

# Acknowledgment

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## Foreword

In our effort to promote human rights education in Asia and the Pacific, we produce materials that offer practical support to educators. This publication is the latest example of such materials.

This publication was produced in close collaboration with educators from Northeast Asia. It tries to represent as much as possible the Northeast Asian context, while discussing the international human rights standards.

The main principle behind this publication is the promotion of human rights education as an important component of the mainstream education system. Human rights and human rights education must be seen as essential in the full development of the potentials of students in Northeast Asian school systems.

We therefore hope that this publication adds significant support to the national and local human rights education initiatives.

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## Introduction



THIS PUBLICATION is the latest subregional material of HURIGHTS OSAKA. It focuses on Northeast Asia, one of the three Asian subregions under the HURIGHTS OSAKA regional program.

HURIGHTS OSAKA, employing the subregional approach, engages subregional educators as partners in program implementation. Since 1997, HURIGHTS OSAKA has been working with educators in three Asian subregions: Southeast, South and Northeast.

It has also adopted a particular set of subregional activities, consisting of research, consultation workshop, material development, and training workshop. By and large, these activities have been undertaken in the three subregions.

One of the outputs of these subregional activities is in the form of resource material for human rights education in the school system. In Southeast Asia, HURIGHTS OSAKA organized with partner institutions in the subregion the 2001 writeshop (writing workshop) where educators from Cambodia, Indonesia, Malaysia, Philippines, Thailand and Vietnam produced human rights lesson plans.<sup>1</sup> Based on the output of this 2001 writeshop, a Southeast Asian editorial team developed a set of human rights lesson plans for primary and secondary levels.<sup>2</sup> In 2003, the *Human Right Lesson Plans for Southeast Asian Schools* was published in Bangkok.<sup>3</sup> Partner-institutions in the countries involved subsequently printed versions of the publication in Southeast Asian languages (Bahasa Indonesia, Bahasa Melayu, Khmer, and Vietnamese).<sup>4</sup>

In South Asia, participants in a workshop held in 2005 proposed the development of a human rights education material for the subregion.<sup>5</sup> A team of South Asian educators was subsequently formed to assist HURIGHTS OSAKA in preparing the *South Asian Teachers and Human Rights Education - A Training Resource Material*.<sup>6</sup> This resource material was published in 2009 in New Delhi.

While both Southeast and South Asian publications contain lesson plans, the South Asian publication is a compilation of existing lesson plans (in different formats) that have been developed by institutions in different countries in the subregion.

Also, the South Asian publication has a section discussing what human rights mean, what mechanisms exist to promote, protect and realize human rights, and a discussion on the human rights situation in the subregion. The section discussing human rights complements the lesson plans section.

## **NORTHEAST ASIA**

HURIGHTS OSAKA organized a meeting of Northeast Asian educators in March 2008 to discuss the state of human rights education in Northeast Asia. As a result of the meeting, HURIGHTS OSAKA implemented a research project on the challenges and opportunities for human rights education in the Northeast Asian school systems. A research report was published in 2010 entitled *The State of Human Rights Education in Northeast Asian School Systems: Obstacles, Challenges, Opportunities*.<sup>7</sup> HURIGHTS OSAKA convened a meeting of educators from China, Hong Kong, Japan, Korea, Mongolia and Taiwan in September 2011 in Osaka to discuss a follow-up project. This meeting led to an agreement to develop lesson plans based on existing materials in Northeast Asia, and reflecting Northeast Asian experiences. The Northeast Asian educators agreed to take part in the follow-up project and met for the second time on 1-2 September 2012 to review the lesson plans they had prepared.

## **PROJECT OBJECTIVES AND CONTENT**

The development of this Northeast Asian human rights education resource material is designed to help in the institutionalization of human rights education within the school systems in the subregion. It builds on the two previous subregional publications.

Similar to the Southeast and South Asian projects, this publication is

- a) Contextualized in a subregion (Northeast Asia)
- b) Composed as much as possible of some of the good teaching and learning materials for human rights education that are available in the subregion
- c) Embodying the perspectives and experiences of the human rights educators in the subregion particularly those that relate to the challenges of teaching/learning human rights within the school systems in Northeast Asia
- d) Promoting the international human rights standards through their concrete application as lesson plans content, teaching/learning process, school rules and regulations, teachers' guides, and school-community relations
- e) An appropriate material for teacher-training as well as teaching and learning, and
- f) Supportive of networking among Northeast Asian educators that facilitates exchange of information on the development of human rights education in the different school systems.

The partner-educators/contributors in this publication agreed to adopt the following HURIGHTS OSAKA proposal on the contents of the resource material:

a. Human Rights: Principles and Rights – this is a brief discussion on the basic principles underlying the international human rights standards, list of basic rights, and the United Nations human rights mechanism.

b. Human Rights Education Pedagogy – this is a discussion of the pedagogical techniques for human rights education.

c. Northeast Asian School Systems – this is a general introduction of the school systems in Northeast Asia and the related human rights education initiatives implemented within the school curriculums.

d. Government policies – this presents the existing policies of the governments in Northeast Asia that support human rights/human rights education.

e. Local Government initiatives – this discusses the programs and projects of Northeast Asian local governments in promoting human rights/human rights education.

f. Teachers and human rights education – this highlights the significant role of the teachers and their organizations in providing support to human rights education in the school system.

g. Civil Society initiatives on human rights education – this presents a number of non-governmental organization programs and projects that support human rights/human rights education.

h. Human Rights Curricular Framework – this presents the issues as well as the scope and sequence of the lesson plans covered by the resource material.

i. Human Rights Lesson Plans – as the major content of the resource material, these lesson plans discuss a number of issues appropriate to each level of school education – primary, lower secondary and upper secondary.

j. Appendices – they include the basic human rights instruments (Universal Declaration of Human Rights and the Convention on the Rights of the Child) that apply to Northeast Asian countries.

A discussion on the definition of human rights education was subsequently added.

The discussions on human rights and human rights education are taken from materials (print and online) of the different United Nations agencies, offices and programs.

The lesson plans, on the other hand, are adaptations from existing materials in Northeast Asia. They were edited for wider application within the subregion.

## CONTRIBUTORS

As a policy, HURIGHTS OSAKA implements regional projects in close collaboration with educators and human rights workers in the different countries in the Asian region. In the Southeast and South Asian projects, HURIGHTS OSAKA sought the collaboration of school teachers, education ministry officials, officials



of national human rights institutions, and educators from non-governmental organizations. This regional project implementation policy has two objectives: 1) to ensure the consideration of the different perspectives coming from the collaborating institutions in undertaking the projects; and 2) to facilitate beyond-the-project cooperation on human rights education among the institutions and individuals.

Following this regional project implementation policy, HURIGHTS OSAKA invited Northeast Asian educators with varied educational roles to discuss and implement a project for the subregion. The educators consisted of law professors who head human rights centers and teach human rights courses as well, professors in education department/university, a staff of a national human rights institution working on human rights education, two school teachers (primary and secondary levels), and a head of a non-governmental organization.

Such varied backgrounds of contributors ensured, to some extent, a variety of perspective in the development of this publication.

## LESSON PLANS

The lesson plans in this publication follow the format used in the *Human Right Lesson Plans for Southeast Asian Schools*. The lesson plan has the following format:<sup>8</sup>

### HUMAN RIGHTS LESSON PLAN FORMAT

1. Notes: Explanation of what the lesson plan is
2. Title: (topic, year level, subject, human rights concept, time)
3. Objective: Learning human rights is the last objective
4. Resources: Quotation of specific human rights provisions is included
5. Materials: Listed separately
6. Procedure:
  - a. Opener: Short information leading to the Activity (song, quotation, statement, questions, etc.)
  - b. Activity: Participatory tasks/ exercises pertaining to the human rights issue and subject topic

The tasks/exercises should cover the following elements:

<Content>	<Process>
Concern (Values/Attitude) :	Analysis
Cause (Knowledge) :	Analysis
Concept (Knowledge) :	Abstraction/Generalization
Contribution (Skill) :	Application

- c. Closure: Recap of the message of the lesson plan.
7. Assignment: This is an optional part of the lesson plan
8. Evaluation: Suggestions on how to evaluate the whole process, covering various aspects of the lesson plans

### 9. Notes about the topic:

Additional information about the human rights concept discussed in the lesson plan

As explained in the Human Right Lesson Plans for Southeast Asian Schools,<sup>9</sup>

[T]he lesson plan follows the 4As approach (Activity, Analysis, Abstraction and Application). For the primary school lesson plans, however, the subtitles referring to Activity, Analysis, and Abstraction are not included to make the lesson plans look more simple.

The Northeast Asian lesson plans collected for this publication were necessarily edited (including the addition of contents that were not in the original version of the lesson plans) to fit the standard lesson plan format.

## USING THE LESSON PLANS

The lesson plans attempt to embody both human rights and human-rights-based pedagogy. They also attempt to relate as much as possible to the existing school curriculums of primary, lower secondary and upper secondary levels in Northeast Asia.

Research shows the lack of human rights education subject in the existing Northeast Asian school curriculums. But there are compulsory and other subjects that contain human rights or provide space for discussing human rights. Thus the lesson plans in this publication refer to subjects that provide space for discussing human rights:

- Moral education
- Civic education
- Social studies
- Integrated studies, and
- Extra-curricular subjects.

The actual names of the subjects vary, and include Liberal Studies (Hong Kong), Integrative Activities (Taiwan), Synthetic Learning (Japan), and Life Curriculum (Taiwan).

The lesson plans in this publication are illustrative of the way by which the existing subjects in the school curriculum are used for human rights education. They inform teachers of the relevance to human rights of the different issues in the subjects.

The lesson plans, and the publication as a whole, encourage teachers to make use of resources within the school and the community (such as materials and facilities provided by local governments) to be able to facilitate the teaching and learning of human rights in the most relevant and effective manner.

At the very least, the publication as a whole is meant to help trigger interest among teachers on human rights education and for them to attempt using the lesson plans inside the classroom, and to encourage school and education officials and other educators to see human rights education as integral part of school curriculums.

## ENDNOTES

1 See “SEA Writeshop: Developing Human Rights Lesson Plans,” *Human Rights Education in Asian Schools*, vol. 5, [www.hurights.or.jp/archives/human\\_rights\\_education\\_in\\_asian\\_schools/section2/2002/03/sea-writeshop-developing-human-rights-lesson-plans.html](http://www.hurights.or.jp/archives/human_rights_education_in_asian_schools/section2/2002/03/sea-writeshop-developing-human-rights-lesson-plans.html).

2 See *Southeast Asian Human Rights Lesson Plans*, [www.hurights.or.jp/archives/focus/section2/2002/09/southeast-asian-human-rights-lesson-plans.html](http://www.hurights.or.jp/archives/focus/section2/2002/09/southeast-asian-human-rights-lesson-plans.html).

3 The preparation of this publication received support from Friedrich Naumann Foundation, through its Bangkok office, and also UNESCO Asia and Pacific Regional Bureau for Education (Bangkok Office).

4 The Bahasa Indonesia, Bahasa Melayu, Khmer and Vietnamese versions of the *Human Rights Lesson Plans for Southeast Asian Schools* are downloadable at HURIGHTS OSAKA website (visit: [www.hurights.or.jp/english/publication.html](http://www.hurights.or.jp/english/publication.html)). The original English version is available in the same website as well as in many other websites and blogs.

5 HURIGHTS OSAKA, “South Asia Workshop on Human Rights Education in Schools,” *FOCUS Asia-Pacific* 42, available at [www.hurights.or.jp/archives/focus/section2/2005/12/south-asia-workshop-on-human-rights-education-in-schools.html](http://www.hurights.or.jp/archives/focus/section2/2005/12/south-asia-workshop-on-human-rights-education-in-schools.html).

6 This publication is available at online publication sellers in India.

7 Available in pdf file at [www.hurights.or.jp/english/publication.html](http://www.hurights.or.jp/english/publication.html).

8 Taken from Annex 1 on page 9 of the *Human Right Lesson Plans for Southeast Asian Schools*.

9 *Ibid.*, page 6.