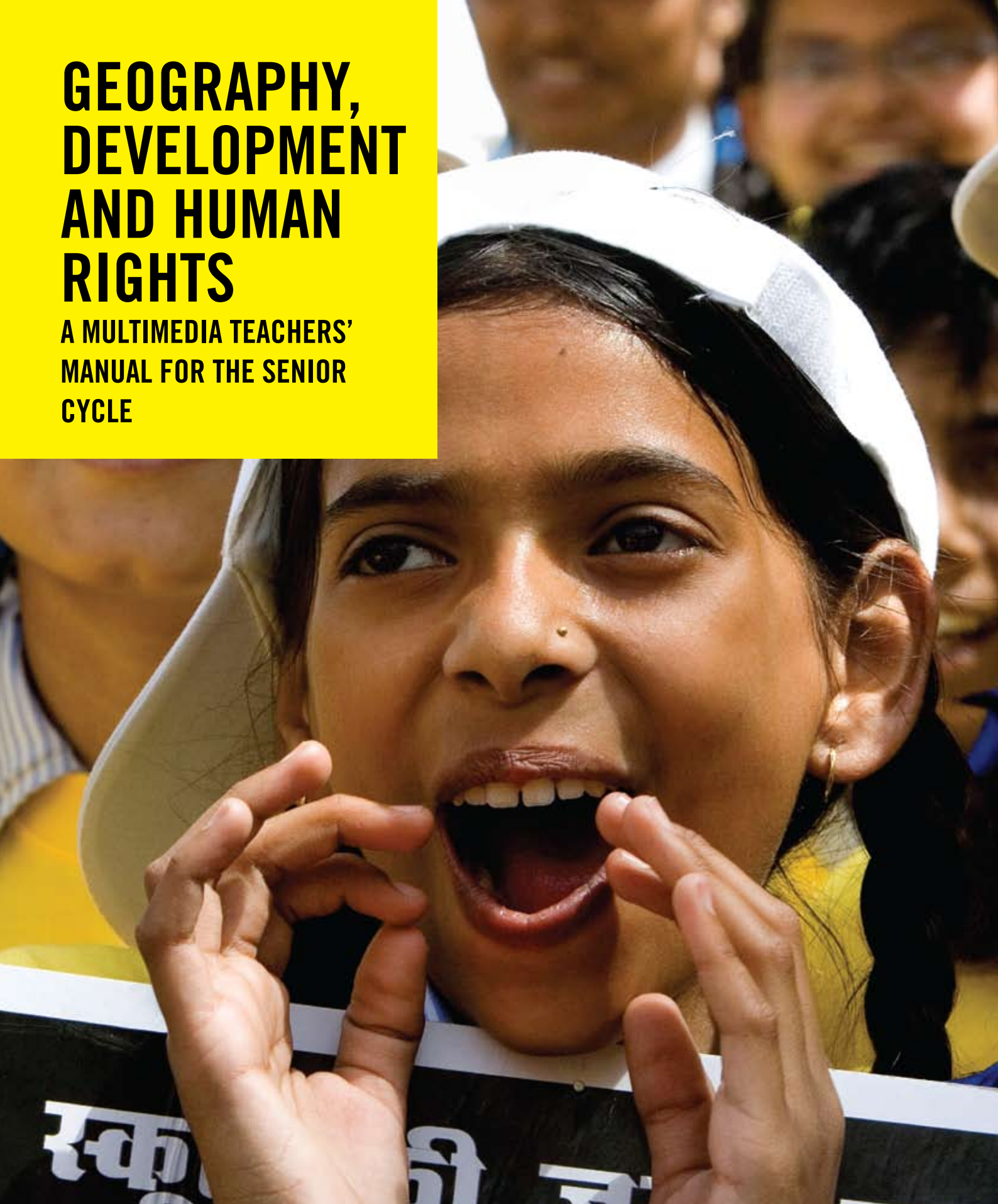


GEOGRAPHY, DEVELOPMENT AND HUMAN RIGHTS

A MULTIMEDIA TEACHERS'
MANUAL FOR THE SENIOR
CYCLE



AMNESTY
INTERNATIONAL



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An Roinn Gnóthaí Eachtracha

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Schoolchildren shout slogans during a rally to solicit responsible participation from citizens in the ongoing elections, in New Delhi, India, 22 April 2009, © Amnesty International

CONTENTS

INTRODUCTION:2

CLASS ONE: Introduction to Human Rights and Poverty.....3

Handout 1.....7

CLASS TWO: Approaches to Development.....10

Handout 2.....14

CLASS THREE: Global Slums and Human Rights.....15

Handout 3.....17

CLASS FOUR: Multinational Corporations, Human Rights
and Sustainable Development.....18

Handout 4.....22

CLASS FIVE: Gender, Development and Human Rights.....23

Handout 5.....26



INTRODUCTION

What Is Human Rights Education?

Human Rights Education (HRE) is teaching about human rights and encouraging respect for these rights. Knowledge and understanding of human rights can give young people a common language of respect, equality and dignity as well as shared values to create a more peaceful and just society. The right of all students to learn about human rights is enshrined in the Convention on the Rights of the Child. HRE involves:

- Knowledge and understanding about human rights;
- Attitudes and behaviour respectful of human rights;
- Skills to uphold and protect human rights.

How to Use This Teachers' Pack

This teachers' pack is designed to be taught alongside the Leaving Certificate Geography syllabus. All lessons are linked to corresponding units in the geography syllabus. It has been written to complement existing geography textbooks. Each class builds on what the student has learned from the core syllabus and adds a human rights component to these topics.

At the beginning of each class we have outlined the material needed for that class, including which items can be found on the DVD. This pack, like the Leaving Certificate syllabus, is not designed to be taught in a linear fashion. Instead teachers, as the best judges of their students' ability, can pick and choose when to incorporate these classes into their yearly plan.

This Pack Includes:

- Video diaries of people living in poverty;
- Links between human rights and curriculum topics;
- Class exercises on human rights issues;
- Image folders;
- New statistics and facts about people living in poverty.



*A young girl leaps through the ribbon as she wins a race at her school in Dhaka, Bangladesh, 2008.
© Amnesty International.*

CLASS ONE

POVERTY AND HUMAN RIGHTS



AIM

To introduce students to the relationship between poverty and human rights.



OBJECTIVES

Students will have

- Understood the interrelationship between poverty and human rights;
- Analysed how violations of human rights are a major cause of poverty;
- Identified different barriers to accessing rights;
- Recognised that the Universal Declaration of Human Rights provides a framework which can be effectively used to address poverty.



CURRICULUM LINKS

- Unit 2.2: Regional Geography;
- Unit 2.2: Global Inequalities;
- Units 6.2 and 6.4: Global Interdependence.



MATERIALS NEEDED

- Computer or DVD player;
- DVD with *Human Needs Human Rights* (20 mins);
- Slideshow of images.



NCCA KEY SKILLS

Communication;
Being personally effective;
Working with others;
Critical and creative thinking.



LENGTH

Two class periods.



Rally outside the embassy of Zimbabwe in Pretoria in support of human rights defenders, Pretoria, South Africa, December 2004. © Amnesty International.

TEACHERS' NOTES

Nelson Mandela, 3 February 2005.

“Like slavery and apartheid, poverty is not natural. It is man-made and it can be overcome and eradicated by the actions of human beings. Overcoming poverty is not a gesture of charity. It is an act of justice. It is the protection of a fundamental human right, the right to dignity and a decent life.”

WHAT ARE MY HUMAN RIGHTS?

- Human rights are **rights** or **entitlements**: which belong to us all because we are human beings;
- Human rights are **universal**: they apply to all people, everywhere, without exception, in all countries of the world;
- Human rights are **inalienable**: you cannot lose or transfer your human rights.

What are My Rights?

You have **economic, social and cultural rights** relating to the material necessities of life, such as the right to:

- Adequate housing
- Health
- Work
- Social security

You have civil and political rights including:

- Freedom to express yourself
- Access to information
- A right to life
- A fair trial
- Freedom from torture
- Privacy and respect for your family life

Underpinning all of these is the right **not to be discriminated against** because of race, colour, gender, language, religion, political or other opinion, national or social origin, property, birth or other status. There is **no hierarchy of rights**.

POVERTY AND HUMAN RIGHTS

Global Poverty- A Snapshot

People in the developed and developing world have been fighting to reduce global poverty for some time. Despite progress in some areas the statistics paint a bleak picture. Today more than one billion people across all continents live in slums and close to three billion human beings live in poverty. In Pakistan, of every 1,000 children that are born 97 will die before the age of five. According to the United Nations Development programme in 2005, over 1.4 billion people worldwide lived on less than \$1 a day. Almost half the world – over three billion people – live on less than \$2.50 a day.

The different ratios for maternal mortality across rich and poor communities are one of the starkest illustrations of this discrimination and exclusion. According to the United Nations Development programme Ireland has a maternal mortality ratio of one woman per 100,000 live births, whereas

Somalia has a maternal mortality ratio of 1,400 women per 100,000 live births. Within the US, African-American women are nearly four times more likely to die of pregnancy-related complications than white women.

Poverty is Not Just About Income

The failure to address the root causes of poverty is key to understanding why global leaders and international agencies have been unsuccessful in reducing poverty. Reducing poverty has traditionally been seen as all about income. This approach focuses on Gross Domestic Product (GDP), economic growth percentages, job creation, levels of foreign investment and foreign aid. While these are important, and have contributed to some poverty alleviation, we can see that people are still suffering greatly due to poverty. If you look at the stories of people living in poverty a recurring theme emerges. People end up in poverty because they are discriminated against for having the wrong skin colour or religious beliefs. Others are repressed by the state or deprived of the opportunities to pull themselves out of poverty. The root causes of poverty are not just about how many dollars you earn per day. They are about being denied access to your human rights.

Human Rights and Poverty are Interrelated

Human rights and poverty are interrelated. They all depend on each other. You cannot enjoy your right to vote if you have no house. Your right to work is at risk if you do not get your right to education. Once you look more closely at the lives of people living in poverty you see how poverty is not just about having very little money. These people face threats to their security, they are excluded from decision making processes, they may not be able to vote or they may not have access to adequate medical facilities. It is the daily violations of human rights that connect human rights and poverty.

The Universal Declaration of Human Rights

The Universal Declaration of Human Rights (UDHR) was adopted by the nations of the world in 1948. This extraordinary document sets out in thirty simple articles the rights to which every person is entitled by virtue of the fact that we are human. It is a powerful promise to bring about a world that recognises your civil, political, economic, social and cultural rights.

To fulfil this promise we must strive to create a world in which human rights are universal and indivisible. This means that to truly enjoy your human rights you must be able to experience all of those included in the Universal Declaration of Human Rights.

Steps

1. Introduce your class to human rights using the teachers' notes provided;
2. Explore with your class the link between human rights and poverty using the teachers' notes provided;
3. Show your class the film *Human Needs Human Rights* (20 mins);
4. Before playing the film divide the class into two groups. Assign each group one of the two countries that are examined on the film: Mexico and the United States. Ask each group to take notes from the film on their assigned country case study;
5. After watching the film ask your class the questions on the following page.

Discussion Questions

- Which human rights are denied to the people in the film?
- In the film a Mexican trade unionist says...“We have been jailed so that the companies can continue cutting down the forests...During the night they tortured us.” Discuss why you think this happened;
- From the case study in the United States one of the activists said... “People don’t believe that they [human rights violations in the United States] exist.” Why would he say that?

THE UDHR AND POVERTY

Steps

1. Look at how the UDHR lays down a list of our fundamental human rights. These include both civil and political rights as well as what are called economic, social and cultural rights. The UDHR shows that no human right can be enjoyed in isolation. Therefore health care, hunger, homelessness, illiteracy, discrimination and access to essential resources are all human rights issues. Ask the students to think about what it would be like to live in poverty and to make a list of what issues would concern them;
2. Distribute the UDHR to each group, see handout 1 page 8. Ask participants to cut out the rights in the UDHR and match them up with the list they have already written, see the **teachers’ examples** provided below.

Poverty	Human Right Violated
Being consistently hungry and malnourished	Everyone has the right to a home, enough food and health care
Living in fear of forced evictions	Everyone has the right to life and the right to live in freedom and safety
Children working instead of going to school	The right to education
Being treated as a lesser person because you are female	The right to equality
Being abused because of your beliefs	The right to freedom of belief and religion

HOT SEATING

Steps

1. Following on from the previous exercise, ask the class to put themselves in the shoes of someone living in poverty. Each group will have taken notes on their country case study from the film. As a group, give them the role play cards and discussion questions provided, see handout 1, and ask them to answer the discussion questions as if they were the people from their case study;
2. Try to have each member answer a question from the hot seating questions, see handout 1. They should try to represent the points of view of the people from their case study.

HANDOUT 1

ROLE PLAY CARDS FOR HOT SEATING

Mexico

Rodolfo Montiel

You have been imprisoned on false charges of drug trafficking and possession of illegal weapons. You were picked up for protesting against logging companies who are destroying the land and water that peasant communities like yours rely on to survive. You were tortured into a false confession. You spent more than two years in jail for crimes you did not commit.

Digna Ochoa

You are the lawyer representing Rodolfo and Teodoro. You have become involved in their campaign to protect the land and water used by peasant communities because you strongly believe in social, economic and cultural rights. You have received numerous threats and have been subjected to hours of intense interrogation. Digna was kidnapped twice before being assassinated in 2001.

United States

Cheri Honkala

You are one of the founding members of the Kensington Welfare Rights Union. As someone who lived on welfare before, you understand the importance of your organisation. You believe that improper allocation of resources, such as healthcare, food, and housing, is the main cause of economic rights violations in this country.

Willie Baptist

You are a member of the Kensington Welfare Rights Union. You see that the economic situation in Philadelphia is duplicated throughout the United States. While your group does important work helping the families in the Kensington area, its real purpose is to start a nationwide and worldwide movement against economic rights violations. It can play a role in telling the people of the United States that, despite its level of development, human rights violations occur every day in your country.

Discussion Questions for Hot Seating

1. Think about the people in your case study and the following Questions:
 - Do they have as good a chance as anyone else of getting a job for which they are qualified?
 - Is their right to be treated equally respected?
 - Are they free from discrimination?
 - Do they worry about getting ill?
 - Is their right to adequate medical care respected?
 - Do they feel safe and happy in their work?
 - Is their right to education respected?
2. How can they claim their human rights?
3. What would each of you do to improve the situation in your case study?

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR): SHORTENED VERSION



1. Everyone is born free and has dignity because they are human.	7. The law is the same for everyone and should protect everyone equally.
2. Everyone has equal rights regardless of differences between people such as gender, colour, religion, language, wealth or political opinion.	8. Everyone has the right to ask for legal help when their basic rights are not respected.
3. Everyone has the right to life and the right to live in freedom and safety.	9. No one should be arrested, imprisoned or expelled from their country without good reason.
4. No one shall be held in slavery.	10. Everyone has the right to a fair trial, if accused of a crime.
5. Everyone has the right not to be hurt, tortured or treated cruelly.	11. Everyone has the right to be presumed innocent until proven guilty, if accused of a crime.
6. Everyone has the right to be treated as a person under the law everywhere.	12. Everyone has the right to privacy.

13. Everyone has the right to travel within and outside their own country.	22. Every country must do its best to ensure that everyone has enough to live a life of dignity.
14. Everyone has the right to seek asylum in another country, if they are being persecuted in their own country.	23. Everyone has the right to work for a fair wage in a safe environment and also has the right to join a trade union.
15. Everyone has the right to a nationality.	24. Everyone has the right to rest and leisure time.
16. Everyone has the right to marry and have a family.	25. Everyone has the right to a home, enough food and health care.
17. Everyone has the right to own property on their own or with others. No one should have their property taken from them without good cause.	26. Everyone has the right to education and to free primary education.
18. Everyone has the right to their own free thoughts, conscience and religion including the right to practice their religion privately or in public.	27. Everyone has the right to take part in the cultural life of their community and the right to benefit from scientific and artistic learning.
19. Everyone has the right to say what they think and to share information with others.	28. National and international laws and institutions must make possible the rights and freedoms set out in this declaration.
20. Everyone has the right to meet with others publicly and privately and to freely form and join peaceful associations.	29. Everyone has the responsibility to respect and uphold the rights of others in their community and the wider world.
21. Everyone has the right to vote in regular democratic elections and to take part in the government of their country.	30. No one has the right to take away any of the rights in this declaration.



CLASS TWO

APPROACHES TO DEVELOPMENT



AIM

To introduce students to the empowerment approach to development.



OBJECTIVES

Students will have

- Critically analysed the various approaches to development;
- Understood the various roles non governmental organisations (NGOs) can play in development;
- Examined a case study that used the empowerment approach.



CURRICULUM LINKS

- Unit 2.2: Global Inequalities;
- Unit 6.2: Role of NGOs;
- Unit 6.3: Empowering people.



MATERIALS NEEDED

- Computer or a DVD player;
- DVD with *Michael's Journey – A Chance to be Heard* (15mins);
- Slideshow of images;
- Handout 2 or the slideshow of images that contains the proverbs on the DVD.



NCCA KEY SKILLS

Communication skills;
Working with others;
Critical thinking.



LENGTH

One class.



Children race against each other outside the new arrivals section of Ifo camp in Dadaab, Kenya, December 2008.
© Amnesty International.

TEACHERS' NOTES

Development, Human Rights and Empowerment

NGOs, governments and individuals have been tackling development issues for some time, using a variety of approaches. Each approach reflects a different analysis of the causes of global poverty and the possible solutions to that problem. NGOs involved in development work tend to employ a combination of these approaches to their work. However each of them reflects an underlying assumption about the causes of global poverty and the possible solutions.

The Welfare Approach

This is characterised by providing welfare and relief work. It is a pragmatic, often effective, way of delivering relief without confronting the institutional or political causes of poverty. There is often a heavy emphasis on volunteers or specialists in areas such as engineering, construction, emergency rescue and food provision. This approach often appeals to NGOs, governments and the public because it provides tangible outcomes such as buildings, health service provision or emergency relief.

The Development Approach

This involves providing support to local groups within developing countries who are involved in self-help projects. The bulk of NGOs fall into this category and provide health, housing, agricultural, educational projects, etc. This approach can involve volunteers or specialists in particular areas but often supports local groups directly by providing resources, training and advice. Many NGOs combine both the “welfare” and “development” approaches.

Michael Nyangi in *Michael's Journey – A Chance to be Heard*

“When we talk of poverty, poverty is not only lack of money or maybe food, but it is also when women and girls lack the opportunity to express themselves, that is also poverty.”

The Human Rights Approach

Human rights law places an obligation on governments to protect our human rights and gives the opportunity to rights holders to claim those rights. A human rights approach to development looks at how people in poverty can claim their rights and demand that their governments deliver their obligations. This helps to promote the sustainability of development work. It empowers people, especially the most marginalised, to participate meaningfully in the decisions and processes that shape their lives. Crucially, it also helps them to hold to account those responsible for protecting their human rights.

Man from Kibera slum in *Michael's Journey – A Chance to be Heard*

“It is a very good thing that he (Michael from Kibera slum) went there [to the UN conference] because we now know at least that we can fight poverty and that poverty will end.”

Steps

1. Introduce the different approaches to development to the class using the teachers' notes;
2. Watch the film *Michael's Journey – A Chance to be Heard* (15 minutes) on empowerment;
3. Show the slideshow of images or hand out copies of the development proverb, see handout 2;
4. Hold a class discussion using the following questions. You can play the slideshow of images during the class discussion.

Discussion Questions

- Discuss what the term “empowerment” means in relation to Michael’s story;
- In your opinion how has Michael’s trip benefited his people?
- Compare this approach to development to the other development approaches;
- One of the men from the Kibera slum said: “We expect to get more changes, because he represented us, because now you know our views, you know the problems being presented to us. So we know you know basically what is taking place in Kibera slum.” Discuss how you might feel empowered if you lived in Kibera slum.



The community is building a school roof for the marketplace. At the same time elderly professional workers are training younger workers in construction skills. An NGO is providing materials and monitoring the project, Gbarlatuah Town, Bong County, December 2005. © Amnesty International.

FOLLOW-UP ACTIVITY: MOVING DEBATE

Statements about NGOs in Development

- The role of NGOs is to provide emergency help to people in need;
- NGOs are more accountable to their donors than to the people they help;
- NGOs that aim to help people living in poverty have an obligation to challenge those in power.

Steps:

1. Assemble the class in a room. Call out one of the three statements to start the debate;
2. Those who agree with the statement should move to one side. Those who disagree should move to the other side of the room and those who are unsure should go to the middle of the room;
3. A microphone, this can be a pretend microphone, is then passed around to those who wish to speak should do so to try to convince the others to change their minds;
4. Anyone can change sides at any time if they are persuaded by the other students. If they become less sure of their position they can move into the middle. There are no winners or losers. The object is not to get more people on your side, but to help student's to express their own views and listen to those of others.



Girls in a poor district of Delhi, India, search through a refuse tip for items to sell, 2005. © Amnesty International.

HANDOUT 2



Children taking part in a community mapping session with Amnesty International, Port-au-Prince, Haiti, 14 March 2008. © Amnesty International.

THE PROVERBS

The Charity Approach

“Give someone a fish and you feed them for a day.”

The Development Approach

“Teach someone to fish and you feed them for a lifetime.”

The Human Rights Based Development Approach

“Teach someone to fish and you feed them for a lifetime.”

But what if that person has no access to markets to sell that fish? What if they are illegally evicted from their homes? What if the water they fish in is polluted and they have no say in stopping a multinational corporation from polluting their river? **Educate someone about their rights and equip them with the necessary skills to claim them and they will break out of the poverty trap.**

CLASS THREE

GLOBAL SLUMS AND HUMAN RIGHTS



AIM

To learn about the human rights abuses that affect people who live in slums.



OBJECTIVES

Students will have

- Examined how urban population growth has led to the growth of slums;
- Critically assessed the arguments for and against forced evictions in slums;
- Understood the human rights abuses that occur in slums;
- Communicated effectively their views on this topic.



CURRICULUM LINKS

- Unit 5: Patterns and Processes in the Human Environment;
- Unit 5.2: Population Characteristics have an Impact on Levels of Human Development;
- Unit 5.5: The Dynamics of Population Settlements;
- Unit 5.6: Problems in the Developing World with the Expansion of Cities.



MATERIALS NEEDED

- Computer or DVD player to play the film;
- DVD with *World Habitat Day Ghana* (7mins);
- Slideshow of images;
- Factsheet on slums, see handout 3.



NCCA KEY SKILLS

Communication skills;
Working with others;
Critical thinking.



LENGTH

One class.



School children in Ghana take part in Amnesty International's Demand Dignity campaign, calling for 'Respect Human Rights in Slums', 2010. © Amnesty International.

TEACHERS' NOTES

Slums and Human Rights

More than a billion people across all continents live in slums. These communities are characterised by inadequate housing, lack of basic services, overcrowding and high levels of violence. But they are also places where families live, work and raise their children. Yet many governments are failing to protect the rights of these people.

Around the world slum populations are growing at alarming rates. Rural poverty, conflict, natural disasters, climate change, forced evictions and corporate land grabbing force people to migrate to cities where affordable housing is scarce.

Male Slum Resident in *World Habitat Day Ghana*

"I have lost my entire family and have nowhere else than to live here, hustling and trying to provide for myself and my children."

People living in slums experience a staggering number of human rights violations. They are routinely denied their rights to adequate housing, safe water, sanitation and drainage, health and education and can face the constant threat of police or gang violence and forced eviction. The absence of health facilities and schools in many slums severely restricts access to health care and education. Malnutrition and child mortality rates in slums are very high.

Steps

1. Hand out the factsheet on slums;
2. Watch the film *World Habitat Day Ghana* (7mins);
3. Ask the class to take notes of the key arguments presented in this film;
4. Engage the class in a discussion, posing the following questions. You can play the slideshow of images on the DVD during your discussion.

Discussion Questions

- Ask the class to imagine if they lived in a slum what that experience would be like. How would their lives be different?
- Ask the class what human rights violations are suffered by people living in slums. For example; their rights to adequate housing, to safe water, to vote, to sanitation and drainage, to health and education;
- The developer Nii Teiko Tagoe says in the film that the slum is,... "really not something to be proud of as a Ghanaian." Do you think he is right?
- Do you think the families living in slums should be forced to leave?
- What are the people asking for in the film?
- What do you think the government can do to help them?

HANDOUT 3

FACTSHEET: SLUMS

Global Snapshot

In 2007, for the first time, most of the world's population lived in towns and cities. By 2030, 80 per cent of the world's population will live in cities in the developing world. In 2001, according to UN-Habitat 924 million people, approximately one third of the world's urban population, lived in slums. This is believed to have increased to one billion in 2007 and it is predicted that it will increase to two billion in thirty years, unless immediate action is taken.

- Asia – 60 per cent of the world's slum population – 554 million people;
- Africa – 20 per cent of the world's slum population – 187 million people;
- Latin America and the Caribbean – 14 per cent of the world's slum population – 128 million people;
- Europe and other developed countries – 6 per cent of the world's total slum population – 54 million people.

What is a “Slum”?

UN-Habitat defines a slum household as a group of individuals living under the same roof in an urban area who lack **one or more of the following**: access to water, sanitation, sufficient living area, durable housing and secure tenure. It is important to note that slums vary enormously within and between countries. According to UN-Habitat,...“slum dwellers die earlier, experience more hunger, have less education, have fewer chances of employment in the formal sector and suffer more from ill-health than the rest of the urban population.” A slum is also a community of people and families, of schools and businesses, and of commerce and creativity. It is a place where many people choose to live because it is their home.

- One in three city residents live in insufficient housing with no or inadequate services;
- In 2002 nearly half the developing world (2.5 billion people) had no access to proper sanitation and it is estimated that 1.6 million people die annually as a result of poor sanitation and hygiene;
- Life expectancy for Roma living in informal settlements in some European countries has been estimated at 20 years lower than the majority population;
- In most cases people living in slums do not have an address and therefore cannot vote in elections, are unable to get financial assistance from the government and cannot open a bank account or receive any letters.

Factors Leading to the Creation of Slums

- Rapid urbanisation and rural-urban migration;
- Poverty, discrimination and social exclusion;
- Globalisation and rural poverty;
- People being forced to move by new development and conflict, including repeated forced evictions;
- Poor urban planning, such as little low income housing and/or high number of substandard housing structures;
- Growth of large unofficial sectors of employment;
- Population growth which leads to increased urbanisation.

CLASS FOUR

MULTINATIONAL CORPORATIONS, HUMAN RIGHTS AND SUSTAINABLE DEVELOPMENT



AIM

To learn about how economic growth that promotes unsustainable development has negative impacts on the environment and human rights.



OBJECTIVES

Students will have

- Identified how the by-products of mining industries can impact human rights;
- Examined how the actions of Multinational Corporations' (MNCs) actions can violate human rights and cause social problems;
- Gained an understanding of positive corporate practice that would prevent human rights abuses in the future.



CURRICULUM LINKS

- Unit 1.2: Renewable or Non-Renewable Development;
- Unit 1.2: Exploitation of Natural Resources;
- Units 2.3 and 4.3: Environmental Impact of Economic Development;
- Unit 4.2: Social problems arising from economic development;
- Unit 6: Sustainable Development;
- Unit 6.2: One world.



MATERIALS NEEDED

- Computer or a DVD player;
- The DVD with *Don't Mine Us Out Of Existence* (8min);
- Slideshow of images;
- Handout 4 the Grameen Bank case study.



NCCA KEY SKILLS

Communication skills;
Working with others;
Critical thinking.



LENGTH

One class.



The Vedanta alumina refinery at night, Lanjigarh, Orissa, India, February 2009. © Amnesty International.

TEACHERS' NOTES

Education for Sustainable Development

“Sustainable development is seeking to meet the needs of the present without compromising those of future generations. We have to learn our way out of current social and environmental problems and learn to live sustainably. Sustainable development is a vision of development that encompasses populations, animal and plant species, ecosystems, natural resources and that integrates concerns such as the fight against poverty, gender equality, human rights, education for all, health, human security, intercultural dialogue, etc.” (UNESCO)

Multinational Corporations (MNCs), Human Rights and Sustainable Development

Globalisation has brought unprecedented power and influence to multinational corporations (MNCs). But, when the activities of MNCs’ undermine human rights and drive people deeper into poverty, there is often no effective way to hold companies to account or to ensure justice for their victims.

Companies have an enormous impact on the rights of individuals and communities. This can be positive, for example the creation of new jobs and an increase in state revenue that can be used to fund public services. But human rights are abused, when MNCs exploit weak and poorly enforced national laws, that are meant to protect citizens against such abuses. This lack of strong international accountability mechanisms can have a devastating effect upon developing countries.



A fisherman with his canoe in Goi, Ogoniland, Nigeria, 28 January 2008. Oil pollution has damaged crucial sources of livelihood for communities, including farming and fisheries. © Amnesty International.

Mining for non-renewable resources, such as copper or other valuable minerals found in the ground can lead to depletion of those resources. Allegations of human rights abuses are particularly high in this industry. This is not surprising, given the impact that such operations have on land and water resources. The oil industry in the Niger Delta of Nigeria has brought poverty, conflict, human rights abuses and despair to a significant amount of local people in the oil-producing areas. Pollution and environmental damage caused by the oil industry have resulted in violations of the rights to health and a healthy environment, the right to an adequate standard of living (including the right to food and water) and the right to gain a living through work, for hundreds of thousands of people.

Local communities may also be forcibly relocated to make way for extractive mining. In 2009, police forcibly evicted villagers living alongside the Porgera gold mine in Papua New Guinea. Families were forced to flee from their homes as police burned down their houses. The government of Papua New Guinea provided no alternative housing to those evicted and many of the families from the area now depend on their relatives and friends for shelter and food.

Traditional livelihoods – and lives – can be destroyed or threatened as land is contaminated and water supplies are polluted or overused. This is happening in Orissa in India.

Ramesh Gopalakrishnan, Amnesty International's researcher on South Asia

“People are living in the shadow of a massive refinery, breathing polluted air and afraid to drink from and bathe in a river that is one of the main sources of water in the region...It is shocking how those who are most affected by the project have been provided with the least information.”

Steps

1. Explain to the class the relationship between human rights abuses and economic development;
2. Play the film *Don't Mine Us Out Of Existence* (8 mins);
3. Ask the students to take notes when watching the film;
4. You can play the slideshow of images on the DVD during your discussion;
5. Ask the class the following questions.

Discussion Questions

- Senapathy Naik, of Chhattarpur village in *Don't Mine Us Out Of Existence* says, “There are some very serious cases of skin complaints. We have informed the authorities all about this. We have informed them. But no-one is listening to us or our problems and finding solutions to them.” How else can the operations of an MNC impact on people's human rights?
- Delia Harijan, from Chhattarpur Village in *Don't Mine Us Out Of Existence* says, “My father took a bath in the river Vamsadhara and came home. He started vomiting and died a cruel death. The company gave us nothing. When the company came it promised us jobs. Now the caustic water, the dust, air pollution, the noise, is getting into our rivers, our homes, our food and is slowly poisoning us.” Should MNCs be held to account for these abuses of human rights?
- How can MNCs enable communities, in areas where they operate, to participate in decisions affecting their lives?
- Discuss the argument that without MNCs the communities they work in would have few opportunities for economic growth;
- Can you think of anything else MNCs could do to ensure they respect people's human rights?

MNCs, Empowerment and Human Rights

Denied education, health care, and exposed to insecurity and harsh conditions, people living in poverty lack the essential elements to live a dignified life. Unable to get a fair hearing or to influence decisions imposed upon them, they are left exposed to further threats and more deprivation, deepening the downward spiral. This experience repeats itself over and over again, whether among villagers in Bangladesh, women in Mexico, victims of violence in South Africa, the Roma minority in Europe or Indigenous peoples in the Americas.

Taken together they add up to a problem of power; more explicitly the powerlessness that those living in poverty feel in relation to the events and people that have an impact on their daily lives. They are powerless to obtain what they need to live a dignified life; to manage insecurity; to hold to account institutions that affect their lives, and to play an active role in society.

“Because poverty denies people any semblance of control over their destiny, it is the ultimate denial of human rights,” says economist and Nobel Prize winner Professor Muhammad Yunus. By asserting their rights and challenging this cycle of poverty, those living in poverty place themselves at the centre of the debate to fight the conditions that keep them poor. Human rights give a voice to the voiceless.

An argument commonly used against businesses that take human rights seriously is that, “Human Rights are a luxury poor people cannot afford”. In developed countries, a similar argument is often used e.g. “human rights are for good times, not for recessionary times”. But the Grameen Bank is an example of how, by creating an inclusive and empowering business model, companies can not only do good business but also ensure that those living in poverty have an opportunity to control their destiny.

Steps:

1. Using your teachers' notes discuss with the class the topic of MNCs, empowerment and human rights. Hand out the information sheet on the Grameen case study, handout 4;
2. Discuss how the Grameen Bank is an MNC that empowers its customers.



Boys washing at a water pump near the Vedanta Aluminium plant, Dhinkia village, Jagatsinghpur, Orissa, India, 19 June 2008. © Amnesty International.

HANDOUT 4

Case Study: The Grameen Bank

The origins of the Grameen Bank can be traced back to 1976 when Professor Muhammad Yunus, while Head of the Rural Economics Programme at the University of Chittagong in Bangladesh, launched a project to examine the possibility of designing a system to provide banking services for the rural poor. The Grameen Bank Project (grameen means “rural” or “village” in the Bangla language) came into operation with the following objectives:

- Extend banking facilities to poor men and women;
- Eliminate the exploitation of the poor by money lenders;
- Create opportunities for self-employment for the huge numbers of unemployed people in rural Bangladesh;
- Bring the disadvantaged, mostly women from the poorest households, within the fold of an organisation that they can understand and manage by themselves;
- Reverse the age-old vicious circle of “low income, low saving and low investment”, into a virtuous circle of “low income, injection of credit, investment, more income, more savings, more investment, more income.”

Today the rural poor the bank serves are also its owners. Borrowers of the bank own 90 per cent of its shares, while the government owns the remaining 10 per cent. As of January 2010, it has 8.01 million borrowers, 97 per cent of whom are women. With 2,563 branches, the Grameen Bank provides services in 81,343 villages.

Grameen in the US

But the Grameen Bank does not just operate in the developing world. In January Grameen opened its first bank in the United States in Queens, New York. This is the first time Grameen has run its programme in a developed country. “I just want to live a little better, and one day own a little house or something,” said Socorro Diaz, 54, a borrower who sells women’s lingerie and jewellery. “I’m trying to change my life. Bit by bit.”

“Grameen America, which offers loans from \$500 to \$3,000, hopes to reach people who are part of the large segment of poor Americans without access to credit,” said Ritu Chattree, the Vice President for finance and development. The bank provides credit for bakers who can only buy enough eggs and milk for a day’s work because they cannot afford a refrigerator to store ingredients and for traders who borrow money every day to rent a cart. There are hair salon owners who take out loans every time they need to buy shampoo. Before Grameen America these customers would have often used pawnshops, or fallen prey to loan sharks who can charge interest rates of 200 or 300 per cent.

CLASS FIVE

GENDER, DEVELOPMENT AND HUMAN RIGHTS



AIM

To make students aware of the gender inequalities common in both developing and developed countries.



OBJECTIVES

Students will have

- Understood that gender inequalities are common in all countries, both developing and developed;
- Explored some of the causes and effects of gender inequalities;
- Analysed gender inequality using a human rights framework;
- Considered some of the different manifestations of gender inequality, such as unequal poverty rates, unequal literacy rates and unequal political representation;
- Gained an understanding of the connections between maternal mortality rates, poverty and human rights violations.



CURRICULUM LINKS

- Unit 6: Empowerment and Gender Roles.



MATERIALS NEEDED

- Computer or DVD player;
- DVD with *No Woman Should Die Giving Birth: Maternal Mortality in Sierra Leone* (17 mins);
- DVD with slideshow of the Gender Quiz;
- Slideshow of images;
- Handout 5 on women and poverty and with quotes from the film.



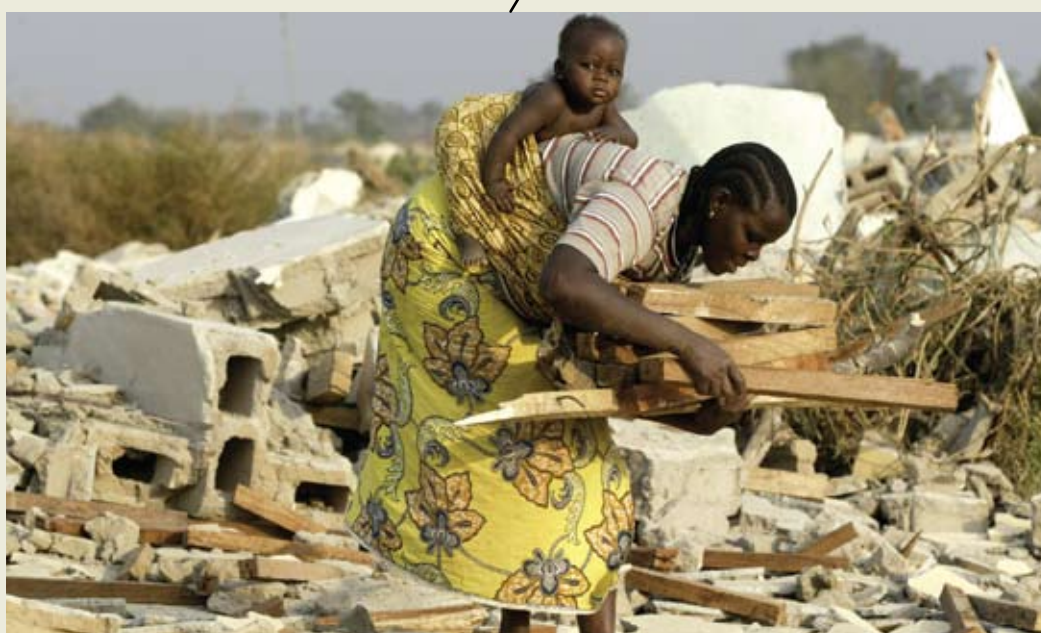
NCCA KEY SKILLS

Critical thinking;
Communication skills;
Information processing.



LENGTH

One class.



A woman resident carrying her child picks up wood from the rubble of demolished houses in the Chika area of Abuja, Nigeria, 6 December 2005. © Amnesty International.

TEACHERS' NOTES

Gender Inequality

Gender inequality is a worldwide phenomenon. However, it has a more devastating effect on the lives of women and girls living in developing countries. This is apparent from the fact that 70 per cent of people living in poverty are women. Men and women are often assigned different roles because of how genders are perceived. Often these expectations and judgments result in women being valued as less important in society. UNIFEM states that women do 66 per cent of the world's work, but earn only 10 per cent of the world's income.

Girls and women are therefore more vulnerable to human rights violations. The connections between human rights violations, poverty and gender inequality can be seen in many different ways. For example, 70 per cent of the world's hungry are women and girls. Also, worldwide, there are less girls in school than boys, because it is often assumed that girls will be the carers and homemakers, and that education is wasted when they are needed at home. As a result, 75 per cent of adults who are illiterate are women.

Poverty and Women

In addition to gender inequalities, women living in developing countries confront the inequalities of poverty. They face a much higher risk of dying in childbirth than women living in developed countries. In Nigeria, 1,100 women die for every 100,000 live births. In Italy, the ratio is three deaths per 100,000 live births. However, when these statistics are analysed further, especially vulnerable groups among women who face discrimination become apparent. African American women in the United States are almost four times more likely to die of pregnancy-related complications than white women. Despite being the richest country in the world, the United States as a whole ranks only 39th in the world listings of lowest maternal mortality rates. Pregnancy is not a disease, yet it poses extreme health risks for women living in developing countries, and vulnerable groups in developed countries. These risks could be easily minimised if quality maternal healthcare was made available to all women.

A human rights based approach to gender equality gets to the core of the most significant issues contributing to human rights violations and poverty – discriminations and inequality. By upholding the Universal Declaration of Human Rights, the equality of all citizens is promoted, through the explicit statement that men and women have equal rights, and that all people are entitled to these rights.



Women and children in Old Fadama, Slum Community, Accra, Ghana, September 2009. © Amnesty International.

Steps

1. Introduce the students to the relationship between poverty, human rights and gender inequality, using handout 5;
2. Ask the students to put away their handouts;
3. Quiz the students on gender inequality using the slideshow with multiple choice questions provided;
4. Show the film *No Woman Should Die Giving Birth: Maternal Mortality in Sierra Leone* (17 mins);
5. Ask the students to take notes on the gender inequalities, discrimination and examples of poverty and inequality depicted in the video;
6. You can play the slideshow of images on the DVD during your discussion;
7. Ask the students to give feedback to the class about the signs of poverty, inequality and discrimination that they noted in the video;
8. Ask the students to link these to violations of particular human rights in the UDHR.



Rashida Bi - Bhopal gas disaster survivor and activist, 17 April 2006. The release of gas at a pesticide plant in Bhopal, India, in 1984 killed thousands of people and thousands more have since died of gas related injuries. © Amnesty International.

HANDOUT 5

GLOBAL SNAPSHOT OF GENDER INEQUALITY

1. Gender Inequality and Poverty

FACT: *More than 70 per cent of the people living in poverty in the world are women.*

FACT: *Women do 66 per cent of the world's work, and earn 10 per cent of the world's income.*

FACT: *70 per cent of the world's hungry people are women and girls.*

FACT: *Women produce 60 – 80 per cent of the food in developing countries, and own 1 per cent of the land in developing countries.*

Women and men experience the effects of poverty in different ways because of their different roles in societies, communities and families. These roles are not always negative, but they often lead to expectations, judgments, and discrimination people based on their gender. This frequently results in women being seen as less valuable citizens in society. Gender inequality has had a much more devastating effect on women living in developing countries than those living in developed countries. These women often face double discrimination – as women, and as people living in poverty.

2. Gender Inequality and Education

FACT: *75 per cent of adults who are illiterate are women.*

Worldwide, there are fewer girls in schools than boys.

3. Poverty and Maternal Mortality

FACT: *In Nigeria, 1,100 women die for every 100,000 live births. In Italy, the ratio is three deaths per 100,000.*

FACT: *African American women in the United States are almost four times more likely to die of pregnancy-related complications than white women.*

FACT: *The United States is the world's richest country but has the 39th lowest maternal mortality rate (number of maternal deaths per 100,000 live births).*

In addition to gender discrimination, women living in developing countries confront the inequalities of poverty. Women living in poverty face a much higher risk of dying in childbirth than women who are better off. Pregnancy is not a disease, yet it poses extreme risks for women living in developing countries, and vulnerable groups within developed countries.

4. Gender Inequality and Human Rights

Gender inequality, poverty and human rights violations are strongly interconnected. Unequal recognition of human rights leads to assets such as land being restricted and a lack of control, over one's own life, all of which are characteristics of poverty.

Sia Koroma, First Lady of Sierra Leone speaking in *No Woman Should Die Giving Birth: Maternal Mortality in Sierra Leone*

“Hospitals must be built... Some hospitals do not have proper water supply, some hospitals do not have proper electricity or constant electricity supply. I look at it as a gross violation of women’s human rights – we lose so many people.”

Women and Poverty

Due to the different levels of equality for men and women they experience poverty differently. Significantly more women than men live in poverty. Women find it harder to get out of the poverty trap because of the often restrictive roles assigned to them by families, communities and societies. Inequality and discrimination are fundamental features of poverty. The force of this inequality is felt more deeply by women as they can be discriminated against simply because they are women and have a lower status in society.

Woman whose baby died the day after being born speaking in *No Woman Should Die Giving Birth: Maternal Mortality in Sierra Leone*

“I could not afford the operation. I later gave birth that day, but I lost my baby on the second day. Here it is very normal for one to die if you can’t afford the full cost for medication. At some point I was driven out of the hospital ward because of lack of money.”

How Poverty Affects Women

The right to own property is violated by national laws in many developing countries, which do not entitle women to own land. This leaves women dependent on landlords or the male members of their family for financial and food security. Women in all societies, to varying degrees, are expected to care for their families and households. Women produce 60 – 80 per cent of the food in developing countries, despite owning only 1 per cent of the land. Access to credit and to inheritance rights is also unequal for women.

EXAMPLE: In Sierra Leone, a woman’s status in society is equivalent to that of a child. Before marriage, a woman is subordinate to her father or brother, and after marriage, to her husband. If her husband dies, she is subordinate to her male relative, usually a brother, until she remarries.

The right to education is violated in many countries. Worldwide, according to UNIFEM, women make up a disproportionate 75 per cent of adults who are illiterate. It is widely recognised that education is an essential tool for empowering people to overcome poverty. Although developing countries have made significant progress in improving primary school access, there remain many contributing factors to gender inequality in education that have yet to be properly addressed.

Isa Kul from Sierra Leone, friend of a woman who died during childbirth, speaking in *No Woman Should Die Giving Birth: Maternal Mortality in Sierra Leone*

“We are dying because of lack of knowledge. We are dying because we are poor. We are dying because there is no-one that is hearing our stories.”

EXAMPLE: Many girls are expected to stay at home to take care of younger siblings or to do domestic work. With the increasing prevalence of HIV/AIDS, particularly in sub-Saharan Africa, many female members of families, often girls of school going age, are expected to look after sick family members or orphaned siblings. Lack of education makes it harder for women and girls to navigate society successfully and to claim their rights. According to UNICEF estimates 102,000 girls aged six to 17 worked as domestic servants in Haiti, in 2007.

The right to a standard of living adequate for one's health and well-being is violated by the existence and perpetuation of poverty. In many countries boys are seen as more economically valuable than girls. They are therefore better educated and better fed. As a consequence, more girls experience malnutrition and illiteracy than boys.

EXAMPLE: T.H., who took her meals with 12, and sometimes 20, other members of her husband's family told Amnesty International in May 2007 that when there were food shortages, she would be the last to eat. She said, “I am at the lowest end of all.”



Launch of the caravan, for Amnesty International's campaign to stop maternal mortality in Sierra Leone, September 2009. © Amnesty International.

How to use this DVD

Use your DVD player or computer to play this DVD-video disc.

We recommend the latest version of VLC for the PC. Select the “DVD [menus]” option to access all the content on this disc. Refer to your player's support information to resolve playback problems.

You can also find powerpoint versions of the slideshows in the ‘powerpoints’ folder on this disc.

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