

Everyone Has the Right to Peaceful Assembly

From the Universal Declaration of Human Rights

People have the right to gather together peacefully and express their views freely. Men and women can mix with whomever they choose and can belong to the groups or associations of their choice. No one should be forced to join a group against their will.

Article 20



EDUCATE

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PHOTO: GUYANA DESIGN

Learning about Cultures through Modern Languages

Subject	Foreign Language – Spanish or French
Context	To develop cultural literacy and use beginning language skills for an authentic purpose
Objectives	To identify the importance of freedom of assembly and association in countries where Spanish or French is spoken To develop an awareness of the global nature of human rights To apply beginning foreign language skills by using Spanish or French to create posters about Article 20 of the UDHR
Resources	Article 20 poster Access to the Internet A hole-punched class set of the UDHR in Spanish or French. (French version available online at http://www.unhchr.ch/udhr/lang/frn.htm Spanish version available online at http://www.unhchr.ch/udhr/lang/spn.htm) Atlases Poster paper, colored markers, or other poster-making supplies

INTRODUCE

1. Use the “UDHR Introductory Lesson” to acquaint the students with the *Universal Declaration of Human Rights*.
2. Discuss the global nature of the UDHR. Introduce the UN website (www.un.org), which can be accessed in many different languages.
3. Present Article 20 of the UDHR – **Everyone has the right to peaceful assembly** by showing the poster to the class. Discuss the meanings of the words “assembly” and “association.” In groups of 4–5, have students generate a list of examples in which Americans can assemble or associate freely. Are there examples in which these freedoms are limited? Discuss the findings as a class.

TEACH

4. Pass out the copies of the UDHR in the target language (see Resources section). Ask each student to highlight Article 20 on his/her copy. Identify important vocabulary terms in the Spanish/French version and have students write definitions in the margins. Take turns having students read the article aloud after you model it for them.
5. Give the students atlases. Choose a case study from a country in which freedom of assembly/association is currently a significant issue. Some examples:
 - **Spanish:** Venezuela (talk about mass protests in Spring, 2002, to reinstate President Hugo Chavez – information at: <http://www.cnn.com/2002/WORLD/americas/04/12/venezuela/>)
 - **French:** Morocco and Algeria (compare the ways in which the two countries balance freedom of association with security, due to the threat of extreme Islamic parties – information at: <http://web.amnesty.org/ai.nsf/Index/MDE290022000?OpenDocument&of=COUNTRIES%5CMOROCCO> or <http://web.amnesty.org/web/ar2001.nsf/webmepcountries/ALGERIA?OpenDocument>)
6. Conduct a discussion about the UDHR and Article 20 in light of the case study.

CLOSE

7. Have students work in small groups to develop the language for a poster in Spanish/French about the rights just studied. Move around the room to edit and make language suggestions. This would be a good opportunity to use the “command” form in reinforcing grammar studies.
8. Each student should create a poster incorporating the above language. Display posters around the room, and encourage further work on other Articles of the UDHR in Spanish/French for those seeking enrichment.

FURTHER STUDY

Go to the Urgent Action section of the Amnesty International website (<http://takeaction.amnestyusa.org/action/>). Look for Urgent Action cases from Spanish or French speaking countries and write an Action Letter. Letters may be written in the target language or in English with simple greetings in French or Spanish to enhance the letter’s effectiveness. You could also look at Amnesty International websites for Spanish or French speaking countries. (<http://amnesty.org>). See “links.”

Everyone Has the Right to Participate in Government and Free Elections

From the
Universal Declaration
of Human Rights

Everyone has the right to take part in the government of their country, either directly or through freely chosen representatives. The government of a country should be chosen through regular, free elections and should represent the wishes of the citizens.

Article 21



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PHOTO: GETTY IMAGES

Women's Voting Rights in the United States and Around the World

SUBJECT	United States History
CONTEXT	To complement a study of women's suffrage
OBJECTIVES	To examine the history of voting rights in the United States To demonstrate understanding of changing gender roles and political participation of women reformers around the world
RESOURCES	Article 21 poster Blank maps of the world (to be found at: http://geography.about.com/cs/blankout-linenaps/index.htm) Copies of the "World Chronology of Women's Rights to Vote," to be found at: www.ipu.org/wmn-e/suffrage.htm

- INTRODUCE**
1. Use the "UDHR Introductory Lesson" to acquaint the students with the *Universal Declaration of Human Rights*.
 2. Ask the students to look at the poster illustrating **Article 21** of the UDHR - **Everyone has the right to take part in government and free elections**. Explain that people in the United States have had the right to vote in elections for over two centuries. However, different groups of people were granted the vote at different times.
- TEACH**
3. Ask the students to copy the following table. Include the years listed below.

VOTING RIGHTS IN THE UNITED STATES	YEAR
1. All citizens aged 18 or older	
2. Most white men aged 21 or older	
3. Most white men aged 21 or older who meet property requirements	
4. Women	
5. Black men aged 21 or older	
6. People in the District of Columbia in presidential elections	

LATE 1700S	1800–1850S	1870	1920	1961	1971
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4. Ask the students to work in pairs to show when they think each group was granted the right to vote in the United States. Ask individual students for their answers.
5. Give students the correct answers and discuss their reactions to this information. (*Correct answers: 1 = 1971, 2 = 1800-1850, 3 = Late 1700s, 4 = 1920, 5 = 1870, 6 = 1961¹*)
6. On the board, write out the list of countries given below. Ask the students to pair off and try to put the countries in order of when women were granted voting rights in that country. The students could also estimate the dates each country granted these voting rights.

USA	FINLAND	MEXICO	NAMIBIA	SPAIN	CHINA	NEW ZEALAND
PERU	THAILAND	CANADA	KUWAIT	SWITZERLAND	PHILIPPINES	UNITED KINGDOM

7. When the students have ordered the countries, ask individuals about their thought process. Try to challenge any stereotypes that may arise during this discussion. Provide the correct order and ask the students for their reactions.

(Correct order: New Zealand = 1893, Finland = 1906, Canada = 1917, USA = 1920, United Kingdom = 1928, Spain = 1931, Thailand = 1932, Philippines = 1937, Mexico = 1947, China = 1949, Peru = 1955, Switzerland = 1971, Namibia = 1989, Kuwait = to date women do not have the right to vote)

- CLOSE**
8. Pass out the blank maps of the world, the atlases and copies of the "World Chronology of Women's Rights to Vote" (see Resources section). Ask the students to use these resources to create a shading map showing when women were granted the vote in various countries around the world. They should decide on a scale and a shading system for the map. (For example: countries granting women the vote between 1890 and 1920 to be shaded yellow, between 1921- 1950 to be shaded green, etc.)

FURTHER STUDY

Have students study the women's suffrage movement in different countries in more detail by visiting this website: <http://gi.grolier.com/presidents/ea/side/wsffrg.html>

¹ Source World History (Prentice Hall 2001)

Article 23

From the Universal Declaration of Human Rights

Everyone should have a free choice of employment and should have fair and favorable conditions of work. Men and women should receive adequate and equal pay for the work they do and should not be discriminated against. All people have the right to join trade unions in order to protect their rights and interests at work.

Everyone Has the Right to Work

WEEK ENDING

Hsin-Ying Wu

MONDAY	IN	
	OUT	
	IN	
	OUT	
	IN	

AVR 22 A9 :30

WEEK ENDING

No. NAME *Dolora*

MONDAY	IN	
	OUT	
	IN	
	OUT	
	IN	

AVR 22 A9 :24
AVR 22 P6 :10
AVR 23 A9 :38

WEEK ENDING

No. NAME *Dolora Phillips*

MONDAY	IN	
	OUT	
	IN	
	OUT	

AVR 22 A2 :48
AVR 22 P7 :10



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PHOTOGRAPHY: GUSTON

Labor Unions: Struggle and Conflict

SUBJECT	Social Studies – Economics / History
CONTEXT	To follow study of the formation and role of labor unions in the United States and around the world
OBJECTIVES	To investigate the historical struggle and conflict surrounding labor unions in the United States To examine aspects of the conflict surrounding labor unions in Colombia and China today
RESOURCES	Article 23 poster Handout 7 – Labor Unions Under Fire 1 Handout 8 – Labor Unions Under Fire 2

INTRODUCE

1. Use the “UDHR Introductory Lesson” to acquaint the students with the *Universal Declaration of Human Rights*.
2. Ask the students to look at the poster illustrating **Article 23** of the UDHR – **Everyone has the right to work**. Point out that one of the key elements of **Article 23** is the right to join labor unions. In pairs have the students recap the nature and role of labor unions. Discuss these ideas as a class.
3. Remind students that in the United States labor unions first began to form in the late 18th and early 19th century in response to the poor working conditions of the time. Explain that from their inception labor unions have had many successes in securing improved working conditions for their members, but that these successes have often required some degree of struggle and conflict.

TEACH

4. Point out that while labor union activity has a long history in the United States, the story is quite different in other countries around the world. Some still do not support the existence of independent labor unions and others impose restrictions through government or non-government forces.
5. Give half of the class copies of Handout 7 – **Labor Unions Under Fire 1**, and the other half of the class copies of Handout 8, **Labor Unions Under Fire 2**. Ask the students to read their case studies carefully and then complete a detailed summary using the format below:

NAME OF LABOR ACTIVIST	COUNTRY AND REGION	SUMMARY OF CASE	AMNESTY INTERNATIONAL'S CONCERN

CLOSE

6. When they have completed their summaries have the students pair up and take turns to explain to one another the details of the case study they have been given.
7. As a class, discuss the following:
 - To what extent are the people in these case studies being denied their **Article 23** rights?
 - Why is Amnesty International concerned about the situation regarding labor unions in these countries?
 - What action does Amnesty International suggest to address these labor union problems?
8. Explain that Amnesty International is an organization that works to protect human rights around the world. It operates by conducting detailed research into suspected human rights violations, then applying pressure to remedy the situation. It uses media coverage, letter-writing campaigns, government lobbying, etc.
9. Encourage the students to write letters on behalf of the labor activists studied in this lesson or other human rights activists featured on the Human Rights Action Section of the Amnesty International website (<http://takeaction.amnestyusa.org/action/>)

FURTHER STUDY

Over recent years, some manufacturing companies have moved their factories to countries where labor is non-unionized. Consider the following questions:

- What are the benefits of relocation to a non-unionized country for the parent organization?
- What are the benefits and drawbacks for the non-unionized country receiving these organizations?



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Everyone Has the Right to an Adequate Standard of Living

From the
**Universal Declaration
of Human Rights**
All people should have the right
to basic necessities such as
food, clothing, housing, medical
care and necessary social
services. People should be given
financial help if they are unem-
ployed or are otherwise unable
to provide for themselves.

Article 25

Comparing Standards of Living Around the World

SUBJECT	Social Studies
CONTEXT	To complete studies about standards of living and quality of life worldwide
OBJECTIVES	To understand the extent to which standards of living vary around the world To describe some of the reasons for these differences
RESOURCES	Article 25 poster Copies of Handout 9 – Comparing Standards of Living

INTRODUCE

1. Use the “UDHR Introductory Lesson” to acquaint the students with the *Universal Declaration of Human Rights*.
2. Ask the students to look at the poster illustrating Article 25 of the UDHR – **Everyone has the right to an adequate standard of living.**

TEACH

3. Organize the students into groups of 3–4 and ask them to create a list of the things they think are required in order to have a good standard of living. Discuss these ideas as a class.
4. Explain that the UDHR provides the following explanation to describe what is meant by an adequate standard of living. Write the explanation on the board.

ARTICLE 25

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.

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.

5. In view of the UDHR information above, ask the students to consider the extent to which people in the United States have an adequate standard of living.
6. Have the students complete Handout 9 – **Comparing Standards of Living**. Point out that one important measure of standard of living is Gross Domestic Product (GDP). Explain that GDP measures the wealth of a country. It is given in US dollars and can be divided by the total population in a country to give a per-person, or per-capita figure. The number of motor vehicles per 1,000 people and infant mortality rates are also measures of standard of living.

CLOSE

7. When the students have completed the table, as a class discuss the following:
 - Which countries were ranked highest and lowest in this study?
 - Were you surprised at the results? If so, what surprised you?
 - What other information would you like to have been given in order to more fully assess the standard of living in each of these countries?
 - What should be done in order to raise the standard of living where it is low?
 - Should the world's resources be shared differently to improve the standard of living for those living in poorer countries?
 - Do you think GDP is a good measure of standard of living? What about car ownership? Support your answer.

FURTHER STUDY

- Go to <http://www.undp.org/hdr2001/back.pdf> to research the following:
- Which regions of the world have the lowest and highest standards of living?
 - Why is there such a great variation in standards of living?
 - What can be done to ensure living standards are raised to acceptable levels in all countries of the world?

Education is a human right
and a foundation for
a better future.

Everyone Has the Right to Education

From the
Universal Declaration
of Human Rights

Governments around the world
should ensure that everyone
has the equal right to a free
education. No one should be
denied this right.

Article 26



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PENYAGRAM DESIGN

Illiteracy Rates in Different World Regions

SUBJECT	Social Studies / Geography
CONTEXT	To complement study of economic development
OBJECTIVES	To develop geographic mapping skills To formulate hypotheses about access to education and illiteracy rates around the world today
RESOURCES	Article 26 poster 2 blank world maps per student (available online at http://geography.about.com/cs/blankoutline/blankoutline.htm) Atlases and colored pencils Handout 10 – Illiteracy Rates in Different World Regions (1997)

INTRODUCE	<ol style="list-style-type: none"> 1. Use the “UDHR Introductory Lesson” to acquaint the students with the <i>Universal Declaration of Human Rights</i>. 2. Ask the students to look at the poster illustrating Article 26 of the UDHR – Everyone has the right to education, and read aloud the information in the top left-hand corner. Explain that although the UDHR asserts that everyone has the right to a free education many people have little or no access to schooling and standards of education vary greatly around the world.
TEACH	<ol style="list-style-type: none"> 3. Remind students that the economic development of a country or region can be measured in many different ways. One way development is measured is by looking at access to education and <i>illiteracy</i> rates in a country. 4. Give each student a blank outline map of the world and an atlas in which to find the political world map. Provide half of the students with the figures for male illiteracy rates and the other half of each group with the figures for female illiteracy rates, as shown in Handout 10. 5. The students are to create a shading map using the figures they have been given. As students will be comparing their maps, have everyone complete the shading in the same way. <ul style="list-style-type: none"> ▪ Look at the illiteracy figures with the students and ask them to think of a way to group these figures so they fit in to five or six different groupings. (The figures could be grouped as follows 1–10%, 11–20%, 21–30%, 31–40%, 41–50%, 51–60%.) ▪ Now decide on the different colors (or shading techniques) the students will use to represent each of these % bands. Emphasize the importance of appropriate use of shading in thematic maps like this. (For example, the colors/shading used should not be random, but should gradually increase from very light to very dark to emphasize the difference in illiteracy rates. You may decide that regions with very low illiteracy rates should be emphasized – in this case these regions should be shaded in the darkest colors and the regions with higher illiteracy rates should be shaded in increasingly lighter shades.) 6. Each student should use the colors selected above and complete a shading map based on the illiteracy figures they have been given.
CLOSE	<ol style="list-style-type: none"> 7. Back in their small groups, students should compare and contrast the illiteracy rates of men and women around the world, making a list of the obvious trends. 8. Return the original hypotheses to each group and ask the students to compare their original ideas on illiteracy rates worldwide with the reality. What are the similarities and differences?
FURTHER STUDY	<p>Continue to investigate variations in educational standards in different countries around the world by gathering statistical data on the following:</p> <ul style="list-style-type: none"> ▪ Expenditure on education at primary, secondary and tertiary (post secondary) levels ▪ Male/female enrollment in education at primary, secondary and tertiary levels ▪ Pupil/teacher ratio at primary, secondary and tertiary levels <p>Statistical information can be found at the UNESCO statistics site: http://www.uis.unesco.org/en/stats/stats0.htm</p>

Criticisms of Darwin's Theory of Evolution

HANDOUT 1 | ARTICLE 02

Darwin's Dangerous Idea

TRY TO IDENTIFY POTENTIAL CRITICISMS OF DARWIN'S IDEAS IN THESE QUOTES AND STATEMENTS:

The original subtitle of Charles Darwin's *Origin of Species* (1859) was "The Preservation of Favoured Races in the Struggle for Life."

Creationists believe that a single God created the universe, the world and all life on Earth.

In *Life and letters* (1881), Charles Darwin said: "The more civilized so-called Caucasian races have beaten the Turkish hollow in the struggle for existence. Looking to the world at no very distant date, what an endless number of the lower races will have been eliminated by the higher civilized races throughout the world."¹

In his book, *The Descent of Man* (1901), " Charles Darwin spoke of the 'gorilla' and the 'negro' [sic] as occupying evolutionary positions between the 'Baboon' and the 'civilized races of man' ('Caucasian')"²

Darwin's ideas were adapted by social darwinists and applied directly to human beings. Social Darwinists believe that humans, like animals and plants compete in a struggle for existence resulting in the survival of the fittest. Social Darwinist ideas have been used by some to justify human behavior such as colonialism, racism and imperialism.

In the most extreme cases, Social Darwinism has been used to justify eugenics programs. "Eugenics is the proposed improvement of the human species by encouraging or permitting reproduction of only those individuals with genetic characteristics judged desirable. It has been regarded with disfavor since the Nazi period."³

¹ Charles Darwin: *Life and Letters*, I, letter to W. Graham, July 3, 1881, p. 316; cited in *Darwin and the Darwinian Revolution*, by Gertrude Himmelfarb (London, Chatto and Windus, 1959), p. 343. Source: <http://www.icr.org/pubs/imp/imp-007.htm>

² Quote given by Paul Humber of the Institute of Creation research. Source: <http://www.icr.org/pubs/imp/imp-164.htm#footnote4>

³ Source: Encarata World English Dictionary



Comparing Slavery of the Past with Slavery Today

HANDOUT 2 | ARTICLE 04

Slavery Today

Although the 1948 Universal Declaration of Human Rights and the 1956 UN Supplementary Convention on the Abolition of Slavery prohibit slavery, it does still exist. In fact, millions of men, women and children around the world are forced to lead lives as slaves. Although this exploitation is not often called slavery, the conditions are the same. People are bought and sold and forced to work for little or no pay. They are at the mercy of their “employers.”

A slave today may be:

- Forced to work through mental or physical threat
- Owned or controlled by an “employer”
- Bought or sold
- Denied freedom of movement

EXAMPLES OF SLAVERY THAT EXIST TODAY:

Bonded labor

Forcing a person to pay back a small loan by working 7 days a week, 365 days a year. Millions of people around the world are caught in this cycle and may never be able to pay off their debts. Bonded laborers are forced to work under conditions that violate their basic human rights.

Trafficking

The movement of people from one place to another to exploit them for their labor.

Forced labor

Forcing a person to work under threat of mental or physical punishment.

Early or forced marriages

Forcing a person into an early marriage or marry someone who is not of their choosing. This most commonly relates to women and girls.

Child labor

Trafficking or forcing children to work in the sex trade, as child soldiers, or as bonded labor. An estimated 80 million children are caught up in these terrible forms of child labor.

For more information, please go to the Anti-slavery International website at: <http://www.antislavery.org/home-page/antislavery/modern.htm>



Source: *Anti-Slavery International*

Amnesty International's Concerns Regarding U.S. Post September 11th Detentions

In the two months following the September 11th attacks on the World Trade Center and Pentagon, more than 1,200 non-U.S. nationals were taken into custody in America, in a nationwide sweep for possible suspects. Most of these people were men of Arab or South Asian origin and were detained for immigration violations. Others detained were charged with criminal offences, none directly relating to the events of September 11th.

Six months later, some 300 of the people arrested were believed to remain in the custody of the Immigration and Naturalization service (INS); an unknown number of others were deported or released on bail, sometimes after months in custody. According to immigration attorneys, people charged with routine visa violations would not usually be detained at all. In the case of the September 11th detainees, lack of information about why they were being held made it difficult for them to challenge their detention.

There was a disturbing level of secrecy surrounding the detentions, which made it difficult for people to monitor the situation. The government provided only limited data, which did not include the names of those held or where they were being detained. However, Amnesty International was able to gather information about the detainees from various other sources.

Amnesty International's findings confirmed that a significant number of the detainees were deprived of certain basic rights guaranteed under international law. These include:

THE RIGHT TO HUMANE TREATMENT:

Amnesty International received reports of cruel treatment, including prolonged solitary confinement, heavy shackling of detainees during visits and court appearances, a lack of adequate outdoor exercise and allegations of physical and verbal abuse.

THE RIGHT TO BE PROTECTED FROM ARBITRARY DETENTION, WHICH INCLUDES:

- The right of anyone deprived of their liberty to be informed of the reasons for the detention.
- The right to be able to challenge the lawfulness of the detention.
- The right to have prompt access to assistance from a lawyer.
- The right to be presumed innocent until proven guilty.



The Case of the September 11th Detainees

HANDOUT 4 | ARTICLE 11

Muhammed Mehmood¹

Name: Muhammed Mehmood

Nationality: Pakistani

Family: Wife and four children

Occupation: Truck driver

Residence: Owns home in New Jersey

Arrival in USA: 1989

Visa status: Originally entered the United States on a business/multiple visa. Visa expired in July 1999. The family decided to stay in the United States rather than returning to Pakistan. In April 2001 they sought legal advice and applied for legal status to stay in the United States.

Criminal Record: Muhammed Mehmood does not have a criminal record and says he has never committed any crimes.

EVENTS FOLLOWING SEPTEMBER 11TH 2001

Activities on September 11th: Muhammed Mehmood left the house for work at 6.00 am. His job for the day was to pick up a shipment of hygiene products and deliver it to the Pentagon. The delivery was cancelled after the attacks began and he returned home without having delivered the shipment. The next day he went on another job.

Details of Arrest: On October 3rd the FBI² and INS³ came into the house during the night to arrest Mr. Mehmood. His wife awoke to find them in her bedroom. They had a search warrant, but found nothing – taking only the computer (the children had a flight simulator game on it) and a passport.

The FBI did not charge Mr. Mehmood with involvement in the September 11th attacks, but arrested him on charges of immigration violations. The FBI gave Mr. Mehmood's wife a telephone number and told her he would be home in two or three days. He was taken to jail.

Events following Arrest: On October 4th Mr. Mehmood was transferred to another jail. He was shackled with several pairs of handcuffs, a belly chain and leg chains. He told Amnesty International that he was roughly treated and verbally abused. After being unshackled his left wrist was swollen and wrists and ankles were bleeding (he still has pain in his left hand due to a displaced bone).

He was not permitted to see a lawyer for 17 days. He appeared before an immigration judge on October 18th without a lawyer. It was 6 weeks before he was able to speak to his wife. The first time his wife could visit him was in January 2002.

All Mr. Mehmood was told was that he was being held for visa violations. He was refused bail. The FBI spoke to him when he was first arrested and did not speak to him again.

Mr. Mehmood was given a small cell. In January the window in the cell was painted over. For much of the time the florescent lights were on 24 hours a day and he had sleeping problems. After 5 months he was moved in with the general criminal population (the person with the lowest sentence here was serving 12 years).

He was held in jail for over-staying his visa. On March 20th he was charged with working on a social security card marked "not for work." He was moved to another jail to await deportation. In this new jail he was given the opportunity to have outdoor exercise twice in a four-week period (a total of 2 hours).

Mr. Mehmood was deported to Pakistan on May 10th 2002.



¹ This case study is drawn from interviews conducted between Amnesty International and a number of September 11th detainees. It does not represent any one individual.

² FBI = Federal Bureau of Investigation

³ INS = Immigration Naturalization Service

Asylum Seekers and Refugees Worldwide

ASYLUM SEEKERS AND REFUGEES WORLDWIDE¹ 2000

AFRICA TOTAL – 3,346,000

Host Country: Tanzania
Human Development Index²: Low
Population of Country (000s): 33,917.6
Asylum Seekers & Refugee Population (000s): 543
Origin of Asylum Seekers and Refugees: Burundi (400,000), Congo-Kinshasa (110,000), Rwanda (30,000), Somalia (3,000)

Host Country: Guinea
Human Development Index: Low
Population of Country: 7,955.7
Asylum Seekers & Refugee Population: 390
Origin of Asylum Seekers and Refugees: Sierra Leone (300,000), Liberia (90,000)

EUROPE TOTAL – 1,153,000

Host Country: Germany
Human Development Index: High
Population of Country: 81,947.1
Asylum Seekers & Refugee Population: 180
Origin of Asylum Seekers and Refugees: Yugoslavia (100,000), Bosnia Herzegovina (23,000), Other (57,000)

Host Country: United Kingdom
Human Development Index: High
Population of Country: 59,751.9
Asylum Seekers & Refugee Population: 88
Origin of Asylum Seekers and Refugees: Various

AMERICAS AND CARIBBEAN TOTAL – 562,000

Host Country: United States
Human Development Index: High
Population of Country: 288,212.3
Asylum Seekers & Refugee Population: 481.5
Origin of Asylum Seekers and Refugees: El Salvador (231,500), Guatemala (98,600), Haiti (20,600), Other (130,800)

Host Country: Canada
Human Development Index: High
Population of Country: 31,496.8
Asylum Seekers & Refugee Population: 54.4
Origin of Asylum Seekers and Refugees: Various

EAST ASIA & PACIFIC TOTAL – 792,000

Host Country: China
Human Development Index: Medium
Population of Country: 1,306,668.4
Asylum Seekers & Refugee Population: 350
Origin of Asylum Seekers and Refugees: Vietnam (293,000), North Korea (50,000), Other (7,000)

Host Country: Malaysia
Human Development Index: Medium
Population of Country: 23,396.7
Asylum Seekers & Refugee Population: 57.4
Origin of Asylum Seekers and Refugees: Philippines (57,000), Indonesia (150), Burma (50), Other (200)

MIDDLE EAST TOTAL – 6,035,000

Host Country: Iran
Human Development Index: Medium
Population of Country: 65,529.1
Asylum Seekers & Refugee Population: 1,895
Origin of Asylum Seekers and Refugees: Afghanistan (1,482,000), Iraq (387,000), Other (26,000)

Host Country: Saudi Arabia
Human Development Index: Medium
Population of Country: 22,147.5
Asylum Seekers & Refugee Population: 128.5
Origin of Asylum Seekers and Refugees: Palestinians (123,000), Iraq (5,200), Afghanistan (100)

SOUTH & CENTRAL ASIA TOTAL – 2,656,000

Host Country: Pakistan
Human Development Index: Low
Population of Country: 149.3
Asylum Seekers & Refugee Population: 2,019
Origin of Asylum Seekers and Refugees: Afghanistan (2,000,000), India (17,000), Other (2,000)

Host Country: India
HUMAN DEVELOPMENT INDEX: Medium
Population of Country: 1,047.1
Asylum Seekers & Refugee Population: 290
Origin of Asylum Seekers and Refugees: China (Tibet) (110,000), Sri Lanka (110,000), Burma (42,000), Bhutan (15,000), Afghanistan (12,700), Other (300)



¹ Sources: [www.http://www.refugees.org/world/statistics/wrs01_table2.pdf](http://www.refugees.org/world/statistics/wrs01_table2.pdf), <http://www.undp.org/hdr2002/hdi.pdf> and <http://www.gazetteer.de/home.htm>

² The Human Development Index measures the standard of living in a country

Religious Persecution and Human Rights

HANDOUT 6 | ARTICLE 18

Religion Can Provide a Spiritual Basis for Human Rights

Religion can help promote peace and unity among the people of the world

“Thou shalt love thy neighbor as thyself.” (Judaism and Christianity, Leviticus 19:18, Matthew 22:39)

“For hatred does not cease by hatred at any time: hatred ceases by love. This is an old rule. (Buddhism, Dhammapada 15)

“Peace is the highest value.” (Taoism, Tao Te Ching, Chap.31)

“All peoples shall love one another and live together in peace.” (Iroquois, Book of Life)

“Who will care and caress this land, this earth?... It is truth, justice, and compassion.” (Maori, traditional Maori song)

“O you who have attained to faith! Be ever steadfast in your devotion to God, bearing witness to the truth in all equality; and never let hatred of anyone lead you into the sin of deviating from justice. Be just: this is the closest to being God-conscious. And remain conscious of God: verily, God is aware of all that you do.” (Qur’an, 5:8)

“Ahimsa (non-violence) is the ultimate duty” (Hindu, Mahabharata, Adi Parva, 11:13)



Sources: http://library.thinkquest.org/C005706/in_the_beginning-the_role_of_religion.php

http://www.hindunet.org/alt_hindu/1994/msg00478.html



Labor Unions Under Fire (1)

AS VIOLENCE IN COLOMBIA ESCALATES, LABOR UNIONISTS ARE INCREASINGLY BECOMING TARGETS OF PARAMILITARY AND GUERRILLA GROUP ATTACKS.

Labor union members and activists are being killed, “disappear,” and face threats and intimidation as the overall human rights situation in Colombia deteriorates.

At least 112 trade unionists were the victims of extrajudicial executions during 2000. In the first three months of this year, 35 union activists were killed (four times as many as last year) three “disappeared” and five survived assassination attempts. It is believed that 300 labor union members also asked the Colombian government for help in leaving the country.

AI is so concerned about this increase in attacks against Columbia’s labor unionists it is planning to call for a Commission of Inquiry when the International Labor Conference (ILC) meets this month (June 2001).

Colombia’s armed conflict has been characterized by the systematic and widespread violation of human rights, including “disappearances,” extrajudicial executions, torture and forced displacement. Labor unionists are among the most targeted.

The majority of attacks against labor unionists have been carried out by army-backed paramilitary groups, although guerilla groups have also targeted activists they believe to be collaborating with the security or paramilitary forces.

Successive Colombian governments have shown a clear lack of political will to tackle the problem at its roots, dismantling paramilitary groups and bringing to justice all those responsible for attacks on labor unionists.



Labor union leader Wilson Borja Diaz.

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This failure to act is made even more disturbing by evidence, uncovered by judicial investigations, linking state agents to cases of human rights violations against labor unionists. One example of this was the attempted murder of labor union leader Wilson Borja Díaz in December 2000, in which several active and retired military and police officers were found to be implicated. Immediately after the attack, national paramilitary leader Carlos Castaño admitted responsibility for it.

It is vital that the Colombian government urgently redress this failure both because of the deteriorating security situation faced by organized labor and the direct responsibility of state institutions in human rights violations. Measures that the authorities should immediately take include providing adequate resources for protection programs; disbanding paramilitary groups and severing their ties with state agents; investigating fully and impartially all cases of human rights violations against labor unionists and bringing those responsible to justice.

Labor Unions Under Fire (2)

LABOR ACTIVIST IN CHINA ARRESTED FOR SETTING UP INDEPENDENT WORKERS ORGANIZATION

During the student-led pro-democracy demonstrations across China in 1989, Li Wangyang became chair of the independent Shaoyang Workers Autonomous Federation formed in Hunan Province in May 1989. He reportedly organized strikes and demonstrations, gave speeches and was a popular and influential local figure in Shaoyang.

Independent or autonomous workers' groups are illegal in China. The All China Federation of Labor Unions (ACFTU) is the only officially recognized labor union. It is government-controlled and maintains a monopoly on representing workers' interests in China.

Li Wangyang was arrested on 9 June 1989 a few days after the crackdown against civilians in Beijing. According to a report in the *Hunan Ribao*, Li Wangyang was accused of "putting up banners, issuing leaflets, carrying out liaison trips, spreading rumours, uttering reactionary slogans," inciting workers to go on strike and setting up the independent and autonomous workers' organization in Shaoyang. He was charged with "counter-revolutionary propaganda and incitement" and tried by the Shaoyang City Intermediate People's Court in early 1990.

He was sentenced to 13 years imprisonment and was due for release in 2002. However, he was twice released on medical grounds, firstly in 1996, when he was returned to prison prematurely, and again in June 2000. It is reported that he spent many periods in solitary confinement and suffered severe beatings from prison guards while in detention.



After undertaking a hunger strike in February 2001 to press for medical care to respond to medical needs acquired in prison, Li Wangyang was again harassed and finally re-arrested in May 2001. His sister Li Wanglin was sentenced on 7 July 2001 to 3 years' detention reportedly on subversion charges for her part in helping publicise her brother's case.

Amnesty International is urging that Li Wangyang be promptly released on the grounds that he is a prisoner of conscience and that he meanwhile receive proper diagnostic attention and whatever medical care he requires.



Comparing Standards of Living Around the World

Comparing Standards of Living

Complete Column A by inserting the following countries into the correct boxes.

KENYA ARGENTINA UNITED STATES NEW ZEALAND THAILAND MEXICO SWEDEN

Complete columns D, F and H by ranking each country from 1 – 7. (Rank 1 represents the highest standard of living, Rank 7 represents the lowest standard of living.)

Calculate the overall rank of the countries studied by completing column I (again Rank 1 represents the highest standard of living)

A	B	C	D	E	F	G	H	I
Country	Region	Gross Domestic Product (GDP) US\$ per capita	Rank	Motor vehicles per 1,000 population	Rank	Infant mortality per 1,000 births	Rank	Overall rank (Column D + F + H ÷ 3)
	North America	\$22,572		798		7		
	Africa	\$362		15		59		
	South America	\$4,346		198		20		
	Asia	\$1,560		110		21		
	Europe	\$27,799		479		3		
	Central America	\$3,157		153		28		
	Oceania	\$12,826		598		6		



Illiteracy Rates in Different World Regions

Illiteracy Rates in Different World Regions (1997)

Region	Male Illiteracy rates 1997 (% population age 15 years and over)
Africa	33.6
America, Central	19.2
America, North and Caribbean	14.2
America, South	6.5
Asia (including the Middle East and Turkey)	16.1
Europe (including the Russian Federation)	1.6
Oceania (Australia, New Zealand and islands of the South Pacific)	12.0

Region	Female Illiteracy rates 1997 (% population age 15 years and over)
Africa	52.1
America, Central	19.9
America, North and Caribbean	14.4
America, South	9.6
Asia (including the Middle East and Turkey)	29.9
Europe (including the Russian Federation)	2.9
Oceania (Australia, New Zealand and islands of the South Pacific)	23.0



TEACHER'S NOTES



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THE UNIVERSAL DECLARATION OF HUMAN RIGHTS POSTER SERIES AND TEACHER'S GUIDE

12 posters with lesson plans, plus a lesson plan to introduce the Universal Declaration of Human Rights.

Education about human rights is essential for developing globally aware, civically conscious young people. This guide is intended to help teachers of high school* seamlessly integrate human rights concepts into the teaching of their core subject.

* The material in the guide may be adapted for use with other age groups.