

STAND UP FOR HUMAN RIGHTS

#STANDUP4HUMANRIGHTS



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National Coordination
Associated Schools
Network

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A large part of the work is group work with different work appendices for each group, so each student will work with an average of 30 pages, about half of which are pictures.



Take Action

All of us can promote and defend human rights. We are calling on everyone, individuals as well as governments, companies, the civil society, the UN family and others to join us and make a difference. Here are some options to get you started.

Introduction

In 2018, Human Rights celebrated their 70th birthday. On that occasion, the UN (United Nations) made the campaign STANDUP4HUMANRIGHTS. It is still active and filled with interesting materials about human rights [You can visit the website here.](#)

Inspired by the name and content of the campaign it is the pleasure of the Danish SDG (Sustainable Development Goals) Schools to invite schools from the Nordic countries to take part in the project “Nordic Camp: Standup4Human Rights.”

Together with a partner school from another Nordic country, it will be your task to investigate what human rights are, what state they are in in your own countries and around the world, and how you can stand up for human rights.

As you will see, you are going on a journey with 8 steps. Most of the steps will be round-

ed off with a product. You are going to exchange and communicate about your products with your partner school/class.

Therefore it is important that you agree with your partners upon common deadlines for the different steps, so you can exchange your products at the same time.

It is also important to keep all your products. You might be able to use them in step 6, 7 and 8 when it is your turn to take action and stand up for human rights.

Before you start investigating what human rights are, it may be a good idea to get to know your new partner schools and your new partners.



Step 1 – Get to know each other

by identifying differences and similarities between you yourself and your schools and how you practice teaching – for instance human rights. (Step 1 – School Profiles.)

Product: School profiles presented in words and pictures.



Step 2 – Test your knowledge

about human rights using a questionnaire. (Step 2 – questionnaire).

Product: A completed questionnaire



Step 3 – Find out what human rights are?

by working with an introduction video and short 1- minute videos, that give examples of daily life violations of all the human rights articles

(Step 3 – What are human rights?), (Step 3a – Facts and Figures), (Step 3b – The background of human rights) *Optional*

Product: Your own video roleplays illustrating daily life violations that you have experienced or heard about yourself. The video must be in English.



Step 4 – Examples of human rights violations locally, nationally and globally

(Step 4 – human rights violations)

Product: The podcasts might be based on the 10 different examples of violations of human rights that you will find in the material. However, you are also welcome to find other examples from your own country. But the product/podcast must be in English.



“To deny people their **human rights** is to challenge their very humanity.”

- Nelson Mandela

#STANDUP4
HUMANRIGHTS

UNITED NATIONS
HUMAN RIGHTS
OFFICE OF THE HIGH COMMISSIONER

70
YEARS
UNIVERSAL DECLARATION OF
HUMAN RIGHTS

Step 5a - What do the United Nations do? - to promote and protect human rights?

(Step 5a - What do the UN do?)

Product: No specific project



Step 5b - What do institutions and NGOs do - to promote and protect human rights?



(Step 5b - What do institutions and NGOs do?)

Product: a collage/poster presenting the work of NGOs in your country. The text must be in English.

Step 6 - Take action and stand up for human rights

(Step 6 - time to take action)

Product: Before the Nordic Camp in Copenhagen, you should make an outline of your plans of action.





Step 7 – Nordic Camp in Copenhagen: Standup4humanrights

(Step 7 – Nordic Camp in Copenhagen)

Your representatives, who are going to participate in the camp bring the outline to Copenhagen, where the participants present, discuss, and qualify their plans.

Remember also to bring your school profiles, so you can present them to your partner schools.

Product: A revised outline of your plans of action

Step 8 – Human Rights Day, December 10

Hopefully you return from the Nordic Camp with new inspiration. Of course, you now need some time to develop your outline to a detailed plan of action together with your classmates.

The suggestion is that all of you who have participated in the project launch your actions and stand up for human rights on 10 December – Human Rights Day. Maybe you can be in virtual contact with your partner-schools on Human Rights Day?

Maybe you also want to plan future co-operation.



School Profiles – Get to know each other

Step 1 – Get to know each other

Schools can look very different and yet the teaching can be very similar.

How does your school look from the outside? For instance: school buildings, yard, sports ground, playground, garden, etc.

How does your school look inside? For instance, classrooms, staff room, hall, canteen, library, group rooms etc.

Outside 1



Inside 1





The school yard 3

How many learners and teachers are there at your school? And how many learners are there in each class? If possible, take a picture of all learners and teachers and one of your classroom.

Equipment and Payment 4

What equipment do you have to facilitate your learning? For example, books, computers, televisions, whiteboards, blackboards etc.?

How much do you have to pay to go to school?
How much do you have to pay for books etc.?
How much do you have to pay for uniforms?

How is the teaching organized? 5

How are the tables in your classroom arranged? In straight rows, groups, in the shape of a horseshoe or...?

How much time during a normal day do you

- listen to the teacher?
- answer questions from the teacher?
- have to copy what the teacher writes on the blackboard?
- work individually?
- debate?
- work in groups?
- do project work?





Content? 6

How old are you? What grade are you in? Which subjects do you have? What knowledge, which skills and which competences do you learn at your school?

Knowledge can for instance be to know about

- other countries and cultures
- possible reasons for climate change
- Human Rights
- *continue the list yourself*

Skills can for instance be to be able to

- read and write
- work creatively
- use the social medias
- *continue the list yourself*

Competences can for instance be

- intercultural competence
- competence to act to change things
- innovation competence – to find new solutions to problems/challenges
- *continue the list yourself*

Influence 7

Do the learners have influence at your school?

Do the teachers listen to you? Do the teachers accept suggestions and proposals from you and your class? Do they respect you and do you respect the teachers?

Can you take part in decision making concerning the content of the teaching and the working methods – how you are taught?

Do you have a student council? If yes, what influence has it got? What can the student council decide?

Do you learn about Human Rights, and do you practice Human Rights in your daily school life?

Well-being 8

Do you and your friends feel well at your school and in your class? Is there a nice, including atmosphere? Is everybody accepted? What do you like best about your school? What is the worst about your school?

Procedure

You might divide the class in 8 groups with 3 – 4 learners in each group depending on the size of your class.

Group 1 work with area 1 – your school from the outside

Group 2 work with area 2 – your school inside

Et cetera

Presentations

Take pictures, videos or recordings with your phones or a camera and prepare an interesting presentation of your area in plenum. (Each presentation should last no more than 2 – 3 minutes).

Give feedback to each group after their presentation. Incorporate relevant improvements in your presentation.

(Remember that it is not allowed to take pictures of other learners and publish them, if you can recognize the persons)

Communication

Then it is time to send your presentations to your partner school and receive their work.

Go through the material, compare your schools, find similarities and differences, and begin to ask questions and communicate with your partners.

(When two learners from each participating school go to the Nordic Camp in Denmark in September, they must remember to bring their school presentations to present to their partner school)



The Danes' knowledge of and support for human rights is in general declining



Step 1 – Test your knowledge about Human Rights

In Denmark it unfortunately seems that knowledge of and attitude towards human rights are not too good. For example, **a study from the Danish Institute of Human Rights and UNICEF Denmark** shows that Danes' knowledge of and support for human rights in general is declining, and that challenge is greatest among young generations. When asked, almost half of the children and young people today cannot name a single human right, and an increasing number of children and young people are prepared to accept violence, surveillance, and torture.

Is the knowledge of and support for human rights in general also declining in the other Nordic countries?

You might work in pairs to answer the questionnaire. In the multiple-choice questions, you can for instance put a ring around the letter of the answer you consider correct.

When everybody has finished, you can present, compare, and debate your answers in plenum. Are there any surprises? Finally, you can count how many of you had the right answer to each question.

As there are no suggested answers to the 3 last questions, you can list your suggestions on a black/white board and add for instance a star each time they are mentioned again.

Finally, the time has come to exchange and compare your results and considerations with your partner class. Which differences and which similarities can you identify?

It is important to keep your products. You might have to use them in step 5, where it is time to take action and stand up for human rights.

Questionnaire

1 WHAT IS THE UNIVERSAL DECLARATION OF HUMAN RIGHTS?

- A The Declaration consists of one preamble/foreword and 20 articles affirming people's rights and freedoms
- B The Declaration consists of one preamble/foreword and 25 articles affirming people's rights and freedoms
- C The Declaration consists of one preamble/foreword and 30 articles affirming people's rights and freedoms.

2 WHEN AND BY WHOM WAS THE UNIVERSAL DECLARATION OF HUMAN RIGHT ADOPTED?

- A The United Nations General Assembly adopted the Declaration on 10 December 1948.
- B The League of Nations adopted the Declaration on 10 December 1918
- C The United Nations Security Council adopted the Declaration on 10 December 1988

3 WHY WAS IT ADOPTED

- A The Universal Declaration of Human Rights was the result of the experiences of the Second World War.
- B The Universal Declaration of Human Rights was the result of the experiences of the First World War.
- C The Universal Declaration of Human Rights was the result of the experiences of the Cold War.

4 WHICH DAY IS CELEBRATED EACH YEAR ON 10 DECEMBER?

- A Human Rights Day
- B Anti-Corruption-day
- C International Mountain Days

6 HOW MANY COUNTRIES HAVE RATIFIED/ SIGNED THE DECLARATION TODAY?

- A 153 member states of the United Nations
- B 173 member states of the United Nations
- C 193 member states of the United Nations

7 HOW MANY LANGUAGES HAS THE UNIVERSAL DECLARATION OF HUMAN RIGHTS BEEN TRANSLATED INTO?

- A More than 300
- B More than 400
- C More than 500

8 WHICH/HOW MANY HUMAN RIGHTS CAN YOU MENTION?

9 WHERE HAVE YOU HEARD OF HUMAN RIGHTS?

10 WHICH/HOW MANY/VIOLATIONS OF HUMAN RIGHTS CAN YOU MENTION?

11 WHICH OF THE FOLLOWING CAUSES THE MOST SEVERE VIOLATIONS OF HUMAN RIGHTS?

- A War
- B Climate change
- C Inequality

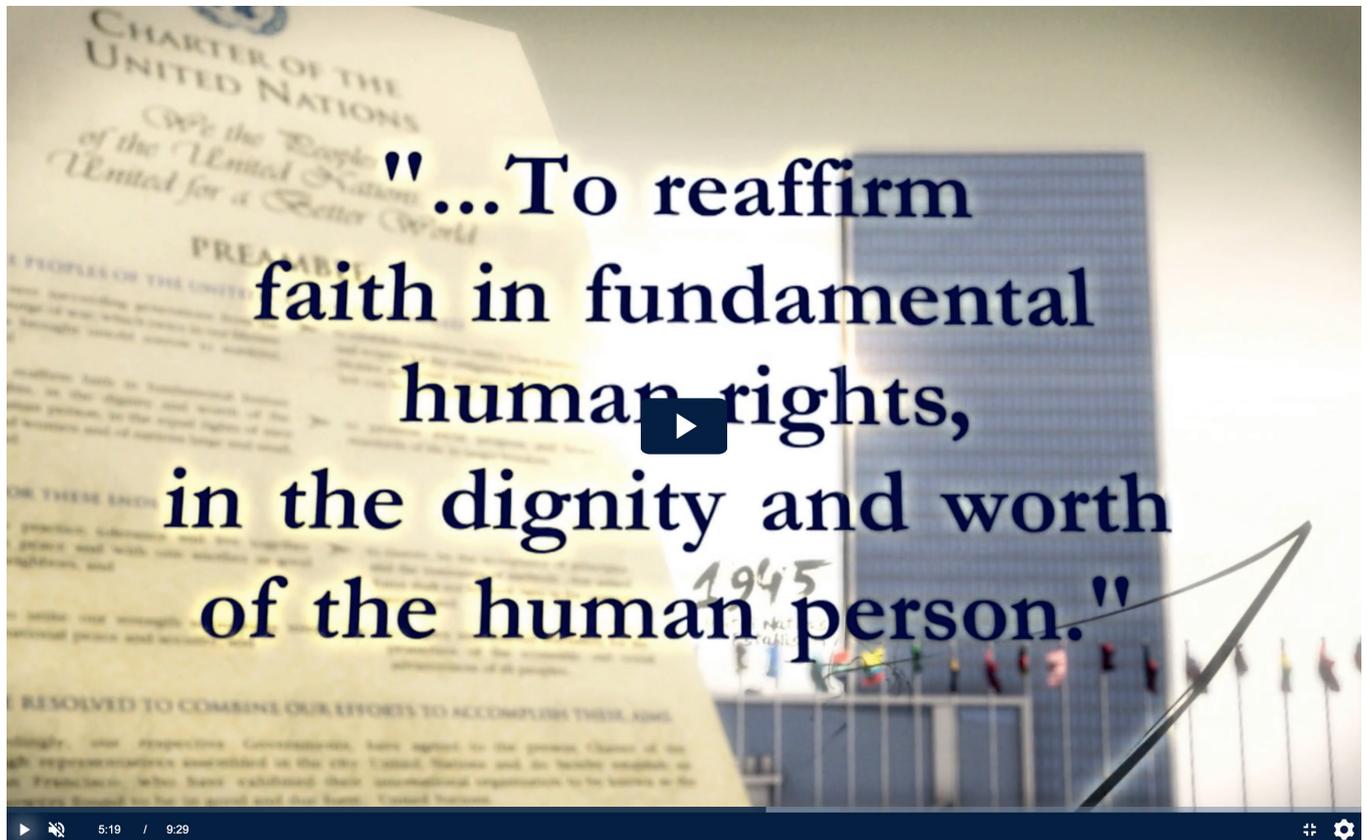
According to Oxfam it is Inequality. But maybe the answer is rather: It depends. What do you think?

Further information

Widening economic, gender, and racial inequalities—as well as the inequality that exists between countries—are tearing our world apart. This is not by chance, but choice: “economic violence” is perpetrated when structural policy choices are made for the richest and most powerful people. This causes direct harm to us all, and to the poorest people, women and girls, and racialized groups most. Inequality contributes to the death of at least one person every four seconds. Inequality kills Oxfam



What are Human Rights?



Step 3 is to watch the video [What are human rights?](#) published by Youth for Human Rights on YouTube.

The video only lasts around 9 minutes, but it is loaded with information. It may be a good idea to watch and debate the video in plenum, and try to summarize the most important points. Or to stop it now and then to make sure everybody understands the content.

If you find it too difficult the first time, you can divide the video into for instance 4 sections as shown below, stop it after each section and help each other clarify the content. If you are interested in knowing more about for instance the history of human rights, you might split up in groups or pairs and research to learn more about some of the milestones mentioned in the video. The enclosure: The

background of Human Rights presented by Youth for Human Rights might be quite useful in this context.

When you have finished your research, present the results in plenum.

The video divided in 4 sections

The enclosures summarize or elaborate on the content of the video

- 00.00 Interviews with people in the street.
What are Human Rights?
- 02.05 Examples from the history of Human Rights:
Cyrus the Great, Rome, Magna Carta, United States Declaration of Independence,
The French Revolution and the Decla

ration of Man and Citizen, Napoleon, the Colonization, Mahatma Gandhi, World War 1 and 2, the Universal Declaration of Human Rights

Enclosure 2b: The Background of Human Rights Optional

06.16 “And all lived happily ever after except
Enclosure 2c: Facts and figures Compulsory

07.10 “So the question is who will make those words a reality?”
See the text about Eleanor Roosevelt and the quotation from her below:

Eleanor Roosevelt became chair of the U.N.’s Human Rights Commission and helped to write the Universal Declaration of Human Rights – an effort that she considered to be her greatest achievement.

The following quotation from Eleanor Roosevelt ends the video “What are human rights”? and answers the question: “who will make these words a reality.”

The quotation has probably also inspired the short videos you are going to watch in a moment.

But before you move on to next step, please read the quotation carefully and discuss it in plenum. What does the author mean? Do you agree or disagree? If she is right, what does it imply for our daily life?



“Where, after all, do universal human 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 seek equal justice, equal opportunity, equal dignity without discrimination.

Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”

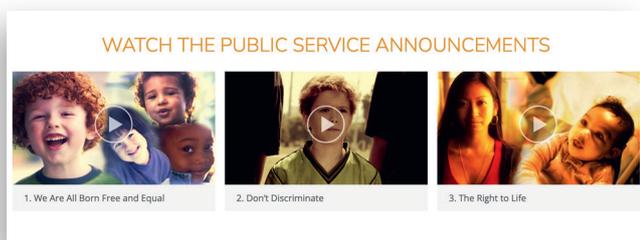


Next step

Next step is to go through each or part of the thirty human rights articles to understand their content more thoroughly. Fortunately, Youth for Human Rights has illustrated all the articles with short one-minute videos. [Click here](#) to watch the first video “We Are All Born Free and Equal.”



When the video has finished scroll a little bit down the page to read the full content of article 1.



When you want to see video number 2, “Don’t discriminate” scroll a bit further down the page until you see the picture above. Click the white arrow to watch video 2. Press Next above the picture to move to article 3 and continue like that to enjoy and debate all or part of the 30 videos.

You might want to watch the videos in plenum and debate the form and content of each video in order to get a similar/common understanding of the material.

If you find that 30 videos are too much to watch a possibility could be to leave out some of the videos for instance number 6, 8, 9, 16, 17, 18, 24 and 27.

Communication

Now the time has come to communicate with your partner class. The suggestion is of course that you now work in pairs or groups. Each pair/group illustrate one or two of the articles from The Declaration of Human Rights through a small roleplay that you create yourself (max 1 minute)

The subjects of the roleplays/videos are violations of human rights that you have experienced or heard about yourself, in your daily life.

Present the roleplays to each other in plenum, and after feedback you make a video with your roleplay + introduction on your tablets or phones and exchange the videos with those of your partner class.

Follow up with feedback, comments and questions, when you have watched the products.

It is also important to keep your products. You might be able to use the them in step 5 where it is time to take action and stand up for human rights.

Inspiration/Some examples

You can for instance work with Digital Violations, Hate Speech or Discrimination.

But you are welcome to make your role-plays about other issues that you find important.

Save the Children is an international NGO with offices all over the world also in Finland and Norway, perhaps their offices also have focus on digital violations like the Danish office. If not, you will have to find another source of information on Digital Violation.

Rights for peace is an English NGO

Amnesty International is an international NGO with offices alle over the world also in Finland and Norway

In 2021, Save the Children's Deletelt-guidance in Denmark has received close to 2,000 inquiries about digital violations. That's the highest number in a year so far and 50 per cent more than the previous year.



Red Barnet

During the corona pandemic, children and young people have been much more vulnerable to online abuse and violations, and Save the Children is therefore pleased that more people have reached out for help. At the same time, the children's rights organization stresses the urgent need to ensure a safer online life for all children

Learn more on:

[Save the children.dk](#)

[Save the children Finland](#)

[Save the children Norway](#)

Discrimination

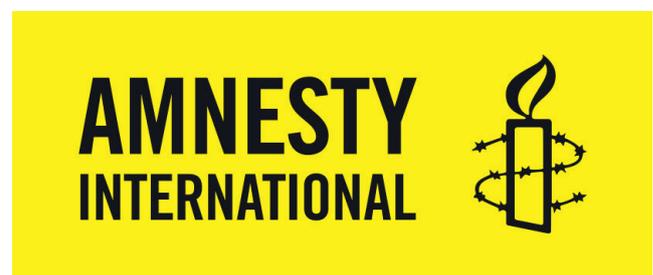
Discrimination strikes at the very heart of being human. It is harming someone's rights simply because of who they are or what they believe. Discrimination is harmful and perpetuates inequality.

We all have the right to be treated equally, regardless of our race, ethnicity, nationality, class, caste, religion, belief, sex, gender, language, sexual orientation, gender identity, sex characteristics, age, health or other status. Yet all too often we hear heartbreaking stories of people who suffer cruelty simply for belonging to a "different" group from those in positions of privilege or power.

Discrimination occurs when a person is unable to enjoy his or her human rights or other legal rights on an equal basis with others

because of an unjustified distinction made in policy, law or treatment. Amnesty International's work is rooted in the principle of non-discrimination. Working with communities across the world, we challenge discriminatory laws and practices to ensure all people can enjoy their rights on an equal basis.

Learn more on Discrimination - [Amnesty International](#)



"Only when the last prisoner of conscience has been freed, when the last torture chamber has been closed, when the United Nations Universal Declaration of Human Rights is a reality for the world's people, will our work be done."

Peter Benenson, Amnesty International founder.

Hate Speech

Upholding free speech is hugely important to open societies that respect human rights. Human Rights Treaties outlaw offensive speech when it poses a risk or threat to others. Speech that is simply offensive but poses no risk to others is generally NOT considered a human rights violation.

Hate Speech becomes a human rights violation if it incites discrimination, hostility or violence towards a person or a group defined by their race, religion, ethnicity or other factors.

Hate Speech typically targets the 'other' in societies. This is manifested through the 'othering' of minority groups such as racial,

ethnic, religious and cultural minorities, women and the LGBTQI+ community.

In 1997 the Council of Europe issued a **recommendation** on hate speech which defines it as 'all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance'.

The **2019 UN Strategy and Plan of Action on Hate Speech** defines it as communication that 'attacks or uses pejorative or discriminatory language with reference to a person

or a group on the basis of who they are, in other words, based on their religion, ethnicity, nationality, race, colour, descent, gender, or other identity factor'.



Rights for Peace

Preventing Mass Atrocities with Human Rights

Learn more on rightsforpeace.org/hate-speech





The Pyramid of Hate

If you consider Russia's invasion of Ukraine, which level do you think the parties have reached?

Can you think of any conflicts/wars where the uppermost level was reached?

Can you explain some of the mechanisms in the pyramid of hate? What do you think can develop the biased attitudes and what makes people move to the next step in the pyramid?

If you have more time

You can find this illustrated version of the Declaration of Human Rights published by Stand up for Human Rights on their website standup4humanrights.org/en/declaration.html

If you for instance click on the first right Free and equal you will get this more thorough explanation of the first right:



Article 1

Free and equal

All human beings are born free and equal and should be treated the same way.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.



THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

Facts and Figures

WHAT

The Declaration consists of one preamble and 30 articles affirming people's rights and freedoms. These articles are not legally binding in themselves but have been elaborated in subsequent international treaties, economic transfers, regional human rights instruments, national constitutions, and other laws.



WHY

When the atrocities committed by the Nazis became fully apparent after World War II, the consensus within the world community was that the United Nations Charter did not sufficiently define the rights to which it referred.

It was therefore decided to create a declaration that specified the fundamental rights of individuals.

WHEN

The United Nations General Assembly adopted the Declaration on 10 December 1948. Human Rights Day is now celebrated every year on 10 December.



WHERE

The Declaration has been translated into more than 500 languages, making it the most translated document in the world.

Where after all do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any map of the world. (...) 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 concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.

*- Eleanor Roosevelt,
Chair of the UDHR Drafting Committee*

48 out of 58

Member States voted in favour of the Declaration. None voted against, 8 abstained and 2 did not vote.



WHO

The Declaration was drafted by a committee chaired by Eleanor Roosevelt (USA) and included representatives from the Republic of China, Lebanon, Australia, Chile, France, USSR, United Kingdom and Canada.



The declaration has helped countless people achieve greater freedom

Human rights are more recognized and guaranteed for everyone



To protect the most vulnerable, explicit protections now exist in international law to cover, among others, children, women, victims of torture and persons with disabilities.

Since 1948, 18 treaties and optional protocols that advance human rights have been internationally agreed.

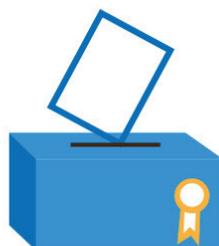
Today, 59 % of countries have a national human rights institution. In 1948, such institutions were practically unheard of.



104 countries have now outlawed capital punishment. Only 9 countries had abolished the death penalty when the UDHR was adopted in 1948.

More democracy

Today most States have a national parliament. 70 years ago, there were only 26.



Today, women have the right to vote in 198 countries versus 91 countries in 1948.

More freedom



Freedom of information laws and policies have been adopted by 111 countries, with at least 15 countries adopting such laws over the past four years.

169 States have ratified the International Covenant on Civil and Political Rights which states that every citizen shall have the right and the opportunity to take part in the conduct of public affairs, directly or through freely chosen representatives. Every person shall have the right to vote and be elected, and to have access to public service, as well as to free expression, assembly and association.

But its promise is yet to be fully realised



Right to a free and fair world

In 2015, 65 million men, women and children were forced from their homes by war and persecution. This represents one in every 113 people.

Slavery

Around 1 in 10 children worldwide are engaged in child labour.

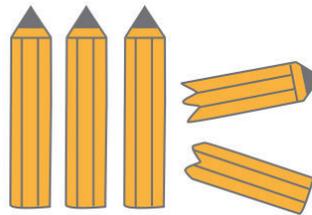


Detention

Almost 1 in 3 people in detention are held without being tried or sentenced for a crime.

Freedom of expression

101 journalists were killed in the pursuit of a story in 2016, which on average constitutes one casualty every four days.



Right to partake in public affairs

Women represent only 24% of national parliaments



Right to marriage and to found a family

1 in 4 women aged 20-24 were married before age 18 in 2015.

Right to take part in cultural, artistic and scientific life

In 2016, about 80% of the population in developed regions had Internet access, compared to 40% in developing regions and 15% in least developed countries.

Right to a Nationality



29% of children under the age of 5 worldwide have not had their births registered.

Right to Education



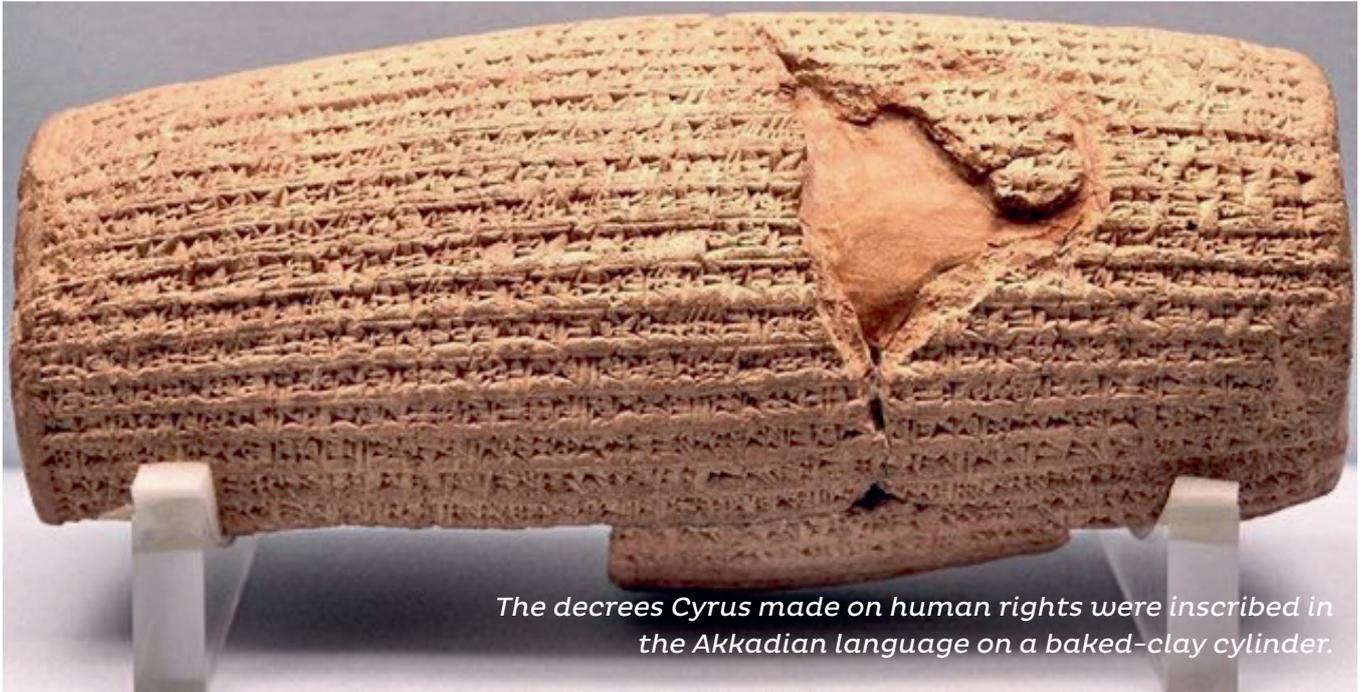
The proportion of primary school age children out of school has stagnated at about 9% since 2008.

Adequate standards of living

Worldwide, 880 million urban residents live in slums.



Youth for Human Rights: The Background of Human Rights



The decrees Cyrus made on human rights were inscribed in the Akkadian language on a baked-clay cylinder.

The Cyrus Cylinder (539 B.C.)

In 539 B.C., the armies of Cyrus the Great, the first king of ancient Persia, conquered the city of Babylon. But it was his next actions that marked a major advance for Man. He freed the slaves, declared that all people had the right to choose their own religion, and established racial equality. These and other decrees were recorded on a baked-clay cylinder in the Akkadian language with cuneiform script.

Known today as the Cyrus Cylinder, this ancient record has now been recognized as the world's first charter of human rights. It is translated into all six official languages of the United Nations and its provisions paral-

lel the first four Articles of the Universal Declaration of Human Rights.

The Spread of Human Rights

From Babylon, the idea of human rights spread quickly to India, Greece and eventually Rome. There the concept of "natural law" arose, in observation of the fact that people tended to follow certain unwritten laws in the course of life, and Roman law was based on rational ideas derived from the nature of things.

Documents asserting individual rights, such as the Magna Carta (1215), the Petition of Right (1628), the US Constitution (1787), the French



Cyrus the Great, the first king of Persia, freed the slaves of Babylon, 539 B.C.

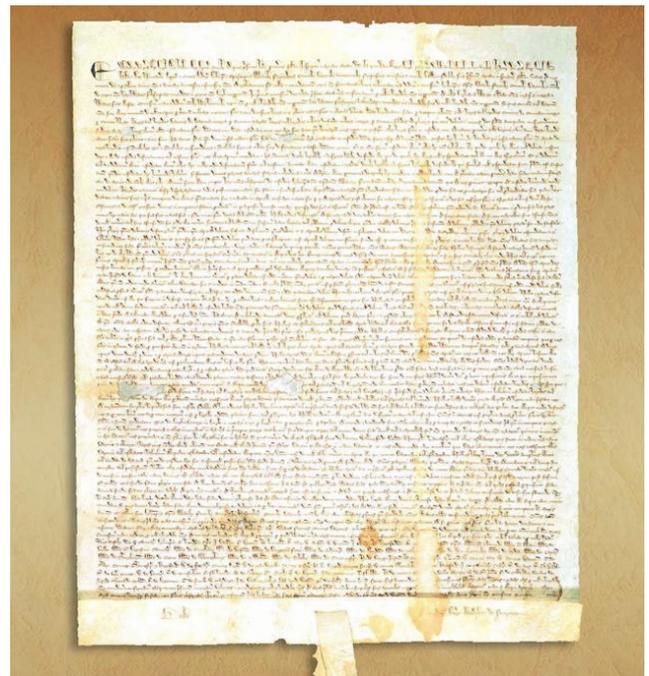
Declaration of the Rights of Man and of the Citizen (1789), and the US Bill of Rights (1791) are the written precursors to many of today's human rights documents.

The Magna Carta (1215)

The Magna Carta, or “Great Charter,” was arguably the most significant early influence on the extensive historical process that led to the rule of constitutional law today in the English-speaking world.

In 1215, after King John of England violated a number of ancient laws and customs by which England had been governed, his subjects forced him to sign the Magna Carta, which enumerates what later came to be thought of as human rights. Among them was the right of the church to be free from governmental interference, the rights of all free citizens to own and inherit property and to be protected from excessive taxes. It established the right of widows who owned property to choose not to remarry, and estab-

lished principles of due process and equality before the law. It also contained provisions forbidding bribery and official misconduct. Widely viewed as one of the most important legal documents in the development of modern democracy, the Magna Carta was a crucial turning point in the struggle to establish freedom.



Magna Carta, or “Great Charter,” signed by the King of England in 1215, was a turning point in human rights.

Petition of Right (1628)

The next recorded milestone in the development of human rights was the Petition of Right, produced in 1628 by the English Parliament and sent to Charles I as a statement of civil liberties. Refusal by Parliament to finance the king's unpopular foreign policy had caused his government to exact forced loans and to quarter troops in subjects' houses as an economy measure. Arbitrary arrest and imprisonment for opposing these policies had produced in Parliament a violent hostility to Charles and to George Villiers, the Duke of Buckingham. The Petition of Right, initiated by Sir Edward Coke, was based upon ear-



In 1628 the English Parliament sent this statement of civil liberties to King Charles I.

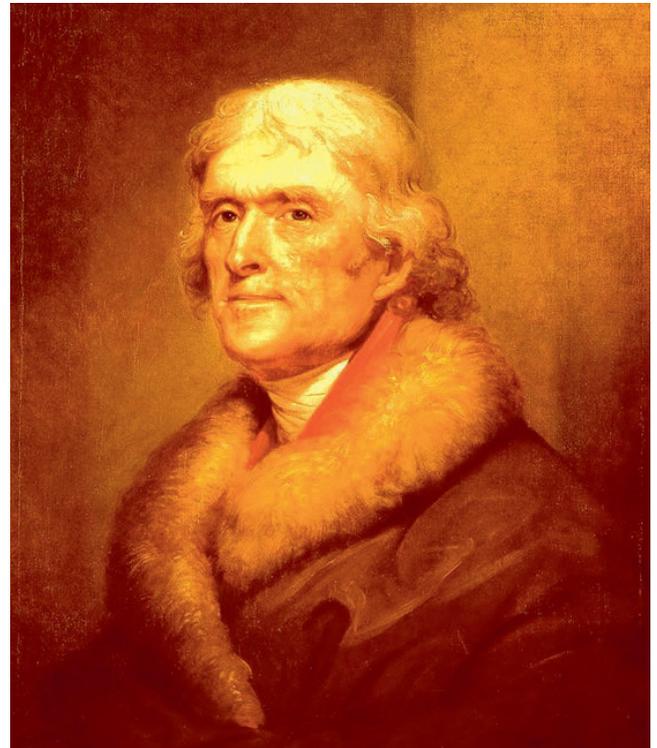
lier statutes and charters, and asserted four principles: (1) No taxes may be levied without consent of Parliament, (2) No subject may be imprisoned without cause shown (reaffirmation of the right of habeas corpus), (3) No soldiers may be quartered upon the citizenry, and (4) Martial law may not be used in time of peace.

United States Declaration of Independence (1776)

On July 4, 1776, the United States Congress approved the Declaration of Independence. Its primary author, Thomas Jefferson, wrote the Declaration as a formal explanation of why Congress had voted on July 2 to declare independence from Great Britain, more than a year after the outbreak of the American Revolutionary War, and as a statement announcing that the thirteen American Colonies were no longer a part of the British Empire. Congress issued the Declaration of Independence in several forms. It was initially published as a printed broadsheet that was widely distributed and read to the public.

Philosophically, the Declaration stressed two themes: individual rights and the right of revolution. These ideas became widely

held by Americans and spread internationally as well, influencing particularly the French Revolution.

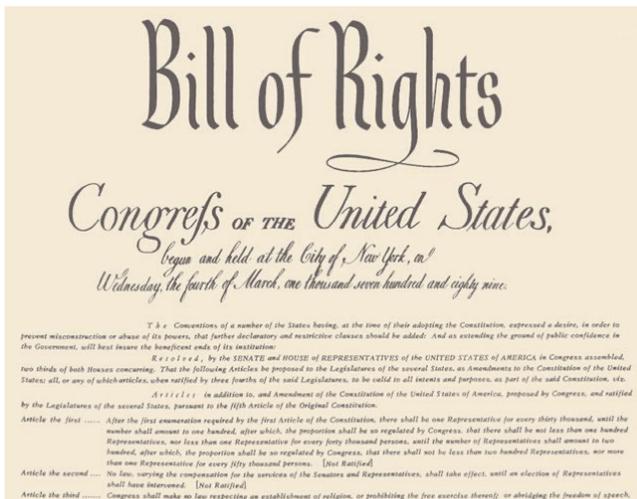


In 1776, Thomas Jefferson penned the American Declaration of Independence.

The Constitution of the United States of America (1787) and Bill of Rights (1791)

Written during the summer of 1787 in Philadelphia, the Constitution of the United States of America is the fundamental law of the US federal system of government and the landmark document of the Western world. It is the oldest written national constitution in use and defines the principal organs of government and their jurisdictions and the basic rights of citizens.

The first ten amendments to the Constitution—the Bill of Rights—came into effect on December 15, 1791, limiting the powers of the federal government of the United States and



The Bill of Rights of the US Constitution protects basic freedoms of United States citizens.

protecting the rights of all citizens, residents, and visitors in American territory.

The Bill of Rights protects freedom of speech, freedom of religion, the right to keep and bear arms, the freedom of assembly and the freedom to petition. It also prohibits unreasonable search and seizure, cruel and unusual punishment, and compelled self-incrimination. Among the legal protections it affords, the Bill of Rights prohibits Congress from making any law respecting establishment of religion and prohibits the federal government from depriving any person of life, liberty, or property without due process of law. In federal criminal cases it requires indictment by a grand jury for any capital offense, or infamous crime, guarantees a speedy public trial with an impartial jury in the district in which the crime occurred, and prohibits double jeopardy.

Declaration of the Rights of Man and of the Citizen (1789)

In 1789 the people of France brought about the abolishment of the absolute monarchy and set the stage for the establishment of the first French Republic. Just six weeks after the storming of the Bastille, and barely

three weeks after the abolition of feudalism, the Declaration of the Rights of Man and of the Citizen (French: La Déclaration des Droits de l'Homme et du Citoyen) was adopted by the National Constituent Assembly as the first step toward writing a constitution for the Republic of France.

The Declaration proclaims that all citizens are to be guaranteed the rights of “liberty, property, security, and resistance to oppres-



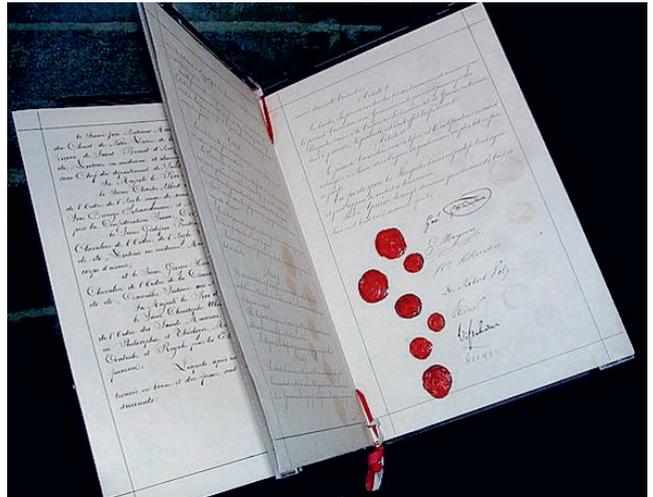
Following the French Revolution in 1789, the Declaration of the Rights of Man and of the Citizen granted specific freedoms from oppression, as an “expression of the general will.”

sion.” It argues that the need for law derives from the fact that “...the exercise of the natural rights of each man has only those borders which assure other members of the society the enjoyment of these same rights.” Thus, the Declaration sees law as an “expression of the general will”, intended to promote this equality of rights and to forbid “only actions harmful to the society.”

The First Geneva Convention (1864)

In 1864, sixteen European countries and several American states attended a conference in Geneva, at the invitation of the Swiss Federal Council, on the initiative of the Geneva Committee. The diplomatic conference was held for the purpose of adopting a convention for the treatment of wounded soldiers in combat.

The main principles laid down in the Convention and maintained by the later Geneva Conventions provided for the obligation to extend care without discrimination to wounded and sick military personnel and respect for and marking of medical personnel transports and equipment with the distinctive sign of the red cross on a white background.



The original document from the first Geneva Convention in 1864 provided for care to wounded soldiers.

A Brief History of the Declaration of Human Rights

The United Nations (1945)

World War II had raged from 1939 to 1945, and as the end drew near, cities throughout Europe and Asia lay in smoldering ruins. Millions of people were dead, millions more were homeless or starving. Russian forces were closing in on the remnants of German resistance in Germany's bombed-out capital of Berlin. In the Pacific, US Marines were still battling entrenched Japanese forces on such islands as Okinawa.

In April 1945, delegates from fifty countries met in San Francisco full of optimism and hope. The goal of the United Nations Conference on International Organization was to fashion an international body to promote peace and prevent future wars. The ideals of the organization were stated in the preamble to its proposed charter: "We the peoples

of the United Nations are determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind."



Fifty nations met in San Francisco in 1945 and formed the United Nations to protect and promote peace.

The Charter of the new United Nations organization went into effect on October 24, 1945, a date that is celebrated each year as United Nations Day.

The Universal Declaration of Human Rights (1948)

By 1948, the United Nations' new Human Rights Commission had captured the world's attention. Under the dynamic chairmanship of Eleanor Roosevelt—President Franklin Roosevelt's widow, a human rights champion in her own right and the United States delegate to the UN—the Commission set out to draft the document that became the Universal Declaration of Human Rights. Roosevelt, credited with its inspiration, referred to the Declaration as the international Magna Carta for all mankind. It was adopted by the United Nations on December 10, 1948. In its preamble and in Article 1, the Declaration unequivocally proclaims the inherent rights of all human beings: "Disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people... All human beings are born free and equal in dignity and rights."

The Member States of the United Nations pledged to work together to promote the thirty Articles of human rights that, for the first time in history, had been assembled and codified into a single document. In consequence, many of these rights, in various forms, are today part of the constitutional laws of democratic nations.

Eleanor Roosevelt considered her work on the Universal Declaration of Human Rights to be her most important accomplishment.

"Where, after all, do universal human 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 neighbourhood 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 seek equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world."

In 1864, sixteen European countries and several American states attended a conference in Geneva, at the invitation of the Swiss Federal Council, on the initiative of the Geneva Committee. The diplomatic conference was held for the purpose of adopting a convention for the treatment of wounded soldiers in combat.



THE UNIVERSAL DECLARATION OF Human Rights

PREAMBLE Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.

ARTICLE 1 All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

ARTICLE 2 Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, it is understood that no distinction shall be made on the basis of the sex of the individual.

ARTICLE 3 Everyone has the right to life, liberty and security of person.

ARTICLE 4 No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

ARTICLE 5 No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

ARTICLE 6 Everyone has the right to recognition as a person before the law.

ARTICLE 7 All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal and effective protection against discrimination on any basis as mentioned in article 2, paragraph 1, of the present Declaration.

ARTICLE 8 Everyone has the right to an effective remedy by the competent national tribunals for the redress of any wrong suffered by him in violation of the fundamental freedoms set forth in the present Declaration.

ARTICLE 9 No one shall be subjected to arbitrary arrest, detention or exile.

ARTICLE 10 Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

ARTICLE 11 (1) Everyone charged with a criminal offence has the right to be presumed innocent until proved guilty according to the law in a public hearing in which he has had the opportunity to defend himself.

ARTICLE 12 No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

ARTICLE 13 (1) Everyone has the right to freedom of movement and residence within the frontiers of each state.

ARTICLE 14 (1) Everyone has the right to leave any country, including his own, and to return to his country.

ARTICLE 15 (1) Everyone has the right to a nationality.

ARTICLE 16 (1) Everyone has the right to marry and to found a family, which is the basis of the stability of society.

ARTICLE 17 (1) Everyone has the right to own property alone as well as in association with others.

ARTICLE 18 Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief.

ARTICLE 19 Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without restriction and to receive and impart information and ideas through any media and regardless of frontiers.

ARTICLE 20 (1) Everyone has the right to freedom of peaceful assembly and to associate with other persons for cultural, educational, religious or other purposes.

ARTICLE 21 (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

ARTICLE 22 Everyone has the right to social, economic and cultural participation in the community.

ARTICLE 23 (1) Everyone has the right to equal work and to equal pay for equal work.

ARTICLE 24 Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

ARTICLE 25 (1) Everyone has the right to a standard of living adequate for the health and wellbeing of himself and of his family, including food, clothing, housing, medical care and social services, and the right to security in the event of unemployment, old age, sickness or incapacity, and in other special circumstances.

ARTICLE 26 (1) Everyone has the right to education. Education shall be made progressively available and higher education shall be accessible to all on the basis of merit.

ARTICLE 27 (1) Everyone has the right to the free enjoyment of his scientific, cultural and artistic achievements, in the company of others and to the benefit of their progress; and to an education that shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the maintenance of the United Nations.

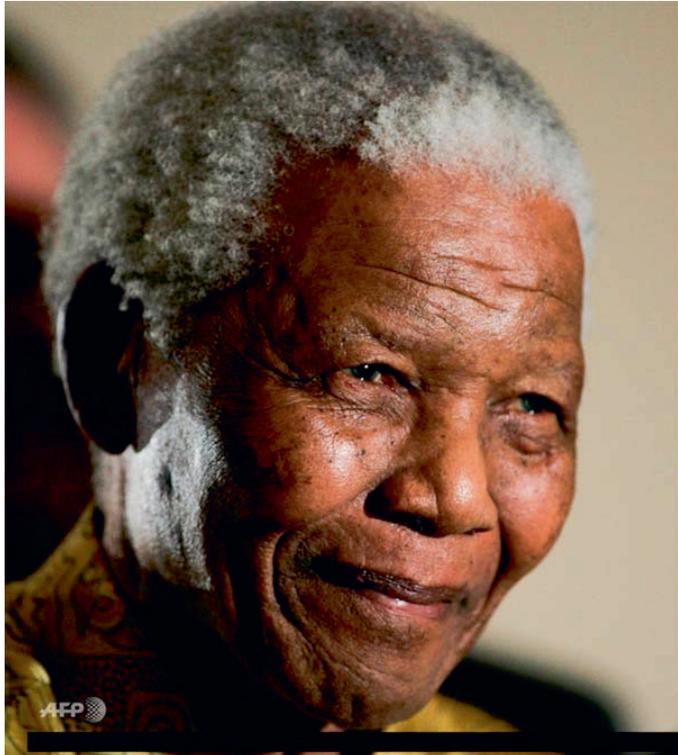
ARTICLE 28 Everyone has the right to a social and international order in which the rights and freedoms set forth in the present Declaration may be fully realized.

ARTICLE 29 (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

ARTICLE 30 Nothing shall be invoked to justify any act of terrorism, kidnapping, slavery or any other practice which is contrary to the purposes and principles of the United Nations.

The Universal Declaration of Human Rights has inspired a number of other human rights laws and treaties throughout the world.

Human Rights violations



“To deny people their **human rights** is to challenge their very humanity.”

- Nelson Mandela

#STANDUP4
HUMANRIGHTS




Step 4 – Examples of Human Rights being violated globally, nationally, and locally

Your first task is to read and compare the text **EQUALITY – Reducing inequalities, advancing human rights** from UN’s Human Rights Day in 2021 (page 3) and the text **Inequality Kills** from Oxfam’s report 2022. (Page 4-6)

You might read in pairs/groups and debate in plenum.

What differences and similarities are there between the two texts? Which one do you think is the most interesting and why?

What do you think about the suggestion to tax billionaires?

Have you got other suggestions to stop inequality?

Second task – Initially everybody must read and debate text one and two, because they are background texts to text 3 – 10). Afterwards you split up in 10 groups/pairs. Each group is going to make a podcast in English (up to 2 minutes) on one of the following issues/texts:

1. Equality – Reducing inequalities, advancing human rights (page 3)
2. Inequality kills (page 3 – 5)
3. The Ukraine war could leave hundreds of millions hungry around the world (page 5 – 6)
4. The Danes’ Health/The social inequality in Denmark is very high (page 7)
5. Poverty is growing in France (page 8)
6. Thousands of people in Denmark have an alien passport and new research in-

dicates that Danish Citizenship can advance integration (page 8 – 9)

7. Threats, mockery and hate messages: The employees are left alone with digital violations (page – 10)
8. The Tibet Commission comes with scathing criticism of the Ministry of Foreign Affairs, PET and police (page 10 – 11)
9. 6,500 migrant workers have died in Qatar since World Cup awarded (page 12– 13)
10. Denmark is going to the FIFA World Cup in Qatar! Or shall we? (page 13 – 14)

Group 1, 2, 3 and 9

are welcome to work with the existing texts and the included links.

Group 4 – 8 and 10.

Within the framework of the project, it has unfortunately not been possible to research for examples from Finland, Norway, Iceland, Faroe Islands and Greenland.

Accordingly, most of the examples are from a Danish context and a summary has been translated into English, with a link to the original article.

Instead of using the examples from Denmark and France it would be great if you can re-

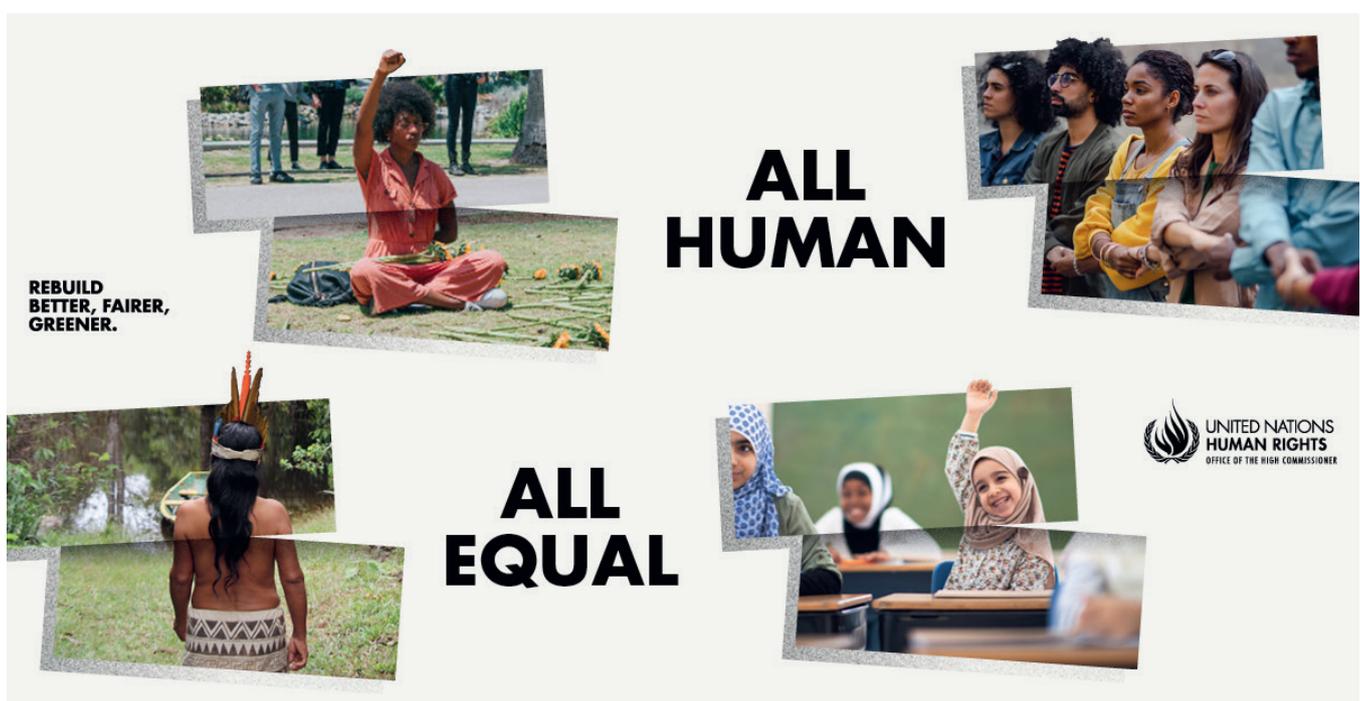
search in your own country on social equality/inequality, possibilities of citizenship, poverty/equality of the citizens, digital violence and for and against participating in the FIFA World Cup in Qatar.

You will also have the opportunity to make research in your own country in step 5b – What do institutions and NGOs do, so if you can agree with your partner school you are welcome to integrate step 4 and 5b if possible.

The Product: When you make a podcast perhaps one or two of you might be interviewers and one or two “experts” in each group. The interviewers may ask critical questions and the “experts” do their best to present the most important issues in their text. Remember to mention which human rights article each text belongs to.

When you have practiced and recorded your interviews it is time to present them in plenum so all of you learn about the different types of violations before you exchange your podcasts with your partners.

It is also important to keep your products. You might be able to use them in step 6, 7 and 8 when it is your turn to take action and stand up for human rights.



2021 Theme: **EQUALITY - Reducing inequalities, advancing human rights**

The United Nations Human Rights Day in 2021 related to 'Equality' and Article 1 of the UDHR – “All human beings are born free and equal in dignity and rights.”

The principles of equality and non-discrimination are at the heart of human rights. Equality is aligned with **the 2030 Agenda** and with the UN approach set out in the document **Shared Framework on Leaving No One Behind: Equality and Non-Discrimination at the Heart of Sustainable Development**. This

includes addressing and finding solutions for deep-rooted forms of discrimination that have affected the most vulnerable people in societies, including women and girls, indigenous peoples, people of African descent, LGBTI people, migrants and people with disabilities, among others.

Equality, inclusion, and non-discrimination, in other words - a human rights-based approach to development - is the best way to reduce inequalities and resume our path towards realizing the 2030 Agenda. Learn more **All Human All Equal**

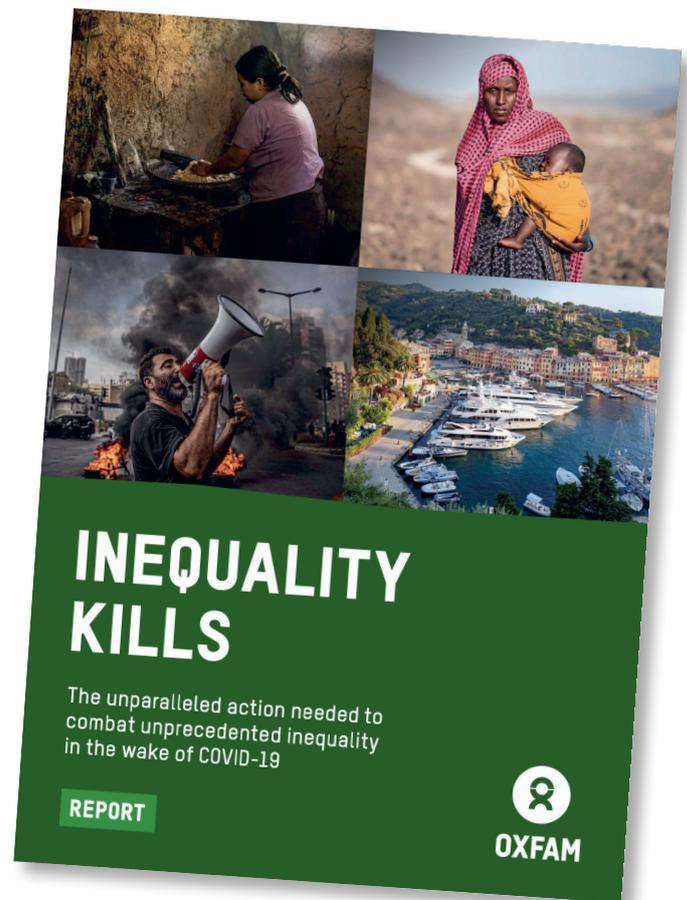
In January 2022 Oxfam published the report **Inequality kills**

You might have a look at the short version of the report **Inequality kills**

“Ahead of the Davos Agenda—the World Economic Forum’s virtual State of the World sessions—Oxfam released our annual inequality report, **Inequality Kills**, which found that inequality is contributing to the death of at least 21,000 people each day, or one person every four seconds. Meanwhile, a new billionaire is created every 26 hours. One thing we know for sure is that inequality makes everything—from humanitarian crises to the impacts of climate change—worse. It’s time to close the inequality gap.”

www.oxfamamerica.org

Learn about the three ways that inequality kills

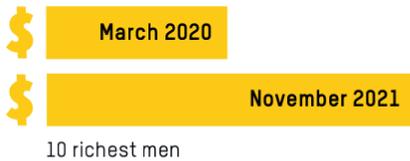


The impacts of climate change - The covid 19 health crisis -The threat to women and girls

INEQUALITY KILLS



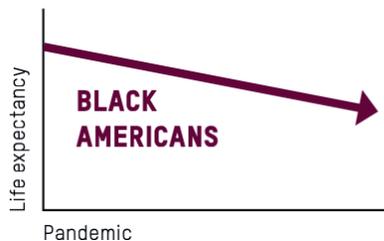
The wealth of the 10 richest men has doubled, while the incomes of 99% of humanity are worse off, because of COVID-19.¹



252 men have more wealth than all 1 billion women and girls in Africa and Latin America and the Caribbean, combined.



3.4 million Black Americans would be alive today if their life expectancy was the same as White people's. Before COVID-19, that alarming number was already 2.1 million.⁴

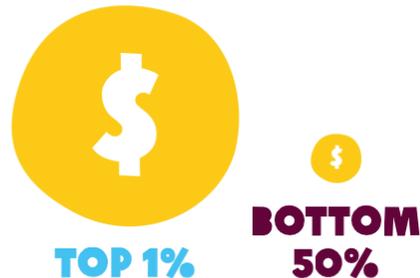


Inequality contributes to the death of at least one person every four seconds.²

COUNT THE SECONDS



Since 1995, the top 1% have captured nearly 20 times more of global wealth than the bottom 50% of humanity.³



Twenty of the richest billionaires are estimated, on average, to be emitting as much as 8,000 times more carbon than the billion poorest people.⁵



BOX 1**FIVE FACTS
ABOUT THE
WORLD'S 10
RICHEST MEN**

- 1** The wealth of the 10 richest men has doubled, while the incomes of 99% of humanity are worse off, because of COVID-19.³⁵
- 2** The 10 richest men in the world own more than the bottom 3.1 billion people.³⁶
- 3** If the 10 richest men spent a million dollars each a day, it would take them 414 years to spend their combined wealth.³⁷
- 4** If the richest 10 billionaires sat on top of their combined wealth piled up in US dollar bills, they would reach almost halfway to the moon.³⁸
- 5** A 99% windfall tax on the COVID-19 wealth gains of the 10 richest men could pay to make enough vaccines for the entire world and fill financing gaps in climate measures, universal health and social protection, and efforts to address gender-based violence in over 80 countries, while still leaving these men \$8bn better off than they were before the pandemic.³⁹

You might also have a look at the short version of [the report Inequality kills](#)

Taxing billionaires is crucial to closing the inequality gap. A wealth tax could:

- Fund the childcare industry
- Create dignified, green jobs
- Invest in communities most impacted by climate change
- Support gender-based violence programs
- Provide access to life-saving vaccines for millions of people
- Begin to lift people out of poverty

It's time to close the inequality gap—people's lives literally depend on it.

Another important reason for violations of human rights is of course war. If you go through the 30 articles of the Universal Declaration of Human Rights, you will see that almost all the articles are violated by Russia's invasion of Ukraine. But there are global consequences as well:

“The Ukraine war could leave hundreds of millions hungry around the world”

The author of the article David Beasley is executive director of the U.N. World Food Program (WFP) the 2020 Nobel Peace Prize laureate.

“Russia's invasion has reminded us that the root cause of hunger around the world is human folly and reckless disregard for human life. The impact of a Ukraine gutted by the firestorm of war will be felt globally for years to come.” David Beasley

You can read the whole article in [The Washington Post](#), March 7, 2022 or an extract from the article below:

RZESZOW, Poland, near the Ukrainian border — If war in modern Europe seemed unthinkable, think, then, of hunger in Ukraine's cobble streets and towns, where sushi restaurants and burger joints were the norm two weeks ago. Yet hunger is looming and, swift

as a contagion, emerging in Europe's legendary breadbasket.

A reported **2 million** Ukrainian refugees – soon perhaps several million more – have crossed or are trying to cross borders. Even as humanitarians and governments feed those who make it out, the systems that feed the tens of millions trapped inside Ukraine are falling apart: trucks and trains destroyed, airports bombed, bridges fallen, supermarkets emptied, and warehouses drained.



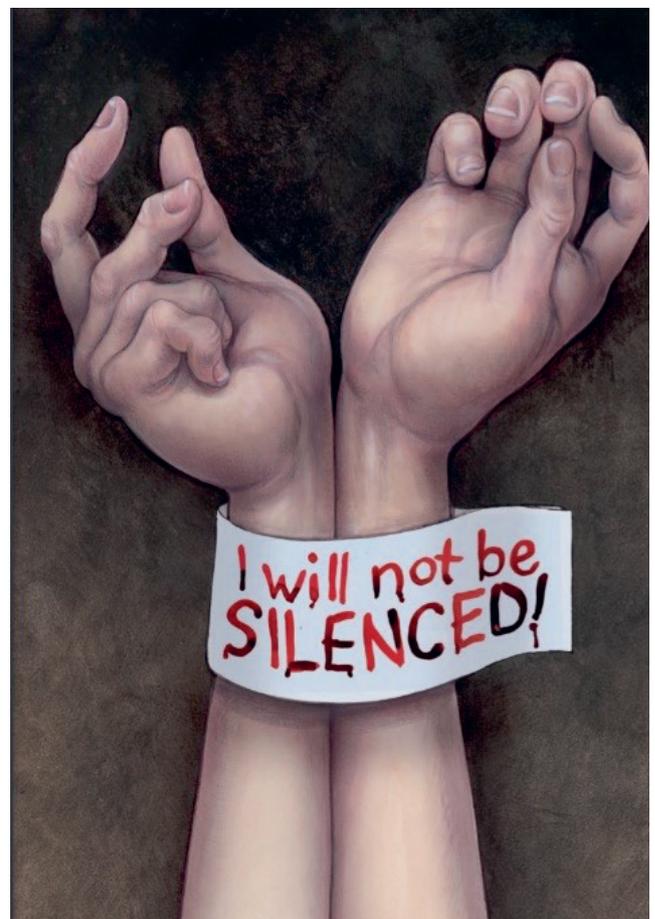
Between 2019 and today, the number of people at the brink of famine has risen from 27 million to 44 million. An additional 232 million people are just one step behind that category. WFP helped about 128 million of these individuals last year with cash and food assistance. These numbers are fanned by conflict, climate change, cou-



id-19 and now, increasingly, cost. The sparks of this hunger are falling everywhere, from the dry corridor of Central America to the drought-stricken sands of Somalia.

The effects on the ground make for brutal choices. With our funding levelling off because donor nations' treasuries are so stretched, we have had to slash rations to refugees and other populations across East Africa and the Middle East. Halved rations mean hungry children eating the equivalent of just one bowl of cereal each day.

It wasn't all gloom just a few weeks ago. There were early glimmers that economies were beginning to recover from the pandemic. But Russia's invasion has reminded us that the root cause of hunger around the world is human folly and reckless disregard for human life. The impact of a Ukraine gutted by the firestorm of war will be felt globally for years to come.





In Denmark, the study *The Health of the Danes* shows that »The social inequality in Denmark is big. Men with low levels of education die on average ten years earlier than those with a long education. Ten years.» Likewise, “mental health is deteriorating, especially for the young women. Here, the curve of those affected by stress or poor mental health has been steeply increasing over the past ten years, and the trend continued into 2021.”

You might read the full report in Danish at [Sundhedsprofilen-kort.ashx \(sst.dk\)](https://sundhedsprofilen-kort.ashx).

Or extracts from the article:

“Incredibly disheartening: Health inequality is rising, and mental health is falling, new report shows” By Louise Schou Driuholm, Information, March 10th, 2022

In 2021, more than 180,000 Danes have answered more than 100 questions about their health, illness, and well-being. The answers provide a unique snapshot of the health of the Danes, as the Danes themselves assess it, and the results are now collected in the National Health Profile.

The study, conducted by the Danish Regions, the University of Southern Denmark, and the Danish Health Authority, shows that an in-

creasing number of Danes are mentally ill, stressed, overweight, sleep poorly and eat unhealthily. And the inequality in health is significant.

The Health Profile 2021 shows, for example, that those, who have primary education as the highest education experience, feel stress and loneliness more often than those with a long higher education. Just as they have several risk factors to get sick and are affected by long-term illness twice as often.

“The social inequality in Denmark is really big. Men with low levels of education die on average ten years earlier than those with a long education. Ten years. It is an inequality that is unbearable,” says Anne-Marie Nybo Andersen, professor at the Department of Public Health at the University of Copenhagen.

The health profile 2021 also confirms a sad picture that has already been described in many variants: mental health is deteriorating, especially for the young women. Here, the curve of those affected by stress or poor mental health has been steeply increasing over the past ten years, and the trend continued into 2021.

“It’s tough when you’re young, if it’s going to be your own problem, that you’re not a huge success. It creates a lot of pressure. And then there’s the constant online life on top of that. We have not yet learned to understand the consequences of it or to deal with it.”

If inequality in health is to be reduced, the same applies to social inequality, says Anne-Marie Nybo Andersen. Therefore, inequality in health is not only about health policy, but also employment, social and educational policy.

“The biggest efforts against health inequality are typically only launched when it is too late. If we really want to prevent health inequality, it is about ensuring proper day-care centres, primary schools and a strong social safety net.”



Do the most for those who have the least

Extract from the article *Poverty is growing in France*

By Karin Mørch, dr.dk March 23rd, 2022

Millions of people in France need help from private organizations such as Secours Populaire, Resto du Coeur and the Red Cross.

“It is not normal for a developed country like France to have millions of people relying on the help of solidarity organizations. It’s not logical,” said Oliver Grinon, regional chairman of Secours Populaire and part of the main organization.

Poverty in France

9.3 million people live below the poverty line in France, which is set at 1,063 euros per month (just under 8,000 dk.kr).

The 9.3 million represent 14.6 percent of the total population.

This amount of economic poverty is the highest level in 20 years, according to the National Institute of Statistics and Economic Studies of France. (Source INSEE).

The regional chairman, who is also a member of the association’s national branch, has worked for Secours Populaire for 38 years. He has never experienced poverty as bad as it is now.

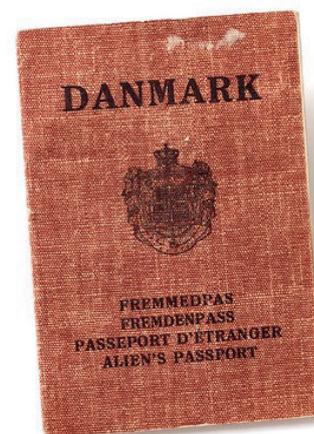
– It’s not a new problem. It is a phenomenon that has lasted for 30–40 years and is deteriorating year by year. But now the num-

ber has grown by ten percent because of the covid epidemic, it’s huge, says Oliver Grinon.

He believes the many new types of poor show the gaps in the social net. Among other things, the precarious job situations, where many risk losing their jobs or getting such low pay that they cannot survive with only one job.

“It doesn’t take much to knock-over the load,” Grinon said.

You might want to read the [full article in Danish](#)



Extract from the article: Several thousand people in Denmark have an alien passport

By Kåre Kildall Rysgaard, dr.dk, January 19th, 2022

An increasing number of people in Denmark have an alien passport, because they can neither obtain a Danish passport nor a passport from another country. Both refugees, family reunified and young people who have lived their entire lives in Denmark may have an alien passport.

In 2012–2014, alien passports were issued to 8–9,000 people a year, but in recent years the number has been above 14,000, according to documents from the Danish Immigration Service.

The number only covers alien passports issued for a single year, and since the passport is valid for up to ten years, many more people have an alien passport.

The grey passport makes it more difficult to travel because, among other things, you have to apply for a visa to countries outside the EU.

Zedan Hejazi fled Syria in 2012. 11-year-old he was granted asylum in Denmark. Today he attends high school in Haderslev, and dreams of becoming a Danish citizen and getting a Danish passport.

- I would like to be part of the great community that is Denmark. Alien passports tear us apart. The passports show that you are not 100 percent part of society. You're still a stranger. It's kind of annoying," he said. Zedan Hejazi understands that you cannot become a Danish citizen as soon as you come to the country.

- But when you participate actively in society, pay taxes, have Danish friends and are not criminal, then I believe that there is not so much that is lacking in becoming a citizen. But the rules and regulations are tightened up all the time. People who only want the best and

want to be part of the community are kept out for many years", he believes. You might want to read the [whole article in Danish](#)

Extract from the article: **New research suggests that Danish citizenship promotes integration** by Isabella Suede, dr.dk on March 12, 2022.

The study is based on 65,000 immigrants and descendants from Asia, Africa, the Middle East, and Eastern European countries outside the EU. The study has followed immigrants who were in Denmark in 1995 and has followed their development until 2020.

The survey found that 58 percent of the immigrants, who gained citizenship, were at work in 2020. Similarly, only 40 percent of non-nationals were at work.

Looking at education, the trend is the same. In 2020, 50 percent of immigrants with citizenship had completed an education, while for immigrants without citizenship, it was 29 percent.



It can also be seen that those who have been granted citizenship more often live in an owner-occupied home and less often in parishes with large proportions of ethnic minorities, just as they generally have a higher income.

Extracts from the article threats, mockery and hate-messages: Employees stand alone with digital harassment by Lisbeth Quass Maiken Steen Frederiksen, DR.DK, 28TH DECEMBER 2021

A text message ticked in at the telephone salesman. His dog would be killed, wrote a customer, who had wanted a discount on an iPhone.

At the lawyer's, his work email plinged. "You're going to hang," one client wrote.

A store manager didn't go free either: She would be stuffed in the blender she had just sold a customer wrote.

These are some of the testimonies in a new study on digital harassment conducted by Epinion for the association Digital Responsibility with funding from the Velliv Association

The survey shows that nearly one in ten private sector employees in the past year have experienced digital harassment from customers, clients, and guests.

Digital harassment includes, among other things, situations where people or their loved ones are harassed or threatened, for example in text messages, in emails or on social media.

Digital harassment affects across trades, genders and age groups and can have major consequences for the employees.

Most people have had emotional or physical reactions such as anger, anxiety, or sleep problems.

But among the consequences of the digital harassment are also, for example, concentration- and memory problems, reduced desire to work and consideration of quitting one's job.

You might want to read the [whole article in Danish](#)



The Tibet Commission makes scathing criticism of the Ministry of Foreign Affairs, PET, and the Copenhagen Police (extracts from the article)

Information on March 29, 2022, by Ulrik Dahlin

Tibet Commission II, which has been given access to more material than the original commission, directs criticism upwards in the Ministry of Foreign Affairs, which has given in to Chinese wishes that violate both freedom of expression and freedom of assembly in Denmark.



It was beneath contempt that Danish authorities gave in to China and the Chinese's desire that anti-Chinese demonstrations should be avoided or kept out of sight when Denmark from 1995 to 2013 was visited by guests from the People's Republic of China

That is the conclusion of the 2,162-page report that Tibet Commission II on Monday handed over to the Ministry of Justice, which has forwarded it to the Danish Parliament. The commission describes how senior Foreign Ministry officials on one Chinese visit after another since 1995, by conveying Chinese wishes not to be met with demonstrations, put "considerable pressure" on the Police Intelligence Service (PET).

Although the officials had formally stressed to the Chinese that according to the Danish constitution there was freedom of demonstration in Denmark, the pressure from the ministry nevertheless prompted PET to emphasize to the Copenhagen Police the importance of an effort in relation to anti-Chinese demonstrations.

They were moved or rendered invisible by police driving large cars in front of the protesters. On other visits, the routes that the Chinese motorcade had planned to follow were rerouted so that it did not meet protesters, and finally, on a few occasions, protesters were deprived of the Tibetan flags that they waved.

The Commission states that the authorities, including the police, have a duty to take measures, as far as possible, to enable demonstrations to be carried out. However, since the crackdown on the anti-Chinese protesters uncovered in the report did not occur due to the safety of the Chinese guests, there have been violations of Sections 77 (freedom of expression) and 79 (freedom of assembly) of the Constitution. Therefore,



according to the Commission, the interventions were clearly unlawful.

At the publication of the report, Minister of Justice, Nick Hækkerup (S) and Foreign Minister Jeppe Kofod (S) in a joint press release took note of the criticism.

"The most important task of the authorities is to safeguard the rights of the citizens. Therefore, it is of course completely unacceptable that freedom of expression and freedom of assembly have been trampled underfoot during official Chinese visits in the years from 1995 to 2013," the justice minister said, while the foreign minister said the government was *"absolutely firm"* on the rights to demonstrate peacefully and express oneself freely.



Revealed: 6,500 migrant workers have died in Qatar since World Cup awarded

Pete Pattison, Niamh McIntyre, Imran Mukhtar in Islamabad, Nikhil Eapen in Bangalore, Imran Mukhtar in Islamabad, Md Owassim Uddin Bhuyan in Dhaka, Udwab Bhattarai in Kathmandu, and Aanya Piyari in Colombo.
The Guardian, Tuesday 23. February 2021

More than 6,500 migrant workers from India, Pakistan, Nepal, Bangladesh, and Sri Lanka have died in Qatar since it won the right to host the World Cup 10 years ago, the Guardian can reveal.

The findings, compiled from government sources, mean an average of 12 migrant workers from these five south Asian nations have died each week since the night in December 2010 when the streets of Doha were filled with ecstatic crowds celebrating Qatar's victory.

Data from India, **Bangladesh**, Nepal and Sri Lanka revealed there were 5,927 deaths of migrant workers in the period 2011–2020. Separately, data from Pakistan's embassy in Qatar reported a further 824 deaths of Pakistani workers, between 2010 and 2020.

The total death toll is significantly higher, as these figures do not include deaths from a number of countries which send large numbers of workers to Qatar, including the Philippines and Kenya. Deaths that occurred in the final months of 2020 are also not included.

In the past 10 years, Qatar has embarked on

an unprecedented building program, largely in preparation for the football tournament in 2022. In addition to seven new stadiums, dozens of major projects have been completed or are under way, including a new airport, roads, public transport systems, hotels and a new city, which will host the **World Cup** final.

While death records are not categorized by occupation or place of work, it is likely many workers who have died were employed on these World Cup infrastructure projects, says Nick McGeehan, a director at Fair-Square Projects, an advocacy group specializing in labour rights in the Gulf. "A very significant proportion of the migrant workers who have died since 2011 were only in the country because Qatar won the right to host the World Cup," he said.

There have been 37 deaths among workers directly linked to construction of World Cup stadiums, of which 34 are classified as "non-work related" by the event's organizing committee. Experts have questioned the use of the term because in some cases it has been used to describe deaths which have occurred on the job, including a number of workers who have collapsed and died on stadium construction sites.

The findings expose Qatar's failure to protect its 2 million-strong migrant workforce, or even investigate the causes of the apparently high rate of death among the largely young workers.

Behind the statistics lie countless stories of devastated families who have been left without their main breadwinner, struggling to gain compensation, and confused about the circumstances of their loved one's death. Ghal Singh Rai from Nepal paid nearly £1,000 in recruitment fees for his job as a cleaner in a camp for workers building the Education City World Cup stadium. Within a week of arriving, he killed himself.

Another worker, Mohammad Shahid Miah, from Bangladesh, was electrocuted in his worker accommodation after water encountered exposed electricity cables.

In India, the family of Madhu Bollapally have never understood, how the healthy 43-year-old died of "natural causes" while working in Qatar. His body was found lying on his dorm room floor.

You might want to read the [whole article here](#)



Denmark is going to the FIFA World Cup in Qatar! Or are we?

(Extract from article) BY August Stenbroen
Kevin Ahrens DR.DK, 13. OKT 2021

Eight games, eight wins, a goal score of 27-0. The Danish national football team has skated through the World Cup qualification.

Yesterday's 1-0 win over Austria means that Denmark is now safely qualified for the World Cup in Qatar in 2022. However, the desert state has faced fierce criticism ever since the international football federation, FIFA, awarded them the hosting rights in 2010.

Criticism has increased since it emerged earlier this year what conditions the many migrant workers in the country live under while building brand new football stadiums.

At least 6,500 migrant workers have died in Qatar from everything from suicide and workplace accidents to cardiovascular disease since the country was awarded the World Cup hosting in 2010, The Guardian reported in February.

It is estimated that around two million migrants work in Qatar.

However, according to an August study by the human rights organization Amnesty International, the number of deaths is much higher, and for the vast majority the cause of death has not been investigated or clarified.

This has led many both at home and abroad to raise the question whether it is a good idea to participate in the World Cup in football. Prime Minister Mette Frederiksen (S) said, however, after the national match yesterday, that "foreign policy and football should be separated".



»One of our demands to FIFA is that this must not take place again. We hope that as many people as possible will sign for FIFA to ensure that human rights are written more thoroughly into their decision-making basis when a new host country is to be chosen«



It is DBU that has the power to decide whether to boycott the World Cup. And the organization doesn't see any reason to do that as it stands now.

Corner flag at half

The DBU has also collaborated with the human rights organization Amnesty International on how to deal with the problems of human rights and working conditions in Qatar.

Amnesty International does not recommend a boycott but believes that critical dialogue is the best solution. "We have a campaign where we put the corner flag on half to mark that this is happening at the cost of thousands of lives. We will also focus on this. And we would also like you to have that debate," says Annette Stubkjær Rimmer, political adviser at Amnesty International Denmark.

Amnesty International believes that the debate may help FIFA to be more cautious about choosing host nations in the future. They have therefore launched a petition that they will send to FIFA.

"One of our demands to FIFA is that this must not take place again. We hope that as many people as possible will sign for FIFA to ensure that human rights are written more thoroughly into their decision-making basis when a new host country is to be chosen," says Annette Stubkjær Rimmer.

You might want to read the [whole article here](#)

What do the United Nations do?



Step 5a - What do the United Nations (UN) do to promote and protect human rights?

This is the most difficult part of the project, so you might consider going through it in plenum with the help of an “expert”.

It might be your teacher, or you might invite somebody from UN or an NGO to assist you. It is important that you understand that human rights are much more than words on a paper.

The UN has for instance established several human rights mechanisms to monitor the implementation of human rights standards worldwide.

If you visit the website of the Office of the High Commissioner of Human Rights www.ohchr.org and browse around a little, you will quickly get an impression of the complexity of the organization and the enormity of papers (treaties, conventions, declarations etc.) it has produced over the last 73 years. You might for instance have a look at **Universal Rights Instruments** and **The Core**

International Human Rights Instruments and their monitoring bodies.

So, the following text is a very short summary of some of the most important aspects of what the United Nations do to promote and protect human rights.

Promoting and protecting human rights is one of the United Nation’s fundamental goals. UN works actively to define, help implement, and monitor international human rights standards. **The General Assembly**, for example, has adopted some 80 human rights conventions and declarations since 1948.

The Office of the United Nations High Commissioner for Human Rights (UN Human Rights) has the lead responsibility for the promotion and protection of human rights, and for mainstreaming human rights within the UN. It has been given a **unique mandate** to do so by the international community, through the General Assembly.

The UN has established some human rights mechanisms to monitor the implementation of human rights standards worldwide. These bodies are all distinct from UN Human Rights and include the:

- **Human Rights Council**, an intergovernmental body of 47 member states elected the UN General Assembly
- **Ten human rights treaty bodies**
- Independent thematic and country experts, **known as the special procedures**, who are appointed by the Human Rights Council to report and advise on human rights

Judicial organs in the UN family, such as the International Criminal Court, and specialized criminal tribunals established by the Security Council, work to ensure justice in cases of gross human rights violations.

What are the human rights treaty bodies?

The human rights treaty bodies are committees of independent experts that monitor implementation of the **core international human rights treaties**. Each State party to a treaty has an obligation to take steps to ensure that everyone in the State can enjoy the rights set out in the treaty.



Currently, there are nine human rights international treaties, and one optional protocol, from which 10 treaty bodies have been established. The treaty bodies are composed of independent experts of recognized competence in human rights, who are nominated and elected for fixed renewable terms of four years by State parties.



UN's Human Rights Council in Geneva Photo: UN Photo/Violain Martin

What are Universal Periodic Reviews?

The Universal Periodic Review (UPR) is a unique process which involves a review of the human rights records of all UN Member States. The UPR is a State-driven process, under the auspices of the Human Rights Council, which provides the opportunity for each State to declare what actions they have taken to improve the human rights situations in their countries and to fulfil their human rights obligations. Here you can see the **documentation by country: Denmark, Finland, Iceland, Norway**.

Here is an example: Denmark for the Human Rights Examination in May 2021 - Universal Periodic Reviews (UPR)

The examination takes place under the auspices of the UN Human Rights Council, where all UN member states report on - and are examined on an equal footing in - the overall human rights situation in the country in question.

Prior to the examination, the Danish government prepared a national report on the human rights situation in Denmark. In parallel, relevant civil society organizations have prepared reports for the Human Rights Council with their assessment of the human rights situation in Denmark and made suggestions for recommendations.

As part of the preparation of the Danish report, a number of meetings and public hearings have been held around Denmark to gather information about issues that should be included in the examination. The draft report has also been submitted for public consultation in November 2020.

National report submitted in accordance with paragraph 5 of the annex to Human Rights

Council resolution 16/21, March 2021

The Danish government submitted the national report to the UN in February 2021. Based on the national report and civil society's parallel reports, all UN member states will have the opportunity to submit questions and recommendations to Denmark in the field of human rights on 6 May 2021.

From the Danish Institute for Human Rights' **report to the UN in connection with Denmark's UPR assessment**, it appears, that there were 13 areas in particular, that should be in focus when Denmark's compliance with human rights was to be examined by the UN Human Rights Council in May 2021.

Background

The primary objective of the UPR is to strengthen respect for human rights in practice, i.e., not only in word and intent, but also by ensuring that the individual human being can actually feel a difference.

All 193 UN member states must pass an 'exam' in human rights at intervals of about 5 years, where standards and fulfilment of obligations are reviewed.

The UPR is thus a mandatory assessment system in which UN member states participate one by one in an interactive dialogue in which the country's overall human rights situation is discussed, and where the other UN member states make recommendations on how the country in question can promote respect for and ensure effective observance of human rights for the benefit of its citizens.

You might want to get further information on the [website](#) of the Danish Ministry of Foreign affairs

Two NGOs assist in checking the implementation of the human standards worldwide.

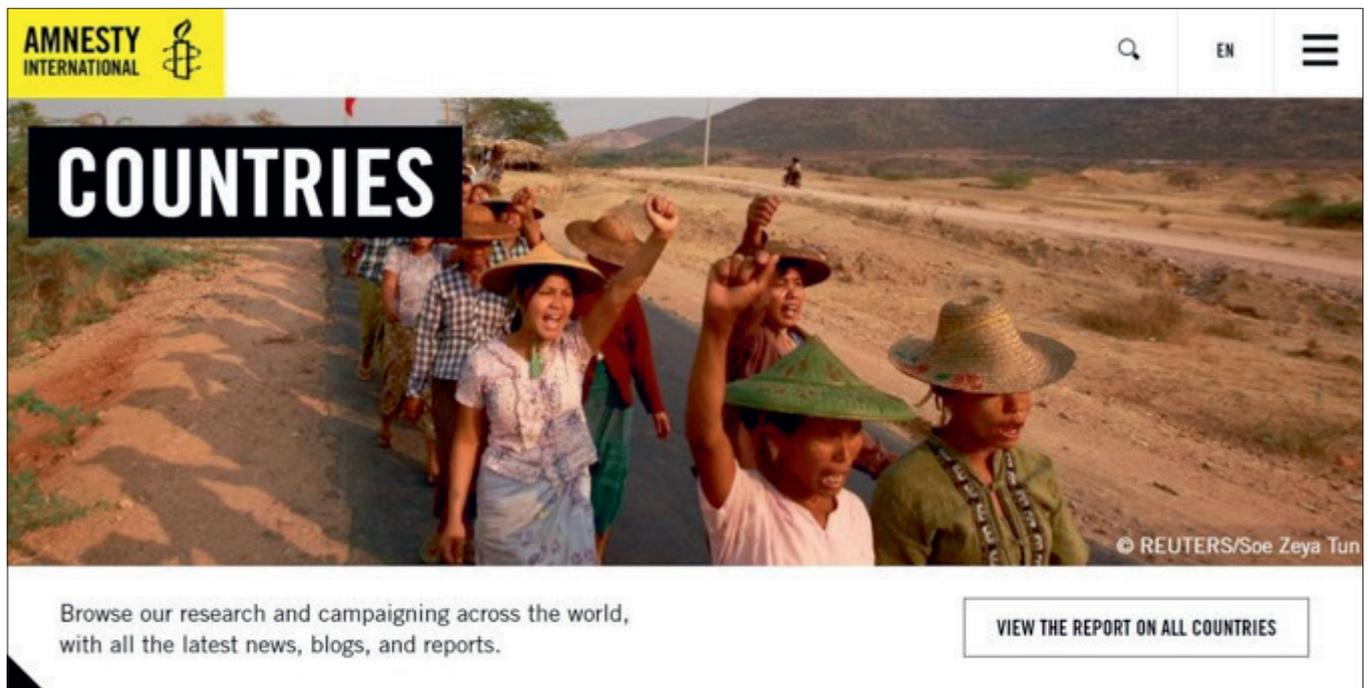




The banner features a background image of people, including a woman in a white shirt with yellow patterns and a man in a black shirt with 'PUBG' on it. On the left, a blue vertical bar contains the text 'HUMAN RIGHTS WATCH' repeated twice. The main text reads 'WORLD REPORT 2022' in large white letters, followed by 'Our annual review of human rights around the globe'. Below this, there are links for 'DOWNLOAD THE FULL REPORT' and 'PURCHASE'. On the right, there are navigation elements: 'LANGUAGES' with a dropdown arrow, 'DONATE NOW' in an orange box, and a blue box with 'Browse Countries' and a 'Choose' dropdown menu.

Human Rights Watch’s 31st annual review of human rights practices around the globe. It summarizes key human rights issues in more than 90 countries and territories worldwide, drawing on events from the previous year. The Nordic countries are not included. [Learn more here](#)

Amnesty International documents the standards of human rights in 149 countries around the globe each year. Including the Nordic Countries. Have a look at the standards of [your country here](#).



The banner features the Amnesty International logo in the top left corner. The main text reads 'COUNTRIES' in large white letters on a black background. Below this, there is a photograph of a group of people, including women wearing traditional hats, walking along a dirt road. In the bottom right corner of the photo, it says '© REUTERS/Soe Zeya Tun'. Below the photo, there is a text box that says 'Browse our research and campaigning across the world, with all the latest news, blogs, and reports.' and a button that says 'VIEW THE REPORT ON ALL COUNTRIES'.

What do institutions and NGOs do?



Step 5b – What do institutions and NGOs do to promote and protect human rights?

Now it is your turn to research in your own country.

Your task is to find as many institutes and NGOs as possible working to promote and protect human rights in your country.

So, it might be a good idea to split up in pairs or groups and begin searching the internet for NGOs working with human rights in your country.

This collage might facilitate your research. It

shows the logos of many of the NGOs working with human rights in Denmark. Several of them are also working internationally and represented in the Nordic countries.

When everybody has finished, you present and debate your results in plenum and make a common list of the NGOs you have found on a black - or whiteboard.

Divide the NGOs between the pairs/groups (probably one or two NGOs for each pair/group)

Try to find answers to these questions:

Which rights is your NGO focusing on? In your country and elsewhere?

What is your NGO doing to promote and protect the human rights they are focusing on?

Do they have any case stories (videos/interviews with people whose rights have been or are violated?)

Does your NGO suggest what **you** can do to help promote and protect human rights?



Make a collage (A3 or bigger) presenting the work of your NGO. You can for instance use drawing, pictures, paintings, quotations, logos, symbols, and of course short text extracts from the website of your NGO.

If you lack inspiration, you might have a look at Amnesty International’s website:

Get Involved - Amnesty International and **What We Do - Amnesty International**

As the Danish Institute for Human Rights is not represented on the NGO collage you will get a short introduction to the institute here and hopefully be inspired by their work.

The Danish Institute for Human Rights is Denmark’s national human rights institution and equal treatment body.



“We promote and protect human rights in Denmark and internationally, and we work to ensure that all people have the same opportunities regardless of, for example, gender, ethnicity, religion, or disability.”

AMNESTY INTERNATIONAL

EN

HAVE A MINUTE?

Small actions with a big difference. Take action online and defend people’s human rights.

ACT NOW

HAVE AN HOUR?

Learn skills and meet new people – volunteer today and support our work across the world.

VOLUNTEER

HAVE A BIT LONGER?

Have your say in our work and help us be there for people at risk – become a member today.

HOW DO I JOIN?

At the same time, we have been designated as a national human rights institution for Greenland and work to strengthen human rights in Greenland – in close cooperation with the Greenland Council for Human Rights.

The objective of our work is a world in which the freedom, dignity and rights of human beings are fully respected. We have also pre-

pared a new strategy for the department's work over the next four years, with a special focus on democracy, the rule of law, technology, sustainable development, and the responsibility and support for human rights by business life." From the Institute's [report to the Danish Parliament 2020](#).



You might want to read more about the Institute's work in Danish on: [Human Rights in Denmark](#)

Or maybe have a look at their websites in [English](#) or [Greenlandic](#)

From the Institute's [report to the UN in connection with Denmark's UPR assessment](#), it appears, that there were 13 areas in particular, that should be in focus when Denmark's compliance with human rights was to be examined by the UN Human Rights Council in May 2021.

Do you have institutions in your country similar to the Danish Institute of Human Rights?

Communication

When everybody has presented and received feed-back on their collage, it is time to send copies to your partner-school.

You might consider making one big collage out of all your smaller collages and present it in your classroom, in the hall or maybe in the library.

It is also important to keep your products. You might be able to use them in step 6, 7 and 8 when it is time to take action and stand up for human rights.

Time to take action



Step 6 – Time to take action and stand up for human rights

Options to get you started

You might begin by having a closer look at the website above [Take Action | Stand up for human rights | UN Human Rights Office \(standup4humanrights.org\)](#)

There are some options to get you started: promote, engage, reflect and spread the word.

Visit the website and click on **spread the word** and **learn more** below promote, engage, and

HOME ABOUT CAMPAIGNS HIGHLIGHTS **TAKE ACTION** DOWNLOAD HUMAN RIGHTS CHAMPIONS PARTNERS

SOCIAL MEDIA PROMOTE ENGAGE REFLECT

Take Action

All of us can promote and defend human rights. We are calling on everyone, individuals as well as governments, companies, the civil society, the UN family and others to join us and make a difference. Here are some options to get you started.

Social Media

Help us give visibility to these fundamental principles by sharing our posts in the digital sphere.

SPREAD THE WORD >>



Promote

Raise awareness of the importance of human rights in everyday life and show how they empower us all.
[Learn more](#)



Engage

Join us in expressing your commitment to the promotion and protection of human rights.
[Learn more](#)



Reflect

Take stock of the state of human rights today and reflect on how each of us can stand up for rights.
[Learn more](#)

reflect to find out, what is meant by the 4 options. You can use/be inspired by any of them when you are going to take action yourself.

You might begin by researching the options in pairs/groups and succeed the discussion in plenum.

Examples of Actions

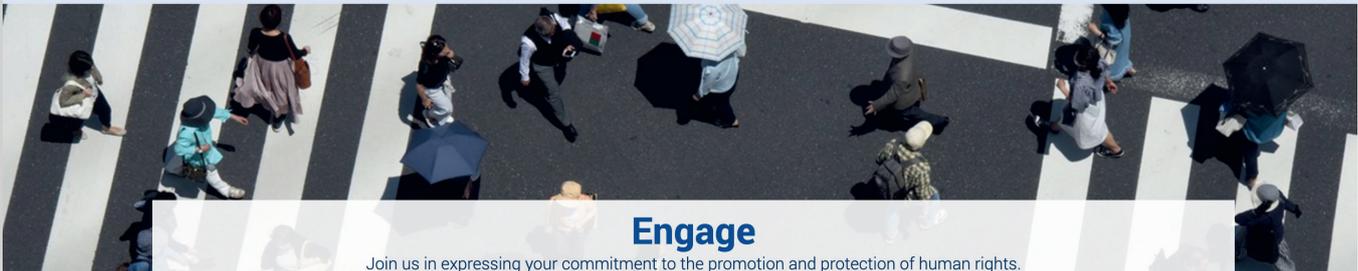
To inspire you further you'll get some examples of current actions to stand up for human rights.

Due to the Russian invasion of Ukraine many of the examples of people acting are connected to that conflict in order to highlight the willingness of ordinary people to act in many different ways - and stand up for human rights.

The intention is not that you should act to help the Ukrainian people, but that you experience and analyse different ways to act. ***You are also very welcome to find examples from your own country.***

HOME
ABOUT
CAMPAIGNS
HIGHLIGHTS
TAKE ACTION
DOWNLOAD
HUMAN RIGHTS CHAMPIONS
PARTNERS

SOCIAL MEDIA
PROMOTE
ENGAGE
REFLECT



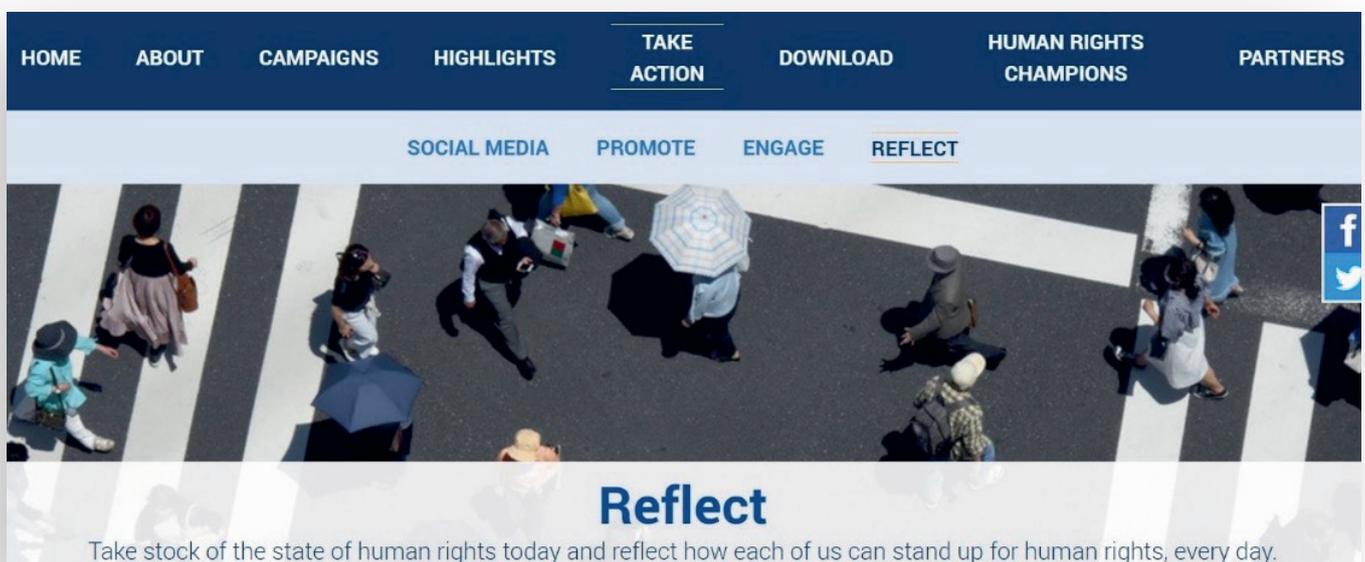
Engage

Join us in expressing your commitment to the promotion and protection of human rights.

So, you might begin by working in pairs/groups. Each pair/group gets one or two cases. Read the case and discuss what kind of action is taking place and what you think of the action. When everybody has finished, present your cases in plenum (if a video is included, watch it too) and discuss the actions and your attitudes to them. If your case is very short, you might find an extra case on the internet to supplement it.

Cases

1. Pupils collect money for Ukraine: "What if I was in a country that was bombed?" (Page 4)
2. Others prefer to volunteer to assist the relief organizations (page 5).
3. Human Rights Watch has chosen to highlight why leaders of the world should do more to stand up for human rights in a fair world (page 5)
4. The London Mahknouists decided to occupy a London Mansion owned by the Russian oligarch Oleg Deripaska (page 6)
5. Nastia chose to sing Ukrainian folksongs to comfort refugees in the central railway station in Krakow (page 7)
6. Many people supported the aid concert for Ukraine, and students from the continuation school in Ollerup chose to sing "a simple song for freedom" (page 8-9)
7. Two Danes decided to pack their food-truck and drove to Poland to hand out 4000 free burgers to Ukrainian refugees (page 10)
8. Marina Ousyannikova decided that enough is enough and interrupted a news-broadcast with a protest sign on a Russian Television Channel (page 10)
9. Elizabeth Wathui, a youth climate activist from Kenya and a **young champion of the earth**, gave a remarkable speech to the World Leaders Summit Opening Ceremony (page 11)
10. To have a happy ending the last example is a kind of a Christmas fairy-tail. When a photojournalist took an image of 12-year-old Gabriel Silva pulling a Christmas tree from a fetid mountain of trash in Brazil, he didn't expect what would happen next (page 11)



HOME ABOUT CAMPAIGNS HIGHLIGHTS TAKE ACTION DOWNLOAD HUMAN RIGHTS CHAMPIONS PARTNERS

SOCIAL MEDIA PROMOTE ENGAGE REFLECT

Reflect

Take stock of the state of human rights today and reflect how each of us can stand up for human rights, every day.

Pupils collect money for Ukraine: - What if I was in a country that was bombed? Extract from the article

The eyes of the whole world are on the war in Ukraine. This also applies to the pupils in 4th grade at Allindelille Friskole in Store Merløse outside Ringsted.

"I feel sorry for them, and I also think about what it would be like if I was the one who fled," says Maggie Liv Westhal, a 4th grader.

"I just started crying and thought, what if I was in a country that was bombed, and I just think it sounded horrible to be in that situation. I wouldn't be able to do that," said Victoria Jaqueline Angelbo, who is also in the 4th grade.

On Friday, the class was in charge of a collection where the money will go to those fleeing the war in Ukraine.

The students sold coffee, cake, and their own toys, among other things.

- I think it's cool that they learn to be able to give something to somebody who are in



Journalist Frederikke Denmark and Camilla Laursen, Photo: Camille Laursen, TV2 øst, March 19th, 2022

need, so I think it's important learning and cool that they take the initiative themselves, says Lonni Pedersen, who is a parent.

She is backed up by Signe Schrøder, who is also a parent. "I also think it makes the kids realize that you can do something, and that's really important as well. The class managed to collect 5000 kroner. They are now donated to the Red Cross.

You might want to read the [whole article in Danish](#)



"I feel sorry for them, and I also think about what it would be like if I was the one who fled"
– Maggie Liv Westhal

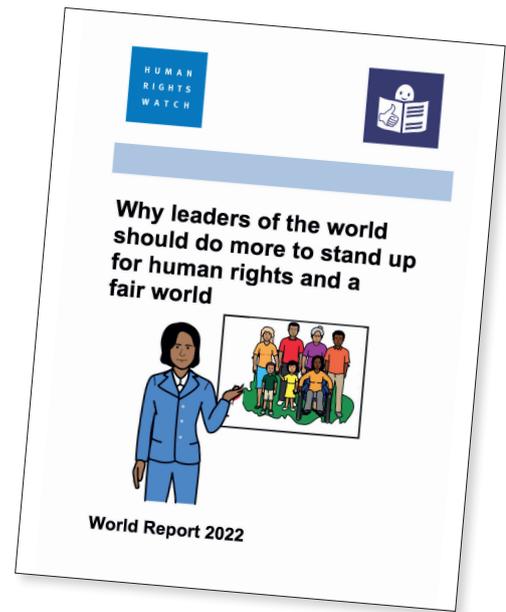
After the war in Ukraine: large increase in the number of volunteers in the relief organizations (Extract from the article) by Hans Corfitz Andersen, Ma thilde Nordenlund, Thor Malthe Andersen March 10th , 2022

While many Facebook groups provide a framework for private collections of clothing, food, and private driving of refugees from the war in Ukraine, several of Denmark's relief organizations are currently experiencing massive increases in the number of volunteers....

Both DanChurchAid, the Red Cross and the Danish Refugee Council can report massive increased interest in volunteering....

And there is ample opportunity to make a difference as a volunteer in a relief organization. For the many new volunteers can help both with the integration into Danish society and with the language...

It's very meaningful to me to help people who are in need. It's such a two-way thing.



I help them and at the same time it's very meaningful to me. It gives a lot of meaning and satisfaction, says Lars Møller.

You might want to read the [whole article in Danish](#)

Download the easy - to - read - version of the keynote essay [Microsoft Word - World Report 2020 .docx \(hrw.org\)](#)





Police enter London mansion reportedly owned by sanctioned Russian oligarch Oleg Deripaska after squatters occupy property | UK News | Sky News, Tuesday, 15. March 2022

The squatters broke into the property at around 1am on Monday and declared that it *"belongs to Ukrainian refugees"*.

The squatters call themselves the London Mahknovists, after Nestor Makhno, who led an anarchist force that attempted to form a stateless society in Ukraine during the Russian Revolution of 1917-23.

They hung a Ukrainian flag as well as two signs which read *"this property has been liberated"* and *"Putin go f*** yourself"*.

They also danced, played music and one man sang lines from the Dirty Dancing song (I've Had) The Time of My Life.

In a statement, they said: "By occupying this mansion, we want to show solidarity with the people of Ukraine, but also the people of Russia who never agreed to this madness.

"You occupy Ukraine, we occupy you."

One of the protesters, who refused to give his name but said he was from Lithuania, said: "All our group made peace with arrest because this was always one of the options. *"I'm ready to take the consequences for something I believe"*.

He also said they had done *"everything by the book"* and they had left *"no criminal damage"* in the property.

"This house could house 200 people. We have been doing a job the government should do. We have liberated the property for refugees," he added.

Deripaska has been described as "a prominent Russian businessman and pro-Kremlin oligarch" who is "closely associated" with the Russian government and President Vladimir Putin.

His wealth is estimated to be £2.3bn and he has a multimillion-pound property portfolio in the UK.

According to a 2007 High Court judgment his portfolio includes the house at 5 Belgrave Square. You might want to [Read the whole article](#)



Listen to the cut from Nastia’s song [here](#). It is incorporated in the article.

Nastia sings Ukrainian folksongs to comfort refugees in the central railway station in Krakow. *Extracts from the article by Stéphanie Surruogue - Krakow DR.DK 12. MARTS 2022*



Nastia’s clear voice soars calmly through crackling loudspeaker calls and the crying of exhausted children. The 19-year-old woman sits in the middle of the refugee chaos at Krakow Central Station, singing to her compatriots.

“I hope I can give them some comfort by playing and singing our folk songs from Ukraine. Maybe they can forget for a moment that we’re all just refugees now,” says Nastia, who was studying at the music conservatory in her third year when she fled last week with her three younger siblings, her mother, and her cancer-stricken grandmother.

“I’ve said goodbye to my father because he’s become a soldier now. I also had to say goodbye to my grandfather. He’s a priest, but now he’s also a soldier. I hope I see them again very, very soon,” Nastia says and continue:

“But I’m grateful for the help we’ve had here in Krakow. And I try to give back with music that you can dream to, or maybe say a prayer to.

Here at the train station, they can catch their breath after the escape, they can get hot food, mobile chargers, a few hours of sleep, medical care and transport assistance.

There are free buses to Berlin, and there are direct trains to, for example, Vienna, Prague and Budapest.

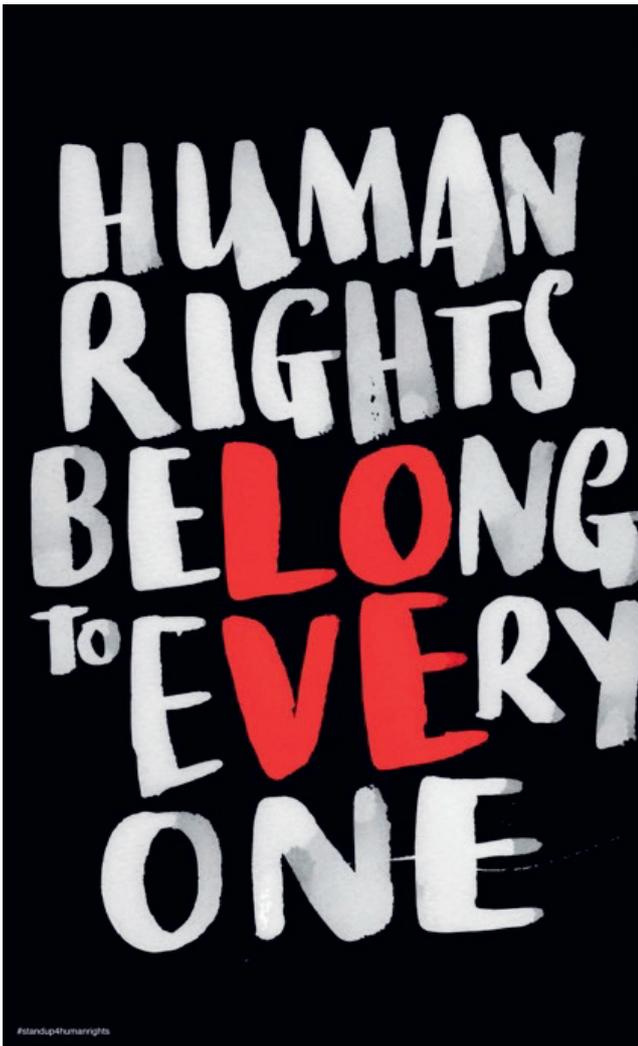
But for many refugees, it is an involuntary and unsafe lottery which train they have to board. They know only one home, and that is in Ukraine.

“We just want to go home, home to my dad, my grandfather and my school. I want to finish my education. I’ve even considered going back, even though there’s war. But I don’t.

So right now, Nastia has no other option to play than here, among her fugitive compatriots at a chaotic railway station in a European metropolis. You might want to [read the whole article in Danish](#).

Huge support for Ukraine: Support concert fetched over 165 million for relief. By Karen Klærke, DR. March 12, 2022

The money will be distributed among 18 aid



organizations to help the victims of the war in Ukraine.

Students from Ollerup Efterskole were some of those who performed at Saturday's concert. You can listen to their contribution here: [En enkel sang om frihed](#)

"It is a very overwhelming and a touching support we have experienced from the Danes. The large amount of money raised will make a big difference for people in need," says Secretary General Charlotte Slente.

For example, the money will provide the opportunity to distribute food, cash, and medicine, among other things. Ensure people have a place to sleep and support families and children who have seen their homes bombed or have had to flee.

Even before the concert began, the Danes had donated money to Ukraine on a large scale. Various Danish aid agencies said that they have raised DKK 750 million for humanitarian aid to Ukraine.

You might want to read the [whole article in Danish](#)



A simple song of freedom is one of many anti-war songs that were written in the sixties. Bobby Darin wrote it in 1969 and it became one of the hymns for the anti-war movement. Vietnam in particular. You might want to listen to **Bob Darin's original version. ([lyrics here](#))**

*Come and sing a simple song of freedom
Sing it like you've never sung before
Let it fill the air
Tell the people everywhere
We, the people here, don't want a war*

*Hey, there, mister black man, can you hear me?
I don't want your diamonds or your game
I just want to be someone known to you as me
And I will bet my life you want the same
Come and sing a simple song of freedom
Sing it like you've never sung before
Let it fill the air
Tell the people everywhere
We, the people here, don't want a war*

*Seven hundred million are ya list'nin'?
Most of what you read is made of lies
But, speakin' one to one ain't it everybody's sun
To wake to in the mornin' when we rise*

*Brother Solzhenitsyn, are you busy?
If not, won't you drop this friend a line
Tell me if the man who is plowin' up your land
Has got the war machine upon his mind?*

*Come and sing a simple song of freedom
Sing it like you've never sung before
Let it fill the air
Tell the people everywhere
We, the people here, don't want a war*

*Now, no doubt some folks enjoy doin' battle
Like presidents, prime ministers and kings
So, let's all build them shelves
Where they can fight among themselves
Leave the people be who love to sing
Come and sing a simple song of freedom
Sing it like you've never sung before
Let it fill the air
Tell the people everywhere
We, the people here, don't want a war*

*I say ... let it fill the air ...
Telling people everywhere ...
We, the people here, don't want a war*





Two Danes decided to pack their food-truck and drove to Poland to hand out 4000 free burgers to Ukrainian refugees (Extract from the article written by Rosa Uldall, Nicolai Styriahave – Przemysł, dr.dk, March 16, 2022

At present, they have handed out 3,200 burgers and hope to be able to hand out the last 800 today.

After the food truck owner posted on Facebook sharing their plans to go to Poland, support for the trip poured in.

“We’ve got sponsored toys that we give to kids who come by. We have also sponsored diesel for the drive and some of the raw materials for the burgers. It’s great to feel the support, says Thomas Møbjerg.

You might want to [read the whole article in Danish](#)

[Marina Ovsyannikova’s message, translated into English - YouTube](#)

On Monday night, like all other evenings, news was broadcast on the state-controlled

Russian television station Chanel 1.



But this Monday night was not at all like most others on the Russian TV channel.

Suddenly, a woman interrupted the newscast by standing behind the news anchor with a sign that read, among other things, “no war,” “Russians against war,” and “don’t believe the propaganda.” They’re lying to you.”

The woman could also be heard shouting: “Stop the war. No to war” before the channel switched to a new feature.



World Leaders Summit Opening Ceremony - Elizabeth Wathuti's Full Speech - YouTube

Background

Elizabeth Wathuti - [YouTube introduction](#) to the video "A passionate Commitment to environmental conservation" gives a background to understand her present work:

"If there is one thing that I have always wanted to change for the world it is the mindset of the people towards environmental conservation. I want to inspire people through my work.

I want to raise a generation of young, passionate environmentalists, who will fight fearlessly to protect natural resources.

I want to change the story and make people understand that we are not doing this for us, but we are doing it for the future generations from whom we have borrowed this planet. I know that I have what it takes to be a changemaker today and if I don't step up as a young person to address the challenges we are facing today, then nobody else will.

Growing up I thought I might have been too young to make a huge impact. But now I know that it is the little things we do that matter the most, and they eventually make a huge difference. Young champions of the Earth." [Meet our winners \(unep.org\)](#)

Christmas tree turns symbol of hope at Brazil dump

Published by News.com.au - May 5, 2022 - Picture Joao Paulo Guimaras/AFP

When a photojournalist took this image of a boy pulling a Christmas tree from a fetid mountain of trash, he didn't expect **what would happen next**.

Try to guess what happened before you download and read the text.



What actions do you prefer to take? How do you want to stand up for human rights?

When you have found out if you can use any of the actions suggested on the website Stand up for human rights at page 1, and shared and analysed the ten cases describing different types of resent actions, it is time for you to decide what actions you prefer to take? How do you want to stand up for human rights?

But please remember the work you have done so far and the products you have already created:

1. The pictures and descriptions of your school
2. The questionnaire: test your knowledge
3. The videos – what are human rights?
4. The podcast describing violations of human rights
5. The posters/mosaics of NGOs, their work, and their suggestions for what you can do
6. The cases you have worked with

The products might prove useful in the last part of your work

But before you start your work, please remember the introduction text to the questionnaire.



The headline was *The Danes' knowledge of and support for human rights is in general declining.*

It referred to a survey from 2019. Unfortunately, the latest survey from 2021 shows that

Children still know far too little about their own rights – [UNICEF Denmark](#)

This is the conclusion of a new survey conducted by Kantar Gallup for the Danish Institute for Human Rights and UNICEF Denmark. Among other things, only about half of the children (45 percent) answer that they know something or a lot about their rights. In 2009 the corresponding share was 39 percent. Two in five children (42 percent) cannot remember a single human right.

“It is worrying that there has not been greater progress. There is clearly a need for an extra effort to inform children about their own and other people’s rights,” says Karen Hækkerup, Secretary General of UNICEF Denmark.

The Danish Institute for Human Rights agrees with the concern and points out that fewer children experience that they learn to respect each other’s rights in school.

There has been a drop from 70 percent in the latest survey to 55 percent today.

“The school has a decisive task of equipping children to know their own rights and anyone else’s. Children must be able to speak up, speak out and intervene when they experience, that rights are being violated. Unfortunately, our study once again suggests that **the teaching of human rights in Danish primary schools is not good enough. There is therefore a big task in the schools and in the teacher - education programs in strengthening the teaching of human rights,**” says Louise Holck, Director of the Institute for Human Rights. You can download the report [children’s knowledge of Human Rights and the Convention of the Rights of the Child 2021](#)

As it seems clear that

- at least children in Denmark, and maybe the other Nordic countries, know far too little about their rights
- fewer children experience that they learn to respect each other’s rights in school
- that the teaching of human rights in Danish schools is not good enough

one idea for you might be to take action and stand up for human rights by trying to address these problems.

You could for instance

- Invite to debate with your teachers, the students' council, and the parents' representatives and discuss if you should and how you can improve the human rights teaching at your school and make sure that the daily, social conventions and interactions are characterized by the practice of human rights values.
- Make an exhibition at your school, in the local library in the city-hall or.... Maybe you can use the products you have already made as part of the exhibition?
- Offer to teach some of the younger students at your school - or maybe at a neighbour school about human rights.
- Write a song about human rights.
- Contact the local newspapers/television/radio. Maybe they will help presenting your work to a broader audience.
- Make a stage play and invite students/pupils and parent to watch it.
- Use the social medias to present your message.
- Invite representatives from NGOs to a debate about how they stand up for human rights and what you can do.
- Present your work on the 10th of December - Human Rights Day.

Feel free to continue the list.....

However, if the situation in other Nordic countries is much better than in Denmark, as far as human rights is concerned, it would



be very valuable if you can illustrate, how you teach and practice human rights in your schools.

Form and Content

You must decide the form and content/what elements you want to have in your action. You might begin with a brainstorm in plenum or in groups.

Before the Nordic Camp in Copenhagen, you make an outline describing your plans and how you will implement them as detailed as possible.

It might be useful to use some of the W words: Why, When, Where, Who, What, hoW?

The time to take action might include the World Human Rights Day, December 10

Step 7 – Nordic Camp in Copenhagen: Standup4humanrights



Your representatives, who are going to Copenhagen bring the outline of your action/project to Copenhagen, where the participants, among other things present, discuss and qualify their plans.

Remember also to bring your school profiles, so you can present them to your partner schools.

You will get more information about the camp later

Product: Your decision

Step 8 - Human Rights Day, December 10

Hopefully you'll return from the Nordic Camp with new inspiration.

Of course, you'll now need some time to prepare the final touch to your action to make it successful.

The suggestion is that all of you who have participated in the project launch/publish your actions on December 10 - Human Rights Day. Maybe you can also be in virtual contact with each other on Human Rights Day?

Anyway, you have to inform each other about the results of your actions. Were they well received et cetera? Maybe you also want to plan future co-operation.

Hopefully you have learned a lot yourself, contributed to take steps to make the teaching of human rights in Nordic schools better and helped extending the knowledge of human rights.

You will get more information about Human Rights Day later

**ALL
HUMAN**

**ALL
EQUAL**

The Universal Declaration of
HUMAN RIGHTS

Adopted by the General Assembly of the United Nations in 1948, the Universal Declaration states basic rights and fundamental freedoms to which all human beings are entitled.

WE ARE ALL BORN FREE AND EQUAL

EVERYONE IS ENTITLED TO THESE RIGHTS

NO MATTER YOUR RACE, RELIGION OR NATIONALITY

EVERYONE HAS THE RIGHT TO LIFE, FREEDOM AND SAFETY

No one has the right to hold you in slavery.



No one has the right to torture you.

You have the right to recognition everywhere as a person before the law.

We are all equal before the law and are entitled to equal protection of the law.

You have the right to seek legal help if your rights are violated.



No one has the right to wrongly imprison you or force you to leave your country.

You have the right to a fair and public trial.

Everyone is innocent until **PROVEN** guilty.

You have the right to privacy. No one can interfere with your reputation, family, home or correspondence.




You can travel wherever you want.

You have the right to seek asylum in another country if you are being persecuted in your own country.



Everyone has the right to a nationality.

All adults have the right to marriage and to raise a family.





You have the right to own property.

Everyone has the right to belong to a religion.



Freedom of Expression: You have the right to free thought and to voice your opinions to others.

Everyone has the right to gather as a peaceful assembly.

You have the right to help choose and to take part in governing your country, directly or through chosen representatives.



You have the right to social security and are entitled to economic, social and cultural help from your government.

Workers' rights: Every adult has the right to a job, a fair wage and to join a trade union.

You have the right to leisure and rest from work.

Everyone has the right to an adequate standard of living for themselves and their family.



Everyone has the right to education.

Your intellectual property as an artist or scientist should be protected.

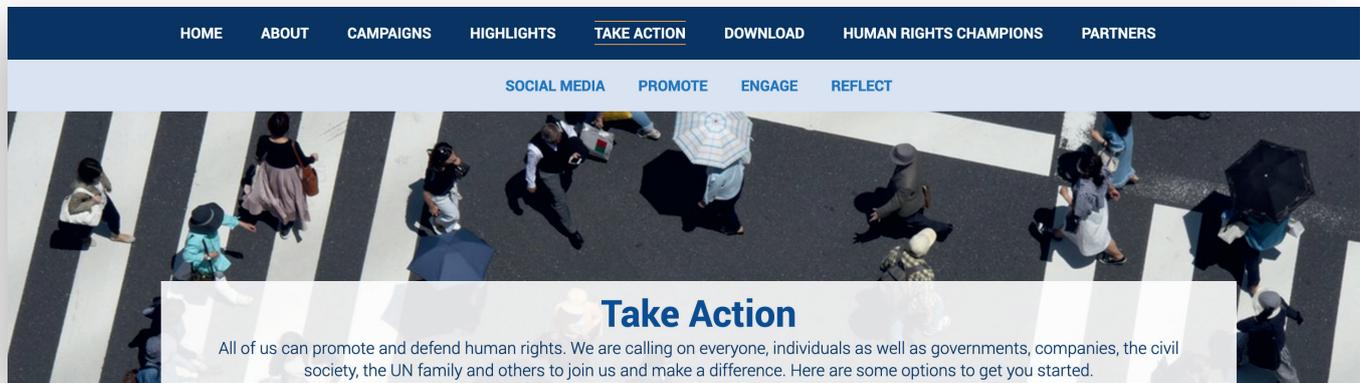
We are all entitled to social order so we can enjoy these rights.

You have the responsibility to respect the rights of others

NO ONE CAN TAKE AWAY ANY OF YOUR RIGHTS

© UNITED NATIONS 2013 FOR THE FULL VERSION OF THE DECLARATION VISIT UN.ORG/EN/DOCUMENTS/UHDR/ zenpencils.com

Introduction mostly to teachers



Background

In 2018, Human Rights celebrated their 70th birthday. On that occasion, the UN (United Nations) made the **campaign STANDUP4HUMANRIGHTS**. It is still very active and filled with interesting and relevant materials about human rights. Visit the website here.

Children still know far too little about their own rights – read more at UNICEF – Denmark This is the conclusion of a new survey (2021) conducted by Kantar Gallup for the Danish Institute for Human Rights and UNICEF Denmark.

Among other things, only about half of the children (45 percent) answer that they know something or a lot about their rights. In 2009 the corresponding share was 39 percent. Two in five children (42 percent) cannot remember a single human right.

"It is worrying that there has not been greater progress. There is clearly a need for an extra effort to inform children about their own and other people's rights," says Karen Hækkerup, Secretary General of UNICEF Denmark.

The Danish Institute for Human Rights agrees with the concern and points out that

fewer children experience that they learn to respect each other's rights in school.

There has been a drop from 70 percent in the latest survey to 55 percent today.

"The school has a decisive task of equipping children to know their own rights and anyone else's. Children must be able to speak up, speak out and intervene when they experience, that rights are being violated. Unfortunately, our study once again suggests that *the teaching of human rights in Danish primary schools is not good enough. There is therefore a big task in the schools and in the teacher - education programs in strengthening the teaching of human rights,*" says Louise Holck, Director of the Institute for Human Rights. Here you can download the report *Children's knowledge of Human Rights and the Convention of the Rights of the Child 2021 in Danish*.

Inspired by the name and content of the campaign **Standup4humanrights** and the findings of the survey **Children still know far too little about their own rights**, the Danish UNESCO SDG Schools (Sustainable Development Goals) have decided to invite schools from the Nordic countries to take part in the project "**Nordic Camp: Standup4Human Rights.**"



The aims of the project are to investigate and compare

1. what human rights are
2. what state they are in in your own countries and around the world
3. how you can protect, promote, and stand up for human rights
4. how to strengthen the teaching and practicing of human rights in the school-system

Target group

Students aged 14 – 18 years and their teachers at the Nordic ASP/SDG schools as well as all other interested parties.

The Material

The material can – in particular– be used in the Nordic languages, English, history, social studies and the musical/creative subjects as well as interdisciplinary in connection with project assignments, theme weeks and the like. However, the working language is English.

It will hopefully also find use as an inspiration catalogue for use in connection with various UN-related themes and projects.

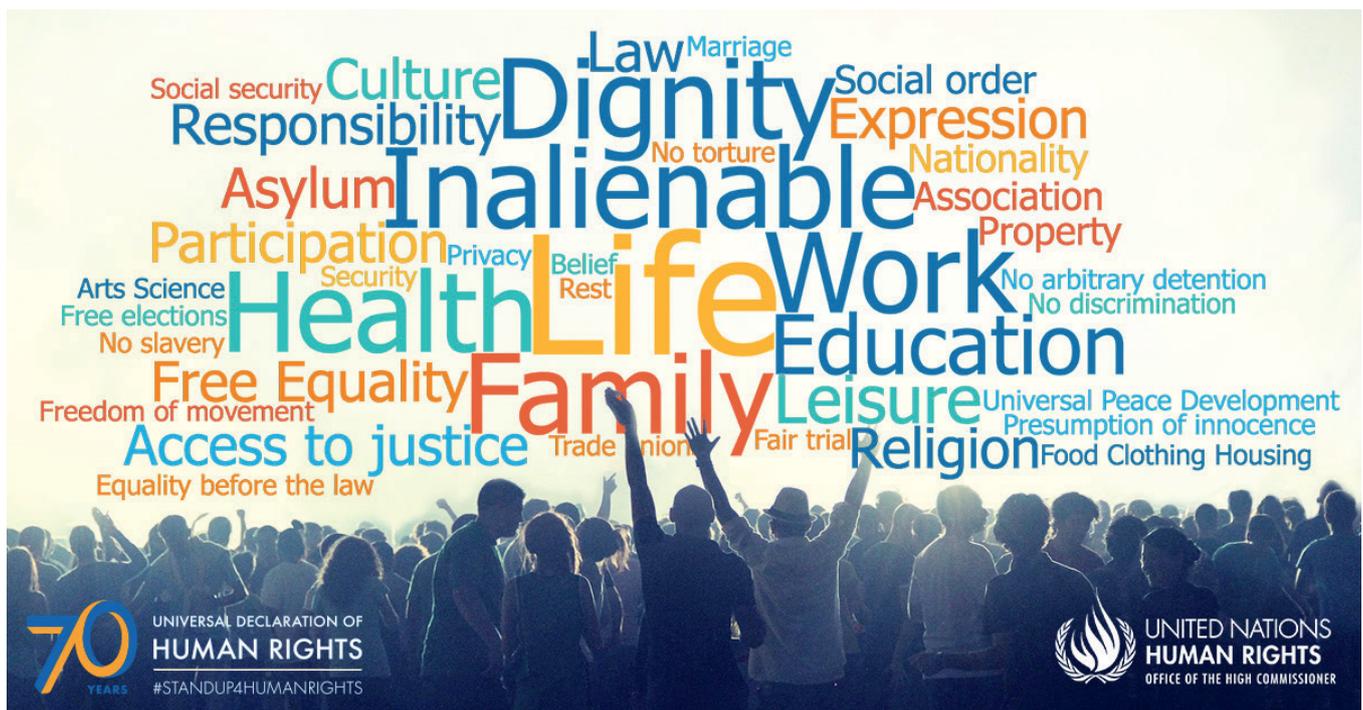
A large part of the work is group work with different work appendices for each group, so each student will work with an average of 30 pages, about half of which are pictures. Creating inspirational material for a target group that covers both learners and teachers in primary and secondary schools is quite a challenge. Whether the attempt has been successful, users must assess.

Within the framework of the project, it has unfortunately not been possible to research for examples from Finland, Norway, Iceland, Faroe Islands and Greenland.

Accordingly, most of the texts are from a Danish context and a summary has been translated into English, with a link to the original article.

However, it would be great if you could make research in your own country on issues like social equality/inequality, possibilities of obtaining citizenship, poverty of the citizens, digital violence and present the findings/examples in your products.

In step 4b – **What do institutions and NGOs in your country do to protect and promote human rights?** – the task is to make research in your own country.



Content

The Introduction is meant as an expanded table of content where you get an overview of the 8 steps of the project:

- Step 1:** School profiles. Get to know each other
- Step 2** Test your knowledge
- Step 3** What are human rights?
- Step 4** Examples of human rights being violated
- Step 5a** What do the United Nations do?
- Step 5b** What do institutions and NGOs do?
- Step 6** How can you take action?
- Step 6** Nordic Camp in Copenhagen
- Step 7** Human Rights Day, December 10

In each step there is a link to an enclosure that will guide you through the content of the task.

Step 1 – Test your knowledge

There are two versions of the questionnaire included in this document. One with questions only (page 5 – 8), and one with questions, answers, and further information (page 9 – 15)



Test your knowledge

Step 1 -Test your knowledge about Human Rights

The Danes' knowledge of and support for human rights is in general declining

In Denmark it unfortunately seems that knowledge of and attitude towards human rights are not too good. For example, a study from the Danish Institute of Human Rights and UNICEF Denmark shows that the Danes' knowledge of and support for human rights in general is declining, and that challenge is greatest among young generations. When asked, almost half of the children and young people today cannot name a single human right, and an increasing number of children and young people are prepared to accept violence, surveillance, and torture.

Is the knowledge of and support for human rights in general also declining in the other Nordic countries?

The learners might work in pairs to answer the questionnaire. In the multiple - choice questions, you can for instance put ring around the letter of the answer you consider correct.

When everybody has finished, you can present, compare, and debate the answers in plenum. Are there any surprises? Finally, you can count how many of you had the right answer to each question.

As there are no suggested answers to the 3 last questions, you can list your suggestions on a black/white board and add for instance a star each time they are mentioned again.

Finally, the time has come to exchange and compare your results and considerations with your partner class. Which differences and which similarities can you identify?

It is important to keep your products. You might have to use them in step 5, where it is time to take action and stand up for human rights.



Questionnaire without answers and further information

1 WHAT IS THE UNIVERSAL DECLARATION OF HUMAN RIGHTS?

- A The Declaration consists of one preamble/foreword and 20 articles affirming people's rights and freedoms
- B The Declaration consists of one preamble/foreword and 25 articles affirming people's rights and freedoms
- C The Declaration consists of one preamble/foreword and 30 articles affirming people's rights and freedoms.

2 WHEN AND BY WHOM WAS THE UNIVERSAL DECLARATION OF HUMAN RIGHT ADOPTED?

- A The United Nations General Assembly adopted the Declaration on 10 December 1948.
- B The League of Nations adopted the Declaration on 10 December 1918
- C The United Nations Security Council adopted the Declaration on 10 December 1988

3 WHY WAS IT ADOPTED

- A The Universal Declaration of Human Rights was the result of the experiences of the Second World War.
- B The Universal Declaration of Human Rights was the result of the experiences of the First World War.
- C The Universal Declaration of Human Rights was the result of the experiences of the Cold War.

4 WHICH DAY IS CELEBRATED EACH YEAR ON 10 DECEMBER?

- A Human Rights Day
- B Anti-Corruption-day
- C International Mountain Days

6 HOW MANY COUNTRIES HAVE RATIFIED/ SIGNED THE DECLARATION TODAY?

- A 153 member states of the United Nations
- B 173 member states of the United Nations
- C 193 member states of the United Nations

7 HOW MANY LANGUAGES HAS THE UNIVERSAL DECLARATION OF HUMAN RIGHTS BEEN TRANSLATED INTO?

- A More than 300
- B More than 400
- C More than 500

8 WHICH/HOW MANY HUMAN RIGHTS CAN YOU MENTION?

9 WHERE HAVE YOU HEARD OF HUMAN RIGHTS?

10 WHICH/HOW MANY/VIOLATIONS OF HUMAN RIGHTS CAN YOU MENTION?

11 WHICH OF THE FOLLOWING CAUSES THE MOST SEVERE VIOLATIONS OF HUMAN RIGHTS?

- A War
- B Climate change
- C Inequality

According to Oxfam the correct answer is Inequality. But maybe the answer is rather: It depends. What do you think?

Further information

Widening economic, gender, and racial inequalities—as well as the inequality that exists between countries—are tearing our world apart. This is not by chance, but choice: “economic violence” is perpetrated, when structural policy choices are made for the richest

and most powerful people. This causes direct harm to us all, and to the poorest people, women and girls, and racialized groups most. Inequality contributes to the death of at least one person every four seconds. Inequality kills Oxfam



Ukrainian refugees

Questionnaire with answers and further information

1 WHAT IS THE UNIVERSAL DECLARATION OF HUMAN RIGHTS?

- A The Declaration consists of one preamble/foreword and 20 articles affirming people's rights and freedoms
- B The Declaration consists of one preamble/foreword and 25 articles affirming people's rights and freedoms
- C The Declaration consists of one preamble/foreword and 30 articles affirming people's rights and freedoms.

The right answer is C

Further information

The Universal Declaration of Human Rights (UDHR) is considered a milestone document in the history of Human Rights.

The articles are not legally binding in themselves but have been elaborated in subsequent international treaties, economic transfers, regional human rights instruments, national constitutions, and other laws.

2 WHEN AND BY WHOM WAS THE UNIVERSAL DECLARATION OF HUMAN RIGHT ADOPTED?

- A The United Nations General Assembly adopted the Declaration on 10 December 1948.
- B The League of Nations adopted the Declaration on 10 December 1918

- C The United Nations Security Council adopted the Declaration on 10 December 1988

The right answer is A

Further information

The Declaration was drafted by a committee chaired by Eleanor Roosevelt (USA) and included representatives from the Republic of China, Lebanon, Australia, Chile, France, USSR, United Kingdom, and Canada.

The Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (**General Assembly resolution 217 A**) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected. 48 out of 58 Member States voted in favour of the Declaration. None voted against, 8 abstained and 2 did not vote.

3 WHY WAS IT ADOPTED?

- A The Universal Declaration of Human Rights was the result of the experiences of the Second World War.
- B The Universal Declaration of Human Rights was the result of the experiences of the First World War.
- C The Universal Declaration of Human

Rights was the result of the experiences of the Cold War.

The right answer is A

Further information

When the atrocities committed by the Nazis became fully apparent after World War II, the consensus within the world community was that the United Nations Charter did not sufficiently define the rights to which it referred. It was therefore decided to create a declaration that specified the fundamental rights of individuals

4 WHICH DAY IS CELEBRATED EACH YEAR ON 10 DECEMBER?

- A Human Rights Day
- B Anti-Corruption-day
- C International Mountain Days

The right answer is A

Further information

International days and weeks are occasions to educate the public on issues of concern, to mobilize political will and resources to address global problems, and to celebrate and reinforce achievements of humanity. The existence of international days predates the establishment of the United Nations, but the UN has embraced them as a powerful advocacy tool. We also mark other **UN observances**.

[See the list of international days and weeks](#)

[Learn about Human Rights Day](#)

[Learn about Anti-Corruption Day](#)

[Learn about International Mountain Day](#)

6 HOW MANY COUNTRIES HAVE RATIFIED/SIGNED THE DECLARATION TODAY?

- A 153 member states of the United Nations
- B 173 member states of the United Nations
- C 193 member states of the United Nations

The right answer is C

Further information

All 193 member states of the United Nations have ratified at least one of the nine binding treaties influenced by the Declaration, with the vast majority ratifying four or more.

7 HOW MANY LANGUAGES HAS THE UNIVERSAL DECLARATION OF HUMAN RIGHTS BEEN TRANSLATED INTO?

- A More than 300
- B More than 400
- C More than 500

The right answer is C

Further information

The Declaration of Human Rights holds the Guinness World Record as the most translated document. The Declaration has been translated into more than 500 languages, making it the most translated document in the world. Yet, far too many people are still unaware of their basic rights as human beings

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