HRE. Some people are ready to enrich the environment they work in with changes in language, others are ready to weave in HRE into one assignment, others into a unit lesson, and some are ready to theme their entire curriculum around HRE and Social Justice. This summer institute aims to meet participants at their level of comfort.

## Participant Commitments

<b>Mon. July 27, 2015</b>	<b>Tues. July 28 ,2015</b>	<b>Curricular Submission</b>	<b>Institute Reconvening</b>	<b>Total Hours</b>
9AM – 2PM	9AM – 2PM	Due: No later than 10/1/15	Wed. 10/14/15 3:15- 5:15PM	
5 hrs.	5 hrs.	4 hrs	2 hrs	16 hrs.