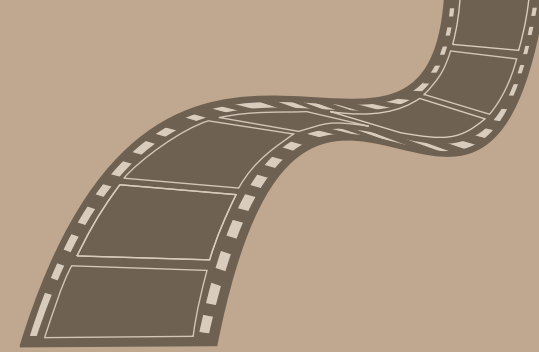


HUMAN RIGHTS EDUCATION FILM LIBRARY



WELCOME TO THE "EDURIGHT" YOUTH EXCHANGE BOOKLET, A UNIQUE COLLECTION THAT EXPLORES HUMAN RIGHTS THROUGH THE POWERFUL MEDIUM OF FILM. THIS BOOKLET FEATURES A CURATED LIST OF 22 FILMS FROM VARIOUS COUNTRIES, EACH OFFERING A PROFOUND INSIGHT INTO DIFFERENT ASPECTS OF HUMAN RIGHTS.

THIS BOOKLET IS DESIGNED TO SERVE AS A RESOURCE FOR EDUCATORS, STUDENTS, AND ANYONE INTERESTED IN HUMAN RIGHTS. BY WATCHING AND DISCUSSING THESE FILMS, WE HOPE TO FOSTER GREATER UNDERSTANDING AND EMPATHY TOWARDS THE STRUGGLES AND TRIUMPHS OF INDIVIDUALS AND COMMUNITIES IN THEIR PURSUIT OF HUMAN RIGHTS.

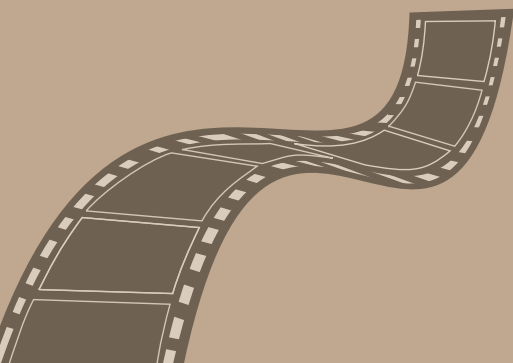
WE INVITE YOU TO IMMERSE YOURSELF IN THESE CINEMATIC JOURNEYS, BUT ALSO TO REFLECT ON THE STORIES TOLD WITH THE HELP OF SUGGESTED REFLECTION QUESTIONS, TO ENGAGE IN MEANINGFUL DISCUSSIONS ABOUT THE IMPORTANCE OF UPHOLDING HUMAN RIGHTS FOR ALL. LET THESE FILMS INSPIRE YOU TO THINK CRITICALLY AND ACT COMPASSIONATELY IN THE ONGOING QUEST FOR A MORE JUST AND EQUITABLE WORLD.

THIS BOOKLET HAS BEEN CREATED BY PARTICIPANTS OF ERASMUS+ YOUTH EXCHANGE "EDURIGHT!" FROM CZECH REPUBLIC, POLAND, ITALY, HUNGARY, TURKEY, SPAIN AND PORTUGAL

VENUE: OCHOZ U BRNA, CZECH REPUBLIC

DATES: 1-9 JULY 2024

HOSTING ORGANISATION: CESTA ROZVOJE, CZECH REPUBLIC



1. MILADA, CZECH REPUBLIC

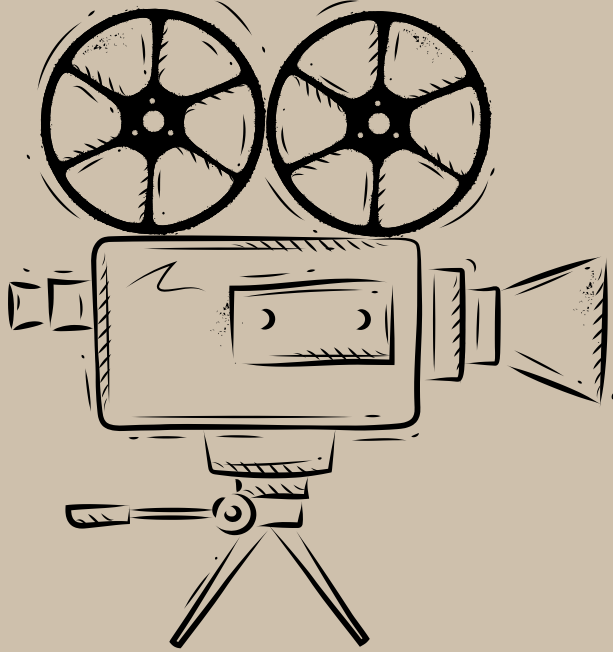
Topic: Political persecution

Description: The story of Milada Horáková, democratic pre-WW2 Czech politician first arrested and tried by the Nazis during the War and then by the post-war Communist government for her refusal to cease her opposition activity and leave the country.

Trailer: <https://youtu.be/li5nrKKbsFY?si=3IKKaNpjTgNYKyqQ>

Reflection questions:

1. Which human rights were violated?
2. What could be done to prevent the situation from happening again?
3. Are there any other ways how you can defend the human rights?



2. JAN PALACH, CZECH REPUBLIC

Topic: Suppression of the freedom of speech, Prague spring, communism

Description: The last six months of the life of Jan Palach, who self-immolated to protest against the invasion of Czechoslovakia to crush Prague Spring.

Trailer: https://www.youtube.com/watch?v=IRQs3_m3cm0&ab_channel=KVIFFTV

Reflection questions:

1. What do you think about his actions?
2. Were these actions necessary?
3. Who is the modern hero for you? Why?

3. OBČANSKÝ PRŮKAZ, CZECH REPUBLIC

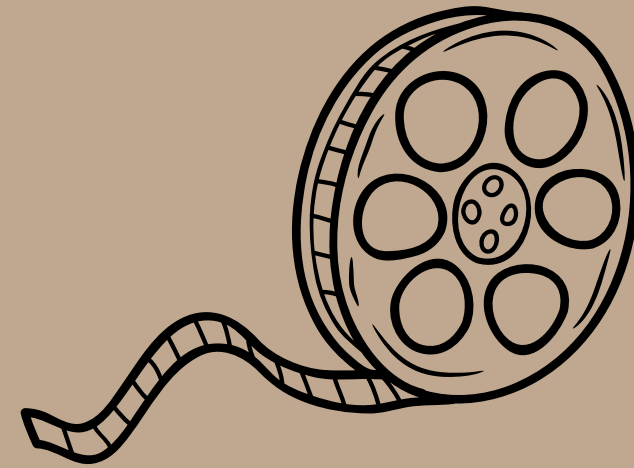
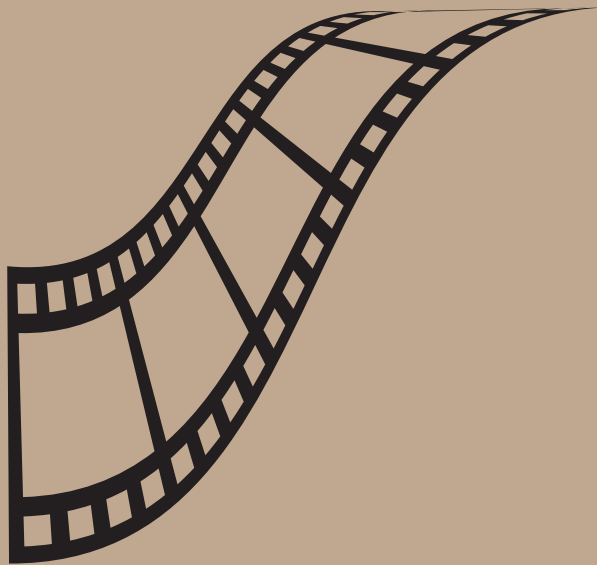
Topic: Socialism, militarism, army, suppression of freedom of moment

Description: Bittersweet comedy from Ondrej Trojan - "Obcanský prukaz", based on book by Petr Sabach about four teenage boys, their friends, parents, lovers - from the moment when they are 15 to moment when they are 18. Story is set in 1970s, when is Czechoslovakia occupied by Russians.

Trailer: https://www.youtube.com/watch?v=80lj04ZwZTs&ab_channel=KVIFFTV

Reflection questions:

1. Which character do you identify yourself the most? Why?
2. Which human rights were violated?
3. What role do you think young people play in the resistance to totalitarian/authoritarian regime?



4. SON OF SAUL, HUNGARY

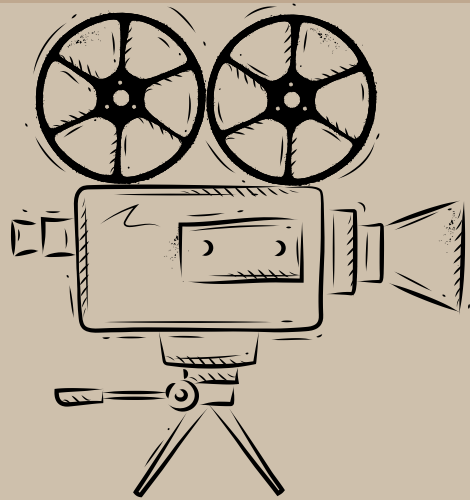
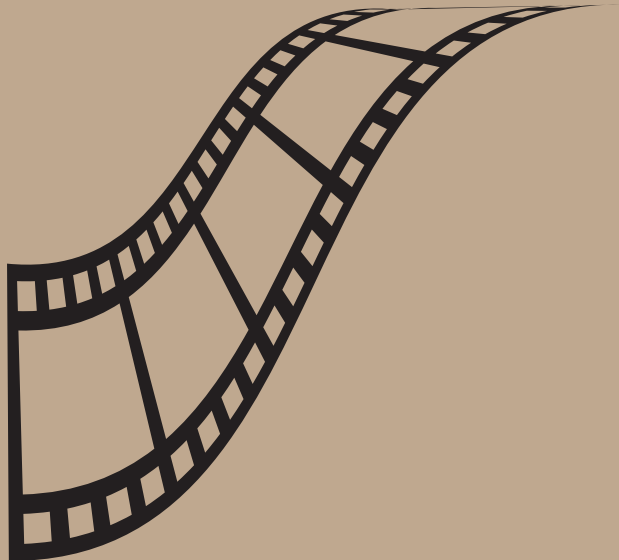
Topic: Right to life, dignity, and cultural identity

Description: The film follows Saul Ausländer, a member of the Sonderkommando in Auschwitz, who finds a boy's body and becomes determined to give him a proper Jewish burial. This narrative highlights the severe violation of human rights during the Holocaust.

Trailer: <https://youtu.be/PSabBa9IWYs?si=c4L56uAqjA-pW4-A>

Reflection questions:

1. Which human rights were violated?
2. What could be done to prevent the situation from happening again?
3. Are there any other ways how you can defend the human rights?



5. BUDAPEST NOIR (2017), HUNGARY

Topic: Gender inequality and violence against women, freedom of the press and censorship, political oppression and corruption

Description: A journalist investigates the murder of a young woman in pre-World War II Budapest, uncovering political intrigue and rising anti-Semitism.

Trailer: <https://youtu.be/dWGoATtjqa4?si=xJxthTC4hQg-fyf1>

Reflection questions:

1. How does "Budapest Noir" depict the role of the press in defending human rights and exposing corruption?
2. What insights does the film provide about the social and political climate leading up to World War II and its impact on human rights?
3. How are themes of justice and accountability explored through the protagonist's investigation?

6. THE FIFTH SEAL (AZ ÖTÖDIK PECSÉT) (1976), HUNGARY

Topic: right to life, human dignity

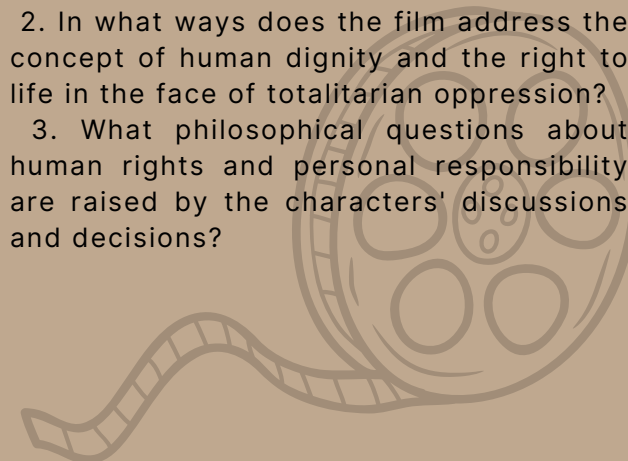
Description: During World War II, five friends must confront their moral beliefs when a Hungarian soldier gives them a life-altering ultimatum.

Set in Budapest during World War II, the film centers on a philosophical discussion between friends about morality and human dignity under oppression, which takes a dramatic turn when they are confronted by a sadistic soldier. It explores themes of moral integrity, the right to life, and the ethical dilemmas faced under totalitarian regimes

Trailer: https://youtu.be/Vzc8CS_aaBE?si=hvGkZvbrt_pw7_TZ

Reflection questions:

1. How does "The Fifth Seal" challenge our understanding of ethical behavior and moral choices during times of extreme duress?
2. In what ways does the film address the concept of human dignity and the right to life in the face of totalitarian oppression?
3. What philosophical questions about human rights and personal responsibility are raised by the characters' discussions and decisions?



7. LA VITA È BELLA (1997), ITALY

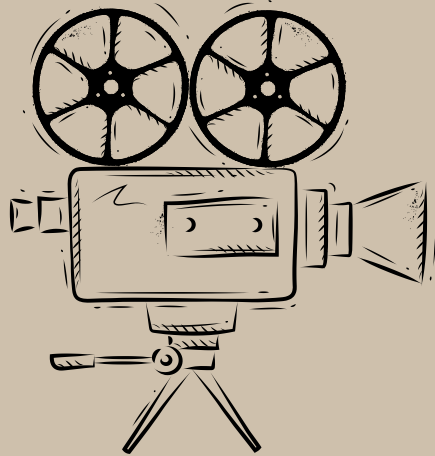
Topic: racial discrimination, violence, torture, holocaust

Description: Comedy-drama film directed by and starring Roberto Benigni, who co-wrote the film with Vincenzo Cerami. Benigni plays Guido Orefice, a Jewish Italian bookshop owner, who employs his imagination to shield his son from the horrors of internment in a Nazi concentration camp. The film was partially inspired by the book *In the End, I Beat Hitler* by Rubino Romeo Salmoni and by Benigni's father, who spent two years in the Bergen-Belsen concentration camp during World War II.

Trailer: https://www.youtube.com/watch?v=pAYEQP8gx3w&ab_channel=RottenTomatoesClassicTrailers

Reflection questions:

1. How does "La vita è bella" balance the elements of comedy and drama while addressing the serious topics of racial discrimination and the Holocaust?
2. What role does imagination play in the film's portrayal of survival and coping mechanisms during times of extreme adversity?
3. In what ways does "La vita è bella" contribute to the collective memory and understanding of the Holocaust, especially through the lens of Italian history and Benigni's personal connections? Which human rights were violated;



8. TOLO TOLO (2020), ITALY

Topic: racial discrimination, immigration

Description: Checco is a young Apulian entrepreneur dreamer who has opened a sushi restaurant in his town Spinazzola. However, after one month, the restaurant goes bankrupt and he chooses to emigrate to Africa to escape from debt. Here he adapts to being a waiter in a resort in Kenya, but at the outbreak of a civil war he decides to embark on a stowaway trip on a boat for migrants to Europe and chooses to do it with his African friends. However, he would not like to return to Italy, but rather to go to Liechtenstein where banking secrecy is in force and there is a lower tax burden than in Italy.

Trailer: https://www.youtube.com/watch?v=CKLnXPJWRFM&ab_channel=azfilmscanada

Reflection questions:

1. How does "Tolo Tolo" address the complexities of immigration and the search for a better life in different cultural contexts?
2. In what ways does the film explore the theme of racial discrimination through Checco's interactions and experiences in Africa and Europe?
3. How does "Tolo Tolo" use satire to comment on socio-political issues such as bankruptcy, civil war, and tax evasion?

9. C'È ANCORA DOMANI (2023), ITALY

Topic: women rights, political rights, sexism, universal suffrage, gender equality

Description: black-and-white comedy drama film in neorealist style, directed by Paola Cortellesi in her directorial debut. Set in postwar 1940s Italy, it follows Delia breaking traditional family patterns and aspiring to a different future, after receiving a mysterious letter.

Trailer: https://www.youtube.com/watch?v=nNREdtrrQyk&ab_channel=LimelightDistribution

Reflection questions:

1. How does "C'è ancora domani" depict the struggle for women's rights and gender equality in postwar 1940s Italy?
2. What significance does the neorealist style bring to the film's narrative about breaking traditional family patterns and aspiring for change?
3. In what ways does Delia's journey and the mysterious letter symbolize broader societal changes and the quest for gender equality?



10. THE PIANIST (2002), POLAND

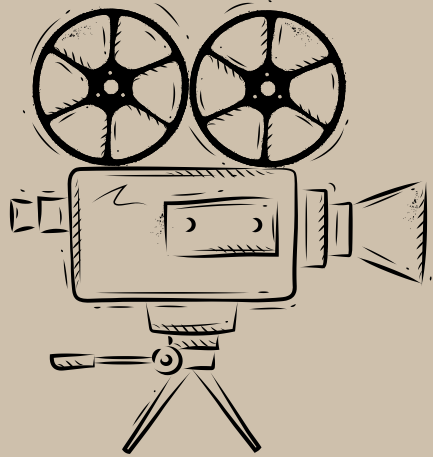
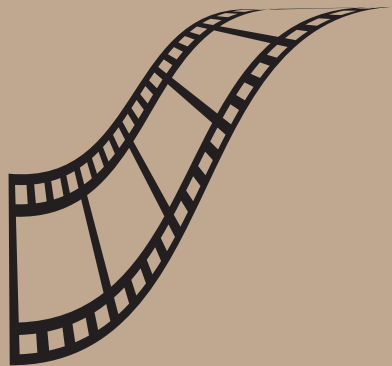
Topic: Holocaust and survival

Description: Directed by Roman Polanski, this film is based on the autobiography of Władysław Szpilman, a Polish-Jewish pianist who survives the Holocaust. It depicts his struggle to stay alive in the Warsaw Ghetto and later in the ruins of the city.

Trailer: https://www.youtube.com/watch?v=u_jE7-6Uv7E

Reflection questions:

1. How does "The Pianist" depict the violation of human rights during the Holocaust, and what specific scenes highlight the extreme conditions faced by the Jewish community in Warsaw?
2. In what ways does the film explore the theme of resilience and survival amidst the systemic oppression and violence experienced by Władysław Szpilman?
3. How does "The Pianist" address the impact of war and genocide on individual identity and dignity, and what does the film suggest about the broader implications for human rights in times of conflict?



11. ZIELONA GRANICA (THE GREEN BORDER), POLAND

Topic: Situation on polish-belarussian border

Description: In the treacherous and swampy forests that form the so-called "green border" between Belarus and Poland, refugees from the Middle East and Africa trying to reach the European Union fall into a geopolitical crisis provoked by the Belarusian dictator Alexander Lukashenko. In an attempt to provoke Europe, refugees are lured to the border with propaganda, promising an easy passage to the EU. As pawns in this hidden war, the fates of Yulia, a newly minted activist who gave up a comfortable life, Jan, a young border guard, and a family of Syrian refugees are intertwined.

Trailer: https://youtu.be/LMn_DSksa0w?si=i0S3Yhadb1vb6CDf

Reflection questions:

1. Does the film show the real situation on the Polish-Belarusian border?
2. Which is the influence of the Lukashenko regime on the events on the Polish-Belarusian border?
3. Is the situation similar to that at any other EU external border?

12. CYBORGS, UKRAINE

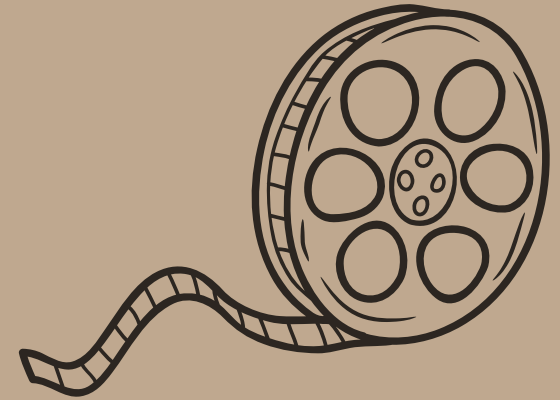
Topic: war in Ukraine and resistance

Description: The film takes place in 2014 at Donetsk airport. A volunteer group arrives here and finds itself in a hot spot for the first time. They will have to spend two weeks here, during which the heroes will face the true face of a terrible war...

Trailer: <https://youtu.be/BYxnJLmyfTA?si=jH6S6zOut0QUxVnp>

Reflection questions:

1. How does "Cyborgs: Heroes Never Die" portray the psychological and emotional impact of the conflict on the soldiers defending Donetsk Airport?
2. In what ways does the film "Cyborgs: Heroes Never Die" address themes of patriotism and identity among the Ukrainian soldiers?
3. How does "Cyborgs: Heroes Never Die" balance the depiction of the harsh realities of war with moments of humanity and camaraderie among the characters?



13. CAPITÃES DE ABRIL - APRIL CAPTAINS, PORTUGAL

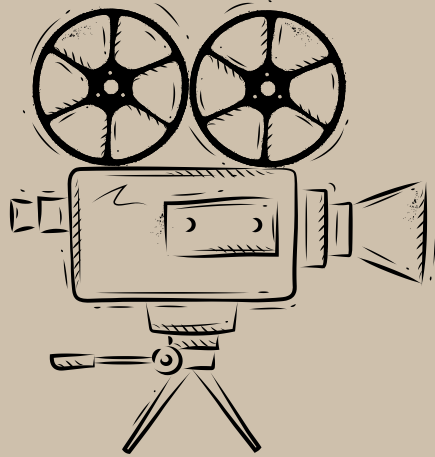
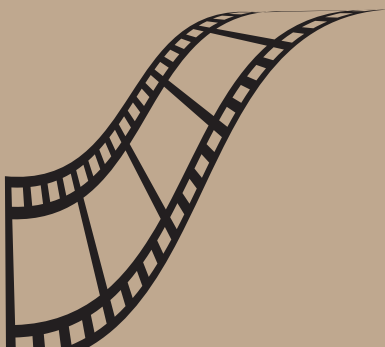
Topic: political repression and lack of freedom, censorship, state violence, colonial wars

Description: A portrait of the Revolution that changed Portuguese history in 1974. In the early hours of the day, Rádio Clube Português broadcasts the famous and banned song by Zeca Afonso, Grândola, Vila Morena.

Trailer: <https://www.youtube.com/watch?v=P8qXIfmWgrM>

Reflection questions:

1. How does "Capitães de Abril" depict human rights violations under Portugal's Estado Novo regime, particularly regarding political repression and censorship?
2. In what ways does the Carnation Revolution, as portrayed in "Capitães de Abril," symbolize the fight for freedom and human rights, and which key rights were restored after the dictatorship's end?
3. How are acts of resistance and solidarity between soldiers and civilians represented in "Capitães de Abril," and what do these relationships reveal about the importance of unity in achieving human rights?



14. SANGUE DO MEU SANGUE - BLOOD OF MY BLOOD, PORTUGAL

Topic: domestic violence and abuse, socioeconomic inequality, gender inequality

Description: Marcia's plan to take her family out of a poor neighborhood in Lisbon is threatened by her daughter's romance with a married professor and her son's connection to drug trafficking.

Trailer: <https://youtu.be/xvm2eTaz7Uc?si=RSkeJVOKUIKxd9uS>

Reflection questions:

1. What are the challenges faced by the main character, Márcia, in terms of her rights and human dignity?
2. How discrimination and social exclusion are portrayed in the film and what are the consequences for the characters' rights?
3. How does the film address the issue of the right to education, particularly in the context of young Cláudia?

15. LISTEN, PORTUGAL

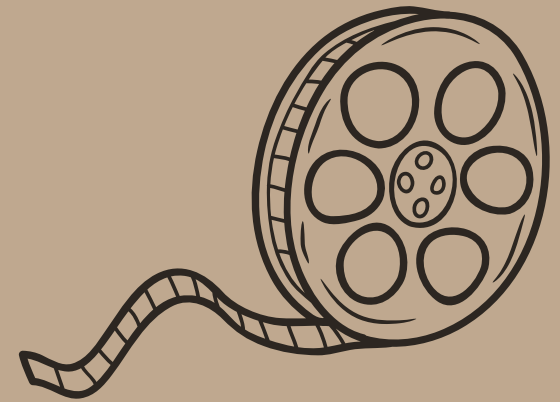
Topic: family separation, discrimination and cultural bias, right to a fair hearing, economic hardship

Description: A family of Portuguese immigrants lives in London and tries, with difficulty, to balance their financial and personal lives. However, an incident causes the parents to lose custody of their children, which begins a long and tiring legal battle.

Trailer: <https://www.youtube.com/watch?v=hR7jyodiFQM>

Reflection questions:

1. How does the film "Listen" portray the right to family unity and how is this right threatened?
2. How does the film address the issue of children's rights, particularly in the context of their separation from their parents?
3. How does the film explore the emotional and psychological impact of family separation on children and parents?



16. CHAMPIONS, SPAIN

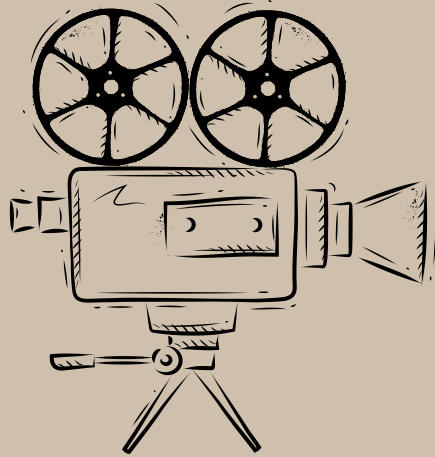
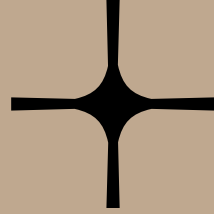
Topic: disability rights and inclusion, stigmatization and discrimination.

Description: A former minor-league basketball coach receives a court order to manage a team of players with intellectual disabilities. Despite his doubts, he soon realizes that together they can go further than they ever imagined.

Trailer: <https://www.youtube.com/watch?v=P8qXlfmWgrM>

Reflection questions:

1. How does "Camieones" address issues of disability and inclusion through its characters and plot?
2. What are some of the key themes explored in "Campeones"?
3. How was the film received by audiences and critics upon its release?



17. THE PHOTOGRAPHER OF MAUTHAUSEN, SPAIN

Topic: genocide and crimes against humanity, forced labor and slavery

Description: Catalan photographer and militant communist Francisco Boix records the horrors committed inside the walls of a Nazi concentration camp in Mauthausen, and the evidence he saves is used to indict numerous Nazi leaders during the Nuremberg trials.

Trailer: https://youtu.be/aqXBQcO_Qa8?si=8uWPY8U6eNZX7m1Q

Reflection questions:

1. What is the significance of Francisco Boix's role as a photographer in documenting the atrocities?
2. How are the psychological effects of trauma depicted in the film? What are the long-term impacts on survivors, and how do they cope with their experiences?
3. What specific human rights violations are depicted in the film, and how do they reflect the context of the Holocaust and World War II?

18. TOC TOC, SPAIN

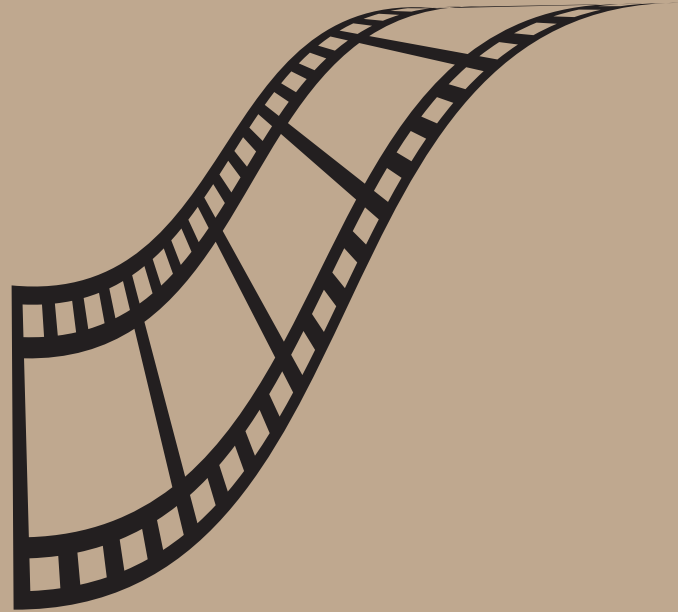
Topic: stigmatization and discrimination, social inclusion, right to dignity and respect, mental health awareness and education

Description: A group of patients with Obsessive Compulsive Disorder meet in the waiting room of a great psychologist's office. The doctor is delayed because of a problem with his plane, so they all have to wait together, trying to keep their manias, impulses, obsessions and rituals in check.

Trailer: <https://youtu.be/wlgtBUIOb4c?si=-toHbiyfGcV14fSI>

Reflection questions:

1. How does the film portray the stigma and discrimination faced by individuals with OCD?
2. Does the movie help in raising awareness and understanding of OCD, or does it risk perpetuating stereotypes and misconceptions?
3. What does the film suggest about the importance of social inclusion for individuals with mental health conditions?
4. How can society better support and integrate people with OCD and other mental illnesses?



19. MUSTANG, TURKEY

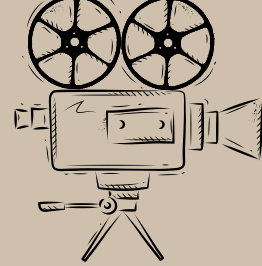
Topic: feminism and freedom, family and sisterhood, tradition vs.modernity.

Description: The movie is a Turkish-French drama that portrays the life and struggles of five orphaned sisters in a conservative Turkish village.

Trailer: <https://www.youtube.com/watch?v=ABNB3zw5BAo>

Reflection questions:

1. How does the film "Mustang" depict the struggle between traditional values and modern aspirations, and what impact does this struggle have on the characters, particularly the five sisters?
2. In what ways does "Mustang" use symbolism and visual storytelling to convey themes of freedom and confinement? Can you identify specific scenes or motifs that highlight these themes?
3. Discuss the role of sisterhood in "Mustang." How do the relationships between the sisters influence their resilience and responses to their oppressive environment?



20. DON'T LET THEM SHOOT THE KITE (1989), TURKEY

Topic: political oppression, female solidarity, innocence and hope

Description: The film centers on the bond between a young boy, Barış, and a female political prisoner, Inci. Barış lives in a women's prison with his mother, who is also incarcerated. The narrative unfolds through the eyes of Barış as he navigates the complexities of prison life, forming a close relationship with Inci. Inci becomes a surrogate mother and mentor to Barış, teaching him about life, hope, and resilience.

Trailer:

<https://mubi.com/en/films/ucurtmayi-vurmasinlar/trailer>

Reflection questions:

1. How does "Don't Let Them Shoot the Kite" depict the impact of political imprisonment on children, particularly through the character of Barış?
2. In what ways does the relationship between Inci and Barış serve as a central theme in the film? How does their bond provide hope and resilience amidst the harsh realities of prison life?
3. How does the film use symbolism and metaphors, such as the kite, to convey its messages about freedom and confinement? Can you identify key scenes where these symbols are particularly impactful?

21. YOL (THE ROAD), TURKEY

Topic: Oppression and injustice, human rights, tradition vs.modernity, personal freedom.

Description: "Yol" follows the stories of five prisoners who are granted a week-long leave from their prison in Turkey. Each of the men embarks on a journey back to their hometowns, facing personal and societal challenges that reflect the broader struggles within Turkish society.

Trailer: <https://mubi.com/en/films/yol-the-full-version/trailer>

Reflection questions:

- 1.How does "Yol" depict the impact of societal and political oppression on the individual lives of its protagonists? Provide specific examples from the film.
2. In what ways does the film explore the tension between traditional values and the desire for personal freedom? How do the characters navigate this conflict?
3. Discuss the film's portrayal of human rights issues, particularly in the context of Turkey's political landscape at the time. How does "Yol" address themes of freedom and justice?



22. FIRST THEY KILLED MY FATHER, USA

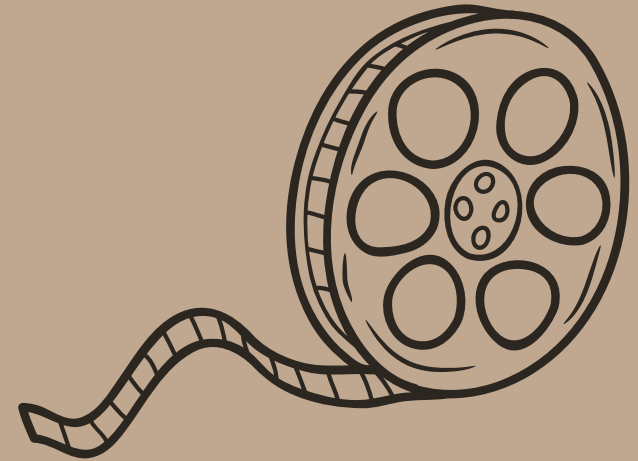
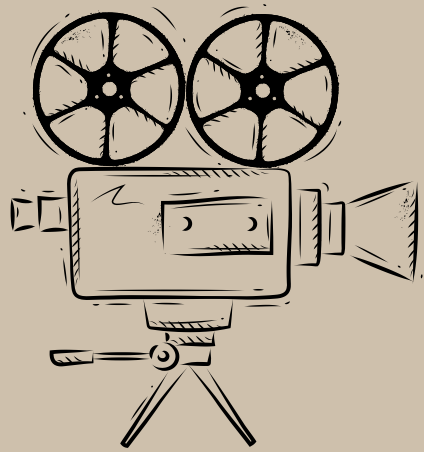
Topic: genocide and crimes against humanity, forced labor and child soldiers, psychological trauma

Description: biographical film directed by Angelina Jolie that recounts the harrowing experiences of Loung Ung, a young girl who survives the Khmer Rouge regime in Cambodia. Through her eyes, the film depicts the brutal realities of forced labor, family separation, and genocide.

Trailer: https://www.youtube.com/watch?v=uS3Vp_quGCw&t=1s&ab_channel=Netflix

Reflection questions:

1. How did the film's portrayal of family separation and forced labor during the Khmer Rouge regime impact your understanding of the importance of human rights protections for children and families?
2. What role do you think international intervention and awareness can play in preventing genocides and crimes against humanity, as depicted in the film?
3. How does the film illustrate the long-term psychological effects of human rights violations, and what steps can be taken to support survivors of such traumatic experiences?



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