

# Human Rights Education & Training

*19<sup>th</sup> Informal ASEM Seminar on Human Rights*

Background Paper

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## Contents

About background paper and authors.....	3
Executive summary.....	3
I. Introduction .....	5
1.1 Models of Human Rights Education .....	9
1.2 Commitments by States in Asia and Europe.....	11
II. Thematic Focus.....	14
2.1 Human Rights Education in School Systems.....	14
2.2 Human Rights Education in Higher Education .....	18
2.3 Equal Access to Human Rights Education.....	21
2.4 Human Rights Education Beyond the Classroom: Non-Formal and Informal Education.....	22
2.5 Human Rights Education and Professional Training .....	26
III. Issues Arising in Human Rights Education.....	27
3.1 Human Rights Education in the Digital Age.....	28
3.2 Role and Involvement of Non-State Actors.....	30
3.3 Academic Freedom .....	35
IV. Regional Collaboration (Including Challenges and Good Practices) .....	37
V. Conclusion & Recommendations .....	41
ANNEX 1: List of acronyms.....	45
ANNEX II: Endnotes.....	47

## About background paper and authors

This background paper has been prepared by Frank ELBERS, an independent journalist and researcher and chairperson of the Democracy and Human Rights Education in Europe (DARE) Network, and Dr Sriprapha PETCHARAMEREE, senior lecturer at the Institute of Human Rights & Peace Studies, Mahidol University, convener of the ASEAN University Network-Human Rights Education and Chair of SHAPE SEA Program (Strengthening Human Rights and Peace Education and Research in ASEAN/Southeast Asia). Both serve as the Main Rapporteurs for the 19<sup>th</sup> Informal ASEM Seminar on Human Rights on the theme “*Human Rights Education and Training*”, on 4-6 November 2019 in Tromsø, Norway.<sup>1</sup>

## Executive summary

This background paper is written within the context of the 19<sup>th</sup> Informal ASEM Seminar on Human Rights. The paper aims to:

- inform and prepare the delegates in advance of attending the ASEM seminar;
- provide the current state-of-the-art in Asia and Europe in relation to the four workshops that will be held during the seminar, in particular:
  - a. human rights education in school systems;
  - b. equal access to human rights education;
  - c. human rights education beyond the classroom: non-formal and informal education;
  - d. human rights education and professional training;
- discuss approaches to human rights education as a tool to respect, protect and fulfill human rights;
- identify good practices and lessons learned.

The paper has been divided into five chapters. The first aims to provide context on the development of human rights education to achieve definitional agreements around key

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<sup>1</sup> The contents of this document are the sole responsibility of the rapporteurs and can under no circumstances be regarded as reflecting the views or opinions of the organisers and the host of the 19<sup>th</sup> Informal ASEM Seminar on Human Rights, namely the Asia-Europe Foundation (ASEF), the Raoul Wallenberg Institute, the French Ministry for Europe and Foreign Affairs, the Philippine Department of Foreign Affairs, the Swiss Federal Department of Foreign Affairs and the Ministry of Foreign Affairs of the People's Republic of China. This document has been produced with the financial assistance of the co-organisers.

terms impacting on the Seminar debates. The second chapter provides a descriptive and critical account of the current-state-of-the art around the four thematic areas of the seminar focusing on both Asia and Europe. The following part looks issues arising in human rights education, specifically human rights in the digital age, involvement of non-state actors and academic freedom. The fourth chapter looks at regional collaboration. The final chapter contains a conclusion and makes recommendations.

The following are the main recommendations to advance human rights education in Asia and Europe:

- All law enforcement officials, teachers, health and social workers, and others acting on behalf of the state have a responsibility to respect and protect human rights. States should double their efforts to ensure that all state officials have access to human rights training relevant to their responsibilities.
- More Asian-European academic collaborations should be fostered to strengthen human rights teaching, particularly in Asia.
- Capacity-building and resources are needed in order to ensure effectiveness and better access to human rights education. States and education institutions, especially higher education are urged to develop systematic capacity-building program as well as to allocate resources for such an effort.
- Human rights education is only successful if built upon a foundation of academic freedom. Relevant stakeholders holding key decision-making positions at regional and national levels should take the responsibility to affirm and ensure that academic freedom is respected, promoted and protected.
- Non-formal human rights education plays a critical role in reaching those learners that do not have access to formal schooling – be they girls-out-of-school, migrant domestic workers or refugees. Governments should provide more support (both financial and in terms of accreditation) of non-formal learning providers.
- In order to address the implementation gap, more coordination and coherence is needed among all actors involved in human rights education. National Plans of Human Rights Education are a useful vehicle to ensure such coordination and coherence.

# Human Rights Education in Asia and Europe: Background paper

## I. Introduction

*“Human rights education builds knowledge, skills and attitudes prompting behaviour that upholds human rights. It is a process of empowerment which helps identify human rights problems and seek solutions in line with human rights principles. It is based on the understanding of our own responsibility to make human rights a reality in our community and society at large.”<sup>i</sup> The ultimate goal of human rights education is, therefore, to build a “culture of human rights” – that is, a society in which each of us is encouraged and empowered to take the initiative to respect, protect and promote the full spectrum of human rights for all.<sup>ii</sup> Thus, human rights education is not just a product of teaching but more a process of “learning about human rights, learning through human rights and learning for human rights”.<sup>iii</sup> It is not just about gaining knowledge and understanding of human rights but it is also about learning to respect human rights of others as well as empowering individuals to exercise their rights which also includes respecting other people’s rights. It contributes to “foster the attitude and behaviours needed to uphold human rights for all members of society”.<sup>iv</sup> It is about the process of adhering to values of dignity, respect, inclusion and equality.<sup>v</sup> On top of knowledge, human rights education, therefore, addresses human cognition, attitudes, behaviour and skills.*

There is no one accepted definition of human rights education (HRE). But, *“HRE concerns ‘the provision and development of awareness about fundamental rights, freedoms and responsibilities’”*.<sup>vi</sup> Nevertheless, it is understood that HRE is closely linked to the right to education. The right to education is legally guaranteed not only by international and regional human rights treaties but also by national legislation of many states in both Asia and Europe. The right to education was first recognised by the Universal Declaration on Human Rights (UDHR). Article 26 of the UDHR prescribed the right to education for everyone without any discrimination.<sup>vii</sup> Paragraph 2 of the same article stated that *“Education shall be directed to the full development of the human personality and to the strengthening of*

*respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace*".<sup>viii</sup> The right was also recognised by other legally binding international human rights treaties such as the International Covenant on Economic, Social and Cultural Rights (ICESCR, Article 13), the Convention on the Rights of the Child (CRC, Article 28 and 29). Article 29, paragraph (b), (c) and (d)<sup>x</sup> emphasises the development of the child to respect for human rights and fundamental freedoms, the preparation of the child for responsible life in a society, *"in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin"*.<sup>x</sup>

### **Emergence of Human Rights Education (1974-1992)<sup>xi</sup>**

Despite the fact that both the UDHR (1948) and the ICESCR (1966) explicitly mention the need for human rights education, only few UN bodies, NGO's or other actors took up the challenge in the post-World War II period. This changes when in 1974 the General Conference of UNESCO adopted the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms,<sup>xii</sup> which is the first time that an international education document directly *mentions the need for human rights education as part of the curriculum*. The 1974 UNESCO Declaration is followed by the International Congress on the Teaching of Human Rights in Vienna in 1978, which is organised under the auspices of UNESCO. In the same period UNESCO commissioned the first research study on HRE.<sup>xiii</sup> UNESCO's *World Directory of Human Rights Research and Training Institutions*, first published in 1974, can be seen as a first attempt at fostering and *networking an international human rights education movement*. The central actor in this emerging movement is UNESCO. The network further consists of mainly academic institutions in North America and Western Europe that have started to incorporate human rights into the curriculum for university students.

### **Growth of HRE as an International Movement (1993-1999)**

A new phase starts with the Vienna World Conference on Human Rights in 1993, which marks a watershed in the development of human rights education. HRE benefits from an upsurge in interest in human rights that coincides with the end of the Cold War. The Vienna

Declaration for the first time incorporates HRE into a major UN human rights policy document. Plans for a UN Decade for Human Rights Education are circulating, inspired by the success of the UN Decade for Women (1976-1985) and promoted by PDHRE, one of the many new NGO's that have emerged on the international HRE scene.<sup>xiv</sup> The fall of the Berlin Wall and collapse of the communist regimes of Eastern Europe rejuvenates the Council of Europe, which becomes a major proponent of human rights education programming in (post-communist) Europe. In 1994, the UN General Assembly adopts the *UN Decade for Human Rights Education (1995-2004)* to be coordinated by the new UN Centre for Human Rights in Geneva (now: OHCHR). The UN Decade leads to a surge in new activities and organisations devoted to promoting human rights education. Since 1997, the EU has been instrumental in the creation and support of Regional Master's degrees in human rights and democratisation around the world, upholding the European commitment to participate in the UNDHRE.<sup>xv</sup>

### **Expansion and Consolidation of HRE (2000-2011)**

Despite a spike in activities during the UN Decade – ranging from the development of new curricula and teaching tools, new courses at universities to many initiatives in non-formal and informal settings aimed at learning about, in and for human rights – the actual results of the UN Decade of Human Rights Education were rather disappointing. Many civil society organisations – NGO's and institutes of higher learning – involved in human rights education around the globe pointed at an *implementation gap*. Government reports to the UN tended to paint an overly optimistic picture as to what is happening in human rights education in their countries.<sup>xvi</sup> Realising that a decade was not enough to bring attention to, and foster worldwide initiatives, in the promotion of human rights education, at the end of UN Decade an ongoing *World Programme for Human Rights Education* was proclaimed for 2005 and forward. This World Programme for Human Rights Education was to be “*organized in consecutive phases, to advance the implementation of human rights education programmes in all sectors*”.<sup>xvii</sup> Theme of the First Phase (2005-2009) was human rights education in formal schooling while the Second Phase (2010-2014) focused on higher education institutions as well as other professionals including civil servants as well as law enforcement officers and military.<sup>xviii</sup>

In the first decade of the twenty-first century heightened activities by both civil society actors, intergovernmental agencies and governments also resulted in the development and adoption of the Declaration on Human Rights Education and Training by the UN General Assembly in December 2011. The *UN Declaration on Human Rights Education and Training*, advocated for in the UN Human Rights Council by the governmental Platform for Human Rights Education and Training (consisting of the governments of Costa Rica, Italy, Morocco, Philippines, Senegal, Slovenia, Switzerland and Thailand) consists of 14 articles that not only highlight the aims of human rights education (in Article 4) but also includes different elements that human education and training encompasses namely education about human rights, through human rights and for human rights (Article 2 paragraph 2). It also recognises the importance of academic freedom reflected in Article 7 paragraph 2 that “*States should create a safe and enabling environment for the engagement of civil society, the private sector and other relevant stakeholders in human rights education and training, in which the human rights and fundamental freedoms of all, including of those engaged in the process, are fully protected*”.<sup>xix</sup> The UN Deputy High Commissioner for Human Rights, Kate Gilmore, considered the Declaration a “standard setting process”.<sup>xx</sup> She further highlighted issues related to human rights education and training such as contribution of human rights education to sustainable solutions to human rights crises and chronic problems in the world, contextualisation of human rights education, the need for cooperation of all actors at all levels, the need for improvement of international reporting and monitoring system in the area of human rights education and the vital role of human rights education to sustain social cohesion, promote inclusion and participation of different groups.<sup>xxi</sup> The Declaration is the first stand-alone international standard for human rights education. Even though the Declaration is not a legally binding document but could well serve as benchmark for assessing national policies and practices pertaining to human rights education. Standard-setting is also undertaken by the Organization for Security and Co-operation in Europe (OSCE) and partners, which developed *Guidelines on Human Rights Education for Secondary School Systems* and *Guidelines on Human Rights Education for Law Enforcement Officials*.<sup>xxii</sup>

### **Contraction of HRE and Emergence of Global Citizenship Education (2012-ongoing)**

Since the adoption of the UN Declaration of Human Rights Education and Training in December 2011, populist political movements, shrinking civil space, global funding cuts to the civil society sector and reduced UN budgets, including UNDP and OHCHR – both important agencies in supporting technical assistance, training and funding to awareness and education programmes around the world – seemed to have led to a contraction of human rights education globally. Despite such contraction, the Third Phase of the World Programme (2015-2019) aimed to strengthen *“the implementation of the first two phases and promoting human rights training for media professionals and journalists”* was maintained and promoted.<sup>xxiii</sup> (The next phase of the World Programme for Human Rights Education (2020-2024) will be focusing on youth.)

Another success may be the inclusion of language relating to human rights education in the Sustainable Development Goals (SDG’s). Target 4.7 emphasises the link between education and human rights and human rights education as a means toward sustainable development. It sets out the target that *“by 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”*.<sup>xxiv</sup> Although this is the first time that learning about human rights is referred to in such high-level document to which all UN member states have committed (see also section I.2: “Commitments by States in Asia and Europe”), the fact that human rights is mentioned along with several other “educations” and the emergence of global citizenship education (GCED)<sup>xxv</sup> may mean that human rights education will have to take a backseat again for the decade to come.

## 1.1 Models of Human Rights Education

As a relatively newly established field of educational theory and practice, HRE has assumed different forms and models. Target groups, goals and methodologies vary depending on context and learners, as do the sponsoring agencies, relevant human rights standards, key content, and underlying theory of change. Based on existing practice, current human rights

education approaches can be distinguished in three different models: the Values and Awareness/Socialisation Model; the Accountability/Professional Development Model; and the Activism/Transformation Model.<sup>xxvi</sup> The *Values and Awareness/Socialisation Model* is usually sponsored by authorities, learner (mainly students) participation is involuntary. This model is typically applied in the formal education sector – from elementary education to higher education. The *Accountability/Professional Development Model* is commonly sponsored by both government agencies and civil society organisations, learner participation can either be voluntary or involuntary. This model is usually carried out in formal (pre-service training) and non-formal (in-service training) education. Target groups include law enforcement officials, legal professionals, health and social workers, civil servants, educators, religious leaders, journalists. The *Activism/Transformation Model* is typically sponsored by civil society organisations (e.g. NGO’s, CBO’s, faith-based organisations), learner participation is generally voluntary and activities are carried out in the non-formal education sector (trainings, popular education, youth and community development work), often with marginalised populations and youth. Table 1 below captures the key features of the three models of human rights education.

**Table 1: Key Features of Human Rights Education Models<sup>xxvii</sup>**

<i>Model Features</i>	<i>Values and Awareness/Socialisation</i>	<i>Accountability/Professional Development</i>	<i>Activism/Transformation</i>
<b>Sponsors</b>	Typically government agencies or authorities	Both government agencies and civil society organisations, sometimes in partnership	Typically sponsored by civil society organisations
<b>Kind of learner participation</b>	Usually involuntarily	Both voluntary and involuntary	Usually voluntary
<b>Education sector</b>	Usually in the formal education sector	Both formal (pre-service) and non-formal (in-service) sectors	Usually in the non-formal education sector, including youth and community development
<b>Common target audiences</b>	Students, sometimes the general public	Law enforcement officials, lawyers and judges, civil servants, health and social workers, educators,	Marginalised populations, youth

		journalist, religious leaders	
<b>Incorporation of critical stance</b>	Noncritical stance	Critical view of one's professional role in relation to prevention of human rights violations	Critical stance toward one's society or local environment, the nature of power, the human rights system itself
<b>Orientation</b>	Transmission of information	Development of capacities related to work role and responsibilities	Personal transformation, human rights activism, social change
<b>Key content</b>	General human rights theory, history and content, with some attention to learner's rights	Human rights content relevant for group, with links to national protection systems and professional codes of conduct	Human rights content relevant for learner, with strong focus on learner's rights and contemporary local human rights violations
<b>Treatment of human rights norms and standards</b>	General treatment, with reference of norms to promote positive social behaviour	Selected as relevant for professional group; may include appeal to personal value systems	Selected as relevant for learners, with strong appeal to personal value system
<b>Teaching and learning strategies</b>	Didactic to participatory	Participatory to instrumentally empowering	Instrumentally to intrinsically empowering/transformational
<b>Strategy for reducing human rights violations</b>	Passive: socialisation and legitimisation of human rights discourse	Active/agency: application of human rights values and standards within one's professional role	Active/transformational: integration within one's analytical framework, taking action to reduce violations in both private and public domains, participation in collective action and creation of social change agents

## 1.2 Commitments by States in Asia and Europe

As discussed above several international human rights treaties refer to the importance of learning about human rights and can be interpreted as obligations on states to provide for human rights education, mostly through the Values and Awareness/Socialisation and Accountability/Professional Development models. In addition, the UN Declaration on Human Rights Education and Training, although not a binding legal document, also calls on states that everyone has the right to know, seek and receive information about their human rights

and fundamental freedoms. This is especially the case for state officials – from law enforcement officials to teachers and other acting on behalf of the state, who have a responsibility to respect and protect human rights.

Table 2 below lists all international and regional treaties and declarations that include obligations by states to facilitate and provide human rights education.

**Table 2: Treaties and declarations that include obligations by states to facilitate and provide human rights education**

Universal Declaration of Human Rights (UDHR)	1948	Article 26
European Convention on Human Rights and Fundamental Freedoms (ECHR)	1950	First additional protocol, Article 2
International Covenant on Economic, Social and Cultural Rights (ICESCR)	1966	Article 13
UN Convention on the Rights of the Child (CRC)	1989	Article 28, 29
SAARC Convention on Preventing and Combating Trafficking in Women and Children for Prostitution	2002	Article 8
Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education	2010	
UN Declaration of Human Rights Education and Training	2011	
ASEAN Human Rights Declaration	2012	Article 31

All UN Member States have committed to the Sustainable Development Goals, including Target 4.7, which, as already mentioned above, commits states to ensure that “*all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development*” by 2030.<sup>xxviii</sup>

International commitments of states in Asia and Europe are also reflected in the Universal Periodic Review (UPR) peer-review process of the UN Human Rights Council. Of the 64,164

recommendations during the first 28 UPR sessions, 2,477 pertained to human rights education and training, which is almost 4% of the total recommendation.<sup>xxix</sup>

The UPR process demonstrates states have committed themselves to implementing human rights education in both Europe and Asia. Only a few states show some reservation to proposed recommendations. However, implementation varies from one country to another. Only a few UPR reports revealed budget allocation to human rights education and training; the rest, fall silent on the issue. It's worth noting that even in countries where economic development is higher institutions implementing human rights and peace education still rely on external funding. In order to follow up on recommendations and to ensure their implementation civil society has an important role to play.

**HRE 2020<sup>xxx</sup>** is a global coalition, that fosters collaboration between civil society organisations globally to support and strengthen the implementation of international human rights education commitments. It aims to hold states accountable for their commitments under international standards and mechanisms to implement effective human rights education. It has developed an indicator framework<sup>xxxi</sup> to monitor and assess the implementation of human rights education and training and has plans to work with UN monitoring bodies to include indicators in reporting procedures.

## II. Thematic Focus

As already seen in the previous section, human rights education and training is provided in both informal, non-formal and formal settings. Human rights education is considered a lifelong process that concerns all ages. It concerns all parts of society, at all levels, including preschool, primary, secondary and higher education. It includes all forms of education, training and learning targeting trainers, teachers and state officials, continuing education, popular education and public information and awareness activities.<sup>xxxii</sup> This section will address human rights education and training in school systems, human rights education in higher education, HRE and learning beyond the classroom (non-formal and informal education), HRE and professional training and equal access to HRE in Asia and Europe.

### 2.1 Human Rights Education in School Systems

*“Let us teach our children, from their earliest years, to live without violence and to practice tolerance. They need to learn, in the family and at schools, to refuse violence and adopt peaceful means of resolving disagreements and conflict.”<sup>xxxiii</sup>* Children at an early age spend time at school where they learn not only how to read and write but also to live together with others. Nurturing a culture of human rights and peace begins in the family and at school. Schools, therefore, have an important role to play in instilling notions of citizenship and wider society. Schools are the place where children learn to behave as responsible person, to herself or himself and to others in the society. Forms of human rights education have existed in Asian schools since the introduction of DOWA education in **Japan** in 1965, stressing the importance of equality and development of the consciousness against discrimination.<sup>xxxiv</sup> Human rights have also been taught in Sri Lanka since 1983. After the Marcos dictatorship was overthrown in the **Philippines** in 1986, the teaching of human rights in schools was made mandatory in the Philippines’s Constitution.<sup>xxxv</sup> Executive order no. 27 entitled Education to Maximise Respect for Human Rights issued in July 1986, required the then Ministry of Education, Culture and Sports<sup>xxxvi</sup> to include the study and understanding of human rights in the curriculums of all levels of education and training in all schools in the country. In 1987, the DECS Memorandum order

no. 61 prescribed the inclusion of the study of human rights and accompanying responsibilities in the school curricula.<sup>xxxvii</sup> The memorandum ordered all schools at all levels, including non-formal education, technical and vocational education programs, to include in their curriculums the study of human rights as well as the responsibilities that accompany them.<sup>xxxviii</sup> In **Cambodia**, Human Rights Education is offered from grade one to 12 as either stand-alone subjects or as a component of other subjects.

In Northeast Asia, **South Korea** has been active in promoting human rights education. With the establishment of the National Human Rights Commission, human rights education became one of the key mandates and functions of the Commission. The Commission makes efforts to integrate human rights principles into the curricula of every educational institution including primary and secondary schools and universities.<sup>xxxix</sup> Human rights education in school curricula is enforced without basis in any statute. Although some municipal governments and district offices of Education have secured grounds by enacting ordinances, in the absence of a higher law, securing a stable budget and ensuring effective implementation remains difficult. The government's inconsistent provision of human rights education demonstrates the lack of a coherent and consistent system of child rights education.<sup>xi</sup> The **Chinese** government planned to initiate human rights education in primary, junior and senior secondary schools by adding human rights to the course on Ideological and Moral Standards, and carrying out human rights education in the course, as “basic rights and obligations of citizens” in the Constitution and international human rights knowledge.<sup>xii</sup> However, there are still no special human rights courses for the students at primary and secondary school, only moral education.<sup>xiii</sup>

In South Asia, as mentioned in the previous section, Sri Lanka was among the first states in Asia to have introduced human rights education in educational system. With the mandate provided by the Human Rights Commission of Sri Lanka (HRCSL) Act promulgated in 1996, in provided in sections 10 (f)<sup>xliii</sup> and 11(f)<sup>xliv</sup> the HRCSL has been active in promoting human rights education and training in the country including at school level focusing different groups including the pre-school children, school children (junior and upper secondary schools that include the age limits of 13 to 18 years) as well as the educators (school principals, teachers, and others).<sup>xlv</sup> It introduced the human rights units in schools with

support of school principles. The government adopted the National Human Rights Action Plan 2017-2021 which includes human rights education and introduced a subject called “Think Equal” in pilot schools across twelve districts. The new subject teaches children between the ages of three and seven, social and emotional intelligence and core values including gender sensitivity, equality and human rights. On 1 August 2017, the Cabinet of Ministers approved the introduction of this programme in all pre-schools in the country.<sup>xlvi</sup> Since 2005, the HRCSL had pushed the National Institute of Education for the integration of human rights education into the general school curriculum and the subscription of the human rights components with international norms and standards of human rights education.<sup>xlvii</sup> The HRCSL also undertook the formulation of guidelines/handbooks for the teachers, university students and school students as supplementary materials for the curriculum-based human rights education.<sup>xlviii</sup> However, human rights education at schools was allocated only a limited number of hours.<sup>xlix</sup>

The National Human Rights Commission of **India** (NHRCI), the first to have been established in South Asia in 1993, has initiated a number of programmes and activities one of which is the setting up of Curriculum Development Committee for Human Rights and Duties Education. The Model curricula for human rights and duties was issued in 2001. Realising that a rather limited number of universities and colleges had introduced courses related to human rights education,<sup>i</sup> the Task Force on human rights education was set up in 2006. After meetings and consultations throughout the country, the NHRCI recommended “Human Rights Education at the University and College Levels” and a “Module on Human Rights Education for Teaching Professionals Imparting Education in Primary, Secondary, Higher Secondary levels”.<sup>ii</sup> <sup>iii</sup> Other national human rights commissions in the Southeast Asia, Northeast Asian and the Pacific sub-regions have been active in promoting human rights education as has been also the case of the National Human Rights Commission of Australia with strong commitment to human rights education.

Governments in Asia are open to human rights education at schools; nevertheless, implementation varies due to policies and political context of each country. There are at least two approaches applied when it comes to human rights education in school settings: human rights education is introduced as a separate subject. This approach does not seem

popular in Asia; the second approach is the incorporation of human rights elements into existing courses, which could be moral education, civic and citizenship education, environmental education, child rights education, etc. It is interesting to add that in some countries, human rights education is accompanied by education about duties and responsibilities.

There are some common challenges in implementing human rights education at the school level in Asia. Most common is the fact that teachers face pressure to spend time developing student competencies in examination subjects, particularly Math, Reading and Science, at the expense of time that could be spent on HRE.<sup>liii</sup> This is not to mention the resistance of teachers to introduce human rights education to students. Studies also indicate that despite commitment at the policy level, there is a lack of government direction and support for HRE. Some of these studies indicate that there is often a lack of teacher training in HRE leading to lack of knowledge and commitment on the part of teachers.<sup>liv</sup> Another problem found in all studies is about limited funds allocated for human rights education. Shortage of teaching materials and textbooks is another challenge face by schools.

***Human Rights Education in the School Systems of Europe, Central Asia and North America. A Compendium of Good Practice***, published in English, French and Russian in 2010 by the OSCE in collaboration with the Council of Europe, OHCHR and UNESCO, is an excellent resource that includes descriptions and samples of key elements of successful human rights education. The five sections of the 240-page book and CD-ROM are: 1. Laws, Guidelines and Standards; 2. Approaches and Practices to Improve the Learning Environment; 3. Teaching and Learning Tools for the Classroom; 4. Professional Development for Educators and Other Adults; and 5. Evaluation and Assessment Approaches.

The framework for human rights education in European schools is rather different from and more coherent than in Asia due to the existence of an inter-governmental body that covers the whole region. All 47 European nations are members of the Council of Europe, which has as its mandate to promote democracy, human rights and the rule of law, including human rights education and education for democratic citizenship. However, as education policies are determined at the national level, the landscape of human rights teaching in European primary and secondary schools differs from country to country. In most countries, human

rights themes and democracy citizenship are incorporated in secondary school curricula in subject matters as civics, social studies, history or legal education; in some countries children's rights are integrated across the curriculum in elementary schools. Several post-communist states in Europe introduced human rights as an (optional) course of study in the 1990s, but there is no longer a difference between Eastern and Western European school curricula as human rights is no longer a stand-alone subject in any European schooling system.

The 2017 Council of Europe Report on the **state of citizenship and human rights education in Europe**<sup>v</sup> concluded that:

- 1) Inconsistencies between policies and their implementation were reported by 66% of government respondents in 2016 compared with 20% in 2012.
- 2) Over 80% of government respondents felt that greater awareness of relevance of citizenship and human rights education for addressing the current challenges in our societies is needed in order for such education to receive a greater priority in their countries.
- 3) Over a third of government respondents stated there are scarce or non-existent references to education for democratic citizenship and human rights in laws, policies and strategic objectives, in vocational education and training, and higher education (14 out of 40 respondents).
- 4) In almost two thirds of the countries, no criteria have been developed to evaluate the effectiveness of programmes in the area of education for democratic citizenship and human rights.
- 5) Only over half of government respondents stated that evaluations of strategies and policies undertaken in accordance with the aims and principles of the charter have been done or foreseen.

## 2.2 Human Rights Education in Higher Education

Higher education is all education taking place at the post-secondary level in universities or other establishments approved by the state authorities, including institutions for the training and certification of professionals such as teachers, social workers, medical and legal personnel.<sup>vi</sup> Effective integration of HRE in higher education requires action in five areas: 1. Policies and related implementation measures; 2. teaching and learning processes and tools; 3. research; 4. the learning environment, including academic freedom; 5. education and professional development of higher education teaching personnel.

Many countries in Asia and Europe launched human rights education at universities and colleges before introducing it into elementary and secondary schools. In Asia this is the case for China and Thailand. In **China** top colleges and universities created human rights courses, mainly given by law school teachers, and many universities established human rights research institutions or training bases to promote human rights research and education.<sup>lvii</sup> In **Thailand**, the first graduate programme in human rights was established at Mahidol University and it's considered not only the first in Thailand but also in Asia followed by a LL.M programme under Law School at Hong Kong City University. In Thailand, amidst the political turmoil since the 2014 coup, some remarkable developments have taken place in Thailand over the last five years. Promotion of education for peace, non-violence and human rights in school and university curricula have been incorporated into Thailand's 20-year National Education Plan (2017-2036) and the National Reform Plan on Politics. Furthermore, in 2017, the National Council for Peace and Order announced 'Human Rights' as a National Agenda for Thailand in 2018 and 2019, as part of the Thailand 4.0 policy and the 20-year strategic plan.<sup>lviii</sup>

However, in countries in which socio-religious beliefs are closely tied to the state, HRE programmes tend to focus more on duties than rights. As an example, in Cambodia, human rights subjects have been offered as part of Khmer traditional values and principles of Buddhism. In Vietnam, the goal of HRE is increasing awareness of national laws which prescribe both rights and duties of all citizens.<sup>lix</sup> At the same time various efforts at furthering human rights education. In **Myanmar** and **Vietnam** human rights education has been incorporated into education system in the past five years. And the availability of human rights education has increased in Southeast Asia (SEA). More numbers of universities are now offering programmes and courses on human rights and peace & conflict studies. Furthermore, human rights are gradually becoming a compulsory course rather than elective and several subjects that are related or carrying the potential to incorporate human rights and peace components are introduced.<sup>lx</sup> Moreover, *"there has been an expansion of HRPE as standalone programme or course although in a limited number. It has been introduced in both human rights and peace & conflict subjects as separate study programmes in MA and PhD level. There is still no standalone integrated programme of human rights and peace & conflict studies except the one offered at the Institute of Human Rights and Peace Studies*

*(Mahidol University), Thailand. Besides, standalone programmes on related subjects have also been introduced. Comparatively, more programmes are developed in peace & conflict studies and related subjects than human rights*".<sup>lxi</sup> It worth noting that the development of human rights education is mostly at law school/department especially as elective courses. Only in a few countries such as Myanmar and Vietnam, human rights courses were made compulsory for law students. There are also some emerging human rights-related courses offered at universities in SEA, gender studies and development studies in particular.<sup>lxii</sup>

Unlike SEA, there is no systematic assessment of human rights education in higher education in South Asia. In India, like many universities in Southeast Asia, human rights education is generally conducted as international law and Indian constitutional law (fundamental rights) at the undergraduate level. In political science departments, human rights education is still a limited part of the course on the constitutional and political development of India (fundamental rights) and international politics (United Nations). In some universities, human rights education is part of sociology, economics, and modern Indian history.<sup>lxiii</sup> At the master's level specialised human rights education is given in some departments of law as an optional course. No university offers a master of laws (LL.M) degree exclusively in human rights law. In departments of political science, human rights are usually taught as part of one or two courses only. In Nepal, the Master's Programme in Human Rights and Democratisation (Asia Pacific) was first offered in 2010 as part of a consortium of five universities at Kathmandu School of Law.<sup>lxiv</sup> In **Pakistan**, a few universities offer graduate program in human rights such as Bahria University offering a Diploma course in human rights law, a LL.M in human rights law is offered by the International Islamic University in Islamabad. In **Sri Lanka**, the Centre for the Study of Human Rights, has been a key player in building the human rights culture in Sri Lanka since 1994.<sup>lxv</sup>

In Northeast Asia, human rights education at higher education institutions in **China** is more advanced than at the school level. Seven universities have been designated so-called national bases for human rights education and training and ten other are human rights research institutes.<sup>lxvi</sup> The national human rights education and training bases were established by the Ministry of Education and the State Council Information Office. With support of the Norwegian Centre for Human Rights at Oslo University and the Raoul

Wallenberg Institute, Lund University in Sweden, a number of universities are now offering courses and programmes in human rights.

## 2.3 Equal Access to Human Rights Education

Needless to say, exercising the right to human rights education through formal education requires access to formal schooling. Yet some 258,4 million children, adolescents and youth were out of school in the school year ending in 2018.<sup>lxvii</sup> Although on average boys and girls are equally affected, there is considerable gender differentiation at regional and national levels. At primary school-age girls face a disadvantage in most regions (except for Latin America, Caribbean, Europe and North America, where boys are more likely to be out of school). For lower secondary out-of-school rates, the widest gender disparity is also observed in Central Asia, where there are 137 female adolescents out of school for every 100 male adolescents not in school. Gender differences are generally compounded by social, ethnic or other marginalised status: girls in rural areas, children who are ethnic minorities or indigenous peoples, children with disabilities and children who are refugees are less likely to attend school. Students who belong to two marginalised group are even less likely to attend school and hence are denied the opportunity to access human rights education. Young migrant domestic workers in both Asia and Europe, for example, who are particularly at risk of abuse and exploitation, fall in this category. One way of addressing these disparities are non-formal education programmes.<sup>lxviii</sup>

Non-formal and informal education is generally flexible, creative, learner-centred and cost-effective.<sup>lxix</sup> Examples from the human rights education field vary from women's literacy and empowerment programmes through popular education, particularly in Southeast Asia, use of simple check-lists or flyers to the use of apps or computer games ("serious games").<sup>lxx</sup> The International Labour Organization (ILO) tries to reach migrant workers through its pre-departure labour rights curriculum.<sup>lxxi</sup>

Of relevant to access to HRE is, since 9/11 in particular, serious concern over religious fundamentalism and the link with HRE. Both in Asia and Europe there have been

discussions on how the protection and promotion of human rights contributes to preventing and countering violent extremism, including religious radicalisation, and what the role of HRE and of religious leaders are in preventing incitement to violence.<sup>lxxii</sup> Mutual respect and space for tolerance have to be part of human rights education. Ideally, developing life skills such as conflict management, tolerance and empathy should be included in the human rights education curriculum, which will contribute to furthering political, ethnic, social and religious tolerance, cultural diversity and gender equality as well as increasing knowledge about democratic values and human rights. The 2017 ASEAN Declaration on Culture of Prevention for a Peaceful, Inclusive, Resilient, Healthy and Harmonious Society considers HRE and peace education as one of the ways to prevent violence and mass atrocities.<sup>lxxiii</sup> Under the Council of Europe Action Plan to combat extremism and radicalisation leading to terrorism (2015-2017)<sup>lxxiv</sup> various policies, training programmes and curricula were developed yet to date it is unclear whether these initiatives have prevented radicalisation.

## 2.4 Human Rights Education Beyond the Classroom: Non-Formal and Informal Education

Non-formal education is a short-hand phrase used to refer to education activity outside the formal school system by NGO's and others around the world to support people in developing their ideas and skills and in helping them meet their basic needs. Such programmes often have empowerment as their primary goal, but it may be interwoven with other objectives.<sup>lxxv</sup> Informal education may or may not be organised, and is usually unsystematic education, having its impact on the lifelong processes through which every person acquires and accumulates knowledge, skills, attitudes from daily experiences and exposure such as through meetings at coffee or tea ceremonies, and getting information from radio, television and print media and social media.<sup>lxxvi</sup> This can be referred to as the Activism/Transformation model of human rights education.

Amnesty International's **Rights Education leading to Action Programme (REAP)** aims at giving human rights training to key actors in society, in order to qualify them to become human rights multipliers, in adherence with the aims and objectives of the UDHR. The programme has set specific criteria for selection of target groups,

including those who are genuinely receptive to HRE and have a basic commitment to human rights; they should be potential opinion builders or multipliers; they may be potential violators of human rights as well as potential victims of human rights violations. They are mainly teachers and educators in formal educational systems, but also NGO's, community leaders, journalists, prison officials, judiciary officers, religious officers and others. REAP trainings were conducted in Poland, Slovenia, Moldova, Russia, Turkey, Morocco, Israel, South Africa, India, Thailand, Malaysia, Argentina and Mexico.<sup>lxxvii</sup>

In Asia, many organisations initiate human rights education activities and programmes. One of the best-known programme run by Amnesty International is the Rights Education Action Programme (REAP). Yet human rights education is not only done by human rights organisations: many other civil society groups working within communities do human rights education, using the Activism/Transformation model.<sup>lxxviii</sup> They include social development agencies doing social mobilising or community organising activities for social, political, economic and cultural development; social action groups that take up social issues and put pressure on the government and other institutions to address the resolution of these issues; sectoral organisations such as women's groups, peasant organisations, and workers' unions that focus on organising the sectors concerned and taking action on issues affecting them; law groups providing legal assistance and education to grassroots communities; grassroots/popular education groups such as those providing basic literacy services to communities; and art/cultural groups informing the general public about issues affecting the communities through plays and other art forms.<sup>lxxix</sup> Such human rights education can take different forms such as awareness raising and campaigning (public exposition of issues); legal literacy (education on laws - domestic and international); skills training (acquisition of specific know-how on human rights work); social action (activities that address social issues such as making petitions to government and other institutions); and popular education (program for increasing people's knowledge on how they can employ their right to participate in societal affairs).<sup>lxxx</sup> In fact, the active involvement of different actors including civil society groups and community-based groups is important in promoting human rights education as they are working on the ground. Media can play very important roles in raising awareness about human rights and reporting on human rights situations. The role of NGO's and civil society in providing education probably dates back to the late 19<sup>th</sup> and early 20<sup>th</sup> centuries and was primarily led by religious organisations.<sup>lxxxi</sup> More recent mandates in providing education (beyond other traditional functions of NGO's such as providing direct services,

campaigning or advocacy) include: the provision of educational access to students without access to public/government education (formal and informal); and advocating to government for education for all.<sup>lxxxii</sup> Human rights NGO's are reportedly the largest group of NGO's in civil society globally and many include some type of public awareness or educational work. Whilst in many cases this may involve bringing greater knowledge of human rights issues to members of the public, HRE NGO's may also target various professional sectors and youth. One particular strength of NGO's providing HRE services is that they generally have good outreach to community spaces and close contact and experience with those who have local human rights knowledge or those directly affected by human rights violations.<sup>lxxxiii</sup>

The **Asian Human Rights Commission (AHRC)** based in Hong Kong, founded in 1984, aims, among others, to promote greater awareness and realization of human rights in the Asian region.<sup>lxxxiv</sup> The AHRC initiated human rights correspondence school by publishing lessons series covering a wide range of issues such as freedom of expression, constitutionalism and human rights, enforced disappearance, international criminal court, to name a few.<sup>lxxxv</sup>

In Asia, despite some initiatives, human rights education is still not well mainstreamed within the different formal education systems (generally situated more within morals, religious values and citizenship education<sup>lxxxvi</sup>) and thus HRE NGO's play an important to help fill that gap. Within universities in Southeast Asia for example, there are very few standalone human rights courses; they are most often as a choice of electives and usually found within law schools.<sup>lxxxvii</sup> International NGO's such as Amnesty International, Oxfam, Save the Children, Refugees International, to name but a few, remain at the forefront in the promotion and education of human rights. Indeed, some have formed alliances to promote human rights education such as CIVICUS<sup>lxxxviii</sup> or HRE 2020: Global Coalition for Human Rights Education.<sup>lxxxix</sup> Most of these big INGO's also carry out human rights education in Asia. The HRE activities of the smaller, national and local NGO's are varied and generally more marginal, often limited by their smaller budgets. Whilst this is predominantly the case in Southeast Asia, in South Asia some big NGO players are involved in nationwide HRE; take Bangladesh for example where the NGO sector is 'highly organised and relatively homogeneous' and contains huge actors such as BRAC.<sup>xc</sup> Another long established human

rights organisation that has been implementing various human rights education activities is the Asian Centre for Human Rights. Through themes such as child rights, combating torture, globalisation and human rights as well as refugees, the ACHR has been educating peoples in India and beyond. Unfortunately, no mapping of NGO's in Asia providing HRE currently exists, perhaps reflecting the diversity of national contexts.

The **May 18 Memorial Foundation** based in South Korea has been active in promoting human rights education through its different projects and activities such as the Gwangju Prize for Human Rights, the 5-18 Education Activist Training, the 5-18 Educational Materials Development, May Culture & Art Project as well as Debate Contest for High School Students. The Foundation also supports students through its scholarship programme to study in the Global NGO's Masters Programme, a rather unique graduate programme in Asia.

In Europe human rights education in non-formal and informal education has historically been more the domain of human rights organisations like Amnesty International, members of the (now defunct) International Helsinki Federation of Human Rights, NGO's focused on (national) citizenship education, and peace education platforms like École instrument de paix-World Association for the School as an Instrument of Peace (EIP) – to name but a few. They are often recognised by governments, regional organisations like the Council of Europe and the formal schooling sector as important partners in implementing human rights education.

New and emerging approaches to global citizenship education and activism are changing the way NGO's carry out HRE. For example, targeting social movements through social media and mass education as opposed to the more usual approach of workshops, trainings and meetings. In light of funding constraints, this has led some to question the effectiveness and sustainability of the more traditional NGO approaches to HRE and activism.<sup>xci</sup> Whilst debates rage about the role and value of civil society in human rights work, it is clear that at present, they still play an important role in HRE considering their ability to reach large numbers of people and access to different target groups. However, it is equally necessary to recognise that they cannot be a sustainable solution to filling the gap in formal institutional level HRE or to the public at large. The contribution of NGO participation in formal education

nationally or through a large-scale public education system is undoubtedly going to remain small.

## 2.5 Human Rights Education and Professional Training

The UN Declaration on Human Rights Education and Training, although not a legally binding document, calls on states to ensure that everyone has the right to know, seek and receive information about their human rights and fundamental freedoms. This is especially the case for state officials – from law enforcement officials to teachers and other acting on behalf of the state, who have a responsibility to respect and protect human rights. Human rights education for professionals is usually based on the Accountability/Professional Development model, commonly sponsored by both government agencies and civil society organisations, learner participation can either be voluntary or involuntary. This model is usually carried out in formal (pre-service training) and non-formal (in-service training) education. Target groups include law enforcement officials, legal professionals, health and social workers, civil servants, educators, religious leaders and journalists.

Most if not all countries in Asia report that they provide human rights training for professionals, ranging from the provision of human rights education and training to civil servants and public officials (China)<sup>xcii</sup> to human rights education and training for judges, prosecutors and lawyers as well as law enforcement officials (DPR Korea). In Bangladesh, the National Human Rights Commission of Bangladesh plays a major role in providing training and education on human rights to law enforcement agencies. South Korea reported that it “directs special attention to increasing awareness of human rights among officials of the people’s power organs and law enforcement organs as they have a crucial role to play in the protection and promotion of human rights”.<sup>xciii</sup> In the case of Japan, the focus on human rights education and awareness raising is linked to elimination of all forms of discrimination, including training of local public officers, police personal as well as public prosecutors.<sup>xciv</sup> Yet in general very little information is available about the nature nor the impact of human rights training of public officials, law enforcement officials and others in Asia.

In Europe, the inter-governmental Council of Europe<sup>xcv</sup> has played a central role in human rights training for lawyers, judges, prosecutors, police and prison staff, often in cooperation with states, national professional associations and human rights NGO's. Much of this training was initially in the framework of large-scale cooperation programmes with post-communist states in Eastern Europe to foster independence of the judiciary, for example, or in the framework of EU accession activities on compliance with the rule of law. The Council now has as standing programme for training of legal professionals: the HELP Programme (see box below). National associates of judges and lawyers often offer regular human rights trainings as does the Academy of European Law (ERA).<sup>xcvi</sup> Various European chapters of Amnesty International have trained and continue to train police as part of the professional groups structure within Amnesty, including through the centralised Police and Human Rights Programme at Amnesty International-Netherlands.<sup>xcvii</sup>

Under influence of the work of the Council of Europe, Amnesty International and other human rights organisations but also the EU Fundamental Rights Agency<sup>xcviii</sup>, many states in Europe take human rights training for state officials very seriously, although comparable data on its scope, impact and effectiveness are scarce.

The **European Programme for Human Rights Education for Legal Professionals (HELP)** supports the Council of Europe member states in implementing the European Convention on Human Rights at the national level. This is done by enhancing the capacity of judges, lawyers and prosecutors in all 47 member states to apply the Convention in their daily work. The HELP Network, the only pan-European peer-to-peer human rights training network, is composed of representatives from National Training Institutions for Judges and Prosecutors (NTIs) and Bar Associations of the 47 member states of the Council of Europe. HELP uses a combination of e-learning and face-to-face human rights training methodology for legal professionals.<sup>xcix</sup>

### III. Issues Arising in Human Rights Education

The world has changed a lot since the 1974 General Conference of UNESCO adopted the *Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms*, the first time that an international education document directly mentioned the need for human rights education as part of the curriculum. The advent of the Internet, increasing globalisation and greater involvement of non-state actors in the public domain are just of few changes that

affect human rights and how human rights are taught. This section will address human rights education in the digital age, the role and involvement of non-state actors, and regional collaborations, which are partly facilitated by growing interconnectedness through communication and travel.

### 3.1 Human Rights Education in the Digital Age

The scale and scope of human rights information and material on the Internet has significantly expanded over the last decade. It illustrates how the Internet can be used in various ways to educate, highlight and raise awareness of human rights issues from all over the world. Yet the digital age has also provided a new paradox. On the one hand, it is empowering scholars, researchers, human rights defenders and activists (not to mention victims) to disseminate information to wider audiences but it is also providing an opportunity for some states to use the technology to carry out surveillance and censorship that can target human rights educators and restrict academic freedom. On the other hand, the reality is that digital technology is still not universal as more than four billion people in the world (mostly in developing countries) do not have yet access to the Internet.<sup>c</sup> Whilst narrowing the digital divide is a global human rights imperative, the extent of human rights education happening over the Internet is still growing faster than any other previous method of education. However, human rights education is more than just sharing information and so this section looks at the availability for instructional and more formalised online and digital learning with a goal of making human rights education accessible worldwide.

#### ***Online Human Rights Education Opportunities***

There is a vast array of information on human rights such as treaties, reports, human rights news and actions on the Internet although there are fewer sites that provide systematic education on human rights.<sup>ci</sup> There are though growing opportunities for online formal human rights education sponsored by government and an even faster growth in non-formal human rights education, primarily undertaken by NGOs. There are many free human rights courses offered online by the United Nations and INGOs such as Amnesty International<sup>cii</sup>,

plus many top universities around the world offer online courses that are often referred to as Massive Open Online Courses (MOOC's).<sup>ciii</sup> Whilst these courses generally originate from some of the bigger, top institutions specialising in human rights education, the majority of their clients come from other regions of the world.<sup>civ</sup> As the courses are free of charge, the barriers to learning are low (contingent on good Internet access) and can be suitable for higher education level students, professional training or private education.

Through its **Human Rights Campus** e-learning platform, the NGO Human Rights Education Associates (HREA) has offered more than 350 specialised tutored and self-directed human rights e-learning courses to over 15,000 human rights monitors, development workers, humanitarian and relief workers, child rights and gender advocates, legal professionals, civil servants and policy makers since 2002. The courses are fee-based but scholarships and discounted fees are offered based on financial need, which allows HREA to offer courses by top-quality instructors/practitioners with substantial technical, administrative and learning supports.<sup>cv</sup>

For many students, residential graduate programmes are not feasible as students may not be able to travel or afford the cost of face-to-face classes that run over longer periods of time. There are now a number of courses offered completely online that can be taken from anywhere and at any time in the individual's life or career.<sup>cvi</sup> A fairly recent advancement is that online higher education courses are also now able to use Internet-based digital algorithms to assess how well students have read of their online textbooks, and how actively they have participated in web learning forums.<sup>cvi</sup> This offers the opportunity for monitoring quality control on student completion and certification.

### ***The Use of Information Communication Technologies (ICTs) in Human Rights Education***

Teachers are becoming increasingly aware that new technologies can be used to transfer learning methods, tasks and skills. There are a range of teaching methods that can incorporate online/digital technologies and enhance the effective communication and teaching of human rights. The more innovative opportunities that digital technologies offer allow human rights education to become more visual and participatory through compelling infographics, animation, videos, pictures and simulations. The digital sphere also enables a diversification in learning strategies, targeted to different audiences and to be able to engage with them on various platforms. These may include computer assisted learning,

interactive and experimental learning and the use of social media. Many of these platforms are free and can include online communication and interactive tools (e.g. Skype, Zoom, Adobe Connect, Ready Talk, WizIQ, Zoho Showtime, Google documents, Second Life and many other eLearning platforms). Some promising evidence exists within universities of how these tools have improved learning outcomes for students.<sup>cviii</sup> The reality though is that due to the nascent evolution and context of many human rights education programmes, particularly in Asia, the higher education systems tend to still rely on traditional teaching methods and the use of online teaching tools remain limited.

### ***Challenges for Human Rights Education from the Various Technological Developments Associated with the Digital Age***

Whilst it is abundantly clear that advances in information communication technology is improving access to human rights information, facilitating human rights education and fostering greater participation of important stakeholders, the use of these new technologies are also susceptible to electronic surveillance and interception. Human rights defenders, including academics can be targeted.<sup>cix</sup> 'Internet freedom' can be affected by: (i) obstacles to access (ii) limits on content such as blocking or filtering of sites along with various forms of censorship and (iii) violations of users rights through surveillance (even harassment and other serious repercussions) and for those working in higher education, a restriction in academic freedom. Scholars exploring issues such as human rights in sensitive national contexts are at risk of digital surveillance. Academic researchers rely today on technology for data collection and storage yet may face new ethical and security issues that put both them and their participants in danger. These issues raise important emerging concerns about the safeguarding of scholars and their students and research participants in this new digital age, and emphasises the need for academics to assess all the consequences of digitalisation – both the good and bad.

## **3.2 Role and Involvement of Non-State Actors**

The active engagement of non-state actors to both promote and provide human rights education is beneficial in that it enriches the way human rights are conceptualised and

localised; utilises multifaceted learning practices; and can lead to a manifold of possibilities for social change. Moving outside the traditional centralised and institutionalised approaches to HRE can help reach more informal community spaces where HRE can resonate closely with the local context and the lives of communities and individuals. Whilst other non-state actors could include national human rights institutions (NHRI's) and Ombudsman offices, trade unions, the media, families and communities. This section will focus on the role of the private sector.

Businesses, companies or corporations – collectively part of the private sector – are more commonly associated, particularly in Asia but also in Europe, as adversely impacting human rights as opposed to playing any significant role in human rights education. This is because whilst the profits of the private sector are closely linked to the free market and globalisation, the freedoms this entails in the pursuit of profit can also lead to abuse and exploitation. This is particularly true in the ‘Global South’ which includes countries with abundant cheap labour, under-developed legal frameworks and states that are often more concerned about attracting foreign investment and economic growth than workers’ rights.<sup>cx</sup> Cambodia is a prime example of this where the desire to secure foreign direct investments has led to widespread labour rights violations, further manifesting itself in the oppression of trade unions and crackdowns on workers’ rights to protest.<sup>cxii</sup> Other examples include environmental destruction in the Mekong Region from dam construction which has negatively impacted the livelihoods of hundreds of thousands of people<sup>cxiii</sup> and the concerns over ‘slave labour’ in the Thai fisheries industry which has highlighted the scale of human trafficking and exploitative labour.<sup>cxiiii</sup> Asia is not unique in the myriad of ways that businesses can infringe on human rights as it reflects the overall global reluctance of the private sector to formally embrace human rights obligations. Whilst labour rights are extensively found in several human rights treaties (e.g. UDHR, ICESCR and numerous conventions of the International Labour Organization), it is governments not the private sector that ratify these. Whilst states should ensure that businesses do not threaten human rights, this has been a challenge to enforce as powerful business conglomerates have resisted regulation as they seek the most profitable means for production.

Following decades of attempts to make the private sector more accountable, some advocates are recognising a “new era” of business and human rights that is built upon the

foundation of UN mechanisms such as the Global Compact (1999), the UN Norms on the Responsibilities of Transnational Corporations and Other Business Enterprises with Regard to Human Rights (2003) and the UN Guiding Principles on Business and Human Rights (2011). Whilst these non-binding tools generally include key principles/pillars around protecting, respecting human rights and ensuring victims have access to effective remedies (note that human rights education per se is not specifically mentioned) they have morphed into regional plans and bodies under the guise of corporate social responsibility (CSR). For example, looking at the current ASEAN 2025: Forging Ahead Together vision, all three of the ASEAN Community Blueprints now incorporate specific mention of CSR. Although a 2014 Thematic Study on CSR and Human Rights in ASEAN conducted by the ASEAN Intergovernmental Commission on Human Rights (AICHR) concluded that differing definitions and understanding of CSR were limited and weak due to their voluntariness and predominant focus on philanthropic activities.<sup>cxiv</sup> The adoption in 2016 of the *ASEAN Guidelines for Corporate Social Responsibility on Labour*, whilst criticised by some as being non-binding and a “weak incentive for implementation”,<sup>cxv</sup> it is still felt to be a useful tool that recognises labour rights and business duties within the ASEAN Member States (as an example, Thailand has recently drafted a National Action Plan on Business and Human Rights).

Nevertheless, in relation to advancing the relationship between the private sector and the advancement of human rights *internally* within businesses, it generally emanates from their CSR departments. It is within certain CSR strategies and plans that human rights education is seen as a useful component in recognising duty-bearer responsibilities whilst also empowering rights holders. For example, within the travel and tourism industry there are various child protection risks. Despite hesitation of the sector as a whole to be associated with child exploitation in any form, some companies have become members of codes which provide standards whilst also educating and raising awareness of their staff and customers on child rights. In particular, the industry-led Code of Conduct for the Protection of Children from Sexual Exploitation in Travel and Tourism (based in Bangkok) has recently reported over 350 company members worldwide.<sup>cxvi</sup> Similarly, airlines such as Air France/KLM have shown in-flight videos when flying to destinations with high incidences of sex tourism (such as India, Thailand and the Philippines in Asia) warning against child sexual exploitation and

educating passengers on the legal penalties.<sup>cxvii</sup> Tech giants such as Google, Microsoft and Facebook have all developed software and educational tools around issues such as freedom of expression, privacy rights and online protection. Very often this is done in strategic partnerships and alliances with NGOs and law enforcement such as through the Virtual Global Task Force (combating child online sexual abuse) and the Asia Pacific Financial Coalition Against Child Sexual Exploitation.<sup>cxviii</sup> European oil companies like ENI (Italy) and OMV (Austria) have developed online learning modules for managers to ensure human rights compliance and due diligence.<sup>cxix</sup> The CSR department of the Adidas Group sports brand intends to provide professional development to managers to ensure human rights compliance throughout the supply chain.<sup>cxx</sup>

The Vienna-headquartered energy company **OMV Group** has started training all employees who are especially exposed to human rights. This includes employees with functions in security, procurement, human resources, community relations & development and countries with elevated human rights risk. Classroom training with internal and external experts equips these employees with know-how about OMV's Human Rights Management System and application to work on concrete operational issues and local challenges. OMV also offers interactive e-learning programme to all employees, which guides them through human rights norms and situations.<sup>cxxi</sup>

Some companies have become involved in human rights education that goes beyond their individual self-interest. In the media, MTV carried out broadcasts, held events and concerts all to increase awareness and prevent human trafficking. Originating in Europe, the campaign soon expanded across MTV's channels in Asia and the Pacific and included a 2008-2010 concert tour in Cambodia, Indonesia, Thailand, Philippines, Myanmar, Vietnam and Timor Leste (the programme was implemented in partnership with USAID, AusAID, ASEAN and the NGO Walk Free).<sup>cxxii</sup> The Body Shop, a renowned beauty products company, has long been implementing campaigns on various human rights issues (e.g. domestic violence, HIV/AIDS awareness, stopping child sex trafficking)<sup>cxxiii</sup> through its 2,500 stores worldwide.

Nevertheless, there remain plenty of gaps and weaknesses within businesses approaches to CSR and in promoting human rights. Moving companies beyond just charitable work can be sensitive as business leaders can be wary of being associated with human rights violations and they also shy away from regulation and oversight for fear that it will negatively impact profits. As businesses tend to struggle with where and how to begin, a key niche market has developed of private sector consultancy companies who work with companies to identify their human rights risks, carry out due diligence processes, and train and assist them with monitoring and accountability. Speaking the same language as their private sector clients means they can be seen as less of a threat than other more traditional HRE actors.

Finally, the private sector has not missed the opportunity for setting up dedicated learning institutions at the higher education level that offer courses and programmes on human rights. In many countries, private universities and learning centres supposedly offer the benefits of smaller class sizes, and more face time with lecturers and professors. The disadvantage is that there are fewer majors and courses offering human rights studies as the preference is to attract students and meet market demands. Although a country like Cambodia had seen a proliferation of private universities in recent years, courses offered tended to focus on future employability in a growing market economy. Furthermore, across the region, issues such as compliance, quality control, and governance were identified as some challenges for private institutions offering HRE at the tertiary level. The report concluded by noting that private higher education institutions providing HRE is a relatively untapped opportunity in the region.<sup>cxixv</sup>

Another increasingly critical issue is the relationship between human rights and the environment. Environmental and climate change is one of the most serious threats to human rights, especially to future generations. The right to a safe, clean and sustainable environment is recognised as a human right in the ASEAN Human Rights Declaration (Article 28f). The European Social Charter mechanisms also tend to recognise the right to a healthy environment<sup>cxixv</sup> and efforts by the UN special rapporteur on human rights and the environment and other UN agencies to codify the right to a healthy environment are in progress. Environment and climate change need to be addressed in human rights curricula. Access to interdisciplinary HRE is rapidly becoming a necessity rather than a choice.

### 3.3 Academic Freedom

Academic freedom is closely linked to the right to freedom of expression. UNESCO defines academic freedom as *“the right, without constriction by prescribed doctrine, to freedom of teaching and discussion, freedom in carrying out research and disseminating and publishing the results thereof, freedom to express freely their opinion about the institution or system in which they work, freedom from institutional censorship and freedom to participate in professional or represent live academic bodies”*.<sup>cxxvi</sup> This definition is considered universal. There is a slight difference between academic freedom and institutional autonomy, which is the *“degree of self-governance necessary for effective decision-making by higher education institutions regarding their academic work, standards, management and related activities consistent with systems of public accountability, especially in respect of funding provided by the state, and respect for academic freedom and human rights.”*<sup>cxxvii</sup>

The state of academic freedom can be described as follows<sup>cxxviii</sup>:

1. Generally, academic freedom is respected in academic institutions in the region. Institutions of higher education are autonomous in areas such as curriculum design, mode of instruction, student admission, research policy, and in awarding certificates and diplomas. In a few countries, such as the Philippines, academics enjoy a high degree of academic freedom. However, there are controlling authorities that give approval to some of these processes. For example, curriculum content development and programme awards must be approved by the supervising ministry, namely the Ministry of Education.
2. While academic and staff management at universities and other institutions of higher learning are decentralised to the faculty and department levels, financial management is rather centralised as it requires a strict adherence to financial regulations stipulated by the state. Financial autonomy is quite restricted too, especially in the management of government budgets. Government budget allocation is done through line-item budgeting and the political/historical funding model, and it

must be approved by ministries of economic affairs and finance and supervising ministries. Many times, governments use the budgeting process to control higher education institutions, and some programmes such as human rights are not a high priority. Therefore, universities that want to introduce such programmes will have to struggle.

3. Despite autonomy and a certain level of academic freedom, institutions of higher learning are facing difficulties because of the shrinking political space. The advancement of HRE has been constrained by the political predicament and shrinking space for academic freedom.
4. In addition to limited political space, in some countries, the State may implement restrictive laws and policies. Some countries especially in Asia, the law provides guidelines for the conduct of political activities in educational establishments, stating “[e]ducational establishments and institutions shall respect the principles of ‘neutrality’. Political activities and/or propaganda for any political party in educational establishments and institutions shall be completely banned.”<sup>cxxix</sup> There is also a practice of not approving any politically or culturally sensitive research or thesis, even based on the title alone.
5. The practice of state censorship leads to the practice of self-censorship among academics. In a number of countries in Asia in particular, censorship practiced by the Ministry of Education made researchers perform self-censorship by abstaining from writing or doing research in any sensitive areas. Academics need to be sensitive in discussing certain areas or criticising those in power. Government intervention can and will occur when certain ‘out-of-bounds’ topics are breached. These boundaries can be ambiguous and those who pass over them can face consequences. There are also limits to academic freedom in the discussion of human rights in the informal and public sphere. The participation of academia in the public space, even in sharing and writing about human rights issues of public interest or expression of political opinion, is restricted.
6. In some countries in Asia, some issues are considered contentious, such as homosexuality; the elimination of child marriage; the repeal of the anti-sedition and

fake news laws; the review of the anti-terrorism laws; the provision of access to formal education to all children regardless of status; and the death penalty. These issues, among others, continue to be considered too sensitive for academic research and discussion.

7. Moreover, the current commercialisation of higher education, with its increased precariousness for academics, also contributes to the marginalisation of these voices. Some universities have turned into for-profit businesses. They are ready to dispose of the secular intellectual trust invested in them by thousands of scholars. In some cases, the teaching of the languages and histories of entire communities can be removed from curricula when they do not attract enough students or funding or because they are not seen as sufficiently 'useful' or marketable to be supported by the state.

Although academic freedom in Europe is generally guaranteed and respected, recent developments are a cause for concern.<sup>cxxx</sup>

Intellectual and academic freedom are at the core of academia. It is important to support the highest level of freedom of intellectual expression and engagement. It is also crucial "to render voices that exist beyond restrictions or imposed hierarchies whether based on geographic, ideological, social, gender, sexual, ethnic, religious or other determinations".<sup>cxxxi</sup> Academic freedom is a universal value. The fact that it should be contextualised in its implementation does not change this universal nature of the concept. Academic freedom and institutional autonomy are prerequisites for intellectual flourishing.

#### **IV. Regional Collaboration (Including Challenges and Good Practices)**

There exist various regional collaboration programmes in Asia and Europe of both NGOs involved in human rights education, higher education institutions and national human rights institutions. Regional collaboration and networking results in exchange of ideas, good practices and lessons learned, innovation, mobility of students and staff.

## Academic Collaborations

Probably the most effective academic regional collaboration in human rights education in Europe has been the *European Masters in Human Rights and Democratisation (E.MA)*, established in 1997 and financially supported by the European Union. Over the years it has developed in line changing approaches to human rights and democratisation in Europe and in the world and to more integrated strategies in trans-European human rights education. Today E.MA includes 41 universities and human rights centres from all member states of the European Union.<sup>cxxxii</sup> The European Masters in Human Rights and Democratisation (E.MA) has inspired the creation of similar EU-funded inter-university networks and education programmes in human rights and democracy in six other regions of the world. The EMA is part of the *Global Campus of Human Rights*, an EU funded global network of 100 universities promoted through seven Regional Master's Programmes which are based in Venice for Europe, in Sarajevo for South East Europe, in Yerevan for the Caucasus, in Pretoria for Africa, in Bangkok for Asia-Pacific, in Buenos Aires for Latin America & the Caribbean, and in Beirut for the Arab world. These regional programmes offer specialised post-graduate education and training in human rights and democracy from a regional perspective, as well as research, publications and outreach activities.

In Asia, at sub-regional level, collaboration among universities in ASEAN/Southeast Asia may be the most active and structured. Established as part of ASEAN structure under socio-cultural community, AUN Secretariat has proposed to set up a thematic network on human rights education. The joint initiative between the AUN-Secretariat and the Institute of Human Rights and Peace Studies has resulted in the establishment of *ASEAN University Network–Human Rights Education (AUN-HRE)* in 2009. More or less at the same time, another network, initiated by scholars in SEA, the *Southeast Asian Human Rights Studies Network (SEAHRN)* was also set up. The two networks have the same ultimate goal, which is the improvement and betterment of human rights as well as fostering a human rights culture in the region through education and research.<sup>cxxxiii</sup> The AUN-HRE is composed of 30 university members from all ASEAN Member States while SEAHRN as of 2019 is composed of 22 members from seven countries, some of which are members of both networks. AUN-HRE is under the ASEAN structure, activities are usually in line with the ASEAN policies as

expressed in the ASEAN Community Blueprint, the current one is the ASEAN Vision 2025 as well as other relevant documents such as the ASEAN Human Rights Declaration.<sup>cxxxiv</sup>

The **Asia-Pacific Human Rights Information Center (HURIGHTS OSAKA)**, established in 1994, has been undertaking different initiatives on the promotion of especially human rights education in Asia and the Pacific in collaboration with local, national, regional and international institutions.<sup>cxxxv</sup> The organisation aims to: engender popular understanding in Osaka of the international human rights standards; support international exchange between Osaka and countries in Asia-Pacific through collection and dissemination of information and materials on human rights; promote human rights in Asia-Pacific in cooperation with national and regional institutions as well as the United Nations.<sup>cxxxvi</sup> HURIGHTS OSAKA has been instrumental to provide updated information about the state of human rights education at all levels. It provides educational activities at domestic and regional levels to promote better understanding and practice of human rights. This includes development of appropriate teaching/learning and training materials for individuals and institutions (including private and public corporations).<sup>cxxxvii</sup> And finally it serves as a regional hub for collaborative activities in the Asia-Pacific.

In fact, some cross-regional networks and collaborations have been created in the past few years. The most active one is the cross regional collaboration between SEA regional networks and scholars from East Asia. Since 2016, a cross-sub-regional meeting of lecturers from universities, members of AUN-HRE and SEAHRN as well as lecturers from China, Japan, South Korea and Mongolia came together to discuss further collaboration in the areas of human rights and peace research and education. This activity has been made possible by the support of NCHR. So, attempts to expand the network to cover Asia regional wide are under way. There is a need to also include institutions from South Asia to join. It is important to note that institutions from outside Asian region have been playing steering roles in bridging universities and networks together.<sup>cxxxviii</sup>

Another important regional collaboration is the cross-regional collaboration through the implementation of the *Asia-Pacific Master Programme in Human Rights and Democratisation* (MHRD), supported by the EU since July 2010, which is part of the Global Campus of Human Rights mentioned above.<sup>cxxxix</sup>

## **NGO and other Civil Society Networks and Platforms**

In Europe many regional NGO collaborations in promoting human rights and active citizenship are made possible by European Union funding programmes. The EU is probably the largest funding source for civil society organisations, including NGOs and associations of legal professionals, health and social workers, community-based organisations and others engaged in human rights education. The annual NECE (Networking European Citizenship Education) network conference<sup>cxl</sup> is a platform for educators to meet and share experiences, good practice and lessons learned; the annual OSCE Human Dimension Implementation Meeting<sup>cxli</sup>, the largest human rights conference in Europe, probably serves a similar purpose for those educators and human rights activists that are more focused on training of professional groups like law enforcement officials, armed and security forces.

The Council of Europe is worth mentioning here as it has been a key player in fostering collaboration and networking in human rights education in its 47 Member States since 1990. Through organising annual training programmes for (youth) educators, conferences on the state of human rights education with practitioners and policy makers, and funding an annual training for human rights educators and publishing manuals, policy and curriculum guidance materials – it has not only organised regional collaboration with both governments, policy makers and civil society organisations, but also sparked many regional collaborations that did not involve the Council itself.

In South Asia, regular workshops and seminars are organised such as the annual *South Asia Training Workshop on Human Rights Education in Schools* which started in 1998. The workshop brought together curriculum developers, teachers, teacher trainers, and education ministry officials from Bangladesh, India, Nepal, Pakistan, and Sri Lanka to build better understanding of South Asian human rights situation and human rights education experiences, develop a shared understanding of developing curriculum for human rights education and to develop plans for the creation of national and regional networks for human rights education in schools.<sup>cxlii</sup> In South Asia, there is considerable cross-learning in the area of human rights education as well.

**Democracy and Human Rights Education in Europe (DARE)**<sup>cxliii</sup> is a Europe-wide network of primarily NGO's and training providers devoted to promote active democratic citizenship and human rights through formal

education, non-formal and informal education, and life-long learning. DARE is engaged in exchange of information, contents, methods and staff; common programmes for education and qualification of staff, board members and volunteers in member organisations; advocacy for education for democratic citizenship and human rights at the Council of Europe and European Union; common educational projects, exchange on standards and good practice. The decentralised network, established in 2003, consists of primarily small NGO's and volunteer organisations, but with its limited financial resources (membership fees and project funding) has managed to produce high-quality learning tools, document good practices, offered regular training for human rights educators and has helped shape European policies on democratic citizenship and human rights education. Through the EU's Erasmus+ mobility members manage to meet regularly, exchange, and organise innovative educational activities together, primarily in non-formal and informal education.

Regional collaboration and networking can result in exchange of ideas, good practices and lessons learned, (policy) innovation, mobility of students and educational staff, as exemplified by the European and Asian (and global) Master Programmes in Human Rights, which is now the Global Campus of Human Rights.<sup>cxliv</sup> The challenges for collaboration are greater in Asia than in Europe due to the large geographic spread, and the accompanying costs of travel, and the absence of mobility funding programmes like Erasmus+ in Europe. Regional collaboration in Europe has also been also been fostered by the presence of pan-European institutions like the European Union and the Council of Europe. The latter's focus on democracy, human rights and the rule of law has been particularly helpful in bringing together education practitioners and public officials engaged in human rights education.

## V. Conclusion & Recommendations

Despite a rather “slow start” – after all the importance for every human to know their rights was already enshrined in the University Declaration of Human Rights in 1948 – human rights education is here to stay, both in Asia and Europe. Especially since the democratic revolutions of the late 1980's and 1990's human rights and human rights education have taken root in most societies in Asia and Europe. Learning in, for and about human rights is addressed, in a variety of ways, in school curricula, in institutions of higher education, by

civil society organisations, and by governments and associations of professionals that have a duty to respect, protect or fulfill human rights.

In order to build on the momentum of this global human rights education movement it is important to invest in the *human rights education infrastructure*: invest in strengthening supports for educators, trainers, university instructors and all those others who facilitate learning about human rights; invest in ensuring more coordination and coherence in legal and policy frameworks and guidance for actors involved in human rights education; invest in sharing good practices and lessons learned; and, last but not least, invest in research and evaluation in order to develop educational practice and create the necessary evidence base for making the case for human rights education.

The conference should consider the following recommendations:

*Human rights education in school systems:*

- In order to address the implementation gap, more coordination and coherence is needed among all actors involved in human rights education. National Plans of Human Rights Education are a useful vehicle to ensure such coordination and coherence.
- Teachers need more support to introduce human rights in their classrooms and schools.

*Human rights education in higher education:*

- More academic research into human education practice is needed.
- Online teaching tools on human rights need to be used more in higher education systems, particularly in Asia where universities tend to still rely on traditional teaching methods.
- Human rights education should be made compulsory for all students in higher education. This should be compounded with systematic capacity-building tailored to meet the needs of lecturers.
- More Asian-European academic collaborations should be fostered to strengthen human rights teaching, particularly in Asia.

*Equal access to human rights education:*

- Non-formal human rights education plays a critical role in reaching those learners that do not have access to formal schooling – be they girls-out-of-school, migrant domestic workers or refugees. Governments should provide more support (both financial and in terms of accreditation) of non-formal learning providers.
- In this area, European civil society organisations in non-formal and informal education can learn a lot from their Asian counterparts' experience in reaching marginalised groups and it may be desirable to set up a formal exchange infrastructure in non-formal and informal education based on similar models as those in higher education.

*Human rights education beyond the classroom – non-formal and informal education:*

- Civil society, and in particular NGO's, are an essential provider of human rights education in non-formal and informal education. Their important role should be recognised and they should be allowed to operate in a legally conducive environment and be supported, including with public funding.

*Human rights education and professional training:*

- All law enforcement officials, teachers, health and social workers, and others acting on behalf of the state have a responsibility to respect and protect human rights. States should double their efforts to ensure that all state officials have access to human rights training relevant to their responsibilities.
- More innovative approaches are needed to reach and teach professionals through pre-service and in-service training, for example through MOOC's, e-learning and distributed learning combining the conventional classroom with on-the-job coaching and e-learning.
- Follow-up to UPR recommendations pertaining to human rights education should be closely monitored by both civil society organisations and states in Asia and Europe.

- Innovative blended learning programmes like the Council of Europe HELP programme should be considered in Asia by governments and professional associations to strengthen human rights knowledge of judges, lawyers and prosecutors.

*Promotion and protection of academic freedom:*

- HRE is only successful if built upon a foundation of academic freedom. Relevant stakeholders holding key decision-making positions at regional and national levels should take the responsibility to affirm and ensure that academic freedom is respected, promoted and protected.
- University leaders and teaching staff must play a pivotal role to inculcate academic freedom among students and all concerned individuals, thereby creating an environment that is conducive to free expression and creativity.

*Regional collaboration:*

- Actors involved in human rights education in Asia and Europe have a lot to learn from each other. Governments and civil society actors should strengthen existing, and establish new, Asian-European cooperation programmes in human rights education through cooperation of civil society networks and universities, including an academic publication(s) in research and evaluation.

## ANNEX 1: List of acronyms

AHRC	Asian Human Rights Commission
AICHR	ASEAN Intergovernmental Commission on Human Rights
ASEAN	Association of Southeast Asian Nations
ASEF	Asia-Europe Foundation
AUN-HRE	ASEAN University Network–Human Rights Education
BRAC	Bangladesh Rehabilitation Assistance Committee/ Building Resources Across Communities
CBO	Community Based Organisation
CoE	Council of Europe
CRC	Convention on the Rights of the Child
CSR	Corporate Social Responsibility
DARE	Democracy and Human Rights Education in Europe Network
ECHR	European Convention on Human Rights and Fundamental Freedoms
E.MA	European Masters in Human Rights and Democratisation
EU	European Union
FRA	Fundamental Rights Agency of the European Union
HRC	United Nations Human Rights Council
HRCSL	Human Rights Commission of Sri Lanka
HREA	Human Rights Education Associates
HRE2020	Human Rights Education 2020: Global Coalition for Human Rights Education
ICESCR	International Covenant on Economic, Social and Cultural Rights
ILO	International Labour Organization
INGO	International Non-Governmental Organisation
MOOC	Massive Open Online Course
NHRCI	National Human Rights Commission of India
NGO	Non-Governmental Organisation
OHCHR	Office of the United Nations Higher Commissioner for Human Rights
OSCE	Organization for Security and Co-operation in Europe
REAP	Rights Education leading to Action Programme (Amnesty International)

SAARC	South Asian Association for Regional Cooperation
SDG's	Sustainable Development Goals
SEA	Southeast Asia
SEAHRN	Southeast Asian Human Rights Studies Network
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNDHRE	United Decade for Human Rights Education
UNDP	United Nations Development Program
UNGA	United Nations General Assembly
UPR	Universal Periodic Review
WPHRE	World Programme for Human Rights Education

## ANNEX II: Endnotes

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<sup>i</sup> Navi Pillay, former United Nations High Commissioner for Human Rights quoted in the documentary film “Path to Dignity: The Power of Human Rights Education”, produced by Human Rights Education Associates (HREA), Soka Gakkai International and the Office of the UN High Commissioner of Human Rights (OHCHR), 2012, <http://www.pathtodignity.org> (available in Arabic, Chinese, English, French, Japanese, Russian and Spanish).

<sup>ii</sup> Ibid.

<sup>iii</sup> Ibid.

<sup>iv</sup> OHCHR and UNESCO, World Programme for Human Rights Education, Plan of Action, Second phase, 2012, [https://www.ohchr.org/Documents/Publications/WPHRE\\_Phase\\_2\\_en.pdf](https://www.ohchr.org/Documents/Publications/WPHRE_Phase_2_en.pdf).

<sup>v</sup> *Path to Dignity*, Ibid.

<sup>vi</sup> Liam Gearon, quoted in Alison E.C. Struthers, “Human rights education: educating about, through and for human rights”, *International Journal of Human Rights* 19:1 (2015), p.55.

<sup>vii</sup> UDHR, Article 26. (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit, available at <https://www.un.org/en/universal-declaration-human-rights/index.html>.

<sup>viii</sup> Ibid.

<sup>ix</sup> Article 29 1. States Parties agree that the education of the child shall be directed to: (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations; (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilisations different from his or her own; (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin.

<sup>x</sup> Ibid.

<sup>xi</sup> The following is partially based on Frank Elbers, “Connecting the International Human Rights Education Movement” in: Wolfgang Benedek, Clare Gregory, Julia Kozma, Manfred Nowak, Christian Strohal and Engelbert Theurmann (eds.), *Global Standards – Local Action; 15 Years Vienna World Conference on Human Rights. Conference Proceedings of the International Expert Conference held in Vienna on 28 and 29 August 2008*. (Wien-Graz: Intersentia/Neuer Wissenschaftlicher Verlag, 2009), pp. 279-86.

<sup>xii</sup> Ibid.

<sup>xiii</sup> T. Buergeth and J.V. Torney, *International Human Rights and International Education* (Washington, D.C.: U.S. National Commission for UNESCO, 1976).

<sup>xiv</sup> See Frank Elbers (ed.), *Human Rights Education Resourcebook* (Amsterdam/Cambridge: Human Rights Education Associates, 2000) for a global overview of NGO's, programmes and other initiatives in human rights education.

<sup>xv</sup> The 2001 European Commission Communication on “The EU's Role in Promoting Human Rights and Democratisation in Third Countries” highlighted the role of human rights education, training and awareness-raising in strengthening and empowering individuals and civil society. Human rights education directly contributes to upholding the universal principles of individual freedom, pluralist democracy and the rule of law, values which form the fundamentals of the European Union. Promoting universality of human rights including a culture of human rights and democracy has later been reaffirmed in the EU Strategic Framework and Action Plan on Human Rights and Democracy adopted in June 2012. The Global Strategy for EU's Foreign and Security Policy (2016) highlights the necessity to deepen the EU's work on education. Youth empowerment is also at the core of EU policies and projects.

<sup>xvi</sup> Mid-term evaluation of the UN Decade of Human Rights Education provided HREA on behalf the Global Human Rights Network, June-July 2000.

<sup>xvii</sup> OHCHR, Human rights education milestones at the United Nations.

<sup>xviii</sup> United Nations, World Programme for Human Rights Education, Second Phase: Plan of Action, 2012, [https://www.ohchr.org/Documents/Publications/WPHRE\\_Phase\\_2\\_en.pdf](https://www.ohchr.org/Documents/Publications/WPHRE_Phase_2_en.pdf).

<sup>xix</sup> UN General Assembly, Panel discussion on the implementation of the United Nations Declaration on Human Rights Education and Training: good practices and challenges: Summary report of the Office of the United

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Nations High Commissioner for Human Rights, 27 March 2017, <https://documents-dds-ny.un.org/doc/UNDOC/GEN/G17/075/50/PDF/G1707550.pdf?OpenElement>.

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xxii “OSCE/ODIHR launches new human rights education guidelines for law enforcement officials and secondary schools”, 24 September 2012, <https://www.osce.org/odihr/93991>.

xxiii OHCHR, Third phase (2015-2019) of the World Programme for Human Rights Education, <https://www.ohchr.org/EN/Issues/Education/Training/WPHRE/ThirdPhase/Pages/ThirdPhaseIndex.aspx>.

xxiv SDG 4, Target 7, see United Nations, Transforming our World: The 2030 Agenda for Sustainable Development, <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>.

xxv *Global Citizenship Education. Preparing Learners for the Challenges of the 21st Century*. Paris, UNESCO, 2014.

xxvi Based on Felisa Tibbitts, “Evolution of Human Rights Education Models” in: Monisha Bajaj (ed.), *Human Rights Education. Theory, Research, Praxis* (Philadelphia: University of Philadelphia Press, 2017), pp. 69-95, and Felisa Tibbitts, “Understanding What We Do: Emerging Models for Human Rights Education”, *International Review of Education* 48 (3-4) (2012): 531-549.

xxvii Reproduced from Tibbitts 2017: 83-84.

xxviii SDG 4, Target 7, see United Nations, Transforming our World: The 2030 Agenda for Sustainable Development, <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>.

xxix UPR Info database: <https://www.upr-info.org/database/statistics/>.

xxx See HRE 2020 website: <http://www.hre2020.org>.

xxxi Frank Elbers, Human Rights Education Indicator Framework. Paper presented at conference “Council of Europe, National Human Rights Institutions, Equality Bodies and Ombudsman Offices Promoting Equality and Social Inclusion”, Helsinki, 10-11 December 2015. The full Indicator Framework can be downloaded from the HRE 2020 website.

xxxii Article 3 of the UN Declaration on Human Rights Education and Training.

xxxiii Valai Na Pombejr, “The United Nations and Human Rights Education in Schools” in: Asia-Pacific Human Rights Information Center, *Human Rights Education in Asian Schools. Volume 1998*, [https://www.hurights.or.jp/archives/human\\_rights\\_education\\_in\\_asian\\_schools/section2/1998/03/the-united-nations-and-human-rights-education-in-schools.html](https://www.hurights.or.jp/archives/human_rights_education_in_asian_schools/section2/1998/03/the-united-nations-and-human-rights-education-in-schools.html).

xxxiv HURIGHTS OSAKA, *Human Rights Education in Asian Schools*, [https://www.hurights.or.jp/archives/human\\_rights\\_education\\_in\\_asian\\_schools/section2/1998/03/human-rights-education-in-asian-schools.html](https://www.hurights.or.jp/archives/human_rights_education_in_asian_schools/section2/1998/03/human-rights-education-in-asian-schools.html).

xxxv Ibid.

xxxvi Renamed Department of Education, Culture and sports or DECs.

xxxvii Ana Elzy E. Ofreneo, “Philippine Commission on Human Rights: more than Two decades of Promoting Human Rights in Schools” in: Asia-Pacific Human Rights Information Center, *Human Rights Education in Asian Schools Volume XII, 2009*. The Philippine Department of Education and the Philippine Commission on Human Rights are the primary institutions implementing human rights education and training. They jointly organise teacher training workshops, forums for students, parents and educators, and also the development of teaching exemplars (primary and secondary levels) and a teacher training manual.

xxxviii The Asia-Pacific Human Rights Information Center and the Office of Human Rights Studies and Social Development, Mahidol University, *Human Rights Education in the School Systems in Southeast Asia - Cambodia, Indonesia, Lao PDR and Thailand*. (Bangkok, 2009), p.204.

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xli Ibid.

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- xlii Taixia Shen, "Reform of Human Rights Education in Mainland China." Paper presented at the 2<sup>nd</sup> International Conference on Education Reform and Modern Management (ERMM 2015).
- xliii To promote awareness of, and provide education in relation to human rights (section 10(f)) by Shirani Rajapakse, Human Rights Commission of Sri Lanka: Human Rights Education in Schools mandate, in Asia-Pacific Human Rights Information Center, *Human Rights Education in Asian Schools Volume XII, 2009*, pp.17-28, <https://www.hurights.or.jp/archives/pdf/education12/hreas-12-03-srilanka.pdf>.
- xliv and promote awareness of human rights through educational seminars and workshops, Ibid.
- xlvi Ibid.
- xlvii OHCHR, Sri Lanka's 3<sup>rd</sup> cycle, 29 December 2017, <https://www.ohchr.org/EN/HRBodies/UPR/Pages/LKIndex.aspx>.
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- l Ibid.
- li Ibid.
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- lviii Joel Mark Baysa-Barredo, Mark Capaldi, Bidyalaxmi Salam, Sriprapha Petcharamesree, *Shaping a Culture of Human Rights and Peace through Education: Regional Synthesis* (2019 forthcoming).
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- lx Ibid.
- lxi Ibid.
- lxii AUN-HRE and SHAPE SEA, *The remapping and analysis of human rights and peace education in ASEAN/Southeast Asia*, Scand-Media, Bangkok, 2019, p.32.
- lxiii Mool Chand Sharma, "Human Rights Education in Indian Universities and Colleges" in: HURIGHTS OSAKA, *Human Rights Education in Asian Schools. Volume V*. (Osaka, 2002).
- lxiv The consortium is composed of five partners namely Gadjah Mada University, Indonesia and University of Colombo, Sri Lanka, Mahidol University, Thailand and Ateneo Law University, Philippines. Since 2016-17 cohort, the foundational semester has been shifted from Sydney University to Institute of Human Rights and Peace Studies (IHRP), Mahidol University, Thailand. Since then, the University of Sydney and Kathmandu School of Law. <http://ksl.edu.np/programs/mhrd>.
- lxv Lionel Wijesiri, Need for Human Rights Education in schools: Growing up with RIGHTS, Daily News, 23 March 2017, <http://www.dailynews.lk/2017/03/23/features/111253/need-human-rights-education-schools-growing-rights>.
- lxvi See details at <http://www.chinahumanrights.org/html/CSHRS/ET/NB/>.
- lxvii See <http://uis.unesco.org/sites/default/files/documents/new-methodology-shows-258-million-children-adolescents-and-youth-are-out-school.pdf>.
- lxviii As recommended by the UN Special Rapporteur on the right to education: Report of the Special Rapporteur on the right to education: realizing the right to education through non-formal education (A/H/35/24), 2 June 2017, <https://www.right-to-education.org/sites/right-to-education.org/files/resource->

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[attachments/UN%20Special%20Rapporter%20on%20ORTE\\_ Realising%20the%20right%20to%20education%20through%20non-formal%20education\\_June%202017.pdf](#).

<sup>lxix</sup> See for example the guide *How to Engage with Ethnic Minorities and Hard to Reach Groups: Guidelines for Practitioners* (Glasgow: BEMIS, 2015).

<sup>lxx</sup> For a listing of some “serious games”, see <https://www.humanrightscareers.com/magazine/6-human-rights-games-you-can-play-online/>.

<sup>lxxi</sup> [https://www.ilo.org/dyn/migpractice/migmain.showPractice?p\\_lang=en&p\\_practice\\_id=152](https://www.ilo.org/dyn/migpractice/migmain.showPractice?p_lang=en&p_practice_id=152).

<sup>lxxii</sup> United Nations High Commissioner for Human Rights, Report on best practices and lessons learned on how protecting and promoting human rights contribute to preventing and countering violent extremism. Monday, 17 October 2016, A/HRC/33/29, <https://documents-dds-ny.un.org/doc/UNDOC/GEN/G16/162/55/PDF/G1616255.pdf?OpenElement>.

<sup>lxxiii</sup> Adopted on 12 November 2017, [https://asean.org/wp-content/uploads/2017/11/9.-ADOPTION\\_12-NOV-ASCC-Endorsed-Culture-of-Prevention-Declaration\\_CLEAN.pdf](https://asean.org/wp-content/uploads/2017/11/9.-ADOPTION_12-NOV-ASCC-Endorsed-Culture-of-Prevention-Declaration_CLEAN.pdf).

<sup>lxxiv</sup> See Council of Europe, "Fight against violent extremism and radicalisation leading to terrorism" – Implementing the Action Plan. Final Report of the Secretary General, 25 April 2018, <https://rm.coe.int/sg-inf-2018-7-fight-against-violent-extremism-and-radicalisation-leadi/16807c0d4b>.

<sup>lxxv</sup> Definition taken from Frank Elbers, *Resources for Human Rights Education in the Euro-Mediterranean Region: A practical introduction to methodologies in non-formal education* (Copenhagen: Euro-Mediterranean Human Rights Network, 2008), p. 8.

<sup>lxxvi</sup> Based on Richard Pierre Claude, “Methodologies for human rights education”, <https://www.pdhre.org/materials/methodologies.html>.

<sup>lxxvii</sup> Felisa Tibbitts, Impact Assessment of the Rights Education Action Programme (Amnesty International, 2010), <https://www.amnesty.org/download/Documents/40000/pol320112010en.pdf>.

<sup>lxxviii</sup> Asia-Pacific Human Rights Information Center, *Overview: Human Rights Education in the Asia-Pacific*, <https://www.hurights.or.jp/english/education/overview-human-rights-education-in-the-asia-pacific.html>.

<sup>lxxix</sup> Ibid.

<sup>lxxx</sup> Ibid.

<sup>lxxxi</sup> Mundy, K and Murphy, L., "Transnational Advocacy, Global Civil Society? Emerging Evidence from the Field of Education", *Comparative Education Review*. 45 (2001): 85, <https://tspace.library.utoronto.ca/bitstream/1807/32095/1/Mundy-TransnationalAdvocacy.pdf>.

<sup>lxxxii</sup> Archer, D., "The changing roles of non-governmental organizations in the field of education (in the context of changing relationships with the state)", *International Journal of Educational Development*. 14 (3) (1994): 223.

<sup>lxxxiii</sup> Coysh, J., “The Dominant Discourse of Human Rights Education: A Critique”, *Journal of Human Rights Practice*, Vol. 6 (2014) No. 1, pp. 89-114.

<sup>lxxxiv</sup> Asian Human Rights Commission, <http://www.humanrights.asia/>.

<sup>lxxxv</sup> See details at Asian Human Rights Commission, <http://www.humanrights.asia/journals-magazines/hrschool/>.

<sup>lxxxvi</sup> Asia-Pacific Human Rights Information Center and the Office of Human Rights Studies and Social Development, Mahidol University (2009). *Human Rights Education in the School Systems in Southeast Asia - Cambodia, Indonesia, Lao PDR and Thailand*. Retrieved from: <https://www.hurights.or.jp/archives/pdf/publications/other-publications/wphre-sea-report.pdf>

<sup>lxxxvii</sup> SHAPE SEA and AUN-HRE, *The Remapping and Analysis of Human Rights and Peace Education in ASEAN/Southeast Asia* (2019 forthcoming).

<sup>lxxxviii</sup> CIVICUS is a global alliance of civil society organisations and activists dedicated to strengthening citizen action and civil society throughout the world. See: CIVICUS. (2018). *State of Civil Society Report 2018. Year in Review: Top Ten Trends*. Retrieved from [https://www.civicus.org/documents/reports-and-publications/SOCS/2018/socs-2018overview\\_top-ten-trends.pdf](https://www.civicus.org/documents/reports-and-publications/SOCS/2018/socs-2018overview_top-ten-trends.pdf).

<sup>lxxxix</sup> See: <http://www.hre2020.org/members>.

<sup>xc</sup> Werker, E and Ahmed, F., “What do Non-Governmental Organisations do?”, *Journal of Economic Perspectives* (2018). Retrieved from: [www.hbs.edu/faculty/Publication%20Files/08-041.pdf](http://www.hbs.edu/faculty/Publication%20Files/08-041.pdf).

<sup>xci</sup> Green, S, *Civil Society at a Crossroads: Exploring Sustainable Operating Models*. (Washington DC: Center for Strategic and International Studies, 2017). Retrieved from: [https://csisprod.s3.amazonaws.com/s3fspublic/publication/171012\\_Green\\_CivilSocietyCrossroads\\_Web.pdf](https://csisprod.s3.amazonaws.com/s3fspublic/publication/171012_Green_CivilSocietyCrossroads_Web.pdf).

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- <sup>xcii</sup> China's UPR, 3rd cycle, <https://www.ohchr.org/EN/HRBodies/UPR/Pages/CNIndex.aspx>. The 3rd China's UPR specified that "In its National Human Rights Action Plan (2016–2020), the Chinese Government has specifically defined the goals and tasks of human rights education. At present, the Seventh Five-Year Plan (2016–2020) for Promoting Public Awareness of and Education regarding the Rule of Law (abbreviated as the Seventh Five-Year Legal Awareness Popularization Plan)" takes the promotion of human rights and the rule of law as an important part of legal awareness education for all". The report further stated that "to strengthen the concept of the rule of law and awareness of human rights protections among State functionaries, the Information Office of the State Council held eight training courses on human rights awareness for Party and government officials and members of the judicial system from 2013 to 2017. The Supreme People's Procuratorate carried out human rights education and training for about 480,000 people in procuratorial organs at all levels throughout the country during the same period, and the Supreme People's Court held 69 demonstration training courses on the exclusion of illegal evidence and human rights awareness while training 20,081 judges. Public security organs at all levels have also improved their law enforcement training systems and offered legal awareness education courses covering such topics as human rights and the prohibition of torture".
- <sup>xciii</sup> OHCHR, 3<sup>rd</sup> cycle, 25 June 2019, <https://www.ohchr.org/EN/HRBodies/UPR/Pages/KPIndex.aspx>.
- <sup>xciv</sup> OHCHR, Japan's 3<sup>rd</sup> cycle, 4 January 2018, <https://www.ohchr.org/EN/HRBodies/UPR/Pages/JPIIndex.aspx>.
- <sup>xcv</sup> <https://www.coe.int>.
- <sup>xcvi</sup> <https://www.era.int>.
- <sup>xcvii</sup> See: <https://www.amnesty.nl/media/police-human-rights-programme>.
- <sup>xcviii</sup> EU Fundamental Rights Agency, <https://fra.europa.int>.
- <sup>xcix</sup> See <http://help.elearning.ext.coe.int/>.
- <sup>c</sup> Emma Luxton, "4 billion people in the world still don't have internet access. Here's how to connect them", *World Economic Forum*, 11 May 2016, <https://www.weforum.org/agenda/2016/05/4-billion-people-still-don-t-have-internet-access-here-s-how-to-connect-them/>.
- <sup>ci</sup> Claude R.P. & Hick S., "Human Rights Education on the Internet: Its Day Has Come" in: Hick S., Halpin E.F., Hoskins E. (eds), *Human Rights and the Internet* (London: Palgrave Macmillan, 2000).
- <sup>cii</sup> See: <https://www.humanrightscareers.com/courses/>.
- <sup>ciii</sup> MOOC's are open courses with all the educational material provided online, including through video lessons, quizzes and discussion forums. Whilst the learning material is provided free of charge, for students wishing to receive a certificate, a small fee is usually applied.
- <sup>civ</sup> Doughty R. (2013). 'Study a MOOC with one of the world's top universities', *The Guardian Weekly*. Available at: <https://www.theguardian.com/education/2013/oct/22/study-mooc-top-universities>.
- <sup>cv</sup> For an overview of HREA's Human Rights Campus e-learning programmes and courses: <http://www.hrea.org/learn/>.
- <sup>cvi</sup> See: <https://gchumanrights.org/>.
- <sup>cvi</sup> Helen Warrell, 'Students under surveillance', *The Financial Times*, 24 July 2015. Available at: <https://www.ft.com/content/634624c6-312b-11e5-91ac-a5e17d9b4cff>.
- <sup>cvi</sup> ICF Consulting Services Ltd. (2015). Literature Review on the Impact of Digital Technology on Learning and Teaching. Available at: <https://dera.ioe.ac.uk/24843/1/00489224.pdf>.
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- <sup>cx</sup> Cassinero J., "Trade Unions in ASEAN: Their Status and Role in the Application of CSR Practices with the Example of Cambodia", *The Journal of Human Rights and Peace Studies*, Vol. 5 (2019), Issue 1, IHRP.
- <sup>cxii</sup> Science Daily (2018). Mekong River dams could disrupt lives, environment. Retrieved from: <https://www.sciencedaily.com/releases/2018/03/180308143034.htm>.
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- <sup>cxvi</sup> Brosnan, D (2018) cited in Capaldi, M., "Child Rights: Rising up the Business Agenda" in: *Navigating a New Era in Business and Human Rights*, eds. Mullen, M et al., Article 30 and IHRP (2019).
- <sup>cxvii</sup> ECPAT (2012).
- <sup>cxviii</sup> See: <https://www.icmec.org/apfc>.
- <sup>cxix</sup> Correspondence with one of the authors.
- <sup>cxx</sup> Ibid.
- <sup>cxxi</sup> See: <https://www.omv.com/en/human-rights>.
- <sup>cxxii</sup> See: MTVEXIT.org.
- <sup>cxxiii</sup> See: <https://www.bing.com/search?q=the+body+shop+campaigns&qsn&form=QBRE&sp=-1&ghc=1&pq=the+body+shop+campaigns&sc=4-23&sk=&cvid=C3224045530F4E0983F79FB718E119FC>.
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- <sup>cxxxx</sup> See for example "Hungary Renews its War on Academic Freedom", Human Rights Watch, 2 July 2019, <https://www.hrw.org/news/2019/07/02/hungary-renews-its-war-academic-freedom>.
- <sup>cxxxi</sup> Philippe Peycam, Championing academic freedom, International Institute for Asian Studies, 3 October 2017, <https://iiias.asia/blog/championing-academic-freedom>.
- <sup>cxxxii</sup> See <https://www.humanrights.dk/research-project/european-masters-programme-human-rights-democratisation-e-ma>.
- <sup>cxxxiii</sup> In 2015, the two networks jointly submitted a project to Sida and Norwegian Centre for Human Rights (NCHR), Oslo University. The Strengthening Human Rights and Peace Research and Education in ASEAN/Southeast Asia or SHAPE-SEA was launched in 2015. The four-year program includes 4 components namely research, education, academic partnership and public advocacy and publications. Both networks and programme are being hosted by the Institute of Human Rights and Peace Studies, Mahidol university. SHAPE-SEA is entering into its second phase in 2020. Trainings of emerging researchers on human rights based researches have been run in the region for more than 10 years even before the emergence of SHAPE SEA. Lecturers who are teaching or plan to teach human rights and peace have been trained by AUN-HRE and SHAPE SEA. One of the issues which is always part of training is academic freedom. In addition, SHAPE SEA has granted research projects in the region. Until 2019, 58 research projects covering themes of academic freedom, ASEAN and human rights, peace and security, business accountability and governance and justice. One of the purposes is to make use of the research results for policy advocacy in the region.
- <sup>cxxxiv</sup> In November 2017, ASEAN Leaders adopted the Declaration on Culture of Prevention (CoP) for a Peaceful, Inclusive, Resilient, Healthy, and Harmonious Society at the 31st ASEAN Summit. Culture of Prevention is a cross-sector initiative under the ASCC pillar seeking to address underlying causes of social issues, which include marginalisation, social exclusion, sense of social injustices, and discriminations from an upstream perspective. The ASEAN Vision 2025 has specified in its ASEAN Political and Security Community Blueprint 2025 a set of action lines in promoting and protecting human rights, fundamental freedoms and social justice to ensure ASEAN peoples live with dignity, in peace, harmony and prosperity, among others by: (a) Encouraging ASEAN Member States to strengthen domestic legislation and institutions, promote human rights education and hold consultations with

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relevant stakeholders (action line A.2.5.i); and (b) Promoting the mainstreaming of human rights across all three Pillars of the ASEAN Community, through consultation among relevant ASEAN Sectoral Bodies (action line A.2.5.vii). In synergy with these measures, the ASEAN Socio Cultural Community Blueprint 2025 also highlighted the promotion and protection of human rights aiming at “Enhance the effective implementation of relevant ASEAN declarations and instruments related to human rights” (strategic measure B.3.v).

The ASEAN University Network Human Rights Education Network (AUN-HRE) based on their works in promoting human rights and peace education since 2009 brought the issue of human rights and peace education to the 12th SOM-ED in Bangkok on 30 November-1 December 2017 and put forward some recommendations and actions needed to realise the initiative on the promotion of human rights and peace education. The proposal was re-submitted jointly with ASEAN Secretariat to SOM-ED during its 13th Meeting in October 2018 which included an agenda on the Promotion of Human Rights and Peace Education in ASEAN for consideration. The aim of the proposal submitted was to harmonise a sustainable programme of promoting human rights and peace education in ASEAN targeting higher education institutions. The SOM-ED Meeting noted that the concept note was based upon recommendations put forth by the AUN-HRE) during the 12th SOM-ED. Key activities planned under this project include: ASEAN-AUN Conference on Human Rights and Peace Education and the development/updating of existing teaching materials on the fundamentals of human rights and peace. More collaborative activities were also proposed such as capacity building for university lecturers and researchers, student exchange, promotion of existing 13 online courses and development of eight more modules of online course on human rights and peace, strengthening inter institutional cooperation, the development of regional collaborative graduate program in human rights and peace with at least five partner institutions, the development of a few human rights courses for undergraduate students with credit transfer, and regional collaborative research on issues of common concern as identified by the AICHR, AIPR and the AUN-HRE and the strengthening of cross regional networks.

<sup>cxv</sup> HURIGHTS OSAKA, <https://www.hurights.or.jp/english/about-hurights-osaka.html>.

<sup>cxvi</sup> Ibid.

<sup>cxvii</sup> Ibid.

<sup>cxviii</sup> A few institutions should be acknowledged here namely Raoul Wallenberg Institute (Sweden), Norwegian Centre for Human Rights – Oslo University, and the Danish Institute for Human Rights which is active in Myanmar. The European Union has been instrumental in supporting the global network.

<sup>cxix</sup> Europe with 41 universities, Southeast Europe, Africa, Asia-Pacific, Caucasus, Latin America and the Caribbean and Arab World.

<sup>cxl</sup> NECE (Networking European Citizenship Education): <http://www.nece-conference.eu/>.

<sup>cxli</sup> <https://www.osce.org/odihr/hdim>.

<sup>cxlii</sup> HURIGHTS OSAKA, “South Asia Training Workshop on Human Rights Education in Schools” in: *Human Rights Education in Asian Schools. Volume IV* (Osaka, 2001), [https://www.hurights.or.jp/archives/human\\_rights\\_education\\_in\\_asian\\_schools/section2/2001/03/south-asia-training-workshop-on-human-rights-education-in-schools.html](https://www.hurights.or.jp/archives/human_rights_education_in_asian_schools/section2/2001/03/south-asia-training-workshop-on-human-rights-education-in-schools.html).

<sup>cxliii</sup> See: <https://www.dare-network.eu>.

<sup>cxliv</sup> Global Campus of Human Rights: <https://gchumanrights.org>.