Human Rights in Education for Sustainable Development

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HURIGHTS OSAKA
Human Rights Education in Schools

3D Challenge
• Duty
• Discipline
• Delivery (of exam results)
Policy Support for HRE

- Constitution
- Laws
- Executive and administrative orders
- Action plans and programs
- School curriculum
Asia-Pacific Context

Several countries adopt program on human rights education in schools based on
1. National human rights plans
2. Initiative of national human rights institutions
3. Program of government agencies (for human rights or other concerns)
## National Action Plans

<table>
<thead>
<tr>
<th>Nature</th>
<th>Country</th>
<th>Year</th>
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<tbody>
<tr>
<td>NAPHR</td>
<td>Australia</td>
<td>1994</td>
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<tr>
<td>HRE Plan</td>
<td>Philippines</td>
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<td>HRE Decree</td>
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## National Action Plans

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<td>New Zealand</td>
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<td>2005</td>
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National Action Plans

Other Asia-Pacific countries may not have human rights/human rights education action plan, but they may likely have sectoral plans (on children, people with disabilities, indigenous people, women, etc.) that require the teaching/learning of rights in schools.
National Action Plans

Most of the plans are either those of the NHRCs or proposed by them to the government.

The human rights education mandate of the NHRCs supports the development of action plans in consultation with various sectors of society and thus provides legitimacy for their plans to be treated as national commitment to human rights/human rights education.
RANHAM Indonesia


- Adopted in accordance with laws on human rights (1999, 2000), legal awareness, and national development
- Creates a National Committee
  - Working Group
  - Provincial Steering Committee
- Implementation of RANHAM Indonesia is meant to promote the awareness and culture of respect for human rights
Policy Implementation

- curriculum development
- teacher training
- teaching material development
- school environment
Various forms of human rights education in schools

- curriculum-based
- extra-curricular activities
- community and parents involvement
Approach

The integration approach has been viewed as appropriate in the teaching of human rights in schools.

Educators think that it is best to introduce human rights concepts in the different subjects in the curriculum instead of having a separate human rights subject.
School Curriculum


School Curriculum

Integration of human rights education

- Philippine curriculum through **MAKABAYAN** a learning area which includes Social Studies, Music, Arts, Physical Education, Technical and Livelihood Education and Values Education).

- Japanese curriculum through the course **INTEGRATED STUDY** - a mandatory course that follows cross-sectoral and comprehensive studying activities. These studies are related to the life environment of students including topics such as international understanding, information, environment, welfare and health.
Forms used for human rights education in schools

- Civic education (Vietnam, Malaysia, Sri Lanka)
- Moral studies (Indonesia, Malaysia)
- Legal education (Philippines, China)
- Religious education (Malaysia, Pakistan)
- Values education (Thailand, Philippines, Korea, India, Fiji)
- Peace education (Thailand, Philippines)
- Gender and Development education (Philippines)
Most educators involved in these “educations” argue that these types of education cover the basic principles of human rights. Learning values and principles in these “educations” leads to an understanding of human rights.
Content

Human rights affecting women, children, indigenous peoples, urban poor, and also focused on international documents such as the Convention on the Rights of the Child (CRC).
Content

Even in cases when human rights are not in anyway mentioned in the curriculum there are subjects or topics relating to women, children, environment, and in some cases minorities (such as indigenous people, and other groups) that relate to rights. The study of principles related to human rights (such as equality and justice) also exists.
Teacher Training

Training workshops are done mainly by MOEs for school supervisors, principals and teachers.

Some NGOs also do teacher training of public and private school teachers.
Teacher Training

Vietnam – NGO project involving teacher training institutes focused on child rights

Malaysia – SUHAKAM sessions on human rights within MOE training program on citizenship and civic education

Cambodia – proposed training by MOE on human rights

Thailand – NGO training for mainly private schools, but also MOE training for child-friendly schools project

Philippines – continuing MOE training program in partnership with the Philippine Commission on Human Rights
Teacher Training

Few subregional training activities are done (HURIGHTS OSAKA and APCEIU).
Training material

This training manual explains the reason for HRE; HR principles, lesson plans, documents; and action planning.
Teaching Materials

Cambodia — UN-sponsored materials have been produced; some NGOs may have also produced some materials

Indonesia — with UNESCO, MOE produced several materials for primary and secondary schools

Malaysia — SUHAKAM produced CRC material

Thailand — NGO produced some materials including sample lesson plans

Philippines — teaching exemplars produced by MOE and CHR

Laos — project on translation of foreign human rights materials have started
Teaching Materials

**India** – materials have been produced by some NGOs, national human rights institution (NHRI), schools, NCERT

**Sri Lanka** – materials have been produced by some NGOs, national human rights institution (NHRI), NIE

**Nepal** – materials have been produced by some NGOs, and probably by the national human rights institution (NHRI)

**Pakistan** – NGOs, schools and MOE produce some materials

**Bangladesh** – NGOs, schools and MOE produce some materials
Associated Schools Project

With UNESCO support, several schools engage in activities related to human rights as members of the ASP Network.
Evolving important players and scenarios

Human rights education has traditionally been the domain of:
- NGOs
- Schools
- Ministries of Education
Other players

Several others are either already actively involved or have the best potential of promoting human rights education, namely:

National human rights institutions – from policy development to program implementation

Human rights centers - support provision (material and human resources) at national and local levels

Teacher training institutions – with potential major impact on the education system if truly involved.
Evolving scenarios

While Asia-Pacific as a whole has difficulty in deciding to have a regional mechanism, subregional mechanisms may evolve sooner.

Intergovernmental activities in Southeast, and South Asia, and the Pacific are leading toward agreement on subregional human rights system.
Evolving scenarios

South Asia - SAARC
South Asian Convention on Preventing and Combating Trafficking in Women and Children for Prostitution (January 2002)

SAARC Convention on Regional Arrangements for the Promotion of Child Welfare in South Asia (January 2002)
Evolving scenarios

Pacific - *Pacific Forum*

The Pacific Plan for Strengthening Regional Cooperation and Integration (Pacific Plan) - human rights included under the good governance (one of the priority areas)
Evolving scenarios

Southeast Asia - ASEAN

- Jakarta Declaration on Violence against Women in Southeast Asia (13 June 2004)
- Declaration against Trafficking in Persons (29 November 2004)
- Vientiane Action Programme (29 November 2004) - includes human rights education
- Declaration on the Establishment of the ASEAN Charter - 11th ASEAN Summit (December 2005)
Southeast Asia

ASEAN

- proposed ASEAN Charter includes promotion of "democracy, human rights and obligations, transparency and good governance and strengthening democratic institutions"

ASEAN HR Mechanism Working Group

- supports the development of human rights projects for women and children and for human rights education
- human rights education mapping exercise planned
Problems/Needs

• Inadequate financial support for HRE
• Need to harmonize, update and broaden the different policies related to HRE
• Need to get more involvement from NGOs and other institutions (such as universities)
• Lack of link among programs/projects related to HRE
• Need for more materials on human rights
• Need for sustainable implementation structure to make human rights education programs reach the schools especially those outside the urban centers.
Challenges

Surveys show the need to address

- Unclear understanding of human rights

- Gap between knowledge of human rights and human rights practice (students are either not able to use human rights principles in concrete situations or for some reason would not use them)
Human rights education can be defined as education, training and information aiming at building a universal culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes directed to:

(a) The strengthening of respect for human rights and fundamental freedoms;

(b) The full development of the human personality and the sense of its dignity;
(c) The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;

(d) The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law;

(e) The building and maintenance of peace;

(f) The promotion of people-centred sustainable development and social justice.
The first phase plan of WPHRE emphasizes the following components of human rights education: [1]

a. understanding of the basic human rights and their principles
b. development of an attitude of non-discrimination
c. development of capacity to analyze problems in order to find solutions
d. empowerment of communities and individuals

e. use of human rights principles found in local cultures, history and social development
f. development of knowledge and skills on using human rights instruments and mechanisms
g. use of participatory pedagogies
h. creation of teaching and learning environment that fulfils human rights
i. making human rights relevant to the daily lives of the students.
What distinguishes an education as human rights education is the presence of a particular purpose of “strengthening of respect for human rights and fundamental freedoms.”
Human Rights-Development-Environment

The Conceptual Link
UN Documents

- 1969 - Declaration on Social Progress and Development (UNGA)
- 1974 - Universal Declaration on the Eradication of Hunger and Malnutrition (UNGA)
- 2001 - Universal Declaration on Cultural Diversity (UNESCO)
- 1986 - Declaration on the Right to Development (UNGA)
All peoples and all human beings, without distinction as to race, colour, sex, language, religion, nationality, ethnic origin, family or social status, or political or other conviction, shall have the right to live in dignity and freedom and to enjoy the fruits of social progress and should, on their part, contribute to it.
Social progress and development shall be founded on respect for the dignity and value of the human person and shall ensure the promotion of human rights and social justice, which requires:
(a) The immediate and final elimination of all forms of inequality, exploitation of peoples and individuals, colonialism and racism, including nazism and apartheid, and all other policies and ideologies opposed to the purposes and principles of the United Nations;

(b) The recognition and effective implementation of civil and political rights as well as of economic, social and cultural rights without any discrimination.
Universal Declaration on the Eradication of Hunger and Malnutrition (1974)

Every man, woman and child has the inalienable right to be free from hunger and malnutrition in order to develop fully and maintain their physical and mental faculties.
Universal Declaration on the Eradication of Hunger and Malnutrition (1974)

It is a fundamental responsibility of Governments to work together for higher food production and a more equitable and efficient distribution of food between countries and within countries.
Declaration on Cultural Diversity
(2001)

Article 4 - Human rights as guarantees of cultural diversity

The defence of cultural diversity is an ethical imperative, inseparable from respect for human dignity. It implies a commitment to human rights and fundamental freedoms, in particular the rights of persons belonging to minorities and those of indigenous peoples. No one may invoke cultural diversity to infringe upon human rights guaranteed by international law, nor to limit their scope.
Declaration on Cultural Diversity (2001)

Article 5 - Cultural rights as an enabling environment for cultural diversity

Cultural rights are an integral part of human rights, which are universal, indivisible and interdependent. The flourishing of creative diversity requires the full implementation of cultural rights as defined in Article 27 of the Universal Declaration of Human Rights and in Articles 13 and 15 of the International Covenant on Economic, Social and Cultural Rights.
Declaration on the Right to Development (1986)

Development as a right – an inalienable human right

People are both beneficiary and active participant in the development process
Declaration on the Right to Development (1986)

All human rights and fundamental freedoms can be fully realized in the context of total development covering economic, social, cultural and political spheres.
Vienna Declaration and Programme of Action (1993)

• Democracy, development and respect for human rights and fundamental freedoms are interdependent and mutually reinforcing.

• While development facilitates the enjoyment of all human rights, the lack of development may not be invoked to justify the abridgement of internationally recognized human rights.

• The right to development should be fulfilled so as to meet equitably the developmental and environmental needs of present and future generations.
<table>
<thead>
<tr>
<th>Issues</th>
<th>Human rights</th>
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<tbody>
<tr>
<td>1. Food and health</td>
<td>• Rights to food, health, habitat and economic security.</td>
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<tr>
<td>2. Land, language and culture</td>
<td>• Rights of minorities and indigenous peoples.</td>
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<td></td>
<td>• Rights to land.</td>
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<td>3. Environment</td>
<td>• Rights to environmental protection.</td>
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<td>4. Labor and the workplace</td>
<td>• Rights to work.</td>
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<td></td>
<td>• Rights of workers.</td>
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<td>5. Education</td>
<td>• Rights to education.</td>
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<tr>
<td>7. Women</td>
<td>• Rights to equality.</td>
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<tr>
<td>8. Rule of law and good governance</td>
<td>• Rights to administrative due process.</td>
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<td></td>
<td>• Rights to the rule of law.</td>
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<td>• Rights of participation.</td>
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Application of human rights into the different components of the school system

- Human rights definition
- Issues for different subjects
- Pedagogy
- School environment
Definition

All human beings are born free and equal in dignity and rights.

(Universal Declaration of Human Rights – 1948)
Definition

Human rights and fundamental freedoms are the birthright of all human beings; their protection and promotion is the first responsibility of Governments

(Vienna Declaration and Programme of Action – 1993)
# Chart of the Principal United Nations Human Rights Instruments

<table>
<thead>
<tr>
<th>INTERNATIONAL BILL OF HUMAN RIGHTS</th>
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<tr>
<td>Universal Declaration of Human Rights (UDHR), 1948</td>
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<table>
<thead>
<tr>
<th>International Covenant on Civil and Political Rights (ICCPR), 1966</th>
<th>International Covenant on Economic, Social and Cultural Rights (ICESCR), 1966</th>
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<td>Convention relating to the Status of Refugees, 1951</td>
<td>Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984</td>
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<td>Convention on the Elimination of All Forms of Discrimination against Women, 1979</td>
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**INTERNATIONAL BILL OF HUMAN RIGHTS**

- Universal Declaration of Human Rights (UDHR), 1948
- International Covenant on Civil and Political Rights (ICCPR), 1966
- International Covenant on Economic, Social and Cultural Rights (ICESCR), 1966
- Convention relating to the Status of Refugees, 1951
- International Convention on the Elimination of All Forms of Racial Discrimination, 1965
- Convention on the Elimination of All Forms of Discrimination against Women, 1979
- Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984
- Convention on the Rights of the Child, 1989
A Human Rights Statement

The Progress of Nations

The day will come when the progress of nations will be judged not by their military or economic strength, nor by the splendour of their capital cities and public buildings, but by the well-being of their peoples: by their levels of health, nutrition and education; by their opportunities to earn a fair reward for their labours; by their ability to participate in the decisions that affect their lives; by the respect that is shown for their civil and political liberties; by the provision that is made for those who are vulnerable and disadvantaged; and by the protection that is afforded to the growing minds and bodies of their children.

Source: Progress of Nations, UNICEF
## Child Rights

<table>
<thead>
<tr>
<th>Life Cycle</th>
<th>Description</th>
<th>Child’s Rights</th>
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</thead>
</table>
| Through-out the life cycle  | Parental care/support, caring/nurturing family Environment                   | - To have adequate nourishment  
- To have access to safe water and sanitation  
- To have a clean and safe home and community environment  
- To be safe from hazardous conditions  
- To be safe from any form of violence, abuse and exploitation  
- To be provided with parental care and support |
| Pre-natal period (Unborn)   | The period of conception lasting approximately 9 months. A single cell develops into a complex organism with a complete brain and behavioral capabilities. Mother’s nourishment, health, wellbeing (physical, emotional psychological), and safety directly affect the unborn child. Brain development is affected by the mother’s nutrition. | - To be carried to term with the proper nutrition and have normal fetal development in the womb of a healthy and properly nourished mother.  
- To be born healthy, well, and wanted. |
| Infancy (0-2 Years)         | From birth to about 24 months. The child is dependent on parents especially the mother for love, nutrition, and stimulation. A loving, nurturing, and supportive parents is needed for survival and development of the child. | - To be registered at birth  
- To be exclusively breast-fed immediately after birth  
- To receive complete and timely immunization from common childhood diseases  
- To be provided with parental care and support |
| Early Childhood (3-5 years) | Child explores the environment of the home and develops interpersonal and socialization skills; psycho-motor development occurs. Parents other care givers enrich the child's world. | - To experience early childhood care and stimulation for development  
- To avail of free-micro-nutrient supplement |
| Childhood (6-12 years)      | Change from home to school changes the child's perspective and contributes to their development. Schools redirect behavioral patterns through the preferences of teachers and institution’s culture. | - To receive free and compulsory elementary education  
- To avail of open and flexible learning systems  
- To participate in quality and relevant education that is appropriate to the child’s development stage and evolving capacity. |
| Adolescence (13-17 years)   | A period of transition and rapid physical changes. The pursuit of independence and identity are preeminent. More and more time is spent outside the family; increased peer influence. | - To receive free secondary education  
- To further avail of open and flexible learning systems  
- To further participate in quality and relevant education appropriate to the child’s development stage and evolving capacity  
- To participate in the development process |
Human rights curricular framework

- multi-year
- multi-subject
- covering:
  - issues or problems
  - human rights concepts
  - core values
# Human Rights Curricular Framework

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>HR Curricular Framework</th>
<th>Issues</th>
<th>HR Concept</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self</td>
<td>- Malnutrition</td>
<td>- Right to life</td>
<td>- Love and care</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Parental neglect</td>
<td>- Right to health</td>
<td>- Family and social protection</td>
</tr>
<tr>
<td>2</td>
<td>Family</td>
<td>- Domestic violence on women and children</td>
<td>- Right to protection</td>
<td>- Care and treatment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Corporal punishment at home</td>
<td>- Right to seek medical help</td>
<td>- Human dignity</td>
</tr>
<tr>
<td>3</td>
<td>Community</td>
<td>- High death rate of children</td>
<td>- Rights of indigenous peoples</td>
<td>- Equality and justice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Conflict situation</td>
<td>- Right to participate in sustainable development</td>
<td>- Human dignity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Conflict among ethnic groups</td>
<td></td>
<td>- Diversity</td>
</tr>
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School environment

The Child Friendly School System (CFSS) is an appropriate means to develop the school environment for human rights.
Some areas to work on

- Proper understanding of human rights concept and human rights practice (and their relationship to ESD)
- Clarification and simplification of the conceptual and practical links between human rights, development, environment, social justice and peace educations
- Clarification of the role of ESD in the attainment of educational goals governments currently espouse
- Determination of link among the national policies and programs relating to the different components of ESD – as basis for reorienting the education system
- Bridging the gap between human rights knowledge and practice – by emphasizing more action-oriented education at the school and community levels
Kob Kun Krap