

Miruna Carianopol
Ștefan Colibaba
Cristiana Faur
Maria Lăcătuș

Roxana Marinescu
Ruxandra Popovici
Vanda Stan
Marilena Suci



Rights in deed

Human Rights Education

Student's Book

Manual pentru studiul drepturilor omului

liceu/optional



MIRUNA CARIANOPOL
ȘTEFAN COLIBABA
CRISTIANA FAUR
MARIA LĂCĂTUȘ
ROXANA MARINESCU
RUXANDRA POPOVICI
VANDA STAN
MARILENA SUCIU

RIGHTS IN DEED

HUMAN RIGHTS EDUCATION
Student's Book

Manual
pentru studiul drepturilor omului

Liceu

Consultant: MARGOT BROWN, Centre for Global Education, York St John College, UK
Project Manager: RUXANDRA POPOVICI, British Council, Romania

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Miruna Carianopol, Ștefan Colibaba, Cristiana Faur, ...

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Humanitas Educațional
Piața Presei Libere 1, 79734 București
Tel. (021) 222 51 10 Fax (021) 224 54 38
e-mail: educ@agora.humanitas.ro

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Dear Students,

*Congratulations for choosing to study human rights this year and for choosing to use **Rights in Deed** as your coursebook. We are hoping this programme in human rights education will help you to understand better your fundamental rights and freedoms as both Romanian and European citizens. It should also enhance your knowledge and understanding of democracy and of rights in action. You will be exposed to authentic case studies from Romania and from other countries of the world that you will be invited to analyse carefully and critically in order to arrive at your own opinions. You will see how respect for human rights goes together with assuming responsibility for own actions and with making an effort to find remedies to problems. The values promoted in this coursebook and shared with billions of people world-wide, include: respect for diversity, truth, justice, human dignity and freedom of expression. We believe that our commitment and contribution to these values will make this world a better place.*

In the '3 Rs' lesson in each unit you will be encouraged to revise what you have learnt in that unit. You will also be encouraged to take responsibility for your own learning and for developing an informed and critical response to issues of the contemporary world that concern us all.

By having your own say in the section: 'Give us a voice!' in each unit, you will be contributing to a survey that has been carried out in several countries around the world: Croatia, Hungary, Morocco, Russia, Romania, UK and USA.

Before you start the course, look carefully through the overview of contents. You can make your own choice of what to study in some of the units in the book. Discuss with your fellow students and with your teacher, and choose one lesson out of the ones marked with a star (★) in unit 3, and two lessons out of the ones marked with a star (★) in units 2 and 4-10.

By studying this coursebook you will develop further your English language skills and competencies in general. You will also develop, in particular, your ability to communicate in the fields of social sciences and human rights.

We hope you will enjoy this course and also find it useful.

Tell us what you think! Your opinion IS important! Please send us your comments at:

The British Council, Calea Dorobanților 14, 71132, București with the mention: Human Rights Textbook project

We wish you luck as you embark on the challenges which lie ahead of you.

THE AUTHORS

List of acronyms commonly used in this coursebook:

CRC - The Convention on the Rights of the Child
 EU - The European Union
 FAO - The Food and Agriculture Organisation
 HR - Human rights
 HRE - Human rights education
 NGO - Non-governmental organisation
 UDHR - The Universal Declaration of Human Rights
 UN - The United Nations
 UNHCHR - The United Nations High Commission for Human Rights
 UNICEF - The United Nations Children's Fund
 WHO - The World Health Organisation

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OVERVIEW OF CONTENTS

developmental and conceptual framework for human rights education and language development

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¹ The term *skills* is used in connection with communication, cognitive, social and action skills.

Unit/lesson	Human Rights Concepts	Values	Skills and aptitudes	Knowledge and understanding	Language Development
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Unit/lesson	Human Rights Concepts	Values	Skills and aptitudes	Knowledge and understanding	Language Development
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Unit/Lesson	Human Rights Concepts	Values	Skills and aptitudes	Knowledge and understanding	Language Development
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Unit/lesson	Human Rights Concepts	Values	Skills and aptitudes	Knowledge and understanding	Language Development
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Unit/lesson	Human Rights Concepts	Values	Skills and aptitudes	Knowledge and understanding	Language Development
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Unit/lesson	Human Rights Concepts	Values	Skills and aptitudes	Knowledge and understanding	Language Development
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List of websites					Page 108
Human rights documents: UDHR and CRC					Page 109

Introduction

GETTING STARTED

LESSON 1 What are human rights?

I What do you remember? Read the following and say if any idea is new to you.

Human rights are basic standards for a life lived in dignity, which allow individuals and communities to develop fully. They establish what a person should **be**, **have** and **do** just for the very simple reason that they are human beings. People have rights because they are human beings and they cannot be deprived of their rights by anyone for any reason.

II Human Needs, Human Wants and Human Rights

- What is the difference between things which people need and things which are what people want?
- Separate the following into *needs* and *wants*:
bread, television, home, books, chocolate, job, garden, radio, a friend
- What relationship might there be between human needs and human rights?

Info BOX

Some Basic Human Needs

food, water, air, rest, security, love,
friends, family, trust, respect,
education, health care.

Some Basic Human Rights

a home, clean water, enough to eat, a safe environment,
protection from violence, equality of opportunities,
livelihood, understanding, recognition.

- Select two basic rights from the list above and answer the question.
What might be the consequences of the violation of some basic human rights?

III Characteristics of Human Rights

- People are similar, but they are also different. Between people there are physical, psychological, cultural and social differences.
Should different people have different rights? List some arguments for and some against.
- Are there circumstances when a person might give up on his or her rights? Explain.
- Can anybody take away someone else's rights? Could a person respect some rights and violate others? Explain your reasons.

Human rights are:

- inherent to each person: a person is born with rights;
- universal: all people in the world have the same rights;
- inalienable: rights cannot be taken away;
- indivisible: they are inseparable.

IV Categories of Rights

Put each right listed below in the proper column:

Civil and political rights ("liberty-orientated")	Economic and social rights ("security-orientated")	Cultural rights
<ul style="list-style-type: none"> life, liberty, justice, equal treatment freedom of opinion, beliefs, speech freedom from slavery, torture, arbitrary detention or degrading treatment private property, privacy and family life peaceful association and assembly 	<ul style="list-style-type: none"> participation in government health, education decent standard of living choice of employment, fair pay social protection and security cultural life, rest and leisure 	

Info BOX

The philosophy of human rights has roots in the 17th century in the works of thinkers such as **John Locke** (1632-1704), the famous English philosopher whose ideas were taken as models for the US Constitution. John Locke strongly believed that people have rights to live securely, to own property and to be free. Property, freedom and equality are **natural rights** which belong to any person, simply because they are human beings. In the absence of government people might enjoy total liberty, but also they would have to protect themselves and to be their own judges. The need for greater protection of people's natural rights is a reason for the creation of a government. Government also has to be the subject of control and even abolition by the citizens.

V Human Rights and Democracy

- The respect for human rights is usually associated with a democratic society.
What is democracy? Choose the correct definition from the statements below:
 - Democracy is a system of government based on people's participation in the decision making process.
 - Democracy means the power of the poor.
 - Democracy is the power of the majority and the obedience of the minority.
- Work in groups of four to identify what makes a society democratic.
Complete the ideas below. Share your group opinions with those of the other groups.

In a democratic society:

 - the power belongs to ...
 - the power is exerted by ...
 - representatives get the power through ...
 - the following participate in the decision making process ...
 - human rights and freedoms are ...
 - minorities are ...
- The constitutions of many modern democratic states include a Bill of Rights. These identify the rights of citizens. Discuss with your classmates the differences between human rights and citizen rights.
- Even though people have human rights, are they always respected? Explain.
- Could a person have human rights, but not citizen rights? Explain.
- Could different persons have different human rights? Explain. Could different persons have different citizen rights? Explain.
- Whose legal responsibility is human rights protection? Whose responsibility is the protection of citizen rights?
- Winston Churchill, the British Prime Minister between 1940-1945, used to say: 'No-one pretends that democracy is perfect or all-wise. Indeed, it has been said that democracy is the worst form of Government except all those other forms that have been tried from time to time'.

(House of Commons, 11 Nov. 1947)

Why do you think he said that?

LESSON 2 Human rights documents

I

1 Remember? Read the following and say if any piece of information is new to you. If so, which?

As a result of the centuries-old struggle for freedom and justice, important documents like **The Declaration of Independence**, **Magna Charta Libertatum**, **Declaration of the Rights of Man and the Citizen**, **The Romanian Constitution (1866)** and **The Bill of Rights** were adopted.

2 Work in pairs. Complete the blank spaces with the right document.

- ◆ In 1215, in England, King John had to sign the....., the first known European document on human rights. According to this document no freeman shall ever be taken or imprisoned or exiled without a right judgement based on the law.
- ◆ In 1689, in England, was enacted to protect the Parliament's sovereignty and the rights of individuals against the power of the King.
- ◆ The adopted in 1776, in the USA, is the basis of American democracy. It states that all men "are created equal" and have the right of life, freedom and happiness.
- ◆ In 1789, in France, the National Assembly adopted the which contains the basic rights guaranteed by the state to its citizens.
- ◆ The, adopted in 1866 in Romania, states that all people are equal and they can be judged only in legal forms.

3 What are the rights recognized and guaranteed by these documents? What kind of rights are they?

Even if these documents were extremely important, they were exclusive, because they protected the rights of only some categories of people. **What categories of people were excluded?**

4 Read the stories below. Which are examples for the struggle for freedom and justice? Identify who would benefit from that struggle?

- ◆ In 1753, Olaudah Equiano was kidnapped in Nigeria and enslaved at the age of ten. He was transported to the West Indies and after many experiences of great suffering he bought his freedom, when he was 21. He eventually became leader and spokesperson for the black community in Britain.
- ◆ Anne Haslam was born in 1829 in Co. Cork. She wanted equal pay and equal opportunity of employment for women. She also campaigned for women's rights to higher education and partnership in government. In 1876 she formed the first Irish suffrage society in Dublin which campaigned for the right to vote for women. In 1918, when she was 89, Anne Haslam voted for the first time in a parliamentary election.
- ◆ Rosa Parks was born into a working class family in the southern states of the USA, in 1914. She took part in the mass campaigns to get equal rights for black and white people.

(after NUNCAMAS, Amnesty International/Trocaire, 1993)

5 The right to vote has been denied to women over a very long time and continues to be denied to some women, such as in Saudi Arabia, even in 2001.

1. Check the chart below to find out:

- a) when and where women got to vote for the first time
- b) when women got the right to vote in Romania.

Year	States	Year	States
1893	New Zealand	1946	Romania
1994	South Africa	1920	United States of America (white women only)
1949	China	1952	Greece
1928	United Kingdom	1960	Canada
1944	France	1976	Portugal
1918	Austria, Germany, Russia	1945	Hungary, Italy

2. What is the most surprising information you get from this chart? Why?

II What is the Universal Declaration of Human Rights?

On the 10th December, 1948 the General Assembly of the United Nations adopted the **Universal Declaration of Human Rights [UDHR]**. The UDHR sets out a list of fundamental rights for every person in the world regardless of race, gender, religion, social origin or political beliefs.

1 Work in pairs. List all the rights you think you have.

2 Compare your list with the UDHR. Which one is longer and why?

3 Why do you think the UDHR is considered universal?

4 There are people who consider that the UDHR promotes Western European values and way of thinking. They call this 'cultural imperialism' and ask for the right to preserve and promote their own cultural rights.

- a) Work in pairs. Read five articles from the UDHR and establish what kind of traditions these articles could violate and if this fact is acceptable or not.
- b) Share your opinion with the class. What is your class opinion about the universality of the UDHR?

III Other United Nations Human Rights Documents

After 1948, other important Human Rights documents have been adopted:

- Convention Relating to the Status of Refugees, 1954
- International Covenant on Economic, Social, and Cultural Rights, 1965
- International Covenant on Civil and Political Rights, 1966
- International Covenant on the Elimination of All Forms of Racial Discrimination, 1969
- The Convention on the Elimination of All Forms of Discrimination Against Women, 1979
- The Convention on the Rights of the Child, 1989
- Vienna Declaration, 1993

Why were these documents necessary after the UDHR was adopted?

The Human Rights Temperature of Your School

(adapted from *Social and Economic Justice: A Human Rights Perspective* by Shiman, D., 1999, University of Minnesota, Human Rights Resource Center)

This survey is your class project for this year.

Steps in conducting the first stage of the survey:

- Do the first stage of the survey in October.
- Work in groups of four. Each group interviews about 40 students from different grades.
- In your group divide the number of students to be interviewed among yourselves. Each of you will then interview about 10 students.
- Set a period of time (e.g. 4–5 days) for interviewing the students.
- Read the Guidelines for Conducting Your Survey on the next page.
- Explain the task attached to the 10 statements below to each student you interview.
- Put down all the answers from the 10 students in the blanks after each question.
- In the next class get back in your group and put all your answers together.
- Do the calculation of the average results for your group for each question, as shown in the box on the next page.
- Choose one member of your group to work with representatives of the other groups and calculate the average results per class.
- Make a display of the questionnaire and the average Human Rights Temperature of your school. Don't forget to mention the period of time in which the survey has been conducted.
- Make an action plan to improve the Human Rights temperature of your school (for points of an action plan, see IV, p. 75).

Read the following statements and choose one degree from those below according to your views about each statement:

0°C = no/never; 1°C = rarely; 2°C = often; 3°C = yes/always

1. In my school students are safe and secure e.g. 2°; 1°; 3°; ...
2. In my school students are not discriminated against because their life style choices
3. In my school all students have equal access to information, resources, activities and accommodation provided by school
4. In my school, we try to solve conflicts, when they arise, through non-violent ways
5. In my school no student is treated or punished in a degrading way
6. In my school there are rules to be respected by everyone
7. In my school, until a student's guilt is proved, he or she is presumed innocent
8. In my school my personal possessions are respected
9. In my school I have the freedom to express my beliefs and opinion without fear
10. In my school students have the opportunity to participate in the school decision-making process

OPTIMAL HUMAN RIGHTS TEMPERATURE = 3 HR°

OUR SCHOOL'S HUMAN RIGHTS TEMPERATURE = HR°

Guidelines for Your Survey - Conducting Interviews

- ◆ Choose the 10 students you are going to interview carefully. Variety makes the results of your survey more reliable. If possible, select interviewees of different age, sex, ethnicity, temperament or other attributes.
- ◆ Explain to them the purpose of the survey.
- ◆ Answer any queries they might have.
- ◆ Ask their permission to record their answers.
- ◆ Explain to them that their names will remain confidential and that you are only interested in the general results of the survey.
- ◆ Read each of the statements clearly to your interviewee.
- ◆ Give them time to think.
- ◆ Do not try to influence their answers by giving your opinion.
- ◆ Do not criticize their answers.
- ◆ Thank each student after you finish the interview.
- ◆ Tell your interviewees when you think the results of the survey will be displayed and invite them to come and look.

Guidelines for Your Survey - Conducting Group Discussions

If you decide to conduct your survey by organizing a group discussion with some or all of the interviewees, you may find the following useful:

- Consider all the notes above for conducting an interview.
- Put up a list of rules that all participants in the discussion should observe. They can refer, add, or make changes to it if necessary.
- Listen to the person who is speaking.
- Only one person speaks at a time.
- Raise your hand to be recognized if you want to say something.
- Don't interrupt when someone is speaking.
- When you disagree, make sure you criticize the idea, not the person.
- Don't laugh when someone is speaking (unless they make a joke).
- Encourage everyone to participate.

(Human Rights Resource Center, University of Minnesota)

Example of calculation:

Question 1: 40 students interviewed by group 1.

10 students answered 3 $3 \times 10 = 30$

20 students answered 2 $2 \times 20 = 40$

10 students answered 1 $1 \times 10 = 10$

Total = 80 $80 : 40 = 2$

The average HR temperature of the school taken by group 1 for question 1 is 2 degrees.

The second stage of the survey:

- Repeat the survey in February. Review your action plan. What was good in your action plan? What was not good in it? What would you change?

The final stage of your year survey:

- Repeat the survey in June. Compare the results. Has the human rights temperature of your school improved?
- How could you improve further the Human Rights temperature of your school?

Unit 1 KNOWING YOURSELF

LESSON 1 Your ID, please!

People's main task in life is to give birth to themselves.

ERICH FROMM

I

- 1 Look at some attributes of a person's identity and work with your partner to answer the questions below:

• surname	• experience	• marks (e.g. moles)
• first name(s)	• blood type	• colour of your eyes
• nickname	• sex	• colour of your hair
• citizenship	• parents	• mother-tongue
• ethnicity	• disabilities	• other languages you know
• date of birth / birth sign	• DNA*	• fingerprints / footprints
• religious faith	• friends	• character
• height	• skills	• place of residence
• weight	• prized possessions	• role in society
• colour of skin	• likes	• attitudes / opinions / beliefs
• schooling / profession	• dislikes	• membership of different groups

*deoxyribonucleic acid (the chemical in the cells of animals and plants that carries genetic information)

- Which of the attributes above can be modified at will?
- Which would you modify for yourself? Why?
- What are your *multiple identities* (as a member of different groups, such as family, class, town / city, country, continent)? e.g. *I'm my parents' son, my uncle's nephew, a Grade 10 student in Arad, a Romanian citizen of Serbian ethnicity, a Greek-Orthodox, a European.*

- 2 Read the text below and work with your partner to list the factors that determine a person's identity:

As we mature, we develop a sense of our identity by noticing how others, particularly 'the significant others', perceive us and what expectations they have of us. This is how we build a picture of ourselves. Moreover, we realize that we are also defined as members of a particular group. We do it by understanding the values and the moral rules of the culture in which we are growing up.

Our identity is not static. In every situation of personal crisis we go through a process of decision-making, choosing more or less freely a particular course of action. Our given characteristics and experience, situations over which we have little control, influence the decisions we make. The way we resolve such crisis situations is the main factor determining what we make of ourselves.

Therefore, anybody's identity involves conflicts, tensions and contradictions. We often feel we are pulled in different, sometimes even opposite, directions. As any person's identity is complex and dynamic we need to understand and respect the pressures people are under and the choices they make or not; just as we expect others to do with us.



II

- 3 Rank the factors you have identified in order of importance to you.

- 1 These are some of the things that make people feel self-confident. Rank them from 1 to 10 in order of importance to you:

- ☐ feel proud of myself
- ☐ be trusted
- ☐ choose my own friends
- ☐ choose my own career
- ☐ be listened to
- ☐ know what's going on in the world
- ☐ know what's going on in my family
- ☐ be consulted when decisions concerning me are made
- ☐ have a home, food and clothes
- ☐ get medical care when needed



(Adapted from Holden - EIHRN Sixth International Summer School, 1999)

- 2 a. Fill in columns A and B in the chart below with 3-4 adjectives. Use the spaces provided.

A How I see myself:	B My ideal self:	C How the others see me:
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____

- Ask for the opinion of 3-4 of your classmates to fill in column C.
- Compare for yourself the descriptions in the three columns. Bear in mind that the closer these descriptions are, the more self-confident you should feel.

- III Work with your partner and do the following:

- 1 Read Article 2 in the UDHR and say if it also refers to you. Why / why not?

- 2 Say in one word what each of the Articles 15, 16, 17, 18, 19, 26, 27 in the UDHR refer to. For example:

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

→ faith

- IV Choose one of the situations below and discuss it in groups. Refer to the UDHR. Report your conclusions to the class:

1	2	3
In cases of adoption, a child's name is changed. Answer these questions: a. What other attributes of the child's identity might be changed by adoption? b. Which of the child's rights might be infringed if they are too young to make a decision?	Very poor parents or those living in remote rural areas do not always register their children at birth. Answer this question: Which of the child's human rights are going to be violated if they are not registered at birth?	Choose one of these attributes: colour of skin/ethnicity/disability and answer these questions: a. In what way can this attribute be threatened or mocked at by others. Why? b. Which right in the UDHR would be violated in such cases?

LESSON 2 What are they doing to me?

I

1 Discussion points:

- Is *intelligence* part of a person's identity?
- Do other people think it is? Give examples.

2 Have a look at the chart below showing the theory of the eight intelligences and work in pairs to decide:

- which of these intelligences has traditionally been considered 'superior' (think of what you need to pass your exams!)
- which of them are usually called 'talents', often in a derogatory way.

Type of intelligence and what it means:	How good am I? (on a scale of 5 - 1)
Bodily-Kinaesthetic <ul style="list-style-type: none"> I am good at sewing / fixing things / making things I can dance / do sports 	
Intrapersonal <ul style="list-style-type: none"> I am aware of my own feelings I use self-knowledge to improve myself 	
Interpersonal <ul style="list-style-type: none"> I understand how others feel and I care I make friends easily 	
Linguistic <ul style="list-style-type: none"> I use words easily to express meaning in different areas I learn languages easily 	
Logical-Mathematical <ul style="list-style-type: none"> I approach any problem logically I recognise patterns in what happens around me easily 	
Musical <ul style="list-style-type: none"> I can hear even the faintest sounds in the environment I sing / play an instrument / have a good rhythm 	
Spatial <ul style="list-style-type: none"> I find my way easily in an unknown place I perceive or draw the visual world accurately 	
Naturalist <ul style="list-style-type: none"> I am sensitive to the natural world I see connections in the plant and animal kingdom 	

3 Decide what your dominant intelligence(s) is / are by filling in the chart above.

4 Read this quote and decide how statements A, B and C below, derived from the theory of the eight intelligences, bear on human rights issues:

'It is of the utmost importance that we recognise and nurture all the varied human intelligences, and all of the combinations of intelligences. We are all so different largely because we all have different combinations of intelligences. If we recognise this, I think we will have at least a better chance of dealing appropriately with the many problems we face in the world.'

Howard Gardner, author of the theory of the eight intelligences in *Frames of Mind*, 1993



- Each person possesses all eight intelligences in a unique combination.
- Intelligences can be developed through encouragement and instruction.
- There are many different ways to be intelligent as there is no standard set of attributes that one must have in order to be considered intelligent.

II Read this text and work with your partner to answer the two questions below:

You were born with certain genetic dispositions but it is the environment which is responsible for the way your intelligence actually develops. For instance, you may have been born with a great talent as a pianist but if you never get close to a piano you will never become a pianist. Similarly, children in very poor families, refugee children, as well as orphans, often have poor school results not because they are not intelligent, but because they often live in a disadvantaged environment. In medium- and high-income families, children are helped to develop by their parents, their grandparents and private tutors, they have easy access to books, the TV, even a PC, whereas very poor children, refugee children and orphans rarely enjoy these economic advantages, unless society does something to help them grow up to their full potential. The data at birth and the process of socialisation combined explain why we are what we are and, especially, why we are so different.

- What is *socialisation*?
- Which of these have influenced the development of your intelligence:

family school	church the media	friends role models
------------------	---------------------	------------------------

III

1 Read this text and find the moral of the story:

Start with a cage containing five apes. In the cage, hang a banana on a string and put stairs under it. Before long, an ape will go to the stairs and start to climb towards the banana. As soon as he touches the stairs, you spray all of the apes with ice-cold water.

After a while, another ape makes an attempt with the same result, then another, so all the apes are sprayed with cold water. This continues through several more attempts.

Pretty soon, when another ape tries to climb the stairs, all the other apes try to prevent it.

Now, turn off the cold water. Remove one of the apes from the cage and replace it with a new one. The new ape sees the banana and wants to climb the stairs. To his horror, all of the apes attack him.

After another attempt and attack, he knows that if he tries to climb the stairs, he will be assaulted. Next, remove another of the original five apes and replace it with a new one. The newcomer goes to the stairs and is attacked. The previous newcomer takes part in the punishment with enthusiasm. Again, replace a third original ape with a new one. This one also makes it to the stairs and is attacked seriously. Two of the four apes that beat him have no idea why they were not permitted to climb the stairs, or why they are participating in the beating of the newest ape. After replacing the fourth and fifth original apes - all those apes who were once sprayed with cold water - all of the apes have been replaced. Nevertheless, no ape ever again approaches the stairs. Why not? Because that is the way they have always done it, and that is the way it has always been around here.

(Anonymous, via e-mail, reproduced from *Binti*, the Newsletter for Girl Child Programming in Kenya, July-Sept. 2000)

2 Work in groups to tell each other a real story that has the same moral as the story above.

IV

Read the statement below and say in what way it relates to the theme of identity.

'The most powerful weapon in the hands of the oppressor is the mind of the oppressed.'

Steve Biko (1946 - 1977), South-African leader of the Black Consciousness Movement, who died in police custody after severe beating.

LESSON 3 I am unique!

I

- 1 Read the statement below and then decide how much of a person's identity is their own doing. Group yourselves according to the attributes below. Every time, note who you were with in the groups, if they were the same people each time and if the groups were different in size.

- girls - boys
- blue, green eyes - brown, black eyes
- pet-owners - non pet-owners

2

Stay in the last grouping and do your best to convince the other group that your option is better than theirs.

- 3 a. Read the information about THE HUMAN GLOBAL VILLAGE and decide whether you place yourself in the 'majority' or in the 'minority' groups mentioned.
b. Answer questions a, b, c and d below:

- a. How many times were you a 'majority' and how many times a 'minority'?
- b. How did it feel to be part of the majority? Or the minority? Or alone?
- c. What do these statistics tell you about the state of our world?
- d. Should your rights be any less as a member of the minority? Do you have access to your rights when you are in the minority?

THE HUMAN GLOBAL VILLAGE

If we could shrink the world's population to a village of precisely 100 people, with all the existing human ratios remaining the same, the village would look something like this:

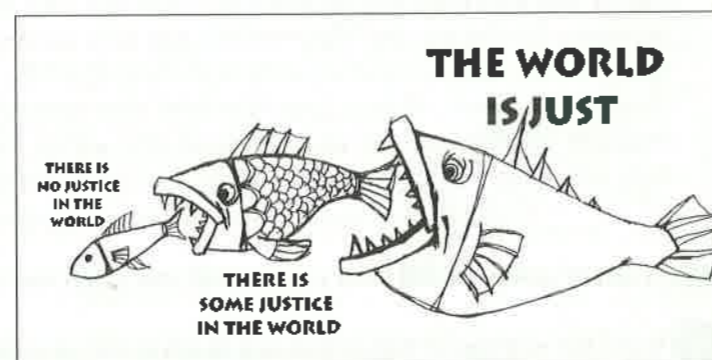
- 57 are from Asia, 21 from Europe, 14 from America, 8 from Africa
- 52 are women / girls - 48 are men / boys
- 6 own 59% of the wealth
- 70 are non-Christians - 30 are Christians
- 70 are unable to read
- 1 owns a computer
- 1 has higher education
- 8 have experienced battles, imprisonment, torture
- 75 do not have food in the refrigerator, clothes on their back, a roof overhead and a place to sleep

(based on figures by Dr PHILIP M. HARTER, Stanford University School of Medicine, 1999)

II

- 1 Have a look at this cartoon. Say which of the statements on the left best carries its message or suggest another one:

- You can't have your cake and eat it.
- I am what I see, and I see what I am.
- There are plenty more fish in the sea.



(adapted from Ilicks and Steiner, Making Global Connections, 1990)

- 2 Work in groups and decide what human rights issues are alluded to in the cartoon. Look back at the previous lessons on IDENTITY.

III

- 1 Define your own life-style by answering these questions:

- a. Do your grandparents live in the same house with you?
- b. How large is your family?
- c. What type of house do you live in?
- d. Do you have your private 'corner' in the house?
- e. How would you describe your relationship with your parents / grandparents / neighbours?
- f. What are the major festivals celebrated in your family? How do you celebrate them?
- g. What are your favourite pastimes?
- h. What are the three objects you possess and value most?
- i. Do you travel a lot?
- h. What does your family expect you to achieve? Are you going to meet their expectations?

- 2 Answer these:

- a. Do you think your life-style is the best there is?
- b. Can you name one 'perfect' life-style?
- c. Which of the elements in the box on the right determine a person's life-style and in what way(s)?

age
cultural identity
education
social and financial status
values

- 3 a. Read what two teenagers say about their life-styles and find the advantages they see in their life-style:

- b. Write a similar paragraph about yourself. Share it with your partner / class.

A

'I live with my mom and my grandma. Most of the time it's fun - they do most things for me: I don't have to worry about my meals, or my things being washed and ironed, you know. Often, though, I feel I need more space - then I just go out with friends or lock myself in my room. Because I have my own room, of course, where I have my stereo and my books, and do the 'forbidden' things, like having a cig. I have pasted posters all around my room. I kind of like it. Most of the time I read or study, play computer games, watch TV. But the thing that really turns me on is to talk with my friends about girls, teachers, news on the Internet, and even, though it sounds grand, our future.'

B

'In the trailer, there's less space but it doesn't bother me - that's where I'm happiest. I was born in a trailer. I'm a Traveller* and I know the ways. The best thing about travelling, being on the road is visiting new places, moving around and meeting people. It's great having family and pals my age around. If I could choose I'd live on a big roadside camp with lots of trailers and lots of people. It would be near a town, with regular buses, close to shops and places to go.'

* gypsy

(from The Development Education Journal, vol. 2, February, 1998)

- IV Write a 350-word essay presenting yourself to a school abroad where you would like to study next year. Mention at least the following:

- name and surname
- nationality
- family / parents
- life-style
- type of school you are attending
- likes and dislikes
- skills
- multiple identities
- character
- opinions and beliefs
- type of intelligence
- how you see yourself

LESSON 4 *In the same boat*

I Read this article and explain the title of the lesson:

Diversity, Tolerance, Respect, Consensus

by DAMON ANDERSON

As we have read about or experienced in our own lives, the advances in technology and transportation are creating a more mobile and global community. The global economy is building a new network of relationships between peoples and countries. People from all walks of life and all cultures are connecting with each other on a daily basis. For example, 148 million people worldwide are communicating across borders via the Internet*. With changes in populations due to the effects of climate, disease, and violent conflicts, as well as changes in life expectancy, traditional institutions and the world's labor force are evolving. In many industrialized countries the workforce is ageing. In the United States, for example, by the year 2006 the largest increases in the workforce will be in the age bracket from 45 to 64**. Such barriers as those between the young and the old, male and female, and prejudice against individual groups such as the physically impaired are increasingly being challenged.

Because of these changes and the growing globalization, diversity is an issue that pervades every society. It is something that has an impact on every person and so it is an issue that needs to be addressed. The most common subjects related to diversity center around race, color, gender, religion, and economic status. Many other related subjects are often also considered such as education, language, physical abilities, age, and culture. Diversity even relates to more specific subjects such as personal preferences. The definition of diversity in many dictionaries emphasizes *differences* in the state or condition of a species, group, etc. These dictionaries, however, also state the element of *variety* in their second or third definition. Until recently, the focus has been primarily on the differences part of the definition.

Throughout history, peoples and societies generally tended toward a more homogeneous approach in their development and were often afraid of or prejudiced against difference. Standards and norms were established according to the beliefs



of the dominant group(s) or culture(s). National identities used to be developed on the principle of sameness - sameness of ethnic origin, sameness of language, sameness of religion, and so on. Laws were created to exclude or even punish certain differences. Groups and societies saw anyone (or group) that was different as being automatically suspect or inferior. Civil wars and world wars have been fought over issues relating to diversity.

With the quickly expanding concept and realization of more interrelated communities, nations and societies have begun to focus more on the variety that diversity brings. It is becoming more evident that differences can add value and quality. For example, Western*** medicine is beginning to accept such Eastern*** alternatives as acupuncture. The world science community is extremely appreciative of the contributions of British physicist Stephen W. Hawking, whose intelligence and personality eclipse his physical disabilities; and breaking the age discrimination barrier, astronaut and Senator John Glenn made his second voyage into space at the age of 77 in order to conduct various experiments related to age. Today's generations are beginning to look for or build common threads around which differences can be shared. The concept of *sameness* is being replaced with *unity*. This could be the legacy of the twentieth century.

(from *English Teaching FORUM*, vol. 37, no 2, April-June 1999)

* Source: NUA Internet Survey
 ** Source: November 1997 Monthly Labor Review
 *** Western / Eastern - Rom. occidental / oriental

II Read the text again and answer these questions:

- What does *diversity* mean?
- What contemporary phenomena make us aware of diversity?
- Which of the attributes of identity can be diverse?
- What is the traditional definition of *national identity*?
- What is the legacy of the 20th century?

III Work in groups to define European citizenship. Refer to:

- cultural identity
- nationality
- languages and communication
- customs and traditions
- education
- diversity (sameness vs. unity)

IV Read the poem on the right and work in groups to decide what its main idea is. Do you agree with it? Why/why not?

V Get into groups of five. One of you will interview the others to find which of the responsibilities below they consider the most important one. Then mark your own opinion. Use the questionnaire form below. Report to the class to develop a class survey (see Guidelines for conducting interviews p. 17).

- Individuals should try to understand their own character, strengths and weaknesses.
- Individuals should develop a sense of self-worth.
- Individuals should try to discover meaning and purposes in life and how life ought to be lived.
- Individuals should try to live up to a moral code shared by the community.
- Individuals should make responsible use of their rights and privileges.
- Individuals should strive for knowledge and wisdom throughout life.
- Individuals should take responsibility for their own lives within their capacities.
- Individuals should strive to accept the identities of others.

Name of the interviewee:	The most important responsibility:
1.	
2.	
3.	
4.	
Myself	

V HUMAN RIGHTS PORTFOLIO

Look at your ID card. How well does an ID present your identity?
 Make your own ID card. Include all the relevant data, yet preserve the card format.

Beyond nationalism by CECIL RAJENDRA*

*From distances shorter
 than the moon
 continents are a blur
 you cannot tell
 one country from another.*

*Seen from the stars
 how absurd we seem
 with our border wars
 - petty squabbles
 over neighbours' fences.*

*We are so small
 no more than neutrons
 on a speck of dust
 floating in the galaxy;
 still we're asked
 to thump our chest
 trumpet our nationality.*

* (Malaysian poet and human rights lawyer, *Poems on Peace, Justice and Ecology*, 1987)

The 3 Rs Identity

UDHR: Article 15

- (1) Everyone has the right to a nationality.
- (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

1 Complete the lists below with information taken from the lessons on IDENTITY in this book and the UDHR:

Rights	Responsibilities	Remedies
<p>I have the right to:</p> <ul style="list-style-type: none"> • nationality • family and marriage • 	<p>I should:</p> <ul style="list-style-type: none"> • try to understand my own character, strengths and weaknesses • avoid bringing my nationality into disrepute • 	<p>I can:</p> <ul style="list-style-type: none"> • know my rights • take action in support of myself • take action in support of others • go to court •

2 Try to match any of the rights and responsibilities you have listed.

As a result of this unit, in my community, I would like to

As a result of this unit, in my life, I will change

Further comments:



Give us a voice!

Question:

Do you always agree with what your teachers/ parents tell you to do? Why? Why not?

I Read what these young people from different countries answered to the question above and say which one you agree with most.

II Fill in the empty bubble with your own answer.

'Definitely not. It's impossible to agree all the time. Everyone has their own opinion about things, but I always try to remember that they've been around longer than I have. I don't know everything though sometimes I think so.'

Craig, 16, USA

'Yes, because their life experience is richer than ours and we know we have to listen to them.'

Leila, 15, Morocco

'When I was younger I never agreed with my parents, especially with my Dad. But now, I know that my parents have always wanted the best for me. Now I'm older and I have different views about relationships, politics, school.'

Eva, 16, Hungary

'I try to have an open mind about anything but when I'm right, ... I'm right!'

Florin, 17, Romania

'No, because my parents' way of thinking is totally different from mine.'

Hassan, 16, Morocco

'Not always, because anyone can be wrong, even our teachers or parents. I think we should be allowed to judge for ourselves, and of course to listen to the pieces of advice they give us. I would say: 'Let me learn from my own mistakes!'

Irina, 17, Romania

Unit 2 CELEBRATING DIVERSITY

LESSON 1 From stereotypes to discrimination

'The highest result of education is tolerance'
HELEN KELLER

1

- 1 Read the following text, which comes from an American exchange pupil studying in a 10th form class at "Gheorghe Lazar" National College in Sibiu. Answer the questions in pairs:

'My name is Hannah and I am from New Hampshire in the USA. Last year I began the process of becoming an exchange student. I wanted to be an exchange student because I wanted to experience life in another culture and see how different people live. When I was first told that the country I was going to go to was Romania, I was a little scared. Most of the people I talked to in America said that it was this dirty, poor country with lots of gypsies, beggars, and street kids.'

- a) How do you think this image of Romania was formed?
b) Do you think "most of the people I talked to" are people who have been to Romania? Where did they get their ideas from?
c) Read the definition of stereotypes in the glossary. Do you consider the description of Romania a stereotype?

- 2 Now read the rest of the article and answer the questions:

'When I got to Sibiu, my home for the next year, this was definitely not the case. Sibiu is a beautiful city and while it is very different from anywhere I had ever been in the USA, it was very nice and so were all the people that I met. Although there are beggars and there are gypsies and all, they are not representative of the majority of the Romanian population. I am going to high school and everyone is very nice to me and have allowed me to experience life here to its fullest extent. All of the Romanians that I have met are hospitable, kind, smart, and lead interesting lives.'

- a) Do you consider the new description a stereotype? If so, why?
b) Can we speak about positive as well as negative stereotypes? Give reasons.
c) Identify one or more stereotypes in the text and comment on it/them.

- 3 There are also stereotypes of other nationalities. Read the captions under these cartoons and express the stereotypes behind them.

(based on an original idea by J.N. Hughes-Wilson)



II

- 1 Stand in a circle. Your teacher is going to stick coloured dots on your backs. Form groups of the same-colour dots **without speaking**. The four of you who do not receive any dots, please observe carefully what is happening, but do not intervene in any way. At the end of the activity you will be asked to report what you have observed.

- 2 Answer the following questions:

- a) How did you feel in the role you had to play?
b) How do you think people feel who are discriminated against in real life?
c) Identify some minority groups that are discriminated against in this country or other countries.
d) What kind of action would be appropriate to prevent discrimination?
e) Identify the Article(s) in the UDHR that refer to discrimination.

- 3 Match the ideas on the left with the corresponding explanations on the right:

- | | |
|-------------------|---|
| 1) Stereotyping | a) the practice of treating somebody or a particular group in society less fairly than others |
| 2) Respect | b) an unreasonable dislike of or preference for a person, group, custom, especially when it is based on their race, religion, sex |
| 3) Fairness | c) belief that just because people are members of a particular visible group they must share particular traits which you think are characteristic of that group |
| 4) Prejudice | d) a position or situation in which people have the same rights and advantages |
| 5) Justice | e) the quality of treating people equally or in a way that is reasonable |
| 6) Labelling | f) the quality of being impartial and correct |
| 7) Discrimination | g) an attitude of treating people in ways which are not rude or harmful to them. |
| 8) Equality | h) attributing labels that obscure all other thinking about a person |

- III Write an opinion essay on one topic chosen from the list below:

Prejudice and discrimination against:

ethnic minorities
women
religious minorities
one-parent families
elderly
people with disabilities
gay men and lesbians
people with learning difficulties

Discuss possible causes such as: conformity, vulnerability, power, ignorance, upbringing.

Provide examples

Suggest possible remedies

Include reference to the Articles in the UDHR which are violated.

LESSON 2 Women – a minor majority or a major minority?

I

1 Try to solve the following riddle:

There was a road accident. A lorry ran over a man and his son. The father was killed outright. The boy was taken to hospital. The surgeon at the hospital recognized him. 'My son', cried the surgeon, horrified, 'that's my son'. Who was the surgeon?

2 Was it difficult to find the answer? What made it difficult?

3 Match the beginning of the sentence in column A with an ending in column B:

A

- 1) The new baby-sitter arrived late
- 2) My daughter is
- 3) The police officer never felt afraid
- 4) Before going into the operating theatre,
- 5) The secretary managed to arrange

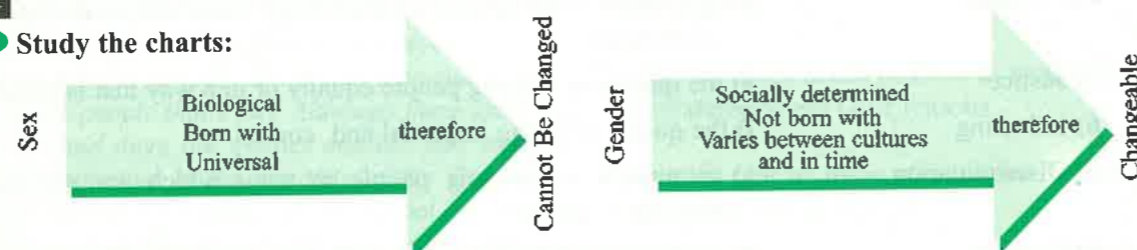
B

- a) all his boss' business meetings.
- b) the nurse had to wash his hands very carefully.
- c) when she had to deal with criminals
- d) a very well-paid mechanic
- e) and was happy to see he didn't have to fix dinner for Jim

4 What stereotype is not observed in the situations above?

II

1 Study the charts:



2 Work in pairs:

One of you is an alien who has come from another planet, but can speak your language. The other one explains to the alien how men are different from women. Talk both about biological differences and their expected roles in family, at work and in society. The alien asks questions to clarify things.

III

1 Who does/will do things at home? Fill in the grid using ♀ for 'mother', ♂ for 'father' and both signs if the job is/will be shared.

Who ...	In your grand- parents' family	In your family now	In your future family
did / does / will do the cooking?			
cleaned / cleans / will clean the house?			
went / goes / will go shopping?			
did / does / will do the ironing?			
looked / looks / will look after children when they are ill?			
went / goes / will go to paid work?			
made / makes / will make major decisions?			
visited / visits / will visit school to talk to teachers?			

2 Do things change in time? If so, what are some of the causes of change?

IV Read a fragment from the article: *Banned pupil fights for right to tint his hair and in groups decide:*

- 1 whether the boys in this school are denied rights that the girls enjoy.
- 2 whether any articles in the UDHR are violated, and if so, which ones.
- 3 who has the better argument: Philip's mother or the headteacher. Why?

A school that sent a boy home last week for having a stud in his ear is now punishing another pupil for dyeing his hair blond. Philip Wood has been told his bleached hair breaks rules on the appearance of pupils at St Benedict's Catholic High School, Cheltenham, and has been removed from classroom lessons to study alone.

Now Philip's mother Caroline, aged 39 is supporting her son's bleached look: "Philip has missed school over this. Why should his education suffer because of hair colour? The school is much harder on boys than girls, which is unfair."

The school's headteacher, John Murray, says: "Our uniform policy says pupils' hair colour and hair cuts should not be extreme... schools are about learning, not about fashion."

(by Beverly Hawes in *Western Daily Press*, 3 April 2000)



V HUMAN RIGHTS PORTFOLIO

Produce a poster on Gender situation of Romania or England

Issues can include: political power, childcare and housework, changing family patterns, employment and status, pay of managers and professionals and so on. Try to include positive developments and ways in which people are working for change, as well as negative statistics. The information in the boxes may help you decide on a topic.

The UN Convention on the Elimination of All Forms of Discrimination Against Women was adopted in 1979 and it entered into force in 1981. Romania signed this convention in 1982. Article 1 in the Convention makes it clear that there is discrimination against women if "a law, practice or omission is made on the basis of their sex and it impairs or nullifies enjoyment by women on an equal footing with men of human rights and fundamental freedoms." Article 38 (4) of The Romanian Constitution, 1991, states that "for equal work women receive equal pay with men."

Prezența femeilor în învățământul universitar

Corpul didactic	Total	Femei	%
Profesori	3 661	335	9.15
Conferențieri	3 195	775	24.25
Lectori	6 540	2 020	30.88
Asistenți	5 208	2 207	42.37
Total	18 604	5 337	28.68

(Emilian M Dobrescu, *Românografia*, Bilanț și perspectivă, Editura Compania, 2000)

Women's earnings as a percentage of men's earnings by industry (U.K.)

Industry	%
Education	89
Hotels and restaurants	79
Health and social work	76
Wholesale and retail	74
Manufacturing	72

(Equal opportunities, in *Issues*, Educational Publishers, Cambridge, 1998)

LESSON 3A Tales of the unexpected 1

1 Do you agree, disagree, or partly agree with the following statements that are often heard in disputes on ethnic and racial discrimination:

- The concept of human rights applies to individuals and not to collectivities.
- Human rights do not have cross-cultural validity (e.g. in some Islamic countries amputation is considered the right punishment for stealing, capital punishment in some states in the USA even if the crime was committed by juveniles).
- If ethnic minorities have more rights than the majority (universal human rights and identity rights, e.g. that help the preservation and revitalisation of their culture) this means discrimination against the majority.
- Ethnic minorities should give up their way of life if they want to fully integrate in society.
- Human rights reflect only Western standards.

IDENTITY RIGHTS:

- ☐ freedom to remain a member of the group or voluntarily leave it, perhaps through intermarriage or religious conversion
- ☐ the right to be recognised as a distinct ethnic group within a nation
- ☐ the right to political participation and representation
- ☐ the right to use their group's own language in private and public, and to perpetuate its use through education
- ☐ freedom to pursue economic, political, and cultural development
- ☐ freedom from genocide, ethnic cleansing, forced expulsion, or involuntary population transfer
- ☐ right to protection so as to maintain cultural, linguistic, political and economic autonomy
- ☐ right to self-determination

(David Levinson, *Ethnic Relations*, A cross-cultural encyclopedia, ABC-CLIO, Santa Barbara, California, Denver, Colorado, Oxford, England, 1998, p. 159)

2 Which of the IDENTITY RIGHTS are violated in the examples from RACE FACTS

RACE FACTS

Violence - Racist attacks are on the increase in many parts of the world. Indigenous Canadians are six times more likely to be murdered than other Canadians. In the US, six out of every 10 hate crimes had a racial motive and a further one in 10 an ethnic motive.

Work - UK - ethnic minorities are twice as likely to be jobless. Ethnic minority women are three times as likely to be jobless as other women. Australia - Aboriginal people are more than three times as likely to be jobless as the general population.

Health, wealth and housing

In South Africa the white 14% of the population owns almost 90% of the land. Life expectancy for whites is 73 years, for blacks 57.

Strife and genocide

Half of the world's states have recently experienced inter-ethnic strife. The result has been:

- ☐ In Afghanistan one in six people has been disabled by a landmine.
- ☐ In Zaire more than 800,000 people have been displaced.
- ☐ In former Yugoslavia more than 130,000 people have been killed since 1991.
- ☐ In Rwanda the attempted genocide of Tutsis has resulted in an estimated 200,000 - 500,000 deaths.
- ☐ In Brazil an average of one tribe a year has been wiped out since 1900.

(*Racial Discrimination in Issues*, Independence, Educational Publishers, Cambridge, 1998)

II

1 Read the information in the boxes below and answer the following questions:

- How do you explain the fact that during the Middle Ages Roma seemed to be less discriminated against in Eastern Europe while today there is a definite tendency among them to settle in the West?
- How do you explain the difference in Roma numbers between statistics from the English and the Romanian source?

Who are the Roma?

North-west India formed the cradle of the Romany nation, this is accepted by all those who have attempted to reconstruct the history of the Gypsy people. Their language, known as Romani, can be traced back to Sanskrit, which is an ancient Indian language. Possibly they existed as a loose confederation of nomadic craftsmen and entertainers. Linguistic and other evidence suggests that the gypsies of Europe belong to groups which left India over a thousand years ago. They came to Eastern Europe from Asia Minor early in the 14th century. The first families recorded earned their living as shoemakers and metal-workers. Eastern Europe has continued to have a large settled Roma population, in contrast to Western Europe where the word "Gypsy" is synonymous with "nomad".

The first authenticated records of their presence in Britain are in 1505 for Scotland and 1514 for England. Soon after their arrival the English Parliament passed a law under which all "Egyptians" in the country were to leave within 16 days and further immigration was prohibited. Men and women were executed in Durham and York for the sole crime of "being a Gypsy". Elizabeth I passed a law saying Gypsies could legally be sold and traded as slaves. Tolerated when they were useful and their skills needed, made to move on when their services were no longer required, the Gypsies survived on the margins of society.

More than half million European gypsies were killed by the Nazis before and during the second world war. Today the number of Roma in Europe is between 2 and 9 million. Estimates vary greatly: Romania - 3.5 million, Hungary - 900,000, UK - 60,000.

(adapted from David Levinson, *Ethnic relations*, ABC-CLIO, Oxford, England, 1998).

Provenind dintr-un popor exotic de călători din sud-estul Asiei, românii de azi încearcă să-și găsească locul în societatea românească. Au reprezentanți în Parlamentul României dar își păstrează în același timp tradițiile, recunoscând autoritatea unui împărat sau a unui bulibașă. După rezultatele ultimului recensământ, numărul persoanelor de etnie romă ar fi de 401 100. Se estimează că numărul real al acestora depășește 1,2-2 milioane.

(Emilian M.Dobrescu, *Românografia, bilanș și perspective*, Editura Compania, 2000)

2 Read the two poems and identify similarities and differences between their themes, tones, and means of expressing the poets' feelings.

Coloured

When I was born, I was black.
When I grew up, I was black.
When I get hot, I am black.
When I get cold, I am black.
When I am sick, I am black.
When I die, I am black.

When you were born, You were pink.
When you grew up, You were white.

When you get hot, You go red.
When you get cold, You go blue.
When you are sick, You go purple.
When you die, You go green.

AND YET YOU HAVE THE
CHEEK TO CALL ME
COLOURED!!!

ANONYMOUS

Țiganii inimii mele

Voi neam sublim și muzical
mai arbori decât copacii
cu rădăcinile în stele
și-n lumea
ce-o mănâncă vârcolacii.
Voi dragii mei spășiți și mândri
ai bucuriei și tristeții mele
de n-ați fi voi
ce negru
cerul ar fi fost de stele.

NICHITA STĂNESCU

LESSON 3B Tales of the unexpected 2

1

1 Read the following extracts from newspapers and official reports and match them to the corresponding titles:

1. Rromul de treabă
2. Drama de la Hădăreni
3. Violence against Roma in Romania

a) On September 20, 1993, 3 Roma men were killed by a mob in the village of Hădăreni following the death by stabbing of a Romanian. During the violence 13 Roma houses were set on fire and destroyed and an additional 4 houses were seriously damaged. Approximately 170 Roma were also forced to flee the village due to the violence. Almost a year passed before anyone was brought to justice.

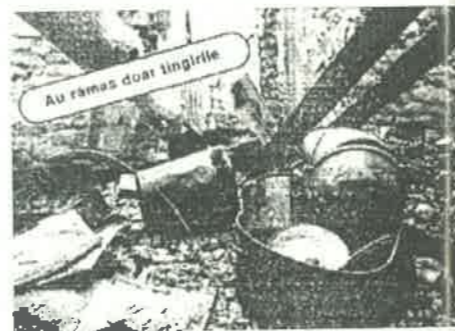
(Human Rights Watch, <http://www.hrw.org/hrw/pupwebcat-82.htm>, 27/2/2000)

b) Hădăreni, 23 septembrie, ora 8 dimineața. Pătrunși de frigul dimineții intrăm în barul GALANTROM. Până în 20 septembrie în acest bar românii și maghiarii nu aveau ce căuta; era teritoriul țiganilor. La ieșirea din bar ne întâlnim cu groparul satului. De-abia terminase de săpat groapa lui C. C. [n.n. românul ucis de cei trei rromi]. „No, sunteți ziaristi, am auzit că țiganii vor să-și îngroape morții aici. Las că le dau eu groapă la toți!”... Viceprimarul G.B.: „Primăria le-a dat pământ și mergeți acolo, sus pe deal, că-i numai buruienă. Poliția a tot întocmit la dosare, dar nu știu de ce s-au oprit la procuratură...” Am reușit să identificăm locul de refugiu al țiganilor alungați din sat: lunca din afara satului Luncani. După două nopți sub cerul liber, înfomețați, murdari, văzându-ne și-au revărsat păsul. M. A., 50 de ani: „Am muncit cinstit, am agonisit o viață și acum am rămas fără nimic. Îmi stau copiii sub cerul liber și-mi plâng de foame și uite! (arătându-ne un teanc voluminos de bancnote) nu am de unde să la cumpăr de mâncare! Pe nevastă-mea au bătut-o polițiștii.” R.E., 27 ani, 4 copii văduvă: „Mi-o ars casa, televizorul, banii. Ne-am ascuns în porumb și am fugit până aici. Milițienii trebuia să facă pace, chiar și cu pușca, dar stăteau și se uitau cum ne hate românii...” Am fost primiți cu căldură în casa preotului paroh C. N. (ortodox): „Creștinește, eu nu pot da dreptate nimănui. Dacă n-ai dat viață nu ai dreptul să o iei, asta numai Dumnezeu o poate face.” Slaba credință și lipsa de moralitate sunt cauzele fundamentale în acest tragic eveniment. Ani de zile românii au fost umiliți, bătuți, jefuiți de țigani, dar nu puțini au fost acei români care s-au complăcut în această atmosferă. Ai bătut cu ei, s-au împrumutat de la ei. Iată, toate aceste lucruri s-au răzbunat împotriva tuturor. Nimeni n-ar putea spune de unde începe și unde se termină vinovăția. Un lucru e sigur: lucrurile au ajuns la crimă și devastare pentru că la Hădăreni oamenii legii au intrat în vacanță. Intervenția lor oportună și imparțială ar fi putut opri derularea dramei.

(România liberă, 25 septembrie, 1993)

c) În sat cei care predau la grădiniță și școală sunt români și predau bineînțeles în românește. Acești copii vorbesc acasă, la școală, pe stradă numai țigănește și au dificultăți în a înțelege limba românească în momentul când se predă. Eu am venit cu propunerea către inspectorul de la minorități că ar fi mai bine ca eu să particip efectiv în timpul cursurilor predate de învățătorul român autorizat, să merg printre bănci și să explic copiilor termeni pe care aceștia nu-i înțeleg.

(Academia Catavencu, 13-19.02.2000)



2 Complete the following table with information from the three extracts and from the UDHR. Think of some possible remedies starting from the tips in the box. Some answers have already been given for you. Report your conclusions to the class.

Rights violated	Rights protected	Responsibilities	Remedies
	Text c) Article 26	Text a) institutions: Parliament, local government, police, church, people themselves	Text b) law on elimination of all forms of discrimination; information, education

Don't just listen to the things people say! Choose the action you take according to the circumstances:

- ☐ Take it up with them and try to get them to think and not just repeat prejudices they have picked up from others.
- ☐ Don't ignore it if you hear someone using racist insults or even threatening or harassing others just because they are not members of the majority population. Let both sides know that you disagree with racism.
- ☐ Let the perpetrators know they are doing something you think is wrong.
- ☐ Let the victims know they are not on their own and that you will help them if necessary.
- ☐ Racial attacks are crimes. If you see acts of violence or intimidation directed against people because of their race go to the police and act as witness.
- ☐ Contact an NGO (Non-Governmental Organization), a citizen advice service at the Town Hall or write a letter to a local or national newspaper.

II Consider the following statement:

Every community has the right to maintain its traditional way of life even if this makes it different from the wider society

1 Reflect upon this statement then choose and wear a badge that best reflects your response to the statement: ☐ agree, ☐ can't decide or don't know, ☐ disagree. Successively, discuss the statement with a person wearing the same badge, then with a person one position removed from your own badge, and with a person two positions removed. Between stages you may change badges if you wish. Finally return to the person you originally talked to and review what you have heard and learned. Each stage lasts five minutes only.

2 Report to the whole class:

- a) what made you change/not change your badge.
- b) which of the arguments you have heard are surprising and why you consider them so.

III Write an essay based on your final position and support your opinion with arguments.

LESSON 4 Being different and the same

I

1 Read the following excerpt and in groups make predictions and take notes on:

- where the situation presented happens
- what the causes of discrimination are
- who you think the victims, perpetrators and bystanders are.

"You've got 2 million kids dealing with this," says Widney Brown of Human Rights Watch. "You've got their peers harassing them because they've gotten the message that it's O.K. And you've got the adults in their lives - teachers, administrators, politicians and their communities - totally failing to protect them."

2 Read the rest of the text and compare it with your predictions. If necessary amend your answers.

"The study released today says teens often face so much bullying that it affects their emotional and physical health, not to mention their academic performance. It alleges that some teens are bullied so often that they are barely able to get an education. Sixteen-year-old Dominick Halse told ABC NEWS Claire Shipman that he arrives at his school in Castleton on Hudson, N.Y., before all the other kids every day in order to avoid some of the torment he's faced over the years as a gay teen. "There were boys that said they would like to kill me and drag me behind a car, or take me to an island with all the other gay and shoot me", he says.

(<http://abcnews.go.com/sections/GMA010530Gay-students> 03.07.2001)

3 In your groups write one sentence that expresses your reaction to the text.

II

1 Match the following words to their definitions:

- | | |
|-----------------|--|
| 1) Gay | a) a person attracted physically and emotionally to people of the opposite sex |
| 2) Lesbian | b) a person attracted physically and emotionally to persons of the same sex; usually used to describe men. |
| 3) Bisexual | c) a woman attracted physically and emotionally to other women |
| 4) Transsexual | d) a person attracted physically and emotionally to some men and some women |
| 5) Homophobia | e) a person whose gender identity and expressions, when measured against conventional notions of sexuality and gender, do not correspond with their biological sex |
| 6) Heterosexual | f) a fear or hatred of homosexuality |

2 In groups find the Articles in the UDHR that protect against homophobic discrimination.

III

1 Read the three extracts and complete the table with evidence from the texts.

- a) *I knew I was gay at ten. Michael Dake was in his last year of junior school when he realised that he didn't like girls. All the boys in his class were talking about who they fancied when they asked him about one particular girl. "I was ten. I just didn't get the question, so I said 'nothing'," recalls Michael. At 11 he heard the word*

"gay" in the playground and knew instantly that it wasn't something anyone should want to be. He even dated his schoolmate Charlene, in an attempt to fit in, thinking there must be something wrong with him. Then one day, he saw Gaytime TV on BBC2. "It was amazing. I realised there were other gay teenagers out there, but they all seemed to be in London. I didn't have anyone to talk to." In the back of one of Charlene's teen magazines was a telephone number for people questioning their sexuality. It was the Lesbian and Gay Switchboard, who put him in touch with a local gay group, Galaxy Youth. "The first time I went along I just sat and talked about my problems at school for four hours. It was such a relief because they understood." Coming out to his parents was difficult. "One day we were in the living room and I just broke down. My mum asked 'My god, what's wrong?' When I told her I was gay she put her arms around me and said: 'It doesn't matter'. Before I came out my dad and I weren't that close, but now we are because I've shared a part of my life with him. "Having his parents support gave Michel the confidence to face up to his tormentors. But school bullies continued to make his life hell. "It was never the girls, they're more mature, but if I walked into a room it went quiet and when I walked down the corridor everyone stared." In February 1999 a classmate assaulted him after refusing to change next to him during games. "I don't want you to stand next to me because you are a filthy queer." I told him if he didn't like it he could move, so he knocked me to the floor. Mum wrote to the school saying if this had been racial abuse something would be done." Michael was lucky — his school took the incident seriously, even changing its bullying policy to the effect that no one should have to put up with abuse because of their race, sex, religion or their sexuality.

(The Mirror, 11 April 2000 in Essential articles 6, Carel Press, Carlisle)



b) **Police raid in Bucharest Gay Disco**

On Friday, January 19, 2001, around 11:00 p.m. Police organized a raid at C. Disco Club in Bucharest which is known for its LGBT (Lesbian, Gay, Bisexual and Transgender) clientele. Nearly 20 police officers, checked the IDs of the customers, taking more than 30 of them, who could not provide an ID, to the police station. The action was videotaped by a police cameraman. These customers were taken in two vans to the police station. There, the police recorded their names, took their pictures and fingerprints. This raid was organized two days after the press conference of ACCEPT (Bucharest Acceptance Group) - Romanian NGO for the protection of Lesbian, Gay, Bisexual and Transgender rights - and APADOR-CH (the Romanian Helsinki Committee) - Asociația Pentru Protecția Drepturilor Omului în România-Comitetul Helsinki -, which revealed the abuse of a non commissioned police officer against a gay person.

(<http://www.accept-romania.ro>, 17.04.2001)

c) Romania hosted the twenty-second annual International Lesbian and Gay Association European Conference in October 2000. ACCEPT, the local organising NGO for ILGA's conference, monitored progress in legislative efforts to decriminalize same-sex relations. On August 31 2000, the Romanian government passed an ordinance on "Prevention and Punishing all forms of Discrimination", which explicitly included sexual orientation as a protected state of identity.

(Human Rights Watch World Report 2000: Romania: Human Rights Developments, <http://www.hrw.org/wr2k1/europe/romania.html> 26.02.2001)

Rights violated	Positive action taken by

2 Devise a 3-minute radio documentary about an incident (real or imaginary) in which sexual orientation discrimination takes place. You can use one of the texts you read.

The 3 Rs Equality, discrimination, prejudice

UDHR: Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

- 1 Complete the list below with information from the lessons on EQUALITY, DISCRIMINATION, PREJUDICE and from the UDHR.:

Rights	Responsibilities	Remedies
<p>I have the right to ...</p> <ul style="list-style-type: none"> • be treated fairly whatever group I belong to • 	<p>I should ...</p> <ul style="list-style-type: none"> • not judge people just because they are part of a certain group • 	<p>I can ...</p> <ul style="list-style-type: none"> • apologize for not having treated someone fairly •

- 2 Try to match any of the rights and responsibilities you have listed.

As a result of this unit, in my community, I would like to

As a result of this unit, in my life, I will change

Further comments:



Give us a voice!

Question:

Some students won't let fellow students who look different (different clothes, different colour skin ...) or speak a different language, play in their games, join in their events or their parties. What do you think about that? What would you do?

- I Read what these young people from different countries answered to the question above and say which one you agree with most.

- II Fill in the empty bubble with your own answer.

'It doesn't matter what you are on the outside, it matters what you are on the inside.'

Helen, 11, UK

'I don't think nationality, or colour or race should make any difference. The way somebody behaves is important.'

Olga, 15, Russia

'I would try to change their beliefs but if it doesn't work, you have to consider their opinion too and that we live in a free country and also that it's their party.'

Brian, 16, USA

'I think marginalisation is a bad thing. If I had a colleague who was different, I would accept her or him in my group and speak for them even with the risk of me getting out of that group.'

Radu, 18, Romania

'That's so wrong. You can't be mean to somebody just because they don't look the way you do. I would join the group who looks 'different' because I believe I'm 'different' in my own way. It's unfair to exclude someone from being loved and having friends. What's in your heart is much more important.'

Melita, 17, Croatia

'I'm not a racist, I don't mind students who look different. I would tell the others my opinion but unfortunately the majority decides. I don't think I would fight for their cause.'

Mara, 17, Romania

Unit 3 LIVING IN DIGNITY

LESSON 1 Standing tall

You never realize how important human rights are until you lose them and by then it's too late.

PASSIONARA XHARRA 18, KOSOVO

I

- 1 Read what several students understand by human dignity. Choose one quote you consider best.

- I think that human dignity should be an essential feature of all human beings. It is related to common sense, personality, sincerity. It means to have the guts to assume responsibilities for your actions including your mistakes.*
- To me human dignity means respect for others and never give up, even if it is very hard.*
- It means to stand tall and not let yourself be stepped on by others.*
- In my opinion, it is a sort of an inner feeling. One's dignity can be harmed with irony and sarcasm. Dignity defines a human being. If you have it, it means you are worth something.*
- It is the law that guides your life; the moral standards you follow and in which you believe; the way you feel about yourself.*
- Human dignity makes us a better person.*
- Human dignity is based upon mutual respect and understanding. A person with human dignity cares about other's feelings.*

- Work in groups of four. Discuss the reasons for your choice, and then work on a group statement on human dignity.
- Report your group statement to the class.
- Compare the group statements and choose the most comprehensive one. This will be the class statement.

II

- 1 Compare your class statement with this definition of human dignity. Find the common attributes and list them.

Human dignity is a sense of worth of self and others, irrespective of social, cultural, ethnic, linguistic or faith background. It can be realized by observing those rights which belong to every individual simply because they are human beings.

(adapted from "Human Rights: A Handbook for Teachers and Advisers with Guidance on Teaching and Learning about Human Rights", edited by Jill Brand and Margot Brown, 1999, DEA/ EHRN)

- 2 What is the connection between human dignity and human rights?

III

- 1 Read texts a to c on the next page from different newspapers. Say if there is anything that infringes human dignity and if so, name it.



- a. Thousands of Chinese in Beijing yesterday planted trees, repaired road signs and scrubbed the streets in a mass campaign aimed at winning the race to host the 2008 Olympics. In their eagerness to beautify the capital, they evicted poor residents and tore down unsightly buildings.

(The Times, February 14, 2001, page 19)

- b. Paul Hogan, 30, claimed his life and employment prospects were ruined when Denis Fricot, a master at St John's Catholic College, Sydney, beat him eight times on the same day when he was 13.

(The Times, February 15, 2001, page 16)

- c. US rapper Eminem prepared to take the stage at his first British concert in Manchester last night with around 15,000 fans, mostly girls aged 13 to 16, flicking hand gestures at gay students who had come to tell them the singer's sexist, homophobic songs were unacceptable. The protesters' message – that Eminem's lyrics such as "take drugs, rape the sluts, make fun of gay clubs" were dangerous and offensive – fell largely on deaf ears. Some boys with shaven heads in the far distance smashed bottles against the walls and shouted "Come on you queers", but most were more interested in checking if their whistles were working.

(The Guardian, February 9, 2001, page 1)

- Are there any rights in conflict in any of the texts above? If yes, suggest some remedies.
- Why do you think that sometimes some people disregard another person's dignity?

III

- Work in groups of four and tell each other a personal experience when you stood up for your dignity or for somebody else's.
- Choose one case per group and fill in the columns of the chart.
- Report back in plenary.
- Discuss other possible remedies for each case.

THE MAIN ISSUE IN THE STORY	WHO IS INVOLVED*	ARTICLE(S) FROM THE UDHR	SUGGESTED REMEDIES
	victim challenger perpetrator (i.e. person who violates somebody's dignity) by-stander		

*check the meaning of the words in the Glossary

Did you know that in 2001:

- Women in Afghanistan were not allowed to attend school or hold jobs?
- Some children in Pakistan work in carpet factories for little pay and long hours and they cannot go to school?
- The Chinese government can punish a couple for having a second child?
- Fourteen year-old girls in Burma are sometimes sold by their impoverished family into prostitution until they earn enough to repay the money given to their parents?
- Minors can be sentenced to death in the US for the crimes they committed as juveniles?

(adapted from Nancy Flowers, Human Rights Educators' Network, Amnesty International, USA)

LESSON 2 *Everywhere but home*

I Answer the questions.

- 1 Why do you think people leave their country?
- 2 What do you think they expect to find in the country they choose to go to?
- 3 Do you think their expectations are always fulfilled? Explain.



II

1 Read and in pairs identify the difference between refugees and displaced people.

In today's world [2000] there are nearly 14 million refugees. They are ordinary people who have fled from their own countries because their religion, political beliefs, their ethnic group or way of life puts them in danger of arrest, torture or death. Another 25 million people have fled from their homes because their lives are in danger, but have gone into hiding in their home country. This group of people are called displaced people. They have fled from their homes for the same reasons as the refugees. The main difference between displaced

people and refugees is that refugees have left their own countries. One person out of 150 people alive today is a refugee or a displaced person. There are refugees living in every country of the world, but today most refugees live in the poorest countries of Africa or Asia. Most of the world's displaced people also live in the poorest countries of Africa or Asia.

(Adapted from information from The Refugee Council, 3 Bondway, London, SW8-1SL)

2 a. Read this personal account made by Suada, a girl from Bosnia, and complete the chart.

It was a nice morning in May. I was in my home village, Cejreci, near Prijedor, Bosnia. I was about to have breakfast. I often heard people talking about the war going on around us, but I could not imagine it happening to me. That morning it did, and it turned my life upside down. First I heard the sounds of shooting. They were not distant at all. Then I heard our neighbour crying. "They are taking the men away," she said. My father came out to see what was happening. I came out as well. I saw a lot of soldiers coming towards us, screaming and using indecent words. Soldiers, tanks, the smell of shooting everywhere. I was afraid as I had never been in my life. The soldiers made us children and our mothers gather under a tree. They were shooting over our heads and threatening that they were going to slaughter us. I saw them take my daddy away together with the other men. They were beating them all the time. I was crying. Then a dirty soldier took my first cousin Nermin and killed him in front of my eyes. I was too afraid to cry.

Many houses in the village were burned down — ours as well. We were taken to Trnoplje camp. We stayed there for two weeks. We thought that we would never get out. Two weeks later they let us go to our home village. Most of the houses were burned down so we stayed in those that were less damaged. Two or three families stayed in a house. My mummy and I lived with my aunt and her daughter. Soldiers would come every night bumping the door. They had socks over their faces and guns. They were so scary. One night they broke into the house. They demanded money and gold. One of them grabbed me and put a dagger under my chin. The other one shot his gun around us threatening he was going to kill us all. My cousin, Naida, stood up and said "Shoot". I admired her for being so brave. Luckily they just took money and gold from my mum and my aunt and left. They told us not to go out when they left, or they would shoot us. We kept still for a while and then my cousin and I went out to our neighbour, who was not a Bosnian and he helped us.

(Refugees, published by the Refugee Council, London)

Suada's life before that morning in May

Suada's life after that morning in May

- b. Suada was eventually united with her father, and in the year 2000 they were living in London. Do you think she will ever be able to forget this experience? What are the reasons for your answer?

Info BOX

Article 14 (1) of the UDHR states that "everyone has the right to seek and to enjoy in other countries asylum from persecution." As a follow-up to this, in 1951 the United Nations adopted the Convention Relating to the Status of Refugees, which more than half the countries of the world have agreed to. Article 33 of the Convention states: "No Contracting State shall expel or return a refugee in any manner whatsoever to the frontiers of territories where his life or freedom would be threatened on account of his race, religion, nationality, membership of a particular social group or political opinion." This also applies if a government wants to send a refugee to another country from which he/she might be sent home. The Convention also states that refugees should be free from discrimination and receive full rights in the host country.

(Refugees, Learning Materials for Change, Jill Brand, 1999)

STATISTICS - Asylum Applications Submitted in Europe in 2000

In 2000, the **UK** received the largest number of asylum applicants: **97,900** or **22%** of the total number of applications lodged in Europe; it is followed by **Germany with 17%** and **The Netherlands 10%**.

In 2000, the main three nationalities of asylum seekers in Europe remained unchanged compared to 1999; citizens from former Yugoslavia submitted the largest number of applicants in Europe, ie 42,300; Iraq follows with 34,700 and Afghanistan with 28,800. The number of Iranian applicants more than doubled from 12,100 in 1999 to 27,100 in 2000. Iraq becomes the largest country of origin for asylum applicants in England in August 2000.

(Adapted from UNHCR- Report, January 2001)

III The number of refugees and economic migrants has increased lately, lowering the life standard of the native population.

1 Work in four groups: A, B, C, D, to develop arguments for or/and against the statement above according to the roles outlined below.

Group A: you are refugees, ie. persons who have been forced to leave your country, especially during a war; you have experienced serious traumas and in your adopted country you hope for security and understanding.

Group B: you are economic migrants, ie. persons who have left your home to look for better work and a higher standard of living in another place; some of you are well-educated, but willing to accept lower wages to have a job.

Group C: you are people who are totally against any kind of foreigners (xenophobic attitude); you are furious that there is unemployment and crime, which, you say, is only because of all the foreigners.

Group D: you are human rights activists; you discuss the issues with regard to the UDHR and the U.N Convention on the Status of Refugees.

2 Choose one spokesperson in each group to debate the statement.

3 The rest list the arguments that:

- most effectively defend human dignity.
- deny human dignity.

4 How does the UDHR apply in this situation?

IV HUMAN RIGHTS PORTFOLIO: Survey

Work in groups on a survey about Romanians' desire to emigrate. Present it in plenary and give your interpretation of the results.



Based on an original idea by Refugees & Asylum Seekers: Issues; Craig Donnellan (ed), 1999, Independence Publishers

LESSON 3 Behind bars

I Answer the questions.

1. Are there any differences between prisoners and criminals? What are these?
2. Should criminals have rights? Why / why not?
3. What forms of punishment for a crime do you know? Which is more likely to stop people from committing crimes?
4. At what age do you think people should be put into secure accommodation? Explain why.
5. Do you think people who are mentally ill should be treated the same by the court as those who are mentally well, if they have committed the same crime? Justify your answer.

II

1 Work in four groups. Each group reads one of the following texts in order to do task 2 and on the following page.

a. Reports of torture and ill-treatment by police officers continued. Detainees were frequently denied access to a doctor or a lawyer, which facilitated ill-treatment. Police officers were sometimes reported to use torture to force suspects to sign "confessions".

P. I., G. N. and V. G. voluntarily went to the police station in March to give statements denying their involvement in the theft of a coffee consignment. Officers from Ilfov County Police Inspectorate arrived and reportedly beat the three men, breaking some of their teeth. The officers reportedly tore up the original statements and dictated new statements, in which the men confessed to the robbery.

(Amnesty International, UK, Annual Report 2000, AI homepage, www.web.amnesty.org)

b. Journalists continued to face imprisonment or heavy fines, on charges of insult, libel, and "offence to authority", for reporting alleged corruption involving public officials.

Prisoner of conscience [journalist] C. S. was released from prison in February under a presidential pardon. He had been imprisoned in 1998 on a charge of libel initiated by a judge in Baia Mare county for having reported allegations that the judge and her mother had dishonestly obtained the title to land rightfully belonging to a group of local villagers.

(Amnesty International, Annual Report 2000, AI homepage)

c. An appalling picture of suicide attempts and mental breakdown has been uncovered among asylum seekers locked away in British prisons and detention centres.

Suicide and breakdown is an "alarming phenome-

non" among Britain's 800 detainees, research has concluded.

One interviewee, Ali, a 30-year-old Muslim from Algeria, was raped by prison guards in his own country only to be taunted by inmates in Rochester prison. When they mimicked the Muslim call to prayer he tried to hang himself in the cell. He could not understand why he was being held in prison like a criminal having committed no crime.

(The Independent, 22 February 2000)

d. Shagildy Atakov, a member of the Baptist Church, is serving a four year sentence in a corrective labour camp and has been fined the equivalent of US \$12,000. The authorities say he was arrested for fraud but members of his church believe the real reason is his religious affiliation. The 36-year-old father of five was arrested at his home in Turkmenbashi on 18 December 1998 on "swindling" charges relating to his former car business. Kopetdag District Court in Ashgabat sentenced him to two years in a labour camp in March 1999; a sentence which was subsequently raised to four years after an appeal by the prosecution. Shagildy Atakov is currently serving his term in the town of Seydi. While in pre-trial custody Shagildy Atakov reportedly suffered beatings; he was also unable to embrace his family when they visited him because of his injuries.

State officials are also reported to have harassed Shagildy Atakov's family on religious grounds, placing his wife and children under "villain arrest", giving one of his brothers a term of administrative detention, and forcing other relatives from their jobs.

(Amnesty International, UK, Worldwide Appeals for December 2000)

2 In your group, discuss the following and make notes:

- a. What are the rights infringed in the situation you studied?
- b. Who and what makes this situation possible?
- c. What action can be taken to prevent such things from happening?

3 In plenary, retell the stories you read and present your conclusions.



III

1 Read the following poem inspired by the two pieces of news and answer:

- a. Why do you think these two news stories inspired the poet, Cecil Rajendra, to write this poem?
- b. What is the message of the poem?
- c. Do you agree with Cecil Rajendra's point of view? Why / Why not?

Prisoner of conscience
= someone who is put
in prison for their
political ideas, religion,
beliefs.

Moscow: A 17-year old Moscow girl has been arrested and interned in a psychiatric hospital for having joined a demonstration marking Human Rights Day.

Hong Kong: A man who got carried away with the holiday spirit and gave away thousands of dollars will usher in the new year in a mental hospital. (A.F.P.)

Where prisoners of conscience
waste forgotten in prisons
where the norm is torture
in extracting "confessions"...

Where nothing is ever given
without hope of a dividend;
and only money in the pocket
buys respect on the market...

Where dogs of destruction
are decorated with medals;
and tightwad entrepreneurs
elevated to Finance Ministers

To be generous
is madness
To be humane
insane

To be generous
is madness
To be humane
insane

To be generous
is madness
To be humane
insane

(Poems on Peace, Justice, & Ecology. CECIL RAJENDRA, Malaysian poet and Human Rights lawyer, 1987, WCC Publication)

2 "The pen is mightier than the sword". Do you think this poem supports this statement? Explain.

IV HUMAN RIGHTS PORTFOLIO: Taking action

Title of petition

Addressed to: (Name of persons who will receive petition)

We, the undersigned, would like to call your attention to the following problem, with recommendation(s):

(statement of petition goes here)

Agreed upon by the following people:

Name	Address/School/Group	Telephone
1.		
2.		
3.		
4.		

Petition, n[c] 1 a written request signed by many people, asking someone in authority to do something or change something: [+ against] They wanted me to sign a petition against experiments on animals. 2 draw up a petition Local residents have drawn up a petition to protest the hospital closure. 3 an official letter to a law court, asking for a legal case to be considered: She is threatening to file a petition for divorce. 3 formal a formal prayer or request to someone in authority or to God or to a ruler

(see Longman Dictionary of Contemporary English, Third edition)

Think of an issue that has to be changed in your school / city / village / country. Write a petition using the given model.

The 3 Rs Human dignity

UDHR: Article 9

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

- 1 Complete the chart below with ideas from the lessons on HUMAN DIGNITY and from the UDHR.

Rights	Responsibilities	Remedies
<p>I have the right to:</p> <ul style="list-style-type: none"> • life, liberty and personal security • freedom from torture and any degrading treatment • 	<p>I should:</p> <ul style="list-style-type: none"> • respect your opinions and ideas • respect your own identity • 	<p>I can:</p> <ul style="list-style-type: none"> • know my rights • respect the people around me and their rights •

- 2 Try to match any of the rights and responsibilities you have listed.

As a result of this unit, in my community, I would like to

As a result of this unit, in my life, I will change

Further comments:



Give us a voice!

Question:

What does human dignity mean for you?

- I Read what these young people from different countries answered to the question above and say which one you agree with most.

- II Fill in the empty bubble with your own answer.



'For me human dignity means the ability to be devoted to your own ideas, to be able to be who you are and be proud of it, not to let anyone make you do what you don't want to do.'

Goran, 16, Croatia

'To withstand if you lose or you can't get what you'd like to have. To understand that there are also bad things in the world not just pleasant ones.'

Margit, 16, Hungary

'To me human dignity means to be able to be yourself and have your own opinions and not be ashamed of those things.'

Marcia, 15, USA

'People with no dignity are people who would accept any humiliation, anything to have a safe life. Is it worth flattering anybody, letting yourself be dragged into 'dirty' situations only for such a life? I don't think I would enjoy a carefree life if compromise were the price.'

Horia, 16, Romania

'It's very hard to describe. Human dignity makes me the way I am. It's my pride also. You can take so many things from a person like: their wealth, their health, but somehow dignity is hard to take from somebody.'

Ivico, 17, Croatia

'To have human dignity means to have the power not to let yourself be stepped on by the others, to stand strong in front of insults, mockery, sarcasm and irony.'

Corina, 17, Romania

Unit 4 CHALLENGING POVERTY

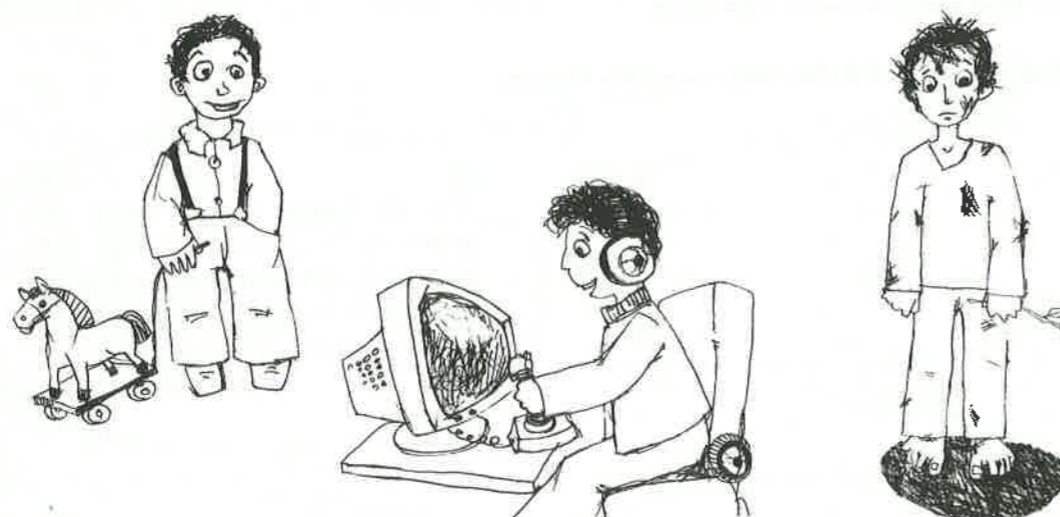
LESSON 1 To have and to have not

'The test of our progress is not whether we add more to those who have much; it is whether we provide enough for those who have little.'

FRANKLIN D. ROOSEVELT

1

1 Look at the pictures and say which people are poor in your opinion. Give reasons.



2 Work in groups of four. In your opinion, what does it mean to be poor? Choose from the following ideas and add other relevant issues that your group identifies. Share your group opinions with the class.

unemployed, unhealthy, unable to take care of his/her family, vulnerable, illiterate, not able to afford proper clothes or food, insecure, powerless, not able to afford a decent lifestyle, house too small, no sanitation, no computer at home, buying second hand clothes, no TV set, being hungry every day

3 What do you think absolute poverty and relative poverty mean?

Info BOX

Poverty facts

From an economic perspective, a person is considered poor if he or she has an income of less than one US dollar a day.

In 1998, 1.2 billion of people from all over the world lived in extreme poverty:

100 million were homeless, 14 million went hungry every day, 900 million were without education.

4 Where would you place yourself on a scale from poor to rich? Give reasons.

II What rights in the UDHR are violated in the case of poverty?

III Work in pairs.

1 Read what some people from different countries say and identify some causes of poverty.

'You have work, and you are fine. If not, you starve. It is so.' (Argentina)

'We live worrying if it will rain.' (Ethiopia)

'I work on a sugar plantation and I earn an average of 75 cents a day.' (Philippines)

'Because of the war, the food is very expensive and basic services such as education and health care have been completely disrupted or neglected.' (Guatemala)

'I can't read and write. Who would hire me?' (Greece)

'All my life I thought that, when I retire, I will have a happy life: no work, enough time to spend with friends, to walk, to read, to watch TV, to travel and nothing to worry about. Now I am a pensioner, and I know that I was completely wrong.' (Romania)

'Poor countries have often been advised by respectable bankers, sometimes more interested in the return on their loans and medium term prospects than in the level of existing debt.' (Michel Camdessus, Managing Director, International Monetary Fund)

2 Add as many other causes as you can. Share the list with your classmates.

3 Classify the causes you have identified into natural, economic, political and cultural causes.

4 Which, do you think, is the most frequent cause for poverty in our country? Why?

IV Individuals, organizations as well as governmental and non-governmental institutions can help the poor and act to reduce poverty. Select specific ways to help the poor from those mentioned below:

a) running economic development programmes; b) lending money; c) collecting money, food, clothes, or toys; d) giving money; e) providing unemployment aid; f) providing medical assistance; g) buying things fairly traded; h) running re-qualification programmes; i) volunteering to a Charity; j) providing educational assistance

	can help the poor by:
Individuals	
Business companies	
Charity organizations	
Church	
Governments	
UNICEF/ FAO/ WHO	

V Many people think it's their duty to help the poor and to fight poverty. Why do we fight poverty? Read the reasons below and explain the connection between them and the fight against poverty:

charity, selflessness, moral obligation, justice, security
e.g. security:

Where there is poverty, there is often delinquency and crime too so people do not longer feel secure. Find other reasons why people fight against poverty.

VI Read the following statement and find a relationship between poverty and human dignity:

Poverty is pain. It feels like a disease. It attacks a person not only materially, but also morally. It takes one's dignity and drives people into total despair.

(A woman from a developing country of the South)

VII Select information about street children from a newspaper. Be prepared to share these with your classmates in a future lesson.

LESSON 2 *Nowhere to stay*

I

- 1 What is the difference between a house and a home?
- 2 Work in pairs. Read this definition. Do you agree with it? Why/ Why not?
A home is a place where people live in security. They may share it with family and/ or friends.
- 3 Write a list of everything that is essential in a home. Compare your list with your partner's.

II

- 1 Work in groups. Where can people who have no home live?
What reasons do people have to leave home? Share your ideas with the class. Look at the following reasons for leaving home and compare them with your own ideas.
a) joining the army; b) leaving home to find work; c) domestic violence; d) selling the house
e) starting life on one's own; f) being thrown out by own family; g) running away from home
h) pressure from neighbours; i) depression and mental illness; j) moving to another city; k) failure to pay loans/ rent.
- 2 Which of the reasons above might lead somebody to being homeless?
- 3 Can you imagine how homeless people feel? Choose from the ideas below. Give your reasons
hungry, strong, frightened, helpless, vulnerable, free, indifferent, aggressive, hateful, envious, humiliated.
- 4 Add other attributes which can describe the situation of being homeless.

III What rights are violated in the case of the homeless?

Info BOX

Every day, 470 families in the United Kingdom become homeless.
The life expectancy of a person living on the streets is 42, compared with the national average of 74 for men and 79 for women.

IV How can we help homeless people?

Homeless people can be helped in different ways. Read the information about the organization Shelter, and list different ways to help homeless people.

Info BOX

Shelter, a British non-governmental organization which defends the right to housing, assists people in distress free of charge through a network of 52 centres spread over almost the entire country. It also organizes frequent campaigns to pressure the authorities into changing the law and coming up with practical and financially viable solutions to homelessness. The different centres provide services ranging from informing people of their rights to accompanying families when they move into their new homes. The organization has an annual budget of nearly \$7 million. The bulk of the funds comes from individual donations, private companies, schools and religious groups. Shelter also raises money by selling used clothes through a network of shops and selling the group's publications and garments bearing its logo.

(From *The UNESCO Courier*, October 1990)

- V Work in four groups. Read one of the following testimonies and select evidence to motivate local authorities to improve the assistance they give to homeless people. Suggest two or three regulations to be adopted by the City Council in order to help homeless people.

Maureen Crane, from the Department of Health Care for Elderly People at Sheffield University:

'Miss D., aged 68, now living on the street, was born and brought up in Manchester [...] She slept on her own in an isolated area [...] She was wearing many layers of dirty clothing; her hygiene was very poor; her face and hands were very dirty [...] She had a supermarket trolley full of old bags and other rubbish. The elderly are especially vulnerable and damaged. Old people are at the most difficult times of their entire lives. If they are homeless and alone, their difficulties are that much greater.'

(*The Guardian*, October, 1996, by Michael Simmons, *Dependency with no know-how*)

Hilary Sober, a victim of domestic violence who had been in bed and breakfast accommodation arranged through Shelter for nine months:

'Aysha's very aggressive with other children. I mean, she's got no room here. She is a very lively child and she's frustrated in this room. It's all right in the good weather you can get out, but on a day like today you just have to stay in here all day, and she can't even have all her toys. They're in storage or at my dad's. I think it's disgusting - it's £140 a week for this room. That's how much the local council is paying. And I would much rather be given the chance to have my own place, whatever condition it was in. I would do it up and then I would be paying them rent, instead of putting them (the council) and the child through all this and paying out all that money. I mean, they've got empty properties all over.'

A visitor from a health department to a bed and breakfast place for homeless people:

'The standard of hygiene is such that very often when they move into the rooms they are not cleaned from the previous occupant, so they will have problems maybe with cockroaches, or even bugs. The carpets are extremely dirty. They're not cleaned properly. Children are crawling on those carpets, and the difficulty of maintaining any kind of hygiene in those circumstances is high. They then suffer from gastro-enteritis, for example, skin diseases and chest infection.'

Angela Pulhofer. She and her family had been living in bed and breakfast accommodation for two and a half years.

'You sneak into the kitchen early, say four o'clock, and put something in the oven. But then people come in and put other things in as well, and they turn the oven right up, so that your dinner burns, or right down, so that it's raw. Sometimes, they take your dinner out of the oven altogether, and things disappear. You get in there and grab one of the four rings on the cooker, but if you turn back for a minute, your ring's gone ...'

'You've got to be tough in a place like this, or you're in trouble. Kids destroy things, people tell off each other's kid. One man hit Wesley when he'd done nothing. And then the stealing. One day someone came into our room and stole all the children's clothes and Richie's too, even his underpants and his pyjamas.'

(From *Homelessness*, 1987, ILEA Rubinstein)

Each group will present the case they have discussed and lobby for homeless people.

VI HUMAN RIGHTS PORTFOLIO

Work in groups. Propose two or three action plans to be adopted by the City Council to help homeless people.

LESSON 3 Hard times

I

- 1 What are the causes for child poverty?
Look at the list below. Can you think of other causes?

They live in orphanages.
They live in a household with no working adult.
They live in household with very low income.
They ran away from home.
They are refugees.
They are immigrants.

Info BOX

Many poor children have to work to survive.

250 million children between the ages of 5 and 14 work in developing countries alone. In Asia, around 21% of young people work (54% boys and 46% girls).

(Source: *React*, Spring Issue, 2001)

- II What could a poor child do in order to survive?

III

- 1 Read about the experience of three young people. Find the reasons why they started to work.

Daniel, 17 years old, waiter, UK:

'I think having a job when you're young helps you to decide your future career. It helps you to experience ways in which you can work and you may also realize that the job you have when you're younger is not the job you want when you're older. This may then make you strive harder to achieve the type of work you want.'

'I think I'd still keep my job even if I didn't enjoy it, but only if the money was good. Money is the important part of why I work. I want money to go out with my friends and give me more independence. I would never work if I was expected to give up all my free time.'

Momin, 13 years old, factory worker, Bangladesh:

'I work for about 10 or 12 hours on weekdays earning about 20 taka (about 40 US cents) a day. I chose this job because it didn't require any education or previous experience. I contribute all my earnings to my family. If I don't work – how can my family survive?'

'I work in the cigarette factory for six days a week on a damp floor. It has few windows and no fans. On Fridays, I used to play football with my friends. I love football, but I prefer the weekday because I can earn during those hours. The money also pays for my brother's education.'

'I enjoy work because I get money and there I can sing and talk to my friends.'

Vilma, 14 years old, housemaid, Peru:

'I work about 12 hours a day and manage to get everything done by 5 p.m. I look after three kids and sometimes another baby. I do all the washing, cleaning and cooking. When I have finished my work I go to school. I earn about 1 Sol (about 30 US cents) a month. I send money to my mother and pay for school books with that.'

'I sleep in an old bed in a dirty, dark room. I don't have holidays and am not allowed to take days off if I am sick. I often feel tired and don't have enough time to do my homework. I used to talk to a friend who was also a domestic worker, but she became pregnant and got fired.'

(Source: *React*, Spring Issue 2001)

- 2 Debate: Children should not be allowed to work.

Organize a class debate: Choose representatives of your class who are in favour of the motion and representatives who are against. They will organize their arguments.

After the debate is held, the class will vote for the argument which was most persuasive.

- IV Read the text and name the label given to the children in the following situation:

- 1 There are also children who have no place to live. They ran away from home or child care institutions where they didn't feel at home. They ran away from domestic violence, authoritarian family environment, lack of affection and protection, or inhuman treatment. The street is their 'home'.

Info BOX

In Romania, there are approximately 10,000 street children, almost 25% of them in Bucharest. But there are also many street children in Satu Mare, Timis, Hunedoara, Constanta, Bihor, Mures and Prahova.

(Emilian M. Dobrescu, *Românografia*, Editura Compania, 2000)

- 2 What have you noted about people's reaction to 'street' children? Choose from the following and add your own ideas:

indifference, compassion, sad, contemptuous, accusatory of 'street' children, accusatory of authorities, sorry, afraid.

- 3 Do 'street' children face any dangers? What are they and why?

Every child has the right to protection.

- 4 Is the 'street' children situation a threat for Romania?

- V What rights are denied to 'street' children?



VI

- 1 Here is an example of effective help given to some street children in Iasi by a charity organization. What have they done to help the children?

„Avem o cantină la care vin copiii aceștia care stau în canale. Cu toată rușinea trebuie s-o spun, nici nu știam că există așa o categorie dezavantajată de copii care să n-aibă nici un sprijin.

Ne silim să le oferim nu doar hrană, ci încercăm să procurăm pentru ei și îmbrăcăminte. I-am rugat pe oameni să aducă lucruri care le prinosesc prin casă și să le dea cu mâna lor copiilor zgribuliți de frig. Am încercat un pic și să-i «îmblânzim» pe acești copii, să-i învățăm câte o rugăciune și, în timpul mesei, le vorbim uneori despre comportament. Foarte mulți copii s-au atașat de noi și ne ajută, punând și ei mâna când facem ordine și curățenie. Sigur, nu putem aștepta de la dânsii extraordinar de mult pentru că noi le dăm ce le dăm — mâncare, îmbrăcăminte și un cuvânt bun —, dar îi trimitem tot în stradă.

(Părintele Isopescu, Biserica Sf. Haralambie, Iași, 4 iulie 2001)

2 HUMAN RIGHTS PORTFOLIO

Work in groups. Suggest ways of helping street children. Make a list of the action points and people/ institutions/ organizations who are responsible in each case. Include the list in your group portfolio.

LESSON 4 Hiring a president

I Discuss unemployment by answering the following questions:

- What are the causes of unemployment?
- Do you know anybody who is unemployed? How wide spread do you think this phenomenon is?
- What categories of population do most unemployed people come from? Think in terms of male, female, age, and type of jobs and qualifications.
- Why are people worried about unemployment?

II Organize a TV election show using the following scenario.

Dealing with unemployment

This is a public debate between two presidential candidates on the topic of unemployment. The participants are: Moderator; First candidate – current President Bob Dolittle; Second candidate – Mr Jim Bigdeal; Jobson family – father, mother, and their two children; Public.

Moderator: Good evening to everybody, I'm Mike Screeny and I'm happy to invite you to the TV show "I Want To Be the Preeeee-sideent"! (Public applaud and cheer.) Our special guests are the two candidates for the next presidential election: the current chief of Administration, supported by The Prosperity Party, Mr Bob Dolittle!... (Public clap, cheer and wave hands.) And his challenger, running for The Welfare Party, Mr Jim Bigdeal!... (Public do the same.) Tonight, the topic they will debate is capital, serious, and delicate as well: UN-EM-PLOY-MENT! You're right to be thrilled, because there are not many other things that can frighten and harm people as much as unemployment does. Unemployment means (counting on his fingers) wasting labour force; reducing the standard of living and huge additional costs for society because the Government has to provide income to some unemployed workers until they can find jobs. Our guests will have to face a very representative family in this respect (indicating the Jobsons): The Jobson family! (The Jobsons stand up and salute the public, and the public cheers them.) Well, their situation is desperate: They are unemployed!

Mr Bigdeal: I'm horrified by the Jobsons' tragedy. But I'm not surprised at all. This is frequently the case. In our country only 8 out of 20 million people earn salaries.

Mr Dolittle: Well, they are either too young, or retired, or institutionalized, or they choose not to work. Nobody counts them as part of the labour force, only the people aged 16 and over who are either employed or actively seeking work. (The public claps.)

Moderator: Mr Bigdeal, do you intend to suggest a solution for creating jobs?

Mr Bigdeal: Sure, that's what I know I'm best at and that's what I'm going to do if elected. I'll put money at work for people. (To the Jobsons) My job is your job. (The Jobsons cheer enthusiastically. Thanks, many thanks. (To Mr Jobson) Mr. Jobson, I expect you to send your CV to my office as soon as possible. I'll try to do something for you.

Moderator: Why not listen to their stories right now? Mr Jobson?

Mr Jobson: Well, I used to work in a glass factory. We produced bottles and things like that. But the plant was closed last year. People don't need glass bottles anymore, they drink from plastic receptacles now.

Mrs Jobson: For over 23 years, I was a housewife. Now my children are grown up, but still students, and my husband has been out of work since last year. So, I decided that it was time for me to go to work. But I'm not qualified and so far I haven't been able to find a job.

Moderator: I'm afraid it will be pretty hard to find one.

Mr Bigdeal: Well, Mr President, what have we got here? What other than a complete embodiment of all those things we want to be rid of: poverty, unhappiness, hopelessness, discrimination, and, of course, all kinds of unemployment.

Mr Dolittle: Mrs Jobson is very vulnerable to unemployment because she is poorly skilled. A similar problem faces Mr Jobson; he should consider training himself for a new profession.

(At this moment, candidates aim for the exit, while continuing to argue. The moderator accompanies them. The Jobsons come with small steps to the front stage. Public goes quiet and waits to hear them.)

Mr Jobson (to Mrs Jobson): You know, Lizzy, I think I get it after all. When they asked us to come they didn't mean they would give us any jobs.

(Paul Lacatus, *Unemployment*, Economics Lesson, 2000)

What is the moral of this show? Which rights are infringed in the case of unemployed people?

III

- 1 Read the text below and work in groups to discuss the case and then suggest a solution. Share your group solution with the class.

The Unemployed City

Petrosani is a medium sized town of nearly 130,000 inhabitants, in a mountain area that was famous for its coal deposits. For over 300 years, Petrosani grew slowly, but steadily, feeding itself from mining activities. Until now, Petrosani has not developed any other kind of industry.

The male population of Petrosani work in the coal pits that are spread around the city, as did their forefathers (and no man from Petrosani ever knew any other profession). They are tough men, and they usually say that their real calling is to deal with death every day. Their wives never work outside the house, but stay home, look after their numerous children and pray for their husbands.

The coal is not of the best quality, the coal deposits are not very generous, and for some decades the mining activity in the Petrosani area has become a black hole for the Government's financial support. Two years ago, after a couple of mines went into severe recession, and faced a bad financial future, the Government noticed that it was two-three times cheaper to import coal than to mine it from the Petrosani area. Therefore the Government decided on subsidy cuts and reduced mining activities in Petrosani.

Protests, strikes and violent incidents followed.

(Paul Lacatus, *Unemployment*, Economics Lesson, 2000)

- 2 What can unemployed people do in order to get a job? What can the Government do for the unemployed?

IV Read the following poem and identify the Continent of Hunger:

The Continent of Hunger	or hindrance	have refused admission of this
has no boundaries	he may explore	Continent.
Its Capitals stretch	Kwashiorkor	Yet, the Continent of Hunger
from Rio to Chicago	Pellagra	did not rise overnight
Kingston to Addis Ababa	Beriberi	from the sea
Naples to Calcutta	Cholera	It has been pieced together
Jakarta to Buenos Aires...	Malaria	mathematically
Each citizen	Rickets	with a multitude of stones
of this Continent	Scurvy	quarried from that
has a passport	T.B.	monumental rock in men's
to the Dominion		hearts ...
of Disease		
Without let	For far longer than China	
	the peoples of this world	

(Songs from *Unsing*,
Cecil Rajendra, 1983)

The 3 Rs Poverty

UDHR: Article 25 (1)

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

- 1 Complete the list below with ideas from the lessons on POVERTY and from the UDHR. Try to match any rights with the responsibilities you have listed.

Rights	Responsibilities	Remedies
<p>I have the right to:</p> <ul style="list-style-type: none"> • have an adequate standard of living • have a home • 	<p>I should:</p> <ul style="list-style-type: none"> • care for poor people • act in order to diminish poverty • 	<p>I can:</p> <ul style="list-style-type: none"> • do charity work • suggest alternative training for the young unemployed people •

- 2 As a result of this unit, in my community, I would like to

As a result of this unit, in my life, I will change

Further comments:



Give us a voice!

Question:

Do you believe it's a good thing to give money to poor people in the street?

- I Read what these young people from different countries answered to the question above and say which one you agree with most.

- II Fill in the empty bubble with your own answer.

'If I saw somebody very poor and I am with my mum, I would say let's give them some money. But I've seen in the news some people are hoaxing. They shouldn't be doing this because people will think if I give money to this person they might be hoaxing it and they won't give money to the poor people any more and the people who've been hoaxing should feel really bad about this.'

Emily, 11, UK

'I try not to look, not to think about that. There are lots and lots of poor people, you can't just help everyone, you can't help this one or that one only.'

Boris, 16, Russia

'I think giving money to a poor person is a good thing if this person does something, not just begs, but for example: sells a newspaper, helps you bring back your trolley in supermarkets and so on.'

Edit, 16, Hungary

'Yes, everybody should do something for the poor people. Poverty is like a sneeze that lasts for 70 years or so and during all that time everybody says: 'Bless you!' but no one hands you a handkerchief.'

Marius, 16, Romania

'Yes, I would give money to as many as I can, particularly when I see an old woman with no money to feed herself, to feed her children.'

Natasha, 15, Russia

'I would help somebody who is in real need but I wouldn't like to encourage beggars and thieves.'

Safa, 16, Morocco

Unit 5 SAYING NO TO VIOLENCE

LESSON 1 Roots of conflict

The main value of tolerance is that it recognizes that truth is a many-sided, a many-coloured thing.
(ANONYMOUS)

I

1 Why do you think that many people respond violently to different kinds of conflict? Discuss.

II Complete the word web.



III

1 Three types of violence have been identified:

PSYCHOLOGICAL

Threatening
Humiliating
.....

STRUCTURAL

Poverty
Laws that discriminate
.....

PHYSICAL

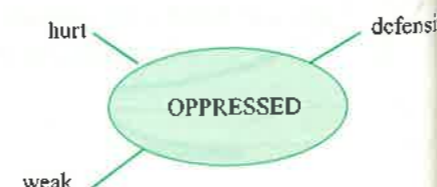
.....
.....
.....

Give examples for each of the three types. Some have already been given.

Express your opinion on the type of violence which concerns you most from those you have listed above. Do your classmates share your view(s)? Why / Why not?

IV

1 In many conflicts there is an oppressor and an oppressed. List characteristic traits of the two sides involved in a conflict.



2 Read the article below:

- to identify the types of violence shown in the text.
- to decide what human rights are violated. Name the Articles in the UDHR connected to these rights.
- to decide what role (oppressor or oppressed) the following groups take in the conflict: Travellers, the Police and Neighbours.

RIOT POLICE USE BATONS TO BREAK UP BOY'S WAKE

Riot police used batons and pepper spray last week to break up a wake* for a 14-year-old boy who had died in a car accident at a disused farm which was occupied by Travellers near Horsham, West Sussex. More than 50 Travellers, mainly teenage friends of the deceased – who was known as Sunny – were met by 40 riot-clad officers after Horsham District Council responded to complaints from local residents about the level of noise at the all-night gathering. Police had informed residents that the event at Westlands Farm, Cowfold, near Horsham, was a wake and not a rave.

Sunny's mother Diane said: "The last thing we wanted was to deal with the police on a day where we were meant to be celebrating the life of my son."

Sunny was airlifted to Worthing Hospital on the previous Tuesday after he was thrown from a vehicle that crashed into a tree stump at the farm. He died shortly afterwards.

Environmental health officers had arrived at the site with police to seize a sound system. In the fracas that followed, police used pepper spray on one young woman and batons on others. Missiles were thrown and the police were spat at and punched, but no arrests were made.

Chief Inspector Ian Davies said: "The party was not hostile and complied with the order. However, residents have the right to a peaceful existence and environmental officers felt the noise was excessive."

Nigel Haverson, Chief Environmental Health Officer at Horsham District Council, said: "We are not interested in why an event is taking place. At the time all I was interested in was loud music."

(Jules Rendall, *The Big Issue*, UK, June 18–24, 2001)

* Wake – celebrating the life of the deceased as well as grieving the death.

V Add as many suggestions of conflict resolution to the ones mentioned below as you can think of.

- early warning of situations where rights are being abused
- the promotion of democracy, human rights and non-violence by local groups and NGOs
- the use of IT and technology to inform / contact people
- the introduction and funding of various forms of peace monitoring
- anger management
-

VI Fear of violence brings about a vast range of attitudes.

1 Read the article below and decide what attitudes, from those in the box, you encounter in it.

amazement, indifference, cruelty,
amusement, indolence, caution, fear

THIRTY EIGHT WHO SAW MURDER AND DIDN'T CALL THE POLICE

For more than half an hour 38 respectable, law abiding citizens in Queens watched a killer stalk and stab a woman in three separate attacks in Kew Gardens.

Twice their chatter and sudden glow of their bedroom lights interrupted him and frightened him off. Each time he returned, sought her out and stabbed her again. Not one person telephoned the police during the assault; one witness called after the woman was dead.

"I didn't want to get involved", one witness told the police. "We thought it was a lovers' quarrel" a housewife said. "Frankly, we were afraid" a husband and a wife both said. "I didn't want my husband to get involved" said a distraught woman, wiping her hands in her apron. "I don't know why I didn't call the police" another witness said. "I was tired" a young man said without emotion; "I went back to bed".

It was 4.25 a.m. when the ambulance arrived to take away the body. It drove off. "Then", a solemn police detective said, "the people came out".

(Martin Gansberg, *The Times*, UK, 1964)

2 Answer the following questions:

- In a similar situation would you have called the police? Would you have gone outside to help?
- What do you think might have influenced your decision?
- What is the moral of this article?

3 Rewrite the article as the diary entry of one of the 38 people who watched the murder. Summarize what you saw and explain why you decided not to call for help.

LESSON 2 Responding to violence

1

- Read the following headlines to decide on a common topic in all the articles.
- Why do you think such happenings take place in a highly civilised 21st century?



II

- Think of yourself and your own reactions and complete the sentences below:

a. I get angry when	e. When I get angry, I
b. I get impatient when	f. When I'm frightened, I
c. I lose my temper when	g. When people hurt my feelings, I
d. I threaten people when	
- In pairs tell each other of an occasion when something or someone made you very angry and when you were proud of the way you handled it. Explain why you think you handled it well.
- Why do you respond differently from other people to the same provocation? Look at the suggestions below and tick the most important for you.

a. previous experience	b. upbringing	c. self-control	d. temperament	e. circumstance
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III

- Read the article below. With your partner decide what are the real reasons for violence.
- Tell the class your conclusion(s).
- Suggest remedies.

WHY SCHOOLS FALL PREY TO VIOLENCE

Violence in French schools is increasing, and the government seems unable to remedy the situation despite making a number of attempts to do so. But tackling the problem of violent pupils involves questioning the way that society functions, since the roots of the violence are to be found in a multitude of social, economic and cultural factors outside school. So-called "gratuitous" violence - as when firemen or ambulance staff are attacked - is never, in fact totally gratuitous. It is the expression of a form of suffering, a way of indicating, in children who do not know how to say so in as many words, that something has gone terribly wrong. If society is sick, then resorting to violence is like suffering from a temperature: it is a symptom of the sickness. There is no question of excusing those who are guilty of violence, but it is fair to say that their actions are conditioned by what they have to undergo.

Those who behave violently would no doubt be normal, well-behaved pupils if they could look forward to some sort of future after school; if they did not come from difficult or underprivileged homes; if the colour of their skin were not a cause of discrimination; if they had other people to relate to in addition to their school mates; if television did not turn gangsters into heroes and venality into a virtue; if their run-down suburban housing estates were not stigmatised; if politicians could be seen acting on the ground instead of seeming remote and "corrupt"; if the police showed them some respect.

The above list, which is by no means exhaustive, also explains why school violence is not found solely in working-class areas. At least half the factors listed affect teenagers from middle- and upper-class backgrounds just as much as those from suburban housing estates.

But then do "good" pupils resort to violence? Do children who have been allowed to choose their specialisation beat up their teachers? Do teenagers whose talents have been recognised at school get the urge to smash up the premises? Does a father who is convinced that his child is being fairly treated burst into the classroom and attack the teacher?

(Nathalie Guibert and Marie-Pierre Subtil, *Guardian Weekly*, February 3-9, 2000)

Info BOX

Nearly two thirds of homeless women cite domestic violence as the reason for their situation, according to a survey by the Centre for Housing Policy at York University for the Crisis charity. Other reasons were: family breakdown, severe mental health problems and childhood abuse. Respondents were reluctant to use shelters because they thought them dangerous and dirty, many, after at first staying with friends or family, slept rough for fear of outstaying their welcome.

The numbers of people sleeping rough or in hostels have decreased over 20 years, but the proportion of women among them has risen. The charity said there needed to be more provision for homeless women and better advertising of what was available.

(31 May 1999, *The Guardian*, p. 8, *The Guardian* and *The Observer* on CD-ROM 1999)



IV Read the poem below.

- Explain the title.

- Do you agree with it? Why / why not?

Children Learn What They Live

If children live with criticism, they learn to condemn.
 If children live with hostility, they learn to fight.
 If children live with ridicule, they learn to be shy.
 If children live with tolerance, they learn to be patient.
 If children live with encouragement, they have confidence.
 If children live with praise, they learn to appreciate.
 If children live with fairness, they learn justice.
 If children live with security, they learn to have faith.
 If children live with approval, they learn to like themselves.

If children live with acceptance and friendship, they find love in the world.

Dorothy Law Nolte

(from *Building a Culture of Peace*, vol. 1, no. 2, 2000)

- Continue the poem on the same pattern. Add 5 more lines (positive and negative) to complete the poem.

Info BOX

CHILDREN CAUGHT IN THE CROSSFIRE

- In the last decade more than two million children have died as a result of war, and up to five million have been disabled
- Around 12 million children have been left homeless by armed conflict, and more than one million children have been orphaned or separated from their parents
- An estimated 300,000 children under 18 are involved in more than 30 armed conflicts around the world - as soldiers, porters, messengers and sex slaves
- The number of children refugees increases by about 5,000 per day
- About 800 children are killed or maimed by landmines every month
- Of the 23 million refugees worldwide, 50 per cent are children

Development, Fourth Quarter, 2000, DFID, UK

LESSON 3 From foes to friends

I

- 1 Work in 5 groups. Each group reads one of the following texts.
- 2 Identify: a) which title from the grid matches your text;
b) the right violated and the number of the Article in the UDHR.
- 3 In your group think of the causes that led to the situation in the article. Each group makes a summary of their findings. Choose one spokesperson for each group. Each group reports to the whole class.
- 4 In your groups think of solutions to the problem. Share with the class. Decide upon the best solutions.

A. Her hands flutter like tiny birds when she speaks. Her eyes are huge black petals, shining for an instant when she smiles and then suddenly dropping to a sad, faraway stare. As she talks, a listener is left hoping that her story isn't true.

"I never saw the sun rise or set because the windows were always locked," she says. "Every night they sent me 10 or 15 customers. Sometimes they raped me or burned me with cigarettes. Afterward they gave us tips and we hid them in our clothes to buy food."

She is now 19, but she was only nine when her family in a Nepali village forced her to marry a 60-year-old drunk. At 15, she was raped by an uncle, which so shamed her family that they sent her to India, where she was forced to work in a Bombay brothel. After seven months, she was discovered in a police raid and sent back to Nepal.

(Guardian Weekly, July 19-25 2001)

C. The home of the referee of Sunday's troubled match between Celtic and Rangers was attacked after the game.

H. D. was at home in Carfin, Lanarkshire, with his family on Sunday night when someone threw a missile, breaking two windows. He was injured during the game when an object was thrown from the crowd. The attack on his home followed clashes between rival fans after the Scottish Premier League championship decider at Celtic Park, Glasgow. There were 360 incidents on Sunday night stretching from Glasgow to Ayr, including serious assaults and running battles. Police made 113 arrests. Last night, Mr D. said: "I can handle what happens on the field of play but it is a bit different when the trouble starts coming to your front door."

The referee needed four stitches at half-time after being hit on the head by what is believed to have been a coin thrown from a stand of Celtic fans. He later awarded a penalty to Rangers. Four Celtic fans invaded the pitch and one tried to attack Mr D. A steward was taken off on a stretcher after being hit by a missile.

(Shirley English, 04 May 1999, *The Times*, p.1 / *The Times* and *The Sunday Times* Compact Disc Edition January to May 1999)

B. Romania is still trying to solve the problem of the thousands of children who live in the sewers of Bucharest. The government, with police help, decided that the simplest thing would be to make the children invisible.

The police raided the sewers and the network of passages underneath the capital and brought the children to the surface. The children of darkness were packed into buses and trains and sent back under escort to the towns and villages they had come from.

The police picked up some 300 beggars and prostitutes unable to prove they were domiciled in the capital.

The authorities' determination to clean the place up in violation of human rights shocked many voluntary associations. The president of the Helsinki Committee Association says:

"The operation is not only illegal but completely pointless. It's as if we were trying to conceal our poverty under a blanket".

"The fact that thousands of children are struggling to survive underground in the company of stray dogs and rats is not something of which the inhabitants of Bucharest feel particularly proud. But can the problem be solved by expelling the children from the city?" says G. R., head of Save the Children. "These children, who have been hunted down by the police as though they were criminals, will come back to Bucharest as soon as they are released."

The Bucharest police force sees its action as perfectly legitimate. "I'm ashamed when I learn that the people of Bucharest are more concerned about stray dogs than about children living in the sewers," says an angry police chief, G. M. "Let's stop all this talk of human rights! Children are being eaten by rats in the sewers. We absolutely have to get them out of there and find a roof to put over their heads."

(Mirel Bran, *Guardian Weekly*, July 19-25, 2001)

D. "Don't shoot!" they taunted, waving wallets at ranks of riot police. The point they were making was that reaching for his wallet was the last thing the African street vendor A. D. did before being cut down by gunfire from the four officers acquitted on all counts of murder and manslaughter last week.

The officers had thought it was a gun, and the jury believed them. But the crowds surging around the streets of the Bronx did not. "A wallet in the hand of a white man is a wallet", said one protester, "and a wallet in the hands of a black man is a gun. B. B. said that on TV". The verdict has detonated anger, grief and disbelief. And as word of the jury's decision spread through New York's ghettos last Friday, the Bronx, Harlem, sections of Queens and Brooklyn entered the night of greatest tension since the mayor R. G. took office.

(Ed Vulliamy, *Guardian Weekly*, March 2-8, 2000)

E. E. S., un bărbat din comuna gălăţeană Cudalbi, a fost bătut, maltratat şi omorât, duminică seara, de doi ciobani. Motivul: a încercat să-i ia apărarea băiatului său, în vârstă de 12 ani, care era persecutat de cei doi. G. I., sora victimei, ne-a povestit: „Ei l-au luat la bătaie cu lopata, l-au bătut cu lanţul, l-au legat de căruţi, au dat drumul la cal cu căruţa şi l-au târât aşa toată pădurea". Toate acestea s-au petrecut chiar sub ochii copilului.

(Evenimentul zilei, 11 septembrie 2001)

Romania police fail to rid capital of sewer children	Cold rage engulfs black New Yorkers	Ciobanii criminali	A Lost Childhood	Referee's house attacked after match violence

- 5 What ring of the chain was broken in each of the previous articles? What was the effect?



The Perfect Peace Promoter?



- Earthworms are found all over the world in virtually every kind of soil
- Their work is to transform decaying vegetation into something useful
- Earthworm work is difficult and groundbreaking
- Earthworms can't always see where they are going
- The results of the work are not immediately obvious
- Together, earthworms prepare the soil so the seeds can grow when the time is right
- Earthworms have the characteristics of both male and female

(Building a Culture of Peace, vol. 1, no. 2, 2000)

- 1 Read the text "The Perfect Peace Promoter?" and expand upon the metaphor of the earthworm in no more than 250 words.

- 2 Write your opinion of the following quotation in no more than 100 words.

"The culture of peace is all the values, attitudes and forms of behaviour that reflect respect for life, for human beings and their dignity, and for all human rights. It is the rejection of violence in all its forms and a commitment to the principles of freedom, justice, solidarity, tolerance and understanding between groups and individuals."

(UNESCO Secretary General, Federico Mayor)

- 3 Search the web to find a story that links with the theme of the lesson. Bring the story to class next time.

LESSON 4 War and peace

I Divide the class into two groups. In your group read one article and then answer the following questions:

1. What international situations of conflict do they speak about?
2. When did these events occur?
3. What are your views on these conflicts and the ways they could have been avoided now that some time has passed?
4. Which of the two articles impressed you more. Why?

A. I Feel The Madness More

When I met V. B. in Suva Reka, it was a small town. For V. B. it was the place where she was born and became the mother of three. In the shopping precinct there is a coffee shop. Here she saw all her children murdered. In my mind I still have the picture of a woman trying to hide her toddler son between her legs, then feeling the bullet thud into his body. Then I understood that war was not just about blood, bullets or bones, but about the pure, terrible fear of being unable to protect your child. The morning I walked into the coffee house the white pillars were still splattered in blood. There was blood on the radiators, blood from whoever was hiding behind the cappuccino machine. More than 50 people were in here, mainly women and children. I looked across the floor and imagined them lying here – mothers trying to cover the bodies of their children. It took a while to find V. She told the story without emotion. "It is so hard to explain the sound a child makes when they are dying", she said. "You can't imagine it – it's not a scream exactly". She described how the group of mothers and children had hidden in the coffee shop after being chased by two armed men. "I saw my daughter, D. We were looking at each other across the bodies and she was moving her lips as though she was saying something to me. I heard my niece calling out to her mother, 'Mummy what are we going to do?' Then someone threw a hand grenade in on top of her. I saw A., my sister's boy, looking across the room for her, then he made a noise like 'ooouf' and died." 53 people, most of them women and children, died in the coffee shop that morning. V. pretended to be dead when her body was lifted with the others on to a truck. She was tossed on top of her own mother's dead body. In the truck she saw her sister clinging to the body of her dead 2-year-old baby cradled in her arms. She decided to jump. "It didn't matter if I died because I was dead already inside."

(Maggie O'Kane, *Guardian Weekly*, March 2-8, 2000)

B. Au declarat război Statelor Unite

James T. Currie – profesor de științe politice la Universitatea de Apărare Națională din Statele Unite, a comentat ieri după-amiază pentru „Evenimentul zilei” tragedia americană: «Până acum, nimeni nu a revendicat aceste atacuri. Mă uit pe ferestrele universității chiar acum, văd nori de fum negru strângându-se deasupra Pentagonului. Imaginile de la CNN arată că o parte din clădire s-a prăbușit. Cele două turnuri gemene din New York s-au dus căzând chiar de la bază. Fără îndoială, s-au pierdut mii de vieți omenești. Washingtonul este aproape sub asediu. Umblă zvonuri despre alte avioane care au fost deturnate și se îndreaptă către noi, dar cred că sunt doar zvonuri. Este totuși ciudat că nimeni nu știe nimic în acest moment. Multe clădiri ale guvernului sunt închise și oamenii încearcă să ajungă acasă, dar străzile sînt blocate de trafic. Oamenilor nu le vine să creadă că asemenea evenimente groaznice s-au putut întâmpla și își doresc foarte mult să fie identificați vinovații. Este clar că aceste atacuri au fost nemaipomenit de bine organizate, ceea ce ne face să credem că a fost vorba de o organizație foarte bine finanțată (poate Oussama ben Laden sau un alt grup din Orientul Mijlociu). Dacă acești oameni vor fi identificați, sînt aproape sigur că vor fi, ei vor fi comis atât un act terorist cât și probabil cel mai stupid lucru pe care l-ar fi putut face. Au declarat război Statelor Unite și fără îndoială, vor fi vânați și pedepsiți. Au făcut o greșală teribilă și vor plăti pentru asta.»

(James T. Currie, *Evenimentul zilei*, 12 septembrie 2001)

II

1 Read the text below and say what is your reaction to it.

2 Apply the questions in the text below to the two articles in activity I.

3 For which of the solutions suggested in the text below would you go if you had been involved in the conflicts mentioned in activity I?

4 Do you agree with the conclusion of the text?

How do people come to terms with the legacy of past atrocities, abuses and criminal acts? How can the wounds caused by conflict be healed so that a once divided people can move on towards a shared future? History suggests a number of alternative approaches like, for instance, an exercise of collective amnesia. At the opposite pole: trials, purges, pursuit of justice, request for compensation and reparation. Reconciliation is only based on Truth, and desire for a shared, better future. The fight does not end with punishment of war criminals, publication of a Truth Commission Report or an attempt by new regimes to sweep the past under the carpet. It must be embedded in everyday routine of life within family, school, neighbourhood, community, this will bring about a culture of peace and respect for human rights and human differences.

(*Building a Culture of Peace*, Vol. 1, no. 2, 2000)

III Read the text and discuss what problems each group had to overcome in order to reach an 'oasis of peace'.

Ellie Wiesel, Nobel Peace Laureate, said:

"When Jews and Arabs get together, work together, live together, they create their own miracle. Neve Shalom – Wahat al Salam is such a miracle – it deserves our warmest support, for it justifies our highest hopes."

An Oasis of Peace

Neve Shalom ~ Wahat al Salam is the only place in Israel where Jewish and Arab families have chosen to live together side by side, committed to working through differences and problems. It's a powerful investment: a living, working model of peaceful co-existence.

Founded in 1972 by a Dominican monk, Father Bruno Hussar, today the co-operative village is democratically owned and governed by Jewish and Arab citizens of Israel, and is not affiliated to any political party or movement. The village kindergarten and primary school were the first in Israel to demonstrate the powerful possibilities inherent in Arab-Jewish bilingual education. They remain the only educational framework in Israel where Arab and Jewish children learn together in both languages under the tutelage of Jewish and Arab teachers and share the history, culture and religion of both groups becoming quite naturally, ambassadors for a peaceful co-existence.

<http://www.nswas.com>



IV HUMAN RIGHTS PORTFOLIO

Make a poster with the title: *Saying No to Violence!*

The 3 Rs Peace and conflict

REMEMBER to conduct the 2nd stage of the survey: *The Human Rights Temperature of Your School*.

UDHR: Article 5

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

- 1 Complete the list below with information from the lesson on PEACE, CONFLICT AND VIOLENCE and from the UDHR.

Rights	Responsabilites	Remedies
<p>I have the right:</p> <ul style="list-style-type: none"> • not to be hurt • not to be harassed • 	<p>I should:</p> <ul style="list-style-type: none"> • take action when I feel other people are treated badly • 	<p>I can:</p> <ul style="list-style-type: none"> • avoid conflict • try to make people understand each other •

- 2 Try to match any of the rights and responsibilities you have listed.

As a result of this unit, in my community, I would like to

As a result of this unit, in my life, I will change

Further comments:



Give us a voice!

Question:

What ideas, do you think, go with the word power?

- I Read what these young people answered to the question above and say which one you agree with most.

- II Fill in the empty bubble with your own answer.

'The rights to do whatever you want. To be listened to. The ability to set trends.'

Paul, 17, USA

'Position, status, money, strength, love, friendship; the ability to express your ideas and thoughts.'

Vesna, 16, Croatia

'Whenever the adults have the power to make decisions which affect us in any way, we have the right to give our opinion and the adults have to take that seriously.'

Dana, 17, Romania

'Definitely money, because these days you can't have power if you don't have money. When I think of power I think about ruling the world. For me it doesn't associate with anything good.'

Jan, 17, Croatia

'There are some older kids who think it's fun to make other people feel small. There's a boy in our class who gets picked on a lot by a big group of boys because they say he's not as clever as they are.'

Steve, 12, UK

'Power can be dangerous. People have to know the limit of power. I think the power of the brain is stronger than physical power.'

Endre, 17, Hungary

Unit 6 DEFENDING OUR RIGHTS

LESSON 1 It's in my power

*It rains on my city,
but I see rainbows in the puddles*
a primary school child quoted in Kozol, J.
(1991), *Savage Inequalities-Children in
America's Schools*, Harper Perennial

I

1 Think of your family and fill in column a) of the following chart:

	a) Family	b) School	c) State	
			Democratic	Totalitarian
1. Who is in authority?				
2. What power do they have?				
3. Over whom do they exercise their power?				
4. In what way do they exercise their power?				
5. How do they enforce their power?				
6. Who/what limits/controls their power?				
7. How is their power challenged?				

2 Work with a partner to fill in column b) of the chart.



What is the golden rule?

That those who have the gold make the rules.



3 Work in groups. Read the following text and look back at the Introductory Unit to fill in column c) of the chart:

Power is the ability to influence something or someone. Sometimes people have the right to use their power, and sometimes they don't. For example, society gives parents, teachers, police officers or government officials the power called **authority** to **control** others. They also have the **responsibility** to use that power wisely. A student bullying another student may have the physical power to do so, but not the authority.

Authority comes from different sources, such as laws and norms governing society, roles that people fulfill at a certain moment, state institutions, and principles of morality, fundamental ideas about what is right or wrong that may come from religion, ethics, traditions or our individual conscience.

Authority can be used to solve some problems in society, to protect important rights and individual freedoms, to ensure that resources and burdens are fairly distributed or to manage conflict peacefully and fairly. Sometimes, people question authority and take action when they think it does not accomplish its goals, and even take measures against it; we can talk then about **civil disobedience**. For example the American Henry David Thoreau (1817 – 1862) decided not to pay his poll tax as a form of protest against slavery and the war with Mexico. Authorities arrested him and he spent a night in jail. Civil disobedience is a form of nonviolent protest done in defiance of a law or policy of government thought to be unjust, and for the purpose of bringing about change. It is a deliberate protest that can take different forms: not paying taxes, burning a [draft] card, helping fugitive slaves or Jewish people during World War II, chaining oneself to a nuclear plant. When state authority breaks down, civil war, revolution or anarchy may follow.

(Adapted from J.S. Jackson, (1995) *Foundations of Democracy*, Center for Civic Education)

II Debate



Debate the following motion:

Under no circumstances should the result of free elections be overturned.
Use the information in texts A to F to support your position in the debate.

A. empower. v.t. 1. to give power or authority to; authorize; 2. to enable or permit
(Webster's Encyclopedic Unabridged Dictionary of the English Language)

B. I submit that an individual who breaks a law that his conscience tells him is unjust and willingly accepts the penalty by staying in jail to arouse the conscience of the community over its injustice, is in reality expressing the very highest respect for the law.

(Martin Luther King Jr., *Letter from Birmingham City Jail*, 1963)

C. Living in a democracy presupposes living within a framework of laws and norms regulating society based on agreed common values: liberty, justice and equality.

D. Article 21 of the Universal Declaration of Human Rights states that:

- | | |
|--|--|
| (1) Everyone has the right to take part in the government of his [sic] country, directly or through freely chosen representatives. | (3) The will of the people shall be the basis of the authority of government, this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting. |
| (2) Everyone has the right of equal access to public service in his [sic] country. | |

E. Over modern history there have been instances in which a dictator came to power as a result of free elections. This happened in Germany, in 1933 when Adolf Hitler, the leader of the winning party, became Chancellor. In the 1990's, in Algeria and in Turkey (1997), the army stepped in when the elections were won by the Islamist party, which intended to introduce Sharia law and give up the democratic system.

F. 'Eleven Massacred!' 'Twenty Killed!' 'Seven Dead in Cut-Throat Killing!' 'Family of Twelve Slaughtered!' The everyday horror of headlines like these, which have been appearing in Algerian daily papers ever since armed troops began massacring civilians in 1995/96, conceals the full picture. The truth only emerges when the official death list is published: these are not just poor, defenceless victims — the vast majority are women and children.

(Dridi, Daika. *Merdel*, in *Index for Censorship*, vol. 31, No. 1, Jan. 2002. Issue 202)

III

Use the arguments you have come up with during the debate to write an opinion essay of 250-300 words with the title: "The price of democracy is eternal vigilance". (Rani Drew in *Crossing Cultures*, Cavaliotti, Bucharest, 1999) or create a poster which represents the same idea.

LESSON 2 *Unite, unite, Europe!*

- I** Is Romania a member of the Council of Europe?
Is Romania a member of the European Union?



European Court of Human Rights

II Read the following information and answer the questions:

- Why do you think the European states decided to create the Council of Europe and the European Court of Human Rights after the Second World War?
- Under what circumstances would somebody appeal to the European Court?
- What are the possible difficulties to be faced with in appealing to the Court?
- Can you name four differences between the characteristics of the European Convention on Human Rights (box B) and the UDHR?

A. The Council of Europe was set up in 1949 in Strasbourg, France, as the regional equivalent of the United Nations.

Romania joined in 1993. The Council's aims are:

- to protect human rights and pluralist democracy
- to promote awareness of a European cultural identity and encourage its development
- to seek solutions to problems facing European society (discrimination against minorities, xenophobia, intolerance, environmental protection, human cloning, AIDS, drugs, organized crime)
- to help consolidate democratic stability in Europe by backing political, legislative and constitutional reform.

B. In 1953 The European Convention on Human Rights was set up to provide a source of justice on human rights issues.

The European Convention on Human Rights and its protocol guarantee:

The right to:

- life, liberty and security of person
- a fair trial in civil and criminal matters
- vote and be candidate in elections
- freedom of thought, conscience and religion
- freedom of expression (including freedom of the media)
- property
- privacy

Prohibition of:

- torture and degrading treatment or punishment
- the death penalty
- discrimination in the enjoyment of rights and freedoms guaranteed by the Convention
- expulsion of a state's own nationals or denying them entry
- the collective expulsion of aliens

If the European Court found in favour of one plaintiff, the national law of the plaintiff's country has to be changed according to the ruling.

C. Romanian Cases

In order to appeal to the **European Court of Human Rights** one has to go through all the Judicial Courts in one's country (for example in Romania, all the local courts, the Appeal Courts and the Supreme Court). Until the beginning of 2001 the European Court of Human Rights ruled on seven cases concerning Romanian citizens out of which:

- two cases concerned property rights (Mr. B. appealed to the European Court of Human Rights to get back his house, nationalized by the communist regime and Mrs. V. appealed because her money and jewellery were confiscated in 1966, when she was being questioned by the police, and not returned.);
- one case concerned the right to free correspondence (Mr. P. appealed because he could not write to his family while in prison.);
- one case concerned the freedom of expression;
- one case concerned the right of the plaintiff to see her children;
- one case concerned libel by a state institution (Mr. R. appealed because it was wrongly recorded in his file that he had been a member of Mișcarea Legionară, an extreme right movement, before 1945.);
- one case concerned the right to a fair trial and freedom of expression.

(from *Romania Liberă*, 14 July 2001)

D. The European Union

- It began in 1951 with six countries, and now has 15 member states, preparing its 5th enlargement to include Eastern and Central Europe.
- Its main objectives are: to promote economic and social progress (the Single Market in 1993, the single currency in 1999), to assert the identity of the European Union on the international scene, to introduce European citizenship, to develop an area of freedom, security and justice, to maintain and build an established EU law.
- Its main institutions are: the European Parliament (elected by the peoples of the member states), the Council (representing the governments of the member states), the Commission (the executive and the legislative), the Court of Justice, the Court of Auditors.

III Work in groups and read the following case study. If you had been a member of the European Court what evidence would you need and who would you like to question from the following: members of the SAS, members of the British government, witnesses, the local police?

In March 1988 Daniel McCann, Mairead Farrell and Sean Savage were shot in Gibraltar by special British units (SAS). The three deceased, the British government claimed, were IRA active service unit members planning a terrorist attack. The SAS soldiers said they 'shot to kill' because they thought they were in danger, but in fact the three had been either shot in the back or lying on the ground after, as witnesses said, they appeared to have surrendered. No weapons or detonating devices were found on the bodies. The case was brought to the European Court of Human Rights by the relatives of the deceased.

IV Role play.

Read the following text and then work in groups to act out your the situation. Use the role cards given by your teacher:

In 1989, William Goodwin who worked as a reporter at "The Engineer" was phoned by a source who gave him information about the company Tetra Ltd. then in financial difficulty. He called the company to check the information and seek their comments. The company obtained an injunction from a British court to restrain the journal from publishing the article on the grounds that the information originated from a draft of its confidential corporate plan, which was missing. The British High Court required the journalist to disclose his source "in the interest of justice" under the Contempt of Court Act. As he refused, he was fined for contempt. He appealed to the European Court of Human Rights.

V

1 Look up the Council of Europe site on the Internet, and try to find another case tried by the European Court of Human Rights.

2 Prepare an account of it and present it in class.

LESSON 3 Costing the Earth

I

- Rank the following from the most worrying to you to the least worrying: *aids, globalization, crime, drug abuse, the environment, European integration, racism, loss of traditional values, unemployment, poverty, emigration/immigration, ageing population.*
- Read what was found in a survey done in 1997 in European Union countries when people were asked to rank the following political and social issues of our time in the order of their worries:

Environment	63%
Unemployment	56%
Crime	49%
Poverty	44%
Drug abuse	26%
Racism	22%
Aids	16%
Immigration	14%
Loss of traditional values	13%
Globalization	10%
Ageing population	8%
European integration	4%

(Source: How Europeans see themselves; Office for Official Publications of the European Communities, 2001)

- Compare your ranking with the survey.
- Why do you think the environment is so important to so many people?

- ### II
- Read the following texts on one of the most controversial environmental issues of our time: genetically modified crops (GMC) and identify the points of view of the following groups: farmers, transnational companies selling GMC, environmental activists, and consumers. Prepare a television talk show by following your teacher's instructions on your role:

A. Și românii au dreptul să știe ce mănâncă

Organizațiile neguvernamentale au cerut etichetarea produselor ce conțin organisme modificate genetic (OMG). Astfel, potrivit reglementărilor Uniunii Europene, este obligatorie precizarea existenței OMG-urilor pe ambalajul produselor, dacă acestea conțin cel mult 1% de asemenea organisme [...]. În România, a fost înființată Comisia Națională de Securitate Biologică (CNSB) încă din aprilie 2000. Aceasta a aprobat, pentru o perioadă de 3 ani, cultivarea unor plante modificate genetic: soia și cartof [...]. CNSB a aprobat continuarea experiențelor cu porumb modificat genetic (Monsanto și Pioneer) [...]. Crearea OMG-urilor a avut ca rol creșterea rezistenței plantelor la ierbicide, care aduc venituri substanțiale firmelor ce dețin monopolul asupra unor asemenea substanțe, creșterea rezistenței la dăunători și anularea unor funcții ale plantelor [...] O dată cu apariția OMG-urilor s-a pus problema riscurilor pe care acestea le au asupra sănătății consumatorilor [...]. Specialiștii europeni și americani au identificat printre riscurile consumării acestor produse slăbirea sistemului imunitar, obezitatea, intoxicații alimentare, alergii, modificări ale sistemului nervos, mutații genetice. De asemenea, există pericolul apariției cancerului, a infertilității, a unor anomalii ale organelor interne și a agresivității copiilor și tinerilor.

(Adapted from *Curierul Național*, 17 July 2001)

B. A farmer's voice

"It looks like it will be the best field corn crop I've ever raised off that farm", Mike Hannaman of Blue Earth, Minnesota says of his Roundup Ready (RR) [genetically modified] corn. "And I'd say [it] probably is the cheaper way to go". Hannaman also says his weed control was excellent, and that the benefits of RR corn are saving time, keeping the field clean and easy application.

(www.Monsanto.com)

C. Effects of Genetically Modified Crops

Some of the most important effects of genetically modified crops include: genetic material inserted into plants can transfer to animals and humans through the intestinal wall; the use of GM seeds encourages dependence by farmers on a single seed supplier – the farmer is then at the mercy of the seed company who may vary prices at will; crops genetically modified to resist insects kill not just the 'target' insect but beneficial insects as well; GM crops containing their own herbicide cause insects to become resistant to the herbicide; GM plants may crossbreed with wild species to produce 'superweeds' which cannot be eliminated using standard herbicides; GM plants contaminate conventionally grown and organic plants and honey through cross pollination.

(from *Earth Matters* – Autumn 2001)

D. "Frankenstein crops" may yield food to the poor

Genetically modified crops, under attack in the West, may provide an answer to cutting malnutrition in poor nations by developing seeds resistant to drought, a report says [...]. The so-called "Frankenstein foods" have been put on hold in European countries, and are under attack in the United States and Canada because of fears over potential health and environmental hazards that genetic engineering could produce [...]. The successful Western campaign to ban the pesticide DDT, for example, has produced a new breed of malaria-carrying mosquitoes in many tropical countries [...]. "We are calling for a more balanced approach." Mark Malloch Brown, head of UNDP, pointed to an effort by Japan to develop new varieties of rice in West Africa that have 50% higher yields, are more tolerant of drought and richer in protein.

(Evelyn Leopold for *Reuters News Service*, 10 July 2001)

E. Taking action

Some forms of protest against GMC include: picketing supermarkets, bringing cases to court and supporting the farmers with legal help, launching letter-writing campaigns, breaking into GM test site fields and tearing up GM crops and replanting organic food.



F. Transnational companies and GMC

Some of the arguments of transnational companies producing GM seeds are: by conducting biotechnological experiments they contribute to the progress of science; GM crops, because they reduce pesticide and herbicide costs to farmers, will eventually lead to lower food prices. One of the world leaders in the field, Monsanto, have changed their public image showing concern for environmental issues; thus they have created seven sustainability teams, including the Eco-efficiency team, the Water team, the Global hunger team – they think that biotechnology is the answer to such ecological concerns. By putting the pesticide in the plant, in the case of insect-resistant crops, Monsanto claims it will reduce the amount of chemicals used in farming and the resulting pollution. And by increasing crop yields through more efficient crops, it can help feed the world.

(from *Earth Matters* – Summer 1999)

- ### III
- Write to the television station to express your opinion on the issue raised by the talk show. Include a possible follow-up of the issue.

LESSON 4 Children's rights

I

1 Answer the following questions concerning the Convention on the Rights of the Child (CRC):

- Why do you think such a convention was needed?
- Why is it important?
- Which two countries had not signed the Convention on the Rights of the Child by June 2002 and why?
- What rights do you expect to be included in the CRC?
- Who is responsible for respecting those rights? International bodies/national governments/civil society?
- What can you do to make sure those rights are respected?



The Convention on the Rights of the Child contains the full range of human rights: civil and political, economic, social and cultural rights for all children (defined as human beings under the age of 18). The Convention was adopted as an international human rights instrument on November 20th 1989. Its 54 articles can be grouped under provision, protection and participation headings. The Convention has 4 guiding principles: non-discrimination (Article 2), best interest of the child (Article 3), survival and development (Article 6) and participation (Article 12). By June 2002, the Convention had been signed by all the countries of the world with two exceptions: the United States of America and Somalia.

II

1 Scan the Convention on the Rights of the Child and identify the Article(s) referring to the right to education.

2 Read the following text and discuss in groups to what extent the Articles on the right to education of the Convention on the Rights of the Child are respected:

It [the Government] assigns us to our public schools. Indeed it forces us to go to them. Unless we have the wealth to pay for private education, we are compelled by law to go to public school – and to the public school in our district. Thus the state, by requiring attendance but refusing to require equity, effectively requires inequality. Compulsory inequity, perpetuated by state law, too frequently condemns our children to unequal lives. How can it be that inequalities [...] exist in neighboring school districts? The answer is found, at least in part, in the arcane machinery by which we finance public education. Most public schools in the United States depend for their initial funding on a tax on local property [...]. The property tax depends, of course, upon the taxable value of one's home and that of local industries. A typical wealthy suburb in which homes are often worth more than \$400,000 draws upon a larger tax base in proportion to its student population than a city occupied by thousands of poor people. [...] Local funds for education raised from property taxes are supplemented by state contributions and by federal funds, although the federal contribution is extremely small, constituting only 6 percent of total school expenditures. State contributions represent approximately half of the local school expenditures in the United States; although intended to make up for local wealth disparities, they have seldom been sufficient to achieve this goal [...]. Some of the most stunning inequalities, according to a report by the Community Service Society, derives from allocations granted by state legislators to school districts where they have political allies. The poorest districts in the city get approximately 90 cents per pupil from these legislative grants, while the richest districts have been given \$14 for each pupil.

The evolution of two parallel curricula, one for urban and one for suburban schools, has also underlined the differences in what is felt to be appropriate to different kinds of children and to socially distinct communities [...]. Many urban high school students do not study math but "business math" – essentially a very elemental level of bookkeeping. Job-specific courses such as "cosmetology" (hair-dressing, manicures), which would be viewed as insults by suburban parents, are a common item in the segregated high schools and are seen as realistic preparation for the adult roles that 16-year-old black girls may expect to fill. Inevitably this thinking must diminish the horizons and the aspirations of poor children, locking them at a very early age into the slots that are regarded as appropriate to their societal position).

(Jonathan, Kozol (1991), *Savage Inequalities - Children in America's Schools*, Harper Perennial)

- Draw a parallel between American and Romanian schools in disadvantaged places using the above text and your own knowledge of schools.
- Decide if they respect the principle of equal opportunities.
- Suggest some remedies.

III

1 Check the meaning of 'affirmative action' in text A and in groups find arguments for and against this policy. Try to reach a conclusion concerning its effectiveness. Present your ideas to the class.

2 Read the following texts about three remedies which have been tried to solve the problem of inequality in education and decide how efficient they would be in Romania.

A. **Affirmative action.** Action taken by the government or private institution to make up for the past discrimination in education, work or promotion on the basis of gender, race, ethnic origin, religion or disability.

B. Another possible remedy to inequality is taking the state to court. Such a thing happened in the US, when parents of schoolchildren from some school districts filed suit against the state of New Jersey in 1981, claiming that two separate and unequal education systems were operating in parallel in their state. The judge found in favour of the plaintiffs, but claimed that the two systems were the result of local choice and needs. Similar cases were brought to court in the states of Texas and California, in both cases the judges found disparities and inequalities between funding of the wealthy and poor districts, thus stating that both state and federal constitutions were violated.

(adapted from J. Kozol, (1991), *Savage Inequalities - Children in America's Schools*, Harper Perennial)

C. The European Network of Ombudsmen for Children (ENOC), 1997, aims at improving the lives of all children in Europe in ways which include:

- encouraging the fullest possible implementation of the UN Convention on the Rights of the Child;
- supporting individual and collective lobbying for children's rights and interests to Europe-wide and international bodies (e.g. the European Union, Council of Europe and its European Strategy for Children, the Committee on the Rights of the Child);
- sharing information, approaches and strategies for the benefit of children, including comparative studies.

(<http://www.ombudsnet.org>)

IV HUMAN RIGHTS PORTFOLIO

Draw up an Action Plan, which will help improve educational opportunities for children in Romania. Consider the following points for an action plan:

- *aims, *deadlines, *three outcomes you would like to see achieved at the end of year one,
- *benefits, *difficulties, *who should be in charge, *who would monitor the implementation of the plan, *ways of monitoring the implementation.

The 3 Rs Empowerment

UDHR: Article 21

- (1) Everyone has the right to take part in the government of his [sic] country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his [sic] country.
- (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

- 1 Complete the list below with information from the lessons on DEFENDING OUR RIGHTS and from the UDHR and the CRC.

Rights	Responsibilities	Remedies
<p>I have the right to:</p> <ul style="list-style-type: none"> • be informed about my right to education 	<p>I should:</p> <ul style="list-style-type: none"> • learn about my rights 	<p>I can:</p> <ul style="list-style-type: none"> • help colleagues understand their rights

- 2 Try to match any of the rights and responsibilities you have listed.

As a result of this unit, in my community, I would like to

As a result of this unit, in my life, I will change

Further comments:



Give us a voice!

Question:

Do you think you have any rights in your life in general?

- I Read what these young people answered to the question above and say which one you agree with most.

- II Fill in the empty bubble with your own answer.

'Yes and no. I have a certain amount of freedom at home and at school, but most aspects of my life are controlled by my teachers and parents. I would like to have more trust given to me.'

Nancy, 16, USA

'At home I'm respected and treated as a human being. My parents let me choose between good and evil. They let me motivate my opinions and when they forbid me something they give me reasons.'

Adriana, 17, Romania

'There are certain rights that we have. As for those that I don't have I'm trying to go and get them.'

Fatima, 17, Morocco

'I'm allowed to do anything as long as I don't hurt someone.'

Sheila, 11, UK

'We all have rights but we very often exaggerate. We usually say: 'My rights...' but where are our obligations? The most important right is to live a normal life.'

Bojana 16, Croatia

'We have lots of rights but sadly I'm not familiar with them.'

Ferenc, 17, Hungary

Unit 7 TAKING ACTION

LESSON 1 We are all in it together

Human rights are not a matter of study but a commitment to action.
UNKNOWN

I Complete the word web with words and phrases that express your personal understanding of the notion of 'taking action'.



II

- 1 Give examples of people and organizations that have taken action in support of human rights.
- 2 Which of their actions are more meaningful to you? Why?
- 3 In Unit 1 you found that you perform different roles in different groups. Explain to your partner why you get involved in some groups more than in others.

III

1 Have a look at the Ladder of Participation on the next page, look up the words below in the glossary and decide with your partner which text (A, B, C) they refer to.

decoration

tokenism

manipulation

A. A placard against toxic waste is hung around a child's neck in a demonstration, with no attempt to have the child understand the issue according to his/her ability.

B. Children wearing T-shirts promoting a cause are used to promote the cause as though they were understanding participants; however, adults do not pretend that the cause is inspired by children.

C. A children's conference in which articulate children are selected by adults to sit on the panel, with little opportunity to consult with their peers whom they supposedly represent.

2 Have you heard of or been in such situations? Describe in a few sentences.

3 Match the upper rungs on the Ladder of Participation to their description.

RUNG 4

Assigned but informed

RUNG 5

Consulted and informed

RUNG 6

Adult-initiated shared decisions with children

RUNG 7

Child-initiated and directed

RUNG 8

Child-initiated shared decisions with adults

a) Adults decide on the project and children volunteer for it. The children understand the project, they know who decided to involve them, and why. Adults respect young people's views.

b) Children have the ideas, set up projects and come to adults for advice, discussion and support. The adults do not direct, but offer their expertise for young people to consider.

c) Young people have the initial idea and decide how the project is to be carried out. Adults are available but do not take charge.

d) Adults have the initial idea; children are involved in every step of planning and implementation. Not only are their views considered, but children are also involved in taking the decisions.

e) Adults design and run the project; children are consulted and have a full understanding of the process; their opinions are taken seriously.

from R. Hart, (1998), *Children's Participation*, Earthscan

4 These comments refer to young people's participatory experiences. Where would you place them on the ladder?

a) "I feel I contribute towards the school and the spirit of the school, there is more to school than school work ... It would be good if you could get everybody involved in the school in some way."

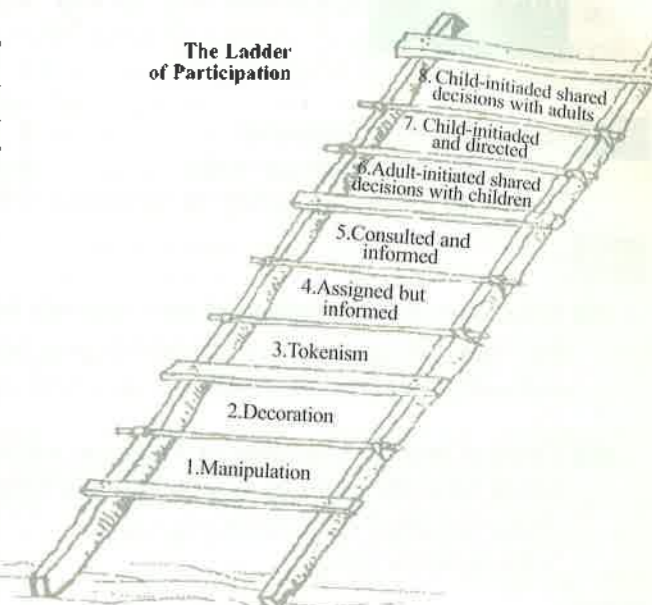
b) "They only talk to us when it suits them."

c) "People 'talk', say they will do something and then don't. Or lie, or don't listen."

d) "Our organisation is led by young people, they decide the future."

The diagram shows the degrees of participation of young people in making decisions that affect them personally or as community members. Note that the three lower steps point to lack of genuine involvement and therefore, should be unacceptable.

The Ladder of Participation



From R. Hart. (1998), *Children's participation*, Earthscan

5 In four groups, write two short "participation cards" per group to describe situations, real or imagined, that correspond to two of the steps on the ladder. For each card consider whether the young people in question have an understanding of: the issues / why they are involved / what they are doing.

An example is given for a card illustrating 'tokenism'.

Situation: A school is asked to send a student to represent the school on a panel discussing changes to the local park. The Principal hurriedly chooses a student who is always neatly dressed and well behaved, but who actually lives out of the area.

6 Place your group's cards on the appropriate rungs of the class ladder for the whole class to see and read. Say to what degree they conform to or infringe the rights stipulated in The Convention on the Rights of the Child.

"The child's right to express an opinion and to have that opinion taken into account, in any matter or procedure affecting the child."

(Convention on the Rights of the Child, Art. 12, simplified version)

IV Read this example of taking action and fill in the chart.

Chico Mendes was born in 1944 on a rubber estate in Brazil. He became the leader of the rubber tappers in their fight to stop the Amazon rainforest from being destroyed. He formed a local trade union and, when they heard that a patch of forest was to be cleared, men, women and children would try to persuade the hired woodcutters paid by the landowners to leave. The rubber tappers also urged the government to look at the needs and rights of the peoples living in the rainforest and at the future of the rainforest itself. They suggested that 'extractive reserves' should be set up, where rubber tappers could live and work and get a better price for their rubber. On 22 Dec.1988 Chico Mendes was shot dead by men hired by the landowners.

from *Our World, Our Rights*, (1996), published by Amnesty International UK/Education in Human Rights Network



Rights violated	UDHR Article	Action taken

LESSON 2 None of my business?!

- I** In London's Underground one of the many posters reads:
How does its message relate to the motto of the unit?

Are you a bystander?

II

- 1** What does the description of the 'butterfly effect' below tell you about taking action?
The "butterfly effect" refers to a distinct possibility that the small but persistent fluttering of millions and millions of little wings all over the world will bring about a major change in the climate.
- 2** Think of real-life situations in which one of the following sayings was disproved. Mention what action was taken and by whom, and what the outcome was.
*"What you don't know doesn't harm you." "Capul plecat sabia nu-l tate."
"Dog in the manger." "Să moară și capra vecinului."*

III Consider the following situation.

A middle-aged woman turned a fire extinguisher on to a teenager who lit up in a no-smoking train compartment. When the youth, dressed casually in jeans and jacket, lit up a cigarette, she asked him politely to put it out. When he ignored her, she asked him again. His response was to light up two more cigarettes. Seizing the train's fire extinguisher, she fired and didn't stop until it was empty. As water dripped from his clothes, fellow passengers ...

(reported in *London Evening Standard*, 28.9.1988)

- 1** Copy the chart. In groups of four or five, discuss and record your views in each section of the chart, then report to the whole class and try to work towards a consensus.

	As the woman	As the youth	As the other passengers
Your rights			
Your responsibilities			
Your feelings and reactions			

- 2** In your groups, provide an ending and then perform the dialogue for the rest of the class. Discuss the implications of your ending.

IV Liz Howard, an American who has spent years doing volunteer work at home and abroad, explains what 'volunteering' means to her.

- 1** Read the text and say what aspects related to volunteering would motivate you and the young people you know to take action.
"Volunteerism means giving of yourself, your time, your presence, your company, doing work without pay to help others. Personally, I think that it all comes down to a spiritual awareness of what the common good is about, and what the condition of life is for all people."
- 2** Read about the volunteering experiences of Liz and her sisters. What human rights issues did they address and support?
"My first step towards full time volunteering was making contact with an organization called Habitat for Humanity which is involved with groups of volunteers working to provide housing for

those who do not have any housing, poorer people. I worked full time as a volunteer in Chicago for about three years with this organization. My sister Margaret from Massachusetts has been active with visiting members of the parish who are hospitalized, are elderly or infirm - a couple of times a month on a regular basis. My younger sister, Ginny, has been involved in a local community radio program in rural Virginia, giving news items about opportunities for blind listeners who couldn't get this information by reading the newspaper. She also has done some volunteer work with adult literacy programs, taking individual students from time to time, and teaching them to read."

- V** Read the following texts and, with your partner, decide which of the 'small' ways (see quote in the box) whereby individuals can make a difference seems more effective.

"Where do human rights begin: in small places close to home - so close and so small that they cannot be seen on a map of the world."

Eleanor Roosevelt, Chair of the United Nations Human Rights Commission, who helped draft the UDHR in 1948

- 1. The Big Issue** is a British magazine about the problems of the homeless. It is sold on the streets exclusively by homeless people wearing identification badges. *Spune!* - the first Romanian magazine about homeless people and street children - was published in Iași. In both cases, for each copy sold, half of the money goes directly to the vendor.

so doing, they take action against big companies which use cheap labour overseas. In Romania, this would mean, for instance, buying locally-produced fruits and vegetables and also buying directly from the producers rather than from middlemen.

- 2** Buying UNICEF cards. Some are specially designed by children; the money from the sales is used to protect children's rights worldwide.

- 3.** Many people in the West buy fair-trade goods such as bananas, coffee and clothing items from special shops, as this directly benefits workers in developing countries who will receive a fairer wage for their work. By

4. THE BODY SHOP 'COMMUNITY TRADE' PROJECT

Look for the C(ommunity) T(rade) logo when you buy our products and you can actively help disadvantaged communities all over the world. The Body Shop buys natural ingredients and accessories for a fair price, which allows communities ranging from the Amazon to Zambia to invest long-term in health and education. Your choice may mean a lot for their lives.

VI Work in groups to identify a human rights issue in your community and decide on a course of action. Whether it's about local pollution levels, the minimum wage or global poverty, your project may go through the following stages:

- Brainstorm** - list all the issues in the community; identify where the problems are.
- Prioritize the issues** - prioritize and decide on the issue you think is the most important and that you may be able to do something about.
- Find out more** - research your chosen issue by consulting libraries, the internet, newspapers, local people, authorities. Set a deadline for the research.
- Design your project** - decide on your project goal and display it. Make an action plan: what needs to be done by when? Which organizations need to be involved?
- Do it!** - implement your action plan. Take pictures, record on tape or video your work.
- Publicize it!** - use the media, the internet, posters, performances, friends.
- Review it!** - what worked and what didn't? Changes? What did you learn?
- Celebrate it!**

from *Right Angle* (Winter 2000-01), 32, Save the Children

VII Write a one-page commentary on Edmund Burke's words:

"Nobody made a greater mistake than he who did nothing ... because he could only do a little."

LESSON 3 Me with others



I The task of your group is to stand together on a paper "raft" which the teacher will gradually make smaller and smaller.

- 1 What strategies has each group used to reach their goal?
- 2 What do you think is the real purpose of the activity?

II Here is an example of successful group action. Read it and fill in the chart.

In 1888 the women workers at the Bryant & Mays match factory in London told the Press about their working conditions. Most of the women worked ten hours a day and longer for poverty wages. One 16-year-old girl reported taking home 4 shillings a week, of which 2 shillings paid her rent while she survived on a diet of bread, butter and tea. Working with the phosphorus in the matches gave the workers a disease which was like cancer. 1400 young women went on strike in support of four women who were sacked because they refused to say the press reports were untrue. They returned to work only when Bryant & Mays agreed to their demands for more pay and better working conditions. The "matchgirls" example gave other paid workers courage to stand up for their rights in the future years.

from *Nuncumas* (1993), Amnesty International

Rights violated	UDHR Article	Action taken	Outcomes

III

1 Read text A and discuss with your partner how its main idea applies to texts B and C.

A. As you found out in Unit 4, there are two basic categories of rights that we often see conflicting in everyday life: 'liberty-oriented rights', i.e. our *freedom to* do something we want, and 'security-oriented rights', i.e. our *freedom from* having something harmful or distasteful done to us.

B. In a trade union campaign to secure better pay and improve poor working conditions, truck drivers put up roadblocks on the highway. A woman almost died because the ambulance taking her to hospital was not allowed to pass. Many businesses incurred losses because their shipments had been severely delayed as a result of the huge traffic jams.

C. A 15-year-old was put in intensive care after being badly beaten up by the brothers of the boy he had been bullying at school.

2 How could a balance be reached between the two categories of rights?

IV

1 Read texts A and B and say what skills and qualities the initiatives they describe aim to develop.

A. Restaurant Run by Street Children

With funds from "Butterflies", an organization that provides educational programmes and self-help projects for street children, twelve boys from the ages of 7 to 17 went through an intensive ten-day training on cooking, nutrition, cleanliness, looking after customers, and book-keeping. When the organization was able to rent a space in the Inner State Bus Terminus in New Delhi, India, the boys enthusiastically opened their own restaurant.

Fully aware of their monthly expenses for food and rent, the boys decided to take only half their salaries until they began making a profit. Now, business is improving and not only do they have reliable jobs, but they also have a place to live – a room behind the restaurant, and two hours of education per day, provided by "Butterflies". The boys also decided to feed other street children each day, free of charge. They dream of

raising money to buy a van, so that they can bring food they cook to parts of the city where there are large numbers of street children. They plan to finance this project by selling snacks in public places in the evenings.

adapted from Susan Fountain, *It's Only Right!*, (1993), UNICEF

B. Street Children Work the Land for a Profit

"Casuta Noastra", a street children's foundation from Iasi, Romania, creates a "together we can do it" attitude. Says Matthew Hanrahan, one of the founders, "This will be the first year we will attempt to make a profit from our working the land. There are two young men, one year out on their own, who have received training over the past three years. In the spring we made a small business plan to grow and sell chrysanthemums, sweet corn and plums. They are partners with us and will share in making decisions on how the profits are used and re-invested. Six other young men still living in the state institution are trainees in their time of instruction. We are working together on a plum orchard of 390 trees, planted 2200 chrysanthemums, and 2 hectares of sweet corn. Currently we are considering ways to add value to our work. We may make plum jam, and this will add greater value and profit other than simply selling the fruit by the kilo. Sweet corn is not a common item on the Romanian family dinner table so this has presented a marketing challenge to make it successful. Working in agriculture builds a strong sense of self-respect and confidence as one is personally involved in the planting, nurturing and harvesting process."

2 The rights in the Convention on the Rights of the Child can be clustered under three headings:

PARTICIPATION	PROVISION	PROTECTION
of all children in decisions affecting them	the basic needs for a child's survival, growth and development	from exploitative labour, the effects of war, abuse and discrimination

Identify what rights from the following table the two texts refer to and say how this is reflected in each case.

Participation	Provision	Protection
Right to: • education • information • freedom of speech • play and leisure	Right to: • health care • shelter • food and clean water • a family	Right to protection from: • maltreatment • neglect • torture • exploitation

V

1 Prepare arguments for and against the following quotation:

"True believers should not get involved in politics; they should leave that to the politicians."

The text below might give you some ideas. Remember to consider discussion guidelines on p. 17.

A Voice for the Voiceless

Oscar Romero was the Archbishop of San Salvador. He was murdered in 1980 by forces working for the government because he had spent his years in office criticizing those who made Salvador a dangerous, violent and unfair place to live. His "option for the poor" included educating them about the causes of their poverty and the means by which they could overcome injustice. Since then, many of Romero's ideas have been recognized as being relevant to the situation in other parts of the world where poverty and oppression go hand in hand. Some specific ways

in which Romero acted:

- ◆ Calling for land reform and a fairer distribution of wealth.
- ◆ Using the Church's radio station to condemn corruption, torture and murder.
- ◆ Setting up a Legal Help Office to record the abuse of human rights and offer advice.
- ◆ Sheltering refugees in the Cathedral.
- ◆ Using sermons to provide information about the wider world in a country which was becoming increasingly isolated.

adapted from Fairground 18, CAFOD

2 Which argument was more persuasive? Why?

VI Write a one-page argumentative essay starting from the following quotation:

Never doubt that a group of thoughtful, committed citizens can change the world. Indeed it is the only thing that ever has. (Margaret Mead)

LESSON 4 Do unto others...

I You are going to carry out two experiments.

EXPERIMENT 1 – The teacher will dictate a short text which you will write using the hand other than the one you normally use when writing.

EXPERIMENT 2 – Keep your eyes closed and try to describe what is going on in the classroom.

- How did you perform and feel?
- Explain the effect of the experience on the way you see disability now.

II What attitudes to disability do the reactions in A. and B. point to? Talk with your partner.

A. In the presence of a disabled person, some able-bodied people tend to:

- stop talking and stare;
- point the person out to a friend;
- move away;
- gather their children around them.

Others try to be 'nice' to the disabled person and say things like:

- "You poor thing, how do you cope?"
- "It must be awful for you"
- "Here, let me do that for you"
- "Who looks after you?"



III

1 Read what Nancy Mairs – an American author who is a wheelchair user – says about people in her situation. How do your observations and views about disability compare with her own?

"What I seldom am treated as is just another person. I think most people with visible disabilities would tell you that. I *am* waist-high in the world. I can't see beyond you if you don't move out of the way, and most people don't. Whereas you can look straight over my head. So you loom in my vision in a way I do not loom in yours. I am beneath you, visually beneath you."

from *Waist-High in the World: A Life among the Non-disabled* (1996), Beacon Press

2 Are attitudes to visible disability (e.g. being in a wheelchair) different from those to invisible disability (e.g. deafness)? Why/Why not?

Facts about disability

- In the US, Canada and the UK, 60% of disabled people live below the poverty line.
- Especially vulnerable groups include disabled women and people with communication problems.
- No country has all its transport systems accessible to disabled people.
- Only a few countries enforce non-discrimination legislation for disabled people.
- In many countries disabled people are not helped to exercise their right to vote.
- Sign language for deaf people receives little official or unofficial support.
- Public information is rarely available to visually impaired people or people with learning difficulties.

from CEWC broadsheet, 2000; 3

- Things needed for a less disabling and more user-friendly environment:
- ♦ Text telephones for the deaf.
 - ♦ Buses that lower their platform for the disabled and the elderly.
 - ♦ Buttons in lifts, telephones and other public amenities placed low enough for easier access.
 - ♦ Braille alphabet in lifts to help the blind and the visually impaired.
 - ♦ Acoustic signal for the blind when crossing the street is permitted.
 - ♦ Guiding system on the pavement for access to the underground.
 - ♦ Increased width of doors, corridors in offices and aisles in shopping areas.
 - ♦ Appropriate number and location of ramps for wheelchair users.

IV Read the text and explain the meaning of the sentences in italics.

"I think we who are disabled have a responsibility toward non-disabled* people to realize *that they are limited in a way that we are not. Because we know things that they don't.* If I don't like the way someone is treating me, I won't get confrontational, but I'll assert myself so that people see me and not just my wheelchair."

from *Body, Mind, and Soul: An Interview with Nancy Mairs* by Susanne Skubik (Sept./Oct. 1997), UUA WORLD Magazine

*a term of Mairs' own coinage

V

1 Read the texts below and agree with your partner on two things they have in common.

74-year-old great-grandmother Joan Heinz has been bedridden since 1980. As multiple sclerosis left her paralyzed from the neck down, she discovered a natural talent – for mouth painting. She now aims to use her newfound skill to raffle one of her paintings and help to raise money for a disabled eight-year-old girl who needs to go to the United States for surgery.

Evening Press York, June 2000

"... but when the time came, when I needed a wheelchair, then — well, I think it called up my sense of adventure. I thought: "What can I do with my life in a wheelchair that I haven't done yet?" ... probably the most important thing is to continue to focus on the person rather than the disability."

ThriveOnline chat with N. Mairs, Aug.9, 1999

2 What do these texts tell you about the relationship between taking action and responsibility?

VI

1 Choose the statement which, in your opinion, best captures the essence of what you have learned in this unit about TAKING ACTION. Explain your choice.

- "I gain as much as I bring to the community, if not more."
- "With action comes reflection, and with reflection, new consciousness, action and mobilization."
- "If I only stand up for myself, what significance do I have in this world?"

VII HUMAN RIGHTS PORTFOLIO

Research and determine how the right of disabled people to access goods, facilities and services is enforced in your local area. Based on your findings, decide on further action to take and design a suitable strategy. You may follow some of these steps:

- Identify a public area (school, shopping centre, leisure complex, library, bus stop or railway station).
- Brainstorm who might experience difficulty negotiating their way around.
- Make a list of the environmental features (e.g. stairs, lifts, transport) which might limit people's access.
- Carry out a survey of the chosen site.
- Analyze your findings and present them in ways that make them accessible to everyone.
- Publicize the findings in consultation with disabled people and NGOs. They might be able to verify the accuracy of your findings or provide examples of good provision.

adapted from Council for Education in World Citizenship Digest, (2000:3)

My infinitely harder task, then, is to conceptualize not merely a habitable body but a habitable World: a world that wants me in it.

(Nancy Mairs)



Adapted from Angela Martin

The 3 Rs Participation

UDHR: Article 29 (1):

Everyone has duties to the community in which alone the free and full development of his [sic] personality is possible.

- 1 Complete the list below with information from the lessons on TAKING ACTION in this book and from the UDHR.

Rights	Responsibilities	Remedies
<p>I have the right to:</p> <ul style="list-style-type: none"> take action whenever my rights or the rights of others are infringed 	<p>I should:</p> <ul style="list-style-type: none"> work with others to bring about enforcement of rights all people are entitled to by law 	<p>I can:</p> <ul style="list-style-type: none"> militate for laws that prevent discrimination of any kind

- 2 Try to match any of the rights and responsibilities you have listed.

As a result of this unit, in my community, I would like to

As a result of this unit, in my life, I will change

Further comments:



Give us a voice!

Question:

What would you do if you saw one of your friends cheating in a game?

- 1 Read what these young people from different countries answered to the question above and say which one you agree with most.

- 1.1 Fill in the empty bubble with your own answer.

'I wouldn't do anything. I would leave it to that person's conscience.'

Ahmed, 17, Morocco

'I would probably carry on playing the game and see if we win or not or see if they get caught. If they don't get caught I would say it to the teacher.'

David, 12, UK

'If I saw one of my friends cheating in a game, I would criticise him ruthlessly and I would try to persuade him not to do this again or I won't trust him any more. Cheating is a contradiction to the laws of fair-play.'

Alex, 16, Romania

'I think if he or she were my friend I would close my eyes.'

Masha, 15, Russia

'I would speak to him and if he wouldn't listen to me, I would tell the teacher. I wouldn't keep silent.'

Pavel, 15, Russia

'I wouldn't tell it in public. Friendship is more important than a game. I'd try to talk to her about it and tell her my opinion and I'd ask her not to do it any more.'

Csilla, 16, Hungary

Unit 8 MAKING CHOICES

LESSON 1 Mind your language!

Each of us is responsible for everything and to every human being (DOSTOIEVSKY)

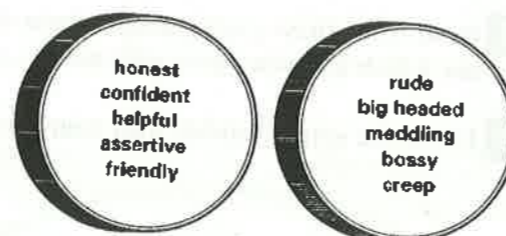
I On the first coin you can read words which represent positive qualities and on the second their negative counterparts. In groups:

1 Give examples of situations in which the same kind of behaviour might be described by two different people in a positive/negative way. Write the sentences.

e.g. She always speaks her mind.

A: "She is honest"

B: "She is rude"



2 Consider the sentences you have produced and answer the questions:

a) Which of them would you use if you liked/didn't like the person described? Is it fair to label persons according to your liking/disliking? Why?

b) What feelings would the people described have in hearing each sentence?

II

1 Arrange the following words in two columns under the headings suggested below:

Handicapped person, mankind, headteacher, foreman, homosexual, black, police officer, person with learning difficulties, chairman, person with a disability, taxman, cleaner, member of the gay community, mentally handicapped, chairperson, policeman, coloured, headmaster, chairwoman, tax officer, humankind, supervisor

Less sensitive language	More sensitive language
• Handicapped person	• Person with a disability

2 Read the definition of *political correctness* in the glossary and then explain why the words in the first column are not recommended.

3 Sometimes being PC (politically correct) goes to such extremes to avoid hurting others' feelings that it becomes amusing or even verges on the ridiculous. Read the text and then try to guess what the PC expressions following it stand for:

I used to think that I was poor. Then they told me I wasn't poor, I was needy. Then they told me it was self-defeating to think of myself as needy. I was deprived. Then they told me deprived was a bad image, I was underprivileged. Then they told me underprivileged was overused, I was disadvantaged. I still don't have a dime. But I sure have a great vocabulary. (Source unknown)

hair disadvantaged / tonsorially challenged; mentally challenged; terminally inconvenienced / metabolically different; unpaid work of social reproduction of the labour force.

III

1 In groups discuss whether you agree or disagree with the following statements:

a) Our choice of words has a vital role in treating people fairly/unfairly.

b) The words we use influence the way we think.

c) Using politically correct words is a form of censorship. It restricts people's right to freedom of opinion and expression.

d) A person's freedom to say or write what they want is limited by the other person's right to be free of attacks upon their honour and reputation.

2 Now read the excerpt from an article entitled: *The English Language is My Enemy* and go back to the statements above. Has the reading of the text changed your opinions? Prepare arguments to support your choice.

What Roget Reveals. A superficial examination of Roget's *Thesaurus of the English Language* reveals the following facts: The word "whiteness" has 134 synonyms, 44 of which are favorable and pleasing to contemplate, for example: "purity", "cleanness", "bright", "shiny", "fair", "blond"... — and only 10 synonyms which are negative and then only in the mildest sense, such as "whitewash", "pale", "ashen"...

The word "blackness" has 120 synonyms, 60 of which are distinctly unfavorable, and none of them even mildly positive. Among the offending 60 were such words as "blot", "blotch", "smut", "smudge", "obscure", "dingy", "unclean", "dirty", "deadly", "foul", "unwashed"... In addition, and this is what really hurts, 20 of these words — I exclude the villainous 60 above — are related directly to race, such as "Negro", "Negress", "nigger", "darkey", etc.

Thinking ... Is Subvocal Speech. If you consider the fact that thinking itself is subvocal speech (in other words, one must use words in order to think at all, you will appreciate the enormous trap of racial prejudice that words have on any child who is born into the English language. Any creature, good or bad, white or black who uses the English language for the purposes of communication is willing to force the Negro child into 60 ways to despise himself, and the white child, 60 ways to aid and abet him in the crime. Language is a means of communication. This corruption, this evil of racism, doesn't affect only one group. It doesn't take white to make a person a racist. Blacks also become inverted racists in the process...

(reprinted from Negro Historical Bulletin, volume 30, No. 18, April 1967, USA)

IV Hey Guys!

What should Beanie say?

Beanie has some tough choices to make. Fill in the bubbles with what you think Beanie should say.



Beanie is walking down the street with a friend who is telling him a racist joke. What should Beanie say?

Beanie's friend makes an unkind comment on someone in a wheelchair that the person can hear. What should Beanie say?

V Find examples of words in Romanian newspapers that are/ are not politically correct. Bring them to class and suggest more sensitive ways of expression where appropriate.

LESSON 2 Give yourself and others a choice

I




1 Which do you think is the most dangerous habit: smoking, drinking alcohol or taking drugs?

Think of implications for:

- the person who smokes, drinks alcohol, takes drugs
- their family, friends, people who share the public space, medical professionals who have to deal with the effects of these abuses.

2 Get into three equal groups. Each group will make two lists: positive/negative effects of smoking (group 1), drinking (group 2), taking drugs (group 3) on young people. You may find the data in the boxes useful.

e.g.

Group 1		"Cool" look	Stained fingers
Group 2	More fun at parties	Road accidents	
Group 3		Escape from problems	Addiction

USA Adolescent smoking statistics. Each day nearly 4,800 adolescents (aged 11-17) smoke their first cigarette: of these, nearly 2,000 will become regular smokers. It is estimated that at least 4.5 million U.S. adolescents are cigarette smokers. Cigarette smoking during childhood and adolescence produces significant health problems among young people, including an increase in the number and severity of respiratory illnesses, decreased physical fitness and potential retardation in the rate of lung growth. An estimated 430,000 Americans die each year from diseases caused by smoking.

(www.lungusa.org/press/tobacco.htm) 28/10/2001

Binge drinking describes a self-destructive and unrestrained drinking bout during which the heavily intoxicated drinker 'drops out' by not working, ignoring responsibilities, squandering money, and engaging in other harmful behaviours such as fighting or risky sex.

(www2.potsdam.edu/alcohol-info/BingeDrinking.htm) 28/10/2001

Human immunodeficiency virus (HIV) transmitted through injecting drug use (IDU). During 2000 some 3.5 million people became infected with HIV worldwide. For most of the 250,000 adults newly infected with HIV in Eastern Europe and Central Asia the main mode of transmission is IDU. Around half of the people who acquire HIV become infected before they turn 25 and typically die of AIDS before their 35th birthday. 3 million people died from HIV/AIDS in 2000 – a higher global total than in any year since the beginning of the epidemic.

(www.avert.org/worststatinto.htm) 28/10/2001

3 Now get into groups of three. All triads should be made up of persons coming from each of the original groups. Share your lists and then answer the following questions:

- Which is longer in each case: the positive effects or the negative effects list?
- What makes young people smoke, drink alcohol, take drugs? What about people in general?
- What are the short and long term effects of these habits?
- What conflicting rights do you see in people's habits of smoking, drinking alcohol, taking drugs?
- Who is responsible for the protection of the rights of the people affected by others' smoking, drinking, taking drugs?
- What are the responsibilities of the mass-media in advertising tobacco and alcohol products? Why are other drugs not advertised?
- Do you think it is right that scarce health resources should be used for people who acquire diseases connected to the abuses above?

II You are going to read a text entitled *Tobacco giant says dead smokers help economy*.

1 In pairs make predictions on the ways in which dead smokers could help economy.

2 Now read the text to see if any of your predictions were right.

Cigarettes save the economy millions because smokers die early, a tobacco company said yesterday. International cigarette giant Philip Morris argued that it boosted world economies because savings in health care and pension costs far outweighed the cost of looking after sick smokers. Anti-smoking groups condemned the suggestion, which was made in a report from the company to the Czech Republic, where Philip Morris makes the Marlboro brand and controls four-fifths of the market. It told the Czech government it was saving up to 20 million pounds a year in health care and pension costs because smokers died early. Michelle Di Leo, spokeswoman for the British Lung Foundation, said: "What will Philip Morris argue next? That we should put people down at 50 because it would save a lot of money on health care?"

Rimi Calvet, a spokesman for Philip Morris, said: 'It is unfortunate that this is one aspect of the study that is being focused on. He said the report set out the balance costs and savings and it included all sorts of elements, such as revenue analysis. He said: 'We had no intention of trying to present a positive side to smoking to society. It is simply part of the balance.'

(Metro, July 18, 2001)

3 Answer the questions:

- How would you feel if you were a smoker in the Czech republic?
- What would you say to Rimi Calvet, the spokesperson for Philip Morris?

III Debate: Growing tobacco in developing countries brings money

Divide into four groups Two groups should prepare arguments in favour and two groups against growing tobacco in a developing country. When you are ready, choose one spokesperson for each team to actually run the debate. The following table may help you start thinking about advantages/disadvantages of growing tobacco in developing countries:

Advantages	Disadvantages
Developing countries need money. Exporting tobacco is a way of making money Taxing tobacco sold within the country is another way of making money	Land which could be used for food crops may be damaged For every acre grown, an acre of trees must be burnt to dry the tobacco

IV HUMAN RIGHTS PORTFOLIO

In groups collect as many examples of cigarette adverts as you can. Magazines are a good place to look. Use the ideas from these adverts to design a poster to persuade people of your age not to smoke. Do not use the words "no-smoking" or "don't smoke". Do the publicity poster from a Human Rights' perspective.

LESSON 3 Who's to say?

I

- Some people have their choices made for them or avoid making choices altogether. What could the reasons be? Refer to real situations (e.g. refusing to vote).
- With your partner, list possible consequences of making uninformed choices. Use the definition in the box.


Making informed choices is a process based upon the individual's access to, and full understanding of, all necessary information with regard to a particular course of action prior to making a decision.

II

- Which of the two leaflets is more convincing for you? How do the pictures and the choice of words contribute to the overall effect?

Between 1967 and 1987
in UK alone

OVER A MILLION WOMEN
HAVE HAD ABORTIONS...



... AND WE HAD OVER A
MILLION GOOD REASONS WHY

Our Bodies. Our Lives. Our Right to Decide!



Isn't this
a human
rights
issue, too?

Save the Unborn Child



Human rights begin at conception

Six unborn children killed under the 1967 Abortion Act. The youngest was about 8 weeks gestation. The oldest about 25 weeks.

from D. Selby (1987), *Human Rights*, CUP

- Whose rights do you think should take precedence in the ongoing debate on abortion? Consider: mother, anti-abortion supporters, father, doctor. The information in the box will help.

A report prepared by the California Senate in 2000 showed that abortion clinics in that state reported threats, vandalism, assaults, blockades and other crimes. 30% reported that their personnel was "harassed, threatened and otherwise targeted at their homes or in other places away from clinics and medical offices."

III

- Do you think there is a connection between abortion and capital punishment? If yes, what might it be? If not, why not?
- Read the two statements below. Which comes closer to your views on the issue? Explain why.

"It is by exacting the highest penalty for the taking of human life that we affirm the highest value of human life." (Edward Koch, physician and researcher, Australia)

"The death penalty offers the tragic illusion that we can defend life by taking life." (Most Rev. Joseph A. Fiorenza, President, National Conference of Catholic Bishops / U.S. Catholic Conference, 1999)

- Read the following and work in groups to suggest viable alternatives to the death penalty.

According to Amnesty International, during 2000, at least 1,457 prisoners were executed in 27 countries and 3,058 people were sentenced to death in 65 countries. In 2000, 88 per cent of all known executions took place in China, Iran, Saudi Arabia and the USA but the actual figures are believed to be much higher.

A 1998 research study conducted for the United Nations concluded: "This research has failed to provide scientific proof that executions have a deterrent effect."

The FBI Uniform Crime Reports Division publication *Crime in the US for 1995* reports that "In no state has the number of murders diminished after legalizing the death penalty."

International Agreements to Abolish the Death Penalty

- The Second Optional Protocol to the International Covenant on Civil and Political Rights (ratified by 43 states and signed by 6 other states)
- Protocol No. 6 to the European Convention on Human Rights (ratified by 39 European states and signed by 3 others)
- The Protocol to the American Convention on Human Rights to Abolish the Death Penalty, (ratified by 8 states in the Americas)

IV

- In groups of four, read one of the texts each and tell the others what human rights are violated and the kind of bias highlighted.

A. Seven countries since 1990 are known to have executed prisoners who were under 18 years old at the time of the crime – Congo (Democratic Republic), Iran, Nigeria, Pakistan, Saudi Arabia, USA and Yemen. The country which carried out the greatest number of known executions of child offenders was the USA (14 between 1990 and 2000).

B. Between 1976 and 2000, at least 35 mentally disadvantaged individuals were executed in the U.S., 6 in Texas.

C. From 1995 to 2000, U.S. federal prosecutors sought the death penalty for 183 defendants; 74% were minorities. Of the 21 people on federal Death Row as of 2001, 81% are Black or Hispanic who could not afford proper legal representation.

D. Since 1973 more than 90 US prisoners have been released from Death Row after evidence emerged of their innocence of the crimes for which they were sentenced to death. Some had come close to execution after spending many years under sentence of death.

from: <http://www.ojp.usdoj.gov/bjs/cp.htm>; <http://www.religioustolerance.org/execute.htm>

Countries that have abolished the death penalty recently

- 1989: Cambodia, New Zealand, Romania, Slovenia
- 1990: Croatia, Czech & Slovak Federal Republic, Hungary, Ireland, Mozambique, Namibia
- 1992: Angola, Switzerland
- 1993: Greece, Hong Kong
- 1994: Italy
- 1995: Moldova, Spain
- 1996: Belgium
- 1999: Bermuda, East Timor, Turkmenistan, Ukraine, Latvia (ordinary crimes)
- 2000: Cote D'Ivoire, Malta, Albania (ordinary crimes)
- 2001: Chile (ordinary crimes)

- List arguments for or against this statement: "The death penalty has no place in a civilized world."
- Write an argumentative essay to develop the arguments you listed in the previous activity.

LESSON 4 Where do we draw the line?

1

1 Consider these situations taken from real life and answer the questions that follow.

A. A child aged eight was in imminent danger of dying from renal failure. His mother donated one of her kidneys to save her son's life.

B. A poor person agreed to sell one of his kidneys because it was the only way to get the money to build a house for his family of seven.

2 The boy's mother and the poor person think they made informed choices. Do you agree?

3 Are the two situations different? What rights are involved in both cases? Include the doctor who performed the transplant and the person who received the poor person's kidney. Who should decide?



CHRISTIAN BARNARD
(1922 - 2001)

Dr. Barnard pioneered the first successful heart transplants. In 1967 he transplanted the heart of a road accident victim into a 59-year-old man, the first operation of its kind. Today this form of surgery is routine in medical practice.

II Read these statistics and discuss with your partner the extent to which religious considerations direct the decision.

• US Patients waiting for transplant in Sept. 2000: 78,241
(of which kidney, liver, heart: 72,000)

• Number of transplants performed in the US in 2000: 23,000
(of which kidney, liver, heart: 20,000)

Organ donation and transplantation in the US

In favour:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Seventh-Day Adventist | <input checked="" type="checkbox"/> Baptist |
| <input checked="" type="checkbox"/> Islam | <input checked="" type="checkbox"/> Baha'i |
| <input checked="" type="checkbox"/> Judaism | <input checked="" type="checkbox"/> Buddhism |
| <input checked="" type="checkbox"/> Greek Orthodox | <input checked="" type="checkbox"/> Lutheran |
| <input checked="" type="checkbox"/> Presbyterian | <input checked="" type="checkbox"/> Episcopalian |
| <input checked="" type="checkbox"/> Roman Catholic | <input checked="" type="checkbox"/> United Methodist |

Against:

- ☒ Shinto
☒ Jehovah's Witness

http://www.transweb.org/qa/qa_tkp/faq_religion.html

III Consider the following situation and then answer the questions.

Because of their religious beliefs, the parents of a critically ill child firmly refuse to allow a blood transfusion although they have been informed it is the only possibility to save their child's life. Doctors say they are prepared to go ahead with the transfusion even if the parents say no.

1. What / whose rights are in conflict?
2. Who do you think should have the final word?
3. Would your answer be the same if you were the child?
4. What if the child, aged 17, wants the transfusion and the parents are made aware of his/her wish?

IV

1 The following two stories appeared on the same day in the same American newspaper. Read them and tell the others in your group:

- a) if your views on the issue of organ and body parts donation remain unchanged;
- b) or how your views have been altered as a result.

2 Has anybody (else) in your group changed their views? How?

A. In the world of body donations, the Rev. William Rainford reaped what he sowed. In 1971, his 9-year-old son, Tony, died. As his Episcopal faith sees body donation as part of its ministry to others, Rainford offered his son's remains as donor parts.

Fifteen years later, an 18-year-old man in Canada died. His family donated his heart. It was transported to Stanford Hospital in California, where a patient hovered at death's door. It was Father Rainford.

But such acts of altruism, and acceptance of such gifts, do not come easily or without a price for even the most trusting in God. Rainford's experiences generated both crises of faith and renewal of spirit. The devastation of losing his son to disease propelled the priest to become a doctor in search of science's answers to life. While in medical school he worked on donated bodies.

Years later, when another man's heart beating in his chest seemed like his own, he quit being a doctor during the week and a volunteer priest on the weekends and returned full time to the priesthood's spiritual healing.

He has always believed that, by the choices people make, they discover who they are in relationship to God. The body-donation business, with its life-and-death questions of faith and ethics, is one such spiritual proving ground. It offers up triumphs and failings, he says, and makes some afraid, others repelled, and still others eternally thankful.

"You learn what to let go of and what to hold on to," Rainford says.

Carol McGraw, (April 19, 2000), *The Orange County Register*

B. The speaker of the California Assembly said Tuesday that the state needs tighter scrutiny of the fast-growing trade in human body parts.

Speaker Robert Hertzberg said prospective donors have a right to know about connections binding for-profit companies to non-profit tissue banks in the \$500 million tissue trade.

Hertzberg also criticized the industry for "bait and switch" tactics: obtaining skin for burn victims but sending it to companies that make products for lip enhancement procedures.

"This is something we need to certainly take a look at," said Hertzberg. "It makes a great deal of sense for burn victims to have a priority. It's incredible stuff."

Reaction in the industry is mixed. Some tissue-bank officials believe that more disclosure is needed. But the top executive of the American Association of Tissue Banks said she doesn't think donors need to be told about financial ties to profit-making companies.

"Of course we support informed consent, and tissue banks should fully state how the donation is going to be used," said Jeanne Mowe, director of the national group.

As state Sen. Jackie Speier put it: "I want my body donated. But I sure as heck don't want my skin sold for some plastic surgery procedure while burn patients are waiting without the benefit."

M. Katches, D.M. Weintraub and W. Heisel, (April 19, 2000), *The Orange County Register*

3 Do you agree or disagree with Reverend Rainford's decision to donate his son's organs? Explain why.

4 Is organ and tissue donation in instances like those in text B ethical?

5 In your group, discuss and decide on three things which, based on the information in the two stories, should be done to allow all parties involved to make informed choices and respect their human rights.

6 Compare with the other groups and negotiate on one thing that your class as a whole regards as an absolute priority for this issue.

The 3 Rs Choice

REMEMBER to conduct the final stage of the project *The Human Rights Temperature of Your School!* Prepare to present it at the end of the school year.

UDHR: Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

- 1 Complete the lists below with information from the lessons on MAKING CHOICES in this book and the UDHR.

Rights	Responsibilities	Remedies
<p>I have the right to:</p> <ul style="list-style-type: none"> • make my own decisions with regard to the way I live and think • share with others my views on issues that concern my rights and the rights of others • 	<p>I should:</p> <ul style="list-style-type: none"> • make only informed choices • always exercise my right to decide in any matter that concerns my rights or the rights of others • 	<p>I can:</p> <ul style="list-style-type: none"> • defend the right of all people to have a say in decisions that affect their life and that of their families •

- 2 Try to match any of the rights and responsibilities you have listed.

As a result of this unit, in my community, I would like to

As a result of this unit, in my life, I will change

Further comments:



Give us a voice!

Question:

What would you think of someone who chooses to dye their hair blue to look cool?

- I Read what these young people answered to the question above and say which one you agree with most.

- II Fill in the empty bubble with your own answer.

'I think these people have a personality problem. They feel rejected by society, by friends and school mates. They try to come out with something new, to shock, to make the other ones notice them. It's their choice.'

Cristian, 16, Romania

'I think that anybody can choose to do whatever they want to their hair and their body.'

Jack, 17, USA

'It's none of my business, they're free to do whatever they want.'

Said, 16, Morocco

'It depends on the person's character inside. If they are only dressed like that, that's all right, it's even cool. But if they behave like: I'm the best, you're nothing', then I would reject them.'

Larisa, 15, Russia

'I would think they can do what they want to their hair, it's their hair, but at school they should be able to look smart, to look good and I don't think 'blue hair' would be classified as smart... but if they don't go to school, it wouldn't matter.'

Gillian, 12, UK

'I think they would be "posers" and they have little self-esteem so they would do something like that to be noticed.'

Melanie, 17, USA

Unit 9 LEARNING FOR LIFE

LESSON 1 Education for ALL?

"Schools have not necessarily much to do with education ... they are mainly institutions of control where certain basic habits must be instilled in the young. Education is quite different and has little place in school."

WINSTON CHURCHILL

I

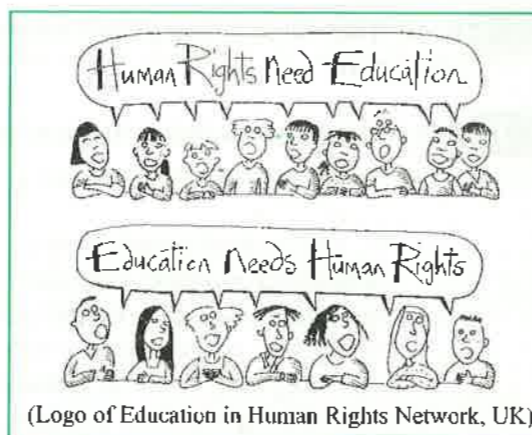
1 Read the quote above and explain to what extent what it says is still valid nowadays.

2 Say what you think the purpose of education is / should be.

II Look at the cartoon on the right and explain its message.

III Choose one of the issues mentioned in the lists below and work in pairs to suggest ways in which education can solve it. Report your results to the class.

- | | | | |
|----------------|--------------|---------------|------------------|
| ◆ Unemployment | ◆ Bullying | ◆ Child abuse | ◆ Discrimination |
| ◆ Poverty | ◆ Xenophobia | ◆ Violence | ◆ Nationalism |
| ◆ War | ◆ Homophobia | ◆ Racism | ◆ Stereotyping |



IV Read the text below and explain why its author is 'suspicious of education.'

The note below was found in a headteacher's study in a secondary school. It is said the headteacher circulates it among the staff at the beginning of every school year:

Dear Teacher,

I am a survivor of a concentration camp. My eyes saw what no man should witness:

Gas chambers built by learned engineers.

Children poisoned by educated physicians.

Women and babies shot and burned by high school and college graduates.

So I am suspicious of education.

My request is:

Help your students become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns. Reading, writing, arithmetic are important only if they serve to make our children more human.

(from *Yes, You Do Count*, A Teaching Programme on Human Rights, Churches' Education, 1995)

V Read this text and suggest as many remedies as you can to the problem it raises:

The money required to provide adequate food, water, education, health and housing for everyone in the world has been estimated at £12 billion a year. It is a huge sum of money ... about as much as the world spends on arms every two weeks.

(quoted from Simon Fisher and David Hicks, *World Studies*, 8-13, 1985)

VI Have a look at the CONVENTION ON THE RIGHTS OF THE CHILD and decide which Articles are respected when you choose optional subjects in your school curriculum.

VII

1 Work in four groups and read the texts below (Group 1 - texts 1 and 3, Group 2 - texts 2 and 4, Group 3 - texts 5 and 6, Group 4 - text 7) to identify the issues they refer to.

2 Find the Article(s) in the UDHR which is / are or might be violated in each case.

3 Suggest one remedy for the rights that are violated and provide a real example for the rights that are enacted.

4 Present your conclusions to the class.

1 While it is true that all children need to relate positively to their culture, ethnic and social groups, religion, language and gender, British-born children of the former colonies were never taught about their history. Black pupils need to embrace their past with pride and dignity, just as white pupils do. They need to feel that the Britain they live in is as much theirs as it is that of the dominant culture.

(adapted from *Human Rights Education Newsletter*, no. 24, 1999)

2 Everybody has an interest in education, but what is the child's interest - independent of all adult intervention and influence? Does that seem an impossible question to answer?

(S. Fisher and D. Hicks, *World Studies*, 8-13, 1985)

3 Local school districts in the USA elect school boards who make decisions about teachers' salaries, curriculum, and funding. People in the community often go to school board meetings to publicly state their opinion about what needs to be done in the schools.

(from *Forum*, Vol. 36, 1998)

4 Teachers in Guyana have identified those characteristics of a classroom which make it 'child-unfriendly':

- poor physical environment - leaking roof, poor water supply, crowded classes;
- threatening psychological environment - prejudiced teachers and use of corporal punishment;
- limited cognitive stimulation - with an emphasis on rote learning and 'chalk and talk';
- poor social environment - with limited classroom interaction.

(from *The Development Educational Journal*, Vol. 4.2, February, 1998)

5 The [British] government is considering cutting unemployment benefits for claimants who refuse offers to help to improve their poor reading, writing and arithmetic. Last year a report said 7m adults had inadequate basic skills. Ministers believe that much reluctance to return to study stems from dismal experiences the first time.

(*The Guardian*, Dec. 5, 2000)

6 Who is responsible for refugee education? In the more developed countries, both primary and secondary education is compulsory for all children, including refugees. Many less developed countries, however, can barely provide for their own citizens let alone for refugees.

(*Speranta*, Summer 2001)



7 Travellers [gypsies] in Scotland tend to view self-employment, as opposed to wage labour, as the ideal to be aimed for. Most Traveller parents view the family as the arena in which the cultural capital is passed on. For many in the settled population the education system is the primary means by which cultural capital is passed from generation to generation. The historical low attendance of Travellers at primary school, and the even lower attendance at secondary school, can be accounted for by conflicting priorities over the concept of education between Traveller families and schools.

(from *The Development Educational Journal*, vol. 4.2, 1998)

VIII Answer the question in the title of this lesson and discuss if education is indeed 'for all'.

LESSON 2 The winter of our discontent

I

1 Answer these questions:

1. What do you expect a lesson with this title to be about?
2. What do you know about the Christian religious events: Easter and Christmas?
3. What do you know about the Muslim religious events Ramadan and Eid-ul-Fitr / 'i:d,l'fitr/?

2 Check your answers by reading the text about Ramadan below.

II

1 Read this letter sent by the headteacher of a school in Bradford, UK to the children's parents and say what the reaction of the Muslim parents might have been:

Bradford, England
1st November 2000

Dear Parent,

As we are approaching the winter season there are a few aspects that we have discussed with the staff and that we need to share with you. At the same time we are hoping for your full support in doing our common best to make sure the education children receive in our school is really beneficial to them. Moreover, that they stay strong and healthy in the winter weather. We are all agreed that their need for a mid-day meal should be a priority with all of us. What concerns us most is the forthcoming Ramadan season and the state of those children who choose to fast during the day. We thought that perhaps you might consider it best if your child or children fasted on weekends, but if you feel strongly about it, it would be helpful if the children could go home at lunch-time rather than watch others enjoy their meals. Unfortunately, Ramadan falls this year at the same time as our Christmas Celebrations, between 28/29th November and 28/29th December 2000. The traditional Christmas parties will have to be held during Ramadan, which will understandably make it hard for the Muslim children. Of course, they are more than welcome to join in.

I hope you will help us make the children understand and comply with our proposals. We also welcome your proposals for a convenient solution to this problem.

Faithfully yours,

M. D.

Headteacher

2 Read the PROPOSALS (on the right) sent to all schools in Bradford before 1st November 2000 by the Interfaith Education Centre. Decide if any of them had been taken into account by the headteacher when she wrote the letter above:

- a member of the staff could be designated to supervise pupils who are not eating dinners
- a quiet room would be ideal for this. Parents may be able to assist and take part in a supervision rota;
- a quiet room could be provided to be used for prayer. Pupils are often pleased to bring their own prayer mats to use for prayer. Pupils wishing to pray will need to make their ritual ablution which can be done in the usual washing area;
- one or two days could be allocated during Eid as 'authorized absences';
- Christmas and Eid joint parties could be arranged in January.

III Read the letter on the next page written by a Muslim father to the co-ordinator of the Interfaith Education Centre in Bradford and check the predictions you made in II. 1.

RAMADAN

During the month of Ramadan adult Muslims fast during the hours of daylight. They abstain from food, drink, smoking and sexual activity.

Some children from the age of seven are permitted by their families to take part in fasting.

Muslims see Ramadan as a special time of spiritual renewal when family and community relationships are strengthened.

The date when Ramadan begins changes each year.

It ends with the festival of Eid-ul-Fitr (fast-breaking).

4th December 2000

Dear Mr. F.

I am writing with regards to a letter my child brought home from school about the Muslim holy month Ramadan. I am a Muslim parent and the school that my child attends has a high proportion of Muslim attendees. I am a father to two sons and a daughter, all of them attending this school. My eldest son Sohail who has been fasting for two years has decided to fast again this year. He has been healthy throughout and I would never allow him to fast if his health or education were affected in any way.

I was deeply offended by some of the inconsiderate remarks on the letter. I would like to go through some of the points, which were particularly upsetting.

Half way through the first paragraph Mrs. D. states her concern over children's need for a mid-day meal and how they need to stay strong and healthy in the winter weather.

First of all, it is somewhat presumptuous of the Head to assume that I do not know what is healthy for my child and furthermore fasting in the winter months, when the days are extremely short (10hrs), is far easier than fasting in the summer when the fasts were up to 19 hours long. She suggests children fast on weekends but if we feel strongly about it, it would be helpful if the children could go home rather than watching others enjoy their meals. To whom would it be helpful? It is very difficult for Sohail to go home every lunchtime, as it is a 15 minute walk home and 15 minute walk back. On an empty stomach this would be cruel, particularly when it is cold and wet. The wording that other children enjoy meals, is emphasizing what my children will be missing out when they are fasting, which seems really patronizing.

The second paragraph starts off "Unfortunately, Ramadan falls at the same time as our Christmas Celebration again ...". Would it be too difficult to start the paragraph without unfortunately and is it absolutely necessary to say our Christmas. I have always accepted Christmas as an important event, as part of being born and living in Britain. However, never have I called it unfortunate. In fact I felt last year and this year Christians and Muslims were celebrating together at the same time, which makes it more special. That is what I portray to my children, and I am sure I do not stand alone when I say this. So why is it that a School Head of a predominantly Muslim population, cannot say OUR Christmas and Ramadan are together. Surely the pupils and parents are perceived as part of THEIR school. She goes on to say that the traditional Christmas parties will be held during Ramadan. Admittedly, it is not always easy to accommodate children who are fasting, however, none were necessary had she said that this year we will be celebrating jointly Christmas and Eid. I am not expecting Islam to become a compulsory part of the National Curriculum here, all I ask is some consideration be given to all religions. I think the children who are adamant to fast should not be deterred, but encouraged if parents believe their health will not suffer. No parent could possibly mean any harm to their child. The whole letter has been worded in a way in which Ramadan is a nuisance and the school are no party to any of it. The head is making it even more difficult for these children by expelling them from school at lunch-time, in a manner of 'washing her hands' of the matter completely.

Other parents have approached me with similar concerns, but none are aware of their rights as parents, and are reluctantly taking their children home at lunch-times. I understand that schools have been given notification of how to deal with the sensitive issue of Ramadan. However, our school may not have received this information and have thus acted in this manner. I would be grateful if you could enlighten me regarding how the matter is being dealt with, as a matter of urgency.

In anticipation of a speedy response.

Yours sincerely,
Mr. M. K.

IV

1 Work in two groups and, using the information in this lesson as well as Articles 12, 14, 29, 30 in the CONVENTION ON THE RIGHTS OF THE CHILD, list arguments supporting the position adopted by the headteacher (Group 1) and by the father (Group 2).

2 Debate the issue to reach a conclusion.

V Choose one religious event from those below. Find out more about it and list your proposals so that Romanian citizens of these faiths should not be faced with the same problems as the British citizens of the Muslim faith in the case above.

- | | |
|--|-------------------------------------|
| • Easter for Roman Catholics | • Yom Kippur for Jewish people |
| • Saturdays for Seventh-Day Adventists | • Christmas for Old Rite Christians |

The 3 Rs Education

UDHR: Article 26 (2)

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.

- 1 Complete the lists below with information taken from the lessons on EDUCATION in this book and the UDHR:

Rights	Responsibilities	Remedies
<p>I have the right to:</p> <ul style="list-style-type: none"> • have free compulsory education • have a say as to what I study • 	<p>I should:</p> <ul style="list-style-type: none"> • respect people's cultural values • 	<p>I can:</p> <ul style="list-style-type: none"> • know my rights •

- 2 Try to match any of the rights and responsibilities you have listed.

As a result of this unit, in my community, I would like to

As a result of this unit, in my life, I will change

Further comments:



Give us a voice!

Question:

Do you think you have any rights in school?

- I Read what these young people answered to the question above and say which one you agree with most.

- II Fill in the empty bubble with your own answer.

'Yes, I do. But some teachers can do what they want and nobody dares tell them they are mistaken. We have a student governing council, but it's not so efficient.'

Juli, 16, Hungary

'In school I would like to be accepted for what I am. My parents don't have good jobs and this is the reason why some teachers treat me very badly. They don't consider me as clever as the rest of the class although I work very hard and I would say I'm smart.'

Vlad, 17, Romania

'Yes. I have the right to education, to freedom of thought, actually all the rights in the UDHR. But I would like some more rights such as: the right to have enough spare time and to have a permanent job after I graduate.'

Ioana, 17, Romania

'Yes, I have because I am respected by my teachers.'

Habib, 17, Morocco

'At school we can talk freely. We have council meetings and three people from each class go on that school council and we tell them what we would like to happen in the school and they go to the council and they see what they can do to try and get it like that.'

Scott, 11, UK

'I have certain rights, for example the right to have my own opinion, the right of choice. But in school I would like more rights, for example to appeal against any sort of injustice without being punished with a bad mark or something like that.'

Dubravka, 16, Croatia

'The rights we have now are enough. The headteacher gathers us and some children from other forms once or twice a year and asks us what we would like changed in school.'

Alexci, 15, Russia

Unit 10 Think globally, act locally!

LESSON 1

I

1 Work in groups to match the quotes below with the concepts discussed in this book. You may find that one quote can refer to several concepts. Mark your answers in the spaces provided.

2 Explain the choices you have made to the class.

Concepts:

- ♦ Identity _____
- ♦ Discrimination _____
- ♦ Dignity _____
- ♦ Poverty _____
- ♦ Peace and Conflict _____
- ♦ Empowerment _____
- ♦ Participation _____
- ♦ Choice _____
- ♦ Education _____

Quotes:

1. "Give a man a fish; you have fed him for today. Teach a man to fish; and you have fed him for a lifetime." - CHINESE PROVERB

2. "We must glean the best values of all traditions and work together to remove the tensions between traditions in order to give peace a chance." - TRICH NHAT HANH, Vietnamese Buddhist monk

3. "An eye for an eye only ends up making the whole world blind" - MAHATMA GANDHI, Indian lawyer, social worker and leader

4. "Live life simply so that others may simply live" - MAHATMA GANDHI

5. "When war is declared, Truth is the first casualty" - ARTHUR PONSONBY, British diplomat

6. "As I looked down, I saw a large river meandering slowly along for miles passing from one country to another without stopping. I also saw a huge forest extending across several borders. Two words leapt to mind: commonality and interdependence. We are one world." - JOHN-DAVID BARTOE, US astronaut

7. "Fear is the path to the Dark Side ... Fear leads to anger ... anger leads to hate ... hate leads to suffering ..." - YODA, STAR WARS

8. "Remember, no one can make you feel inferior without your consent." - ELEANOR ROOSEVELT, US social worker and First Lady

9. "Do not confine your children to your own learning, for they were born in another time." - HEBREW PROVERB

10. "There is nothing noble in being superior to your fellow men - true nobility is being superior to your former self." - ANONYMOUS

11. "Till lions have historians, tales of hunting will always glorify the hunter." - AFRICAN PROVERB

12. "There are no magic answers, no miraculous methods to overcome the problems we face, just the familiar ones: honest search for understanding, education, organization - and the kind of commitment that will persist despite the temptations of disillusionment, despite many failures and only limited successes, inspired by the hope of a brighter future." - NOAM CHOMSKY, US philosopher and linguist

13. "If I had 6 hours to cut down a tree, I would spend 4 hours sharpening my axe!" - Chinese Martial Arts Master



14. "If you come only to help me, you can go back home. But if you consider my struggle as part of your struggle for survival, then maybe we can work together." - AN ABORIGINAL WOMAN, AUSTRALIA

15. "I sit on a man's back choking him and making him carry me and yet assure myself and others that I am sorry for him and wish to lighten his load by all possible means - except by getting off his back." - LEO TOLSTOY, Russian novelist

16. "Democracy is a device that ensures we are governed no better than we deserve." - GEORGE BERNARD SHAW, Irish dramatist

II

1 Read the text below, which is the beginning of a magazine article, and work in groups to answer the questions contained in it. Report your answers to the class.

ARE HUMAN RIGHTS UNIVERSAL?

by Shashi Tharoor

The Universal Declaration of Human Rights is half a century old, but critics are still asking whether anything in our multicultural, diverse world can be truly universal.

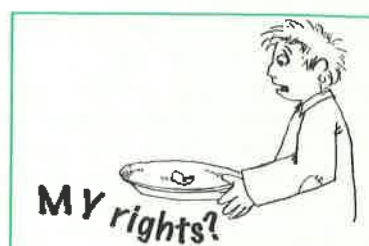
Some ask, isn't *human rights* an essentially Western concept, ignoring the very different cultural, economic and political realities of the South? Can the values of the consumer society be applied to societies that have nothing to consume? Isn't talking about universal rights rather like saying that the rich and the poor both have right to fly first-class and to sleep under bridges? At the risk of sounding frivolous: when you stop a man in traditional dress beating his wife, are you upholding her human rights or violating his?

(New Internationalist, No. 332, 2001)

2 Read this statement, which comes later in the same article, and work in your groups to give arguments for or against it. Report your conclusions to the class.

"Human rights begin with breakfast."

(Leopold Senghor, former president of Senegal)



3 Vote in your class FOR or AGAINST this statement:

"We can have a set of internationally-agreed standards that meet everybody's needs."

4 Ask your teacher to read you the conclusions of the article *ARE HUMAN RIGHTS UNIVERSAL?* by Shashi Tharoor

III Read the text below and decide what its theme is.

Choose the sentence you like best and explain your choice to your partner.

"The paradox of our time..."

... we have taller buildings, but shorter tempers; wider freeways, but narrower viewpoints; we spend more, but have less; we buy more, but enjoy less. We have bigger houses and smaller families; more conveniences, but less time; we have more degrees, but less sense; more knowledge, but less judgement; more experts, but more problems; more medicine, but less wellness. We have multiplied our possessions, but reduced our values. We talk too much, love too seldom and hate too often. We have learned how to make a living, but not a life; we have added years to life, not life to years. We have been all the way to the moon and back, but have trouble crossing the street to meet the new neighbour. We have conquered outer space, but not inner space; we have cleaned up the air, but polluted the soul; we have split the atom, but not our prejudice. We have higher incomes but lower morals; we have become long on quantity, but short on quality. These are the times of tall men, and short character; steep profits and shallow relationships. These are the times of world peace, but domestic warfare; more leisure, but less fun; more kinds of food but less nutrition. These are the days of two incomes, but more divorce; of fancier houses but broken homes. It is a time when there is much in the show window and nothing in the stockroom; a time when you can choose either to make a difference, or just hit delete."

(by a student at Columbine High School, scene of the mass shooting of students by their classmates, Quoted in *Living Lightly*, Spring 2001)

IV Suggest a title for this lesson.

V School Year Project - *The Human Rights Temperature Of Your School*. Report the findings of your group to the class. Include this report in your HUMAN RIGHTS PORTFOLIO.

GLOSSARY OF HUMAN RIGHTS TERMS*

- Able-bodied:** (politically) correct term used to refer to healthy, fit and strong persons.
- Affirmative action:** action taken by a government or private institution to make up for the past discrimination in education, work, or promotion on the basis of gender, race, ethnic origin, religion, or disability.
- Armed struggle:** when "political" organisations decide that they will use violent means to achieve their political aims, usually against discrimination and oppression.
- Asylum-seeker:** someone who has fled from his or her country, and is seeking refugee status.
- Biological sex:** it can be considered as our "packaging" and it is determined by our chromosomes, our hormones, and our internal and external genitalia. Some people can be defined as bisexuals born with biological aspects of both sexes to varying degrees.
- Bystander:** a person who witnesses infringement on human rights, but takes no action.
- Challenger:** a person who questions the rightness of a certain action, law or social order.
- Citizen rights:** rights protected constitutionally or legally. Constitutions of modern democratic states usually include a Bill of Rights. This includes basic human rights to fair and decent treatment for the individual; the right to legal equality; the right not to be discriminated against. It also includes political rights such as freedom of speech or religion, of forming or joining a trade union, of voting or protesting in public against government policy.
- Civic society:** local government.
- Civil society:** pertaining to or consisting of citizens; non-armed group of citizens united by common social goals.
- Civic disobedience:** disobeying local government.
- Civil disobedience:** the refusal to conform to certain governmental laws or policies seen as unjust, for the purpose of influencing legislation or government policy. It is characterized by the employment of such nonviolent techniques as boycotting, picketing and nonpayment of taxes and peaceful demonstrations.
- Civil war:** war between two groups of people within the same country.
- Collective rights:** the rights of groups to protect their interests and identities.
- Convention:** binding agreement between states; used synonymously with treaty and covenant. Conventions are stronger than declarations because they are legally binding for the governments that have signed them. When the UN General Assembly adopts a convention, it creates international norms and standards. Once a convention is adopted by the UN General Assembly, member states can ratify it, promising to uphold it and integrate into their national law. Governments that violate the standards set forth in a convention can then be censured by the UN. There is a requirement that governments have to report on how well they do on human rights.
- Convention on Elimination of All Forms of Discrimination Against Women (Women's Convention):** the international document prohibiting discrimination against women and requiring governments to ensure the equality of women; it was adopted in 1979, and entered into force in 1981.
- Convention on the Rights of the Child (CRC):** the international document setting civil, cultural, economic, social, and political rights for children; it was adopted in 1989, and entered into force in 1990.
- De facto refugees:** people who leave their country in fear, but do not apply for refugee status in their new country. Some people may flee from their homes and then move to another country where they live without permission.
- Declaration:** document stating agreed standards but which is not legally binding. UN conferences, such as the 1993 UN Conference on Human Rights in Vienna produced two declarations: one written by government representatives and one by non-governmental organisations (NGOs). The UN General Assembly often issues influential but legally nonbinding declarations.
- Decoration:** the practice of getting young people involved in supporting adult-inspired issues they do not quite understand (e.g. young people in a demonstration singing a song about the issues written by someone else, but without prior opportunity to understand the issue themselves).
- Democracy:** a system of government defined by separation of powers, free elections, pluralism, respect of human rights and freedoms, rule of the majority and protection of minorities. In a democracy the power belongs to the people which, through free elections, is delegated for a period of time (e.g. five years) to elected representatives who make public decisions. People's rights are protected by the rule of law and authorities themselves have to obey the law and to punish injustices. They are accountable to the people.
- Deportation:** is the forcible removal of a person from a country to another, often their home country.
- Disabled people:** people with a permanent illness or injury that makes it difficult for them to move about or perform different activities.
- Ethnicity:** the quality of belonging to an ethnic community, i.e. a group of people who feel a shared sense of identity and solidarity on the basis of a common language, religion, culture, history or race.
- Ethnic group:** group whose members feel a shared sense of identity and solidarity on the basis of a shared language, religion, culture, history, or race.
- Ethnic identity:** reality and process through which people identify themselves and are identified by others as members of a specific ethnic group.
- Ethnic nationalism:** ideology that supports political movements toward the formation and existence of a nation state composed of either the members of a single ethnic group, or a group whose culture dominates the other ethnic groups resident in the nation state.
- Ethnic relations:** presence and interaction of members of different ethnic groups.
- Ethnic solidarity:** sense and degree of cohesion felt by members of an ethnic group.
- Exceptional Leave to Remain:** an immigration status given by the British government which enables a person to remain in Britain for one year before permission for renewal is requested. People with exceptional leave to remain may work, but they cannot bring in their family for four years.
- Gender identity:** this is the individual's innermost concept of

self as "masculine" or "feminine". Gender identity is what we perceive and call ourselves. Masculine and feminine characteristics are constructed depending on time and place. It is what we perceive and call ourselves.

Genocide: the systematic killing of people because of their race, ethnicity or religion.

Human rights (HR): basic standards for a life lived in dignity, which allows individuals and communities to develop fully; they establish what a person is allowed to be, to have and to do, just for the very simple reason that they are human beings.

Impaired: a person whose ability to hear, speak or see has been damaged but not destroyed completely.

Internally displaced people: people who have left their homes because of war or human rights abuses, but have not crossed an international border. There are about 25 million internally displaced people in the world. They are not recognized as refugees.

International Customary Law: law that becomes binding on states although it is not written, but is adhered to due to custom. When enough states have begun to behave as though something is law, it becomes law by use. This is one of the main sources of international law.

Labour force: all of the people in a nation who are legally allowed to work and who are either employed or actively looking for work.

Manipulation: the practice of controlling or influencing young people's voices by unfair means (e.g. adults who produce a publication that includes drawings by young people, but with no participation from the latter in selecting the drawings or editing).

Member states (depending on context): countries that are members of the United Nations; countries that are members of the European Union

Military coup [ku:]: when a group of soldiers takes over from existing military or political power, usually by force.

Militia: people who are trained as soldiers but are not part of an official army.

Nationalism: 1. desire by a group of people of the same race, origin, language to form an independent country; 2. the belief that your own country is better than any other country.

Natural rights: rights that belong to people simply because they are human beings; usually the right to live securely, to own property and to be free.

Nonbinding: referring to a document, such as a declaration, that carries no formal legal obligation. It may however, carry moral obligations or attain the force of law as International Customary Law.

Nongovernmental organisations (NGOs): organisations formed by civil society (e.g. Amnesty International, International Human Rights Watch). Among other things, NGOs monitor the proceedings of human rights. They also play a major role in influencing UN policy, and many of them have official consultative status at the UN.

Ombudsman: a commissioner appointed by a country's legislature to hear and investigate complaints by private citizens against government officials or agencies.

Participation: refers to young people being actively involved in developing their full potential by identifying their own needs, co-constructing strategies to address these needs, and assessing the extent to which these strategies have met their needs.

Perpetrator: a person who commits a crime or does something considered wrong, such as discriminating or infringing human rights.

Political correctness: the correct use of language to avoid giving offence (e.g. handicapped versus disabled) to particular groups or individuals within society.

Prejudice: a judgment or opinion formed before the facts are known; preconceived idea, favourable, or more usually, unfavourable.

Protocol: the system of rules on the correct and acceptable way to behave on official occasions.

Racial discrimination: action occurring when someone is treated less favourably because of their skin colour, or racial, national or ethnic origin. Discrimination is prejudice in action.

Ratify, ratification: process by which the legislative body of a state confirms a government's action in signing a treaty, a commitment to bring national treaties into domestic law.

Recession: a decline in the level of national economic activity, usually measured by the decline in real Gross Domestic Product (GDP) (produit interne brut) over the previous six months.

Repatriation: returning a person to their home country. When an appeal for asylum has been turned down. There are two kinds of repatriations: forcible and voluntary.

State: political entity with clear boundaries. Characteristics: sovereign over its own territory, established criteria for citizenship, one system of law for all, state-backed institutions of socialization (e.g. education system), national anthem, flag, currency.

Stereotype: a fixed and uninformed belief held about a group which allows for no individuality or critical judgement and which attributes individual traits to the whole group

The European Court of Human Rights: European body founded in 1959 and restructured in 1998, being set up in Strasbourg, France, to supervise the application of the rights guaranteed in the European Convention on Human Rights together with the European Commission for Human Rights (founded in 1954).

Tokenism: the practice of giving official favour to representatives of special/ minority groups only to produce an appearance of fairness or to satisfy legal requirements (e.g. a Native American or a disabled person on the panel, or adults who are concerned with giving young people a voice but fail to do it appropriately).

UDHR: abbreviation for **Universal Declaration of Human Rights**; it is the primary UN document establishing human rights standards and norms, adopted by the General Assembly on the 10th of December, 1948; UDHR stated that every human being has fundamental rights, shall live securely, and enjoy freedom.

United Nation High Commission on Human Rights (UNHCHR): body formed by the Economic and Social Council (ECOSOC) of the UN to deal with human rights; one of the first and most important bodies.

United Nations General Assembly: one of the principal bodies of the UN, consisting of representatives of all member states. The General Assembly issues declarations and adopts conventions on human rights issues, debates relevant issues, and censures states that violate human rights. The actions of the General Assembly are governed by the United Nations Charter.

Victim: a person whose human rights are violated.

Volunteer: a person who works for an organization but is not paid for what they do.

* The definitions used here are those that refer specifically to human rights, social sciences and other issues raised in this book.

List of websites for additional human rights organizations

(in alphabetical order)

Americans with **Disabilities** Act Technical Assistance <http://www.adata.org>
 Amnesty International <http://www.amnesty.org>
 AREDDO – Asociația Română pentru Educație, pentru **Democrație** și **Drepturile Omului** <http://www.dcbuc.at>
 Asociația pentru Apărarea **Drepturilor Omului** – Comitetul Helsinki (APADOR-CH) <http://apador.org>
 Aven Amentza – an organization specialized on public policies for the improvement of the **Roma** situation.
<http://www.romanothan.ro>
 Black Britain - Aims to promote black achievements in Britain and carries report, adverts and job vacancies
<http://www.blackbritain.org>
 Britkid - <http://www.britkid.org> - aims to give **young people** information and provides online games and role playing situations
 Catholics against **Capital Punishment** <http://www.cacp.org>
 Centre for **Citizenship Studies** in Education <http://www.le.ac.uk/education/centres/citizenship>
 Charter88 - a voluntary sector organization campaigning for constitutional reform, human rights and a modern democratic system in Britain <http://charter88.org.uk>
 Council for Education in World Citizenship <http://www.cewc.org.uk>
 Council of Europe <http://www.humanrights.coe.int>
 Commission for **Racial Equality** <http://www.cre.gov.uk>
 Disability Rights Commission <http://www.drc-gb.org>
 Equal Opportunities Committee <http://www.eoc.gov.uk>
 European Union <http://www.europa.eu.int>
 European Commission against **Racism and Intolerance** http://www.coe.int/T/E/human_rights/Ecri/1-ECRI/
 Food and Agriculture Organization of the United Nations (FAO) <http://www.fao.org>
 Fondation des Droits de l'Homme au Travail <http://www.fdh.org>
 Human Rights Watch <http://www.hrw.org>
 British Government's Home Office **Racial Equality** Unit http://www.homeoffice.gov.uk/new_indexes/index_racial-equality.htm
 International Committee of the **Red Cross** (ICRC) <http://www.icrc.org>
 International Helsinki Federation for **Human Rights** (IHFR) <http://www.ihf-hr.org>
 International Labour Organization (ILO) <http://www.ilo.org>
 International Save the Children Alliance <http://www.savethechildren.net>
 International Working Group on **Racism and Xenophobia**, IMRAX <http://www.diversity-onLine.org>
 Liga Pro Europa (based in Târgu Mureș) www.proeuropa.ro
 Monsanto - global provider of **agricultural products** and integrated solutions that bring together chemicals, seeds, and biotechnology traits <http://www.monsanto.com>
 Office of the United Nations High Commissioner for **Human Rights** (OHCHR) <http://www.unhcr.ch>
 Ontario Consultants on **Religious Tolerance** <http://www.religioustolerance.org>
 OXFAM International - a confederation of NGOs with the aim to find lasting solutions to poverty, suffering and injustice
<http://www.oxfaminternational.org>
 Peace Child International <http://www.peacechild.org>
 Pro Democracy association with the mission to keep strong the Romanian democracy through stimulating civic participation <http://www.apd.ro>
 Romani Criss – Roma Center for Social Interventions and Studies <http://www.Romnews.com>
 Refugee Council UK <http://www.refugeecouncil.org.uk>
 Salvați Copiii <http://www.salvati.copiii.roknet.ro>
 Save the Children <http://savethechildren.org>
 SEF Foundation [Equal Opportunities for Women] - (based in IASI, Romania) www.sef.ro
 The Disability Rights Activist <http://www.disrights.org>
 The Disabled People's Association Singapore <http://www.dpa.org.sg>
 The Oasis of Peace Neve Shalom – Wahat al Salam <http://www.nswas.com>
 United Nations <http://www.un.org>
 United Nations' Children Fund (UNICEF) <http://www.unicef.org>
 United Nations Development Programme (UNDP) <http://www.undp.org>
 United Nations Educational, Scientific and Cultural Organization (UNESCO) <http://www.unesco.org>
 United Nations High Commissioner for Refugees (UNHCR) <http://www.unhcr.ch>
 World Health Organization (WHO) <http://www.who.int>

NB — the words in bold represent the main working fields of the organisations on the list. The websites can provide you with extra information on some of the topics in the units

Universal Declaration of Human Rights

Adopted and proclaimed by General Assembly resolution 217 A (III) of 10 December 1948

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights the full text of which appears in the following pages. Following this historic act the Assembly called upon all Member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

PREAMBLE

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

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

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

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

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

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

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

Now, Therefore **THE GENERAL ASSEMBLY proclaims**

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

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

Article 2. Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

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

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

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

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

Article 7. All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

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

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

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

Article 11.

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

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

Article 12. No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.

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

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

Article 14.

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

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

Article 15.

(1) Everyone has the right to a nationality.

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

Article 16.

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

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

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

Article 17.

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

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

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

Article 19. Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.

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

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

Article 21.

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

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

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

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

Article 23.

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

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

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

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

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

Article 25.

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

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

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

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

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

Article 27.

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

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

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

Article 29.

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

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

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

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

Summary of the Convention on the Rights of the Child

Especially rewritten for young people.

A few Articles have been omitted as they deal with technicalities of implementation.

Article 1

Everyone under 18 years of age has all the rights in this Convention.

Article 2

You have these rights, whoever you are, whoever your parents are, whatever colour you are, whatever sex or religion you are, whatever language you speak, whether you have a disability, or whether you are rich or poor.

Article 3

Whenever an adult has anything to do with you, they should do what is best for you.

Article 6

Everyone should recognise that you have the right to live.

Article 7

You have the right to have a name, and at your birth, your name, your parents' names and the date should be written down. You have the right to a nationality, and the right to know and be cared for by your parents.

Article 9

You should not be separated from your parents unless it is for your own good. For instance, your parents may be hurting you or not taking care of you. Also, if your parents decide to live apart, you will have to live with one or the other of them, but you have the right to contact both parents easily.

Article 10

If you or your parents are living in separate countries, you have the right to get back together and live in the same place.

Article 11

You should not be kidnapped, and, if you are, the government should try their hardest to get you back.

Article 12

Whenever adults make a decision which will affect you in any way, you have the right to give your opinion, and the adults have to take that seriously.

Article 13

You have the right to find out things and say what you think through speaking, writing, making art etc., unless it attacks the rights of others.

Article 14

You have the right to think what you like and be whatever religion you want to be. Your parents should help you learn what is right and wrong.

Article 15

You have the right to meet, make friends and make clubs with other people, unless it interferes with the rights of others.

Article 16

You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.

Article 17

You have the right to collect information from radios, newspapers, television, books etc, from all around the world. Adults should make sure that you get information you can understand.

Article 18

Both of your parents should be involved in bringing you up and they should do what is best for you.

Article 19

No one should hurt you in any way. Adults should make sure that you are protected from abuse, violence and neglect. Even your parents have no right to hurt you.

Article 20

If you do not have any parents, or if it is not safe for you to live with your parents, you have the right to special protection and help.

Article 21

If you have to be adopted, adults should make sure that everything is arranged in the way that is best for you.

Article 22

If you are a refugee (meaning you have to leave your own country because it is not safe for you to live there) you have the right to special protection and help.

Article 23

If you are disabled, either mentally or physically, you have the right to special care and education to help you grow up in the same way as other children.

Article 24

You have a right to good health. This means that you should have professional care and medicines when you are sick. Adults should try their hardest to make sure that children do not get sick in the first place by feeding and taking good care of them.

Article 27

You have the right to a good enough "standard of living". This means that parents have the responsibility to make sure you have food, clothes, a place to live, etc. If parents cannot afford this, the government should help.

Article 28

You have a right to education. You must have primary education, and it must be free. You should also be able to go to secondary school.

Article 29

The purpose of your education is to develop your personality.

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talents and mental and physical abilities to the fullest. Education should also develop your respect for your parents, your cultural identity and for the cultural background and values of others, and prepare you to live responsibly and peacefully, in a free society, understanding the rights of other people, and respecting the environment.

Article 30

If you come from a minority group, you have the right to enjoy your own culture, practise your own religion and use your own language.

Article 31

You have a right to play and leisure.

Article 32

You have the right to be protected from working in places or conditions that are likely to damage your health or get in the way of your education. If somebody is making money out of your work, you should be paid fairly.

Article 33

You have the right to be protected from illegal drugs and from the business of making and selling drugs.

Article 34

You have the right to be protected from sexual abuse. This means that nobody can do anything to your body that you do not want them to do, such as touching you or taking pictures of you or making you say things that you don't want to say.

Article 35

No one is allowed to kidnap or sell you.

Article 37

Even if you do something wrong, no one is allowed to punish you in a way that humiliates you or hurts you badly. You should never be put in prison except as a last resort, and, if you are put in prison, you have the right to special care and regular visits with your family.

Article 38

You have a right to protection in times of war. If you are under fifteen, you should not have to be in an army or take part in a battle.

Article 39

If you have been hurt or neglected in any way, for instance in a war, you have the right to special care and treatment.

Article 40

You have the right to defend yourself if you have been accused of committing a crime. The police and the lawyers and the judges in court should treat you with respect and make sure you understand everything that is going on.

Article 42

All adults and all children should know about this Convention. You have a right to learn about your rights and adults should learn about them too.

Summary by UNICEF

Seria

Liceu / optional

Rights in deed helps students to explore, from a human rights perspective, concepts that are crucial to the development of our contemporary world and to our personal growth. These include: identity, equality, dignity, choice, power, participation and responsibility.

The course consists of: a STUDENT'S BOOK
and a TEACHER'S BOOK

THE STUDENT'S BOOK INCLUDES:

- Detailed conceptual and developmental framework for human rights education and English language development
- Authentic Romanian and international case studies
- Systematic coverage of human rights concepts, values and knowledge
- Systematic development of communication, social, cognitive and action skills
- Development of language aspects: lexical and grammatical items, the skills of speaking, reading and writing
- Regular revision
- Opportunities for the students' personal response
- Chance for the students to participate in the democratic practices of their school by conducting the year project: Human Rights Temperature of Your School
- Project work in each unit: Human Rights Portfolio
- Results of a survey conducted among students in several countries in the world
- Glossary of human rights terms
- List of human rights organisations and websites
- Key documents: *The Universal Declaration of Human Rights* and the *Convention on the Rights of the Child*

THE TEACHER'S BOOK INCLUDES:

- Introduction including the detailed presentation of the course for inspectorates and school directorate
- Aims for each activity
- Guidance for each activity
- Answers to the activities
- Additional information