

Training Workshop on Human Rights Lesson Plans

HURIGHTS OSAKA

Since 1998, teachers, education officials, non-governmental organization workers and other educators in Southeast Asia have been interacting in workshops to discuss and learn about human rights education in schools. The 1998 Southeast Asian consultation workshop in Surabaya, Indonesia provided a basis for a networking among those involved in human rights education in schools in the subregion.¹ The 1999 pilot training in Bali, Indonesia not only provided human rights training for teachers and other educators but resulted in a plan to do further workshops focusing on developing materials for teaching and learning human rights in schools.² This led to the 2001 Southeast Asian Writing Workshop on Human Rights Lesson Plans in Manila, Philippines.³

In 2002, a Regional Review Team composed of educators from the 6 Southeast Asian countries⁴ reviewed, selected and revised the lesson plans in preparation for their publication. After two meetings in Bangkok, Thailand and several months of exchanges via e-mail, the lesson plans were finalized in mid-2003. In November of the same year, the publication entitled *Human Rights Lesson Plans for Southeast Asian Schools* was printed in Bangkok.

During the whole year of 2004 till the first quarter of 2005, the publication was translated into Bahasa Indonesia, Khmer and Vietnamese languages. Printed copies of the translations were distributed to educational institutes and schools in the 3 countries. The UNESCO Asia and Pacific Regional Bureau for Education supported the translation and printing of the publication into Bahasa Indonesia, Khmer, and Vietnamese languages. In addition, the whole publication was translated into Chinese language, while the lesson plans were translated into Japanese and Farsi languages.

The publication of the lesson plans and their translation into several Southeast Asian languages led to the Southeast Asia Orientation-cum-Training Workshop on Human Rights Lesson Plans on 5-7 April 2005 in Manila, Philippines.

The Philippine Department of Education, the Office of the United Nations High Commissioner for Human Rights and the UNESCO Asia and Pacific Regional Bureau for Education provided financial support to the holding of the workshop. In addition, the Philippine Commission on Human Rights provided facilitation and documentation support. Part of this report is drawn from the documentation made by the Commission.

Workshop Objectives

The workshop as the title indicates had two main purposes:

1. Orientation on the publication *Human Rights Lesson Plans for Southeast Asian Schools*

2. Training on the use of the ideas in the publication for teacher training.

To achieve these purposes, the program had the following major components:

- Discussion of basic human rights principles
- Discussion of the components of the publication, namely, human rights curricular framework and the human rights lesson plans
- Discussion of the use of the publication as a teacher training material in the different countries represented.

Considering that the publication is a blend of the different national situations in South-east Asia (exemplified by the focus on issues of access to education, child labor, development, and environment) and mainly designed as model human rights lesson plans, the workshop was meant to encourage the use of the publication as a teacher training material. This does not preclude the actual use of the lesson plans by the teachers in the classroom however, especially in countries where the lesson plans have local language version.

The orientation-cum-training workshop was attended by teacher-trainers, other education officials and representatives of non-governmental organizations from eight Southeast Asian countries – Cambodia, East Timor, Indonesia, Lao People’s Democratic Republic (Lao PDR), Malaysia, the Philippines, Thailand and Vietnam.

Publications Launching and Opening Ceremonies

The publication and its translated versions were formally launched on 5 April 2005, in ceremonies that also formally opened the orientation-cum-training workshop. High officials of the co-organizing institution, the Philippine Department of Education (DepEd) attended the ceremonies.

Mr. Jose Luis Martin Gascon, Undersecretary of DepEd, in his welcome remarks, noted that while the Philippines may have already produced its own set of human rights teaching exemplars, the work was not finished yet. The Philippine government has to promote human rights education on top of many problems facing the Philippine school system. The government cannot as yet reach thousands of school teachers since the production of the human rights teaching exemplars require a big amount of funds. Thus it is necessary to maximize whatever materials are available for human rights education.

Mr. Yoshio Kawashima, Director of HURIGHTS OSAKA, in his message, expressed the hope that the publication will be used at least as teacher training material. He also expressed the hope that it will continue to be translated into other languages in the region. He likewise expressed gratitude to the partner institutions – DepEd, UNESCO Asia and Pacific Regional Bureau for Education and the Office of the United Nations High Commissioner for Human Rights for supporting the workshop.⁵

Ms. Alexandra Cuyegkeng of the Friedrich Naumann Foundation (Manila office), which funded the editing and printing of the English publication, stressed the continuing interest and support of the foundation in human rights education to promote the advancement of freedom. She added that though the “publication of this book is a small step towards that goal, it is nevertheless an important step in educating and training the students of Southeast Asia about the fundamental rights they are entitled to.”⁶

Chiam Heng Keng, PhD, Commissioner of the Malaysian Human Rights Commission (SUHAKAM), in representation of the Regional Review Team, related the hard work entailed in the review and revision of the lesson plans to prepare them for publication. She noted that the long hours of work in Bangkok paid off with the publication of lesson plans

that reflect the different contexts in Southeast Asia and the application of human rights to these contexts. She also noted that the publication is not at all perfect but it is worth being used.

Finally, Fe A. Hidalgo, PhD, Undersecretary of DepEd expressed the urgency of human rights education considering the problems faced by children. She cited the suffering of children as shown in a documentary about children in detention.

The members of the Regional Review Team symbolically turned over the publication and its translations to delegates from Cambodia, Indonesia, Philippines, and Vietnam.

The launching ceremonies were fittingly ended with a dance performance by students from San Francisco High School (Sto. Cristo, Quezon City, Metro Manila). The student-dancers portrayed the plight of migrant workers—the risks and sufferings they endure in foreign lands in order to support their families. The dance performance captured the message of one lesson plan on migrant workers in the publication.

Workshop

Day One – 5 April 2005

History and current context of the workshop

Ms. Zaida T. Azcueta of DepEd gave a powerpoint presentation of the background of the workshop. She traced its link to the 1999 pilot training workshop held in Bali and the 2001 Southeast Asia writing workshop held in Manila. She also reported on the review and revision of the lesson plans in preparing the publication of *Human Rights Lesson Plans for Southeast Asian Schools*.

Mr. Jefferson R. Plantilla of HURIGHTS OSAKA explained the regional and international contexts of the workshop. He mentioned the Vienna Declaration and Programme of

Action (1993) which recommended the declaration of a United Nations Decade for Human Rights Education (Decade), the Decade provisions, the United Nations World Programme for Human Rights Education that started in 2005 and its first phase plan of action for the formal education system. He also cited the Kuala Lumpur Declaration on Human Rights adopted by the ASEAN Inter-Parliamentary Organization (AIPO) during its 14th General Assembly in September 1993. This declaration stresses the “promotion of human rights education [as] the co-responsibility of government and all sectors of civil society.” He further explained the annual Workshop on Regional Cooperation for the Promotion and Protection of Human Rights in the Asia-Pacific which adopted human rights education as one of its 4 major programs.

Human rights concepts

Mr. Sirilus Belen of the Ministry of Education of Indonesia facilitated the session on determining the participants’ understanding or misunderstanding of human rights. He requested the participants to express their concepts of human rights; clarified their views by citing examples of human rights such as the right to found a family; and used the United Nations’ *ABC Teaching Human Rights - practical activities for primary and secondary schools* (New York/Geneva: 2003) as a reference material.

Mr. Suthin Nophaket, Commissioner of the National Human Rights Commission of Thailand presented a review of the general principles contained in the United Nations’ Universal Declaration of Human Rights (UDHR). He also facilitated the expression of participants’ views on human rights before giving a powerpoint presentation on human rights focusing mainly on the UDHR.

Ms. Chiam presented the Convention on the Rights of the Child (CRC), and the different categories of child rights. Using a

powerpoint presentation, she explained the concept of rights, and the balance between rights and responsibilities. She pointed out that the lesson plans use three major human rights instruments: UDHR, CRC and the International Covenant on Economic, Social and Cultural Rights (ICESCR). She cited examples of rights under ICESCR such as right to work; right to education; right to adequate food; right to adequate shelter and services; and the right to culture. She facilitated an exercise of making the participants classify the different child rights into Survival, Protection, Development and Participation categories.

The first day sessions ended with presentations on the right to human rights education (human rights education as basic component of right to education). Mr. Plantilla provided an overview of the concept of right to human rights education based on the different international human rights instruments. He stressed that member-States of the United Nations have pledged to work for the universal respect for, and observance of, human rights. He also stressed that human rights education is the responsibility of governments and of the people themselves. Finally he pointed out that the Committee on Economic, Social and Cultural Rights of the United Nations affirmed that human rights education is itself a human right. (5 December 1994, E/1996/2, para. 324)

To complement the general introduction on this issue, Mr. Suthin presented a national perspective on the right to human rights education. He said that the right to human rights education is supported by the 1997 Constitution of Thailand which created the National Human Rights Commission. One of the important mandates of the commission is human rights education. He also pointed out the various government ministries involved in human rights education, which links with the Commission's sub-commission on human rights education. He also mentioned the role played by NGOs and people's organizations in human rights education in Thailand. All these

institutions (government and non-governmental) network on human rights education.

Day Two – 6 April 2005

Human rights education in the curriculum

A. Concept of integration of human rights education into the school curriculum

Mr. Nguyen Thanh Hoan of the Centre of Pedagogy, Hanoi University of Education explained the integration approach to human rights education in schools. He presented the reason for using integration approach, its objectives, forms, and methods. He said that there are three forms of integration:

1. Highest-level or complete integration - In this form, the content of human rights education completely coincides with the content of the lesson of a certain subject, this allows the development of a separate lesson on human rights.
2. Average-level or partial integration - In this form, part of the content of the lesson covers human rights, while the other part has no link to human rights.
3. Lowest level or content-related integration - This is a form in which the content of the lesson can be related to a certain dimension or idea of human rights.

He also presented how the integration approach is used in the publication by citing the human rights being discussed in the primary and secondary level lesson plans.

He stressed that whatever form of integration is used, the main content of the lesson must be fully ensured. It is imperative to integrate human rights content into a subject or lesson.

As a means of showing an example of integration approach used in one country, a participant, Ms. Maharom Mahmood of the Curriculum Development Centre, Ministry of Edu-

cation in Malaysia, presented the example of moral education. She said that human rights are discussed in the moral education subject. She presented the human rights content in the 2003 moral education subject for secondary level:

Learning Area 5:

Values in relation to human rights

- 5.1 Protection of children's rights
- 5.2 Respect for the rights of women
- 5.3 Protection of workers' rights
- 5.4 Protection of consumer rights.

Learning Area 6:

- 6.2 Freedom of self-expression
- 6.3 Freedom of worship

Learning Area 7:

Values in relation to Peace & Harmony

- 7.1 Living together in peace
- 7.3 Respect for the integrity of other nations

She also mentioned that aside from Islamic Religious Education and Moral Education, human rights education is also channeled in the following ways:

- Local Studies - primary level
- History - secondary Level
- Family Health and Sexuality Education – primary and secondary levels
- Living Skills – upper primary and lower secondary levels
- Values across the curriculum – i.e., teaching of languages, geography and art
- Co-curricular activities – uniformed bodies, clubs and societies, sports and games.

Another participant, Mr. Nguyen Duc Quang, of the National Institute for Educational Strategies and Curriculum Development in Vietnam, shared his view about the integration of human rights education into the extra-

curricular activities of the school. He said that aside from receiving knowledge on human rights through school subjects, students can have the opportunity to understand and practice these rights through extra-curricular activities. The activities can provide the conditions for students to express themselves as individuals such as rights to participation, expression, leisure and recreation, and information. He emphasized that the teachers need to use the participatory method, and design the activities in a way that arouse interest in the students and meet their needs.

A member of the workshop secretariat, Mr. Nobuki Fujimoto of HURIGHTS OSAKA shared the Japanese system of integrating human rights into the school curriculum. He said that there is a general subject called Integrated Curriculum which is open for various topics from environment to human rights. The schools decide what issues to take up in this subject, in line with the guidelines of the local Board of Education.

B. Purpose, components and use of human rights curricular framework

Ms. Chin Yahan of the Ministry of Education, Youth and Sports of Cambodia presented the meaning and purpose of the human rights curricular framework originally developed in the 2001 writeshop and adapted into the publication. She also explained the link between human rights lesson plans and the school curriculum. In her powerpoint presentation, she showed an example of curricular framework. She stressed the need to identify issues that are relevant to the situation of the students and which relate to the subject area in the curriculum. Once the issues have been identified, they can be linked to the corresponding values required to be taught/learned in the curriculum. At this point human rights concepts can be introduced. She also presented the different (and progressing) levels of the world of the students which should be considered in iden-

Human Rights Curricular Framework

<i>Grade Level</i>	<i>HR Curriculum Framework</i>	<i>Issues</i>	<i>HR Concept</i>	<i>Values</i>
7	Self	<ul style="list-style-type: none"> • The concept of development of rights and respect for others • Human rights violation • Management of problematic issues 	<ul style="list-style-type: none"> • Child rights • Right to education • Right to develop one's potential • Right to privacy 	<ul style="list-style-type: none"> • Equality • Love for school • Self-reliance • Responsibility • Self-respect

tifying issues and the relevant human rights. In this way, the issues and human rights concepts are correspondingly becoming more complicated as the “world” of the students becomes bigger. The human rights curricular framework is a means of planning the whole human rights education program in primary and secondary schools.

Above is a sample human rights curricular framework.

Human rights lesson plans

A. Format and components

Ms. Nerissa L. Losaria of DepEd presented the lesson plan format used in the publication. She explained the 4As approach in lesson planning which is used in the publication. She emphasized the need to be careful with “processing questions” to be able to make students follow the discussion in each section of the lesson.

The participants were asked to present the lesson plan format used in their school systems. Following are some of the formats presented:

**Cambodia
Lesson Plan Format**

- > The usual way of preparing a lesson guide/plan:
 - Identification of objectives of the lesson plan
 - Knowledge (content of lesson)
 - Skills (technology)
 - Attitude (moral education, HRE)
 - Identification of Teaching Aids
 - Time Allotment
 - Procedure
 - Activities
 - Analysis
 - Abstraction
 - Application/Assignment
 - Evaluation
- > Standard guide/format:
 - Topic
 - Time Allotment
 - Objectives – knowledge
 - skills
 - attitude
 - Resources: Materials & references
 - Procedure:
 - A. Opener
 - Step 1 – Organization of class
 - Step 2 – Review of last content in relation to new content
 - B. Development of the Activities
 1. Activity (experiential/role play)
 2. Analysis – expect answers
 3. Abstraction – summarize the responses
 - note the impact
 4. Application – ask students to do something (theory to practice)
 5. Closure (assignment for the next session)

**East Timor
Lesson Plan Format**

Identify:

- Subject
- Grade
- Semester
- Topic
- Time allocation
- Objective

**Malaysia
Lesson Plan Format**

Subject : Civics & Citizenship Education

Level : Form 3 (15 years old)

Themes : Future Challenges

Topic : Rights of Children

Method : Active Learning

Learning Objectives:

- At the end of the lesson, the children will have
 - Knowledge
 - Skill
 - Value

Tools : Situational/ Scenario Script

Procedures:

- Activities:
 - Role play
 - Discussion in groups/class
 - Evaluation (lessons learned from the activities)
 - knowledge
 - skills
 - values

Conclusion:

Teacher explains the rights of children
(Articles 3 & 19 of the CRC)

Assessment:

- Written Assignment
- Observation (community service)

**Laos
Lesson Plan Format**

Unit:

Lesson:

- Objectives: K (knowledge)
S (skills)
A (attitude)
V (values)

Time:

Materials/Resources/Teaching Aids:

Procedures:

- Presentation - Asking questions
Brainstorming
Drill
- Practice - Work in pairs
Group work
- Production - Role play
Telling stories
- Conclusion
- Assessment
 - Assignment
 - Homework

**Philippines
Lesson Plan Format**

Objectives

Content

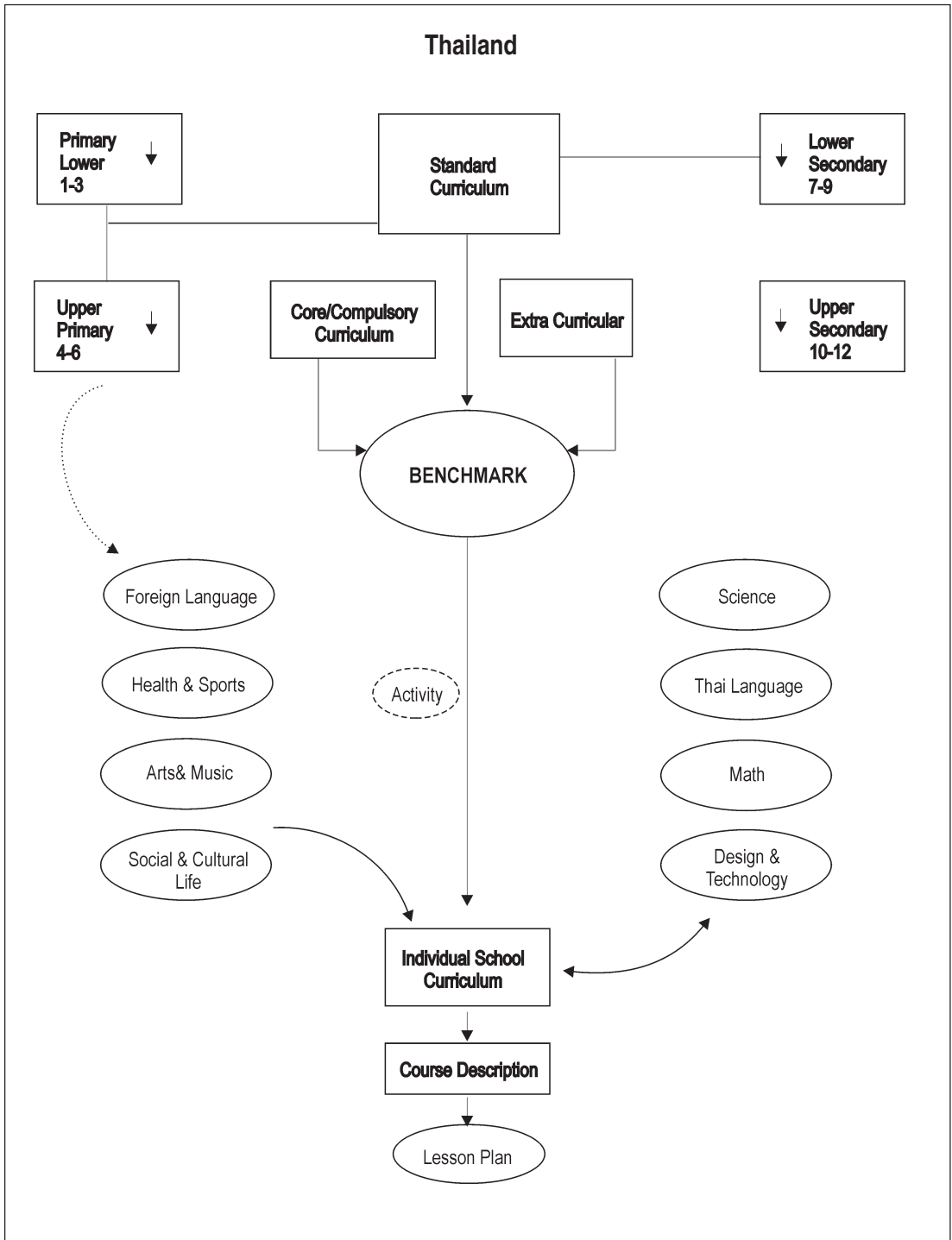
1. Topic (Basic Education Curriculum, Learning Competency)
2. Materials
3. Reference

Procedure

- a. Preliminary Activities
 - Drill
 - Review
 - Motivation
- b. Development of Activities
 - Activity
 - Analysis
 - Abstraction
 - Application

Evaluation

Assignment



The lesson plan formats in the eight countries follow basically a pattern similar to the format used in the publication. This proves that the publication's lesson plans can be applied to the countries in Southeast Asia.

B. Methodology

Mr. Belen presented the appropriate teaching/learning methodologies employed in the lesson plans. Using the United Nations' *ABC Teaching Human Rights practical activities for primary and secondary schools* (New York/Geneva: 2003) as reference material, he explained the need for participatory methodologies in teaching human rights.

C. Human rights content

Ms. Chiam facilitated the identification of human rights concepts that constitute the major contents of the lesson plans. Using the CRC pamphlet developed by SUHAKAM, she asked the participants to work in pairs in finding out what rights are covered by the different lesson plans. This exercise allowed the participants to review the lesson plans in the publication, though cursorily, and check the human rights involved.

Day Three – 7 April 2005

Training teachers on human rights lesson plans

The whole morning of the final day was devoted to group discussion (per country) to discuss how their own teacher training system can be used to train teachers on human rights education using the publication.

To facilitate the group discussion, the following guidelines were given:

- What can you do to promote human rights education in teacher training using the lesson plans publication as a material?

Objective of the activity (group discussion):

To brainstorm on realizable program or plan or project or initiative on teacher training that uses the lesson plans publication.

The program or plan or project or initiative is considered realizable when it is

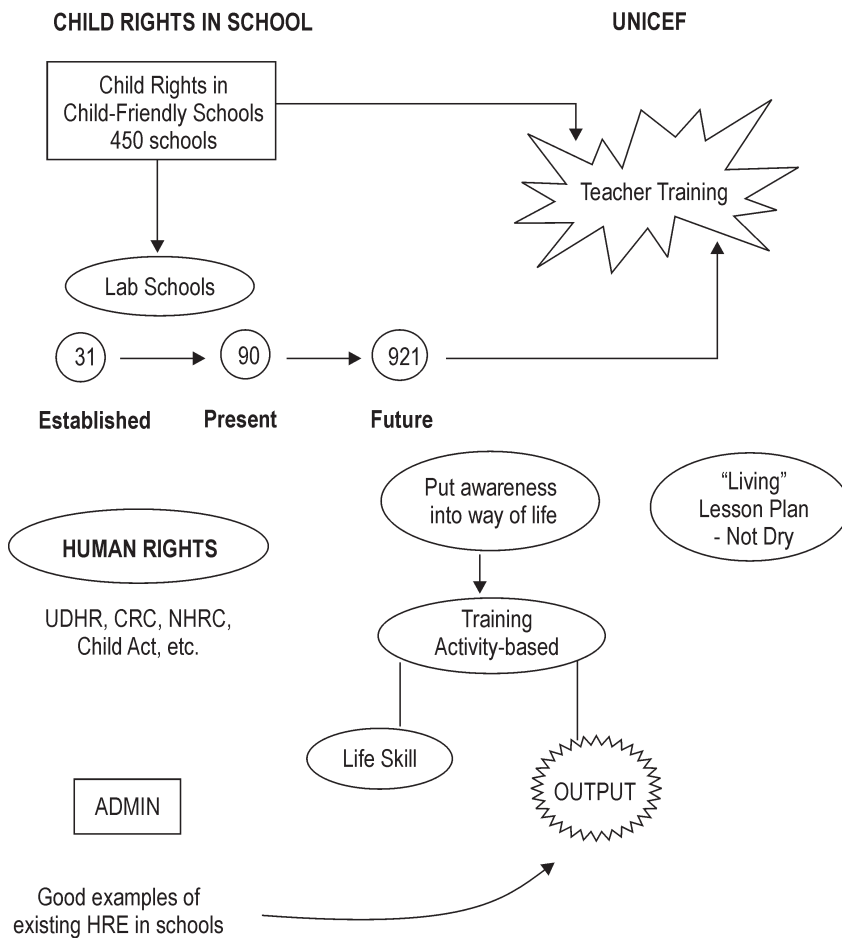
- within the scope of one's position and authority; and
- integrated into existing or upcoming program or project on education that can be related to human rights education.

Items for discussion and presentation

- I. Basic background information on the existing teacher training system in your country – describe the 1) program and 2) system of implementation.
- II. Training program or plan or project or initiative
Objective(s)
 - Human rights content (can be focused on UDHR or CRC or any other human rights instrument)
 - Methodology to be used in the training.
- III. System of dissemination of the program or plan or project after the training
- IV. Monitoring and support system.

At around noontime of the same day, each country delegation presented their respective reports. A participant, Ms. Orathai Moolkum, of the Office of Basic Education Commission (OBEC), Ministry of Education in Thailand presented the child-friendly schools project in Thailand which involves schools in disadvantaged communities in various provinces. She discussed how the project was implemented and the success in getting many schools involved, and how this project promotes education on child rights.

THAILAND

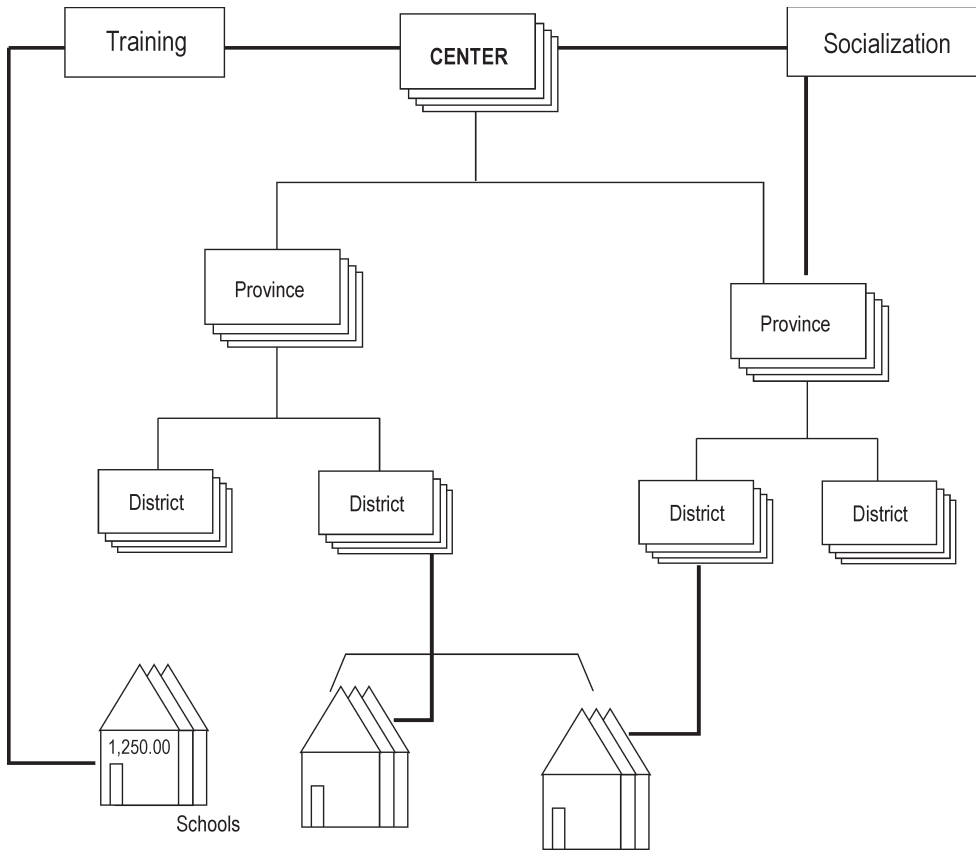


ACTION

1. Human rights training - 31 established Lab Schools
2. Distribute SEA lesson plans to
 - a) 420 child-friendly secondary schools
 - b) 921 Lab schools
 - c) Interested schools
3. Develop “Living” human rights lesson plans
 Use information and communication technology - such as web-based competition among child-friendly schools to find the best practices.
4. Organize seminars

INDONESIA

Teacher Training System in Indonesia



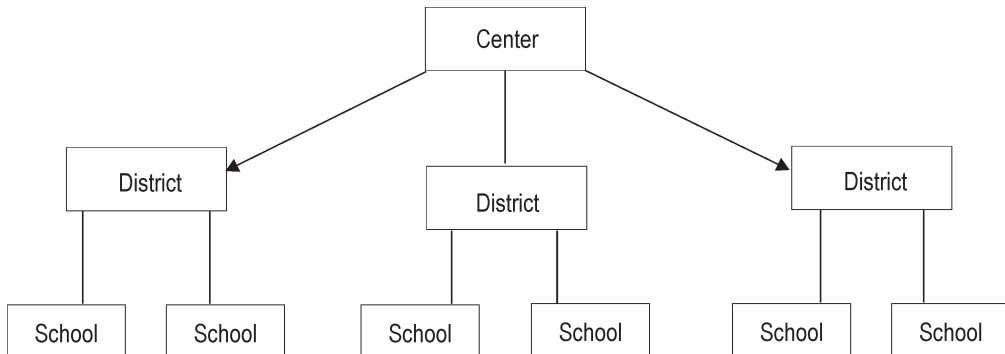
Human rights education networking

Networking with the following institutions will be needed:

Department of Education of the Philippines, WORLD BANK, HURIGHTS OSAKA, National Human Rights Commission (KOMNASHAM), Asia Foundation, Department of Justice and Human Rights (Indonesia), United Nations Development Programme (UNDP), Department of Foreign Affairs, UNESCO, NGOs (Solidamor, etc.), Canadian organizations, Women's NGOs, Deklarasi Federasi Guru Independen Indonesia (FGII), Teachers' Association of the Republic of Indonesia (PGRI), etc.

EAST TIMOR

I. Basic background information on the existing teacher training system in East Timor 6,700 Primary School Teachers



II. Training plan

a. Objectives

1. To raise the awareness on the importance of human rights education among education practitioners
2. To conduct teacher training
3. To replicate human rights education model in school teaching in a number of districts and provinces.

b. Contents

(based on CRC, UDHR, ICESCR)

1. Definition and principles of human rights
2. Identification of human rights concepts in the curriculum
3. Vision and mission of human rights education
4. Development of human rights curricular framework
5. Practical exercises on human rights topics/themes
6. Organization of class
 - student grouping
 - classroom
 - time

7. Teaching practice

8. Human rights education assessment
9. Action Planning
10. Methodology – Participatory, active learning methodologies

III. Dissemination

- Centralized professional development program for teachers.
- Assist:
 - Clusters of schools
 - Headmaster working groups
 - Supervisor working groups.
- Participants:
 - Teachers
 - Headmaster
 - Supervisors
 - Local staff of education offices

IV. Human rights education networking

Networking with the following institution will be needed: Department of Education of the Philippines, UNESCO, HURIGHTS OSAKA, UNICEF, Asia Foundation, World Bank, UNDP, Australian AID and US AID.

LAO PDR

I. Rationale

In 2000 the government of Lao PDR signed two international human rights conventions:

- International Covenant on Civil and Political Rights (ICCPR)
- International Covenant on Economic, Social and Cultural Rights (ICESCR)

and subsequently set up a National Committee for the implementation of the two instruments, chaired by the Vice-Prime Minister/Minister of Foreign Affairs.

In March 2005, the National Research Institute for Educational Science studied the development and integration of child rights and human rights into the primary and secondary school curriculums.

II. Training Program/Plan

Objectives:

- To study the child rights and human rights concepts
- To research on the integration of child rights and human rights into Moral & Civic Education subject
- To develop Learning-Teaching Materials
- To organize workshop for Teacher Training both on

Contents:

- study on child rights and human rights using some of provisions of the Constitution and laws of Lao PDR whenever appropriate

Methodology:

- Provide knowledge on child rights and human rights by using some activities such as answering questions, discussions, inviting resource persons, and listing ideas.

III. After Training

- Preparation – Pre-Test for child rights and human rights in schools
- Trainers' observation/feedback

IV. Monitoring and Support Program:

- Master Trainees monitoring/feedback
- Post Test
- Analysis
- Seminar on the results of the analysis of the post test
- Exchange experiences between teachers and trainees

PHILIPPINES

I. Basic background information on the existing teacher training system in the Philippines

- Collaborative Efforts and Partnership
The Commission on Human Rights of the Philippines (CHR) and the Department of Education (DepEd) have a partnership on human rights education in schools. This was formalized by forging a Memorandum of Agreement between the CHR and DepEd in 1992. This was further strengthened through the implementation of the plans and programs agreed upon.
- Operationalization of the Partnership through the Development of Teaching Exemplars/Lesson Plans and Facilitators' Manual
- CHR and DepEd jointly supported the development of human rights teaching exemplars through the following activities:
 - Validation of teaching exemplars
 - Launching of publication on teaching exemplars
 - Teacher Training
 - In-House Training
- Monitoring

They also

1. Developed a monitoring instrument for the trainings being held.
2. Have a monitoring team visiting various regions in the country where teacher trainings were held.

II. Training program

a. Objectives

1. To promote people's awareness and vigilance on their inherent rights as human beings
2. To mold the attitudes of children to become responsible adult citizens.

b. Content: Based on UDHR, CRC, ICCPR, ICESCR, 1987 Philippine Constitution, other domestic laws on child protection

Project involved: Human Rights Education Orientation Workshop for Primary and Secondary Teachers and (Special Education Division) SPED Teachers

c. Methodology:

Four As: Activity, Analysis, Abstraction and Application

- * Medium of Instruction: English, Filipino, and other local dialect.

III. System of dissemination of the program

BEFORE the training

A number of activities are held prior to the holding of training in various regions of the country. These activities are the following:

- Orientation Workshop
- Trainers Training
- Students Human Rights Convention
- Symposium
- Focus Group Discussion
- Mass Media

AFTER the training

- Implementation of plan of action
- Assessment of programs implemented

IV. Monitoring and support system

To monitor the impact of the training and to provide continuing support to schools, the following are done:

- Human Rights Education Monitoring Team – a joint team from CHR and DepEd is formed for the monitoring activities

- Shared Technical and Logistics Support among Partners – in line with the partnership agreement, the two institutions share technical and logistical resources for the activities
- Funding Assistance from Local and International Donors – the two institutions seek funding support from other institutions to be able to complete the implementation of their plans and programs.

CAMBODIA

I. Basic background information on the existing teacher training system in Cambodia

- Pre-service training:
 - Provincial Teacher Training Center - Primary School Teachers
 - Regional Teacher Training Center - Lower Secondary School Teachers
 - National Institute of Education - Upper Secondary School Teachers.
- In service training:
 - Regional Teacher Training Center – courses based on newly-developed materials or updated materials or in response to the practical needs of school teachers
 - National Institute of Education - School Directors
- System of implementation
 - Training for teacher-trainers at the national level.
 - Training for teacher-trainers at the regional level
 - Teacher-training at the provincial level.
 - Teacher-training at district level.
 - Teacher-training at cluster school level.

II. Teacher training project

Objectives

- To raise awareness and skills of education officers, and curriculum/textbook/teacher's guide writers in integrating

international human rights standards into the school curriculum, textbooks, teacher's guide and school environment.

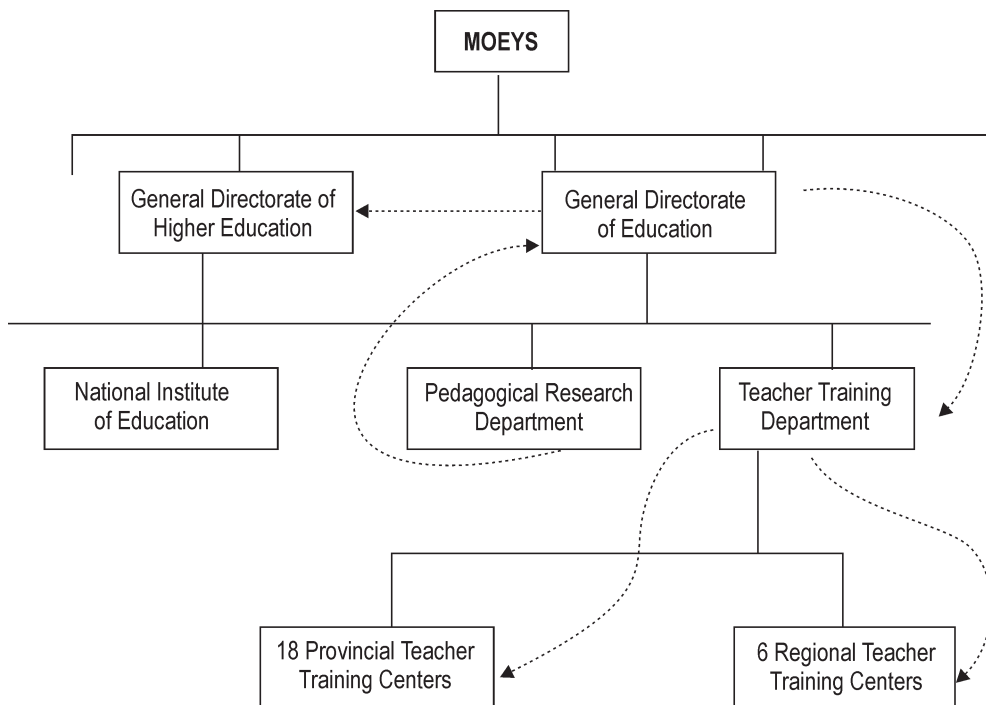
- To undertake the exercise of adopting the publication.

Human rights content will focus on UDHR, CRC, CEDAW and other human rights instrument.

Methodology to be used in the training: Cascade model.

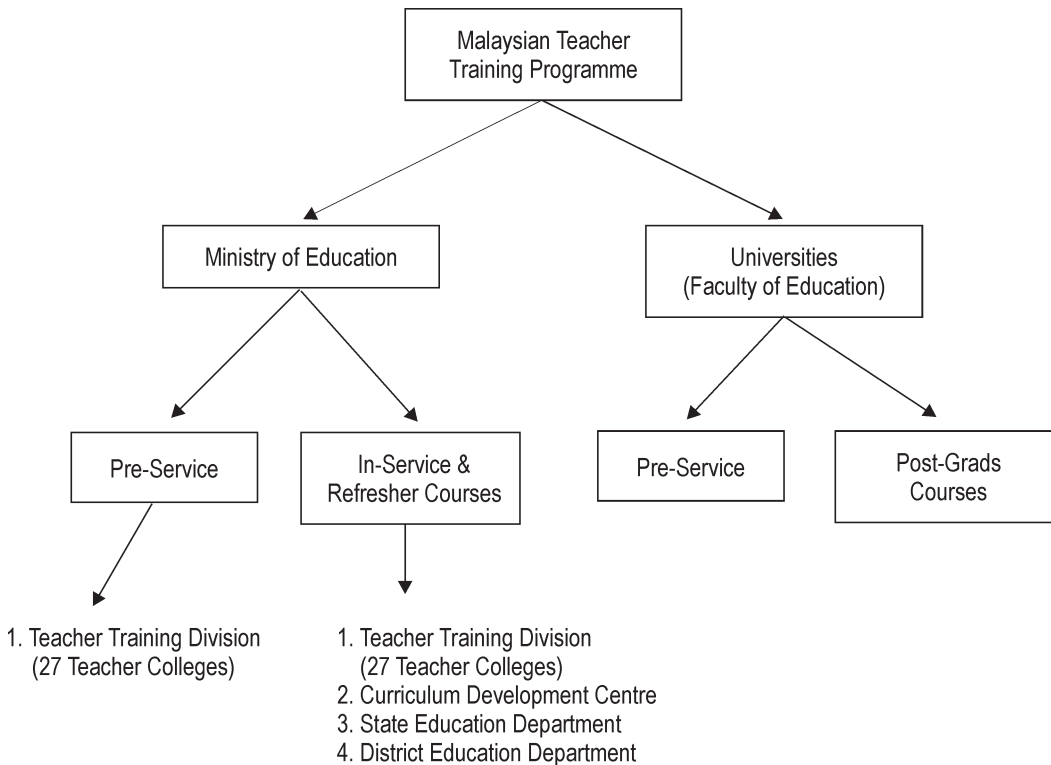
III. Monitoring and support system:

MOEYS in cooperation with selective international, regional and local NGOs will monitor and provide support to the project.



MALAYSIA

1. Malaysian Teacher Training Programme



2. Dissemination Strategy of Human Rights Education :

- Training of Key Personnel of Civic and Citizenship Education (Using Cascade Model by Curriculum Development Centre, Ministry of Education. The key personnel then train other teachers at State, district and school levels)
- Training of School Counselors (by the School Division, Ministry of Education)
- Training of Pre-service and In-service Teachers (by Faculties of Education, Teacher

Training Colleges, Curriculum Development Centers, State Education Department and District Education Department)

- Preparation/Publication of Support Materials Including Teachers Guide Book prepared by Textbook Division and other related materials.

3. Monitoring: Dissemination of Human Rights Education in the Classroom

- Curriculum Development Centre (CDC)
- Teacher Training Colleges
- Inspectorate of Schools

- State Education Department
- District Education Department
- Faculties of Education.

VIETNAM

I. Background

Vietnam is experiencing a renewal of the educational system by renovating the objectives, curriculum, contents and textbooks at both primary and secondary levels.

Many types of education have been introduced into the curriculum and textbooks such as environmental education, population education, peace education, legal education, child rights education, and citizenship education.

At present, Vietnam has developed and implemented the new curriculum and developed new textbooks for the primary and lower secondary levels. It is completing the development of experimental textbooks for the upper secondary level.

Every year, teachers receive training on the content and methodology of teaching.

Training is often done in a cascade manner:
At the national level: training for key teacher trainers before the end of the school year.

At the local level: key teacher trainers provide training for school teachers during summer vacation.

II. Training Plan

a. Objectives

- To impart additional basic knowledge on human rights to teachers in line with Vietnam's Constitution and laws;
- To help teachers understand and use effectively the human rights teaching methods in keeping with local and school characteristics and conditions.

b. Content

- Basic knowledge of human rights: concepts, some salient articles in the CRC, UDHR
- Human rights teaching methodology
- Development of human rights lesson plans

- On-the-spot practice exercises.

III. Dissemination system

- Submit a plan to the Ministry of Education and Training (MOET) officials for the use of the human rights lesson plans publication in teacher training in specific subjects such as Moral Education at the primary level, Civic Education and extra-curricular activities at the lower secondary level.
- Develop a plan for on-going evaluation.

IV. Monitoring and support system

1. Monitoring:

- MOET will provide guidance
- Local educational authorities will implement the plan.

2. Support will be sought from

- MOET
- Local authorities
- NGOs
- Social organizations
- Community, parents and others.

The participants were reminded that while they were not being asked to commit to undertake what they have presented, they were encouraged to explore these possibilities as much as they could.

Concluding remarks

The workshop successfully implemented the program as planned. Some highlights are noted in the context of the Southeast Asian initiative on human rights education in schools of which the workshop is a part:

Participants – the plan for the participation of eight Southeast Asian countries was realized. There were a total of 20 participants with one slot for Malaysia not filled up.

Resource persons – all resource persons were prepared for their respective assignments. Except for two, they have prepared powerpoints for the presentations.

Exercise on planning for training – most

country delegations reported on the possibility of training teachers using the lesson plans publication.

Documentation of proceedings - the presentations including list of participants and resource persons were all documented, for the first time, in digital form (all in one CD) avoiding higher expense on document reproduction. The existence of computer files for the resource persons' and some participants' presentations facilitated easier compilation of documents in digital form.

The Thai delegation announced its project to translate the lesson plans publication into Thai language (as part of a bigger project for the development of human rights education in Thai schools). Other delegations informally expressed their interest in developing projects for national activities.

As in any workshop, sharing of experiences constituted a high point of the program. Participants appreciated the experience of Thailand in developing a program on human rights education that involves various government agencies, non-governmental organizations, and the academe. This program is coordinated by the National Human Rights Commission of Thailand. They also learned about the experience of implementing a human rights education program and the difficulties involved, through the report from the Philippines.

The participants themselves shared what they see as opportunities for human rights education. From Thailand, the nationwide program on the rights of the child was presented as an avenue for further human rights education work. The "LabSchool Project," meant for the schools in disadvantaged communities in all provinces in Thailand, is considered an avenue for human rights education. In Malaysia, the existing civic education program was cited as another venue for human rights education. Likewise the moral education program

in Indonesia was explained as fit for human rights education though it may have to be re-oriented towards the rights perspective.

Problems encountered

There were several problems that affected the workshop in the form of

- Time limitation – there was limited time to get most participants to express their ideas and share their experiences. This is due to the language used as the medium of communication in the workshop (English) that posed a problem for a number of participants. The active participation of some resource persons in a sense also led to less time for participants to take part in the discussions.
- Meeting room – for the last two days of the workshop, the meeting room used was quite small for around 30 people.
- Late arrival of some participants – due to the last minute change of participants from East Timor, their flight booking and visa were delayed. The two East Timorese participants arrived in the evening of the first day of the workshop.

Training participants

Laos and East Timor were represented for the first time since the series of activities in Southeast Asia was started in 1998. Officials from the Ministry of Education of the two countries participated in the workshop. The representatives from Laos expressed interest in developing a human rights education in schools program. They said that Laos is new to this kind of program, although there are projects on the rights of the child and women in the country. The two representatives of the Ministry of Education of East Timor were more of observers due to their unfamiliarity with the topic. But they nevertheless presented the teacher training system in East Timor.

Several country delegations informally expressed interest in undertaking activities in their respective countries, not only on teacher training but even the use of the publication in the classroom.

Postscript

HURIGHTS OSAKA employs the partnership approach in pursuing regional activities because it ensures that activities are not owned by one institution but shared by all partners. This explains the consistent involvement of different institutions in Indonesia (during the late 1990s) and in the Philippines (from 2001 till 2005) in holding the workshops. The partner institutions consist of Ministries of Education, national human rights institutions, and also a university-based human rights center. Non-governmental organizations (NGOs), while not formally partners, are always invited to take part in the activities. One Thai NGO helped in the printing of the lesson plans publication in Bangkok.

Supporting international institutions (both NGO and intergovernmental) also play a very important role in the implementation of HURIGHTS OSAKA's regional human rights education program.

HURIGHTS OSAKA views the workshop as a means of continuing the collaboration among Southeast Asian institutions on human rights education in schools. The workshop was designed not simply to train teacher trainers but to encourage them to seek the possibility of using the lesson plans publication as a tool for training teachers in their countries. As emphasized in the workshop, what matters really is the national-level work of the partners and/or participating institutions.

Subsequent to the workshop, the participants, resource persons and their respective institutions have been doing a number of national-level activities related to the publication and/or workshop:

- In *Malaysia*, SUHAKAM, in

collaboration with the Malaysian MOE, holds sessions on human rights in the courses for teachers on the new citizenship and civic education subject using the publication as one of the resource materials.⁷ SUHAKAM translated the publication into Bahasa Melayu and printed copies for distribution to schools in Malaysia.

- In *Cambodia*, the publication and the workshop were reported in a national workshop on human rights held in Phnom Penh on 24 November 2005. The MOEYS subsequently launched a project entitled "Human Rights Integration in School Curriculum, Textbook/ Teacher's Guide and School Environment,"⁸ with the publication as one of the materials to be used. It is now planning to reprint the Khmer version of the publication and undertake teacher training using the publication as a training material.
- In *Indonesia*, the publication is used in teacher training workshops.
- In *Laos*, the publication has been used as reference material in developing Laotian human rights lesson plans.
- In *Thailand*, the publication has been translated into Pasa Thai and used in teacher training workshops. The lesson plans are used by some Thai teachers as guide in developing their own lesson plans, while others test them in the classroom. Training workshops for school administrators and teachers have been jointly organized by a Thai non-governmental organization (The Justice and Peace Commission of Thailand) and the National Human Rights Commission in different parts of the country. The workshops have covered more than a thousand teachers in public schools. Teacher training workshops are also held for hundreds of teachers in private schools.⁹

The *Human Rights Lesson Plans for Southeast Asian Schools*, English version, is available on the web. It can be found in the following websites:

1. UNESCO Asia-Pacific
Bureau of Education
www.unescobkk.org/index.php?id=3125
2. Friedrich Naumann Foundation
Manila Office
www.fnfasia.org/news/regional_news/humanrights_lesson_plan.htm
3. University of Minnesota
www1.umn.edu/humanrts/edumat/
www1.umn.edu/humanrts/edumat/SoutheastAsianHRE.pdf
4. Human Rights Education Associates (HREA)
www.hrea.org/erc/Library/display.php?doc_id=2971&category_id=18&category_type=3
5. Amnesty International Australia
www.amnesty.org.au/resources/teachers
6. HURIGHTS OSAKA
www.hurights.or.jp/education_e.html#5

The UNESCO Asia and Pacific Regional Bureau for Education website has both the English and Bahasa Indonesia versions already

available. The Vietnamese and Khmer versions may become available also.

The Friedrich Naumann Foundation website, which announced the formal launching of the publication in its internet-based newsletter, contains the English version.

Endnotes

¹ Visit www.hurights.or.jp/database/E/98wsrpt/chapter2.html for the report on the Surabaya workshop.

² Visit www.hurights.or.jp/hreas/3/14osaka.htm for the report on this workshop.

³ Visit www.hurights.or.jp/hreas/5/10sea_writeshop.htm for the report on this workshop.

⁴ Cambodia, Indonesia, Malaysia, the Philippines, Thailand and Vietnam.

⁵ His message was read by a HURIGHTS OSAKA representative during the opening ceremonies because he was not able to attend the workshop.

⁶ See Friedrich Naumann Stiftung Asia news report in the appendix, and in this website www.fnfasia.org/news/regionalnews/humanrights_lesson_plan.htm

⁷ Based on e-mail messages of Chiam Heng Keng (29 April 2005) and Mahmood Maharom (19 May 2005) on the citizenship and civic education courses.

⁸ Based on e-mail message of Chin Yahan (22 July 2005).

⁹ Based on e-mail messages of Valai na Pombejr (8 December 2005 and 19 and 21 June 2006).