Dear Friends,

Welcome to the May-June 2012 edition of Human Rights Friendly Schools News! This newsletter aims to share information, ideas and experiences across the International Human Rights Friendly Schools Network.

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Communication from the IS

Welcome to Leilah Gordon-Bates, our new HRE intern! She will be contacting you Re the Activities Guide she is developing for the Human Rights Friendly Schools project.

We are pleased to be launching the new design of the Human Rights Friendly Schools logo! (See at the top of the page)

Thank you to those who commented the Information Booklet for schools! We will finalize it by the end of the month.

We are currently revising the Memorandum of Understanding for next year. To simplify the process there will be a MoU between the IS and the S’s and a separate one between the S’s and each school.

The Guide for Human Rights Friendly Schools is in the process of design; you will receive the English version in August.
Here are some of the recent developments in the International Human Rights Friendly Schools Network!

**ART OF THE MONTH**

In Morocco, music, illustrations, theatre and poems are some of the activities employed by the students to promote a culture of human rights.

Human Rights Friendly Schools promoted human rights by organizing an event with Amnesty International Morocco. Students presented human rights issues through theatre, song, dance and poetry reading, before the school community, including teachers, parents and other students.

These activities also included the signing of a petition, writing post cards and creating posters as reminder of the importance of education as a solution against child labor and exploitation.

A group of students also wrote a poem demanding to respect childhood.

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**Original version in French**

**Enfance non Réclamée!**

Par Leila Choujaa, Youssef Tlemsani, Abdellah Madane, Kawthar Ait Boualik, Dina El Alami, Soukayna Ben Boubker

Eh petit enfant exploité,
Victime de destin et de pauvreté
Pourquoi es-tu maltraité?
Isolé, ignoré, détesté
Par la société
Petite silhouette lasse par les besognes
Les larmes aux yeux
Privé de tout droit possible
Toi, innocent soldat, armé, mais sans force
Et toi, fille de foyer, travaille dur mais sans récompense
Privé de l’affectation de tes biens chers
Observant le petit agriculteur
Laboure la terre, plein de sueur.
Minuscules mains, toutes osseuses
Comme les autres ayant un petit espoir dans l’obscurité,
De se débarrasser de la torture de l’ignorance
Eh! Jetez un coup d’œil aux sciences des grands fameux
Sèche tes larmes
Secoue tes bras
Avance, ne perds pas espoir
Sois patient
Ton enfance sera bientot réclamée.

**English version, non official translation**

**Childhood not reclaimed!**

By Leila Choujaa, Youssef Tlemsani, Abdellah Madane, Kawthar Ait Boualik, Dina El Alami, Soukayna Ben Boubker

Well little exploited child
Victim of fate and poverty
Why are you abused?
Isolated, ignored, hated
By society
Small figure weary from labour
To tears
Deprived of any possible right
You, innocent soldier, armed, but without strength
And you, little maid, you work hard but without reward
Deprived of the love of your cherished ones
Observing the small farmer
Plough the earth, sweating.
Tiny hands, all bony
As the others have a small hope in the dark,
To get rid of ignorance’s torture
Hey! Take a look at the sciences of the powerful
Dry your tears
Shake your arms
Go forwards, do not lose hope
Be patient
Your child will be soon reclaimed.
Human Rights Friendly Schools in Kenya: three different contexts

Amnesty International Kenya seeks to use human rights education as a tool to reach out to young people and to strategically create linkages and foundations for future engagement with them to achieve sustainability in growth and human rights impact.

As part of the Human Rights Friendly Schools project, Al Kenya has been working with three secondary schools with various backgrounds.

**New Horizon School is a slum based school** in Kibera one of the largest slum in Africa, Nairobi, Kenya. Members of the school community, students in particular, are involved in promoting and defending their human rights and raising awareness in the surrounding community about human rights, especially the need for a clean environment. The community has positively welcomed the project over time.

One of the parents noted that ‘John has been very good for the past days and does not miss school as in the past, he does all the home chores without any complaints, he advises me on the importance of education and other healthy living issues.’

**Kiogo Secondary School is a public rural based school** located 5 km from Kisii town and over 500 km from Nairobi city. It is located in a densely populated community with a school population of 320 students most of them from poor households and the majority being orphans. As a developing school it faces many challenges, including insufficient infrastructure e.g. electricity, piped water, science laboratory facilities and teaching and learning resources. One of the first steps taken towards becoming a Human Rights Friendly Schools, has been to ensure that all children had access to drinking water at school. The school community installed a water tank in its yard which avoids interference during class hours as students used to fetch water at the river during lessons.

**State House Girls’ High School is a public boarding school for girls** located next to State House in Nairobi. The school’s first activity was to create a Human Rights Garden. Several rights are painted on stones placed around the garden, as well as pictures and quotes from several human rights defenders including Martin Luther King, Mother Teresa and Nelson Mandela. The garden is a place where the human rights club can gather to conduct human rights related activities. The human rights club was started at the school in 2010 after the school participated in an Amnesty International Kenya sponsored human rights theme at the annual Kenya Music Festivals (an annual performance arts competition for secondary schools from all over the country). Amnesty International entered into formal partnership with the school in 2011.
MONITORING and EVALUATION in Ireland

Coláiste Pobail Setanta High School and Amnesty International Ireland undertook monitoring and evaluation activities at the end of the school year. They piloted the timeline exercise highlighting the activities implemented throughout the school year and reflecting on their link with the changes observed in the school.

A timeline is a visual depiction of events that have taken place over an extended period of time, represented by points along a horizontal line. It can be developed as a participatory exercise, with discussions taking place as the visual image is being constructed. In the framework of the Human Rights Friendly Schools project it aims to identify the activities implemented and the resulting changes that have occurred in the school over the year.

Below is the timeline developed by the school teacher in charge of the project, summarising their activities and the changes observed in the school.

### Activities undertaken

- **Sept 2011**
  - Mission statement reviewed.
  - Review of teacher, student and parent contracts.
  - Show Racism the Red Card workshops for 1st years.
  - Curriculum planning to incorporate human rights into particular subjects.
  - Sept – Dec 2011 Pathways to Parental Involvement project.

- **Oct 2011**
  - Visit from Ian Massey, Hampshire County Council and Rights Respecting Schools Award.

- **Nov 2011**
  - Comenius project application completed. Vice principal presented the application at a conference in Turkey.
  - Human rights artwork from Voice Our Concern displayed in Famleigh House exhibition.

- **Dec 2011**
  - 1st year human rights speaking competition.

- **Jan 2012**
  - 2nd year debating competition with a human rights theme.
  - Student council members attended and presented the work of the school at the Blanchardstown IT Integration Festival.

- **Feb 2012**
  - Vice principal presented at an integration conference in the Mansion House, Dublin.

- **Mar 2012**
  - 3 days of disability awareness.

- **April 2012**
  - 4 student representatives and vice-principal visited the President of Ireland to mark the school reaching the criteria for the Irish Secondary School Union which includes a human rights focus.

- **May 2012**
  - 3rd year student who has been involved in a campaign to end FGM will visit Aran an Uachtarain to visit President Higgins.

- **June 2012**
  - June 2012

- **Sept 2012**
  - The Foclóir Centre (special unit for students with autism) will open.

### Changes noticed within the school community

- Quality of artwork has increased.
- More involvement in school life by parents from other cultures has occurred – slower progress is being made. The Pathways to Parental Involvement project has been particularly influential in this.
- Students’ public speaking skills have developed and their confidence is increasing because of involvement in public speaking within and outside the school.
- One student is being encouraged by school management and is considering setting up a BelongT (LGBT) group – indicating the openness of the school community to addressing LGBT issues.
- Understanding and awareness of particular human rights issues such as FGM and disability has increased.
BE INSPIRED!

MOROCCO – Human Rights Participatory Workshops

With the help of teachers and Amnesty International Morocco, 40 high school students from Abi Dar El Ghifari conducted eight workshops on human rights throughout the school year 2012.

The students chose various human rights topics they were willing to discuss including: The Arab Spring, social justice, the right to life and the death penalty, freedom of expression, human trafficking and slavery, freedom of conscience, belief and religion, women’s Rights in the Family Code in Morocco, the right to health and the risks of smoking on young people, violence. There were addressed in the school’s Human Rights Club.

The workshops were prepared in a participatory manner between students, teachers, and Amnesty Morocco, to define the goals of each session, methodology, teaching tools, etc. The topics discussed were discussed through various activities, including case studies and games. Artistic activities were also successfully performed.

To find out more, watch the video the school members produced with the support of Amnesty International


Workshop at the Abi Dar El Ghifari high school, students presenting the definition of freedom of expression © Amnesty International Morocco

Prepare workshops with students at the beginning of the school year, allowing them to choose human rights issues they want to talk about. This will enable students’ ownership of the Human Rights Friendly Schools project.
GHANA – Interschool-debate on death penalty

Accra High School (AHISCO) and Suhum Presbyterian Senior High School (Suhum PRESEC) joined hands to discuss death penalty.

The Suhum Presbyterian Team, led by Master Stephen Tetegah Senyo defended the motion that “death penalty is a violation of human rights” calling for its abolition. As he opened the floor with his arguments he was opposed by Miss Deborah Abbey, speaking for the Accra High School Team.

Both speakers impressed the judges and the audience with their well-researched arguments, their intelligence and their wits! It was a very tight contest as Suhum PRESEC won the debate with a total score of 74 points and was followed closely by AHISCO with 70 points!

The debate was followed by an open forum for questions, comments and other contributions. The importance of standing together for human rights was highlighted by the student leaders, teachers and parents as they took the opportunity to encourage all members of the school communities to reflect human rights in all aspects of the school.

Before ending the event, certificates, human rights books and token cash prizes were presented to the participating schools and their debaters; then all participants joined in celebration with music and dance sessions by students from both schools.

In his closing remarks, the headmaster of Suhum PRESEC congratulated and thanked the students for coming together to promote human rights and friendship and expressed his profound gratitude to Amnesty International for the Human Rights Friendly Schools project “which brings about positive changes, not only in the lives of our students but the school as a whole”.

Watch the video of the debate!
http://www.youtube.com/watch?v=HWHHGgt3myA
http://www.youtube.com/watch?v=jly8UtNRvw&feature=youtu.be

Organise an interschool-debate in your country and film it! By having both sides of the debate represented (e.g. for and against death penalty), debaters and the audience are better equipped and informed to understand different positions and to make their own opinion.

Photos from top to bottom:
1. Mr. Vorleto Donkor, Assistant Headmaster of Suhum Presbyterian Senior High School, introduced invited guests, debaters and panel of judges.
2. Deborah Abbey, Principal Speaker of Accra High School
3. Debaters are congratulating one another, good sportsmanship!

© Amnesty International Ghana
Amnesty International Kenya organized an exchange visit between students of New Horizon Secondary School in Kibera and those from Precious Blood School.

Human rights clubs are essentially youth structures that create sustainable partnerships for sharing experiences and learning from each other and growth of a vibrant network of young people taking action for the greater protection of human rights. At the forum held at New Horizon School in Kibera on 15th May 2012, students generally engaged with each other and linked human rights to their respective day to day experiences as students and also to their school life.

Such forums stimulate inter-students dialogue and appreciation on human rights issues and increase awareness of the different contexts of human rights with respect to social, economic and cultural environments.

This interschool forum received media coverage by the Sunday Nation (see article on the left).

Use Human Rights Clubs as:
- **Spaces** to engage with young people in school to demystify the term ‘human rights’.
- **Vehicles** to integrate human rights practice, values and principles into all areas of school life and the greater society.
Senegal--Celebrating Amnesty International’s 51st Anniversary

The school’s Human Rights Club organised the first activity of the Lycee Ibou Diallo in Sedhiou, Senegal, celebrating Amnesty International 51st anniversary. Amnesty International Senegal organised a graduation ceremony to express gratitude to all those who cooperated with the club.

The Human Rights Club Club presented a sketch on forced marriage, which was well received by the audience. The professor of Philosophy, Mr Oumar THANE, delivered a talk addressing the sociological approach to human rights. This activity of the Human Rights Club had a positive impact as Amnesty International Senegal received increasing demands from high schools in the region to implement such activities in their schools.

This event combined with the presence of Amnesty International during the Cultural Olympiad (‘journées culturelles’) highlighted Amnesty International activities in Sedhiou and the Inspector of Schools, Elh Baba Diasse, present during the ceremony thanked Amnesty International for its positive contribution to the education system of Sedhiou and encouraged other organizations to take example.

Benin – Radio Post cast

This year, the general strike of teachers has somewhat disturbed the normal course of schools. In order to revive the project in the three Human Rights Friendly Schools in Benin and to inform the public about the project successes and challenges, a two-part series radio broadcast was initiated.

Amnesty International Benin organized with the Human Rights Friendly Schools CEG Yagbé, Pahou and Ekpè, a radio programme in which representatives of the three school communities participated. The radio broadcast involved students, parents, teachers and head teachers. It provided a platform for school members to exchange their views on the Human Rights Friendly Schools project, challenges and successes. The objective of the broadcast was to inform of the presence of Amnesty International in Benin and the implementation of the project.

Use Radio Broadcast to raise-awareness at national level and allow an exchange of views between the Human Rights Friendly Schools in the country. Perhaps a discussion between different countries could also be of interest for a Radio Broadcast, to enhance collaboration within the International Network of schools.
Czech Republic – Journey to find a school partner

Jiří Bejček, coordinator of the Human Rights Friendly Schools project in Czech Republic, tells us their journey to find school partners. The two schools in Czech Republic will begin the project in September 2012!

“In March, we announced a call for schools to join the project. We put it on our website and sent the information to hundreds of potential schools in the Czech Republic. We collected 10 applications and chose four of them for the second round. We arranged a visit with each of these 4 schools in order to meet separately in subsequent sessions with the management, students (selected by the school itself), then with teachers (interested), school psychologist/counsellor, and then the management again.

Our criteria for the selection of the best school partners for the Project were:
- motivation of respective groups,
- capacity of those who would run the project and whom we would cooperate with,
- current human rights friendliness of the school. We decided to start the Project in our country with schools which are already at some level of “human rights friendliness”.

The first school chosen is “Gymnázium Teplice” (grammar school in Teplice). It is a rather big state school with 90 employees and 850 students. It is one of the best schools in the region. The school rules endow students with many rights, there is an independent student parliament established by the rules as well. The school, which carries out many activities for its student as well as for students from other schools and for public, is involved in several international projects. Students are encouraged to volunteer and initiate many activities. Human rights topics are part of the curriculum at different levels.

The second school is “Vyšší odborná škola a střední škola, s.r.o.” in České Budějovice (secondary/vocational school in České Budějovice) which is a rather small private school (around 60-80 students and 15 staff members) with a friendly and homely atmosphere. There are no more than 15 students in a class. Due to the small number of students there is no student parliament. The individual approach is automatic, everybody knows everyone there... The school is very open (they claim Doors Open Day is every day!) and cooperates with parents on a regular basis.”

Organise a national or regional call for schools to apply to become part of the Human Rights Friendly Schools Network. Use clear selection criteria in a transparent manner.
Taking action for the Arms Trade Treaty Campaign

Ghana: In Ghana, the interschool debate was the opportunity to collect signature from the participants using post cards to urge the government of Ghana and all UN member states to secure an Arms Trade Treaty, to prevent atrocities and human rights abuses, and to protect lives and livelihoods. In all, six hundred and thirty-eight (638) postcards were signed by teachers, parents and Al members present at the event.

Benin: The Human Rights Friendly Schools in Benin and Amnesty International Benin initiated an inter-school football tournament for the Arms Trade Treaty Campaign.

Morocco: Students are actively involved in Amnesty International campaigns. They are part of the many signatories of the petition aiming to establish a treaty regulating the arms trade.

REMEMBER!

What does Amnesty International want from the Arms Trade Treaty?

Now an international Arms Trade Treaty is finally within reach! Leading up to July 2012, all governments will negotiate the text of the treaty at the United Nations. Amnesty International believes it is crucial that the treaty includes:

- Strong rules that protect human rights, preventing arms from being sent to those who would most likely use them to seriously violate these rights;
- A control list that includes all types of weapons, munitions and other arms;
- Clear rules to apply and monitor the Treaty with reporting to ensure they are enforced.

Our message is simple – if there is a substantial risk that arms exported to another country will contribute to serious human rights abuses, those arms supplies must be stopped.

What can sections do with youth?

For this campaign, the AI Youth Network will mobilise around the peaks of activism – “100 Days of Action” (from March to July) and “Global Week of Action” (11-18 June 2012), in coordination with the MSP coordinators. In line with the Campaign Strategy and messaging, AI entities, youth and student activists and networks, including the Human Rights Friendly Schools Network are invited to take action. For more information please refer to the AI ATT Campaign Action Circular ACT 30/015/2012:
Breaking News!

**AI Ireland** We would like to wish Claire Glavey, former Human Rights Friendly Schools coordinator in Ireland, all the best for her new adventures! Claire has been implementing the project in partnership schools in Ireland for the past 2 years. Anne Molloy, HRE Manager AI Ireland, will take over for the coming months. Thank you Claire for your amazing work for this project!

**AI South Africa** Welcome back to Jabu Tugwana who recently gave birth to a beautiful girl!

Materials of the Month

**AI Belgium** _Guide for schools_ _Mon école au cœur des droits humains (‘my school at the heart of human rights’)_. French

AI Belgium developed an Educational Manual for schools to start the discussing human rights in the school.

Five steps are proposed to the schools:

- First, the school has to choose between one of three rights listed and take its temperature within the school
- Understand the governance system of the school
- Find solutions to promote human rights in the school
- Talk to the school authorities or the person identified as the decision maker for the school
- Introduction to the Human Rights Friendly Schools project

These steps can be used to start discussions with schools who might be interested in implementing the Human Rights Friendly Schools project.

To learn more: [http://www.amnesty-jeunes.be/](http://www.amnesty-jeunes.be/) [Left hand link: Campagnes > Mon école au cœur des droits humains]

**AI UK** _Film_ _I talk out loud, teacher’s cut_. English

What is it like leading an Amnesty youth group?

Eastlea teachers Naz and Leilee tell their side of the story - vital viewing for any teachers thinking of starting a group in their school!

See the film: [http://www.amnesty.org.uk/content.asp?CategoryID=12142](http://www.amnesty.org.uk/content.asp?CategoryID=12142)

See also: [How to start a youth group](http://www.amnesty.org.uk/content.asp?CategoryID=10390)

If you would like to share your experiences of the Human Rights Friendly Schools project or news from your section related to the project, please contact Aurélie Donnard aurelia.donnard@amnesty.org no later than 15 August 2012 if you wish your entry to be published in the next edition of the Human Rights Friendly Schools News.