



Rights Sites News

Human Rights Education

The Human Rights Education Program is designed to introduce international human rights and responsibilities to K-12 students. It uses the framework of the Universal Declaration of Human Rights to help students understand and appreciate common human values, encourages them to apply international standards to their own lives, and supports positive student action to remedy human rights violations in their own communities.



COMING SOON: *Road to Peace: A Teacher's Guide to Local and Global Transitional Justice!*

Using the expertise of Minnesota Advocates' human rights monitoring teams, who carried out work in Peru and

Sierra Leone, the Education Program is in the process of completing a comprehensive teaching guide introducing students to the concepts of transitional justice – *Road to Peace: A Teacher's Guide to Local and Global Transitional Justice*. Transitional justice is the process by which nations address past abuses and reform their society. An example of this is the South African truth commission. Often, countries find it important to incorporate a number of different transitional justice mechanisms, such as in Sierra Leone where they established both a truth commission and a war crimes tribunal. The complex nature of human rights crises prove that dealing with only one factor of the past abuses will not bring about a peaceful transition or justice to the victims. Rather, a multitude of factors must be addressed. Every country's situation is different, thus the creation of a transitional mechanism for each must also be unique.

The "Road to Peace" is designed to be used with eighth grade students through adult audiences. Each of the lessons can be taught independently or woven into existing subject areas. While the curriculum uses examples of countries that have experienced some form of Transitional Justice, personal testimonies, and interactive lessons show the importance of restorative justice in the lives of students at school, at home and in their community. Additionally, the teaching guide demonstrates how personal decisions about how one resolves conflict have a global impact.

Keep checking our website
www.mnadvocates.org/Human_Rights_Education_Program.html
for the release of this exciting new curriculum!

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Spring Into ACTION !

In this newsletter we are focusing on child labor and how to encourage your students to become active on this issue!

The topic of child labor can seem distant to many students because they do not see the connection between exploitation of children in third world nations and their own lives. Since many people, including adults, have forgotten (or don't know) that our country was in part built by child labor, exploring its use in United States history is a good place to begin a class discussion. Also, US child labor history is a great subject to highlight the power that the actions and words of concerned individuals have in changing the injustices that they see in their communities and nation.

For instance, the twentieth century photographer Lewis Hine, ex-school teacher, turned anti-child labor activist toured the US documenting working children in the early 1900s. His photographs raised public awareness about the horrible work conditions and dangers these children faced and paved the way to ban child labor in the US. Many of his photos and Hine's original photo citations can be viewed online at: <http://www.historyplace.com/unitedstates/childlabor/>

Child Labor Discussion Idea

A class can use Hines' photographs to generate discussion and action about this issue. Before viewing his photographs have students formulate a list of jobs that they are responsible

for around their house, neighborhood and school. Next, pass out a few of Hines' photos or have students spend some time examining them online. Have the students make a list of how old they think the children are in the different photos, what they assume their jobs are like—what do they do, what are the dangers, joys, what do they gain/lose by working at such a young age. *A great extension idea is to have groups or individuals write short creative stories or diary entries for the children featured in the photographs.* Compare this list with the list they formulated about their own responsibilities. Have students reflect on how different their lives would be if they were living in America during the 1900s. Next, show the students photos featured at the *Child Labor and the Global Village* website at www.childlaborphotoproject.org. Then discuss with the class how the Lewis Hine photographs compare with the more recent photographs on the website.

More information can be found at the *Free The Children* website (www.freethechildren.org) or checkout the adaptable *Journey Around the World* Lesson plan from UNICEF at www.unicefusa.org under "Youth Action" link.

For an inspirational story about getting involved in child labor issues see the featured book below! For ideas on how you and your students can take action read the following pages, which include a lesson on child labor.

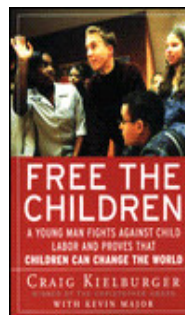
FEATURED HUMAN RIGHTS WEBSITE AND BOOK



Child Labor & the Global Village: Photography for Social Change

www.childlaborphotoproject.org

This website consists of a collection of works by various photographers who have traveled to different parts of the world and taken images focusing on child labor. The images are accompanied by a short description of the subject and the country situation. The website is simple and would be a great starting point for further conversations about child labor issues with your class! (For more info on global child labor also see the UNICEF page at <http://www.unicef.org/crc/crc.htm>)



Free The Children: A Young Man Fights Against Child Labor and Proves that Children Can Change the World

By Craig Kielburger

Written by Craig Kielburger, who at the age of 12 was inspired by a newspaper article about a 12-year-old, ex-child worker turned activist, who had died in Pakistan. After reading this article he formed a group made up of peers at his school to focus on child labor issues. This group later grew into the internationally known organization **Free the Children**, which has become an "international network of children helping children" with the goal of inspiring young people to help each other become free from poverty and exploitation as well as inspire each other to create social change.

KIDS TAKING ACTION: FUNDRAISING IDEAS!

Fundraising offers students the unique opportunity of taking what they have learned about a specific issue to increase awareness in the school and in the greater community. Taking action on an issue allows them to realize their own power to change the injustices that they see. For example, *Time for Kids* recently featured an article about kids in Minnesota helping package food for Tsunami victims. (To read the article go to the *Time for Kids* site at <http://www.timeforkids.com/TFK/specials/articles/0,6709,1013398,00.html>). Helping raise funds for the Tsunami children and victims is a fantastic mini or big project your class could carry out. In thinking about child labor you can discuss with your class that many of the children affected by the Tsunami were child laborers and that now, after losing everything, they have to work even harder. Maybe the children lost all their belongings and they need to replace them; or maybe they lost their families and need to find a way to live on their own. UNICEF has extensive resources on this issue for your class to use. See: <http://www.unicefusa.org/site/pp.asp?c=duLR1800H&b=279540&>

Mini Fundraising Project: Print ready-made labels

for donation cans at above link and attach to cans to be placed around your school or at various events with student made posters or fact sheets explaining the situation and their reasons for wanting to get involved. Also have kids give cans and posters to their parents to display at their work places.

Here is what your money can do:

- \$5 can provide an emergency health kit for one person for three months, with medical supplies and drugs to cover basic health needs
- \$87 can provide a basic family water kit for ten households with detergent, soap, wash basin, towels, bucket and water purification tablets.
- \$198 can provide a basic "School in a Box" kit containing basic education supplies for 80 children during times of crisis
- \$1,058 can provide one large tent to set up a clinic or field hospital for tsunami survivors

Facts found at: <http://www.unicefusa.org/site/pp.asp?c=duLR1800H&b=277164>

Child Labor Lesson

This lesson was adapted from the curriculum, "Local Action/Global Change: Learning About the Human Rights of Women and Girls". The curriculum can be found at <http://www.cwgl.rutgers.edu/globalcenter/localaction.html>

Girls' labor is often exploited, both at home and in the workplace. UNICEF and UNIFEM have observed that "child labor is often veiled in industrialized countries where, as elsewhere, it is subsumed into basic culture. For example, girls are being enlisted as almost full-time caretakers for younger siblings while their mothers work outside the home to support the family or attend classes in an attempt to improve their learning power" (UNICEF/UNIFEM Information Kit on CEDAW. Fact sheet on Girls' Rights). Worldwide, families and communities deny girls the right to leisure; at every age in every culture, boys have more time for play, education, sports, thinking and developing of their personalities.

Poverty and custom in some countries have created a class of child domestics – girls who are sent to urban households to work as servants. UNICEF estimates that 400,000 children, most of them girls, are part of the domestic workforce in New Delhi alone.

SOME FACTS ABOUT CHILD LABOR

- In developing countries 250 million 5 to 14-year-olds work for pay. Of these, 120 million work fulltime (Kebebew, Ashgic, "Statistics on Working Children and Hazardous Child Labor in Brief" ILO, GENEVA, 1998).
- Among children who attend school, 33% of boys and 42% of girls are involved part-time in economic activities. (*Ibid.*)
- On the average girls work longer hours and are paid less than their superiors for the same work. (*Ibid.*)
- Girls are the first to drop out of school to go to work and support their families; when education becomes privatized and the choice is between education of a son or a daughter, usually the son remains in school. (*Ibid.*)
- The highest rate for girls' participation in the labor force are in sub-Saharan Africa, eastern Asia and Oceania at 20% followed by Southern Asia at 12%. However, female economic activity is more likely to be undercounted due to the nature of the work that the girls do: child care, fetching fuel and water and preparing food are not considered "work" but a typical female task. Girls are concentrated in sectors such as agriculture, fishing and forestry, manufacturing (such as carpet-weaving) and social and personal services (such as domestic work). (United Nations, *The World's Women 1995: Trends and Statistics*, New York; United Nations, 1995, p. 117).
- Many young girls who are lured into prostitution begin their working lives in factories, sweatshops, as bar girls or domestic help which serve as natural recruitment pools for pimps and procurers; these girls are typically the most vulnerable and are

Continued on the following page

Continued child labor lesson from "Local Action Global Change" Curriculum

EXERCISE 5: A

Objective:	To identify measures to be taken to educate around the issue of child labor
Time:	Approx. 20 – 30 minutes
Materials:	Copies of "Case Study: the Harassment of Cristina" Questions written on chart paper or newsprint

GRL'S STORY

This lesson is appropriate for middle school-adult audiences.

Case Study: The Harassment of Cristina

Cristina is an 18-year-old Costa Rican who lives in a suburban zone of San Jose. She is the youngest daughter of a family of 12 children: seven girls and five boys. The boys are mainly involved in agricultural labor, the girls in domestic chores and some of them also work in factories. Cristina was sexually abused at the ages of five and seven, first by an uncle and then by two older relatives. When she started school at nine years old, she had already learned to do the housework and gather coffee beans. At 15 she finished primary school and started her secondary education, but soon she was "bored". Since then she has been working.

Her first job was in a clothes factory. "I was made an apprentice. I had never touched a sewing machine... I couldn't meet the output expected of me." This work lasted 15 days. Then she worked for a year in another factory until it went bankrupt. By then she already had a bit of experience and "knew the ropes." She went to work in a leather-producing factory, but was fired within a month, "because I had to run an important personal errand ... and as I hadn't completed my three month probationary period, I couldn't miss one day."

Afterwards she worked packing goods as an operator in a clothes factory. "I soon figured out what they were doing with us ... we were all under age. They made us do a lot of sanding. You end up looking as though you've covered yourself in talcum powder. It's in your hair, on your face, up your nose... just talc in your mouth and all over your body... I could see the dirty work the people were doing. We sanded without a mask, but once the Ministry [of Labour] inspectors came, we had to put masks on, and once the Ministry supervisors left, we had to return them." Cristina also added, "It was illogical to work like that ... I had problems with my boss... he sent me to do the dirtiest work because I wouldn't let him touch me. Because the other girl let him, she got all the nicer jobs." Cristina finally left due to the harassment she was suffering.

Later she worked in a wine factory. The foreman tried to abuse her, but because she refused, she was accused in front of the owner of having taken off her clothes. She was fired immediately. Cristina's average monthly salary has been \$110.00. She is currently looking for a new job.

Read / Discussion:

Divide the students into small groups and distribute the case study. Ask participants to read it with the following questions in mind and discuss these in the full group:

- What are the human rights at issue in Cristina's situation? How can they be safeguarded?
- Sexual harassment and abuse as systematic practices within the power structures of working relations.
- Deterioration in working conditions.
- Roles attributed to women in the workplace.
- How can Cristina and her family be helped in both in short-term and the long-term?
- What can be done to educate parents, employers and government agencies to prevent child labor and assist girls like Cristina?

Student Activism Websites

Here is a quick list of websites to find ways you and your students can **get involved!**

Do Something!

Amnesty International

www.amnestyusa.org/join/students

Gather ideas and discover ways in which you can personally get involved or get your school involved with this amazing international organization.

Youth in Action Network

www.teaching.com/act

Explore and discuss current global issues with kids from 80 countries who all want to take action, have fun, and make the world a better place.

Youthactivism.org

www.youthactivism.org/links.html

Uncover an excellent list of organizations and causes to get involved with.

Minnesota Legislator Links for Youth

www.library.leg.state.mn.us/leg/youth/getinvolved.asp

Find a list of ways to get involved in issues in Minnesota, learn more about our legislative system and the people that represent you, and find jobs and internships!

Do Something. See it. Believe it. Build it.

www.dosomething.org

Find information on how to become a good leader and build good character and citizenship in order to make a difference in life.

Planet Earth!

These websites focus on ways to get involved in protecting the environment. You can learn about environmental issues and join organizations that want to save our environment and preserve biodiversity.

The Circle of Life

www.circleoflifefoundation.org/home.htm

Amazon Watch

www.amazonwatch.org

People and Planet

www.peopleandplanet.org

Meet student activists working on world poverty, human rights and the environment.

Yes!

www.yesworld.org

Human Rights!

Free the Children

www.freethechildren.org

Learn about issues that affect kids around the world and ways in which you can take action and help!

The Daughters and Sisters Project

www.daughters-sisters.org

Learn about issues that young women are facing and get inspired to build better relations between genders and cultures.

Global Youth Network

www.youthwhocare.com

Interact with kid volunteers from around the world who all want to make our world a better place. You can submit a question on any topic or a problem you are having and Global Youth Network will give you advice.

Just Act: Youth Action for Global Justice

www.justact.org

Discover ways to promote leadership among kids and action for global justice (social, political, and environmental).

Action for Solidarity, Equality, Environment, and Diversity

www.aseed.net

Link up with youth groups and individuals on all continents who are committed to social and environmental justice.

Global Exchange

www.globalexchange.org

Find an international human rights organization dedicated to promoting political, social and environmental justice around the world by increasing global awareness in the U. S. and building international partnerships.

Free Speech!

These websites provide you with alternative news and media sources.

Free Speech www.freespeech.org

Indy Media www.indymedia.org/en/index.shtml

Media Island www.mediaisland.org

GNN www.gnn.tv

MN Advocates Education Program and BIAS Project are having a Spring House Party!

This year commemorates the 10th anniversary of the *Building Immigrant Awareness and Support Project*, as well as the publication of the second edition of the teaching guide "*Energy of A Nation: Immigrants in America.*" The Education Program and BIAS project have worked together for over a decade to bring human rights education as well as immigrant awareness and support into our homes, schools, businesses and communities. Celebrate with us on **April 15, 5:30-7:30** at the home of Amanda and Peter Dupont. For more information check our website.

See our website for more details at: <http://www.mnadvocates.org/28Mar20052.html>

April-June Events 2005

- April:** National Poetry Month, Keep America Beautiful Month (www.kab.org), Math Education Month (www.nctm.org)
- April 4:** International Children's Book Day
- April 4-8:** National Public Health Week, series of films, see www.sph.umn.edu/news/phawarenessweek
- April 5:** Gandhi Day of Non-Violent Action, first satyagraha, 1919, salt strike 1930 more info on Gandhi see www.mkgandhiinstitute.org
- April 7:** World Health Day, celebrates the founding of the World Health Organization in 1948
- April 15:** Minnesota Advocates Education Program and BIAS Project Spring House Party!! For more information see <http://www.mnadvocates.org/28Mar20052.html>
- April 15-16:** Globalization, Modernities and Violence Conference at the University of Minnesota, see www.icgc.umn.edu
- April 18:** Arun Gandhi, grandson of Mahatma Gandhi, speaking at the University of St. Thomas,
- April 18:** Asian-Pacific American Heritage Month Celebration, Multicultural Development Center call, 952-881-6090
- April 19:** Human Rights Film Series: "Calling the Ghost: A Story about Rape, War and Women"
Merriam Park Library, St. Paul 7:00pm
- April 21-24:** Festival of Nations, River Centre Downtown St. Paul, see www.festivalofnations.com
- April 22:** Earth Day see, www.earthday.net
- April 30-31:** Peace Jam at University of St. Thomas, featuring Nobel Peace Laureate and author Rigoberto Menchu, more info at www.hrusa.org/calendar
- May:** International Decade for a Culture of Peace and Non-Violence for the Children of the World!, American Indian Month
- May 1:** National Music Week
- May 5:** Cinco de Mayo
- May 6:** Holocaust Remembrance Day, for more resources see www.chgs.umn.edu
- May 7:** Day of Non-Violence, discuss Martin Luther King (www.martinlutherking.org) and Mahatma Gandhi (www.mkgandhi.org)
- May 12:** Minnesota Advocates House Party to support the Sankhu Community School in Nepal as an alternative to child labor, see www.mnadvocates.org for more information.
- May 31:** World No Tobacco Day
- June 7:** Minnesota Advocates for Human Rights Annual Awards Dinner! Featuring Seymour Hersh, Pulitzer Prize winning journalist and honoring the Center for Victims of Torture and the American Refugee Committee, see www.mnadvocates.org or contact Tony Brown at tbrown@mnadvocates.org
- June 5:** World Environment Day
- June 12:** Race Unity Day

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