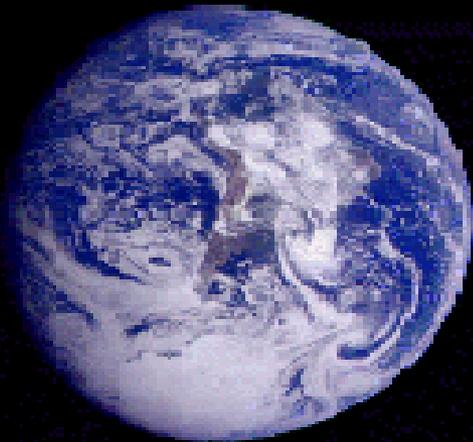
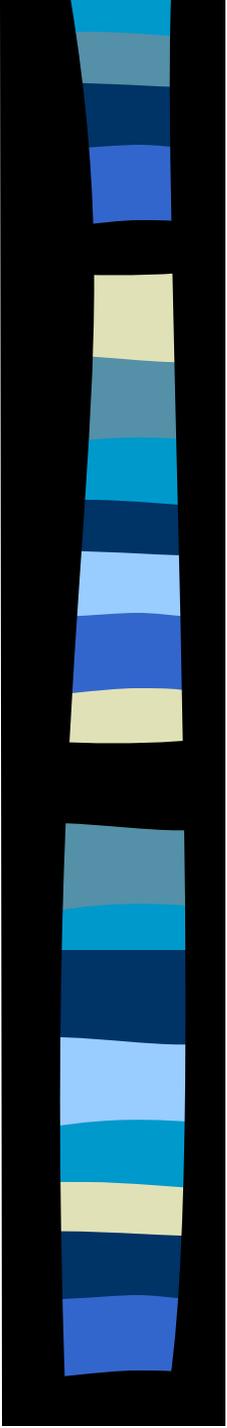


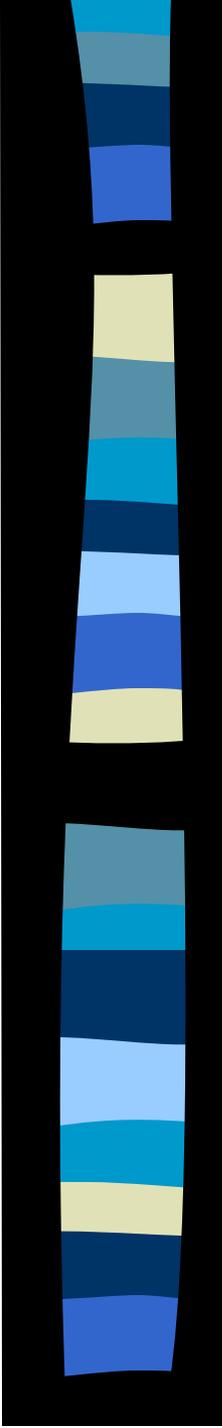
Fargo/Moorhead  
Human Rights Summit  
April 2, 2002



**Facilitator:**  
**Kristi Rudelius-Palmer**  
**U of MN Human Rights Center**

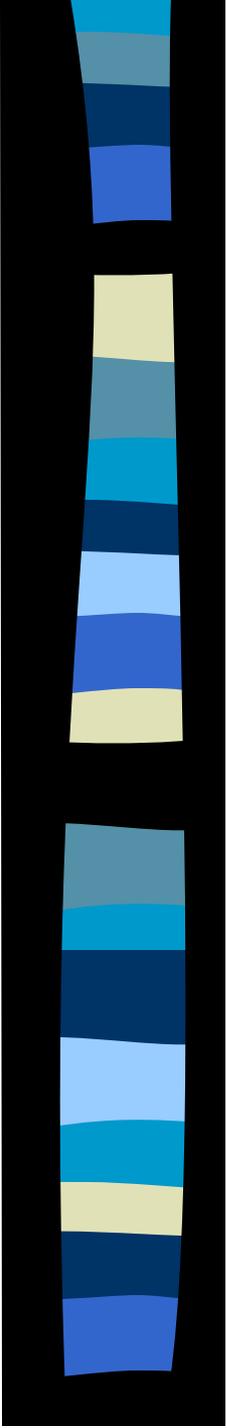
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What are Human Rights?



# Common Myths about Human Rights

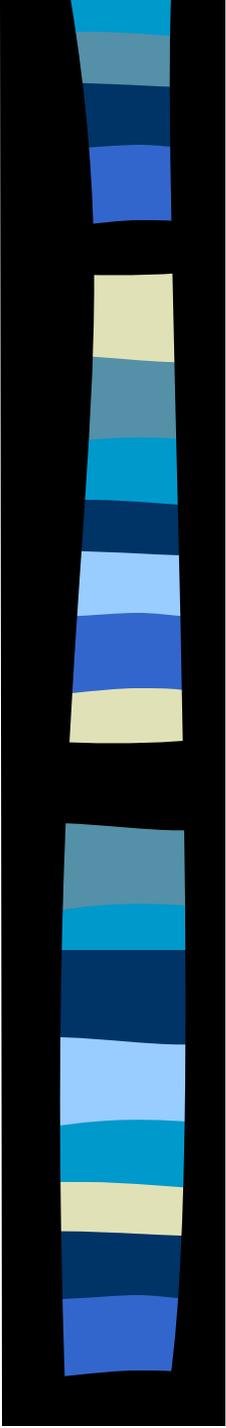
- **Human Rights are the same as civil rights.**
- **Human Rights violations occur only in poor, foreign countries.**
- **Human Rights are only concerned with violations.**
- **Only adults and lawyers can understand the significance of Human Rights.**
- **Human Rights are only legal rights.**



# Human Rights Are:

the rights that someone has simply because he or she is a human being.

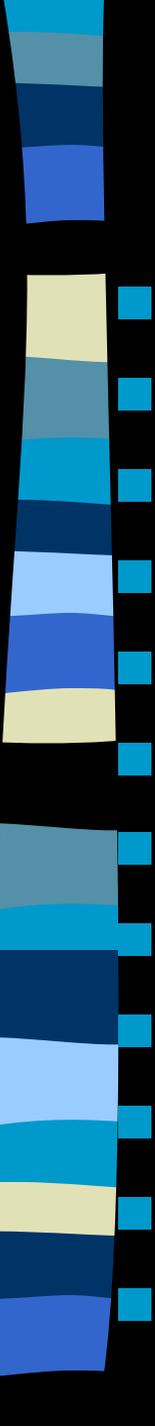
- Inalienable/Universal
- Interconnected
- Indivisible
- Both Rights and Responsibilities

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What were the precursors  
to 20th century human  
rights documents?

# Precursors to 20th Century

## Human Rights Documents



1750 b.C.E. - Code of Hammurabi, Babylonia

1200 - 300 b.C.E. - Old testament

551 - 479 b.C.E. - Analects of Confucius

40 - 100 c.E. - New testament

644 - 656 c.E. - Koran (original text)

1215 - magna Carta, England

1400 - code of Nezahualcoyotl, Aztec

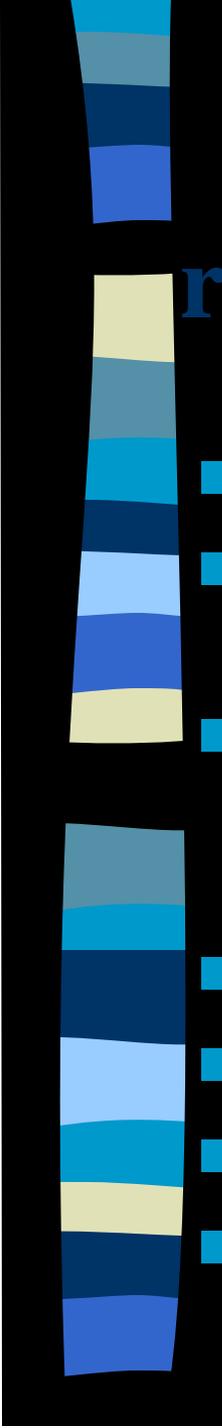
1648 - treaty of Westphalia, Europe

1689 - English bill of rights, England

1776 - declaration of independence, united states

1787 - united states constitution

1791 - united states bill of rights



# 19th and 20th century human rights documents and foundations

■ 1863 -Emancipation Proclamation, United States

■ 1864, 1949 -Geneva Conventions, International Red Cross

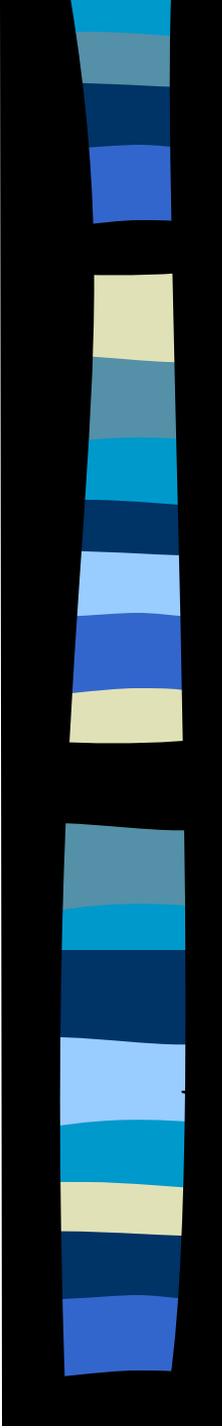
■ 1919 -League of Nations Covenant  
-International Labor Organization (ILO)  
Created

■ 1920 -Women gain the right to vote in the U.S.

■ 1926 -Slavery Convention

■ 1945 -United Nations Charter, San Francisco

■ 1947 -Mohandas Gandhi uses non-violent protests leading India to independence.

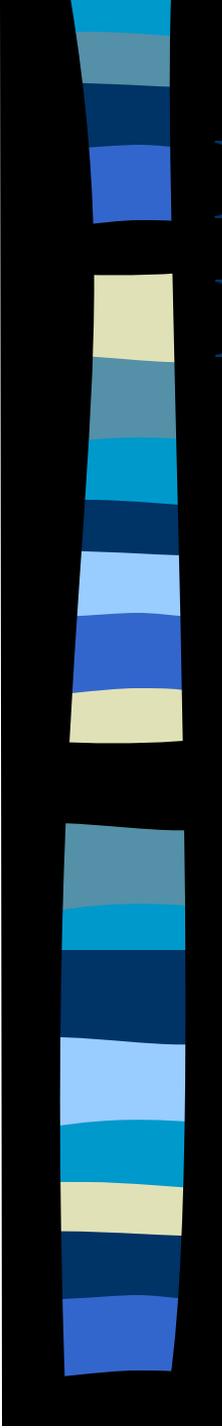


# What is the Universal Declaration of Human Rights?

Why was it created?

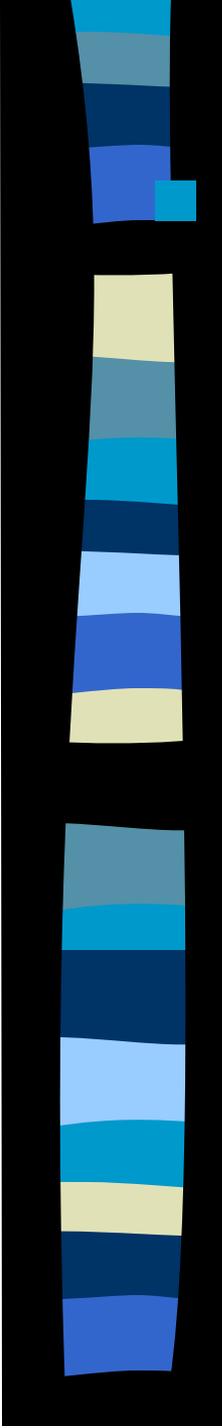
Who drafted it?

When was it adopted and by whom?



# Five Primary Categories of Human Rights:

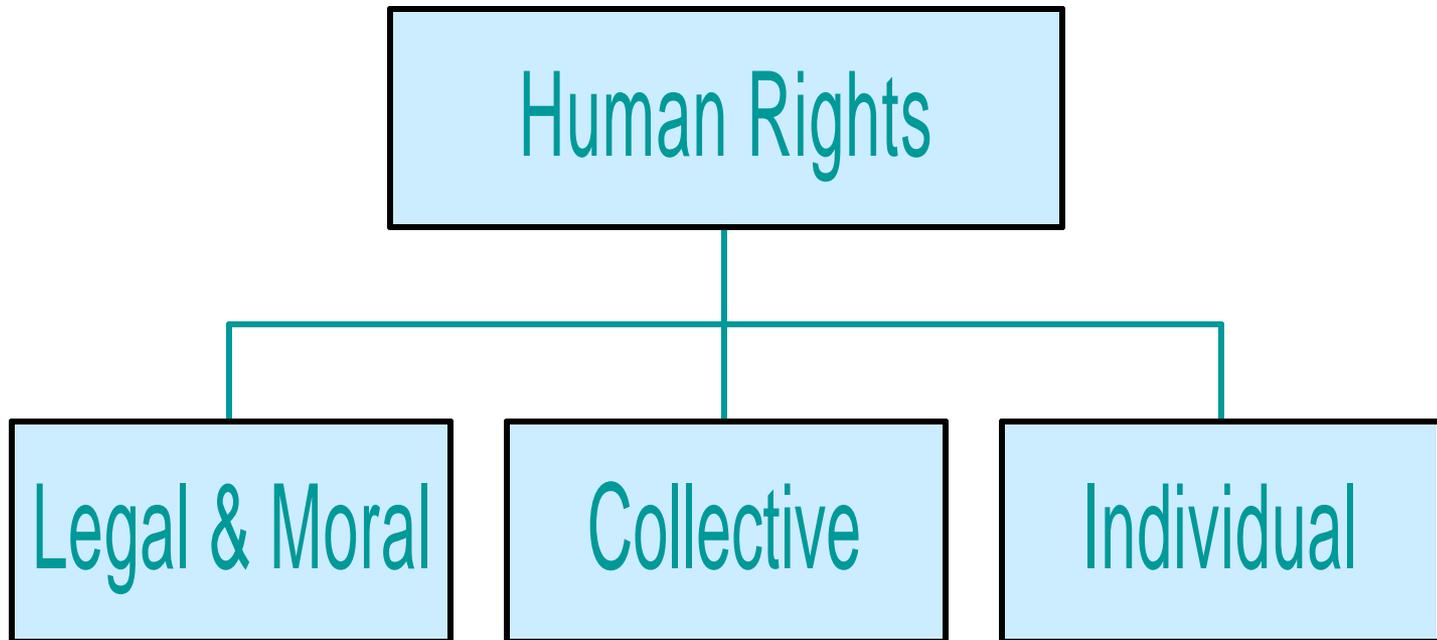
- Civil Rights
- Political Rights
- Economic Rights
- Social Rights
- Cultural Rights



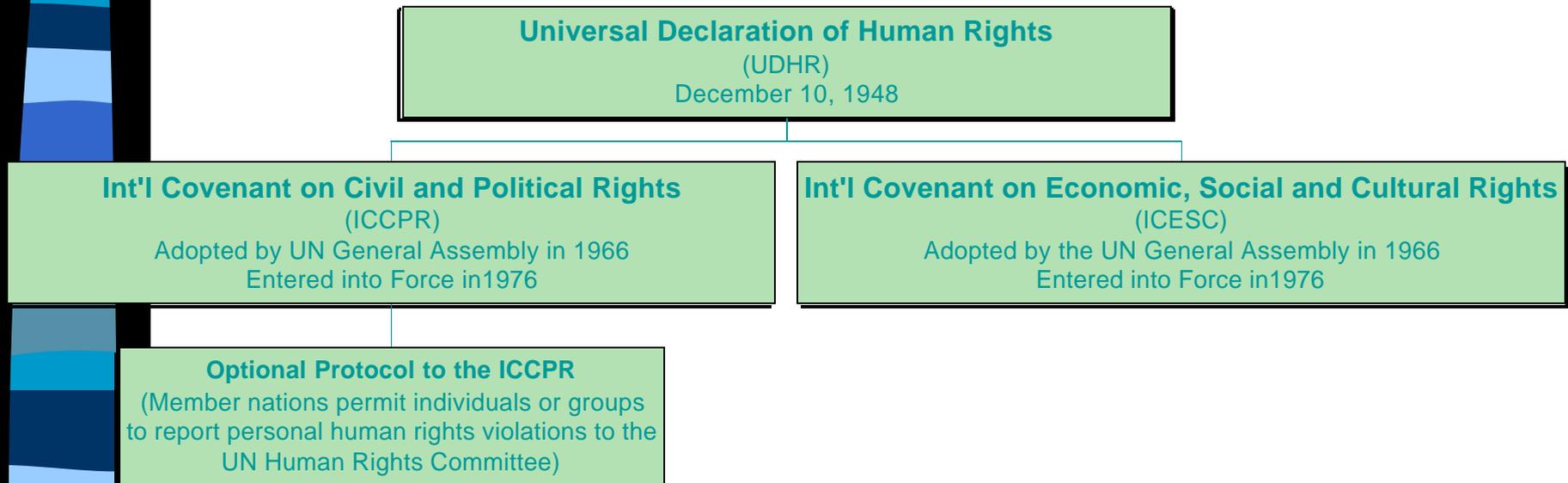
When you expand the civil rights struggle to the level of human rights, you can take the case of the Black man in this country before the nations of the United Nations. You can take it before the General Assembly. You can take Uncle Sam before the World Court. But the only level you can do it on is the level of human rights. Human rights are something that you are born with. Human rights are your God-given rights. Human rights are the rights recognized by all the nations of this earth.

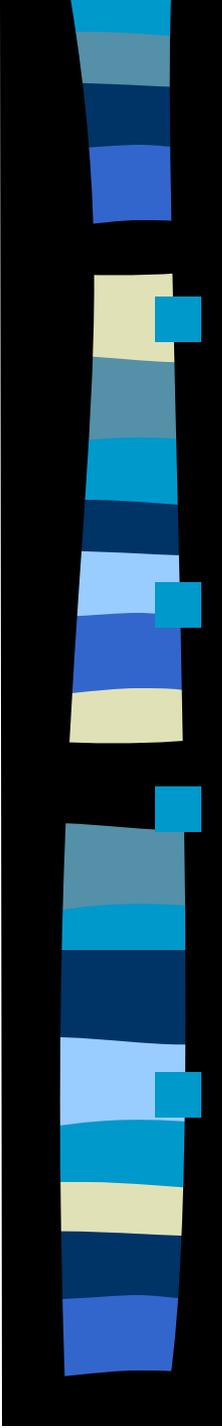
**Malcolm X**, *Speech presented in Cleveland, Ohio April 3, 1964*

# Holistic Framework



# International Bill of Human Rights





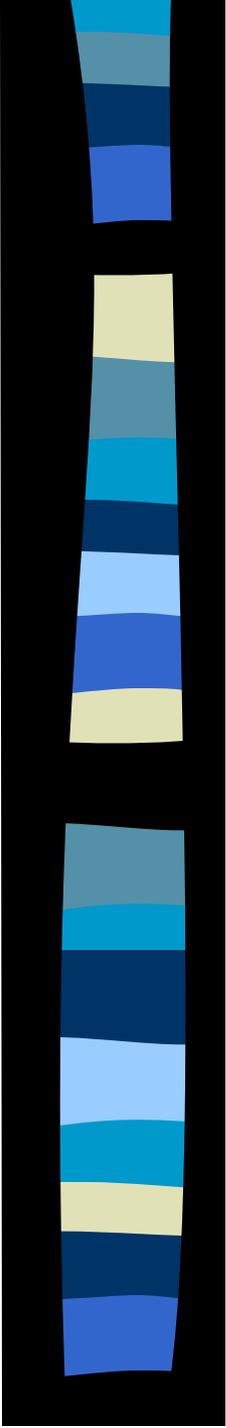
# Human Rights Definitions

■ **Declaration** - Document stating agreed upon standards or principles, but which is not legally binding

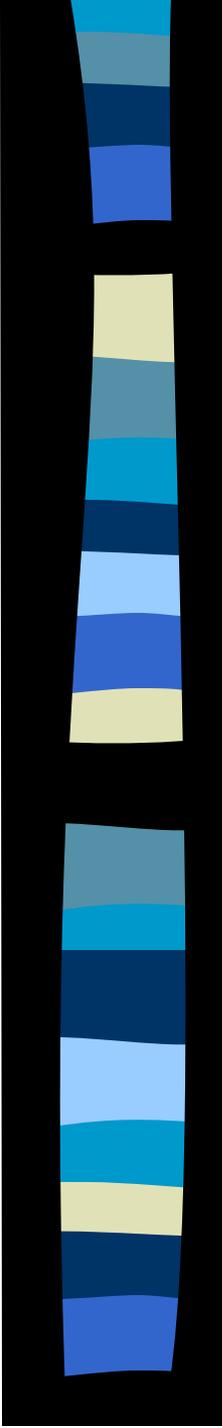
■ **Covenant/Convention/Treaty** - Legally binding agreement between states

■ **Ratification** - Formal process by which the legislative body of a state confirms a government's action in signing a treaty

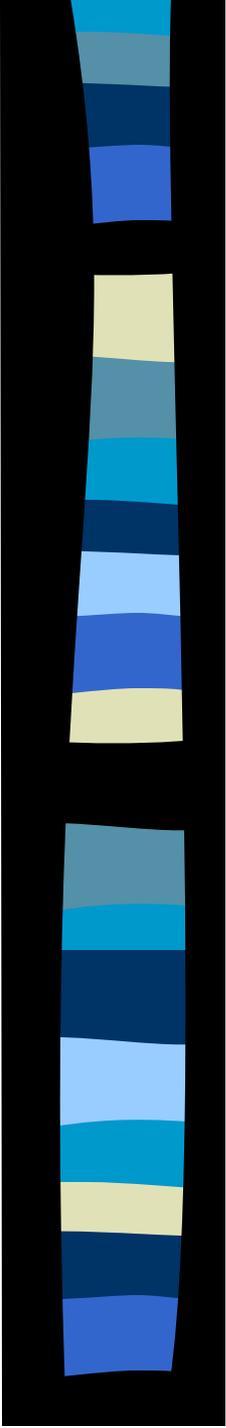
■ **Reservation** - The exceptions that states parties make to a treaty (e.g., provisions within the treaty that the member does not accept)



What *is*  
Human Rights Education?

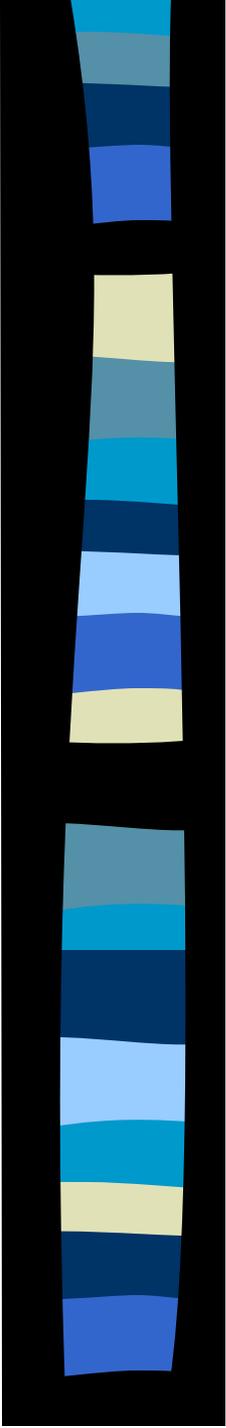
- 
- “Where, after all do universal rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”

*Eleanor Roosevelt - The Great Question, 1958*

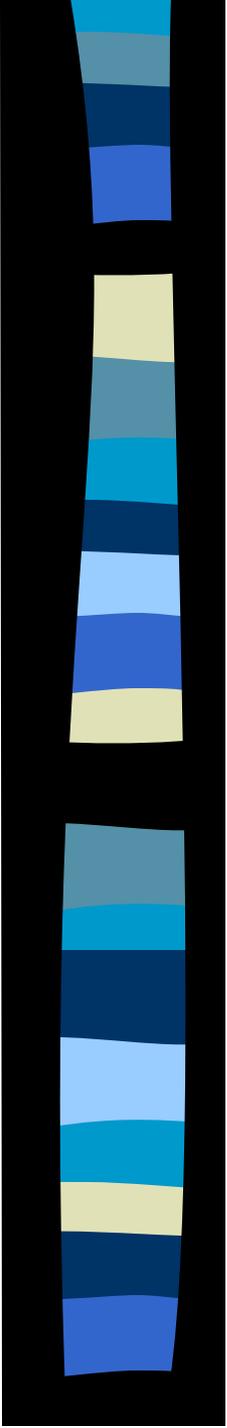


# **The UN resolution declaring the Decade for Human Rights Education, 1995-2004, states:**

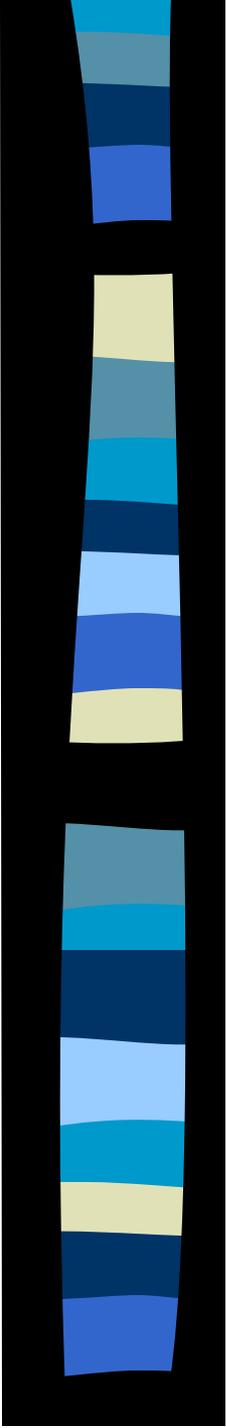
**Human rights education should involve more than the provisions of education and should constitute a comprehensive life-long process by which people at all levels in development and in all strata of society learn respect for the dignity of others and the means and methods of ensuring that respect in all societies.**

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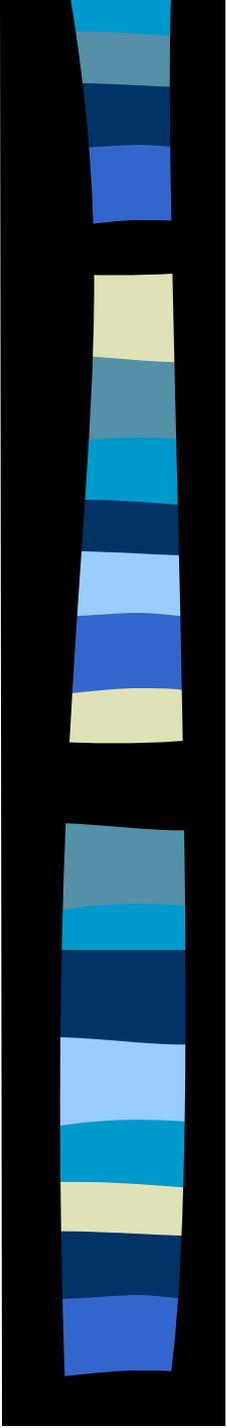
Education *about* human rights  
provides people with *information*  
about human rights.

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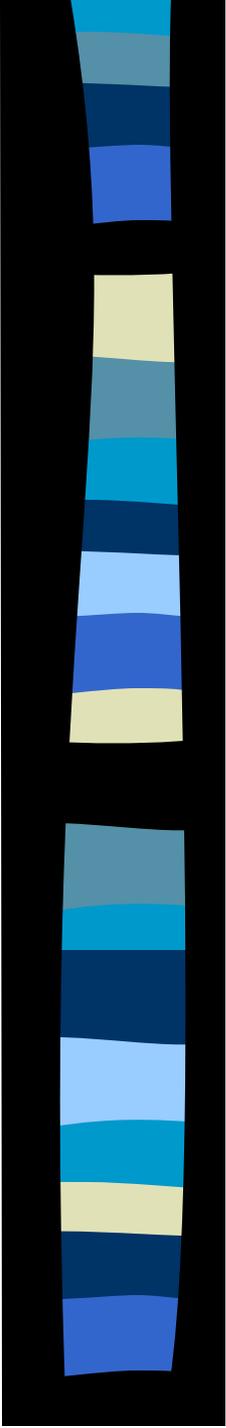
Education *for* human rights helps people feel the importance of human rights, internalize human rights values and integrate them into the way they live.



Education *for* human rights also gives people a sense of responsibility for respecting and defending human rights and empowers them, through learned skills, to take appropriate action.

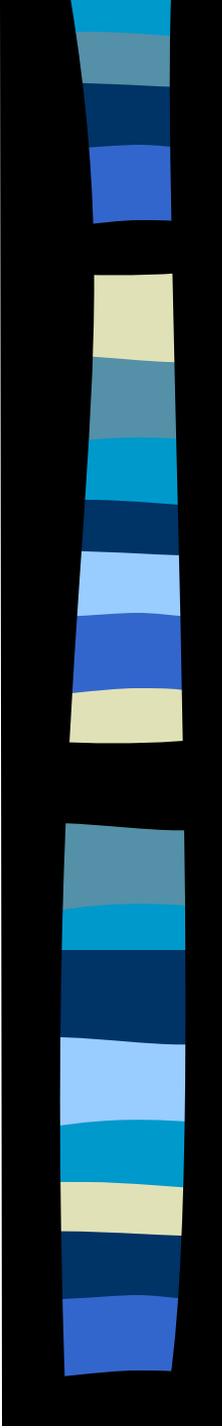


# Why Human Rights Education?



# Human Rights Education:

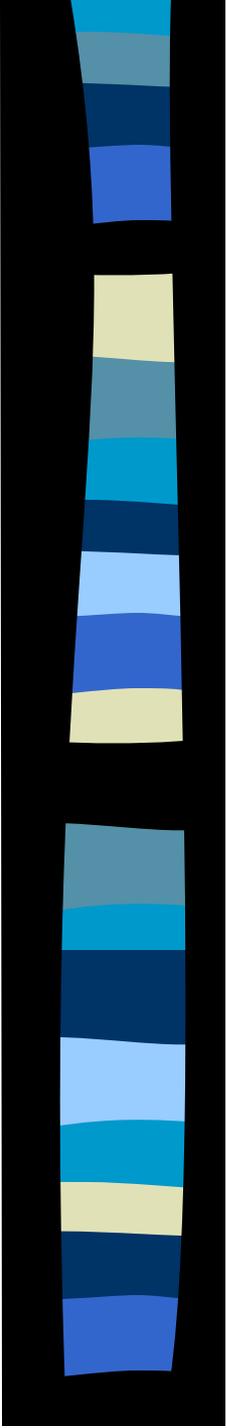
- Produces changes in values and attitudes
- Produces changes in behavior
- Produces empowerment for social justice
- Develops attitudes of solidarity across issues and nations
- Develops knowledge and analytical skills
- Produces participatory education



# Human Rights USA

## 1997 Survey Results

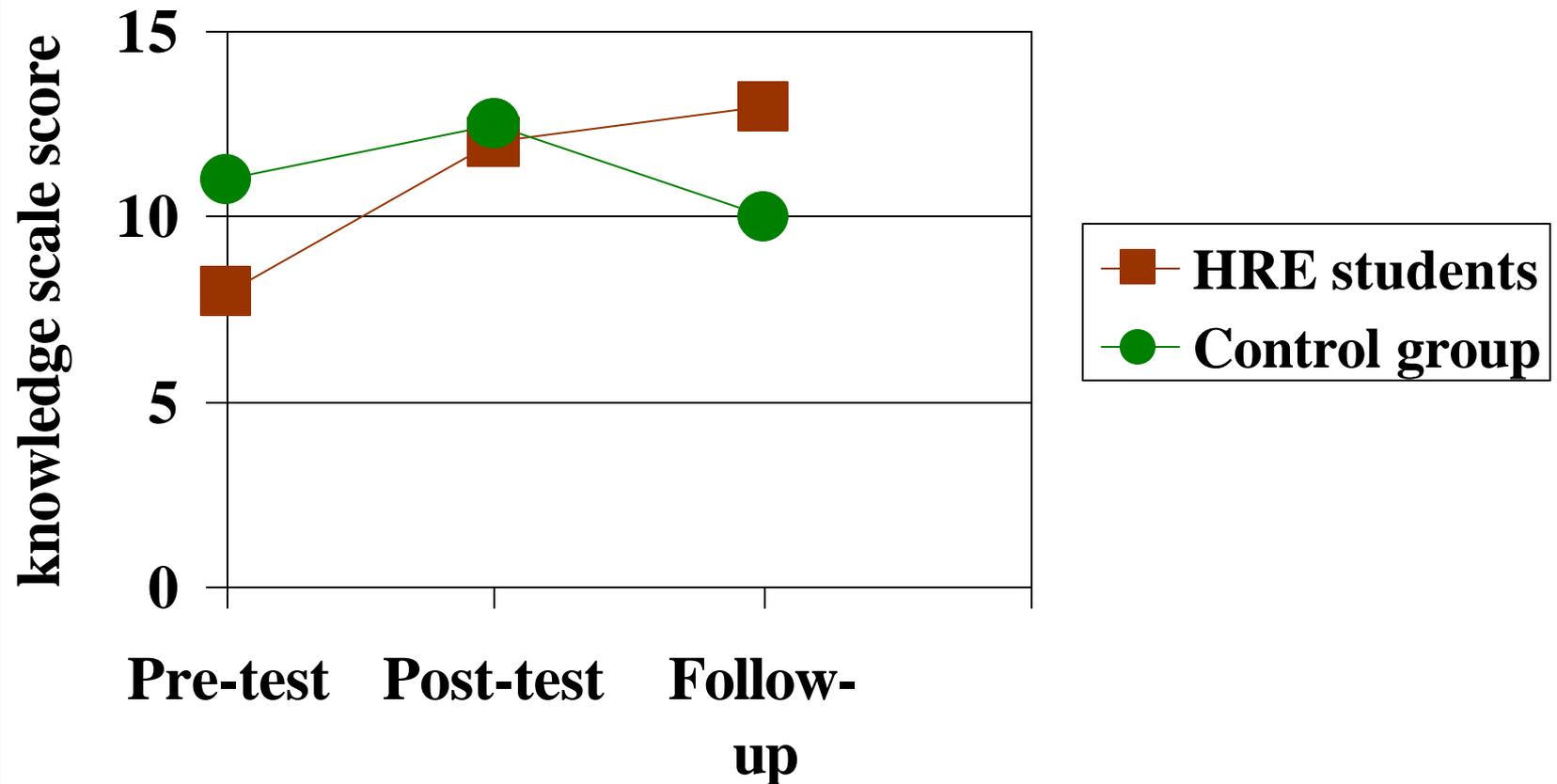
- Only 8% of adults and 4% of young people are aware of and can name the Universal Declaration of Human Rights.
- A large majority of Americans, 83%, feel that the United States should do more to live up to the principles of the UDHR.
- 2/3 of the people polled (63%) say that the poor are usually discriminated against in our society. Americans also feel that the following are routinely discriminated against: the disabled (61%), the elderly (54%), gays and lesbians (51%), Native Americans (50%), and African Americans (41%).



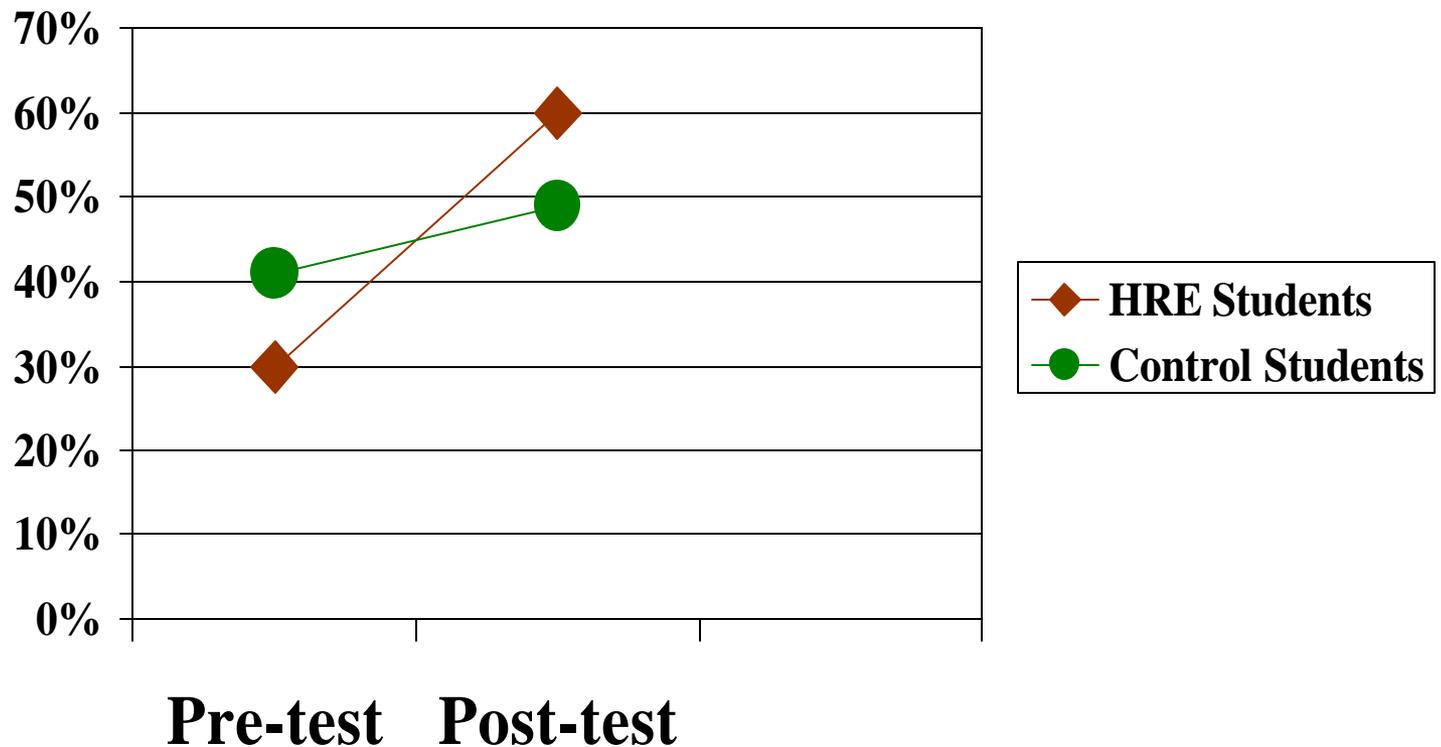
# Does human rights education really work?

\*Snapshot of 1997 study conducted at Minneapolis Public Elementary School by The Search Institute and Minnesota Advocates for Human Rights

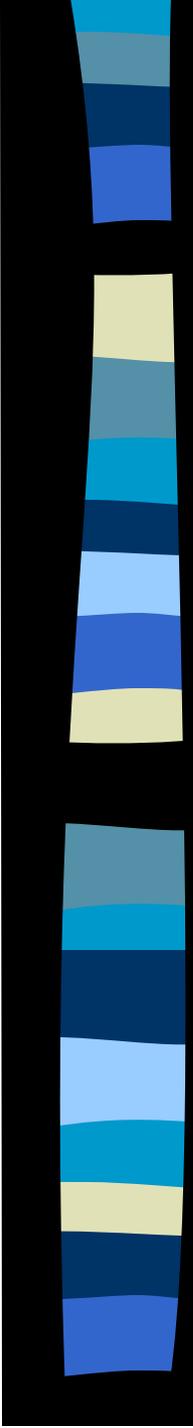
# Change in self-report of knowledge of human rights related issues



# Changes in self report of feeling bothered when people put down others because of differences\*

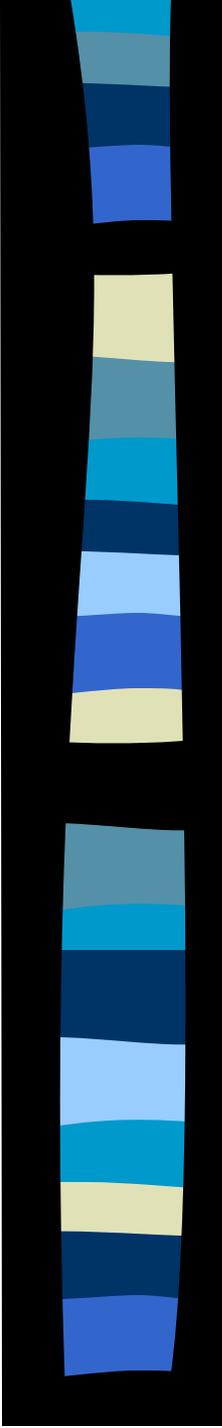


\* Question #19: "It really bothers me when people put down other people because they look or act differently."

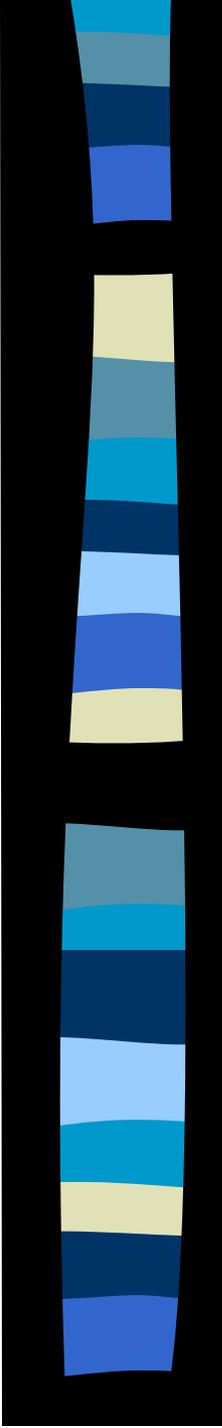


# 1997 Human Rights Education Behavioral Outcomes

	Inappropriate Physical Activity	Inappropriate Verbal	Uncooperative Behavior
No HR Education	11	25	14
HRE 3x a week	4	6	3
HRE Fully Integrated	0	0	0

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How do we *move* from learning about human rights to action on a personal and community level?



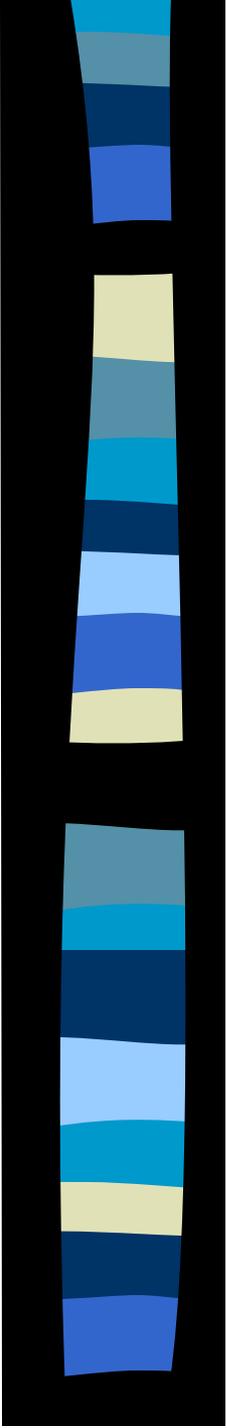
# Goals of a Human Rights Learning Community

- Know your human rights
- Value your human rights
- Be inspired to take action toward realizing human rights for yourself and others

# Building A Human Rights City in Fargo/Moorhead:

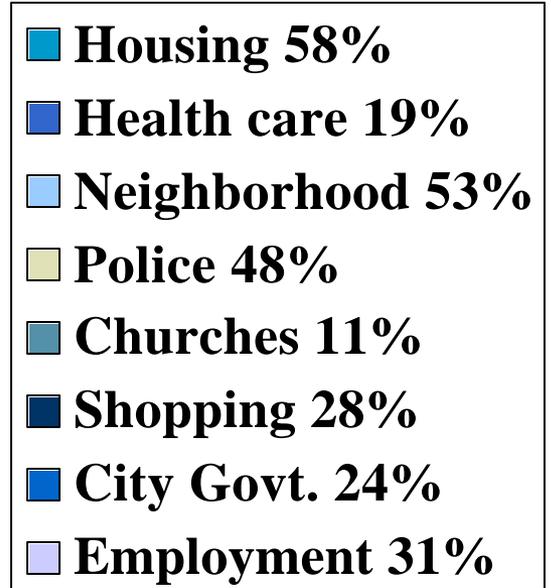
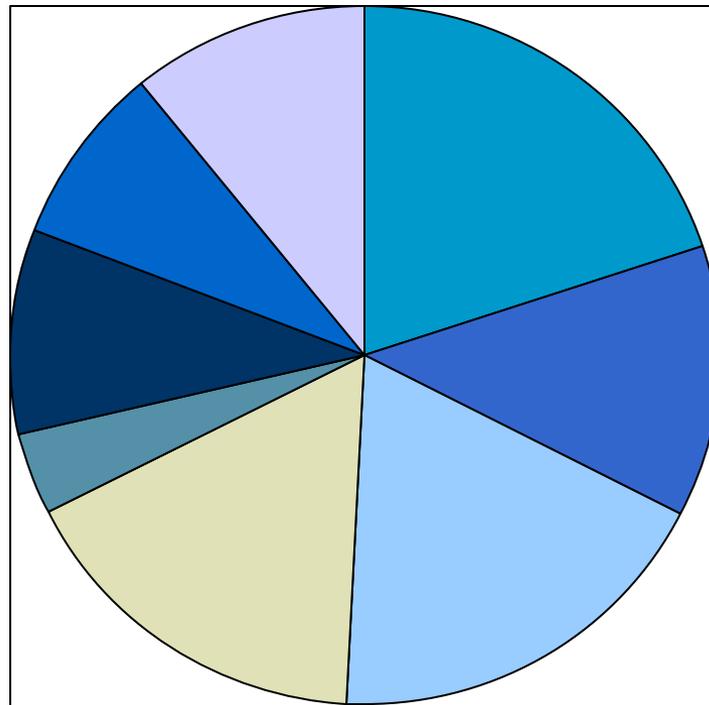
Attributes of Personal and Community Growth

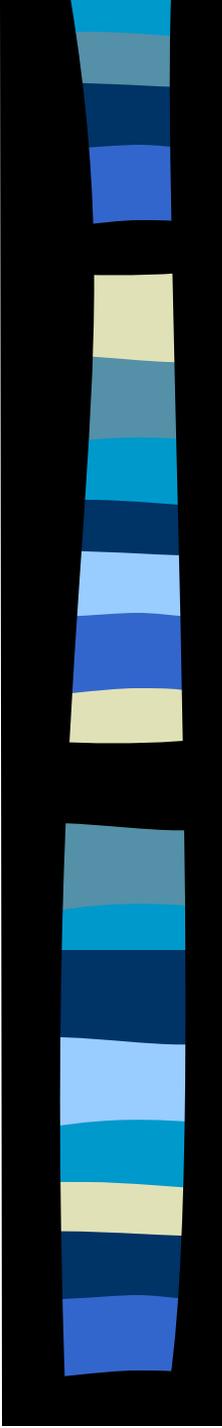


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How do we build our Human Rights City?

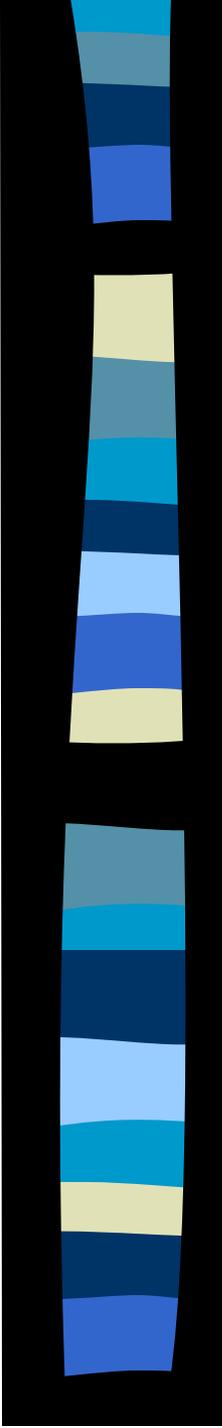
# Measuring Human Rights City “Temperature”





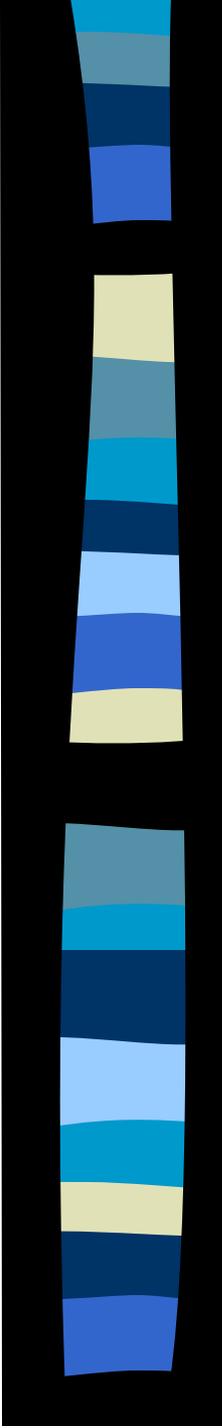
## Moorhead – Inspired to Action in 2001

- January 31, 2001: Minnesota advisory council presented US Commission Civil Rights report, “The status of equal opportunity for minorities in Moorhead”.
- February-April 2001: 30 study circles met throughout the community to discuss report.



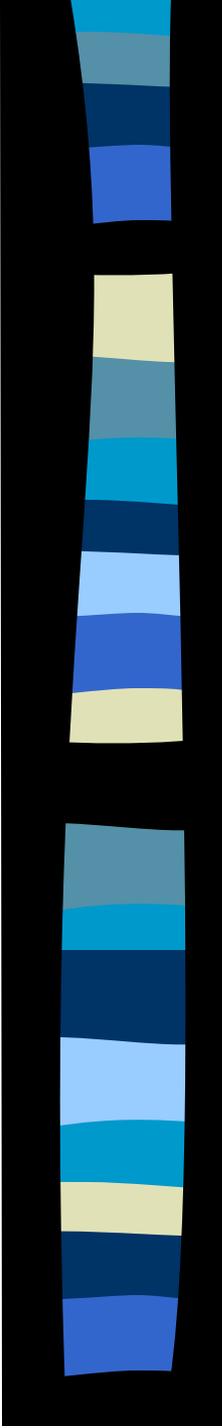
## Moorhead – Inspired to Action

- April 26, 2001: Forum held at the Hjemkost center and sponsored by the Moorhead HR Commission.
- October 9, 2001: Meeting of the commission with citizens serving on justice circle action teams.
- December, 2001: MHRC presented copies of the citizen action team reports to the Moorhead City Council.



# 2002 Human Rights Priorities in Fargo/Moorhead

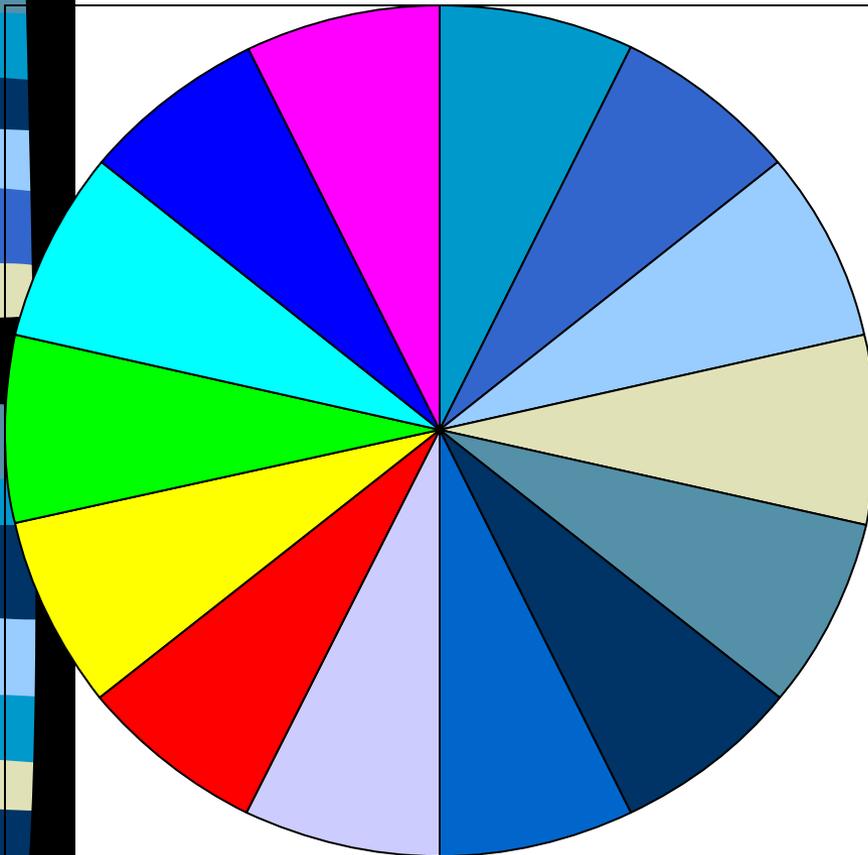
- Education: safety, comfort and success of learners.
- Housing and Public Accommodations: city of Moorhead to expand affordable housing options.
- Income and Employment: public & private sectors will ensure fair business practices & welcoming environment.
- Public Health: acknowledge racism as a public health issue & work to eliminate it.
- Public Safety: safe environment for community residents.



# 2002 Human Rights Education and Advocacy Strategies to Inspire, Evolve, and Celebrate our Human Rights City

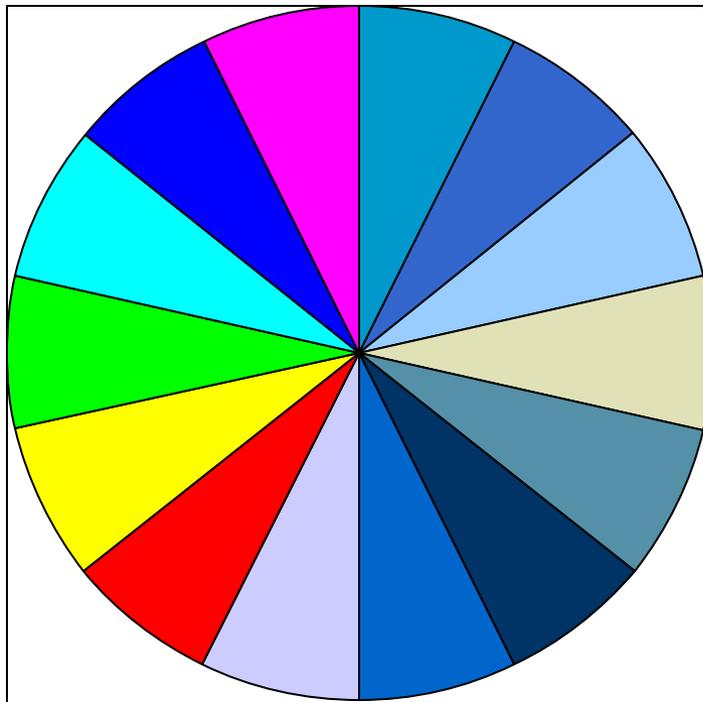
- *Cultural Understanding & Competence*: foster harmony and appreciation of multiple cultures.
- *Faith-Based Groups*: increase interfaith cooperation.
- *Human Rights Advocacy*: effective human rights advocacy and monitoring.
- *Leadership Development and Civic Participation*: tap resources and support development of new leadership.
- *Media*: increase positive images and reports of people of color and culturally diverse programming.

# How will we gauge the Progress in Realizing our Human Rights City?



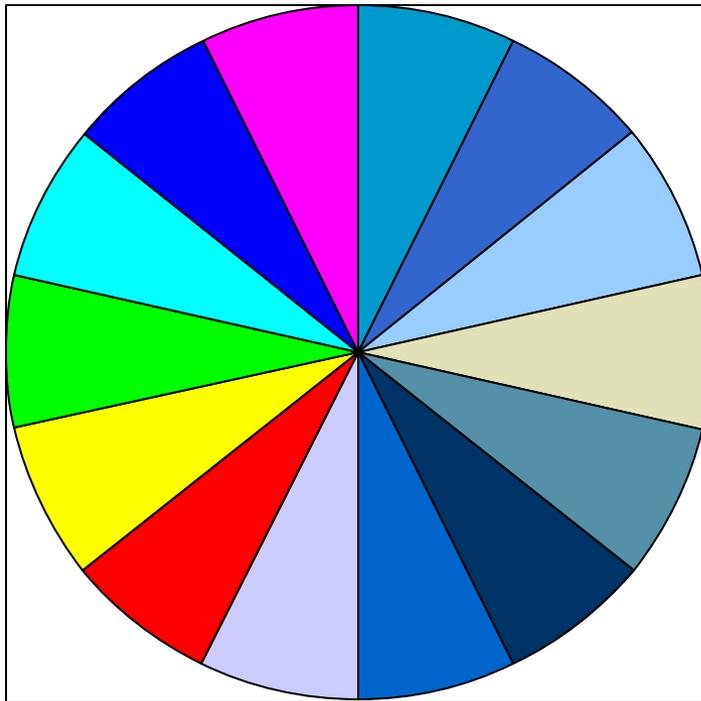
- Annual HR Statical Report Card**
- Community Testimonies**
- Public Education and Events**
- Course Offerings**
- Graduation Rates**
- Income Comparisons**
- Hiring Trends in Public and Private Sectors**
- Recruitment of People of Color in Educational Institutions**
- Arrests and conviction Rates**
- Homeownership Rates**

# Who are the Stakeholders and Responsible Partners in our Human Rights City?



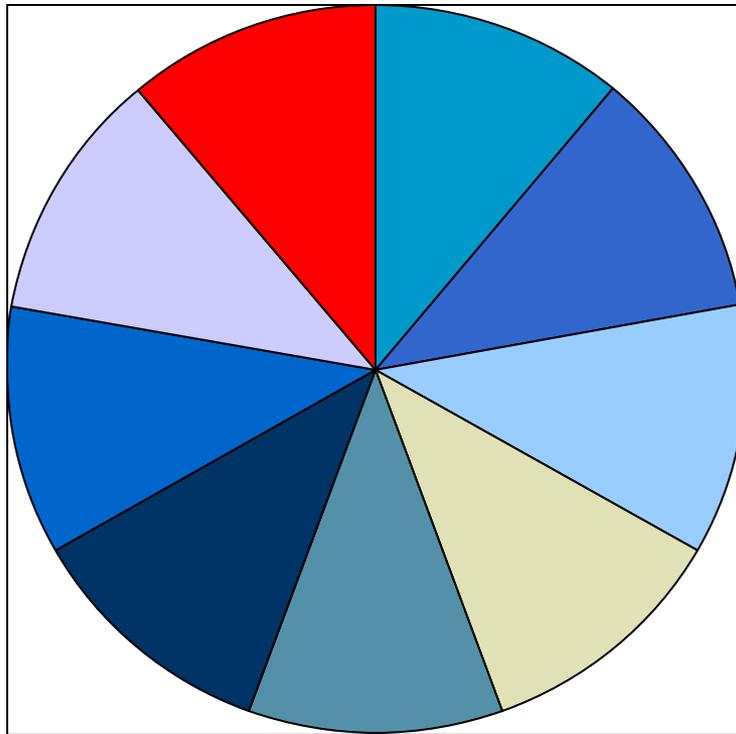
- Other Community Members
- Mayor
- City Council
- Other Officials
- School Superintendent
- Principals
- Teachers and Staff
- Students
- Parents
- President
- Faculty
- Student Focus Groups
- Community Education
- Largest Private Employers

# Who will monitor the progress of our Human Rights City?

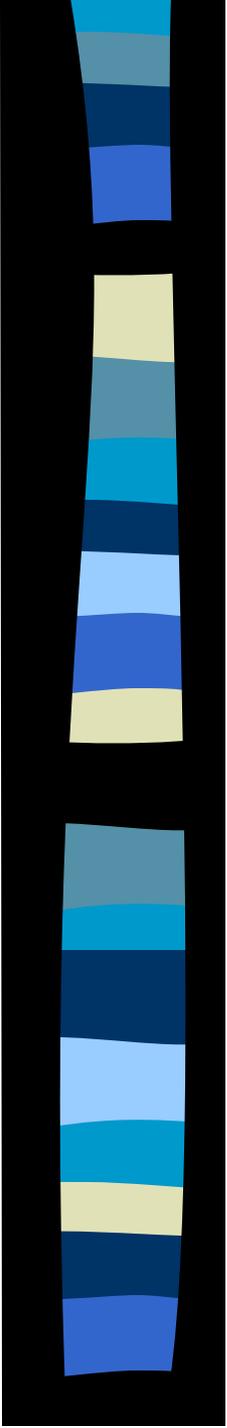


- **Human Rights Commission/Relations Committee**
- **Human Rights Reports/Media Team**
- **NGO Leaders and Community of Faiths**
- **University Faculty and Student Researchers**
- **Youth and Elder Leadership**
- **School District HR Committees**

# How will this progress be shared with and recognized in the larger community?



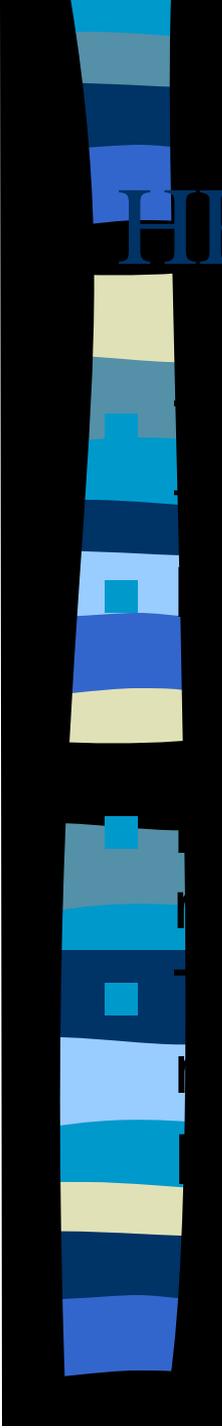
- REGULAR HR REPORT IN MEDIA
- COMMUNITY WORKSHOPS & COURSES
- HUMAN RIGHTS FAIR
- HUMAN RIGHTS MONITORS LISTSERVE
- HUMAN RIGHTS CITY NEWS
- HUMAN RIGHTS & PEACE PARK
- HUMAN RIGHTS COMMUNITY AND YOUTH AWARDS
- CULTURAL ART EXHIBITS
- HUMAN RIGHTS RESOURCE CENTER
- ANNUAL HR CITY REPORT CARD



The End



Education *about* human rights  
provides people with *information*  
about human rights



# HRE includes learning about

the inherent dignity of all people and their rights to be treated with respect

human rights principles

- universality, indivisibility and interdependence of human rights

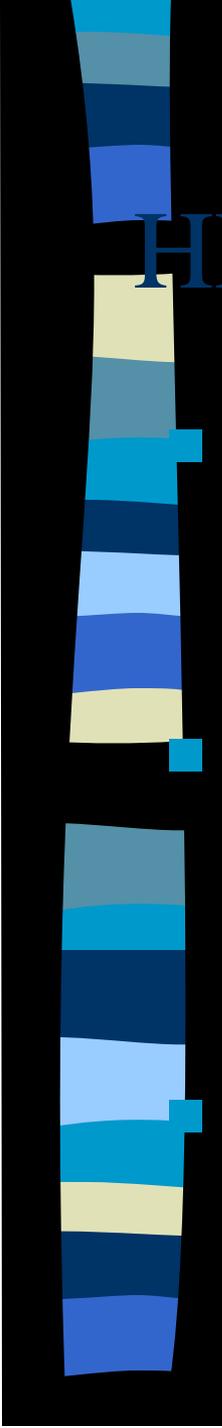
how human rights promote participation in decision-making and the peaceful resolution of conflicts

the history and continuing development of human rights

regional, national, state, local and international law

- Universal Declaration of Human Rights (UDHR) or the Convention on the Rights of the Child

- Laws that reinforce international human rights law



# HRE includes learning about

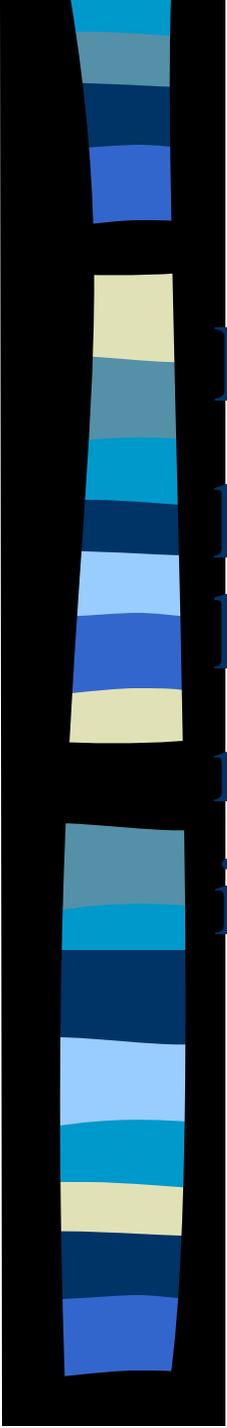
Using human rights law

- to protect human rights
- to call violators to account for their actions

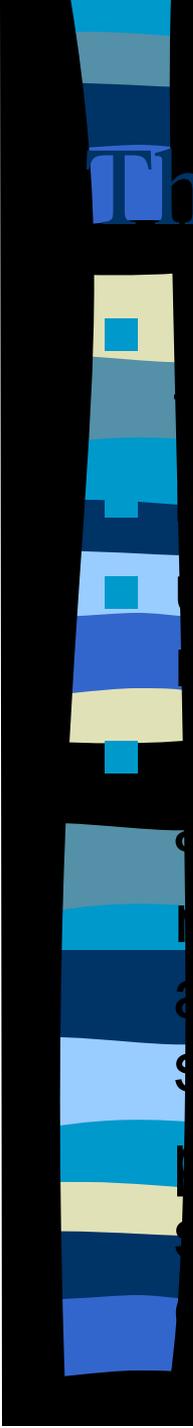
Human rights violations

- torture, genocide, or violence against women and the social, economic, political, ethnic and gender biases that cause them

The persons and agencies that are responsible for promoting, protecting and respecting human rights

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Education *for* human rights helps people feel the importance of human rights, internalize human rights values and integrate them into the way they live.



## These *values and attitudes* include

- strengthening respect for human rights and “fundamental freedoms” (UDHR, Article 30.2)

- nurturing respect for others, self-esteem and hope

- understanding the nature of human dignity and respecting the dignity of others

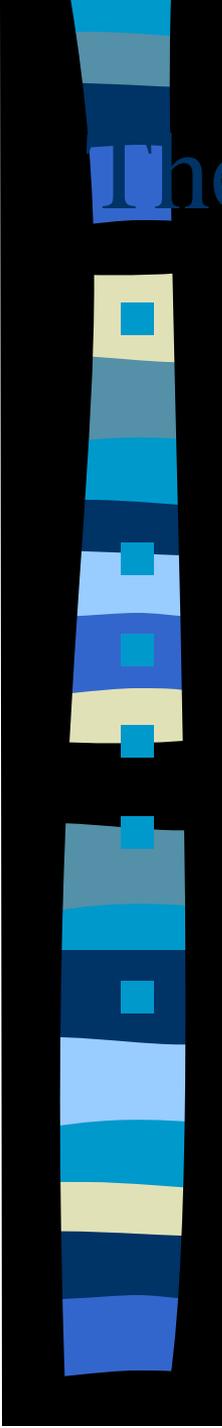
- empathizing with those whose rights are violated and feeling a sense of solidarity with them

- recognizing that the enjoyment of human rights by all citizens is a precondition to a just and humane society

- perceiving the human rights dimension of civil, social, political, economic and cultural issues and conflicts both within the U.S. and within other countries



Education *for* human rights also gives people a sense of responsibility for respecting and defending human rights and empowers them, through learned skills, to take appropriate action.



## These *skills* include

- Recognizing that human rights may be promoted and defended on an individual, collective and institutional level
- Developing critical understanding of life situations
- Analyzing situations in moral terms
- Realizing that unjust situations can be improved
- Recognizing a personal and societal stake in the defense of human rights
- Analyzing factors that cause human rights violations
- Knowing about and being able to use global, regional, national and local human rights instruments and mechanisms for the protection of human rights