

DISCRIMINATION

PROJECT 2

3.3

5. When the timeline for the reading marathon is completed, learners should submit their log and/or journal to the teacher, collect their pledges, and donate the funds or supplies raised to the organization that serves refugees.

OPTION B

Providing Services for Refugees and Immigrants

PROCEDURES

1. Identify with participants a local organization that serves refugees and/or immigrants.
2. Contact this organization and work with them to determine how participants can meet a need, and then develop a corresponding project. For example, participants can provide translation services, collect toiletry items or clothing, launch a campaign to educate the community on the needs of refugees and immigrants, or write letters to their congressmen and women encouraging them to speak out against the condition of detention for asylum seekers or discrimination against immigrants.
3. Prior to providing the service, if possible, you may want to have a refugee or asylee speak to the participants. They can explore cultural and sensitivity issues so they are prepared to provide the best possible service when the day of the project arrives.
4. If such an organization is not readily available in your community another option is to have learners interview family members or other students at their school who may have immigrated. Have the learners find out as much as they can about all of the different cultures present in the community through these interviews and then hold a celebration recognizing all of these cultures. You can also have learners research why there aren't organizations serving the immigrant and refugee population in their community, whether there is a need for such an organization, and what they would need to do to propose that such an organization be created in the community.

REFLECTION

Be sure to conduct a reflection activity and to hold a celebration with your learners. A list of possible options for reflection can be found in **Part 2.0** of this manual.

DISCRIMINATION

PROJECT 2

3.3

Find Out More

GENERAL

American Civil Liberties Union:

www.aclu.org

Amnesty International:

www.aiusa.org/topics

Leadership Conference on Civil Rights:

www.civilrights.org

United Nations Development Fund for Women:

www.unifem.org

United Nations Office of the High Commissioner for Human Rights:

www.ohchr.org/english/issues

PERSONS WITH DISABILITIES

Disability Rights Advocates:

www.dralegal.org

Disability Rights Education and Defense Fund:

www.dredf.org

Human Rights Education Associates: Guide on Persons with Disabilities;

www.hrea.org/learn/guides/

Landmine Survivors International:

www.landminesurvivors.org

United Nations Office of the High Commissioner for Human Rights:

www.ohchr.org/english/issues/disability/index.htm

World Enable:

www.worldenable.net/

REFUGEES & IMMIGRANTS

American Friends Service Committee:

www.afsc.org/

Human Rights Education Associates: Guide on Refugees:

www.hrea.org/learn/guides/

Human Rights First:

www.humanrightsfirst.org/

International Organization for Migration:

www.iom.int/

National Network for Immigrant and Refugee Rights:

www.nnirr.org/

Refugees International:

www.refugeesinternational.org/

United Nations High Commissioner for Refugees:

www.unhcr.ch

ASYLUM SEEKERS

U.S. Committee for Refugees:

www.refugees.org/

U.S. Citizenship and Immigration Services:

<http://uscis.gov>

Information on Asylum Laws:

<http://uscis.gov/graphics/services/asylum/index.htm>

Information on Refugee Laws:

<http://uscis.gov/graphics/services/refugees/index.htm>

A CHILD'S RIGHT TO EDUCATION & HEALTH

3.4

INTRODUCTION

In 1989 the General Assembly of the United Nations ratified the Convention on the Rights of the Child, promising children around the world the right to life, liberty, education, and health care (a child is defined as any person under the age of 18). It also provided protection from discrimination, from torture, or from cruel, inhumane or degrading treatment or punishment, protection within the justice system, and protection from economic exploitation.

While children are entitled to all the same rights as adults contained in the Universal Declaration of Human Rights and other international treaties, the Convention on the Rights of the Child recognizes the special protections and conditions that children must have in order to develop fully as human beings.

More nations have ratified the Convention on the Rights of the Child than any other treaty. The United States and Somalia remain the only two countries in the world that have not ratified the treaty. Despite the nearly universal recognition of the rights of the child, many children around the world and in the United States still suffer abuse and neglect and are deprived of their most basic human rights.

OVERVIEW

LESSON ON THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)

Choose one of the three lessons included in Part I of this manual to introduce learners to the broad concept of human rights and the UDHR.

**INTRODUCTORY LESSON****CHILDREN'S RIGHTS**

This is an introductory lesson to familiarize learners with the Convention on the Rights of the Child and includes a case study about the conditions of child labor.

**HUMAN RIGHTS SERVICE-LEARNING PROJECTS:**

This section includes two human rights service-learning projects that you can choose from. One focuses on children's right to education, and one focuses on children's right to healthcare. Both use in-class HRE lessons, service-learning activities, and reflection exercises:

**PROJECT 1****ACCESSING EDUCATION**

This project explores the right to education and engages learners to take action to meet the educational needs of children in their community.

LESSON: Right to Education

PROJECT OPTION 1: *Reading for the Right to Education*

Learners read with young people and raise money to support educational activities in their communities.

PROJECT OPTION 2: *Taking the Human Rights Temperature of Your School*

Learners rate their school on a human rights scale and develop an action plan for how to make their school more human rights-friendly.

**PROJECT 2****REACHING OUT FOR HEALTH**

This project explores children's right to health and barriers that children in poverty face in accessing healthcare.

LESSON: Right to Healthcare

PROJECT OPTION 1: *Awareness for Preventive Care*

Learners hold informational workshops or produce educational flyers for young people and their families on how to access important preventive healthcare services.

PROJECT OPTION 2: *Campaigning for Health*

Learners raise money or recruit volunteers to support local or international campaigns, such as a walk for cancer, or local blood drives.

Children's Rights and Child Labor

OBJECTIVES

- To introduce learners to the Convention on the Rights of the Child; and
- To introduce learners to the importance of recognizing children's human rights.

MATERIALS

Large sheets of paper, markers, copies of the **Convention on the Rights of the Child (CRC)** and **Handout #10**, flip charts and markers or a blackboard.

TIME ALLOTMENT

90 minutes

PROCEDURES

1. Divide learners into groups of three or four and distribute a large sheet of paper or poster board with markers to each group. Ask learners to write the word CHILD at the top of their sheet of paper. Below the word CHILD, ask learners to draw the outline of a child. Ask learners to brainstorm answers to the following questions and to write those answers as words or symbols inside the outline of the CHILD. What are the characteristics of children? For example: playful, imaginative. What do children need to grow and develop? For example: a family to care for them, education, health and nutrition. How should children be treated? What obligations should adults have toward children? What rights should children have in decisions affecting their own lives? Ask each group to present their poster to the class.¹⁷
2. Then introduce learners to the concept of children's rights. Human rights define a child as any person under the age of 18 years old. While children have all the rights contained in the UDHR, they also need rights that give them special protection and care. Distribute copies of the **Convention on the Rights of the Child**. Ask learners to read the Convention and identify which of the characteristics and obligations they included in their posters are included in the Convention. Ask learners to identify rights in the Convention that the class had not thought of or rights they believe children should have that are not in the Convention.

Information for Teachers: What Rights Do Children Have?

Children's rights can be broken down into four main categories:

Survival rights: the right to life and to have a child's most basic needs met e.g., adequate standard of living, shelter, nutrition, medical treatment.

Developmental rights: the rights enabling children and adolescents to reach their fullest potential e.g. education, play and leisure, cultural activities, access to information and freedom of thought, conscience and religion.

Participation rights: rights that allow children and adolescents to take an active role in their communities e.g., the freedom to express opinions; to have a say in matters affecting their own lives; to join associations.

Protection rights: rights that are essential for safeguarding children and adolescents from all forms of abuse, neglect and exploitation e.g., special care for refugee children; protection against involvement in armed conflict, child labor, sexual exploitation, torture and drug abuse.

Source: Study Guide on Children's Rights. Human Rights Education Associates (HREA), 2004. www.hrea.org/learn/guides/children.html.

¹⁷ This introductory exercise was developed from Nancy Flowers, Human Rights Educators' Network, Amnesty International USA.

LESSON

3.4

EDUCATION & HEALTH

3. Distribute copies of the case study in **Handout #10** taken from the report *Togo: Borderline Slavery Child Trafficking in Togo* published by Human Rights Watch in 2003. Ask learners to identify what rights are violated in the case study. Some of the rights that were violated include the right to education, family, health, and freedom from forced labor. Then ask learners to think about what happens when the rights they identified are violated. What happens if young people are not able to go to school? What if no one is making sure that they get proper medical care? How does it affect their future? In the case study, Selom was forced to go to work in the fields all day. How did being forced to work affect or contribute to the other human rights violations he suffered?

REFLECTION

1. In groups or as a whole class, identify the rights, services, and conditions that learners have had in their lives, and those they have not. What are some of the needs in your community concerning children and young people and how can they be addressed through service-learning?
2. The Convention on the Rights of the Child has proclaimed that “the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love, and understanding.” Write an essay in which you comment on this proclamation.

Accessing Education

3.4

OBJECTIVES

- To introduce learners to the importance of human rights in regards to education and barriers to education that can exist;
- To help meet the educational needs of some young people in your community;
- To improve reading and comprehension skills and engage learners in working with other young people; and
- To improve research and analytical skills and introduce learners to various research methodologies.

CURRICULUM LINK

This project can be taught in conjunction with a Social Studies, Math or English class.

HR LESSON

Right to Education

MATERIALS

Copies of the **Convention on the Rights of the Child (CRC)**, flipcharts and markers or a blackboard.

TIME ALLOTMENT

90 minutes

PROCEDURES

1. Ask learners to brainstorm the reasons why they think it is important to get an education. List learners' answers on the blackboard.

Tips for Teachers – Encourage learners to consider both the practical reasons, such as getting a job, going to college, having the knowledge to become civic participants in society who can vote, etc., as well as the importance of personal fulfillment, being able to express oneself, develop your talents, etc.

2. Ask learners to brainstorm the things that young people need in order to receive a quality education. List learners' answers in a separate section on the blackboard.

Tips for Teachers – Encourage learners to include things that are needed in schools, such as teachers, school supplies, and a safe school environment, as well as special services for young people with particular needs who may speak different languages, have disabilities or health problems; also, conditions that young people need outside of school, such as a quiet place to study, help with their homework, food and good health so they can concentrate on learning.

3. Have learners read Articles 28 and 29 of the **Convention on the Rights of the Child** on the right to education. Compare the rights included in the CRC with the things that learners have on their lists. Ask learners in what ways the lists are the same or different.

Tips for Teachers – Be sure that learners are familiar with the key aspects of the human right to education.

Information for Teachers: Human Rights Standards for Education

Education should enable children to develop to their fullest potential, to participate in society, to obtain a job that provides a living wage, and to promote human rights, tolerance, non-violence and peace.

The right to education ensures that every child has access without discrimination to free education that is of good quality. Schools should be clean, safe and create a child-friendly environment, schools should have all necessary books, materials, and well-trained teachers, and curriculum should meet basic learning needs.

Education should be culturally appropriate to learners from different backgrounds, and should meet the needs of learners who speak different languages, who have disabilities or other special needs.

Source: General Comment 13: The Right to Education. UN Committee on Economic, Social and Cultural Rights.

4. Ask learners to go through their lists and the rights in the CRC to identify which of the things on the lists they have in their school, and which things they don't. Do students in their school or other schools face barriers to receiving a quality education? For example, are there enough textbooks, access to a library, or updated lab equipment? Do young people who are recent immigrants and who don't speak English as a first language face barriers in school? Ask students why they think some schools have more resources than others. What are the structural factors in society that lead to these disparities? (If you are doing this lesson with a math class, you may wish to include analysis of statistics). Discuss what learners can do as a class to improve conditions in their school or to meet the educational needs of young people whose rights are not guaranteed.

PROJECT**Accessing Education****OVERVIEW**

There are two options for this project. In the first option, learners will read books with a group of young people in their community and may also choose to raise money or donations to support educational activities in their community. In the second option, learners will take the human rights temperature of their school, documenting and reporting conditions. The second option may be more effective if you are doing this project in a math class because learners can use math to analyze the results of their surveys.

OPTION A**Reading for the Right to Education****MATERIALS**

List of accessible books appropriate for reading with other children.

PROCEDURES

1. Identify with learners an educational program in your school or community that is in need of support and resources to provide greater access to quality education for children. Programs may include educational programs at a local day care center, community center, hospital or homeless shelter for families. They can also include after-school programs, ESL classes or special education classes at your school or a nearby school. Learners will support this group of children by reading with or tutoring them, and may also choose to raise money or in-kind donations to meet a particular educational need.
2. Work with your learners, and the directors or teachers at the educational program you have chosen, to decide what kind of tutoring or reading sessions learners will have with the children in the program. Working with the partnering program, you will need to arrange for learners to have visits to read with the children, to hold any training sessions that learners need before working with the children, and to choose audience-appropriate books for the children. Learners can then begin their reading or tutoring activities.

EDUCATION & HEALTH PROJECT 1

3.4

3. In addition, learners may wish to raise money or in-kind donations to help support the work of the partnering program. To do this, learners should first consult with the program director or teacher of the program to assess their needs. Determine whether the program needs additional supplies in their classroom, funds to pay for transportation to the school or center, etc. Learners will then need to decide how they would like to go about raising funds and/or in-kind donations. One possibility is to have learners hold a reading marathon where they seek pledges from family, friends and others to give donations based on how many books learners are able to read. (See the *Refugee Rights* lesson in the *Discrimination* section - **PART 3.3, PROJECT 2** of the manual for details on organizing a read-a-thon.) Learners should then organize the fundraising activity and present the funds or in-kind donations they raised to the program.
4. This project also presents a wonderful opportunity for learners to hold a celebration with the learners that they tutored. Learners may want to create a gift for the children they worked with that incorporates photos and other memories from the project. This can also serve as part of the reflection activities for the project.

OPTION B

Take the Human Rights Temperature of Your School

MATERIALS

Access to photocopying for surveys, a large piece of cardboard and markers or paint, notebooks and pens, and small tape recorders for interviews (optional).

PROCEDURES

1. Identify what aspects of your school environment learners are interested in researching. The project can focus on anything from school facilities and resources, to safety or bullying in school, to issues of respect and tolerance among learners and teachers, to the effectiveness of the student government in representing the voices of students.
2. Develop a temperature scale and human rights criteria for how human rights-friendly your school environment is. For example, if you are focusing on respect and tolerance in your school you can develop ten criteria for a human rights-friendly school, including how often children call each other derogatory names, how comfortable students feel sharing information about their religious and ethnic background with other students, how comfortable children feel talking to teachers or other students about problems they are having, etc. The school can receive a temperature reading of up to ten degrees on each of the criteria for a possible maximum positive temperature of 100 degrees. Learners can reference human rights treaties and other documents as the basis for their criteria and can develop their own standards as well.
3. Then learners will need to decide how to conduct research to determine the temperature reading of their school in each of the criteria. Research can include surveys that you distribute to students and/or teachers, interviews with students and teachers, observational research of school facilities or student behavior, and other options.

Tips for Teachers: You may want to include a class session where you introduce learners to a range of very basic research methods they can choose from. Once learners decide how they want to conduct their research, you can hold a more focused session, for example, on 'How to Write a Good Survey.' This could be a good opportunity to bring in someone from a nearby university or education advocacy

organization to talk about how to structure a survey or other research method. An example of a survey developed by the Human Rights Research Center for taking the human rights temperature of your school can be found in Appendix C.¹⁸ This will give you an idea for how to carry out this kind of project and serve as a basis for thinking creatively about your school.

4. Once the criteria and research methods are developed, learners should begin to research the human rights temperature of their school.

Tips for Teachers: Be sure that your learners have received any necessary permission from teachers, school administration and/or parents to conduct surveys or interviews.

5. Once the research is complete, learners can gather their findings and determine the human rights temperature of their school. (If you are doing this project with a math class, you can analyze the surveys to determine mean responses, percentages and probabilities. Depending on the age group, you may want to use statistical analysis software.) It is likely that your school will not receive a perfect rating of 100 degrees, so learners should develop recommendations for increasing the human rights temperature of your school and develop a plan of action for how some or all of their recommendations could be implemented. The recommendations and plan of action can also include strategies for strengthening or maintaining areas where the school is doing well.
6. The plan of action can include a presentation of their findings to the school administration, student body and/or parents, a series of meetings with relevant school staff to address issues of particular importance, and/or brainstorming sessions with other students and staff on developing creative ways to implement changes. In developing a presentation, learners can use graphs and other visual displays to present the results of their surveys or interviews. The human rights temperature of your school can be displayed by painting or drawing a giant thermometer on a large piece of cardboard. You can mark the thermometer with gradations for how many degrees the school received for each of the human rights criteria.

REFLECTION

Be sure to conduct a reflection activity and to hold a celebration with your learners. A list of possible options for reflection can be found in **Part 2.0** of this manual.

¹⁸ Human Rights Research Center, University of Minnesota, www.hrusa.org/hrmaterials/temperature/temperature.shtml

Reaching Out for Health

OBJECTIVES

- To introduce learners to the importance of the right to health for children and adolescents and to the large numbers of young people that lack access to necessary health care;
- To promote awareness of important health issues for young people in your school or community;
- To promote skills for understanding and utilizing statistical information; and
- To improve learner's research, writing and presentation skills.

CURRICULUM LINK

This project can be taught in conjunction with a Health, Social Studies, or Math class.

HR LESSON

Right to Healthcare

MATERIALS

Copies of the **Convention on the Rights of the Child (CRC), Handout #11.**

TIME ALLOTMENT

45 minutes

PROCEDURES

1. Ask learners to brainstorm a list of what children need to be healthy. Write learners' answers on the board.

Tips for Teachers – Encourage learners to list things that children need for a healthy body, including nutritious food, exercise, check-ups with doctors, medicine if they are sick, etc., as well as things that are needed for a healthy mind, including a supportive family environment, education and stimulation, interaction with other children their age, time to play, protection from abuse, etc.

2. Ask learners to compare their list with the rights described in Article 24 of the **Convention on the Rights of the Child**. Ask learners how the lists are similar or different.

Tips for Teachers – Be sure that learners are familiar with the key aspects of the human right to health.

Information for Teachers: Children's Right to Health

Children must have access to medical facilities and treatment for illnesses and rehabilitation, as well as access to primary and preventive care. Mothers must also have access to appropriate pre-natal and post-natal health care.

Governments must take steps to diminish infant and child mortality, and to combat disease and malnutrition by providing primary health care, adequate nutrition, clean drinking water and taking into consideration the dangers and risks of environmental pollution.

Parents and children should have access to education and information about basic child health and nutrition, hygiene and environmental sanitation and the prevention of accidents. Guidance for parents and family planning education and services should also be available.

Source: Convention on the Rights of the Child, Article 24.

3. Now ask learners to brainstorm conditions that threaten children's health. How does the environment and economic well-being impact health?

EDUCATION & HEALTH

PROJECT 2

3.4

4. Distribute **Handout #11** to learners on children's health statistics.¹⁹ Lead learners in a brief discussion that draws on the following questions: Why do you think children in poverty suffer from more illnesses than children who live in families with more resources? What role might health insurance play in access to healthcare? What role do you think awareness and knowledge might play in access to healthcare? Ask students: Do you have access to healthcare any time you need it? Have you ever had to wait to see a doctor or not seen a doctor at all because it would cost too much money? What can be done to help meet the needs of children in our community that lack access to adequate healthcare?

PROJECT

Reaching Out for Health

OVERVIEW

There are two different options for this project. In the first option, learners work with children and their parents in your school or at a community agency to raise awareness of the need for vaccinations, hygiene and other forms of preventive care. In the second option, learners organize fellow young people and community members to participate in Walks or other events to promote awareness and research on diseases affecting children such as cancer or AIDS, or to participate in Blood Drives while raising awareness.

OPTION A

Awareness for Preventive Care

PROCEDURES

1. Learners will first need to research general healthcare access issues for children in their community. They should locate existing research studies that explain the importance of different preventive healthcare measures. Learners will need to research what services are available for people in their community, such as free vaccinations or free health clinics. In conjunction with this research, your class can elicit the help of the school nurse or a local community agency that provides health care services.

Tips for Teachers: If you are conducting this project as part of a math class, you may wish to include more statistically oriented research in this part of the project.

2. Working with staff at the agency or school, learners will then identify what specific health issue related to children they will help to raise awareness about and what audience they will target. Issues can include encouraging parents to get all needed vaccinations for infants, to seek preventive healthcare check-ups at local clinics for children of all ages, to promote hygiene and dental care for children, or encouraging adolescents to have regular doctor visits, to be comfortable seeking mental healthcare and to practice safe sex. Learners must then decide whether they will reach out to parents of small children in the community or at their school, or to fellow young people.
3. Work with learners to develop a plan for how outreach will be conducted to a target group of children, their parents or adolescents. Learners may wish to organize informational workshops where learners themselves will present information, as well as invited guest speakers. Workshops can be organized at the partnering agency, at the school, at a local day care center or community center where parents and young people can attend. Depending on the funds that are available, learners

¹⁹ The information for this handout was gathered from multiple sources. See citations included in the handout.

may wish to prepare flyers or informational brochures to distribute. Workshops and/or materials can include information about human rights standards for the right to health.

4. Once the plans have been finalized learners should carry out their outreach project.

OPTION B

Campaigning for Health

PROCEDURES

1. Work with learners to identify a health-related campaign locally or internationally impacting young people that they can help through raising money or recruiting volunteers. Possible campaigns can include walks or bike races for HIV/AIDS prevention or cancer research, blood drives for the local Red Cross, etc.
2. Learners should identify and discuss which aspects of the right to health these campaigns are helping to guarantee. For example, an AIDS walk may aim to promote awareness about AIDS in order to reduce discrimination against people that have the disease and to inform young people about preventing the disease. Blood drives help to ensure that there are adequate supplies of blood so that people can access needed medical care.
3. Work with learners to develop a plan to raise awareness about the campaign they have chosen and to raise funds or recruit volunteers for the campaign. Learners can organize informational workshops or tables at community festivals, during an assembly for school, or at other community events. At these workshops or information tables, learners can highlight the ways that young people's human rights are affected by these different diseases. This includes how children that are sick are affected, as well as how children are affected if their parents are sick. Learners can sign themselves up to participate in a Walk highlighting a disease and seek pledges from others, and/or they can recruit other learners and community members to join the selected Walk or to donate blood at a local blood drive.
4. You may also decide to combine this outreach work with volunteering at a local hospital or community center that treats patients who are affected by the disease, or to volunteer at a blood drive to hand out juice and cookies to people who have given blood.

REFLECTION

Be sure to conduct a reflection activity and to hold a celebration with your learners. A list of possible options for reflection can be found in **Part 2.3** of this manual.

3.4

Find Out More

GENERAL

Amnesty International:
www.amnestyusa.org/children/index.do

Child Rights Information Network:
www.crin.org

Human Rights Education Associates:
www.hrea.org

United Nations Development Fund for Women:
www.unifem.org

Human Rights Watch/Children's Rights:
www.hrw.org/children/

UNICEF:
www.unicef.org/

HR & EDUCATION

Center for Economic and Social Rights:
www.cesr.org/education/cesr

Global Campaign for Education:
www.campaignforeducation.org/

Human Rights Education Associates, Guide on Education:
www.hre.org/learn/guides

Right to Education:
www.right-to-education.org/

United Nations Educational, Scientific and Cultural Organization (UNESCO):
<http://portal.unesco.org/education/en/>

HR & HEALTH

United Nations Special Rapporteur on the Right to Education:
www.unhcr.ch/html/menu2/7/b/medu.htm

Amnesty International:
www.amnestyusa.org/hiv_aids/index.do

Center for Economic and Social Rights:
<http://cesr.org/health>

People's Movement for Human Rights Education:
www.pdhre.org/rights/

United Nations Special Rapporteur on the Right to Health:
www.ohchr.org/english/issues/health/right/

University of Minnesota Human Rights Center:
www1.umn.edu/humanrts/edumat/studyguides/righttohealth.html

World Health Organisation:
www.who.int/hhr/en/

LAW & JUSTICE & HUMAN RIGHTS

3.5

INTRODUCTION

The Universal Declaration of Human Rights guarantees that all people “are equal before the law and are entitled without any discrimination to equal protection of the law.” It guarantees all people the rights to freedom from arbitrary arrest and a fair trial, to freedom of thought and expression, and to participate in government. Unfortunately, people around the world continue to suffer from persecution before the law because of their beliefs, nationality, race or peaceful self-expression.

In the United States, although the rights to freedom of expression and equality before the law are guaranteed by our Constitution, in practice many people are denied those rights every day. People’s rights to equality before the law are violated when racial profiling occurs in cities across the country. Racial profiling occurs when police officers use race as the basis for stopping someone for criminal suspicion. Following the attacks of September 11, 2001 new legislation gave law enforcement agencies the authority to detain people for indefinite periods without charging them or giving them access to a trial, and to hold people without granting access to a lawyer. People’s rights to freedom of expression, association and assembly have all been threatened.

OVERVIEW

LESSON ON THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)

Choose one of the three lessons included in Part I of this manual to introduce learners to the broad concept of human rights and the UDHR.

**INTRODUCTORY LESSON****LAW AND JUSTICE AND HUMAN RIGHTS**

This is an introductory lesson to familiarize learners with the fundamental civil and political rights protected in the UDHR and violations of those rights, with a case study on prisoners of conscience.

**HUMAN RIGHTS SERVICE-LEARNING PROJECTS:**

This section includes two human rights service-learning projects that you can choose from. One focuses on people's rights within the justice system to equal treatment and to a fair and competent trial, and one focuses on the rights to vote and participate in government. Both use in-class HRE lessons, service activities, and reflection exercises.

**PROJECT 1****YOUTH RULING FOR JUSTICE**

This project explores how human rights are protected in the justice system, while engaging learners in a courtroom setting to help meet the needs of their fellow learners or community.

LESSON: Japanese-American Internment and 9/11

PROJECT OPTION 1: *Youth Courts*

Learners serve as judges, attorneys and jurors for their peers who face school disciplinary measures or minor criminal offenses.

PROJECT OPTION 2: *Youth Grand Jury*

Learners conduct a mock grand jury hearing to make a ruling on an issue of importance to their community.

**PROJECT 2****VOTER REGISTRATION AND EDUCATION**

This project explores the importance of the right to vote and participate in government and engages learners in registering others to vote.

LESSON: The Right to Participate in Government: Voter Registration

PROJECT OPTION 1: *Registering Voters*

Participants will help register voters in a disenfranchised community.

PROJECT OPTION 2: *Running an Educational Campaign*

Participants will help voters understand the issues and be prepared to cast their vote.

What are Civil and Political Rights?

OBJECTIVES

- To introduce learners to the civil rights protected in the UDHR and to violations of those rights that occur internationally and in their local communities.

MATERIALS

Copies of the **UDHR**, the **US Bill of Rights**, **Handout #12**, blackboard and chalk or flipcharts.

TIME ALLOTMENT

90 minutes

PROCEDURES

1. Ask learners to develop a concept web describing what comes to mind when they hear the words *civil rights*. What rights are civil rights? Write the answers on the blackboard.
2. Distribute **Handout #12 Fessahaye Yohannes, Prisoner of Conscience**²⁰ to learners. Ask learners to identify what civil rights ideas from the concept web are dealt with in this case study. Then ask learners to answer the following questions: How does it affect the rest of us when a journalist like Fessahaye has his right to free speech violated? What is it like to be afraid to say or write what you believe because you might get arrested? If you were arrested like Fessahaye, what would it be like if you couldn't see an attorney, contact your family, or have a chance to defend yourself at a trial? Have you experienced violations of your civil and political rights? What happened? How did you feel? Why is it important to protect these rights for everyone?
3. Distribute copies of the **UDHR** to learners. Ask learners to identify the civil rights in the UDHR at issue in the case study. What other civil rights are included in the UDHR? Be sure to highlight for learners several key civil and political rights contained in the UDHR.

Information for Teachers: Civil and Political Rights in the UDHR

Civil and political rights protect people's dignity, life choices and self-expression from interference by the government. These include the rights to life, liberty and personal security, freedom from slavery, torture and degrading treatment, as well as people's rights to freedom of belief and religion, freedom of opinion and, information and to peaceful assembly and association.

Civil and political rights also protect people's rights in relation to justice and criminal procedures, including the rights to recognition and equality before the law, freedom from arbitrary arrest, to a fair trial, and to be innocent until proven guilty.

Finally, civil and political rights guarantee people's rights to participate in government and to vote in free elections.

Source: Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights.

REFLECTION

1. In groups or as a whole class, ask learners to discuss how civil rights are protected in their community, and then discuss examples of violations of civil rights. Have learners experienced, witnessed or learned about people who have been deprived of their right to freedom of expression or to their rights before the law? How can some of the needs in the community regarding these rights be addressed through service-learning?
2. Justice can be described as a concept involving the fair treatment of all persons and the obligation of our legal system to protect the rights of all people in our society. Write an essay describing what the word 'justice' means to you.

²⁰ This excerpt is taken from Amnesty International USA's Special Focus Cases on Prisoners of Conscience found on their website at www.amnestyusa.org/action/special/fyohannes.html.

Youth Ruling for Justice

OBJECTIVES

- To have learners gain knowledge about human rights standards that protect people's civil rights in the justice system and to learn about how a courtroom works;
- To engage youth in peer mediation and to take an active role in addressing the criminal and/or behavioral issues facing young people in your school or community;
- To improve learners' research and analytical skills to document and analyze information and draw conclusions from that information; and
- To improve learner's skills in formulating and presenting an argument.

CURRICULUM LINK

This project can be taught in conjunction with a Social Studies or History class.

HR LESSON

Japanese-American Internment and 9/11

MATERIALS

Copies of **Handout #13**, copies of the **UDHR**, access to internet or library for research, blackboard and chalk.

TIME ALLOTMENT

90 minutes

PROCEDURES

1. Ask learners to privately write answers to the following questions. Have you or someone you know ever been accused of something that you (or they) didn't do? How did that make you feel? Have you or someone you know ever been suspected of doing something because of the people you hang out with? The way you dress or look? Your racial, religious or ethnic background? How did that make you feel? Ask for volunteers to share their answers with the class.
2. Distribute copies of **Handout #13** "Internment of Japanese Americans"²¹ to learners. Have learners read the case study.

Tips for Teachers – Using a history book or other resource, you may wish to provide learners with additional background on World War II and Japanese-American internment. Also be sure that learners are familiar with the meaning of the word internment and other key phrases.

4. Ask for a volunteer or pick a learner to summarize the case study and ask other learners in the class to highlight the main points. Then lead a discussion with learners addressing some or all of the following questions: What civil rights were taken away from Japanese Americans? Do you think that the U.S. government was justified in holding Japanese Americans in internment camps without charges or suspicion of crimes? Is it wrong to suspend the rights of one group of people based on their racial, ethnic or other characteristics?
5. Ask learners to compare what they read about Japanese-American internment to government measures taken since September 11, 2001 related to investigating and preventing terrorist attacks.

Note for Teachers – See the FIND OUT MORE section for several resources you can use regarding post-9/11 U.S. policies. Many U.S. citizens and foreign nationals have been targeted for questioning and interrogation because they are Muslim or of Arab ethnicity, though they are not suspected of any crime. Some have been held as prisoners in U.S. detention centers without being charged or tried,

²¹ Source: this handout includes excerpts in modified form from the lesson plan "Legacies of September 11th: Protecting Democracy in a Time of Crisis." By Adam Strom. *Facing History and Ourselves*. www.facinghistory.org

some without access to a lawyer. You wish to share with learners recent news articles or court judgements which address detainees' rights to access a lawyer, to be tried by a jury and to receive a speedy trial.

6. Ask learners the following questions: How are the two situations of Japanese-American internment and post-9/11 actions similar or different? What are the rights at stake in both cases? Are the actions taken by our government today justified?
7. Finally, ask learners to reflect on the importance of guaranteeing people's civil rights with relation to law enforcement and criminal procedures. Ask learners the following questions: Based on what we've discussed, why is it important to protect people's rights against arbitrary arrest, to be innocent until proven guilty and to receive a fair trial? If young people in our community are accused of a crime or of bad behavior, what conditions would make for a fair trial? What can we do to guarantee that the rights of young people are protected?

PROJECT

Youth Ruling for Justice

OVERVIEW

There are two different options for this project. In the first option, learners can volunteer with an existing youth court program in your city or state, or form their own youth court program in your school or community. In the second option, learners work with a local legal advocacy organization to research a community need, and hold a mock youth grand jury to write a report on the issue.

Information for Teachers: What Are Youth Courts?

Youth courts or peer juries are programs designed to engage young people in determining rehabilitative sentences for peers who have committed minor offenses or have disciplinary problems. Youth courts often take the form of a hearing or trial where youth volunteers play the role of some or all of the jury members, judges, lawyers and other court personnel. Youth courts have become an increasingly popular diversion program for first-time youth offenders. In 2003, there were 900 youth courts in 46 states.

Youth courts can operate in many different settings. In some cases they operate in cooperation with the court system. Police officers or judges have a relationship with youth court programs run by non-profit organizations or the court system itself where young offenders are referred for sentencing. Offenders that are sent to youth courts from the justice system have typically committed non-violent misdemeanors and violations, such as shoplifting, possession of marijuana or alcohol, vandalism, and traffic violations.

Youth courts can also be operated and administered by the schools to address school-based disciplinary issues. School-based youth courts can serve as an alternative for students who commit minor infractions as well as those who could otherwise face suspension or criminal proceedings.

In most cases, youth who are referred to youth court have already admitted guilt for their offense. Youth judges or jury members will hear testimony regarding the offenses committed and will determine sentences, which can include community service hours, educational classes, mediation, restitution, apology, essays, counseling, curfew, drug testing, school attendance and peer discussion groups.

Source: Youth Courts: Young People Delivering Justice by Margaret Fisher (Chicago, IL: American Bar Association, 2002).

OPTION A

PROCEDURES

Youth Courts

1. Identify what type of youth court project your class will engage in. You may want to research whether there are any existing youth court programs in your town or in a nearby community that learners in your class can volunteer with (see FIND OUT MORE). Most youth courts have mechanisms for training youth jurors, judges and other courtroom participants through which professional lawyers or law students work as volunteers to prepare and support their participation. Alternatively, you could take on the project of establishing your own youth court in your community or in your school. If you are interested in starting a youth court that is connected to the juvenile justice system in your community, you will need to work with local lawyers, judges and law enforcement agencies to put together a proposal. Such a proposal will likely need to be approved by a local legislative or executive body. We recommend that you contact the directors of existing youth court programs to learn more about this process. If you are interested in starting a youth court in your school, we will describe some of the necessary steps in the following paragraphs and provide additional resources about youth courts for you to utilize under FIND OUT MORE at the end of this section.
2. Begin by discussing with your learners, principal and other teachers at your school a proposal to establish a youth court. Such a proposal may require approval from school district officials as well. Working with learners and administrators, you will need to decide on several key characteristics of your youth court in order to develop your proposal:
 - a. Develop goals for your youth court program. What do the learner volunteers hope to get out of the experience? What do the youth who appear before the court get out of this experience that is different from the more typical disciplinary process? What impact do you want the youth court to have on the school community and environment as a whole?
 - b. Decide on the structure for the youth court. There are four models for youth courts: the youth judge model (where youth staff all court positions), adult judge model (where an adult presides over the hearings in which youth act as lawyers and jurors), youth tribunal (with decisions made by youth judges with no jury) and a peer jury model (with decisions made by peer jurors and with no youth attorneys). You will need to decide what role teachers or administrative staff should play in the proceedings.
 - c. Decide which offenses or disciplinary matters should be dealt with by the youth court and how learners within the school will be referred to the youth court. Will teachers and/or the principal decide which learners will be referred to the youth court? Can learners facing disciplinary measures from the administration request to be referred to the youth court? What age range of learners within the school can be referred to the youth court?
 - d. Determine the range of acceptable sentences. Based on the experiences your learners have had with human rights education, you may wish to have learners volunteer with legal advocacy organizations fighting for civil rights. Additionally, if learners are given anything from essay writing assignments to mediation activities as a sentence, you should explore ways to include human rights education. The sentencing aspect of the project really gives youth volunteers the opportunity to be creative and imaginative and to put into action the human rights education they have engaged in.
 - e. Determine what type of review process will be in place to monitor whether sentences were adequately carried out and whether the goals of the youth court program are being met.

f. Determine what roles learners in your class will play in the youth court. Will they alone staff the youth court or will you recruit learners from the broader school population to volunteer for the youth court? What selection and training criteria will you have for learners to serve on the court? You may wish to contact lawyers, mediators, social workers or other counselors that work within the juvenile justice system to provide assistance.

3. During the process of determining the many parameters of the youth court for your proposal, learners in your class should become familiar with how a courtroom works, the different people that are present, the basic proceedings of a court system and the human rights protections that should be guaranteed. Learners can conduct independent research, you can assign readings and hold class discussions, and you can bring in lawyers or other guest speakers.

4. Learners will need to decide which roles they would like to play and divide responsibilities among themselves. Depending on which model you choose, learners may need to fill the roles of judge, prosecutor, defense attorney, community advocate, defense advocate, juror, bailiff, clerk, court reporter, and others. Some learners will have to take on behind the scenes administrative roles, recruiting volunteers and addressing other administrative concerns. At this point, it will be especially important to bring in outside “experts” that can work with and support learners acting in different capacities, especially learners taking on the role of judge or lawyer.

5. Once your proposal has been approved and learners are trained and prepared to serve as youth court volunteers, the court can begin to hear cases. As the program progresses, be sure to implement the review processes you have developed to ensure that goals are being met and that learners are able to reflect on their experience.

OPTION B

Youth Grand Jury

PROCEDURES

1. Learners will conduct a mock grand jury hearing, gathering research and seeking a ruling on an important community issue. You may decide to work with a local advocacy organization to choose an issue and then assign research to learners that will be used both for the grand jury and to contribute to a local campaign at the same time. The grand jury’s ruling or report can also be sent to relevant community members or local officials.

Information for Teachers: What Does a Grand Jury Do?

Grand juries exist to give members of a community input into the justice system. Grand juries have two major functions: they can bring charges against people accused of committing a crime and they can investigate criminal and other activities in their community. When a grand jury brings criminal charges, a prosecutor brings an indictment against an alleged criminal and provides evidence to the grand jury, which often includes testimony from witnesses, documents, video or tape recordings, and the results of DNA and other tests. Prosecutors and jurors can question the witnesses. Defendants do not usually testify before the grand jury and defense attorneys are not present and do not cross-examine the prosecutor’s witnesses. A judge is not present during the testimony, but will often serve as an advisor for jurors. After hearing the evidence, the grand jury must determine whether they believe there is probable cause

that the accused person committed the crime. If so, the grand jury returns the indictment (or charges the person with those crimes) and the prosecutor can begin a criminal case.

Grand juries can also investigate criminal activities or other conditions in their community. Often grand juries are used to investigate organized crime in the community or corruption of government officials. Federal grand juries are restricted to investigating criminal activities, but State grand juries can investigate any non-criminal activity. The role of grand juries vary from state to state, but investigations can include inspecting conditions of local prisons, reviewing services provided by school districts or local government departments, or investigating other matters of public health, safety and welfare. To conduct their investigations juries can research existing studies and data, visit facilities, meet with officials, investigate records and documents, and subpoena witnesses to give testimony or produce documents and other evidence. As a result of their investigations, grand juries can bring criminal charges, make recommendations to change laws or create new laws, or issue public reports describing the problem in their community.

Source: What does a grand jury do? FAQ's about Grand Juries. University of Dayton School of Law. www.udayton.edu/~grandjur/faq/faq3.htm; Jury Information. County of Madera, Superior Court of California. <http://madera.courts.ca.gov/MaderaJuryGrandJury.htm>; Sacramento County Grand Jury: Final Report 2000-2001. www.sacgrandjury.org/reports/00-01/History.asp

2. Begin to prepare learners for the mock grand jury by introducing them to what a grand jury is and what its role is in the judicial system. You may wish to invite a lawyer or other guest involved with the justice system to speak to learners about the process of a grand jury hearing. Once learners are familiar with the concept of a grand jury, you will determine what type of grand jury hearing you would like to simulate, what the specific subject of the hearing will be and what government or other entity will be the target of the investigation.

Tips for Teachers - There are many different functions and procedures of grand juries. You should not feel like you need to strictly adhere to any one set of procedures. You can mix and match different aspects of the grand jury process that will be most interesting and worthwhile for your class.

3. Learners should then divide the different roles involved in a grand jury hearing among the class. There will need to be prosecuting attorneys, witnesses to testify for the prosecution, jurors, defendants and possibly a judge. Learners can work independently or as part of team. The role that each learner is assigned will determine what type of research he or she will conduct both in preparation for the grand jury hearing and for the advocacy organization you are working with. For example, prosecutors can gather research and formulate arguments about the issue, witnesses can be assigned areas of expertise or personal experiences that they will research, defendants can research the opposing viewpoint, advisory judges can research existing cases in the news that have been heard regarding similar issues, and jurors can assist with research where needed.
4. Included in the research and courtroom arguments, there should be reference to relevant national and local laws and regulations, as well as human rights standards regarding the rights that are at stake. Learners can reference relevant human rights treaties and declarations (see Appendix on Resources) and research work being done on similar issues by human rights organizations like Amnesty International.

5. After the research is completed, the grand jury hearing will take place. After the simulation is complete, the jurors will issue a ruling and the whole class can then work together to produce a report describing the information presented at the hearing and the ruling that was made, including the international human rights standards that were cited. This report can be sent to a partner organization, relevant local officials and/or shared with the school and broader community.

REFLECTION

Be sure to conduct a reflection activity and to hold a celebration with your learners. A list of possible options for reflection can be found in **Part 2.3** of this manual.

LAW & JUSTICE

PROJECT 2

3.5

Voter Registration and Education

OBJECTIVES

- To have learners learn about the human right to vote and participate in government;
- To engage learners in the process of gathering and interpreting information through interviews and other forms of research; and
- To have learners take action to help others participate in government and to prepare themselves to participate in the political and electoral process.

CURRICULUM LINK

This project can be taught in conjunction with a Social Studies or Political Science Class.

HR LESSON

The Right to Participate in Government: Voter Registration

MATERIALS

Copies of the **UDHR**.

TIME ALLOTMENT

30-45 minutes

PROCEDURES

1. Have a group discussion about voting. Ask the learners the following questions:
 - a. What does it mean to have the right to vote?
 - b. What can voting accomplish?
 - c. Why is it important to vote?
2. Direct students to Article 21 of the **UDHR** on the Right to Participate in Government and in Free Elections. Explore with students why the right to vote is important for holding governments accountable for guaranteeing all the different human rights that we have.
3. Then ask students which communities in the U.S. are not allowed to vote. (Possible answers include: children, people who are incarcerated, immigrants that do not have citizenship, etc.). Ask students if they think any of those groups should have the right to vote.
4. Even among people who have the right to vote, many people do not exercise that right. What prevents those people from voting? (Possible answers include: attitudes, language barriers, transportation barriers, lack of information, etc.) Discuss with learners what other rights are affected when people don't have the right to vote, choose not to vote, or are unable to vote.
5. Continue the discussion by asking students the following questions:
 - a. What can you do to encourage people in the community to vote?
 - b. What can you do to ensure everyone who wants to vote can do so?
 - c. What do people need to know in order to make informed decisions when voting?
 - d. To what extent does the right to vote imply a responsibility to make an informed decision?
6. Explore with learners how the voting process works.
7. If you are able, invite a local congressman or congresswoman to speak to the class.

PROJECT

Voter Registration and Education

OVERVIEW

There are two different options for this project. The first is to register voters and the second is to run an educational campaign around the importance of voting and the issues affecting your community. Due to the nature of the second option it must coincide with an election.

OPTION A

Registering Voters

PROCEDURES

1. The first step in designing a project to register voters, is to find out who isn't currently voting in your community, why they don't vote, and what would encourage them to vote. Learners can begin the proj-

ect by doing research into who votes in your community. Learners can start by asking their parents, siblings or friends who are eligible whether they vote and why they do or do not vote. Learners can also do research using statistics from the census and other sources about who in your community is currently not voting and why.

2. Learners should then decide what group of people they want to target for registration. Studies have shown that young voters are among those least likely to vote. So, learners may want to target high school seniors who are turning 18 and can register, or college students at a local campus. Learners may also choose to work with an organization in your community that tries to register disenfranchised groups. One example of a disenfranchised community could be people who do not speak English as their first language and may be disenfranchised because information about voting is unavailable in their language or the ballots themselves are not available in their language (even though in many cases the law requires translation).
3. Together with learners develop a timeline and work plan for this project. Things to consider include: how many people you want to register, whether you need to work in more than one community to meet that goal, what you will do to inform the community so they feel compelled to register to vote, etc.
4. Learners should include their knowledge of human rights in their campaign messages to get people registered. By exercising their right to vote, people can hold governments accountable for all the rights that are important to them.

Running an Educational Campaign

Learners will help voters understand the issues and be prepared to cast their vote.

1. Identify with the learners which election they want to be engaged in. A local election might be most effective. They also need to decide if they are going to run an awareness campaign based on all of the issues or some of the issues being raised in this election. It is a good idea to partner with a local organization that is doing work around the election in order to support an existing advocacy campaign. This may give the project the most impact.
2. Research each candidate and their stance on the issues.
3. Work with the partner organization and decide how the educational campaign is going to be run. For example they can set up informational tables around town, distribute flyers and pamphlets, do door-to-door campaigns, write Op-Eds to the local newspapers, or try to get air time on a local radio station.
4. Together with participants develop a work plan and timeline for this project. Things to consider: who they want to reach, what message they want to get out, what they want the end result to be, how will they be able to measure those results. The project checklist will help in planning and distributing responsibilities for this project.
5. Learners should incorporate human rights issues into their campaigns. They can do this by identifying what human rights issues are at stake and/or describing how proposals from different candidates protect or fail to protect human rights.

Be sure to conduct a reflection activity and to hold a celebration with your learners. A list of possible options for reflection can be found in **Part 2.0** of this manual.

OPTION B PROCEDURES

REFLECTION

Find Out More

GENERAL

American Civil Liberties Union:
www.aclu.org/

Amnesty International:
www.amnesty.org

Human Rights Education Associates:
www.hrea.org/learn/guides

Human Rights Watch:
www.hrw.org

International Center for Transitional Justice:
www.ictj.org/

United Nations Human Rights Committee:
www.ohchr.org/english/bodies/hrc/

YOUTH COURTS

Constitutional Rights Foundation/Youth Courts:
www.crf-usa.org/network/net9_3.htm

National Youth Court Center (includes national listing of youth courts):
www.youthcourt.net/

POST 9/11

Amnesty International:
www.amnestyusa.org/waronterror/index.do

September 11 Crisis Response Guide, Amnesty International USA:
www.amnestyusa.org/education/teaching_guides/

Educational Resources, Beyond September 11, Human Rights Resource Center:
www.hrusa.org/september/edresources.htm

VOTING RIGHTS

ACLU Voting Rights:
www.votingrights.org/

Human Rights Education Associates, Guide on Right to Vote:
www.hre.org/learn/guides/

National Voting Rights Institute:
www.nvri.org/

NAACP Legal Defense and Education Fund:
www.naacpldf.org/landing.aspx?sub=32

University of Minnesota Human Rights Center:
www1.umn.edu/humanrts/edumat/studyguides/votingrights.html

HUMAN RIGHTS DOCUMENTS

A

UNIVERSAL DECLARATION OF HUMAN RIGHTS – SUMMARY	A-1
Full Text of the UDHR	A-2
CONVENTION ON THE RIGHTS OF THE CHILD – SUMMARY	A-3
U.S. BILL of RIGHTS	A-4

UNIVERSAL DECLARATION OF HUMAN RIGHTS

SUMMARY

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 peoples of territories under their jurisdiction.

- Article 1** — Right to Equality
- Article 2** — Freedom from Discrimination
- Article 3** — Right to Life, Liberty, Personal Security
- Article 4** — Freedom from Slavery
- Article 5** — Freedom from Torture and Degrading Treatment
- Article 6** — Right to Recognition as a Person before the Law
- Article 7** — Right to Equality before the Law
- Article 8** — Right to Remedy by Competent Tribunal
- Article 9** — Freedom from Arbitrary Arrest and Exile
- Article 10** — Right to Fair Public Hearing
- Article 11** — Right to be Considered Innocent until Proven Guilty
- Article 12** — Freedom from Interference with Privacy, Family, Home and Correspondence
- Article 13** — Right to Free Movement In and Out of the Country
- Article 14** — Right to Asylum in Other Countries from Persecution
- Article 15** — Right to a Nationality and the Freedom to Change It
- Article 16** — Right to Marriage and Family
- Article 17** — Right to Own Property
- Article 18** — Freedom of Belief and Religion
- Article 19** — Freedom of Opinion and Information
- Article 20** — Right of Peaceful Assembly and Association
- Article 21** — Right to Participate in Government and in Free Elections
- Article 22** — Right to Social Security
- Article 23** — Right to Desirable Work and to Join Trade Unions
- Article 24** — Right to Rest and Leisure
- Article 25** — Right to Adequate Living Standard
- Article 26** — Right to Education
- Article 27** — Right to Participate in the Cultural Life of the Community
- Article 28** — Right to Social Order that Articulates this Document
- Article 29** — Community Duties Essential to Free and Full Development
- Article 30** — Freedom from State or Personal Interference in the above Rights

Full Text of the UDHR

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.

HUMAN RIGHTS

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

I) 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.
II) 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

I) Everyone has the right to freedom of movement and residence within the borders of each state.
II) Everyone has the right to leave any country, including his own, and to return to his country.

ARTICLE 14

I) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
II) 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

I) Everyone has the right to a nationality.
II) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

ARTICLE 16

I) 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.
II) Marriage shall be entered into only with the free and full consent of the intending spouses.
III) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

ARTICLE 17

I) Everyone has the right to own property alone as well as in association with others.
II) 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

I) Everyone has the right to freedom of peaceful assembly and association.
II) No one may be compelled to belong to an association.

ARTICLE 21

I) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
II) Everyone has the right of equal access to public service in his country.
III) 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

I) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
II) Everyone, without any discrimination, has the right to equal pay for equal work.
III) 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.
IV) 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

I) 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.
II) 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

I) 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.
II) 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.
III) Parents have a prior right to choose the kind of education that shall be given to their children.

ARTICLE 27

I) 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.
II) 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

I) Everyone has duties to the community in which alone the free and full development of his personality is possible.
II) 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.
III) 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.