



Asia-Europe Meeting

Human Rights Education & Training

19th Informal ASEM Seminar on Human Rights

4-6 NOVEMBER 2019 | TROMSØ, NORWAY



Published by:

Asia-Europe Foundation (ASEF)

31 Heng Mui Keng Terrace
Singapore 119595

ISBN 9789811458323

Printed by Xpress Print (Pte) Ltd

Cover design by Michelle Flores-Santos

Edited by Margaret Thomas

© Asia-Europe Foundation (ASEF) 2020

Human Rights Education & Training: Seminar Proceedings of the 19th Informal ASEM Seminar on Human Rights. The electronic version of this publication is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. This means that non-commercial use of text or parts of texts for educational purposes is allowed; however, you must attribute the work both to individual authors and to the publishers, including ASEF's URL (www.asef.org). More information about the license can be found at <http://creativecommons.org/licenses/by-nc-nd/4.0/>

Please inform ASEF about any non-commercial use. We also welcome inquiries for commercial use or translation at info@asef.org

The views expressed in this publication are the sole responsibility of the authors and can under no circumstances be attributed as the views or opinions of the Asia-Europe Meeting (ASEM), Asia-Europe Foundation (ASEF), The Raoul Wallenberg Institute, The French Ministry for Europe and Foreign Affairs, The Department of Foreign Affairs of the Philippines, The Federal Department of Foreign Affairs of Switzerland and the Ministry of Foreign Affairs of the Peoples' Republic of China.

Contents

1	ACKNOWLEDGEMENTS	4
2	IT IS TIME FOR US TO CATCH UP WITH THE YOUNG ON HUMAN RIGHTS <i>Sandra LENDENMANN</i>	6
3	HUMAN RIGHTS EDUCATION IS ABOUT EMPOWERING INDIVIDUALS TO EXERCISE THEIR RIGHTS <i>Ine ERIKSEN SØREIDE</i>	8
4	NEW ACTION PLANS NEEDED TO GET HUMAN RIGHTS EDUCATION INTO NATIONAL SCHOOL SYSTEMS <i>Fernand de VARENNES</i>	11
5	HUMAN RIGHTS EDUCATION IN ASIA-EUROPE COOPERATION: REFLECTIONS AND CONSIDERATIONS <i>Vitit MUNTARBHORN</i>	14
6	LIKE HUMAN RIGHTS, HUMAN RIGHTS EDUCATION IS UNIVERSAL, INDIVISIBLE AND INALIENABLE – Seminar Report	21
7	BACKGROUND ON HUMAN RIGHTS EDUCATION IN ASIA AND EUROPE <i>Frank ELBERS and Sriprapha PETCHARAMESREE</i>	42
8	ACADEMIC FREEDOM, FREEDOM OF EXPRESSION AND A VIBRANT CIVIL SOCIETY ARE VITAL FOR HUMAN RIGHTS EDUCATION <i>Hilde KLEMETSDAL</i>	84
	Annex 1: Glossary	86
	Annex 2: Seminar Programme	88
	Annex 3: Concept Note	92
	Annex 4: About The Co-Organisers	112
	Annex 5: Background to the Informal ASEM Seminar on Human Rights	114

Acknowledgements

Access to human rights education is an empowering right as it enables people to realise their full potential within society and to foster empathy with others. Human rights can only be fully utilised if people are given the opportunity to learn about them and how they can be applied.

Over 120 participants from a range of different backgrounds across Asia and Europe came together to discuss the issue of *Human Rights Education & Training* at the 19th Informal ASEM Seminar on Human Rights (ASEMHRS19) held on 4-6 November 2019 in Tromsø, Norway.

The Seminar brought together 123 experts, academics and government representatives for information sharing and networking. It also provided a space for open dialogue, allowing participants to formulate recommendations on strengthening the implementation of, and access to, human rights education (HRE). The resulting recommendations were once again of a very high standard and exceeded expectations.

The Asia-Europe Foundation (ASEF) was privileged to co-organise this Seminar and to explore the topic of human rights education and training through the participants' discussions and debates.

On behalf of ASEF, I would like to extend my thanks to all of the participants of the 19th Informal ASEM Seminar on Human Rights, who generously shared their knowledge and expertise. Without these contributions and the resulting productive debates and discussions, the Seminar would not have been successful. We sincerely hope that these discussions in Tromsø have enabled participants to form networks across both Asia and Europe for future discussion and collaborations on the topic of Human Rights Education & Training.

We would also like to express our deepest thanks to the generosity of our hosts for ASEMHRS19, the Norwegian Ministry of Foreign Affairs. We would also like to thank the Arctic University of Norway (UiT) for providing us with their University Campus as a venue and organising a stimulating panel discussion.

We are deeply grateful to our keynote speakers, Ms Ine Marie ERIKSEN SØREIDE, Minister of Foreign Affairs of Norway, Dr Fernand de VARENNES, UN Special Rapporteur on Minority Issues, and Professor Emeritus Vitit MUNTARBHORN, UNESCO Human Rights Education Prize Recipient. Their comprehensive knowledge aided tremendously in strengthening the overall experience of the Seminar. We would also like to thank our co-organiser Ms Sandra LENDENMANN, Head, Office of Human Rights Policy, Federal Department of Foreign Affairs of Switzerland, for her enlightening welcome.

We are especially thankful to Dr Sriprapha PETCHARAMESREE, Mr Frank ELBERS, Professor Felicia YEBAN and Mr Knut D. ASPLUND for their expertise and commitment as rapporteurs. Our main rapporteurs Dr Sriprapha PETCHARAMESREE and Mr Frank ELBERS worked tirelessly to share their extensive knowledge with us through their comprehensive background paper, which provided the foundation for our Seminar discussions. We would also like to thank our discussant Ms Ana PERONA-FJELSTAD for her reflective comments on the background paper.

Our sincere gratitude must be conveyed to our four moderators, Associate Professor Nina BURRIDGE, Dr Calin RUS, Ms Krittika VISHWANATH and Associate Professor Haina LU. We would also like to warmly thank Ms Hilde KLEMETSDAL, Deputy Director General of the Section for Human Rights, Democracy and Gender Equality, the Ministry of Foreign Affairs of Norway for her informative closing remarks, as well as Mr Rolf RING from Raoul Wallenberg Institute for his closing on behalf of our co-organisers.

We would also like to extend our sincere gratitude to the co-organisers of the Seminar series, the Raoul Wallenberg Institute, the French Ministry for Europe and Foreign Affairs, the Philippine Department of Foreign Affairs, the Federal Department of Foreign Affairs of Switzerland and the Ministry of Foreign Affairs of the People's Republic of China, who continue to provide valuable support and assistance at each Human Rights Seminar. We would also like to thank our Steering Committee for providing their invaluable assistance and support so that we can ensure that each Seminar is strong and relevant.

Finally, I would like to thank all of the staff of the Asia-Europe Foundation, in particular: Dr Yannick BINEAU, Ms Armi Hannele AARNI, Ms Iulia LUMINA, Ms Trishia P. OCTAVIANO, Ms Elizabeth DY, Mr Simon PIOLDI & Ms Rebecca FRANKUM. Their tireless work and dedication in the planning and execution of ASEMHR19 are what made this event possible.

SUN Xiangyang

Acting Executive Director,
Asia-Europe Foundation (ASEF)

It Is Time for Us to Catch Up with the Young on Human Rights

Sandra LENDENMANN, Head, Office of Human Rights Policy, Federal Department of Foreign Affairs of Switzerland

(Official welcome at the 19th Informal ASEM Seminar on Human Rights)

Madam Minister, Special Rapporteur, Excellencies, dear colleagues

On behalf of the co-organisers, the Asia-Europe Foundation (ASEF), the Raoul Wallenberg Institute of Sweden, and the Governments of France, the Philippines, China and Switzerland, I would like to welcome you warmly to this 19th edition of the Informal ASEM Seminar on Human Rights.

My heartfelt thanks go to the government of Norway for hosting this year's seminar here in Tromsø.

We have chosen the topic of Human Rights Education (HRE) because it is timely and of utmost relevance. As noted by the distinguished main rapporteurs, the topic has taken a backseat both in the international agenda as well as in its implementation on the ground. We felt the need to fill this gap, to provide a forum, an informal and cozy setting here up north, to share knowledge, expertise and best practices on HRE from Asia and Europe.

Navi Pillay, the former UN High Commissioner for Human Rights, once said: *“Human rights education builds knowledge, skills and attitudes prompting behaviours that uphold human rights. It is a process of empowerment.”*

Around the globe, young people have been taking to the streets in peaceful protests. They stand up for the climate, their future, and thereby for their human rights. This worldwide movement has mobilised millions of future decision makers. This is what empowerment looks like.

We know that HRE is learning about human rights, is learning through Human Rights and learning for Human Rights. It's not only about passing on knowledge. It is about attitudes and learning the necessary skillsets to live human rights.

Obviously, this learning is not limited to the classrooms. These young people have been taking human rights education beyond their classrooms. They seek solutions to one of the most pressing challenges these days. Moreover, they seek solutions in line with human rights principles. These are based on the understanding of our own responsibility to make human rights a reality in our community and society at large.

This Seminar is the platform for dialogue and cooperation between Asia and Europe. It is in itself a human rights education programme.

When we look at the list of participants at this Seminar, the people in this room, we see governments, politicians, civil society, human rights defenders, academia, younger and older generations. Great minds, having traveled from far.

While the governments present today play a key role in policy setting, building the right framework and providing resources for effective human rights education; academia goes far beyond research and teaching – they are our spearheads in innovation. Just look at the impact of digitalisation (both in positive and rather challenging ways) – academia and business must help find solutions in line with human rights principles. Finally, civil society makes it happen, building a culture of human rights.

The next phase of the world programme for human rights education will focus on the role of youth from 2020 to 2024. As we can see, the young people are tired of waiting and have already taken it a step ahead.

It is now our turn to catch up. We look forward to substantive and innovative presentations and rich discussions over the next two days. I wish you all a fruitful seminar. Thank you.

Human Rights Education is about Empowering Individuals to Exercise Their Rights

Ine ERIKSEN SØREIDE, Minister of Foreign Affairs
of Norway

(Keynote address at 19th Informal ASEM Seminar on Human Rights)

Distinguished scholars, researchers, human rights practitioners, reporters, colleagues, ladies and gentlemen. It is a great pleasure to welcome this ASEM seminar to Tromsø. ASEM is a unique forum for dialogue and cooperation based on equal partnership and mutual understanding.

This cooperation dates back to the mid-90s and encompasses no less than 51 countries on three continents with over 60% of the world population and almost 60% of the world's GDP.

Today this kind of broad cooperation across countries and continents is needed, perhaps more than ever before.

I am pleased that human rights issues have been discussed under the ASEM umbrella for almost as long as ASEM itself has existed.

This fact alone underlines the universal importance of human rights.

We must keep discussing human rights, and exchange views and experiences. In this work we must involve everyone – experts, academics, researchers, practitioners, journalists and civil society – to ensure a full and enriching debate.

The broad composition of ASEM makes it ideal for this kind of informal, yet thorough and serious discussions.

I am confident that these seminars can lead to richer discussions and sharper focus on human rights issues in the ASEM political bodies.

This year's seminar – the 19th in the series – is the first to be hosted by Norway.

I am particularly happy to welcome you to the Arctic region of Norway and to Tromsø, the so-called capital of Northern Norway.

I have lived in Tromsø for many years myself, and I studied law at the university here.

Tromsø today is a young, vibrant city – in many ways also the capital of the Arctic world. It houses the Secretariat of the Arctic Council and the Arctic Economic Council, and in January of each year the Arctic Frontiers conference is held here, gathering around 4,000 persons from all over the world.

The University of Tromsø is also the northernmost university in the world – and that brings me to the topic of this conference: Human Rights Education and Training.

Human rights are universal, indivisible, interdependent and interrelated.

They are universal because everyone is born with and possesses the same rights, regardless of where they live, their gender or race, or their religious, cultural or ethnic background.

Norwegian foreign policy is based on the conviction that democracy and human rights are preconditions for peace, stability and development.

Human rights and democracy are under considerable pressure in many parts of the world. We need to stand firm against forces that are trying to undermine human rights and fundamental freedoms.

We must strengthen the multilateral institutions and norms that promote respect for human rights.

ASEAN has adopted human rights-related documents that support human rights education, and has made human rights education an important part of their human rights commitment.

I commend the work that the ASEAN University Network and the Human Rights and Peace Research & Education network (SHAPE SEA) does to follow up this priority.

Cooperation on human rights is part of one of the three pillars of Norway's partnership with ASEAN. We have cooperated closely on human rights for 20 years, with the aim to contribute to a robust and sustainable academia on human rights in Southeast Asia.

Academics and students play important roles in the development of a democratic society by being critical, public voices who challenge the status quo.

Article 26 of The Universal Declaration of Human Rights states that everyone has the right to education that should 'strengthen respect for human rights and fundamental freedoms'.

This is quite basic: For people to be able to stand up for their rights, they must know what their rights are, and develop the skills to claim them effectively. Human Rights Education is about empowering individuals to exercise their rights.

This is not only a priority in our foreign policy, but it is also important in a national context.

We are currently in the process of renewing the curriculum for our schoolchildren, with the aim to enhance children's ability to reflect and be critical.

Democracy and citizenship as an interdisciplinary theme in school should give students knowledge about the values and rules of democracy, and enable them to participate in democratic processes.

Human rights education is one of the most important steps to build a universal culture of respecting and protecting human rights for all.

But human rights education is only successful if it builds upon a foundation of academic freedom.

Relevant stakeholders in 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.

It is important to protect the freedom of expression and freedom of information that serves as the foundation for the advancement of knowledge.

In today's world internet freedom is closely linked to academic freedom. Advanced technology can be used to monitor and censor free expression.

That is why it is important that this seminar not only focuses on empowering, but also on training professionals on how they can conduct their professions without violating the rights of others.

Government officials have a particular responsibility to respect and protect human rights.

An example of an efficient measure in this regard is training police officers in investigative interviewing techniques of suspects, instead of coercive interrogation techniques.

How interviews are conducted can have a profound impact on the outcome, fairness, efficiency and reliability of any subsequent criminal proceedings.

A broad coalition of scholars, UN agencies, NGOs, and practitioners are working to develop a Universal Protocol on Investigative Interviewing.

As my final point, I want to highlight a long-standing priority in Norwegian foreign policy: the protection of human rights defenders.

We must recognise the positive role played by human rights defenders in building sustainable, prosperous and democratic societies. I strongly believe that governments should see human rights defenders as a resource rather than a threat.

Under Norwegian leadership, the UN has adopted far-reaching resolutions to take a strong stand against violence, acts of intimidation and reprisals, and urging the release of persons detained or imprisoned for exercising their human rights and fundamental freedoms.

We have also recognised the protection needs of women human rights defenders, environmental human rights defenders and those working for economic and social rights.

Finally, I would like to again welcome you to Tromsø. I hope you enjoy your stay!

New Action Plans Needed to Get Human Rights Education into National School Systems

Dr Fernand de VARNES, UN Special Rapporteur on Minority Issues

(Keynote address at the 19th Informal ASEM Seminar on Human Rights)

The singular role that human rights education can play has become increasingly important, and let's be honest, difficult because in recent years it may appear we have entered a phase of regression instead of progress. Every day hate speech through social media seems to be propagating intolerance, fear of the other, of those who are different, of those who are minorities, or migrants, or refugees.

It may feel as if the world is facing an increasing capacity to hate, with politicians and even world leaders instrumentalising intolerance for their own short term political gain, using xenophobia and bigotry as weapons, making communities into fearful groups with populists and extremists as their leaders.

The former UN High Commissioner for Human Rights, Prince Zeid AL-HUSSEIN, called this the banalisation of bigotry. Intolerance and discrimination have not yet become the 'new normal' – but we are not so far away that we should not be afraid, very afraid, of what lies ahead.

Strategies to tackle the world's challenges need to be grounded in the common understanding that we all belong to one human family and that all are equally deserving of dignity, respect and justice.

It's a monumental task, a task even more important today for human rights education: How can human rights education more directly and more effectively open the way to confronting these trends which unfortunately, and here I dearly hope I am wrong, seem to be gathering momentum in some parts of Europe, in some parts of Asia. Well, we might as well admit it, in all parts of the world.

And let me emphasise that these challenges are gaining steam in many countries: Islamophobia, anti-Semitism, hate crimes and hate speech against minorities and migrants in particular are clearly on the way up in many countries. Data from a number of countries in Europe, for example, suggest that around three quarters, or even more, of hate crimes are committed against religious and other minorities. Women tend to be

particularly vulnerable, since they can be doubly targeted because of their gender and also their belonging to a minority.

This is a narrative of blame, hate and fear which is undermining the universal human rights system and thus threatening and denying the value of human dignity and diversity.

Some eight years since the adoption by the General Assembly of the United Nations Declaration on Human Rights Education and Training, which emphasised States' obligations under international law to provide and facilitate human rights education and training, more needs to be done. Perhaps this seminar will be the occasion for some reflection on the strategies and methods to respond to a very different world from what it was even 10 years ago.

I am convinced part of the solution to our global challenges must be human rights education to foster tolerance and a recognition of a common humanity beyond all our differences – and which calls upon us to celebrate these differences that make us human in our diversity – and which are part of our natural human condition.

If human rights education can transform tolerance and inclusion for all, given that never before in human history has there been so many children and adolescents under the age of 25, we should have at our disposal one of the most powerful tools to change the world.

We are living, as a saying attributed to a Chinese curse – though this is perhaps highly debatable – states, in very interesting times indeed. But now should be a time of concern but not surrender; a time to renew and redouble efforts rather than to cry in despair.

The challenge that you face, and that we all face, is perhaps that mere recommendations do not go far enough, that human rights education should start as soon as possible – and especially with specific goalposts and implementation strategies. Be bold, be brave.

The United Nations has of course played a leading role in a series of initiatives, including as you all know, the ongoing World Programme for Human Rights Education and a somewhat timid inclusion of human rights education in the UN's 2030 Agenda for Sustainable Development. Perhaps it was too timid.

Despite the notable progress in making human rights education part of national curricula, most countries do not appear to have done so, or have not continued despite commitments. We therefore need to be more creative, assertive, and innovative and, I would suggest, we should adopt some other action plans so that we truly realise the implementation and integration of human rights education in many more national school systems.

There is no doubt that this is a direction which needs new ways of thinking, and perhaps this Asia-Europe Forum meeting is fortuitous. History shows that one of the very first initial attempts to have a human rights obligation enshrined in international law came not from Western or European countries, but from Asia.

Not many people know that this year is the 100th anniversary of the Japanese government's proposal that racial discrimination be prohibited under an amendment to the League of Nation's treaty considered at the 1919 Paris Peace Conference – and that this was the first attempt in international law to recognise human rights legal obligations.

It was not, to paraphrase another famous political saying, the finest hour of some Western governments who colluded to reject this proposal from Asia, but the central point to retain is that the inspiration and initiative for the first move to enshrine human rights in international law came from an Asian country.

Perhaps 100 years later some of this inspiration and initiative can come from Asia and Europe working together to tackle one of the greatest challenges – what Kofi Annan declared in 2004, *“human rights education... a process to equip people with the tools they need to live lives of security and dignity”*.

I am looking forward to hearing more about the tools you will be identifying as a result of your deliberations in the next few days, and I wish to all of you successful and fruitful discussions during this workshop.

Human Rights Education in Asia – Europe Cooperation: Reflections & Considerations

Professor Vitit MUNTARBHORN, UNESCO Human Rights Education Prize Recipient

(Keynote address at the 19th Informal ASEM Seminar on Human Rights)

Opportunities offered by Asia-Europe cooperation to strengthen human rights education are very welcome. They complement the global impetus to propel human rights education, exemplified by recent commitments ranging from the United Nations (UN) Decade for Human Rights Education to the World Programme for Human Rights Education and the UN Resolution on Human Rights Education and Training. These cover not only formal education but also other forms of education such as training for teachers and educators, civil servants, law enforcement officials, military personnel, and media professionals and personnel. Prospectively, there will be more coverage of youth under the extended World Programme.

There are now new avenues with the Sustainable Development Goals (SDGs) 2015-2030. The 17 Goals have enjoyed universal buy-in by all States, at least in principle. Significantly SDG 4 calls for inclusive, life-long quality education. A key component is global citizenship education, which includes human rights, and SDG 4 lays down various indicators to encourage systematisation and integration, particularly in regard to the need for a) national education policies, b) curricula, c) teacher education, and d) student assessment.

In essence, the notion of global citizenship education is more inductive than deductive; it does not imply that there must be a specific course on such notion. Rather, human rights education, peace education, and education on sustainable development can all be equivalent to and a manifestation of global citizenship education.

With that auspicious development, the current state of human rights education may be tested through the lens of five key reflections and five key considerations which invite effective responses.

Reflections

Reflection 1: Human rights education needs to start in pre-school and early childhood, especially in regard to young children. This is a key period advocated by SDG 4, but the extent to which there is inclusion of human rights sensibility for this group is not clear globally. (Much of the information on human rights education available is about the other levels of education.) Introducing human rights through good deeds and examples during that early phase of life is not necessarily difficult, and it is not about establishing a specific course for those 0-6 years of age. Rather, a sense of care and understanding for others can be nurtured through games, music, play and art bringing together children of different groups and ethnicity in society to learn to be together and to interact peacefully with each other. A sense of equality, non-discrimination, and gender sensibility can be promoted. A spirit of mutual respect and non-violence can be fostered, simply to learn by doing.

Reflection 2: Human rights education at the primary and secondary levels of education is important but there is a need to tackle the following issues concurrently as daily life, human rights situations. Discipline in the classroom, bullying, overemphasis on duties rather than rights, teachers often suffering from overload of work and poor pay, not enough parental involvement, lack of participatory approach, help needed for children from poor or marginalised communities, and the creeping environmental challenge. The message is thus that human rights education should be integrated into the school and at home – together.

The formal side of information sharing and awareness raising is already introduced in many countries through civic(s) education and at times references to law subjects. In real terms, however, there is the need to aim for a balance between rights and duties, and promote positive discipline without corporal punishment both at school and at home. Child participation based on child rights, for example, via Children's Committees at school can help to set the rules and enable peer to peer learning. Head Teachers need to support staff well to do their tasks and the Ministry of Education has a special responsibility to access those who are disadvantaged. Parental involvement needs to be strengthened through activities with the educational system, especially in today's world of rapidly changing technology where parents (as compared with children) are often behind in their know-how. Stemming the tide of environmental damage is everyone's task, especially to learn through good examples such as reduction of plastics and greening of the surrounding environment with responsive consumer behaviour.

Reflection 3: There is quite extensive human rights education at the tertiary, university level with specific courses on human rights in many countries, while there is a need to reach out more to provide service to communities, such as through legal clinics and people-to-people programmes to help implement human rights. Many universities today offer specific courses on human rights or infuse human rights through other courses. This level of education offers the opportunity to be more technical and delve more deeply into the international human rights system, to compare local practices with international standards especially through case work and discussions, and to help elevate national praxis to universal norms, bearing in mind local wisdom. Yet, the intellectual factor needs

to be balanced with the empathy factor. It is not simply a question of production of brilliant students who know the law of human rights but rather students who will act decently towards other people and the environment and to help overcome some of the not-so-good laws, policies and practices. The academic arm has to meet the ethical arm, which also has to meet the vocational arm, due to the changing nature of work.

Reflection 4: Human rights education beyond the primary, secondary and tertiary, through non-formal (and informal) education is welcome, but the extent of outreach and the quality vary, and there is little impact assessment in the long term to see whether there are attitudinal and behavioural changes in the mind set and conduct of the students/trainees, and there should be fluidity between formal and non-formal education based on a facilitative spirit. This reflection invites discussion on the quality and sustainability of non-formal programmes. Are they ad hoc or are they integrated into a sustained programme? Better still for government officials, the need is to integrate human rights into the curriculum of the institutions offering them pre or in-service training/education, and part of the budget should at least come from the State rather than from outside contributors, so as to ensure systematisation. There is an interesting challenge concerning whether and how the trainees can be tracked in the long term to see what they do with the knowledge and whether the training has really impacted upon them. At least, with good planning, the follow-up can be tried.

It should be added that there need not be a major distinction between formal and non-formal; the one can flow into the other and vice versa. For instance, it is projected that with the advent of artificial intelligence and automation, many jobs involving humans will be short-term rather than life-long, and people will need to be re-skilled and educated again in their lifetime, potentially for other jobs and tasks. Thus, they will need to access both formal and non-formal education for their re-energisation process. This implies that, for instance, universities should offer the flexibility of outreach by enabling people to join short courses for re-skilling, with online possibilities. Non-formal programmes may also have to be interlinked with formal educational institutions to provide fluidity of education and facilitation for re-learning in the progression of sustainable life-long education and adaptation.

Reflection 5: There is a need to promote participatory and critically analytical methodology with balanced content, but classrooms are often undemocratic, student participation is limited by lectures and learning by rote without adequate case work grounded in realities, at times with mono-focal information, and there is lack of political space affecting academic freedom and the teaching/learning process. The cloistered methodology is not a new phenomenon. Yet, it is one that reveals lack of stakeholdership in the classroom and the fact that the political scenery at the State level may shape what is permissible.

This is particularly precarious in non-democratic States. They are more likely to favour economic rights such as the issue of food and livelihood over the package of political rights such as freedom of expression and peaceful assembly, namely 'the bowl of rice' over the 'basin of rights'. There might also be questionable claims of relativism cum traditionalism such as a narrow interpretation of culture, values, gender and the family

nexus. The challenge is not only to promote human rights but also democracy from the classroom upwards, but with much needed teacher training globally. The teacher has also to measure how far the space can be broadened because there is inherently the issue of personal survival and safety. The line between education, indoctrination and intimidation is tenuous. Where there is shrinking space for civil society – or simply the fact that the space is being shrunk – creative ways of teaching and learning human rights linked with local case examples are essential. You need not call it ‘Human Rights Education’ but it could simply be ‘Legal Dissemination’, for instance.

There is the obvious need for plural sources of information which would enable learners to have a more critical eye on what is being disseminated. This is much linked with the deficient way that history has been taught in many settings – tantamount to Victor’s History which neglects alternative narratives such as the histories of minorities and indigenous peoples. The issue of gender is all pervasive and has to invite a more gender sensitive analysis of the information shared.

Considerations

Attention and care are needed in regard to these increasingly important considerations impacting upon both the form and content of human rights education.

Consideration 1: Digitisation

The spread of technology, together with digital platforms, has both positive and negative effects. On the one hand, the phenomenon enables us to access services, information and data more easily. We connect more easily across time and space through cyber-links and the world is a much closer place. Mass online courses will shake the educational system, making parts of the current setup redundant. Yet, abuses are also rampant.

Algorithms are part of systemic data collection, often unknown to the user, which may be detrimental in the short and long term with impact on a person’s privacy. Digital-social profiling can lead to discrimination. In addition to breaches of privacy, potential violations include grooming of children for sexual exploitation via the internet, and plagiarising of materials. People can get addicted to gaming and other digital activities, leading to physical and psychological impairment.

There are thus calls for regulation of digital platforms and related actions to mitigate the negative effects, such as the use of ‘notice and take down’ contractual terms to enable users to demand that personal information be deleted from the internet, as well as technological solutions such as filters and alternative encryption. There is no substitute for a discerning public which should be educated about the pros and cons of digitisation.

Human rights education can help us balance between freedom of expression, the imparting and collection of information, and the right to privacy, particularly to safeguard personal data and to ensure that what is made public through digitisation must be based upon acceptable reasoning.

Thus, there is a permissible case for regulation to ensure that personal data be kept private and made public only if there are legitimate justifications, such as for demographic data systematisation. Contrast that with a claim which is not legitimate: data exploitation which enables producers and marketeers to profiteer from the consumer without due regard for the right to privacy.

Consideration 2: Robotisation

The era of artificial intelligence and the presence of robots is already here. On the one hand, it facilitates work and livelihoods in that robotisation can reduce human workloads and handle huge repetitive tasks without errors. It may offer a helping hand to our ageing populations. Artificially, robots might act as human rights educators and perhaps make us redundant! (Without much empathy, though.) Yet, it is concurrently part of the changing pattern of work which can be both life-changing and disruptive. The negative side is already evident in the use of drones in warfare and the ominous threat of self-automated killing robots.

While clear rules are still to be developed on the relationship between humans and robots, human rights and related education help us to project the call that ultimately the 'humans in command' approach must prevail, and all the more so when inanimate actors are under an implied umbrella of impunity in that no sanction is really possible against misdeeds therefrom – unless there is attribution to the humans behind the scene.

Consideration 3: Securitisation

The issue of security here refers especially to that of national security, with bearing on international peace and security. Of course, it is understandable that States must take certain actions to prevent and address threats which may vary from terrorism to natural disasters and armed conflicts. Yet, there is the special challenge of national security which is all too often invoked by non-open systems to constrain political rights. A worrying practice is the integration of digitisation, robotisation and securitisation for the purpose of social control, instituting life-long surveillance which can result in violence and violations against political dissidents and minorities mistrusted by the State machinery, even from a young age.

In this regard, the claim that a State must adopt cyber laws and related legislation to regulate various practices, impacting on the right to privacy and basic human rights guarantees, is not legitimate in the eyes of the international community unless those laws comply with the international human rights framework, particularly as laid down by the UN.

It is thus important to advocate that national security is an exception rather than the rule. The rule must be to strengthen respect for democracy, peace, human rights and sustainable development. Human rights and related education help to set the parameters concerning what is permissible as national security, rather than vice versa.

Consideration 4: Environmentalisation

The issue of sustainability and its link with development and environmental protection is now clearly spelled out by the SDGs. Much is related to the need to address global warming and to reduce environmental degradation such as the overuse of plastics. The Domsday outlook may be at hand.

From the human rights angle, laws, policies and practices now need to be tested against the backdrop of these SDGs which are part of a global policy framework (soft law) complemented by more binding instruments (hard law) such as the UN Framework Agreement in Climate Change and the more recent Paris Accord, as well as human rights instruments.

In practical terms, in regard to development and environment related activities such as the construction of dams, human rights education can help to call for stricter safeguards to protect the environment. For instance, the claim that there is an identifiable national law allowing the building of a dam and that there is a need to build the dam is not legitimate unless there has been genuine environmental and human rights impact assessment beforehand, responsive to trans-frontier effects, with mitigation measures compliant with international standards. This has obvious linkage with the need to address the plight of displaced persons in the development process.

Consideration 5: Inclusion-Exclusion

The preferred approach for human interaction is, of course, 'inclusion' which is at the heart of human rights covering everyone and not simply the nationals of the country. This has been consecrated more recently by the SDGs which underline the notion of inclusiveness under the slogan 'Leave No One Behind'. On the one hand, inclusive development has been voiced to highlight the rights of persons with disabilities. On the other hand, it pertains to all groups who might be in a situation of exclusion, alienation or marginalisation. It is interlinked with the call to eradicate poverty, to overcome discrimination and violence, and to respect the diversity of groups, such as minorities, including migrant workers, refugees, the displaced and the gender diverse, under the protection of international law, bearing in mind the call for sensibility and equity.

Yet there is the disquieting phenomenon of various national policies which now demonise non-nationals and minorities in the instrumentalisation of nationalism and populism steeped in the 'scapegoat syndrome'; this embeds xenophobia and related intolerance regrettably in the national mindset. And it should be recognised that repression could give rise to frustration and alienation – which might ultimately lead to extreme violence, lack of space for public participation and a cathartic process of shared development.

Human rights education offers us the opportunity and space to encourage more concrete action through humane laws, policies, practices and other measures to overcome alienation and marginalisation from a young age. Such education can help to prevent excesses, address the vulnerability factor, and advocate for protection, participation and remedies of all persons without distinction.

This is interlinked with the need to catalyse power groups to respect human rights with universal and indivisible dimensions. In reality, such education helps to establish checks and balances against abuse of power in nurturing the knowledge base, attitude, skills and behaviour respectful of the other and each other.

That interface is at once a personal and systemic challenge in the increasingly delicate relationship with people, and with due respect for the planet, in the all-transformative path of their shared destiny.

Like Human Rights, Human Rights Education is Universal, Indivisible & Inalienable

(Report of the 19th Informal ASEM Seminar on Human Rights)

Introduction

Human rights education is essential for creating a culture of human rights — that is, societies 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. This message was reinforced by the three keynote speakers – H.E. Ms Ine Marie Eriksen SØREIDE, Minister of Foreign Affairs of Norway, Professor Fernand de VARENNES, UN Special Rapporteur on minority issues, and Professor Vitit MUNTARBHORN, UNESCO Human Rights Education Prize Recipient, who emphasised the universal importance of human rights as a backbone of democracy. Both human rights and democracy form the basis for peace and stability of society.

The keynote speakers reiterated how human rights education opens the way in confronting intolerance and hatred. Human rights education, therefore, needs to start at an early age and it has to go beyond formal education with engagement of multi-stakeholders and creative methods of teaching and learning. With the current global backlash against human rights and democratic regression, human rights education and training is more important than ever.

The 19th Informal ASEM Seminar on Human Rights on the topic ‘Human Rights Education and Training’ was organised by the Asia-Europe Foundation (ASEF), the Raoul Wallenberg Institute (nominated by the Swedish Ministry of Foreign Affairs), the French Ministry for Europe and Foreign Affairs, the Philippine Department of Foreign Affairs, the Federal Department of Foreign Affairs of Switzerland and the Ministry of Foreign Affairs of the People’s Republic of China.

The Seminar, hosted by the Royal Norwegian Ministry of Foreign Affairs, brought together 123 official government representatives and civil society experts, representing 44 ASEM partners, to discuss the state of human rights education and training. A Sámi Camp visit was part of the Seminar programme followed by a panel discussion on ‘Sámi & Indigenous Peoples’ Rights in Arctic Areas’ (organised by UiT, The Arctic University of Norway).

The Seminar ran for three days (4-6 November 2019) in Tromsø, Norway. Representatives from different groups participated actively in debates and discussions. The Seminar convened four working groups which each discussed one of these four topics:

WG1: Human Rights Education in School Systems

WG2: Equal Access to Human Rights Education

WG3: Human Rights Education & Learning Beyond the Classroom

WG4: Human Rights Education & Professional Training

This report summarises and synthesises the seminar presentations, discussions and conclusions. The report includes summary reports by the four rapporteurs assigned to each of the groups: Mr Frank ELBERS from the Research Institute of the University of Bucharest (ICUB), Dr Sriprapha PETCHARAMESREE of the Institute of Human Rights and Peace Studies, Mahidol University; Dr Felicia YEBAN of the Philippine Normal University; and Mr Knut ASPLUND, Norwegian Centre for Human Rights.

Key Messages

From the very vibrant and open discussions, it is evident that there is no lack of commitment from the member states of ASEM. These states have expressed their commitment through the ratification of international human rights treaties and the Universal Periodic Review (UPR) process of the UN Human Rights Council. In addition, all UN Member States have adopted the UN Declaration on Human Rights Education and Training.

Although not a binding legal document, it reminds states that everyone has the right to access, seek and receive information about their human rights and fundamental freedoms. This is particularly important for state officials, from law enforcement officials to teachers and others acting on behalf of the state, who have a responsibility to respect and protect human rights. Commitments by all States in Asia and Europe are reinforced by the UN Decade for Human Rights Education alongside the World Programme for Human Rights Education, which will enter its Fourth Phase in 2020 (until 2024).

All UN Member States, which includes all ASEM countries, have also committed to the Sustainable Development Goals (SDGs). This includes Target 4.7 that commits States to ensure that *“by 2030, all learners acquire the knowledge and skills needed to promote sustainable development, including through, among others, 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”*.

Several regional human rights treaties that have been ratified/adopted by ASEM Member States, including the European Convention on Human Rights and Fundamental Freedoms, the ASEAN Human Rights Declaration, the SAARC Convention on Preventing and Combating Trafficking in Women and Children for Prostitution, and the Council of

Europe Charter on Education for Democratic Citizenship and Human Rights Education, refer to the importance of learning about human rights and can be interpreted as obligations on states to provide and facilitate human rights education.

In spite of clear commitments made by states in Asia and Europe, the implementation of human rights education and training has been rather slow. Despite this rather slow start, human rights education and training are here to stay in both regions. This has been evident since the democratic revolutions in Eastern Europe and Southeast Asia of the late 1980s and 1990s. Since this period, human rights and human rights education have taken root in many 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, national human rights institutions and by governments and associations of professionals that have a duty to respect, protect or fulfil human rights.

Participants expressed the view that in order to build on the momentum of this global/regional human rights education movement, it is important to invest in the human rights education infrastructure. This includes investing in:

1. Strengthening support for educators, trainers, university instructors and all those others who facilitate learning about human rights
2. Ensuring more coordination and coherence in legal and policy frameworks and guidance for actors involved in human rights education
3. Sharing good practices and lessons learned
4. Research and evaluation in order to develop educational practices and create the necessary evidence-base for showing the impact of human rights education

It was also noted that democratic space is crucial for human rights education and training to be fully embedded into society.

While a number of good practices were identified and shared by participants, there was agreement that in recent years various challenges have become pertinent. In particular, there has been a backlash against human rights, with the support of governments waning. This became apparent in 2019 when the UN human rights treaty bodies were unable to meet on their regular schedule due to insufficient funding. This is the first time that this has ever occurred.

Many states in Asia and Europe are experiencing a shrinking space for human rights, alongside setbacks to the rule of law. At the same time, the emergence of populist and radical political movements has also undermined human rights. The language of human rights has been abused and misused by state and non-state actors worldwide. We have seen instances where the term 'human rights' is misused in the name of security and state effectiveness in order to combat corruption, terrorism, illegal drugs, criminality, and other issues that have popular support.

With the democratic deficit and threat against human rights and human rights defenders, academic freedom has also been threatened, particularly in Asia. A recurring theme of discussions is the budgetary constraints at both regional and national levels. This often conflicts with the need to prioritise human rights education and training. Further major challenges which were identified include lack of capacities, resources, clear strategies and policies on human rights education and training. It is important to note that even in countries where economic development is higher, institutions implementing human rights and peace education still have to rely on external funding.

Digital technologies can be a very useful tool for innovatively imparting human rights education beyond borders. However, this digital space can also exacerbate human rights abuses and lead to misuse of media platforms. In this globalised world, where the business sector contributes to growth and development, it can also become one of the greatest human rights violators, especially in countries where government is weak.

Despite new technologies and further spaces being available for human rights education and training, various barriers prevent some groups from accessing education. Therefore, these groups are denied human rights education. These groups include children, persons with disabilities, migrant workers, refugees and asylum-seekers, members of the LGBTQI community, those working in the informal sector and those living in remote areas.

Participants view civil society, and particularly NGOs, as an essential provider of human rights education in non-formal and informal education. The important role played by NGOs should be recognised and they should be allowed to operate in a legally conducive environment and be supported (including with public funding). National Human Rights Institutions (NHRIs) are uniquely positioned between States and civil society as monitors and promoters of human rights. NHRIs have a mandate to provide human rights education, but often lack the capacity and resources to do so. Local institutions such as local NGOs, human rights centres in universities and human rights offices in provinces play, and can play, a big role in ensuring that human rights education efforts reach local professionals, including local government officials, members of local police units and local media. This is particularly important as only a limited number of such local stakeholders can usually attend national trainings.

However, in regard to the right to education (including human rights education) access to free and basic education is not enough. It is important for governments to strive harder in providing free and accessible basic education for all, regardless of legal or political status. It is also important that the education system can be adjusted to meet the needs of the children and parents. Furthermore, curriculums should be open to civil societies and various human right organisations to contribute to improving its standards. Through the involvement of civil society, there is an increased possibility of promoting educational freedom and equality.

In achieving the above, it is important to have cooperation between governments, stakeholders, regional bodies etc. in working towards making human rights education compulsory and inclusive. The role of the mainstream media cannot be overemphasised

as it provides an opportunity for the transfer of information on human rights education to areas where it is not easily accessible. However, there should be ways to monitor and assess what is being shared on media platforms, as it can be used to spread misleading information (on human rights).

General and Specific Recommendations for Furthering Human Rights Education & Training for members of ASEM

1. 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 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.
2. Preconditions for effective training include institutional commitment, sufficient funding, proper methodology, long-time perspective and assessment plans. Trainees should have access to supervision when they seek to apply the knowledge and skills acquired during the training. Experimental approaches should be encouraged, but their effectiveness needs to be assessed.
3. 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.
4. Increase support for teachers to introduce human rights in their classrooms and schools.
5. Capacity building for all actors including the National Human Rights Institutions, civil society organisations, government agencies, private sector and media to deliver human rights education.
6. Strengthen academic research in human rights education practice.
7. Online teaching tools on human rights need to be used more in higher education systems, particularly in Asia where universities still tend to rely on traditional teaching methods.
8. For states to ensure that at least one human rights course is offered to all students at higher education institutions. This should be supported with systematic capacity-building tailored to equip lecturers.
9. Foster collaboration between academics from both Asia and Europe to strengthen human rights teaching.

10. 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) for non-formal learning providers.
11. 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.
12. 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.
13. Develop more innovative approaches to reach and teach professionals through pre-service and in-service training, such as Massive Open Online Courses (MOOCs), e-learning and distributed learning that combines the conventional classroom teaching with on-the-job coaching and e-learning.
14. Follow up with Universal Periodic Review recommendations that pertain to human rights education and open space for both civil society organisations and ASEM Member States, to monitor their implementation.
15. Use Agenda 2030 platform and SDG 4.7 to develop and monitor human rights education, against international standards, by states and NHRIs. Optimise use of SDG 4.7 to foster convergence and synergy among the different stakeholders.
16. Consider the application of the innovative blended learning programmes by ASEM governments and professional associations (especially countries in Asia) to strengthen human rights knowledge of judges, lawyers and prosecutors.
17. Develop a knowledge hub and network for human rights education to consolidate knowledge created, resources, and experiences to optimise sharing and exchange, including an ASEM academic publication (or publications) in research and evaluation in human rights education and training.
18. 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. Strengthening and fostering of intra and cross-regional collaboration is encouraged.
19. Explore the development of quality standards, competencies, guidelines, or mechanisms for certification towards professionalisation of non-formal human rights actors.
20. Make information available in the language(s) that is/are understandable.

Working Group 1 Report: Human Rights Education in School Systems

In order to tackle the vast area of Human Rights Education (HRE) in school systems in Asia and Europe, the working group considered the following five areas of action (as suggested by the Plan of Action of the First Phase of the World Programme for Human Rights Education):

- laws, guidelines and standards
- approaches and practices to improve the learning environment
- teaching and learning tools for the classroom
- professional development for educators and other adults
- evaluation and assessment approaches

After a round of introductions and identification of priority issues, members of the working group divided up in small groups around the following themes:

- teaching and learning tools (general resources on HRE; digital resources for digital rights, including the arts)
- higher education (teacher training; vocational education and training; service-learning)
- critical approaches; cultural sensitivities; power relations
- evaluation and assessment

The context of human rights education in school systems varies tremendously from country to country. Yet there are some similarities in that in a few countries HRE is a stand-alone subject. In fact, many participants agreed that HRE should not be a stand-alone subject but transversal and cross-curricular (and whole-school based). Many considered a **whole-school approach** with emphasis on school council and democratic governance to be the most successful and impactful approach to human rights education.

In many countries HRE is considered to be too political, and outside the role of the state to offer human rights education. Teachers often lack the confidence to address human rights in the classroom. There was a general agreement that **teacher training** needs to be problem-oriented. For example, teachers will not come to teacher trainings packaged as HRE or migration, but they will come when it is labelled as relevant for teaching profession. If HRE is not examined, then teachers do not give it much priority during their (in-service) teacher training nor during their practice as a teacher.

Assessment and evaluation of learning in human rights is critical and lacking national standards can be substituted by making linkages to the SDG 4.7 and various tools developed under the aegis of the World Programme for Human Rights Education and the HRE2020 indicator tool. The importance of **empathy** and perspective-taking was emphasised by many working group members. If children in early age were sensitised about rights-based skills and attitudes like empathy and conflict resolution, later in the schooling career they can be taught about human rights. **LGBTQI issues** are sensitive and sometimes considered to be controversial, but they must be addressed and taught because they are part of human rights.

Good Practice Examples

An interesting good practice example is Yesterday, Today, Tomorrow (<https://www.yttassociation.org>), an art and visual-storytelling curriculum concentrating on eliminating innate prejudices and implementing empathy. This educates and empowers students far beyond the classroom setting, entrusting children with the skills and knowledge to positively contribute to society.

The curriculum can be a stand-alone project or part of other subject matter. It can be used in every country of the world because they are local projects rather than at national level. This practice example has been used in conflict settings and refugee camps and is based on a pedagogy developed by three universities. Equitas' evaluation handbook was another example discussed, especially given the growing trend for more student assessment and self-assessment by teachers. The *Understanding Human Rights* manual developed by ETC-Graz is an example of a widely-used teaching tool now available in 17 languages.

Recommendations

The working group concluded its deliberations with the following recommendations.

Learning tools:

- offer professional development for teachers (including higher education teachers) in e-learning
- encourage cross-curricular HRE
- encourage institutional networking between schools and NGOs to focus on whole-school approach to HRE (particularly at primary level)
- make HRE relevant and practical to teachers and students
- provide more e-textbooks/tools online
- prioritise a whole-school approach and a human rights school culture (democratic school, health and safety, global school, environment)
- emphasise importance of the arts, visual language, empathy

Higher education, teacher training & service learning:

- strengthen collaboration with faculties of educational science to advance pedagogy
- apply/encourage an interdisciplinary approach
- reach out to disciplines and faculties traditionally not so involved in HRE
- strengthen the relationship between academic theory and practice
- create more synergies with global citizenship, education for democratic citizenship and HRE
- facilitate and fund advanced research in HRE

Critical approaches; cultural sensitivities; power relations:

- need for teacher training that is based on academic freedom and broader flexibility in the national curriculum
- encourage teacher exchanges (UNESCO can be a good framework)
- make HRE relevant and practical to teachers and students
- include conflict resolution in curriculum (dialogue, promotion of empathy)
- make HRE an inclusive process that includes all relevant stakeholders: parents, CSOs, educators, service providers, governments AND students
- apply a multicultural approach instead of a national approach

Impact & assessment:

- need for global impact assessment methodology
- use Agenda 2030 platform and SDG 4.7 to develop and monitor HRE against international standards, by states and NHRIs
- develop student assessment tool(s) drawing on existing standards/competencies
- strengthen linkages to SDGs in general
- prioritise funding for research bodies

Working Group 2 Report: Equal Access to Human Rights Education

Access to human rights education is contingent on access to education. This set of rights is also related to the right to culture and equality. The working group took note of the fact that some groups such as Sámi, Roma and Rohingyas, due to their distinctive cultures, including language, cultural practices and religious beliefs, are barred from access to education. In the same vein, formal education systems are often designed in such a way that some cultural practices are impossible, and this hinders children from participating fully in both cultural practices and formal education.

The right to education and to human rights education are conditioned by access to other rights including economic, social, cultural as well as political rights. The indivisibility of human rights is the key here. The working group discussed and identified key issues pertaining to human rights education. Namely who is being denied access to their right to education and human rights education, and what are the existing barriers. The Working Group then produced some good practices as well as recommendations.

Who are denied access to education and human rights education?

There are groups of peoples who do not have access to education. The term 'peoples' includes discussions around both children and adults. Some major groups were identified as being disadvantaged and discriminated against in accessing formal education and human rights education. These groups include (but are not limited to):

Persons with disabilities

Persons with disabilities, both children and adults, face different challenges in realising their right to education and accessing human rights education. These challenges include whether they should be offered separate education that caters to their specific needs or an inclusive/integrated one. This would require facilities to be properly implemented. Although there are no conclusive answers to this question, it is essential that education for children and adults with disabilities is inclusive and of quality.

(Undocumented) migrants

Migration is becoming a general phenomenon in both Asia and Europe. In Asia in particular, most migrants and children of migrants, especially those who are undocumented, are prevented from accessing education and human rights education. Even if laws allow them access to education, States may not provide sufficient financing for this education. Access to public education tends to be limited in many countries.

Refugees, asylum-seekers & stateless persons

Alongside migrants, refugees, asylum-seekers and stateless persons are not included in the formal education system, especially in Asia. The fact that most Asian countries are not party to the 1951 Convention Relating to the Status of Refugees means that the recognition of refugee status is difficult. Only a few countries provide for universal education regardless of the legal status of these groups. Lack of status, documentation (including birth registration) and lack of financial means constitute the key barriers to accessing education and consequently human rights education. Support from UNHCR and other organisations may not be practical, sufficient or sustainable.

Peoples living in remote areas

Peoples living in remote areas, especially ethnic minorities, are always in a disadvantaged position when it comes to the right to education and human rights education. Lack of proper physical infrastructure prevents them from access which leads to exclusion for education systems.

Girls & women in the informal economy

Millions of women are engaged in the informal economy where their work is invisible. Not only can these girls not access general education, but vocational training and knowledge about their rights as workers is also an issue. Girls are always discriminated against when it comes to the right to education. Early child marriage is still prevailing in some Asian countries, especially in South Asia.

What are the barriers preventing access to education & human rights education?

As alluded to earlier, a variety of barriers prevent different groups of people from accessing education and human rights education. These barriers range from economic and financial barriers to lack of political rights and enabling policies of the governments, as well as attitudes of both parents and society. Other barriers identified include law, socio-cultural factors as well as physical accessibility.

Economic & financial barriers

Although many countries have made primary education free and compulsory, parents still incur costs – for uniforms, learning materials, food, as well as transportation – and this makes it challenging for people to access to education. Even in the countries where refugees and asylum-seekers are allowed access to education, often no funding is allocated to support them.

Political barriers

It is not just a lack of political will but also sometimes policies introduced by governments and schools that hinder different groups from accessing education and human rights education. These policies cover topics such as language and uniforms. Furthermore, some countries have clear policies against allowing children without legal status to access public schools or formal education.

Legal barriers

Legal barriers are particularly serious for undocumented migrants, refugees, asylum-seekers and stateless persons. Some countries in Asia do not recognise the legal status of these groups. In some countries, conflicting immigration and education laws have a serious impact on access to education for these groups. Legal punishment of parents (applied in Europe) does not help.

Attitudinal barriers

Society has a rather negative view of persons with disabilities and discrimination is prevalent. 'Special education' or segregated education seems to be a trend in both Asia and Europe. Access to higher education is even more difficult. Some parents do not recognise the importance of education, especially for girls. This is particularly true for some Roma parents.

Socio-cultural barriers

As already pointed out, for some indigenous groups and minorities, cultural beliefs and practices are essential. For some groups the design of schooling is not flexible enough to accommodate their way of life. A clear example are the Sámi whose traditional practices were hindered by the schooling system. Another example is school uniforms, especially for girls, which are not suitable for some groups with different religious beliefs and practices. There is a lack of cultural sensitivity.

Physical accessibility

This is particularly acute in Asia, where large numbers of people are still living in remote areas where transportation is lacking. Boarding schools are not always available nor are they ideal. The physical accessibility is also linked to the high cost of transportation.

Some Good Practices

Some good practices were discussed. The following good practices are worth mentioning.

- Some countries and regional groupings, Europe in particular, have plans in place both at national and regional levels to guarantee access to education.
- Introduction of special measures such as the provision of subsidies and quotas for students with disabilities in higher education.
- Outreach programmes being implemented by civil society groups to bring education to different groups such as migrants and workers.
- Capacity building for instructors and other professionals. There is training on human rights for teachers in most countries in Asia and Europe.

- Integration – not segregation. A highlighted example was making sure that if segregated education is necessary, then the location of normal and special schools should be connected to ensure interactions and shared learning space of students with different disabilities and students without any disabilities.
- Use of the internet and digital technologies. Internet and digital technologies are useful tools for promoting the access to education and human rights education if they are designed in an innovative and attractive way. While technologies are useful, it is important to caution against any forms of cyber violence and hate speech.
- Engagement of various stakeholders especially civil society groups with education expertise. CSOs should be engaged in the whole process from designing curriculum to monitoring and evaluation.

Recommendations

- Adaptability of education to meet the needs of children, families and communities.
- For states to provide free basic education for everyone regardless of their legal status.
- For states and formal education institutions to open possibilities for other stakeholders to become involved with the implementation and monitoring of Global Compact on Refugees (GCR) and Global Compact for Safe, Orderly and Regular Migration (GCM).
- Engage with CSOs in designing, teaching and learning processes.
- For the regional human rights mechanism in Asia to learn from the existing regional human rights systems in Europe.
- Making information available in the language(s) that is/are understandable.
- Make human rights education compulsory at all levels of education.
- Human rights literacy for media and other professions as well as target groups.
- Networking of human rights institutions, organisations etc.
- Capacity building of instructors.
- Active involvement of/with parents.
- Cultural orientation for migrants.

Members of the working group considered the following elements imperative for HRE:

- Protection of the rights of human rights defenders.
- Upholding political rights of all.
- Protection of academic freedom.
- Educating those in decision-making roles and those who are in the majority and not marginalised.
- Ensuring inclusion, not exclusion.

Working Group 3 Report: Human Rights Education & Learning Beyond the Classroom

Introduction

What follows are themes generated from the discussion and sharing by members of Working Group 3. This Working Group focused on human rights education and learning beyond the classroom (more popularly known as non-formal human rights education).

In surfacing these themes, participants attempted to answer the following questions:

- What problems do we seek to address through HRE outside the classroom?
- What are the HRE trends and challenges in non-formal spaces?
- What are the best practices in the non-formal HRE sector which are good case studies for others?
- What do we need States, civil societies, private sector, universities to do?
- Which target should we focus on?
- What approaches?
- What do we need to stop, start, continue?

These themes served as the backdrop for the recommendations formulated by the working group.

Understanding HRE

HRE is evolving and maturing. HRE was given global emphasis when the United Nations promulgated the UN Decade for Human Rights Education from 1995-2004 to alert global human rights actors of the importance of raising global awareness about human rights. This commitment was reinforced by the World Programme for Human Rights Education, which is currently in its third phase. HRE practices have since progressed, accumulating best practices and cases studies that provide diverse experiences to draw lessons from.

Formal and non-formal HRE is fluid. The lines that divide formal and non-formal HRE are increasingly being blurred. There are overlaps in terms of providers, audience, approach, methodology, content, activities, and format. The two sectors continuously learn from and enrich each other's experiences. The exchange of lessons is fluid and bi-directional.

The universality, indivisibility, and inviolability of human rights remain constant. There are a variety of transformational educational programmes that address similar issues to HRE. These programmes equally claim to touch upon human rights. These programmes may be called different names such as (but not limited) to education for sustainable development, democracy education, global citizenship education, peace education, multicultural education, education for tolerance, anti-discrimination education and more. Despite such diversity and fluidity, what remains as the constant content theme is the recognition that human rights are universal, inviolable, interdependent, and indivisible. The inclusion of this essential content makes a programme a human rights education programme.

The space for HRE is shrinking. The space for democratic debate and exchange is gradually diminishing and consequently so does the space for human rights education. Unlike in the past, where HRE actors such as non-government and civil society organisations commanded unquestioned and untarnished credibility, the time has come when no one is viewed as having 'clean hands' anymore. NGOs and CSOs have been accused of political patronage and biases which have allowed the spaces for HRE to shrink further. Access, equity, and sustainability have hounded HRE programmes.

The human rights language has been hijacked by populism. A tide of populism has enveloped the world. The language of human rights has been abused and misused by state and non-state actors worldwide, who have (mis)appropriated it to provide legitimacy to their actions. We have seen instances of misusing human rights in the name of security and state effectiveness to combat corruption, terrorism, illegal drugs, criminality, and other issues that have popular support. Politics has become so contentious that it has polarised sectors, individuals, and communities. The current challenge is how human rights language can be used as a common language to widen democratic debate and civic engagement.

Post-truth and post-trust era has further complicated HRE. The digital space has made possible the manufacturing of 'truth' and fake news which obscures the line

separating fact from fiction. Public opinion that shapes policy is increasingly formed by appeals to emotion and mere assertions rather than being evidence-based. This is further exacerbated by increasing distrust in purveyors of information such as the media. We no longer know what or who to believe. It is dangerous when people begin to doubt authoritative reports, becoming confused between fact and fiction, particularly in relation to politics and governance. Given this complexity, it is imperative that HRE should touch upon equipping the public to have the skills to determine reliable from non-reliable information particularly on human rights issues.

HRE should involve navigating the VUCA world. The world is volatile, uncertain, complex, and ambiguous (VUCA). This is the world that HRE must respond to. The challenge for HRE is how to turn human rights into concrete tools that equip individuals and communities to navigate and overcome the challenges of the VUCA world. An essential characteristic of the VUCA world is the expanding digital space made available by new technologies. Connectivity is key as HRE navigates the VUCA world.

HRE in a nutshell is about our collective vision of a good society. There is a diverse range of programmes that offer a variety of approaches to social transformation and people empowerment. Depending on a country's openness to such programmes, these take on different names with assorted content. Given the intricate dynamics among education actors and providers, we should not lose sight of the fact that these are all expressions of our common journey towards a shared vision of a good society. Human rights provide us with a framework for common values towards that end.

HRE is primarily about people's lived experiences. When HRE was initially offered, the focus was how the international human rights instruments can be effectively taught to individuals and communities. As human rights educators gained experience through HRE, there was a common realisation that the people's lived experiences are the most effective departure point in any educative process. The purpose of HRE is to facilitate a way for these experiences to be examined, using human rights as an analytic tool. The human rights instruments best serve the public when human rights principles are elicited from the actual life experiences of communities and individuals. How are these actually lived?

HRE cannot use a one-size-fits-all approach. Doing HRE is not just about workshops and the human rights instruments. There is no single format of HRE that addresses people's human rights issues. The content and format of HRE are determined by people's lived experiences and their respective claim of human rights. HRE is a range of activities designed to facilitate how people may examine their issues and claims using a human rights perspective.

There is a shift in the role of the human rights educator – from didactic to facilitative. The human rights educator ceases to be the expert who is expected to teach esoteric and technical human rights knowledge. The expert in human rights education is the one with the epistemic privilege of its violation. The insider's perspective is critical in facilitating human rights knowledge. Getting someone from the affected sector to talk about human rights and facilitate the discussion on how such rights are violated is a trend in the developing pool of human rights educators. HRE is facilitative and not didactic.

Communities and HRE actors should take both ownership and accountability of HRE. The target of human rights education should own their own journey of human rights awareness. HRE is an intervention programme that must be informed by a theory of change. Individuals and communities as well as the HRE providers should be clear on their desired change and be aware of how human rights education could help them bring about such change. This requires HRE actors and providers to have a certain degree of professional competence enabling them to design and implement an HRE programme. The key to accountability is monitoring and assessing whether efforts are indeed achieving what they claim to be.

Recommendations

The following recommendations were proposed by the working group:

- Expand the HRE network both online and offline.
- Develop a knowledge hub for HRE to consolidate knowledge, resources and experiences so as to optimise sharing and exchange.
- Support National Human Rights Institutions' capacity to deliver HRE.
- Use appropriate technology for HRE that promotes better understanding of humanity.
- Make human rights visible in social media as a strategy for educating the general public.
- Encourage universities to adopt communities as extension work for human rights.
- Optimise use of SDG 4.7 to foster convergence and synergy among the different stakeholders.
- Expand HRE activities focused on youth and their involvement in communities, with the support of their parents and family.
- Revitalise programmes for training of trainers for HRE to benefit from the multiplier effect.
- Continue supporting general human rights awareness raising programmes.
- Multiply best practices such as human rights community-led development.
- Pursue shared accountability based on genuine partnership rather than a donor-donee relationship through flexible and shared development of evidence-based mechanisms that assess result or impact.
- Respect autonomy of NHRIs and human rights education actors.
- Build a regional cooperation mechanism or framework for human rights education.
- Continue HRE programmes for law enforcement officials, media practitioners, editorial boards, teachers, academics, civil servants, and youth.
- Revitalise National Human Rights Education Action Plans to make efforts more strategic, coordinated, and effective.
- Explore the development of quality standards, competencies, guidelines, or mechanisms for certification towards professionalisation of non-formal human rights actors.

Working Group 4 Report: Human Rights Education & Professional Training

Working Group 4 had lively and engaging discussions throughout the group work sessions. All participants, including the note-takers, were actively involved in these discussions. Some time was spent on sharing experiences about how human rights training had been conducted in different national settings. Particularly the experiences from Asia showed that a lot of effort has been made to run human rights trainings for an array of professional groups. It is clear that a lot of well thought-through activities have been conducted in the last twenty years.

Beneficiaries of human rights training include (but are not limited to) law enforcement personnel, prosecutors, judges, lawyers, police, military personnel, civil servants/public officials, detention/officers prison officers, teachers, health personnel, and, in line with the Third Phase of the World Programme for Human Rights Education (2015-2019), media professionals and journalists.

The discussion in the group was affected by the current situation of human rights globally. On both continents we are experiencing what has been referred to as a shrinking space for human rights, and setbacks to the rule of law. Participants provided examples of human rights trainings during transitions from authoritarian rule to democracy. Laconic comments were made that we are now facing what may be termed as a 'transition from democracy', and that it is under such conditions that human rights education is carried out today and in the near future. This may require other ways of approaching human rights issues, and thus human rights education and training.

The working group noted that local and regional actors, such as human rights centres at universities and regional NGOs, often play a crucial role in providing human rights education to target groups in their areas such as local government officials, members of local police units, and local media. Support provided to national organisations tend to give priority to activities in the capital, and may in some instances be negligent towards the more remote regions.

In line with the Chatham House Rules under which the working group operated, the recommendations are not attributed to, nor are they directed towards, specific States. The conclusions from the group, and thus the recommendations, tend to primarily address the 'how?' of human rights training for professionals. These are aimed directly at organisations and institutions running such trainings, more than governments and international organisations (ASEAN, EU, UN). Still, budgetary constraints and the need to give priority to such trainings was a recurring theme. In addition, the potential of requiring the national human rights institutions to carry out such trainings was emphasised.

The importance of empathy with the target group, and the ability to address human rights in a manner that takes into consideration the everyday reality and needs of the target groups was emphasised throughout the group work.

The working group noted that local and regional actors, such as human rights centres at universities and regional NGOs, often play a crucial role in providing human rights education to target groups in their areas such as local government officials, members of local police units, and local media. Support provided to national organisations tend to give priority to activities in the capital and may in some instances be negligent towards the more remote regions.

With regard to how human rights trainings for professional groups should be planned, organised and run, the group recommends the following:

- Trainings need to address the challenges that the target group faces. This relates particularly to their efforts to uphold (respect, protect, promote) human rights in their contact with members of the community.
- Human rights training programmes and materials for professional groups need to be developed specifically for the different categories of beneficiaries (the different professions).
- Issues to be addressed should be identified based on the target group's needs and these should be developed with a sense of empathy for the target groups. Obstacles to effective human rights compliance, such as contradictory laws and procedures, should be identified and these underlying causes need to be addressed concurrently with the trainings.
- Generic training content should be kept to a minimum. Legal norms need to be translated into a language that matches conditions under which the recipients work. The implications that specific human rights law may have for a given professional group in carrying out their everyday tasks need to be addressed by the instructors and should not be left to the target group to have to identify.
- When you have cascades of training (training of trainers) one should be aware that the quality of the course content will drop as it is delivered through the chain. Thus, one needs to ensure that what reaches the ground level is good enough. If a training programme does not communicate well with the audience at this level, it needs to be revised.
- Unless the target group consists of human rights lawyers, or people involved in UN-related activities such as reporting, lengthy theses about human rights treaties and their substantial content, or the workings of UN mechanisms, may put off even the most highly motivated listener. Trainings need to start from an experience-near perspective and address recognisable issues for the target groups.
- In cases where NGOs train state actors who may be prone to committing human rights violations, efforts must be made to create a mutual understanding of each other's roles. In order to build an accommodating learning-environment, one needs to build bridges and sometimes clear the air.

- The starting point should be the understanding that human rights trainings should be based on transparency, openness and sincerity and that one should not have to sneak human rights through the back door. However, different strategies could be applied in order to overcome hostile attitudes among the recipients of training. Sometimes human rights trainings could be framed as 'law trainings', 'civic education', etc. in order to render them more acceptable.
- When addressing hierarchical organisations such as the military, principles of seniority will come into play. Such training programmes need support from the top, and officers of higher rank need to be involved to ensure that the rank and file find the message acceptable.
- Some target groups may be prevented from attending lengthy human rights courses that may require attendees to take three days off in order to participate. Half-day courses over six weeks could be an equally effective way of organising a training.

Evaluation and Impact Assessment

Human rights training for professional audiences is not a quick fix, and the impact of human rights trainings cannot necessarily be measured overnight. It takes time for institutional changes to take hold.

With regard to evaluation and impact assessment of human rights trainings, the group recommends the following:

- Preconditions for effective training include institutional commitment, sufficient funding, proper methodology, long-time perspective and assessment plans. Trainees should have access to supervision in the phase when they seek to apply the knowledge and skills acquired during the training.
- Experimental approaches should be encouraged, but their effectiveness needs to be assessed. Clearly, not all progress is quantifiable and cannot be easily measured. More qualitative analyses of the foreseeable outcomes of different approaches to human rights education should be encouraged. What may initially seem to be a good idea may not yield the expected training dividend, and alternative approaches may in some instances lead to unexpectedly positive results.
- Feedback from participants during and after the trainings will provide valuable information that could be applied to improve the quality of human rights education and trainings. Does the recipient group find the training useful? Are the knowledge and skills acquired put to use when trainees return to their workplace? Do they regress into habitual malpractice when routine catches up with them? What measures may mitigate such backsliding?
- Evaluations should be facilitated around the trainings from their onset. Targets should be set beforehand. Bringing in external evaluators after trainings are completed is less useful. Linking projects to research (such as MA degrees, or parts of PhD projects) could provide additional inputs on the project design.

- With regard to the participants' evaluation of courses, it should be noted that people who have committed to participate in a training might be overly positive in their evaluations.
- The group did not propose that national standards should be developed for human rights training, but governments are encouraged to actively take into consideration the work of the World Programme for Human Rights Education.
- The working group provided some successful, comparable examples around whether empathy could or should be engaged by devising encounters between victims of violations and potential violators during human rights trainings. It was noted that great care should be taken if such encounters are to be orchestrated, and that the needs of the victims should be given maximum consideration. Also, the manner in which the subjects of trainings will perceive the situation should be anticipated as this will have a lot of bearing on whether such encounters will have a positive effect and contribute to a positive outcome of the training.

Conclusion

There were recurring issues brought up by all groups and participants. A central point was the critical importance of academic freedom, without which human rights education and training will be constrained, and learning and sharing will be more or less impossible. Democratic space is one of the pre-conditions for the promotion of human rights and human rights education. The current trend in Asia and Europe is somewhat worrying as we witness the transition from democracy, rather than to democracy. The world is volatile, uncertain, complex, and ambiguous (VUCA). This is the world that HRE must respond to.

What was also highlighted throughout the forum is the connection between human rights education, training and the right to education. Access to education is an essential part of human rights education. Like human rights, human rights education is universal, indivisible and inalienable. Human rights education is not only a mission of governments and the whole society but represents a collective vision of a good society that we all envision.

The seminar reminded us that human rights education is not just a product of teaching, but a process of learning about, through and for human rights. It is not just about gaining knowledge and understanding of human rights, but it is also about learning to respect the human rights of others. It is also about empowering individuals to exercise their rights, which includes respecting other people's rights. It contributes to fostering attitudes and behaviours needed to uphold human rights for all members of society.

In any case, human rights education and training are not a quick fix but have to be framed in such a way that they are acceptable to different contexts whilst keeping in mind their universal character and value. Existing experiences found in the two regions should be multiplied and shared. While building national ownership of human rights education and training is recommended, multi-stakeholder engagement and regional and cross-regional cooperation is encouraged.

Background on Human Rights Education in Asia and Europe

Frank ELBERS and Dr Sriprapha PETCHARAMESREE

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.”¹

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*”.² 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*”.³

It is not just about gaining knowledge and understanding of human rights but it is also about learning to respect the human rights of others as well as empowering individuals to exercise their rights which also includes respecting other people’s rights. It helps to “*foster the attitude and behaviours needed to uphold human rights for all members of society*”.⁴ It is about the process of adhering to values of dignity, respect, inclusion and equality.⁵ 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*”.⁶ 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.⁷ 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*”.⁸

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)⁹ 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”*.¹⁰

Emergence of Human Rights Education (1974-1992)¹¹

Despite the fact that both the UDHR (1948) and the ICESCR (1966) explicitly mention the need for human rights education, few UN bodies, NGOs 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,¹² 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.¹³ 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 (People's Movement for Human Rights Education), one of the many new NGOs that have emerged on the international HRE scene.¹⁴

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 (United Nations Decade for Human Rights Education).¹⁵

Expansion & 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 UNDHRE were rather disappointing. Many civil society organisations – NGOs 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 was happening in human rights education in their countries.¹⁶

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*”.¹⁷ 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, law enforcement officers and military personnel.¹⁸

In the first decade of the 21st century, heightened activities by 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*”.¹⁹

The UN Deputy High Commissioner for Human Rights, Kate GILMORE, considered the Declaration a “*standard setting process*”.²⁰ 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 the 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.²¹

The Declaration is the first stand-alone international standard for human rights education. Even though the Declaration is not a legally binding document. It could well serve as benchmark for assessing national policies and practices pertaining to human rights education. Standard-setting is also undertaken by the Organisation 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.²²

Contraction of HRE & Emergence of Global Citizenship Education (since 2012)

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), which aimed to strengthen “*the implementation of the first two phases and promoting human rights training for media professionals and journalists*”, was maintained and promoted.²³ (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 (SDGs). 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*”.²⁴

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 ²⁵ 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.²⁶

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. NGOs, community-based organisations, 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 Models²⁷

Model Features	Values and Awareness/ Socialisation	Accountability/ Professional Development	Activism/ Transformation
Sponsors	Typically government agencies or authorities	Both government agencies and civil society organisations, sometimes in partnership	Typically sponsored by civil society organisations
Kind of learner participation	Usually involuntary	Both voluntary and involuntary	Usually voluntary
Education sector	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
Common target audiences	Students, sometimes the general public	Law enforcement officials, lawyers and judges, civil servants, health and social workers, educators, journalist, religious leaders	Marginalised populations, youth
Incorporation of critical stance	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
Orientation	Transmission of information	Development of capacities related to work role and responsibilities	Personal transformation, human rights activism, social change
Key content	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
Treatment of human rights norms and standards	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
Teaching and learning strategies	Didactic to participatory	Participatory to instrumentally empowering	Instrumentally to intrinsically empowering/transformational
Strategy for reducing human rights violations	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 & 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 to support the principle 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 others acting on behalf of the state, who have a responsibility to respect and protect human rights.

Table 2 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 (SDGs), including Target 4.7, which, as 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 2030.²⁸

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 recommendations.²⁹

The UPR process demonstrates how 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. A few UPR reports revealed budget allocations for human rights education and training; the rest were silent on the issue. It is 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 2020³⁰ 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 framework³¹ 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.³² 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.”*³³ 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 persons, 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.³⁴ 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.³⁵ Executive order no. 27, entitled Education to Maximise Respect for Human Rights issued in July 1986, required the then Ministry of Education, Culture and Sports³⁶ 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.³⁷ The memorandum ordered all schools at all levels, including non-formal education, technical and vocational education programmes, to include in their curriculums the study of human rights as well as the responsibilities that accompany them.³⁸ 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.³⁹ 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.⁴⁰

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.⁴¹ However, there are still no special human rights courses for the students at primary and secondary school, only moral education.⁴²

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 its educational system. With the mandate provided by the Human Rights Commission of Sri Lanka (HRCSL) Act promulgated in 1996, provided in sections 10 (f)⁴³ and 11(f)⁴⁴, the HRCSL has been active in promoting human rights education and training in the country, including at school level focusing on 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).⁴⁵ It introduced human rights units in schools with the support of school principals. 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 12 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.⁴⁶ Since 2005, the HRCSL has pushed the National Institute of Education for the integration of human rights education into the general school curriculum and adoption of the human rights components with international norms and standards of human rights education.⁴⁷ The HRCSL also undertook the formulation of guidelines/handbooks for teachers, university students and school students as supplementary materials for the curriculum-based human rights education.⁴⁸ However, human rights education at schools was allocated only a limited number of hours.⁴⁹

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,⁵⁰ 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.'^{51 52} Other national human rights commissions in the Southeast Asian, Northeast Asian and the Pacific sub-regions have been active in promoting human rights education. So has the National Human Rights Commission of Australia.

Governments in Asia are open to human rights education at schools; nevertheless, implementation varies due to policies and the political context of each country. There are at least two approaches applied when it comes to human rights education in school settings. One is that 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.⁵³ There is also the problem of 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.⁵⁴ Another problem found in all studies is about limited funds allocated for human rights education. Shortage of teaching materials and textbooks is another challenge faced 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, the framework 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 Europe⁵⁵ 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 the 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.⁵⁶ 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.⁵⁷ In Thailand, the first graduate programme in human rights was established at Mahidol University and it is considered not only the first in Thailand but also in Asia. It was followed by a LL.M programme under the Law School at Hong Kong City University.

In Thailand, amidst the political turmoil since the 2014 coup, some remarkable developments have taken place 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.⁵⁸

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.⁵⁹ At the same time, there are various efforts at furthering human rights education. In Myanmar and Vietnam human rights education has been incorporated into the 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 and conflict studies.

Furthermore, human rights are gradually becoming a compulsory course rather than an elective, and several subjects that are related or carrying the potential to incorporate human rights and peace components are being introduced.⁶⁰ Moreover, *"there has been an expansion of HRE as a 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"*.⁶¹

It is worth noting that the development of human rights education is mostly at law schools/departments, especially as elective courses. Only in a few countries, such as Myanmar and Vietnam, have human rights courses been 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.⁶²

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.⁶³

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 Law (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.⁶⁴ In Pakistan, a few universities offer graduate programmes 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 1994.⁶⁵

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 10 others are human rights research institutes.⁶⁶ 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 2018.⁶⁷ Although on average boys and girls are equally affected, there is considerable gender differentiation at regional and national levels. 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 seen in Central Asia, where there are 137 female adolescents out of school for every 100 male adolescents.

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 groups 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 is non-formal education programmes.⁶⁸

Non-formal and informal education is generally flexible, creative, learner-centred and cost-effective.⁶⁹ 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 checklists or flyers to the use of apps or computer games ('serious games').⁷⁰ The International Labour Organisation (ILO) tries to reach migrant workers through its pre-departure labour rights curriculum.⁷¹

Religious fundamentalism and its impact on access to HRE has been a cause of serious concern since 9/11. 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 roles of HRE and of religious leaders are in preventing incitement to violence.⁷² 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.⁷³ Under the Council of Europe Action Plan to combat extremism and radicalisation leading to terrorism (2015-2017)⁷⁴ various policies, training programmes and curricula were developed, though it is unclear whether these initiatives have prevented radicalisation.

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

Non-formal education is a short-hand phrase used to refer to education activity outside the formal school system by NGOs 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.⁷⁵ 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.⁷⁶ 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 NGOs, 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.⁷⁷

In Asia, many organisations initiate human rights education activities and programmes. One of the best-known programmes 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.⁷⁸ 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.⁷⁹

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 (programme for increasing people's knowledge on how they can employ their right to participate in societal affairs).⁸⁰ 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 NGOs and civil society in providing education probably dates back to the late 19th and early 20th centuries and was primarily led by religious organisations.⁸¹ More recent mandates in providing education (beyond other traditional functions of NGOs 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.⁸²

Human rights NGOs are reportedly the largest group of NGOs 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 NGOs may also target professional sectors and youth. One particular strength of NGOs 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.⁸³

The **Asian Human Rights Commission (AHRC)** based in Hong Kong, founded in 1984, aims, among others, to promote greater awareness and realisation of human rights in the Asian region.⁸⁴ The AHRC initiated a human rights correspondence school by publishing series of lessons covering a wide range of issues such as freedom of expression, constitutionalism and human rights, enforced disappearance, and international criminal courts.⁸⁵

In Asia, despite some initiatives, human rights education is still not well mainstreamed within the formal education systems (generally situated more within morals, religious values and citizenship education⁸⁶) and thus HRE NGOs play an important role to help fill that gap. Within universities in Southeast Asia, for example, there are very few standalone human rights courses. They are most often electives and usually found within law schools.⁸⁷ International NGOs such as Amnesty International, Oxfam, Save the Children, and Refugees International remain at the forefront in the promotion and education of human rights. Indeed, some have formed alliances to promote human rights education such as CIVICUS⁸⁸ or HRE 2020: Global Coalition for Human Rights Education.⁸⁹ Most of these big international NGOs also carry out human rights education in Asia. The HRE activities of the smaller, national and local NGOs 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.⁹⁰ 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 people in India and beyond. Unfortunately, no mapping of NGOs 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 NGOs Master's 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, NGOs focused on (national) citizenship education, and peace education platforms like *École Instrument de Paix*, or World Association for the School as an Instrument of Peace (EIP). 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 NGOs 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.⁹¹

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 their 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 for 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 & 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 others 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, and 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)⁹² 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*'.⁹³ 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 personnel as well as public prosecutors.⁹⁴ Yet in general very little information is available about the nature and the impact of human rights training of public officials, law enforcement officials and others in Asia.

In Europe, the inter-governmental Council of Europe⁹⁵ 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 NGOs. 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 a standing programme for training of legal professionals: the HELP Programme (see box below). National associations of judges and lawyers often offer regular human rights trainings as does the Academy of European Law.⁹⁶ 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.⁹⁷

Influenced by the Council of Europe, Amnesty International and other human rights organisations, and the EU Fundamental Rights Agency (FRA),⁹⁸ 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.⁹⁹

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 a few of the changes that affect human rights and how human rights is 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 yet have access to the Internet.¹⁰⁰ 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.¹⁰¹ There are, however, 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.¹⁰² Plus, many top universities around the world offer online courses that are often referred to as Massive Open Online Courses (MOOCs).¹⁰³ 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.¹⁰⁴ 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 policymakers 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.¹⁰⁵

Residential graduate programmes are not feasible for many students as they may not be able to travel or afford the cost of face-to-face classes that run over long 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.¹⁰⁶ 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 their online textbooks, and how actively they have participated in web learning forums.¹⁰⁷ 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 engaging 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. Companies in italics 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.¹⁰⁸ 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, these new technologies are also susceptible to electronic surveillance and interception. Human rights defenders, including academics, can be targeted.¹⁰⁹ '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 who rely on technology for data collection and storage may face new ethical and security issues that put both them and their participants in danger. These issues raise important concerns about the safeguarding of scholars and their students and research participants in this new digital age, and point to 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 manifold 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 (NHRIs) 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 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.¹¹⁰

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’ right to protest.¹¹¹ Other examples include environmental destruction in the Mekong region from dam construction which has negatively impacted the livelihoods of hundreds of thousands of people¹¹² and the concerns over ‘slave labour’ in the Thai fisheries industry which has highlighted the scale of human trafficking and exploitative labour.¹¹³

Asia is not unique in the myriad ways that businesses can infringe on human rights; there is an 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 Organisation), 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. However, 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.¹¹⁴ 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*”,¹¹⁵ 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. Some companies have declared their commitment to codes of conduct with regard to exploitation of children.

These codes of conduct set 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.¹¹⁶ 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) warning against child sexual exploitation and educating passengers on the legal penalties.¹¹⁷ 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 agencies, such as through the Virtual Global Task Force (combating child online sexual abuse) and the Asia Pacific Financial Coalition Against Child Sexual Exploitation.¹¹⁸ European oil companies like ENI (Italy) and OMV (Austria) have developed online learning modules for managers to ensure human rights compliance and due diligence.¹¹⁹ 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.¹²⁰

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 and 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 an interactive e-learning programme to all employees, which guides them through human rights norms and situations.¹²¹

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 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.¹²² 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)¹²³ 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 are 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 has seen a proliferation of private universities in recent years, courses offered tend to focus on future employability in a growing market economy. Furthermore, across the region, issues such as compliance, quality control, and governance have been 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 are a relatively untapped opportunity in the region.¹²⁴

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 for 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 environment¹²⁵ 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”*.¹²⁶ 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.”*¹²⁷

The state of academic freedom can be described as follows:¹²⁸

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 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 other 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 this shrinking space for academic freedom.
4. In addition to limited political space, in some countries, the State may implement restrictive laws and policies. In 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.”¹²⁹ There is also a practice of not approving any politically or culturally sensitive research or thesis, sometimes simply because of the title.
5. The practice of state censorship leads to the practice of self-censorship among academics. In a number of countries in Asia, censorship by the Ministry of Education resulted in researchers practising 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, certain issues are considered contentious. These include homosexuality; the elimination of child marriage; repeal of the anti-sedition and fake news laws; the review of the anti-terrorism laws; 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.¹³⁰ 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”*.¹³¹ 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 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 Master's in Human Rights and Democratisation (EMA), established in 1997 and financially supported by the European Union. Over the years it has developed its content in line with changing approaches to human rights and democratisation in Europe and in the world, and towards more integrated strategies in trans-European human rights education.

Today EMA includes 41 universities and human rights centres from all member states of the European Union.¹³² It 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 the 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 the sub-regional level, collaboration among universities in ASEAN/Southeast Asia may be the most active and structured. Established as part of the ASEAN structure under socio-cultural community, the AUN Secretariat proposed the setting up of a thematic

network on human rights education. The joint initiative between the AUN Secretariat and the Institute of Human Rights and Peace Studies 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.¹³³ The AUN-HRE is composed of 30 university members from all ASEAN Member States while SEAHRN as of 2019 has 22 members from seven countries, some of which are members of both networks. AUN-HRE is under the ASEAN structure, and 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.¹³⁴

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.¹³⁵ 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.¹³⁶ HURIGHTS OSAKA has been instrumental in providing 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).¹³⁷ 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, have discussed further collaboration in the areas of human rights and peace research and education. This activity has been made possible by the support of NCHR. Attempts to expand the network to cover all of Asia are under way. It is important to note that institutions from outside the Asian region have been playing steering roles in bringing universities and networks together.¹³⁸

Another important regional effort 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.¹³⁹

NGO & other Civil Society Networks & 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 conference¹⁴⁰ is a platform for educators to meet and share experiences, good practices and lessons learned. The annual OSCE Human Dimension Implementation Meeting¹⁴¹, 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 the South Asian human rights situation and human rights education experiences, discuss the development of curriculum for human rights education, and develop plans for the creation of national and regional networks for human rights education in schools.¹⁴² 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)¹⁴³ is a Europe-wide network of primarily NGOs and training providers seeking to promote active democratic citizenship and human rights through formal education, non-formal and informal education, and life-long learning. DARE is engaged in the 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 NGOs 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 helped shape European policies on democratic citizenship and human rights education. Through the EU's Erasmus+ programme, 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.¹⁴⁴ 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 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 enshrined in the Universal Declaration of Human Rights in 1948 – human rights education is here to stay, both in Asia and Europe. Since the democratic revolutions of the late 1980s and 1990s, 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 fulfil 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 the 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 practices 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 HRE Plans 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 rights 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 NGOs, 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 MOOCs, 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 (or publications) in research and evaluation.

Endnotes

- 1 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).
- 2 Ibid.
- 3 Ibid.
- 4 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.
- 5 *Path to Dignity*, Ibid.
- 6 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.
- 7 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>.
- 8 Ibid.
- 9 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.
- 10 Ibid.
- 11 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.
- 12 Ibid.
- 13 T. Buergenthal and J.V. Torney, *International Human Rights and International Education* (Washington, D.C.: U.S. National Commission for UNESCO, 1976).
- 14 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.
- 15 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.

- 16 Mid-term evaluation of the UN Decade of Human Rights Education provided HREA on behalf the Global Human Rights Network, June-July 2000.
- 17 OHCHR, Human rights education milestones at the United Nations.
- 18 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.
- 19 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 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>.
- 20 Ibid.
- 21 Ibid.
- 22 "OSCE/ODIHR launches new human rights education guidelines for law enforcement officials and secondary schools", 24 September 2012, <https://www.osce.org/odihr/93991>.
- 23 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>.
- 24 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>.
- 25 *Global Citizenship Education. Preparing Learners for the Challenges of the 21st Century*. Paris, UNESCO, 2014.
- 26 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.
- 27 Reproduced from Tibbitts 2017: 83-84.
- 28 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>.
- 29 UPR Info database: <https://www.upr-info.org/database/statistics/>.
- 30 See HRE 2020 website: <http://www.hre2020.org>.
- 31 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.
- 32 Article 3 of the UN Declaration on Human Rights Education and Training.

- 33 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.
- 34 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.
- 35 Ibid.
- 36 Renamed Department of Education, Culture and sports or DECs.
- 37 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.
- 38 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.
- 39 National Human Rights Commission of Korea, <https://www.humanrights.go.kr/site/homepage/menu/viewMenu?menuid=002002004001>.
- 40 Korea NPO Coalition for the UNCRC, Republic of Korea Alternative Report to the Government's 5 and 6th Periodic Report on the CRC, November 2018, http://eng.childfund.or.kr/upload/file/contentsTheSis/2019/1/3/QIUIIAYEYc_20190103190141639.pdf.
- 41 Ibid.
- 42 Taixia Shen, "Reform of Human Rights Education in Mainland China." Paper presented at the 2nd International Conference on Education Reform and Modern Management (ERMM 2015).
- 43 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>.
- 44 and promote awareness of human rights through educational seminars and workshops, Ibid.
- 45 Ibid.
- 46 OHCHR, Sri Lanka's 3rd cycle, 29 December 2017, <https://www.ohchr.org/EN/HRBodies/UPR/Pages/LKIndex.aspx>.
- 47 Ibid.
- 48 Ibid.
- 49 Ibid.
- 50 Ibid.
- 51 Ibid.

- 52 During the 3rd UPR cycle in 2017, India in pointed out that “the national curriculum for school education of the National Council of Educational Research and Training (NCERT) has included human rights education component in social science subject. Teachers training programmes has also been prepared under the guidance of National Human Rights Commission”. India’s 3rd cycle, 17 July 2017, <https://www.ohchr.org/EN/HRBodies/UPR/Pages/INIndex.aspx>.
- 53 K.Parish, “Studying Global Human Rights Education: Theoretical and Empirical Approaches”, *The Central European Journal of Social Sciences and Humanities*, 2015/1/11 pp.23-35, <http://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.desklight-74dfbf39-bac4-4bc0-80f5-07eff7f3e71d>.
- 54 Ibid.
- 55 *Learning to Live Together. Council of Europe Report on the state of citizenship and human rights education in Europe 2017* (Strasbourg: Council of Europe, 2017), <https://rm.coe.int/the-state-of-citizenship-in-europe-e-publication/168072b3cd>.
- 56 As defined in *World Programme for Human Rights Education. Second Phase. Plan of Action* (New York and Geneva: United Nations, United Nations Human Rights Office of the High Commissioner, UNESCO, 2012), https://www.ohchr.org/Documents/Publications/WPHRE_Phase_2_en.pdf.
- 57 Taixia Shen, Op Cit.
- 58 Joel Mark Baysa-Barredo, Mark Capaldi, Bidyalaxmi Salam, Sriprapha Petcharamesree, *Shaping a Culture of Human Rights and Peace through Education: Regional Synthesis* (2019 forthcoming).
- 59 Ibid.
- 60 Ibid.
- 61 Ibid.
- 62 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.
- 63 Mool Chand Sharma, “Human Rights Education in Indian Universities and Colleges” in: HURIGHTS OSAKA, *Human Rights Education in Asian Schools. Volume V.* (Osaka, 2002).
- 64 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>.
- 65 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>.
- 66 See details at <http://www.chinahumanrights.org/html/CSHRS/ET/NB/>.
- 67 See <http://uis.unesco.org/sites/default/files/documents/new-methodology-shows-258-million-children-adolescents-and-youth-are-out-school.pdf>.
- 68 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-attachments/UN%20Special%20Rapporteur%20on%20ORTE_Realising%20the%20right%20to%20education%20through%20non-formal%20education_June%202017.pdf.

- 69 See for example the guide *How to Engage with Ethnic Minorities and Hard to Reach Groups: Guidelines for Practitioners* (Glasgow: BEMIS, 2015).
- 70 For a listing of some “serious games”, see <https://www.humanrightscareers.com/magazine/6-human-rights-games-you-can-play-online/>.
- 71 https://www.ilo.org/dyn/migpractice/migmmain.showPractice?p_lang=en&p_practice_id=152.
- 72 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>.
- 73 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.
- 74 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>.
- 75 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.
- 76 Based on Richard Pierre Claude, “Methodologies for human rights education”, <https://www.pdhre.org/materials/methodologies.html>.
- 77 Felisa Tibbitts, Impact Assessment of the Rights Education Action Programme (Amnesty International, 2010), <https://www.amnesty.org/download/Documents/40000/pol320112010en.pdf>.
- 78 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>.
- 79 Ibid.
- 80 Ibid.
- 81 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>.
- 82 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.
- 83 Coysh, J., “The Dominant Discourse of Human Rights Education: A Critique”, *Journal of Human Rights Practice*, Vol. 6 (2014) No. 1, pp. 89-114.
- 84 Asian Human Rights Commission, <http://www.humanrights.asia/>.
- 85 See details at Asian Human Rights Commission, <http://www.humanrights.asia/journals-magazines/hrschool/>.
- 86 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>

- 87 SHAPE SEA and AUN-HRE, *The Remapping and Analysis of Human Rights and Peace Education in ASEAN/Southeast Asia* (2019 forthcoming).
- 88 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.
- 89 See: <http://www.hre2020.org/members>.
- 90 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.
- 91 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.
- 92 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".
- 93 OHCHR, 3rd cycle, 25 June 2019, <https://www.ohchr.org/EN/HRBodies/UPR/Pages/KPIndex.aspx>.
- 94 OHCHR, Japan's 3rd cycle, 4 January 2018, <https://www.ohchr.org/EN/HRBodies/UPR/Pages/JPIIndex.aspx>.
- 95 <https://www.coe.int>.
- 96 <https://www.era.int>.
- 97 See: <https://www.amnesty.nl/media/police-human-rights-programme>.
- 98 EU Fundamental Rights Agency, <https://fra.europa.int>.
- 99 See <http://help.elearning.ext.coe.int/>.
- 100 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/>.
- 101 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).

- 102 See: <https://www.humanrightscareers.com/courses/>.
- 103 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.
- 104 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>.
- 105 For an overview of HREA's Human Rights Campus e-learning programmes and courses: <http://www.hrea.org/learn/>.
- 106 See: <https://gchumanrights.org/>.
- 107 Helen Warrell, 'Students under surveillance', *The Financial Times*, 24 July 2015. Available at: <https://www.ft.com/content/634624c6-312b-11e5-91ac-a5e17d9b4cff>.
- 108 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>.
- 109 Chris Tenove, Andres Delgado and John Woodside, 'With authoritarianism and State surveillance on the rise, how can civil society be protected by digital threats?' *OpenCanada*, November 22, 2016. Available at: <https://www.opencanada.org/features/authoritarianism-and-state-surveillance-rise-how-can-civil-society-be-protected-digital-threats/>.
- 110 Petcharamesree, S., "The ASEAN human rights architecture: its development and challenges", *The Equal Rights Review* 11 (2013): 46-60. Retrieved from: <https://equalrightstrust.org/ertdocumentbank/Sriprapha%20Petcharamesree%20ERR11.pdf>.
- 111 Cassinerio 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
- 112 Science Daily (2018). Mekong River dams could disrupt lives, environment. Retrieved from: <https://www.sciencedaily.com/releases/2018/03/180308143034.htm>.
- 113 Human Rights Watch. "Hidden Chains: Rights Abuses and Forced Labor in Thailand's Fishing Industry" (2018). Retrieved from: <https://www.hrw.org/news/2018/01/23/thailand-forced-labor-trafficking-persist-fishing...>
- 114 Thomas, T & Chandra, A (2014). Business and Human Rights of the ASEAN Intergovernmental Commission on Human Rights (AICHR). Retrieved from: http://aichr.org/?dl_name=AICHRs_Thematic_Study_on_CSR_and_Human_Rights_in_ASEAN.pdf.
- 115 Cauqui, R (2017). Trade unions welcome ASEAN guidelines on CSR, call for strong enforcement mechanism, Article in Friedrich-Ebert-Stiftung. Retrieved from: <https://www.fes-asia.org/news/asean-trade-unions-welcome-new-guidelines-call-for-stronger-implementation-measures/>.
- 116 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).
- 117 ECPAT (2012).
- 118 See: <https://www.icmec.org/apfc>.
- 119 Correspondence with one of the authors.
- 120 Ibid.
- 121 See: <https://www.omv.com/en/human-rights>.
- 122 See: MTVEXIT.org.

- 123 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>.
- 124 SHAPE SEA and AUN-HRE, *The Remapping and Analysis of Human Rights and Peace Education in ASEAN/Southeast Asia* (2019 forthcoming).
- 125 See for example: Mirja Trilsch, "European Committee of Social Rights: The right to a healthy environment", *International Journal of Constitutional Law*, Vol. 7 (2009), Issue 3 (July): 529-538, <https://academic.oup.com/icon/article/7/3/529/703201>.
- 126 UNESCO, 18 October 2017, <https://en.unesco.org/news/protecting-academic-freedom-relevant-ever>.
- 127 UNESCO, Recommendation concerning the Status of Higher-Education Teaching Personnel, 11 November 1997, http://portal.unesco.org/en/ev.php-URL_ID=13144&URL_DO=DO_TOPIC&URL_SECTION=201.html.
- 128 Based on the 2014 UNESCO report *Governance reforms in higher education: A study of institutional autonomy in Asian countries*.
- 129 Case of Cambodia.
- 130 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>.
- 131 Philippe Peycam, Championing academic freedom, International Institute for Asian Studies, 3 October 2017, <https://iiias.asia/blog/championing-academic-freedom>.
- 132 See <https://www.humanrights.dk/research-project/european-masters-programme-human-rights-democratisation-e-ma>.
- 133 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 programme 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.
- 134 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 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 programme 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.

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

136 Ibid.

137 Ibid.

138 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.

139 Europe with 41 universities, Southeast Europe, Africa, Asia-Pacific, Caucasus, Latin America and the Caribbean and Arab World.

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

141 <https://www.osce.org/odihr/hdim>.

142 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.

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

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

Academic Freedom, Freedom of Expression & a Vibrant Civil Society are Vital for Human Rights Education

Hilde KLEMETSDAL, Deputy Director General of the Section for Human Rights, Democracy and Gender Equality, Ministry of Foreign Affairs of Norway

(Closing remarks at the 19th Informal ASEM Seminar on Human Rights)

We are happy to have hosted this ASEM seminar here in Tromsø. Like the foreign minister, I have also studied here. I hope you had the chance to explore some of this unique place. We did get to go out of the conference rooms yesterday, with the visit to the Sami village.

Feeding reindeer was a first for me, and for most of you too, I would think. We also got a taste of the rich Sami culture, and a kick-off for this afternoon's panel, representing the strong academic tradition and centre of knowledge on indigenous peoples at the Arctic university here in Tromsø.

The Sami people in Norway have fought long and hard for their human rights (and the rights of other indigenous rights groups). And the history of the Norwegian state is not a proud one on this issue.

Working as I do with human rights internationally, I am pleased to see that the rights of indigenous peoples is now among the priorities for the Norwegian government.

It is connected with an overall priority of ensuring human rights *for all*. For marginalised groups. For women and girls. For religious and ethnic minorities. For sexual minorities. It is not about special rights; it is simply about the same human rights that we should all enjoy.

However, those who fight for human rights, on behalf of themselves and all of us – human rights defenders, including indigenous human rights defenders – often do so at great risk. This is sadly illustrated by the recent murder of the indigenous human rights defender Paulo Paulino Guajajara. Human rights defenders must be protected. This is a main focus in the resolution we have put forward at the UN, and that is being negotiated now.

I would like to thank ASEF, and in particular Armi, the steering committee, the University of Tromsø, the chairs and rapporteurs, for all your work. Thanks also to all of you who have actively participated and contributed.

The concrete recommendations that have come out of the discussions is something my colleagues and I will take with us back to Oslo, in our work to promote and protect human rights. And I trust representatives from the other governments here will do so too.

I believe all of us here agree on the importance of human rights education. The purpose of this seminar has been to go beyond that. To discuss the challenges and come up with some recommendations on how the quality of human rights education can be improved, how we can ensure that the education and training leads to real changes in attitudes and behaviour.

A precondition for effective human rights education is respect for academic freedom, freedom of expression and a vibrant civil society. It is a priority for Norway to support civil society and institutions that promote human rights. We do so in Europe through the EEA and Norway Grants, and we do so in Asia through bilateral and regional co-operation and projects, consistently spending 1% of GNI on official development aid.

We believe there is great value in broad dialogue, with different stakeholders, like this seminar, with academics, civil society, government representatives, across regions.

It is the conviction of the Norwegian government that the world needs more dialogue, more cooperation, not less. That the challenges we all face cannot be solved by one country alone. The world *did* come together four years ago, and agreed on the sustainable development goals, which are firmly anchored in human rights. Promoting human rights is key to achieving the SDGs. In fact, over 90 percent of the goals and targets correspond to human rights obligations. Imagine if states fulfilled their obligations. Which no country does, but imagine where we could be. Human rights education can help us all get there.

Again, let me thank the participants and organisers, and particularly those of you who have travelled very far to join us here up in the north.

Thank you.

Annex 1: Glossary

AHRC	Asian Human Rights Commission
AICHR	ASEAN Intergovernmental Commission on Human Rights
ASEAN	Association of Southeast Asian Nations
ASEF	Asia-Europe Foundation
ASEM	Asia-Europe Meeting
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
EMA	European Master's in Human Rights and Democratisation
EU	European Union
FRA	Fundamental Rights Agency of the European Union
GCM	Global Compact for Safe, Orderly and Regular Migration
GCR	Global Compact on Refugees
HRC	United Nations Human Rights Council
HRCSL	Human Rights Commission of Sri Lanka
HRE	Human Rights Education
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 High Commissioner for Human Rights
OSCE	Organisation for Security and Co-operation in Europe
PDHRE	People's Movement for Human Rights Education
REAP	Rights Education Action Programme (Amnesty International)
SAARC	South Asian Association for Regional Cooperation
SDGs	Sustainable Development Goals
SEA	Southeast Asia
SEAHRN	Southeast Asian Human Rights Studies Network
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNDHRE	United Nations Decade for Human Rights Education
UNDP	United Nations Development Programme
UNGA	United Nations General Assembly
UPR	Universal Periodic Review
WPHRE	World Programme for Human Rights Education

Annex 2: Seminar Programme

DAY 1 – MONDAY, 4 NOVEMBER 2019

Venue: Clarion Hotel The Edge

16:00 – 16:55	Official Welcome Plenary Hall <i>Margarinfabrikken</i>	Chair: Ambassador Karsten WARNECKE , Asia-Europe Foundation (ASEF) Welcome Remarks Ambassador Karsten WARNECKE Executive Director, Asia-Europe Foundation (ASEF) Welcome on behalf of the co-organisers Ms Sandra LENDENMANN Head, Office of Human Rights Policy, Federal Department of Foreign Affairs of Switzerland Keynote Addresses Ms Ine Marie ERIKSEN SØREIDE <i>Minister of Foreign Affairs of Norway</i> Dr Fernand de VARENNES <i>UN Special Rapporteur on Minority Issues</i> Prof Vitit MUNTARBHORN <i>UNESCO Human Rights Education Prize Recipient</i>
16:55 – 17:05	Formal Group Photo	
17:05 – 17:55	Joint Presentation of Background Paper by Main Rapporteurs	Chair: Henri PLAGNOL , Conseil d'Etat Main Rapporteur - Asia – 20 min Dr Sriprapha PETCHARAMESREE Senior Lecturer, Institute of Human Rights & Peace Studies, Mahidol University Main Rapporteur - Europe – 20 min Mr Frank ELBERS Independent Journalist and Researcher, Research Institute of the University of Bucharest (ICUB) Discussant – 10 min Ms Ana PERONA-FJELSTAD Executive Director, the European Wergeland Centre
17:55 – 18:30	Plenary Discussion	
18:30 – 19:30	Welcome Cocktail Reception Hosted by the Ministry of Foreign Affairs of Norway <i>Arbeidskontoret room</i>	

DAY 2 – TUESDAY, 5 NOVEMBER 2019
Venue: UiT, The Arctic University of Norway

08:45 – 09:00 **A welcome by Professor Kenneth RUUD, the Arctic University of Norway**

Working Group 1

Human Rights Education in School Systems

Rapporteur: Mr Frank ELBERS, Research Institute of the University of Bucharest (ICUB)

Moderator Chair: Dr Nina BURRIDGE, University of Technology, Sydney

Working Group 2

Equal Access to Human Rights Education

Rapporteur: Dr Sriprapha PETCHARAMESREE, Mahidol University

Moderator Chair: Dr Calin RUS, Intercultural Institute of Timisoara, Romania

09:10 – 16:45 **Simultaneous Working Groups**

Working Group 3

Human Rights Education & Learning Beyond the Classroom

Rapporteur: Prof Felicia YEBAN, Philippine Normal University

Moderator Chair: Ms Krittika VISHWANATH, Amnesty International

Working Group 4

Human Rights Education & Professional Training

Rapporteur: Mr Knut D ASPLUND, Norwegian Centre for Human Rights

Moderator Chair: Assoc Prof Haina LU, Renmin University of China

17:30 – 21:00 **A Sámi Experience**
Specially arranged by the Host, the Ministry of Foreign Affairs of Norway

DAY 3 – WEDNESDAY, 6 NOVEMBER 2019
Venue: Clarion Hotel The Edge

09:30

Closing Plenary

Plenary Hall *Margarinfabrikken*

Chair: Ambassador CHEN Shiqiu, Ministry of Foreign Affairs of the People's Republic of China

09:35 – 10:30

Rapporteurs' Summary on Each Working Group

Working Group 1 Presentation

Human Rights Education in School Systems – *10 min*

Working Group 2 Presentation

Equal Access to Human Rights Education – *10 min*

Working Group 3 Presentation

Human Rights Education & Learning Beyond the Classroom – *10 min*

Working Group 4 Presentation

Human Rights Education & Professional Training – *10 min*

11:00 – 12:30

Q&A Session

14:00 – 15:45

Panel: Sámi & Indigenous Peoples' Rights in Arctic Areas

Panellists:

Assoc Prof Ánde SOMBY, Faculty of Law, UiT The Arctic University of Norway
"The starting points and premises for International Law on indigenous peoples"

Prof Øyvind RAVNA, Faculty of Law, UiT The Arctic University of Norway
"Indigenous rights and human rights under the Northern Lights - focusing on case law"

Prof Torjer OLSEN, Centre for Saami Studies, UiT The Arctic University of Norway
"Sámi rights to/in education in Norway"

Prof Gunhild HOUGENSEN GJØRV,
Centre for Peace Studies, UiT The
Arctic University of Norway
*“Evolving approaches to human
security”*

Assoc Prof Marc LANTEIGNE, Faculty
of Political Science, UiT The Arctic
University of Norway
*“The Internationalisation of Arctic
Indigenous Affairs: Views from the Asia-
Pacific”*

Moderator:

Ms Marcela DOUGLAS, Head of
Department, Centre for Peace Studies,
UiT The Arctic University of Norway

16:00 – 16:30 **Q&A Session**

Chair: Mr Achsanul HABIB, Director
of Human Rights and Humanitarian
Affairs, Ministry of Foreign Affairs of
the Republic of Indonesia

**Closing Remarks on behalf of the
organisers**

Mr Rolf RING, Raoul Wallenberg
Institute of Human Rights and
Humanitarian Law

16:30 – 17:00 **Official Closing**

**Closing Remarks on behalf of the
host**

Ms Hilde KLEMETSDAL, Deputy
Director General of the Section for
Human Rights, Democracy and Gender
Equality, the Ministry of Foreign Affairs
of Norway

19:30 – 21:00 **Seminar Dinner**
Full Steam Restaurant

Annex 3: Concept Note

Introduction

“**H**uman rights education is much more than a lesson in schools or a theme for a day; it is a process to equip people with the tools they need to live lives of security and dignity.” **Kofi Annan, 2004.**¹

Human rights reflect basic human needs and they can be understood as defining those basic standards which are necessary for a life of dignity.² Human rights are held by all persons equally and forever. They are all universal and inalienable, that is, all people everywhere in the world are entitled to them, regardless of where they live, their gender or race, or their religious, cultural or ethnic background. Human rights are also indivisible and interdependent, meaning that they are all of equal importance and none can be fully enjoyed without the others. Human rights are based on shared values like dignity, fairness, equality, respect and independence.

However, to be able to use and defend human rights, one must learn about them first. In other words, to make human rights a reality and achieve significant change in combating discrimination, exclusion, inequality and injustice, human rights values have to be ingrained in the minds and actions of people. Through learning about human rights and human rights values, people can take a first step toward enjoying, exercising and claiming their own rights, as well as upholding and respecting the rights of others. Human rights education thus becomes an important tool in strengthening human rights culture, by fostering the attitudes and behaviours needed to uphold human rights for all members of society.³

The right to human rights education was set out as early as 1948 in the Universal Declaration of Human Rights (UDHR) which underlines “*the dignity and worth of the human person*” and “*the equal rights of men and women*”. Article 26 of the declaration lays out the aims of education, which include “*the strengthening of respect for human rights and fundamental freedoms*”; the promotion of “*understanding, tolerance and friendship among nations, racial or religious groups*”, and “*the maintenance of peace*”.⁴ The right to human rights education was further strengthened in other instruments, such as the 1989 Convention on the Rights of the Child; and the UN Declaration on Human Rights Education and Training, adopted in December 2011. Human rights education is also recognised as an important tool in furthering sustainable development and was included in the 2030 Agenda for Sustainable Development,⁵ adopted in 2015 by over 150 world leaders.

The Asia-Europe Meeting (ASEM) is an intergovernmental forum for dialogue and cooperation established in 1996 to deepen relations between Asia and Europe. The organisation addresses political, economic and socio-cultural issues of common

concern. The 19th Informal ASEM Seminar on Human Rights aims to contribute towards the promotion of human rights education, to provide a platform for discussion on how to further strengthen the implementation of and access to human rights education at the ASEM level, as well as to discuss good practice examples of existing strategies for effective human rights education. Human rights education (HRE) develops the knowledge, skills and attitudes needed to promote, defend and apply human rights in daily life. Learners have to be made aware of their human rights. The delivery of HRE requires positive political will and commitment on the part of States, as well as strong and autonomous civil society action to further HRE in local communities.

19th Informal ASEM Seminar on Human Rights

The Informal ASEM Seminar on Human Rights series was launched in 1997 to deepen relations between civil society actors and governments in Asia and Europe on human rights issues. The Seminar series is co-organised by the Asia-Europe Foundation (ASEF), the Raoul Wallenberg Institute (nominated by the Swedish Ministry of Foreign Affairs), 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.

The 19th Informal ASEM Seminar on Human Rights is hosted by the Royal Norwegian Ministry of Foreign Affairs and held in Tromsø, Norway on 4-6 November 2019. The Seminar will be followed by public events and capacity-building activity to disseminate the outcomes of the Seminar and improve the knowledge and capacity of relevant actors in Asia and Europe on the theme of the Seminar. The follow-up activities will be delivered in 2020.

Working Groups

The 19th Informal ASEM Seminar on Human Rights will have four simultaneous working group discussions (on Day 2) on the following topics:

1. Human Rights Education in School Systems
2. Human Rights Education and Learning Beyond the Classroom
3. Equal Access to Human Rights Education
4. Human Rights Education and Professional Training

Context & Definition of Human Rights Education

The international community has expressed increasing interest in HRE since the 1993 World Conference on Human Rights during which HRE was declared as “essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace”.⁶

The following year, the General Assembly of the United Nations declared a UN Decade of Human Rights Education (1995-2004) to advance the implementation of HRE programmes and urged all UN member states to promote “*training dissemination and information aimed at the building of a universal culture of human rights*”.⁷

The instrumental role of states was also highlighted in the United Nations Declaration on Human Rights Education and Training, adopted in 2011, which recognises that there is unlikely to be effective implementation of human rights within a state without “*the adoption of legislative and administrative measures and policies*”.⁸ It affirms that states have the primary responsibility to promote and ensure HRE and training, and that they should create an enabling environment for the engagement of civil society, the private sector and other relevant stakeholders in those processes.⁹ Consequently, and owing to established state obligations through hard law and soft law, governments have been putting more efforts into promoting HRE.

However, while HRE has become more widely supported, there appears to be diverse perspectives on what exactly HRE is and does, beyond imparting knowledge of human rights.¹⁰ The broad normative framework, in turn, has resulted in a great deal of variation in the ways in which HRE has been implemented.

As pointed out by Bajaj et al. (2016), many educational reforms that followed from the UN’s Decade for Human Rights Education involved little more than incorporating human rights language into the educational standards or textbooks of member states.¹¹ Furthermore, many countries still lack a national HRE plan for formal education, while many of those with a plan do not implement it well.¹² Countries have also been criticized for focusing too much on basic human rights literacy rather than on advancing a more transformative approach, which aims at empowering the learners.¹³

But while there are variants of HRE, reflecting different histories as well as local and national contexts, there is also general agreement about certain core components of HRE.¹⁴ As has been pointed out, there is a consensus among most scholars and practitioners that transformative HRE must include both content and process related to human rights.¹⁵

Such a transformative process is also reflected in the definition of HRE in the UN Declaration on Human Rights Education and Training, which states that HRE provides persons with knowledge and skills, and develops their attitudes and behaviours so as to empower them to enjoy and exercise their rights, and to respect and uphold the rights of others (art. 2).¹⁶

On the whole, as suggested by the UN, HRE can be defined as any education, training and information efforts aimed at building a universal culture of human rights, including:

1. Strengthening respect for human rights and fundamental freedoms
2. Fully developing the human personality and sense of dignity
3. Promoting understanding, tolerance, respect for diversity, gender equality and friendship among all nations, indigenous peoples and minorities

4. Enabling all persons to participate effectively in a free and democratic society governed by the rule of law
5. Building and maintaining peace
6. Promoting people-centred sustainable development and social justice.¹⁷

There are other definitions of HRE, such as the definition of the Asia-Pacific Regional Resource Centre for Human Rights Education, which makes particular reference to the relation between human rights and the lives of the people involved in HRE:

“HRE is a participative process which contains deliberately designed sets of learning activities using human rights knowledge, values, and skills as content aimed at the general public to enable them to understand their experiences and take control of their lives.”¹⁸

In Asia, sub-regional organisations such as the South Asian Association for Regional Cooperation (SAARC), the Association of Southeast Asian Nations (ASEAN) and the Pacific Islands Forum have also adopted human-rights-related documents that support HRE¹⁹ through which they have made HRE an important part of their human rights commitment.²⁰

The Council of Europe (CoE), which has 47 member states including the 28 members of the European Union, has a longstanding tradition of supporting and promoting citizenship and HRE. The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (2010) aims to be a reference point for all those dealing with citizenship and HRE, as well as a focus and catalyst for action in the member states²¹. The Charter defines HRE as:

“education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms.”²²

Human Rights Education in School Systems

Educating students in human rights empowers them with learning they can use far beyond the classroom and equips them with relevant knowledge they can take into the school corridors, their homes and beyond, into the wider community. Furthermore, HRE in school can be an effective tool in creating a sense of intercultural respect and understanding.

Research shows that HRE has the capacity to produce numerous positive outcomes for children and adolescents, including an improved sense of self-worth, increased empathy, and a reduction in negative behaviour such as bullying and truancy.²³ Within the education system, HRE promotes a holistic, rights-based approach that includes both *“human rights through education”* and *“human rights in education”*. This ensures that all the components and processes of education – including curricula, materials, methods and training – are conducive to teaching human rights, whilst ensuring that the human rights of all members of the school community are respected.²⁴

Teaching human rights helps schools and teachers to deliver governments' international commitments and obligations under the Declaration on Human Rights Education and Training. This declaration requires states to develop a "*universal culture of human rights, in which everyone is aware of their own rights and responsibilities in respect of the rights of others*", as well as to ensure "*equal opportunities for all through access to quality human rights education and training, without any discrimination*". HRE in schools is also something that the UN focused on for its first phase of the World Programme for Human Rights Education, adopted by the General Assembly in 2005.

In the first phase of the World Programme, the UN encouraged each member country – regardless of the accomplishment that might have already been achieved – to take stock of the current situation and start anew in supporting HRE in the school system.²⁵ The first phase of the World Programme covered the period 2005-2009 and focused on integrating HRE in primary and secondary school systems.

The programme was developed by a broad group of education and human rights practitioners and the Plan of Action proposed a concrete strategy and practical ideas for implementing HRE nationally.²⁶ The UN Plan of Action promoted HRE through teacher training, development of rights-based training materials and curricula, and increased accessibility of HRE to all children through practical, contextualised and meaningful activities.²⁷

While the evaluation of the first phase, which was conducted in 2010, acknowledged that most of the United Nations' member states were implementing programmes on HRE, it also showed that this was done with varying degrees of impact.²⁸ As highlighted in the report, the most commonly identified gaps were the absence of explicit policies and detailed implementation strategies and the lack of systematic approaches to the production of materials, the training of teachers and the promotion of learning environments which foster human rights values.²⁹ In some cases, the decentralisation of political structures or education provisions further complicated the implementation of a centralised model.³⁰

International studies that have focused on school-based HRE have further found that the programmes tend to be small-scale and localised, and if embedded at national policy level, the implementation in classrooms is generally limited, weak³¹, disparate or intermittent.³² Also, the reality is that certain countries place a greater importance on the teaching of human rights than others.³³

It has also been noted that teaching human rights in schools is likely to be difficult if teachers are not confident in their knowledge and their ability to teach human rights in the first place.³⁴ There may also be resistance to HRE in schools due to teachers' fears that it adds more burden to their already heavy teaching load.³⁵

Another issue that can compound the weak implementation of HRE is that the examples teachers use to highlight rights and human rights violations may be far removed from the learner's own context. As suggested by Mark Chamberlain, teachers need to

locate both knowledge and understanding of human rights within issues, events and activities of significance and interest, or otherwise students may not be able to grasp the implications of what is being taught and 'their personal or professional selves will remain largely unmotivated'.³⁶

Schools as institutions also play a role in HRE. In order to teach about or through human rights, schools must function as sites of human rights practice in themselves, an approach that may require "*a fundamental change in school cultures*".³⁷ Thus, to develop school structures and practices that are rights-based³⁸, schools must adopt, for example, approaches to classroom management that are respectful of children's rights and perspectives, they must promote children's participation in decision-making and school governance, and they must foster relations which respect the rights of children, school staff and parents as members of the school community.³⁹

Equal Access to Human Rights Education

Studies have shown that certain groups, such as rural girls, ethnic minorities and indigenous people, and people with disabilities, are less likely to attend school than the rest of the population.⁴⁰ According to the UNESCO Institute for Statistics (UIS), for the school year ending in 2017, about 262 million children and youth are out of school,⁴¹ despite significant progress that has been made over the past decade.⁴² Girls are disproportionately represented among these out of school, as are refugee children; only 50 percent have access to primary education against the global average of more than 90 percent.⁴³

If a child does not have the opportunity to attend school, they will not have the opportunity to participate in any HRE programmes occurring at school. Even when children from these groups are attending school, they are less likely than their peers to stay at school long enough to receive HRE. Slightly over 50 per cent of out-of-school children and youth are of upper secondary school age (about 15-17 years old)⁴⁴, which is the age when young people transition into greater responsibility.⁴⁵ Consequently, women, ethnic minorities, and people with disabilities are disproportionately likely to have received no or limited HRE.

Further barriers exist to accessing HRE through formal education when a student belongs to two or more marginalised groups. For example, the literacy rates and school enrolment rates of women and girls with disabilities are even lower than for people with disabilities as a whole, particularly in developing countries.⁴⁶ In both Asia and Europe, even when students with disabilities participate in formal education, a rights-based approach is not always employed, and some students face negative attitudes, discrimination and other rights violations.⁴⁷ Furthermore, studies of HRE in schools in Asia and Europe reveal great variances as to whether disability rights are included in the HRE curriculum.⁴⁸

As highlighted by the Special Rapporteur on the right to education, non-formal education programmes can provide flexible, learner-centred means to improve education outcomes.⁴⁹ Therefore, non-formal education is an opportunity to provide HRE to those who did not receive any at school or who may have fallen through the cracks of the system. This is particularly relevant for girls and groups in vulnerable situations who are disproportionately represented among out-of-school populations, such as minorities, refugees, children with disabilities, children in rural areas and from disadvantaged backgrounds.⁵⁰ Thus, non-formal education programmes are of particular importance in countries lacking substantial, accessible educational infrastructure as they can help to reach out to children and youth outside the formal school system.

However, just as people who are most at risk of having their rights violated are those that would benefit the most from informal HRE, they are also, typically, the people who are the most difficult to access.

An example pertinent to both Asia and Europe is the migrant domestic worker. Domestic workers, typically women, are particularly at risk of abuse and exploitation.⁵¹ The isolated and invisible nature of domestic work, combined with the worker's high level of dependence on their employers, puts domestic workers at risk of human rights violations.⁵² For irregular migrants, their undocumented status often enhances and compounds the risk of rights violations.⁵³ It is precisely the factors causing migrant domestic workers' at-risk situation, along with language barriers and gender inequalities, that make it difficult for HRE organisations to establish connections with them. In some instances, governments have criminalised the provision of humanitarian, legal and social assistance to undocumented migrants, thus preventing organisations from promoting human rights to these workers and providing them with HRE.⁵⁴

Challenges such as these require creative solutions. For example, some organisations focus on pre-departure labour rights trainings targeted at potential migrants,⁵⁵ while others emphasise the potential for legal aid and advocacy groups to provide HRE.⁵⁶ Digital technologies and social media also open up new possibilities for accessing vulnerable groups.⁵⁷

Learning Beyond the Classroom

As an ethical framework for realising equitable and just communities, it is important that HRE is not confined to being 'just a school subject' but that it is brought to people of all ages and from all elements of society. In this regard, non-formal education plays an important role.

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) defines non-formal education as an addition, alternative and/or a complement to formal education within the process of the lifelong learning of individuals, and it is often provided to guarantee the right of access to education for all.⁵⁸ Furthermore, non-formal education – which encompasses any institutionalised, organised learning outside formal education – is often targeted at specific groups of learners such as those who are too old for their grade level, adult learners or those who do not attend formal school.

While the distinction between informal⁵⁹, non-formal and formal education is a fluid one,⁶⁰ the main difference is that the non-formal system primarily exists in partnership with local communities and civil society or other actors. The non-formal education, as pointed out by the UN Special Rapporteur on the right to education, is also able to provide flexibility in content and delivery modalities to meet the local requirements of learners and in circumstances where the formal education system is not yet able to do so.⁶¹

Civil society organisations (CSOs), including non-governmental organisations (NGOs), are critical actors in the advancement of HRE outside the classroom. They can review and monitor government commitments, report and advocate for change, but many also carry out educational work as part of their organisational mandate. Civil society organisations provide HRE activities, produce educational material and offer a platform for civic engagement. Through non-formal settings such as local forums, community and youth groups, members of the community can learn about human rights and acquire the necessary tools and knowledge to become human rights advocates for themselves and their communities.⁶²

Activities by civil society organisations may complement (if not even substitute for) services provided by the public sector, e.g. in situations where educational standards are lacking or access to formal education is restricted.⁶³ Discrimination, social exclusion, conflict situations and natural disasters can make it difficult to reach populations and flexible and innovative strategies may therefore be needed until formal learning pathways are available for everyone.⁶⁴

Although non-formal education is increasingly valued for its own sake with the realisation that schools are not capable of meeting an entire range of diverse educational needs, non-formal education does not come without any challenges. Besides getting limited political support and being viewed as a second-class system by policymakers, educators and other stakeholders⁶⁵, non-formal education programmes often lack sufficient funding. Also, non-formal education programmes are often not integrated into the national education framework, meaning that the skills and knowledge obtained through them are not recognised, validated or accredited. As with HRE programmes in general, further data on the effectiveness and outreach of non-formal education programmes is required.

Vocational Human Rights Training

Human rights training is a vocational-based form of HRE that works to integrate human rights into professional practices. Proponents of HRE and training believe that rights violations can be prevented through creating 'rights-respecting communities'. Vocation-tailored training forms a key part of this approach: it is an opportunity to engage with and promote human rights values to professionals who may be in a position to violate the human rights of others.⁶⁶ Civil servants, law enforcement officials, military personnel, health professionals, journalists, lawyers and judges are all professionals

that are often identified as benefitting from human rights training. Teachers and educators are also a key target for human rights training, so that they can better teach and practice respect for human rights in the classroom.⁶⁷

Despite the increased focus on HRE and training since the 1990s, there is limited data available documenting its scope and developments. This has led to criticism that the wealth of training materials provided by various United Nations agencies and other international organisations merely reproduces and reinforces pre-existing assumptions about human rights training with little evidence-based knowledge of what works best and how to implement it.⁶⁸

Although theories and methods for human rights training remain relatively unexplored, several case studies in individual countries have been undertaken, analysing human rights training in a wide variety of sectors.⁶⁹ Findings from these case-study analyses reveal characteristics of successful training programmes and include suggestions for further improvements.

One requirement for effective training programmes is the availability of relevant resources in the local languages.⁷⁰ In addition, all aspects of human rights training should be rooted in and tailored to the context of the work, so that the training can address perceived clashes between human rights values and the necessities of the job.⁷¹ It is also suggested that the trainers themselves should be effectively trained, both in human rights and in approaches and methodologies for teaching, such as participatory methodologies.⁷²

Another suggestion for improving the efficacy of human rights training is the establishment of evaluation and monitoring practices.⁷³ While it is already understood that the quality of a training programme impacts the resulting outcomes, it is difficult to improve quality without knowing which strategies are most effective.⁷⁴

There also remains ambiguity as to when human rights training should occur and for whom. While, sometimes, senior commanders or other high-status employees are identified as target groups for training, in practice there appears to be no systematic pattern for who participates in training programmes.⁷⁵ It is also observed that formal training, such as at teachers' college or law school, may be insufficient and further on-the-job training may be required.⁷⁶ Another option raised is to have a whole career approach to human rights training, rather than one-off exercises.⁷⁷

Since 2005, human rights training has been a key component of the World Programme for Human Rights Education.⁷⁸ While the first phase (2005-2009) only included training for teachers at primary and secondary school, the second phase (2010-2014) and third phase (2015-2019) had a broader focus: teachers and educators at all levels, civil servants, law enforcement officials, military personnel, media professionals and journalists.

As mentioned earlier in this concept note, Asia-Pacific member states of the United Nations first came together to recognise the importance of HRE and training in Colombo

in 1982 and Bangkok in 1993.⁷⁹ Despite these and subsequent government-level commitments, non-governmental organisations and institutes have been instrumental in initiating human rights training programmes and pressuring governments to consider doing the same.⁸⁰ More recently, as National Human Rights Commissions have emerged, they have conducted training programmes, particularly for the military and police.⁸¹ External European human rights centres have also worked to support human rights training for judges, lawyers, prosecutors and government officials.⁸²

Human rights training is typically well supported at governmental and intergovernmental levels in Europe. The European Union Agency for Fundamental Rights has engaged in and disseminated resources for human rights training for a wide range of professions.⁸³ Furthermore, the Council of Europe has supported human rights training, particularly for judges, lawyers and prosecutors.⁸⁴ The Council has also worked to certify trainers for this programme.⁸⁵ European non-governmental organisations and institutes hold a strong civil society presence and have worked to further human rights training both within and outside Europe.⁸⁶

19th Informal ASEM Seminar on Human Rights: Working Groups

The 19th Informal ASEM Seminar on Human Rights will have 4 simultaneous working group discussions (on Day 2) on these topics:

1. Human Rights Education in School Systems
2. Human Rights Education and Learning Beyond the Classroom
3. Equal Access to Human Rights Education
4. Human Rights Education and Professional Training

In addition to the guiding questions specific to each working group, there are cross-cutting questions for all the 4 groups. The cross-cutting questions and the working group questions are the following:

Cross-cutting questions

1. What are the latest trends in the development and improvement of HRE across Europe and Asia? Are these trends expected to continue into the future?
2. To what extent do national action plans or strategies on Human Rights influence the delivery of HRE? What legislative support should be given to HRE? What are some challenges in translating legal frameworks, action plans, strategies and policies into practice?
3. Many Human Rights Institutes and Civil Society Organisations work to promote Human Rights.

- a. What is the role of Human Rights Institutes and Civil Society Organisations in providing HRE and raising people's awareness and consciousness of their rights?
 - b. Looking ahead to the future, how can we improve and strengthen cooperation between governments and Human Rights Institutes and Civil Society Organisation?
 - c. Furthermore, how can we improve and strengthen country-to-country cooperation, at a civil and government level, in supporting and providing HRE?
4. To what extent do cultural differences justify and require different methods and approaches for teaching about Human Rights?
 5. Target 4.7 of the Sustainable Development Goals lists HRE (along with education in gender equality, peace, global citizenship etc.) as enabling learners to acquire the knowledge and skills needed to promote sustainable development. Beyond youth and schools, which other target groups should be the priorities for HRE for sustainable development?
 6. Taking into account the growing rates of internet usage and anticipated further increases in this, how can the internet be used to spread awareness of Human Rights and facilitate HRE?
 7. The 18th Informal ASEM Seminar on Human Rights (Human Rights and Prevention of Violent Extremism) recommended the strengthening of rights-based education, learning about religious and ethnic conflict in one's own country, and different narratives and perspectives on history. How can HRE be used as a tool for preventing radicalisation and violent extremism?

Working Group I

Human Rights Education in School Systems

1. The UN Declaration on Human Rights Education and Training (2011) Art. 2.2 states that Human Rights Education encompasses education *about* Human Rights, and education *through* and *for* Human Rights i.e. a rights-based educational approach.
 - a. Why might such an approach be necessary for HRE?
 - b. How can governments and schools work to foster such an approach?
2. The 17th Informal ASEM Seminar on Human Rights (Human Rights and Children) recommended that national school curricula cover the rights of children. What factors in the home, school, community, and even at a national level influence the successful implementation and teaching of Human Rights and Children's Rights in schools?
3. According to Dr. Monisha BAJAJ, HRE has the potential to be a transformative force in students' lives, but it runs the risk of being perceived as a 'time pass', or something that is less important compared to examinable subjects.
 - a. What might the causes of this perception be, and how can governments and schools work to prevent this?
 - b. What best practices are used in your country to engage students in learning about their Human Rights?
4. RINALDI has observed that HRE is often perceived as challenging or controversial by teachers; it is too abstract, too biased, too complex, parents may criticise them for addressing these rights, or their students may find that what they are learning does not match up with their own lived experiences outside of school. What support can be given to teachers to combat these (mis)perceptions and challenges?
5. How can cultural and religious differences be reconciled within HRE? To what extent do religious and cultural groups currently have power to limit the implementation of HRE and the contents of the curriculum?
6. CAMPBELL argues that a lack of sex education at school is a Human Rights issue, as around the world girls are not provided with comprehensive knowledge on their sexual and reproductive rights. To what extent should rights-based sex education be considered a part of, or complementary to, HRE?

7. Although HRE is increasingly included in school curricula, it is not always taught critically.
 - a. How can indigenous rights and local indigenous issues be included in HRE in a manner that goes beyond simple narratives of a relative 'success story' or narratives that indigenous rights violations are a thing of the past?
 - b. How can HRE, particularly in developed countries, avoid sensationalising the oppression faced in the developing world? What are best practices for avoiding, and even critiquing, the 'saving the Other' narrative in HRE?

Working Group II

Human Rights Education & Learning Beyond the Classroom

1. One aspect of non-formal HRE involves raising people's awareness and consciousness of Human Rights to empower them to advocate for their own rights and the rights of others. How can such awareness-raising strategies and campaigns be used to foster social cohesion and improve the lives of women and minority groups (including ethnic minorities, LGBTQ+ people, people with disabilities)?
2. How can governments, Human Rights Institutes, Civil Society Organisations, and the private sector cooperate to further HRE in the community? Is HRE more effective using a bottom-up, grassroots level approach, or using a top-down, government-mandated approach?
3. How can the internet be used to raise awareness of Human Rights and provide a minimum standard of HRE for all in the community?
4. The third phase of the World Programme for HRE (2015-2019) focusses on promoting Human Rights training for media professionals and journalists.
 - a. In what way can journalists and the media take part in promoting HRE and raising people's awareness and consciousness of their own rights and the rights of others?
 - b. How can journalists be protected and free from violence when employing a rights-based journalistic approach (e.g. reporting with a view to combating stereotypes and violence, fostering respect for diversity, promoting tolerance) or when reporting on Human Rights issues and raising awareness of Human Rights?

5. If HRE initiatives are seen as pushing society too far too fast, there can be backlash and resistance from the State or local communities.
 - a. How can HRE take into account existing community realities and societal structures? How might existing community realities be anticipated to change in the near future and how might this affect HRE?
 - b. How can HRE reconcile the tension between traditional notions of national identity and belonging and broader concepts of human rights, democracy and global citizenship?

Working Group III

Equal Access to Human Rights Education

1. While progress has been made in reducing the gender gap in primary school, discrepancies still exist for rural girls at both primary and, particularly, secondary school levels (UN Women). If girls, both in urban and rural settings, are less likely to be receiving HRE at school, how can they instead receive this education through non-formal education? What are some best practices for achieving this?
2. One type of HRE involves raising people's awareness and consciousness of Human Rights to empower people to advocate for their rights and the rights of others. How can HRE shape victims of Human Rights abuses into Human Rights defenders?
3. To what extent do factors such as teaching in a person's own indigenous or minority language, making connections to their culture, and providing community support, facilitate a positive rights-based environment for HRE? What other factors are important for making HRE more accessible, particularly for victims of Human Rights abuses?
4. Dr Richard BEDDOCK (Vice-President of the NGO Gynaecology without Borders) argues that female refugees and migrants are in an 'impossibly vulnerable situation'.
 - a. How can HRE work to empower refugee and migrant women and help them to integrate into new communities?
 - b. What are some best practices for accessing the 'invisible' refugee and migrant women who may be staying and working in the home or who may be engaging in domestic work?
 - c. How can alternative actors and stakeholders such as established migrant groups, employers of migrants, and providers of training and language courses help provide refugee and migrant women with HRE? What support is necessary to achieve this?
5. The 16th Informal ASEM Seminar on Human Rights (Persons with Disabilities and Human Rights) recommended the promotion of disability-inclusive education. How can HRE be made more accessible for people living with disabilities?

Working Group IV

Human Rights Education & Professional Training

1. What are the possibilities and challenges of large-scale HRE initiatives targeting groups of professionals in regular contact with people e.g. lawyers, prosecutors, health professionals, government officials, military and security personnel?
2. Should Human Rights training for these relevant groups be the responsibility of the government or the employee? Who is responsible for training the trainers? Should there be national standards or guidelines for Human Rights training?
3. Although teachers are the global carriers of Human Rights, many teachers face a knowledge gap and are not themselves properly educated on Human Rights. How can teachers' own knowledge and awareness of Human Rights be improved? What resources are available to teachers? Are teachers in your country provided with strategies or course outlines on how to teach about Human Rights?
4. The third phase of the World Programme for Human Rights Education (2015-2019) focuses on promoting Human Rights training for media professionals and journalists. What Human Rights training opportunities are available for journalists in your country?
5. A potential risk of Human Rights training is that when provided out of the typical work environment it may be difficult to understand how to apply the lessons learnt and put them into practice in the field.
 - a. How can Human Rights trainings incorporate and understand the context of the relevant work?
 - b. How can HRE be reconciled with the nature of certain tasks that these professionals are often required to do e.g. racial profiling by military and security personnel?
 - c. What are the possibilities and limitations of practical and first-hand learning about Human rights through service learning, i.e. law students working to provide legal advice to minorities and the disadvantaged?
6. CELERMAJER and GREWAL contradict a 'best practice' listed in OSCE guidelines that Human Rights training for military personnel should engage empathy by inviting people with a history of abusive police encounters (people the personnel may view as antagonists) to the training sessions. Celermajer and Grewal argue that this may lead to a perception among security personnel that human rights are about protecting the antagonists and make the job of security personnel harder.
 - a. Do your experiences of best practices support or contradict their findings?
 - b. What other best practices should be employed when providing Human Rights training to military personnel?

Endnotes

- 1 <https://www.un.org/press/en/2004/sgsm9632.doc.htm>
- 2 <https://www.coe.int/en/web/compass/what-are-human-rights->
- 3 https://www.ohchr.org/Documents/Publications/WPHRE_Phase_2_en.pdf
- 4 <http://www.un.org/en/universal-declaration-human-rights/>
- 5 Through target 4.7 world leaders agreed to ensure that by 2013 “all learners acquire 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”. See <http://indicators.report/targets/4-7/>
- 6 <https://www.ohchr.org/en/issues/education/training/pages/decade.aspx>
- 7 A/51/506/Add.1 (Available at: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N97/008/02/PDF/N9700802.pdf?OpenElement>
- 8 A/RES/66/137, Article 7(3) (Available at: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N11/467/04/PDF/N1146704.pdf?OpenElement>)
- 9 A/RES/66/137 , Article 9.
- 10 Bajaj, M. (2011). Human Rights Education: Ideology, Location and Approaches, p.482
- 11 Bajaj at all (2016) “Advancing Transformative Human Rights Education”, available at <https://www.openbookpublishers.com/> (p. 3)
- 12 E.g. a study by the Centre for Human Rights and Citizenship Education in Ireland into Human Rights Education system (2011) found that whilst teachers had an interest in and enthusiasm for teaching HRE, they were ill equipped with the requisite knowledge for providing HRE to a standard compliant with international human rights law. A lack of interest and awareness at local and central government level, among other factors, have been identified as reasons for inadequate implementation of human rights education in Scotland. See *A Review of Human Rights Education in Schools in Scotland* (2013) by BEMIS Scotland, available at: <http://bemis.org.uk/documents/BEMIS%20HRE%20in%20Schools%20Report.pdf>
- While in China more universities have now established human rights centres, primary and secondary schools do not teach human rights as a separate topic. Also, public school teachers have limited knowledge about their human rights obligations. <https://www.humanrights.dk/projects/human-rights-education-china>.
- 13 According to Dr. Tibbitts (2005), transformative human rights education refers to a more holistic approach, which aims to empower the people they work with to make changes in their own lives, as well as in their families, communities and institutions around them. See “Transformative learning and human rights education: taking a closer look”, available at: https://www.researchgate.net/profile/Felisa_Tibbitts/publication/249003937_Transformative_learning_and_human_rights_education_taking_a_closer_look/links/569a6aca08ae748dfb0779d5/Transformative-learning-and-human-rights-education-taking-a-closer-look.pdf
- 14 Bajaj, M. (2011). Human Rights Education: Ideology, Location and Approaches, p. 482
- 15 Bajaj, M. (2011). Human Rights Education: Ideology, Location and Approaches, p. 482. See also, F. Tibbitts (2008); Amnesty International (2018). Write for Rights – A Human Rights Education Toolkit, available at: <https://www.amnesty.org/download/Documents/POL3289692018ENGLISH.PDF>
- 16 <https://documents-dds-ny.un.org/doc/UNDOC/GEN/G14/099/55/PDF/G1409955.pdf?OpenElement> p. 3.
- 17 Ibid

- 18 <https://www.coe.int/en/web/compass/introducing-human-rights-education> (accessed on 22 January 2019)
- 19 The SAARC has adopted the South Asian Convention on Preventing and Combating Trafficking in Women and Children for Prostitution (2002), the SAARC Convention on Regional Arrangements for the Promotion of Child Welfare in South Asia (2002), and the Social Charter (2004) that have provision on promoting human rights. ASEAN adopted the Vientiane Action Programme (2004) with a particular provision on “[e]ducation and public awareness on human rights,” and its ASEAN Charter states that one of its purposes is “to promote and protect human rights and fundamental freedoms, with due regard to the rights and responsibilities of the Member States of ASEAN.” In the Pacific, the Pacific Islands Forum adopted the Pacific Plan for Strengthening Regional Cooperation and Integration (Pacific Plan) in 2005 that provides for steps toward regional integration. Human rights are covered in the Pacific Plan particularly in the provisions on harmonization and promotion of awareness of domestic laws with international human rights instruments, regional training courses on human rights and other issues, and as part of the Principles of Good Leadership and Accountability, in Human Rights Education in Asian Schools 12/185-193. See J. Plantilla (2010).
- 20 See J. Plantilla (2010), p. 264.
- 21 <https://rm.coe.int/16803034e5>
- 22 Ibid.
- 23 <https://www.theguardian.com/education/2010/nov/02/pupils-benefit-human-rights-lessons>
- 24 <https://www.ohchr.org/Documents/Publications/CompendiumHRE.pdf>
- 25 See Asia-Pacific Human Rights Information Center (at <https://www.hurights.or.jp/archives/pdf/publications/other-publications/wphre-sea-report.pdf>)
- 26 <https://www.ohchr.org/EN/Issues/Education/Training/WPHRE/FirstPhase/Pages/Firstphaseindex.aspx>
- 27 <https://www.ohchr.org/Documents/Publications/PActionEducationen.pdf>
- 28 Final Evaluation of the Implementation of the First Phase of the World Programme for Human Rights Education, 24th August, A/65/322. Available at : <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N10/493/11/PDF/N1049311.pdf?OpenElement> . Accessed on 31 January 2019.
- 29 Ibid.
- 30 Ibid
- 31 Robinson, C. (2018) Human rights education: developing a theoretical understanding of teachers’ responsibilities. Available at: <https://www.tandfonline.com/doi/full/10.1080/00131911.2018.1495182>
- 32 Asia-Pacific Human Rights Information Center (2009). Human Rights Education in the School Systems in Southeast Asia. Available at: <https://www.hurights.or.jp/archives/pdf/publications/other-publications/wphre-sea-report.pdf>
- 33 E.g. in France, human rights is introduced into the curriculum at the age of six years, (accounting for an hour a week at primary and secondary school levels (see M. Chamberlain, 2001), while in Japan, the government adopted as early as 1965 a DOWA education policy to stress the importance of equality and development of the consciousness against discrimination (see https://www.hurights.or.jp/archives/human_rights_education_in_asian_schools/section2/1998/03/human-rights-education-in-asian-schools.html). Many countries are still not implementing human rights education programmes, and for example for the evaluation of the implementation of the first phase of the World Programme for Human Rights Education, no governmental information was available on approximately 60 countries (see A/65/322, p. 6.)

- 34 See e.g. Pandey, S. (2007). "Human Rights Awareness of Teachers and Teacher Educators: An Investigation" for discussion on the level of human rights awareness of teachers in India. The study found that teachers generally lack the awareness of basic human rights concepts, which are integrated in various textbooks of Indian primary schools and also taught in the teacher education institutions, p. 173
- 35 https://www.hurights.or.jp/archives/human_rights_education_in_asian_schools/section2/1998/03/human-rights-education-in-asian-schools.html
- 36 Chamberlain, M. (2001). Human Rights Education for Nursing Students, p. 3
- 37 See Charlotte Carter & Audrey Osler (2000) Human Rights, Identities and Conflict Management: A study of school culture as experienced through classroom relationships, Cambridge Journal of Education, 30:3, p. 353.
- 38 Amnesty International's "Becoming a Human Rights Friendly School – A Guide for Schools Around the World (2012) refers to it as "whole school approach", whereby school communities look at not only what is being taught, but also how it is taught, with the aim of creating a culture of human rights in the community. <https://www.amnesty.org/download/Documents/24000/pol320012012eng.pdf>
- 39 <https://www.dcu.ie/sites/default/files/chrc/pdf/CHRCE-primary-teacher-human-rights-report.pdf>. See also "Becoming a Human Rights Friendly School – A Guide for Schools Around the World by Amnesty International (2012).
- 40 See Global Partnership for Education, "Missed opportunities: the high cost of not educating girls", <https://www.globalpartnership.org/content/missed-opportunities-high-cost-not-educating-girls>; Right to Education, "State of the World's Minorities and Indigenous People 2009", https://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/MRG_State_of_the_World%27s_Minorities_and_Indigenous_Peoples_2009_en.pdf; and UNICEF, "Towards inclusive education", <https://www.unicef-irc.org/publications/pdf/IWP3%20-%20Towards%20Inclusive%20Education.pdf>.
- 41 <http://uis.unesco.org/en/topic/out-school-children-and-youth>
- 42 Especially in terms of universal primary education enrollment, largely due to the Millennium Development Goals. See <https://www.theguardian.com/global-development/2015/apr/23/millennium-development-goal-education-explainer>
- 43 A/ HRC/35/24, p. 10, 12.
- 44 <http://uis.unesco.org/en/topic/out-school-children-and-youth>
- 45 <http://hdr.undp.org/en/content/youth-and-vulnerability-global-perspective>
- 46 Chowdhury, Payel R. "The Right to Inclusive Education of Persons with Disabilities: The Policy and Practice Implications." *Asia-Pacific Journal on Human Rights and the Law*, vol. 12, no. 2, 2011, pp. 2-3.
- 47 Human Rights Watch. "EU: Students with Disabilities Face Barriers at European Schools". <https://www.hrw.org/news/2018/12/04/eu-students-disabilities-face-barriers-european-schools>; Asia-Pacific Forum. "Rights of people with disabilities". <http://www.asiapacificforum.net/human-rights/people-disabilities/>.
- 48 Anamika. "Pedagogy of Human Rights Education and Secondary School Pre-Service Teachers in India: Philosophy and Praxis." *Prospects* 47, no. 1 (2017): 128; Flowers, Nancy. «The Global Movement for Human Rights Education.» *Radical Teacher* 103, no. 103 (2015): 8.
- 49 A/ HRC/35/24
- 50 Ibid
- 51 Murphy, Clíodhna. "The Enduring Vulnerability of Migrant Domestic Workers in Europe". *The International and Comparative Law Quarterly*, vol. 62, no. 3, 2013, pp. 599; Chit, Htoo. "Empowering Burmese Migrant Workers". *Human Rights Education in Asia-Pacific*, vol. 7, 2016, 68.

- 52 Murphy, Clíodhna. "The Enduring Vulnerability of Migrant Domestic Workers in Europe". *The International and Comparative Law Quarterly*, vol. 62, no. 3, 2013, pp. 600.
- 53 Even when migrant domestic workers are documented, Anderson argues immigration controls and migratory processes produce uncertainty, precarity, and dependence on the employer. Anderson, Bridget. "Migration, Immigration Controls and the Fashioning of Precarious Workers." *Work, Employment & Society* 24, no. 2 (2010), pp. 313.
- 54 Platform for International Cooperation on Undocumented Migrants. "SUBMISSION To the 54th Session of the Committee on the Elimination of Discrimination against Women, General Discussion on "Access to Justice", 18 February 2013, Geneva". <https://www.ohchr.org/documents/HRBodies/CEDAW/AccessstoJustice/PlatformForInternationalCooperationOnUndocumentedMigrants.pdf>.
- 55 See for example: International Labour Organization, "Pre-departure training manual", https://www.ilo.org/wcmsp5/groups/public/-asia/-ro-bangkok/-sro-bangkok/documents/publication/wcms_314221.pdf; OHCHR, "UN Special Rapporteur on the human rights of migrants concludes country visit to Sri Lanka", <https://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=14645&LangID=E>.
- 56 See Quteshat, Bayan, Tiffany Henderson, Glenn Geerts, and Mohammad Faoury. "Legal Aid and Human Rights Education: A Grassroots NGO's Approach to Empowering the Poor in Jordan". *Human Rights Education in Asia-Pacific*, vol. 7, 2016, 85-87; Chit, Htoo. "Empowering Burmese Migrant Workers". *Human Rights Education in Asia-Pacific*, vol. 7, 2016, 70-71; Plantilla, Jefferson, "Human Rights Education in Asia-Pacific: A Brief Overview", vol. 1, 2010, 267.
- 57 Germany supported projects enabling people living in refugee camps to access digital community platforms to share information, new and educational content: United Nations General Assembly, "Midterm progress report on the implementation of the third phase of the World Programme for Human Rights Education", <https://documents-dds-ny.un.org/doc/UNDOC/GEN/G17/178/13/PDF/G1717813.pdf?OpenElement>.
- 58 <http://uis.unesco.org/node/334726>
- 59 Informal education can be defined as the 'learning that goes on in daily life and can be received from daily experience, such as from family, peer groups, the media and other influences in a person's environment'; Oñate, 2006 cited in <http://eprints.hud.ac.uk/id/eprint/9508/1/WoodcockInformal.pdf>
- 60 Report of the UN Special Rapporteur on the right to education: Realising the right to education through non-formal education (2017) A/HRC/35/24, p.4 at: <https://www.ohchr.org/en/issues/education/sreducation/pages/annualreports.aspx>
- 61 A/HRC/35/24, p. 4
- 62 Amnesty International (2014). *Human Rights Education in Non-Formal Settings. Lessons Learned from the Rights Education Action Programme*. Available at: <https://www.amnesty.org/en/documents/POL32/001/2010/en/>
- 63 <https://www.theguardian.com/global-development/2018/feb/02/hundreds-of-millions-of-children-in-school-but-not-learning-world-bank>
- 64 A/HRC/35/24
- 65 Ibid
- 66 Celermajer, Danielle, and Kiran Grewal. "Preventing Human Rights Violations 'From the Inside': Enhancing the Role of Human Rights Education in Security Sector Reform." *Journal of Human Rights Practice*, vol. 5, no. 2, 2013, pp. 243-266.
- 67 Education and professional development for school personnel to "foster educators' knowledge about, commitment to and motivation for human rights" was the fifth component of the plan of action for the first phase (2005-2009) of the World Programme for Human Rights Education. See United Nations Human Rights Office of the High Commissioner, 'The Plan of Action for 2005-2009 In Brief', p.3, https://www.ohchr.org/Documents/issues/education/training/PlanofActioninbrief_en.pdf.

- 68 Celermajer and Grewal. "Preventing Human Rights Violations 'From the Inside': Enhancing the Role of Human Rights Education in Security Sector Reform". For training materials see e.g. Office of the UN High Commissioner for Human Rights (OHCHR). 2005. Human Rights and Prisons Manual on Human Rights Training for Prison Officials. Professional training series 11. New York and Geneva: United Nations; Organization for Security and Co-operation in Europe (OSCE). 2012. Guidelines on Human Rights Education for Law Enforcement Officials. Warsaw: OSCE; Amnesty International. 1998. A 12-Point Guide for Good Practice in the Training and Education for Human Rights of Government Officials. London: Amnesty International.
- 69 See e.g. Kim, Cheol Hong. "Human Rights Education for Civil Servants in Korea: Current Situations and Tasks". *Human Rights Education in Asia-Pacific*, vol. 4, 2013, 101-124; Hayashizaki, Kazuhiko, Kazuyo Matsushita and Kazuki Itayama. "Strengthening the Role of Teacher Training Programs in Human Rights Education: the Case of Japan*". *Human Rights Education in Asia-Pacific*, vol. 8, 2018, 249-268; Candelaria, Sefrey M. and Ronald P. Caraig. "Judicial Education and Human Rights in the Philippines". *Human Rights Education in Asia-Pacific*, vol. 3, 2012, 37-54; Wahl, Rachel. "Policing, Values and Violence: Human Rights Education with Law Enforcers in India". *Journal of Human Rights Practice*, vol. 5, no. 2, 2013, pp. 220-242; Celermajer and Grewal. "Preventing Human Rights Violations 'From the Inside': Enhancing the Role of Human Rights Education in Security Sector Reform".
- 70 Candelaria and Caraig. "Judicial Education and Human Rights in the Philippines". P. 50.
- 71 Wahl, Rachel. "Policing, Values and Violence: Human Rights Education with Law Enforcers in India."
- 72 Kim, Cheol Hong. "Human Rights Education for Civil Servants in Korea: Current Situations and Tasks". P. 118.
- 73 Candelaria and Caraig. "Judicial Education and Human Rights in the Philippines". P. 119.
- 74 Kim, Cheol Hong. "Human Rights Education for Civil Servants in Korea: Current Situations and Tasks". P. 119.
- 75 Celermajer and Grewal. "Preventing Human Rights Violations 'From the Inside': Enhancing the Role of Human Rights Education in Security Sector Reform". P. 250.
- 76 Hayashizaki, Matsushita and Itayama. "Strengthening the Role of Teacher Training Programs in Human Rights Education: the Case of Japan*". P. 264.
- 77 Kim, Cheol Hong. "Human Rights Education for Civil Servants in Korea: Current Situations and Tasks". P. 118.
- 78 <https://www.ohchr.org/en/issues/education/training/pages/programme.aspx>
- 79 Plantilla, Jefferson. "Human Rights Education in Asia-Pacific: A Brief Review". *Human Rights Education in Asia-Pacific*, vol. 1, 2010, 263.
- 80 Ibid., 267.
- 81 Ibid., 269.
- 82 Ibid., 270.
- 83 See e.g. European Union Agency for Fundamental Rights. "Charter training for Finnish civil servants".
- 84 Council of Europe. "What is HELP?". <https://www.coe.int/en/web/help/about-help>
- 85 Council of Europe. "Training of trainers". <https://www.coe.int/en/web/help/training-of-trainers>
- 86 See e.g. European Training and Research Centre for Human Rights and Democracy – ETC Graz. "Human Rights Professional Training". <http://www.etc-graz.at/typo3/index.php?id=1210>; Right Now. "Training". <http://www.right-now.eu/en/training>.

Annex 4: About The Co-Organisers



The **Asia-Europe Foundation (ASEF)** promotes understanding, strengthens relationships and facilitates cooperation among the people, institutions and organisations of Asia and Europe. ASEF enhances dialogue, enables exchanges and encourages collaboration across the thematic areas of culture, economy, education, governance, public health and sustainable development.

ASEF is an intergovernmental not-for-profit organisation located in Singapore. Founded in 1997, it is the only institution of the Asia-Europe Meeting (ASEM).

Together with about 750 partner organisations ASEF has run more than 700 projects, mainly conferences, seminars and workshops. Over 20,000 Asians and Europeans have actively participated in its activities and it has reached much wider audiences through its networks, web-portals, publications, exhibitions and lectures.

For more information, please visit www.asef.org



The **Raoul Wallenberg Institute** of Human Rights and Humanitarian Law is an independent academic institution dedicated to the promotion of human rights through research, training and education. Established in 1984 at the Faculty of Law at Lund University, Sweden, the institute is currently involved in organising in Lund two Masters Programmes and an interdisciplinary human rights programme at the undergraduate level. Host of one of the largest human rights libraries in the Nordic countries and engaged in various research and publication activities, the Raoul Wallenberg Institute provides researchers and students with a conducive study environment. The Institute maintains extensive relationships with academic human rights institutions worldwide.

For more information, please visit www.rwi.lu.se



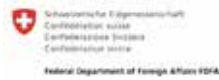
The **Ministry for Europe and Foreign Affairs of France**, as a founding member of ASEM, is pleased to have supported the ASEM human rights dialogue since its inception in 1997.

For more information, please visit www.diplomatie.gouv.fr/en/



The **Department of Foreign Affairs of the Philippines** is the prime agency of the Philippine government responsible for the pursuit of the State's foreign policy. It is also responsible for the coordination and execution of the foreign policies of the country and the conduct of its foreign relations.

For more information, please visit www.dfa.gov.ph



The **Federal Department of Foreign Affairs of Switzerland** (FDFA) forms and coordinates Swiss foreign policy on behalf of the Federal Council, pursues foreign policy objectives, safeguards the interests of Switzerland and promotes Swiss values.

For more information, please visit www.eda.admin.ch



The **Ministry of Foreign Affairs of the Peoples' Republic of China**.

For more information, please visit https://www.fmprc.gov.cn/mfa_eng/



Norwegian Ministry
of Foreign Affairs

About the host

The **Royal Norwegian Ministry of Foreign Affairs** was the proud host of the 19th Informal ASEM Seminar on Human Rights.

For more information, please visit <https://www.regjeringen.no/en/dep/ud/id833/>



About the Asia-Europe Meeting (ASEM)

The **Asia- Europe Meeting (ASEM)** is an intergovernmental forum for dialogue and cooperation established in 1996 to deepen relations between Asia and Europe, which addresses political, economic and socio-cultural issues of common concern.

ASEM brings together 53 partners (21 Asian and 30 European countries, the ASEAN Secretariat and the European Union).

For more information, please visit www.aseminfoboard.org

Annex 5: Background to the Informal ASEM Seminar on Human Rights

The aim of the Informal ASEM Seminar on Human Rights is to promote mutual understanding and co-operation between Europe and Asia in the area of political dialogue, particularly on human rights issues.

The Seminar series is co-organised by the Asia-Europe Foundation (AEF), the Raoul Wallenberg Institute (nominated by the Swedish Ministry of Foreign Affairs), the French Ministry for Europe and Foreign Affairs, the Philippine Department of Foreign Affairs and the Federal Department of Foreign Affairs of Switzerland and Ministry of Foreign Affairs of the People's Republic of China. AEF has acted as the Secretariat of the Seminar since 2000.

Supervision of the Seminar is entrusted to a Steering Committee, composed of the Seminar's six co-organisers as well as representatives of the Ministries of Foreign Affairs Indonesia and the European Union.

