

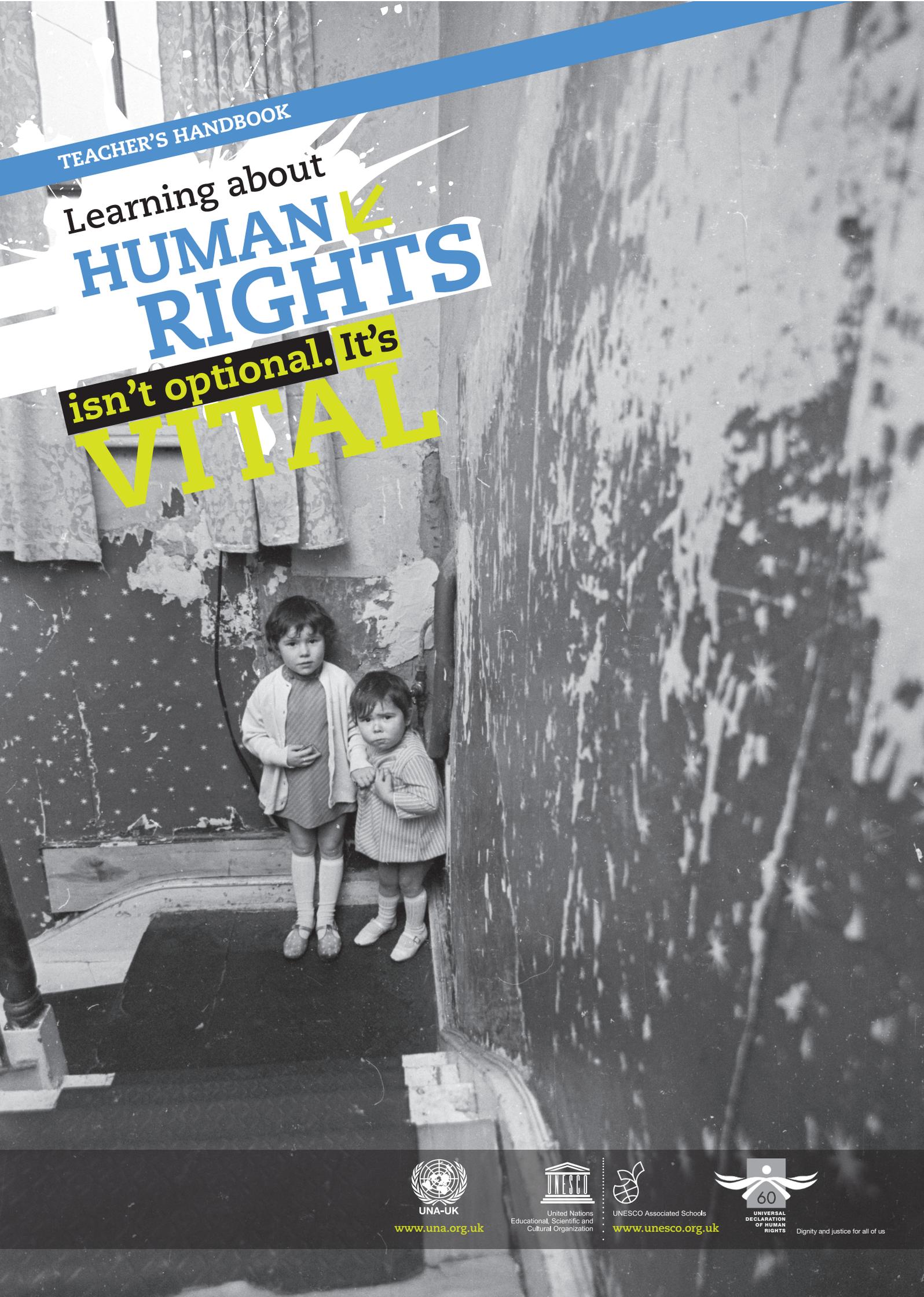
TEACHER'S HANDBOOK

Learning about

HUMAN RIGHTS

isn't optional. It's

VITAL



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UNIVERSAL
DECLARATION
OF HUMAN
RIGHTS

Dignity and justice for all of us



Dignity and justice for all of us

DFID Department for
International
Development



Foreign &
Commonwealth
Office

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This human rights teaching pack has been produced to commemorate the 60th anniversary of the Universal Declaration of Human Rights, which was adopted by the United Nations on 10 December 1948.

The lead author of this pack was Natalie Samarasinghe of the United Nations Association of the UK (UNA-UK). Editing was undertaken by Anne Breivik (UNESCO Associated Schools in the UK) and Mark Rusling (UNA-UK).

MORE ABOUT UNA-UK

The United Nations Association of the UK (UNA-UK) is the UK's leading independent policy authority on the UN and a grassroots membership organisation. UNA-UK's objectives are to increase knowledge about the UN and stimulate thought and debate about how to make it stronger, more credible and more effective.

A core aim is to raise young people's awareness of the UN and the range of problems it is trying to solve. Our educational programme produces resources to support teaching and learning about the UN, both under the formal curriculum and through Model UN activities. For more information visit www.una.org.uk or contact Mark Rusling, UNA-UK Campaigns and Education Officer, on rusling@una.org.uk or 020 7766 3459.

MORE ABOUT UNESCO ASSOCIATED SCHOOLS

UNESCO Associated Schools in the UK is part of a global network of schools promoting quality education. The UK network supports the integration of international perspectives in schools and promotes the values of UNESCO, including human rights, mutual respect and cultural diversity. We work to better prepare children and young people in the UK for the challenges of an increasingly complex and interdependent world. For more information visit www.unesco.org.uk or contact Anne Breivik, UK National Coordinator, UNESCO Associated Schools on abreivik@unesco.org.uk or 020 7766 3460.

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“Where, after all, do universal human rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighbourhood he or she lives in; the school or college he or she attends; the factory, farm or office where he or she works... **Unless these rights have meaning there, they have little meaning anywhere.”**

Eleanor Roosevelt, co-author, Universal Declaration of Human Rights
Remarks at the United Nations, 27 March 1958

This pack aims to support teaching about human rights in secondary schools. In addition to this teacher's handbook, each pack contains a CD-ROM with five slide presentations (in PDF format) and corresponding factsheets for students. The five topics covered are:

- 1 the Universal Declaration of Human Rights
- 2 the UN Convention on the Rights of the Child
- 3 child rights and armed conflict
- 4 child rights and climate change
- 5 human rights and international development

The CD-ROM also includes 'student-friendly' versions of the Universal Declaration of Human Rights and the Convention on the Rights of the Child, in addition to the official documents. The PDF slide presentations will open with Adobe Acrobat (or Preview for Apple Macs). Adobe Acrobat Reader can be downloaded for free at www.adobe.com. Alternatively, a Microsoft PowerPoint version can be downloaded from www.una.org.uk/learnabouthumanrights

HOW TO USE THIS RESOURCE

Teachers should read the factsheets together with this handbook. To deliver a presentation, teachers can use the factsheet as a script and the corresponding slides as a visual aid. This handbook mirrors the factsheets, and gives supplementary information about each topic and suggestions for activities, discussion points and essay questions. A list of organisations that may be able to provide additional information and materials is given on the back cover. These organisations may also be able to provide speakers to support a presentation.

LINKS TO THE CURRICULUM

Each presentation has been created to fit a 20-minute assembly slot. They can also be used as lesson plans to complement curricula in England, Northern Ireland, Scotland and Wales.

England: Citizenship

Northern Ireland: Learning for Life and Work

Scotland: Modern Studies

Wales: Education for Sustainable Development and Global Citizenship

The presentations are also relevant to the following subjects: English; Geography; History; Media Studies; Personal, Social and Health Education (PSHE); Politics; Religious and Moral Education; and Science. The presentations work for large assemblies as well as smaller groups, in which older students could explore the issues in more depth. The suggested activities are suitable for a classroom setting.

TEACHING ABOUT HUMAN RIGHTS

Teaching about human rights is important in order to ensure that children know their rights and understand why they matter to us all. Learning about human rights can also:

- foster a culture of mutual respect in and beyond the classroom
- raise awareness of current affairs and Britain's role in the world
- promote participation in local, national and international politics
- advance the aim of a diverse and inclusive Britain as a leader in the promotion and protection of human rights both at home and abroad

These presentations will help to:

- bring human rights to life by demonstrating how they are relevant to young people in the UK
- create a better understanding of what human rights are and how they are protected
- highlight the links between human rights and peace, development and the environment
- improve key skills such as communication, team work and problem-solving

INTRODUCTION TO THE MATERIALS

Each student factsheet opens with the following overview:

WHAT ARE HUMAN RIGHTS? Human rights are the rights and freedoms that we all have. Our rights include: the right to life, to be free from torture and abuse, to go to school and to work. We have the right to shelter and to food, the right to practise a religion, and the right to think and say what we want as long as we don't hurt anyone. Every person has every human right because we are all born equal and should be treated with equal dignity and respect.

WHY DO HUMAN RIGHTS MATTER TO CHILDREN IN THE UK? Human rights matter to us all, even if we sometimes feel that they are only important to people in other countries. There are plenty of children in the UK whose rights are not being respected: one child in three lives in poverty, one child in four is physically abused, and one child in seven does not have a proper home. Children may not know that their rights are being ignored or how they can change their situation. All young people should know their rights and understand how they can use their rights to protect themselves. All adults have a responsibility to uphold the rights of all children.

WHERE DO RIGHTS COME FROM? Human rights are based on fairness, dignity, justice, equality and respect. These are values that everybody can understand, and that have existed for hundreds of years in different societies all over the world. Human rights were officially recognised as universal values by the world when the United Nations (UN) was set up.

WHAT IS THE UNITED NATIONS? The UN is an international organisation made up of 192 countries known as 'member states'. It was created in 1945 as the world emerged from the Second World War. Its founders were shocked by the destruction of the war and the horrors of the Holocaust. They wanted to create an international organisation that they hoped would be able to prevent such catastrophes from happening in the future. So promoting human rights, along with maintaining international peace and reducing poverty, became an aim of the UN.

All five factsheets deliver the core message that human rights matter to everyone, including children in the UK. The Universal Declaration of Human Rights (UDHR) and the UN Convention on the Rights of the Child (CRC) are used to illustrate what rights are and how they are protected.

The Universal Declaration of Human Rights is the most famous expression of rights in the world. It was adopted as a common standard of values for all peoples and nations. It contains 30 rights, each of which corresponds to a particular human need. Although not binding on states, the UDHR has inspired over 80 legally binding international and regional human rights treaties. One of these treaties is the Convention on the Rights of the Child. The CRC is the most important international human rights treaty for children. The fact that there is a dedicated treaty for children does not mean that children's rights are any different from those held by adults. However, as the CRC recognises, children are more vulnerable than adults, and require special protection. Adults therefore have special responsibilities towards children, also recognised in the CRC. Teachers should make clear to students that the CRC defines 'children' as persons under 18, and that the term could be substituted with the words 'young people'.

HOW ARE HUMAN RIGHTS PROTECTED?

Human rights are protected in the first instance by treaties like the CRC and the commitments to them that governments make. Once a country has signed up to a treaty, it pledges to make the rights contained in it a reality. To achieve this, states are supposed to take legislative, administrative and any other necessary measures to incorporate the rights into domestic law and national policy. This obliges public bodies and service-providers to respect, protect and fulfil rights, and enables people whose rights have been violated to seek help, if necessary via the courts.

LEARNING ABOUT HUMAN RIGHTS IS NOT OPTIONAL!

Article 29 of the CRC obliges states that have signed up to the Convention (which includes the UK) to direct the education of children towards the following aims:

- the development of the child's personality, talents and mental and physical abilities, to his or her fullest potential
- the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations
- the preparation of the child for a responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin
- the development of respect for the natural environment

The UNIVERSAL DECLARATION OF HUMAN RIGHTS

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)

The key message in this section of the student factsheet is that rights are:

- **Universal** – Every person, by virtue of being human, should enjoy all human rights.
- **Equal** – All rights are equally important. Rights can be prioritised according to the context (e.g. the right not to be tortured is clearly more immediately important than the right to cultural participation) but, ultimately, rights are interdependent and any attempt at prioritising is subjective.
- **Interdependent** – Human rights are indivisible. They are inter-related and reinforce each other. For example, most rights cannot be fulfilled if the right to an adequate standard of living is violated, and all rights are meaningless without the right to life.
- **Inalienable** – Rights cannot be taken away, but they can be limited through appropriate judicially sanctioned processes (e.g. your liberty can be curtailed through criminal proceedings and your right to privacy can be limited as a result of security investigations).

WHO WROTE THE UDHR?

The key message in this section is that rights enjoy international consensus, as the drafters of the UDHR and the states voting for its adoption at the UN spanned all continents and covered a broad political, national and religious spectrum.

HOW DOES THE UDHR PROTECT HUMAN RIGHTS?

The key message in this section is that the UDHR is a statement of internationally accepted values and the cornerstone of international human rights law. It has inspired over 80 international and regional treaties that are legally binding, including the UN's eight core human rights treaties. Together, these treaties constitute an international framework for the protection and promotion of human rights.

Background information: what happens once a country signs a treaty?

All treaties must be approved by a simple majority (over 50%) of the UN General Assembly, which consists of all 192 UN member states. Once the General Assembly approves a treaty, it is open for **signature**. Most treaties specify the number of states which have to sign in order for it to become binding on all those states – when this occurs, the treaty **enters into force**. The act of signing itself does not impose legal obligations on a state, but is rather an indication of that state's intention to take steps to be bound by that treaty at a later date. **Ratification** is the act of formal approval by the national authority and the point at which a state agrees to be bound by a treaty. Once this has occurred, the state must ensure that every person in its jurisdiction (territories over which it has legal control) knows about and enjoys their rights under that treaty. To achieve this, states are supposed to take legislative, administrative and any other necessary measures to incorporate the rights into domestic law and national policies, and to provide for adequate measures of redress (through the courts, ombudsmen, and so on) for people whose rights have not been respected.

Each UN human rights treaty has a UN committee of independent experts to monitor its implementation. States must submit regular reports to these **treaty-monitoring bodies**, usually every four or five years. The committee then formulates a set of recommendations on how a state can improve its performance. There is no punishment for not submitting a report. However, committees have mechanisms in place to assess the performance of states that do not provide reports, for example, by examining reports produced by other bodies such as non-governmental organisations (NGOs) like Amnesty International or other parts of the UN system.

The UN Convention on the **RIGHTS** of the **CHILD**

ARE CHILDREN'S RIGHTS DIFFERENT FROM HUMAN RIGHTS?

The key point in this section of the factsheet is that children – as human beings – enjoy all human rights.

The fact that a dedicated convention for children's rights exists does not mean that children have 'mini-rights', but rather that children require special protection. One of the main principles of the Convention on the Rights of the Child is that children should have a say in the decisions that affect them in order to ensure that their best interests are always taken into account.

THE CONVENTION ON THE RIGHTS OF THE CHILD (CRC) and WHAT'S SO GOOD ABOUT THE CRC?

These two sections show that the CRC is groundbreaking because:

- 1 It treats children as capable of participating in choices that affect their lives.
- 2 It is the most widely ratified human rights treaty. As of 2008 only Somalia and the United States had not ratified it, although both had expressed support. The US has ratified the CRC's two optional protocols (separate 'add-on' agreements) on children in armed conflict and on the sale of children, child prostitution and child pornography.
- 3 It is the only human rights treaty to encompass in a single document the whole spectrum of human rights (civil, political, economic, social and cultural).

HOW DOES THE CRC PROTECT CHILDREN IN THE UK?

This section explains what happens once a country signs and ratifies a human rights treaty. Points to note are that governments that sign the CRC are obliged to:

- 1 Educate children about their rights and adults about their responsibilities in upholding the rights of all children.
- 2 Ensure that the rights in the treaty are adequately protected by domestic law. The articles in a treaty cannot be 'cut and pasted' into national legislation because the way that rights are expressed in treaties is not as detailed as in national laws. Thus, governments need first to determine whether the intentions behind the rights are already protected and then, if necessary, amend existing laws or add new laws. This process can also entail removing legislation that is contrary to the purpose of the treaty.
- 3 Take the purpose and aims of the treaty into account when formulating national policy. This means matching specific rights to specific policies; ensuring that all rights are covered adequately; and placing rights at the heart of the entire public sector – not just the services dealing with education but also those covering social services, immigration etc.
- 4 Establish simple and effective ways for people to get help and advice if their rights are not being protected (for example, through independent enquiries and ombudsmen) and ensure that national courts are able to deal with human rights violations.

WHO MAKES SURE THAT THE GOVERNMENT FULFILS ITS PLEDGES?

The key message is that while the government is legally responsible for protecting children's rights, these rights will not become a reality until a culture of rights is established. This entails first and foremost knowing

your rights. The government has a duty to educate the public about their human rights. But we must all take the responsibility to learn about our rights. The more people are aware of human rights, the more pressure there is on the government is to fulfil its legal obligations. Children are more likely than adults to require protection in all spheres of their lives, including in their homes, so it is even more essential that they (and all those working with them) know what child rights are and how to protect them.

Background information: the UK's human rights performance

In recent reviews, the UN committee that monitors the CRC praised the UK for its overall commitment to human rights and for the positive measures it is taking to make human rights a reality in the UK. The committee also raised concerns about two particular issues in the UK:

Child poverty: An estimated 3.9 million children in the UK are classified as 'poor'. Families living in poverty have just £10 per person per day to buy what they need, such as food, heating, transport and toys. This means that, in the UK, one child in three is forced to go without at least one of the things they need, like three meals a day or adequate clothing. The committee asked the UK to make this a central issue in its policies, which the government has done by aiming to eradicate child poverty by 2020 and initiating the Every Child Matters reforms.

Child trafficking: Globally about 1.2 million children are trafficked each year. Although it is hard to determine exactly how many end up in the UK, it is estimated that thousands of children are smuggled into the country to work as prostitutes or forced labourers. The committee has said that these children are sometimes treated more like criminals than victims of crime by the judicial system. In order to ensure victims of trafficking (and other children, such as those of migrant workers) are protected, the committee asked the UK to change its policy so that the rights contained in the CRC apply to all children living in the UK – British and non-British. The government accepted this recommendation in autumn 2008.

ACTIVITY

Students consider what children need to develop to their fullest potential. They determine how the rights in the CRC address these needs, and how the Convention could be strengthened.

- Working in small groups, students draw a large outline of a child on a sheet of paper. The group decides on the mental, physical and character attributes they would like the child to have as an adult. They write these attributes inside the outline of the child.
- Next to each desired attribute, the group writes the need that has to be fulfilled in order to achieve this attribute. This will include basic needs – such as food and protection from abuse – and enabling needs, like the need for an education and freedom of expression.
- Using copies of the CRC, the group identifies the rights that correspond with each of these needs, and writes the number of the article next to each need. Any need that is not covered by the CRC is circled. Each group explains their choices of needs, and reads out the CRC rights that fulfil and enable those needs to be met.
- The students discuss their presentations. Which are the most common needs? Do the needs of children differ depending on their age, location, gender etc? Should the needs that were less commonly identified be considered important for all children? Were any of the needs not covered by the CRC?

Students could display their child rights diagrams in their classrooms or public places.

DISCUSSION POINTS/ESSAY QUESTIONS

- In what ways are the needs of children different from those of adults? Why is it important for groups like children to have their own human rights treaty? What other groups have/should have their own human rights treaty?

YOUR NOTES



Child RIGHTS and armed CONFLICT ↙

CHILDREN AND ARMED CONFLICT

This section of the factsheet shows that the consequences of war for children are human rights violations.

The idea is to get away from the mindset that these violations 'just happen during conflict' and so nothing can be done. Armed conflict has changed dramatically in the past two decades. At the beginning of the 20th century most casualties resulting from conflict were soldiers. Since 1990, 90% of those killed as a result of conflict have been civilians; 80% of them women and children.

SPOTLIGHT ON CHILD SOLDIERS

The issue of child soldiers is a compelling example of how child rights are violated during armed conflict. **This section, which includes Selvamani's story, aims to show how children can become caught up in conflict and that the choices being made by children and their parents in conflict zones are difficult.** It also touches on the often blurry distinction between terrorists, guerilla groups and freedom fighters. For a good overview of the conflict in Sri Lanka, visit: www.una.org.uk/learnabouthumanrights

CAN THE UNITED NATIONS HELP CHILDREN LIKE SELVAMANI?

This section highlights how the UN has helped improve child rights in Sri Lanka.

Background information: how does the UN protect children in armed conflict?

The rights contained in the CRC on survival, protection against exploitation and torture and on family reunification, as well as the rights to a name and nationality, are especially pertinent to children in conflict, who often become separated from their families. The CRC obliges governments to apply the rules of international humanitarian law during armed conflict. International humanitarian law covers the minimum standards that apply in times of conflict, and must be practised by all sides. It aims to ensure that the wounded receive treatment and that international aid is allowed to reach civilians, particularly children.

The CRC has an '**optional protocol**' on children and armed conflict, an optional add-on agreement adopted in 2000 that strengthens the protection offered to children in armed conflict. The optional protocol sets the minimum age for conscription and direct participation in hostilities at 18. It also asks countries to raise the minimum age for voluntary recruitment to 18 and to initiate rehabilitation and reintegration programmes for former child soldiers. The UK has signed both the CRC and the optional protocol. The UK government allows voluntary recruits to enter the regular army at 16 and the territorial army at 17 but has pledged to "take all feasible measures" to ensure that soldiers under the age of 18 do not take a direct part in hostilities unless there is a genuine military need.

Many parts of the United Nations work with children in armed conflict. On the student factsheet, UNICEF's work with children like Selvamani in Sri Lanka is highlighted. Below are two other ways in which the UN addresses this issue:

Special Representative on Children and Armed Conflict – a high-profile UN envoy dedicated to the issue who draws attention to specific cases and general patterns of abuse. In 2005, the Special Representative's pioneering work in Sri Lanka led to the establishment of an international mechanism to monitor the killing or maiming of children; the use of children as soldiers; attacks against schools or hospitals; the denial of humanitarian access to children; the abduction of children; and sexual abuse. The current Special Representative is Radhika Coomaraswamy, who is from Sri Lanka.

International Criminal Court (ICC) – an independent global court to which the UN can refer individuals accused of the most heinous crimes: genocide, crimes against humanity and war crimes. In 2005, the ICC charged five senior members of the Ugandan rebel Lord's Resistance Army with war crimes and crimes against humanity, including the

murder, rape, enslavement, sexual enslavement and forcible enlistment of children under 15 years. Similar charges have been levied against former Liberian head of state Charles Taylor and various political leaders in the Democratic Republic of the Congo.

Glossary:

Genocide – the destruction, whether attempted or actual, of a particular people, in whole or in part

Crimes against humanity – large-scale atrocities committed against a particular group, such as the use of mass rape as a tool of war

War crimes – actions that contravene the Geneva Conventions – a set of internationally accepted treaties that govern the conduct of states during war. Such actions include the murder or ill-treatment of prisoners of war, the wilful killing of civilians on a mass scale, and the wanton destruction of non-military targets

ACTIVITY

Students use newspaper reports to consider how armed conflict affects children and how children's rights are abused as a result. They determine which articles of the CRC have been abused, and how children and others could take action to secure their rights.

- Working in small groups, students consider newspaper or online reports concerned with armed conflict. (Students could read these in advance.)
- For each report, students consider how the conflict might affect children. They draw up a list of the children's needs that are not being met as a result of the conflict.
- For each need, the group finds the relevant right in the CRC and notes the article next to the need.
- A spokesperson from each group explains the background to one of their chosen conflicts, and explains which human rights have been affected.
- After hearing all the presentations, the students discuss which of the rights under the CRC are most affected by armed conflict, and ways in which governments and individuals can work to protect the rights of children in armed conflict.
- Students discuss which of the reports explicitly mentioned human rights. Students consider whether human rights are treated differently in the reports, and what reasons there could be for this.

DISCUSSION POINTS/ESSAY QUESTIONS

- Are children affected differently by armed conflict today than they have been in the past? How and why has the situation changed?
- The minimum age for voluntary military recruitment is 16 in the UK. Is this an appropriate age limit?

YOUR NOTES



CHILD RIGHTS and CLIMATE CHANGE ↙

WHAT EXACTLY IS CLIMATE CHANGE? and HOW WILL WE BE AFFECTED?

These sections of the factsheet briefly describe climate change, and emphasise that climate change is not only an environmental issue. The key points to focus on are that climate change is already affecting people; that it threatens people's lives and livelihoods; and that we all contribute to climate change, we will all be affected by it, and we all need to take action.

Background information: Tuvalu

Tuvalu consists of nine islands in the South Pacific, all of which are no more than 4.5 metres above sea level. It has a population of around 12,000. The nation became independent from Britain in 1978 but the Queen is still its head of state. There are no streams or rivers on any of the islands, so collecting rain is essential. The only real export commodity is copra (dried coconut kernels). But increased flooding due to climate change is threatening the abundance of coconut palms as the salty seawater damages the soil. Prime Minister Apisai Ielemia has appealed for help as part of a coalition of island states and other countries already suffering from the effects of climate change. In February 2008, this group addressed the UN General Assembly to ask for urgent action and aid to help them avert or adjust to the worst effects of climate change.

CHILDREN AND CLIMATE CHANGE

This section links the consequences of climate change to children by looking at how their rights could be affected by just one such consequence: a lack of safe water. This can be caused by drought or the contamination of water supplies through flooding. The points have been expanded below for teachers:

- **Malnutrition** (right to food) – A lack of water would affect crops, which could lead to food shortages and an imbalanced diet. In Ethiopia infants are 36% more likely to be malnourished if they were born during a drought year. The percentage jumps to 50% in Kenya and 72% in Niger.
- **Poverty** (right to an adequate standard of living) – Reduced income from crops and higher food costs would result in less money overall. As a result, it is also likely that more children would have to work to support their families instead of going to school, a trend which already affects many poor families across the world.
- **Inequality** (right to education and also the right to rest and leisure) – In many rural areas across Africa and Asia, it is women – and girls especially – who collect water. If there is no water nearby, they may have to travel for days, exposing them to risks such as being attacked by people or animals. It also means that they have little time left for school.
- **Disease** (right to health) – Diarrhoeal diseases spread easily when safe water is unavailable. Every day, nearly 4,800 children worldwide die from diarrhoea-related causes.
- **Displacement** (right to shelter and the right to health) – Families and entire communities could be forced to move to find water, wrenching children out of school, fragmenting families, disrupting social networks, and reducing the chances of obtaining adequate health care.
- **More conflicts** (right to security) – Water scarcity is already driving armed conflict, for example in the Darfur region of Sudan, the Niger Delta region of Nigeria and the Middle East. Experts estimate that over 50 countries on five continents might become caught up in water disputes unless they agree quickly on how to share their rivers and reservoirs.

All these factors would likely lead to an increase in child mortality rates (right to life).

HUMAN RIGHTS and INTERNATIONAL DEVELOPMENT ↙

COULD YOU LIVE ON 65p A DAY?

This section of the factsheet sets the scene by introducing the scale of poverty around the world, in particular the many ways in which it can affect human rights. The aim is to demonstrate that poverty and human rights are inextricably linked.

The key message is that poverty limits our ability and opportunity to achieve our potential, and can expose us to violence, abuse and discrimination.

Further statistics on poverty and development could be used to flesh out this introduction and can be found via www.una.org.uk/learnabouthumanrights

POVERTY IS A HUMAN RIGHTS PROBLEM

This section reinforces the introductory paragraph on the three core aims of the UN: development, peace and security, and human rights.

The key messages are that:

- human rights are interdependent and reinforce each other
- the effects of poverty are inter-related
- the effects of poverty are closely linked to the denial of human rights

Background information: advantages of treating poverty as a human rights violation

Conceptual advantages	Practical advantages
We implicitly give recognition to the injustice of poverty if we treat it as a denial or abuse of human rights.	The word 'injustice' conveys a strong imperative. It immediately lets us know that the present situation is morally wrong. In 2008, the world had almost 500 billionaires. Their collective wealth is greater than the combined income of half the global population.
When we seek to alleviate poverty, we are not only acting charitably; we are seeking to redress human rights violations.	If our approach to poverty is based on charity, it implies that we can choose who, when, how and even whether we help at all. If we base our approach on human rights, our duty to help is not only a moral duty but a legal duty, as human rights are protected by numerous international and national treaties.

WHAT EXACTLY IS 'DEVELOPMENT'?

This key messages in this section are that:

- development, peace and security, and human rights are all connected
- we are living in an increasingly interdependent world
- many of the problems we face are global e.g. international crime and communicable diseases
- poverty causes or exacerbates many of these problems
- development initiatives help us all, not only the recipients of aid

THE UN MILLENNIUM DEVELOPMENT GOALS

This section introduces the **UN Millennium Development Goals (MDGs)**. These are eight achievable and quantifiable goals agreed by the international community at the UN Millennium Summit in 2000. The Goals have been broken down into concrete targets, giving a clearer focus to the international community's development work. The MDGs have also helped to improve coordination between national and international development programmes. The overall aim of each Goal is given in the student factsheet. Up-to-date information on progress, broken down by Goal, target, country and region can be found at www.un.org/millenniumgoals. The website also has a useful 'youth' section.

WHAT IS THE UK DOING? and GIVING SUPPORT = GIVING HOPE

This section gives a brief overview of how the UK is supporting the MDGs. The example of the peer education project in Kenya raises awareness of the Department for International Development (DFID). It also:

- demonstrates how people in developing countries are helping themselves
- emphasises the important role that children can play

ACTIVITY

Having learned about the links between human rights, development and security, students are offered the opportunity to take practical action. Part of DFID's work includes promoting a 'global dimension' to the classroom. DFID provides grants to promote partnerships between schools in the UK and schools in Africa, Asia, the Caribbean and Latin America. **Anderson High School** in Shetland, for example, has a partnership with the **South Peninsula High School** in South Africa. South African history students and Shetland modern studies students have worked together on modules exploring the theme of 'Sharing Pasts: Shaping Futures'. Joint discussions between biology students in those schools around videos of science experiments have highlighted the importance of avoiding HIV infection as part of healthy living.

If your school is interested in setting up a partnership, visit www.dfid.gov.uk/getinvolved for more information.

YOUR NOTES

17
OCTOBER
International Day
for the Eradication
of Poverty

This human rights teaching pack helps children learn about their rights. It features five simple, self-contained presentations – with teacher's notes and student factsheets – on:

- the Universal Declaration of Human Rights
- the UN Convention on the Rights of the Child
- child rights and conflict
- child rights and climate change
- human rights and international development

CHILD RIGHTS MATTER!

RESOURCES

For further information, visit:

- United Nations Association of the UK: www.una.org.uk
- UNESCO Associated Schools in the UK: www.unesco.org.uk
- Department for International Development: www.dfid.gov.uk
- Foreign and Commonwealth Office: www.fco.gov.uk
- Official UN website to mark the 60th anniversary of the UDHR: www.knowyourrights2008.org
- UN educational website: <http://cyberschoolbus.un.org>
- UN Environment Programme: www.unep.org
- UN Development Programme: www.undp.org
- Youth at the United Nations: www.un.org/esa/socdev/unyin
- UNICEF UK: www.unicef.org.uk
- British Institute of Human Rights: www.bihhr.org.uk
- Amnesty International UK: www.amnesty.org.uk
- Child Rights Alliance England: www.crae.org.uk
- War Child: www.warchild.org.uk
- Save the Children UK: www.savethechildren.org.uk
- Human Rights Watch: www.hrw.org
- World Wildlife Fund UK: www.wwf.org.uk
- Stop Climate Chaos: www.stopclimatechaos.org.uk

- Oxfam: www.oxfam.org.uk
- Anti-Slavery International UK: www.antislavery.org
- Action Aid UK: www.actionaid.org.uk
- Plan International: www.plan-international.org

Why not arrange for a speaker for your human rights assembly? Here are some suggestions:

- Your local MP, an MEP or a councillor. To find your school's MP, MEPs and councillors, visit: www.writetothem.com
- UNICEF UK can provide suggestions on activities related to the Convention on the Rights of the Child: 0870 606 3377
- War Child is able to arrange speakers for schools in the London area: schools@warchild.org.uk
- British Red Cross: rededucation@redcross.org.uk or 020 7877 7246
- Oxfam: 0870 333 2700
- Save the Children UK: 020 7012 6400 or supporter.care@savethechildren.org.uk
- Amnesty International UK: 020 7033 1596 or speakers@amnesty.org.uk



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