

TEN YEAR SUMMARY: EDUCATIONAL ACTIVITIES AND OPERATIONAL STRATEGIES

UNDERTAKEN BY THE UNIVERSAL INCOME TRUST
COVERING THE YEARS 1998-2008

Prepared by Patrick Danahey on behalf of the Universal Income Trust 2008

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PROLOGUE

ACTIVITIES OF THE TRUST

The principal activities of the Trust can roughly be divided along six broad mutually interdependent endeavours as follows:

1. Research

The research component of the Trust can of itself be further subdivided into three constituent areas

1. Researching and publishing resources on the latest developments within the economic rights and sustainability disciplines themselves.
 - a) This is a principal agency by which we keep ourselves and others abreast of latest developments within and impinging upon the educational fields of Universal Income systems: economic rights and sustainability.
 - b) This is also a key means of assessing the gaps and needs of the fields themselves and developing strategies to fulfil those needs and, where appropriate, advance them. Often this requires a contribution to the knowledge and skill base of those disciplines in question by the Trust in the form of publishing its own research via the medium of books and papers.
 - E.g. A Trust paper on economic rights was selected by a juried panel of scientific experts of UNESCO, to be used as one of the discussion documents representing Aotearoa NZ in the “Forum Barcelona” for the drafting of the new Universal Declaration of Human Rights. The Trust member, author of the paper, was also invited to present it there at the Forum.
2. Research on the development and needs of educators and the education system itself in NZ as it relates to requisite knowledge, skills and resources designed to meet the responsibilities of educating the public on economic rights and sustainability more efficiently
 - a) An integral part of all the Trusts regular activities--whether they be presentations, conferences, festivals, distribution/education tours, and so forth--always include a practical information gathering component to them. The gathered data is subjected, when appropriate, to comparison with the most recent published research in the relevant fields: national and international. The resultant findings are then used as a basis for designing future resources.
3. Research on the most effective means to help with the integration of economic rights education within the curriculum especially in the areas of economics, sustainability, and human rights at all levels of the education system: primary through tertiary--formal and non-formal.
 - a) Much of this type of research is experimental and comparative in nature. A procedural example follows:
 - It starts with the amassing of data to determine the relevant issues. This is usually gathered via direct contact or experience in context with other projects i.e. networking, talking to people, and working/teaching within the respective disciplines themselves. The data is then compared and assessed against the Trust's own resource base and analysed in context with existing legal/educational structures and how other NGO's in similar situations address similar issues. We then test the most effective means that we can come up with to address the identified issues of concern--that are at our disposal--evaluating and modifying them as the situation and feedback calls for. This has the effect of a constantly developing “work in progress”.

2. Networking/Outreach

This is one of the Trust's key means for direct assessment of community needs and resource requirements to support the implementation and integration of economic rights education within the curriculum. The Trust recognises that it is far too small and under-resourced itself to have any direct significance on the impact of the overall integration process of economic rights and sustainability within the national curriculum. As such if this is to happen in any meaningful way it requires, as stated in the Preambles' of the ratified conventions covering the laws themselves that it must happen through “every

individual and every organ of society”. Our role then, in this domain of activities, is to support this process by reinforcing those relevant organisations that already have an impact on the curriculum. The Trust endeavours to use its expertise to provide other organisations and individuals with the most relevant resources, people, and skills applicable to assist them with the integration process within their spheres of concerns more effectively. This process may take on varied forms depending on the people, resources, research and circumstances of a particular place and time. In general terms we try to integrate this process with as much of the Trust's other concurrent activities as possible. We endeavour to have members attend and support as many relevant community hui or gatherings as possible. If there is a lack of those we may organise our own community gatherings or educational festivals to bring interested people together with corresponding experts in their fields of concern.

Example activities of outreach programmes that the Trust has sponsored include the following:

- a) Human Rights festival Commemorating the 50th anniversary of the Universal Declaration of Human Rights
 - 1. We brought together the public, teachers and community leaders with presentations and workshops by experts in various areas of economic rights in Aotearoa NZ. Some of these experts included: Colin Aikman, the original signatory of the United Nations Declaration of Human Rights for New Zealand; Areta Koopu NZ Human Rights Commissioner and member of the Waitangi Tribunal; Paul Hunt, NZ lawyer and elected member of the United Nations ECOSOC Committee that oversees economic rights of ratifying nation states. [see [Page 18 Other types of Trust Sponsored Presentations more details further in report](#); and also [Page 30 of 44.](#)]
- b) Organising a national economic rights conference in Wellington: Gathering 2000
 - 1. Initiating, promoting, and organising a national conference for educators and promoters of economic rights in NZ
- c) Regularly attending and participating in local and regional community whanau meetings/hui

3. Resource Production

Another key activity of the Trust is one of resource production. The primary determinants of what will be produced are based on two broad factors: need and limitations.

The assessment of need includes what has already been covered by section #1 on “Research” above, as well as the resource requirements for the supplementation of presentations, and/or requests submitted to the Trust. Key limitations include time available for production, money, and primary resource requirements for the production.

The overall quality of resources produced is also determined by the above factors with the addition of the following constituents: target population, function, and location or space-time-contextual requirements of the resource(s). To help clarify the issues involved one needs to understand some preliminary concepts and the interactions thereof. Words generally do not have a permanent inherent meaning unto themselves: they change relative to time, place, context, and the usage of specific/general population(s). Fifty years ago if one talked about a gay marriage it would imply a happy marriage between heterosexual couples. Today it does not carry that meaning at all in common usage. Likewise topical terms that are regularly used in the political arena via the media such as conservative, liberal, labour, national, alliance, act, democracy, sovereignty, sustainability, environmentalist, union, unemployment, social welfare state, and even economic rights can flip-flop from one polarised meaning to its near opposite, from one year to

the next, and between general/specific population(s). Words and concepts in the political arena are regularly subjected to operant and classical conditioning techniques helping to sway populations to feel “well” or “ill” disposed to specific political policies, agendas, and ideologies. As such, the Trust constantly has to update resources to meet the rapidly changing environment of the “ever changing meanings of words and concepts”.

The resultant effects of the issues discussed above--relative to rapid changing meanings of topical words and concepts—on the resource production strategies of the Trust are that, in general, it only produces the requisite amount of resources necessary to meet the needs of a specifically approved project: “no more; no less”. This means that, in general terms, the Trust does not have a practice of producing any of its resources for re-use. Once produced and released for the requirements designated by a specifically approved project the resource is thereafter “moth-balled” or made “redundant” until otherwise updated and re-approved for a new project.

Types of resources produced

The types of resources produced are many and varied and determined by need and requests. To date they have included the following:

Library/static displays, audio cassettes, videos (including CD, VHS, DVD), books, pamphlet's, brochure's, translations, research papers, advertisements, posters, games (e.g. educational role playing and synectic games), *PowerPoint/Flash/VRML* presentations, educational displays, interactive programmes including calculator displays and etc. The Trust also has access to extensive primary resource libraries of audio-visual material and research for its own resource production purposes.

The resources the Trust produces can be said to fall roughly into three broad categories:

1. those designed for presentational purposes by educators of the Trust
2. those designed for the Trust's clients themselves
3. those designed for both of the above categories

The resources for the above categories can each be further sub-divided into three additional broad categories:

Resources that are principally “content oriented”

- a) These types of resources focus primarily on direct “subject content” such as the key concepts, principles and the inter-dynamics related to such areas as the laws, practices, human development, trade, and environmental concerns as defined by the legal age-grade curriculum standards of the respective discipline's at hand.

Resources that are principally “process oriented”

- b) These resources focus more on the issues and means of effective content delivery or communication. They relate more to meeting the developmental needs and requirements requisite to the learning processes themselves: including physical, affective and cognitive needs. They can cover such diverse issues as the following:
 1. improving classroom design

2. shifting some, if not all teaching activities in specific areas, from a “didactic-authoritarian” approach to that of a more democratic “participant-oriented” approach [see also Page 16 of 44: Presentation]
3. and/or reducing assessment reliance on such things as “homework”. This can be especially important as many of our children no longer have homes to return to after school. In so many cases both parents are working full-time, that is for those children who do have two parents. Single parents often have to work even longer hours. Many children who do have their own homes, to which they may return, can be found woefully inadequately resourced for homework. They do not have their own room, or quiet work space, or any of the other requisite requirements for doing “homework”. A simple answer in the short-term for education, which has been floating in academic circles for years, might simply be to abolish “homework” or its value in assessment reliance. It is not that difficult to re-organise the learning environments of schools so that there is adequate quite space and active learning facilities for students while they are there. In most cases this can be done without any additional expense. There are a variety of ways to resolve and adequately meet the economic rights component of sustainability programmes in our schools. The Trust does not advocate anyone in particular, only that whatever means that may be adopted, that it or they are truly compliant with the economic rights laws and standards.

The correct identification and assessment of the learners needs are essential to gathering the best options for solutions to improve the integrative effectiveness of content delivery as it relates to the development of a viable economic rights and sustainability curriculum for our schools.

Resources that are designed to meet both process and content oriented specifications

- c) The section concludes with the following example cited from a Trust paper that was accepted by a jury panel of UNESCO scientists and presented at the Barcelona Forum of Cultures. It is generally used to help educate concerning the issues of connectivity between economic rights and sustainability education within the curriculum. It includes an extended quote from Agenda 21 that not only covers the issues of “content” but also that of “process” as previously identified. It is cited here in that it is a principal document forming the essence of a NZ ratified convention covering some of the legal aspects of the educational issues concerned. The principles of this framework have been reaffirmed by all of the successive conventions on sustainability that have been further ratified by NZ [see Universal Income Trust Deed, the “Notes” section, especially pages 13-19, notes #3,4,and5 for a short summary of the relevant ratified conventions]. Following the Agenda 21 quote, two additional “process oriented” activities are included illustrating further possibilities of adaptation of the principles discussed.

From Agenda 21 – Promoting Education, Public Awareness and Training, United Nations Environment Programme as cited and quoted from page 22-23 of the paper Education and the democratic sovereignty of the people: a human rights approach...” by Patrick Danahey 2004

4.1.1.1 Chapter 36 – Promoting education, public awareness and training [from Agenda 21]

INTRODUCTION

36.1. Education, raising of public awareness and training are linked to virtually all areas in Agenda/21, and even more closely to the ones on meeting basic needs, capacity-building, data and information, science, and the role of major groups. This chapter sets out broad proposals,

PROGRAMME AREAS

A. Reorienting education towards sustainable development

BASIS FOR ACTION

36.3. Education, including formal education, public awareness and training should be recognized as a process by which human beings and societies can reach their fullest potential. Education is critical for promoting sustainable development and improving the capacity of the people to address environment and development issues. While basic education provides the underpinning for any environmental and developmental education, the latter needs to be incorporated as an essential part of learning. Both formal and non-formal education is indispensable to changing people's attitudes so that they have the capacity to assess and address their sustainable development concerns. It is also critical for achieving environmental and ethical awareness, values and attitudes, skills and behaviour consistent with sustainable development and for effective public participation in decision-making. To be effective, environment and development education should deal with the dynamics of both the physical/biological and socio-economic environment and human (which may include spiritual) development [the principal "socio-economic environment and human" baseline laws are defined by the International Bill of Human Rights and its subsequent resolutions: e.g. UDHR, ICESCR, ICCPR, and resolution 53/144 See page 38-39 Appendix1 Declaration on Rights and Resp. (See esp. the Annex Preamble and articles 10 and 11)".], should be integrated in all disciplines, and should employ formal and non-formal methods and effective means of communication.

ACTIVITIES

36.5. Recognizing that countries and regional and international organizations will develop their own priorities and schedules for implementation in accordance with their needs, policies and programmes, the following activities are proposed:

(a) All countries are encouraged to endorse the recommendations of the Jomtien Conference and strive to ensure its Framework for Action. This would encompass the preparation of national strategies and actions for meeting basic learning needs, universalising access and promoting equity, broadening the means and scope of education, developing a supporting policy context, mobilizing resources and strengthening international cooperation to redress existing economic, social and gender disparities which interfere with these aims. Non-governmental organizations can make an important contribution in designing and implementing educational programmes and should be recognized;

(n) Governments should affirm the rights of indigenous peoples, by legislation if necessary, to use their experience and understanding of sustainable development to play a part in education and training;

Educators and curriculum developers can readily see the vast possibilities provided in these guidelines to “objectivise” and integrate the values and components of a sustainability curriculum with the contingent counterparts of human/economic rights laws standards: Universal Income Systems.

Sample process activity: fostering the vision that sees the fact as opposed to just knowing a fact

Once it is possible to understand the underpinning values and dynamics of economic rights laws it is easy to break them down into simplified educational objectives for all ages. An example of a simple and useful teaching process type skill that could be taught in all teacher colleges and would have a powerful effect on education as a whole and for economic rights laws in particular is as follows: training teachers how to teach to “see” the fact.

This involves a move to an overall reduction on the emphasis of teaching “facts to be known” opting more for “the vision that sees the fact”. In effect the teacher should teach how to “see”. This technique can be readily taught in teachers colleges as well as parenting classes. It can be easily taught via in-service training sessions for teachers as well.

For example: The setting is one of a typical early childhood class concerning a child hoarding toys that he or she doesn't need at the time. A teacher tells the child to give the toys up and share, via an expression of authority; however this does not teach that child or the children around him or her anything about hoarding or the value of sharing the resources. It tells them, “whoever has the most power gets what they want” and when they get bigger they can take what they want for themselves too. The teacher is bigger; bigger gets what you want. The experience is lost about the intrinsic value of sharing resources for the common good and that one doesn't really lose anything by doing so. The opportunity for teaching values of compassion, empathy, and connectivity, by helping the child see how they could also gain friends and live in a more fun and harmonious environment is missed. These issues are often treated as “disciplinary problems” rather than what they truly are, “opportunities to educate”. Further, the assumption is that the “behaviour problem” person is the only one who hasn't learned how to share because the other ones are displaying the correct sharing behaviour. The fact is that many of the other children in the class are more than likely operating off the same power model that they learned from others with more power. Many are sharing, therefore, not because they see the inherent value in it but because they were told that is what you do. They are not “seeing” nor experiencing the intrinsic value of sharing as an experiential fact but only doing it as an act of “blind obedience to authority”. Once they find themselves in a new situation where they are no longer in a subservient role, the seemingly learned values of sharing, empathy, and compassion are lost as well; they give way to the values of “power”.

If one considers that the core of our brain development occurs by the age of eight years old and that thereafter we are simply deploying extensions of that development, it isn't hard to see the human species as largely overgrown eight-year-old's hoarding and squabbling over “who gets the toys” and generally unconscious of the harm that it causes.

The education for economic rights and a sustainable peaceful society begins early.

Additional process activities: issues of conflict resolution strategies

In the same way as the above exercise, effective conflict resolution strategies that are dependent on the values of “Win/Win”, and are essential to any “sustainability participatory management strategy”, require as a foundation a basic value of trust and respect for others. This is of course in addition to effective communication and problem-solving strategies. Without that basic trust or respect for others one cannot experience true values of compassion and empathy. They are all mutually interdependent. A society that is fully compliant with economic rights laws has moved a long ways towards establishing that basic baseline of trust and mutual respect in all of its people by removing the fears and “learned ignorance” in which their counterparts--mistrust and lack of respect--are grounded. Paradoxically, without some form of basic trust, respect, empathy and compassion a society cannot fully realise itself sustainably with full human and economic rights.

As such, to teach the skills of conflict resolution effectively, it requires a general relinquishing of the power to the learners to help model and inculcate that trust. One cannot really learn the skills in an authoritarian didactic environment that is reliant on power and obedience. That “power” and “obedience” will almost always interfere with the correct independent and cooperative learning skills requisite to foster the mutual “respect” and “trust” which are the targeted values to be acquired. In an authoritarian environment conflicts are solved by relying on the outside agency--the authority itself--rather than on the intrinsic skills of the individuals, groups or people involved in the conflict. In a “participant-centred learning environment” which is based on trust, mutual respect, and experience it is a relatively simple thing to teach conflict resolution and self-behaviour management effectively, since the instructor, or facilitator of learning, is already modelling the behaviours to be learned. The participants can see and experience the effectiveness of the theory in action as a fact.

All of the skills discussed so far can and are taught within the conventional education system today. They are essential in reducing violence and promoting positive behaviour management strategies for the classroom environment.

Human/economic rights, including its education, have an immediate application and a history of proven effectiveness in the areas of conflict resolution and violence reduction: developing peaceful relationships. This is applicable to all situations: interpersonal, building effective classroom discipline, reducing school violence as well as throughout the community, nationally and internationally.

Human and economic rights education can go a long way even in a didactic environment to helping foster mutual respect for all people, by learning to understand everyone's similarities we can begin learning to appreciate and value each others differences not just in principle but in deed.

Disclaimers on resources

Owing to the complexities inherent in the resource production process previously discussed as well as the technical/multi-disciplinary nature of the subjects themselves, the Trust--for a large part of the resources of which it sponsors the production—waves responsibilities directly on the producers

of those resources. In short it disclaims the resources and requires the individual producers of those resources--whether they are trustees or not--to place their own names on them taking full responsibility for any errors that may occur with a written disclaimer from the Trust to that effect.

Further clarity on issues of disclaimers: problems of education on economic rights structures specific to charitable educational trusts.

Human and economic rights laws, a twofold elemental structure: restrictive and expansive

RESTRICTIVE STRUCTURE: THE EASY PART FOR EDUCATIONAL TRUSTS

It needs to be remembered that human/economic rights laws are legal minimum standards that are inviolable and mutually interdependent and as such cannot emphasise certain rights to the exclusion or cost of other rights in any circumstance other than those exceptions specified by the laws themselves. There are legal safeguards against these types of actions. The actions, of which, include “the destruction or undue limitation of any human right or fundamental freedom, and against misinterpretation of any provision of the Covenants as a means of justifying infringement of a right or freedom or its restriction to a greater extent than provided for in the Covenants. It also prevents States from limiting rights already enjoyed within their territories on the ground that such rights are not recognised, or recognised to a lesser extent, in the Covenants” [See UIT Trust Deed paragraph 3.4.1.1, article 5, in the ICCPR and the ICESCR from the IBHR].

The restrictive nature of human/economic rights laws is relatively easy to teach and design educational resources for without the risk of violations of political bias or influence.

EXPANSIVE STRUCTURE: THE DIFFICULT PART FOR EDUCATIONAL TRUSTS

On the other hand, economic rights laws also have an expansive adaptive nature to them that are dynamic and freely open to further development including the raising of the existing legal standards to meet the future social, environmental, and economic needs. They do not have to be as minimally restrictive as expressed. The baselines can be raised: just not lowered. However, it is just this quality of the “expansive nature” of economic rights laws that the Trust has to be especially wary. For many, this is one of the most exciting components to economic and human rights laws that make them so vital for the future development of society. For the Trust, though, these expansive ideas for the future, involve law changes which by definition make the issues political.

Regardless of what type of samples one uses to illustrate principles of economic rights issues they can all be charged with issues of political bias by either omission or commission of the samples used or not used. Even if one cites sample issues bringing in a variety of perspectives that have historically, via consensus of professional and expert opinions, been found to adequately represent an issue it can still be charged with political bias by prioritising the discussion of that issue for an example rather than another.

As the Trust is an educational and not a political organisation it must keep its involvement clear of these types of political biases. Our main concern is that the present legal minimum standards are fully understood and in place. It is enough for us to let people know about this expansive nature of the laws without having to subscribe to any one particular direction or future agenda. This is for people within and without the education system to decide for themselves via their own interests and understandings without being influenced by educational organisations such as ours.

Hence, this is another key reason for our policy of disclaimers on education resources. We support the designing of resources that encourage others to debate and explore their issues of concern as it relates to their spheres of interests and expertise without ourselves getting involved. The more that people explore these laws and apply them to real world situations as it concerns them and their interests, the more they will value the importance of economic rights laws for everyone and correctly apply them. As long as everyone is adequately educated inclusive of the basic tools/skills/knowledge of economic rights and sustainability--and has the corresponding access, skills, and resources to express themselves--whatever direction they choose to move themselves and their society towards will be the right one for that time as far as educators of human and economic rights are concerned.

The Nature of UIT's relationship with resources that it sponsors and disclaims responsibility for

The Trust's endeavours are educational. They include the promotion of accuracy and completeness in the educational expressions of economic rights laws in accordance with New Zealand's legal commitments. The primary focus is on the minimum standards—or parameters--expressed by those laws, and the effects of the inter-dynamics between those laws and the relevant laws on sustainability of which they form an integral part. Sustainability laws and issues can be found encompassed by virtually all the sciences including especially economics, environment, and social development—along with other subsidiary fields and disciplines such as mathematics, history, health, political science, law, and sociology, the further depth and breadth of which, are determined by the developmental levels of education concerned: early childhood through university.

In a functionally literate society everyone should know what these laws are and why they have been universally determined to be fundamental as an integral part of any non-violent, civilised, sustainable society. In practice people should know how they work—including the basic mathematical calculations for equity and the legal standards to which they are to be applied, why they exist, who they impact, and how they work in concert with all the other relevant laws from the diverse disciplines forming a conterminous whole for the issues of sustainability of which economic rights laws form an integrated part.

All “well designed” education programmes are set up to help foster “higher-level-thinking strategies” as an integrated part of any given curricular discipline. These strategies typically include, *inter alia*, logic, enquiry models, “critical thinking skills”, creative/scientific problem-solving processes and meta-cognitive skill development—i.e. the ability to analyse one's own thinking strategies and motivations in order to modify and adapt them for more effective problem-solving. Customary teaching techniques to help facilitate the learning of these skills are diverse and many. They may include debate, communication exercises, synectic analysis, role playing, conflict resolution exercises, research and problem-solving activities encompassing both divergent and convergent thinking skills.

As such there are plenty of existing educational process structures and game type exercises readily adaptable, by educators such as the Trust, to help impart for economic rights education. This includes the knowledge and skills thereof to present the concepts in exciting and interactive ways that can challenge as well as appeal to students of all ages youth to adult. For those who would like more practical ideas in these directions we are always available to assist.

4. Distribution

The practical and strategical intricacies involved with resource distribution--in response to the sheer volume of demand regularly imposed on the Trust by educational agencies across the country--consumes, therefore, a large part of trustees "on the job" contact time. The distribution activities are also invariably linked to resource production and presentations. Included in this report are summaries of organisations regularly accessing or requesting resources for their respective institutions [[See Page 21 Summary List of NZ Formal Education Institutions using UIT Resources](#) and [Page 27 Summary List of NZ Non-Formal Education Institutions using UIT Resources.](#)]

5. Presentation

Presentations, in general terms, take the forms of in-service trainings, on and off site seminars, conferences, workshops, and panel discussions, speaking tours, festivals, television/radio programmes, interviews, debates and so forth. They are usually organised by the clients themselves on-site at universities, schools, maraes or other relevant institutional venues. At other times these educators may decide to organise the venues for presentation off-site at community halls and the like so that they may consolidate and include more of their classes as well as those of their peer's at larger venues. It also allows for longer presentations and often designed to include the general public to help facilitate positive public relations between the educational institutions and the community.

Almost all presentations, especially those offered by members of the Trust directly, are individualised or participant-oriented: they are designed specifically to meet the expressed needs of the organisers and the participants of a given presentation within the confines of the Trust's educational objectives and mandates [[see page 7 Resources that are principally "Process Orientated" for more information](#)]. The following example of an actual presentation given for educators at Massey University can help illustrate some of the educational principals, processes and methodologies of the Trust.

1. First, the trust receives a contact from an Economics Professor at Massey. He expresses interest in the Trust's resources and research and asks to be able to use some of those resources in his class. In addition, he invites the Trust to provide presentations for his classes. In discussions with him we are able to assess that his needs fall within the set mandates and objectives of the Trust. He is informed that the Trust cannot financially justify traveling to Palmerston North for just one class. He offers to consolidate his classes and combine them with those of his colleague's: or other Tutor's. He further asks those tutors to take joint responsibility in organising a venue. I.e. if someone gets sick there will be another available to meet the organisational commitments. In this case they also organise a radio programme to correspond with the event and invite the public.
2. When the Trust knows it has a relatively well organised event outside of the "top of the South" then it will contact other organisations between its location and their environs who have also

expressed an interest for a presentation. The days are filled up with as many presentations and activities as possible to help justify and offset the costs.

3. Organisers are all informed of the Trust's preference for presentation styles--barring specifically pre-organised events or the co-option of other experts within specific fields--is one of operating in accordance to an individualised learning environment. The format is one that most research in the field would advocate as being more conducive to successfully conveying complex information to diverse skill levels within a multi-disciplinary environment. This means that whether the Trust, or "they", organise the theme for the presentation, at the presentation itself, the Trust presenter(s) assess the participant's needs, interests, and relative skill levels, as it relates to the theme and objectives of the presentation. As such that information is used "on the fly" to determine what resources to use, modify, and/or adapt. Further, the information suggests whether the presenter should use a full-group, split-multiple small group or combinations thereof for the most effective presentational delivery. I.e. some participants may have little or no maths background while others may be quite competent in these disciplines. Likewise many participants may be interested in the whole problem of working with economic rights within the context of multi-discipline environments especially as it relates to issues of sustainability: environment, economics, law, and human development. In this type of an environment, those with more sophisticated specific skilled interests may be separated into groups that addresses the principal issues of concern for them. While other groups are established to focus on specific issues of concern to their interests. The presentation, therefore, is actively participant driven. Participant queries and issues form the basis of the presentation. They may be addressed with active participatory demonstration/simulation models, games, practical experimental illustrations, multi-media experiences, and whatever the situation calls for to address the specific issues of concern. The summaries of the small group findings can be delivered back to the full group by the participants later in generalised terms that everyone can understand.

The overall presentation design itself can, in and of itself, be utilised as a practical model for how to address issues of violence, conflict, and other human/economic rights issues. The model is frequently employed in helping foster classroom discipline as it models democratic consensus-based-decision-making as well as having the merits of actively engaging and challenging everyone at their own level of expertise and interest within that learning environment: no time or reason for disruptive behaviours. When participants are actively engaged in these processes they are in a "conscious state" that is incompatible with the ones of "emotionally charged" violent or aggressive behaviours associated with revenge, power, attention seeking, and feelings of inferiority. They are engaged in developing their own skills in creative problem-solving that are requisite to solving the problems that would lead them into that aggressive state to begin with: thus circumventing aggressive behaviours. As such, with a skilled teacher the "content-at-hand" becomes the spring-board for solving the problems of aggression in the classroom. These skills also have the transferability for participants to use in enhancing their own personal lives. The classroom becomes a fun co-operative environment that is empowering and applicable to everyone fostering learning and the enjoyment of learning. As such, well taught classes using these types of teaching structures find that violence and bullying are easily manageable and reduced to a minimum. This is accomplished by fostering the participant's independent learning strategies for self-regulation of their own behaviours within the context of a positive-reinforcing cooperative group dynamic. Everyone learns to appreciate the value and importance that each others differences bring to the environment and their own lives.

In these types of presentation environments the presenter is generally viewed more as a “resource bank” and a “facilitator of learning” where as the participants are viewed more as the directors of their own learning taking responsibility of the breadth and depth of the presentations.

Other types of Trust Sponsored Presentations

Examples of other types of presentations that the Trust has organised may include such strategies as team or peer teaching and the co-opting of other experts within the variously related disciplines of sustainability, economic rights, social service, economics, law, and business to present to the diversity of interested groups and individuals. For example at the Human Rights festival that the Trust organised to celebrate the 50th anniversary of the Universal Declaration of Human Rights (UDHR) [[see Page 8 Human Rights Festival commemorating the 50th anniversary of the UDHR](#) and [Page 29 Organising and Sponsoring Human Rights Educational Events...](#)]. Presenters such as Colin Aikman, the original New Zealand signatory to the UDHR, and Paul Hunt, the New Zealand elected legal representative on the United Nations Committee on Social and Cultural Rights (ECOSOC), along with Areta Koopu, Human Rights Commissioner and member of the Waitangi Tribunal, as well as many other experts within their respective disciplines, gave free large public as well as small group presentations within the festival. There were team as well as individual presentations provided covering a diverse array of topics and concerns as it relates to human/economic rights education.

International Presentations

Workshops and presentations sponsored and organised by the trust take place primarily nationally throughout Aotearoa NZ [[see Page 27 Examples of Trust Activities in Non-Formal Education Fields](#)]. On special occasions--as sponsored by international organisations/individuals and/or at the personal expense of Trust members themselves--the Trust has also provided workshops and presentations to key economic rights organisations and educators throughout the world. [[see Page 33 International Presentations and Projects](#)].

Note, UIT does not in principal provide any financial aid or support to activities, organisations, or Trust members outside of the country.

6. Administrative Activities of the Trust

Administration: communications, accounting and correspondence

The trust simply could not function without an adequate accounting system, a functional and efficient communications/correspondence system, and an effective supportive administrative body to help unify, oversee, and coordinate its actions.

The Universal Income Trust has been in operation for ten years now and has been extremely well received across the country and internationally. This simply would not be possible without a strong administrative body that is vigilant in improving its resource and service base. It strives to support everyone's strengths while working to accommodate and transform weaknesses into new strengths.

Correspondence: email

The Trust has several email accounts, to accommodate the large volume of daily correspondence and to adapt to any server problems that might occur over time. At present it receives an average of 300 letters per day everyday of the year. All of these letters need to be accounted for and tracked.

Open Source Technologies

The Universal Income Trust is dedicated to using and developing open source and free technologies when and wherever possible. It ensures the Trust the highest degree of customisable extensibility of the products used for the Trust's own interests and purposes. It also ensures the highest degree of confidentiality and security between the organisations clients and itself. This is a result of the Trust having full rights of control over the products it uses as the medium of exchange for communication with its clients. If a producer of an open-source product decides to discontinue or modify a functionality of a specific feature of a product, or the product itself, in a way that is contrary to the interests of a user—in this case the Trust--the user can retain the original functionality and continue to develop that feature by themselves or in cooperation with other interested individuals or parties. The source code is in the public domain so that everyone has the right to modify and develop the product according to their own interests and needs. It is not privately owned. Proprietary resources are not free to be modified or developed by the users and are subject to the interests, limitations, and controls of the producer. This can elicit serious repercussions, consequences and limitations on critical subsidiary components of economic rights issues that include but are not limited to discrimination in the areas of the following: decision-making, transparency, inclusiveness, participation, self-determination, security, and rights of use relative to public, legal, scientific, artistic, medical, private, classified, and national security documents. These effects have further “roll-on” effects in such diverse areas as economic costs, health/safety, presentation, publication, copyright, confidentiality, sharing, efficiency, data storage, and data retrieval. In short proprietary technologies used to store and convey information can seriously compromise ongoing confidentiality agreements between service providers and their clients. They can also be highly discriminatory against low-income earners excluding them entirely from certain services or forcing them to go through extra unnecessary hoops, of time, resources, and costs to obtain the same or lesser service than others. Many countries, government agencies, municipalities, educational institutions, and even businesses--as awareness of these issues and others develop--are increasingly banning the use of proprietary technologies altogether in various “use areas” especially those of public, classified, and confidential documents and resources.

Open source products ensures ongoing free support for the life of a product as well as free upgrades, at the very least they are donation-based dependent upon the capacity or resources of the user. This ensures that the products or resources can be legitimately used by an organisation over time as well as having the legal ability to pass the programmes on to future generations of workers for that organisation without the imposition of third-party controls, conditions or interests.

Website(s)

The Trust principally sponsors one main website which is in fact, at present, two websites used in tandem. It averages about 5000 unique visits a year, with significantly larger averages for certain years depending on the projects it is engaged in at that time. It also has several satellite partial sites that it has set-up and some that others have set-up on their own with and without permission from the Trust. We have no control over what other people do and at present we do not monitor satellite site statistics.

UNIVERSAL INCOME TRUST'S STRATEGIES FOR PROMOTING ITS RESOURCES AND SKILLS

Through experience we have found that the most effective strategy for promoting our resources and services is one of having prospective schools and relevant institutions approach us with invitations and requests as opposed to employing more aggressive forms of direct solicitation on behalf of the Trust. As we do not have the financial resources for a public store or office building, when possible, we will set up stalls at relevant public/community education fairs, expos, and festivals. This, along with our website becomes the closest thing that we have to a public store-front from where we can share our resources and provide demonstrations of what we have to offer educators and other relevant prospective clients. They are then able to approach us at their own pace and at their own levels of interest.

As a result of these types of interactions combined with the historical merits of successful past presentations, through reference and “the word of mouth”, we meet more people who want our resources and services. This process requires that we constantly work to improve our resources and services via methods such as collecting and analysing feedback when and wherever we can so that we can continue to be relevant to the people's needs,

The following are some select examples of educational activities exemplifying the diversity of tasks undertaken by the trust to help promote the advancement and integration of human and economic rights education within the broader context of the curriculum in Aotearoa NZ. Examples cover activities and strategies for both the formal and non-formal education curriculums. A key strategy adopted by the trust is one of expanding the knowledge and resource base available for economic/human rights education, especially within the context of the economics, mathematics and sustainability fields of the curriculum. The principal target populations include respective tutors, educationists, curriculum designers, students, and human rights educators as well as the broader community when and wherever possible.

EXAMPLE ACTIVITIES OF THE TRUST IN FORMAL EDUCATION FIELDS

[Please note, we do not list the date, times, and details between the interactions of the cited organisations and the Trust in this report. The Trust has been in operation for over 10 years and has varying and ongoing relationships with almost all of the organisations listed. The report does offer a very few specific examples that do include dates and times for the illustration of purposes that are either exceptional or exemplary.]

HUMAN RIGHTS SPEAKERS FORUM SPONSORED BY NZ HUMAN RIGHTS COMMISSION: WELLINGTON AND CHRISTCHURCH

NOTE, THIS ACTIVITY IS LISTED IN THE FORMAL EDUCATION SECTION, IN THAT THE NZ HUMAN RIGHTS COMMISSION IS ONE OF THE PRIMARY AGENCIES RESPONSIBLE FOR CONTRIBUTIONS TO THE NATIONAL HUMAN RIGHTS CURRICULUM OF AOTEAROA NZ

February 2003:

[One event of many that formulate a small part of the Trust's numerous national tours]

GENERAL TOPIC OF WORKSHOPS:

Economic Rights: Education for the Enabling of a Sustainable, Inclusive, Society Representing the Interests of all.

Key Target Population: Human Rights Educators and Students

Summary of Workshop

The presentation explored the immense diversity of past and present societies that have and still do operate under various types of Universal Income Systems: illustrating the antiquity and universality of economic rights laws as expressions of Universal Income Systems. In addition it covered many societies, formal and non-formal, within Aotearoa New Zealand that are currently operating under types of universal Income systems as well as covering unofficial regional universal income systems that have operated in Aotearoa NZ in the past. It explores the practicality of the economic models used with the inter-dynamics of sustainability and human growth and development issues.

PRESENTATION TO STUDENT UNIONS: AOTEAROA TERTIARY STUDENTS ASSOCIATION (ATSA)

July 15-18, 2005

[A sample presentation for tertiary students]

THEME OF WORKSHOP

Economic Rights and Education: Past Present and Future

Universal Income presentation at Kotahitanga (The Power of One); Aotearoa Tertiary Students Association (ATSA) Te Hui Taura, Waikawa Marae, Picton; 15-18 July 2005; Te Roopu Tautoko; hosted by Student Association of the Nelson Marlborough Institute of Technology Incorporated (SANITI).

Convenor of Workshop--Huia Mikaere

Presenter--Patrick Danahey: Chairperson Universal Income Trust

SUMMARY LIST OF NZ FORMAL EDUCATIONAL INSTITUTIONS UTILISING TRUST STATIC DISPLAYS, RESOURCES AND/OR PRESENTATIONS

TERTIARY EDUCATIONAL INSTITUTIONS

Aoraki Polytechnic, Marketing

Association of Students at UCOL

Auckland University Library

Auckland University Students Association

Auckland University of Technology

Bay of Plenty Polytechnic, Student Works

CCESA (now University of Canterbury Student Association)

Dunedin College of Education, Student Services (now Otago University)

Dunedin College of Education, Student Services (now Otago University)

Eastern Institute of Technology Students Association

Epsom Tai Tokerau Students Association Inc.(now Auckland University)

Lincoln University Students Association

Manukau Institute of Technology Library

Manukau Institute of Technology, Student Service

Massey at Wellington Students Association

Massey University Library

Massey University, Palmerston North, Economics Department

Northland Polytechnic Library

NorthTec [was Northland Polytechnic]

SANITI (Student Association of Nelson-Marlborough Institute of Technology Inc.)

SANITI (Student Association of Nelson-Marlborough Institute of Technology Inc.)

Southern Institute of Technology

Students Association of the Waikato Institute of Technology

Students Association Wanganui UCOL

Tai Poutini Polytechnic Students Association

Tai Poutini Polytechnic Students Services

Tai Poutini Polytechnic Students Services Total

Tairāwhiti Polytechnic

Tairāwhiti Polytechnic Students Association

Te Mana Ākonga (Inc)

Te Roopu Tauira o Te Whare Wananga o Awanuiarangi

Te Tari Māori, NMIT

Te Wananga O Aotearo

Te Wananga O Aotearoa Student Support Services

UCOL library

Unitec Students Services (B500), Henderson Campus

Unitec Students Union

Unitec, Student Services, Waitakere campus

Unitec, The Hub on Main Campus

Unitec, USU Executive

University Book Shop (Otago)

University of Canterbury Central Library

University of Canterbury College of Education, Nelson Hardy Street campus

University of Canterbury Students Association

University of Canterbury, library tower

Victoria University Audiovisual

Victoria University Library

Victoria University of Wellington Students' Association

Victoria University Students Association

Waiariki Institute of Technology Students Association

Waikato Institute of Technology Enrolment Centre

Waikato Students' Union

Waikato University Library

Wellington Institute of Technology Students Association (WELTECSA)

Western Institute of Technology at Taranaki,
Whitireia Community Polytechnic Students Association
Whitireia Community Polytechnic, Auckland Campus

P R I M A R Y T H R O U G H S E C O N D A R Y E D U C A T I O N

Kaikoura High School
Nayland High School
Nayland Intermediate
Nelson Boys College
Nelson Girls College
Nelson Intermediate
Te Awhina Marae
Te Kura Kaupapa Maori o Piripono Te Kura Whakahou Ki Otara
Victory School
Whakatū Marae

P L A Y C E N T R E S , P R E - S C H O O L , D A Y C A R E , K I N D E R G A R T E N ,
A N D P A R E N T C E N T R E S

Early Childhood Learning Centre
KINZ Daycare & Kindergarten
Smarty Pants (pre-school)
Parents Centres New Zealand Inc.
Golden Kids Early Learning Centre
Grove Street Free Kindergarten
Montessori Pre-school
Nelson Playcentre Association
Paula's Preschool
Tapawera Playcentre
United Nations Association of NZ Inc

AFFILIATED TO NZUSA (NEW ZEALAND UNIVERSITY STUDENT ASSOCIATIONS)

The following student organisations have ordered, distributed, displayed, and/or attended UIT presentations/workshops.

- Otago Polytechnic Students' Association ~ the president has also informed us of passing on our material to NZUSA head office ~ over 18 student associations are affiliated to this national body including all the universities which are in the process of incorporating all the main teacher training colleges as faculties of education
- Wellington Institute of Technology Students Association
- Waikato Students' Union (University of Waikato)
- Victoria University of Wellington Students' Association (4 locations)
- Students Association of the Waikato Institute of Technology (3 locations)
- Epsom Tai Tokerau Students Association Inc. (University of Auckland Faculty of Education) (4 locations)

MEMBER ASSOCIATIONS OF ATSA (AOTEAROA TERTIARY STUDENT ASSOCIATIONS)

The following student organisations have ordered, distributed, displayed, and/or attended UIT presentations/workshops.

- Student Association of Nelson-Marlborough Institute of Technology Inc. (Nelson, Richmond, Blenheim and many other smaller campuses)
- Te Roopu Tauira o Te Whare Wananga o Awanuiarangi (Whakatane)
- Tairāwhiti Polytechnic Students Association (Gisborne)
- Association of Students at Universal College of Learning (Palmerston North, Gisborne, Levin, Masterton)
- Massey at Wellington Students Association (Wellington)
- Eastern Institute of Technology Students Association (Napier)
- Tai Poutini Polytechnic Students Association (Greymouth)
- Waiariki Institute of Technology Students Association (Rotorua)
- Students Association Wanganui Universal College of Learning (Wanganui)

SOCIAL FORUM AOTEAROA: SPONSORED AND HOSTED BY TE WANANGA O AOTEAROA

21-23 November 2003:

[An unique forum sponsored and hosted by Te Wananga O Aotearoa]

T H E M E O F W O R K S H O P / P R E S E N T A T I O N

Panel Discussion: Economic Democracy

Presentation: Pathways to a Sustainable Future

The Trust was invited to provide both Individual and Panel presentations on the inter-relationships between economic rights, poverty and sustainability as well as setting up a display centre/table

Porirua campus of Te Wananga O Aotearoa

3-5 Heroit Drive – Porirua 5022 NZ

ECOSHOW

February 2004

[An unique educational event sponsored and hosted by Te Kura Kaupapa Maori o Piripono Te Kura Whakahou Ki Otara]

T H E M E O F W O R K S H O P / P R E S E N T A T I O N

Nature of the relationships between economic rights and issues of sustainability

The Trust was invited to provide individual and panel presentations on the nature of the relationship between economic rights and issues of sustainability.

It was also invited to set-up displays and provide resources for the week long ECOSHOW sponsored by the school *Te Kura Kaupapa Maori o Piripono Te Kura Whakahou Ki Otara*. The event took place at the school: 52 Alexander Crescent, Otara. The sponsorship was shared additionally by key organisations such as the Kokiri and Kura Whanau--P.O. Box 61 085, Otara,--as well as *Whenua Design*.

SCHOOL CURRICULUM: CURRICULUM ON-LINE PROJECT

May 2004-present

Since May 2004, the Trust has been involved in helping to integrate human/economic rights issues in NZ's school curriculum via the Ministry of Education's Curriculum Project Online for NZ schools. It has been doing this as part of its responsibilities mandated in the International Bill of Human Rights with additional emphasis coming from the recent United Nations release of its Concluding Observations of the Committee on Economic, Social and Cultural Rights: [towards] New Zealand. 23/05/2003. E/C.12/1/Add.88: "36. The Committee encourages the State party to provide human rights education in schools at all levels and to raise awareness about human rights, in particular economic, social and cultural rights, among State officials and the judiciary."

EXAMPLE ACTIVITIES OF THE TRUST IN NON-FORMAL EDUCATION FIELDS

[Please note, as stated elsewhere, we do not list the date, times, and details between the interactions of the cited organisations and the Trust in this report. The Trust has been in operation for over 10 years and has varying and ongoing relationships with almost all of the organisations listed. The report does offer a very few specific examples that do include dates and times for the illustration of purposes that are either exceptional or exemplary.]

EXAMPLE LIST OF NON-FORMAL EDUCATIONAL INSTITUTIONS UTILISING TRUST RESOURCES

LIBRARIES

Libraries that order and display our free resources represent the diversity of Aotearoa/New Zealand society both geographically and demographically. A short summary inserted here from a report in January 2005 should suffice. In general we no longer keep publishing library updates on our website from which this excerpt is taken. They have become too numerous to be of any practical use there any more. Some of the key libraries--including their subsidiaries (the amount of which, are indicated by the numbers in parenthesis)--include the following:

Library displays--A One Month Sample of orders—illustrating potential workload operating in concurrence with other projects:

North Island (105+libraries);

Wellington (12), Kapiti Coast (3), Levin/Horowhenua (3), Palmerston North (1), South Taranaki (7), New Plymouth (number of libraries unknown), Hamilton (6), Manukau City (14), Auckland City (17), Whangarei (3), Far North (6), Thames (1), Rotorua (1), Whakatane (3), Gisborne (12), Napier (2), Hastings (3), Masterton (1), Lower Hutt (8).

South Island (63 libraries);

Nelson (3), Tasman including Golden Bay (5), Buller (7), Greymouth (2), Hokitika (1), Queenstown Lakes and Central Otago (12), Invercargill (2), Dunedin (5), Oamaru (2), Timaru (1), Ashburton (1), Christchurch, Rangiora/Waimakariri (3), Kaikoura (1), Marlborough (4).

Roving Displays

There have also been roving UIT displays moving around the country. they have been in the following places:

1. Public libraries in Blenheim, Picton, Rai Valley, Stoke, Richmond, Motueka, Westport,
2. Blackball Hilton in Blackball near Greymouth, Whangarei, and Gisborne.

COMMUNITY CENTRES

Te Aro Community Centre
Victory Community Centre
Wellington Community Law Centre

RURAL EDUCATION ACTIVITIES PROGRAMMES (REAP)

Buller REAP
Central King Country REAP
Central Otago REAP
Central Plateau REAP
Far North REAP
Rural Education Activities Programme – Bay of Plenty
Southern REAP, Gore
Southern REAP, Queenstown
Southern REAP, Winton
Taihape REAP
West REAP

ENVIRONMENTAL CENTRES

Sustainability issues are very complex and demanding as they are by definition multidisciplinary in context. They embrace, at the core, the interface between economics, human and economic rights laws [including the needs of the people] and the just management of the environment for present and future generations. These issues combined impinge upon every individual, group, organisation and biological phylum on this planet including the planetary processes themselves. As such they now legally demand the participation of all effected people in the decision-making processes on relevant issues to be involved even at the management level where possible.

Environmental Centres throughout Aotearoa New Zealand provide key educational resources and curriculum support for schools and educators in their respective regions. It is vital that these organisations are up to date with the most current information available. The following is a summary example of organisations that we have serviced:

Environment & Conservation Organisations of NZ (ECO)
Environment Centre Hamilton
Environment Centre Hawke's Bay
Far North Environment Centre
Golden Bay Community Gardens
Golden Bay Environment Centre
Invercargill Environment Centre
Kaipatiki Project [environment centre]
Peel Forest Environment Centre
South Coast Environment Centre
Stewart Island Environment Centre
Sustainable Living Centre
Taranaki Environment Centre
Tauranga Environment Centre
Wellington Environment Centre (Porirua)
Nelson Environment Centre
Accompanying displays at South Coast and Invercargill Environment Centres

ORGANISING AND SPONSORING HUMAN RIGHTS EDUCATIONAL EVENTS/FESTIVALS

UIT PRESENTS PRINCIPAL FESTIVAL COMMEMORATING
THE 50TH ANNIVERSARY OF THE UNIVERSAL
DECLARATION OF HUMAN RIGHTS IN NZ

December 1998

In December 1998, to mark the 50th anniversary of the Universal Declaration of Human Rights, the Trust presented Human Rights 2000: A Festival For Change - a weekend of entertainment with workshops and information tables, focusing on economic rights and the full implementation of the IBHR in Aotearoa NZ. The festival drew over 200 performers on 5 stages and was supported by a diverse array of community groups and businesses. The Kaumatua Richard Wallace and the Maori Culture Group from the Whakatū Marae provided a tangata whenua opening ceremony. Speakers at the festival included Areta Koopu, Human Rights Commissioner and member of the Waitangi Tribunal; Ross Brereton, South Island Human Rights Commissioner; Bob Newson, Kaiwhakarite for the Human Rights Commission - Maori Advisor; Colin Aikman, one of the original signatories and drafters of the Universal Declaration of Human Rights; and Paul Hunt, NZ elected official then sitting on the United Nations' Committee for the International Covenant on Economic, Social and Cultural Rights, and UIT Chairperson Patrick Danahey.

[See also Page 18 “International Presentations.” and Page 18 “Other types of Trust Sponsored Presentations.”]

CHRISTCHURCH WORKERS EDUCATION ASSOCIATION (WEA)

Sat., 6 Dec. 2003

T H E M E O F W O R K S H O P

Economic rights

Presented a short class on economic rights at the request of Christchurch Workers Education Association

Universal Income Trust - Patrick Danahey, Presenter

Contact Canterbury W.E.A. for more details:

Programme coordinator-Te Hata Olly Ohlson; Canterbury WEA, 59 Gloucester Street, Christchurch

Phone: 03 366 0285

Email: cwea@cyberxpress.co.nz

COMMUNITY SERVICE ORGANISATIONS

1998 -2005

Various Economic Rights and education

Presentations for Nelson Community Whanau Meetings on various economic rights topics

ACCESS/TOPS COURSES

1998

T H E G O L D E N B A Y W O R K C E N T R E T R U S T ,

Issues on Economic rights and education

Provided a short class on Economic rights laws

84 Commercial Street Takaka Tasman; PO BOX 156 Takaka

EXAMPLES OF STALLS AT EDUCATIONAL FESTIVALS

RACE UNITY DAY STALLS

Information stalls at the multi-cultural festival for Race Unity Day organised by Nelson Multi-Ethnic Council

AMP STALLS

Applicability of economic rights laws and standards on issues facing rural New Zealand

ECO-FESTIVAL STALLS AND WORKSHOPS

Workshop and Presentation themes have included:

The inter-dynamics of economic rights with environmental sustainability.

Universal Income Systems: Pathways to a Sustainable Future

VISIONS FESTIVALS STALLS AND WORKSHOPS

December 2002

Workshop Theme:

Economic Rights Laws and Standards as they Relates to Youth and Education

Pakakawau; Golden Bay

EDUCATIONAL RADIO SHOWS

HUMAN RIGHTS 2000 RADIO SHOWS

Universal Income Trust and Fresh FM sponsored and produced educational radio shows on economic rights. Highlights of this series were interviews on economic Rights with Areta Koopu Human Rights Commissioner Colin Aikman--one of the original drafters and signatories of the Universal Declaration of Human Rights on behalf of Aotearoa New Zealand, and Paul Hunt—the then NZ representative on the United Nations Economic Committee for Social and Cultural Rights

THE WORLD OF UNIVERSAL INCOME: A HISTORY OF ECONOMIC RIGHTS

2005-2006

A radio show series sponsored by Fresh FM and The Universal Income Trust that was designed to help promote a book in production on the history and extent of economic rights laws and practices that correspond with those of the International Bill of Human Rights.

OTHER EDUCATIONAL RADIO SHOWS

1998-Present

Key members of the Trust have been invited on numerous educational radio programmes throughout the country: representing both formal and non-formal education at universities and local body “Access Programmes”.

The following is a summary list of locations that the Trust has had regular radio interviews:

Dunedin
Christchurch
West Coast South Island
Greymouth
Kaikoura
Top of the South
Golden Bay
Nelson
Wellington
Palmerston North
Napier/Hastings
Hamilton
Auckland

EDUCATIONAL TELEVISION

MAINLAND TELEVISION

2001 and 2004

The principal educationist for the Trust has ongoing invitations by different Mainland Television shows to provide periodic educational presentations on economic rights for the Top of the South Island. To date he has provided two major programmes for them.

OTHER TELEVISION PROGRAMMES: INCLUDING MOVIES

1998-Present

The Trust's key-note speaker has been interviewed on several educational television programmes on issues of economic rights education including two that were used for international human rights moves.

INTERNATIONAL PRESENTATIONS AND PROJECTS

[[See Page 18 International Presentations](#) for more information]

Human Rights 2000: World Education and Networking Tour

In mid-1999, following from the Trust Sponsored Human Rights Festival, three of the event organisers and members of UIT were independently sponsored for the project *Human Rights 2000: World Networking Tour*. They travelled to 18 different countries (including those from Asia, Africa, the Middle East, Europe, the Aegean, Scandinavia, Australia, USA and Canada) networking, presenting workshops, holding informal meetings, and gathering information/resources.

The primary objective of the tour was one of advancing the status of economic rights education in NZ—which is in its infancy—as well as internationally, by striving to fulfil a small part of the Trust's international educational responsibilities as mandated throughout the International Bill of Human Rights. An explicit source for this mandate can be found in the Preamble of the Universal Declaration of Human Rights which states as follows:

“The General Assembly, Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance [...]”.

Legal guidelines for the correct interpretation of these responsibilities can be found well expressed in the **General Assembly resolution 53/144: Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms**; which directly addresses *inter alia* the following issue:

the recognition of “the right and the responsibility of individuals, groups and associations to promote respect for and foster knowledge of human rights and fundamental freedoms at the national and international levels,”

[Note, see especially articles 1, 2, 4, 5, 6, 10, 11, 14, 15, 16, 17, 18, 19, and 20 from this resolution in the appendix.]

To that end the Trustees endeavoured to engage in a role that was hoped might help perform the functions of a four-fold catalyst in the diversity of related domains as follows:

First, to introduce the underlying principles of the Universal Income concept as an expression of economic rights laws, from the then recent mandates culminating from the ratification of international human/economic rights laws combined with the concept of democratic sovereignty—which plays such a fundamental role in the legal public participation/ stakeholder rights and poverty issues forming the key solution/social basis mandated by all the major international conventions on sustainability forming the respective laws for those ratifying countries.

Second, illustrate the legal mandates, and integrative relationships between human/economic rights laws and the diverse fields representing the issues of sustainability especially as they relate to and impact on the future developments of the education curriculum's for these disciplines.

Third, promote the importance of supporting, developing, and maintaining economics rights education as a part of all sustainability and human rights curriculum's within all schools: national and international. This meant that part of the endeavour necessitated the assistance in helping to establish and strengthen existing networks for all interested individuals and organisations to meet those ends: including the sharing and gathering of resources and skills. As of the ratification of these international covenants on sustainability and human/economic rights, education has become the primary means for their full realisation and long-term entrenchment within all respective societies. As such, people working in these affected disciplines that have the requisite resources, time, and skill will find that these law changes have huge implications in their future directions and effectiveness of their work.

Fourth, through the above processes it was hoped that the trustees could assist in the role of catalyst helping to link, integrate, unify, and strengthen the global educational, economic, social justice, human rights, sustainability, and basic income organisations along the principles of these economic rights laws. At that time many of the representative organisations were surprisingly separated—working in isolation—from each other and quite unaware of the full extent and implications thereof relative to the developments in economic rights and sustainability laws.

Below is a small sample of the many organisations with whom they met, provided workshops, and networked-- including key/contact people. They are as follows:

Centre for Policy Development in Queensland's Department of the Premier; John Craig

Basic Income Guarantee Australia; Economist John Tomlinson PhD

Tibetan Parliament-in-Exile headed by the Dalai Lama; Vice-chairman of the Tibetan Parliament Thupten Lungrig

Tibetan Centre for Human Rights and Democracy; Executive Director Lobsang Nyandak

Presentation to key members of the academic organisation *Basic Income Earth Network* (BIEN) in Belgium--including the then President, Philippe van Parijs PhD, award winning economist--which was founded by the Nobel Prize Winning Economist, Jan Tinbergen, the recognised "Father of modern Macro-Economic Theory"

Members of the Forum for Stable Currencies organisation held in the House of Lords in London

Representatives of the Council of Religious in Ireland (CORI) including their authors of a basic income proposal recently considered in an Irish government Green Paper

Provided a presentation of issues at a conference in the Irish Parliament

Representatives of the Canadian Campaign Against Poverty in Ontario

Robert Schutz Ph.D. (US economist, author of *The \$30,000 Solution: A Guaranteed Annual Income for Every American*), hosted the Trust group in California and organised workshops for them to present.

French universal income movement including Marie-Louise Duboin, Ph.D. current leading member and daughter of one of the original founders of the basic income movement in Europe, she also graciously hosted them in France.

MP's and government officials from around the world.

They also spent much time and provided many workshop/presentations with a variety of the target organisations in all disciplines internationally including grass roots, organisations and the general public.

Prior to the tour many of the varying organisations representing sustainability issues--human/economic rights, environment, democracy, and trade--were largely operating in isolation from each other.

Less than three years after their tour the international academic economics organisation, BIEN one of the key organisations in the world supporting the concept of a basic income, has become regularly sponsored by the United Nations Education, Scientific, and Cultural Organisation (UNESCO) and the International Labour Organisation (ILO). It has fully adopted the principles of economic rights and democracy within its manifesto. By 2004 the United Nations via UNESCO sponsored an International conference on just this theme for the Barcelona Forum of Cultures in which the drafting of the new Universal Declaration of Human Rights (UDHR) has begun. A key component to the New UDHR called presently the United Nations Declaration of Emerging Rights is the explicit addition and emphasis of a Basic Income for everyone as an unconditional right. One of the members of UIT had a paper accepted at this forum and was invited to make a presentation at the conference dialogue focussing on the drafting of the new UDHR. In addition, the United Nations Economic Commission for Europe (UNECE) Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental [Sustainability] Matters, usually known as the Aarhus Convention, was put into force on 30 October 2001. As of November 2005, it has been signed by 40 countries and ratified by 37. It has also been ratified by the European Union, which has begun applying Aarhus-type principles in its legislation, notably the Water Framework Directive (Directive 2000/60/EC). The Aarhus Convention grants the public rights and resources regarding access to information, public participation and access to justice, in governmental decision-making processes on issues of local, national and transboundary environmental sustainability. It's emphasis is on interactions between the public and public authorities. Today, almost all responsible organisations and individuals working in the fields of environmental education, macro-economics, Human/economic rights laws, trade--even such organisations as diverse and seemingly distant from issues of sustainability and human/economic rights such as the World bank and the OECD—are required by law to work cooperatively to integrate their needs and processes with those of other discipline's if they want to successfully move forward. Since about 2002, they not only are starting to acknowledge these laws and processes but are in fact beginning to promote them as well. All of these organisations are now mutually interdependent, and to be functionally literate within any of these given disciplines one must be literate in the baseline legal, scientific, developmental processes, and principles of the others. This is a massive change from the

policies and practices of the previous decade: the 1990's. The challenges this places on the future of education are immense and unprecedented.

Whereas, the Trustees do not believe that their actions were in any way causally related to these positive developments internationally--and subsequently nationally—they do feel, however, that they have in their own small way contributed responsibly to the natural unfolding of these processes.

**UNESCO SPONSORED *BARCELONA FORUM OF CULTURES 2004*; OFFICIAL DRAFTING OF THE
NEW UNIVERSAL DECLARATION OF HUMAN RIGHTS: INVITATION FOR UIT TRUSTEE TO MAKE
A PRESENTATION**

May 9 to September 26, 2004

A Trust member was invited to present his paper at Barcelona's "Forum of Cultures 2004", which was selected as NZ's contribution--by a jury panel of UNESCO scientists--for the official conference drafting the new Universal Declaration of Human Rights which will be expanding the expressed role of UI systems in economic rights laws.

Forum Barcelona 2004: The Universal Forum of Cultures was a five-month project extending from May 9 to September 26, 2004 and is being co-organized by the Barcelona City Council, the Catalan autonomous Government and the Spanish Government, with the unanimous support of UNESCO as the major partner. Three main themes define the forum; they are Cultural Diversity, Sustainability, and Conditions for Peace.

EDUCATION RESEARCH AND RESOURCE PRODUCTION

INTRODUCTION

R E S O U R C E P R O D U C T I O N : P R O C E D U R E S A N D
C O N S I D E R A T I O N S

[\[See Page 8 Resource Production\]](#)

T Y P E S O F R E S O U R C E S P R O D U C E D

[\[See also Page 8 Resource production.\]](#)

The types of resources produced are many and varied and determined by need and requests. To date they have included the following:

Static Displays, Audio cassettes, videos (including CD, VHS, DVD), books, pamphlet's, brochure's, translations, research papers, advertisements, posters, games (e.g. educational role playing and synectic games), *PowerPoint/Flash/VRML* presentations, educational displays, interactive programmes including calculator displays and etc.

The Trust also has access to extensive primary resource libraries of audio-visual material and research for its own resource production purposes. It also produces resources from its own presentations on television, radio, conferences and the like.

Resource Translations and Translators

Volunteer translators have regularly and generously offered their services to translate UIT's resources. The Trust now has resources translated into Chinese, French, German, Japanese, Korean, Spanish and Arabic Languages. UIT is greatly appreciative and honoured to have had the pleasure of working with the following people who have offered their expertise and service to advance economic rights education to the various non-English speaking cultures:

Ishikawa, Yuka; Japan--Japanese Translator

Li, Zhi; Beijing, China--Chinese Translator

López Langenbach, Mauricio A.—Spanish Translator

Mahler, Doris; Aotearoa NZ--German Translator

Pang, Dongrui; Aotearoa NZ--Chinese Translator

Sahib, Nada Abdul-Adheem—Arabic Translator

Yang, Sookja; Jeju, Korea--Korean Translator

Guettier, Elizabeth; Pornichet, France--French Translator

Books:

Universal Income for a Sustainable Future, published by Universal Income Trust, 2003

Currently finishing a new book in progress for 2008

Papers:

In April 2001, UIT submitted a report to New Zealand's Second Periodic Report under the International Covenant on Economic, Social and Cultural Rights.

In 2001 UIT submitted a report to New Zealand's Tax Review 2001 and was interviewed on Mainland TV on this issue.

Juried Papers

Education and the democratic sovereignty of the people: a human rights approach towards introducing and entrenching the full integration and implementation of a universal income beyond the duration of elected governments; by Patrick Danahey 2004

This paper was selected as a representative for New Zealand for presentation at ***Forum Barcelona 2004***; Juried by a committee of members from United Nations Educational Scientific and Cultural Organisation (UNESCO) for the Dialogue *Human Rights, Emerging Needs and New Commitments; The Right to a Basic Income: Egalitarian Democracy 2004* at the INTERNATIONAL CONVENTION CENTRE Barcelona, 18-21 September 2004. "The purpose of the Dialogue is to analyse the current status and force of the Universal Declaration of Human Rights [UDHR] in the 21st century. The aim will be to work towards the creation and adoption of a new [UDHR called at this time the] *Universal Declaration of Emerging Human Rights* by civil society, with the idea of encouraging the values of freedom, equality, pluralism, solidarity, and the institutional principles of democracy. This should lead to the reinforcement of the statute of citizenship, the establishment of the social agenda of the New Millennium and, in addition, the review of the current international system of guarantees of basic rights."

APPENDIX 1

DECLARATION ON THE RIGHT AND RESPONSIBILITY OF INDIVIDUALS, GROUPS AND ORGANS OF SOCIETY TO PROMOTE AND PROTECT UNIVERSALLY RECOGNIZED HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS

[Note: United Nations resolutions are formal expressions representing a consensus of the opinion or will of United Nations organs relative to the respective legal concerns. They generally consist of two clearly defined sections: a preamble and an operative part. The preamble generally presents the considerations on the basis of which action is taken, an opinion expressed or a directive given. The operative part states the opinion of the organ or the action to be taken. *Resolution 53/144* represents both: official opinions and actions to be taken. These resolutions are critical to an understanding of the true intent behind the laws and ratified conventions in question.]

General Assembly resolution 53/144

The General Assembly, Reaffirming the importance of the observance of the purposes and principles of the Charter of the United Nations for the promotion and protection of all human rights and fundamental freedoms for all persons in all countries of the world,

Taking note of Commission on Human Rights resolution 1998/7 of 3 April 1998, See *Official Records of the Economic and Social Council, 1998, Supplement No. 3 (E/1998/23)*, chap. II, sect. A. in which the Commission approved the text of the draft declaration on the right and responsibility of individuals, groups and organs of society to promote and protect universally recognized human rights and fundamental freedoms,

Taking note also of Economic and Social Council resolution 1998/33 of 30 July 1998, in which the Council recommended the draft declaration to the General Assembly for adoption,

Conscious of the importance of the adoption of the draft declaration in the context of the fiftieth anniversary of the Universal Declaration of Human Rights, Resolution 217 A (III).

1. *Adopts* the Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms, annexed to the present resolution;

2. *Invites* Governments, agencies and organizations of the United Nations system and intergovernmental and non-governmental organizations to intensify their efforts to disseminate the Declaration and to promote universal respect and understanding thereof, and requests the Secretary-General to include the text of the Declaration in the next edition of *Human Rights: A Compilation of International Instruments*. 85th plenary meeting 9 December 1998

ANNEX

Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms

[http://www.unhchr.ch/huridocda/huridoca.nsf/\(Symbol\)/A.RES.53.144.En?OpenDocument](http://www.unhchr.ch/huridocda/huridoca.nsf/(Symbol)/A.RES.53.144.En?OpenDocument) (1 of 6) [8/10/2003 2:40:12 a.m.]

The General Assembly,

Reaffirming the importance of the observance of the purposes and principles of the Charter of the United Nations for the promotion and protection of all human rights and fundamental freedoms for all persons in all countries of the world,

Reaffirming also the importance of the Universal Declaration of Human Rights² and the International Covenants on Human Rights Resolution 2200 A (XXI), annex. as basic elements of international efforts to promote universal respect for and observance of human rights and fundamental freedoms and the importance of other human rights instruments adopted within the United Nations system, as well as those at the regional level,

Stressing that all members of the international community shall fulfil, jointly and separately, their solemn obligation to promote and encourage respect for human rights and fundamental freedoms for all without distinction of any kind, including distinctions based on race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, and reaffirming the

particular importance of achieving international cooperation to fulfil this obligation according to the Charter,

Acknowledging the important role of international cooperation for, and the valuable work of individuals, groups and associations in contributing to, the effective elimination of all violations of human rights and fundamental freedoms of peoples and individuals, including in relation to mass, flagrant or systematic violations such as those resulting from apartheid, all forms of racial discrimination, colonialism, foreign domination or occupation, aggression or threats to national sovereignty, national unity or territorial integrity and from the refusal to recognize the right of peoples to self-determination

and the right of every people to exercise full sovereignty over its wealth and natural resources,

Recognizing the relationship between international peace and security and the enjoyment of human rights and fundamental freedoms, and mindful that the absence of international peace and security does not excuse non-compliance,

Reiterating that ALL HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS ARE UNIVERSAL, INDIVISIBLE, INTERDEPENDENT AND INTERRELATED AND SHOULD BE PROMOTED AND IMPLEMENTED IN A FAIR AND EQUITABLE MANNER, WITHOUT PREJUDICE TO THE IMPLEMENTATION OF EACH OF THOSE RIGHTS AND FREEDOMS,

Stressing that the prime responsibility and duty to promote and protect human rights and fundamental freedoms lie with the State,

Recognizing THE RIGHT AND THE RESPONSIBILITY OF INDIVIDUALS, GROUPS AND ASSOCIATIONS TO PROMOTE RESPECT FOR AND FOSTER KNOWLEDGE OF HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS AT THE NATIONAL AND INTERNATIONAL LEVELS,

Declares:

Article 1

Everyone has the right, individually and in association with others, to promote and to strive for the protection and realization of human rights and fundamental freedoms at the national and international levels.

Article 2

1. Each State has a prime responsibility and duty to protect, promote and implement all human rights and fundamental freedoms, *inter alia*, by adopting such steps as may be necessary to create all conditions necessary in the social, economic, political and other fields, as well as the legal guarantees required to ensure that all persons under its jurisdiction, individually and in association with others, are able to enjoy all those rights and freedoms in practice.

2. Each State shall adopt such legislative, administrative and other steps as may be necessary to ensure that the rights and freedoms referred to in the present Declaration are effectively guaranteed.

Article 4

Nothing in the present Declaration shall be construed as impairing or contradicting the purposes and principles of the Charter of the United Nations or as restricting or derogating from the provisions of the Universal Declaration of Human Rights, the International Covenants on Human Rights, and other international instruments and commitments applicable in this field.

Article 5

For the purpose of promoting and protecting human rights and fundamental freedoms, everyone has the right, individually and in association with others, at the national and international levels:

- (a) To meet or assemble peacefully;
- (b) To form, join and participate in non-governmental organizations, associations or groups;
- (c) and to communicate with non-governmental or intergovernmental organisations.

Article 6

Everyone has the right, individually and in association with others:

- (a) To know, seek, obtain, receive and hold information about all human rights and fundamental freedoms, including having access to information as to how those rights and freedoms are given effect in domestic legislative, judicial or administrative systems;
- (b) As provided for in human rights and other applicable international instruments, freely to publish, impart or disseminate to others views, information and knowledge on all human rights and fundamental freedoms;
- (c) To study, discuss, form and hold opinions on the observance, both in law and in practice, of all human rights and fundamental freedoms and, through these and other appropriate means, to draw public attention to those matters.

Article 10

NO ONE SHALL PARTICIPATE, BY ACT OR BY FAILURE TO ACT WHERE REQUIRED, IN VIOLATING HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS AND NO ONE SHALL BE SUBJECTED TO PUNISHMENT OR ADVERSE ACTION OF ANY KIND FOR REFUSING TO DO SO.

Article 11

EVERYONE HAS THE RIGHT, INDIVIDUALLY AND IN ASSOCIATION WITH OTHERS, TO THE LAWFUL EXERCISE OF HIS OR HER OCCUPATION OR PROFESSION. EVERYONE WHO, AS A RESULT OF HIS OR HER PROFESSION, CAN AFFECT THE HUMAN DIGNITY, HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS OF OTHERS SHOULD RESPECT THOSE RIGHTS AND FREEDOMS AND COMPLY WITH RELEVANT

Article 14

1. The State has the responsibility to take legislative, judicial, administrative or other appropriate measures to promote the understanding by all persons under its jurisdiction of their civil, political, economic, social and cultural rights.
2. Such measures shall include, *inter alia*:
 - (a) The publication and widespread availability of national laws and regulations and of applicable basic international human rights instruments;
 - (b) Full and equal access to international documents in the field of human rights, including the periodic reports by the State to the bodies established by the international human rights treaties to which it is a party, as well as the summary records of discussions and the official reports of these bodies.
3. The State shall ensure and support, where appropriate, the creation and development of further independent national institutions for the promotion and protection of human rights and fundamental freedoms in all territory under its jurisdiction, whether they be ombudsmen, human rights commissions or any other form of national institution.

Article 15

The State has the responsibility to promote and facilitate the teaching of human rights and fundamental freedoms at all levels of education and to ensure that all those responsible for training lawyers, law enforcement officers, the personnel of the armed forces and public officials include appropriate elements of human rights teaching in their training programme.

Article 16

Individuals, non-governmental organizations and relevant institutions have an important role to play in contributing to making the public more aware of questions relating to all human rights and fundamental freedoms through activities such as education, training and research in these areas to strengthen further, *inter alia*, understanding, tolerance, peace and friendly relations among nations and among all racial and religious groups, bearing in mind the various backgrounds of the societies and communities in which they carry out their activities.

Article 17

In the exercise of the rights and freedoms referred to in the present Declaration, everyone, acting individually and in association with others, shall be subject only to such limitations as are in accordance

with applicable international obligations and are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

Article 18

1. Everyone has duties towards and within the community, in which alone the free and full development of his or her personality is possible.
2. Individuals, groups, institutions and non-governmental organizations have an important role to play and a responsibility in safeguarding democracy, promoting human rights and fundamental freedoms and contributing to the promotion and advancement of democratic societies, institutions and processes.
3. Individuals, groups, institutions and non-governmental organizations also have an important role and a responsibility in contributing, as appropriate, to the promotion of the right of everyone to a social and international order in which the rights and freedoms set forth in the Universal Declaration of Human Rights and other human rights instruments can be fully realized.

Article 19

Nothing in the present Declaration shall be interpreted as implying for any individual, group or organ of society or any State the right to engage in any activity or to perform any act aimed at the destruction of the rights and freedoms referred to in the present Declaration.

Article 20

Nothing in the present Declaration shall be interpreted as permitting States to support and promote activities of individuals, groups of individuals, institutions or non-governmental organizations contrary to the provisions of the Charter of the United Nations.

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Office of the United Nations High Commissioner for Human Rights

Geneva, Switzerland

[http://www.unhchr.ch/huridocda/huridoca.nsf/\(Symbol\)/A.RES.53.144.En?OpenDocument](http://www.unhchr.ch/huridocda/huridoca.nsf/(Symbol)/A.RES.53.144.En?OpenDocument) (6 of 6)
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APPENDIX 2

ADDITIONAL ATTACHED RESOURCES



The Universal Income Trust
Presents
HUMAN RIGHTS 2000 A FESTIVAL FOR CHANGE
50th Anniversary of the Universal Declaration of Human Rights
Founders Park Sat-Sun Dec 19-20 11am-11pm
Admission: \$3 Adults (15 yrs up) per day Children Free
Covers All Events Including Workshops

Jazz Classical Rock
Ethnic Folk Reggae

Programme Guide

Centre Outside Stage - Saturday

11.00am-11.30am - Gathering, roving performers, face painting, music
11.30am-12.00pm
Maori Opening - Karakia and address to the festival, **Richard Wallace**. Features Guest Speakers Paul Hunt, UN Committee of the Covenant of Economic, Social, and Cultural Rights; **Colin Aikman**, Original Singer/Drafter of the Universal Declaration of Human Rights; **Areta Koopu and Ross Brereton**, Human Rights Commissioners. **Maori Culture Group** - Dances and stories. **Patrick Danahey**, Universal Income Trust.
12.30 on **Displays open**
1.00-1.15 **Paul Hunt**, Human Rights, the Economy and Future Overview
1.15-2.30 **Bob Bickerton**, Celtic music virtuoso
2.30-2.45 **Colin Aikman**, Human Rights Past and Present Overview
2.45-3.30 **Samoa Dance Group**, Dances and stories of Samoa
3.30-4.30 **Cutty Wren**, Dynamic Celtic duet
4.30-4.45 **Areta Koopu**, Human Rights Commission Overview
4.45-5.00 **Filipino Dances**
5.00-5.15 **Patrick Danahey**, Human Rights and Universal Income Systems Overview
5.15-6.00 **Mike Lipscombe and Steev Swan**, Acoustic duet with original NZ songs
6.00-6.15 **Peter Sutton**, Human Rights and the NZ economy
6.15-7.00 **Chontene Nathan**, The "voice", acoustic soul
7.00-7.30 **Helen and Tanya**, Acoustic/folk duet
7.30-8.30 **Potha**, Powerful Celtic performances by one of this region's finest Celtic bands
8.45-9.00 **The Moon and Her Frog**, Contemporary modern dance
9.00-9.30 **Mystery and Fire Show**, Contemporary indigenous music with an accompanying fire show extravaganza. Tribal sounds from across the globe using drums, didgeridoos, bells, flute, ocarina, Tibetan healing bowls, and voice

Granary Stage - Saturday

1.00-2.00 **Drowsy Maggie**, Celtic band playing traditional music and songs
2.00-2.30 **Helen Brown Dance Group**, Riverdance style tap dancing
2.30-3.30 **Potha** - Powerful Celtic band
3.30-4.30 **Line Dancing** - **Diane Amberger**, local and national teacher of Line dancing. Performance and instruction. Have a go with these lessons!
4.30-5.00 **Top of the South Dance** - Social and Sequence dancing
5.00-5.30 **Stephanie Challis**, The Blue Veil, British Modern dance tutor invites universal energy to create a spontaneous dance
5.30-6.00 **Helen Brown Dance Group**, Riverdance style tap dancing
6.00-6.30 **Piano Accordionist**, David Frost
6.30-7.00 **Tahi**, Acoustic/folk sitar
7.00-7.30 **Hanifa Kokcu**, Turkish duet
7.30-8.00 **Shaiesteh Sanaie**, Persian singer and songs
8.00-9.00 **Storytelling** - **Barbara Rhodes**, Stories for adults
9.30-10.30 **Sika**, Extravagant, dynamic, high energy performance of didgeridoo, rhythm instruments and slide show. Powerful, explorative experience

Energy Centre Stage - Saturday

1.00-1.30 **Indian Dancing**, Mava Maoyyed and Devi Maihotra
1.30-2.00 **Tim Costello**, Folk roots with an attitude. West Coast originals.
2.00-2.30 **Traditional Japanese Tea Ceremony**, Hisae Kuragaki and Chieko Tschukane
3.00-4.00 **Willy McKay and Friend**, Wellington acoustic/folk duo
4.00-4.30 **Tahi**, Acoustic/folk/sitar
4.30-5.00 **Marc Steyn**, Acoustic/folk, original NZ songs
5.30-6.30 **Donna Haliday Duet**, Golden Bay acoustic originals
6.30-7.30 **Vaughn Armstrong**, 90s folk consciousness singer/songwriter
7.30-9.30 **Liberation Sound - Selector Natti Ra**, On NZ Tour from the UK! Reggae from the 50s-90s; Scar, Dub, Dancehall and Roots

Free
Face Paintings
and Balloons!

Ride on Nelson's Train!
Great Food Storytelling
Theatre Poetry Music
Lots of Displays!

Kids
See Santa!

* Programme subject to change. Allow 15 min variation.

JC Room - Workshops, Presentations, Films and On-going Video Displays Saturday

1.30-2.30 **Paul Hunt**, Human Rights and the Economy
3.00-4.00 **Colin Aikman**, Human Rights Past and Present
4.00-5.00 **"Universal Declaration of Human Rights" Animation**. A unique colour film produced by 40 artists from over 10 countries to help us learn about human rights. **"A Small Window"**, **Amnesty International Video**. Discussion follows with Peter Sutton
5.00-6.00 **Areta Koopu and Ross Brereton**, Human Rights Commission
6.30-7.30 **Len Lye Tribute** - **"Doodlin"** video. A tribute to internationally renowned NZ artist Len Lye.
7.30-10.30 **Manufacturing Consent** Noam Chomsky, Concerns the control of information by the media

Centre Outside Stage - Sunday

11.30-Noon **Filipino Dances**
Noon-12.30 **Shaiesteh Sanaie**, Persian singer and songs
12.30-1.00 **Tai Chi** - Music and dance demonstration
1.00-1.15 **Stephanie Challis**, The Blue Veil, Modern Dance
1.15-1.30 **Jenese**, the grassroots magazine "Street Talk".
1.30-2.30 **Thai Dance with Jemijira and Jun** - Performance and instruction. Learn to dance in these exotic styles
2.30-2.45 **Juliet Speers**, Child Protective Services, Rights of the Child
2.45-4.30 **Doug Hill Jazz Trio**, Classic Jazz 60s/70s French revolutionary songs/stories
4.30-5.30 **Druid**, Original, innovative rock
5.30-6.30 **Pisstaken Identity**. Alternative rock with antics
6.30-7.30 **Tahi and Sam Duet**, Acoustic/folk guitar and sitar
9.00-9.30 **Mystery**. Contemporary indigenous music. Tribal sounds from across the globe using drums, didgeridoos, bells, flute, ocarina, Tibetan healing bowls, voice and percussion
9.30-11.00 **Closing Ceremony - Candlelight Ceremony for World Peace**. Bring a candle.

At the ARTERY - Festival Continues on Sat Night
11.00pm-3.00am Techno/Rock/Thrash Dances
Cost \$3

Granary Stage - Sunday

11.00-11.30 **Aardvark** - Acoustic Euro-folk band
Noon-12.30 **Helen Brown Dance Group**, Jazz and Grease dances
1.00-3.00 **Jackson Duo Plus 1**, The Jackson Duo with a double bass guest artist Rudolph Samper playing their amazing classical Gypsy/Hungarian renditions
3.00-4.00 **Cheryl Grice-Watterson**, International performing classical guitarist and teacher playing Latin American classical compositions. Studied under Julian Bream and John Williams
4.00-4.30 **Stephanie Challis**, The Blue Veil. British Modern dance tutor invites universal energy to create a spontaneous dance
4.30-5.00 **Helen Brown Dance Group**, Jazz and Grease dances
5.00-5.30 **Children Stories**, Barbara Rhodes.
5.30-6.00 **Piano Accordionist**, David Frost plays show tunes
6.00-6.30 **Clogging Dances**, Sue Wilson
7.00-7.30 **Chontene Nathan**, The "voice" acoustic soul
7.30-8.00 **Aaron Cross**, Acoustic 90s contemporary sounds
8.00-8.15 **Vice Girls**, Passionate rendition of an old hot dog called "The Jackal"

Energy Centre Stage - Sunday

1.00-2.00 **Tim Costello**, Folk roots with an attitude. West Coast originals
2.00-2.30 **Traditional Japanese Tea Ceremony**, Hisae Kuragaki and Chieko Tschukane
2.30-3.30 **Willy McKay and Friend**, Wellington acoustic/folk duo
3.30-4.00 **Ian McEwan**, Scottish Highland Pipes
4.00-5.00 **Line Dancing** - **Diane Amberger** - Performance and instruction
6.30-7.30 **Seth Rees** - Solo electric guitar instrumental inventions
7.30-9.00 **Liberation Sound - Selector Natti Ra**. On NZ tour from the UK! Reggae from the 50s-90s; Scar, Dub, Dancehall, and Roots

JC Room - Sunday

Noon-12.30 **Christian World Service**. Reflecting together on the world's need for change this Christmas
2.00-2.30 **Jan Noonan**, Union rep. Issues of workers' rights.
3.00-4.00 **Annie Lennox**, Palden Gyatso video.
4.30-5.30 **"Universal Declaration of Human Rights" Animation**. A unique colour film produced by 40 artists from over 10 countries to help us learn about human rights. **"A Small Window"**, **Amnesty International Video**. Discussion follows with Peter Sutton
5.30-6.30 **Victor Schalberger Video**. Alternative energy studies
6.30-7.30 **Len Lye Tribute**. "Flip and Two Twisters" Video. A tribute to internationally renowned NZ artist Len Lye
7.30-8.30 **Peace Group videos** - **Waihopai/Trident**.

Community Stage - Saturday and Sunday

1.00-4.00 **Cutting Edge Theatre** - Roving throughout the day. Very absurd, lateral and funny (Sat only)
1.00-4.00 **Karaoke Santa** - Santa is here for children and sing-a-longs for everyone throughout the afternoon. (11.00-5.00 Sun)
Free Face Painting and Balloons - For the children throughout the day
1.00-6.00 **Community Forum and Open Mike** - A chance to have your say, share and network your ideas. Also, look out for the **Wandering Poet** and all the side shows

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Evelyn Learmonth of the Nelson branch of the Philippine New Zealand Friendship Society performing the dance, Padango sa ilau. 51358 LEADER 24.12.98

Feast of entertainment at human rights event

Visitors were treated to a feast of multi-cultural entertainment at the Human Rights 2000 festival at Founders Park at the weekend.

Entertainers performed on three separate stages around the park while human rights campaigners held workshops and presented films and videos at two further sites.

Co-organisers Patrick and Joanna Danahey said it had been a successful exercise in raising awareness about human rights issues.

About 40 groups performed music, dance, theatre and storytelling at the two-day festival.

The international flavour of the performers ranged from Filipino dancers to the Club Italia singers and included Celtic, Persian, Turkish Samoan, Thai and British musicians and dancers.

Human rights representatives and speakers included Peter Sut-

ton of the Nelson branch of Amnesty International, union representative Jan Noonan talking on workers rights, New Zealand's representative for the United Nations Committee for the International Convention of Economic, Social and Cultural Rights, Paul Hunt; human rights commissioner for the South Island, Ross Brereton; Wellington regional commissioner for human rights, Areta Koopu; and a drafter of the 1948 document on the universal declaration of human rights, Colin Aikman.

The festival included an opening ceremony organised by the Whakatu Marae and a candlelit closing ceremony for world peace which started with tribal sounds from across the world including the use of vibrating Tibetan healing bowls, flutes, bells, didgeridoos and a spectacular six-piece percussion unit.



MAIL PHOTO / CLIFF RIORDAN 51333

Chieko Tschukane (left) and Hisae Kuragaki demonstrate the Traditional Japanese Tea Ceremony at Human Rights 2000: A Festival For Change, at Founders Park.

Rights 'still relevant today'

Fifty years ago in Paris, Dr Colin Aikman was New Zealand's voice as the United Nations drafted the Universal Declaration of Human Rights.

This weekend in Nelson, he helped to commemorate the document at Human Rights 2000: A Festival For Change.

Mr Aikman and four fellow special guests were welcomed to the Founders Park festival with a powhiri at 11.30am on Saturday. Two days of music, entertainment and celebration of diversity followed.

Mr Aikman, now retired and living in Wellington, spoke modestly of his work in drafting the declaration. He said the document was created to clarify what was meant by "human rights", a term used in United Nations charter of 1945.

He repeated segments of the speech he made to the UN on December 9, 1948, the day before the declaration was accepted.

Mr Aikman said the preparation of the declaration had been a long and exhausting business. Despite historical and philosophical differences between nations, the UN was able to agree on rights it felt were universal.

Those rights were as relevant today as they were half a century ago, he said.

Mr Aikman said the declaration affected every New Zealander in many ways, such as benefits gained from the Bill of Rights Act.

Positions such as those held by the other guest speakers, human rights commissioners Areta Koopu and Ross Brereton, were indirect results of the declaration, he said.

The declaration was only morally binding, but two covenants established in 1966 - the covenant for civil and political rights and the covenant for economic, social and cultural rights - were legally binding.

Paul Hunt who will represent New Zealand on the latter committee next year, was also at the festival.

Festival organiser Patrick Danahey, of the Universal Income Trust, said while the declaration was important, human rights were not created by the United Nations but by each person.

He quoted the adage "If there's injustice anywhere, there's injustice everywhere", and encouraged people to take responsibility for human rights.

Ethnic and contemporary groups performed and community groups distributed information during the festival.

- by Sonia O'Regan