Human Rights Education & Training
19th Informal ASEM Seminar on Human Rights
4-6th November 2019
Tromsø, Norway

Concept Note

Introduction

*"Human 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 implemented into 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 in 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 human rights 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 organization 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 which develops the knowledge, skills and attitudes needed to promote, defend and apply human rights in daily life, requires learners to be made aware of their human rights. The delivery of human rights education requires positive political will and commitment on the part of states, as well as a 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 to 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

Participation in the 19ᵗʰ Informal ASEM Seminar on Human Rights will take place in 4 simultaneous working group discussions (on Day 2) on the 4 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

Please refer to page 9 for working group questions.

Context and Definition of Human Rights Education

The international community has increasingly expressed interest in human rights education since the 1993 the **World Conference on Human Rights** during which human rights education 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 human rights education 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 human rights education 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 human rights education.

However, while human rights education has become more widely supported, there appears to be diverse perspectives on what exactly human rights education 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 human rights education 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 human rights education 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 human rights education, reflecting different histories as well as local and national contexts, there is also general agreement about certain core components of human rights education.[14] As has been pointed out, there is a consensus among most scholars and practitioners that transformative human rights education must include both *content* and *process* related to human rights.[15]

Such a transformative process is also reflected in the definition of human rights education in the **UN Declaration on Human Rights Education and Training**, which states that human rights education 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, human rights education can be defined as any education, training and information efforts aimed at building a universal culture of human rights, including:
  a) Strengthening respect for human rights and fundamental freedoms;
  b) Fully developing the human personality and sense of dignity;
  c) Promoting understanding, tolerance, respect for diversity, gender equality and friendship among all nations, indigenous peoples and minorities;

d) Enabling all persons to participate effectively in a free and democratic society governed by the rule of law;
e) Building and maintaining peace;
f) Promoting people-centred sustainable development and social justice.[17]

There are other definitions of human rights education, 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 human rights education:

"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 human rights education[19] through which they have made human rights education 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 human rights education. 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 human rights education, as well as a focus and catalyst for action in the member states[21]. The Charter defines human rights educations 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, human rights education 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, human rights education 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"*. Human rights education 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 human rights education in the school system.[25] The first phase of the World Programme covered the period 2005-2009 and focused on integrating human rights education 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 human rights education nationally.[26] The UN Plan of Action promoted human rights education through teacher training, development of rights-based training materials and curricula, and increased accessibility of human rights education 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 the United Nations' member states were implementing programmes on human rights education, 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 human rights education 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, weak[31], 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 human rights education 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 human rights education 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 human rights education. 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-based[38], 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 disproportionally represented among these out of school children, 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 human rights education opportunities 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 human rights education. 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 human rights education.

Further barriers exist to accessing human rights education 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 is even lower than 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 human rights education in schools in Asia and Europe reveal great variances as to whether disability rights are included in the human rights education 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 programs 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 human rights education, 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 human rights education 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 human rights education.[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 emphasize the potential for legal aid and advocacy groups to provide human rights education.[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 human rights education 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 Organization (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 encompass 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 informal[59], 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 human rights education 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 human rights education 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) 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 stakeholders[65], non-formal education programmes often lack sufficient funding. Also, non-formal education programs 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 human rights education programs in general, further data on the effectiveness and outreach of non-formal education programs is also required.

Vocational Human Rights Training

Human rights training is a vocational-based form of human rights education that works to integrate human rights into professional practices. Proponents of human rights education 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 human rights education 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 evidenced-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 who. 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 human rights education 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

Participation in the 19th Informal ASEM Seminar on Human Rights will take place in 4 simultaneous working group discussions (on Day 2) on the 4 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

In addition to the guiding questions specific to each working group, there are cross-cutting questions which are valid across all the 4 working 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 Human Rights Education 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 Human Rights Educations? What legislative support should be given to Human Rights Education? 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 Human Rights Education 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 Human Rights Education?
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 Human Rights Education (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 Human Rights Education for sustainable development?
6. Taking into account growing rates of internet usage and anticipated further increases in internet usages, how can the internet be used to spread awareness of Human Rights and facilitate Human Rights Education?
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 Human Rights Education 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 Human Rights Education?
   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, Human Rights Education 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 criticize 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 Human Rights Education? To what extent do religious and cultural groups currently have power to limit the implementation of Human Rights Education 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, Human Rights Education?
7. Although Human Rights Education is increasingly included in school curricula, it is not always taught critically.
   a. How can indigenous rights and local indigenous issues be included in Human Rights Education 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 Human Rights Education, particularly in developed countries, avoid sensationalising the oppression faced in the developing word? What are best practices for avoiding, and even critiquing, the "saving the Other" narrative in Human Rights Education?

Working Group II
Human Rights Education & Learning beyond the Classroom

1. One aspect of non-formal Human Rights Education 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 raising awareness 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 Human Rights Education in the community? Is Human Rights Education 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 Human Rights Education for all in the community?
4. The third phase of the World Programme for Human Rights Education (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 Human Rights Education 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 Human Rights Education 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 Human Rights Education 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 Human Rights Education?
   b. How can Human Rights Education 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 Human Rights Education 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 Human Rights Education 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 Human Rights Education 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 Human Rights Education? What other factors are important for making Human Rights Education more accessible, particularly for victims of Human Rights abuses?

4. Doctor 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 Human Rights Education 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 Human Rights Education? 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 Human Rights Education 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 Human Rights Education 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 teacher's 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) focusses 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 ii into practice in the field.
   a. How can Human Rights trainings incorporate and understand the context of the relevant work?
   b. How can Human Rights Education 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 only 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?

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[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 Chine 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

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[28] Final Evaluation of the Implementation of the First Phase of the World Programme for Human Rights Education, 24thAugust, 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 o 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/chrce/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 education 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, Cliodhna. "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, Cliodhna. "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/AccesstoJustice/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.