



JOURNAL OF THE ASIA EDUCATION
TEACHERS' ASSOCIATION

ASIA

Volume 44, No 1 March 2016



Strong Women,
Strong Country

Celebrating 40 Years – Valuing cultural diversity and promoting
intercultural understanding in a networked world



Mission Statement

AETA, a voluntary non-profit organisation, dedicates itself in this Mission Statement to endeavour to:

1. promote Asian Studies in Australian schools whether as a separate discipline, or as part of studies in other disciplines;
2. publish a journal dedicated to providing appropriate input about Asia to school teachers, as well as being a forum for the dissemination of ideas for improving Asian Studies in Australian schools;
3. publish resources which can be helpful in teaching about Asia in Australian schools;
4. promote and/or participate in conferences, seminars, or other discussions which are aimed at promoting Asian Studies or enhancing their quality
5. make representations to governmental or other bodies regarding Asian Studies courses or their content in school curricula;
6. make representations to tertiary institutions regarding Asian Studies in tertiary courses, particularly for teacher education; and
7. disseminate news about this Association's activities and its views about Asian Studies education through the media and through specialist newsletters and journals.

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Contributions to the Asia Education Teachers' Association journal are most welcome. For policy guidelines for submission of articles to the AETA journal go to – www.aeta.org.au/journals.

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ISSN 1832-6870

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Publication design and layout: Wallula Munro



ASIA

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From the Editor's Desk

We begin the New Year with a new website, which we hope will be more user friendly. New free resources will regularly appear such as the unit on the Nepal earthquake. A year 10 unit for Geography on Human Wellbeing and a bi-monthly section on Asia News. As always we welcome suggestions of what you would like included. It is also the time to welcome our new desktop publisher, Wallula Munro, she will be a great asset for our Association.

In November last year in the SMH, Kirsty Needham said the following in regard to her ability to speak Chinese and in the learning of Chinese by her child..."Speaking Chinese is the single most important thing that can cut through the sometimes difficult cultural and political differences between Australia and China. It's not the actual words that do this, but the respect shown by having taken the time to understand the basics of Chinese culture. It opens doors shut to Westerners who assume the rest of the world will eventually all speak English." This understanding and RESPECT for other cultures is the reason our Association has existed for forty three years. We try to provide teaching materials ready for the classroom teacher to use to expand the horizons of our students in the challenging world ahead of them.

This Journal has a focus on Human Rights which covers History, Geography, Legal Studies and Society and Culture as well as Civics and Citizenship in Primary. Thank you to our contributors, Dr Susan Bliss, Adrienne Haddow and Chelsea Barton who generously provided her P.I.P. Lorraine Chaffer has again provided a unit on Using Scoop.it.

By now Chinese New Year has come and gone...Kung Hey Fat Choy Gong Xi Fa Cai for the Year of the Monkey.

Di Dunlop.

Valuing cultural diversity and promoting intercultural understanding in a networked world



Everyone, Everywhere, Everyday has Human Rights

Dr. Susan Bliss

Australian Curriculum

- History, Geography, Civics and Citizenship, and Legal Studies
- Geography Year 10: Human Wellbeing

'Human rights are rights that any person has as a human being. We are all human beings; we are all deserving of human rights.'
Kofi Annan, United Nations 1997



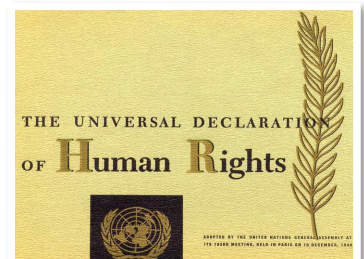
Photograph: Monks protest through Rangoon in Myanmar knowing the government may massacre them Source: <http://www.dailymail.co.uk/news/article-483995/The-moments-photographer-gunned-Burmese-troops-die.html>

Universal Declaration of Human Rights (1948)

Everyday activities such as eating food, drinking clean water and the ability to speak or write what you think, depends on the protection of human rights which impacts on a person's wellbeing. All humans are born equal and entitled to humane and fair treatment and basic freedoms known as human rights. These rights are inherent to everyone, everywhere, whatever nationality, age, sex, race, colour or religion. Not only does each person have human rights but each person has a **responsibility** to respect the human rights of others.

In 1948, the **United Nations (UN)** adopted the **Universal Declaration of Human Rights** urged 192 member countries to protect 30 basic human rights. These include:

- **Civil and Political Rights (Articles 2–21)** includes the right to: choose how a country is run; protection from wrongful arrest; a fair trial; own property; work; freedom of thought, religion and expression; hold meetings; join groups; and freedom from slavery and torture.
- **Economic, Social and Cultural Rights (Articles 22–28)** includes the right to: achieve a minimum standard of living such as sufficient food, clothing, medical care, welfare, education and housing, and enjoy the culture of one's people.



Poster source: <http://www.safecom.org.au/images/human-rights-decl-cover.jpg>

Everyone, everywhere, all the time, have human rights

Photograph: Children with HIV/AIDS in Australian orphanage in Cambodia Shades4AIDS

Right to life

Right to medical care

Right to education and work

Right to adequate standard living



Right to freedom from torture and other cruel and inhumane treatment such as slavery

Right to freedom of speech and peaceful assembly

Right to equal treatment no matter what religion, race, colour or sex

Human Rights infographic

Source: <http://www.upworthy.com/i-love-you-america-but-this-list-should-not-make-you-uncomfortable-6>



Human Rights Agreements

To clarify the complex Universal Declaration of Human Rights agreement a number of conventions were developed. These conventions include the:

- Status of Refugees (1954);
- Civil and Political Rights (1966);
- Economic, Social and Cultural Rights (1966);
- Elimination of All Forms of Racial Discrimination (1969);
- Elimination of All Forms of Discrimination against Women (1981);
- Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (1984);
- Rights of the Child (1990);
- Protection of the Rights of all Migrant Workers and Members of their Families (2003).

Countries can either sign and/or **ratify** agreements:

- **Signed:** country aims to abide by the agreement.
- **Ratify:** country makes the agreement part of its law.

The Australian government signed all international human rights agreements/conventions and ratified the majority, except the **Rights of all Migrant Workers and Members of their Families** (2003). The Convention promotes access to humane working and living conditions for migrant workers and their families. This Convention covers people who have immigrated from Asian countries such as India, China and the Philippines. The **United Nations (UN)** has an international mandate to: ‘*achieve international co-operation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, gender, language, or religion.*’ Article 1–3 of the United Nations Charter.

The UN established bodies to support the implementation of the Universal Declaration of Human Rights, such as:

- **Human Rights Council (HRC)**
- **Office of United Nations High Commissioner for Human Rights (OHCHR).**

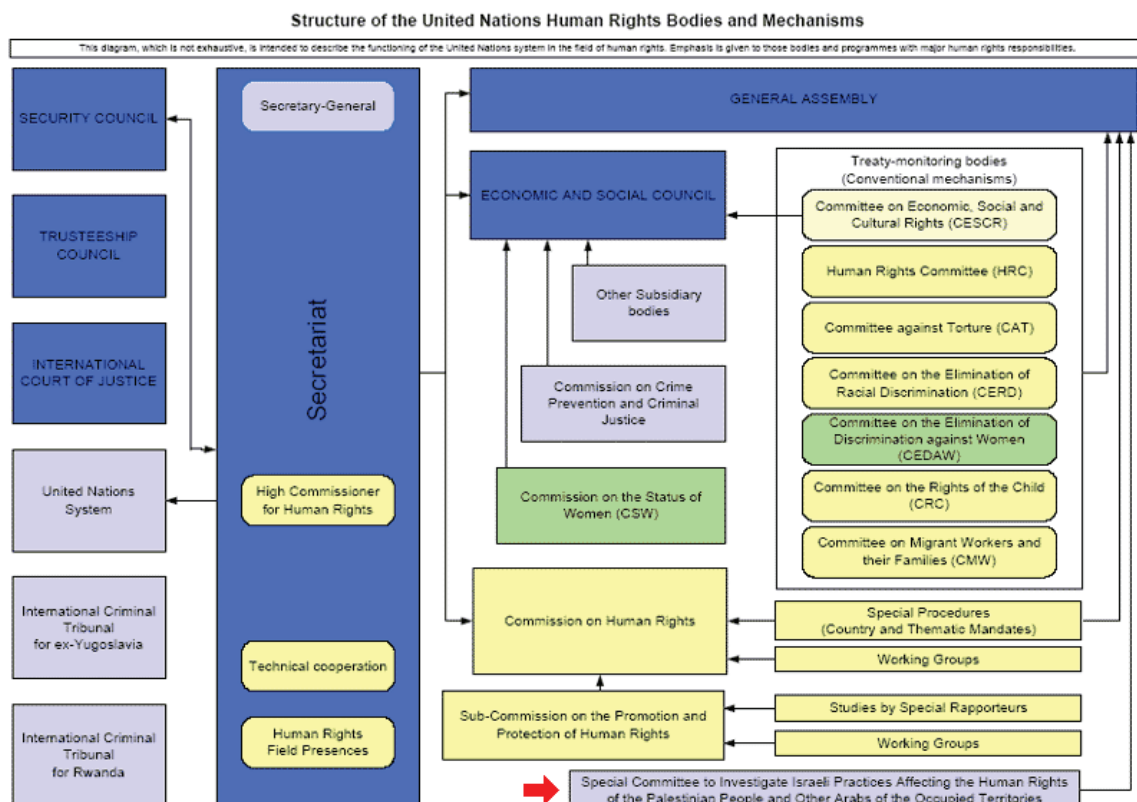
Within UN there are committees responsible for safeguarding different human-rights treaties and its **Universal Periodic Review (UPR)** evaluates human rights in 192 Member States, once every four years.

International **non-government** human rights organisations (NGOs) monitor human rights around the world such as:

- **Human Rights Watch (HRW)** defends the rights of people
- **Amnesty International (AI)** campaigns to protect people from human rights abuses.

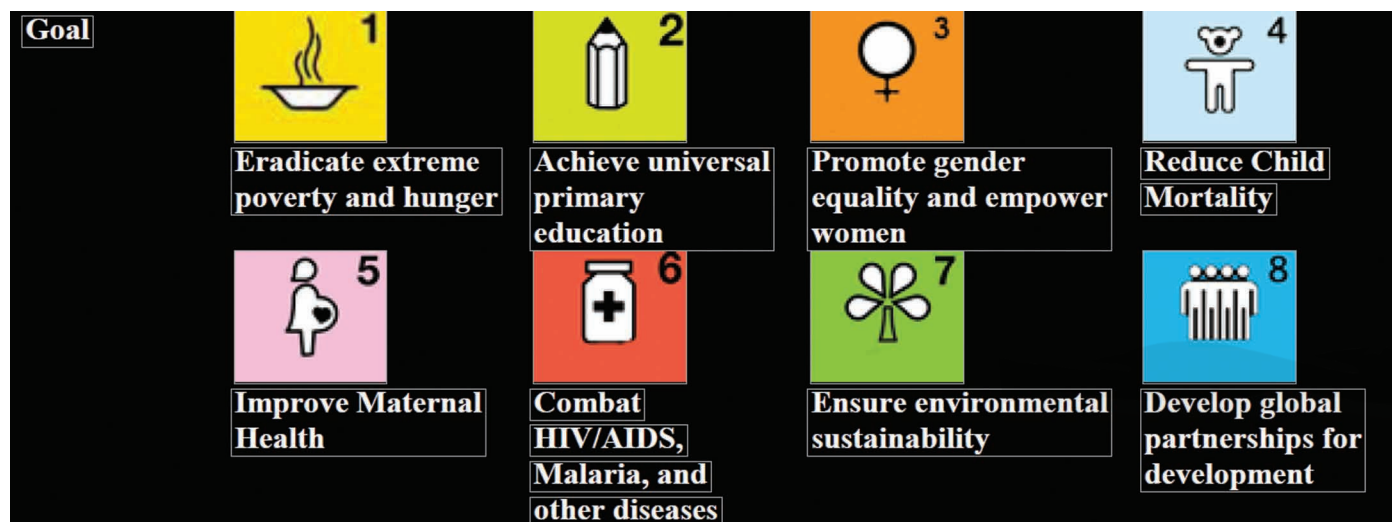
Structure of United Nations Human Rights Bodies and Mechanisms

Source: http://upload.wikimedia.org/wikipedia/commons/5/57/UN_human_rights_organisational_chart.png



United Nations Millennium Development Goals (2000-2015) and post 2015

In 2000, 189 nations signed the United Nations Millennium Declaration (MDG) that addresses social justice. The Declaration aims that countries and organisations will work towards more people possessing **Economic, Social and Cultural Rights (Articles 22–28)** by 2015.



The MDGs are embedded in the Human Rights framework. However, some argue that the MDGs were not adequately aligned with human rights and did not give sufficient attention to **discrimination** and **inequalities**. The **Post-2015 MDG** referred to as the **Development Agenda** states that ‘*The litmus test of development is the degree to which any strategies and interventions satisfy the legitimate demands of the people for freedom from fear and want, for a voice in their own societies, and for a life of dignity.*’ Navi Pillay, UN High Commissioner for Human Rights. Consequently the post-2015 Development Agenda is critical from a human rights perspective. (<http://www.ohchr.org/EN/Issues/MDG/Pages/MDGPost2015Agenda.aspx>)

Asian perspective

‘Many Asian states have guarantees of human rights in their constitutions, and many of them have ratified international instruments on human rights. However, there continues to be a wide gap between rights enshrined in these documents and the abject reality that denies people their rights. Asian states must take urgent action to implement the human rights of their citizens and residents.’ (AHRC)

Asian countries have different views on human rights. Some challenge the ‘**universality**’ of human rights and state that they should include a community outlook with an emphasis on the family. Others think people should sacrifice personal freedom for a society’s stability and prosperity. Amartya Sen states that Asian values are less supportive of freedom and are more concerned with order and discipline than Western values. A number of scholars expressed concerns over the alleged western bias in the Human Rights Declaration.

Adapted source: http://en.wikipedia.org/wiki/Universal_Declaration_of_Human_Rights

In 1948, many Asian countries voted for the adoption of the Universal Declaration of Human Rights such as Afghanistan, China, India, Iraq, Pakistan and Syria.

In 1948, **Saudi Arabia** abstained from ratifying the Declaration, claiming it violated **Sharia law**. In 1982, the **Iranian** representative, Said Rajaie-Khorassani, said the Declaration was “a secular understanding of the Judeo-Christian tradition” which could not be implemented by Muslims without conflict with Sharia.

On 30 June 2000, members of the **Organisation of Islamic Cooperation** supported the **Cairo Declaration on Human Rights in Islam**. It is an alternative document that says people have “freedom and right to a dignified life in accordance with the Islamic Shari’ah”, without any discrimination on grounds of “race, colour, language, sex, religious belief, political affiliation, social status or other considerations”.

In 1993, government ministers from most Asian countries adopted the **ASEAN Bangkok Declaration**, reaffirming their governments’ commitment to the Universal Declaration of Human Rights.

Human Rights bodies in Asia:

- **Asia Pacific Forum (APF)** advances human rights in the Asia Pacific (<http://www.asiapacificforum.net/>)
- **Asian Human Rights Commission (AHRC)** (<http://www.humanrights.asia/>) aims to improve the human rights of victims in relation to: child rights, death penalty, human trafficking, labour rights, land

rights, right to life, food, health, education and a fair trial, sexual violence, terrorism, violence against women and torture.

- **Association of Southeast Asian Nations (ASEAN)**, a geo-political and economic organisation of ten countries located in Southeast Asia, established an Intergovernmental Commission on Human Rights (2009-2010).

ASEAN map source: <http://up.edu.ph/wp-content/uploads/2013/08/ASEAN-member-countries.jpg>



Australia supports human rights in Asia

The Australian Department of Foreign Affairs and Trade (DFAT) undertakes activities to protect rights, especially in the Asia-Pacific region such as:

- *Human Rights Small Grants Scheme (HRSRG)*: DFAT provided training on human rights abuses in Indonesia and supported victims of child trafficking in Thailand
- *Australia-China Human Rights Technical Cooperation Program*: DFAT promoted women's, children's and minority rights.

The right to an adequate standard of living including food, clothing, housing and medical care (Article 25, UDHR).

Australia supports Indonesia by helping save the lives of pregnant women and their babies by reducing maternal and infant mortality.

The right to a free primary education (Article 26, UDHR). DFAT is supporting the Indonesian Government to raise the standards of teaching in both secular and Islamic schools.

Freedom of Speech

The right to freedom of expression is a human right under Article 19 of the Universal Declaration of Human Rights. Freedom of expression is the freedom of everyone to speak freely, without censorship. It includes seeking, receiving and imparting ideas and information, regardless of the method used e.g. orally, in print, internet, art, songs and poetry. However, this right is generally subject to limitations, such as slander, obscenity and incitement to commit a crime. In 2014 there were concerns that the Australian government's anti-terror measures could endanger freedom of speech. (<http://www.abc.net.au/news/2014-10-17/5820558>). What do you think?

Photograph source: <http://www.thewire.org.au/StoryImages/Free-speech-335x211.jpg>



It is in the news!

15 Feb 2015: Denmark on high alert after attack on free-speech event

Swedish artist who faced threats for caricaturing Prophet Muhammad confirmed as target of deadly Copenhagen shooting.

Source: <http://www.aljazeera.com/news/2015/02/shots-fired-denmark-cafe-free-speech-event-150214160339729.html>

January 2015 the attack on Charlie Hebdo (Paris) was an attack on freedom of expression.

Photo: <http://www.spectator.co.uk/the-week/leading-article/9410492/the-attack-on-charlie-hebdo-is-an-attack-on-freedom/>

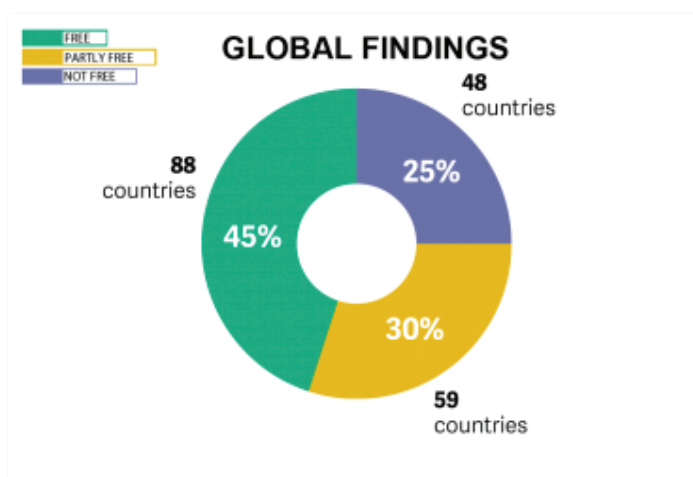


Freedom Indices

There are a variety of indices used to determine whether a country is free, unfree or partly free. The press and internet are partly free in India with 1.3 billion people and in Indonesia with 241 million people. By contrast the press and internet are not free in China with 1.4 billion people and Vietnam with 89 million people. Other indicators used to measure freedom include the Economic Freedom of the World, Press Freedom Index and Freedom in the World (political and civil liberties).

Degree of freedom - Freedom House

Source: <https://freedomhouse.org/report/freedom-world/freedom-world-2014#.VNWZUC6kHuM>



Press Freedom Index (PFI)

The **Press Freedom Index (PFI)** released by Reporters Without Borders noted Finland, Norway and the Netherlands were at the top of the PFI compared to North Korea that permitted few civil liberties. Near the bottom was China with the largest number of imprisoned journalists and cyber-dissidents in the world. Generally women, children, indigenous peoples and refugees who live in developing countries, tended to suffer most human rights abuses, impacting on their already low wellbeing. *'Asian democracies also have "forbidden areas" where news is subject to blackouts or censorship. In northern India's Kashmir region and in Indonesia's West Papua province, the work of journalists is handicapped by draconian news control policies. In Kashmir, the authorities impose curfews and often block the Internet and mobile phone networks.'* <http://rsf.org/index2014/en-asia.php>

Freedom of expression and association is denied people in many countries, with political dissidents sentenced to prison. Many countries have cracked down on freedom of expression – online, in newspapers and on the streets. People and journalists challenging authorities in the following Asian countries have been punished:

61 Deaths of Journalists 2014 In Asian countries

- Syria 17
- Iraq 5
- Pakistan 3
- Afghanistan 3
- India 2



- On the positive side Asia has recorded positive gains in political rights and civil liberties measured by Freedom House. Additionally in 2015 Peter Grete an Australian journalist working for Al Jazeera was freed after spending 400 days in an Egyptian jail.

Source: http://rsf.org/index2014/data/carte2014_en.png



Free Speech Under Attack in Southeast Asia: mainstream and social media are increasingly the target of state censorship in the region

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Activities

Answer the following questions after reading the Universal Declaration on Human Rights on the web or the 'plain language' version on <http://www.un.org/cyberschoolbus/humanrights/declaration/index.asp>,

Question	Answer
What year was the Universal Declaration of Human Rights adopted?	1948
Is everyone everywhere entitled to human rights?	Yes
There are political and civil rights. What other rights exist?	Economic, social and cultural rights
Are governments responsible for protecting the rights of children, women, refugees and Indigenous people?	Yes
What is the purpose of a country signing the Declaration and human rights treaties?	It is a public commitment for the government of a country to abide by these rights
What does ratify mean?	A country ratifies the convention/treaty by amending their own laws so they can put the treaty into practice
What organisation drafts a treaty such as the Convention on the Rights of the Child?	United Nations
Name one non-government organisation that focuses on human rights?	Amnesty International
Does Australia have a Bill or Charter of Rights?	No
What is the most fundamental human right?	The right to life
Does Australia have the death penalty?	No Last execution in Australia was 2 February 1967
Do you think the rights of some people have been disregarded? Give an example	Yes – Indigenous people, women, refugees
What is CROC?	Convention on the Rights of the Child
Does everyone have the right to an education?	Yes
Does child labour and slavery exist today?	Yes
In most countries 18 years is the minimum legal age for marriage?	Yes. Some have 16 with parental consent. China and India it is 20 or older.
Has Australian aid helped improve human rights abuses in developing countries?	Yes
Can torture be used in certain circumstances?	No.
If someone violates your rights, do you have the right to see justice done?	Yes
On average, people in developing countries are healthier, better educated, less impoverished and more likely to live in a multiparty democracy than they were in 1990.	Yes

Human rights are universal, inalienable and indivisible. Match the word with the definition

A. Universal	1. they are interconnected and belong together as a package deal.
B. Inalienable	2. they belong to everyone equally, regardless of race, gender, age, abilities, nationality, ethnicity, sexuality, citizenship or political or religious beliefs
C. Indivisible	3. they cannot be taken away

Answers: A2; B3; C1

Group work. In groups of eight select eight human rights and write each 'right' on a piece of paper. Imagine each group is travelling in eight hot air balloons. Each right is a balloon.

Suddenly, the balloon begins to lose altitude. To resume altitude your only choice is to throw one 'right' overboard. Continue the game until only one right remains you believe to be the 'most important'. At the end of the game, discuss which rights were considered to be the most and least important. What criteria did different groups use to determine the priority order of rights?

Adapted from <http://www.universalrights.net/main/declarat.htm>



Web activities

- Refer to the text and the internet and explain the following terms in bold print: ratify, discrimination, inequality, post 2015 development agenda, Sharia law, Cairo Declaration on Human Rights, Bangkok Declaration and Human Rights Council.
- View the following YouTubes on Human Rights. Summarise your thoughts on what Human Rights means to you. Discuss your thoughts with the class.
 - The Story of Human Rights <https://www.youtube.com/watch?v=oh3BbLk5UIQ>
 - Universal Declaration of Human Rights <https://www.youtube.com/watch?v=hTlrSYbCbHE>
 - Human Rights Asia weekly Roundup Episode 55, December 2014 <https://www.youtube.com/watch?v=Cc0SXvkznf0>. There are many episodes on YouTube.
- In groups select two issues involving the Asian Human Rights Commission and explain what they mean <http://www.humanrights.asia/issues>
- Discuss the different views on human rights between some Asian and Western societies https://www.carnegiecouncil.org/publications/archive/morgenthau/254.html/_res/id=sa_File1/254_sen.pdf
- What is the correlation between economic freedom and standard of living (human wellbeing) http://en.wikipedia.org/wiki/Economic_Freedom_of_the_World
- Refer to the internet and YouTube. <http://rsf.org/index2014/en-asia.php>; <https://www.youtube.com/watch?v=d6nJR5LnQFc>; https://www.youtube.com/watch?v=64PjyM_jst0. What is the World Wide Press Freedom Index (Reporters without Borders)? Why is it an important measurement of human rights? Why is press freedom deteriorating worldwide? Why has Malaysia a low press freedom index?
- A 2014 prison census noted 221 journalists were jailed worldwide <https://www.cpj.org/imprisoned/2014.php>. In groups select five countries and list the causes for imprisonment of journalists

ICT

- UN Human Rights – Office of the High Commissioner for Human Rights -- **Fact Sheets** – Human Rights – topics such as human trafficking, right to water, right to adequate food, economic, social and cultural rights, terrorism and counter-terrorism, right to health, adequate housing, migrant workers, civil and political rights, indigenous peoples and disappearance <http://www.ohchr.org/EN/PublicationsResources/Pages/FactSheets.aspx>
- Asia Pacific Forum <http://www.asiapacificforum.net/>
- Asian Human Rights Commission (AHRC) <http://www.humanrights.asia/>
- Human rights and Millennium Development Goals <http://www.ohchr.org/Documents/Publications/HRAndMDGsInPractice.pdf>
- Human Rights for All Post 2015: Global Statement <http://ecsr.org/en/?p=329635>
- History of Human Rights http://en.wikipedia.org/wiki/History_of_human_rights
- Cairo Declaration on Human Rights in Islam http://en.wikipedia.org/wiki/Cairo_Declaration_on_Human_Rights_in_Islam

Youtube

- Charlie Hebdo: UNESCO stands for freedom of expression <https://www.youtube.com/watch?v=ngfe1-s-xKU>
- Full Sky Debate: Freedom of speech versus freedom of religion – after Charlie Hebdo terrorist attacks <https://www.youtube.com/watch?v=WcT10R1CDqc>

STUDIES OF ASIA:

Using Scoop.it to curate an online collection of media files (Stages 3-6)

Lorraine Chaffer

Create an online newspaper

Teachers and students can create a web page (online newspaper) consisting of interesting and up to date educational materials about such as video clips, media reports, images and infographics relevant to a selected topic about Asia using Scoop.it. Topics can be general eg. Studies of Asia, or specific eg. China, Asian religions or environment

Scoop.it.com <http://www.scoop.it>

The advantage of Scoop.it over traditional bookmarking of websites is the attractive webpage / newspaper format, the inclusion of images, the ability to summarise content and to add a curators comment about each curated item.

The curation tools in Scoop.it make adding resources fast and easy. The software allows for one topic to be created for free after which the fees scale depending on the number of topics required.

Scoop.it as a teaching resource

Teachers can create a web page for students to access selected articles eg Human rights in Asia, or students can create a webpage of articles they have sourced that are relevant to a topic or unit of work. The use of Scoop.it can be incorporated into assessment activities and is a simple strategy for crating a webpage and incorporating the use of ICT. See the example included below.

Following other people's Scoop.it pages suits those people who do not want to create a page of their own but are interested in keeping abreast with current events and new resources.

How it works

The following insight comes from an educational blog and summarises how Scoop.it works. Read more from this blog and look at the examples provided at

<http://www.theedublogger.com/2012/08/31/keep-your-content-fresh-with-scoop-it/>

*"Scoop.it is based around what they call **Topics**. A Topic is the page that they generate for you with a permanent URL and title. Each Topic is made up of **Scoops**. The Scoops are essentially the articles that make up the content of your Topic. There are four different ways to create Scoops.*

- *Scoop from suggested content. Based on keywords you enter, Scoop.it will recommend content that you might want to add to your Topic. You can adjust the sources to make sure that it is suggesting the kind of content you would like.*
- *Add a web page with their **bookmarklet**. If you see a page that you like, you can use the bookmarklet they provide to tag the page and have it added to your Topic.*
- *Rescoop from other topics. When you find material/content that you really like in other Topics, you can add that content to your own Topic by rescoop-ing.*

- **Create your own Scoops.** You can create blog-like entries by entering your own title, image, and text.

Once you have created your topic, they offer a number of different sharing options: widgets for your website and blog, buttons for your website or blog that link to your Scoop.it profile, an RSS feed for your Topic, or an easy to share Topic URL. If you would also like to use social networking tools to publicize your topic, you can share your scoops by posting to Facebook, Twitter, LinkedIn, Tumblr and WordPress accounts"

The screenshot shows a Scoop.it profile for 'Studies of Asia', curated by 'Teacher'. The profile features a sidebar on the left with a search bar and buttons for 'Scoop without link', 'Upload your own document', and 'Get suggestions'. The main content area displays a grid of articles. Annotations with red arrows point to specific elements:

- Topic:** Points to the 'Studies of Asia' header.
- Create your own content:** Points to the search bar in the sidebar.
- Re-scooped article:** Points to an article titled '56 portraits of Bangkok street food vendors'.
- Original scoop:** Points to an article titled '3D images of Nepal to help earthquake relief efforts - CBC.ca'.

Other visible articles include 'Rice farmers scrap seedlings to sow directly in cost-cutting push | The Japan Times' and 'Australian foreign aid cuts would hit Indonesia deepest'.

Online tutorials

There are many video tutorials on the Scoop.it website and on YouTube that explain the simplicity and value of using Scoop.it as a teaching resource such as:


<https://www.youtube.com/watch?v=Bnr6QKKcsII#t=44>

<https://www.youtube.com/watch?v=RFbxs2CzyG0>


<https://www.youtube.com/watch?v=oQ4c7khU3J4>

SAMPLE SCOOP.IT NEWSPAPER

Created by L Chaffer for this article


Rescoped by Teacher from Sustain Our Earth onto Studies of Asia


Hundreds of Chinese Cities Don't Meet Air Standards, Report Finds




From [slidernews.com](#) - Today, 2:40 PM

"Morning exercises on a polluted day in March in Jiaozuo, Henan Province, China. By EDWARD W..."

Via [SustainOurEarth](#)



Scoopd by Teacher onto Studies of Asia

Poverty for Dalits: Hinduism's Lowest Caste- BORDEN





From [www.bordenmagazine.com](#) - Today, 2:38 PM

"Poverty in Hinduism is fueled by the belief that the Dalits, those in the lower castes, are paying for the sins they committed in past lives."



Scoopd by Teacher onto Studies of Asia

Introduction to Hinduism I IndiaFacts





Scoopd by Teacher onto Studies of Asia

China's new environmental measures 'a step in the right direction' - Deutsche Welle

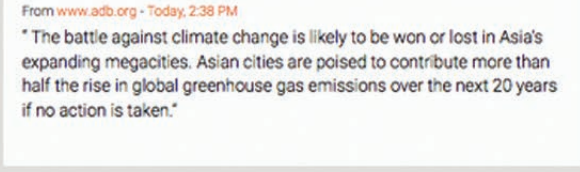


From [www.dw.de](#) - Today, 2:40 PM

"This January, a new law took effect in China designed to give more emphasis to environmental protection and more powers to enforcement agencies. DW speaks to IHS analyst David Yang about its implications."



Scoopd by Teacher onto Studies of Asia

Asia's Booming Cities Most At Risk from Climate Change



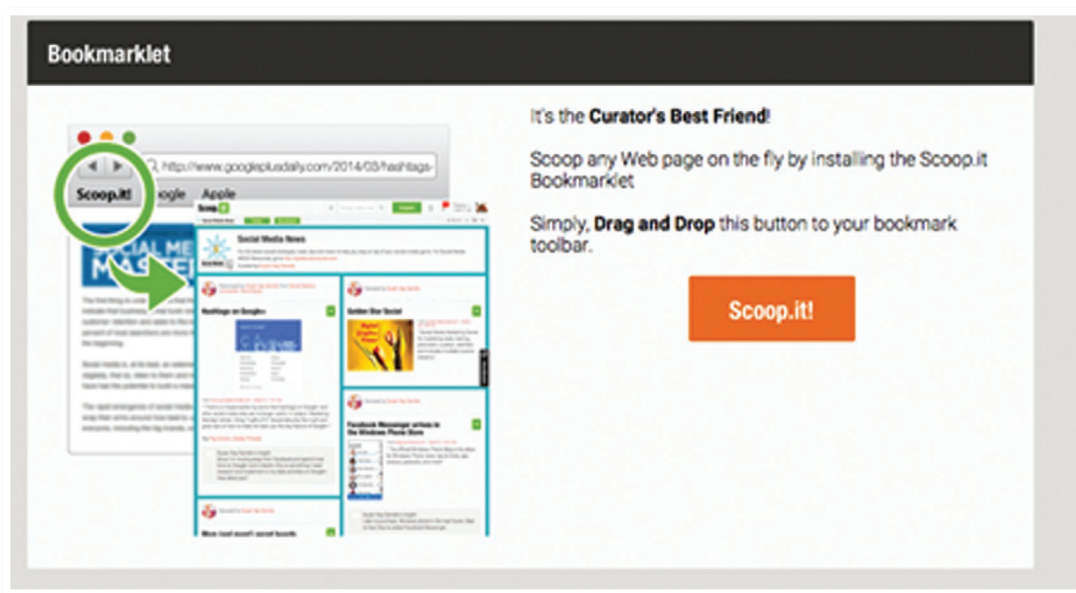
From [www.adb.org](#) - Today, 2:38 PM

"The battle against climate change is likely to be won or lost in Asia's expanding megacities. Asian cities are poised to contribute more than half the rise in global greenhouse gas emissions over the next 20 years if no action is taken."


Scoopd by Teacher onto Studies of Asia

Asian Nations Struggle as

The Bookmarklet icon <http://www.scoop.it/bookmarkletInfo>



SAMPLE STUDENT TASK

Use Scoop.it to create an online newspaper /webpage and curate (gather) a selection of online articles and videos relevant to ONE ASIAN COUNTRY

- In your newspaper you are to scoop at 5 articles, which are original scoops
- One Scoop must be a YouTube clip or video clip from another source.

When you have scooped your 5 items you can use the tools available to edit your online newspaper/webpage.

This includes

- Editing the content of each scoop by cutting the content to a maximum of three paragraphs - summarising the main ideas.
- Create tags for your topic (key words that are relevant). You will receive suggestions by email based on these tags.
- Making an appropriate comment about the content of each scoop – this can be an opinion, a summary of the content or draw attention to major concepts.
- Selecting or adding your own background image

STEPS

1. Join Scoop-it
2. Create a topic name. This must be original because all of your classmates will be creating a scoop.it newspaper on the same topic.
3. Add some words that act as keywords for your site topic. This means suggestions will be made for content you may want to scoop.
4. Add the scoop.it icon to your toolbar to make scooping articles and videos easy
5. Watch the scoop.it tutorials using the weblinks below
6. Start scooping

SUBMITTING YOUR TASK

Email your teacher with your Scoop.it topic. They will be able to search for it and see your Scoop.it magazine for grading.

GEOLinks

1. Scoop.it.com
<http://www.scoop.it>
2. Scoop-it
<http://www.youtube.com/watch?v=Bnr6QKKcsII>
3. Using Scoop.it for research
<http://www.youtube.com/watch?v=B7Z4V7AHJNE>

4. Explore the scoop-it Community

<http://www.youtube.com/watch?v=ityFe8pdD88>

5. Create online magazines with Scoop-it

<http://www.youtube.com/watch?v=73uuy0WWpxQ>

6. Online tutorial for scoop-it

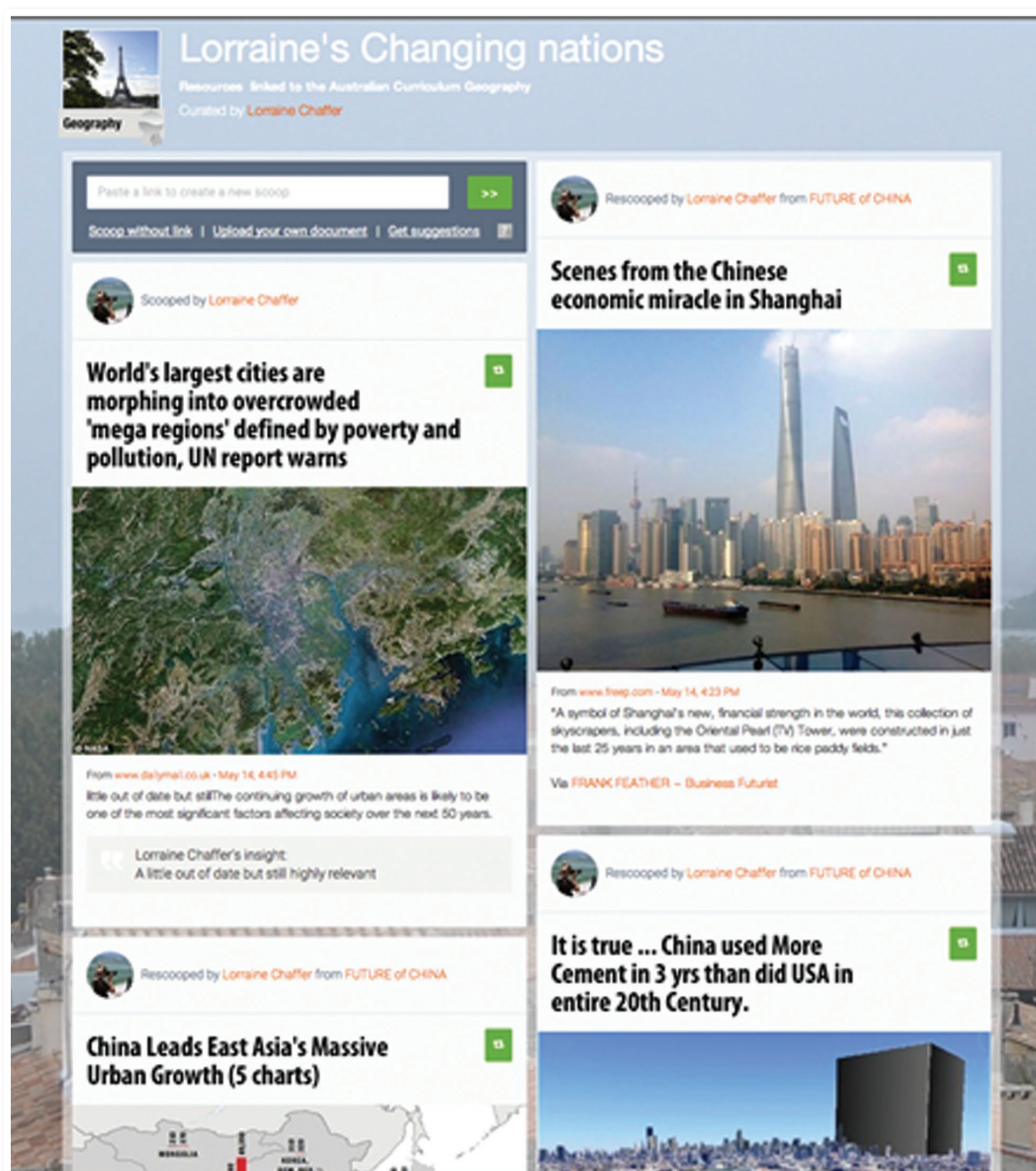
<http://www.youtube.com/watch?v=dkCqDLhTvgo>

Personal insight

I have created several Scoop.it topics for the Australian Curriculum Geography which are updated weekly with new, contemporary and interesting content eg the Nepal earthquake. To me, Scoop.it helps bring subjects to life by connecting to what is happening in the world now.

To see a Scoop.it site in action visit my pages by visiting the scoop.it webpage and doing a search for topics such as "Lorraine's Changing Nations". All of my topics will then appear in the menu. Choose one to investigate. Happy scooping.

<http://www.scoop.it/t/year-8-changing-nations>



Protecting Children's Rights in Asia

Dr. Susan Bliss

Photograph source: <http://generation25.org/>

Australian Curriculum


- Geography: Year 10 - Human Wellbeing Civics and Citizenship: Years K-10

Before the 20th century, childhood was a transition between infancy and adulthood. As soon as children were old enough, they worked. As countries became wealthier, childhood became a time for education, recreation and discovery. Unfortunately today there are millions of children who do not experience these things as they have been forced to become soldiers, prostitutes, bonded labourers and slaves. Additionally, millions lack access to basic human rights such as adequate shelter, food, clean water, health services and education. Regrettably many of these unfortunate children live in countries in the Asia region.

Children's Rights

'All children have one thing in common- their rights' (UNICEF). Children not only have human rights as stated in the **United Nations Universal Declaration of Human Rights (1948)** but because of their special needs and vulnerabilities they have an extra convention called the **United Nations Convention on the Rights of the Child (1989)**. Furthermore the United Nations (UN) has incorporated children's rights into 80 treaties for their protection, development and wellbeing.

1. Documents incorporating children's rights

Universal Declaration of Human Rights 1948	Children's Rights
<ul style="list-style-type: none"> • Article 4. Humans must not be owned, bought or sold • Article 22. Right to have your basic needs met • Article 23. Right to work in fair and safe conditions • Article 25. Right to a decent life, food, clothing, housing and medical care • Article 26. Right to an education 	<ul style="list-style-type: none"> • Convention on the Rights of the Child 1989 • Conventions concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour 1990 • Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict, 2000 

'More countries have ratified the Convention on the Rights of the Child than any other human rights treaty in history—194 countries had become State Parties to the Convention as of 2014.' (UNICEF). However one wonders whether today the world is a better place for children. Approximately 47% of the world's poor are under 18 years, 3 out of 4 children aged 2-14 years are subjected to physical punishment, and in Syria about six million children have been affected by the conflict. On the other hand between 1990- 2015 the number of deaths of children under 5 years halved. This averted 17,000 fewer children dying each day. Almost 75% of the deaths are attributable to neonatal causes, pneumonia, diarrhoea, malaria, measles and HIV/AIDS.

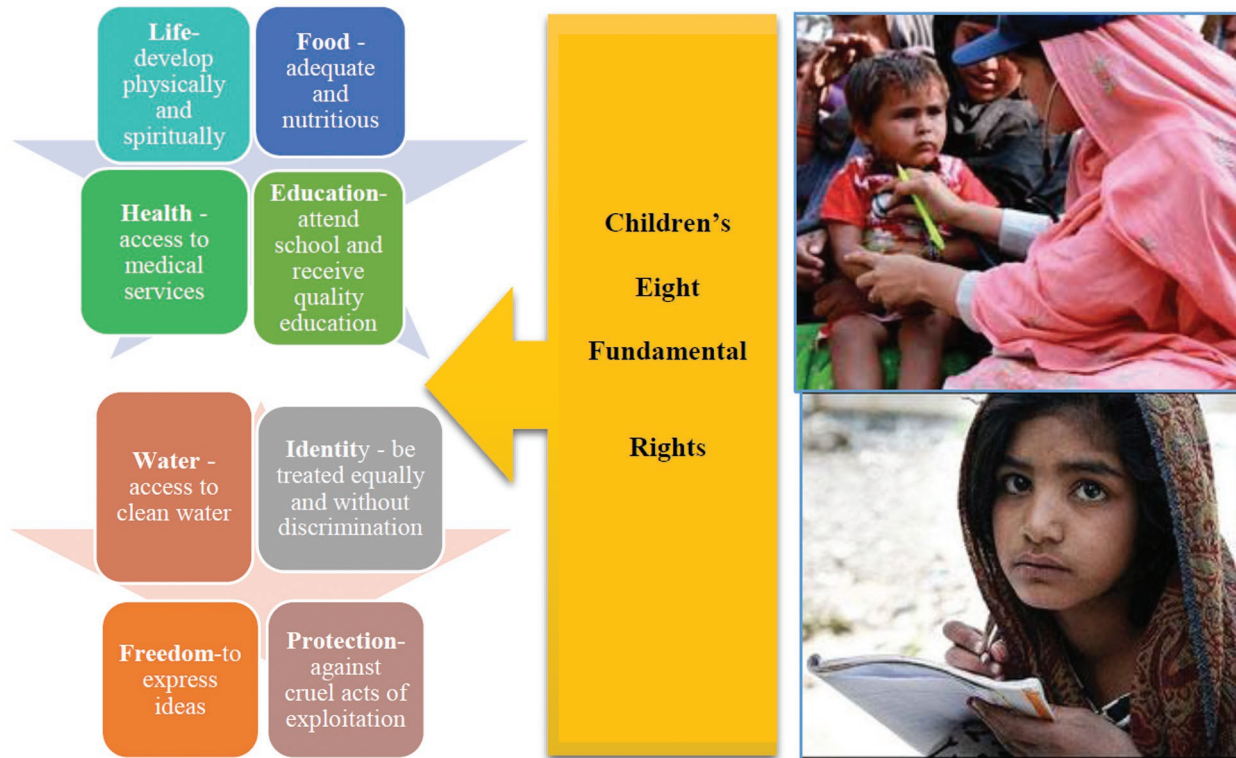
Convention on the Rights of the Child (CRC)

The Convention on the Rights of the Child (CRC) defines a child as 'any human being below the age of eighteen years, unless under the law applicable to the child, majority is attained earlier.' The CRC focusses on eight rights specifically for children.

2. Children's eight specific rights

Graphic: Susan Bliss

Photographs: Right to Health and Right to Education in Pakistan <http://www.humanium.org/en/pakistan/>



Not all children have rights

Today there are about 2.2 billion children living on Earth. Approximately two billion of these children live in developing countries. Unfortunately many of the child's rights are ignored or abused, despite the country signing and ratifying the Convention on the Rights of the Child.

3. Violations of the Rights of the Child- overview of statistics

- 17,000 children die every day, mostly from preventable or treatable causes
- 230 million children under 5 years (about one in three) have never been officially recorded, depriving them of their right to a name and nationality
- 2 million, 10-19 years olds live with HIV - 56% are girls
- 33% of women aged 20-24 years are child brides
- one adolescent girl dies as a result of violence every 10 minutes
- 50% of deaths in children under 5 years are due to malnutrition. Adapted source: <http://www.unicef.org/statistics/>

Poverty and children's rights

Poverty remains the main cause of violating children's rights because lack of money impedes their access to basic human needs. Poverty kills one child every three seconds and deprives them of their fundamental **right to life**. In addition, it deprives them of educational opportunities and prevents them from gaining access to medical care, clean water, food, shelter, security and information.

Poster: <https://s-media-cache-ak0.pinimg.com/236x/00/72/25/0072250870388e9b519aa032a63480d0.jpg>



Realisation of Children's Rights Index (RCRI)

Humanium is an international non-government organisation (NGO) dedicated to ending violations to children's rights globally. The organisation created a 'Map on the Respect of Children's Rights Worldwide' in accordance with the 'Realisation of Children's Rights Index.' The index rates a country's progress in implementing Children's Rights on a scale from 0-10 (0-bad; 10-excellent).

4. Realisation of Children's Rights Index (RCRI)

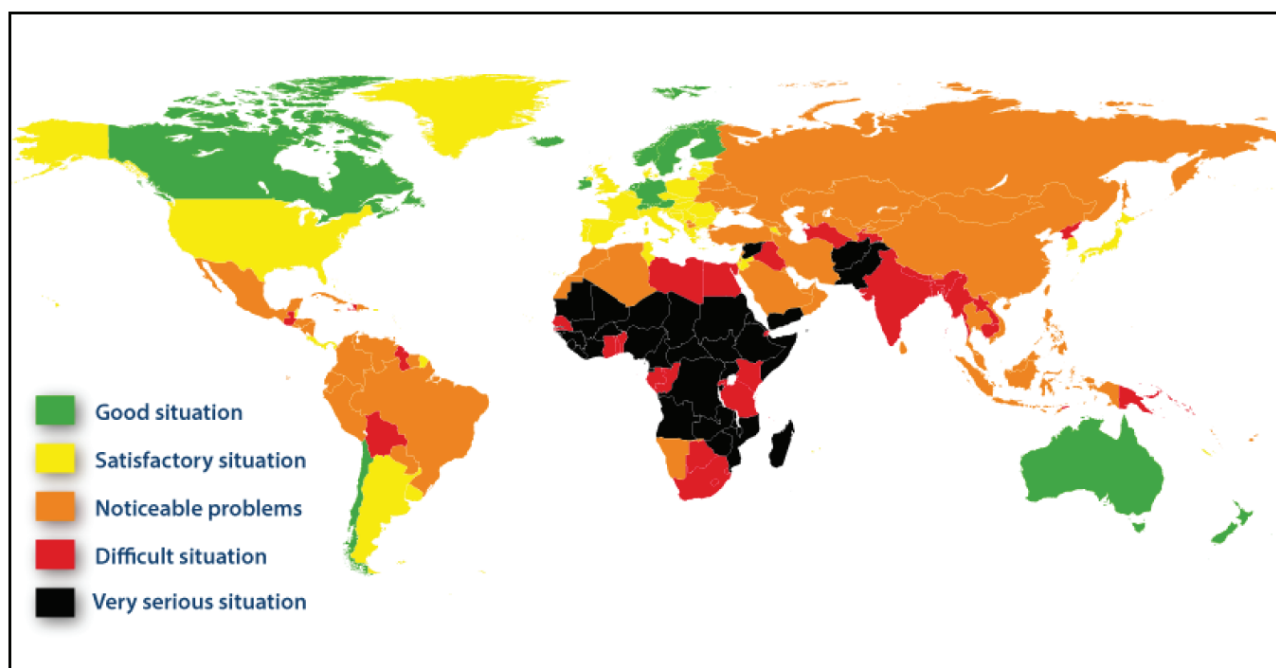
Table: Susan Bliss

RCRI: 14 elements used in its calculation

Life expectancy at birth	Mortality for less than 5 years	Low birth weight	HIV	Poverty	Education	Child labour
Child marriage	Female genital mutilation	Registration of births	Ecological impact on the future of children	Rights and freedoms	The feeling of satisfaction with life	War and other violent situations

5. RCRI: Realisation of Children's Rights Index Map 2015

Source: http://www.humanium.org/en/wp-content/uploads/2014/11/EN_2015.png



6. RCRI: Asian countries and Australia-index and level

Table: Susan Bliss

Country	Realisation of Children's Rights Index- out of 10	Level
Australia	9.05	Green: Good situation
Afghanistan	4.66	Black: very serious situation
Bangladesh	5.95	Red: difficult situation
China	7.34	Orange: noticeable problems
India	5.88	Red: difficult situation
Iran	7.25	Orange: noticeable problems
Japan	8.99	Yellow: satisfactory situation
Kuwait	7.73	Orange: noticeable problems
Malaysia	7.46	Orange: noticeable problems
Mongolia	7.86	Orange: noticeable problems
Myanmar	6.33	Red: difficult situation
Nepal	6.1	Red: difficult situation
North Korea	6.94	Red: difficult situation
Saudi Arabia	7.43	Orange: noticeable problems

Children's rights ignored or abused across Asian countries

Despite economic growth in Asian countries, massive disparities exist between developed and developing countries and between rich and poor people within countries. The majority of people who live on less than \$1.25 a day reside in India (33%) and China (13%). This is referred to as 'extreme poverty'.

In **Asia** as a result of poverty, a child dies every three seconds. Lack of money not only decreases their life expectancy but also impacts adversely on their wellbeing such as:

- 640 million live without adequate shelter
- 400 million do not have access to safe water
- 270 million have no access to health services
- 114 million do not receive a basic education

Asia also has 60 million orphans - the largest number of orphaned children in the world. Countries in the Asia region:

- **Vietnam:** children from ethnic minority groups are eleven times more likely to suffer from multiple severe deprivations than children from ethnic majority groups.
- **Thailand:** over three million children do not live with their parents due to internal migration of parents who move in search of employment, leaving children to be looked after by grandparents.
- **India:** despite laws prohibiting sex selected abortions it still exists in west and northwest India. In some areas where the birth of boys are preferred, more girls are malnourished and more likely not to attend school or receive health services compared to boys. India also has 30% of neonatal deaths.

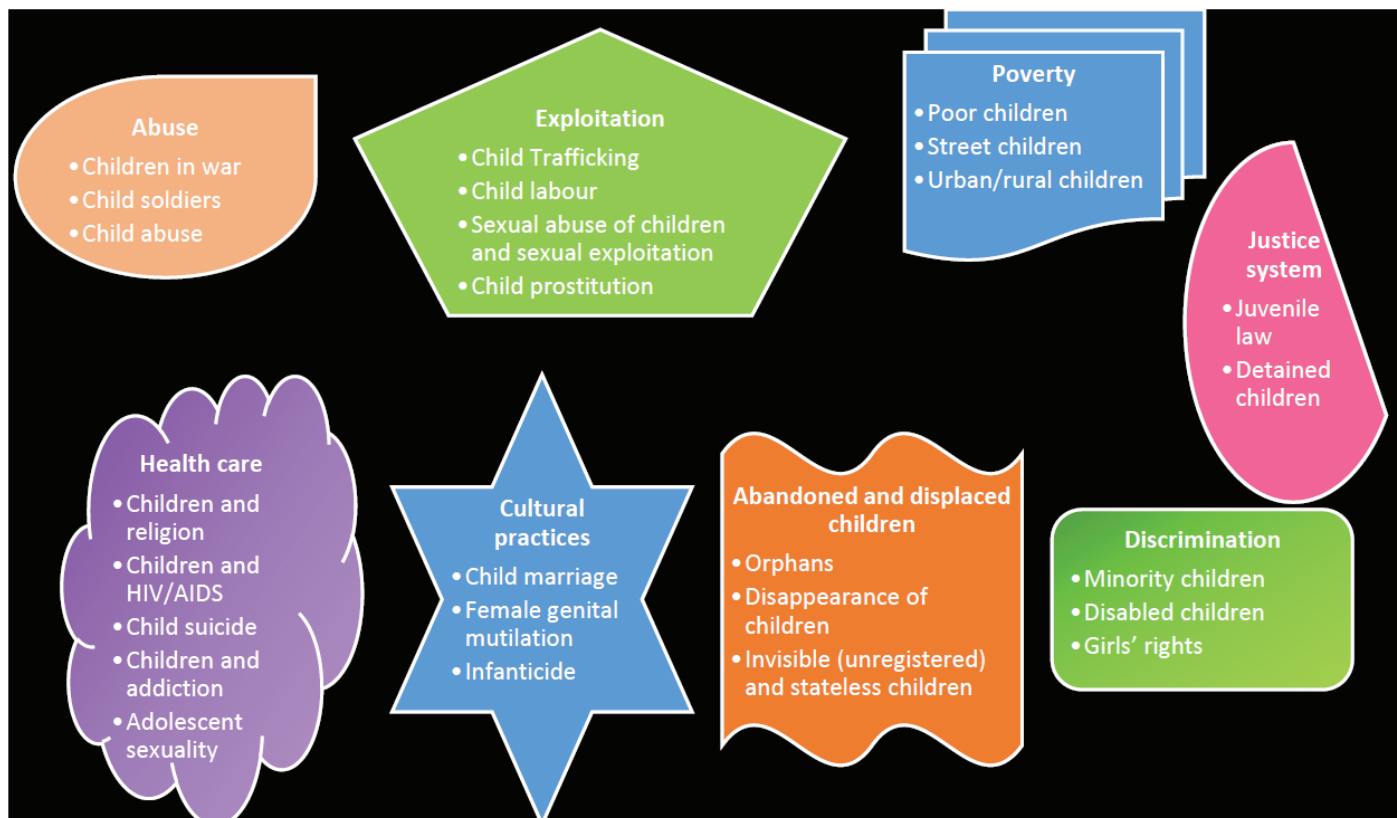
Violations of children's rights in Asia

'The way a society treats its children reflects not only its qualities of compassion and protective caring, but also its sense of justice, its commitment to the future and its urge to enhance the human condition for coming generations.' Javier Perez de Cuellar, former Secretary General of the UN

Poor, illiterate and unaware of their rights, children are unable to defend themselves and have little access to people who can work on their behalf.

7. Violation of children's rights

Graphics: Susan Bliss



8. Violation of children's rights in West Asia

Adapted source of information from <http://www.humanium.org/en>

Iraq	Syria
Realisation of Children's Rights Index 6.86/10	Realisation of Children's Rights Index 5.28/10
Red level: Difficult situation	Black level : Very serious situation
Profile of children	
<ul style="list-style-type: none">3.5 million affected by poverty1.5 million suffering from malnutritiondiscrimination occurs: a child without Iraqi parents is not eligible for the same rights as a child with Iraqi parents. Their family must pay, for state education and health servicesrecruited by armed groups and terrorist networkslarge numbers are forced to work due to povertychildren are traded - particularly in the Kurdistan regionvictims of abuse and exploitationfemale genital mutilation generally practised in the rural regionskidnappings are common	<ul style="list-style-type: none">over 11,000 children involved in the civil war since 2011denied the right to life, protection, healthcare, food and educationfear of being taken, tortured or killed, has resulted in few children taken to hospitalsthousands of children suffering from malnutritionover 3 million children rely on humanitarian aid - schools damaged or turned into military basesover 750,000 Syrian refugee children are under the 11 years living in makeshift sheltersover 2 million children displaced within the country, and 3,500 have migrated to Jordan, Lebanon and Iraq without their families – adding to their trauma

Children living in South Asia

In South Asia children make up 40% of the population with 13% under 5 years. The protection of their rights is vital to the future development of the region. The governments of countries in South Asia recognised this responsibility and as a result *'incorporated aspects of the CRC into domestic legislation and have set up ministries and institutions in charge of children's issues.'*(UNICEF).

Despite the laws there are still a litany of human rights violations to children such as torture, killings and disappearance in armed conflicts. There is also abuse of their rights through practices such as bonded labour and trafficking for prostitution. In 2014 in South Asia research found:

- 19% of out-of-school primary school age children - most lived in conflict areas
- 2 million died before their 5th birthday
- 38% of children had chronic malnutrition
- 8 million below the age of one year were not immunised.
- 45% of girls married before the age of 18 years, and 18% marry before the age of 15 years

South Asia unfortunately has the largest number in the world of:

- unregistered births - 103 million children under 5 years
- stunted children
- child brides

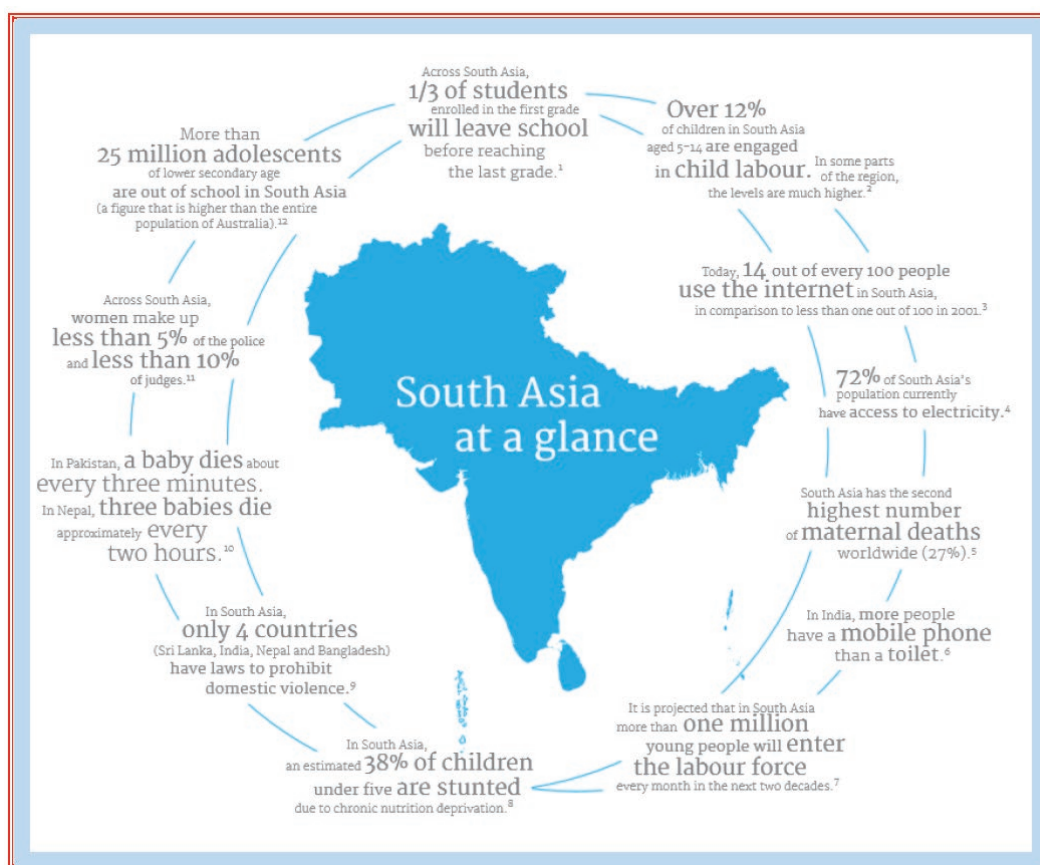
The degree of abuse to human rights is influenced by the child's identity, such as **gender, ethnicity, caste or economic states**. For example children in **India** from the lower castes or dalits form the majority of the country's bonded labourers. Girls face particular disadvantage as they are considered a liability to their family and in **Afghanistan** they were denied an education by the Taliban. Gender disparities persist in secondary and tertiary education in South Asia.

9. Profile of children varies across Southeast Asia

	Indonesia	Cambodia
Percentage of population living on less than \$1.25 a day	8%	34%
Child mortality rate- die before the age of one year	30 per 1000	97 per 1000
Children under 5 years severely underweight	9%	13%
Life expectancy	67 years	57 years
Primary school enrolment boys/girls	93%/92%	96%/91%
Secondary school enrolment boys/girls	54%/54%	30%/19%

10. Overview: South Asia and violations of rights

Source <http://generation25.org/wp-content/uploads/2014/09/Improving-Children-s-Lives-Transforming-the-Future.pdf>, page 10

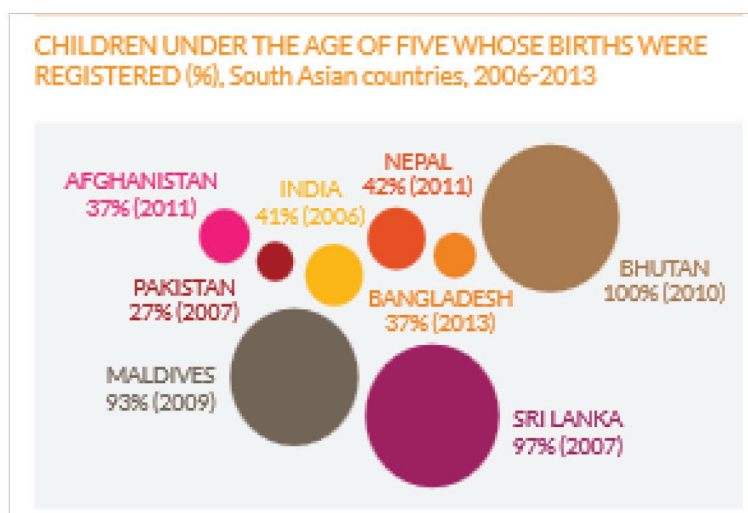


Birth registration – the invisible children

Registration is the first right of every child. UNICEF stated that *'birth registration guarantees children are not forgotten and denied their rights.'* However in many cases births are not registered. These invisible children are generally - poor, refugees, ethnic or religious minorities, born out of wedlock or live in isolated locations. Regrettably, these children do not enjoy a legal identity that generally means lack of access to healthcare, education, marriage registration and protection from abuse and violence. Aimed to correct this injustice the Economic Union (EU) is funding birth registration in Myanmar.

11. Children under 5 years whose births were registered in South Asia

Source: <http://generation25.org/wp-content/uploads/2014/09/Improving-Children-s-Lives-Transforming-the-Future.pdf>



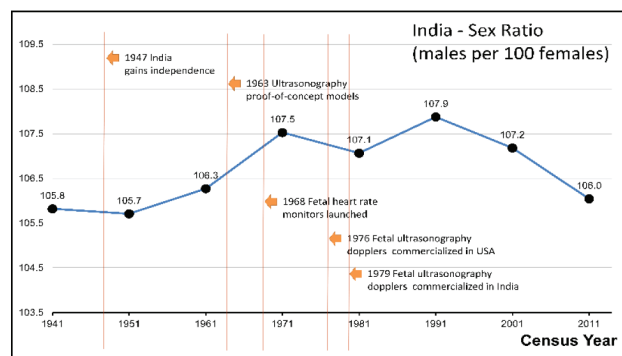
Missing girls

Gender biased sex selection is widespread in many parts of Asia such as China, India and Pakistan. This preference for a boy has been possible by the availability of amniocentesis and ultrasonography. The detection of a female foetus can lead to its abortion. Additionally sex selection can also take place after birth through neglect or infanticide. In some Asian societies failure to produce a boy may lead to rejection by the marital family or even death.

Today, more than 117 million women across Asia are 'missing', largely due to gender-biased sex selection, a form of discrimination (UNDP). In parts of rural India there has been decline in the sex ratio with 100 girls to 110 boys. This gender imbalance will have an adverse impact on the countries over the next half century.

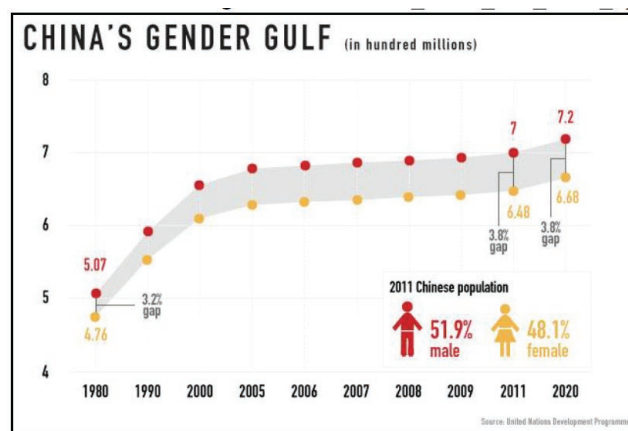
12. India: sex ratio varies over time

Source: http://upload.wikimedia.org/wikipedia/commons/f/f8/India_Male_to_Female_Sex_Ratio_1941_1951_1961_1981_1991_2001_2011.png



13. China's gender gulf

Source: http://i2.cdn.turner.com/cnn/2012/images/11/14/111312_china_one_child_bp.jpg



Child marriage

Almost half of all child brides in the world live in South Asia. The highest prevalence of child marriage in South Asia is **Bangladesh** (66%) followed by Afghanistan (46%) and India (46%). 'Child marriage is prohibited by national and regional laws in South Asian countries such as India, Pakistan, Afghanistan, Bangladesh, Nepal and Sri Lanka. But the practice persists unabatedly.' (<http://www.dw.de/south-asia-is-home-to-highest-number-of-child-brides/a-17256037>). Poverty and culture are the main determinants of early marriage. The practice aims to ensure girls have a secure future.

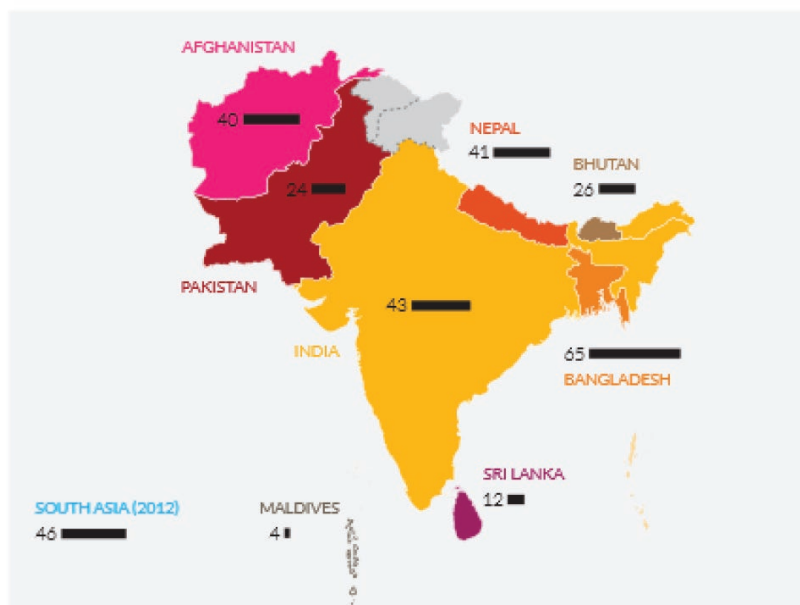
Arguments against child marriages –can you think of more?

- violation of human rights
- impedes development and wellbeing of girls
- denies them of their childhood, an education and employment opportunities
- more likely to experience domestic violence and sexual abuse
- suffer higher rates of maternal mortality as their bodies are too immature to give birth

15. Early marriage in South Asia

Source: <http://generation25.org/wp-content/uploads/2014/09/Improving-Children-s-Lives-Transforming-the-Future.pdf>

WOMEN AGED 20-24 WHO WERE FIRST MARRIED OR IN UNION BY THE AGE OF 18 (%),
South Asia, 2005-2013



16. Child marriage in India

Source: http://www.southasianmedia.net/sam_data/story/images/india-home-to-every-third-child-bride-in-the-world-un-2207201411492227.jpg



17. What does child marriage mean for girls?

“Far too many children get married, and far too many girls are never born” (UNICEF)

Source: <http://girlsnotbrides.theideabureau.netdna-cdn.com/wp-content/uploads/2013/05/Infographic-web-950px.jpg>



Hard life for uneducated children

Poverty prevents millions of children from receiving an education that would enable them to live in dignity and reach their potential. In **South Asia** about 30% of children spent four years in school and the learned the basics. Education of girls is important as women are less likely to be forced into a child marriage and to die during childbirth, and more likely to raise healthy children. In **India**, girls aged 6-10 years from Scheduled Castes and Scheduled Tribes are twice more likely not to attend school than the average Indian child. Without an education these children are more likely to resort to living on the streets or working as bonded labourers.

Millions of poor children who toil in homes as domestic workers are underfed and overworked and are subjected to physical and sexual abuse. Hundreds of thousands of children are illegally trafficked across international borders. Many are then forced to work as prostitutes or as slave labour.

18a. Children who spent at least four years in school and learned the basics 2004-2012

Source: <http://generation25.org/wp-content/uploads/2014/09/Improving-Children-s-Lives-Transforming-the-Future.pdf>

18b. Education - transforming children's lives in South Asia

Source: <http://generation25.org/wp-content/uploads/2014/09/Improving-Children-s-Lives-Transforming-the-Future.pdf>



Good news in Asia - citizenship

A gradual change is occurring in Asia as governments are starting to implement children's human rights. This is supported by the work of non-government organisations such as UNICEF and Child Rights Coalition Asia.

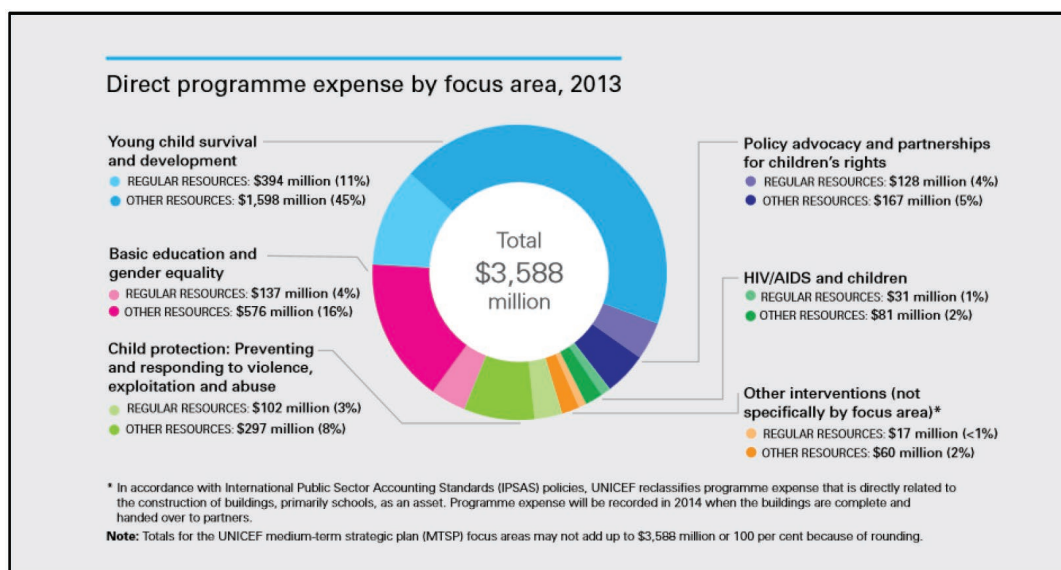
- **Child Rights Coalition Asia** monitors and reports violations to children's rights and campaigns for improvements such as the sale of children, child pornography and child prostitution.
- **UNICEF** is an active global organisation that works to realise the rights of every child in the Asia region with the aim of improving their wellbeing. Improvements by UNICEF in 2014 include:
 - **Cambodia:** Child Friendly School initiative aims to get all children into school by the age of six years
 - **Indonesia:** children's shelter in Banda Aceh serves 120 children who have been orphaned, abandoned or sexually assaulted.

In 2014 'UNICEF South Asia launched Generation@25, which focuses on ending open defecation in Nepal (sanitation), ensuring all children receive a birth registration in Bangladesh, preventing stunting in India (nutrition), and improving girls' education in Afghanistan. Source of photos <http://generation25.org/>



19. UNICEF – making a difference for children

Source: [http://www.unicef.org/publications/files/UNICEF Annual Report 2013 web 26 June 2014.pdf](http://www.unicef.org/publications/files/UNICEF%20Annual%20Report%202013%20web%2026%20June%202014.pdf)



The Association of Southeast Asian Nations (ASEAN) and the South Asian Association for Regional Cooperation (SAARC) have adopted several agreements on children. The International **Save the Children** Alliance operates in 120 countries with the aim of upholding and protecting children's rights. Another non-government organisation called **Plan** works in 50 countries such as Bangladesh, India and Thailand, to help children realise their full potential.

Geofacts:

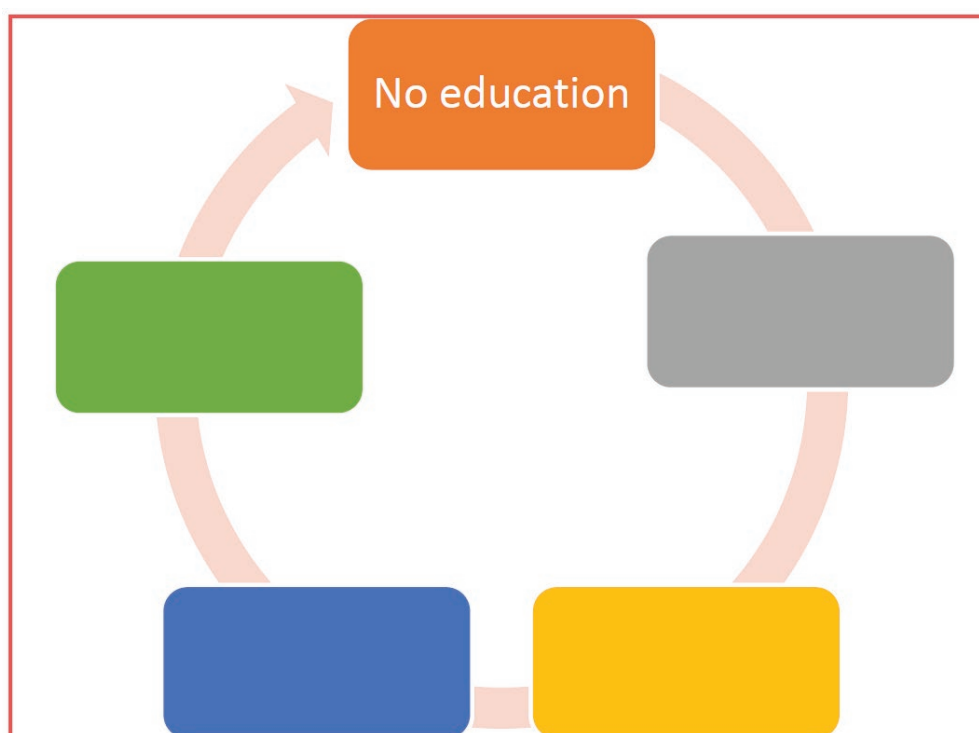
- **East Asia:** 30 million children suffer from at least one severe deprivation
- **South Asia:** India and China have high rates of early childhood mortality

Activities

- Refer to **Figure 1:** What documents include the rights of the child?
- Research the Convention on the Rights of the Child (CRC) and explain the following:
 - the need for the Convention
 - what it means when a country ratifies a convention

This website will aid your research <https://www.humanrights.gov.au/commission-website-information-students-childrens-rights>

- Refer to **Figure 2**: List eight specific rights for children. List the rights you possess and those rights that have been ignored in a two column table.
- Refer to the photo essay on the Rights of the Child <http://www.unicef.org/photoessays/30556.html>; <http://www.unicef.org/photoessays/30048.html>. Summarise your rights as a poster with a clever caption. Place the poster in a prominent location in your school.
- Collect items, pictures or write a list of things you need to live a safe and fulfilling life. Agree on a combined list with three other members in the class.
 - Why should you include nutritious food, clean water, clothing, rest, shelter, play, family, health care, cultural life, safety, education, love, protection from harm and freedom of speech?
 - Why might you have left some of these things out?
 - Do all children in Australia have all of these things?
 - Do all children in the world have all of these things?
- Refer to **Figure 4**: What is the RCRI? What are the 14 elements used in its calculation?
- Refer to **Figure 5 and 6**: Compare the RCRI of Australia with Afghanistan, Japan, India, China and Saudi Arabia.
- United Arab Emirates scores a RCRI of 7.78 out of 10. List the noticeable problems concerning the rights of the child <http://www.humanium.org/en/united-arab-emirates/>
- Refer to **Figure 7** on the violation of children's rights in Asia. In groups select one issue. Present your answer by including key geographical questions: What is it? Where does it occur in Asia? Why is it a violation of human rights? What should be done about it? Include maps, photographs, graphs and statistics in your presentation using web 2.0 tools.
- Refer to **Figure 8**: Explain why either Iraq or Syria has a low RCRI.
- Refer to **Figure 9**: Which country would you prefer to live in as a child? Justify your answer.
- Refer to **Figure 10**: List violations to the rights of children in South Asia.
- Refer to **Figure 11**: Calculate the number of children under 5 years whose births were NOT registered.
- Refer to **Figure 12**: Explain the reasons for the changes in India's sex ratios.
- Refer to **Figure 13**: Discuss what child marriage means for girls and how it affects their rights.
- Refer to The State of the World's Children <http://sowc2015.unicef.org/stories/>. In pairs discuss one story on how people have made a better world for children. Present as a report.
- Research Child Rights Coalition Asia <http://childrightcoalitionasia.org/>. What are the aims of the organisation and the type of work it performs?
- Investigate how the project WASH is putting children's rights into practice in South Asia <http://www.watercentre.org/services/events/wash2014/attachments/presentations/a4.-therese-mahon>
- Create a flow diagram for a child without the right to an education



- Complete the diagram showing how poverty is linked to lack of certain rights



- Refer to this website <http://www.humanium.org/en/asia-pacific/>. In groups select one Asian country out of the following list: Bangladesh, Cambodia, China, India, Indonesia, Malaysia, Nepal, North Korea, Pakistan, Philippines, South Korea, Sri Lanka, Thailand and Vietnam. Describe how the country is addressing the rights of the child. Present your results as a report card.
- View the YouTube http://www.youtube.com/watch?v=dPW6Eg_dC4. 9/4/2008, 6.17min.
 - explain why it is important to protect children's rights
 - describe how UNICEF makes a better life for more children around the world
- View the YouTube 'Why Yemen Is Incapable of Banning Child Marriage and Rape' <https://www.youtube.com/watch?v=c6U2nrRJ4HU>. List the different perspective on human rights abuse of children. Divide into economic, cultural and social perspectives.
- Start a UNICEF Club in your school. This site will help you. <http://www.unicef.org.au/Educational-Resources/What-can-you-do-to-help/Start-a-UNICEF-Club.aspx>

Video

- Children's rights –educational resources <http://www.unicef.org.au/Educational-Resources.aspx> (primary level)
- Behind the News – Child Rights <http://www.abc.net.au/btn/story/s4126803.htm>
- The World Bank – Successes in South Asia <http://www.videoinfographics.com/the-world-bank-successes-in-south-asia/>

Youtube

- What are child rights <https://www.youtube.com/watch?v=V1BFLitBkco> (primary level)
- National Geographic Live! Too Young to Wed https://www.youtube.com/watch?v=7c_zppPutQw
- Taboo: Marriage – child marriage in India <https://www.youtube.com/watch?v=Dpy4-dhJ6Lc>

Weblinks

- Simplified version of the UN Convention on the Rights of the Child <https://www.unicef.org.au/Discover/What-we-do/Convention-on-the-Rights-of-the-Child/childfriendlycsrc.aspx>
- UNICEF Educational resources – Early Childhood, Primary, Secondary and Special <http://www.unicef.org.au/Educational-Resources/Parents-Teachers-Educators/Teachers-and-Educators.aspx>
- What are child rights? <http://www.unicef.org.au/downloads/Advocacy/What-are-rights.aspx>
- Child Rights – Behind the News – stories, quizzes and resources for teachers <http://www.abc.net.au/btn/story/s4126803.htm>
- UN Convention on the Rights of the Child – In Child Friendly Language <http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>
- Child Rights <http://www.unicef.org.au/Discover/What-we-do/Convention-on-the-Rights-of-the-Child/Child-Rights.aspx>
- Birth registration http://www.unicef.org/media/files/Embargoed_11_Dec_Birth_Registration_report_low_res.pdf
- Child marriages in South Asia <http://www.dw.de/south-asia-is-home-to-highest-number-of-child-brides/a-17256037>; http://www.icrw.org/sites/default/files/publications/Child_marriage_paper%20in%20South%20Asia.2013.pdf

- Children's lives – 25 years of Child Rights in South Asia – Transforming the Future
<http://generation25.org/wp-content/uploads/2014/09/Improving-Children-s-Lives-Transforming-the-Future.pdf>
- Child rights in South Asia
<http://www.kidsrightsindex.org/Portals/5/Users/033/33/33/Docs%20KRI/The%20South%20Asia%20Report%20short%20version.pdf>
- SAIEVAC <http://www.saievac.org/>

Right to Food

Photograph source <http://www.humanium.org/en/asia-pacific/>





Alike or Different?

Comparing government in China & Australia

by Adrienne Haddow

HSIE Strand: SOCIAL SYSTEMS AND STRUCTURES (Stage 3)

Rationale

This unit of work provides an exploration of the principles which form a democratic society. Through comparison of the different systems of government in Australia and China, the students will achieve a better understanding and appreciation of our own government and rights.

Links to other KLA's

- English – Writing reports, expositions, flow charts, concept maps
- Examining the use of persuasive language through propaganda techniques
 - Oral presentation
 - Debate

Teaching and Learning Activities	Outcomes and Indicators
<p>Discuss the meaning of a democracy. Create a concept map which explores democracy.</p> <p>Brainstorm countries which do have democratic governments. Explain why they are democracies. List.</p> <p>List principles necessary for the democratic process to occur.</p> <ul style="list-style-type: none"> • Freedom of speech. • Freedom of thought • Universal suffrage- the right to vote • Representation of the people through government – government accountability • Rule by law – the need for independence of the judiciary. • Recognition of the rights of the individual <p>Discuss the meanings and importance of these principles.</p> <p>Students prepare a talk on their understandings of 2 principles of a democracy. Presentation of talks.</p> <p>Hot Seat. Names of students randomly picked from hat. A democratic principle randomly picked from a second hat. Student on hot seat must answer questions about the principle in question directed from class.</p> <p>Research: Students find examples of freedom of speech and thought in newspapers. Compile a wall chart using these cuttings.</p> <p>Debate: <i>'Freedom of speech is not important'</i> Class divided into two groups and work together to prepare points for the debate. Elect their group's representatives in the debate.</p> <p>Examine the democratic process in Australia. Jointly construct a flow chart which explains the democratic process.</p>	<p>SOCIAL SYSTEMS AND STRUCTURES Roles, Rights and Responsibilities</p> <p>SSS3.8 Explains the structures, roles, responsibilities and decision making process of State and federal governments, and explains why Australians value fairness and socially just principles.</p> <ul style="list-style-type: none"> • Outlines the broad democratic political structures • Gathers information about the rights and responsibilities of being an Australian citizen • Demonstrates an understanding of representation and democratic processes by participating in class and school decision-making. • Describes the electoral processes used in Australia

Teaching and Learning Activities	Outcomes and Indicators
<p>Research and write an information report on examples of people power in changing laws. Collect articles from newspapers and magazines or other media of any current examples. e.g. Reconciliation and the walk for reconciliation. The student demonstrations in Indonesia leading to the forced resignation of President Suharto in 1999. (Reference: Discovering democracy Upper Primary units, <i>People Power</i>: Curriculum corporation)</p> <p>Discuss countries which are not democracies. What types of government do these countries have? List countries and styles of government.</p> <p>Shared reading. The Rebel by Allan Baillie. Discuss the type of government this book portrays. How does it differ from a democracy?</p> <p>Compare and list differences between two styles of government and a democracy. Record on a retrieval chart. See Handout: Comparisons of Governments. (Eg. Dictatorship, Monarchy).</p> <p>FOCUS ON CHINA</p> <p>Discuss reasons for a country becoming communist.</p> <p>Create a concept map on Communism.</p> <p>Discuss: What does the term 'democratic dictatorship' mean ? Refer to retrieval chart Comparisons of Governments. Read Handout: China, a democratic dictatorship Research to complete task.</p> <p>Discuss and list the Four Cardinal Principles of the Chinese democratic dictatorship. Compare with the principles guiding a democracy.</p>	<ul style="list-style-type: none"> • Describes the contributions of some groups, movements and policies to the development of fairness and social justice in Australia. • Compares Australian and other systems of government in terms of fairness and socially just principles and human rights.

Teaching and Learning Activities	Outcomes and indicators
<p>Research government in China.</p> <p>Create a flow chart which illustrates the process of government in a ‘democratic dictatorship’ - China.</p> <p>Examine two of the ways a dictatorship retains power.</p> <ul style="list-style-type: none"> • Suppression of freedom of speech – state control of media • Propaganda: Patriotism, Repetition, Bandwagon, Famous people <p>Locate examples of the use of the above propaganda techniques in advertising. Write an explanation of how this example affects opinion or viewpoint. See Handout: Propaganda techniques.</p> <p>Refer to examples of people power in democracy section.</p> <p>Research the student demonstrations in Tiananmen Square as an example of a ‘people power’ failure.</p> <p>Discuss what factors of the Chinese system of government caused this failure.</p> <p>Refer to flow chart on Chinese government.</p> <p>EVALUATION</p> <ul style="list-style-type: none"> • Complete a matrix for a comparison of Australian democracy and Chinese ‘democratic dictatorship’. See Handout : A Comparison of Two Governments. • Write an exposition stating the kind of government you would like for Australia and the reasons for your choice. 	<p>SS3.7 Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities.</p> <ul style="list-style-type: none"> • Identifies human rights, when these are respected, and situations in which they are not respected, in Australia and the world.

Resources

Hatherley Sheila, *Our Asian Neighbours Volume 2: China and Indonesia*. MacMillan Education, 1996

Hill Valerie, *Ask About Asia: China*. Blake Education, 1999.

Noi Goh Sui, *Countries of the World: China*. Times Editions.

Waterlow Julia, *The Real World: China*. Watts Books, 1994

PRINCIPLES OF DEMOCRACY

Discuss the meanings and importance of the following principles.

<p>FREEDOM OF SPEECH</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>FREEDOM OF THOUGHT</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>UNIVERSAL SUFFRAGE—THE RIGHT TO VOTE</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>REPRESENTATION OF THE PEOPLE THROUGH GOVERNMENT</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>RULE BY LAW -THE NEED FOR THE INDEPENDENCE OF THE JUDICIARY</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>RECOGNITION OF THE RIGHTS OF THE INDIVIDUAL</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Debate: Freedom of Speech is not important

Use the table below to plan a debate on the topic above.

Construct arguments for both sides.

Compare your arguments and ideas with the rest of your group to choose the best for your final oral presentation.

[illegible]

Comparisons of Governments

Record the major differences between these forms of government.

Monarchy	Democracy	Dictatorship
Hereditary king or queen Dictator supported by army Justice system is an agent of dictator

CHINA, A 'DEMOCRATIC DICTATORSHIP

The Chinese constitution explains the term DEMOCRATIC DICTATORSHIP as 'a democracy within the ranks of the people and a dictatorship over the enemies of the people.'

THE FOUR CARDINAL PRINCIPLES

These principles must be obeyed by every person and every political party.

- Follow the 'socialist road'
- Follow the people's democratic dictatorship
- Follow the leadership of the Communist Party
- Follow Marxism-Leninism and Mao Zedong thought.

The people may express opinions and make decisions as long as they obey the Four Cardinal Principles.

When a person or group fails to follow the Four Cardinal rules, they are traitors, counter revolutionaries and criminals.

TASK: Write a paragraph about each of the following people:

- Who was Karl Marx?
- Who was Vladimir Illich Lenin?
- Who was Mao Zedong?

Making new rules using the four most important principles

(You must follow all the principles in your new rules)

Task : To decide democratically which games can be played on the school oval.

THE FOUR MOST IMPORTANT PRINCIPLES

Principle 1. No more than (5) balls allowed on the oval.

Principle 2. Only ball games to be played on the oval.

Principle 3. No running on the oval.

Principle 4. Teacher's rule:

- You may not make up new games.
- You may only play with rugby league balls.
- You cannot kick balls.
- You may only play on the oval if you are ten (10) years old.
- Girls and boys should not play together.

Write a description of the new game you will play on the school oval:

Who can play?

PROPAGANDA TECHNIQUES

MATCH propaganda techniques to the best description:

Repetition

implies that if you go along with the idea being expressed, then you are a good citizen but if you don't you are unpatriotic.

Bandwagon

if the message is repeated often enough, it will be remembered and accepted as true.

Patriotism

infers that if you don't go along with the idea, then you are not part of the group.

Famous people

implies that the message is good and right if a famous person is giving it.

Give an example of how a government might use one or more of these techniques to persuade people to accept their view:

A COMPARISON OF GOVERNMENTS		
DEMOCRATIC PRINCIPLES	AUSTRALIA	CHINA
• Freedom of speech		
• Freedom of thought		
• Government decided by election		
• Everybody has the right to vote		
• Representation of the people in government political parties		
• Government accountability		
• Equality before law		
• Recognition of the rights of the individual		
• The right to take action		

EXPOSITION:

My choice - Australia's future government

Write an exposition (or argument) stating the kind of government you would like for Australia.

Make sure your argument includes the following:

- Opening statement - State your point of view and give background information to support this view.
- Arguments - Support your argument with evidence.
- Summation - Restate your point of view and sum up arguments raised.

Include - emotive words (e.g. believe, feel strongly)
- words that link arguments together (e.g. therefore, because of)
- words that qualify statements (e.g. generally, probably)
- a variety of verb types

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The Full Spectrum

A shift in social attitudes has occurred globally, resulting in 'inclusion' of those on the spectrum

Introduction

Developmental Disorders – a concept of the present and the future, but a concept void in the past. Throughout recent decades the world has been focused on curative treatments for invasive diseases such as cancer. But, with what seemed to be a sudden shift in social attitudes, during the past few years 'mental health' has become the term of the times and disorders on the Autism Spectrum such as Asperger's Syndrome exploded onto western society's stage.

I have chosen Autism Spectrum Disorders/Asperger's Syndrome (referred to as those 'on the spectrum' throughout) for my PIP. I have an interest, through personal experience within my micro world and this has played a key role in formulating my hypothesis for **The Full Spectrum: a shift in social attitudes has occurred globally, resulting in 'inclusion' of those on the spectrum.**

In an attempt to explore my hypothesis and address continuity and change, a variety of research methodologies will be employed. Primary research such as interviews will allow for exploration of perceptions of this supposed "shift in social attitudes". Interviews (semi-structured & in-depth) with professionals such as clinical psychologists and Special Needs educators will provide an insight into shifts in attitudes and if these attitudes parallel those of general western society. Furthermore, surveys incorporating closed-ended and Lickert scale questions will allow for the gathering of attitudes overtime and provide overall trends of general western societal views' based on both personal experience and public knowledge.

Secondary Research in particular, qualitative content analysis of medical journals, parent & professional guides, newspaper articles, visual material, fiction, non-fiction and reference books will assist in the exploration and ultimate recognition of trends throughout the macro world. Collectively, primary and secondary research will allow for the successful synthesis of research, ultimately assisting the proving or disproving of my hypothesis.

The development of the cross-cultural element of my research will focus on China, a culture encompassing, I believe, extremely different perspectives of those *on the spectrum*, to my Australian culture and other western cultures. Through my primary and secondary research I hope to successfully examine the influence social and cultural norms and subsequent mores have on the development of social attitudes towards those with Autism Spectrum Disorders in Chinese society. My hope is to gain a greater insight, understanding and empathy towards those *on the spectrum* in this culture.

The way in which society responds to developmental disorders conveys much about its social attitudes and values and ultimately elements of the society's progression. My PIP investigation will assist me in developing research skills and a greater understanding of the interactions between persons, environment, society and culture across time. It is my hope, that by the completion of my PIP: the final characters, words

and sentences, I will have enhanced my social and cultural literacy of those throughout the world who are **different, but not defective.**

The Face You Cannot See

“If you change the way you look at things, the things you look at change”
- Wayne Pyer

Imagine...being unable to read facial expressions, only interpret on a literal level and be fixated on one topic and one topic only. Welcome to the world of those *on the spectrum*. Those *on the spectrum* are “characterised by major difficulties in social interaction” and “[are] primarily viewed by other people as different, because of their unusual social behaviour.”

The first definition of Asperger's Syndrome (AS) was published over 50 years ago by Hans Asperger. However, his work gained little recognition until the 1981 when Wing, from the Institute of Psychiatry, London compiled “*Asperger Syndrome: a clinical account*”. As a result, AS was made “official” and societies around the world were formally introduced to those *on the spectrum*. However, were some hesitant to fully embrace this advancement thus initially limiting the potential for social change?

Social change, in relation to societal attitudes regarding those *on the spectrum*, may have occurred to some extent in western countries since the early 1980s. To a degree, the *Sociocultural Evolutionary Theory of Social Change* can be applied to the unilinear developments of ASDs. These developments may have resulted in positive shifts in social attitudes towards those *on the spectrum*. Western societies have, without a doubt, become more complex and specialised, possibly paralleling the social attitudinal shift towards those with ASDs from exclusion towards inclusion.



<http://www.freeimages.com/photo/paper-people-1316581>

¹. Klin, A, Volkmar, F.R. 1995 'Asperger's Syndrome –Guidelines for Assessment & Diagnosis'. *Learning & Disabilities Association of America*. June. p.1.

². Attwood, T. 1998 *Asperger's Syndrome – A Guide for Parents & Professionals* Jessica Kingsley Publishers. London, p.28.



The *Social Model of Disability* highlights the “systemic barriers, negative attitudes and exclusion by society that [positions] society as the main contributory factor in disabling people”.³ The implementation of this model allows for the exploration of social attitudes towards those *on the spectrum* and the analysis of changes in social attitudes and subsequent social stability.

Prior to the inception of ‘AS’ in 1981 social attitudes were based on ignorance resulting in dismissal and exclusion of those *on the spectrum* in societies in my micro world such as Australia and Canada. Survey 1 analysis, of 57 respondents in the age range 35-54+ years reflected this. When asked about *high school exposure to students with AS*, 100% of respondents identified those with AS as ‘*excluded members of society*’. Findings from Survey 1 reflect Jackson’s comment, “school inclusion for children with an intellectual impairment was not supported in Australia [until] 1992”.⁴

During the years immediately following 1981 acknowledgement of AS outside the medical sphere occurred. Despite this development there was no apparent shift in social attitudes as seen when 93% of respondents indicated they had *little or no knowledge of ASDs* in Survey 1. It must be noted however, that bias could have been evident in my data due to the narrow participation base surveyed and the subjective, interpretative nature of the questioning. Nonetheless, my findings are supported by Attwood - “a few years ago hardly anyone had heard of the term”.⁵

From the late 1990s to present there has been a significant, consistent development of awareness. The interview I undertook with Special Needs educator, *Lang**, discussed this with reference to schools, noting teaching staff have, for some time now, been informed about ASD students’ educational programs when integrated into mainstream classes.⁶ When asked, to comment on the prevalence of students with ASDs she claimed there had been “*a significant increase in numbers of students with ASDs, this year alone 42 students out of 800⁷ are on the spectrum*”, reflecting the increased awareness. Despite *Lang** only referring to one school her comments parallel Attwood’s, “today almost every school seems to have a child with this new syndrome”.⁸ Furthermore, my Survey 1 findings mirrored this notion with 79% of respondents, 15-34 years acknowledging an ‘*increased awareness as a result of mainstream school integration*’. However, it must be noted that Survey 1 data was collected from small sample group of 110, derived from similar socioeconomic and sociocultural groups within western countries (Australia and Canada). Consequently, the limited breadth of the surveyed group questions the overall validity of the results in terms of a holistic global societal view. Notwithstanding this, the findings clearly indicate that awareness of the rights and needs of people with AS has increased, thus the prevailing negative attitudes of the past, which presented barriers and subsequent exclusion by society have lessened within western societies.

³ University of Tasmania 2004, *Social Model of Disability*, 26 March 2011 <<http://www.education.utas.edu.au/professional-experience/cats-on-prac/frequently-asked-questions/models-of-disability/social-model-of-disability>>

⁴ Jackson, R 2008 *Inclusion or Segregation for Children with an Intellectual Impairment: What does the Research Say?*, 20 March 2011 <http://www.include.com.au/papers/Inclusion_Seg.pdf>

⁵ Attwood, op. cit., p.11.

* Name changed with permission

⁶ Interview with Meredith Lang, 15 February 2011

⁷ Interview Meredith Lang, 15 February 2011

* Name changed with permission

⁸ Attwood, op.cit., p.11



In direct contrast, is the extremely limited change in social attitudes towards those *on the spectrum* cross-culturally, in China. Autism is a new concept, as Ross (2010) explores in the light of AS, “there is no tolerance for anything abnormal...there is no such thing as ‘the individual’ - differences are frowned upon”⁹. *Murphy**, an English Language teacher working in Nanjing, during our interview echoed this, “*sure there are children in the school with ASDs, but they are not identified as such.*”¹⁰ Furthermore, the China Daily News 2010 reiterated this, when a Chinese Special Needs educator commented, “the high school education for those children is a total blank”.¹¹ The Chinese culture emphasises that everyone must conform to the “norm” and contribute equally to society. Therefore, individuals *on the spectrum*, according to Chinese values, do not fulfil this criteria, thus are excluded from society.

Does this mean that China is yet to identify those *on the spectrum* as **different but not defective**?

Making the Invisible Visible

*"We each have our own way of living in the world, together we are like a symphony.
Some are the melody, some are the rhythm, some are the harmony
It all blends together, we are like a symphony, and each part is crucial.
We all contribute to the song of life.*

- Sondra Williams

Despite the more recent westernisation of China, equality is a concept which is possibly denied by those *on the spectrum*. Traditions and beliefs of Chinese society shape attitudes which may present barriers to social inclusion for those with ASDs.

According to traditional views, birth defects are a sign that parents haven't lived a virtuous life. This is supported by Wang (2010) who immigrated to California from China with a teenage autistic son. She comments, “there's this cultural stigma that you must have been sinful to have a child like this.”¹

⁹ Ross, C 2010, *Autism and "Normal" in China*, viewed 26 March 2011, <<http://www.ageofautism.com/2010/01/autism-and-normal-in-china-.html>>

¹⁰ Interview Catherine Murphy, 13 May 2011

¹¹ Wei, C. 2011 'A Special Knack for Teaching', *China Daily News*, 20 May 2011, p. 2

¹ Ross, op.cit.



A pilot study, *Autism in China* Hopkins (2007) concluded that cultural norms such as the exclusion of those unable to function “normally” within society and social etiquette, such as, no eye contact, posed greater barriers for diagnosis than suspected.² This presents challenges in terms of diagnosis and therefore, future inclusion for those *on the spectrum* in China.

Notwithstanding the establishment of the *Chinese Disabled Persons Federation* (1988), China's Constitution “guarantee[ing] the disabled enjoy the same civic rights as the able-bodied”³ and the prohibition of “ill-treatment and abandonment of the disabled by family members”, those with a disability are yet to be considered equal. It is interesting to note China's One-Child Policy reinforces this inequity, providing exceptions for parents of children with a disability such as ASDs clearly paralleling the ever-present values in Chinese society.

The World Health Organisation (WHO) identified in 2008 there were 1.8 million children in China with an ASD, yet according to *Autism World*, there were only approximately 100 doctors who could expertly diagnose ASDs.⁴ This reinforces the minimal status of those who are not classified as “normal” within Chinese society.

The Chinese Government added to this social construct influencing how those *on the spectrum* perceive themselves and how others within society perceive them. Children *on the spectrum* are excluded from mainstream education on the basis that they disturb the “perfection” of education and they are not seen to have the ability to “become functioning members of society”.⁵ Murphy* reiterated this, “*I have not had any direct involvement with students who fall outside the ‘normal’, or are different in any way... Special Needs students are treated as ‘naughty’ children.*”⁶ However, her recent short term exposure may affect the validity of this comment.

This discrimination was addressed in 2003 when the first non-government, autistic child centre - *Shanghai Xingyu Autistic Children Training Centre*, was established.⁷ Until late 2006 China's autism training centres were all NGOs run by parents. In the same year, in Shanghai, population 17.4 million, there were only four training centres. 2008 was a turning point in China - special schools addressing issues arising as a result of ASDs were established with government approval.

Meanwhile, western societies were experiencing what has been identified as a “cultural obsession with disability”.⁸ The media, one of the most powerful institutions in the macro world, has significantly contributed to this “cultural obsession” particularly through the process of globalisation. Ultimately, the power of the media has shaped the perceptions of individuals and groups within western societies regarding ASDs.

² Chew, K. 2007 *Prosody, Language, and Autism in China* Viewed 7 February 2011 <http://blisstree.com/feel/3-imfar-abstracts-prosody-language-and-autism-in-china/?utm_source=blisstree&utm_medium=web&utm_campaign=b5hubs_migration>

³ State Council of The People of Republic of China 1991, *Guarantee of Human Rights for the Disabled* viewed 14 March 2011 <<http://www.chinesehumanrightsreader.org/governments/91wp/ix.htm>>

⁴ Autism World 2007 Statistics of *Autism in China* viewed 19 February 2011 <<http://www.autism-world.com/index.php/2008/05/01/statistics-of-autism-in-china/>>
Ross, op.cit.

* Name changed with permission

⁶ Interview Catherine Murphy, 13 May 2011

⁷ 2006 'NGOs Take Lead in Providing Treatment to Autism' *China Daily* October 18, 2006 viewed 11 March 2011 <<http://www.china.org.cn/english/MATERIAL/184621.htm>>

⁸ Roper, L 2006, Disability in the Media, viewed 15 February 2011 <http://mediaed.org.uk/posted_documents/DisabilityinMedia.htm>



To gain a greater insight into the role the media has in influencing social perceptions over time, it is essential to note the difference between the literal meaning of 'disability - concrete mental or physical impaired state and the socio-cultural construct of 'disability' - the inability to successfully contribute to society.

The production of *Rain Man* in 1988 resulted in a “breakthrough in wide public consciousness”⁹ of ASDs and was responsible for its explosion into popular culture. Hollywood began producing films where AS was implied, such as *Nell* (1994) and later explicitly conveyed. However, this greatly contributed to a “paradigm of misrepresentation”¹⁰ and established “stereotypes so durable and pervasive they [became] mainstream society's perception of disabled people”.¹¹ Such stereotypes and perceptions clearly paralleled the established socio-cultural construct of 'disability'. Over time however, representation within Hollywood productions has altered. There has been a shift in the purpose of the portrayal of disabilities, away from the socio-cultural construct towards a more inclusive approach.

Films such as *Mozart and the Whale* (2005), *The Black Balloon* (2008) and *Adam* (2009) and television programs such as *Boston Legal* (2004) and *Parenthood* (2010) have attempted to accurately portray the characteristics and patterns of social interaction of those *on the spectrum*. My viewing of these films highlighted the different way ASDs were represented over a four year period (2005-2009). During 2010/2011, it has been my viewing of *Parenthood* that explored a more realistic representation of AS. Despite “overplaying” AS, they did invite AS into the family lounge room of western societies and allowed for the term to become commonplace, particularly in my micro world.

Literature has also contributed to the establishment of AS within western popular culture and subsequent increased awareness. Recently having read the books below (Figure 2.1), it is evident literature has embraced ASDs and has a significant role in educating and defying the early stereotypical representations of AS. Robinson, the AS author of *Look Me In The Eye*, identifies he “wants to be accepted as part of society, not just an outcast”.¹²

⁹ Murray, S University of Leeds 2005 *Hollywood and the Fascination with Autism*, viewed 29 March 2011, <http://www.case.edu/affil/sce/Texts_2005/Autism%20and%20Representation%20Murray.htm

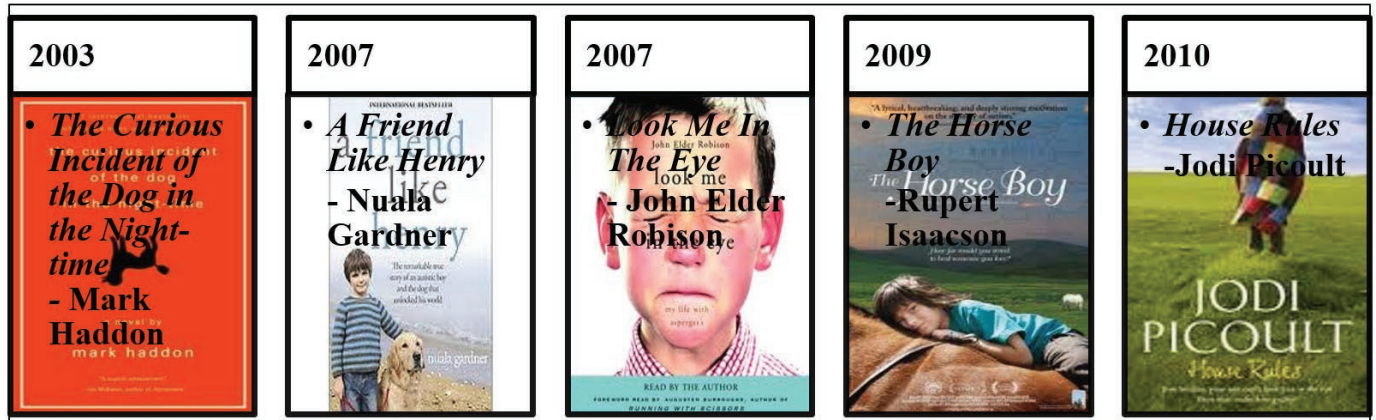
¹⁰ ibid

¹¹ ibid

¹² Robinson, J, 2007 *Look Me In The Eye* Crown Publishing Group, United States of America, p. 288



Figure 2.1



Analysis of Survey 2 results emphasised the infiltration of popular culture images in the media of those *on the spectrum*, as a *positive shift in social attitudes towards inclusion*, 72% (108/150) of respondents indicating “yes”. Despite respondents needing to have been exposed to the media representations named to effectively answer the question on *attitudinal shifts*, I extrapolated contemporary society is developing greater empathy towards those with AS.

Yet it must be noted that western society is not unanimous in this perception. Roper (2006) explores in *Disability in Media* her belief that “popular cultural images of disability commonly perpetuate negative stereotypes.”¹³ Murray (2005) further explores Hollywood's current fascination with conditions of “cognitive impairment [as] a paradigm of misrepresentation.”¹⁴

Eastern countries such as China are yet to partake in the sensationalism of ASDs. In 2007 the first documentary, *Children of the Stars* was produced highlighting the lack of public knowledge, desperation and vitality of one charity school based in Beijing, thus conveying institutionalised inequities within China. The documentary, produced in Chinese, with English and German subtitles alludes to the intended audience - the western world, highlighting the question of authority, decision-making and censorship within Chinese society.

Clearly, governments, as institutional powers, have the ability to be agents of social change and social stability. Western governments’ action has begun to address social inequity, prejudice and discrimination pertaining to those *on the spectrum*.

The Australian Government introduced the Anti-Discrimination Act (1977), the first step towards promoting equality of opportunity for all. More specifically, the rights of people with disabilities were recognised with the introduction of the Disability Discrimination Act (DDA) (1992). These pieces of legislation were instrumental in introducing to society a more informed perspective giving rise to the potential change in attitudes of ‘abled’ people towards those *on the spectrum*.

¹³ Roper, op.cit.

¹⁴ Murray, op.cit.

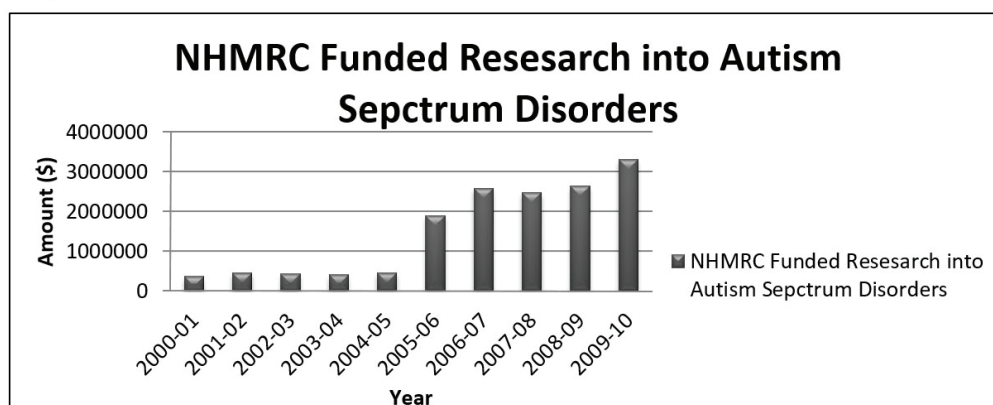


Furthermore, mental health was identified as a National Health Priority in 1993, challenging society's attitudes regarding mental health and over time, influencing the embracement of mental health issues. This shift in attitudes parallels Marx's Conflict Theory of Social Change whereby conflict must occur for social change to successfully take place.

As such, during 1994-2004, Australia became more aware of the value of inclusion of those with developmental disorders. *Lang** spoke about the changes she had witnessed in terms of successful integration into mainstream classrooms. She recalled, "*in 1995 there were only a few students...by the early years of 2000 we had a considerable increase.*"¹⁵ This shows the value of inclusion was implemented at a grassroots level in our society during this time. However, this is only one sector of the education system and society, therefore may not reflect western society holistically.

Government-induced change continued to occur. In June 2005 AS was officially added to the List of Recognised Disabilities. The Australian Government's on-going commitment to mental health, in particular ASDs, is reflected in the funding allocated for research into ASDs. [Figure 2.2](#) illustrates the correlation between the inclusion of AS on the List of Recognised Disabilities (2005) and increased funding - 310% from 2004-05 to 2005-06.

Figure 2.2



Data Sourced From: National Health and Medical Research Council 2010, *Mental Health Disorders and Related Issues* http://www.nhmrc.gov.au/grants/dataset/issues/mental_health.php

¹⁵ Interview Meredith Lang, 15 February 2011



According to 2005 Centrelink data, the prevalence of ASDs was increasing, thus the Commonwealth Department of Family, Community Services and Indigenous Affairs (FaCSIA) funded a report in 2006. The findings were used “to plan for the current and future needs of people with an ASD...maximis[ing] their potential to participate in their communities.”¹⁶ This report reinforces the Australian Government’s institutional power and identifies it as an agent for social change.

The Salamanca Statement (UNESCO, 1994)¹⁷ invited governments around the world to adopt an inclusive education policy. Australia has educational policies that reflect inclusion of special needs students (including ASDs) and are supported by the DDA. Jackson (2008) indicates that this policy “has positive impacts socially and educationally on children with intellectual disabilities.” *Peterson**, a sibling of an “aspie” discussed the benefits her 17 year old brother experienced as a result of the government’s inclusion policy,

Colin was integrated in primary school and the early years of high school. Whilst there were some aspects that were difficult, it would be fair to say Colin has, by and large, benefited from being in mainstream classrooms. He has been fortunate to have developed friendships as well as experience academic growth.*¹⁹

*Peterson**, due to her employment in education, provided a twofold perspective, identifying the benefits of inclusion of students on the spectrum was not just in regards to those with ASDs. She stated,

*the impact AS students have on others is quite significant...positive attitudes [towards those with AS] of mainstream students are easily seen...From my experience, having AS students in the classroom increases other students’ understanding, builds patience, consideration and acceptance.*²⁰

While only one perspective, *Peterson’s** observations parallel Jackson - “non-disabled children gain a range of positive benefits [from inclusion of children with disabilities] - increased tolerance, acceptance of difference and higher self-esteem”.²¹ This affirmative action policy undoubtedly influences the development of social and culture norms and one’s personal and social identity.

The collective influences of legislation, policy and the shift in medical approach overtime resulted in the *Helping Children with Autism Package (HCWA)* in 2008.²² \$190 million was committed to “addressing the need for support and services for children with ASDs” in the hope that early intervention will result in more successful inclusion in society. Figure 2.3 outlines the package initiatives to be delivered from 2008-2012.

¹⁶ Department of Families, Housing and Community Services & Indigenous Affairs 2009 *Helping Children With Autism*, viewed 13 April 2011, <<http://www.fahcsia.gov.au/sa/disability/progserv/people/HelpingChildrenWithAutism/Pages/default.aspx>>

¹⁷ Healey, J. 2010. *Disability Rights and Awareness* The Spinney Press. Australia. p. 23.

¹⁸ Jackson, op.cit

* Name changed with permission

¹⁹ Interview Jessica Peterson, 2 April 2011

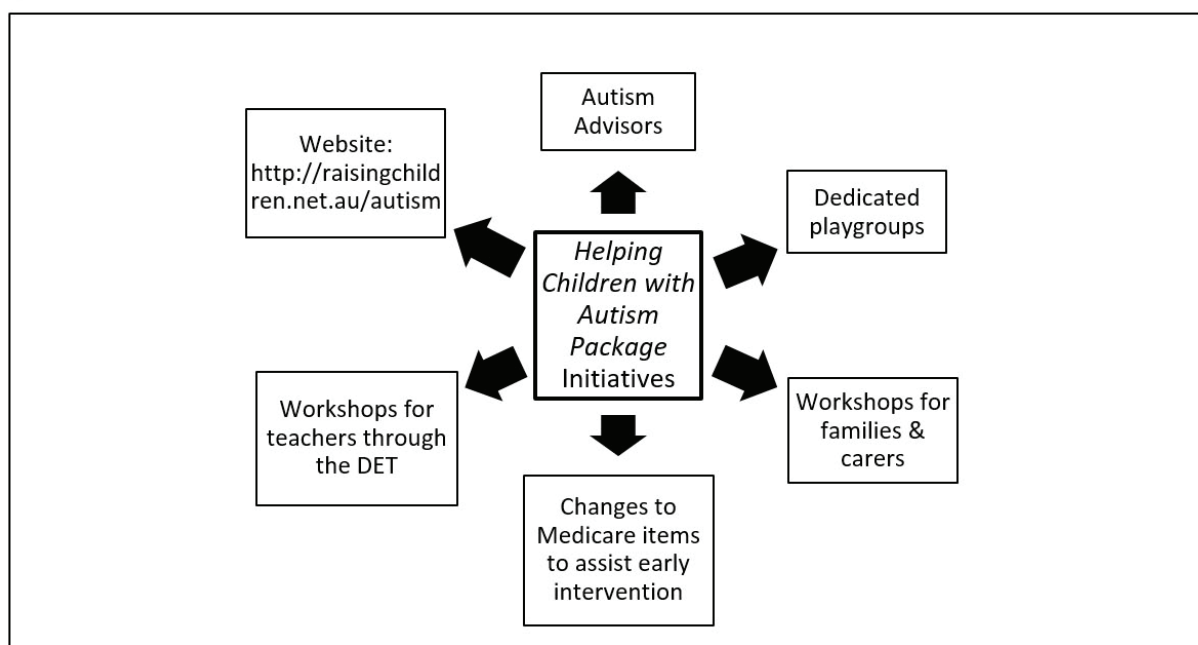
²⁰ ibid

²¹ Jackson, op.cit

²² Department of Families, Housing and Community Services & Indigenous Affairs, op.cit.



Figure 2.3



Information Sourced from: Department of Families, Housing and Community Services & Indigenous Affairs, *Helping Children with Autism*, 2009

Lang* recognised the benefits of HCWA with a number of students not only receiving increased funding, but exposure to other services, in particular, autism advisors. Fundamentally, she was optimistic about this government initiative as she sees early intervention as a pathway to long term independence for those *on the spectrum*.²³

The Australian Government's continued support for inclusion of those *on the spectrum* saw an evaluation of the HCWA package in 2009 to establish if objectives were being met and to identify improvements needed for the **future**.

Despite all this the question still stands: **"is change necessarily progress?"**

* Name changed with permission

²³ Interview Meredith Lang, 15 February 2011

Looking At Things Differently

“Civilisation is the process in which one gradually increases the number of people included in the term ‘we’ or ‘us’ & at the same time decreases those labelled ‘you’ or ‘them’ until that category has no one left in it.”
- Howard Winters

Clearly, we have begun to look at things differently in regards to those on the spectrum. Only 60 years ago Grandin, an American Scientist was labelled “autistic” and society thought she should be institutionalised because [it] was a death sentence to achievement or productivity.¹ Like America, Australia’s somewhat hybrid society, possibly due to a shift in attitudes, has been influenced by many institutionalised powers.

The United Nations (UN) played an instrumental role when they adopted the Convention of the Rights of Persons with Disabilities (2006), which “marked a ‘paradigm shift’ in attitudes and approaches to persons with disabilities.” Australia and interestingly China, ratified this Convention in 2008, the year Secretary-General Ban Ki-Moon called us to:

focus on building enabling environments for [the disabled so they can] prosper as future members of their communities, their countries and fully-fledged members of the global community.²

He went on to “pay tribute to the courage of children with autism and their families,” inviting humanity to “empower them and respond to their need, to make our societies more accessible, enabling and empowering.”⁴

Australian educational institutions have indirectly played a role in the shift in attitudes encouraging inclusion of those *on the spectrum*. Universities have, in the past offered optional ‘Special Education’ units paired with multicultural studies. The past decade has seen both continuity and change in this regard. ‘Special Education’ units are now compulsory components of all teacher education training. Additionally, there is an extensive range of university courses specifically tailored to qualify persons to solely educate those with special needs. Moreover, the University of Canberra has introduced a Postgraduate Diploma in Inclusive Education (Autism). See Figure 3.1

¹ Autism Higher Education Foundation *Temple Grandin*, Ph.D n.d., viewed 25 April 2011, <<http://www.autismhighereducationfoundation.org/scientificeducational-advisory-board/temple-grandin-phd/>>

² UK Autism Foundation 2008 *Join UKAF's World Autism Awareness Day Twitter Storm 2 April*, viewed 26 April 2011, <<http://www.ukautismfoundation.org/news/160-world-autism-awareness-day-twitter-storm-2-april-2011/>>

³ *ibid*

⁴ *ibid*



Figure 3.1

<u><i>State</i></u>	<u><i>University</i></u>	<u><i>Course</i></u>
New South Wales	<u>Newcastle University</u>	Bachelor of Education Primary: Compulsory unit 'Special Education for Early Childhood'
Queensland	<u>Griffith University</u>	Bachelor of Education: Special Education
South Australia	<u>Flinders University</u>	Bachelor of Disability Studies
Victoria	<u>Royal Melbourne Institute of Technology University</u>	Bachelor of Education/Applied Science - Disability

Information Sourced from: *The Job Guide*, 2011 & *UAC Guide*, 2011

This change highlights the preferable future direction towards a completely inclusive society of those *on the spectrum* in Australia. This direction is supported by Macquarie University 'Early Links' publication which highlights "the importance of training and professional development in the formation of positive attitudes towards inclusion".⁵

Cross-culturally, the Chinese Government has recently begun to address the education of those with ASDs by incorporating a plan for training autistic children into the country's 2012 blueprint.

It specifies the building of autistic training facilities in 31 pilot cities and training of professionals to diagnose and educate autistic children. Interestingly, however, when interviewing *Murphy**, it was apparent she was "*unaware of any government programs*"⁷, although she said "*there has been some publicity in the China Daily newspaper in the last month trying to raise awareness of Autism (in particular, Asperger's Syndrome) in young children.*"⁸ However, Cheng states "this autistic population is [still] an invisible one to many".⁹

⁵ Early Link 2009, *The Importance of Staff training and Training to the Perceptions of Inclusion*, viewed 5 May 2011 http://www.musec.mq.edu.au/community_outreach/early_links/

⁶ English.news.cn. 2010, *Autism in China, parents struggle for their children's future*, viewed 14 March 2011, <http://news.xinhuanet.com/english2010/china/2010-05/31/c_13325110.htm>

* Name changed with permission

⁷ Interview with Catherine Murphy, 13 May 2011

⁸ *ibid*

⁹ Tan, T. 2011, 'Entering the World of Autism', *China Daily* 14 April 2011, p.7



Autism Associations exist within my macro and micro worlds, engaging in affirmative action by providing information, support, advocacy, outreach programs and lobbying governments. Figure 3.2 illustrates associations in my macro world and their aims.

Figure 3.2

<u>Association</u>	<u>Aim</u>
<i>Global Autism Project</i>	“bridge the global gap in the resources and understanding of autism”. ¹⁰
<i>Autism Speaks</i>	“change the future for all who struggle with ASDs”, emphasising raising public awareness. ¹¹
<i>The Light It Up Blue Campaign</i> (coincides with World Autism Awareness Day: April 1-2)	Raise awareness for autism by turning lights blue on prominent buildings across the world, (Empire State Building, Sydney Opera House)

A small number of NGOs are attempting to change the probable future direction of social inclusion of those *on the spectrum* in China. *The Five Project’s* mission is to “promote and support self-help and self-advocacy skills in individuals with disabilities and their families.”¹² Furthermore, the *China Disabled Persons’ Federation* assists those with a disability to “protect their rights, promote humanitarianism and promote the integration of people with disabilities in all aspects of society.”¹³

Social Media plays a paramount role in shaping society’s perceptions. *The UK Autism Foundation* marked the fourth UN World Autism Awareness Day 2011 with a call for all people to engage in a World Autism Awareness Day *Twitter Storm*. *The Autism Higher Education Foundation* created a Facebook page allowing for greater access to their bid for “global access to educational opportunities for individuals with autism.”¹⁴ *The National Autistic Society UK* utilises the internet as a powerful tool for raising awareness through Facebook, YouTube and Twitter. This use of technology is evidently at the fore of raising global awareness of those *on the spectrum*.

¹⁰ Global Autism Project 2010, *Autism Knows No Borders: Fortunately, Neither Do We*, viewed 2 April 2011, <<http://www.globalautismproject.org/mission.php>>

¹¹ Autism Speaks 2005, *Our Mission*, viewed 25 April 2011, <<http://www.autismspeaks.org/mission.php>>

¹² The Five Project, Inc 2006 *Five’s Mission*, viewed 25 April 2011, <<http://www.thefiveproject.org/>>

¹³ China Disabled Persons’ Federation 2008, *China’s Disabled Person’s Federation- About Us*, viewed 25 April 2011, <<http://www.cdpcf.org.cn/english/aboutus/aboutus.htm>>

¹⁴ The Autism Higher Education Foundation 2011, *Autism Higher Education Facebook Page*, viewed 25 April 2011, <www.facebook.com/pages/The-Autism-Higher-Education-Foundation/184889060880>



Autism Spectrum Australia (ASPECT) is the largest autism association within my micro world. Its vision is “to overcome the isolation of autism”.¹⁵ Through the establishment of eight ASPECT (Board of Studies approved) schools, provision of specialised programs for 800 children *on the spectrum* are available. Furthermore, these institutions incorporate 78 satellite classes, formulating specialised, evidence-based programs within inclusive, mainstream educational settings. My interview with *Peterson**, being a qualitative methodology, allowed for a personal insight into her brother’s experience in a satellite class. She identified benefits: “*social acceptance and self confidence has increased and he has developed a capacity to move forward more independently*”.¹⁶ The subjective nature of these comments make them very difficult however, to apply to a broader context, nonetheless they provide an insight into how social acceptance, on a micro scale, can positively influence one’s personal identity.

Autism Asperger’s Advocacy Australia (A4) has a vision in partnership with stakeholders to “remove barriers to the participation and achievement of people with an ASD”.¹⁷ A4 relies on a network of people using technology such as email and the internet to raise the “profile of autism-related issues with decision-makers, governments and through the media.”¹⁸

Autism South Australia (SA) has a shared vision for inclusive Australian society that enables people with a disability to fulfil their potential as equal citizens. Recent proposed recommendations (to assist the transfer of policy to practice) highlight how government legislation, partnerships with NGOs, advocacy and education, would assist “the cultural shift regarding individuals with ASDs,”¹⁹ indicating we are yet to experience total inclusion for those *on the spectrum* in Australia.



¹⁵ Autism Spectrum Australia 2011, *Welcome To Autism Spectrum Australia*, viewed 25 April 2011, <<http://www.autismspectrum.org.au/a2i1i1445l487/welcome.htm>>

* Name changed with permission

¹⁶ Interview Jessica Peterson, 2 April 2011

¹⁷ Autism Asperger’s Advocacy Australia 2008, *Vision and Mission*, viewed 25 April 2011, <<http://a4.org.au/a4/visionmission>>

¹⁸ Autism Asperger’s Advocacy Australia 2008, *A4*, viewed 25 April 2011, <<http://a4.org.au/a4/node/7>>

¹⁹ Autism SA 2010 *Activating Citizenship: A Social Inclusion Approach For Disability in SA* viewed 18 April 2011 <<http://www.autismsa.org.au/uploads/Autism%20SA%20Submission.pdf>>



Furthermore, the *Autism SA, Company@ Autistic Theatre* “inspires and connects adults with an ASD [thus] contribut[ing] to the creative and cultural life of people with an ASD and broader communities through collaboration, innovation and education.”²⁰ This is testimony again to the fact that social acceptance can influence one’s personal identity.

The theory of Social Role Valorisation underpins the *Family Advocacy, NSW* approach. It is centred on the devaluing of an individual or group when they are perceived by society as different.²¹ *Family Advocacy* recognises people with developmental disorders “face the greatest barriers to acceptance by, and inclusion in, society.”²²

With this in mind it is interesting to note that *Autism Awareness* has just finished producing a documentary film, *What are you Doing?*, which aims to teach children and adolescents about autism and is to be distributed to schools across Australia late 2011.

Clearly, these associations work for those *on the spectrum*, yet their profile within mainstream society is limited according to Survey 1: only 11.8% (13/110) of respondents were aware of the above associations. Although geographical bias may have skewed the overall validity of Survey 1 results.

“In July 2010, PM, Gillard, released a draft [10 year] National Disability Strategy...to improve the lives of people with disability, promote participation and create a more inclusive society”.²³ The plan addresses removal of barriers, support for social inclusion, improving economic and social inclusion and continued support children with ASDs. Regardless, in August 2010 Gillard was criticised for “not doing enough for children with autism”.²⁴

Nonetheless, it can be seen that the Federal Government has to an extent, I believe, been addressing inclusion of those *on the spectrum*. However, the broader community has questioned State Governments’ ability to put policy into practice in regards to inclusion. Families and teachers have complained in 2010 to NSW Parliament concerning “students with special needs being forced into mainstream classes without assistance.”²⁵ Victorian Principals expressed that “while the department ‘spruiked’ inclusion as a policy it [was] more and more difficult to access programs, funding [is] a farce, [an] Asperger’s child cannot get any support financially.”²⁶ Tasmania’s government has been said to have failed to properly fund autism services, resulting in “students with intellectual disabilities being ‘caged’ inside a fenced area of a Hobart school.”²⁷ It could be argued that this could negatively impact on one’s development of personal identity. Clearly, the commitment to the Salamanca Statement is not being met at these levels. Undoubtedly, ineffective education reduces prospects for socialisation, employment, independent living, thus inclusion.

²⁰ *ibid*

²¹ Family Advocacy n.d., *Developmental Disability*, viewed 12 April 2011, <http://www.family-advocacy.com/glossary.php#term_1>

²² *ibid*

²³ Department Families, Housing, Community Services and Indigenous Affairs 2010, *The Year in Disability*, viewed 12 April 2011, <http://www.fahc-sia.gov.au/sa/disability/pubs/general/Pages/disability_year_2010.aspx#sec_1>

²⁴ Autism Asperger’s Advocacy Australia, op. cit.

²⁵ Gilmore, H. 2010. ‘Rocketing Autism Numbers Met with Education Shortfall’, *Sydney Morning Herald*, 26 July 2010

²⁶ Topsfield, J. 2010 ‘Principles slam resources for disabled’, *The Age*, 15 September 2010

²⁷ Brown, D 2010 ‘Autistic kids ‘caged’ at school’ *The Mercury*, 13 September 2010 viewed 1 May 2011 <http://www.themercury.com.au/article/2010/09/13/172495_tasmania-news.html>



Governments within Australia and China could align themselves with the mission statement of *Autism Higher Education Foundation USA*: to “create, improve, and provide access to college-level educational opportunities [as] lifelong learning is a basic human right”²⁸, thus empowering the individual.

Woodbury School, on a micro level, has attempted to achieve this empowerment, by meeting the needs of children *on the spectrum*. The growth of *Woodbury School* reflects the demand for places which provide specialised, individualised education complying with the NSW Board of Studies whilst “maximis[ing] the likelihood of students reaching functioning adulthood.”²⁹

Indeed, we have begun to look at things differently. Across the world there has been a considerable shift to a human rights approach towards *on the spectrum*. Governments, NGOs and other institutional powers have begun to remove barriers in an attempt to address social inclusion. Times are changing, it is evident that people *on the spectrum* are being identified as **different but not defective**.

Conclusion

Times are definitely changing. Through my PIP experience I have been able to bear witness to these changes, changes in attitudes across the world towards those on the spectrum. So much has been achieved which has resulted in a shift in social attitudes globally, resulting in increased inclusion, but not total inclusion of those *on the spectrum*, hence not entirely proving my hypothesis.

The analysis and synthesis of my research, although time consuming, enabled me to present a balanced discussion and deduce these findings. The depth of understanding I have developed in relation to influences on, and responses to, changing attitudes regarding inclusion of those *on the spectrum* globally, has enabled me to grow as an individual. Content analysis challenged me academically, but allowed me to extensively explore a myriad of research which provided opportunities to extrapolate inferences, draw conclusions, improve my communication skills and generally offered opportunities to grow as a researcher.

I now have an immense understanding of the crucial role institutions such as governments and the media play in influencing perceptions of individuals and groups within all societies, they are indeed agents of social change. Notwithstanding this, I have learnt that I must always show critical discernment towards the media, to identify bias thereby enhancing the validity of my research. Moreover, I have come to a greater realisation of the influence social acceptance can have on a person's identity.

²⁸ Autism Higher Education Foundation, op.cit.

²⁹ Woodbury Autism Education & Research 2008, *Woodbury's Goals*, viewed 7 April 2011, <<http://www.woodbury.org.au/OUR%20SCHOOL.htm>>



This analytical approach to my PIP has heightened many facets of my social and cultural literacy, it has fostered empathy with those especially, in China, who are on or associated with those *on the spectrum*. Furthermore, it has allowed an increased knowledge and application of course concepts.

My primary research methodologies highlighted the ethical responsibility I have towards others and the sensitivity needed when addressing issues of a personal concern. Qualitative methodologies (interview and surveys) were effective for my research topic as I was able to gain an insight into how personal experience can influence values. This was not only the case in western nations, but China too. Although somewhat limited by their micro scale they did nonetheless present an extensive overview of attitudes of different genders, ages and cultures, adding to the reliability of the methodology. Undoubtedly, if I were to undertake my PIP process again, greater participation from a broader range of people, cultures and environments on a macro scale, would produce increasingly valid and reliable results to more comprehensively address my hypothesis.

Nonetheless, my PIP journey confirms we must continue to address inequalities that still prevail if we are to progress into the future. My research reveals the focus for the future must be on the transition from school to work and adulthood for all those *on the spectrum*. Through addressing the unmet needs of adults with ASDs we will also contribute to the development of social norms. We must encourage empowerment of those who may experience social differentiation so they have the opportunity to participate fully in life, without restriction or limitation.

Segregation can never be equal, therefore we must continually strive for a more socially inclusive society. Thus the challenge remains, to continue to transform society so there is a place for those who are different but not defective, enabling society to truly encompass **The Full Spectrum**.

All references are available on the website:





Human Rights Abuses: Child Labour

Dr. Susan Bliss

Article 32 in the **Convention on the Rights of the Child** (CRC) states that children should be '*protected from economic exploitation and performing any work that is likely to be hazardous or to interfere with the child's education, or be harmful to the child's health or physical, mental, spiritual, moral and social development.*' Despite the Convention millions of children are forced to work in hazardous employment rather than attend school.

Child labour statistics

Source: <http://www.trust.org/slideshow/?id=9315bfd7-5134-4b07-8980-31c53cd044a>



The organisation, **Concerned for Working Children**, stated that everyone, everywhere on Earth should work towards '*a sustainable and ecologically balanced world where all children are respected citizens and abled protagonists, who realise, experience and practise all their rights through their participation in equitable partnership with adults to establish and maintain together a secular, equitable, just, non- discriminatory world.*'

What is child labour?

Child labour is defined as work that deprives children of their childhood, is harmful to their physical and mental development, interferes with their schooling, and robs them of their dignity and future potential. According to the International Labour Organisation (ILO) an estimated 168-215 million children aged between 5 and 14 years are forced to work. Approximately 85-115 million under 15 years work in hazardous jobs and 8.4 million are involved in the worst forms of child labour such as:

- bonded labour (5.7 million)
- armed conflict (0.3 million)
- prostitution and pornography (1.8 million)
- illicit activities such as drug running (0.6 million)

Most of the child labourers live in the Asia-Pacific region. More boys than girls are child labourers with 21% working in rural areas compared to 13% in urban areas. In Indonesia over 75% of working children are employed in family businesses and the survival of the businesses depends on their unpaid labour. In India there is a larger percent of child labourers in a poorer state of Jharkhand (67%) compared to the wealthier state of Kerala (0%).

These statistics are debatable. Finding accurate statistics is difficult as most child labour is hidden behind closed doors. However due to laws and local, national and global organisations, the number of child labourers has declined in some countries over the last ten years.

Is all work performed by children classified as child labour?

'Not all work done by children should be classified as child labour. Children's participation in work that does not affect their health and personal development or interfere with their schooling, is generally regarded as being positive. This includes activities such as helping their parents around the home, assisting in a family business or earning pocket money outside school hours and during school holidays. These kinds of activities contribute to children's development and to the welfare of their families; they provide them with skills and experience, and help to prepare them to be productive members of society during their adult life.'
(<http://www.ilo.org/ipecc/facts/lang--en/index.htm>)

How is child labour classified into age groups?

Key: Yellow areas are considered as child labour in need of elimination as per International Labour Organisation (ILO) Conventions No. 138 and 182

Source: S. Bliss

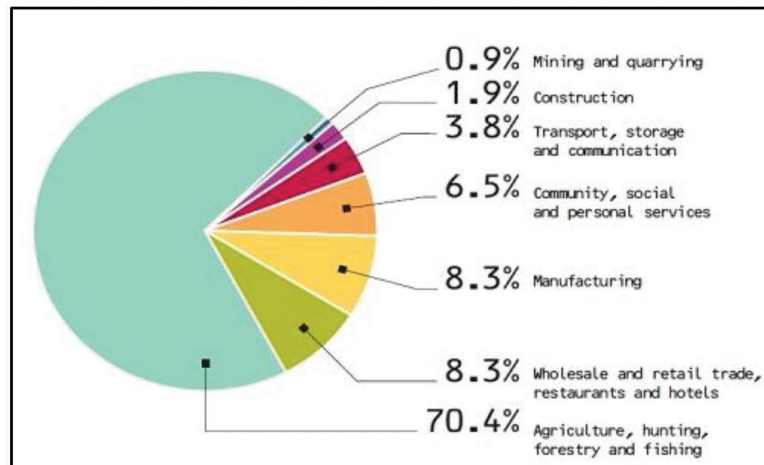
Age Groups	Forms of Work			
	Non-hazardous work <43hrs/week		Hazardous child labour	
	Light work <14hrs/week	Regular work >14hrs/week - <43hrs/week	Hazardous work >43hrs/week	Worst forms of child labour
	Does not: <ul style="list-style-type: none"> • harm child's health and development. • prejudice child's attendance at school and participation in vocational training 		Adverse effects on child's safety, health (physical or mental) and moral development. Includes excessive workload, physically difficult work conditions and long hours of work. Examples such as the mining and construction industries	Trafficked children, bonded labour, armed conflict, prostitution, pornography and illicit activities
5-11 years				
12-14 years				
15-17 years				

INDIA: Shiva's story

'Shiv, was tricked into accompanying a stranger with candy at the tender age of seven, Shiv was forced to work in a carpet factory for five years. Working 16 hours a day in the same room in which he slept and ate, he was not permitted to leave the facility even to go outside for fresh air, let alone to attend school. Furthermore, Shiv was subjected to verbal and physical abuse and malnourishment and was denied proper medical care and attention despite frequent illness and injury to his fingers due to the weaving. In fact, the "treatment" he received involved filling the cuts with match stick chemicals and cauterizing them. Although he was eventually rescued and given the opportunity to receive an education and live a far healthier life in which he would become an activist and make a difference for others, the five years he spent in that carpet factory cannot be erased.' Source: <http://justicesociety.org/shiv/>

What are the percentages of different types of child labour around the world?

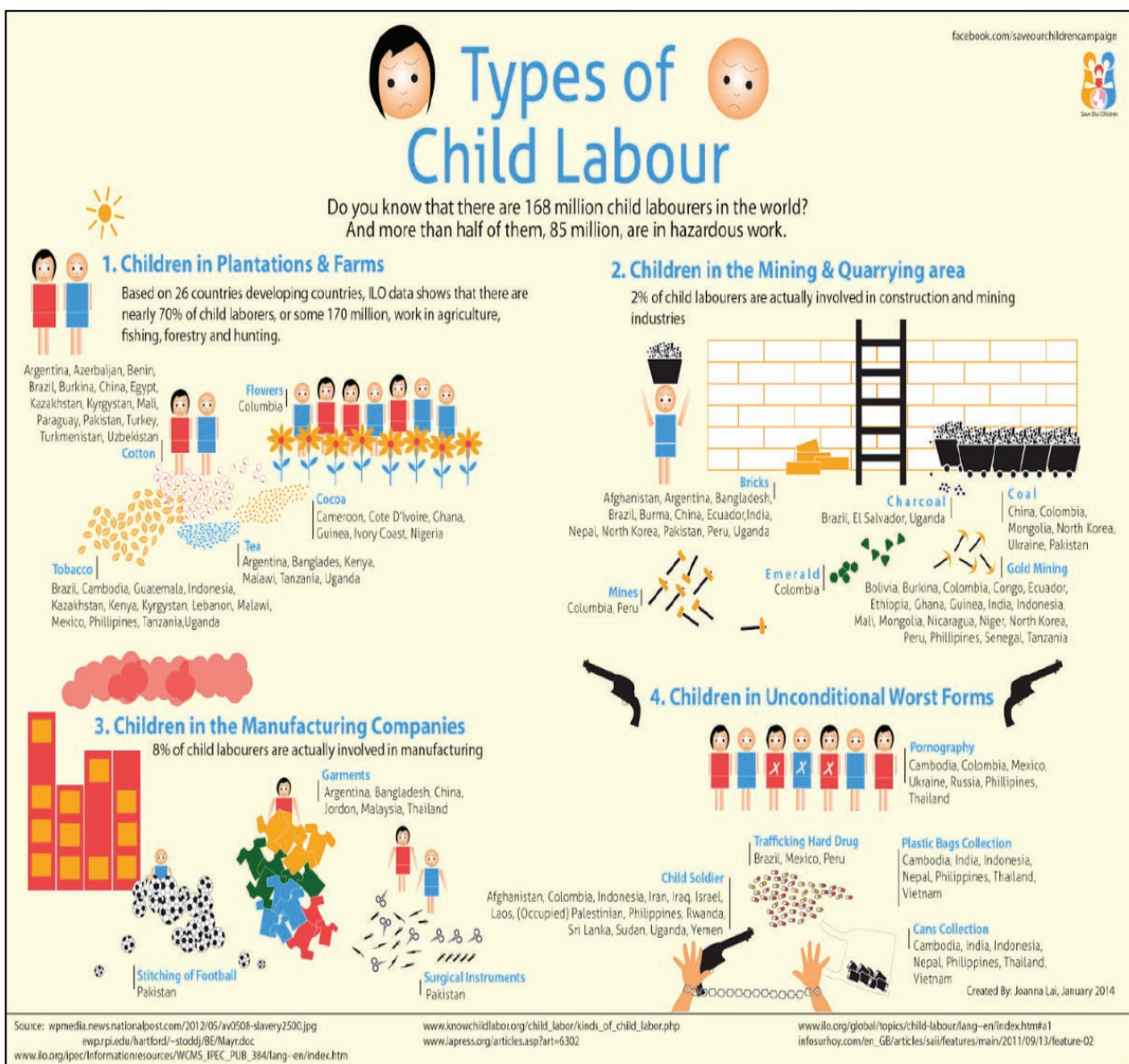
Source: <http://topyaps.com/7-inglorious-stats-force-sane-indian-hang-head-shame/child-labour>



What are the different types of child labour in various countries?

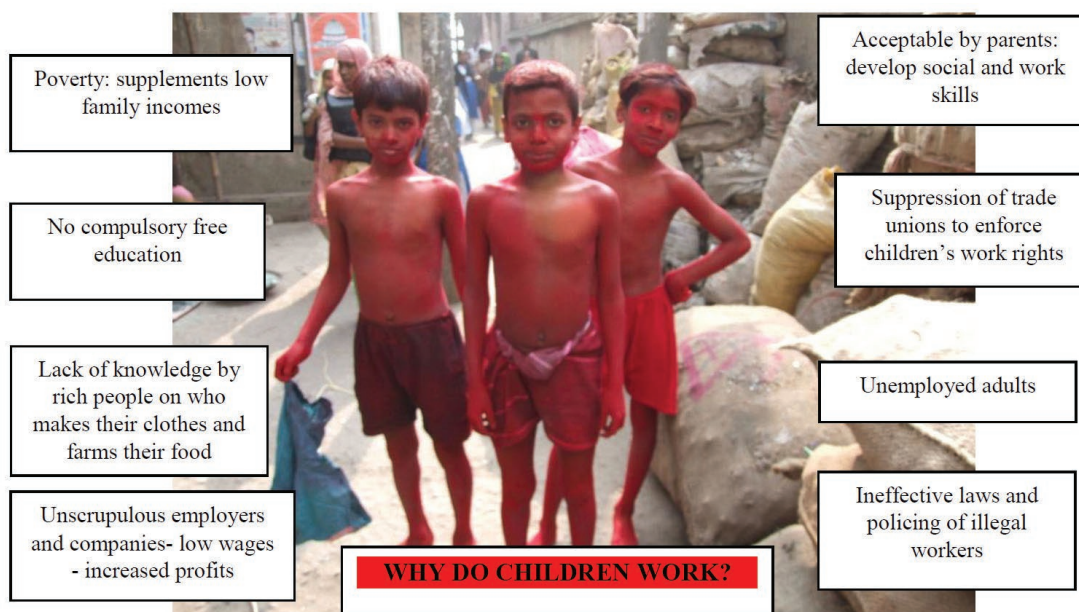
Source: <http://3.bp.blogspot.com/-zmHnIMrP0Zg/UvZKEMUWJhI/AAAAAAAAACBc/iCEsQEa6PZc/s1600/InfographicA3Size-01.png>

[zmHnIMrP0Zg/UvZKEMUWJhI/AAAAAAAAACBc/iCEsQEa6PZc/s1600/InfographicA3Size-01.png](http://3.bp.blogspot.com/-zmHnIMrP0Zg/UvZKEMUWJhI/AAAAAAAAACBc/iCEsQEa6PZc/s1600/InfographicA3Size-01.png)



Why do children work in countries in the Asia Region?

Source of photo: Bangladesh Boys covered with mercury-containing red vermilion chemical during child labour. http://3.bp.blogspot.com/_8up7h6T0Kzc/S1eSm6uGNhI/AAAAAAAAAPW8/BFU-y43RJt0/s1600/Child+Labor.png



What are the links between poverty and child labour?

Extreme poverty is a major contributor to child labour. It forces parents to find employment for their children so the family can buy basic necessities. UNICEF found child labour is more prevalent among the poorest population in Asia. The Save the Children Fund in Mazar-i-Sharif, Afghanistan found 55% of working children were the main source of income as most parents were unemployed.

India: 'Thousands of Indian children wake up, put on their clothes and their rubber boots, and climb down a rickety ladder into a deep, dark pit and begin their day digging coal. Many of these children go underground, but never return due to the unsafe and hazardous conditions of these mines.'... 'children working in these coalmines come from families who live with no running water, heating, or plumbing.'... 'Many children and their parents say without working in these dangerous conditions, they would have no way to eat and therefore children willingly give up their education to help their families make ends meet.' ... 'Although coalmines managers are prohibited to hire those younger than 18 years old to work for them, the presence of children as the main source of labour in these mines is no secret. Sadly most of the children present in the coalmines are orphans who have no alternative sources of income needed to pay for food and school tuitions.' <http://www.pciglobal.org/endpoverty/poverty-and-prevalence-of-child-labor-in-india/>

Activities

- Define child labour
- Why is some work (by children) not classified as 'child labour'?
- What is considered child labour when aged 12-14 years?
- List the different types of child labour
- List the Asian countries that experience child labour on farms, in manufacturing, in mining and the unconditional worst forms? Write the answers in a four column table.
- What is the main cause of child labour?
- There are many factors contributing to child labour. Explain these factors as an oral report.
- The fundamental rights of child such as education, protection and development are violated by child labour. What does this mean?
- India is home to the largest number of child labourers in the world. Research child labour in India. Include statistics, causes, impacts and strategies to reduce the numbers of child labourers. Present research using Web 2.0 tools. These websites will help - Child labour in India <http://www.poverties.org/child-labor-in-india.html>; <http://www.dw.de/poverty-and-caste-fueling-child-labor-in-south-asia/a-17995553>; <http://www.childlineindia.org.in/child-labour-india.htm>

What is the extent of child labour in Asia?

Only 1% of child labour exists in wealthy developed countries compared to 13% in developing countries. Within developing countries most children are employed in agriculture, fishing, hunting and forestry (70%). Sub-Saharan Africa is said to have the largest number of child labourers but Asia leads the world in the number of child labourers involved in producing goods that are then sold overseas. The Child Labour Index indicated that in Asia the countries of Bangladesh, India and Pakistan scored 0 out of a possible 10. These countries had the highest number of child labourers. China scored 0.02 and ranked 13th, and other low ranking countries were Indonesia (18th), Philippines (34th) and Vietnam (38th). In South East Asia girls supply prostitution networks, work as domestic workers and in textile factories.

Millions pushed into child labour in Pakistan

Islamabad: Tears tracing lines of dirt on his face, six-year-old Pakistani boy Nabeel Mukhtar cries while crouching on a pavement to scrub motorbikes, his job for nine hours a day, six days a week.

He is one of millions of children driven into labour by poverty in a country where the unpopular government is seen as too corrupt and ineffective to care for its citizens, even the young and helpless.

“I want to study and become a doctor but we don't have any money,” said Mukhtar, who helps his family make ends meet.

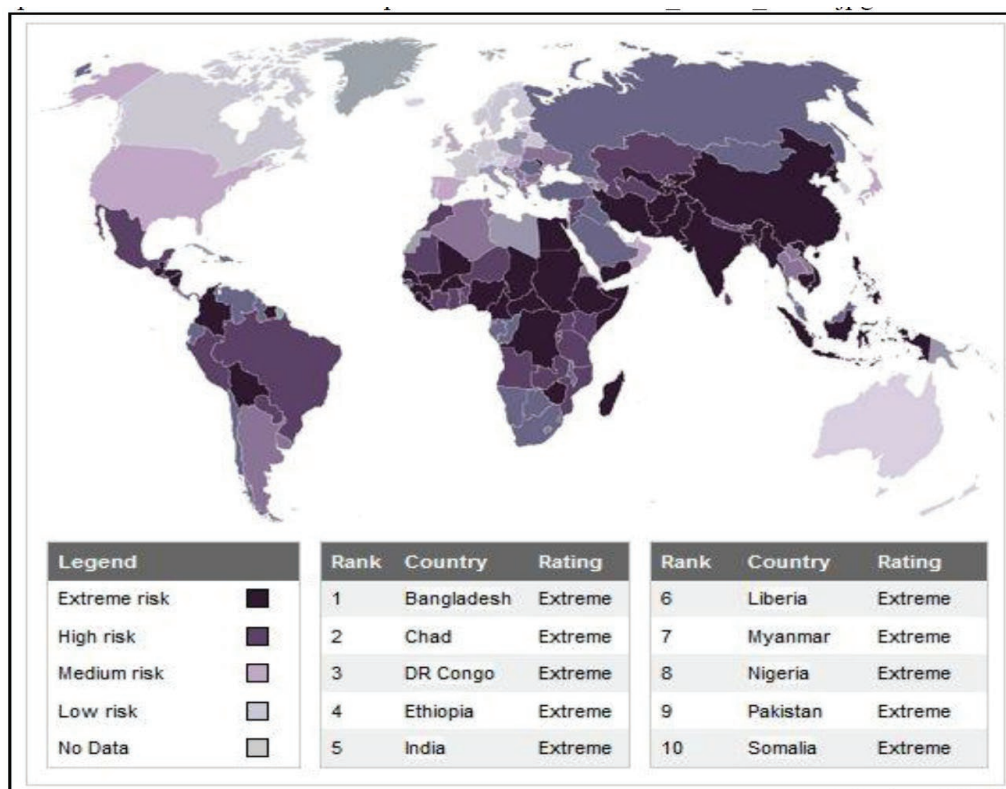
Rising food and fuel prices and a struggling economy have forced many families to send their children to search for work instead of to the classroom.

Source: <http://www.iol.co.za/dailynews/opinion/millions-pushed-into-child-labour-in-pakistan-1.1231820#.VM139y6kHuM>

Child labour index map by Maplecroft

This index measures the risk that a company has child labour present in their supply chain in each of the 197 countries covered.

Source: https://laboureconomics.files.wordpress.com/2012/04/child_labour_index.jpg



The goods you buy are often made by child labour. Footwear and apparel continue to be made by child labour in 13 countries around the world. Slavery flows into our homes through the products we buy and the investments we make.

Children belong in school, not in supply chains

2014: The importance of employers in the worldwide movement against child labour has never been clearer. The corporate responsibility to respect human rights, including a child's right to be free from child labour, is now widely recognized. Today, companies that don't have a policy against child labour are outside the mainstream. <http://www.ilo.org/ipecc/lang--en/index.htm>

What are bonded labourers in India?

Approximately 20 million people are enslaved as bonded labourers. In India poor parents borrow money for food and in return the child makes carpets or cuts gems until the debt is paid. Children receive basic food and shelter as 'payment' for their work. They work 7 days a week from 6am to 9pm. These children rarely go to school. If the loan is not repaid, the debt is passed down to the following generations.

International laws, governments (Australia's Department of Foreign Affairs and Trade), and non-government organisations (NGOs) such as the Anti-Slavery International, work to eliminate slavery and bonded labour.

Bonded and child labourers in India - products of slavery

Source: <https://buyfairfightslavery.wordpress.com/2013/03/10/products-of-slavery/>

¹

18

India



Bonded labour is widespread in India. A person becomes a bonded labourer when their labour is demanded as a means of repayment for a loan. The person is then tricked or trapped into working for very little or no pay, often for seven days a week. Workers therefore find themselves trapped as they are unable to pay off the inflated debt. Bonded labour comes from the caste system and is most common in agriculture, cottage industries, and in factories.

Products of Slavery



Bidis (hand-



Brassware



Bricks



Cottonseed



Embroidere



Fireworks



Footwear



Garments



Gems



Glass



Leather



Locks



Matches



Rice



Silk Fabric



Silk Thread



Soccer Balls



Stones

Facts

In 2008, Anti-Slavery International estimated that 29% of child domestic workers making "bidis" (hand-rolled cigarettes) in Tamil Nadu, India, are in debt bondage.

Bidi (hand-rolled cigarettes) workers in India are largely paid per item. They are often given a set amount of leaves and tobacco to make 1000 bidis. If there is not enough, workers are forced to buy additional tobacco to complete their quota.

Bidi workers, including children, in India may have to roll between 1250 and 1300 bidis, for 1000 to be accepted. Rejected bidis are often not returned to workers so they lose the chance to reuse the materials.

Children as young as six years old have been found working in India's brassware industry, making items like vases and tea sets.

Children undertake all types of roles in brassware production, including removing molten metal from moulds, and working by furnaces where

Activities

- What statistics indicate Asia has a child labour problem?
- What is bonded labour? Give examples. Why is it called social injustice?
- List the products of slavery in India
- Suggest strategies you could use to become a responsible consumer of goods made by child labourers
- Research one organisation working to eliminate child labour.
- Child labour can actually make poverty last longer, as a working child grows into an adult trapped in unskilled and badly paid jobs. What are your perspectives on this statement?

Why do children work in garbage dumps?

There are 15 million men, women and children forced to live in garbage dumps in developing countries in Asia. It is estimated there are 1.5 million waste pickers in India. These poor people survive by collecting rubbish they can sell.

Children frequently work as waste pickers. As a result these children's rights are ignored such as an education and healthy life with many killed from toxic and medical waste and respiratory diseases. On the positive side waste picking creates an income and reduces pollution.

The electronics industry thrives on disposable products such as computers, iPods, smartphones and video games that are tossed away in favour of newer and faster models. However, a number of electronic commodities are made from heavy metals such as laptops that contain cadmium, lead and mercury which are harmful to human and environmental health. These are dumped in garbage tips where children collect valuable metals to be later sold

'The sudden appearance of radioactive waste on municipal dumps in Thailand, the uncontrolled export of hazardous chemicals to Cambodia, and now finally the waste dump collapse in the Philippines are only a few warning signals of an increasing number of waste-related incidents.'

<http://www.boes.org/world/asia/philippines/unep000719.html>

Child labour in Cambodian rubbish dump

Source of photograph : <http://www.abc.net.au/news/image/3659840-3x2-940x627.jpg>

Disposal of plastics and hospital waste

Toxic wastes and disposal of contaminated hospital wastes includes blood, syringes, material containing pathogens, organs, outdated drugs and radioactive substances. Urban hospitals in Pakistan produce 250,000 tonnes of medical waste annually contaminating land, air and water. Many children work amongst this waste

E-waste

Guiyu in China is referred to as the "e-waste capital of the world." Over 150,000 e-waste workers toil 16 hours a day disassembling old computers and recapturing metals and parts for reuse.

Recycling electronic and electrical equipment is hazardous to the environment and health of **child labourers** as computer monitors contain cadmium (cancerous chemical), lead and mercury. Burning of cables emits dioxins that bio-accumulates in child labourers through the food chain.



Rubbish pickers

Rubbish pickers are exposed to a range of pathogens, toxins, injuries and cuts.

Over 300 000 of Delhi's inhabitants make a living out of recycling trash. Over 60, 000 are aged between 5 and 14 years old. Rubbish pickers collect over 1000 tonnes of waste daily, recycling over 20% of Delhi's trash, saving it from landfill.. By 2020, Delhi is predicted to generate 20 000 tons of waste each day.

Chitan is a non-profit organisation empowering Delhi's Rubbish-Picker community. It offers informal education in the afternoons when children are not picking rubbish.

Geofacts

- **Payatas, Philippines:** In the year 2000, several hundred waste pickers were killed from an avalanche of rubbish moving down a garbage mountain after monsoon rains.
- **India:** Is home to Asia's largest waste picker movement – the Self-Employed Women's Association of India with over one million members

Youtube

- The Rubbish Dump Children of Phnom Penh https://www.youtube.com/watch?v=423IvG_WbjY
- Life in a Cambodian rubbish dump <http://www.abc.net.au/news/2011-11-11/life-at-a-cambodian-rubbish-dump/3659920>

Are you aware of child labour in the Asian tourism industry?

Tourism a growing, multi-billion dollar industry impacts socially, economically, environmentally and politically on countries and their inhabitants. The World Tourism Organisation (WTO), forecasts tourism will reach 1.56 billion by 2020, with the largest rate of increase in developing countries, especially Asia. This increase will involve 252 million jobs, or one in every 11 jobs in the formal sector.

Tourism 2020 Vision-Countries in the Asia region the growth countries

International Tourist Arrivals (millions)

Adapted: World Tourism Organisation (WTO) http://www.world-tourism.org/market_research/facts/market_trends.htm

	Year	Forecasts	Annual growth rate
	1995	2020	1995-2020
World	565.4	1561.1	4.1%
Africa	20.2	77.3	5.5%
Americas	108.9	282.3	3.9%
East Asia and Pacific	81.4	397.2	6.5%
Europe	338.4	717.0	3.0%
Middle East (West Asia)	12.4	68.5	7.1%
South Asia	4.2	18.8	6.2%

On holidays!

When holidaying in developing countries think for a moment who is the person who makes the hand painted pottery, exotic jewellery, fake brand watches and postcards you buy? Who mines the metals to construct your hotel, builds roads your bus travels on, cleans your hotel room, washes your clothes and looks after the animals served as meals in restaurants? These visible and invisible workers are frequently children employed by the tourist industry.



'From left, Pannara, 12, and Srey Kooit, 13, make and sell bracelets and other trinkets on the beaches of tourist town Sihanoukville. During the best months they can make a few dollars a day to take back to their families. They say they spend the mornings at a Cambodian school, though they are usually on the beach selling trinkets and snacks most hours of the day...The vast majority of Cambodian children work. Their labour is imperative for their survival and the survival of their families. In rural areas, kids are expected to work beside their parents on farms. In cities, they are sent out to sell flowers, drinks or shine shoes for extra money. Everywhere, children are expected to take care of their younger siblings and take up difficult family chores as soon as they are able, work that is usually reserved for parents or servants in the developed world. In Cambodia, kids work everywhere, and form a significant, underreported part of the country's economy'. Source: Copyright:©2006/Jerry Redfern.

Child labour in the tourism industry is widespread and represents a large proportion of worldwide child labour. These children are generally poor and forced to work to survive. Unfortunately the most vulnerable are the 'invisible' domestic female labourers, who work in small bed and breakfast accommodation. They frequently are deprived the right to freedom, experience sexual abuse and harassment, are prohibited visits from their family and often sleep outside. The clandestine nature of most child labour means it is generally 'invisible' to the tourist. Children born into debt ridden families are forced to work in the fields so food could be sold to the lucrative tourist industry (**Laos**); sitting at cramped looms weaving hand-knotted carpets to sell to tourists (**Egypt**); working as shoe shine boys waiting patiently outside hotels for prospective customers (**India**); working with toxic glues to assemble cheap shoes (**India**); peddling cement in small quantities to make bricks (**Nepal**); and working in quarries (**Tibet**) to mine material essential for building tourist infrastructure.

What are the responsibilities of tourists for a more just life for these young children? The WTO believes the tourism industry has a moral responsibility to combat child labour in the tourism industry.

Child labour in tourism industry in countries in the Asia region

Source: Photograph; Child labour building tourist infrastructure <http://vins2010.blogspot.com.au/2011/09/protect-children-dont-let-child-abuse.html>



MAIDS
India, Indonesia: clean hotel rooms, cook food, wash clothes and linen

DANCING/ENTERTAINMENT
India, Indonesia, Thailand

TRANSPORT
Saigon: cyclos
Nepal: boys with ropes to help trekkers climb the Himalayan Mountains

CLOTHING FACTORIES AND MARKETS
Thailand- Bangkok, Patpong Rd: cheap designer label articles- Reebok and Nike joggers, Channel clothes, Louis Vutton bags, Calvin Klein & Levi jeans purchased in the market
India-Agra: 12 year old boys work with their fathers to make shoes.
Thailand: girls locked in factories & sleep in work room (many killed from fires)
Indonesia: young children helping adults sell food/clothing

ARTEFACTS
Indonesia: young artisans produce pottery, batik materials, paintings, wood carvings

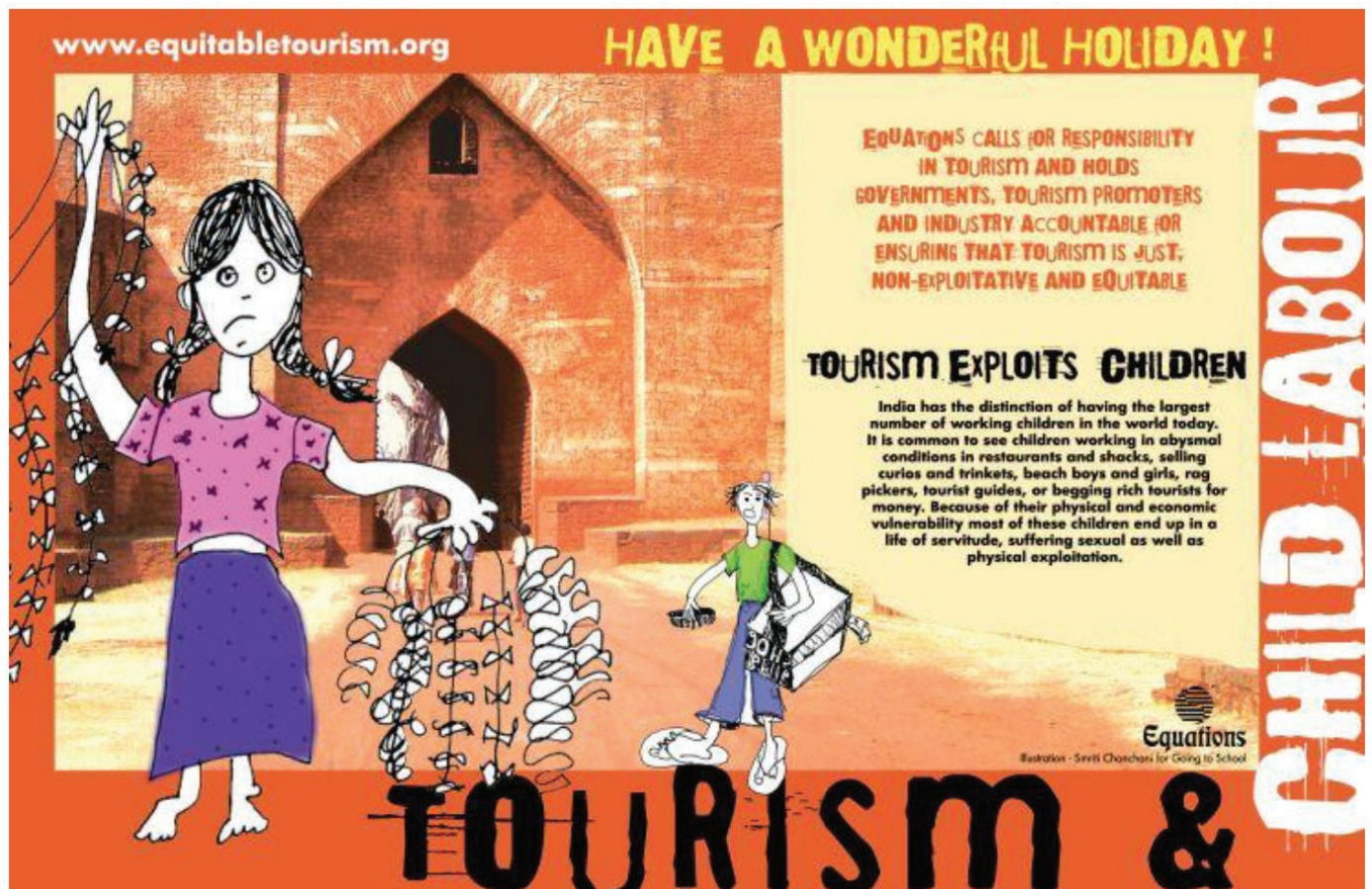
CARPET FACTORIES
Nepal: 33,000 bonded children in factories earn \$40 per carpet. Some of these carpets are sold for \$20,000 each.

OUTWORKERS
Many Asian countries: children work at home or behind closed doors making jumpers, clothes, sheets, luggage and shoes

STREET PEDDLERS
India, New Delhi: shoe shine boys wait outside hotels
Vietnam, India - Mumbai, Indonesia: children selling tourist cards, artefacts, bottled water, cakes, fruit and confectionary

Advertisement against child labour in tourism industry

Graphic http://equitabletourism.org/stage/gallery_view.php?FID=434&AID=498

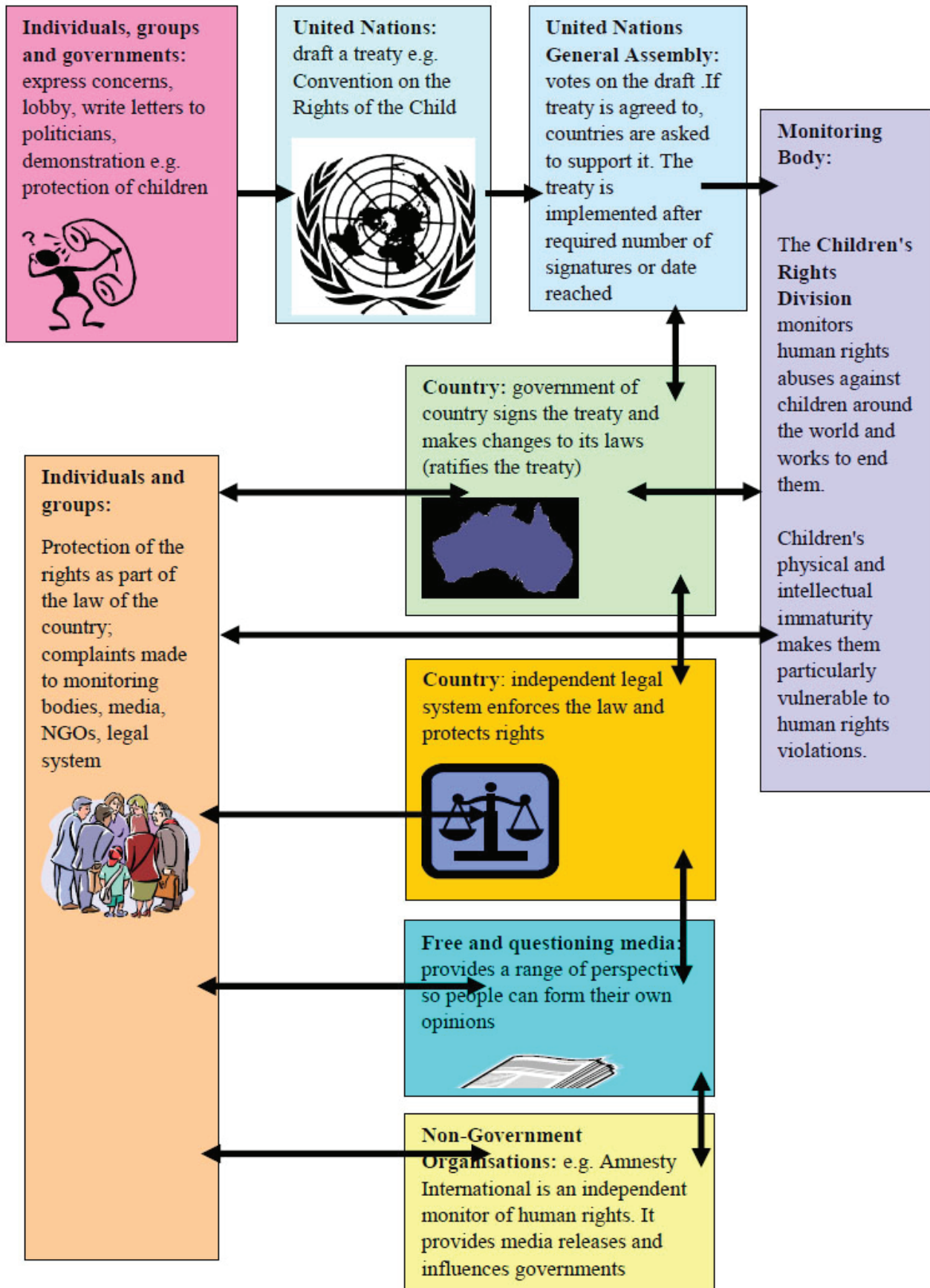


Activities

- Describe the types of jobs children are employed in the tourism industry
- Children contribute to the success of millions of holidaymakers. Explain this statement
- Discuss how child labour impacts on people and places
- Refer to the table: a. Rank in order from the largest to smallest average growth rate of tourism b. Describe the change to tourism from 1995 to 2020 c. Discuss how tourism is able to increase the development of countries such as Asia
- Write a play illustrating the changing life of a child labourer in the tourism industry from exploitation to an improved future life, or preferred happy ending
- Imagine you are in charge of a media campaign to raise awareness of child labour in the tourism industry. Design a poster to promote the campaign
- Role play the different perspectives on child labour such as: poor parent, child labourer, owner of a company, developing country, trade minister in developed country, World Bank, International Labour Organisation (ILO), tourism industry and tourist and human rights organisation.
- Debate for and against child labour in the tourism industry.
- In groups discuss the following questions and present conclusions as a PowerPoint presentation to the class: Why do you think there are so many children in child labour today? Why do you think children are preferred to adults in the workforce? Why are some types of child labour against the Convention on the Rights of the Child? What do you think you can do as an informed, responsible, active citizen?
- Invite a speaker, from an NGO, to a school assembly to speak on child labour and social justice. Write a report for the local newspaper
- Describe the code of conduct for a socially responsible travel and tourism industry
<http://www.thecode.org/>

What can you do?

You may be lucky not being extremely poor and forced to work as a bonded labourer or as a slave, just in order to survive. Maybe you feel you have a responsibility to do something about it. What could you do? Using the following process in the diagram individuals, groups and governments can work towards eliminating violations to children's rights



What is Coca-Cola's stance on child labour?

Source: <http://www.coca-colacompany.com/stories/our-stance-on-child-labor#TCCC>

Coca-Cola Addressing Child Labour in Soccer Ball Production

Each year, our Company purchases tens of thousands of hand stitched promotional soccer balls to support high-profile sponsorships. The risk of child labour in soccer ball production is high. Children working at home are often employed to hand stitch soccer ball panels together, creating an invisible workforce that is sometimes missed by formal workplace audits.

To combat this problem, we created a "Soccer Ball Pre-Certification System," which includes a comprehensive supplier audit in addition to our standard audit to identify and pre-certify compliant suppliers. This system directs our procurement teams to only purchase soccer balls from pre-certified suppliers.

In 2007, we used this protocol to identify a compliant supplier in India, recognising the potential risk of child labour in the region.*

* The United States Department of Labour estimates that as many as 30,000 children work in India's sporting goods industry. <http://www.coca-colacompany.com/stories/our-stance-on-child-labor#TCCC>

Activities

Rating scale on child labour. Complete the ratings scale. Collate responses as a class activity. Discuss your responses. Give reasons for your decisions.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
We should not buy goods made by child labour even if they are cheaper than other goods					
Poverty is a cause of most child labour					
Most children work but also attend school					
Children should not fight in wars					
It is important to have laws to protect the rights of children					
Children should be able to work as long as the work is not hazardous					
Children should fight to defend their family?					

Youtube

- World Vision - child labour in Cambodia <https://www.youtube.com/watch?v=Bcl4l3arrHI>
- Short film from India – child labour <https://www.youtube.com/watch?v=cdqrvlQNJMs>
- Child labour ruins childhood (ILO) – animation <https://www.youtube.com/watch?v=hCzI0JlCV34>
- Nike – child labour – Pakistan <https://www.youtube.com/watch?v=zzyfvB2gGvs>
- Child labour- Philippines <https://www.youtube.com/watch?v=yBA5bIeC0n4>
- No Child for Sale 2014 <https://www.youtube.com/watch?v=FqEtoq5PqMQ>

Activities using ICT

- Complete the following activities on the Internet: Child labour quiz: What goods are made by child labour? What does the wage of a child labourer buy? What can we do? Compare your day with a child labourer? <http://www.us.ilo.org/teachin/ilokids/index.cfm>
- Test your knowledge. What Do You Know About Child Labour? Quiz <http://www.unicef.org/aclabor/quiz.htm>
- When a tourist visits India they purchase silver jewellery, leather shoes, gemstones, cigars as well as consume food. List the health hazards and abuses to children in these industries. Discuss the testimonies given to Human Rights Watch by five bonded child workers. Why is this social injustice? List some laws protecting these children. What are the government policies and programmes towards a fairer, socially just future for these children? What are the obstacles to enforcement? <http://hrw.org/reports/1996/India3.htm>
- Research the life of Evelyn at <http://www.globaleducation.edna.edu.au/globaled/page1344.html> and Julie at <http://www.globaleducation.edna.edu.au/globaled/page1343.html>. Are these children's rights being met? List the problems these children experience. Discuss how their life could improve.
- Fields of Hope-child labour in agriculture. Visit <http://www.fieldsofhope.org/> and complete the following activities: Test your knowledge; Empathy exercise - experience a day in the life of a child worker; Share your thoughts with others on the chalkboard; Refer to the video clips.

- Discuss the problem of child labour in Asia and how the problem is managed <http://www.cwa.tnet.co.th/>
- Refer to World Bank and Child Labour
- <http://wbln0018.worldbank.org/HDNet/HDdocs.nsf/f879b8f845ed3915852566500051f549/e4bcc001dba99537852566b1000a86fa?OpenDocument>. How can the World Bank make a difference?
- What are the proposed ILO instruments to strengthen the international law against child labour?
<http://www.us.ilo.org/docUploads/worstform%2Epdf>
- Describe the function of the International Program on the Elimination of Child Labour (IPEC)
<http://www.ilo.org/public/english/standards/ipec/>. Briefly describe examples of successful projects?
http://www.world-tourism.org/protect_children/reunions/berlin_2004/ilo.pdf
- Discuss how Save the Children has made a better life for child labourers <http://www.savethechildren.org/>
- Stop Labour Coalition. Discuss examples of best practice solutions to child labour at <http://www.stopchildlabor.org/>

Weblinks

- UNICEF <http://www.unicef.org/crc/crc.htm>;
- Convention on the Rights of the child and resources for teachers <http://www.curriculumsupport.nsw.edu.au/hsie/croc/resources.htm>;
- Committee on the Rights of the Child OUNHCHR <http://www.ohchr.org/english/bodies/crc/index.htm>;
- Child Rights Information Network <http://www.crin.org/>;
- Amnesty International <http://www.amnesty.org/>;
- Human Rights Watch <http://www.hrw.org/>

LESSON PLAN

<p align="center">YEAR 10 – AUSTRALIAN CURRICULUM TOPIC: HUMAN WELLBEING – HUMAN RIGHTS CHILD LABOUR IN ASIAN COUNTRIES AND CITIZENSHIP</p>			
<p>OUTCOMES: At completion of this topic students will:</p> <ul style="list-style-type: none"> understand the spatial dimension of a contemporary geographical issue, such as child labour in countries in the Asia region demonstrate how informed, responsible active citizenship can make a difference to poor, unskilled working children develop a wide range of skills such as gathering, organising, synthesising and evaluating geographical information from a variety of primary and secondary sources (e.g. information and communication technologies) analyse different perspectives on child labour choose and apply appropriate geographical tools (e.g. maps, photographs, statistics) work with others in an attempt to solve child labour communicate ideas and information that reflect core processes of geographical inquiry 			
<p>KNOWLEDGE AND UNDERSTANDING Students develop knowledge and understanding of:</p> <ul style="list-style-type: none"> causes and impacts of child labour in countries in the Asia region how decision-making processes operate at local, national and global scales how individuals, groups and governments are involved in the process of change for an equitable and socially just world strategies that all people can adopt to address child labour 		<p>SKILLS AND TOOLS Students will: use, interpret and analyse various types of geographical tools such as maps, graphs, tables, statistics and photographs</p>	
<p>RESOURCES Videos, YouTube, internet, magazines, empathy exercises; statistics, tables and maps from International Labour Organisation (ILO); photographs of child labour; media articles, cartoons and quotes</p>		<p>GUEST SPEAKERS Guest speakers on child labour e.g. UNICEF, World Vision, APHEDA, Amnesty International</p>	
		<p>VALUES AND ATTITUDES Students will develop responsible attitudes towards, people, cultures, societies and environments, with a commitment to a just society; equity; intercultural understanding and sustainable futures</p>	
		<p>HOMEWORK Letter writing activity to Minister in charge of Labour ASSESSMENT Group research on human rights abuses to working children in An Asian developing country.</p>	
<p>Introduction Photographs Written summary Discussion</p>	<p>Teacher: selection of photographs from a variety of sources, are hung around the room on child labour in Asian developing countries (Source: Internet) Students: 1. walk around the room looking at the photographs; 2. asked to imagine what is happening in and out of the frame; 3. write a summary of their thoughts in a paragraph; 4. express their thoughts to the class; 5. class discussion</p>		
<p>Step 1 Questioning Mind map</p>	<p>Teacher: utilises students' prior knowledge by posing the following question: 'For many children childhood is a time of playing, learning and growing. Why are poverty stricken, uneducated, vulnerable children forced to work - just to survive?' Teacher facilitates discussion, writes points on the board and provides students with an overview of the topic. The mind map is then refined by classifying main points into economic, social, cultural, environmental and political sub headings Students: responses form a mind map on the blackboard – interaction and communication</p>		
<p>Step 2 Narrative Empathy exercises</p>	<p>Teacher: building on students' basic understanding the teacher reads narratives on child labour in developing countries in Asia. Sources: New International, Amnesty International, International Labour Organisation (ILO), Human Rights Watch and Global Education websites (e.g. Evelyn, rubbish sorter in the Philippines). Students: answer questions and activities e.g. 1. What do these stories have in common? 2. What are the problems these children experience; 3. Describe a typical day in either a letter to a friend, a diary extract, a short story, a poem or a drawing; 4. Compare a child labourers' lifestyle with your own.</p>		
<p>Step 3 ICT Video Written material Key geographical questions</p>	<p>Students: research their rights as a child?</p> <ul style="list-style-type: none"> Child Rights Information Network (CRIN) http://www.crin.org/; What Are My Rights? http://www.kidlink.org/kie/nls/english/rights/lessons.html <p>Teacher: plays a video on child labour from UNICEF (or other NGOs) and provides summarised notes from The State of the World's Children 2007 UNICEF, International Labour Organisation (ILO), and Anti Slavery Organisation. Sources: http://www.unicef.org/sowc/; http://www.childlaborphotoproject.org/childlabor.html; http://www.ilo.org/public/english/bureau/inf/wdac/index.htm; http://www.antislavery.org/homepage/antislavery/childlabour.htm; http://www.un.org/cyberschoolbus Students: form groups and answer the following key geographical questions from the video and notes: What is child labour? 2. Who is a child? 3. Who are child labourers? 4. Where do child labourers live? 5. What do child labourers do? 6. What are the worst forms of child labour? 7. Why is 'not' all work performed by children referred to as child labour? 8. When is helping your family child labour? 9. Why do you think your part time job is not child labour? 10. What are the causes of child labour today? Teacher: assists students with website navigation and asks students for feedback at the completion of the task</p>		
<p>Step 4 Internet search Map Statistics Tables</p>	<p>Teacher: refers to the Internet and its maps, graphs and statistics on child labour</p> <ol style="list-style-type: none"> How many children aged 5 to 14 are engaged in economic activity, bonded labour, armed conflict, prostitution and pornography, and illicit activities? Copy a world map (Peters Projection) and locate the countries where most child labour occurs. Is there a positive relationship between child labour and poor countries (GDP per capita)? What types of child labour is increasing? Where? What is the increase? Why? <p>Source: Websites in Step 3</p>		
<p>Step 5 Key geographical questions answered from written material by group interaction</p>	<p>Teacher: provides students with copies of the 1989 United Nations Convention on the Rights of the Child Students: answer the following questions and report back to the class using a PowerPoint presentation</p> <ol style="list-style-type: none"> What are the rights of the child? (Convention on the Rights of the Child http://www.unicef.org/crc/index.html) Why is child labour against the rights of the child? 3. What should be done about it? 4. What is the purpose of Universal Children's Day, 24 October? 5. What organisations are dedicated to promoting the rights of the child? <p>Sources: UNHCR http://www.unhcr.ch/html/menu2/i2chilab.htm; Global Movement for Children http://www.gmf.org/; United Nations Children's Fund (UNICEF) http://www.unicef.org/; United Nations Special Session on Children http://www.unicef.org/specialsession/ Teacher: assists with interpretation of source materials and the definition of human rights</p>		

Step 6 Discussion Futures Wheel	<p>Child Labour and tourism industry- 'Opening Pandora's Box'. The ILO estimates that 13 - 19 million children under 18 years of age (10%-15% of employees) are employed in the tourist industry, in developing and developed countries.</p> <p>Teacher's first statement: 'When holidaying in developing countries in Asia just think for a moment: who makes the intricately designed carpets, hand painted pottery, exotic jewellery, cheap leather jackets, fake designer-label clothes and brand-name watches you buy? Who mines the metals to construct your hotel, builds roads your bus travels on, cleans your hotel room, prepares your meals, washes your clothes, carries your bags, grows your food and looks after the animals that are served as meals in restaurants?'</p> <p>Students: after class discussion on the statement the following questions are answered: 1. Have you ever travelled to a developing country in Asia? 2. Have you seen child labour around tourist sites? 3. Why do you think most child labour in the tourism industry is invisible?</p> <p>Teacher's second statement: 'Tourism is a growing, multi-billion dollar industry that impacts socially, economically, environmentally and politically on countries and their inhabitants. The World Tourism Organisation (WTO), in its <i>Tourism 2020 Vision</i>, forecasts the largest rate of increase in developing countries, especially Asia. In search of increased economic growth some of these developing countries welcome tourists by providing them with cheap accommodation, transport and artefacts, largely achievable at the expense of exploited child labour.'</p> <p>Students: draw a futures wheel on the impacts of tourism in a developing country, especially children</p>
Step 7 Media articles – perspectives, critical literacy	<p>Child sex tourism (9-10 grades) The ILO (2001) reports that certain tourist destinations are frequented by paedophiles, supported by networks of taxi drivers, hotel staff, brothel owners, entertainment establishments and tour operators who organise package sex tours. Also increasing competition has adversely impacted on child labour, further ignoring the rights of this vulnerable group. World Vision (2005) and UNICEF (2004) estimate that two million children are enslaved in the global commercial sex trade.</p> <p>Teacher: provides students with media articles from a variety of sources on child sex tourism in Asia.</p> <p>Students: 1. What are the consequences for children? (HIV/AIDs, low life expectancy) 2. What are the advantages for governments, businesses and poor parents in developing countries?</p>
Step 8 Participation and action (citizenship) Information and Communication Technology Poster Group work	<p>Teacher: What should be done at the local, national and global scale to eradicate child labour?</p> <p>Students: refer to the Internet sites and design a poster on how child labour can be eradicated (e.g. reinforce the Convention on the Rights of the Child; enforce international child labour laws; regulate tourism industry; strengthen trade unions; remove poverty; provide compulsory, free primary education; regulate global trade; increase overseas aid; promote microfinance programmes, introduce income transfers to defray the cost to households of transferring children from work to school (ILO, 2004); support government, non- government and international governmental organisations and campaigns)</p> <p><u>Amnesty International</u> http://www.amnesty.org/; <u>Save the Children Fund (SCF)</u> http://www.savethechildren.org/; <u>Sweatshops</u> http://www.coopamerica.org/programs/sweatshops/; <u>Child Workers in Asia</u> http://www.cwa.tnet.co.th/about-cwa.html; <u>Concern for Working Children</u> http://www.workingchild.org/; <u>Rugmark</u> http://www.rugmark.org/; <u>Foulball Campaign</u> http://www.laborrights.org/projects/foulball/index.html; <u>Red card to child labour</u> http://www.ilo.org/public/english/standards/ipecc/about/factsheet/factsheet2002.pdf; <u>End Child Prostitution in Asian Tourism (ECPAT)</u> http://www.ecpat.net/eng/index.asp; <u>The International Labour Organisation (ILO)</u> http://www.ilo.org/; <u>World Council of Churches</u> http://www.wcc-coe.org/; <u>Human Rights Watch</u> http://www.hrw.org/; <u>Business for social responsibility</u> http://www.bsr.org/; <u>UNICEF</u> http://www.unicef.org/protection/index_childlabour.html; <u>International Labour Rights Fund</u> http://www.laborrights.org/projects/childlab/index.html; <u>United Nations Development Programme</u> http://www.undp.org/; <u>World Bank</u> http://www.worldbank.org/; <u>Tourism Concern</u> http://www.tourismconcern.org.uk/; <u>Global March Against Child Labour</u> http://www.globalmarch.org/campaigns/worldcupcampaign/posotion%20paper.php; <u>Child Labour Public Education Project</u> http://www.continuetolearn.uiowa.edu/laborctr/child_labor/about/ending.html; <u>Child Labour an Industry Approach</u> http://usinfo.state.gov/journals/ites/0505/jjee/gorgemans.htm <u>Australian Union Aid Abroad</u> http://www.apheda.org.au/; <u>DFAT/AusAID</u> http://www.usaid.gov.au/</p> <p>Students: split students into four groups: businesses; governments, NGOs, and international governmental organisations (e.g. World Bank). Each group reports back to the class on how their organisation could improve the life of a child labourer</p>
Step 9 Guest speaker Campaign Letter	<p>Students: invite guest speaker to school assembly on child labour; organise school campaign to reduce child labour as consumers; write to the Minister in charge of Labour in an Asian country expressing your concerns and suggestions for a more equitable, socially just world. N.B. Many NGOs such as Amnesty International have a 'guide for letter writers'</p>
Step 9 Debate Role play Research questions	<p>Students: Debate for and against child labour in Asia Role play on child labour: child labourer, poor parent, government, business, NGO, human rights activist, tourist from a developed country, developed country (importing cheap goods made by child labour) How have global organisations such as <u>Human Rights Watch</u> made a positive difference to the lives of many child labourers living in Asia? http://www.hrw.org/</p>
Step 10 Revision Overview	<p>Child Labour Quiz http://www.unicef.org/voy/cgi-bin/zquiz.cgi?quiz=work&lang=en Exercise: heads and tails game, quick test of knowledge to involve students in what they have learnt. Questions on graphs, maps, statistics and photographs on child labour – draw, interpret, analyse</p>

Violations of Human Rights in Asia

Dr. Susan Bliss

'Injustice anywhere is a threat to justice everywhere.' Martin Luther King Jr (USA)

'Fear is not the natural state of civilised people.' Aung San Suu Kyi (Myanmar)

'Violence against women is perhaps the most shameful human rights violation, and it is perhaps the most pervasive.'
Kofi Annan (Former UN Secretary General)



North Korea: Flowers brighten a memorial to former President Kim Il Sung, who died in 1994.

Photograph: <http://travel.nationalgeographic.com.au/travel/countries/north-korea-guide/>

Despite political, economic, social and humanitarian rights, millions of people suffer horrific violations to their rights every minute, every day. Human rights violations occur when governments, organisations, communities and people ignore, abuse or deny human rights as recorded in the United Nations Declaration of Human Rights (1948). Human rights abuses are monitored by United Nations (UN) committees, governments and non-government organisations (e.g. Amnesty International and Anti-Slavery International) with the aim of enforcing human rights laws.

When human rights are ignored it impacts adversely on the wellbeing of millions of people, especially those who live in countries in the Asia region. The Bidun people who live in Kuwait (West Asia) are denied birth, marriage and death certificates. As these people are considered 'illegal residents' they lack access to free government schools and legal employment. Kuwait also filters the internet and is one of the worst offenders in human trafficking. These violations occur despite the government including human rights in its 1961 Constitution as well as being a party to several international human rights treaties.

Violations to human rights at the global scale – facts and figures

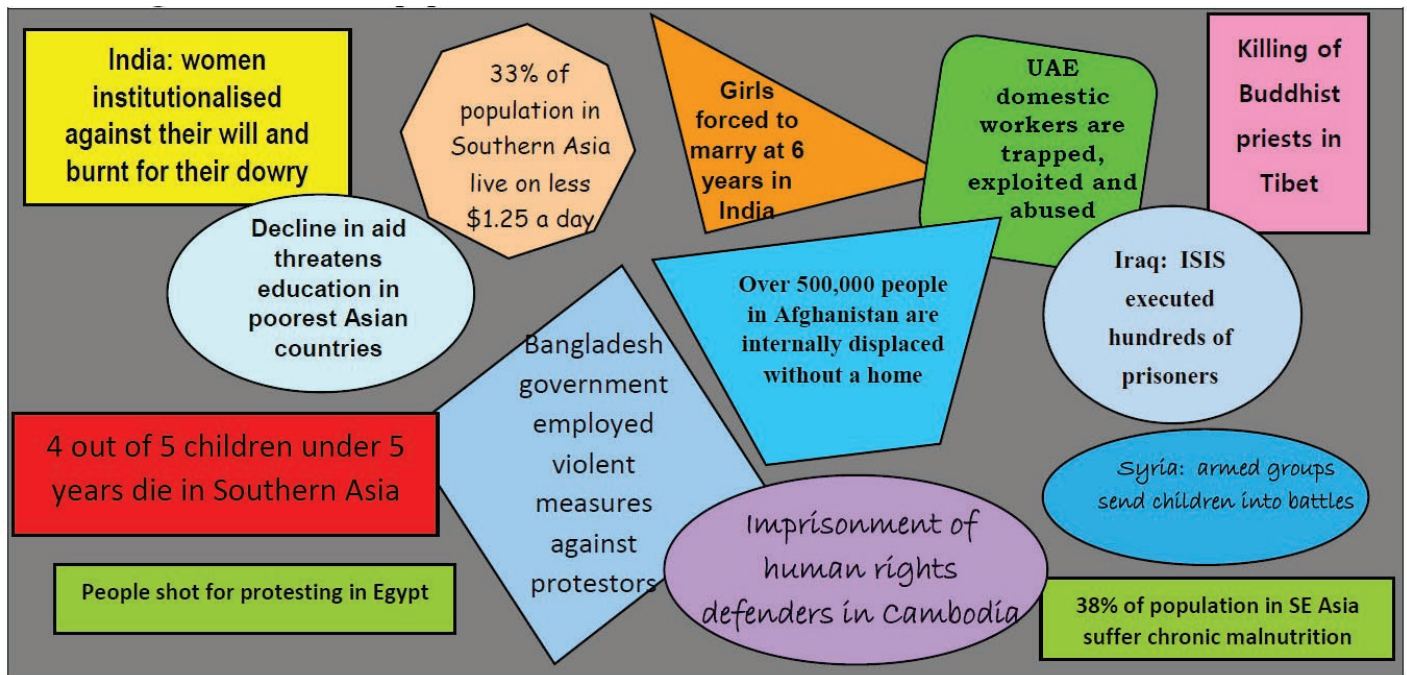
World map: <http://cloudfront.bernews.com/wp-content/uploads/2010/12/dec-2010-child-face-globe-world.jpg>

- 35.8 million people are trapped in slavery
- 27 million people are enslaved in the human trafficking trade
- 112 countries tortured their citizens
- 101 countries repressed freedom of expression.
- 22,000 children die each day due to poverty
- 300,000 children under 18 years are child soldiers
- 15 million girls are forced into marriage every year
- 168 -215 million children aged 5-14 years are involved in child labour
- 250 million people live in urban slums
- 1.2 billion people live without access to safe water
- 842 million people are illiterate adults



Even though everyone everywhere has rights, media headlines indicate human rights are not universally accepted or enforced.

Human rights violation newspaper headlines across Asia



Violations against people living in countries in the Asia region in 2013

- **Afghanistan:** women forced to undergo vaginal examinations to prove virginity.
- **Bangladesh:** unsafe labour conditions led to garment industry tragedy. Thousands died in building collapse.
- **Burma:** ethnic cleansing against thousands of Rohingya Muslims.
- **Egypt:** violence and sexual abuse resulted in more than 600 deaths and 91 women assaulted in four days of riots at Tahrir Square.
- **Israel:** mistreatment of Palestinian children resulted in 700 child detentions.
- **North Korea:** 120,000 prisoners held in labour camps, citizens starved and executed by firing squad.
- **Qatar:** construction sector rife with abused migrant workers leading up to World Cup preparation (2022).
- **Syria:** chemical weapons attack.
- **Turkey:** Islamic fundamentalist attacked secular groups for peacefully assembling.

Source: <http://www.alternet.org/civil-liberties/14-shocking-global-human-rights-violations-2013>



Pakistan: *'Arbitrary detention, torture, deaths in custody, forced disappearances, and extrajudicial execution are rampant. The government of Pakistan has failed to protect individuals – particularly women, religious minorities and children – from violence and other human rights abuses committed in the home, in the community, and while in legal custody.'* (<http://www.amnestyusa.org/our-work/countries/asia-and-the-pacific/pakistan>)

Abusing the 'right to life'

'The right to life precedes everything. There is no correlation between the death penalty and decreasing crime rate.'

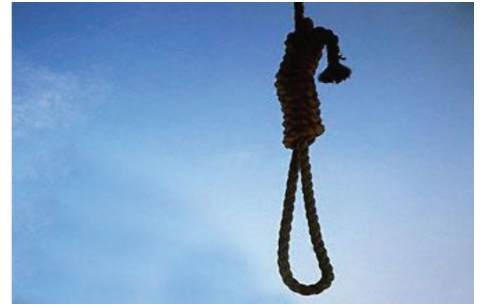
Shakib Qortbawi, former Minister of Justice of Lebanon, 11 October 2013.

The right to life is central to issues such as capital punishment, abortion, self defense and war. According to the majority of human rights activists, the death penalty violates this right.

In 2013, 22 countries recorded executions. China executed 2,400 people the largest number in the world. Excluding China, around 80% of executions occurred in **Iran, Iraq and Saudi Arabia**. The Iraqi government implemented mass executions of Sunni prisoners and ISIS carried out mass executions of ethnic and religious communities. Executions occurred in many other Asian countries such as **Vietnam and Indonesia**.

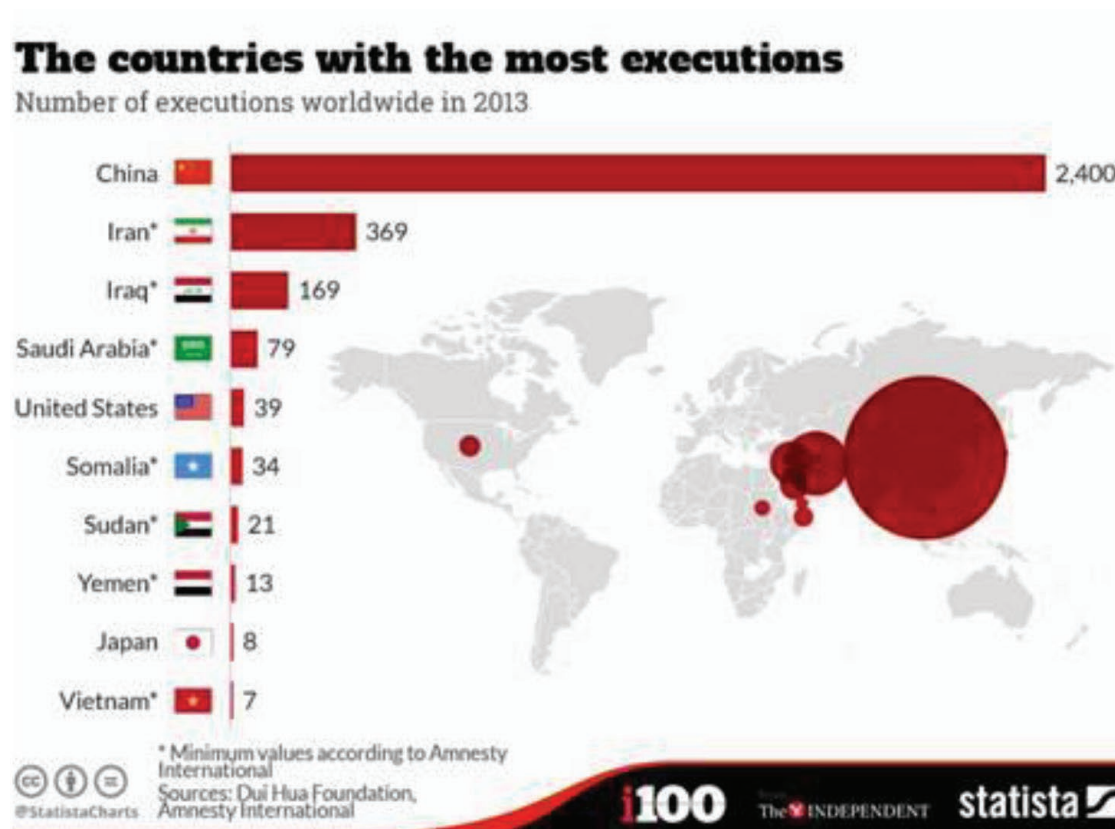
On a happier note, in 2014 the number of countries with the death penalty dropped from 37 to 22 but unfortunately there was a global rise in the number of executions.

Amnesty International (AI) stated that people faced the '*death penalty for a range of non-lethal crimes including robbery, drug-related and economic offences, as well as adultery and blasphemy*.' (ABC News) (For example the Australian drug smugglers in Bali February 2015).



Countries with most executions (bar graph)

Source graph: <http://www.independent.co.uk/incoming/article9810984.ece/alternates/w460/Executions-graphic.jpg>



China - leading world executioner

China is the leading executioner in the world with approximately 500,000 people currently in detention without charge or trial. *'Harassment, surveillance, house arrest, and imprisonment of human rights defenders are on the rise, and censorship of the Internet and other media has grown. Repression of minority groups, including Tibetans, Uighurs and Mongolians, and of Falun Gong practitioners and Christians who practice their religion outside state-sanctioned churches continues.'* (<http://www.amnestyusa.org/our-work/countries/asia-and-the-pacific/china>)



Photograph source: Tiananmen Square

http://i.telegraph.co.uk/multimedia/archive/02895/Tiananmen_2895393b.jpg

Challenge: Human rights issues include Tiananmen Square protests of 1989, capital punishment, one-child policy and restrictions on journalists and internet users.

Strategy: The 2008 Olympic flame travelled around the world that resulted in global protests and media coverage over human rights abuses.

Dealing Death With a Big Lie

China's leaders deny that the massacre occurred—and condemn some of the survivors to execution

Headline source: <http://mm.hrw.org/content/china-address-enduring-legacy-tiananmen-massacre>

In 2014, 25 years after the Tiananmen Massacre leaders still deny the massacre. The Chinese government continues to crush all discussion of the event and persecute survivors and their family if they seek accountability.

Freedom from torture

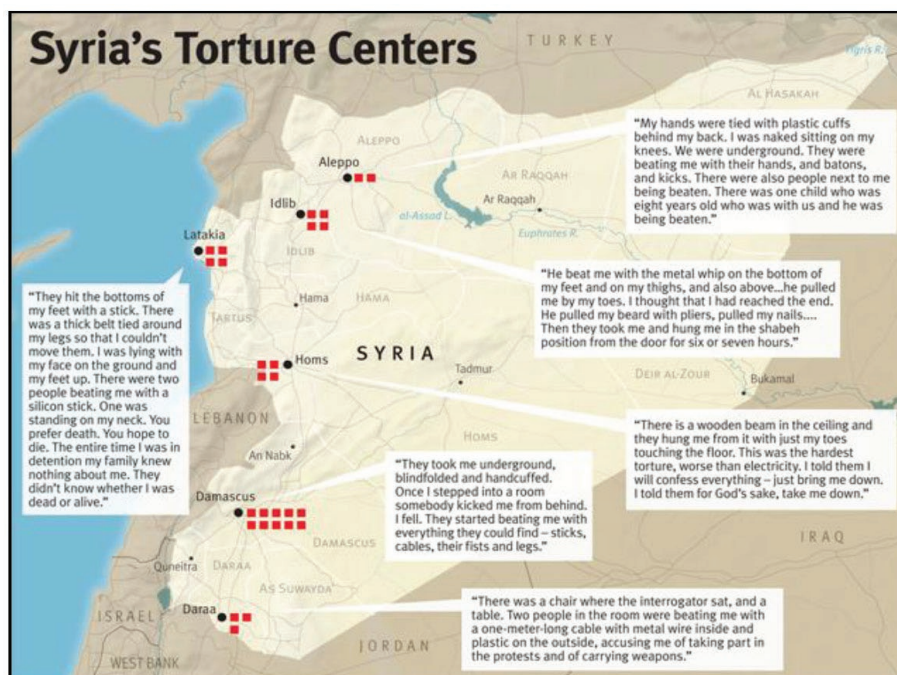
Torture is practiced in more than 90% of countries in all regions of the world. Over time, torture has been used as a method of political re-education, interrogation, punishment, and coercion. Torture is a violation of human rights, and in the 21st century prohibited under international law and domestic law in most countries. However we have seen many incidents of torture on the TV since 9/11 especially at Guantanamo Bay (Cuba).

Syria: Nov 4, 2014: Kurdish children from the Syrian city of Kobani were tortured and abused while detained by Islamic State (also known as ISIS). Four children gave detailed accounts of the suffering they endured while held for four months

Source: <http://www.hrw.org/news/2014/11/04/syria-isis-tortured-kobani-child-hostages>

Syria's torture centres and people's horrendous personal stories

Source map: http://www.hrw.org/sites/default/files/media/images/photographs/2012Syria_Torture_map638.jpg



Freedom of expression - internet censorship

Since the late 1980s, the internet has been a means of communication, reaching an ever-growing audience globally. There are many benefits from internet technology such as the sharing of ideas and knowledge. On the other hand it is also exploited for terrorist activities and illegal purposes (e.g. drugs, people trafficking, child pornography).

In most countries some form of online censorship occurs. However the extent of censorship or surveillance varies between countries. Around 117 countries currently detain people for expressing their views online. In some countries netizens are arrested, websites blocked and repressive internet laws introduced. The 2013 *Reporters Without Borders* Report noted that the governments of China, Iran, Syria, Bahrain and Vietnam were involved in the surveillance of news providers (e.g. newspapers, TV and radio stations) that resulted in violating freedom of information.

In 2011 during the Arab Spring/Uprisings, the internet and mobile technologies (particularly Facebook and Twitter), helped organise and spread the protest movement.

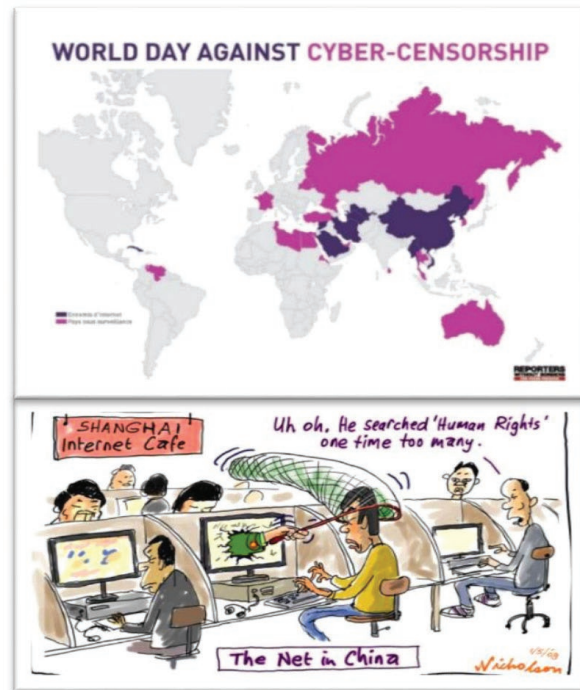
World Day against cyber-censorship

Source: <http://geographer-at-large.blogspot.com.au/2011/11/map-of-week-11-14-2011-internet-black.html>

Key

Dark Blue: Enemies of the internet;

Purple: Countries under surveillance



China: internet and human rights in China

Cartoon: Great China Firewall

Source: <http://nicholsoncartoons.com.au/wp-content/uploads/2011/02/2008-05-01-the-Internet-in-China-Great-Firewall-550.jpg>

'War on terror' – torture and civil liberty

The United Nations Universal Declaration of Human Rights Article 5 states that: 'No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.' However, in many countries the struggle to fight terrorism has been linked to violations of Article 5. Since 9/11 in **Pakistan**, individuals suspected of having links with terrorist organisations have been arbitrarily detained and denied access to lawyers. Monitoring dark places on the internet:

- **UK:** David Cameron, Prime Minister of UK, called for new laws to break into terrorists' communications after the Paris terrorist attacks in 2015 (Charlie Hebdo).
- **Australia:** 'Australian spies will have the power to monitor the entire Australian internet with just one warrant, and journalists and whistleblowers will face up to 10 years' jail for disclosing classified information.' 'This also gives ASIO immunity for criminal and civil liability in certain circumstances.' <http://www.smh.com.au/digital-life/consumer-security/terror-laws-clear-senate-enabling-entire-australian-web-to-be-monitored-and-whistleblowers-to-be-jailed-20140925-10m8ih.html>

Some people are concerned that these laws are an encroachment on civil liberties. Torture and civil liberty: is torture ever justified?

Perspectives on censorship of the internet

A 2012 Internet Society survey:

- 71% agreed that "censorship should exist in some form on the Internet"
- 83% agreed that "access to the Internet should be considered a basic human right".

According to GlobalWebIndex, over 400 million people use virtual private networks to circumvent censorship or for increased level of privacy.' (http://en.wikipedia.org/wiki/Internet_censorship)

Asian regions

UN Divisions of countries in the Asian region

Key:

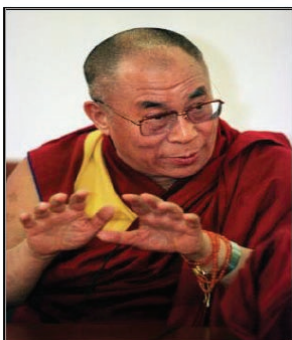
- Central Asia
- Western Asia
- Southern Asia
- Eastern Asia
- Southeastern Asia



Source of map: http://en.wikipedia.org/wiki/Geography_of_Asia#mediaviewer/File:Location-Asia-UNsubregions.png

Selection of Asian regions

- Most **Eastern Asian** governments, including Japan apply the death penalty. North Korea denies that political prison camps exists but satellite imagery shows a different, distressing story.
- In **Southern Asia** widespread poverty, food insecurity, and economic disparities between rich and poor people pose threats to basic human rights. Women, children, indigenous people, minority groups, lower castes, migrants, and displaced people face abuses and discrimination across the region.
- In **Western Asia** the effect of the uprisings which began in 2011 (often referred to as the Arab Uprisings) have seen people in different countries continue to voice their demands for human rights and basic freedoms.



Tibet

Challenge: In 1951, the Chinese government reclaimed Tibet. In 1959 after the failed uprising the Dalai Lama fled to India. In 1991 he alleged Chinese settlers in Tibet were creating Chinese apartheid which the Chinese call segregation and assimilation. He believes the Chinese government denies Tibetans equal social and economic status and their human rights are violated by discrimination

Strategy: Pressure on China from individuals, groups and governments. For example global protests during the 2008 Beijing Olympic Games



Myanmar/Burma

Challenge: Monks protested over the repression and impoverishment of their people and in return were brutally attacked by the military junta.

Strategy: International protests to release of Aung San Suu Kyi and other prisoners of conscience to bring about change.

Photo: http://www.dw.de/image/0,,16217066_303,00.jpg



North Korea

Challenge: More than 200,000 North Koreans, including children, are imprisoned in camps where many perish from forced labour, inadequate food, and abuse by guards. Arbitrary arrest and torture occur. There is no independent media or religious freedom. Government policies have subjected people to food shortages and famine.

<http://www.hrw.org/nkorea>

Strategy: Human Rights Watch is pressing for a UN inquiry to investigate crimes against humanity in North Korea.

Photo: <http://www.amnesty.org.uk/issues/North-Korea>

Human Rights abuses in West Asia

West Asia refers to countries lying in the western part of Asia. These countries have been called the Middle East as they are located in an area 'east' of Europe. This eucentric word 'Middle East' has been replaced with 'Western Asia' or West Asia. The United Nations lists the following countries in the region.

UN List of countries http://en.wikipedia.org/wiki/Western_Asia

Map of countries located in Western Asia: <https://www.travelblog.org/pix/maps/middle-east.v2.jpg>



Human Rights violations in West Asia

- **Bahrain:** security forces arrest people involved in anti-government protests
- **Egypt:** Egyptian court convicted two people of carrying out female genital mutilation (FGM) in 2015.
- **Iran:** executions, especially for drug-related offenses continues. Authorities restrict political participation and employment of minority groups, who account for 10% of the population.
- **Iraq:** human rights violations by ISIS includes abductions, mass executions, and persecution of ethnic and religious communities.
- **Jordan:** law criminalises speech critical of king, government officials, institutions and Islam. Reform initiatives in 2014 failed to end long-term abuses. Authorities detain and prosecute peaceful critics.
- **Lebanon:** Internal Security Forces uses torture on drug users, sex workers, and lesbian, gay, bisexual, and transgender people in their custody. Lebanon's laws discriminate against women and does not guarantee them basic rights,
- **Oman:** authorities restrict freedom of expression, assembly and association. Peaceful activists and pro-reform bloggers, critical of government policies are arrested.
- **Qatar:** the country's bid to host the 2022 FIFA World Cup raised concerns over the mistreatment of low-paid migrant workers – their trafficking and forced labour.
- **UAE:** authorities restricts the rights of freedom of expression, association and assembly.
- **Yemen:** in 2015 the draft Child Rights Law, banning child marriages, child labour, and recruitment of child soldiers remains pending in the Yemini cabinet. Human trafficking camps continue to operate despite government raids.

Syria

In Syria violations of international human rights continue to be committed. Human Rights Watch 2015 stated that Syrian Government forces used deadly weapons affecting thousands of civilians.

'ISIS (Islamic State of Iraq and Sham), and al-Qaeda's affiliate in Syria, Jabhat al-Nusra, were also responsible for massive human rights violations from killing to kidnapping to imposing discriminatory rules on women and girls and recruiting child soldiers. The spread and intensification of fighting led to a dire humanitarian crisis with millions internally displaced or seeking refuge in neighbouring countries.' (Human Rights Watch)



In 2014 in Syria government forces caused 32,507 deaths.

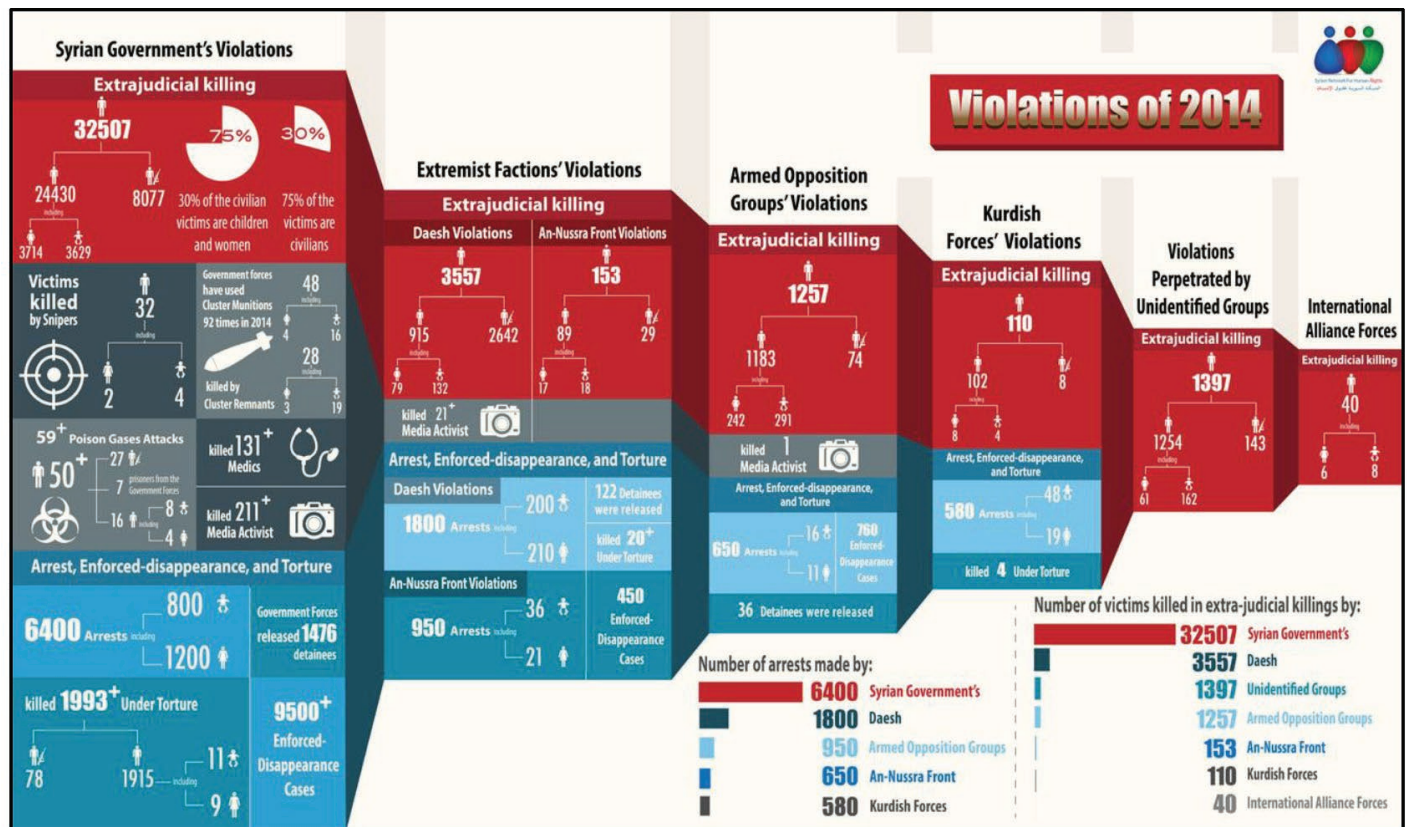
Approximately 30% were women and children. Arrest and

forced-disappearance are part of the government policies. Women in prison have been sexually abused and 11 children tortured to death inside government detention centres.

Photograph: Syrian protests <https://justiceinconflict.files.wordpress.com/2012/02/syria-protest-pic-getty-138548610.jpg>

Syria: Human rights violations

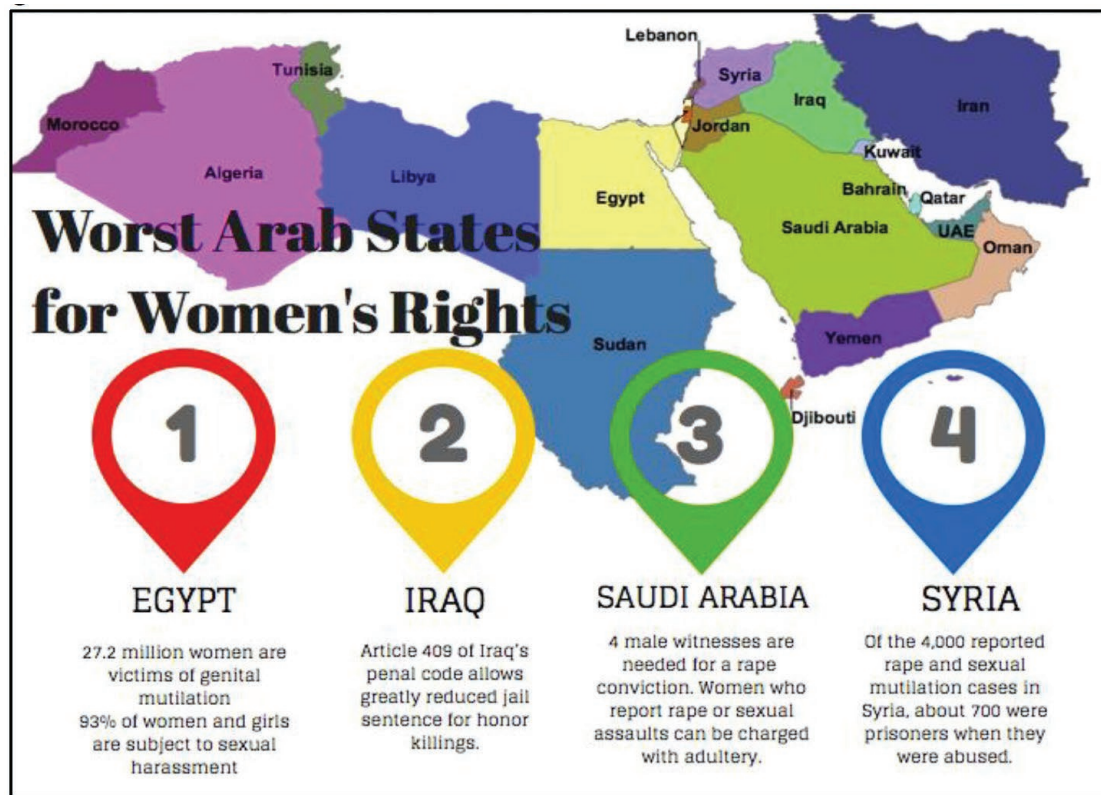
Source: http://sn4hr.org/wp-content/uploads/2015/01/Violations_en.jpg



Women's rights

Egypt ranks worst for women's rights in Arab countries

Source: (Infographic) <http://vitaminw.co/news/arab-world-womens-rights-worst>; <http://vitaminw.co/news/arab-world-womens-rights-worst>



Iraq

Silence over Islamic State' abuse of women in Iraq

The evidence continues to grow that IS practices sexual slavery.

'Seve, a 19-year-old Yazidi woman, has vivid memories of the Islamic State fighter who locked her in his house and tried to rape her after she was kidnapped by IS in August 2014. "He told me his name was Zaid" ... "He tried to take me by force." When Seve fought back, he told her: "I will kill you."

IS shot dead Seve's husband in front of her before abducting her from her hometown near Sinjar, a Yazidi community in northwest Iraq. The group then imprisoned her with around 2,000 other Yazidi women and girls in a vast hall in the northern city of Mosul. There, she said, she was "married" to Zaid in a group "wedding" with dozens of other captives. "They were tossing sweets at us and taking photos and videos," Seve said. "The fighters were so happy; they were firing shots in the air." Several days after the mass marriage ceremony, Seve escaped by fleeing into the night while Zaid slept.'

Source: <http://www.prospectmagazine.co.uk/opinions/the-silence-over-islamic-states-female-victims>

Saudi Arabia



Saudi Arabia has one of the worst human rights records in the world.

Challenge: Saudi women must obtain permission from a guardian (father, husband or son) to work, travel, study, marry or even access health care. This restricts women enjoying basic rights. Additionally children are still recruited in armed conflicts.

Strategy: Human Rights Watch calls on the Saudi government to abide by its international obligations and dismantle this discriminatory system.

Photo:

<http://saudiamber.blogspot.com/2008/04/hrw-report-human-rights-abuses-stemming.html>

Despite **Saudi Arabia's** dark human rights record, King Abdullah's greatest achievement was promoting higher education for women, allowing women to work and participate in municipal elections.

However, these reforms did not address *'male guardianship which forbid women from obtaining a passport, marrying, travelling, or accessing higher education without the approval of a male guardian.'* Despite King Abdullah's support for women driving in 2005, it still remains forbidden. In fact women were arrested for driving.

For King Salman to improve on King Abdullah's human rights, he needs to:

- permit citizens to express themselves
- reform the justice system
- reform women's rights
- improve treatment of migrant workers.

Source: <http://www.hrw.org/news/2015/01/23/truth-about-saudi-king-abdullah-s-human-rights-record>

Human Rights abuses: Islamic State (IS) and Saudi Arabia near-identical punishments for crimes.

Source: <https://twitter.com/MiddleEastEye/status/557589962724769792/photo/1>. Compare this with Australian laws

Crime and punishment:		
	Islamic State	Saudi Arabia
Crime:	Islamic State punishment:	Saudi Arabia punishment:
- Blasphemy (insulting God, the Prophet, the religion)	Death	Death
- Acts of homosexuality	Death	Death
- Treason	Death	Death
- Murder	Death	Death
- Slander	80 lashes	At discretion of judge
- Drinking alcohol	80 lashes	At discretion of judge
- Adultery (if married)	Death by stoning	Death by stoning
- Adultery (if not married)	100 lashes and exile for a year	100 lashes
- Stealing	Amputation of hand	Amputation of right hand
- Banditry (theft)	Amputation of hand and foot	Amputation of hand and foot
- Banditry (murder and theft)	Crucifixion	Death

Violence Against Women in countries of the Asia region

Source: <http://www.unwomensouthasia.org/focus-areas/violence-against-women-2/#sthash.X7f8k2b1.dpuf>

In some countries in the Asian region, nearly half of women have experienced physical and sexual violence at the hands of an intimate partner.

According to the National Crime Records Bureau (NCRB) of India; 89,546 cases of cruelty by husband and relatives; 21,397 cases of rape; 11,009 cases of sexual harassment and 5,650 cases of dowry harassment were reported in India during the year 2009. About 39% of men and women in India think that it is sometimes or always justifiable for a man to beat his wife.

Out of 9 countries in South Asia, 5 countries (Sri Lanka, Bhutan, India, Pakistan and Bangladesh) have in existence legislation against sexual harassment. Only 4 of these countries (Sri Lanka, India, Nepal and Bangladesh) have laws to prohibit Domestic Violence. Global data shows that where laws are in place against domestic violence, its prevalence is lower and fewer people think it is acceptable.



UAE: Abuse of female migrant domestic workers in United Arab Emirates

Poster: <http://www.migrant-rights.org/wp-content/uploads/2013/08/bg-sidebar-ad-red.png>



'At least 146,000 female migrant domestic workers are employed in the United Arab Emirates (UAE). Labour recruiters in their home countries, mostly in Asia and Africa, entice many of these women with promises of high wages and good working conditions. Recruiters convince them that this could provide a route out of poverty and the means to obtain an education, homes, medical care, and other essentials for their families.'

http://www.hrw.org/sites/default/files/reports/uae1014_forUpload.pdf

UAE's visa sponsorship system, known as kafala, and the lack of labour law protections leave migrant domestic workers exposed to abuse. Domestic workers cannot move to a new job before their contracts end without the employer's consent, trapping many in abusive conditions. Labour-sending countries don't

fully protect the workers against deceptive recruitment practices or provide adequate assistance to abused nationals abroad'. <http://www.hrw.org/reports/2014/10/22/i-already-bought-you>

Of the 99 domestic workers interviewed by Human Rights Watch, 22 alleged that their sponsors had physically abused them. The methods included beating with sticks or cables, punching, slapping, kicking, choking, spitting, and pulling of their hair – physical, sexual and psychological abuse –excessive work, long hours with no rest or time off. Denial of food, healthcare and adequate living conditions were common.

Another perspective: 'Some female domestic workers in the UAE have good and responsible employers, satisfactory working conditions, receive their wages in full and on time, and are able to remit money home to their families.' http://www.hrw.org/sites/default/files/reports/uae1014_forUpload.pdf, page 14.

What are the key recommendations to the Government of UAE?

Revised contract for domestic workers, law on domestic workers (hours, leave, conditions of work), fines against employers, wage protection and human trafficking restrictions
http://www.hrw.org/sites/default/files/reports/uae1014_forUpload.pdf

Sweatshops violate human rights

Sweatshops employ millions of people. These modern day slaves are barely able to survive. They receive miniscule wages, work long hours seven days a week, and some are subjected to verbal, physical and sexual abuse from their managers and supervisors. Because women make up 85%-90% of sweatshop workers in Asia, many employers force them to take birth control and pregnancy tests to avoid providing maternity leave.

In **China** there is no freedom of association to form trade unions. Many of these women live in cramped dormitories, some work 70 hours a week, and occupational diseases and injuries are high. Factories are often located in deteriorating buildings resulting in their collapse.

In **Bangladesh** factory collapses and fires resulted in more than 1800 fatalities in 2005.

Photo: Young women migrant workers in a rubber factory in China

Source: <http://www.waronwant.org/overseas-work/sweatshops-and-plantations/china-sweatshops>



Workers Rights

Israel: Abuse of Thai workers in Israel's agricultural sector

'Forty-three farm labourers from Thailand died from 'sudden nocturnal death syndrome;' but some believe this explanation is a cover-up.' <http://www.haaretz.com/news/national/.premium-1.582519>



On the night of May 21, 2013, Prawn Seesukha, a 37-year old Thai national, died in his sleep in a farming community called Kfar Vitkin, near the town of Netanya, a few kilometers from Israel's Mediterranean coast. Prawn died in a cramped room in a farm shed that his Israeli employer had converted into workers' quarters. According to his colleagues, Thai migrant workers whom Human Rights Watch spoke to the following day, Prawn typically worked up to 17 hours a day, seven days a week, tending to cows on a dairy farm and working in an avocado nursery. Despite written requests from Human Rights Watch and Kav LaOved, an Israeli rights group, the Israeli authorities conducted no investigation into Prawn's cause of death before giving his body to the Thai embassy, which repatriated his remains.

From 2008 to 2013, according to government figures reported by the Israeli daily *Haaretz*, 122 Thai workers died in Israel, including 43 from "sudden nocturnal death syndrome," which affects young and healthy Asian men, five from suicide, and 22 for unknown reasons because Israeli police did not request a post-mortem. Israeli Knesset member Dov Khenin of the Hadash party said it was "inconceivable that so many healthy young men die without alarms going off."

Sources: <http://www.hrw.org/reports/2015/01/21/raw-deal-0;>
http://www.hrw.org/sites/default/files/reports/israel0115_ForUpload.pdf

Activities

- Violations of human rights come in many guises. In groups draw a mind map using the computer to illustrate violations to human rights in the 21st century in countries of the Asia region.
- The Universal Declaration of Human Rights is a 'dream' rather than a reality for many people living in countries in the Asia region. Explain this statement.
- Design a media collage of violations to human rights in one Asian country. Summarise your findings in a short report.
- Have you observed in your life a human rights abuse (treatment that is unkind, cruel or unfair)? Retell the incident.
- In the following table link the word in Column A with the definition in Column B

Column A	Column B
Torture	an unfair difference in treatment; denying equal rights to certain groups of people such as indigenous people
Violation	having the same status, rights or opportunities as others
Discrimination	breaking a law, rule, agreement or promise
Equal	purposely causing extreme pain to someone, usually for punishment, persuasion or discrimination

- 'Everyone has the right to life, liberty and security of person.' What is meant by the right to life?
- The Right to Life has been abused when there is violence against women (VAW) such as dowry burning in India. Outline VAW in one Asian country. Compare your research with the situation in Australia.
- Explain why the death sentence is called 'barbaric.' Outline the story of the Australian-Bali Nine in 2015. List two different perspectives on the issue in a two column table. Summarise your thoughts on this issue.
- Refer to the bar graph and list the Asian countries with most executions in 2013. Research the statistics for the current year. Account for the changes <http://www.amnestyusa.org/research/reports/death-sentences-and-executions-2013?page=2>
- 'Amnesty International insists that states must respect human rights in any actions they take in the name of national security or countering terrorism.'* What does this mean? What is the conflict between torture and civil liberties when managing terrorist activities? Is torture ever justified? <http://www.amnestyusa.org/our-work/issues/security-and-human-rights>
- Explain the cartoon on China.
- In groups investigate violations of human rights in China. Present your investigation as an oral report.
- What is the difference between surveillance and censorship?

- Refer to the world map on World Day against Cyber-Censorship. List three countries that are enemies of the internet and three countries that keep an eye on the internet for illegal and terrorist activity. What are your thoughts on internet surveillance?
http://www.unodc.org/documents/frontpage/Use_of_Internet_for_Terrorist_Purposes.pdf
- In three groups select one Asian region: Southern Asia, Southeastern Asia or Eastern Asia. Describe three different types of violations to human rights. Use the internet for your research. Present findings as an oral report.
- Research the betrayal of human rights of Biduns living in Kuwait. Include who they are, where they came from, and how they have experienced discrimination. Discuss the solution of buying them citizenship in another country. <http://www.hrw.org/news/2011/06/13/kuwait-stateless-bidun-denied-rights>;
<http://www.amnesty.org.au/news/comments/36000/>;
http://www.slate.com/blogs/the_world_/2014/11/19/kuwait_s_novel_solution_for_undocumented_resident_s_buy_them_citizenship.html
- Research Saudi Arabia's dark human rights record and whether there have been improvements since the death of the King in 2015. Present findings using Web 2.0 tools.
- Investigate the following story and discuss whether Hollywood should take a stand on human rights in North Korea.

'Sony Pictures' film The Interview, a comedy featuring actors Seth Rogen and James Franco as journalists recruited by the CIA to assassinate North Korea's leader Kim Jong-Un, has certainly left a raft of disasters in its wake. Leaked emails from a computer breach of Sony, followed by terrorist threats, a cancelled premier, and, ultimately, the whole release scrapped'.

Source: <http://www.hrw.org/news/2014/12/19/hollywood-should-take-stand-human-rights-north-korea>

- **Case study: Cambodia**
Human Rights violations: Land confiscations, arbitrary arrest and detention, torture, forced child labour, trafficking in women and children, discrimination and domestic violence against women, and abuse of children are affecting. Refer to the Internet and discuss human rights violations in Cambodia over time such Pol Pot and the Killing Fields. Present research as a Prezi or a photo story.
- Countries in the Asia region are not alone in violating human rights. In 2015 for the second year in a row, Australia has made the international human rights shame list. Describe the five biggest human rights issues facing Australia. <https://newmatilda.com/2015/02/01/human-rights-watch-2015-5-biggest-issues-facing-australia>; <https://www.humanrights.gov.au/australias-universal-periodic-review-human-rights>



Weblinks

- We Are Still Here – Women on the Front Lines of Syria's Conflict http://www.hrw.org/sites/default/files/reports/syriawrd0714_web_1.pdf
- Maybe We Live and Maybe We Die – Recruitment and Use of Children by Armed Groups in Syria <http://www.hrw.org/reports/2014/06/22/maybe-we-live-and-maybe-we-die>
- Human Rights violations in Syria 2014 http://sn4hr.org/wp-content/pdf/english/Violations_in_2014_En.pdf
- Prisoners of the Past - Kuwaiti Bidun and the Burden of Statelessness <http://www.hrw.org/reports/2011/06/13/prisoners-past-0>
- "Maybe We Live and Maybe We Die" - Recruitment and Use of Children by Armed Groups in Syria <http://www.hrw.org/reports/2014/06/22/maybe-we-live-and-maybe-we-die>
- Yemen's torture camps - <http://www.hrw.org/reports/2014/05/25/yemen-s-torture-camps>
- HRW report 'I already bought you' http://www.hrw.org/sites/default/files/reports/uae1014_forUpload.pdf
- HRW report 'A raw deal' buses of Thai workers in Israel's agricultural sector http://www.hrw.org/sites/default/files/reports/israel0115_ForUpload.pdf
- Out of school children in conflict affected areas http://www.unesco.org/new/en/media-services/single-view/news/unesco_half_of_all_out_of_school_children_live_in_conflict_affected_countries/#.VNxPAS6kHuM
- World Report 2014 Human Rights Watch http://www.hrw.org/sites/default/files/wr2014_web_0.pdf

Videos

- **Afghanistan:** Media under attack <http://mm.hrw.org/content/afghanistan-media-under-attack>

- **China:** Addressing enduring legacy of Tiananmen Massacre <http://mm.hrw.org/content/china-address-enduring-legacy-tiananmen-massacre>
- **India:** Lower caste women forced to clean human waste <http://mm.hrw.org/content/forced-clean-human-waste-india>
- **India:** Women institutionalised against their will <http://mm.hrw.org/content/india-women-institutionalized-against-their-will>
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- **IS** – rape and forced marriage in Iraq <http://www.prospectmagazine.co.uk/opinions/the-silence-over-islamic-states-female-victims>
- **Israel:** Serious abuse of Thai migrant workers <http://mm.hrw.org/content/israel-serious-abuse-thai-migrant-workers>
- **Nepal:** Conflict-era rapes go unpunished <http://mm.hrw.org/content/nepal-conflict-era-rapes-go-unpunished>
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- **Syria:** Armed groups send children into battle <http://mm.hrw.org/content/syria-armed-groups-send-children-battle>
- **Thailand:** Toxic water, tainted justice <http://mm.hrw.org/content/thailand-toxic-water-tainted-justice>
- **UAE:** Domestic workers trapped, exploited and abused <http://mm.hrw.org/content/domestic-workers-trapped-exploited-and-abused-uae>

Youtube

- Human Rights Violations Around The World <https://www.youtube.com/watch?v=OwTegyxOxo4>
- Amnesty International documented widespread human rights violations in China <https://www.youtube.com/watch?v=DYc6ZvqigNk>
- Modern Day Slavery and Human Trafficking - Human Rights Violation in China, India, and Indonesia <https://www.youtube.com/watch?v=zrdRLhq9OpE>
- Joint Subcommittee hearing: Human rights abuses in Egypt <https://www.youtube.com/watch?v=1UOxM7jVHB8>
- Rohingya - Myanmar Discrimination and human rights violation <https://www.youtube.com/watch?v=vGE9p4TtXCE>



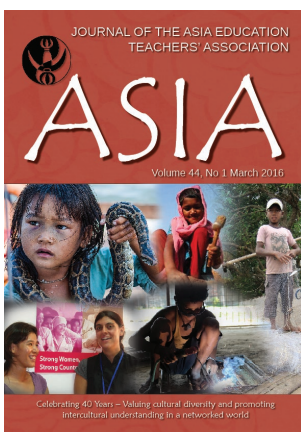
Shaimaa al-Sabbagh protesting in Cairo, Egypt, on January 24, 2015, the day she was shot and killed by a member of the security forces.

<http://www.hrw.org/news/2015/02/01/egypt-video-shows-police-shot-woman-protest>



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